

THE COMPARISON BETWEEN PHYSICAL EDUCATION AND SPORT STUDENTS' AND ELEMENTARY EDUCATION STUDENTS' LEARNING SKILLS AND THEIR OPINIONS ABOUT FOREIGN LANGUAGE LEARNING

Mesut KOZAN, Kadir PEPE

Mehmet Akif Ersoy Üniversitesi / Burdur / TURKEY

E email:mesutkozan@hotmail.com

ABSTRACT

The research has been done with the aim of determining Physical Education & Sports students' and Elementary Education students' learning skills and their opinions about foreign language (English) learning.

The research population is Mehmet Akif Ersoy University Physical Education and Sports Department and Elementary Education Department. The sample group, on the other hand, includes those students studying at these departments.

Research data has been obtained through literature scanning and survey method. The survey has been applied to the students through random sampling method after providing the intelligibility, scope validity and reliability of the survey which has been developed to support the result of the research.

The obtained data has been coded for statistical operation in computer environment via suitable statistic program. As statistic operation, frequency (f), percentage (%), cross table (Crosstab), to test the differences X-Square (X^2) have been applied. After the operation, % distribution for each question has been shown and to determine differences of opinion, comments have been made taken 0.05 as confidence interval.

As a result of the data, we can say that students have usually difficulty in learning English; when they are learning, they do it better by reading, writing, listening and speaking, and they learn it because foreign language enables them to find a job easier and they mainly learn it to pass the course. From the changeable, we have found statistically significant difference of opinion.

Key Words: Student, Foreign language, Learning skill

INTRODUCTION

Education is important in all fields and foreign language education is the most important factor for every kind of communication and interaction. The importance of language education increases day by day. "The need for foreign language learning increases parallel to the intensification of relations between communities and development of mass communication devices." (Öner, 2007) Despite the fact that it is has so much importance and necessary time is allocated for it, foreign language education remains to be inadequate and it can not even be taught in some fields. Actually all the facilities are provided for foreign language learning. Also foreign language education is added to national education curriculum as of 4th grade in primary education. "The predominant use of communicative method in foreign language education was adopted as a principle also in Turkish national Education system" (Yılmaz, 2005).

This study investigates why language can not be effectively learned with questionnaires applied in physical education, sports and class teaching departments. Prepared with a questionnaire formed by the students, this study considers very important reasons. "The solution of the problems experienced are as important as the effectiveness of foreign language learning." (Ünal,2009) Some of these problems are that the ones responsible for the course providing language education are not department instructors, courses are organized with very long intervals and continuously the same subjects are repeated, course responsables can not make the courses enjoyable and the course is always tried to be taught with the same method. This course provided from 4th grade to 2nd grade in the university

can not make a great contribution for students since it was performed in a vicious cycle continuously repeating itself. As stated by Cronbach "limited experiences prevents development"(Cronbach, 1954). This saying is also valid for language education. Improvement in language education is not possible with limited experience and knowledge. It would doubtlessly be a miracle to expect a student learning the same subjects continuously to learn a language. After necessary conditions are prepared in order to be efficient in language education, following a plan and learning the subjects with practice will enable language education.

In addition to all reasons, inefficient learning of the language formed a cliché in the target audience and caused them to be prejudiced against language education. The students can perceive this situation "as a threat to their own identities. Thus, language education is no more an entertaining activity but something to be afraid of." (Öner and Tokay, 2007) After all, this prejudice must be removed. No matter which philosophical movement affects the education, be it collectivist or individualist reaching its aim is only possible with the realization of secret powers of people(Kılıçcı,2006). People's realization of their own secret powers means that their existent potentials are emerged. In an era where reaching information is so easy, language education should be made more entertaining using various resources, methods. encouraging visuals.

