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EFL TEACHERS' PERSPECTIVES ON CURRENT CHALLENGES OF TEACHING
ENGLISH ACCORDING TO SERVICE AREAS

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**EFL Teachers' Perspectives on Current Challenges of Teaching English According to
Service Areas**

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(Master's Thesis)

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Declaration

I hereby declare that the Master's Thesis, "**EFL Teachers' Perspectives on Current Challenges of Teaching English According to Service Areas**", which I wrote myself, has been prepared in accordance with ethical and scientific values and that all the sources that I have used in this study are included in the references.

05/02/2018



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Ebru ALTIN AYAN tarafından hazırlanan çalışma, 05/02/2018 tarihinde yapılan tez savunma sınavı sonucunda jüri tarafından başarılı bulunmuş ve Yüksek Lisans tezi olarak kabul edilmiştir.

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Abstract

Efl Teachers' Perspectives On Current Challenges Of Teaching English According To Service Areas

Foreign language education in Turkey has been a controversial issue among educational researchers, politicians, administrators, teachers and parents for years. Even though, many reforms have been made to provide better quality foreign language education, Turkey's English proficiency level have stayed below the required level. Moreover, the reforms made by MNE may have ignored the regional differences and may have caused other FLT problems arising from these regional differences. Thus, this study aimed to determine the challenges faced by EFL teachers teaching in the 1st, 2nd or 3rd service areas of Turkey while teaching FL in their schools.

In the present study, a survey study was conducted with a quantitative research design. The participants of the present study were 93 EFL teachers who were teaching at primary, secondary or high state schools in 35 different cities of Turkey located either in the 1st or the other (2nd & 3rd) service areas. The cities were divided into two regions by taking into consideration TUIK Map of Well-Being Index for Provinces and MNE Map of Service Areas in terms of level of development. As a data collection instrument a questionnaire entitled 'Questionnaire on Problems of Teaching English in the 1st and the Other (2nd & 3rd) Service Areas of Turkey' was developed by the researcher and administered to the EFL teachers. The questionnaire was sent both as a hard copy and an e-survey to the participants. The data were analysed quantitatively using descriptive statistics in SPSS and content analysis was administered to the open ended questions.

The findings of the study revealed that EFL teachers experienced less problems than the previous studies' findings. The problems experienced by them were mostly about institutional and instructional problems such as insufficient reforms of MNE, repetitive and

unsuitable curriculum, neglecting teaching some skills such as listening, speaking and writing, not using the instructional materials even though they exist, using traditional assessment types such as paper-pen exam and assessing just grammar, vocabulary and reading skills. In addition, other institutional problems were identified as inadequate weekly course hours, inadequate support of government for schools and inadequate instructional materials. Lastly, social problems were defined as disadvantaged students coming from crowded, poor and indifferent families. Regarding the regional differences on the problems of FLT, there was no considerable difference between the perceptions of EFL teachers working either in the 1st or the other (2nd & 3rd) service areas; however, it was concluded that educational opportunities were higher in the 1st service area in Turkey.

Keywords: Foreign language education, history of language teaching, problems in FLT, regional problems.

Özet

Yabancı Dil Olarak İngilizce Öğretmenlerinin Hizmet Bölgelerine Göre Günümüz

İngilizce Öğretimindeki Güçlükler Hakkındaki Görüşleri

Türkiye'de yabancı dil eğitimi, eğitim araştırmacıları, politikacılar, yöneticiler, öğretmenler ve anne babalar arasında yıllardır tartışılan bir konudur. Daha iyi kalitede yabancı dil eğitimi sağlamak için pek çok yenilik getirilmiş olsa da, Türkiye'nin İngilizce yeterlilik düzeyi gerekli seviyenin altında kalmıştır. Dahası, MEB tarafından yapılan reformlar bölgesel farklılıkları göz ardı etmiş olabilir ve bölgesel farklılıklardan kaynaklanan diğer yabancı dil öğretim sorunlarına neden olmuş olabilir. Bu nedenle, bu çalışma, Türkiye'nin 1. 2. ve 3. hizmet bölgelerinde çalışan yabancı dil öğretmenlerinin İngilizce öğretirken karşılaştıkları zorlukları belirlemeyi amaçlamıştır.

Bu çalışmada, nicel araştırma tasarımı ile bir anket çalışması yapılmıştır. Araştırmanın örneklemini, 1. 2. veya 3. hizmet bölgelerinde yer alan 35 ilde ilk, orta ve lise devlet okullarında öğretmenlik yapan 93 yabancı dil öğretmeni oluşturmuştur. İllerde Yaşam Endeksi Haritası ve MEB Hizmet Alanları Haritasına göre illerin kalkınma seviyesi göz önünde bulundurularak şehirler iki bölgeye ayrılmıştır. Veri toplama aracı olarak yabancı dil öğretmenlerine '1. ve Diğer (2. & 3.) Hizmet Bölgelerine göre Türkiye'de İngilizce Öğretme Problemleri Üzerine Anket Formu' uygulanmıştır. Anket, hem basılı kopya hem de e-anket olarak katılımcılara gönderilmiştir. Veriler, SPSS programında betimsel istatistikler kullanılarak nicel olarak analiz edilmiş ve açık uçlu sorulara içerik analizi yapılmıştır.

Araştırmanın bulguları, yabancı dil öğretmenlerinin literatürde bulunan önceki çalışmaların ifade ettiklerinden daha az sorun yaşadıklarını ortaya koymuştur. Öğretmenlerin yaşadığı sorunlar çoğunlukla MEB'in yaptığı yeniliklerdeki yetersizlikler, tekrarlayan ve uygun olmayan müfredat, dinleme, konuşma ve yazma gibi bazı becerileri öğretmeyi ihmal etmek, öğretim materyallerini mevcut olsa da kullanmamak, kağıt-kalem sınavı gibi

geleneksel deęerlendirme trlerini kullanmak ve sadece dilbilgisini, kelime daęarcıęını ve okuma bilgisini lmek gibi kurumsal ve eęitim-ęretime ait sorunlardır. Buna ek olarak, dięer kurumsal sorunlar, yetersiz haftalık ders saatleri, devletin okullara yetersiz desteęi ve yetersiz ęretim materyalleri olarak belirtilmiřtir. Son olarak, sosyal sorunlar, kalabalık, fakir ve ilgisiz ailelerden gelen dezavantajlı ęrenciler olarak tanımlanmıřtır. Blgesel farklılıklar konusunda, 1. veya dięer (2. & 3.) hizmet blgelerinde alıřan yabancı dil ęretmenlerinin yabancı dil ęretimi sorunlarıyla ilgili algıları benzerlik gstermesine raęmen, eęitim olanaklarının Trkiye'nin 1. hizmet blgesinde daha yksek olduęu sonucuna varılmıřtır.

Anahtar Kelimeler: Blgesel sorunlar, dil ęretim tarihi, yabancı dil eęitimi, yabancı dil ęretimindeki sorunlar.

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List of Abbreviations

CEFR	Common European Framework of Reference for Languages
E & SE	East and Southeast
EBA	Eđitim Biliřim Ađı (Educational Informatics Network)
EF	The Education First
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EPI	English Proficiency Index
ERG	Education Reform Initiative
ESL	English as a Second Language
EU	European Union
FATİH	Fırsatları Artırma ve Teknolojiyi İyileřtirme Hareketi (Movement of Enriching Opportunities and Improving Technology)
FL	Foreign Language
FLT	Foreign Language Teaching
HEC	Higher Education Council
ICT	Information and Communication Technology
KPSS	Kamu Personeli Seęme Sınavı (Public Personnel Selection Examination)
L1	First Language
L2	Second Language
LYS	Lisans Yerleřtirme Sınavları (Undergraduate Placement Tests)
MNE	Ministry of National Education

NATO	North Atlantic Treaty Organization
RTI	Research Triangle Institute
SPSS	Statistic Package for the Social Sciences
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEOG	Temel Eğitimden Ortaöğretime Geçiş (Test for Secondary School)
TEPAV	Türkiye Ekonomi Politikaları Araştırma Vakfı (The Economic Policy Research Foundation of Turkey)
TOEFL	Test of English as a Foreign Language
TTKB	Talim ve Terbiye Kurulu Bakanlığı (Board of Education)
TUIK	Turkish Statistical Institute
TÜBİTAK	Türkiye Bilimsel ve Teknolojik araştırma Kurumu (The Scientific and Technological Research Council of Turkey)
UK	United Kingdom
USA	United States of America
YGS	University Entrance Exam
WEs	World Englishes

Chapter One

Introduction

Introduction

This chapter starts with a brief discussion of some basic literature concerning foreign language teaching (FLT) history, Kachru's (1989) concentric circles related with the terms such as World Englishes (WEs), English as a lingua franca (ELF), English as an international language (EIL) and Global English. Afterwards, the purpose of the study, research questions and the significance of the study are discussed. The assumptions of the study are then given. Finally, this chapter outlines the organization of the thesis.

Background of the Study

In today's world, there is a consensus that English is the language of worldwide communication (Caine, 2008; Crystal, 2003; Graddol, 2000; Jenkins, 2006; McKay, 2003). This fact concerns Turkey closely since it is a developing country. It became a member of NATO (North Atlantic Treaty Organization) in 1952 and desires to be a member of the EU (European Union). Moreover, it has a very important geopolitical status situating on both Europe and Asia. This vital geopolitical status requires close relationships with other countries whose common language is English in order to keep up with developments in many fields (Kırkgöz, 2007). Considering the geopolitical position of Turkey, economic, political, social, educational and technological developments are required to be followed, which can be provided by the educated people speaking the common language, English. Additionally, one of the criteria for being a member of the EU is educational reforms related to FLT (Sağlam, Özüdoğru & Çıray, 2011).

Besides, it is a fact that the use of English in international communication has been increasing day by day so that it has become the most prominent international language which can be called as WEs, EIL and ELF (Jenkins, 2006). As the terms suggest, English is regarded

as an international language which belongs to everyone who speaks it, not just possessed by native speakers (Xiaoqiong & Xianxing, 2011). Mesthrie and Bhatt (2008, p. 3) maintain that “English no longer has one single base of authority, prestige and normativity”. Kachru (1989) describes the use of English in three concentric circles. The first one is “inner circle” in which English is spoken as first language (L1) and the countries such as the United Kingdom (UK), the United States of America (USA), and Australia are included. The second circle is “outer circle” in which English is officially spoken as a second language (L2) especially in former colonies such as India, Africa, Bangladesh and several others. The last one is “expanding circle” in which English is learnt as a foreign language (FL) with significant role in education, science and business. Kilickaya (2009) and Xiaoqiong and Xianxing state that countries such as Turkey, China and Japan are included in the expanding circle.

About the spread of English in the world, Caine (2008) states that non-native speakers far outnumber the native speakers. As English is spoken by many people worldwide, it is inevitable to encounter with many varieties in the use of standard or non-standard English. Meyerhoff (2006, p. 15) defines Standard English as “a set of norms that are shared across many localities and which have acquired their own social meaning”. The British English and American English are the best known, basic “standard” varieties which can arise in the countries where English is spoken as L1. In addition, the non-standard varieties of English can be seen in L1 spoken countries as well (Crystal, 2003). For instance, the English spoken by Scots has a characteristic phonological, grammatical, lexical and idiomatic aspects. Other non-standard varieties arise in countries where English is spoken as a L2 or FL (Wardhaugh, 2006). Since these countries use English for intercultural communication, they do not need to speak standard English, instead they can use it in different varieties (Mufwene, 2010).

All in all, it is obvious that English is not only spoken by native speakers in the inner circle but also by many people in outer and expanding circles from different cultural and

ethnic backgrounds. As Alptekin (2002) states, being a lingua franca, English is needed and used in the world with the aim of professional contacts, academic studies and commercial pursuits. Regarding this, communication may occur among native and non-native speakers as well as among non-native speakers. Thus, learning English should not be regarded as being native-like; on the contrary, it is communicating across cultures, respecting different varieties and being knowledgeable about WEs (Kilickaya, 2009).

As mentioned before, Turkey is located in the expanding circle of Kachru (1989) where English is taught and learnt as a FL at schools through the curriculum designed by Ministry of National Education (MNE) and textbooks prepared in either English or American accents. Nonetheless, most of the students may not communicate in English when they graduate from high schools or even universities. The Education First proves this statement with its result which shows Turkey's level of English Proficiency Index as "very low proficiency" with the score of "47.89" being the 51st out of 72 countries ("English Proficiency Index [EPI]", 2016). It is therefore obvious that there are problems in both learning and teaching English in Turkey. Moreover, the geographical regions in Turkey differ in terms of geographical formations, economic and social level of development and standards of living, which may affect the education facilities positively or negatively. These differences may vary in the 1st and the other (2nd & 3rd) service areas of Turkey causing different FLT problems. Thus, this study aimed to investigate the source of the problems faced by EFL teachers working either in the 1st or the other (2nd & 3rd) service areas of Turkey.

Purpose of the Study and Research Questions

Turkish education system met with FLT during the Tanzimat Period which is accepted as the beginning of the westernization movements in the second half of the 18th century (Kırkgöz, 2005). Tanzimat Period, known as the Ottoman Reform Movement, comprises the social, political, economic, cultural and educational reforms made in order to become a

modern government between 1839 and 1876 (Şen, 2010). Küçüköğlü (2013) states that in that period of time, being a diplomacy, philosophy and science language, French was the most prominent language to be taught at schools. Alptekin and Tatar (2011) maintain that in the 19th century a number of missionary schools were opened with the medium of French. Since then, numerous reforms have been made in the field of FLT; however, it is found out by some studies that FLT is a problematic issue (Aktaş, 2005; Işık, 2008; Paker, 2007; Tılfarlıoğlu & Öztürk, 2007). Moreover, several other researchers (Aktaş, 2005; Çetintaş, 2010; Erkan, 2012; Gedikoğlu, 2005; Gocer, 2010; Karcı & Vural, 2011; Kızıldağ, 2009; Oktay, 2015; Tılfarlıoğlu & Öztürk, 2007) investigated the challenges in language teaching and almost all noted the similar problems related to institutions, instructions and social life. In addition, they proposed solutions to reduce these challenges and improve learners' proficiency as it is stated in the outcomes of the curriculum. As a result, with the technological developments in the world, MNE in Turkey have been reorganizing the curricula to follow the western innovations in education. However, such innovations may bring some other problems emerging from regional differences which do not provide opportunities to keep up with western education system. Educational activities may be disrupted due to the insufficient school environment, low income of families, geographical features of the region, social and economic problems, restricted accessing facilities to infrastructure services, limited social life and safety problems. For instance, according to TUIK Map of Well-Being Index for Provinces (see Figure 3), western cities' level of development is demonstrated higher than eastern cities, which may cause disadvantage for the regional students.

Thus, this study aims to determine the challenges faced by EFL teachers teaching in the 1st and the other (2nd & 3rd) service areas of Turkey while teaching FL in their schools and to propose suggestions for policy makers to regulate education system, curricula, school

environment, inadequate teaching instruments, inadequate school infrastructure and similar problems.

The main purpose of this study is to investigate the current challenges in FLT describing teachers' point of views who work in the primary, secondary and high state school located in the 1st and the other (2nd & 3rd) service areas and propose some suggestions in the light of the data collected.

Within this main aim this study aims to answer the following research questions:

RQ 1 What are the EFL teachers' perceptions on the challenges in teaching English?

RQ 1.1 What are the EFL teachers' perceptions on the institutional problems?

RQ 1.2 What are the EFL teachers' perceptions on the instructional problems?

RQ 1.2.1 Which sub-skills or main-skills do EFL teachers teach in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.2 Which instructional materials do EFL teachers use in their classes in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.3 Which activities do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and is there any difference between the seating arrangements applied in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.4 Which of the instructional technologies are available at the sample schools and which of them do EFL teachers use in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.5 Which assessment types and skills do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and what are the EFL teachers' views on assigning homework to their students in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.3 What are the EFL teachers' perceptions on the social problems such as crowded, poor and indifferent families, familiarity to the culture of the region, safety issues or dignity of the teaching profession?

RQ 2 Do the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas of Turkey differ from each other in terms of institutional, instructional and social problems?

RQ 3 What are the EFL teachers' perceptions on job satisfaction when performing their professions in the 1st and the other (2nd & 3rd) service areas?

RQ 4 Do EFL teachers have a desire for professional development? If yes, what do they do to achieve this goal?

Significance of the Study

Preliminary findings of the studies in the literature reported some of the challenges of FLT; however, in these studies, little has been investigated regarding the primary, secondary and high state school teachers' perceptions working in the 1st and the other (2nd & 3rd) service areas of Turkey and describe their ideas in terms of working regions. In response to this gap, the present study seeks to find out the reasons of ineffective FLT in the state schools and define the challenges faced by teachers working in the 1st and the other (2nd & 3rd) service areas.

This study's main objective is defining the FLT problems and expanding on them in terms of institutional, instructional and social areas. Therefore, regulations can be made by the authorities to reduce most of the problems experienced by EFL teachers working in the 1st and the other (2nd & 3rd) service areas.

Another aim of the study is to find out available technological tools at schools. Authorities can provide technological tools to schools where they are not available so that it gives equal education opportunity to each individual.

One of the other important subjects that the study deals with is EFL teachers' fulfillment of performing their jobs. If EFL teachers were satisfied what they do and have, they would be happier and more helpful to their students. Authorities may help all teachers perform their jobs in a peaceful and productive way by providing them support on their academic developments, stress-free teaching environment, opportunities or rewards to encourage them love their occupations.

Moreover, results from this study may increase awareness of language teachers in Turkey on the handicaps of teaching and learning English. Some recommendations may be taken into account by MNE and FLT may be improved, some alterations may be applied to develop language learning settings in according to the regional differences in the light of these findings and the recommendations.

Assumptions of the Study

This study was carried out with the assumption that EFL teachers have problems in teaching English in their schools and these problems are assumed to be affected by the regional differences. Therefore, EFL teachers were asked about the institutional, instructional and social problems that they may encounter while teaching English. Furthermore, it is assumed that the survey reflects the educational conditions of EFL teachers in the 1st and the other (2nd & 3rd) service areas of Turkey. Finally, all the participants are assumed to take part in the research willingly and respond all the questions in the Questionnaire honestly.

Organization of the Thesis

This thesis is organized into six chapters. Chapter One gives some information about teaching a FL in the past and today in Turkey. Then, research questions are presented and assumptions follows it. It finally describes the organization of the thesis.

Chapter Two, discusses FLT history in Turkey then it describes the terms of WEs, ELF and EIL in the light of Kachru's (1989) concentric circles. Afterwards, the 21st century

teaching and learning skills and modern teaching methods are given in detailed. Finally, problems in FLT are examined taking into account research in the literature.

Chapter Three, reports the methodology of the study. First, it gives brief information about research types used in the present study and then describes the present study's methodology. Afterwards, it describes the setting and participants and materials and instrumentations. Then, it deals with data collection process and analysis types.

Chapter Four, presents the research findings related to research questions.

Chapter Five, discusses the findings of the study with reference to the findings to the previous studies and then Chapter Six aims to draw conclusions through the findings. Finally, it presents implications and suggestions for further research.

Summary

This chapter briefly discussed the FLT history and Kachru's (1989) three concentric circles describing the spread of English in relation with WEs, ELF, and EIL. Then the purpose of the study was pointed out and research questions were presented. Afterwards, significance of the study was discussed and assumptions were given in separate sections. Finally, the organization of the thesis was presented.

Chapter Two

FLT and Problems Encountered

Introduction

This chapter aims to describe the history of FLT in Turkey and the reforms made in this field. First, the history of FLT is examined. Then, English is discussed as a global language regarding with Kachru's (1989) concentric circles and definitions of WEs, ELF and EIL. Afterwards, the 21st century language teaching skills and modern teaching methods are presented. Thereafter, challenges in FLT are examined in the light of research in the literature. Finally, the chapter aims to draw a theoretical framework on FLT and define problems encountered during the course of teaching.

The History of FLT

With the economic and political developments in the world, FLT in Turkey has been required to change as well (Kırkgöz, 2007). Teaching FL started during the Tanzimat Period in the second half of the 18th century with the westernization movements in the education system (Kırkgöz, 2005). Following the reforms, in the 19th century, Galatasaray High School was opened as the first secondary state school teaching a FL (Demirel, 2010). The medium was French in Galatasaray High School because of the cultural effects of France. Moreover, Robert College was the first foreign institution to teach English. After the Republic of Turkey was established in 1923, westernization and modernization movements gained more importance and it was required new relationships with western countries. As a result of this movements, English had a vital role in Turkish education. Until the education reform in 1997, the primary schools were 5 years, the secondary schools were 3 years and the high schools were 3 years. There were public and private schools. Among the state high schools there were Anatolian high schools whose entrance was with a state exam and which were 4 years, one year was English preparation class. (Kırkgöz 2007). Between 1950s and 1970s, first

institutions giving importance to teach English were established and the number of these schools increased in the 1980s (Acar, 2004). Moreover, in 1983, Foreign Language Education and Teaching Law was established and afterwards the first Anatolian High school was opened. Until 1990s, this law had been renewed and new English medium universities and Anatolian and secondary schools' numbers had increased day by day. In 1994, Super High Schools being similar to Anatolian High schools were established (Kırkgöz, 2007).

