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KAFKAS UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POSSIBLE REASONS OF FAILURE OF THE STUDENTS STUDYING ENGLISH AS A FOREIGN LANGUAGE AT ARDAHAN HIGHER VOCATIONAL SCHOOL AND SOME POSSIBLE WAYS TO OVERCOME THEM

A THESIS FOR THE DEGREE OF MASTER OF ARTS

By Serdar TURHAN

SUPERVISOR
ASS. PROF. DR. Gencer ELKILIÇ

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Serdar TURHAN' a ait " **Ardahan Meslek Yüksekokulu'nda Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Muhtemel Başarısızlık Nedenleri ve Başarısızlığın Üstesinden Gelmek İçin Bazı Yöntemler**" konulu çalışma, jürimiz tarafından Batı Dilleri ve Edebiyatları Anabilim Dalı, Yüksek Lisans tezi olarak oy birliği ile kabul edilmiştir.

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Yrd. Doç. Dr. Gencer ELKILIÇ	....
Yrd. Doç. Dr. Bilal GENÇ	....
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Tezin Adı	Ardahan Meslek Yüksekokulu'nda Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Muhtemel Başarısızlık Nedenleri ve Başarısızlığın Üstesinden Gelmek İçin Bazı Yöntemler.
Tezi Hazırlayan	Serdar TURHAN
Danışman	Yrd. Doç. Dr. Gencer ELKILIÇ
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Bu çalışmanın amacı, Ardahan Meslek Yüksekokulu'nda yabancı dil olarak İngilizce öğrenen öğrencilerin muhtemel başarısızlık nedenlerini araştırmak ve bunların üstesinden gelme yollarını bulmaktır.

Bu çalışma öğrencilerin başarısızlığı ile ilgili üç temel etmenden oluşmaktadır ve anket soruları bu doğrultuda tasarlanmıştır. Bu çalışmada temel alınan üç başarısızlık sebebi öğrenci, öğretmen, ve de eğitim kurumuyla ilintilidir. Ayrıca anket sonuçları tablolar halinde sunulmuştur.

Anahtar kelimeler: Başarısızlık, İngilizce, dil öğretimi, öğrenci

ABSTRACT

Type of Thesis	Master Degree
Title	Possible Reasons of Failure of the Students Studying English as a Foreign Language at Ardahan Higher Vocational School and Some Possible Ways to Overcome Them.
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This study aims to search possible reasons of failure of the students studying English at Ardahan Higher Vocational School and to find some possible solutions to overcome the problems in the context of foreign language learning.

This study consists of three basic factors and the questionnaire has been developed accordingly. In this study, three basic reasons of failure are related to the students, teachers, and the educational institution. Moreover, the results of the questionnaire have been revealed as tables.

Key words: Failure, English, language teaching, student.

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CHAPTER ONE INTRODUCTION

1.1 Background of the Study

It is an undeniable fact that English has already been a language which has a universal acceptance as an international language. Because acquiring proficiency in foreign languages, especially in English, is obviously influential on social, technological, political, and intellectual benefits of both individuals and societies in terms of establishing international relationships among people all over the world (Curtain,1990). Broughton, Brumfit, Flavell, Hill & Pincas (1980) explained that "by learning a foreign language we see our own in perspective, we recognise that there are other ways of saying things, other ways of thinking, other patterns of emphasis" (p10). Broughton et al., (1980) also implied that "by operating in a foreign language, then, we face the world from a slightly different standpoint and structure it in slightly different conceptual patterns".

Since the wake of the agricultural and industrial revolutions, our world has gone through a new era that is commonly referred to as the age of information. Globalization has eliminated frontiers as well as drawing the people and the cultures together. The new concept has arised as a "world citizenship".

In such an age in which we witness tremendous changes, there are two fundamental principles that enable countries to be successful in a world named as a " global village". These principles are to acquire knowledge and to exploit and share it efficiently by means of communication . In order that communication may be effective, it is imperative to master at least one foreign language. In today's world, this language is English as a result of its common usage all over the world.

There are a great number of other reasons why people want to learn foreign languages. Harmer(1991) has stated some reasons for learning a foreign language. According to Harmer, many students in the world try to acquire it because it is on the school curriculum whether they like it or not. Some people want to study English because they think it offers a chance for advancement in their professional lives. Another kind of learners find themselves living in a target language community and they have to learn that foreign language. Moreover; students may have some specific reasons to master a foreign language in order that they may be able to

use that language for specific situations. Some other students want to study a foreign language because they are attracted to the culture of one of the target language communities(pp.1,2).

In parallel to giant changes in the world, Turkey must have a respectful place and a moderating role among other countries as it is a real bridge between Asia and Europe connecting cultures to each other. The unique way to succeed this important duty is to grow well-equipped individuals who at least one foreign language, preferably English, because of the reasons mentioned above. In Turkey, the governments have been aware of this fact since the foundation of the Republic which must have adapted the new rules of the changing world. Especially after World War II, English gained much popularity in order to make communication and interaction continue. However, it is not wrong to claim that teaching English as a foreign language in Turkey has reached its climax for the past 30 years.

Today, English is the most important and preferred language taught at educational institutions from primary schools to universities in Turkey. However, it is a real situation that failure is generally a common result in educational institutions inspite of time and money spent for it. Now the question which arises here is, what are the reasons of failure?. Wlodkowski (1985) explained that students can experience failure in the face of unsuitable learning styles, a lack of resources, language barriers, a lack of choice, cultural taboos, fear of embrassment, a lack of feedback, poor nutrition, prejudice, poor lighting, bad seating, the wrong temperature, fear of failure, a lack of respect, irrelevant content, and a host of other possibilities. It is certainly clear that a great many of factors attribute to the success or failure of students studying English as a foreign language. Stevick(1980,4) explained that " success (in learning a language) depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom".(cited in Gebhard, p.69). Fontana(1994) expressed that " many people face failure in life not through lack of ability but through lack of early guidance and encouragement which would equip them to make informed life choices and face social and professional challenges with confidence and courage" (pp. 13- 14). The factors related to failure of foreign language learners will be examined in a detailed way in next chapters.

In Turkey, Vocational education or Vocational Education and Training, prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Ardahan Higher Vocational School is one of the vocational educational institutions facing failure in teaching English as a foreign language. Ardahan Higher Vocational School was founded as a sub-unit of Kafkas University in 1999. The school began its educational activities with 3 departments, 76 students, an assistant professor and 3 lecturers. Ardahan Vocational School has continued its educational life with 10 departments, 15 lecturers, one of whom is a professor, 10 administrative staff, and the number of students has reached nearly 1000 since it was founded in 1999.

As it is clear from its name, raising the number of qualified helping staff who is needed in various professions, aiding the socialization process of young people, growing useful and productive persons for society and contributing the economy of the country are some of Ardahan Vocational School's goals. A kind of educational strategy, which permits students to reach and produce information and develop different point of views in various topics, is appreciated in carrying out these duties. In order to reach these objectives of the school, it is obviously necessary to teach English to the students as a foreign language. At Ardahan Higher Vocational School, in most departments students are exposed to four hours English in each semester for the first year of the school. Moreover; some departments such as office management and secreterial skills and foreign trade have extra four hours for the second year as English for Specific Purposes. When we think backgrounds of the students in English in their past educational lives, these students are expected to acquire all four skills of English as a foreign language, and be proficient in that target language.

1.2. Statement of the problem

Although English has been taught in many educational institutions, it is a reality that English as a foreign language cannot be acquired easily in Turkey. In this study the problem is why most of the students experience failure in language classes at Ardahan Higher Vocational School eventhough they have background knowledge in that target language and they are, to some extent, exposed to English at school.

1.3. Purpose of the study

Success or failure of English language learners are attributed to various causes such as intelligence, motivation, anxiety, personality, teachers, or educational institutions. These attributions are extremely for English language learning as they are indicators which enlight the very specific nature of language learning. Therefore, this study aims to answer some critical questions about the reasons of failure of the students studying English at Ardahan Higher Vocational School. These questions can be categorized in three main headlines:

a) What are the factors related to students themselves in influencing their failure?

b) What are the factors related to teachers in influencing students' failure?

c) What are the factors related to the educational institution in influencing students' failure?

1.4. Limitations of the study

This study is only limited to only senior students studying both in day and at night classes at Ardahan Higher Vocational School. There are one hundred fourty students joining that study so the results of this study cannot be generalized for all language learners studying at various vocational schools in Turkey. At the same time, the instrument used in this study is a questionnaire designed for the students to answer. Because of this reason, the results are only limited to answers given by students. Any other factors will be excluded in this study.

CHAPTER TWO REVIEW OF LITERATURE

2.0 INTRODUCTION

In the first chapter, the importance of English was expressed and the question why English is an international language was discussed. Moreover, a brief history of language teching in Turkey was mentioned to explain the general situation in Turkey both in the past and now, and also the situation of the school which was elected as a subject matter to investigate the possible reasons of failure in language teaching was covered.

In this chapter, a definition of individual differences will be given in order to understand what an individual difference is and how it is important in second or foreign language learning. Secondly, a brief history of individual difference research will be enlightened. Thirdly taxonomy of individual differences will be discussed to respond the question whether any individual difference is more important than the others or not , and lastly individual differences such as age, sex, personality, and language aptitude will be examined in a detailed way. In the last phase of this part, the other failure factors stemming from teachers and educational institutions will be explained.

2.1. Definition of Individual Differences

Since the appearence of psychology as a scientific area, the field of psychology has tried to reach two different objectives: to understand the general principles of the human mind and to explore the uniqueness of the individual mind. When the subject matter is the uniqueness of the individual mind, it is ultimately necessary to mention about the individual differences. As this term suggests, individual differences are the most unique characteristics of each individual who has a great many of differences among others. As it is clear from the definition, people have very different properties and each of which has a great importance in language learning. Hill & Flynn (2006) claimed that " if a student suffers from low self-esteem, inadequate motivation, and apprehension, an affective filter goes up like an imaginary wall, seriously affecting the process of language acquisition"(p.87). Fontana(1994, p. 37) stated the crucial side of affective factors and the significant influence upon classroom behaviour. Lastly, Staton(1960) expressed the following about the situation:

Again and again it has been seen that the presence of psychological factors seem to accelerate the learning curve and to make the acquisition of knowledge and the development of skills easier for the learner. Their absence, on the other hand, seems to retard the learning process and to increase the difficulty of teaching students(p. 9).

2.2. A Brief History of Individual Difference Research

The starting point of individual differences can be traced back to the nineteenth century. Sir Frances Galton is the first person investigating individual differences scientificially. Following Galton, Alfred Binet put individual difference research on the research agenda firmly at the turn of the century. He was interested in individual differences partly as a result of his observations, and his article on "individual psychology" was the first systematic description of the aims, scope, and methods of the topic. He prepared an intelligence scale with Simon to separate slow and fast learners in the French school system, and adaptations were soon prepared for use in Germany and Britain. The first list of individual differences was prepared by Gordon Allport & Henry Odbert in 1936. However, this list was very extensive and unmanageable because of 17953 descriptive words, each of which was suggested to be an individual difference variable. During the subsequent decades this list has been narrowed by others to the key variables that are currently discussed as individual differences in today's world.(Dörnyei, 2005)

2.3. Classification of Individual Differences

In foreign language learning, it is very problematic to form a taxonomy, or make a classification of individual differences. Because it is something very difficult to measure or observe individual differences such as aptitude, motivation, or anxiety. These terms are abstract concepts and they may change from one person to another. In classification of individual differences, it is quite hard to reach exact and clear results. For example, Bot, Lowie& Verspoor (2005) limited individual differences to age,intelligence, and motivation. The classification of Troike (2006) included the brain as an individual difference together with other individual differences (p.68). Ellis (1997) has mentioned about language aptitude, motivation, and learning strategies as individual differences. De Raad (2000) offered a broad specification, with possible characteristics including " attitudes, values, ideologies, interests, emotions, capacities, skills, socioeconomic status, gender, height, and so forth"(p. 41). Finally, Brown(1994,p.61) stated the following:

The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, attitudes.... Some of these may seem at first rather far removed from language learning, but when you consider the pervasive nature of language, any affective factor can conceivably be relevant to second language learning.

