An Analysis of The Role of English in Business Fields in Non-English-Speaking Countries (A Case Study)

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Abstract

The aim of this study is to determine the importance of learning English to find jobs in sectors such as banks, education, and private companies. It also shows the importance of finding a platform with a designed curriculum for those who are interested in working in this field to facilitate their integration to improve employment opportunities with limited duration or based on the challenges that might come out. A questionnaire was conducted on 408 workers with higher levels of education, English speakers, and non-speakers in Gaziantep, in Turkey. The researcher found that English Language learning has a very important role in finding better job opportunities in Turkey. However, the main challenges facing the learners, according to the results, are learner's lack of confidence, teaching method, being with people who speak your mother tongue, limited learning environments, over-use of native language in the classroom, and inadequate learning materials. Difficulties such as time and cost are the least challenges facing them to learn English in the participants' opinion. Lastly, as solutions to overcome the learning challenge, the education process should focus more on motivation, speaking, learning vocabulary, using communicative language teaching, and improving teaching methods, social networks, reading, and school. However, living abroad, free and private courses, grammar, university, platforms, and family environment are the least effective supports to overcome those challenges.

Keywords: challenges facing english learners, solutions to overcome challenges, communicative language teaching, English as a foreign language, studying English abroad, teaching learning materials, English teaching process

1. Introduction

1.1 Introduce the Problem

The importance of learning English is for working in the humanitarian field, where the humanitarian sector is widespread worldwide and wherever there are natural or human crises. In Turkey, with the increasing and lasting Syrian crisis in the neighboring country Syria, the role of the organizations (local and international) existing in the host country, Turkey, is increasing and the demand for the recruitment of employees in this area as well. The English language is considered the lingua franca around humanitarian and the unified language of global communications with the headquarters for the majority of organizations around the world; where English is their official language of communication, for instance, the United Nations. Working in non-governmental organizations, local or international, required a minimum knowledge of English and technical specialization in many majors. With the local staff existing in the area, we find technical experts in many fields but lack English language speakers.

Knowing English has an advantage over this profession because of the superiority of language in this field because of the ability to communicate in the language and then, on the second level, we can find the specializations and learn what they should do with the specialties become easier. We could see graduates occupying their positions and it is widespread all over the world. Still, we specialized in the country's results, and we study to contribute to solving this problem.

English is the most widely spoken language in the world, and it is also the official language of many countries (Modiano, 2017). Due to the widespread adoption of English language courses, there is always a demand for people to learn how to speak and understand it. This field is also becoming widely used by individuals to develop their skills in various academic and commercial activities. Aside from the academic benefits of studying English, it also plays a vital role in the career field. Numerous international academic institutions and universities offer scholarships based on English proficiency.

Learning English broadens your job market and increases the better opportunities. Whereas institutions that are based in English-speaking countries usually have branch offices in other countries. Here, proficiency in the English language may be a prerequisite. Many studies have shown that individuals who speak two or more languages usually think differently (Cook, 2007). Also, people who are fluent in over one language are often more able to remember lists and sequences, and more aware of their surroundings besides having a greater ability to focus on important information, all of which are valuable features that employers prefer in various companies (Segalowitz, 2008).

English and its economic effect, learning English strengthens the economy of English-speaking industries in non-English-speaking countries (Lin, 2018). The development of Turkey's economy and having many foreign investors encourage English-speaking banks at the level required to operate any transaction. In banks, employees often deal with foreign clients to facilitate services. Therefore, in banks, English is the official language of communication.

Private schools are interested in the manifestations and prestige, also they are interested in improving the English language by teaching some subjects only in English unlike government schools (Haidar, 2017). However, this is likely to weaken the scientific material because of their interest in the English language by appointing non-specialists to teach the scientific materials instead of their interest in English and attributed that to the lack of specialists with a sufficient level of language practice teaching in English (Dafouz, 2018).

1.2 Explore Importance of the Problem

The importance of this research is shown in several points, one of them is that this topic is not very common to be studied in the area, it examines the impact of learning the English language on workers and tries to adapt solutions to support them improving their English skills in an easy way.

From an educational point of view, the study figures out new approaches or platforms to support people learning English after they get their BA degree in a short time. This could be through the platforms or approaches that will result from the participants' responses, and to help them to improve the English language quality.

From an economic point of view, the aim of this research is to support the capacity of individuals to develop their English as a foreign language to help them get better employment opportunities within their community and improve their economic status. Also, English is a solution to national competitiveness and a prerequisite for achieving individual economic achievement. This not only leads to a series of language and educational policies driven by the economy, but also strengthens the economy of English-speaking industries in these non-English speaking countries (Lin, 2018).

