A COMPARISON ON THE METHODS AND PRACTICES USED BY LANGUAGE TEACHERS IN TURKEY

Efsun Sıla YARBAŞI

Turkish Teacher for Foreigners, Just English Language Schools, Alsancak-İzmir
ORCID: https://orcid.org/0000-0001-6309-7469
efsunsilayarbasi@gmail.com

İbrahim Seçkin AYDIN

Associate Professor, Dokuz Eylül University Buca Education Faculty Turkish Department, Buca-İzmir
ORCID: https://orcid.org/0000-0003-0610-863X
se.aydin@windowslive.com

Abstract

Today, people tend to learn languages due to many needs. This situation can be considered in every field such as economy, education, trade, social and cultural relations. Interaction with different cultures has an impact on the socio-economic sphere of societies. Accordingly, the role of language teaching system and educators is very important. The methods and techniques used affect the student's interest in the language and the desire to learn. It is not possible to use single and static methods for an efficient language teaching process. Alternative and different methods should be used together. In this study, based on theses and articles, language teaching in three branches was examined comparatively and deficiencies were identified. Among the teachers serving in the fields of English Language Teaching, Turkish Language Teaching and Turkish Language Teaching to Foreigners, it was found that Turkish Language Teaching to Foreigners included higher levels of classroom practices in some variables. In some areas, Turkish teachers included higher levels of classroom activities. Accordingly, foreign language teaching deficiencies in Turkey were identified and some suggestions were presented.

Keywords: Language teaching, language teaching methods, language instructors

1. INTRODUCTION

The importance of knowing a foreign language is seen with the increasing technological and cultural changes. Societies that want to understand the technology and business life of the age and make production must know a foreign language. Accordingly, societies that know foreign languages follow the movements of other societies and are aware of developments. At present, the knowledge of technology and foreign languages is a must to keep up with the current era. In recent years, it has become a very important necessity in both academic and economic fields in Turkey (Doğançay-Aktuna, 1998; Gömleksiz & Elaldı, 2011). Based on this situation, it is necessary to examine the difficulties experienced in foreign language teaching and learning. This situation has been important for years in Turkey, as it has been all over the world. Today, it is observed that there are deficiencies in foreign language teaching and learning. Therefore, the deficiencies should be identified and an educational policy should be prepared. With this educational policy, students should be able to speak a foreign language easily and follow social and business life by understanding the language of other societies in order to achieve an intellectual personality. Young people will use their foreign language as a tool for their country and contribute to the development of their country by following the changes and developments. Teachers play an important role in this. Methods and techniques should be designed according to this question, starting from the question "Why can't a language be learned?" and the educational process should be rethought.
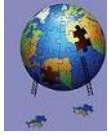
1.1. Mother Tongue Teaching

Mother Tongue

Mother tongue (mother tongue, first language) is a historical term created to conceptualize a person's early language development based on the assumption that a person's first language is usually the language spoken at home by the caregiver, who is the mother, and that this learning is a natural process of acquisition through assimilation rather than explicit teaching (Thompson, 2017: 474). Teaching mother tongue consists of the stages of purpose, content, method, and evaluation, and each stage needs to be emphasized. In mother tongue teaching, four basic skills are emphasized and their communicative function is considered. These skills are divided into reading, listening, speaking and writing. The development of these four basic skills is also regarded as the goal of language teaching.

In addition to being a medium of communication, the mother tongue is important for individuals to recognize their culture, to understand and develop the language of the society in which they live, and to learn other languages more easily. The goal of mother tongue education is to help individuals acquire the ability to understand and express what they read and hear, rather than to learn to read and write. Accordingly, individuals can communicate with the correct communication model in society.
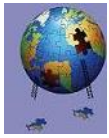
1.2. The Effect of Mother Tongue Teaching on Foreign Language Learning

There is a direct effect between mother tongue teaching and foreign language learning. Language reflects the society in which it is spoken. It reflects the feelings and thoughts of that society. Accordingly, the better the individual knows his/her own language and culture, the less difficulty he/she will have in recognizing other cultures in the process of learning a foreign language and in learning grammar rules by comparing them with his/her own language. Knowing one's mother tongue is an important factor in foreign language learning. An individual's ability to make sense of the rules in a foreign language and to make parallels is directly related to his/her command of his/her mother tongue. In a study conducted by Özer and Korkmaz (2006) on the factors affecting student achievement in foreign language teaching with English teachers, the participants stated that the most important positive factor affecting student achievement is that students know their mother tongue well.