As a result, it may be claimed that individual differences have been classified in different ways by various researchers. For example, the figure below displays how these differences are classififed in language learning in three different surveys:

ALTMAN(1980)	SKEHAN(1989)	LARSEN- FREEMAN AND LONG(1991)
1- AGE	1- LANGUAGE APTITUDE	1- AGE
2- SEX	2- MOTIVATION	2- SOCIO- PSYCHOLOGICAL FACTORS a) motivation b) attitude
3- PREVIOUS LANGUAGE EXPERIENCE WITH LANGUAGE LEARNING	3- LANGUAGE LEARNING STRATEGIES	3- PERSONALITY a) self-esteem b) extroversion c) anxiety d) risk- taking e) sensitivity to rejection f) empathy g) inhibition h) tolerance of ambiguity
4- PROFICIENCY IN THE NATIVE LANGUAGE 5- PERSONALITY FACTORS 6- LANGUAGE APTITUDE 7- ATTITUDES AND MOTIVATION 8- GENERAL INTELLIGENCE	4- COGNITIVE AND AFFECTIVE FACTORS a) extroversion/ introversion b) risk- taking c) intelligence d) field independence e) anxiety	4- COGNITIVE STYLE a) field independence/ dependence b) category width c) reflexivity/ impulsity d) aural/ visual e) analytic/ gestalt
		5- HEMISPHERE SPECIALIZATION
		6- LEARNING STRATEGIES
9- SENSE MODALITY AND PREFERENCE		7- OTHER FACTORS
10- SOCIOLOGICAL PREFERENCE		
11- COGNITIVE STYLES		
12- LEARNER STRATEGIES		

Figure 1: Classification of individual differences in language learning as reported in three surveys (Ellis, 1994, p.472).

2.3.1. Personality

Personality is the most individual characteristic of people, because of this reason it is appropriate to begin the topic of individual differences with a description of the various personality factors. The answer of the question what the personality is may be answered in different ways which are related to which side of personality you want to stress when you talk about it. In general, dictionaries give simple definitions of the term. According to The Longman Dictionary of Contemporary English, personality is someone's character, especially the way they behave towards other people. However, when language learning is of concern, it is essential to make comprehensive definitions about this concept. In Pervin and John's (2001) definition, personality represents those characteristics of the person that " account for consistent patterns of feeling, thinking, and behaving" (p.4). As it is obviously clear from that definition, there is a constancy about the way in which an individual treats, regardless of the situation. For example, if a language learner is agressive or tolerant, this agresiveness or tolerance does not change in various situations, or when a student is anxious about a topic in that foreign language, it is more probable for him to continue that anxiety.

Personality factors of languge learners is accepted as one of the most important factors among others in second language acquisiton by researchers and language teachers. However, there is a problem which should be enlightened. The problematic issue is that what traits personality consists of, and what their contributions are in foreign language learning. Troike(2006, p.89) mentioned personality traits as below:

Personality Traits	
Anxious	**Self- confident**
Risk- avoiding	**Risk- taking**
Shy	**Adventuresome**
Introverted	Extroverted
Inner- directed	Other-directed
Reflective	Impulsive
Imaginative	Uninquisitive
Creative	Uncreative
Empathetic	Insensitive to others
Tolerant of ambiguity	Closure-oriented

Figure 2: Personality traits

She added that bold words in this figure indicates positive correletion with success in L2 learning. There are a host of other researchers who have found strongly positive correletion between success in second language learning and personality traits. Brown(1994) stated that " it could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self confidence, knowledge of yourself, and belief in

your own capabilities for that activitiy (p.136). In addition to this, Chastain (1975) found a positive correletion between extroversion and language learning achievement among college students. Skehan(1989) also reported on a study by Wankowski that related extraversion-introversion to age, and found that this trait affected achievement differently before and after puberty in the investigated sample.

No one would doubt that personality traits are important factors in determining our behaviour from an educational perspective, but to what extent these dispositions affect learning. The answer of this guestion has still a long way to go and the final destination of this journey is still uncertain. For my part, Aiken's (1999) general conclusion about personality traits is essentially important, he expressed that " despite the large number of hypotheses concerning personality that have been generated over the year, on one test of their validity – the ability to make accurate behavioral predictions- they have not fared very well" (p. 169). In educational associates, there are many researches supporting the view of Aiken. For example; Troike(2006, p.90) mentioned this contradictory issue as below:

> Low anxiety high self-confidence increase student motivation to learn and make it more likely that they will use the L2 outside of the classroom setting. It is therefore not clear whether more successful learning is directly due to lower anxiety, or to a higher level of motivation and more social interaction.

The writings of other authors are also evidences for the contradiction or dilemma faced in this topic. Despite psychologists suppose facilitating anxiety, and a debilitating anxiety, each working in tandem(Alpert & Haber, 1960), L2 researchers have generally focused on the effect of debilitating anxiety. Gardner his friends(1985,1992) found that anxiety has a significant deleterious effect on L2 development. Haynes (2007) explained that " anxiety can impede students' learning. If students do not feel secure in school, their learning will be hindered (p.44). However, Brown(1994, p. 142) put the idea forth that " .... but the notion of facilitative anxiety is that some concern – some apprehension- over a task to be accomplished is a positive factor". Moreover; Bailey (1983) claimed that facilitative anxiety was one of the keys to success, and closely related to competitiveness.

There are also other personality traits such as self-esteem, inhibition and empathy which really deserve to be mentioned in this study as they, in a way, have a role in second language acquisiton which include many factors to be accounted for.

Self- esteem is a term closely related to the notion of self- confidence or self- efficacy. This personality trait is a contradictory one, too. As mentioned above, Brown(1993) expressed

it as the most pervasive aspect of any human behaviour. In the light of this definition, the deduction may be possible that self- esteem is directly or indirectly related to foreign or second language learning. According to Baumeister's (1999) summary, high self-esteem is generally associated with greater persistence in failure, whereas people with low self- esteem are more vulnerable to the psychological impact of everyday happenings and more strongly affected by persuasion and influence. Additionaly, Raffini(1996) stated that students with high self-esteem are more likely to succeed in learning because of a clear sense of direction regarding their priorities and goals. Nonethless, Gardner & Lambert (1972) failed to find a significant relationship between self- esteem and language proficiency.

The other major aspect of personality that has been studied with regard to the second language acquisition is inhibition. It is hypothesized that the defensiveness associated with inhibition discourages the risk-taking which is necessary for rapid progress in oral performance of second language. Egocentrism leads to increased self-consciousness and greater inhibition. Thus adolescent learners tend to obtain less input and to make less effective use of the input they do obtain than younger learners. Inhibition has a negative effect on the second language pronunciation. If the learners have great inhibition, they will be shy or don't like to speak in second language, then it will do harm to his proficiency in the second language, of course , the oral performance of second language will be impacted a lot because pronunciation is an important aspect for any language.

Empathy refers to people's willingness and ability to identify with others . It is thought to be relevant to second language learning, because learning a second language involves taking a new identity. This also has correlation with learner's personality. The biggest step in taking on this new identity is learning to utter the second language in a more or less native speaker way. This is a very major step, because for all of us, as adolescents and adults, how we speak and pronounce our first language is an essential feature of our identity. When learners pronounce the second language in a more or less second language way, they temporarily lose their first language identity and take on that of another person—they empathize. The ease with which learners are able to empathize depends on the flexibility of their ego boundaries. Some people are more flexible and less inhibited than others and they find it easier to accommodate two identities, the first language and the second language. Various experiments have been carried out to try to measure the level of learner empathy and match it with ability at pronouncing the second language. The results are very mixed. No definite connection between empathy and second language oral performance has been established. I believe the idea that that learners who are naturally open , flexible and

adaptable and who are sensitive and interested in other people , are more likely to feel comfortable in using the second language(taking on the second language identity) than learners with very fixed and inflexible personalities.

There is no doubt that personality is one of the important factors which impact the second language acquisition, and it is a complicated aspect which is affected by different factors, such as ethnic background, culture, environment, and so on. Although many researches have made a lot of endeavors to study this, it is not surprising that the results of so many studies are unclear, and that any conclusions can only be viewed as tendencies, not exact results. This study suggests that even if they are just tendencies, the influence of personality on second language acquisition also can be felt obviously. More new findings are expected to come up with further development in the personality research area, and to put them into teaching practice of second language acquisiton.

2.3.2. Age

It is a generally believed notion that the age at which learners start to learn a second language influences their ultimate attainment in language knowledge and as Singleton(2003) stated this is a kind of topic which attracts wide interest and generates debate because of its theoretical and practical nature. This situation is primarily associated with the age issue critical period hypothesis of Lenneberg. Lenneberg (1967) shortly proposed that it is not probable to acquire a native-like level proficiency when learning the second language after a critical period, normally associated with puberty, and this situation is most strongly associated with acquiring the phonological system of a second language. Proponents of the critical period hypothesis have proved in several empirical studies that it is difficult to acquire a native- like pronunciation of a second language when learning started after childhood. Walsh & Diller (1981, p.18) concluded that different aspects of a second language are learned optimally at different ages. They claimed the idea below:

> Lower- order processes such as pronunciation are dependent on early maturing and less adaptive macroneural circuits, which makes foreign accents difficult to overcome after childhood. Higher- order language functions, such as semantic relations, are more dependent on late maturing neural circuits, which may expalin why college students can learn many times the amount of grammar and vocabulary that elementary school students can learn in a given period of time.

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In the light of this study, Brown(1994) has made a conclusion that " ... the evidence thus far indicates that persons beyond the age of puberty do not generally acquire authentic pronunciation of the second language (p. 57). Scovel (1988) in his research suggested that "…plasticity of the brain prior to puberty enables children to acquire not only their first language but also a second language and that possibly it is the very accomplishment of lateralization that makes it difficult for people to ever again easily acquire fluent control of a second language....". Johnson& Newport (1989) found a clear effect of age on second language acquisiton.

Troike (2006) listed some advantages listed some of the advantages which have been reported for both younger and older learners as below:

Age differences in SLA	
Younger advantage	**Older advantage**
Brain plasticity	Learning capacity
Not analytical	Analytic ability
Fewer inhibitions (usually)	Pragmatic skills
Weaker group identity	Greater knowledge of L1
Simplified input more likely	Real- world knowledge

Figure 3: Advantages of young learners and old learners in second language acquisition (p: 82)

Although there are some opposite ideas, the conclusion which may be drawn from the discussion is that younger learners of a second language may have greater chance of attaining native- like proficiency in that target language than older learners. At the same time, young learners acquire second languages automatically from mere exposure which is an advantageous situation for them in learning a second langauge. However, these statements do not prove that older learners are not able to acquire a second language after a specific period of time. They also acquire a foreign language, perhaps better than the young in some situations. As a result, it is very difficult to point to the exact age at which the critical period ends and to explain exactly the critical period hypothesis itself as this topic includes a host of contradictory ideas as other second language acquisiton topics do.