1.3 Describe Relevant Scholarship

The aim of this research, besides determining the importance of learning English to find jobs in sectors such as banks, education, and private entities, is also the importance of finding a platform with a designed curriculum for those who are interested in working in these fields to facilitate their integration and improve employment opportunities with limited duration or based the challenges that might come out. The curriculum should include, in addition to the language used in daily communication, specialized terminologies specified for all departments, including programs, finance, and reporting to be efficient and serve the goal it is designed for.

1.4 State Hypotheses and Their Correspondence to Research Design

The following questions have been identified for the study. They are based on the framework and the problem statement.

Research Question #1: To what extent the English Language learning can play a role in finding better work opportunities in Turkey?

Research Question #2: What are the challenges that learners face to learn English?

Research Question #3: What are the solutions to overcome these challenges?

2. Method

The Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study, Different types of studies will rely on different methodologies; however, a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results, It also permits experienced investigators to replicate the study, If your manuscript is an update of an ongoing or earlier study and the method has been published in detail elsewhere, you may refer the reader to that source and simply give a brief synopsis of the method in this section.

2.1 Identify Subsections

The aim of this research is to identify the learners' opinions if learning the English language can play a role in finding better work opportunities in Turkey, the challenges that learners face to learn English and solutions to overcome challenges faced by English as a foreign language learner.

The quantitative data collection was achieved through a stratified random method by using one instrument. The instrument is a survey which is provided in English, Turkish and Arabic languages.

The surveys targeted workers in schools, banks, international non-governmental organizations, and local non-governmental organizations who are living in Gaziantep. The survey responses were collected through online data collector tool, in addition to in person filling.

2.2 Participant (Subject) Characteristics

Table 1. Demographic Information of the Participants

Variables		Frequency	Percent
Age	25-30 years	102	25.0%
	30-35 years	165	40.4%
	above 35 years	141	34.6%
Gender	Male	249	61.0%
	Female	159	39.0%
Education Level	Bachelor Degree	267	65.4%
	Master Degree	120	29.4%
	PHD	3	0.7%
	Other	18	4.4%
Nationality	Turkish	248	60.8%
	Other	160	39.2%
Income	Below normal living wage	39	9.6%
	Within normal living wage	219	53.7%
	Over normal living wage	150	36.8%
Work	Private Bank	65	15.9%
	Public Bank	55	13.5%
	Profit Private Entities (e.g., School)	65	15.9%
	Public Entities (e.g., School)	61	15.0%
	International non-governmental organizations	78	19.1%
	local non-governmental organizations	84	20.6%
Total		408	100.0%

As shown in the above table 1 of the characteristic's elements, we can find that 61% of the respondents are males and 39% were females, we also find that 40.4% of the respondents age is between 30-35 years old. We also find that 65.4% of the respondents hold a bachelor's degree, 60.8% are Turkish. As for work place the sample was distributed almost equally though 53.7% of the sample income within the normal living wage.

To achieve the goal of the research, the concerned segment filling out the questionnaire was limited to workers in Turkey - Gaziantep, who are educated workers, at least Bachelor's degree and who work in one of the following sectors (Private Bank, Public Bank, Private School, Public School, International non-governmental organization, or local non-governmental organizations).

Out of the 408, 102 participants were in the 25-30 age group, 165 in 30-35, and 141 above 35. However, this criterion does not have a significant effect on the study results. Out of the 408, 160 participants are females, and 248 were males. However, this criterion does not have a significant effect on the study results. And out of the 408, 324 participants are English speakers, and 84 are non-English speakers. This criterion helps us understand whether an English-speaking person has the same difficulties as a non-speaker and whether the proposed solutions are the same on which both groups agree.

Table 2. Characteristic of participants (Languages related data)

Variables	Frequency		Percent	
	Yes	No	Yes	No
Are you an English speaker?	324	84	79.41%	20.59%
Is the Turkish language your mother tongue?	196	212	48.04%	51.96%
Do you Know any other languages other than your mother tongue?	366	42	89.71%	10.29%
Did you graduate from a department that teaches in English?	144	264	35.29%	64.71%
Does the position you are filling related to your graduation major?	252	156	61.76%	38.24%
Does your job require an acceptable level of English?	309	99	75.74%	24.26%
Have you attended any paid English Courses before?	246	162	60.29%	39.71%
Have you attended any free English Courses before?	174	234	42.65%	57.35%
Total	408		100.0%	

With regards to English language reality of speaking languages among the sample members, table 2 shows that 79.41% of the respondents are English speakers, 48.04% Turkish language is their mother tongue, 89.71% knows other languages rather than their mother tongue. Table 02 also shows that 64.71% does not graduate from a department that teaches in English, 61.76% working on a position related to their graduation major, 75.74% of their jobs require an acceptable level of English. When we asked the sample respondents whether they attended any paid or free English courses, 60.29% of them said that they attended paid course and 42.65% attended free course.