Çelebi (2006) emphasizes the fallacy of trying to learn a foreign language without learning the mother tongue well and claims that such an attempt corrupts individuals and the language. In teaching language skills, knowing the mother tongue well has a facilitating effect on learning a foreign language. In order to write or speak in the target language, students need to be able to organize their thoughts and make connections in their mother tongue. It offers the opportunity to better compare one's own language with other languages. Littlewood and Yu (2009) argue that students' knowledge of the target language.

1.3. Foreign Language Teaching in Turkey

 Our country is developing its relations with the outside world day by day and is in contact with foreign countries in many educational, economic and social issues. Accordingly, foreign language education is given in our country and this situation plays an important role in terms of development. There is a significant lack of foreign language learning in Turkey. Haznedar (2010) argues that despite all efforts to improve English language teaching programs in Turkey, the current situation is still not bright and lists factors such as overcrowded classrooms and inadequate physical conditions, dilemmas in qualified teacher training, language policies and approaches to language teaching as the reasons for this. For many years, unsuccessful language teaching processes in our country have created prejudice and hopelessness in people. Accordingly, foreign language teaching should be made efficient and awareness should be created in the society. In this context, motivation is a great need. For the student who does not need and desire to learn, the need to learn a foreign language completely disappears. Accordingly, the student does not want to use the language. When the language is not used, it is useless. In Turkey, it cannot be said that education is carried out with a structure oriented towards the continuous use of the language in the curriculum and teaching process. In the current system, priority is given to grammar, reading and

writing skills. Accordingly, teachers follow a teaching process that emphasizes grammar, reading and writing.

According to Özoğlu (2010), faculties of education are inadequate in terms of both human resources and physical and technological infrastructure in terms of training qualified teachers. Universities differ in terms of teacher training. Teachers should create an educational process by realizing how the language learning process should work and taking individual differences into consideration. Research shows that teachers consider themselves sufficient and do not feel the need to improve themselves (Özoğlu, 2010). As a result, the language teaching process remains superficial and many methods and techniques are not applied. The difficulties in foreign language education in Turkey stem from the inadequacy of the classroom environment and physical conditions, deficiencies in the teaching process implemented by teachers and language policies. This problem continues today.

1.4. Purpose and Importance

The aim of this study is to determine the methods and practices used by language teachers and to compare them according to the differences between branches. The aim of this study is to identify the differences, deficiencies and inconsistencies in the related topics and to systematically collect the information under one study. For Richards and Rodgers (2001), methods are partly designed in a timely manner, leave little room for personal interpretation and are learned through instruction. Therefore, language teaching practices and methods are observed during training. In this study, through a questionnaire to language teachers, deficiencies were identified in three branches according to some factors. By determining the effectiveness of the methods and practices used, suggestions are presented on language teaching in Turkey. In this direction, the problem sentence of the research is "What are the practices used by language teachers and the differences between branches? "" constitutes the question.

Accordingly, the sub-problem statements of the research are presented below:

1. Do the practices of language teachers in Turkey differ according to method and technique?

2. Do the practices of language teachers in Turkey differ according to classroom communication and motivation?

3. Do the practices of language teachers in Turkey differ according to the use of technology and materials?

4. Do the practices of language teachers in Turkey differ according to measurement and evaluation?

5. Do the practices of language teachers in Turkey differ according to emphasizing the four basic skills and grammar?

6. Do the practices of language teachers in Turkey differ according to the use of cultural elements in language teaching?

2. METHOD

This study was conducted with a survey model based on quantitative research. Depending on the survey model, the practices used by teachers in language teaching were asked to a pre-prepared expert opinion. The determination of the teaching practices used by teachers will be carried out depending on the "survey model". In survey research, information is usually collected from a large population by using answer options determined by the researcher. Generally, in survey research, researchers are interested in how opinions and characteristics are distributed in terms of individuals in the sample rather than why they originate (Fraenkel & Wallen, 2006). The study included 131 teachers working in the branches of English (n=51), Turkish for Foreigners (n=32) and Turkish language teaching (n=48) in İzmir Provincial Directorate of National Education.
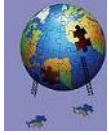
1.1. Data Collection Process and Tools

Before proceeding with the implementation aspect of the research, necessary permissions were obtained and an interview was held with the school principal. The permissions obtained were shown to the school principal and information was given about the content of the research. This information; It depends on what the research will be used for and what it will be about. The researcher made a direct contribution and informed the participants to give sincere answers. "Applications Used by Language Teachers Survey" was used to collect data in the research. While preparing the survey, literature was used and grouped under six subheadings. The articles under this heading have been rearranged by taking into account the opinions of experts. During the editing process, a table was created with the items in the survey. Experts examined the articles and expressed their opinions. The questions in the first form of the survey were simplified and made more understandable as a result of the feedback. A pilot application was carried out with the shaped survey form to obtain the opinions of teachers working in the field. In order to reach different ideas, teachers in different regions and with different periods of professional experience were contacted. Their opinions on all questions were taken. Additions were made to the survey by blending the initially prepared questions with new ideas. According to the ideas obtained, the survey was reshaped and sent to the experts for the last time, and a hundred percent consensus was reached.