Then why language education is so important for physical education and sports department? Different answers can be possible fort his question. And the answer to this question can not be restricted

with universities only in Turkey. If the subject is physical education and sports, it becomes a general subject rather than a local one in this case. Sport is the “joint language” of the world, the state of affairs show that “English” is candidate for being the joint language of the world. For that reason two subjects are important for each other.

Eventually deficiencies has been observed in English education and it has been decided that a beter education can be provided. For that reason, research was conducted about why English is not efficiently taught in Physical Education and Sports Departments and Class Teaching Departments and the need to determine the reasons of this is felt.

MATERIAL AND METHOD

Research was conducted in order to determine the views and learning abilities of the students of Physical Education, Sports Education and Class Education departments.

Data of the study were obtained with literature scanning and questionnaire method. The questionnaire was applied to students with random sampling method

in the study population after understandability of the questionnaire developed for the aim of the study, validity and reliability of the scope were provided.

FINDINGS

The population of the study is the departments of Physical Education and Sports and Classroom Management of Mehmet Akif Ersoy University. The sampling group is students who are the students of these departments.

Obtained data is coded for statistical operation in the appropriate statistical programme in computer environment. As a statistical operation, cross table(Croostab) are performed for frequency(f) and percentage(%); Chi-square(X^2) operations are conducted for testing distinctions. As a result of the operation, interpretations are made accepting 0,05 as confidence interval in order to determine (%) determinations and distinctions among views for every question.

Table 1. Distribution of the Socio-Demographic Properties of the Participants

Variables		N (Distribution)	%(Distribution)
Gender Distribution of Participants	Male	94	47,2
	Female	105	52,8
	Total	199	100,0
Age Distribution of Participants	17-20	44	22,1
	21-24	141	70,9
	25 and over	12	6,0
	Not answered	2	1,0
	Total	199	100,0
Distribution of Graduated Secondary School Type of Participants	Vocational high school	10	5,0
	Normal high school	113	56,8
	Anatolian high school	46	23,1
	Other	29	14,6
	Not answered	1	,5
	Total	199	100,0
Distribution of Residence of Participants	Province	115	57,8
	District	48	24,1
	Village	35	17,6
	Not answered	1	,5
	Total	199	100,0

As shown in Table 1, participants’ gender, age, graduated secondary school types and residences of their families are investigated. From these investigations;

47,2% of them is male, 52,68% is female, 70,9 % of them is aged 21-24, 22,1% of them is aged 17-20,

6% of them is aged 25 and over; 56,8% of them graduated from normal high school, 23,11% of them from Anatolian high school, 14,6% of them from other school types, 5% from vocational high schools; 57,8% of them reside in provinces, 24,1% of them in districts and 17,6% of them in villages.

Table 2. Participators' Preparatory School Acquisition Status

Variables			Total
	Yes	No	
Physical Education and Sport	28	63	91
	30,8%	69,2%	100,0%
Classroom management	52	50	102
	51,0%	49,0%	100,0%
Total	80	113	193
	41,5%	58,5%	100,0%

In Table 2, . participators' preparatory school acquisition status is inquired. When we look at the answers of participators in total, %58,5 of them say "no", and %41,5 say "yes", when we examine answers

according to departments, %30 of the students of physical education say "yes" and %69,2 of them say "no", while %51,5 of the students at classroom management depratmens say "yes" and %49 say "no".

Table 3. Views Distrubution of Participators About "Why They can not Learn Foreign Language (English) Effectively"