2.3 Sampling Procedures

Based on the report issued by ISKUR. The Turkish Employment Agency (Türkiye İş Kurumu) in 2019, the targeted population of the workers in the above-mentioned groups in Gaziantep was almost 1894. Therefore, the sample size is around 330 individuals, and was taken in consideration with an acceptance of 5% margin of error. However, the researcher collected 408 responses.

2.3.1 Sample Size, Power, and Precision

The sample size was determined based on Yamane's formula (Sarmah & Hazarika, 2012).

$$n = \frac{N}{1 + N(e)^2}$$

Where n represents the sample size, N represents the population size (in the present study, all workers in private bank, public bank, private school, public school, international non-governmental organization, or local non-governmental organizations, in Gaziantep), and e represents the level of precision or sampling of error which is $\pm$ 5%

Substitute numbers in formula:

$$n = \frac{1894}{1 + 1894(.05)^2}$$

$$n = 330 \approx$$

2.3.2 Measures and Covariates

A questionnaire was employed in the city of Gaziantep to address the research questions. According to Mertens (2014), the study used a quantitative research method to collect data from Syrian residents in Turkey to measures different demographic factors that might affect the reality of language learning among Syrians residing in Turkey.

The study used a survey method and designed a questionnaire that was aligned with the conceptual framework model to help in the data collection process. Survey method is very convenient in the data collection process, especially when large numbers need to be collected within the shortest time possible. The data obtained from the survey will be then analyzed using SPSS to come up with a final report based on the study findings.

2.3.3 Research Design

The researcher collected the data by publishing the link online through all available social media platforms, for example, WhatsApp and Facebook. In addition, the researcher has targeted the group through face-to-face visits to banks, schools, and organizations, considering preventive measures considering the COVID-19 pandemic.

To ensure getting the desired results from the research and to ensure that all research questions are answered, the researcher has designed a new questionnaire with limited answers (Totally agree - Agree - Neutral - Disagree - Totally disagree) based on the research questions and information got in the literature review. The tool included 32 technical questions and 19 demographic questions and was reviewed by the supervisor on the message. In addition, we piloted the tool and checked the reliability to ensure consistency before collecting data for research.

The questionnaire was provided in English, Turkish and Arabic. Originally, it was designed in English, then it was translated into Arabic and Turkish. For Arabic, it is the researcher's native language, and they did the translation. For Turkish, an academic native Turkish speaker did it.

3. Results

The present study adopted a descriptive research design, as mentioned. Thus, quantitative data were collected from workers in schools, banks, international non-governmental organizations, and local non-governmental organizations in Gaziantep. The obtained data included three main titles: The role of English in finding better work opportunities, the challenges the English learners face in the learning process, and the solutions to overcome these challenges. The data was collected through one questionnaire provided in three languages (Arabic, English, and Turkish) and responses were analyzed with Statistical Package for the Social Sciences (SPSS 20.0). This supported positively that, descriptive statistics such as frequencies, means, percentages, standard deviations of the items and inferential statistics such as correlation and regression analysis were calculated.

Although, the researcher verified the reliability of the questions by piloting the questionnaire on a random group of people, reliability is significant as it refers to the consistency across the parts of a measuring instrument, so the researcher did another reliability test on the actual group responses. Among the most important measures of internal consistency is Alpha, which was developed by Lee Alpha in 1951, to measure the internal consistency that shows the consistency of a test or scale (Mohsen, & Reg, 2011).

3.1 Statistics and Data Analysis

The most widely used consistency measure is the Cronbach's Alpha coefficient. This measure is commonly used to determine the consistency of an index. It is viewed that the value of Cronbach's Alpha coefficient extended between (0- to 1). If the value is close to 1, that means the survey instrument achieves a high level of internal consistency among the items.

In the current research to measure the survey instrument and confirm the integrity and quality of a measurement instrument, the researcher uses Cronbach Alpha Coefficient as a measure for internal consistency for each of the five scales included in the instrument, and the overall reliability estimate.

Table 3. Survey Instrument Reliability (internal consistency)

Subscales	Cronbach's Alpha Coefficient	N
Q1: English Language Learning Role	0.68	3
Q2: Challenges Facing Learners to Learn English	0.82	13
Q3: The Solutions to Overcome Challenges Facing English as A Foreign Language Learner	0.81	17
Overall Reliability	0.84	33

The overall reliability was 0.84 which could be considered as good reliability (Gliem, & Gliem, 2003).