1.2. Analysis of Data

Data analysis was carried out with a statistical program (SPSS 22 Package Program). First, the assumptions of the data were examined, and as the result of the Kolmogorov-Smirnov test, the distribution was in the range of -1.5 - +1.5, it was decided to make parametric measurements. Independent t Test was used for differences between genders, and One-Way Analysis of Variance (ANOVA) Tukey-Test was used for differences between branches. In addition, descriptive statistics (percentage and frequency) were used to analyze the diversity of the applications in the survey.

## 3. FINDINGS AND INTERPRETATIONS

Factors Affecting the Language Teaching Process in Turkey and Findings According to These Factors

In the foreign language teaching process, the individual should be able to express his/her feelings and thoughts in the language he/she wants to learn (target language). If this process is prepared in a planned way, a systematic teaching process is formed. Many factors play an important role in this systematic process. These factors are listed below:

1- Method and technique

2- Motivation and classroom communication

3- Use of technology and materials in language teaching

4- Measurement and evaluation

5- Four basic skills and grammar usage

6- Use of cultural elements in language teaching

3.1. Methods and techniques

The findings regarding the use of methods and techniques that take into account individual differences in Turkish, English, and Turkish for Foreigners are presented below.
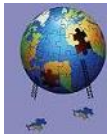
Table 1. Tukey test results on the use of methods and techniques taking into account individual differences

|	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
Individual differences	**Between Groups**						
		4,184525	2	2,09	7,80	0,00*	TF>Eng.
	Within Group						
	Total	34,33456	128	0,27			
		38,51908	130				

As can be seen in Table 1, according to the results of Tukey's test, Turkish for foreigners is at a higher level than English in terms of using methods and techniques by taking individual differences into consideration.

Individual differences are taken into consideration more in teaching Turkish to foreigners. This increases the efficiency of the teaching process in the use of methods and techniques. This deficiency in the teaching of English in Turkey should be taken into consideration.

The use of methods and techniques varies according to the teaching process. It creates a teaching process by including many methods and techniques such as students learning a language in cooperation or by doing and experiencing, learning a language by grammar. The student and the teacher should be active in the language teaching process. The teacher should teach the language with the natural environment in which the student is in the center. From this point of view, a finding on the use of out-of-school environments is shown below.

Table 2. Use of out-of-school environments in language teaching according to branches

			Branch			
			English	Turkish	Turkish for Foreigners	Total
Out-of-school learning environments	**Shopping Center**	N	3	7	6	16
		%	18,8	43,8	37,5	
	Bazaar	N	1	8	5	14
		%	7,1	57,1	35,7	
	Exhibition	N	2	10	5	17
		%	11,8	58,8	29,4	
	Museum	N	4	12	10	26
		%	15,4	46,2	38,5	
	Listening Sessions	N	4	14	5	23
		%	17,4	60,9	21,7	
	Theater	N	2	15	9	26
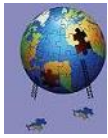
	%	7,7	57,7	34,6	
Cinema	N	6	11	14	31
	%	19,4	35,5	45,2	
Library	N	1	22	11	34
	%	2,9	64,7	32,4	
Total	N	11	27	22	60

As can be seen in Table 2, when the out-of-school environments used are examined according to the branches, it is found that Turkish teachers use the environments such as shopping centers, bazaars, exhibitions, museums, etc. most.

Table 3. Tukey's test results on the use of out-of-school learning environments to enable students to learn by doing while teaching the target language (the language I teach).

|	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
by doing and experiencing	**Between Groups**	5,171653	2	2,59	12,02	0,00*	T>Eng.
	Within Group						
	Total	27,53064	128	0,22			TF>Eng.
		32,70229	130				

As seen in Table 3, according to the results of Tukey test, it was seen that Turkish and Turkish for foreigners were at a higher level than English in using out-of-school learning environments to enable them to learn by doing and experiencing.