In 1997, the MNE and the Higher Education Council (HEC) established a language learning reform and curriculum reform project called "The Ministry of Education Development Project". Within the scope of the project, 5-year primary school education and 3-year secondary school education were combined and became 8-year continuous education. In addition, FLT was introduced to the 4th and the 5th grades for the first time to provide students with longer exposure to English. This curriculum reform of language teaching introduced educators and students to communicative language learning (Kırkgöz, 2005). This communicative approach required lessons to be student-centered, teachers to be motivators, guides, facilitators and students to take active roles in communicative activities.

Education system has been changing gradually since 1997 reform. In 2005, all high schools became 4 years and instead of the first year being English preparation class, there were 10-hour English course with the other subjects' course in the new system. Language teaching continued to be communicative but curriculum became more comprehensive and detailed. It became functional-notional and skill based. For the 4th and the 5th grades songs, games, dramas, drawing/coloring activities were encouraged and for the 6th and the 8th grades the projects for improving learner autonomy were proposed. In addition, instead of paper and pencil tests, project completion, performance-based assessments and portfolios were introduced. Each student is required to have a European Language Portfolio which shows the achievements, outcomes and language abilities of them while learning FL (Demirel, 2010).

Moreover, teachers were introduced EU projects such as Socrates, Comenius, Erasmus (Higher Education), Grundtwig (Adult Education), Minerva (New Technologies), Lingua and Leonardo da Vinci. By means of these programs, teachers and learners had a chance to know the EU countries, met other teachers and learners, and used English in its own region (Sağlam, Özüdoğru & Çıray, 2011).

The FLT program was renewed in 2006. With the new program, the 4th and the 5th grades had 2-hour compulsory and 2-hour elective English courses and the 6th, 7th and 8th grades had 4-hour compulsory and 2-hour elective English courses in a week. In 2012 primary education regulation was changed again and became 12-year compulsory education which was formed as 4+4+4 system. With the new regulation, a new curriculum for primary education was published and the FL education was introduced to the 2nd and the 3rd grades in 2013. While designing the new curriculum, the principles of the Common European Framework of Reference for Languages (CEFR) were followed. Fluency, proficiency, real life communication, language retention were crucial principles of the program. Rather than a single teaching methodology, activity-based model of teaching has been recommended and authentic materials, drama and role play, and hands-on activities have been implemented for a communicative language learning environment.

In the scope of the related curriculum, for the 2nd and the 3rd grades, speaking and listening have been emphasized and reading and writing have been decided to be taught after 4th grade according to students' cognitive development. Assessment and evaluation have been encouraged to be self-assessment of the students and formal evaluation such as written-oral exams, quizzes, homework assignments and projects. In a weekly schedule, while the 2nd, 3rd and 4th grades have been taking 2-hour English course, the 5th, 6th, 7th and 8th grades have been taking 4-hour English course including 2-hour elective second FL course ("Curriculum of Primary Schools", 2013).

The reforms in the primary schools affected the secondary schools as well. In 2010, all high schools were combined under the Anatolian high schools' root and English language course reduced to 6-hour for the 9th grade, to 4-hour for the 10th, 11th and the 12th grades ("Legislation", 2010). Today, there are only ten Anatolian high schools who have preparation class in addition to 4-year compulsory education in Turkey and they are Istanbul Galatasaray High School, Istanbul High School, Istanbul Kadıköy Anatolian High School, Istanbul Vefa High School, Istanbul Cağaloğlu Anatolian High School, Istanbul Kabataş High School, Istanbul Hüseyin Avni Sözen Anatolian High School, Ankara Atatürk High School, Balıkesir Sırrı Yırcalı Anatolian High School and İzmir Cihat Kora Anatolian High School ("Secondary Education Institutions", 2015).

The updates and revisions done in the 2nd-8th grades, required another update in the 9th-12th grades Curriculum of English. In 2014, a new curriculum of English language for secondary education was published and in designing the new 9th-12th grades curriculum of English, an eclectic approach has been adopted ("Curriculum of Secondary Schools", 2014). The main goal of the new curriculum is to engage learners of English in stimulating, motivating, and enjoyable learning environments, so that they become effective, fluent, and accurate communicators of English. In the new curriculum, the syllabus which is functional and skill based has been prepared according to CEFR. It encourages the use of technology, thematic unit organization, communicative, task-based, collaborative, and project-based language activities that would increase students' self-esteem, autonomy, and four language skills. Moreover, since being an ELF and EIL (Crystal, 2003), it is designed to provide students communicate with the world. It aims to develop collaborative study among learners and foster learner autonomy. Another reform in the related curriculum is that, as the language is taught communicatively, it is to be assessed with authentic assessment tools as well as traditional assessment types. It describes authentic assessment as creating activities which

assess the production of language and learners' performances. The assessment is recommended as evaluating listening/speaking skills via Discussion Time activities and/or Video Blogs (V-logs) and evaluating the integration of all four language skills as well as the other components of language such as lexis, structure, and pronunciation via Tech Pack, pen-paper in-class exams, or E-portfolios. Lastly, in the curriculum, the weekly course hours stayed the same as 6-hour for the 9th grade and 4-hour for the 10th, 11th and the 12th grades.

Current education programs. The value given to teaching English in recent years has been increasing day by day and MNE has continued to improve its conditions to provide effective English language education. As a result, the curriculum has been renewed recently in the light of the teachers' recommendations. The new curriculum follows the principles of CEFR as well and aims to provide authentic learning environment in which learners are able to experience English as a means of communication. Since, the program combines 6 to 13 years old learners, it takes the cognitive and social characteristics of these learners into account and serves both to young learners and adolescents. As it is the case in the previous curriculum, young learners learn English with songs, games and art and craft activities practicing their speaking and listening skills while others practice reading and writing skills in addition to these skills. Assessment and evaluation types are not different from the previous program. However, there are slight differences in the course content. Some abstract concepts have been taken out and some units have been simplified and became more suitable for the students' cognitive characteristics ("Curriculum of Primary Schools", 2017). For instance, some abstract words such as 'ask, answer or wait' were taken out from the 3rd grades curriculum and the number of vocabulary items for each unit was decreased. When the weekly schedule is examined, it is seen that the 2nd, 3rd, 7th and the 8th grades' English course hours remain the same as the previous years while the 5th and the 6th grades' English course hours are reduced to 3 from 4-hour in a week ("Weekly Schedule", 2017).

Moreover, some key competences defined as communication in both L1 and L2, literacy and basic skills in math and science, learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness and creativity by EU commissions have been included in the new curriculum. These key competences that each citizen is to acquire can be provided with providing effective learning materials and contexts for the learners, reducing early school leaving, increasing early childhood education, supporting teachers. Another reform is that the universal or local values such as, generosity, helpfulness, mercifulness and modesty are embedded in each units and current curriculum is shaped in line with these key competencies and values (“Curriculum of Primary Schools”, 2017).

MNE made a new regulation in 2017 and introduced the 5th grades with intensive FL course system (“Regulation”, 2017). According to the 5th grades curriculum of intensive English course, FL will be taught as 15-hour English course along with the Turkish, Mathematics, Science, Social Studies, Religion Culture and Moral Information lessons and selective course as a pilot program in designated schools in 2017-2018 education year. In parallel with the outcomes, if the pilot program becomes successful, it may be applied to all the 5th grades in Turkey for the next education years.

In 2017, the curriculum of secondary schools was renewed as well. The major philosophy and the general objectives stay the same as the previous one; however, the course hours reduced to 4-hour for the 9th grades and became as 4-hour for the 9th, 10th, 11th and 12th grades. Another addition to the curriculum is ethic and values education which includes the terms as awareness of universal, national, moral, humane and cultural values and ethics. While teaching L2, teachers and material designers should be aware of these terms and integrate these values into their teaching aims (“Curriculum of Secondary Schools”, 2017).

The weekly hours of English course according to the grades and years are demonstrated in Figure 1 below.

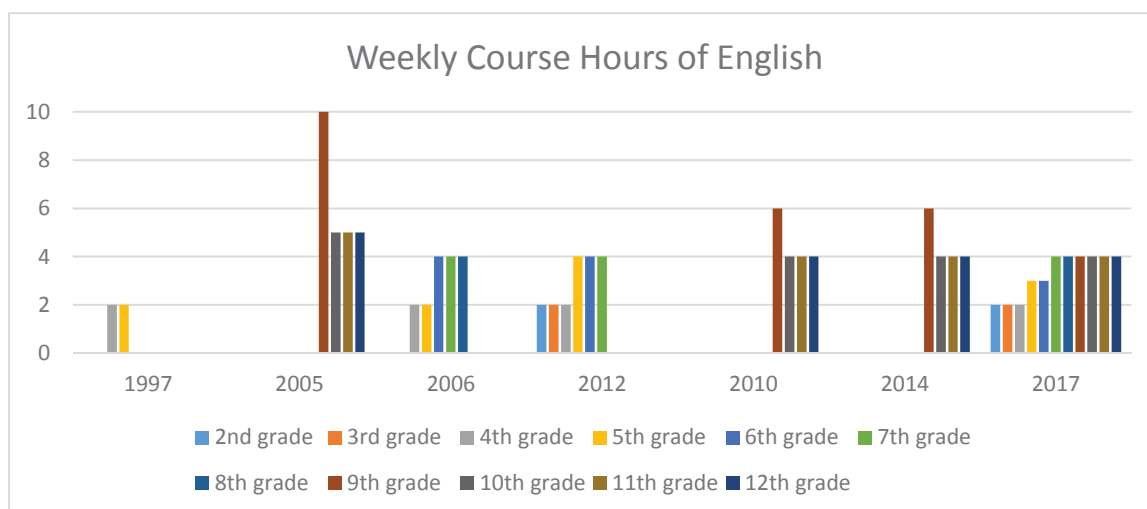


Figure 1. Weekly course hours of English.

Figure 1 demonstrates the changes in the number of weekly course hours regarding the reforms made in the designated years. As it is demonstrated in Figure 1, the 4th and the 5th grades met with English course in 1997 and the 2nd and the 3rd grades in 2012. Despite several changes in the number of weekly course hours since 1997, it is clear that weekly course hours increase parallel to the grades.

Students in Turkey start learning English in the 2nd grades since 2012. According to CEFR, when they finish the 6th grades, their language proficiency level is reflected as A1, the 7th and 8th grades as A2. When learners graduated from primary schools they are expected to express themselves in familiar contexts in a simple way. When it comes to secondary schools, the 9th grade reflects the A1/A2 level, the 10th grade is A2+/B1, the 11th grade is B1+/B2 and the 12th grade is B2+. When learners are graduated from high school, they are expected to express themselves on a range of topics.

In parallel with the CEFR levels defined for all grades in the curriculum, it can be concluded that with the progress of learners' levels and grades, the curriculum became more complex. Thus, curriculum of the secondary schools follows curriculum of the primary schools.

Another fundamental reform in the education system is FATİH (Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi [Movement of Enriching Opportunities and Improving Technology]) Project which was launched in 2010. It is a comprehensive and high-budget project aimed at making radical changes in the field of education. This project aims integrating information and communication technologies with education and restructuring the education system (Ekici & Yılmaz, 2013). The FATİH Project's goal is developing students' 21st century learning skills such as technology use, effective communication, analytical thinking, problem solving, co-working and cooperation and making students active learners. Within the scope of the project, it has been aimed to provide state schools with interactive boards and internet connection. Since the beginning of the project, 84,921 interactive boards have been provided to high schools in the first phase of the project, 347,367 interactive boards have been provided to both other high schools and secondary schools in the second phase of the project and lastly 150,000 interactive boards are planned to be provided to primary schools in the third phase which is still in progress ("FATİH Project", 2017). Moreover, FATİH Project declared that since the beginning of the project, 1,437,800 tablets were distributed to primarily the 9th grade high school students and teachers until 2015 and they are planned to be distributed to the other state schools in the following years. In addition, e-course books contents, teacher training seminars and software infrastructure have been planned to be done. Students and teachers may reach the course contents and books, videos, documents and all the educational contents via EBA (Eğitim Bilişim Ağı [Educational Informatics Network]) which is an online social educational program open to all students and teachers free of charge (EBA, 2017).

Ekici and Yılmaz (2013) carried out an evaluation report on FATİH Project and sought answer to the question that how appropriate the FATİH Project was for the project development and its phases within the framework of Project Cycle Management. They aimed

to evaluate the FATİH Project according to the project development logic and stages. Since they could not get the answers from the MNE Directorate of Innovation and Education Technologies to their semi-structured questions prepared for evaluating the appropriateness of the FATİH project according to the Project Cycle Management, their evaluation was based on the documents about FATİH project such as MNE presentations, workshop reports, newspaper articles, articles and related works. In the light of this information, they discussed their findings descriptively and came to the conclusion that FATİH project was not designed according to framework of Project Cycle Management. Moreover, since its unclear objectives and strategy, the sustainability of the project was doubtful and its integration into the education system was not probable. They proposed that MNE might carry on the project as a pilot program for a long time, support the studies on the project, provide seminars for teachers and parents and establish the valid criteria for project monitoring and evaluation. As a result, the planning, implementation and evaluation stages of the FATİH Project were needed to be revised.

Similarly, the Education Reform Initiative (ERG) worked with the Research Triangle Institute (RTI) to examine the FATİH Project in 2013. They aimed to analyze the project in the framework of the world's information technology experiences and propose suggestions to provide best possible learning outcomes for students. They interviewed with the project stakeholders who were academia, non-governmental organizations, private sector, TÜBİTAK (Türkiye Bilimsel ve Teknolojik Araştırma Kurumu [The Scientific and Technological Research Council of Turkey]) and MNE and reviewed the national and international studies, news reports, the results of FATİH pilot program in order to evaluate the project. They concluded that despite being a high-budget project, there was not enough public information available on the purpose, target, input and expected outcomes of it. Thus, the strategy of the project needed to be defined clearly, professional development and in-service training needed

to be restructured, the objectives of the project needed to be concrete, monitoring and evaluation framework needed to be established and the project stakeholders needed to be in contact so that the FATIH Project could be successfully sustained (ERG, 2013).

As a result, every year, the Turkish education system is reviewed, many reforms are made, and education quality is being tried to be improved with these reforms. The reforms and their effects have been discussed for years and it will continue to be discussed. The common result expected from these reforms is to create the most effective education system for the next generation.

Teacher training, employment and professional development. As the curriculum reforms demonstrate, discussions and evaluations on education in Turkey have been more important in recent years than ever. MNE points out that teachers play the key role in education reforms since no reform initiative that teachers do not adopt cannot be successful and cannot be reflected into the classroom environment. For this reason, all the changes carried out by MNE regard teachers as the most important element in their work and attach great importance to supporting professional development in line with the needs of the teachers. In the light of these ideas, a Teacher Strategy Development Document covering the activities to be carried out on teacher training and development process between 2017 and 2023 was published in 2017 (“Strategy Document”, 2017).

The Teacher Strategy Development Document (2017) includes topics such as pre-service training for teachers, selection and employment of candidates for teaching profession, candidacy and compliance training, career development and rewarding, status of teaching profession and continuous professional development. Regarding these topics, 3 main objectives are defined: 1) Employment of well qualified teachers, 2) Continuing the personal and professional development of teachers, 3) Improving the perception of teaching profession.

Related to the first objective, university education is planned to be revised by providing students with access to other programs from teacher training programs, developing practice-oriented teacher teaching programs, decreasing the number of students per academics. Moreover, regarding the selection and employment of candidates graduated from universities, MNE changed the employment system in 2016 (“Legislation”, 2016). Teachers were employed with regards to their scores from a multiple choice test called KPSS (Kamu Personeli Seçme Sınavı [Public Personnel Selection Examination]) for years; however, in 2016 interview was another criterion for teacher employment. In the new system, candidate teachers took the KPSS first and the interview next and they have been employed according to their final grades. Moreover, when they are employed, they have to finish seminars, take another test and have an interview one year later in order to finish the candidate process. The seminars are 654 hours about recognizing the city identity, multiculturalism in Anatolia, language awareness according to the regions, natural disaster education, effective communication and classroom management, training of international organizations in advanced countries, human values and teaching profession ethics, education and training on national education system, legislation related to teaching, Turkey's democracy adventure and 15th July, national and international education projects and sample projects, educational practices, the basics of education and culture in our culture and civilization. (“Teacher Training Program”, 2017). Another renewal in 2016 was that teachers were contractually hired and had to work in the assigned area for 6 years and were not entitled to change school territory. Consequently, although all these reforms have been made for the employment of well-qualified teachers, the law on teacher employment varies every year and it is becoming difficult to start working as a teacher in public schools.

The second objective supports teachers’ personal and professional development which is planned to be done by the performance evaluation system filled firstly by teachers

themselves and then by school principal, colleagues, students and parents as well. Further performance evaluation system is to put teachers into a qualification examination every 4 years to measure their competence. Such performance evaluation results may be an objective and concrete criterion in areas such as career advancement, promotion, assignment abroad, rewarding and planning of individual professional development activities. Another activity to increase the qualities of teachers' personal and professional development is to establish teacher academies where teachers may have life-long learning opportunities like examining scientific and technological developments in the field of education and research, conducting research, organizing training courses for career advancement (“Strategy Document”, 2017). Moreover, teachers may be encouraged to participate in scientific activities and postgraduate programs in providing continuity in personal and professional development. To sum, although these reforms have not been implemented yet, if they were applied, they might keep the teachers' personal and professional development permanent.

For years, teaching profession has been perceived as less prestigious in Turkish society when compared to the other professions (Çelikten, Şanal, & Yeni, 2005) so that the last objective of the teacher strategy development document includes to improve the perception of teaching profession and strengthen the status of it. In order to provide this, it is planned to improve the working conditions of the teachers, reducing regional and institutional differences and improving the career and reward system.

To conclude, teacher strategy development document is published in order to employ highly qualified and well-trained teachers, maintain personal and professional development of teachers and improving the perception of the teaching profession and strengthen the status of the profession.

WEs, ELF and EIL

Crystal (2003) estimated that 750 million EFL speakers and the same number of L1 and ESL (English as a Second Language) speakers, who were one in four of the world's population, were able to communicate in English worldwide. In total, there were 1,500 million English language speakers in the world in the late 1999. This number was indicated as 1.75 billion which was the quarter of world's population in the report of British Council and it is estimated that 2 billion people would be speaking English by 2020 (Robson, 2013).

The increase in the number of English-speaking people has enabled the English language to gain an international status and became a global language. Other terms stand for global language are WEs, ELF and EIL (Jenkins, 2006). All these terms have a common point which is that instead of being a native-like speaker, it is important to communicate effectively and understandably. In order to understand the use of English in the world, Kachru's (1989) three concentric circles would be helpful; inner circle (e.g., the USA the UK), where English is spoken as L1, outer circle (e.g., India, Africa) where English is spoken as a L2 and expanding circle (e.g., Turkey, China) where English is taught and learnt at schools as a FL and it is not used in daily life. Jenkins (2012) maintains that communication among people from different circles and L1 backgrounds form the ELF and all people whether from outer circle or expanding circle may be an ELF speaker. Thus, the number of people speaking English increases in the outer and expanding circle, the use of WEs and the varieties increase as well (Crystal, 2003; Robson, 2013).

Moreover, as Alptekin (2002) states the spread of English required all people to communicate whether being native or non-native. Thus, people should not insist on teaching or learning just Standard English but they should teach or learn to communicate internationally and they should be prepared to understand people from different ethnic and L1 background. Similarly, Farrell and Martin (2009) point out that instead of Standard British or

American English, language teachers should make students aware of all varieties of WEs to prepare them for the global world.

To sum, situating in the expanding circle, English is taught and learnt as a FL in Turkey so that people have few opportunities to use it in real life. They need to be get prepared by teachers for the varieties of communications with the world's people. At schools both standard and non-standard English can be provided with students so that they can be aware of varieties of English.

21st Century Language Teaching Skills and Modern Teaching Methods

Born as the 21st century children, today's generation has been growing up as digital natives who have been using i-pads, tablets, computers, laptops, PlayStation games, etc. (Kereluik, Mishra, Fahnoe, & Terry, 2013). Accordingly, technology has had a significant part in every field of our life as it has in education. With the development of technology many schools have started to keep up with these reforms and provide students with various technological tools. As a result of these, in today's classrooms, blackboards have been replaced with interactive smart boards and many schools have started to provide students with tablet computers in the classrooms. Therefore, the ways of teaching and learning have changed its rote from traditional to modern ways.

The 21st century is different from the 20th century in which people did not need to interpret knowledge, negotiate its meaning, solve problems and work cooperatively. On the contrary, it was based on simple teaching techniques in the 20th century (Dede, 2010). However, in the 21st century, students are required to use technology, communicate effectively, think creatively, analyze critically and work collaboratively in order to be an active learner and to keep up with the innovations of the complex world. These skills are defined as 4Cs: Creative thinking, Critical thinking, Collaborative skills and Communicative skills which are essential for preparing students to the difficult world of learning in the 21st

century (Pana & Escarlos, 2017). Thus, students should ask the correct questions, take risks in their own learnings, learn by doing, researching, examining and cooperating.