2.3.3. Intelligence and Aptitude

The role and meanings of the terms intelligence and aptitude as they have been used in second language acquisition terminology are significant for virtually all aspects of second language acquisition. Regardless of all other factors like personality and motivation, some students or some people are believed to be superior to others in learning a second language.

This superiority and success is generally attributed to aptitude of the learner together with intelligence.

Nonethless, a conceptual dilemma is available in definitions of these equivocal terms which may sometimes be used interchangeably. For example, the dictionary of Roget's uses intelligence as a snynonym of the term aptitude. From this point of view, it is not unsupportive to claim that aptitude is a characteristic that is similar to intelligence, which cannot be altered through training. For my part, intelligence has a more extensive meaning, referring general situations that are not limited to a specific area but are transferable to many kinds of specific situations in terms of second language acquisition. Although, there is no universially accepted theory or definition of intelligence, it is possible to find a great many of definitions in literature as there are a lot of experts who study it. Simply put, however, intelligence is the ability to learn about, understand, interpret and interact with one's environment.

Ellis (1985) explained that "intelligence is a hypothesized general factor which underlies our ability to master and use a whole range of academic skills" (p. 110). Eggen& Kauchak (1994) defined it as " the capacity to acquire knowledge, the ability to think and reason in the abstract, and the capability for solving problem" (p.148). Eventhough these basic definitions, the most significant definiton accepted by second language researchers is Gardner's (1983) redefinition of intelligence in terms of multiple intelligences:

DIMENSIONS
Linguistic intelligence
Logical- mathematical intelligence
Spatial intelligence
Musical intelligence
Bodily- kinaesthetic intelligence
Interpersonal intelligence
Intrapersonal intelligence
Naturalist intelligence

Figure 4: Gardner's multiple intelligence types.

As it is clear in the figure above, foreign language learners may have at least one or more than one dimensions in terms of intelligence. One dimension may be dominant to other in a second language learner. The implication here in terms of language teaching is that foreign language students may have different intelligence types so the tasks given them should be suitable to their intelligence type in order that they may be successful in that foreign language.

Intelligence has been closely associated with learning success. Virtually all researchers agree that performance on reading and language usage tests correlates strongly with IQ level. That is, those with higher IQ scores tend to do better on these tasks. In the work of Genesee (1976) students were divided by IQ scores and tested in grades 4, 7, and 11. Their performance in second language acquisition (French) was compared with those placed in the lower groups based on IQ scores. Those in the highest group performed in a way that the IQ profile might predict on the reading and language usage tests. In all cases, the above-average IQ group performed better than the average group which performed better than the below-average students (except in the 11th grade case which included no below-average students). These results led Genesee to suggest that a second language program whose goals are centered on academic language should consider results of such tests as IQ in determining which students should be placed in the programs. Brown(1994, p.93) also stated the following about the intelligence and its effect on success as below:

> Success in educational institutions and in life in general seems to be a correlate of high IQ. In terms of Ausubel's meaningful learning model, high intelligence would no doubt imply a very efficient process of storing items that are particularly useful in building conceptual hierarcies and systematically pruning those that are not useful.

To sum up, the field of second language acquisition is in need of much more extensive work in the area of intelligence and language acquisition in order to reach more satisfactory results. Recent developments thanks to technological improvements in related fields make the situation promising. The developments in fields such as neuroscience and neurolinguistics may have great applicability in research of intelligence. It is entirely reasonable to believe that disciplines like neuroscience and the various branches of psychology will make marked progress in their abilities to represent the connection between cognitive faculties and language. The sophistication and amount of new, pertinent information will continually increase and this information will make it possible to change our perceptions of intelligence, and to make various predictions including innovative approaches in language teaching.

Language aptitude is another term used in second language learning. As mentioned above, this term may be used interchangeably with intelligence. Yet, the claim that they are both exactly the same is a nonsense in the context of second language teaching as language aptitude is a term generally associated with more specific situations, compared with general intelligence, in second language learning. Carroll &Sapon (1959) defined aptitude as " basic

abilities that are essential to facilitate foreign language learning"n(p.14). Moreover; Carrol (1958) described aptitude as combination of four factors:

    I.   The ability to identify and remember sounds of the foreign language;

    II.   The ability to recognise how words function grammatically in sentences;

    III. The ability to induce grammatical rules from examples; and

    IV. The ability to recognise and remember words and phrases.

The factors above prove that language aptitude consists of a number of cognitive factors and these cognitive elements all together may be referred to as the learner's overall capacity to acquire a foreign language. Lack of these factors may result in failure in second language learning. These four components are independent of each other and likely to vary within an individual. Thus each individual will display different patterns of ability. One person may be strong in phonetic coding, but weak on associative memory. Another aspect considered as one of the components of aptitude is Working Memory. Miyake &Friedman (1989) regarded aptitude as working memory (WM). They noted that researchers have correctly identified aptitude as a crucial determinant of second language proficiency, but have failed to determine precisely what that aptitude consisted of. WM represented the attempt by Friedman and Miyake to provide such an account. Their model maintained that three components of language aptitude – language analytic capacity, memory ability, and phonetic coding ability – were distinct cognitive functions frequently associated with WM. They went on to argue that these components were important determinants in native language and foreign language proficiency and that the WM was the primary common denominator in both native language and foreign language success and was at the core of linguistic aptitude. They assumed that some individuals had greater WM resources than others to perform a given cognitive task. That is, some individuals have greater aptitude than others and this results in greater or lesser foreign language attainment.

Language aptitude is assessed by means of aptitude tests of which the most applied and quoted ones are The Modern Language Aptitude Test (MLAT) by Carroll & Sapon (1959) and The Pimsleur Language Aptitude Battery (PLAB) by Pimsleur (1966). Dörnyei(2005, pp.37,38,39) mentioned the functions and formats of the tests in detail as below:

The Modern Language Aptitude Test (MLAT)

The MLAT is a paper-and-pencil test battery, composed of five parts. Its administration takes about 60-70 minutes. The standardization of the administration is insured by the use of recorded material that includes the instructions and the phonetic material for certain parts (Parts 1 and 2). The five constituentsections are as follows:

1. Number Learning: Subjects hear some numbers in a new language (only numbers 1-4, 10-40 and 100-400), and are provided with some auditory practice to learn them. Then they must translate 15 numbers between 1 and 400 into English.

2. Phonetic Script: First students hear a set of short nonsense words while they follow their printed phonetic script, which is presented in fairly simple and regular symbols. Then they hear one word at a time and must choose from four printed alternatives. The whole task includes 30 sets of four words each.

3. Spelling Clues: This part looks like a vocabulary test in that subjects must choose, from five alternatives, the word which is nearest in meaning to a test word, thus the results depend on vocabulary knowledge in one's first language. A unique feature of the task is that the test word is not spelled normally but phonetically. There is a total of 50 test words.
E.g., ernst
A. shelter   D. slanted   E. impatient
B. sincere   E. Free

4. Words in Sentences: This test measures 'grammatical sensitivity.' First subjects are presented with a key sentence in which a word or phrase is underlined. In the sentence (or sentences) following the key sentence, five alternative words or phrases are underlined. Subjects must select the one that performs the same function as the underlined word in the key sentence. There are altogether 45 key sentences.
E.g., Mary is cutting the APPLE.
My brother John is beating his dog with a big stick.
A   B   C   D   E

5. Paired Associates: In this test students have a total of four minutes to memorize 24 Kurdish/English word pairs. Retention is tested by means of a multiple choice test in which subjects must choose the proper equivalent for each Kurdish word from five English alternatives. All the distracters are selected from the 24 English words contained in the original list, which makes the test more difficult.

Figure 5: The Modern Language Aptitude Test.

The Pimsleur Language Aptitude Battery (PLAB)

The PLAB is a paper-and-pencil test battery, composed of six parts. Its administration takes about 60 minutes. The standardization of the administration is insured by the use of recorded material that includes the instructions and the phonetic material for certain parts (Parts 5 and 6). The six sections are as follows:

1. Grade Point Average: Students have to report the grades they last received in English, history, mathematics, and science.

2. Interest in Foreign Language Learning: On a five-point scale, students are to indicate their degree of interest in studying a modern foreign language.

3. Vocabulary: The individual's word-power in English is measured in a multiple choice format. 24 fairly difficult adjectives are listed, followed by four words each for the student to choose the synonym from.
E.g., prolonged

A. prompt   C. difficult

B. decreased   D. extended

4. Language Analysis: Subjects are presented with a list of words and phrases in a fictitious language, and their English equivalents. From these they must deduce how to say other things, and select the correct answer from alternatives provided. There are 15 English phrases to be
'translated' into the fictitious language, each followed by alternative 'translations' to choose from.
E.g., The list below contains words from a foreign language and the
English equivalents of these words.

Gade ………………… father, a father

Shi …………………... horse, a horse

Gade shir le ………… Father sees a horse.

Gade shir la ………… Father sees a horse.

be …………………... carries

Using the above list, figure out how to say each of the statements below. As soon as you decide how to say a statement, look at the four answers given beneath it and choose the one which agrees with yours.

A horse carried Father

A. gade shir be   B. gade shir ba

C. shi gader be   D. shi gader ba

5. Sound Discrimination: Subjects are taught, by means of a tape recording, three similar sounding words in a foreign language. Then they hear 30 sentences spoken in the language and must indicate which of the three words each sentence contains.

6. Sound–Symbol Association: Subjects hear a two- or three-syllable nonsense word and must indicate which of four printed alternatives it is.

Figure 6: The Pimsleur Language Aptitude Battery

Consequently, after reviewing such an extensive literature on intelligence and aptitude, it is not wrong to assert that both of the terms (intelligence and aptitude) are as important as other individual factors affecting second language learning. In a dynamic view of second language acquisition, all individual factors, including intelligence and aptitude, strongly interact with eachother, and these interactions and their routes are constantly changing while the process of second language acquisition proceeds.

2.3.4. Motivation

Motivation is another important contributing factor that affects second language acquisition. The word "motivation" appears to be simple and easy but it is difficult to define so there are various definitions of the term in the context of both psychology and second language acquisition. Ames & Ames (1989) defined it as the impetus to create and sustain intentions and goal seeking acts. Brown (1994) stated that " motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. According to Ellis (1997), "motivation involves the attitudes and affective states that influence the degree of effort that learners make to a foreign language" (p. 75). Similarly, Royal & Feldman (1984) explained motivation as " .... the arousal of behaviours oriented toward a particular goal and the direction that behavior will take in order to attain the goal" (p. 431). Lastly, Dörnyei & Otto (1998, p.65) expressed the term in a detailed way as below:

> In a general sense, motivation can be defined as the dynamically chancing cumulative arousal in a person that initiates, directs, coordinates, amplifies terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out.

From the methodological perspective, the main issue is related not to definition of motivation, but to the exact nature of it and its functions in terms of second language acquisition. The nature and functions of motivation can be explained with the distinction made by Gardner & Lambert (1972) who mentioned about two kinds of motivation namely " integrative motivation and instrumental motivation". Shortly, integrative motivation refers to an interest in learning a foreign language in order that a learner socioculturally integrate with members of the target language community. According to Ellis (1997), "some learners may choose to learn a particular foreign language because they are interested in the people and culture represented by the target language group" (p.75). When a learner wish to be a part of any foreign culture and strives to acquire that target language, it may be asserted that this

learner is integratively motivated to acquire a foreign language. Instrumental motivation is based on a more practical need to communicate in the foreign language. Students make efforts to learn the target language because of some functional and pragmatic reasons such as to get a higher degree, to be able to succeed in exams, and to get a position at university.