In this study on the use of out-of-school environments and making students active, it was found that out-of-school environments were used more in teaching Turkish and Turkish for foreigners and students were made active in the teaching process. One of the deficiencies in teaching English in Turkey was identified by looking at the table. The natural environment of the target language should be created for the student and the student should learn in this environment.

3.2. Language Teaching Motivation and Classroom Communication

Table 4: Participants' words and behaviors to encourage students in the language learning process and Tukey test results.
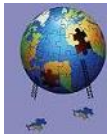
As seen in Table 4, according to the results of the Tukey test, there was no significant difference between the branches in terms of encouraging students in the language learning process.
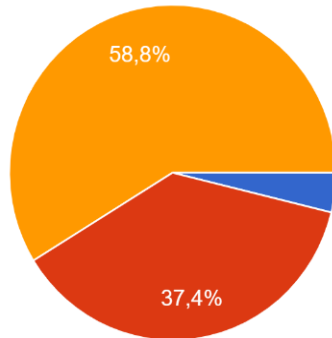
Graph 1: Language Teachers speaking the target language (the language I teach) during the lesson.

No 🔵

Partially 🔴

Yes 🟡

If we look at the language used during the lesson, it was found that the teachers mostly spoke in the target language (the language they teach). If we look at this issue in the language teaching process, the mother tongue should be used when the student has difficulties. Otherwise, the student should be exposed to the target language during the lesson.
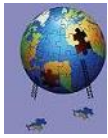
3.3. Use of Technology and Materials in Language Teaching

The results of the question on the use of tools and materials in the questionnaire on the practices and

	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
	Between Groups						
encouraging		0,018819	2	0,01	0,10	0,91	
	Within Group						
	Total	12,3581	127	0,10			
		12,37692	129				

methods used by language teachers are shown below.

131 answers
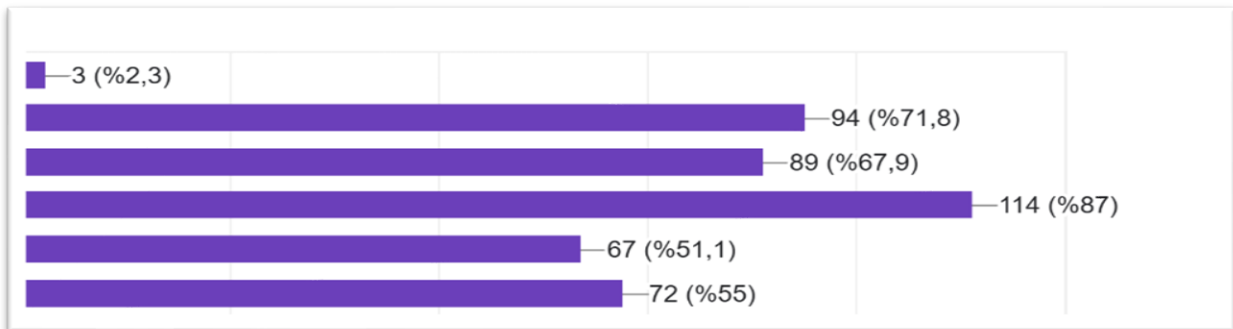
Graph 2: Language Teachers use of materials other than textbooks.

No %2,3

Yes %71,8

Written, printed products %67,9

Computer and computer aided tools %87

Real objects and models %51,1

Writing and demonstration boards %55

Looking at the answers given in the questionnaire regarding the use of tools and materials by the language teachers, it was found that most of them used materials other than textbooks. It was observed that the most commonly used tools are computers and computer aided tools. The facilitating effect of computers and computer aided tools is utilized during language teaching.

3.4. Measurement and Evaluation

Table 5: Tukey test results for participants' assessment of the learner's level in the target language (the language in which I am teaching) at the beginning of the process.

	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
at the beginning of the process	**Between Groups**						T>Eng.
		2,776189	2	1,39	10,18	0,00*	TF>Eng.
	Within Group						
	Total	17,45282	128	0,14			
		20,22901	130				

As can be seen in Table 5, the results of the significant Tukey test between the participants assessment of the student's level in the target language (the language of instruction) at the beginning of the process and the branches showed that Turkish for foreigners and Turkish were at a higher level than English.
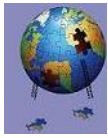
Table 6: Tukey test results between the participants' giving various follow-up tests to the students in the middle of the language learning process or tests after the end of the unit/theme.