The 21st century teachers both should be knowledgeable about these skills and teach them to their students. Saavedra and Opfer (2012) draw attention to the teaching the 21st century skills in nine lessons which are the 21st century skills themselves. The first lesson is making the curriculum relevant to the students' lives. The second lesson is teaching through the disciplines which include languages, mathematics, science or art. Students are expected to learn about these disciplines and the interaction among them. The third lesson is developing low and high thinking skills by asking and answering the both superficial and deeper questions. The fourth lesson is encouraging students to transfer their learnings into disciplines and to their lives. The fifth lesson is teaching learners how to learn on their own. The sixth lesson is dealing with the misunderstandings immediately to enable students improve their understanding. The seventh lesson is teaching students to work together and learn from and with each other. The eighth lesson is using technology to support students' learnings since with the help of the technology students can improve their 21st century learning skills. The last and ninth lesson is encouraging students to be creative. Teachers should teach skills to students to prepare them to the 21st century world.

In the case of Turkey, Ananiadou and Claro (2009) published a report about teaching and assessing the 21st century skills. According to the report, critical and creative thinking, communication, research, problem solving, decision making and ICT (Information and Communication Technology) were the skills that were in the curricula of primary and secondary schools yet they were taught separately. However, the teacher training programs and assessment types related to these skills were inadequate in Turkish education system.

On the other hand, MNE has followed the innovations in education and introduced the new curriculum in 2017 with the 21st century teaching and learning skills. Moreover, the

FATİH Project, which was in the field since 2010, has aimed to develop students' 21st century learning skills such as technology use, effective communication, analytical thinking, problem solving, co-working and cooperation and making students active learners. In addition, today, in the teacher training seminars and in the future, in the teacher academies which are planned to be established, teacher training activities have been taking place and will be continued. Thus, the Turkish education system aims to follow innovations in the world and enable students to be educated in equal conditions and increase their English level.

As a result, it has become a must to adapt innovations to the education system in order to compete with the new world. Students' profile, teaching styles, teaching materials and technology are changing every day and teachers, parents and learners must keep up with them.

Problems in FLT

Even though there has been a number of reforms in foreign language teaching policy in Turkey, the outcomes have been below the required level. The Education First defined Turkey's level of EPI as "very low proficiency" with the score of "47.89" being the 51st out of 72 countries (EPI, 2016). In addition, Turkey's TOEFL (Test of English as a Foreign Language) score was average 78 out of 120 according to the 2016 statistics (ETS TOEFL, 2016). Moreover, the FL (English) score in LYS (Lisans Yerleştirme Sınavları [Undergraduate Placement Tests]) was 22.73 out of 80 questions in 2017 statistics (LYS, 2017). Also, FL score (English) in TEOG (Temel Eğitimden Ortaöğretime Geçiş [Test for Secondary School]) was declared as 57.60 out of 100 ("TEOG Statistics", 2017). These results show the failure of English language teaching and learning in our country. In addition, they support some studies expressing that there are numerous challenges in FLT (Aktaş, 2005; Işık, 2008; Parker, 2007; Tılfarlıoğlu & Öztürk, 2007). In this section, the related studies available in the literature on the challenges in language teaching will be presented.

In 2014 TEPAV (Türkiye Ekonomi Politikaları Araştırma Vakfı [The Economic Policy Research Foundation of Turkey]) did a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in primary, secondary, high and vocational high schools of the state examining FLT. A number of 80 English classrooms were observed and 20,000 students, parents and teachers were administered a questionnaire. The report of the study defined the problems as following: teachers taught mostly grammar, they had teacher-centered lessons instead of communicative activities, traditional seating plans hindered group work activities, textbooks did not appeal to students' needs, the inspectors imposed the completion of curriculum on teachers, students were demotivated and had negative attitudes towards learning English gradually when they passed to the next grade, illiterate parents affected students' success negatively, lack of in-service training, incoherence among the grades from the 2nd to the 12th grades, L1 use in the lessons, inadequate infrastructure, crowded classrooms, inefficient technology use and inadequate instructional materials. Another result showed that if the income of the families was above average, students would have positive attitudes towards English since they had facilities to listen to music or buy extra books to read at home. It was also stated that as families had more children, they became indifferent to their children's professional development.

The problems of teaching a FL may also be universal. Olayemi (2004) investigated the challenges of teaching English in Nigeria from teachers' perspective. He revealed that there were many challenges in English teaching in public schools such as crowded classrooms, inadequate infrastructure, insufficient pre-service teacher training programs, negative attitudes towards teachers, low salaries for teachers, and students' background interference such as using L1 and students' negative attitudes towards learning English.

Similarly, Kızıldağ (2009) discussed the problems under three categories: institutional, instructional and socio-economic problems. It was stated under the first category that, the

school managers and the MNE did not support teachers. Teachers had loaded course hours, crowded classrooms and inadequate infrastructure situations. The second category problems were that the curriculum was not well designed and the textbooks were lack of supplementary materials and the state exam hindered learning other language skills except from grammar. Lastly, the third category included that parental understanding was not enough to support both teachers and learners.

In addition, Erkan (2012) discussed problems of FLT in Turkey's primary schools and came to similar conclusions as the previous studies. From the teachers' perspective Oktay (2015) also aimed to identify the problems faced in Turkish education system while teaching English. The results included that Turkey's FLT policy was insufficient. The teaching method was teacher-centered and generally focused on grammar. Students did not care about learning English, they were not motivated and crowded classes affected learning negatively. English courses started at a late age and the learning environment was lack of teaching qualities. Students did not do enough practice and students were reluctant to attend English courses. Another problem was that there were no questions aiming to assess foreign language proficiency in the first stage university entrance exam (YGS). Lastly, the homework was insufficient to improve students' English proficiency. Aktaş (2005), Çetintaş (2010), Gedikoğlu (2005), Gocer (2010), Karcı and Vural (2011) and Tılfarlıoğlu and Öztürk's (2007) studies' findings were in line with Erkan and Oktay's studies' findings on the challenges in teaching English.

In brief, teachers' professional development, new teaching methods application, teachers' attitudes, instructional materials, school environment are crucial factors that may affect teachers' performances. A detailed study, Büyükyavuz and İnal (2008) examined Turkish EFL teachers, taking into account their professional needs, their efforts in professional development and available resources in their working place. They revealed that

teachers did not take the in-service seminars seriously and did not read journals or newspapers for their personal development. Teachers had grammar books in their libraries instead of resource books. In addition, it was stressed that when the professional development was on the stage, teachers thought that they could improve professionally by studying grammar. Other problems were stated as that classrooms were too crowded with various language levels and there were not laboratories for language teaching in Turkish schools. They added that the students were not aware of taking responsibilities of their own learning outside the classroom and teachers did not guide them. About the evaluation they stated that current evaluation approaches were not applied; however, traditional assessing methods such as multiple choice questions and open ended questions were implemented. Along with, the seating plans in the classrooms were in the traditional way rather than being U-shape or semi-circle. Another problem identified was that there were a number of non-ELT (English Language Teaching) department graduate teachers in the workplace who might affect language learning negatively. Ingersol (2005) supported their study in term of teachers' professional development and stated that teachers' professional knowledge was a crucial factor in students' achievement. These two studies put emphasis on the professional development of EFL teachers who were in charge of teaching a foreign language effectively.

Bennett (1996) agrees the previous studies that if class size increases, the time spent for each individual student may reduce and it may affect learning adversely. On the contrary, Daniel, Matthew, Kweku, and Eric (2012) are not in the same opinion and imply that large class size does not affect the quality of teaching and does not make assessment of the students difficult from the teachers' perspectives; however, the students maintain that lecturers cannot pay attention to weaker students because of large class size.

From another perspective, Çelebi (2006) investigated teaching L1 and FLT and claimed that there were some problems in teaching L1 in Turkey, which caused other

problems in FLT as well. These problems were improper course books and teaching materials used in FLT for Turkish culture and Turkish teaching situations and non ELT department graduate teachers.

On the contrary to the previous studies, Solak and Bayar (2015) aimed to examine the current challenges in learning and teaching English in Turkey based on high and low learners' perceptions. In this study, the participants were asked what the difficulties were that they had while learning English. The answers of the participants indicated that FLT system in Turkey was lack of realistic objectives. Language teaching needed to be consistent from primary school to university. The students were taught grammar instead of other language skills. Furthermore, teaching English was theory based rather than practice based and it was teacher-centered but not learner-centered. Another challenge was having negative attitudes towards learning English and lack of practice. The participants also stated that the structure and the pronunciation of English were different from Turkish, yet it was difficult to learn it. Just as each student had his/her own learning style, the teacher needed to encounter this need of students. If teacher was not well-trained that would cause another problem in teaching English. Inadequate teaching materials were another challenge. Lastly, the results showed that family, friends and social environment could affect learning English negatively or positively.

Additionally, Akalın and Zengin (2007) revealed that the difficulty in FLT was caused by lack of realistic objectives and wrong method application. The teaching was required to compose four skills rather than isolated grammar teaching. Practice was inevitable to be a good language learner. Similarly, Işık (2008) discussed FLT and learning problems under two categories: methods and planning. The first problem was the teaching method. To him, it was clear that the Grammar Translation method had had a great effect on language teaching since the Ottoman Empire and the effects of it could be still seen in teaching environments. The other problem was planning the curriculum of teacher training. In-service teaching program

was planned by unqualified people who were not academic. The decisions made were usually affected by the political party's opinion which was on power and by the bureaucrats' personal opinions. TTKB (Talim ve Terbiye Kurulu Başkanlığı [Board of Education]), which was responsible for language teaching policy, changed members according to political party on power. Thus, there was not a consistency in language teaching policy. He concluded that effective language teaching policy had not been established yet. In addition, Sariçoban (2012) drew attention to unqualified policy makers and stated that the challenges on teaching English were rooted in ineffective methods and insufficient planning which was done by unqualified people without coordination between MNE and HEC. These three studies concluded that teaching policy needed to be constructed by qualified people and it needed to be implemented by qualified EFL teachers as well.

Some studies investigated the regional factors in language teaching. For instance, Şahin and Gülmez (2000) aimed to identify the sources of failure in education in the East and Southeast (E & SE) part of Turkey. They examined the problems in two aspects: regional characteristics and examination of the theoretical factors. About the regional characteristics they claimed that the number of students per teacher was higher, the houses were crowded, and the average income of the families were lower in the eastern parts of Turkey. Ethnic variety and using different languages (Kurdish, Arabic, Zaza, Kirmançi, etc.) were other different factors in E & SE cities. Cultural differences (customs, religion, rituals, and ceremonies) might be another source of problem. The biggest problem was stated as terrorist activities which obstructed education in the E & SE. In terms of the theoretical factors, it was indicated that there was an inequality of educational opportunity based on problems caused by regional characteristics. More specifically, the factors affecting students' success were explained from two perspectives: school related factors such as lack of teachers, poor school conditions, inappropriate curriculum, unfamiliar contexts in the textbooks, unrelated

objectives, lack of talented administrators, etc. and family related factors such as crowded families, working mothers, parents attitudes towards schools, educational background, low income, occupations of the parents, families' behaviors towards each other, the illiterate parents, etc. Similar study was conducted by Kızılaslan (2012) who researched about the pre-service teachers' views about teaching in the rural places and its problems. Results showed that teachers were afraid of adjusting to an unfamiliar context. They expressed the challenges of rural teaching as: a. Lack of familiarity with the students' cultural background, b. Limited access to resources, c. Lack of own experience, d. Attitude to a FL (lack of interest and motivation), e. Parents' attitudes, f. Restrictions in a small community, g. Dislocation from family, h. Security issues (terrorism), i. Denial by the community, and j. Transportation and accommodation.

Another regional study was conducted by Paker (2007) who aimed to examine FLT problems in schools in Çal region which was situated in the west of Turkey. He collected the problems under three categories: problems arising from teachers, instructional problems and motivational factors. For the first category, he stated that a number of teachers graduated from various departments taught English with traditional ways and many teachers even being ELT department graduates were not aware of modern teaching techniques and methods. They focused on grammar rather than four skills: reading, writing, speaking, listening. The second category indicated that textbooks did not support modern teaching techniques because in many schools there were not projectors, smartboards, computers, audio, DVD/VCD player, cassette, video, etc. Moreover, classrooms were not suitable for various seating arrangements, for this reason students had to sit in a traditional way. In addition, the assessment was based on paper and pen tests, which caused a mechanic learner, rather than projects, performance and portfolio based assessments. The third category emphasized that students were not motivated to learn English. In another study, Paker (2015) sought answer to the question that

“Why can’t we teach English in Turkey?” and the answers were rooted from the similar problems stated previously.

Turkey’s language teaching policy has improved since 1997 with the revision of curriculum, updating textbooks, teaching methods and teacher training programs (Sarıçoban, 2012). Correspondingly, Kırkgöz (2008) investigated the impact of this reform named “The Ministry of National Education Development Project”. The project changed the language teaching policy and established Communicative–Oriented Curriculum. The results showed that there was a problem in teachers’ transferring the objectives of reforms into their teaching environment. Teachers were not guided enough on how to use textbooks and teaching materials. In addition, the textbooks were not prepared to teach communication skills. The limited teaching time hindered various communicative activities. Thus, most of the teachers merely followed the textbooks rather than preparing extra materials, flashcards, songs or other communicative activities.

Unlike previous studies, Solak (2013) compared the Turkish primary language education with Finland primary language education and stated that even though the Turkish and Finland FL education systems were quite similar, Finland’s EPI was “very high” while Turkey’s EPI was “very low”. He defined the reasons of this fact as neither the limited time nor the inadequate materials, but the approaches and methods that made difference in language learning.

As a result, the literature examined includes problems from teachers, learners and people’s perspectives. The problems can be categorized as institutional which has administrative, political and infrastructural problems; instructional which has inadequate materials, cumbersome curriculum, traditional teaching methods, lack of well-trained teachers; and social which are related to the problems about indifferent families and motivational deficiencies.

Summary

In this chapter, the history of FLT in Turkey and the reforms made in this field were described. First, the changes in the FLT from past to present were examined, then the 21st century skills and modern teaching methods were discussed in the lights of Kachru's (1989) concentric circles and the terms WEs, ELF and EIL. Thereafter, in the light of the related literature, problems in FLT were examined.



Chapter Three

Methodology

Introduction

This chapter will briefly describe the general research types related to the present study and the methodology of the present study. Within the present study's methodology there will be three sections. The first section will be giving information about the design of setting and participants, the second section deals with the instrumentation design and its reliability and validity, the last section gives details of the procedures for data collection and data analysis.

General Research Types

Qualitative and quantitative research are the two prominent research types which educational researchers use. Frankel and Wallen (2009) describe qualitative research as studying with words, yet they state that quantitative research is related to numbers. In detail, Nunan (1992) states that qualitative research presume that the knowledge is relative, subjective, holistic and ungeneralizable while quantitative research is prominent, controlled, objective and generalizable.

Qualitative researchers accept "multiple realities" as true and to them, information is formed by many individuals through communicating others on the same topics (Frankel & Wallen, 2009). Thus, they take into account the individuals' point of views while investigating the circumstances. Regarding this, the design of the qualitative research is likely to be replaced with other techniques and strategies in the development of research. Finally, the researchers are involved deeply in their research and the data cannot be generalized at the end of qualitative research (Nunan, 1992).

In contrast, quantitative researchers center their research on the idea that facts and feelings are two different terms and according to them "single reality", which consists of

facts, exists to find out information (Frankel & Wallen, 2009). Furthermore, quantitative researchers' aim is to make connections among variables and make the reasons of them clear. They ask "how well" and "to what extent" the information is composed. Nunan (1992) maintains that in quantitative research the researchers are not involved in the research and have the role of observer in their research so that it is possible to generalize the quantitative research findings.

One of the types of quantitative research is survey which is a way of collecting information by asking questions to a number of people who are the samples of the target society on the target topic of the research (Frankel & Wallen, 2009). A survey study aims to get information on the certain circumstances, attitudes, opinions, events and/or characteristics (Brown, 1988; Nunan, 1992). Brown states that the advantage of this method is to obtain a great deal of information from a large number of people in a short time while he points out the disadvantage as getting less data from the people when e-mailed. Nunan maintains that researchers may obtain the data from the entire population or if it is not possible they may form a sample group of participants who represents the entire population. He defines the phases in carrying out a survey in 8 steps as in the Figure 2 below:

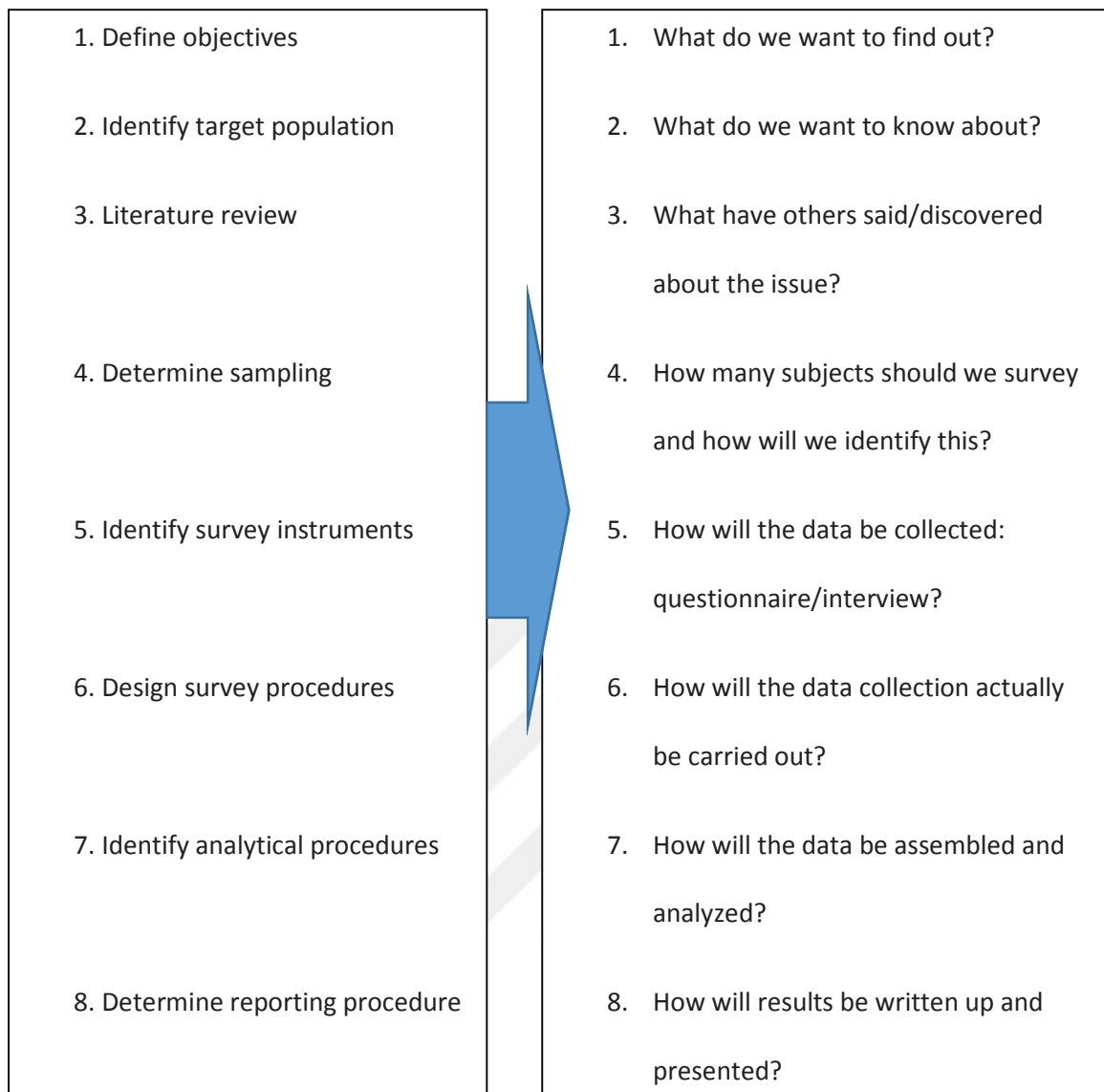


Figure 2: Steps of a survey (Nunan, 2009, p. 141).

As it is demonstrated in Figure 2, according to Nunan (1992), survey researchers should define their objectives and their target population first. Then, they should review the literature and determine their sampling. Afterwards, they should identify which instrument to use and how the data will be collected. Finally, they should decide how to analyze the data and how to report it.

The data can be collected from the sampling identified by questionnaires, interviews or both in a survey research (Brown; 1988; Frankel & Wallen, 2009; Nunan, 1992). Nunan points out that a questionnaire can have open or closed-ended or both question types. He adds that researchers can have more accurate answers from open-ended questions. Moreover, while

wording the questions, researchers should avoid presumption, complex questions, confusion and multiple question in one item. In addition, the questions should be related to the objectives and piloted before administered. He continues that analyzing the closed-ended questions is easier since statistical packages can be used; however, the open ended questions are more difficult to analyze since the answers should be categorized according to the groups they refer to and then interpreted qualitatively.

Overall, research can be based on qualitative or quantitative methods or both. Although being a subcategory of quantitative research, survey can be analyzed both qualitatively and quantitatively according to its instrument. In a survey, questionnaires or interviews or both can be used as data collection instrument. Finally, researchers should be careful while constructing their survey research, creating instruments and analyzing the data.

Methodology of the Present Study

The present study aims to define challenges in language teaching at state schools located in the 1st and the other (2nd & 3rd) service areas of Turkey from teachers' perspectives and aims to produce practical solutions according to the regional differences. Specifically, this study seeks to find answer to the following research questions:

RQ 1 What are the EFL teachers' perceptions on the challenges in teaching English?

RQ 1.1 What are the EFL teachers' perceptions on the institutional problems?

RQ 1.2 What are the EFL teachers' perceptions on the instructional problems?

