



## ACCELERATING FOREIGN LANGUAGE LEARNING PROCESS OF ADULT EDUCATION IN UNIVERSITY PREPARATORY SCHOOLS

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### ABSTRACT

The global expansion of higher education has brought about more ambitious educational goals that require new approaches to curriculum, instruction, and learning. This case study was conducted in one of the University Mandated Foreign Language Schools in Turkey for university preparatory school. The data were collected through survey. In total 82 respondents, whose age range from 18 to 21, participated in this study. The results were analysed through SPSS 20, Cronbach's ( ) alpha is used as a (lower bound) estimate of the reliability of the expected correlation of the survey. There is significant influence of teacher, methodology, curriculum design, assessment, and motivation on the school of foreign language students. The findings may positively affect on accelerating individual practice capability as well as organizational capability, which consequently enhance the outcomes of organizations.

### KEYWORDS

adult language education; language learning process; language preparatory schools.

### 1. Introduction

Teaching English as a second or foreign language has become an important specialized field of study at universities and colleges in the USA, the UK, Canada, Australia, and many other countries. In the USA alone, there are more than 210 institutions of higher education, which offer BA, MA, PhD, and certificate programs in this field. In addition, almost all colleges and universities in English speaking countries have intensive English language programs for non-native speakers of English. This study focuses on revealing the needs, interest, values, priorities, and approaches of adults who can be included in Generation Y, who are also known as Millennials (Donnison, 2007), and to accelerate foreign language learning process in university preparatory schools. Bryan *et al.* (2008) summarises adult education with the five basic principles of that were taken under specific consideration during the training that adults need to know why they are learning; when they need to solve problems; adults' previous experience; background and diversity; actively involved in the learning process. (Lee *et al.* 2012) indicated that Teenagers spend a remarkable time using technological devices during the day. As (Bimpitsos, 2012) stated, if you teach language to adults, you can emphasize the importance of The internet and information communication technology (ICT) have been incorporated into educational settings to extend learning activities beyond the scope of traditional face-to-face classrooms by business as it offers flexibility in terms of location and time.

### 2. Literature Review

This research approaches to prep course language education from different perspectives such as teacher, environment, curriculum design, methodology, etc. The definition of an effective teacher, authors define it differently with some defining it based on personal traits and characteristics while others base it on academic skills and ability (Katz and Yablon, 2011). It is generally agreed that the teacher is the key element in the success of school education. There is now an increased demand for improving the quality of teaching in order to increase the students' level of achievement. As a school resource, the quality of the school's teachers (e.g. their preparation, expertise, and effectiveness) is part of a constellation of academic variables (e.g. curriculum organization, climate and expectations, staff stability) that influences the organizational context in which student learning takes place (Heck, 2007).

The other short-term target of the curriculum reform is to help students develop positive values and attitudes (Cheung and Wong, 2011). The global expansion of higher education

has brought about more ambitious educational goals that require new approaches to curriculum, instruction, and learning (Kehm and Stansaker, 2009). However, (Palumbo and Sanacore, 2007) showed that classroom management is one of the important factors that can produce effective teaching.

A coherent and well-planned training methodology should be followed to overcome obstacles. In adult education literature, many different models for training planning in the framework of adult education have been suggested by (Merriam *et al.* 2012). (Janz *et al.* 2003) indicated the importance of friendliness of the learning methodology when utilizing digital learning in an extensive review of the relevant literature, confirmed that user-friendliness of the learning methodology is a key factor in the enhancement of successful digital learning. If students combine digital learning tools and the knowledge they already learnt, it can accelerate learning process of foreign language learning (Aktas, 2011).

Learner motivation is another critical factor in language learning (Dornyei, 2003). In a comprehensive meta-analysis study on the relationship between learner motivation and language study, (Masgoret and Gardner, 2003) clearly confirmed that learner motivation is a major factor known to enhance successful language learning. To increase motivation to learn, instructors should consider what drives individuals to engage and persist in learning activities, and employ strategies that stimulate motivation (Togiaet *al.*, 2012). (Chinnery, 2006) indicated that technology promotes learner motivation in the study of languages. Student motivations to complete projects are highly encouraged when projects are personally relevant (Cho *et al.*, 2013). (Beland *et al.* 2006) showed that PBL benefited special education students in developing collaborative skills such as patience and compassion. PBL can also achieve affective learning goals while accomplishing cognitive goals (Grant, 2011).

#### Scope of the study:

The main intention of the study is to reveal the language learning obstacles and to accelerate the language learning process in school of foreign languages.

#### Objective of the study:

To study the impact of teacher, motivation, curriculum design, methodology, and assessment in the school of foreign languages.

#### Hypotheses of the study

Is there a significant impact of teacher in the school of foreign

languages?

Is there a significant impact of motivation in the school of foreign languages?

Is there a significant impact of curriculum design in the school of foreign languages?

Is there a significant impact of methodology in the school of foreign languages?

Is there a significant impact of assessment in the school of foreign languages?

### 3. Research Method Sample

The research sample consisted of 82 first year students enrolled in a yearlong mandatory English Language state school in Turkey. Students were selected at random among voluntary students. This study was carried out to 82 students, whose age range from 18 to 21, who took willingly part in our research project.

### Procedure

The questionnaire was originally developed for this study in order to accelerate learning process of language in mandated preparatory school and focused on some areas, which are seen important by students. The study was applied in Turkish language in order for students to understand the questions easily and get proper responds from them to compose appropriate system involving their opinions in it.

### 4. Results

The main aim of the study was to reveal language-learning obstacles in the school of foreign languages with focusing on some important factors employing four one way ANOVA tests to compare students attitude as related to the strategies. Significant differences were found for methodology of learning strategy [F 2,068;  $P < 0.001$ ], the learning strategy of assessment [F 3,918;  $P < 0.001$ ], the learning strategy of curriculum [F 6.180;  $P < 0.001$ ], the learning strategy of motivation [F 2.833;  $P < 0.001$ ], and the learning strategy of teacher [F 5,642;  $P < 0.001$ ]. Reliability Statistics of the Cronbach's Alpha result was found as .912 for the 48 items and it shows the significant consistence of my present study.

### Findings:

There is significant influence of teacher, methodology, motivation, assessment, and curriculum at 0.001 level on learners in the school of foreign languages.

### Conclusions:

In the light of findings, the following conclusions are drawn. Teacher, methodology, motivation, assessment, and curriculum have significant influence on the strategy of learning foreign language learning. I also found that environment is very important in language learning with [F 5.870;  $P < 0.001$ ].

### EDUCATIONAL IMPLICATIONS

The findings of the study indicate structural problems of school of foreign languages that they have to pay attention to the strategies as mentioned above. In the applying of methodology, decreasing anxiety, extra curricular activities, establishing relationship between daily life and forms, target language culture, and pay attention to communicate more than grammar. Students are motivated with strategies as personal development, career, continue to higher education, and to reach educational resources. Curriculum has different perspectives such as four skill-learning strategies, supplementary materials, and students want to take part in designing process. Environment takes important part of education in language learning to motivate students or demotivate them. Teacher has to give students additional activities and materials, use interesting techniques and audio-visual material, and give information about syllabus. Assessment is very sensitive part of education with exams and the contents of the exam. There must be consistence between exam content and syllabus. Teacher should use target language in the class. Students should not be constantly examined and adequate time has to be given.

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