In other learning and teaching contexts, two kinds of motivation are also exploited apart from integrative and instrumental motivation. These are " intrinsic and extrinsic motivation". Deci &Ryan (1985) defined instrinsic motivation as " the desire to engage in activities characterized by enjoyment". In this type of motivation, a learner is just motivated to entertain himself in the task given. For example; a learner acquire various vocabulary as a result of fun he has had during classes, it is not wrong to claim that this learner is intrinsically motivated. Extrinsic motivation is a kind of motivation in which external factors play an important role. Gaining peer or adult approval and appraisal, avoiding peer or adult disapproval are main targets of learners who are extrinsically motivated.

Motivation is certainly a complex phenomenon including various definitions and types. Conceptual definitions may change and will also probably change in the future. However, the thing, constant and unchangeable, is the function and importance of motivation in second language acqusition. Teachers, students, researchers agree that high motivation and a positive attitude towards a second language help second language learning. Brown (1994, p.152) explained that "motivation is probably the most frequently catchall term for explaining the success or failure of virtuall any complex task........ It is easy in second language learning to claim that a learner will be successful with proper motivation". Harmer (1991) regarded motivation as the biggest single factor affecting students' success. Hill & Flynn (2006) asserted that "low motivation can hinder language acquisition because, as with low self- esteem and anxiety, it block language stimulation from reaching the brain...... High motivation, on the other hand, results in an increased ability to learn and use a new language" (p. 23). The importance and function of motivation have been suggested by a host of researchers. Gardner & MacIntyre (1991) clearly proved that both integrative motivation and instrumental motivation have " consistent and meaningful effects on learning, and on behavioral indices of learning" (p. 69). Lastly Dörnyei (2005, p.65) stated the great importance of motivation as below:

> It is easy to see why motivation is of great importance in SLA: It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the factors involved in SLA presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

As a conclusion, regardless of its type, some form of motivation is one of the most important elements in efficient and useful language teaching. It is the most useful springboard that launches students into a condition in which other factors of the language learning process may begin to operate and that ultimately will combine to produce language learning. Without motivation, a student may no longer be successful language learner in the context of language learning.

2.3.5. Attitudes

As a psychological term attitudes are one's evaluative and personal responses to a person, event, thing or situation. As they are personal, different individuals may develop different attitudes towards the same situation. Attitudes are generally associated with learners' own beliefs, interests, backgrounds, and experiences. Ellis (1994, p.198) explained that "language learners manifest different attitudes towards the target language, target language speakers, target language culture, the social value of the second language, particular uses of the target language, and themselves as members of their own culture". For example; learning English may not attract the attention of a learner living in Iraq because, for a learner living in Iraq, it is the language of people who invade their country and kill innocent citizens. On the contrary, a Turkish learner who is eager to living in England may wish to acquire English as a foreign language in order that he can adapt the situations he will probably come across in that culture. Attitudes are intricately linked to language learning processes. According to Routledge Encyclopedia (2000, p. 57), " it affects the learner not only with respect to the processing of information and identification with people or groups, but also with respect to motives and the relationship between language and culture, and their place within the existing linguistic and cultural diversity". Malcolm (1987) stated that the teachers' objectives, classroom activities and even personal attitudes play a role in influencing the learner's attitude to language learning. Schumann & Schumann (1977) claimed that learners may have negative attitudes toward the second language which they are exposed to if there is a mismatch between their and their teacher's curicular objectives. Lastly, Brown (1994) concluded that " the learning of negative attitudes toward the people who speak the second language or toward

the second language itself has been shown to affect the success of language learning in persons from school age on up" (p.63).

In conlusion, attitudes of learners towards a foreign language are closely related to learners' second language acquisition. Second language learning may be facilitated through positive attitudes, on the other hand, negative attitudes will probably inhibit second language acquisition.

2.3.6. Learner Beliefs

In recent decades, research topics in second or foreign language learning has changed dramatically. The new trend is student- centered education model instead of teacher-centered instruction. As a consequence, numerous studies have been conducted related to learners. Different perspectives have come to inform the field of second language pedagogy. Among these perspectives, learners' beliefs about language learning have also a place. Richardson (1996) defined them as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p.102).

Beliefs about language learning have generally been measured by Horwitz's (1988) questionnaire namely the Beliefs About Language Learning Inventory (BALLI). This inventory includes 34 items that assess students' beliefs in five major areas. (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, (4) learning and communication strategies, and (5) motivation and expectations. These five major areas suppose that beliefs held by students can relate to the existence of language aptitude, the nature of the language itself, its relative difficulty, the usefulness of various learning strategies, the length of time it takes to acquire a foreign language, the effects of attitudes on second or foreign language acquisition together with others in the context of second language acquisition.

According to Bernat & Gvozdenko (2005), learners' premises, undrestandings, and propositions in terms of beliefs are affected by a number of factors including past experiences, culture, context, and various personal factors. These beliefs are also vary according to which language learning process the learner is experiencing. Kunt(2001) stated that beliefs about language learning affect the language learners' choice of communication strategies.

These beliefs have the potential to influence the learners' attitudes to language and to learning, their motivation, and shape their experiences and actions in the classroom. Dornyei(2005) claimed that " it is worth emphasizing that although the concept of language

learning beliefs currently carries theoretical ambiguities, it is a highly useful notion for practical purposes" (p.217). He also stated that "the beliefs language learners hold considerably affect the way they go about mastering the L2" (p.216). Moreover; Horwitz (1988), proposed that there are relations between learners' metacognitive knowledge, one one hand, and their beliefs about language learning and their preferences for language learning strategies, on the other. Additionaly, Horwitz(1988) claimed that unrealistic beliefs may result in underestimation about the amount of time needed to learn a language, and overemphasis on pronunciation, and excessive concern about correctness. Lastly, Horwitz, Horwitz, and Cope (1986) emphasized that unrealistic beliefs about language learning may cause discomfort and affect the development of foreign language in a negative way.

2.3.7. Learning Strategies

Learning strategies are another factor that may affect second language acquisition. Ellis (1997, p.76) explained them as " the particular approaches or techniques that learners employ to try to learn an L2". Rubin (1975) defined them as operations and routines used by learners to facilitate the obtaining, storage, retrieval, and use of information. According to Dornyei (2005) the concept represents a profile of the individual's approach to learning, a blueprint of the habitual or preferred way the individual perceives, interacts with, and responds to the learning environment. Shortly, they are specific and individual approaches used by learners in foreign language learning.

O'Malley & Chamot (1990), Oxford (1990), and Wenden (1990) are some of the most prominent researchers who studied on learning strategies of language learners. Although there are differences between them, they generally classify learning strategies in three ways. These are metacognitive, cognitive, and social/ affective strategies. As it name suggests, metacognitive strategies are related to monitoring and evaluating phases of the learning process. According to Ellis (1997), metacognitive strategies are those involved in planning, monitoring, and evaluating learning. Chamot (1990) exemplified the function of metacognitive strategies as previewing a concept or principle in anticipation of a learning activity; deciding in advance to attend to specific aspects of input; rehearsing linguistic components which will be required for an upcoming language task; self- monitoring of progress and knowledge states (cited in Troike, p.91). Cognitive strategies refers to specific ways in tackling learning materails and linguistic input. They consist of steps such as note-taking, summarizing, transfering, and elaborating. Lastly social/ affective strategies refer to interpersonal strategies that are consistent with the learners' emotional conditions and

experiences. They include cooperative learning, group discussion, and interaction with other language learners.

It is clear that learning strategies are helpful for learners in second language learning and individual learners use different learning strategies which suit best for them in order that they can be successful learners in terms language acquisition. Different language strategies are related to different aspects of second language acquisition. According to Ellis (1997,p. 77), "the aim of investigating learning strategies is to find out how good language learners try to learn and one of the main findings of such studies is that successful language learners pay attention to both form and meaning. They are also very active, show awareness of the learning process and their own personal learning styles and, above all, are flexible and appropriate in their use of learning strategies. They seem to be especially adept at using metacognitive strategies".

2.3.8. Gender

According to Troike (2005), most research on the relation of learner sex and second language acquisition has been concerned with cognitive style or learning strategies, or to issues of what variety of L2 is being acquired or opportunities for input and interaction. Gender is generally associated with cognition and brain. Brown (1994) stated that " There is evidence in neurological research that as the human brain matures certain functions are assigned to the left hemisphere of the brain and certain other functions to the right hemisphere. Intellectual, logical, and analytic functions appear to be largely located in the left hemisphere while the right hemisphere controls functions related to emotional and social needs. Language functions appear to be controlled mainly in the left hemisphere" (p.53). As a result of this Jensen (1998) asserted that the left hemisphere, usually responsible for language development, develops slower in the male brain. Thus, males usually develop more language problems than females (p.23). As language learning functions appear to be largely located in the left hemisphere, it may be claimed that females may be better at some language functions than males. However, extensive and comperehensive studies will shed light on the topic better in the future as long as second language acqusition studies continue its dazzling improvement process.

2.4. Teachers' role in second language acquisition

English language teachers definitely have a great impact upon students' second language acquisition. When the effect of language teachers is of concern, it is likely to write a great many pages about teachers. However, the literature in this study will be limited to the questions about teachers in the questionnaire. In this study, teachers' methodological knowledge, their behaviour, and their strategies are searched in the context of language learning.

In general, teachers have a powerful, long- lasting influence on their students. They directly affect how students learn, what they learn, and how much they learn. Without a teacher, it is not very probable for a learner to acquire something in terms of foreign language. Harmer (1991) expressed that " ultimately the students' success or failure is in their own hands, but the teacher can influence the course of events in the students' favour" (p. 7) and Underwood (1987) added that " there is absolutely no doubt that the enthusiasm and the skill of the teacher has an enormous effect on the attitudes of learners" (p. 31). According to Fontana (1994), students' behaviours are at the centre of a matrix of interrelated forces and many of these forces originate from teachers themselves. Haynes (2007) also stated that "effective teachers create a positive learning environment that lowers newcomers' anxiety level and allows them to more rapidly integrate into the classroom. Highly skilled classroom teachers have an excellent understanding of their English language learners' needs" (p.73). It is absolutely clear that effective language teachers firstly should understand students' needs in terms of second language learning. A language teacher should know what and how much the students wish to acquire the second language or what skills the students demand to grasp. At the same time, a language teacher should also know his students, their levels, expectations, and backgrounds. Underwood (1987) claimed that " learners of all ages should be treated with care and respect. Knowing your students by name, knowing their backgrounds and interests, knowing about their previous language learning experiences and their attitudes to English will enable you to help them to learn more happily and effectively" (p.25). Additionally, Hill& Flynn (2006) asserted that by understanding students levels of lingusitic proficiency, a language teacher will be more competent at differentiating instruction to promote linguistic and academic achievment. Lastly, Stronge (2007, p.130) expressed the qualities of effective English language teachers as below:

An effective English teacher has a classroom that is text- rich and integrates the elements of the English language through writing, reading, and oral expression(including listening). The teacher is well read in the subject area and works diligently to convey enthusiasm for the subject. The teacher encourages reading great works of literature for class projects and for pleasure, maintains writing portfolios, provides opportunities for discussion, and gives plenty of feedback.