RQ 1.2.1 Which sub-skills or main-skills do EFL teachers teach in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.2 Which instructional materials do EFL teachers use in their classes in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.3 Which activities do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and is there any difference between the

seating arrangements applied in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.4 Which of the instructional technologies are available at the sample schools and which of them do EFL teachers use in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.5 Which assessment types and skills do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and what are the EFL teachers' views on assigning homework to their students in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.3 What are the EFL teachers' perceptions on the social problems such as crowded, poor and indifferent families, familiarity to the culture of the region, safety issues or dignity of the teaching profession?

RQ 2 Do the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas of Turkey differ from each other in terms of institutional, instructional and social problems?

RQ 3 What are the EFL teachers' perceptions on job satisfaction when performing their professions in the 1st and the other (2nd & 3rd) service areas?

RQ 4 Do EFL teachers have a desire for professional development? If yes, what do they do to achieve this goal?

The present study is a survey study which aims to obtain EFL teachers' opinions on the challenges in teaching English at the primary, secondary or high state schools in the 1st and the other (2nd & 3rd) service areas. In order to find answers to the research questions above, a quantitative research was designed and a questionnaire was used as a data collection instrument.

Setting and participants. The research sampling of the study consisted of 93 teachers of English who were teaching at primary, secondary or high state schools in the 1st and the other (2nd & 3rd) service areas. The questionnaire was completed by the EFL teachers who have been working in 35 cities of Turkey. It was prepared as both a hard copy and an e-survey which were given to the respondents as hard copies or e-survey's link was sent via e-mails. The questionnaire was given as a hard copy to the nearby and accessible schools in Istanbul and Diyarbakır while it was sent as an e-survey to the schools located in other cities. Out of 120 questionnaires of which 15 were hard copies and 105 were e-surveys (12% hard copies, 88% e-surveys) were sent to the respondents and 12 hard copies and 90 e-surveys (10% hard copies, 75% e-surveys) were completed and a total of 93 (77%) questionnaires were valid for the present study. The convenient sampling method was used in defining the universe of this study.

MNE divided Turkey into three educational service areas: the 1st service area, the 2nd service area and the 3rd service area. These service areas were formed by grouping the cities in Turkey according to their similarities in the number of teacher needed in that region, geographical situation, level of development from economic and social point of view and in terms of meeting transportation requirements ("Legislation", 2015). The 1st service area is composed of the cities mostly in the west with adequate number of teachers, high standards of living, developed in terms of economic and social facilities and owning high standards of transportation ease when compared to the 2nd and the 3rd service areas which are situated in the middle and east of Turkey except from Istanbul, with inadequate number of teachers, difficult transportation facilities because of weather conditions or geographical formations and less developed in terms of economic and social life. Even though Istanbul is located in the north-west region of Turkey and high standards of economic, industrial and social developments, it is included in the 2nd service area with compulsory work zone since Istanbul

is a very crowded city with the 14,804,116 people (TUIK, 2016), owning crowded schools with inadequate number of teachers, high living expenses, low income and insecure districts.

Relatively, the Turkish Statistical Institute (TUIK, 2015) published a report which demonstrated the cities' development index in terms of housing, work life, income and wealth, health, education, environment, safety, civic engagement, access to infrastructure services, social life and life satisfaction. TUIK Map of Well-Being Index for Provinces (see Figure 3) indicates the cities' level of development which gets the value from 0 to 1; when the value approaches to 1, it demonstrates high living standards in light brown color.



Figure 3. Map of well-being index for provinces (TUIK, 2015, p. 1).

Out of 81 cities of Turkey 35 took part in this study. The cities were numbered from 1 to 35 according to their service areas mentioned above. Numbers from 1 to 16 were the cities in the 1st service area, from 17 to 27 were in the 2nd service area and from 28 to 35 were in the 3rd service area. Almost 29% of the respondents attended to the present research from the 1st service area which included mostly western cities, 46% were from the 2nd service area which included cities located on central Anatolia and 25% of them were from the 3rd service area which included mostly eastern regions. The present study evaluated the results taking into consideration the 1st service area alone and 2nd and 3rd service areas together. In this respect,

the cities in the 1st service area located mostly in the west part of Turkey are similar in terms of social and economic facilities. Similarly, the cities in the 2nd and 3rd service areas are located in the central Anatolia and east part of Turkey and they resemble in terms of economic and social level of development.

Table 1 demonstrates the numbered cities and the number of respondents.

Table 1

Distribution of Participants by Cities (n = 93)

1 st Service Area (n = 27)		2 nd Service Area (n = 43)		3 rd Service Area (n = 23)	
	<i>f</i>		<i>f</i>		<i>f</i>
1. Adana	2	17. Artvin	1	28. Ağrı	2
2. Antalya	1	18. Çankırı	1	29. Batman	1
3. Bolu	1	19. Giresun	1	30. Diyarbakır	6
4. Bursa	3	20. İstanbul	28	31. Erzurum	3
5. Çanakkale	2	21. Kahramanmaraş	2	32. Mardin	3
6. Gaziantep	1	22. Malatya	2	33. Siirt	1
7. İzmir	4	23. Niğde	1	34. Şırnak	1
8. Kayseri	2	24. Ordu	3	35. Van	6
9. Kırıkkale	1	25. Rize	1		
10. Kocaeli	2	26. Şanlıurfa	1		
11. Konya	1	27. Yozgat	2		
12. Kütahya	2				
13. Sinop1	1				
14. Tekirdağ	1				
15. Trabzon	1				
16. Yalova	2				

As it is indicated in Table 1 above, there were 27 respondents from the 1st service area, 43 respondents from the 2nd service area and 23 respondents from the 3rd service area.

MNE published the Map of service areas (see Figure 4) in 2006 (MEB, 2006) which displayed the 1st service area in red, the 2nd service area in blue and the 3rd service area in white.



Figure 4. Participants' service area distribution (MEB, 2006, p. 1).

*Black marks indicate the location of participants on the map.

As it is seen in Figure 4, participants from various service areas of Turkey participated in this study. The demographic information of the participants will be discussed in the next session.

The details of the distribution of participants in terms of gender, graduation and experience are displayed in Table 2.

Table 2

Distribution of Gender, Graduation, Experience

	Gender (<i>n</i> = 93)		Graduation (<i>n</i> = 90)		MA (<i>n</i> = 93)		Experience (<i>n</i> = 93)	
	Male	Female	ELT*	ELL*	Yes	No	1-5	6-26
<i>f</i>	26	67	77	13	7	86	57	36
%	28	72	82	14	7.5	92.5	61.3	38.7

*ELT English Language Teaching Department

*ELL English Language and Literature Department

Out of the whole number of teachers 26 teachers were male and 67 teachers were female. While 77 teachers were graduated from ELT Department, 13 teachers were graduated from English Language and Literature Department. Among 93 EFL teachers, only 7 of them had their MA degree; however, none of them had PhD degree. The experience of the teachers was handled in two categories: the first one included novice teachers with the experience from 1 to 5 years and the second one was composed of teachers who were experienced with 6 to 26 years of teaching. A number of 57 novice EFL teachers and 36 experienced EFL teachers contributed to the present study.

Table 3 displays the mean teaching hours and number of students.

Table 3

Mean Teaching Hours and Number of Students

	Teaching hours	<i>N</i> students
<i>M</i>	24.90	27.74
<i>SD</i>	6.97	7.63
Range	0 - 40	8 - 45

In order to define the average teaching hours and number of students EFL teachers have, they were asked how many hours they have in a week with how many students and the results showed that the average teaching hour was 25-hour in a week per teacher. The average of the students per class was defined as 28 students.

The grades EFL teachers teaching are an important factor in finding out the problems faced during their performance. For this reason, the number of teachers according to the grades they taught previously and have been teaching currently was observed to be evenly distributed in Table 4 in detail.

Table 4

Distribution of Grades Taught Previously and being Taught Currently

		Currently teaching		Previously taught	
		<i>f</i>	%	<i>f</i>	%
Primary school	2 nd	22	23.7	27	29
	3 rd	23	24.7	27	29
	4 th	25	26.9	45	48.4
Secondary school	5 th	38	40.9	60	64.5
	6 th	45	48.4	60	64.5
	7 th	45	48.4	61	65.6
	8 th	47	50.5	60	64.5
High school	9 th	25	26.9	24	25.8
	10 th	23	24.7	24	25.8
	11 th	25	26.9	24	25.8
	12 th	20	21.5	19	20.4

As it is demonstrated in Table 4, almost 25% of EFL teachers have been working at primary and high schools while almost 45% of them have been working at secondary schools. On the other hand, when their previous teaching experiences were asked, the results showed that almost 25%-30% of them worked at primary and high schools and 65% of them worked at secondary schools.

Figure 5 demonstrates the grades taught previously and being taught currently below.

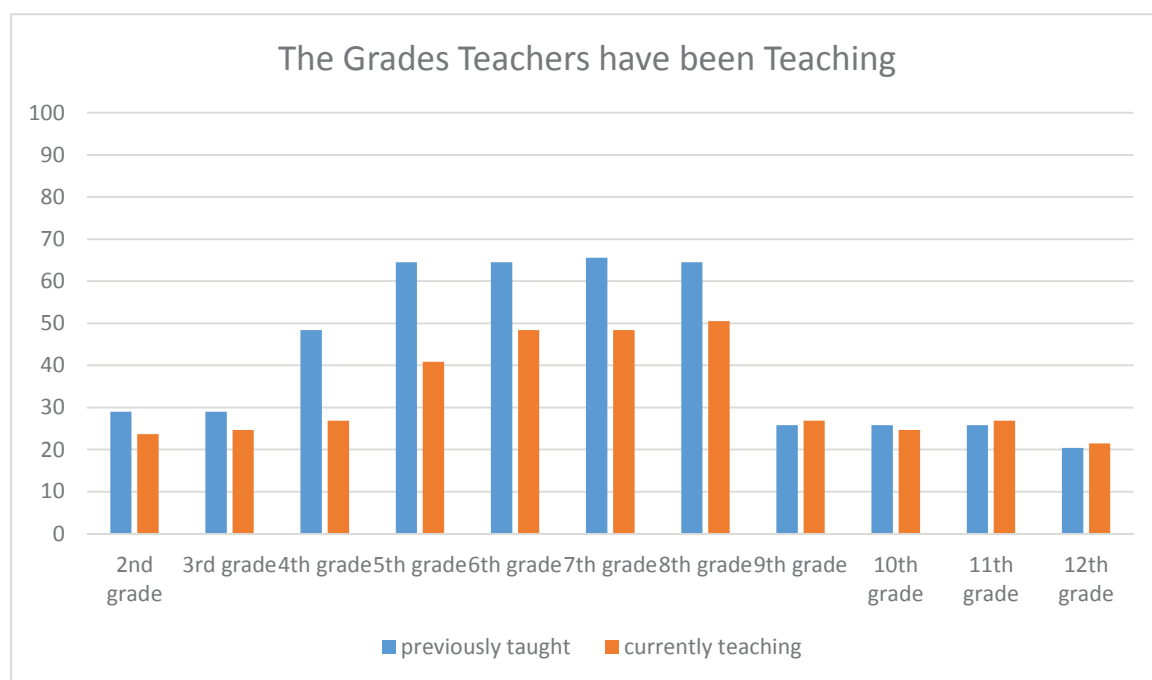


Figure 5: The grades taught previously and being taught currently.

According to the Table 4 and Figure 5, it can be concluded that most of the EFL teachers attended the present study have been teaching currently and taught previously mostly at secondary schools.

To sum up, 93 participants from 35 cities of Turkey were contributed to the present study who were working at primary, secondary and high state schools. Besides, MNE divided Turkey into three service areas according to economic, social and educational facilities which bear a resemblance to the TUIK well-being index results. The present study took these two issues into account in order to evaluate the results according to service areas. Finally, demographic information of the attendants was discussed.

Materials and instrumentation. In the present study, a questionnaire named “Questionnaire on Problems of Teaching English in the 1st and the Other (2nd & 3rd) Service Areas of Turkey” (see Appendix A) was created as a means of data collection. In order to design the questionnaire firstly related studies in the literature were reviewed and the instrumentation of several studies were taken into consideration (Akalin & Zengin, 2007; Aktaş, 2005; Buyukyavuz & Inal, 2008; Çelebi, 2006; Çetintaş, 2010; Demirpolat, 2015; Erkan, 2012; Gedikoğlu, 2005; Gocer, 2010; Ingersoll, 2005; Işık, 2008; Karcı & Akar-Vural, 2011; Kırkgöz, 2008; Kızılaslan, 2012; Kızıldağ, 2009; Oktay, 2015; Olayemi, 2014; Paker, 2007, 2012; Solak & Bayar, 2015; Şahin & Gülmez, 2000; Tılfarlıoğlu & Ozturk, 2007). In the light of these studies, the items related to the present study were identified and then a number of teachers were asked to write about basic problems in language teaching. Taking into consideration the data from the studies in the literature and teachers’ open-ended answers, an item pool was constructed and the items of the questionnaire were identified carefully to avoid presumption, complex questions, confusion and multiple question in one item (Nunan, 1992). Lastly, along with the evaluation of the supervisor of the present study, the last version of the questionnaire was designed.

The questionnaire consists of four sections with both open and closed-ended questions. Section A gathers demographic information of the participants asking gender, graduation, teaching experience, grades, city, teaching hours, number of students and in-service seminars. Respondents complete the required information in Section A. In addition, Section B consists of information about skills EFL teachers teach in the classrooms, instructional materials and technologies available at schools and EFL teachers use, activities, assessment types, homework assignments, seating arrangements EFL teachers implement, teachers’ professional development and job satisfaction. In Section B, respondents choose the options which appeal to them. Section C, D and E are aimed at collecting information about the participants’ views

on the problems faced by EFL teachers while teaching English. Section C, D and E are prepared according to 5 Likert scale which has degrees of agreement as “strongly disagree, disagree, partly agree, agree and strongly agree” consisting of 32 statements on institutional, instructional and social problems. Participants tick the level of agreement which addresses to them after reading the statements.

The validity of the questionnaire. In order to test the items of the questionnaire in terms of validity, a pilot study was conducted. Before the implementation of the main study, the questionnaire was conducted to 10 EFL teachers five of whom work in the 1st service area and five of whom work in the other (2nd & 3rd) service areas in order to check the comprehensibility of the questions and the implementation of the questionnaire. By means of the pilot study, the clarity of the statements in the questionnaire was tested. The items causing misunderstanding or confusion were adjusted. Moreover, to provide validity of the questionnaire it was consulted to the supervisor of the present study and evaluated to prepare the last version of it.

The reliability of the questionnaire. The questionnaire named “Questionnaire on Problems of Teaching English in the 1st and the Other (2nd & 3rd) Service Areas of Turkey” was administered to 93 EFL teachers working at different public schools from primary to high schools in the 1st and the other (2nd & 3rd) service areas of Turkey, during the spring semester of 2015-2016 educational year. The Cronbach’s alpha was calculated as $\alpha = .78$ over 32 items in the questionnaire which indicates it is sufficient to be used in the present study.

Data collection and analysis. Besides hard copy of the questionnaire, e-survey version of the questionnaire was created with the purpose of reaching more people easily in different regions of Turkey. The link was sent to the EFL teachers and required to be completed and submitted to during the spring term of 2015-2016 educational year. The hard copies, were given to the various EFL teachers and gathered when completed. Among 120

questionnaires, 12 hard copies and 90 e-surveys were completed and a total of 93 questionnaires were valid for the present study.

Analysis of the questionnaire was performed with the Statistic Package for the Social Sciences version 15.0 (SPSS 15.0). The quantitative data were analyzed by descriptive statistics and content analysis was administered to the open ended questions.

The demographic information of the participants was analyzed by using descriptive statistics. The categorical data (Section B) were analyzed by means of frequency tables, bar graphs, pie charts and cross break tables (Frankel & Wallen, 2009). To analyze the rest of the questionnaire (Sections C, D & E) the percentage, mean score and standard deviation scores were calculated. For the open-ended questions EFL teachers' answers were grouped according to the titles they refer to and then analyzed by using content analysis (Nunan, 1992).

Summary

This chapter described the research types and the methodology of the present study in three sections. The first section gave information about the design of setting and participants, the second section dealt with the instrumentation design and its reliability and validity, the last section gave details of the procedures for data collection and data analysis.

Chapter Four

Findings

Introduction

In this section, the data were analyzed statistically as soon as it was collected and the results were discussed in parallel to the research questions. First, the research questions are presented, then the answers to the research questions are introduced.

Research Questions

The present study aims to answer the following research questions:

RQ 1 What are the EFL teachers' perceptions on the challenges in teaching English?

RQ 1.1 What are the EFL teachers' perceptions on the institutional problems?

RQ 1.2 What are the EFL teachers' perceptions on the instructional problems?

RQ 1.2.1 Which sub-skills or main-skills do EFL teachers teach in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.2 Which instructional materials do EFL teachers use in their classes in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.3 Which activities do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and is there any difference between the seating arrangements applied in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.4 Which of the instructional technologies are available at the sample schools and which of them do EFL teachers use in their lessons in the 1st and the other (2nd & 3rd) service areas?

RQ 1.2.5 Which assessment types and skills do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and what are the EFL

teachers' views on assigning homework to their students in the schools located in the 1st and the other (2nd & 3rd) service areas?

RQ 1.3 What are the EFL teachers' perceptions on the social problems such as crowded, poor and indifferent families, familiarity to the culture of the region, safety issues or dignity of the teaching profession?

RQ 2 Do the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas of Turkey differ from each other in terms of institutional, instructional and social problems?

RQ 3 What are the EFL teachers' perceptions on job satisfaction when performing their professions in the 1st and the other (2nd & 3rd) service areas?

RQ 4 Do EFL teachers have a desire for professional development? If yes, what do they do to achieve this goal?

The following section discusses the findings of the study.

Findings

RQ 1 What are the EFL teachers' perceptions on the challenges in teaching English?

The results of the descriptive statistics are illustrated in Appendix B with the mean scores related to each statement in section C, D and E of the questionnaire. According to the results, EFL teachers strongly agree that the professional knowledge of EFL teachers is quite important in increasing students' success. Regarding this, they state that they are aware of different approaches, methods and techniques in FLT. EFL teachers use additional English course books in their lessons as well. They agree that questions related to English course should be included in University Entrance Exam (YGS). Moreover, they are in the opinion that the social environment is suitable for education; it is safe to go to school, the school is warm enough in winters, teachers are working in a region that they are used to and teachers are respected by the community.

On the other hand, EFL teachers disagree mostly in institutional factors such as the inadequate support of the government for schools and inadequate weekly hours of English course. Moreover, teachers are in the opinion that curriculum is unsuitable to the students' level and reforms made by MNE are insufficient. Another crucial factor EFL teachers regard insufficient is students' parents who do not support their children's FL learning process. As a result, while teachers are more satisfied with social factors, they are less pleased with institutional and instructional factors.

The first research question includes three sub questions which are related to institutional, instructional and social problems. The following section focuses on the results with the three sub questions with reference to the previous main research question.

RQ 1.1 What are the EFL teachers' perceptions on the institutional problems?

Figure 6 demonstrates EFL teachers' views on the institutional problems.

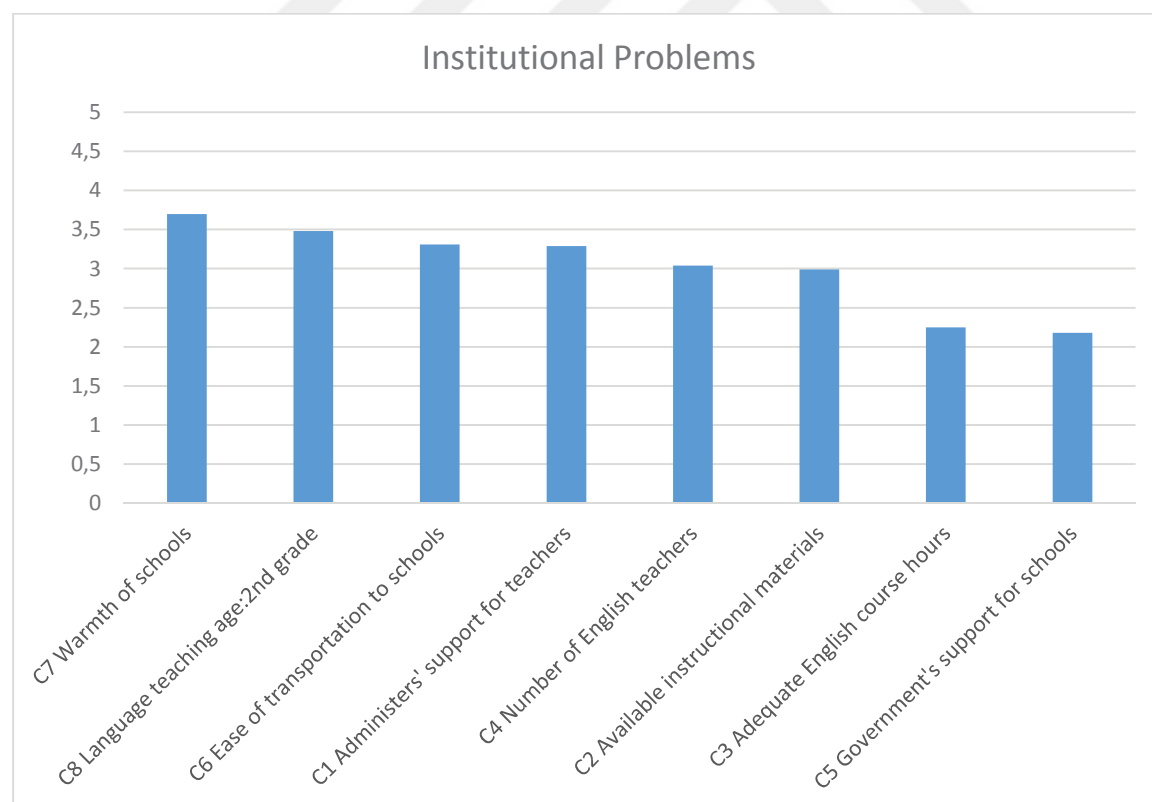


Figure 6: Perceptions of EFL teachers on institutional problems.