Table 4. The validity of subscale items for each scale in the instrument

Item no.	Correlation	Item no.	Correlation	Item no.	Correlation
1	.846**	12	.514**	23	.530**
2	.849**	13	.302**	24	.319**
3	.694**	14	.477**	25	.584**
4	.767**	15	.437**	26	.523**
5	.684**	16	.382**	27	.508**
6	.767**	17	.496**	28	.479**
7	.684**	18	.491**	29	.528**
8	.592**	19	.603**	30	.544**
9	.540**	20	.484**	31	.570**
10	.513**	21	.415**	32	.577**
11	.625**	22	.491**	33	.491**

** indicates that the correlation coefficient is significant at the (0.01) significance level

Validity is a very critical factor that measures the degree to which an instrument can measure and what it is supposed to measure (Kothari, 2004). In the current research, to measure survey instrument validity, Person's Correlation Coefficient

is used to measure the degree of association between the scores of each item with the total scores of the subscale to which it belongs.

The results in table 4 show that all subscale items statistically correlated with the scale to which it belongs, as the values extended from (0.30- 0. 89) and all values are statistically significant at the (0.01) level. Therefore, the researcher concludes that all survey instruments items satisfied the measurement criteria.

3.2 Ancillary Analyses

Table 5. Q1: English Language learning role in finding better job opportunities in Turkey

Item	Totally agree	Agree	Neutral	Disagree	Totally disagree	W. A	S. D	Rank	Level
Being an English speaker	195	99	18	9	3	4.46	0.79	2	very high
English Language	201	162	42	3	0	4.38	0.697	3	very high
Any new language besides your mother tongue	288	114	6	0	0	4.69	0.493	1	very high
Q1						4.53	0.505		very high

The first dimension of the study is the English Language learning role in finding better job opportunities in Turkey. As shown on the table 05, we conclude that the domain total evaluation is very High with weighted average (4.53) and standard deviation of (0.505), in the 1st rank came "do you agree that learning any new language besides your mother tongue can play role in finding better job opportunities" with a very high evaluation (4.69) weighted average and (0.493) standard deviation. The 2nd rank came for "do you agree that English Language learning can play role in finding better work opportunities in Turkey?" with a very high evaluation (4.38) weighted average and (0.697) standard deviation. This tells us that in the sample respondents' opinion English Language learning has a very important role in finding better job opportunities in Turkey.

Table 6. Q2: challenges facing learners to learn English

Item	Totally agree	Agree	Neutral	Disagree	Totally disagree	W. A	S. D	Rank	Level
Time Consumable	42	183	102	63	18	3.41	1.012	8	High
Cost Consumable	69	102	102	114	21	3.21	1.172	10	Average
English is hard to learn	12	60	141	165	30	2.65	0.920	13	Average
Learning any New Language is Hard	30	126	147	84	21	3.15	0.998	12	Average
Limited Learning Environments	93	207	78	24	6	3.88	0.879	4	High
Over-Use of Native	111	186	54	51	6	3.85	1.008	5	High
Being With Your Native Language People	156	162	45	33	12	4.02	1.041	3	High
Strong Students Dominating	60	156	99	87	6	3.43	1.028	7	High
Inadequate Learning Materials	78	225	63	42	0	3.83	0.855	6	High
Learner's Lack of Confidence	159	192	33	21	3	4.18	0.843	1	High
Teaching Method	144	195	60	9	0	4.16	0.751	2	High
Q2						3.57	0.556		High

The second dimension of the tool is the challenges facing learners to learn English. As shown on Table 6, we conclude that the domain total evaluation is high with weighted average (3.57) and standard deviation of (0.556), in the 1st rank came "Do you think that learner's lack of confidence can be an obstacle in the English language learning process?" with a high evaluation (4.18) weighted average and (0.843) standard deviation. The 2nd rank came for "Do you agree that

teaching method is an obstacle to learning English?" with a high evaluation (4.16) weighted average and (0.751) standard deviation, 3rd rank was for "do you agree that being with your native language people may be an obstacle in your English language learning process?" with a high evaluation (4.02) weighted average and (1.041) standard deviation.

In the 10th and 11th rank came "Do you agree that learning English is a high cost?" and "Do you agree that money is an obstacle to learning English?" with a very low evaluation (3.21) weighted average and (1.172) standard deviation, 12th rank came for "do you agree that learning any new language is hard to learn?" with an average evaluation (3.15) weighted average and (0.998) standard deviation, 13th rank was for "do you agree that English is hard to learn?" with an average evaluation (2.65) weighted average and (0.920) standard deviation.