Variables		I agree	I am not sure	I disagree	Total	X ² / P
I wasn't informed about the language stucture before elearning English	Physical Education and Sports	53 58,2%	19 20,9%	19 20,9%	91 100,0%	,187 ,911
	Classroom Management	59 57,3%	20 19,4%	24 23,3%	103 100,0%	
	Total	112 57,7%	39 20,1%	43 22,2%	194 100,0%	
I can't learn since I have repeatedly seen the same subjects	Physical Education and Sports	41 44,6%	16 17,4%	35 38,0%	92 100,0%	1,116 ,572
	Classroom Management	47 44,8%	13 12,4%	45 42,9%	105 100,0%	
	Total	88 44,7%	29 14,7%	80 40,6%	197 100,0%	
I can't learn because I have had English lessons with long intervals	Physical Education and Sports	62 66,7%	9 9,7%	22 23,7%	93 100,0%	1,486 ,476
	Classroom Management	63 60,0%	9 8,6%	33 31,4%	105 100,0%	
	Total	125 63,1%	18 9,1%	55 27,8%	198 100,0%	
I can't learn because it isn't interesting	Physical Education and Sports	24 26,1%	27 29,3%	41 44,6%	92 100,0%	3,535 ,171
	Classroom Management	30 28,6%	19 18,1%	56 53,3%	105 100,0%	
	Total	54 27,4%	46 23,4%	97 49,2%	197 100,0%	
I can't learn because it is difficult	Physical Education and Sports	22 23,9%	27 29,3%	43 46,7%	92 100,0%	2,317 ,314
	Classroom Management	26 25,0%	21 20,2%	57 54,8%	104 100,0%	
	Total	48 24,5%	48 24,5%	100 51,0%	196 100,0%	

I can't learn because the instructor is not competent (We have not English field teacher)	Physical Education and Sports	41 44,1%	20 21,5%	32 34,4%	93 100,0%	,083
	Classroom Management	48 45,7%	21 20,0%	36 34,3%	105 100,0%	
	Total	89 44,9%	41 20,7%	68 34,3%	198 100,0%	

P<0,05

The answer to the question **“Why They can not Learn Foreign Language (English) Effectively”** is inquired in Table 3. From these inquiries,

When answers are examined about the proposition, **“I wasn't informed about the language structure before learning English”**, we see that, %57,7 of them say **“I agree”** and %22,2 say **“I don't agree”** and %20,1 say **“I have no idea”**. In comparative analysis of the answers given to each part X² value is 0,187. This value is not meaningful in 0,05 significance level. (P>0,05). That is, there is no meaningful difference of opinion for the answers given for each part.

When answers are examined about the proposition, **“I can't learn since I have repeatedly seen the same subjects”**, we see that, %44,7 of them say **“I agree”** and %40,6 say **“I don't agree”** and %14,7 say **“I have no idea”**. In comparative analysis of the answers given to each part, there is no meaningful difference of opinion. This value is not meaningful in 0,05 significance level. (P>0,05).

About the proposition, **“I can't learn because I have had English lessons with long intervals”**, we see that, %63,1 of them say **“I agree”** and %23,7 say **“I don't agree”** and %9,1 say **“I have no idea”**. In

comparative analysis of the answers given to each part, there is no meaningful difference of opinion. (P>0,05).

About the proposition, **“I can't learn because it isn't interesting”**, we see that, %49,2 of them say **“I agree”**, %27,4 say **“I don't agree”** and %23,4 say **“I have no idea”**. In comparative analysis of the answers given to each part, there is no meaningful difference of opinion. (P>0,05).

When answers are examined about the proposition, **“I can't learn because it is difficult”**, we see that, %51 of them say **“I don't agree”** and %24,5 say **“I have no idea”**, %24,5 say **“I don't agree”**. In comparative analysis of the answers given to each part, there is no meaningful difference of opinion. This value is not meaningful in 0,05 significance level. (P>0,05).

When answers are examined about the proposition, **“I can't learn because the instructor is not competent (We have not English field teacher)”**, we see that, %44,9 of them say **“I don't agree”**, %34,3 say **“I don't agree”**, %20,7 say **“I have no idea”**. In comparative analysis of the answers given to each part, there is no meaningful difference of opinion. This value is not meaningful in 0,05 significance level. (P>0,05).