	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
mid-process	**Between Groups**						
		0,016483	2	0,01	0,13	0,88	
	Within Group						
	Total	8,365196	128	0,07			
		8,381679	130				

In Table 6, there was no significant difference between the branches in terms of conducting various follow-up tests in the middle of the language learning process or tests after the unit was completed.

Table 7: Tukey test results with the participants' developing an assessment tool to cover all language skills in order to determine the level of the students after the language learning process is completed
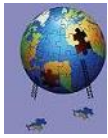
	Source of Variance	Sum of squares	SS	Mean of Squares	F	p	Substantial difference
holistic measurement	**Between Groups**						T>Eng.
		5,605822	2	2,80	6,46	0,00*	TF>Eng.
	Within Group						
	Total	55,53922	128	0,43			
		61,14504	130				

As seen in Table 7, the participants developed an assessment tool to cover all language skills in order to determine the level of the students after the completion of the language learning process, and it was determined that Turkish and Turkish for foreigners were at a higher level than English.

3.5. Four Basic Skills and Grammar Usage

Table 8: Use of four basic skills and grammar in measurement and evaluation at the beginning of the process according to branches

			Branch			
			English	Turkish	Turkish for Foreigners	Total
at the beginning of the process	Reading	N	30	40	27	97
		%	30,9	41,2	27,8	
	Writing	N	26	38	27	91
		%	28,6	41,8	29,7	
	Speaking	N	24	35	28	87
		%	27,6	40,2	32,2	

Listening	N	22	32	22		76
	%	28,9	42,1	28,9		
Grammar	N	27	30	20		77
	%	35,1	39	26		
Total	N	32	43	29		104

As seen in Table 8, assessment is made by measuring the student's level in the target language at the beginning of the process. While making this assessment, the use of the four basic skills and grammar according to the branches was analyzed. Reading, writing, speaking and listening skills were mostly used in the Turkish branch. The use of grammar was approximately the same in Turkish and English.
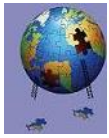
Table 9: Use of four basic skills and grammar in mid-process assessment and evaluation according to branches

			Branch			
			English	Turkish	Turkish for Foreigners	Total
mid-process	Reading	N	42	36	27	105
		%	40	34,28571	25,71428571	
	Writing	N	34	36	27	97
		%	35,1	37,1	27,8	
	Speaking	N	30	30	25	85
		%	35,3	35,3	29,4	
	Listening	N	29	26	24	79
		%	36,7	32,9	30,4	
	Grammar	N	38	30	23	91
		%	41,8	33,0	25,3	
Total		N	47	42	30	119

Various follow up tests were given to the students in the middle of the language learning process or after the unit/theme was completed. The use of the four basic skills and grammar used in these tests were analyzed according to the branches. Mid-process reading skill was mostly used in English language teaching. In the middle of the process, speaking skill was used approximately in Turkish and English branches. Listening skill and grammar were mostly used in English language teaching in the middle of the process.

Based on the table, it is determined that grammar teaching is predominant in English language teaching. Accordingly, one of the reasons for the lack of speaking English in Turkey was observed. Grammar teaching plays an important role in the language teaching process, but it should be handled in a practice-based manner together with other skills.

Language teachers were asked to make the following ranking in order to determine the extent to which they include learning areas:

Availability of Learning Areas

1- Reading, Speaking, Writing, Listening, Grammar / 1 2 3 4 5 List in order from the most to the least.

Example:

Reading 1

Speaking 2

Writing 3

Listening 4

Grammar 5

The results show that 30 of the language instructors gave importance to reading skills. 27 gave importance to the use of speaking skills. 21 gave importance to the use of grammar. Listening and writing skills were given the least importance. Accordingly, the level of allocating time for grammar in the lessons was also analyzed.
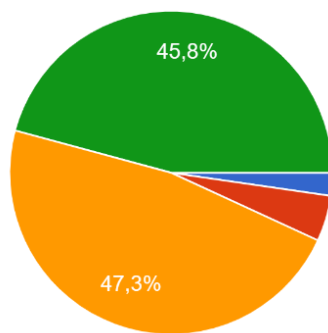

Graph 3: Language Teachers' level of allocating time for grammar in lessons.

I devote all my lessons to grammar. ●

I devote most of my lessons to grammar. ●

I devote half of my lessons to grammar. ●

I include little grammar in my lessons. ●

I never include grammar in my lessons. ●

When the level of time allocated to grammar in the lessons is analyzed, it is found that most of the language teachers allocate half of their lessons to grammar. Language learning is not realized only by learning grammar rules.
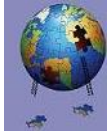
3.6. Using Cultural Elements in Language Teaching
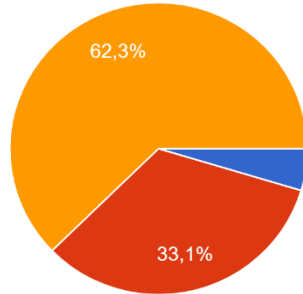
Graph 4: Language teachers' use of cultural elements of the target language (the language they teach) in the classroom.