We can conclude from the above results and the below table that learner's lack of confidence, Teaching Method, being with mother tongue native language people, Limited Learning Environments, Over-Use of Native Language in the Classroom, and Inadequate learning materials are the most important challenges facing learners to learn English. On the other hand, difficulty, time and cost are the least challenges facing learners to learn English in the sample's participants' opinion.

Table 7. Q3: Solutions to overcome challenges facing English as a foreign language learner

Item	Totally agree	Agree	Neutral	Disagree	Totally disagree	W. A	S. D	Rank	Level
Family environment	150	180	54	21	3	4.11	0.873	10	high
Social Network	168	189	39	12	0	4.26	0.748	6	very high
Private Courses	96	210	78	18	6	3.91	0.854	15	high
University	126	201	66	9	6	4.06	0.830	13	high
School	159	177	63	6	3	4.18	0.798	8	high
Learner motivation?	240	159	9	0	0	4.57	0.539	1	very high
Teaching Methods	174	183	42	6	3	4.27	0.763	5	very high
Grammar	102	207	75	21	3	3.94	0.839	14	high
Communicative Language Teaching	216	156	30	3	3	4.42	0.724	4	very high
Vocabulary	233	143	30	1	1	4.49	0.665	3	very high
Speaking	263	114	27	3	1	4.56	0.674	2	very high
Living abroad	81	120	126	78	3	3.49	1.037	17	High
Reading	154	203	39	10	2	4.22	0.754	7	very high
Writing	141	200	62	5	0	4.17	0.721	9	High
Teaching Process	114	230	57	7	0	4.11	0.691	11	High
Easy-access Platforms	143	161	93	11	0	4.07	0.827	12	High
Free Courses	89	200	90	25	4	3.85	0.866	16	High
Q3						4.16	0.393		High

The third dimension of the tool is solutions to overcome obstacles facing English as a foreign language learner. As shown on the Table 7, we conclude that the domain total evaluation is high with weighted average (4.16) and standard deviation of (0.393), in the 1st rank came "Do you think that the learner's motivation can support in improving the level of English as a foreign language?" with a high evaluation (4.57) weighted average and (0.539) standard deviation, 2nd rank came for "Do you agree that speaking is an important element to learn English language?" with a high evaluation (4.56) weighted average and (0.674) standard deviation, 3rd rank was for "Do you agree that learning vocabulary is an important element to learn English language?" with a high evaluation (4.49) weighted average and (0.665) standard deviation.

In the 17th rank came "Do you think that learner's should live abroad to support the English language learning process?" with average evaluation (3.49) weighted average and (1.037) standard deviation, 16th rank came for "do you agree that the Free Courses can support in improving the level of English as a foreign language?" with an average evaluation (3.85) weighted average and (0.866) standard deviation, 15th rank was for "do you agree that Private Courses can support in learning English?" with an average evaluation (3.91) weighted average and (0.854) standard deviation, and 14th rank was for "do you agree that learning grammar is an important element to learn English language?" with an average evaluation (3.94) weighted average and (0.839) standard deviation.

We can conclude from the above results and of the below that motivation, speaking, learning vocabulary, communicative language teaching, teaching methods, social network, reading, and school are good support methods in

learning English. On the other hand, living abroad, free and private courses, grammar, university, platforms, and family environment are the least effective support methods in learning English.

4. Discussion

This descriptive study aimed at finding out the role of English in business fields in Gaziantep through examining a number of angles, role in finding better work opportunities in Turkey, highlighting challenges, and collecting their opinions about solutions to overcome these challenges. The results of the present study will be compared with other studies' results.

Based on the questionnaire results that was filled out by workers in Gaziantep, Turkey, majority of the targeted group agreed that the English language has a significant role in finding better work opportunities either, also majority of the ones who does not speak English agreed that if they learned English, this would have a role in their career to get better work opportunities. These findings were in parallel with a study for Doğançay-Aktuna & Kiziltepe, (2005), the study conducted in Turkey aimed to provide a comprehensive sociolinguistic account of the English language status in Turkey by discussing its various roles in the country's educational process, this study investigates the attitudes toward English in a targeted group in Turkey. Also, it aims to describe the role of English in various levels of education in Turkey. This module society. The paper explores how English has become another division in the English language that has affected both the educated and affluent urban dwellers financially.

The result of the current study shows agreement on the research assumption that the English language plays a role in obtaining better work opportunities, and this is consistent with Doğançay-Aktuna & Kiziltepe study results in the same context. Based on the results mentioned above, this can tell us that English Language learning has a very important role in finding better job opportunities in Turkey.