As it is indicated in Figure 6, EFL teachers agree on that the administrators support them, it is easy to go to schools, it is warm enough in the schools and it is good to start to teach English at the 2nd grade. In addition, they are partly satisfied with the instructional materials available at schools such as computer, smartboard, and internet and the number of EFL teachers in their schools. According to the results, it is also clear that the weekly hours of English course is inadequate and the government does not supply money for the needs of the school.

RQ1.2 What are the EFL teachers' perceptions on the instructional problems?

Figure 7 illustrates EFL teachers' views on the instructional problems.

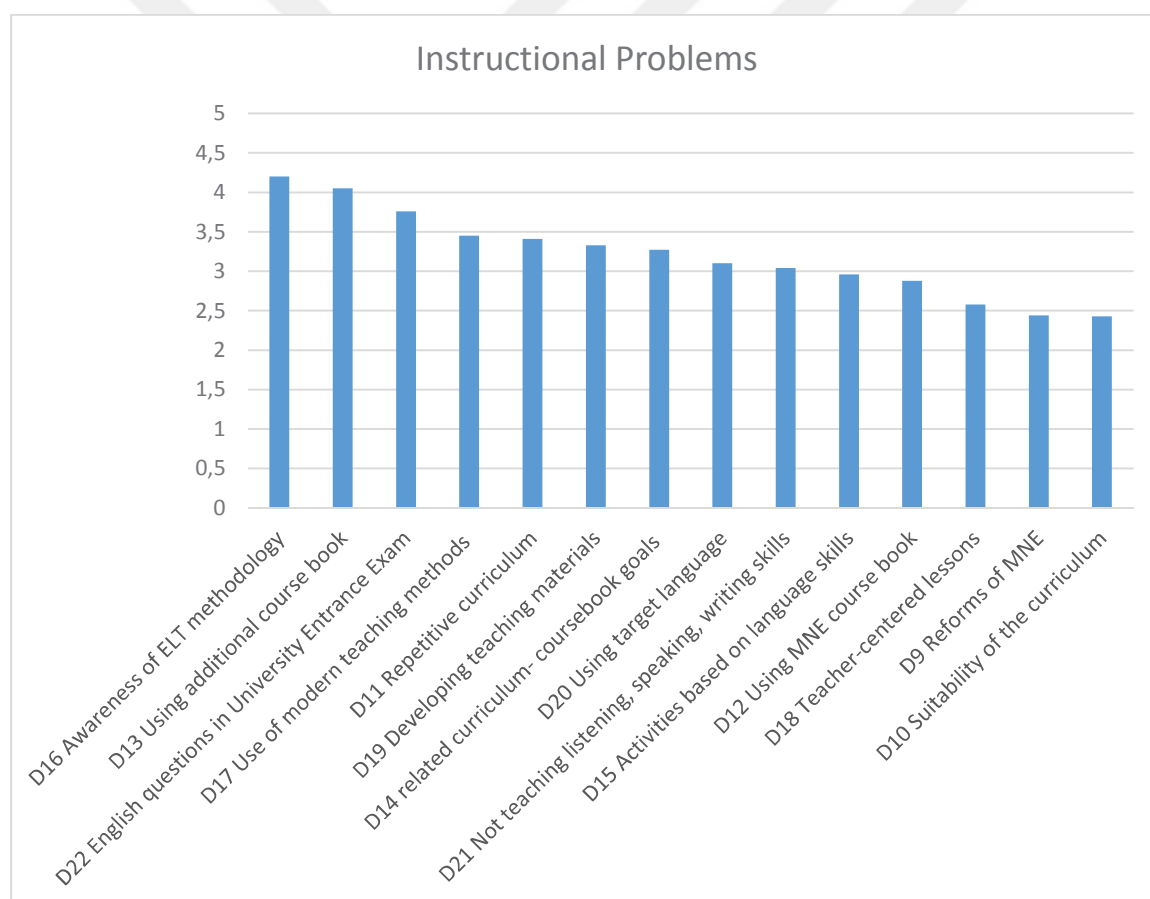


Figure 7: Perceptions of EFL teachers on instructional problems

Most of the EFL teachers agree that they are aware of different approaches, methods and techniques in FLT, they use modern teaching methods, they develop their own teaching materials and have student-centered lessons. While less EFL teachers use MNE course books,

most of them use other additional English course book. Furthermore, EFL teachers consider that there should be English questions at the first stage of the University Entrance Exam (YGS). In addition, they relatively agree that the course book is consistent with the goals of curriculum. They also partly agree that they use L2 in their classrooms and teach writing, listening and speaking skills. Finally, they consider that MNE course books have inadequate activities to improve four language skills which are reading, writing, speaking and listening, curriculum is repetitive, reforms made by MNE are inadequate and the curriculum is not suitable to students' level.

The five sub questions included in Research Question 1.2 are as follows:

RQ 1.2.1 Which sub-skills or main-skills do EFL teachers teach in their lessons in the 1st and the other (2nd & 3rd) service areas?

Table 5 indicates the number of EFL teachers teaching the target skills in the 1st and the other (2nd & 3rd) service areas.

Table 5

Frequency Numbers and Percentages on Skills Teaching in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area		2 nd & 3 rd Service Areas	
	(n = 27)		(n = 66)	
	<i>f</i>	%	<i>f</i>	%
Grammar	24	88.9	58	87.9
Vocabulary	27	100	63	95.5
Reading	24	88.9	52	78.8
Writing	15	55.6	38	57.6
Listening	22	81.5	44	66.7
Speaking	20	74.1	40	60.6

Figure 8 illustrates the percent of the target skills taught by EFL teachers working in the 1st and the other (2nd & 3rd) service areas.

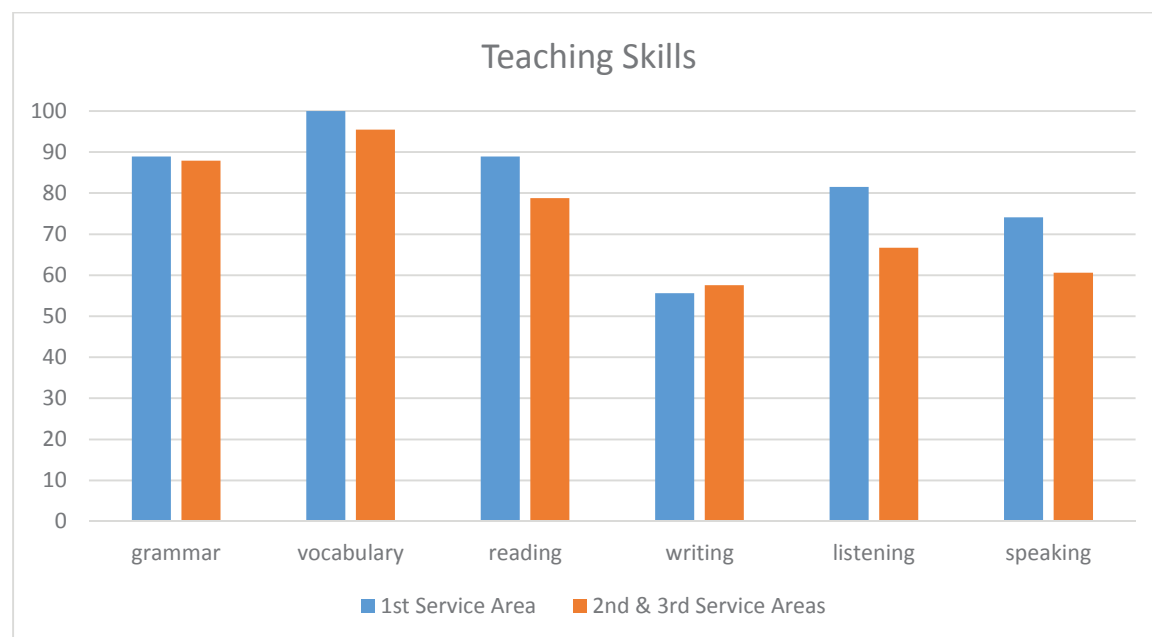


Figure 8: Target skills taught by EFL teachers working in the 1st and the other (2nd & 3rd) service areas.

Table 5 and Figure 8 demonstrate that almost all the EFL teachers working in the 1st and the other (2nd & 3rd) service areas teach mostly vocabulary and teaching grammar follows it. Half of the teachers in both groups teach writing. Reading, listening and speaking skills are taught by the majority of EFL teachers in the 1st service area, while the EFL teachers working in the other (2nd & 3rd) service areas teach those skills less.

RQ 1.2.2 Which instructional materials do EFL teachers use in their classes in the 1st and the other (2nd & 3rd) service areas?

Table 6 and Figure 9 demonstrate the instructional materials used by the EFL teachers in the 1st and the other (2nd & 3rd) service areas.

Table 6

Frequency Numbers and Percentages on Instructional Materials Used in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area (<i>n</i> = 27)		2 nd & 3 rd Service Areas (<i>n</i> = 66)	
	<i>f</i>	%	<i>f</i>	%
Songs	23	85.2	47	71.2
Videos	23	85.2	48	72.7
Flashcards	16	59.3	41	62.1
Posters	15	55.6	30	45.5
Graded readers	6	22.2	17	25.8
Others (real objects, books)	0	0	2	3
none	1	3.7	2	3

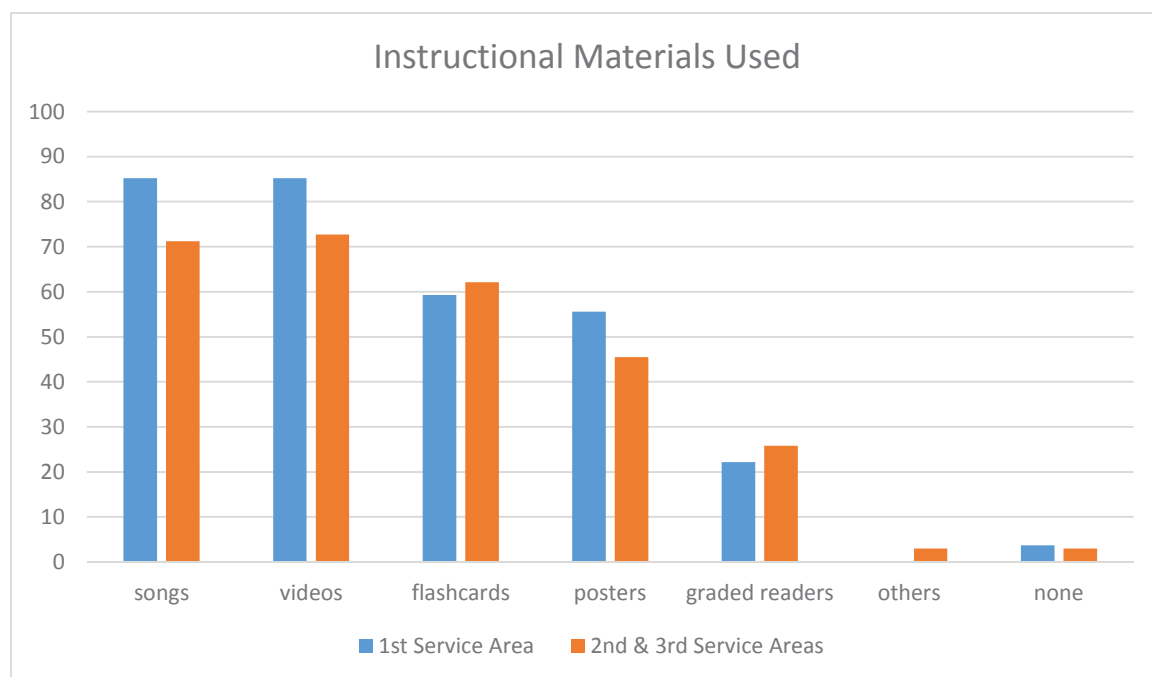


Figure 9: Instructional materials used by EFL teachers in the 1st and the other (2nd & 3rd) service areas.

EFL teachers working in the 1st service area use songs, videos and posters more than the EFL teachers working in the other (2nd & 3rd) service areas. On the other hand, EFL teachers working in the other (2nd & 3rd) service areas use flashcards more than the teachers in the 1st service area. Quite few teachers in both groups use graded readers in their lessons. Two EFL teachers working in the other (2nd & 3rd) service areas state to use real objects and books in their lessons. Several teachers in both groups use none of these instructional materials.

RQ 1.2.3 Which activities do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and is there any difference between the seating arrangements applied in the schools located in the 1st and the other (2nd & 3rd) service areas?

It is illustrated in Table 7 and Figure 10 that the type of activities EFL teachers use in their classrooms in the 1st and the other (2nd & 3rd) service areas.

Table 7

Frequency Numbers and Percentages on Activities Implemented in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area		2 nd & 3 rd Service Areas	
	(n = 27)		(n = 66)	
	<i>f</i>	%	<i>f</i>	%
Games	25	92.6	52	78.8
Role plays	22	81.5	40	60.6
Group work activities	22	81.5	51	77.3
Pair work activities	25	92.6	56	84.8

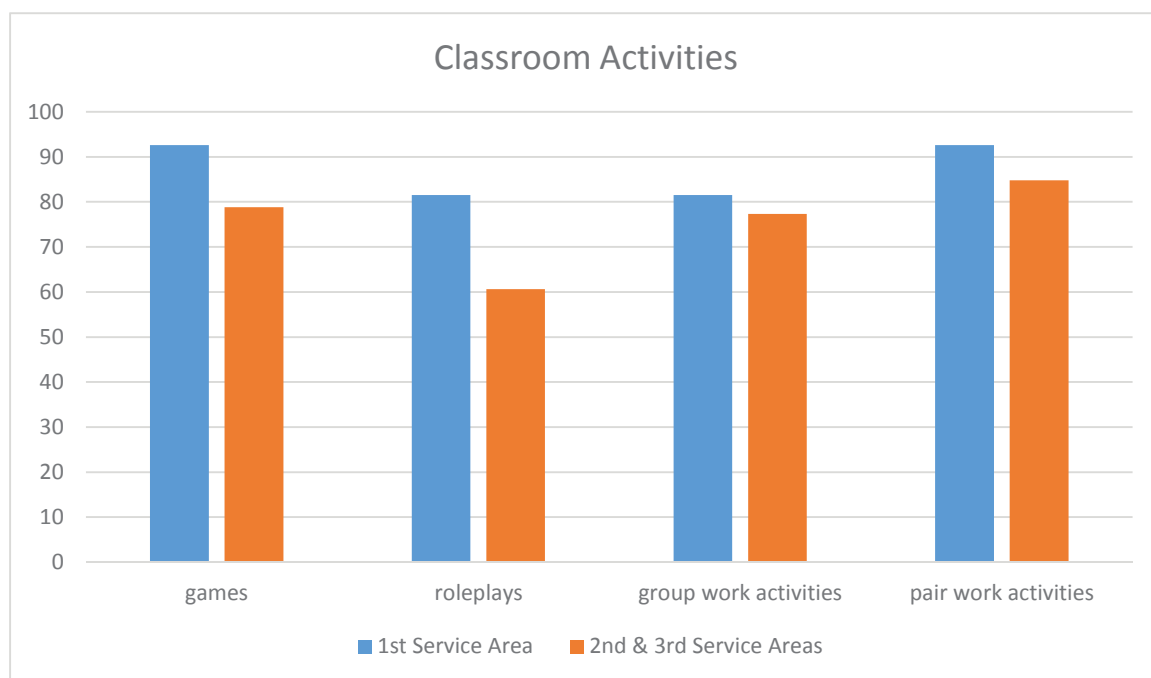


Figure 10: Classroom activities applied by EFL teachers working in the 1st and the other (2nd & 3rd) service areas

Almost all of the EFL teachers implement all the four activities in their classrooms. However, while these activities are implemented by more teachers in the 1st service area, the number of teachers implementing these activities in the 2nd or 3rd service areas are less than the former.

Table 8 demonstrates the seating arrangements that EFL teachers implement and the class types lessons are done in according to service areas.

Table 8

Frequency Numbers and Percentages on Seating Arrangements and Class Types

		1 st Service Area (n = 26)		2 nd & 3 rd Service Areas (n = 62)	
		f	%	f	%
Seating arrangements	Traditional	26	96.3	61	92.4
	Others	0	0	1	1.5

		1 st Service Area (n = 27)		2 nd & 3 rd Service Areas (n = 65)	
		f	%	f	%
English lessons done in laboratories	Traditional classes	26	96.3	63	95.5
	Modern language	1	3.7	2	3

Figure 11 illustrates the seating arrangements that EFL teachers implement in the 1st and the other (2nd & 3rd) service areas and the class types lessons are done in.

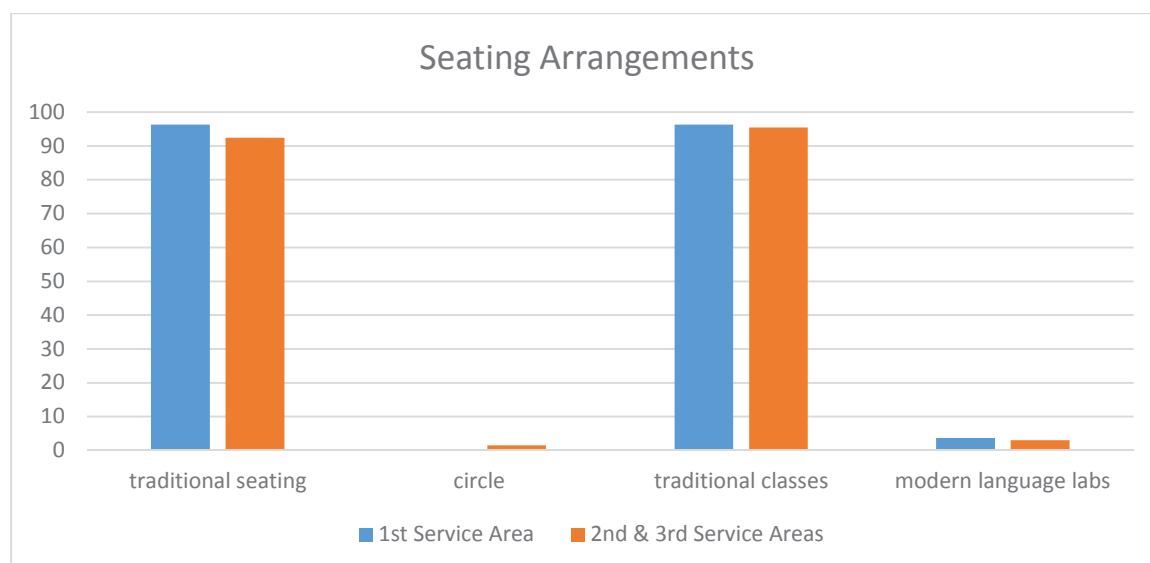


Figure 11: Seating arrangements and class types in the 1st and the other (2nd & 3rd) service areas.

According to the Table 8 and the Figure 11 above, almost all of the EFL teachers in the 1st and the other (2nd & 3rd) service areas implement traditional seating arrangements and have their lessons in the traditional classes. Only, 3% of the EFL teachers in the both service areas use modern language laboratories and only one teacher who works in the 2nd or 3rd service areas states that she applies circle seating arrangement to her students.

RQ 1.2.4 Which of the instructional technologies are available at the sample schools and which of them do EFL teachers use in their lessons in the 1st and the other (2nd & 3rd) service areas?

Table 9 and Figure 12 below indicate the available instructional technologies and whether they are used or not by the teachers.