No   ⬤

Partially   ⬤

Yes   ⬤

It was found that language instructors made the cultural elements of the target language effective in the lessons.

Conclusıons and Recommendatıons

In this study, the language teaching process was compared within three branches and many factors were discussed. These factors play an important role in language teaching. Factors such as the methods and techniques used in the language teaching process, language teaching motivation and classroom communication, the use of technology and materials in language teaching, measurement and evaluation, the emphasis on the four basic skills and the use of grammar, and the use of cultural elements are examined. Accordingly, the shortcomings of foreign language teaching in Turkey today were identified. Some research findings (Acat & Demiral, 2002; Çelebi, 2006; Darancık, 2008; Ekmekçi, 1983; Güneş, 2011; Hamamcı, 2013; Işık, 2008; Kocaman, 2012; König, 1989, Şahin, 2009) reveal that depending on the principles and methods used in foreign language teaching in our country, there are problems encountered according to some factors (motivation, teacher training, measurement and evaluation, culture, etc.) and foreign language teaching in our country is not very effective. Accordingly, the search for the most needed method continues. In this study, these factors were tried to be shown comparatively within three branches. When the out-of-school environments used according to branches are examined, it is found that Turkish teachers use the environments such as shopping centers, bazaars, exhibitions, museums, etc. mostly. In this direction, it is necessary to provide a natural environment in other branches in the language teaching process. In this process, one should not stick to a single method. Factors to be considered when applying methods and techniques should also be taken into account. Students should be observed and a systematic process should be planned by considering individual differences. Using a single method and technique negatively affects the efficiency of the process. In many countries, different principles, methods and techniques are established and put into practice to develop language skills (Güneş, 2011). Out-of-school environments should be used for students to express themselves comfortably and to familiarize themselves with the target language. Students should be taken to museums, cinemas, bazaars, exhibitions, etc. and introduced to them. Museums have the opportunity to lend materials to schools, provide out-of-class presentation opportunities and contribute to the professional development of teachers (Rubin, 2006). These opportunities provide a facilitating effect on the educational process in target language teaching and the language acquired in the real environment is always more permanent. In Smeds, Jeronen, Kurppa, and Vieraankivi's study (2011), the fact that they
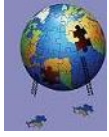
are carried out in environments integrated with nature, positively affect students' learning and contribute to their affective and cognitive development are among the qualities of out-of-school education. The experiences to be obtained in these environments leave a trace in the student's memory through experience. It contributes to their affective and cognitive development. Accordingly, in the process of language teaching, the teacher should create an environment that will provide this experience to the student and in this process, the student will also learn something from the culture of the target language. Cultural elements play an important role in language teaching. Language is an important carrier of culture. The person who learns a foreign language should recognize and immerse himself/herself in the culture of that language. One of the effective ways of learning a foreign language is through culture transfer. Because culture encompasses everything of a nation and the person who learns the target language learns the language efficiently in a natural environment. This learning is more permanent for him. Cultural elements should be used as materials in language teaching. Otherwise, it is not language teaching but memorization of rules. This leads to forgetting over time (Okur & Keskin, 2013: 1638).

In a world changing with technology, language education is also affected. In schools, materials related to the four basic skills are presented through computers or virtual environments. Teachers benefit from technological tools in this direction. Although technological tools alone are not sufficient for foreign language learning, they help the language teaching process. Modern language teaching and learning technology includes language laboratories, digitization, multimedia devices, mobile phones, audio/visual multimedia content, EdTech solutions and social media that can facilitate faster and more comprehensive language progress (Klimova et al., 2023). The use of technology in education is quite common and education becomes more efficient when this facilitative aspect of technology is utilized. The teacher uses some technological tools and materials to attract the student's attention. This is also effective on student motivation. It is necessary to utilize many visual and auditory tools to ensure motivation and motivation. With careful planning and preparation of lessons with computer-based activities, English language teaching can be productive. Therefore, it is important for teachers to be aware of and trained on this issue (Gündüz, 2005: 212; Chpella, 2009: 751).