2.5. The role of educational institution

Educational institutions affect second language learning to some extent. Their effects may be both direct or indirect but in general, it is possible to experience indirect effects of educational associate when their contribution is taken into account in terms language teaching. Staton (1960) asserted that " it is possible for effective learning and effective instruction to take place in almost any physical surroundings, but effective learning is most likely to take place in surroundings well selected and well equipped for instructional purposes" (p.186) and Staton listed desirable characteristics of a well selected surroundings as attractiveness, illumination, quiet, and comfortable temperature. Harmer (1991) directly linked the physical condition with the motivation of students. In Jensen's (1998) point of view, excess stress and threat in the school environment may be the single greatest contributor to impaired academic learning and a stressful pyhsical environment may result in students' failure. Crowded conditions, poor student relationships, and even lighting can matter in failure of students. (pp.52-54). Another important point related to students' failure was discussed by Hill & Flynn (2006). They claimed that setting clear language and content objectives for English language learners is critical for effective teaching and learning. Educational institutions firstly should determine clear objectives about what to teach, how much to teach, when to teach in order to refrain from failure. In the light of these objectives, they should organize learning environments which serve as the best place suitable for their learners' needs. When they organize the environments, they should take into account even the smallest factor affecting students success or failure.

CHAPTER THREE METHODOLOGY

3. 0. Introduction

This chapter includes three main sections. The first section gives information on subjects of the study, the second section explains the procedure of the study, and the last section informs about the instruments that have been applied in the study.

3.1. Subjects of the study

The participants of the study were 140 higher vocational students who were senior students studying in two different departments both in day and at night classes at Ardahan Higher Vocational School. The departments were office management and secreterial skills and foreign trade. The subjects of the study had four hours English lessons for each semester. All students had some learning experience in their past education in terms of foreign language learning and this experience was at least 4 years. The students had joined English classes in their previous education before they won their departments as a result of Central Student Selection Examination (OSS). The participants of the study were both females and males. Their age generally ranged from 19 to 25.

3.2. Procedure of the study

At the very beginning of the study, permission was gained from the principal who showed willingness to collaborate in this study. To quarentee a positive participation, the participants were informed that their answers would be confidental and they were not required to write their names on the questionnaires. The participants were chosen randomly in two departments. The respondents of the study were assured that the main objective of the researcher was to collect data about the possible reasons of failure of the students studying English as a foreign language. Moreover, it was stated that the answers of the subjects would not affect their exam grades and their teachers' impression about them and the study would help English teachers to educate them better. Lastly, the participants were encouraged to ask

any questions related to questionnaires in order to make clear everything about the questionnaire.

3.3. Instruments of the study

In this study, a structural questionnaire including 34 items were prepared in order to understand what the possible reasons of failure of the students studying at Ardahan Higher Vocational School might be. The questions in the questionnaire were adapted from the web adress "www.ingilizceforum.net", and the study of Horwitz (1988). During the preparation period of the questions, the advisor of the researcher also made great contribution in order to form the questionnaire. The questions in the questionnaire was translated into Turkish to refrain from misunderstandings as the students' level of proficiency would not be sufficient enough to understand questions well. The likert-scale was applied to the questions. Each question included five alternatives answers which determined the approval and disapproval degree of the participants.

The original English questionnaire consisted of three parts. The first part of the questionnaire included 18 items evaluating the possible reasons of failure stemming from the students. Items 1, 2, 3, 7, 8, 10, 15, and 18 were prepared to understand the participants' beliefs about language learning and the others in this part tried to observe the participants' learning strategies together with the problems they came across during the acquisition of the second language. The second part of the questionnaire contained 9 items which were designed to determine the possible reasons of failure stemming from teachers. Items 19, 20, 21, 22, 23, 24, 25, 26, 27 searched the methodological knowledge, teaching strategies, classroom behaviors, and general characteristics of the language teacher from the point of view of the participants. The last part of the questionnaire consisted of 7 items in order to determine the reasons of failure stemming from the educational institution. Items 28, 29, 30, 31, 32, 33, and 34 were the questions asking the facilities which were to be supplied by the educational institution to facilitate the second language learning at school.

Lastly, the items answered in the questionnaire only reflected the participants' personal points of views and the frequencies of items were completed to whole numbers in order to refrain from using fractional numbers.

CHAPTER FOUR DATA ANALYSIS

4.0. Introduction

In this chapter, the researcher will elicit the possible reasons of failure of the students studying at Ardahan Higher Vocational School through the tables which include the answers of the students. Each table will be displayed here and the numbers and frequencies will be used in order to interpret the tables which show possible reasons of failure in terms of second language acquisition. The first chapter includes the analysis of possible reasons of failure stemming from the students themselves. The second section sheds light on the analysis of possible reasons of failure stemming from the teachers and the last section analyzes the possible reasons of failure stemming from the educational institution. Lastly, the tables include three columns. The column on the left shows the approval and dissapproval level. The abbrevations represent a) strongly agree, b) agree, c) not sure, d) disagree, and e) strongly disagree. The column in the middle display the numbers of students and the column on the right shows frequencies.

4.1. The analysis of possible reasons of failure stemming from students

Table 4.1.1: ENGLISH IS A VERY DIFFICULT LANGUAGE

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	58	% 41
A.	43	% 31
N.S.	0	% 0
D	12	% 9
S.D	27	%19
TOTAL	140	%100

The first item is related to the general ideas of the students about English. % 41 of the students strongly agree that English is a very difficult language. % 31 of the students believe that English is a very difficult language. The total percentage of the students agreeging the item is % 72. This high rate may be evident that English is a very difficult language for the students studying at Ardahan Higher Vocational School. On the other hand, the total percentage of the students disagreeing or strongly disagreeing with the item is % 28. 39 students believe that English is not a very difficult language. As a result, the belief or bias that

English is a very difficult language may be a possible reason of failure at Ardahan Higher Vocational School.

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	15	% 11
A.	21	%15
N.S.	44	% 31
D	38	% 27
S.D	22	% 16
TOTAL	140	% 100

This item is a reflection of language aptitude which is an important individual difference in second language acquisition. According to the results in the research, % 11 of the students strongly agree that they do not have an ability to learn English. % 15 of the participants agree with the idea in the item. An interesting result is that % 31 of the subjects are not sure whether they have an ability or not in the context of the target language. However; % 27 of the students are sure that they have an ability to learn English as a foreign language. Lastly, % 16 of the respondents are strongly sure that they are able to learn English. When the total rates are taken into consideration, % 43 of the students state their disapproval on the item, on the contrary, % 26 of the respondents state their approval on the item.

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	82	%59
A.	30	%21
N.S.	8	%6
D	10	%7
S.D	10	%7
TOTAL	140	%100

The notions "practice makes better" and " the more you practice, the more you learn" are the starting point for this item. Totally, 112 of the students, which is the equivalent of % 80 in the research, either strongly agree or agree that they do not repeat and practice a lot in order to improve their language skills. This results clarify that lack of repetition and practice may a possible reason of failure among students studying at Ardahan Higher Vocational School. During the research only 20 students do not accept that they do not repeat and practice a lot.

Table 4.1.4: I DO NOT UNDERSTAND ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	67	%48
A.	45	%32
N.S.	3	%2
D	20	%14
S.D	5	%4
TOTAL	140	%100

This item evaluates students' understanding. According to the results, % 48 of the participants storngly agree that understanding is a problem for them and % 32 of the respondents also share similar ideas with the students saying " strongly agree". The total disapproval rate is % 18. Only % 2 of the students are not sure whether they understand English or not.

Table 4.1.5: I AM NOT INTERESTED IN ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	54	%39
A.	51	%36
N.S.	18	%13
D	6	%4
S.D	11	%8
TOTAL	140	%100

The conclusions about the 5th item display that 54 students are not interested in English at all. 51 of the participants state their lack of interest as other 54 students. 18 of the students do not have any idea whether they are interested in or not. Lastly 17 students believe that they are interested in English. As a result, it may be concluded from the table that % 75 of the participants attribute their failure to lack of interest at Ardahan Higher Vocational School.

Table 4.1.6: I CANNOT CONCENTRATE ON ENGLISH BECAUSE OF SOME REASONS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	39	%28
A.	44	%31
N.S.	26	%19
D	16	%11
S.D	15	%11
TOTAL	140	%100

This item can be connected with motivation as concentration is something similar to motivation. In this item, % 28 of the students claim that they have a big concentration problem and %31 of the students have also a concentration problem to some extent. The total rate of the students experiencing a concentration problem is % 59. This high rate proves that

lack of concentration may be a possible reason of failure of the students studying at Ardahan Higher Vocational School. On the other hand, % 22 of the respondents state that they have no motivation problem in this school. Lastly, % 19 of the students are not sure about the problem which they experience in their second language acquisition.

Table 4.1.7: ENGLISH IS NOT AN IMPORTANT LANGUAGE FOR ME

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	5	%4
A.	9	%6
N.S.	12	%8
D	47	%34
S.D	67	%48
TOTAL	140	%100

This item is also related to the students' beliefs about English as a foreign language. Only a small part of the students, with the rate of % 10, believes the unimportance of English for them. % 8 of the students cannot decide whether English is important or not for them. Conversely, % 34 of the students claim that English is an important language. Lastly, % 48 of the participants strongly approve of the importance of English as a foreign language. When the total rate (% 82) of the students believing the importance of English as a foreign language is taken into consideration, it may be concluded that the belief about the unimportance of English as a foreign language is not a possible reason of failure of the students in the school.

Table 4.1.8: I DO NOT BELIEVE ENGLISH WILL BE NECESSARY FOR ME AFTER GRADUATION

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	3	%2
A.	12	%8
N.S.	21	%15
D	54	%39
S.D	50	%36
TOTAL	140	%100

This item is related to the necessity of English after graduation. The results here are similar to the results in the 7th item. Only % 2 of the respondents strongly agree with the idea that English is not necessary after graduation and % 8 of the students agree with the same idea. In the research, % 15 of the students cannot decide about the necessity of English after graduation. On the other hand, 104 students (%75) approve English as necessary after graduation. In the light of this table, it may be claimed that this item is not a possible reason of failure of the students studying English at Ardahan Higher Vocational School.

Table 4.1.9: I DO NOT STUDY ENGLISH ENOUGH AND REGULARLY

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	72	%51
A.	48	%34
N.S.	4	%3
D	10	%7
S.D	6	%5
TOTAL	140	%100

In this item, the studying habits of the students are searched. As seen on the table, % 51 of the students strongly accept their wrong studying habits. In addition to this, % 34 of the students agree that they do not study English regularly. When the total rate of both is of concern, it is more than % 80 and this remarkable rate may be evident for a possible reason of failure in this school. The number of students who assert that they study enough and regularly is only 16 which is equal to % 12.

Table 4.1.10: I BELIEVE IT IS DIFFICULT TO LEARN A FOREIGN LANGUAGE AFTER PUBERTY

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	36	%26
A.	62	%44
N.S.	6	%5
D	20	%14
S.D	16	%11
TOTAL	140	%100

In this item, 36 students (% 26) strongly agree that it is difficult to learn a language after puberty. Additionaly, 62 students also (% 44) agree that learning a foreign language is difficult after puberty. The total rate of agreeing the item is % 70 and this value proves that the belief of the learners may a possible reason of failure. On the other hand, only 6 students (% 5) are suspicious about the learning difficulty of a foreign language after puberty. The total number of the students disagreeing or strongly disagreeing the item is 36 (% 25).