Table 9

Availability of the Instructional Technologies and Their Use in the Service Areas

	1 st Service Area ($n = 27$)				2 nd & 3 rd Service Areas ($n = 66$)			
	Available		Used		Available		Used	
	f	%	f	%	f	%	f	%
Projector	13	48.1	9	33.3	34	51.5	17	25.8
Computer	14	51.9	12	44.4	38	57.6	30	45.5
Smartboard	20	74.1	20	74.1	44	66.7	46	69.7
Internet con.	18	66.7	14	51.9	33	50	32	48.5
Loud speakers	14	51.9	12	44.1	26	39.4	27	40.9
Cassette-players	1	3.7	0	0	4	6.1	2	3
VCD/DVDplys.	3	11.1	1	3.7	7	10.6	7	10.6
Tablets	4	14.8	2	7.4	10	15.2	8	12.1
Smart phones	6	22.2	8	29.6	16	24.2	25	37.9
None	1	3.7	1	3.7	2	3	4	6.1

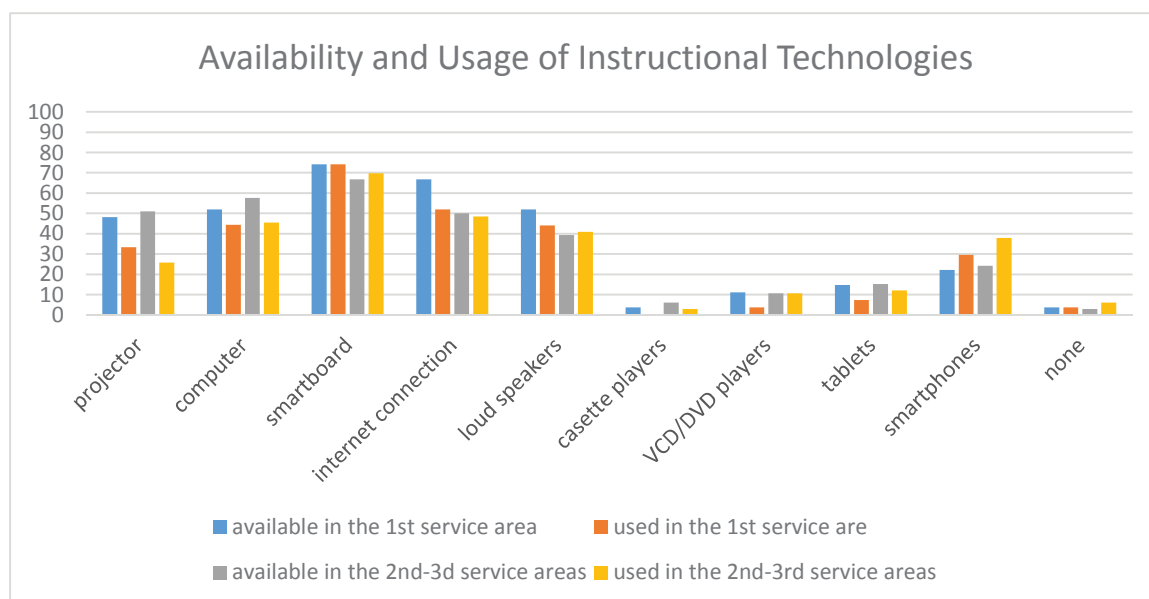


Figure 12: Instructional technologies available at schools in the 1st and the other (2nd & 3rd) service areas and using them.

A large number of schools in the 1st and the other (2nd & 3rd) service areas have smartboards and they all use them in their lessons. However, when compared to the 1st service area, the answers of the participants of the present study reveal that less smartboards are available in the 2nd or 3rd service areas, even though both regions use smartboards if they are available. More than half of the schools in the both groups have projector, computer, internet connection and loud speakers; however, a number of EFL teachers do not use these materials even though they are available.

On the contrary, cassette-players, VCD/DVD players and tablets are quite rare in both areas and quite few teachers use them since they are replaced by modern instructional technologies such as smartboards, projectors or computers. Besides, almost 30% of the teachers in both regions use their smartphones in their lessons. Finally, several attendants claim that they do not have technology-based training materials (e.g. smartboards, internet connection, projectors) in their schools or they do not use them even they are available.

To sum, the scores of instructional technologies and their usage are higher in the 1st service area when compared to the 2nd or 3rd service areas.

RQ 1.2.5 Which assessment types and skills do EFL teachers implement in their classrooms in the 1st and the other (2nd & 3rd) service areas and what are the EFL teachers' views on assigning homework to their students in the schools located in the 1st and the other (2nd & 3rd) service areas?

Table 10 and Figure 13 show the assessment types EFL teachers in the 1st and the other (2nd & 3rd) service areas.

Table 10

Assessment Type Used in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area (<i>n</i> = 27)		2 nd & 3 rd Service Areas (<i>n</i> = 66)	
	<i>f</i>	%	<i>f</i>	%
Paper-pen exams	25	92.6	64	97
Projects	18	66.7	48	72.7
Performances	21	77.8	48	72.7
Oral presentations	13	48.1	22	33.3

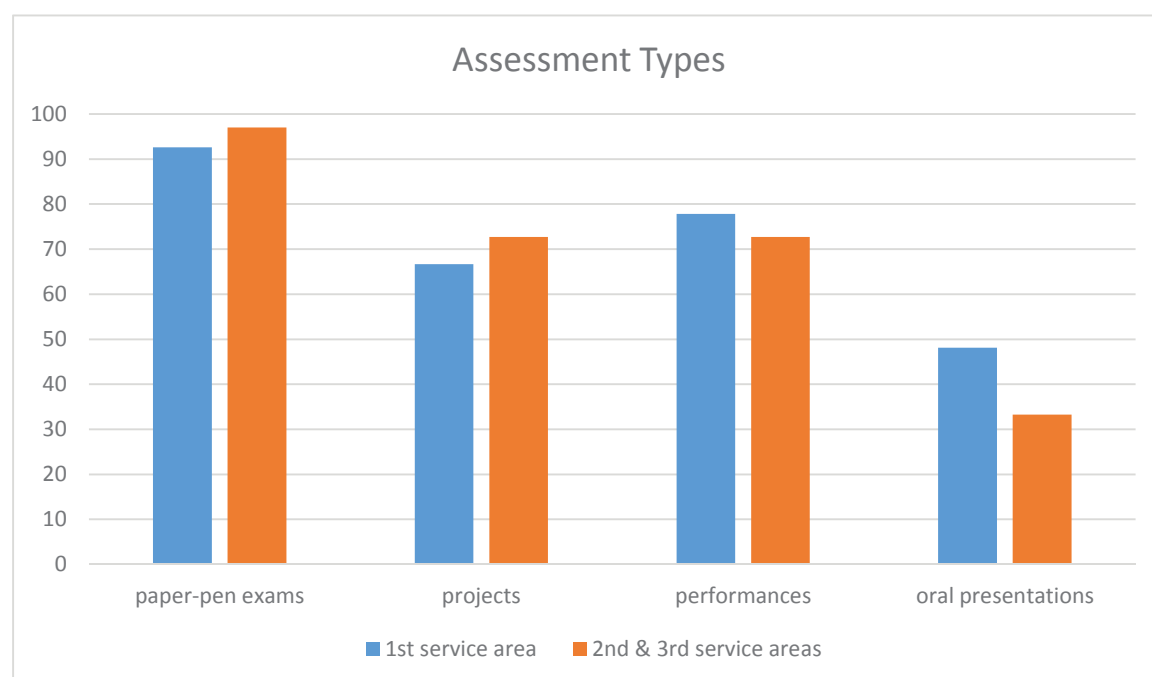


Figure 13: Assessment types implemented in the 1st and the other (2nd & 3rd) service areas

As it is clear from the Table 10 and Figure 13, almost all the teachers both groups assess students by paper-pen exams and performances; evaluating students by projects follows them. Nevertheless, oral presentation is preferred less than half of the teachers in both regions. When the service areas compared in terms of assessment type used, performances and oral presentations are used in the 1st service area more than the other (2nd & 3rd) service areas. The case for paper-pen exams and projects is just the opposite.

Table 11 and Figure 14 demonstrate the skills EFL teachers assess in their exams in the 1st and the other (2nd & 3rd) service areas.

Table 11

Skills Assessed in the Exams in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Areas		2 nd & 3 rd Service Areas	
	(n = 27)		(n = 66)	
	<i>f</i>	%	<i>f</i>	%
Grammar	26	96.3	59	89.4
Vocabulary	27	100	65	98.5
Reading	22	81.5	57	86.4
Writing	17	63	33	50
Listening	9	33.3	14	21.2
Speaking	5	18.5	8	12.1

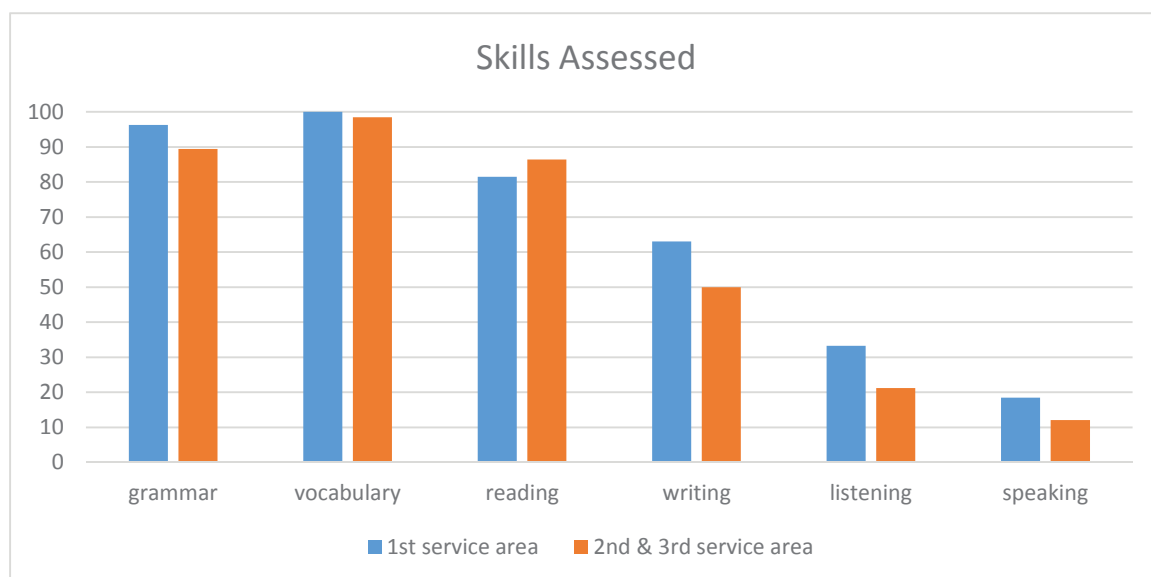


Figure 14: Skills assessed in the exams in schools located in the 1st and the other (2nd & 3rd) service areas.

Table 11 and Figure 14 illustrate that grammar, vocabulary and reading are the most common skills in the both regions to assess students in the exams. Almost half of the EFL teachers in both groups prefers writing while assessing their students. Nonetheless, listening and speaking are the less applied skills in the exams in the 1st and the other (2nd & 3rd) service areas.

All in all, comparing the two groups, except from reading, other skills' scores are higher in the 1st service area of Turkey.

It is illustrated in Table 12 that the type of skills EFL teachers assess in their homework in the 1st and the other (2nd & 3rd) service areas.

Table 12

*Frequency Numbers and Percentages on Skills Practiced in Homework**(n = 92)*

	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Do you regularly give homework?	71	76.3	21	22.6
Vocabulary	63	67.7	29	31.2
Grammar	47	50.5	45	48.4
Reading	50	53.8	42	45.2
Writing	36	38.7	56	60.2
Listening	6	6.5	86	92.5
Speaking	5	5.4	87	93.5

Figure 15 demonstrates the percent of the skills that EFL teachers assess in their homework.

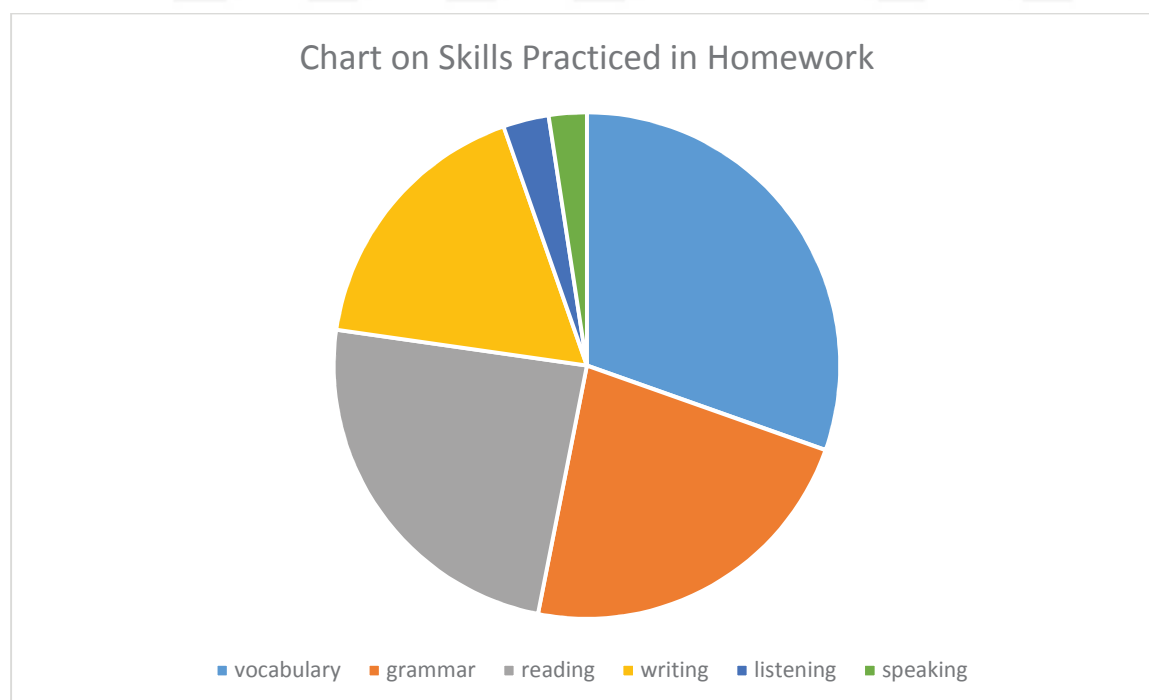


Figure 15: Skills assessed in the homework.

As it is demonstrated above, the majority of the EFL teachers in the 1st and the other (2nd & 3rd) service areas give homework to assess vocabulary, and the grammar and reading are following it, on the other hand, less than half of them assess writing and few of them assess listening and speaking.

Table 13 and Figure 16 show the difference of the skills assessed in the schools located in the 1st and the other (2nd & 3rd) service areas.

Table 13

Difference of the Skills Assessed in Homework in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area (n = 26)		2 nd & 3 rd Service Area (n = 66)	
	<i>f</i>	%	<i>f</i>	%
Do you regularly give homework?	20	74.1	51	77.3
Vocabulary	18	66.7	45	68.2
Grammar	13	48.1	34	51.5
Reading	14	51.9	36	54.5
Writing	13	48.1	23	34.8
Listening	1	3.7	5	7.6
Speaking	1	3.7	4	6.1

*Table 13 shows positive answers to the questions.

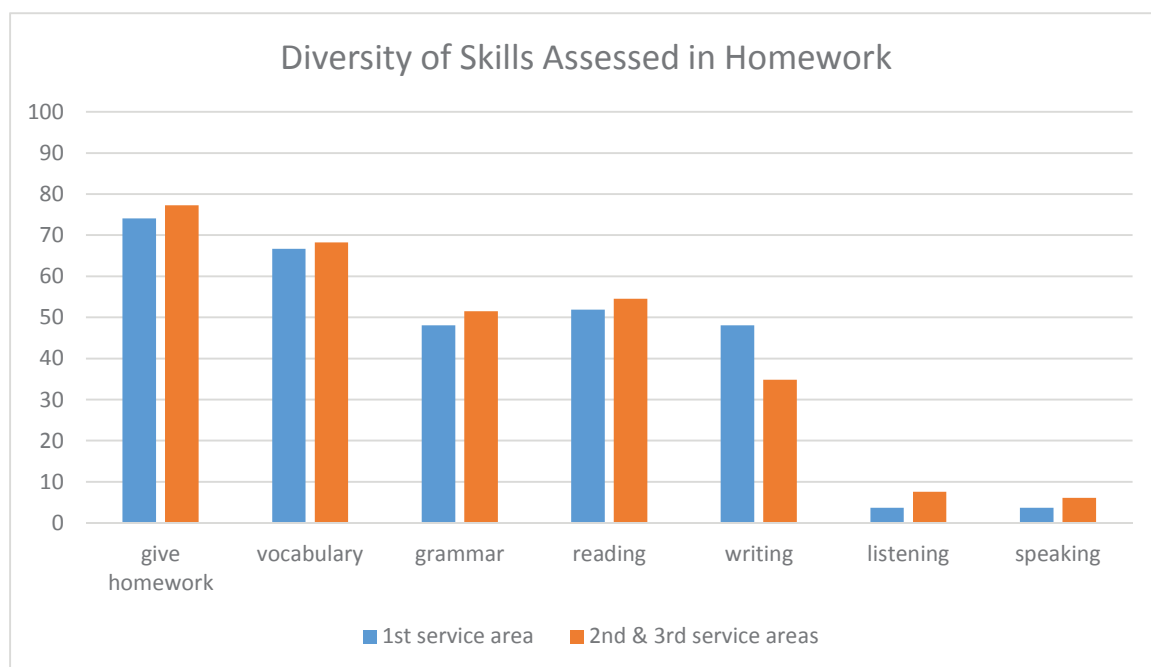


Figure 16: Diversity of the skills assessed in homework in the 1st and the other (2nd & 3rd) service areas.

When the EFL teachers in the 1st and the other (2nd & 3rd) service areas are examined in terms of skills they evaluate in the assignments, it is found that the EFL teachers working in the 2nd or 3rd service areas give more homework to the students and evaluate the vocabulary, grammar, reading, listening and speaking more. On the other hand, EFL teachers working in the 1st service area assess writing skills more.

RQ 1.3 What are the EFL teachers' perceptions on the social problems such as crowded, poor and indifferent families, familiarity to the culture of the region, safety issues or dignity of the teaching profession?

Figure 17 illustrates EFL teachers' views on the social problems.

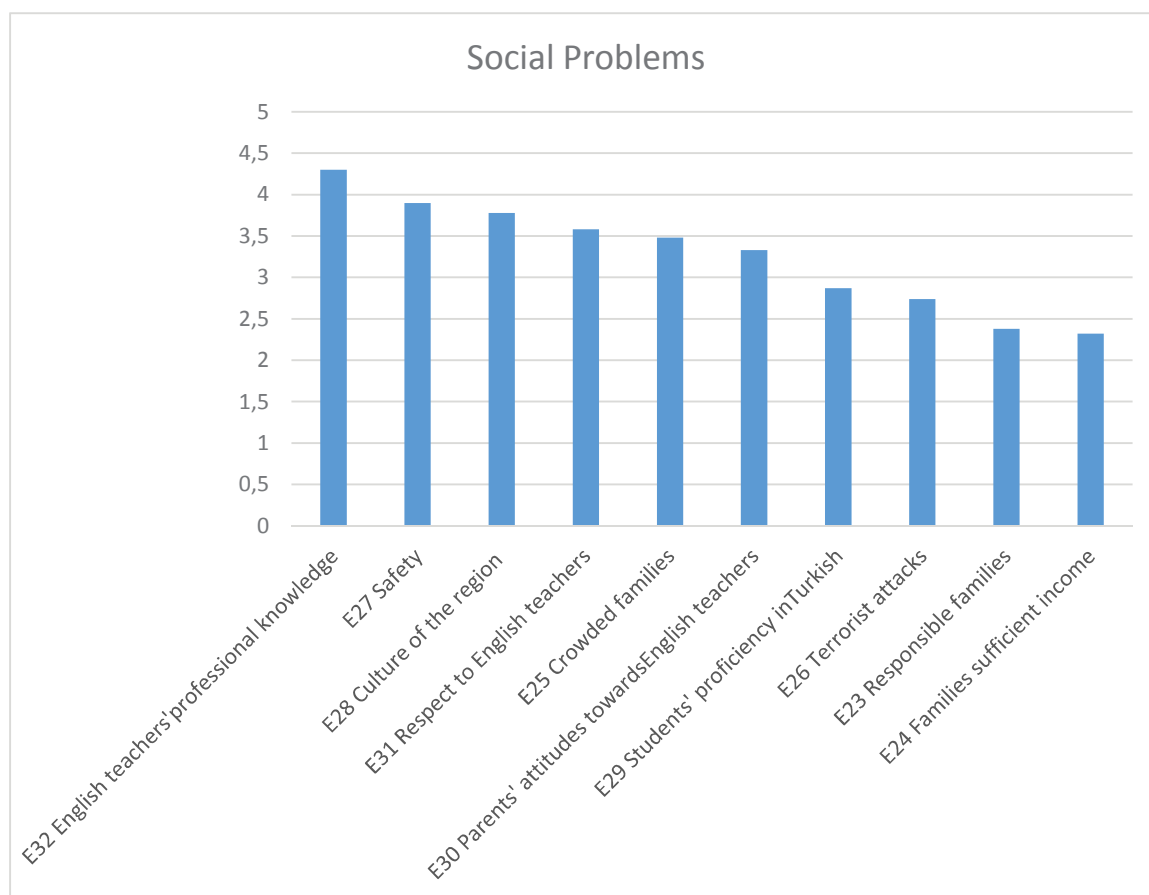


Figure 17: Perceptions of EFL teachers on social problems.

EFL teachers agree to a great extent that their professional knowledge has an important role on students' success. In addition, EFL teachers are in the opinion that the students believe that it is safe to go to school, EFL teachers are familiar with the culture of the region where they teach, they are respected by the community and parents' attitudes towards them are positive. They believe to some extent that students who are brought up in crowded families are disadvantaged to learn a FL, concerns with terrorist attacks do not prevent students from learning a FL effectively and students' proficiency in Turkish prevent them practicing the FL they have been learning. They believe that families do not take the responsibility of students' learning and parents' income is insufficient in terms of providing facilities to their children to learn a FL.

RQ 2 Do the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas of Turkey differ from each other in terms of institutional, instructional and social problems?