A study on this subject can be given as an example. Pun (2013) explained the benefits of using technology in English language teaching. According to this study, it was found that the motivation mentioned above increased significantly. While using technology in the teaching process, it was emphasized that it is necessary to benefit from its facilitating effect and not to exaggerate it. Students should not be made passive with technology, but should be made to benefit from its advantages. Examples of the use of instructional technologies and materials:

1-Written, printed products.

2-Computer and computer aided tools.

3-Real objects and models.

4-Writing and demonstration boards.

Looking at the language used during the lesson, it was found that the teachers mostly spoke in the target language (the language they teach). When looking at this issue in the language teaching process, the mother tongue should be used when the student has difficulties. Student motivation should not be reduced. Apart from that, students should be exposed to the target language during the lesson. If the mother tongue takes priority over the target language, it can disrupt the language teaching process and negatively affect the efficiency, but if it is used properly, it can be made more efficient for the student. On the other hand, if used systematically, selectively and in reasonable doses, the mother tongue can be the most important ally a foreign language can have (Butzkamm, 2003: 36). Studies in the field show that freeing students to use their mother tongue has a positive effect on the process of target language acquisition (Bilgin, 2015; Dailey-O'Cain & Liebscher, 2015; Yatağanbaba & Yıldırım, 2015). Many studies examining students' and teachers' views on the use of mother tongue in foreign languages support
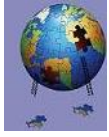
this view (Yıldırım & Mersinligil, 2000; Şevik, 2007; Şimşek, 2009; Şimşek, 2010; Salı, 2014; Şavlı & Kalafat, 2014; Kurt & Kurt, 2015; Biçer, 2017).

In this direction, the teacher should stay away from practices that will demotivate the student in the language teaching process and support him/her in this process. According to Şahin (2009:157), in foreign language teaching, the teacher's making the individual willing to learn (extrinsic motivation), taking measures to facilitate language learning (positive learning environment) and eliminating the factors that prevent learning (linguistic and non-linguistic) are emphasized as teacher characteristics that will contribute positively to student success. The teacher should plan practices and methods by taking this into consideration during the process. Students should be made to feel comfortable in this process and it should be taken into consideration that learning by making mistakes is normal. Creating this environment depends on the teacher's motivation and behavior and attitude in the classroom. The teacher should eliminate the problems that will create problems between the target language and the mother tongue and provide a comfortable environment that will ensure the motivation of the student.
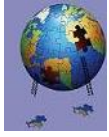
Measurement and evaluation is the work of reaching a value judgment by limiting the measurement results with a certain criterion. It determines whether the desired goals have been achieved in the teaching process. Evaluation, on the other hand, is carried out in order to determine the needs of students and teachers in the future education period. Evaluation is done in order to measure the performance of students and teachers, to determine future educational needs, and to reveal the deficiencies, if any, of the program (Richards, 2001: 220). Assessment and evaluation should be utilized throughout the process in order to see the level at which students are at the beginning of learning a new language and to be able to evaluate themselves afterwards. Measurement and evaluation can be done at the beginning, middle and end of the process at every stage. In language teaching, it is used to determine whether the student has achieved the targeted outcome or how the student is doing.

Accordingly, students deficiencies are identified. When measurement and evaluation is considered from the results of the research, it is found that the least amount of measurement and evaluation at the beginning of the process is in the English branch. One of the problems of learning English in Turkey today has been identified. In English language teaching, assessment and evaluation should be increased at the beginning, middle or end of the process in order to see the student's deficiencies or how he/she is progressing. When we look at how often the four basic skills and grammar are utilized in this measurement and evaluation process, it is found that grammar teaching is predominant in English and Turkish as a mother tongue teaching. Accordingly, one of the reasons for the lack of English speaking in Turkey was observed.

Grammar teaching plays an important role in the language teaching process, but it should be handled in a practice-based manner together with other skills. Barry Farber in his book "Foreign Language Learning Methods" stated the following: "The first language I started to learn was Latin, and I was going to lose all my enthusiasm for learning a foreign language because of the teacher who taught it. Because the Latin teacher was teaching heavy grammar patterns and we didn't understand it at all. After that, I stopped going to Latin classes" (Farber 1998:3). The emphasis on grammar in the lessons alienates the students from the lessons and decreases their motivation. Teachers should reconsider grammar-dominated teaching in English language teaching. In the teaching process, form and meaning should be adopted together and students deficiencies should be taken into consideration. Lessons should not progress by focusing on grammar and expecting students to make zero errors. Johnson (1981) stated that this kind of language teaching produces individuals who are communicatively inadequate and unable to transfer what they have learned to real life. Accordingly, it has been found that students who study English for a certain number of hours today cannot transfer what they know to daily life.