Table 3. Continued

Variables		I agree	I have no idea	I disagree	Total	X ² / P
I can't learn, because I have no ability to learn a foreign language	Physical Education and Sports	17 18,3%	20 21,5%	56 60,2%	93 100,0%	,083
	Classroom Management	18 17,3%	24 23,1%	62 59,6%	104 100,0%	
	Total	35 17,8%	44 22,3%	118 59,9%	197 100,0%	
I can't learn because its language structure is different (from Turkish)	Physical Education and Sports	31 33,3%	26 28,0%	36 38,7%	93 100,0%	,716
	Classroom Management	40 38,1%	30 28,6%	35 33,3%	105 100,0%	
	Total	71 35,9%	56 28,3%	71 35,9%	198 100,0%	
Course teacher can't make the lesson attractive, so I can't learn.	Physical Education and Sports	41 44,1%	26 28,0%	26 28,0%	93 100,0%	2,791
	Classroom Management	55 53,4%	19 18,4%	29 28,2%	103 100,0%	
	Total	96 49,0%	45 23,0%	55 28,1%	196 100,0%	

I cant learn, because there is no one around speaking English.	Physical Education and Sports	55 59,1%	20 21,5%	18 19,4%	93 100,0%	9,300 ,010
	Classroom Management	82 78,1%	9 8,6%	14 13,3%	105 100,0%	
	Total	137 69,2%	29 14,6%	32 16,2%	198 100,0%	
We have always studied grammar and our practical knowledge have not improved.	Physical Education and Sports	49 52,7%	26 28,0%	18 19,4%	93 100,0%	6,173 ,046
	Classroom Management	73 69,5%	17 16,2%	15 14,3%	105 100,0%	
	Total	122 61,6%	43 21,7%	33 16,7%	198 100,0%	
I have difficulty since I did not learn well at the beginning.	Physical Education and Sports	56 60,2%	16 17,2%	21 22,6%	93 100,0%	,491 ,782
	Classroom Management	68 64,8%	15 14,3%	22 21,0%	105 100,0%	
	Total	124 62,6%	31 15,7%	43 21,7%	198 100,0%	
I can't learn because lesson hours are insufficient. Lessons are conducted fast, so this slows down learning	Physical Education and Sports	61 66,3%	17 18,5%	14 15,2%	92 100,0%	3,599 ,165
	Classroom Management	58 55,2%	20 19,0%	27 25,7%	105 100,0%	
	Total	119 60,4%	37 18,8%	41 20,8%	197 100,0%	

When answers are examined about the proposition, **“I can't learn, because I have no ability to learn a foreign language”**, in total, we see that, %59,9 of them say **“I agree”**, %22,3 say **“I have no idea”** and %17,8 say **“I don't agree”**. In comparative X^2 analysis of the answers given to each part, it is not statistically meaningful. That is, there is no meaningful difference of opinion in the answers between parts. ($P>0,05$).

When answers are examined about the proposition, **“I can't learn because its language structure is different (from Turkish)”**, in total; we see that, %35,9 of them say **“I agree”**, %35,9 say **“I don't agree”** and %28,3 say **“I have no idea”**. In comparative X^2 analysis of the answers given to each part, it is not statistically meaningful($P>0,05$). That is, there is no meaningful difference of opinion in the answers between parts.

When we examine the answers to the proposition, **“Course teacher can't make the lesson attractive, so I can't learn.”** in total; we see that, %49 of them say **“I agree”**, %28,1 say **“I don't agree”** and %23 say **“I have no idea”**. In comparative X^2 analysis of the answers given to each part, it is not statistically meaningful($P>0,05$). That is, there is no meaningful difference of opinion in the answers between parts.

If we look at the answers to the proposition, **“I can't learn, because there is no one around me speaking English.”**, we see that, %69,2 of them say **“I agree”**, %16,2 say **“I don't agree”** and %14,6 say **“I have no idea”**. In comparative X^2 analysis of the

answers given to each part, X^2 value is found 9,300. This value is meaningful in 0,05 significance level. ($P>0,05$). That is, there is meaningful difference of opinion in the answers between parts.