Appendix C illustrates the mean scores and the standard deviation scores of EFL teachers' opinions on the challenges of teaching a FL separately as well as mean differences in order to see if there is any difference in the views of EFL teachers working in the 1st and the other (2nd & 3rd) service areas.

According to the mean score differences, there are slight differences between EFL teachers' opinions in the 1st and the other (2nd & 3rd) service areas on challenges in FLT. The biggest difference was observed in the statement that curriculum is repetitive. EFL teachers working in the 2nd or 3rd service areas agree this statement more than EFL teachers working in the 1st service area. Other prominent differences were observed in the following statements: EFL teachers working in the 1st service area develop their own teaching materials, try to use L2 in the classroom more than the EFL teachers working in the 2nd or 3rd service areas. Moreover, they are in the opinion that it is safer to go to school in the 1st service area. In addition, EFL teachers working in the 1st service area agree more that there should be English questions at the first stage of the University Entrance exam (YGS) and even though there are not listening, speaking and writing parts in TEOG and LYS5 they focus on teaching these skills more than EFL teachers working in the 2nd or 3rd service areas. More EFL teachers working in the 2nd or 3rd service areas are in the opinion that students brought up in crowded families are disadvantaged in learning English effectively. On the other hand, families' attitudes towards English are more positive and more EFL teachers finds families' income sufficient to provide facilities for students to learn English in the 1st service area. EFL teachers working in the 1st service area consider the course book that they use is consistent with the goals of curriculum and they are happier with the reforms of MNE more than the

EFL teachers working in the 2nd or 3rd service areas. Lastly, school administrators support EFL teachers working in the 1st service area more. Finally, EFL teachers have almost similar ideas for the rest of the statements.

RQ 3 What are the EFL teachers' perceptions on job satisfaction when performing their professions in the 1st and the other (2nd & 3rd) service areas?

Table 14 and the Figure 18 illustrate EFL teachers' perceptions on job satisfaction when performing their professions.

Table 14

Frequency Numbers and Percentages on EFL Teachers' Job Satisfaction (n = 93)

	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Happy to be an EFL teacher	79	84.9	19	15.1
Became an EFL teacher intentionally	83	89.2	10	10.8
Intend to work as an EFL teacher until retirement	73	78.5	20	21.5

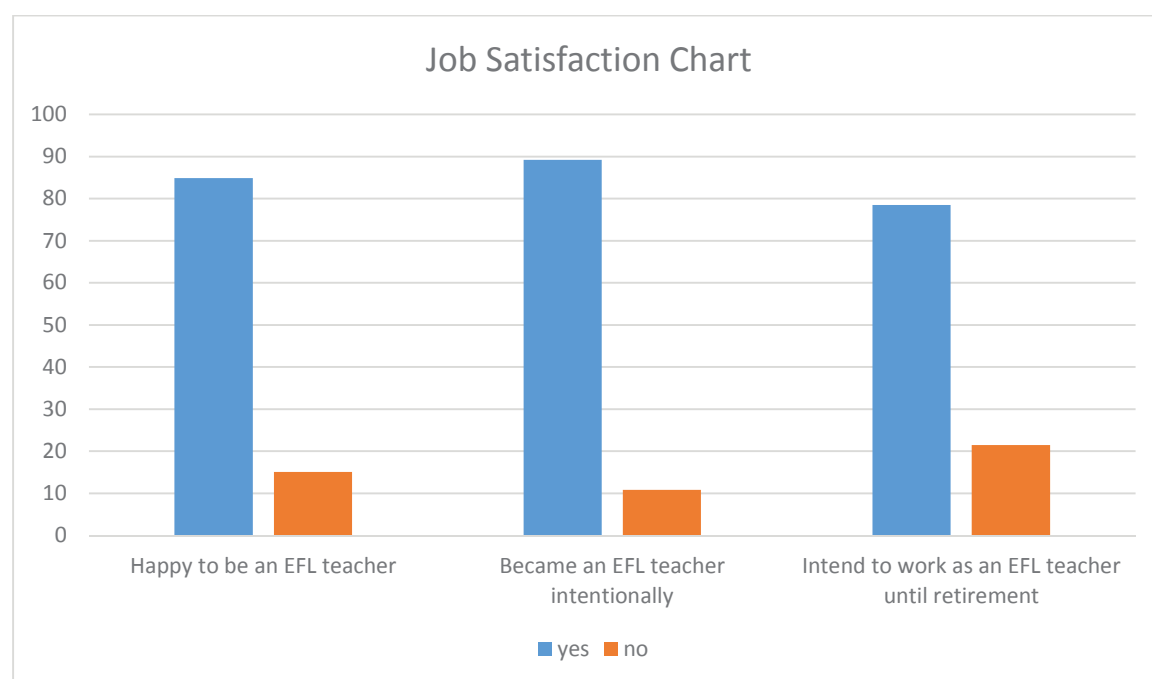


Figure 18: EFL teachers' opinions on their job satisfaction.

As it is demonstrated in Table 14 and in Figure 18, regarding the job satisfaction, 85 percent indicate that they are happy to be an EFL teacher, 89 percent indicate they become an EFL teacher intentionally and 79 percent say they intend to work as an EFL teacher until they are retired. As a result, it is clear that teachers are happy to fulfill their professions.

Table 15 demonstrates EFL teachers' job satisfaction regarding the regional differences.

Table 15

Regional Differences on EFL Teachers' Positive Opinions on Their Job Satisfaction

	1 st Service Area (<i>n</i> = 27)		2 nd & 3 rd Service Areas (<i>n</i> = 66)	
	<i>f</i>	%	<i>f</i>	%
Happy to be an EFL teacher	24	88.9	55	83.3
Became an EFL teacher intentionally	23	85.2	60	90.9
Intend to work as an EFL teacher until retirement	21	77.8	52	78.8

Figure 19 demonstrates the regional differences on EFL teachers' opinions on their job satisfaction.

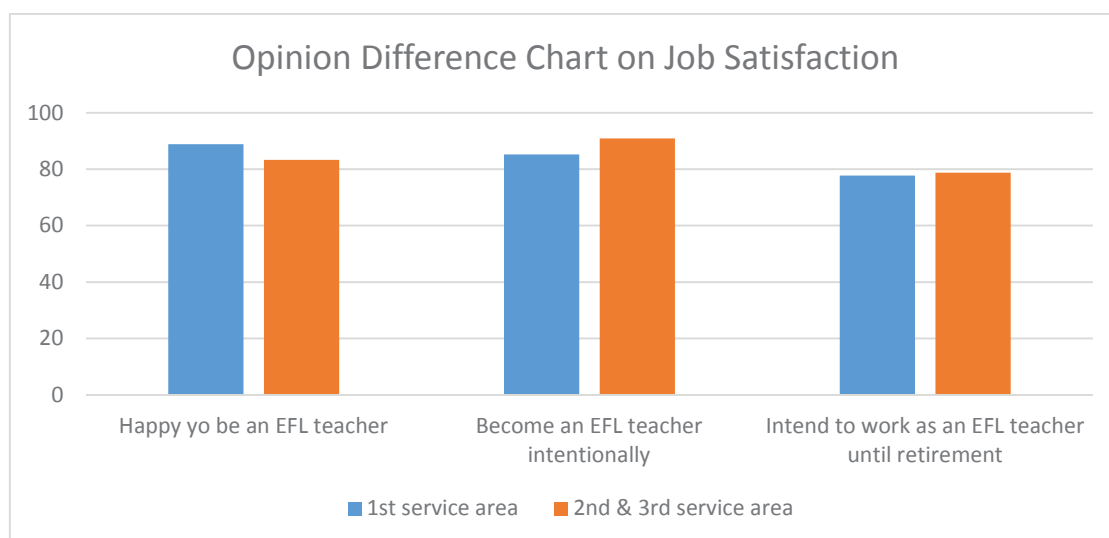


Figure 19: Differences in opinion on job satisfaction of EFL teachers working in the 1st and the other (2nd & 3rd) service areas.

Table 15 and Figure 19 above illustrate the differences in the opinion on job satisfaction of EFL teachers working in the 1st and the other (2nd & 3rd) service areas. According to the results obtained, teachers working in the 1st service area are happier to become an EFL teacher than EFL teachers working in the 2nd or 3rd service areas. Yet, it is clear that EFL teachers working in the 2nd or 3rd service areas selected their professions more consciously and intend to work as an EFL teacher until they become retired when compared to teachers working in the 1st service area.

The reasons of choosing this profession is related to the happiness of teachers in their workplace. Thus, EFL teachers were asked why they became an EFL teacher. Their answers reveal that they become EFL teachers because it is an easy and fun job; they love teaching, language (English) and children; they are capable of the language and successful in English lessons but unsuccessful in other subjects; they are affected from their EFL teachers, family, environment and culture; it is different from other branches and it is prestigious. Moreover, some claim that they become EFL teachers since it is a guaranteed and regularly paid job and it is a world language. Teacher employment opportunities, interest on English culture, having foreign friends and going abroad are the other reasons stated.

RQ 4 Do EFL teachers have a desire for professional development? If yes, what do they do to achieve this goal?

As in other professions, EFL teachers can participate in some seminars or trainings to improve themselves and to be more effective in their professions. For this reason, they were asked about the activities they did for their professional development. EFL teachers stated that they attended seminars given by MNE called in-serviced candidate teacher training seminars, Dyned online education program, FATIH project seminar, E-twinning, Erasmus and Comenius seminars. They also expressed to attend ELT, EFL and ESL Certificate programs held by Oxford University Press, Cambridge University Press, British Council and some

universities; named Celta-like teacher training program, young learners' education programs, teacher development course, evaluation and assessment, teaching techniques and methodology, communication, drama, body language, teenage and youth health and problems, how to improve security measures in schools, and special training.

Out of 93 participants 30% EFL teachers claimed to attend the seminars, courses or certificate programs mentioned above. This indicated that most teachers (70%) did not participate in such programs for their personal and professional development.

Summary

This chapter dealt with the findings of the statistical analysis of the questionnaire applied. First, the research questions were presented and then the findings were given with tables, graphs and charts.

Chapter Five

Discussions

Introduction

In this chapter, a brief summary of the study is given with the aim of the study, methodology and summary of the findings. Afterwards, findings are discussed by referring to the literature discussed in the second chapter. Finally, limitations of the study are presented.

Summary of the Study

Aim of the study. The aim of this study is to investigate the current problems in FLT describing the teachers' opinions who works in primary, secondary or high state schools in the 1st and the other (2nd & 3rd) service areas and propose some suggestions.

Summary of methodology. The present study was designed as a survey study which included the EFL teachers working at the primary, secondary or high state schools in the 1st and the other (2nd & 3rd) service areas. In order to find answers to the research questions, a quantitative research was designed and a questionnaire was used as a data collection instrument. The participants were chosen with convenient sampling method from various parts of Turkey. In order to examine the results, the data were analyzed by descriptive statistics and content analysis was administered to the open-ended questions. In detail, the demographic information of the participants was analyzed by using descriptive statistics. The categorical data (Section B) were analyzed by means of frequency tables, bar graphs, pie charts and cross break tables. To analyze the rest of the questionnaire (Sections C, D & E) the percentage, mean score and standard deviation scores were calculated. Finally, answers to the open-ended questions were grouped related to their titles and then analyzed by content analysis.

Summary of main findings. The present study focused on the problems in FLT in the 1st and the other (2nd & 3rd) service areas of Turkey under there categories which are institutional, instructional and social.

The findings on institutional problems were found out as inadequate weekly course hours and inadequate support of government for schools. Moreover, EFL teachers are partly agreed that there are enough instructional materials (e.g. computer, smartboard or the internet) and enough number of EFL teachers in their schools. On the other hand, they are satisfied with the administers' supports for language teaching, availability of the transportation to schools and warmth of the schools. Lastly, starting to teach English at the 2nd grade is accepted appropriate.

The findings on instructional problems are defined as insufficient reforms of MNE, repetitive and unsuitable curriculum for students' level, ineffective use of L2 in their classrooms and not teaching writing, listening and speaking skills. Moreover, even though the course book is consistent with the goals of curriculum, there are not enough activities in it to improve four language skills which are reading, writing, speaking and listening. EFL teachers are also in the opinion that English language questions should be included in the first stage of University Entrance Exam (YGS). On the other hand, EFL teachers are aware of different approaches, methods and techniques in FLT, they use modern teaching methods and their lessons are student-centered. They use MNE course books to a certain extent, yet most of them use other additional English course book and they develop their own teaching materials.

When two regions are examined in terms of language skills taught, almost all the EFL teachers stated that they teach mostly vocabulary and grammar and half of them stated to teach writing. EFL teachers working in the 1st service area teach reading, listening and speaking skills more than the EFL teachers working in the 2nd or 3rd service areas. While songs, videos and posters are more popular among EFL teachers working in the 1st service

area, flashcards are used more in the 2nd or 3rd service areas and graded readers are used very limited in the two regions. Two EFL teachers working in the 2nd or 3rd service areas state to use real objects and books in their lessons and a few teachers in both groups use none of these instructional materials. Moreover, games, role plays, group work activities and pair work activities are implemented by almost all of the EFL teachers in the both regions; however, they are used in schools located in the 1st service area more than schools located in the 2nd or 3rd service areas. Traditional seating is quite popular among EFL teachers in both regions. However, several EFL teachers use modern language laboratories and only one teacher who works in the 2nd or 3rd service areas implements circle seating arrangement to her students.

In terms of instructional technologies, smartboards are available in almost all of the schools in both regions and they all use them in their lessons; however, less smartboards are available in the 2nd or 3rd service areas. In addition, projector, computer, internet connection and loud speakers are available in the 1st service area more than half of the schools; however, a number of EFL teachers do not prefer to use them. Nevertheless, cassette-players, VCD/DVD players and tablets are quite rare in both areas. After all, since most of the schools have smartboards or projectors, old style of instructional technologies such as cassette or VCD/DVD players are not needed. Besides, smartphone is another instructional technology that EFL teachers use. Finally, there are not technology-based training materials (e.g. smartboards, internet connection, projectors) in some schools or even if they are available EFL teachers do not use them.

In regard to the assessment types used in both regions, it was clear that paper-pen exams and performances are implemented mostly and the projects follow them. However, oral presentation is not used much in both regions. While performances and oral presentations are used in the 1st service area more, paper-pen exams and projects are used in the 2nd or 3rd service areas more. In terms of skills assessed in the exams, in the both regions, grammar,

vocabulary and reading are mostly assessed in the exams and then writing follows them. However, listening and speaking are included in the exams less. When two regions are examined, except from reading, other skills' scores are higher in the 1st service area of Turkey. Regarding homework assignments, the majority of the EFL teachers in the both regions give homework to assess vocabulary, and the grammar and reading are following it. Nevertheless, writing, listening and speaking are assessed by a few teachers. EFL teachers working in the 2nd or 3rd service areas give more homework to the students and evaluate the vocabulary, grammar, reading, listening and speaking while EFL teachers in 1st service area assess writing skills more. To sum, the scores of instructional technologies and their usage are higher in the 1st service area when compared to the other (2nd & 3rd) service areas.

Findings on social problems are defined as indifferent, poor and crowded families whose children are disadvantaged in FL learning and L1 proficiency deficiencies which cause FL learning problems as well. Nevertheless, EFL teachers' are aware of that their professional knowledge has an important role on students' success. They are in the opinion that it is safe to go to school, concerns with terrorist attacks do not prevent students from learning a FL effectively and they are familiar with the culture of the region where they teach as well. Lastly, EFL teachers are respected by the community and parents' attitudes towards them are positive.

When the mean score differences of the EFL teachers' opinions from the both regions are examined, the results reveal that there are slight differences between EFL teachers' opinions according to 1st and the other (2nd & 3rd) service areas on challenges in FLT. The first item shows difference is that more teachers working in the 2nd or 3rd service areas think that curriculum is repetitive. In addition, they are in the opinion that students brought up in crowded families are disadvantaged in learning English effectively. On the contrary, EFL teachers working in the 1st service area develop their own teaching materials, try to use L2 in

the classroom, have more support from the administrators and feel safer when going to school. They also think that families' attitudes towards English are positive and more EFL teachers find families' income sufficient to provide facilities for students to learn English in the 1st service area. In addition, EFL teachers teach listening, speaking or writing skills in the 1st service area even though these skills are not assessed in TEOG and LYS5 and they agree that there should be English questions at the first stage of the University Entrance Exam (YGS). EFL teachers working in the 1st service area consider the course book that they use is consistent with the goals of curriculum and they are happier with the reforms of MNE. Finally, for the other statements, EFL teachers in the both regions have almost similar ideas.

About the EFL teachers' job satisfaction, the results show that they are happy to fulfill their professions. From the two regions, EFL teachers working in the 1st service area are happier to become a teacher than other teachers working in the 2nd or 3rd service areas. However, EFL teachers working in the 2nd or 3rd service areas selected their professions more consciously and intend to work as an EFL teacher until they become retired. Moreover, according to the EFL teachers' answers, the reasons to be a teacher are stated as it is an easy and fun job; they love teaching, language (English) and children; they were successful in English course; their teachers, family, environment and culture affect them; it is distinctive and prestigious; it is a guaranteed and regularly paid job and it is a world language. Teacher employment opportunities, interest on English culture, having foreign friends and going abroad are the other reasons stated. Lastly, few EFL teachers claimed to attend the seminars, courses or certificate programs mentioned above while others did not participate in such programs for their personal and professional development.

Overall, while EFL teachers of the present study consider the institutional and instructional problems more problematic, they complain about social problems less.

Discussions

Discussion of findings from RQ1. As it was stated by some studies previously (Aktaş, 2005; Işık, 2008; Parker, 2007; Tılfarlıoğlu & Öztürk, 2007), some problems in FLT were defined in the present study as well. In this study, EFL teachers' opinions demonstrated that there were some institutional, instructional and social problems which prevented them from teaching English effectively. In detail, the institutional problems were lack of the government's supports for schools, inadequate infrastructure situations and inadequate weekly course hours. The second category problems were that insufficient reforms of MNE, repetitive and unsuitable curriculum, insufficient MNE course books which did not support teaching language skills such as reading, writing, speaking and listening, and ineffective L2 use in the classrooms. Lastly, the third category included that parental understanding was not enough to support both teachers and learners. The problems defined were similar to Kızıldağ's (2009) findings where the problems were stated under the same three categories. Aktaş (2005), Çetintaş (2010), Erkan (2012), Gedikoğlu (2005), Gocer (2010), Karcı and Vural (2011), Olayemi (2014), Solak and Bayar (2015) and Tılfarlıoğlu and Öztürk's (2007) studies have the similar findings about the challenges in teaching English. However, as opposed to the studies mentioned above, there were some statements that EFL teachers did not refer as problematic in Turkey such as loaded course hours of teachers, crowded classrooms, insufficient course books and inadequate support of school administrators and parents. In Turkey, ELF teachers stated that they had 25-hour English course in a week and had approximately 28 students in each class which were accepted as normal. In addition, EFL teachers stated that the course books were consistent with the goals of curriculum and the school administrator and parents supported them in terms of language teaching.

The findings of the present study are in line with TEPAV's (2014) findings which were teaching mostly grammar, implementing traditional seating plans, L1 use in the

classrooms, poor, indifferent and crowded families, insufficient course books and inadequate in-service seminars. Nevertheless, not as in TEPAV's study, in this study, EFL teachers stated to have learner-centered lessons, use technology, apply modern teaching methods, have adequate instructional materials and uncrowded classrooms. Olayemi (2014) found out that low salaries for teachers were another problem although in Turkey EFL teachers stated that they were satisfied with the salaries.

As opposed to Oktay's (2015) finding which stated that Turkey's FLT policy is insufficient, lately, MNE has been implementing the reforms to the curriculum. With the new curriculum published in 2017 and the FATİH project since 2010, it has aimed to develop students' 21st century learning skills such as technology use, effective communication, analytical thinking, problem solving, co-working and cooperation and making students active learners. In addition, new education system and renewed curriculum aim to provide realistic objectives, proper methodology and useful in-service seminars to present an effective FLT policy as Akalın and Zengin (2007) and Işık (2008) proposed in their studies. In addition, with MNE's Strategy Development Document (2017), teachers are provided with effective in-service training programs, which were defined as another problem of FLT in TEPAV's (2014) report and Büyükyavuz and İnal's (2008) study.

In the present study, EFL teachers were in the opinion that students' proficiency in Turkish prevent them practicing the FL they had been learning. This result is in line with Çelebi's (2006) finding that problems in teaching L1 in Turkey cause other problems in FLT as well.

In line with Büyükyavuz and İnal's (2008) study, in Turkey, evaluation was done by paper-pen exams in a traditional way. Moreover, almost all of the EFL teachers working in the 1st and the other (2nd & 3rd) service areas implement traditional seating arrangements and

have their lessons in the traditional classes. This result overlaps with Büyükyavuz and İnal, Paker (2007, 2015), and TEPAV's (2014) findings.

Moreover, the majority of the EFL teachers working in the 1st and the other (2nd & 3rd) service areas give homework to assess vocabulary, and the grammar and reading are following it. However, writing, listening and speaking do not take place in the homework. Since language should be thought through all skills, neglecting some skills may hinder proper language learning. This finding is in line with Oktay's (2015) study that found out that the homework was insufficient to improve students' English proficiency.

Overall, even though some of the FLT problems seem to be similar, most of the EFL teachers do not perceive these problems as problematic as they were stated in the previous studies. This results may show that the reforms in FLT in Turkey raise the quality of FLT.