Table 4.1.11: I HAVE NOT GOT ENOUGH TIME TO STUDY ENGLISH AS THERE ARE OTHER DIFFICULT LESSONS IN MY SCHOOL

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	64	%46
A.	49	%35
N.S.	16	%11
D	8	%6
S.D	3	%2
TOTAL		%100

This item is about time that the students leave for studying English. The findings about time shows that 64 of the students (% 46) cannot find any time to study English as there are difficult lessons which necessiate to be studied apart from English. 49 students (% 35) also complain about time problem. The total rate of complaining students is % 81 and this significant rate may indicate that the scarcity of studying time is a possible reason of failure in this school. The rate of the students disagreeing or strongly disagreeing with the item is only % 8. Lastly 16 students (% 11) are not sure whether they have enough time to study English or not.

Table 4.1.12 I DO NOT KEEP ENOUGH NOTES DURING ENGLISH LESSONS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	31	%22
A.	44	%31
N.S.	26	%19
D	26	%19
S.D	13	%9
TOTAL	140	%100

This table reveals that 31 students (% 22) strongly agree with not keeping notes during English lessons and 44 students (% 31) also agree with the item. The total rate of the students agreeing with not keeping enough notes is about % 55. 26 students are not clear in mind that they keep enough notes or not. On the contary, 39 students (% 28) are sure that they keep enough notes during English lessons. In the light of these findings, a claim is not probable whether not keeping notes is a possible reason of failure or not.

Table 4.1.13: I DO NOT TRY TO LEARN ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	38	%27
A.	76	%54
N.S.	13	%9
D	8	%6
S.D	5	%4
TOTAL	140	%100

In this item, 38 students (% 27) strongly agree that they do not try to learn English. Moreover, 76 students (% 54) also agree with not trying to learn English. The total rate of the students agreeing or strongly agreeing with the item is % 81. There are 13 hesitant students about the item. 13 students (% 10) strongly disagree or just disagree with the idea in the item. The results indicate that not trying to learn English may a possible reason of failure at Ardahan Higher Vocational School.

Table 4.1.14: IT IS DIFFICULT TO MEMORIZE WORDS IN ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	73	%52
A.	56	%40
N.S.	0	%0
D	7	%5
S.D	4	%3
TOTAL	140	%100

This table reveals that English words are a big problem for students in this school. According to findings, 73 students (% 52) strongly assume that it is difficult to memorize words in English. In addition to this, 56 students (% 40) also think that memorizing words is hard in English. The total rate is about % 95,which is a strong evidence for a reason of failure at Ardahan Higher Vocational School. Only 11 students % 8 are against the idea that it is difficult to memorize words in English.

Table 4.1.15: I HAVE NOT GOT A GOOD BACKGROUND IN ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	89	%63
A.	34	%24
N.S.	0	%0
D	11	%8
S.D	6	%5
TOTAL	140	%100

Backgroung knowledge is another contributing factor to the success or failure of students in foreign language learning. The results indicate that 89 students (% 63) strongly agree with not having backgroung in English and 34 participants (% 24),to some extent,agree

with the idea in the item. As a result, it may be concluded that lack of backgroung knowledge in English is a factor affecting students' failure studying English at Ardahan Higher Vocational School. In this research, only 17 students (% 13) believe that they have a good background in English.

Table 4.1.16: I PREFER STUDYING OTHER TOPICS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	67	%48
A.	52	%37
N.S.	9	%6
D	8	%6
S.D	4	%3
TOTAL	140	%100

The findings about this item reveal that 67 students (% 48) strongly agree that they prefer studying other topics and 52 students (%37) share similar ideas about the item with 67 students. Totally, 119 students (% 85) prefer studying other topics rather than studying English. This result may be interpreted that this preference impedes the students' language acquisition at Ardahan Higher Vocational School. 9 students are hesitant about their preferences. On the contary, 12 students (% 9) are clear about their preferences.

Table 4.1.17: I DO NOT LIKE MY SCHOOL

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	81	%58
A.	46	%32
N.S.	4	%3
D	6	%5
S.D	3	%2
TOTAL		%100

The results of this item are interesting. 81 students (% 58) strongly have negative feelings about the school. 46 students (% 32) also agree with the item not liking school. This general dislike situation may be a possible reason of failure in English and also in other subjects as it is a kind of affective filter impeding second language learning. Only 9 students (% 7) strongly disagree or disagree with the idea in the item.

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	34	%24
A.	42	%30
N.S.	36	%26
D	17	%12
S.D	11	%8
TOTAL	140	%100

Table 18 indicates that 34 students (% 24) strongly believe that they are not self-confident in English, lack of self- confidence is approved by 42 students (% 30), too. 36 students (% 26) are not sure whether they are self- confident enough or not. 17 students (% 12) disagree with the item and 11 students (% 8) strongly disagree that they are not self-confident in English. As a result, the total rate is about % 55 and this result proves that lack of self- confidence may be a possible reason of failure of the students studying English as a foreign language at Ardahan Higher Vocational School.

4.2. The analysis of possible reasons of failure stemming from teachers

Table 4.2.1: MY ENGLISH LECTURER DOES NOT HAVE ENOUGH METHODOLOGY KNOWLEDGE

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	14	%10
A.	16	%11
N.S.	8	%6
D	32	%23
S.D	70	%50
TOTAL	140	%100

In this item, 14 students (% 10) strongly agree that the lecturer does not have enough methodological knowledge. 16 students (% 11) also have similar ideas about the lecturer. However, 8 students (% 6) are suspicious about the lecturer's methodological knowledge. A host of students (% 73) think that the lecturer is sufficient enough in the context of methodological knowledge. As it was stated to the participants in advance that methodology is something related to how the lecturer teaches something, they are familiar with the meaning of the word and a deduction is possible that the lack of lecturer's methodological knowledge may not be a possible reason of failure from the point of view of the students.

Table 4.2.2: MY ENGLISH LECTURER ONLY TEACHES GRAMMAR, HE NEGLECTS OTHER LANGUAGE SKILLS SUCH AS LISTENING, SPEAKING ETC..

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	25	%18
A.	31	%22
N.S.	26	%19
D	30	%21
S.D	28	%20
TOTAL	140	%100

In the analysis of this item, average rates can be seen for each approval or disapproval level. 25 of the participants (% 18) strongly agree that the lecturer neglects other skills apart from grammar. 31 of the respondents (% 22) agree with the idea in the item. 26 students (% 19) are not sure whether the lecturer neglects other language skills or not. In contrast to this, 30 participants (% 21) disagree with the idea that other language skills are neglected. Moreover, 28 of the students (% 20) also strongly disagree that the lecturer only teaches grammar. It can be concluded that for % 41 of the students, this item is not a possible reason of failure in language teaching.

Table 4.2.3: MY ENGLISH LECTURER ALWAYS SPEAKS ENGLISH DURING CLASSESS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	34	%24
A.	41	%29
N.S.	0	%0
D	32	%23
S.D	33	%24
TOTAL	140	%100

The table reveals that 34 students (% 24) think that the lecturer's classroom language is a big problem. For 41 students (% 29), this problem is also available. Totally, about % 50 of the participants believe that speaking English during class may be a possible reason for failure. On the other hand, 32 respondents (% 23) do not agree with the notion in the item. Moreover, 33 of the students (% 24) strongly disagree that the lecturer always speaks English during classes. As a result, for 65 of the students (% 47), using English as a language of classroom may not be a possible reason of failure in second language acquisition.

Table 4.2.4: MY ENGLISH LECTURER ONLY FOLLOWS THE BOOK

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	58	%41
A.	46	%32
N.S.	8	%6
D	19	%14
S.D	9	%7
TOTAL	140	%100

The results in this table indicate that 58 students (% 41) strongly agree that the lecturer only use the book as a materail. Additionaly, 46 students (% 32) also believe that the coursebook is the only material used by the lecturer. Only 8 students (% 6) are not sure about the usage of the book the an only material in the class. On the contrary, 19 of the participants (% 14) do not agree with the item and 9 students (% 7) also refuse the usage of the coursebook by the lecturer as the only material in the class. In conclusion, not using supporting materials during the class may be a reason of failure of the students studying at Ardahan Higher Vocational School.

Table 4.2.5: MY ENGLISH LECTURER DOES NOT USE REALIA DURING CLASSESS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	51	%36
A.	53	%38
N.S.	6	%5
D	18	%13
S.D	12	%8
TOTAL	140	%100

The findings with this item show that 51 of the students (% 36) strongly claim that the lecturer does not use realia during lessons. Besides, 53 students (% 38) also agree with the item. The percentage of hesitant students is only 5. However; 18 students do not agree that the lecturer does not use realia during classes. Moreover, 12 students (% 8) also strongly disagree with the idea in the item. As a result, it can be concluded from the table that not using realia during lessons may be an attributing factor to the students' failure at Ardahan Vocational School.

Table 4.2.6: MY ENGLISH LECTURER DOES NOT USE MATERIALS TO PROVIDE FOR US A GOOD AND ENTERTAINING CLASSROOM ATMOSPHERE

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	46	%32
A.	59	%42
N.S.	11	%8
D	15	%11
S.D	9	%7
TOTAL	140	%100

The results reveal that 46 of the participants (% 32) strongly agree that the lecturer does not use materials to provide an entertaining atmosphere and 59 of the students (% 42) also agree that an entertaining classroom atmosphere is not provided through materials. 11 of the students do not have any about the item. On the other hand, 15 students (% 11) do not accept the absence of an entertaining classroom atmosphere stemming from not using materials and 9 of the respondents (% 7) also strongly disagree with the absence of a good and entertaining classroom atmosphere. However, the significant rate of students (% 74) prove that not using materials to provide a good and entertaining atmosphere may be one of the possible reasons of failure of the students at Ardahan Higher Vocational School.

Table 4.2.7: MY ENGLISH LECTURER HAS GOT A PROBLEM IN MANAGING THE CLASS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	6	%5
A.	5	%4
N.S.	14	%10
D	41	%29
S.D	74	%52
TOTAL	140	%100

This table indicates that only 6 of the students (% 5) state that the lecturer has management problem. 5 of the students (% 4) support this item to some extent. 14 of the participants (% 10) have neither positive nor negative ideas about the item. 41 respondents (% 29) are against of the idea that claims the lecturer's management problem. Lastly, 74 participants (% 52) are strongly against the idea in the item. When the total rate of the counter- supporters (% 81) is considered, it may be concluded that the management problem associated with the lecturer is not a possible reason of failure of the students studying at Ardahan Higher Vocational School.

Table 4.2.8: MY ENGLISH LECTURER BEHAVES NEGATIVELY TOWARDS STUDENTS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	2	%1
A.	3	%2
N.S.	6	%5
D	36	%26
S.D	93	%66
TOTAL	140	%100

In this item, totally only 5 students (% 3) strongly agree or agree that the lecturer behaves negatively towards students. 6 of the students are not sure whether the lecturer has unpleasent behaviors towards students or not. Yet, 36 of the students (% 26) disagree that the lecturer has some negative behaviors towards students and 93 of the participants (% 66) strongly disagree with the item. As a result, the lecturer's negative behaviors towards students are not a possible reason of failure because totally % 92 of the participants are satisfied with the lecturer's classroom behaviors.