When we examine the answers to the proposition, **“We have always studied grammar and our practical knowledge have not improved.”**, we see that, %61,6 of them say **“I agree”**, %21,7 say **“I have no idea”** and %16,7 say **“I don't agree”**. In comparative X^2 analysis of the answers given to each part, X^2 value is found 6,173. This value is meaningful in significance level. ($P>0,05$). That is, there is meaningful difference of opinion in the answers between parts.

When we look at the answers about the proposition, **“I have difficulty since I did not learn well at the beginning.”**, we see that, %62,6 of them say **“I agree”**, %21,7 say **“I have no idea”** and %15,7 say **“I don't agree”**. In comparative X^2 analysis of the answers given to each part, it is not statistically meaningful. That is, there is no meaningful difference of opinion in the answers between parts.. ($P>0,05$).

When we look at the answers about the proposition, **“I can't learn because lesson hours are insufficient. Lessons are conducted fast, so this slows down learning.”**, we see that, %60,4 of them say **“I agree”**, %20,8 say **“I don't agree”** and %18,8 say **“I don't agree”**. In comparative X^2 analysis of the answers given to each part, it is not statistically meaningful. That is, there is no meaningful difference of opinion in the answers between parts.. ($P>0,05$).

Tablo 4. Distribution of Participators' Aim in Foreign Language Learning

Variables		I agree	I have no idea	I disagree	Total	X ² / P
I learn to have enough knowledge to pass the course	Physical Education and Sports	39 43,3%	11 12,2%	40 44,4%	90 100,0%	,673 ,714
	Classroom Management	45 42,9%	17 16,2%	43 41,0%	105 100,0%	
	Total	84 43,1%	28 14,4%	83 42,6%	195 100,0%	
I learn to have the competence to go abroad	Physical Education and Sports	43 47,8%	26 28,9%	21 23,3%	90 100,0%	8,436 ,015
	Classroom Management	53 50,5%	14 13,3%	38 36,2%	105 100,0%	
	Total	96 49,2%	40 20,5%	59 30,3%	195 100,0%	
I learn because foreign language help me find a job	Physical Education and Sports	66 72,5%	13 14,3%	12 13,2%	91 100,0%	3,819 ,148
	Classroom Management	78 74,3%	7 6,7%	20 19,0%	105 100,0%	
	Total	144 73,5%	20 10,2%	32 16,3%	196 100,0%	
I want to learn a new language	Physical Education and Sports	74 80,4%	6 6,5%	12 13,0%	92 100,0%	,288 ,866
	Classroom Management	86 81,9%	5 4,8%	14 13,3%	105 100,0%	
	Total	160 81,2%	11 5,6%	26 13,2%	197 100,0%	

P<0,05

In table 4, propositions about participators aim in language learning is inquired. From this inquiry;

When we examine the answers about the proposition, “**I learn to have enough knowledge to pass the course**”, we see that, %43,1 of them say “**I agree**”, %42,6 say “**I don’t agree**” and %14,4 say “**I have no idea**”. In comparative X² analysis of the answers given to each part, it is not statistically meaningful. (P>0,05). That is, there is no meaningful difference of opinion in the answers between parts.

If we look at the answers about the proposition, “**I learn to have the competence to go abroad**”, we see that, %49,2 of them say “**I agree**”, %30,3 say “**I don’t agree**” and %20,5 say “**I have no idea**”. In comparative X² analysis of the answers given to each part, X² value is found 8,436. This value is meaningful in significance level. (P>0,05). That is, there is meaningful difference of opinion in the answers between parts.

When the answers are assessed which are given to the proposition “**I learn because foreign language help me find a job.**”, it is seen that they have chosen the options ,in total, as following: %73,5 of them say “**I agree**”, %16,3 say “**I don’t agree**”, %10,2 say “**I have no idea.**” In comparative X² analysis of the answers given to each part, it is not statistically meaningful. (P>0,05). That is, there is no meaningful difference of opinion in the answers between parts.