Based on the participants' responses in the current study, we can figure that the most common challenges that the English language learners face are lack of confidence, poor teaching methods, limited learning environments, inadequate learning materials, and the use of native language. On the other hand, difficulties, such as time and cost which are the least challenges facing learners to learn English in the sample's participants' opinion. Comparing these results to other studies, according to Kara, Ayaz, & Dündar (2017), their results are in line with the current study where inadequate learning materials and poor teaching methods are considered challenges in the learning of English process, however, in their study, there is contradict with the current study for the time where they found it as an obstacle in the language learning process. Their paper aimed to study why people cannot speak a foreign language. Their study revealed that many students who did not speak English at first might have forgotten about their first experience. Another factor that influences learning is the number of time students spend accessing online resources. They tend to spend on finding the resources that they want or are not aware of. Also, if they attended private schools, they were taught the exact same curriculum. Also, they were taught the same methods and techniques. Students should take part in various projects and tasks that require speaking skills. Also, in line with a study by Valizadeh (2021), limited learning environments and teaching methods are obstacles to the English language learning process. In their study, the educational environment is designed to provide opportunities for students to develop leadership through various activities and programs that promote academic excellence and stated that it is wrong to limit the concept of the learning environment to the classroom only. In modern trends, the learning environment includes a set of interactions represented by educational situations, teaching methods, individuals, physical components, and other things that contribute to building knowledge of the learned things inside or outside the school walls. Also, in the study conducted in Turkey, the researcher stated that parents do not cooperate with the English language learning process. Teachers noted that the curriculum does not provide enough attention to the oral communication skills of Turkish EFL students. They also perceived this issue as a major challenge (Valizadeh, 2021). Also, in line with a study by Mutlu & Yıldırım, (2019), where the degree of student perseverance and the learning environment characteristics that influence it were linked to student demographic characteristics (Mutlu & Yıldırım, 2019).

The current study results are also in line with a study by Özmat & Senemoğlu (2021), they found that poor teaching methods and inadequate learning materials are challenges in the language learning process, where the purpose of this paper is to identify the English language learning difficulties. They analyzed the participants' responds using the Language Learning Difficulties Scale. It was found English language learning difficulties most common problems experienced by students were not being able to communicate effectively in textbooks, poor listening, and speaking skills, and overcrowded classrooms and when not considering the using a suitable curriculum during learning. This leads to inappropriate learning of the language, as you shall choose and apply the right approach in the learning process, as there are many approaches to learning the English language, and each of them serves a specific purpose of learning.

Regarding the lack of confidence, in line with the current study results, Basöz & Erten (2018) found that learners may be eloquent speakers when speaking their native language, therefore, expect the same abilities when speaking English, but this may rarely be realistic. Learners should not worry when they make mistakes while speaking, but it is not

surprising that they want to make a good impression on your addressee. Learners can overcome this difficulty by trying to speak English more slowly. No one should criticize them if you speak slowly and clearly. Great orators do this to ensure that their message gets through. Also, choosing the words carefully reflects how much they respect the listener and show their willingness to give them the best probable answer, and this could support the learner's motivations. Speaking and practice would break the barrier of fear regarding using the newly learned language. Several teaching methods are teaching the language without considering the motivation to help students to use and practice language as needed. Therefore, despite the student are learning the language, they quickly encounter a barrier in real life when they have to use the language in speaking with a foreigner, and that loses their confidence in themself and then no longer, they are ready to use it and quickly forget it totally by time.

While in the current study most of the participants agreed that Over-Use of Native Language is considered one of the challenges facing learners to learn English in Turkey, where being with your native language people; being surrounded with people of our native language will create a comfort zone and a limit from our language learning process. These results are in line with Kaymakamoglu & Yiltanlilar study (2019) who focused on the perceptions of non-native English teachers regarding the usage of Turkish in English language classrooms. The study focused on the participants' perceptions regarding the necessity of using Turkish (L1) in their classrooms. Although most of the participants did not agree with Turkish use, some of them did not reject it entirely. This was mainly due to the various restraints that the participants had to consider, such as the English medium education system and their own teaching philosophy.