Table 4.2.9: MY ENGLISH LECTURER USUALLY ASKS HARD QUESTIONS IN EXAMS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	57	%40
A.	54	%39
N.S.	8	%6
D	14	%10
S.D	7	%5
TOTAL	140	%100

In this item, it is clear that 57 students (% 40) complain about difficult exam questions and 54 students (% 39) also agree with the difficulty of exam questions. Only 8 students (% 6) do not have any clear idea on the issue. For 14 students (% 10), the questions in the exam are not hard and 7 students (% 5) also share a similar idea on the issue with 14 students. As exam results are indicators of success or failure of the students, it may be claimed that a difficult exam is a possible reason of failure, at least on paper, of the students at Ardahan Higher Vocational School.

4. 3. The analysis of possible reasons stemming from the educational institution

Table 4.3.1: THERE ARE NOT SUPPORTING EDUCATIONAL MATERIALS IN OUR SCHOOL (OHP, CASSETTE RECORDER, TV, COMPUTER, ETC...)

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	76	%54
A.	35	%25
N.S.	0	%0
D	24	%17
S.D	5	%4
TOTAL	140	%100

The results reveal that 76 respondents (% 54) strongly agree with the lack of supporting educational materials and 35 students (% 25) also agree that there are not supporting educational materials at school. However, 24 students (% 17) disagree with the lack of facilitating materials at school and also 5 students (% 4) strongly disagree with the item. As it is proved that supporting materials facilitate learning, lack of educational materials may be a possible reason of failure of the students studying at Ardahan Higher Vocational School.

Table 4.3.2: OUR SCHOOL'S ADMINISTRATION DOES NOT DEAL WITH STUDENTS PROBLEMS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	64	%46
A.	52	%37
N.S.	0	%0
D	11	%8
S.D	13	%9
TOTAL	140	%100

In this table, it can be seen that 64 students (% 46) really complain about administration and 52 students also (% 37) claim that the educational institution does not deal with the students' problems. On the other hand, 11 students (% 8) do not agree with idea in the item and the total rate of the students strongly disagreeing the item is % 9. According to the result, the lack of interest of the administration towards students may be a possible reason of failure of the students as this factor may hinder learning.

Table 4.3.3: OUR SCHOOL DOES NOT PROVIDE US CHALLENGES FOR IMPROVING OUR FOREIGN LANGUAGE SKILLS

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	66	%47
A	55	%39
N.S	0	%0
D	13	%9
S.D	6	%5
TOTAL	140	%100

The findings indicate that 66 respondents (% 47) certainly believe that enough chances are not provided for them to improve their language skills. At the same time, 55 respondents (% 39) also support the view that enough challenges are not provided for them by the educational institution. Adversely, 13 students (% 9) believe that they can find some challenges to improve their language skills and 6 students (% 5) also share similar ideas with 13 students. In conclusion, the students who do not find enough challenges to improve their language skills may experience failure at Ardahan Higher Vocational School.

Table 4.3.4: OUR CLASSES ARE VERY CROWDED

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	86	%61
A.	23	%17
N.S.	3	%2
D	18	%13
S.D	10	%7
TOTAL	140	%100

The results with this item show that 86 participants (% 61) strongly agree that their classrooms are very crowded and 23 students (% 17) also agree with the item. Only 3 of the students (% 2) cannot decide whether their classrooms are crowded or not. On the contrary, 18 participants (% 13) do not complain about crowded classrooms. Moreover, 10 participants (% 7) also strongly disagree with the idea mentioned in the item. But the total rate of agreeing and strongly disagreeing students (% 78) may reveal that crowded classrooms impede efficient foreign language learning at Ardahan Higher Vocational School.

Table 4.3.5: PHYSICAL CONDITIONS ARE NOT SUITABLE FOR LANGUAGE LEARNING(TEMPERATURE, LIGHT, ETC..)

LIKERT- SCALE	NUMBER OF STUDENTS		NUMBER OF STUDENTS
	FREQUENCY		
	NUMBER OF STUDENTS	FREQUENCY	
S.A	79	%56	
A	31	%22	
N.S	2	%1	
D	20	%15	
S.D	8	%6	
TOTAL	140	%100	

In the analysis of this item, it can be observed that 79 respondents (% 56) strongly agree that the physical conditions of the educational institution are not suitable for language

learning. 31 respondents (% 22) also in favour of the idea mentioned in the item. The total rate of supporters of the item is % 78. Only two participants (% 1) have nothing to say on the issue. In contrast to this, 20 students (% 15) state their disapproval of the item. Moreover, 8 students (% 6) strongly disagree that physical conditions of the educational institution are not suitable for language learning. As a result, physical conditions of the educational institution may be an affecting factor of the students' success at Ardahan Higher Vocational School.

Table 4.3.6: OUR SCHOOL'S ADMINISTRATION DOES NOT ATTRIBUTE IMPORTANCE TO ENGLISH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	69	%49
A	58	%42
N.S	0	%0
D	13	%9
S.D	0	%0
TOTAL	140	%100

The table indicates that 69 of the students (% 49) strongly agree that the educational institution does not attribute importance to English and 58 students (% 42) also state their approval for the item. Conversely, 13 of the students (% 9) disagree that the educational institution does not attribute importance to English. The rate of strongly disagreeing students is % 0. In conclusion, the approach of the educational institution towards English may be a possible reason of failure of the students studying at Ardahan Higher Vocational School.

Table 4.3.7: OUR ENGLISH LESSONS ARE NOT ENOUGH

LIKERT- SCALE	NUMBER OF STUDENTS	FREQUENCY
S.A	56	%40
A	62	%44
N.S	0	%0
D	15	%11
S.D	7	%5
TOTAL	140	%100

The results of the table show that 56 of the participants (% 40) strongly complain about the hours of English lessons and 62 of the participants (% 44) also agree that their English lessons are not enough. However, 15 students (% 15) state that their English lessons are enough to learn a foreing language. The rate of strongly disagreeing students is only % 5. As a result, inadequate lesson hours may be a possible reason of failure of the students studying at Ardahan Vocational School.

CHAPTER FIVE DISCUSSION AND CONCLUSION

5.0. Introduction

As mentioned in the first chapter, the aim of this study was to find out the possible reasons of failure of the students studying at Ardahan Higher Vocational School. In the previous chapter, data collected from 140 students were analyzed and the results were interpreted. In this chapter, some pedagogical implications and conclusions of the study will be expressed.

5.1. Conclusions and Pedagogical Implications

According to the results mentioned in the previous chapter, the following items may be possible reasons of failure of the students studying at Ardahan Higher Vocational School.

5.1.1. Beliefs about English

As discussed in the previous chapter, a host of students at Ardahan Higher Vocational School believe that English is a very difficult language and also difficult to learn after puberty and this bias is probably one of the factors impeding the students' second language acquisition. A language teacher should, from the first meeting on, impose the students that English is not a difficult language in order to pass across the barries with which the students come into the class.

5.1.2. Practice Problem

In the item *4.1.3*, 112 of the students state that they do not repeat and practice a lot. A great many students experience this problem and the problem mentioned is a possible reason of failure. To overcome this problem, language teachers should assign tasks that make possible practice and repeat for students at school.

5.1.3. Understanding Problem

The item *4.1.4* reveals that totally % 80 of the students complain about understanding and this problem appears to be a possible reason of failure of the students studying at Ardahan Higher Vocational School. Language teachers should overcome this problem through using a

classroom language which suitable for the students' level of proficiency and language teachers should sometimes use their native tongue in order to explain complex topics. Thus, a better understanding may be probable in second language acquisition.

5.1.4. Lack of Interest and Motivation Problem

The items *4.1.5* and *4.1.6* indicate that % 75 of the students are unwilling to English and % 59 of the students experience motivation problem in language learning. Unwillingness and lack of motivation may be the factors affecting students' failure at Ardahan Higher Vocational School. Language teachers in this school should develop some strategies to raise interest among the students who really need some entertainment and fun during classroom activities which seem to be boring and monotonous. Language teachers also raise both integrative and instrumental motivation among the students by developing some specific strategies which satisfy the needs of the students at Ardahan Higher Vocational School.

5.1.5. Studying Problem

In the item *4.1.9*, 120 of the students (% 85) state their studying problem and in the item *4.1.11*, 113 of the students (% 81) also complain about studying time because of other difficult lessons at Ardahan Higher Vocational School . This problem is a possible reason of failure of the students. Language teachers should prepare schedules for the students indicating what to do, how to do, and when to do in terms of second language acquisition and also should guide and encourage them to prepare their own schedules in order to adapt to regular studying hours in language learning. Thus, language learners may overcome this problem easily and they may able to acquire language skills more productively.

5.1.6. Not Trying to Learn English

The table *4.1.13* reveals that totally 114 of the students (% 81) accept the idea " not trying to learn English. The problem here may probably be one of the reasons of failure of the students studying at Ardahan Higher Vocational School. As a result, a suggestion can be made that students should try more to develop their language skills.

5.1.7. Vocabulary Problem

In the item *4.1.14*, it is clear that many students experience vocabulary problem at school. They think that it is very difficult to learn words in English. The lack of vocabulary knowledge seems to be a possible reason of failure of the students. In order that the students

can overcome this problem, language teachers should design tasks to improve their vocabulary knowledge. They should play vocabulary games with the students. They should use charts, spider- webs, pictures, realia, flashcards, and other supporting materials which help students to extend their vocabulary knowledge.

5.1.8. Background Knowledge

The table *4.1.15* reveals that a great of number of students (% 87) believe that they do not have background knowledge in English. Lack of this background knowledge is probably one of the possible reasons of failure of the students. To overcome this problem, language teachers should begin to teach English from the very beginning as if the students do not know anything about English. However, they should assume that there are other students who have enough background knowledge and they should organize lessons through which they can satisfy the needs of the students having background knowledge and the students who do not enough background knowledge. As a result, language teachers should keep the balance between students.

5.1.9. Preferences

Item *4.1.16*, gives information about the students' preferences. According to the results, students generally prefer studying other topic rather than studying English at Ardahan Higher Vocational School. This kind of preference may be a reason of failure of the students. In such a situation, language teachers should encourage students to study English together with other topics. Moreover, they should find out the reasons of this preference and they should convince the students to change their preferences so that they can be successful language learners.

5.1.10. Dislikes

Table *4.1.17* reveals that totally 127 of the students (% 90) assert that they do not have positive feelings about the school. Negative feelings certainly affect not only success in foreign language but also overall success of students. The students' negative feelings about the school may be a reason of failure of the students. Language teachers should try to set more enjoyable and ,at the same time, more productive educational associate for the students. Educational administration should also supply as many facilities as possible for the students at Ardahan Higher Vocational School.

5.1.11. Lack of Self- Confidence

In the item *4.1.18*, totally 76 of the students (% 54) claim that they are not self-confident enough in English. This rate indicates that for more than half of the students, lack of self- confidence is a possible reason of failure. Language teachers should encourage the students that they can acquire language if they try enough

5.1.12. Classroom Language

Table *4.2.3* shows that the lecturer's classroom language is a problem for 75 students (% 53). It is an undeniable fact that exposure to the target language is essential to acquire a foreign language skills. However, the students may not be able to understand everything in the target language so language teachers at school should sometimes use Turkish as a classroom language to quarantee a better understanding.