When we look at the situation of including learning areas, it is observed that reading skill is used the most. Speaking and grammar use comes afterwards. Speaking and listening skills should be emphasized, followed by reading and writing skills. If the learner is sufficiently exposed to inputs that he/she can understand, it is inevitable that he/she will enter the production phase in a foreign language, just like the

language learning process in infants (Naughton, 1959). A teaching process linked to life should be adopted.

When we look at the level of time allocated to grammar in the lessons, most of the language teachers spend half of their lessons on grammar. Accordingly, it is inevitable that the student will fail in language teaching. In the language teaching process, the learner is prevented from moving to the production phase

When foreign language teaching in our country is considered comparatively, it is seen that English language teaching is not at an adequate level, there are significant problems arising from many factors such as students, teachers, teaching system, management and motivation, and there is a need for applicable, legal and educational regulations to solve the problems, and at the same time, it should not be ignored that teachers who teach the language should update themselves. Different studies have shown that ideal English teachers should be able to guide students' self-directed learning and lead them to grow as independent language learners and that this autonomy is important for students to understand the language and the learning process (Ridley 2003; Hurd, 2005; Rivers, 2001; Holec, 1981).

Recommendations

Based on the findings of the study, the following suggestions were developed in line with the results obtained:

1- The fact that the teachers working in the field of teaching Turkish to foreigners have a higher level in some variables compared to English teachers in the study has determined that teaching Turkish as a foreign language is more effective in Turkey where there are natural speakers of the language.

2- Based on this analysis, it has been revealed that the lack of English speaking in Turkey today depends on some variables. Teachers mainly spend time on grammar in English language teaching. This should be practiced together with the four basic skills.

3- Language teachers generally have a high level of practical awareness within the framework of cultural practice. In order to measure the effectiveness of this awareness, student achievement can also be measured based on longitudinal studies.

4- In the study, it is seen that teachers working in the field of teaching Turkish to foreigners include in-class practices at a higher level in some variables compared to English teachers. This situation makes teaching Turkish as a foreign language more effective in Turkey where there are natural language speakers. Therefore, the environment and practices that will make the use of natural language and speaking skills effective in English language teaching should be included.

5- When we look at the evaluations made at the beginning and in the middle of the process in the measurement and evaluation process, the measurement and evaluation made in English language teaching is less compared to other branches. Accordingly, it is not known how the student is doing and the education becomes inefficient. Therefore, English teachers should give importance to measurement and evaluation at the beginning and in the middle of the process and act according to the student's situation.

6- During the assessment and evaluation process, English teachers should give more importance to speaking skills and lessons should not be grammar-oriented. The four basic skills and grammar should be interconnected and based on the philosophy of education by doing and living based on practice. Comprehension and expression skills should progress in direct proportion. New studies should be conducted accordingly.

7- In the study, the fact that the teachers working in the field of teaching Turkish to foreigners have a higher level in some variables compared to English teachers has determined that teaching Turkish as a foreign language in Turkey, where natural speakers of the language are located, is more effective.

8- Language teachers generally have a high level of practice awareness within the framework of cultural practice. In order to measure the effectiveness of this awareness, student achievement can also be measured in longitudinal studies.

9- In the study, it is seen that teachers working in the field of teaching Turkish to foreigners include in-class practices at a higher level in some variables compared to English teachers. This situation makes teaching Turkish as a foreign language more effective in Turkey where there are natural language speakers. Therefore, the environment and practices that will make natural language use and speaking skills effective in English language teaching should be included.

10- When we look at the evaluations made at the beginning and middle of the process in the measurement and evaluation process, the measurement and evaluation in English language teaching is less than in other branches. Accordingly, it is not known how the student is doing and the education becomes inefficient. Therefore, English teachers should give importance to measurement and evaluation at the beginning and in the middle of the process and act according to the student's situation.

11- In the language teaching process, the teacher should allow the student to use his/her mother tongue when he/she has difficulties. He/she should avoid practices that will lower his/her motivation. They should not show a rigid attitude in this regard.

12- In the assessment and evaluation process, English teachers should give more importance to speaking skills and lessons should not be grammar-oriented. The four basic skills and grammar should be based on the philosophy of education by doing and living based on practice in connection with each other. Comprehension and expression skills should progress in direct proportion. New studies should be conducted accordingly.

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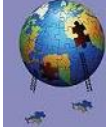
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