When it is looked into the answers to the alternative of “**to learn a new language**”, in total, %81,2 of them say “**I agree**”, %13,2 say “**I don’t agree**”, %5,6 say “**I have no idea.**” In comparative X² analysis of the answers given to each part, it is not statistically meaningful.. (P>0,05). That is, there is no meaningful difference of opinion in the answers between parts.

Table 5.The Distributions Of The Participants’ Opinions On How They Can Learn Better A Foreign Language

VARIABLES		I Agree	I Have No Idea	I Don’t Agree	Total	X ² / P
I learn better by listening.	Physical Education and Sports	33 36,3%	25 27,5%	33 36,3%	91 100,0%	1,777 ,411

	Classroom Management	47 45,6%	25 24,3%	31 30,1%	103 100,0%	
	Total	80 41,2%	50 25,8%	64 33,0%	194 100,0%	
I learn better by reading	Physical Education and Sports	38 41,8%	29 31,9%	24 26,4%	91 100,0%	,246 ,884
	Classroom Management	45 43,7%	34 33,0%	24 23,3%	103 100,0%	
	Total	83 42,8%	63 32,5%	48 24,7%	194 100,0%	
I learn better by speaking	Physical Education and Sports	61 67,0%	13 14,3%	17 18,7%	91 100,0%	8,967 ,011
	Classroom Management	92 88,5%	7 6,7%	5 4,8%	104 100,0%	
	Total	153 78,5%	20 10,3%	22 11,3%	195 100,0%	
I learn better by reading, writing, listening and speaking.	Physical Education and Sports	66 71,7%	19 20,7%	7 7,6%	92 100,0%	11,184 ,004
	Classroom Management	94 89,5%	6 5,7%	5 4,8%	105 100,0%	
	Total	160 81,2%	25 12,7%	12 6,1%	197 100,0%	
I learn better by the help of visual elements	Physical Education and Sports	73 78,5%	14 15,1%	6 6,5%	93 100,0%	,637,9 01
	Classroom Management	87 82,9%	14 13,3%	4 3,8%	105 100,0%	
	Total	160 80,8%	28 14,1%	10 5,1%	198 100,0%	
I learn better by doing plenty of practice.	Physical Education and Sports	71 77,2%	13 14,1%	8 8,7%	92 100,0%	,1583, 694
	Classroom Management	90 87,4%	9 8,7%	4 3,9%	103 100,0%	
	Total	161 82,6%	22 11,3%	12 6,2%	195 100,0%	

P<0,05

In Table 5, it is questioned how participant can learn better a foreign language. According to this table:

The option **“I learn better by listening”** is given. When participants’ responses are totally analyzed we see that %41,2 of them say **“I agree”**, %33 say **“I don’t agree”**, %25,8 say **“I have no idea”**. In comparative X² analysis of the answers given to each part, it is not statistically meaningful. (P>0,05). That is, there is no meaningful difference of opinion in the answers between parts.

When the responses are examined to the proposition **“I learn better by reading”**, it is seen that , %42,8 of them say **“I agree”**, %32,5 say **“I have no idea”**, %24,7 say **“I don’t agree”**. In comparative X² analysis of the answers given to each part, it is not statistically meaningful. That is, there is no meaningful difference of opinion in the answers between parts.. (P>0,05).

The participants’ responses to the proposition **“I can learn better by reading, writing, listening and speaking”**, %81,2 of them say **“I agree”**, %12,7

say **“I have no idea”**, % 6,1 say **“I don’t agree”**. In comparative X² analysis of the answers given to each part, X² value is found 11,184. This value is meaningful in significance level. (P>0,05). That is, there is meaningful difference of opinion in the answers between parts..