5.1.13. Language Materials

In the item *4.2.4,* it can be clearly seen that using the coursebook as a unique language material may be a possible reason of failure of the students. From the point of views of 104 students, the lecturer only follows the book. This situation is probable to cause boredom among the students. Language teachers should exploit other language materials apart from the coursebook in order to prevent the students from boredom. The items *4.2.5* and *4.2.6* are also related to language materials which are expected to be used during classroom activities. The results of the both items are similar to the item *4.2.4*. As a result, language teachers at Ardahan Higher Vocational School should adapt some entertaining materials into the classroom activities including realia, flashcards, language games, and pictures to provide an entertaining classroom atmosphere for the students.

5.1.14. Examinations

Table *4.2.9* indicates that % 79 of the students believe that the exam questions are generally difficult and this may be a possible reason of failure of the students. Language teachers should ask easier exam questions in order to increase paper success of the students. Thus, the students may be more motivated and eager to learn when they see high grades on their transcripts.

5.1.15. Supporting Educational Materials

Item *4.3.1.* demonstrates that a host number of students complain about inadequate educational materials. Lack of these materials may impede second language learning of the students studying English at Ardahan Higher Vocational School. The school administration should supply sufficient educational materials to improve the quality of the language classesin order that the students may be more successful language learners.

5.1.16. Students' general problems

The results in the item *4.3.2.* indicate that 116 of the students (% 83) are not satisfied with the approach of the administration to the students' general problems. These general problems are sure to affect the students' overall success in all topics including second language learning and they may block second language acquisition of the students. The school administration should deal with the students' general problems much more to refrain from failure at school.

5.1.17. Challenges

Table *4.3.3.* shows that the administration of the school does not provide the students challenges for improving their language skills and this happens to seem a possible reason of failure of the students at Ardahan Higher Vocational School. If the students at school are provided more challenges, they will probably be more successful language learners. The school administration should organize movie days in the target language, it should also arrange meetings with native- speakers so that the students are able to practice what they have already learned. The school administration should send the students abroad for language courses for a period of time.

5.1.18. Physical Conditions

Items *4.3.4.* and *4.3.5* are related to the physical conditions at school. Accroding to the results, a great many students are not satisfied with the physical conditions at school. % 77 of the students make a complaint against crowded classrooms and also %78 of the students complain about insufficient classroom conditions. These conditions may probably affect the students' success or failure to some extent, so the school administration should change the physical conditions at school in such a way that the students' failure rates may decline.

5.1.19. Inadequate Lesson Hours

Table 4.3.7. reveals that totally 118 of the students (% 88) think that their English lessons are not enough. From the point of views of the students, inadequate lesson hours may be a possible reason of failure of the students. To overcome this problem, language teachers should assign extra language classes to complete the students' incomplete topics.

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TURKISH QUESTIONNAIRE

ARDAHAN MESLEK YÜKSEKOKULU DİL ÖĞRETİMİ BAŞARISIZLIK NEDENLERİ ANKET UYGULAMASI

Sevgili öğrenci arkadaşlar! Bu anketteki tümceleri okuduktan sizin için ey uygun kutucuğa çarpı işareti atınız

1- İNGİLİZCE ÇOK ZOR BİR DİLDİR
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

2- İNGİLİZCE ÖĞRENME YETENEĞİM YOK
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

3- ÇOK FAZLA TEKRAR EDİP ALIŞTIRMA YAPMIYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

4- İNGİLİZCE'Yİ ANLAMIYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

5- İNGİLİZCE'YLE İLGİLİ DEĞİLİM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

6- BAZI NEDENLERDEN DOLAYI İNGİLİZCE DERSİNE KONSANTRE OLAMIYORUM.
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

7- İNGİLİZCE BENİM İÇİN ÖNEMLİ BİR DİL DEĞİL
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

8- MEZUNİYETTEN SONRA İNGİLİZCE'NİN BENİM İÇİN ÖNEMLİ OLDUĞUNA İNANMIYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

9- DÜZENLİ VE YETERİ KADAR İNGİLİZCE ÇALIŞMIYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

10- OLGUNLAŞTIKTAN SONRA İNGİLİZCE ÖĞRENMENİN ZOR OLDUĞUNU DÜŞÜNÜYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

11- OKULDA BAŞKA ZOR DERSLER OLDUĞU İÇİN YETERİ KADAR İNGİLİZCE ÇALIŞACAK VAKTİM YOK
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

12- İNGİLİZCE DERSLERİNDE NOT TUTMUYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

13- İNGİLİZCE ÖĞRENMEK İÇİN ÇABA SARFETMİYORUM
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

14- İNGİLİZCE KELİMELERİ EZBERLEMEK ZOR
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

15- İNGİLİZCE' DE İYİ BİR BACKGROUNDUM YOK
( )Kesinlikle katılıyorum ( )Katılıyorum   ( )Emin değilim   ( )Katılmıyorum
( ) Kesinlikle katılmıyorum

16- DİĞER KONULARI ÇALIŞMAYI TERCİH EDİYORUM
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum

17- OKULUMU SEVMİYORUM
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
18- İNGİLİZCE KONUSUNDA KENDİME GÜVENİM YOK
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
19- ÖĞRETMENİM YETERLİ ALAN BİLGİSİNE SAHİP DEĞİL.
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
20- ÖĞRETMENİM SADECE DİLBİLGİSİ ÖĞRETİYOR. KONUŞMA, DİNLEME GİBİ DİĞER YETENEKLERİ İHMAL EDİYOR.
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
21- ÖĞRETMENİM DERS ESNASINDA SÜREKLİ İNGİLİZCE KONUŞUYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
22- ÖĞRETMENİM SADECE KİTABI TAKİP EDİYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
23- ÖĞRETMENİM DERS ESNASINDA GERÇEKÇİ MATERYALLERİ KULLANMIYOR.
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
24- ÖĞRETMENİM İYİ VE EĞLENCELİ BİR SINIF ORTAMI SAĞLAMAK İÇİN MATERYALLERDEN FAYDALANMIYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
25- ÖĞRETMENİM SINIF KONTROLÜNDE PROBLEM YAŞIYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
26- ÖĞRETMENİM ÖĞRENCİLERE KARŞI OLUMSUZ TAVIRLAR SERGİLİYOR.
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
27- ÖĞRETMENİM SINAVLARDA GENELLİKLE ZOR SORULAR SORUYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
28- OKULUMUZDA EĞİTİMİ DESTEKLEYİCİ MATERYALLER MEVCUT DEĞİL. (PROJEKSİYON CİHAZI, TV, BİLGİSAYAR VS..)
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
29- OKUL YÖNETİMİ ÖĞRENCİLERİN SIKINTILARIYLA İLGİLENMİYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
30- OKULUMUZ YABANCI DİL YETİMİZİ GELİŞTİRECEK İMKANLAR TANIMIYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
31- SINIFLARIMIZ ÇOK KALABALIK
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
32- DİL EĞİTİMİ İÇİN FİZİKİ ŞARTLAR UYGUN DEĞİL(SICAKLIK, AYDINLATMA, VS..)
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
33- OKULUMUZ İNGİLİZCE DERSİNE ÖNEM VERMİYOR
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum
34- İNGİLİZCE DERSLERİMİZ YETERLİ DEĞİL
(   )Kesinlikle katılıyorum (   )Katılıyorum (   )Emin değilim   (   )Katılmıyorum
(   ) Kesinlikle katılmıyorum

ENGLISH QUESTIONNAIRE

1- ENGLISH IS A VERY DIFFICULT LANGUAGE.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

2- I HAVE NOT GOT AN ABILITY TO LEARN ENGLISH.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

3- I DO NOT REPEAT AND PRACTICE A LOT.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

4- I DO NOT UNDERSTAND ENGLISH.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

5- I AM NOT INTERESTED IN ENGLISH.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

6- I CANNOT CONCENTRATE ON ENGLISH BECAUSE OF SOME REASONS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

7- ENGLISH IS NOT AN IMPORTANT LANGUAGE FOR ME.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

8- I DO NOT BELIEVE ENGLISH WILL BE NECESSARY FOR ME AFTER GRADUATION.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

9- I DO NOT STUDY ENGLISH ENOUGH AND REGULARLY.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

10- I BELIEVE IT IS DIFFICULT TO LEARN A FOREIGN LANGUAGE AFTER PUBERTY.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

11- I HAVE NOT GOT ENOUGH TIME TO STUDY ENGLISH AS THERE ARE OTHER DIFFICULT LESSONS IN MY SCHOOL

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

12- I DO NOT KEEP NOTES DURING ENGLISH LESSONS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

13- I DO NOT TRY TO LEARN ENGLISH.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

14- IT IS DIFFICULT TO MEMORIZE WORDS IN ENGLISH.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

15- I HAVE NOT GOT A GOOD BACKGROUND IN ENGLISH.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

16- I PREFER STUDYING OTHER TOPICS.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

17- I DO NOT LIKE MY SCHOOL.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

18- I AM NOT SELF CONFIDENT ENOUGH IN ENGLISH.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

19- MY ENGLISH LECTURER DOES NOT HAVE ENOUGH METHODOLOGY KNOWLEDGE.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

20- MY ENGLISH LECTURER ONLY TEACHES GRAMMAR, HE NEGLECTS OTHER LANGUAGE SKILLS SUCH AS LISTENING, SPEAKING ETC…

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

21- MY ENGLISH LECTURER ALWAYS SPEAKS ENGLISH DURING CLASSESS.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

22- MY ENGLISH LECTURER ONLY FOLLOWS THE BOOK.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

23- MY ENGLISH LECTURER DOES NOT USE REALIA DURING CLASSESS.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

24- MY ENGLISH LECTURER DOES NOT USE MATERIALS TO PROVIDE FOR US A GOOD AND ENTERTAINING CLASSROOM ATMOSPHERE.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

25- MY ENGLISH LECTURER HAS GOT A PROBLEM IN MANAGING THE CLASS.

( )Strongly agree ( ) Agree ( ) Not sure ( ) Disagree ( ) Strongly disagree

26- MY ENGLISH LECTURER BEHAVES NEGATIVELY TOWARDS STUDENTS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

27- MY ENGLISH LECTURER USUALLY ASKS HARD QUESTIONS IN EXAMS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

28- THERE ARE NOT SUPPORTING EDUCATIONAL MATERIALS IN OUR SCHOOL (OHP, CASSETTE RECORDER, TV, COMPUTER, ETC...)

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

29- OUR SCHOOL'S ADMINISTRATION DOES NOT DEAL WITH STUDENTS PROBLEMS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

30- OUR SCHOOL DOES NOT PROVIDE US CHALLENGES FOR IMPROVING OUR FOREIGN LANGUAGE SKILLS.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

31- OUR CLASSES ARE VERY CROWDED.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

32- PHYSICAL CONDITIONS ARE NOT SUITABLE FOR LANGUAGE LEARNING(TEMPERATURE, LIGHT, ETC..)

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

33- OUR SCHOOL DOES NOT ATTRIBUTE IMPORTANCE TO ENGLISH LANGUAGE.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

34- OUR ENGLISH LANGUAGE LESSONS ARE NOT ENOUGH.

(   )Strongly agree ( ) Agree   ( ) Not sure   (   ) Disagree   (   ) Strongly disagree

CURRICULUM VITAE

Serdar TURHAN was born in Manisa in 1979. He completed his primary, secondary, and high school education in Manisa. He began his university education in ELT Department at Marmara University. He was graduated from the university in 2002. After graduation, he completed his military service in Ankara. He began his professional life as an English teacher in Ardahan in 2004. He has been teaching at Kafkas University since 2005.