In response to the research question about what the solutions overcoming the obstacles facing English as a foreign language learner, based on the research results, the results showed that motivation, communicative language teaching, teaching methods, social network, reading and school are good support methods in learning English. On the other hand, living abroad, free and private courses, grammar, university, platforms, and family environment are the least effective support methods in learning English. Also, based on the respondents' responses in the current study, different language competencies could help to overcome the challenges of learning the English language when most of the respondents agreed on the importance of learning to write, teaching process, learning vocabulary, speaking, and reading are the key elements to overcome the challenges of learning English. Learners may know a lot of words and expressions, but all of that is negative knowledge that must be turned into actionable knowledge in some way. Learners should look to use English the right way. Therefore, English-speaking training is the best way to learn and develop. Writing is one way to practice using language. It can help to get used to using idioms and vocabulary in different ways which can improve the speaking ability a bit. But - without a doubt - one of the best ways to practice English conversation is to do it in real life. So, find people you can talk to in English such as colleagues and with the help of expert teachers, learners can speak English fluently. These results were in line with a case study for Madalińska-Michalak, & Bavli (2018). In their case study, they investigated the problems and obstacles that could face the teachers who teach English as a foreign language at schools in Poland and Turkey. They found that with focusing on both the students' motivation to learn; students' emotional inhibitions this can be a reason to overcome challenges in learning English as a foreign language. Also, for recruiting the social network in the English teaching process, the current study results are in line with a study in Turkey for Saritepeci, Duran, & Ermiş (2019) intended to examine the various aspects of WhatsApp's usage in foreign language learning and preparation for a national academic examination. They selected the participants for the study based on their various characteristics and demographics. They were then trained to use WhatsApp during the preparation for the yearly foreign language exam. The content analysis process was used to find the effects of WhatsApp-supported learning activities on language learning. The participants stated that these activities provided a variety of benefits.

Most of the respondents in the current study agreed that schools can positively support the language learning process. Schools were an element to investigate to find the solution to overcome the challenges in learning English for many studies, whereas in a study conducted in Turkey by Idikut, Kutlu & Akman (2021) their results are in line with the current study results regarding the private course importance and the learner motivation element. Also, they highlighted that motivated student is more probably to succeed in foreign language courses. The motivation attitudes of foreign language students in Turkish private and state elementary schools were studied. The relationship between foreign language motivation and private school students' attitudes was also established. The participants were asked to evaluate the academic motivation of different school types (state and private). Levels of motivation were also determined. The study revealed that the level of motivation of the subjects varied depending on the gender and school type, while in private school, there were more focused on the students' motive which supported the language teaching process. (Idikut, Kutlu & Akman, 2021). According to IIdikut, Kutlu & Akman (2021), the teachers are focusing more on the learners' motivation to provide more positive results in English language learning and that was found more in private schools. Also, this is in line with study by Gunes (2020) they aimed to investigate the perceptions of English teachers regarding the English lessons taught in public schools and private schools. The participants were evaluated on various items related to the English lessons taught in government schools and private schools. The findings revealed that the English teachers working at different schools have more

positive attitudes about the English lessons taught by the public schools (Gunes, 2020). The respondents for the current study agreed with the role of the school to support English language learning, while in the previous studies by IIdikut, Kutlu & Akman (2021) and Gunes (2020). Most of the concerns in school were meant about the how teachers can increase the learner's motivation, so the gab exited in the schools in Turkey regarding English learning is about the increasing the learner motivation from an earlier age more than the quality of learning neither the teaching method nor there the school can play a better role in the language learning process.

The majority of the respondents for the current study agreed with the role of the university to support English language learning. These results were in line with a very recent study regarding the role of the university in supporting the English language process in Turkey by Efeoğlu & Kılınçarslan (2020), their research found that due to the rapid emergence and growth of various industries and technology, the learning of foreign languages has become a necessity for communication among nations of the world.100% English medium instruction programs are being offered in many higher education institutions in non-English-speaking countries. However, this trend is being hindered by the lack of proper infrastructure and financing for universities to open such programs. The aim of this study was to analyze the quality of education in public universities by studying the efforts of the state universities to improve the level of their EMI programs. The study shows that a university in Turkey should create an EMI policy in order to improve its academic performance and reach the level of competition at international level in English.

For grammar, in this research majority of the respondents agreed that grammar is an important element in the learner process and these results do not contradict much with Demir, S., & Erdogan (2018). They outlined the grammar with the scheme that permits a language to have versatile functions within the structure of its common rules. Having weapons-grade grammar knowledge is most valuable for effective communication. Although grammar teaching could be difficult and boring, it could be used by integrating other learning methods. This will increase the level of success in grammar teaching.

In the current study, most of the respondents agreed that CLT is an important element to overcome the challenge in learning the English language. This is in line with another study by Alamri (2018) where it found that the CLT approach has led to the development of various ways of teaching and learning, such as intensive language teaching and listening skills. It is a process that aims to develop a variety of skills and attitudes for students, including listening and speaking. CLT is a process that enables teachers and students to create an environment that is both stimulating and authentic. This method of learning allows students to interact with various types of materials and activities that are both engaging and authentic (Alamri, 2018).