When participants’ responses are analyzed in total about the proposition **“I learn better by the help of visual elements”** ,it is understood that %80,8 of them say **“I agree”**, %14,1 say **“I have no idea”** , %5,1 of them say **“I don’t agree”** In comparative X² analysis of the answers given to each part, it is not statistically meaningful. That is, there is no meaningful difference of opinion in the answers between parts.. (P>0,05).

To the proposition, **“I learn better by a lot of practices”**, in total; the participants give such responses as follows; %82,6 of them say **“I agree”**, %6,2 say **“I don’t agree”**, %11,3 say **“I have no idea”**. In comparative X² analysis of the answers given to each part, X² value is is not meaningful statistically.

($P>0,05$). That is, there is no meaningful difference of opinion in the answers between parts

Table.6 The Distribution Of Participants’ Opinions On Learning Foreign Language (English)

VARIABLES		Yes	No	To Some Extend	Total	X ² / P
English is taught through the way we wish.	Physical Education and Sports	7 7,6%	53 57,6%	32 34,8%	92 100,0%	,960 ,619
	Classroom Management	5 4,8%	66 62,9%	34 32,4%	105 100,0%	
	Total	12 6,1%	119 60,4%	66 33,5%	197 100,0%	
When I learn the foreign language, I repeat the information that I acquired.	Physical Education and Sports	22 23,7%	27 29,0%	44 47,3%	93 100,0%	4,112 ,128
	Classroom Management	21 20,0%	45 42,9%	39 37,1%	105 100,0%	
	Total	43 21,7%	72 36,4%	83 41,9%	198 100,0%	
The information that I learn is permanent.	Physical Education and Sports	12 12,9%	39 41,9%	42 45,2%	93 100,0%	1,330 ,514
	Classroom Management	12 11,4%	37 35,2%	56 53,3%	105 100,0%	
	Total	24 12,1%	76 38,4%	98 49,5%	198 100,0%	

$P<0,05$

In Table 6, participants were inquired about the questions on foreign language teaching. From this inquiry;

When we examine total answers of the participants to the proposition “**English is taught through the way we wish**”, we see that %60,4 of them say “**no**”, %33,5 of them say “**partly**” and % 6.1 of them say “**yes**”.

The result obtained in comparative X2 analysis is not statically significant.($p 0,05$) That is, there is no meaningful difference of opinions in the answers given for different parts.

When we examine total responses of participants to the proposition “**When I learn the foreign language, I repeat the information that I acquired.**”, we see that %41.9 of them say “**partly**”, %36,4 of them say “**no**” and %21.7 of them say “**yes**”. The result in comparative X2 analysis is not statistically significant.($P>0,05$)

If we look at the total answers to the proposition; “**The information that I learn is permanent.**”, we see that %49.5 of them say “**partly**”, %38,4 of them say “**no**” and, % 12.1 of them say “**yes**”. The result in comparative X2 analysis is not statistically significant.($p0,05$) That is, there is no difference in the answers given for cross section.

DISCUSSION AND RESULT

This research has been conducted to the students of physical education and sport studies and classroom teaching department to determine learning skills and the views of them on learning foreign language.

%47.2 of the participants are male and %52.8 of them are female, the age of 70.9% s are 21-24, %22.1 of them are 17-20, %6 are 25 and over. We can say that %56,8 of them graduated from high schools, %23,1 from Anatolian High Schools, %14,6 from other schools and %5 of them graduated from vocational schools; about their place of residence, %57,8 live in cities, %24,1 live in city provinces, %17,6 live in town. According to this data, we can say that number of males is more than females in the research and participators’ ages are mostly between 17 and 24, they mostly live in cities or their provinces. (Table 1)

When we look at participators’ preparatory class education throughout their education and training periods, %41,5 of them had preparatory class (for English learning) and when we examine this for the departments, %30,8 of physical education and sport students and %51 of classroom management students has preparatory classes during their education. According to this data, we can say that the number of student having preparatory class in classroom management is more than those of physical education and sport.