Discussion of findings from RQ2. In this study, very few differences were found out between the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas on the problems of FLT.

EFL teachers working in the 2nd or 3rd service areas see students coming from crowded families disadvantaged as Kızılaslan (2012) and Şahin and Gülmez (2000) found out in their studies. This may be a result of that in 2nd or 3rd service areas families are more crowded and indifferent to their children (TEPAV, 2014).

About the instructional materials, EFL teachers working in the 1st service area teach listening, speaking or writing skills, use songs, videos and posters, games, role plays, group work activities, pair work activities and instructional technologies since their availability is higher there which is in line with Paker's (2007, 2015) studies.

Moreover, while EFL teachers working in the 2nd or 3rd service areas assess vocabulary, grammar, reading, listening and speaking, EFL teachers working in the 1st service area assess writing skills more in the homework and develop their own teaching materials and

try to use L2 in the classroom more than the teachers working in the 2nd or 3rd service areas. These results show that while education quality is higher in the 1st service area, it is not as good as in the 2nd or 3rd service areas and these findings are in line with Şahin and Gülmez's (2000) study.

The difficulties caused by regional differences such as lack of teachers, poor school conditions, unfamiliar contexts in the textbooks, unrelated objectives, lack of talented administrators, safety, working mothers, parents' attitudes towards schools, educational background, low income, occupations of the parents, families' behaviors towards each other, the illiterate parents as Kızılaslan (2012) and Şahin and Gülmez (2000) revealed in their studies were not stated as problematic by the EFL teachers participated in the present study from the both regions.

Discussion of findings from RQ3. The present study showed that EFL teachers were happy to fulfill their professions. When the service areas were compared it was clear that EFL teachers working in the 1st service area are happier to become a teacher than EFL teachers working in the 2nd or 3rd service areas. This may be caused by the high standard of living in the western cities which is seen in TUIK Map of Well-Being Index for Provinces (see Figure 3). Another significant factor may be that ELF teachers working in the 1st service area where the cities are mostly situated in the west with adequate number of teachers, high standards of living, developed in terms of economic and social facilities and owning high standards of transportation ease.

Yet, it is clear that EFL teachers working in the 2nd or 3rd service areas selected their professions more consciously and intend to work as an EFL teacher until they become retired when compared to EFL teachers working in the 1st service area. This may be because of the job opportunities in the 1st service area when compared to the other service areas. Moreover, teachers became teachers for the reasons such as they loved teaching, they were effected from

someone, it was regularly paid, guaranteed and prestigious job and they were successful in language.

Discussion of findings from RQ4. Büyükyavuz and İnal (2008) state that teachers do not take the in-service seminars seriously and do not read journals or newspapers for their personal development. In contrast, in this study, EFL teachers stated that they were aware of different approaches, methods and techniques in FLT; however, about the seminars just 25% per cent of the EFL teachers attended teacher training seminars. Ingersoll (2005), Sariçoban (2012) and Solak and Bayar (2015) point out the importance of professional development of teachers as well. Thus, with the Strategy Development Document (2017), teachers' professional development is aimed to be developed by in-service seminars, teachers' academies and performance evaluations systems.

Limitations of the Study

Regarding the participants of this study, 93 EFL teachers chosen using the convenient sampling method from various regions of Turkey attended to this study and their answers cannot be generalized to the all EFL teachers and all the state schools in Turkey. Moreover, the results may not necessarily generalize to the higher education institutions and private schools.

While defining the schools in the 1st and the other (2nd & 3rd) service areas, MNE's map of service areas (see Figure 4) was taken into account; even though, Istanbul is located in the north-west of Turkey, it is included in the 2nd service area since being a crowded city, high living expenses, low income and insecure districts. Including Istanbul in the 2nd service area, the number of participants doubled in the 2nd and 3rd service areas, which may affect the EFL teachers responds there.

The institutional, instructional and social problems were defined according to EFL teachers' responses who attended to this study. For this reason, findings reflect the respondents' opinions and they were limited to the respondents of this study.

Summary

In this chapter, a brief summary of the study was presented along with the aim of the study, methodology and summary of findings. Then, findings were discussed by referring to the literature discussed in the second chapter. Lastly, limitations of the study were given.



Chapter Six

Conclusions and Implications

Introduction

In this chapter, conclusions are reported briefly in the light of the main findings. The last part of the chapter presents methodological and pedagogical implications.

Conclusion

According to the results of the present study the following conclusions can be drawn:

The results of this study revealed that FLT in Turkey was perceived as less problematic when compared to the previous studies' findings (Aktaş, 2005; Işık, 2008; Paker, 2007; Tılfarlıoğlu & Öztürk, 2007) and these problems were categorized under three problems as institutional, instructional and social.

Among the three problems, the institutional and instructional problems were perceived as the most problematic ones. Institutional problems were defined as inadequate weekly course hours, inadequate support of government for schools and inadequate instructional materials. Thus, EFL teachers would be happier if the institutional conditions are improved.

Another critical issue EFL teachers dealt with was instructional problems which were defined as insufficient reforms of MNE, repetitive and unsuitable curriculum, neglecting teaching some skills such as listening, speaking and writing, not using the L2 effectively, implementing traditional assessment types such as paper-pen exam and assessing just grammar, vocabulary and reading skills. In addition, EFL teachers stated that they gave homework to practice just vocabulary, grammar and reading and applied mostly traditional seating arrangements. These findings contradict EFL teachers' statements such as they were aware of different approaches, methods and techniques in FLT and they used modern teaching methods. Moreover, even though most of the EFL teachers were in the opinion that their professional knowledge has an important role on students' success, it was found out that few

EFL teachers attended the seminars, courses or certificate programs. In this respect, MNE's reforms in Teacher Strategy Development Document would be an opportunity for EFL teachers to improve their professional knowledge.

In terms of instructional materials, EFL teachers stated that they use additional English course books along with MNE course books which indicated that MNE course books, in which there were not enough reading, writing, speaking and listening activities, were not qualified enough to teach English effectively. Moreover, EFL teachers stated to use songs, videos, posters, games, role plays, group work activities, pair work activities which indicate they try to make English lessons effective and enjoyable.

Social problems are defined as students come from crowded, poor and indifferent families are disadvantaged learners when compared to the others. These problems were observed higher especially in the 2nd or 3rd service areas. Parents have an important role in their children's education and if they do not support their children financially, emotionally or academically students cannot be successful both in their FL courses and other courses.

Moreover, the results of this study showed that there were slight differences between the perceptions of EFL teachers working in the 1st and the other (2nd & 3rd) service areas on the problems of FLT. The challenges were seen as problematic almost to the same degree. Some differences were observed in the perceptions of the curriculum, teaching methods and techniques, using instructional materials and developing themselves professionally. Finally, it can be concluded that the educational opportunities are higher in 1st service area of Turkey.

In terms of job satisfaction of EFL teachers, the results showed that they were happy to perform their professions, they selected their professions consciously and intended to work as an EFL teacher until they became retired. Moreover, some regarded their profession as being an easy, fun, distinctive, prestigious, guaranteed and regularly paid job.

Overall, EFL teachers encounter fewer problems while teaching FL than in previous years, which indicate that the reforms of MNE are effective, practical and useful. Moreover, the social and economic inequalities observed in the 1st and the other (2nd & 3rd) service areas of our country cause negative effects on education as well. Being the most fundamental stakeholders of education, EFL teachers, administrators and policy makers should provide students with equal opportunities in education as much as possible.

Implications

Methodological implications. The present study was conducted with 93 EFL teachers from various cities in the 1st and the other (2nd & 3rd) service areas of Turkey and it was impossible to reach EFL teachers from each city of Turkey. It would give more detailed information if the participant numbers are enlarged.

Since some regional differences may have been neglected and the statements in the questionnaire may have been deficient in terms of addressing the regional differences, further research may investigate the problems with more detailed questionnaire, interviews and observations as well. In addition, further research may deal with the problems from students' and administrators' perspectives as well.

Technological developments in the 21st century affect the education and training applications as well. Further research may involve deeper investigation into the applications of renewed education systems and modern teaching activities.

Pedagogical implications. In the light of the findings, EFL teachers working in the 1st and the other (2nd & 3rd) service areas may change the instruction types according to students' needs. They may attend seminars and develop themselves professionally to implement the 21st century teaching skills and modern teaching methodology to their students.

In addition, the administrators and MNA should support EFL teachers and they should give financial support to improve school conditions. Moreover, psychological support and

motivation to be given to teachers are also important in this sense. Lastly, parents should be informed about students' education and the importance of their support to both EFL teachers and students.

EFL teachers may perform their profession well if administrators, parent, their colleagues and students work together cooperatively and support one another and if MNE provides equal opportunity in education in the 1st and the other (2nd & 3rd) service areas of Turkey.



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Appendices

Appendix A

QUESTIONNAIRE ON PROBLEMS OF TEACHING ENGLISH IN THE 1ST AND THE OTHER (2ND & 3RD) SERVICE AREAS

Dear English Language Teacher,

The purpose of this study is to collect information about the challenges faced by English language teachers while teaching English. Please first answer questions about demographical information in Part A. Then, move to Part B where you are expected to tick the items to answer the questions. In Part C, Part D, and Part E you need to indicate your level of agreement by choosing one of the following options: strongly disagree, disagree, partly agree, agree or strongly agree. Please note that there are no right or wrong responses to any of the items on this survey. All responses will remain anonymous and only the researcher will have access to the collected data.

The accuracy of your answers is so important that the results may contribute to English language teaching in Turkey. Thus, please fill in all information requested below as precisely and accurately as possible. If you require any further information about the study, please do not hesitate to contact me at ebrualtin11@gmail.com.

Thanks for your participation.

OF TURKEY

A. DEMOGRAPHIC INFORMATION

- **Gender:** Male Female
- **Graduation:** Department
- **Please, fill in your department if you have MA degree:**
- **Please, fill in your department if you have PhD degree:**
- **Teaching Experience:** year(s)
- **Currently Teaching at:**
(Please circle the grades you are teaching and indicate how many years you have been teaching at your current position):
 Primary school 2nd / 3rd / 4th grade(s) for year(s)
 Secondary school 5th / 6th / 7th / 8th grade(s) for year(s)
 High school 9th / 10th / 11th / 12th grade(s) for year(s)
- **Previous teaching experience:**
(Please circle the grades you taught and indicate how many years you had been teaching at your previous position):
 Primary school 2nd / 3rd / 4th grade(s) for year(s)
 Secondary school 5th / 6th / 7th / 8th grade(s) for year(s)
 High school 9th / 10th / 11th / 12th grade(s) for year(s)
 Others (Please specify):
- **The city you currently teach:**
- **Indicate how many hours you teach in a week:** hours
- **Average number of students in your class is:** students
- **Please give information about in-service seminars that you attended, if there are any (Please specify their names and topics):**

B. TICK THE RELATED ITEMS TO ANSWER FOLLOWING QUESTIONS,PLEASE(You can tick more than one option).

1. Which sub-skills and main-skills do you teach in your lessons?

Grammar
Vocabulary
Reading
Writing
Listening
Speaking

2. Which materials do you use in your classes?

Songs
Videos
Flashcards
Posters
Graded readers
Others (please specify it):
.....

3. Which activities do you apply to your classes?

Games
Roleplays
Group work activities
Pair work activities
Others (please specify it):
.....

4. Which of the following instructional technologies are available at your school and which of them do you use in your classes? I use:

There are:

Projector	Projector
Computer	Computer
Smartboard	Smartboard
Internet connection	Internet connection
Loud speakers	Loud speakers
Cassette-players	Cassette-players
VCD/DVD players	VCD/DVD players
Tablets	Tablets
Smart phones	Smart phones
	Others (please specify)

5. Which assessment type do you use in your classes?

Paper-pen exams
Projects
Performances
Oral Presentations
Others (Please specify)
.....

6. Which skills do you assess in your exams?

Grammar
Vocabulary
Reading
Writing
Listening
Speaking

7. Do you regularly give homework?

Yes No

If yes, your homework usually focuses on

Vocabulary
Grammar
Reading
Writing
Listening
Speaking

8. Please specify the seating arrangements you apply:

Traditional
Others (please specify):
.....

9. I do English lessons mostly in

Traditional classes
Modern language laboratories

10. Are you happy working as an English language teacher?

Yes No

11. Did you decide to become an English language teacher consciously/intentionally?

Yes No

12. Do you intend to work as an English language teacher until you are retired?

Yes No

13. Please specify three reasons that caused you to become an English language teacher:

1.
2.
3.

C. INSTITUTIONAL PROBLEMS	Strongly disagree	Disagree	Partly agree	Agree	Strongly
1. The school administrator supports English language teachers.					
2. I am satisfied with the instructional materials (computer, smartboard, internet, graded readers, flashcards, etc.) that are provided by school.					
3. The weekly hours of English course are adequate.					
4. There are enough English language teachers for each class.					
5. The government supplies money for the needs of the school.					
6. The transportation to the school is available in severe weathers.					
7. The school is warm enough in winter.					
8. In the current ELT program English starts to be taught in the 2 nd grade. This is the most appropriate class/age to start teaching a foreign language.					
D. INSTRUCTIONAL PROBLEMS					
9. I am satisfied with the reforms on foreign language education of Ministry of National Education (MEB).					
10. Curriculum is suitable for the students' level.					
11. Curriculum is repetitive.					
12. I mainly benefit from MEB course-book.					
13. I use other additional English course-books.					
14. The course-book that I use is consistent with the goals of curriculum.					
15. The course-book has activities to improve four language skills: reading, writing, speaking, listening.					
16. I am aware of different approaches, methods and techniques in foreign language teaching.					
17. I use modern teaching methods (e.g. eclectic methods) and techniques effectively.					
18. I prefer teacher- centered lessons.					
19. I develop my own teaching materials rather than using instant ones.					

	Strongly disagree	Disagree	Partly agree	Agree	Strongly agree
20. I try not to use L1 in the class in order to provide students with exposure to the L2.					
21. Since state exams (e.g TEOG, LYS5) do not deal with listening, speaking and writing, I do not focus on developing these skills in my classes.					
22. There should be English questions at the first stage of the University Entrance exam (YGS).					
E. SOCIAL PROBLEMS					
23. Families take responsibility of students' learning.					
24. Families' income is sufficient in terms of providing facilities to their children to learn a foreign language.					
25. Students are brought up in crowded families which prevent them from learning English effectively.					
26. Concerns with terrorist attacks prevent students from learning a foreign language effectively.					
27. My students believe that it is safe to go to school.					
28. I am used to the culture of the region where I teach.					
29. Students' proficiency in Turkish does not prevent them practicing the foreign language they have been learning.					
30. Parents' attitudes towards English language teachers are positive.					
31. English language teachers are respected by the community.					
32. English language teachers' professional knowledge has an important role in students' success.					

Thanks for your participation ☺

Appendix B

Mean Scores Related to Statements about Problems in FLT

(n = 93)

	<i>M</i>	<i>SD</i>
E32 English language teachers' professional knowledge has an important role in students' success.	4.30	0.91
D16 I am aware of different approaches, methods and techniques in foreign language teaching.	4.20	0.82
D13 I use other additional English course books.	4.05	0.93
E27 My students believe that it is safe to go to school.	3.90	1.00
E28 I am used to the culture of the region where I teach.	3.78	1.29
D22 There should be English questions at the first stage of the University Entrance exam (YGS).	3.76	1.17
C7 The school is warm enough in winter.	3.70	1.33
E31 English language teachers are respected by the community.	3.58	1.04
E25 Students are brought up in crowded families which prevent them from learning English effectively.	3.48	1.12
C8 In the current foreign language teaching program English starts to be taught in the 2nd grade. This is the most appropriate class/age to start teaching a foreign language.	3.48	1.20
D17 I use modern teaching methods (e.g. eclectic methods) and techniques effectively.	3.45	1.01
D11 Curriculum is repetitive.	3.41	1.04
E30 Parents' attitudes towards English language teachers are positive.	3.33	1.14

D19 I develop my own teaching materials rather than using instant ones.	3.33	0.99
C6 The transportation to the school is available in severe weathers.	3.31	1.17
C1 The school administrator supports English language teachers.	3.29	1.20
D14 The course book that I use is consistent with the goals of curriculum.	3.27	1.05
D20 I try not to use L1 in the class in order to provide students with exposure to the L2.	3.10	1.09
C4 There are enough English language teachers for each class.	3.04	1.25
D21 Since state exams (e.g., TEOG, LYS5) do not deal with listening, speaking and writing, I do not focus on developing these skills in my classes.	3.04	1.20
C2 I am satisfied with the instructional materials (computer, smartboard, internet, graded readers, flashcards, etc.) that are provided by school.	2.99	1.25
C15 The course book has activities to improve four language skills: reading, writing, speaking, and listening.	2.96	1.07
D12 I mainly benefit from MEB course book.	2.88	1.11
E29 Students' proficiency in Turkish does not prevent them practicing the foreign language they have been learning.	2.87	1.15
E26 Concerns with terrorist attacks prevent students from learning a foreign language effectively.	2.74	1.29
D18 I prefer teacher- centered lessons.	2.58	0.91
D9 I am satisfied with the reforms on foreign language education of Ministry of National Education (MEB).	2.44	1.16
D10 Curriculum is suitable for the students' level.	2.43	1.04
E23 Families take responsibility of students' learning.	2.38	1.17

E24 Families' income is sufficient in terms of providing facilities to their children to learn a foreign language.	2.32	1.09
C3 The weekly hours of English course is adequate.	2.25	1.15
C5 The government supplies money for the needs of the school.	2.18	1.07



Appendix C

Mean Differences Related to Opinions of the EFL Teachers in the 1st and the other (2nd & 3rd) Service Areas

	1 st Service Area (<i>n</i> = 27)		2 nd & 3 rd Service Areas (<i>n</i> = 66)		<i>M</i> difference
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
D11 Curriculum is repetitive.	2.96	1.09	3.59	0.96	-0.63
D19 I develop my own teaching materials rather than using instant ones.	3.70	0.91	3.18	0.99	0.52
D20 I try not to use L1 in the class in order to provide students with exposure to the L2.	3.41	0.84	2.97	1.16	0.44
E27 My students believe that it is safe to go to school.	4.19	0.83	3.79	1.05	0.40
D22 There should be English questions at the first stage of the University Entrance exam (YGS).	4.00	0.92	3.67	1.24	0.33
E25 Students are brought up in crowded families which prevent them from learning English effectively.	3.26	1.16	3.58	1,10	-0.32
E24 Families' income is sufficient in terms of providing facilities to their children to learn a foreign language.	2.52	1.16	2.24	1.05	0.28
E30 Parents' attitudes towards English	3.52	1.16	3.26	1.13	0.26

language teachers are positive.

D14 The course book that I use is consistent with the goals of curriculum.	3.44	0.97	3.20	1.08	0.24
D21 Since state exams (e.g. TEOG, LYS5) do not deal with listening, speaking and writing, I do not focus on developing these skills in my classes.	2.89	1.31	3.11	1.15	-0.22
C1 The school administrator supports English language teachers.	3.44	1.09	3.23	1.25	0.21
D9 I am satisfied with the reforms on foreign language education of Ministry of National Education (MEB).	2.59	1.22	2.38	1.13	0.21
E26 Concerns with terrorist attacks prevent students from learning a foreign language effectively.	2.89	1.31	2.68	1.28	0.21
E23 Families take responsibility of students' learning.	2.52	1.22	2.32	1.15	0.20
D17 I use modern teaching methods (e.g. eclectic methods) and techniques effectively.	3.58	1.14	3.39	0.96	0.19
E32 English language teachers' professional knowledge has an important role in students' success.	4.19	0.96	4.35	0.89	-0.16
C6 The transportation to the school is available in severe weathers.	3.21	1.16	3.35	1.18	-0.14

E29 Students' proficiency in Turkish does not prevent them practicing the foreign language they have been learning.	2.96	1.13	2.83	1.17	0.13
C2 I am satisfied with the instructional materials (computer, smartboard, internet, graded readers, flashcards, etc.) that are provided by school.	2.89	1.16	3.03	1.29	-0.14
E28 I am used to the culture of the region where I teach.	3.69	1.12	3.82	1.16	-0.13
D15 The course book has activities to improve four language skills: reading, writing, speaking, and listening.	3.04	1.19	2.92	1.03	0.12
D18 I prefer teacher- centered lessons.	2.67	0.88	2.55	0.93	0.12
C5 The government supplies money for the needs of the school.	2.11	1.19	2.21	1.03	-0.10
D12 I mainly benefit from MEB course book.	2.81	1.31	2.91	1.02	-0.10
D13 I use other additional English course books.	4.11	0.80	4.03	0.98	0.08
C3 The weekly hours of English course is adequate.	2.30	1.10	2.23	1.17	0.07
C8 In the current foreign language teaching program English starts to be taught in the 2nd grade. This is the most	3.52	1.25	3.47	1.18	0.05

appropriate class/age to start teaching a foreign language.

C4 There are enough English language teachers for each class.	3.07	1.07	3.03	1.32	0.04
E31 English language teachers are respected by the community.	3.56	1.05	3.59	1.04	-0.03
D10 Curriculum is suitable for the students' level.	2.44	1.05	2.42	1.04	0.02
D16 I am aware of different approaches, methods and techniques in foreign language teaching.	4.22	0.89	4.20	0.79	0.02
C7 The school is warm enough in winter.	3.70	1.17	3.70	1.39	0