From the inquiry on why the participants couldn’t learn a foreign language more effective, they usually agree with these views on the below:

-I wasn’t pre-informed about the language structure before learning English

-I can’t learn effectively since I repeatedly see the same subject

-I can't learn effectively because I have English lessons with long intervals
 -I can't learn effectively because it isn't interesting
 -I can't learn effectively because it is difficult
 -I can't learn effectively because the instructor is not competent (We have not English field teacher)
 -I can't learn effectively because I have no ability to learn a foreign language
 -I can't learn effectively because its language structure is different (from Turkish)
 -Course teacher can't make the lesson attractive, so I can't learn effectively.
 -I can't learn effectively, because there is no one around speaking English.
 -We have always studied grammar and our practical knowledge has not improved.
 -I have difficulty since I did not learn well at the beginning.
 -I can't learn effectively because lesson hours are insufficient. Lessons are conducted fast, so this slows down learning

We see that participators mostly agree with these propositions. (Table 3) In detailed analysis of answers given to this part, X^2 value is not meaningful in significance level. That is, there is no meaningful difference of opinion between parts.

In the following propositions;

- I can't learn because it isn't attractive.
 - I can't learn it because it is difficult.
 - I can't learn because I don't have the skill of learning we can say that they mostly do not agree. (Table 3) In detailed analysis of answers given to this part, X^2 value is not meaningful in significance level ($P>0,05$). That is, there is no meaningful difference of opinion between parts.
 -There is nobody around me speaking English.
 - We have always learned in terms of grammar so we couldn't improve our vocabulary knowledge. In these propositions, it is seen that they mostly disagree. (Table3)

Of the propositions of participator about foreign language;

-To have enough knowledge to pass the course
 -I think it will help find a job
 -I want to learn a new language

They usually agree with these propositions. In detailed analysis of answers given to this part, X^2 value is not meaningful in significance level. That is, there is no meaningful difference of opinion between parts. Therefore, we can say that participators learn the language to have enough knowledge, to find a job and learn a new language. We see those classroom management students are more on "I agree" option, while physical education and sports students mostly say "I have no idea".

It is seen that they usually agree with "I learn better by reading, writing, listening and speaking" proposition. (Table5) In detailed analysis of answers given to this part and X^2 analysis, the obtained X^2 value has been found meaningful in 0,05 significance level. ($P<0,05$) That is, there is meaningful difference of opinion between parts. When we look at answer

holes, we see that classroom management students are more in their "yes" answers when they are compared to those of physical education and sport.

Of participators propositions on language learning;

We see that they mostly say "no" to the proposition "English is taught through the way we wish." In detailed analysis of answers given to this part, X^2 value is not meaningful in significance level. That is, there is no meaningful difference of opinion between parts. As a result, we can say that foreign language is not taught according to wishes of students.

To the proposition "When I learn the foreign language, I repeat the information that I acquired", they usually disagree. (Table6) In detailed analysis of answers given to this part, X^2 value is not meaningful in significance level. That is, there is no meaningful difference of opinion between parts.

As a result of the findings we can say that;

Participator were not given any knowledge on target language structure, language structure is different(from Turkish), every time the same subjects are taught repeatedly, course teacher is not competent (not an English field instructor), learning English is not attractive, course instructor cannot make lesson attractive and present it as if it was a difficult language, students do not get proper acquisition in the beginning, number of lesson hours is limited and lessons are carried out fast therefore they have difficulty in learning English;

They learn foreign language to pass the course, need its help in finding a job and they think it will help them be competent to go abroad;

They learn it better by reading, writing, listening and speaking,

With the existing method, language is not taught in the way they wish.

SUGGESTIONS

First of all, any person who intends to learn a foreign language should completely know his own language

Some information should be give before passing to foreign language teaching,

Foreign language should be taught by a language expert

Language teaching should be attractive and more enjoying

In foreign language teachings, reading, writing, speaking should be used altogether

Necessary grounds should be set up in order that student can practice.

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