In response to the current study, some respondents agreed that living abroad would support the language learning process and, the results do not confirm that living abroad can support the language learning process. However, this contradicts little with other studies in different contexts. A study by Grace Chien (2020) found that the key factors affecting the study abroad experience are employment opportunities and the country of origin. They found that living and studying abroad will support in providing better opportunities in the country of origin but to necessarily support the language learning process . Another Korean study aimed to investigate the experiences of two Korean families that used to study abroad and study how these families' English-language skills affected their children's academic trajectories. The results reveal the complex attitudes of two mothers toward class and language ideologies. They defended the advantages of having good English speakers, despite criticizing the inequality surrounding English education. They also learned that the lack of competent English speakers undermines the worth of their education (Song, 2018).

For teaching methods, the majority of the respondents agreed on its importance in overcoming the challenges in learning English. This is in line with a study by Natsir, & Sanjaya (2014) who found that with full respect to applying the teaching methods and their importance, teachers need to know what the proper tools for each of students are based on their group of age and language level. Their study aimed to introduce the various elements of the teaching process in English classes and how they can be used. Also, it reviewed the main ideas and techniques that are commonly used in the teaching profession. Through this study, the paper aimed to improve the knowledge of teachers about the various aspects of the teaching process and found that the effect of the commutative language method is more useful than the grammar translation method which is still considered positive if used with the correct class. In general, the teaching method is a double-edged sword, where none can deny its importance, but it has to be applied to the targeted group of students as suits their language competence and age group.

In the current study, the majority agreed that easy access platforms could support in overcoming the challenge in learning English process. However, this result is contradicting with the other two studies in this regarded, while both results that access platforms could have adverse results on the teaching process where it can decrease the interaction that could occur during a normal classroom that supports the teaching process positively. In a study by Karanfil, & Özet (2021), they found that due to the pandemic situation; they have moved most English classes to the internet. With the reduction in the number of English classes in Turkey, the demand for English has decreased. This study proposed that the

use of an application that could help improve the learning experience of the users, but this experiment resulted that teaching a second language instruction with this application is not only limited to the instruction of the target language, but also to the lack of interaction with the target language which made the learning process harder, this is one reason why English language learning is not as easy as it used to be. Students should be able to practice outside the classroom and use such applications to engage them meaningfully (Karanfil, & Özet, 2021). Also, the current study result contradicts in another examination that aimed to examine the opinions of English learners on using their smartphones in learning the language. Another study was conducted by interviewing 428 students from two universities in Turkey. The outcomes of the examination disclosed that people tend to use smartphones more than reading and writing. They also think that the devices have harmful effects on language learning. The results of the study revealed that female students tend to use their smartphones more than their male counterparts do to complete their formal language learning tasks. They also observed these deviations in the frequency of informal language learning activities. From another point of view, due to the various factors such as the COVID pandemic and the global shift in the education paradigm, teachers should be aware of the various platforms and solutions that can support the education process (Şad, Özer, Yakar & Öztürk, 2020).

5. Conclusion and Recommendations

The aim of this study is determined in three categories, the first one is to investigate the English role in Turkey, secondly; the challenges facing learners to learn English, and lastly; the solutions to overcome obstacles facing the English learner as a foreign language.

A questionnaire conducted on 408 workers with higher levels of education, English speakers, and no speakers in Gaziantep Turkey. Using SPSS to analyze the collected data, it was found that English Language learning has a very important role in finding better job opportunities in Turkey. But the main challenges face learners based on the results are learner's lack of confidence, Teaching Method, being with native language speakers, Limited Learning Environments, Over-Use of Native Language in the Classroom, and Inadequate learning materials are the most important challenges facing learners to learn English. On the other hand, difficulty, time, and cost are the least challenges facing learners to learn English in the sample's participants' opinion. Lastly, as solutions to overcome the learning challenge, the education process should focus more on motivation, speaking, learning vocabulary, using Communicative Language Teaching, improving teaching methods, social networks, reading, and school. However, living abroad, free and private courses, grammar, university, platforms, and family environment are the least effective supports to overcome the challenges for learning English.

As an outcome from this study, the sample's respondents' opinion tells us that the English Language learning has a very important role in finding better job opportunities in Turkey. Regarding the challenges facing learners in learning English, we can conclude that learner's lack of confidence, teaching method, being with people who speak your mother tongue, limited learning environments, over-use of native language in the classroom and inadequate learning materials are the most important challenges facing learners to learn English. However, difficulties such, time and cost are the least challenges facing learners to learn English in the sample's participants' opinion. Finally, as a suggestion for solutions to overcome the challenges in learning English, we can conclude that motivation, speaking, learning vocabulary, communicative language teaching, teaching methods, social network, reading and school are good support methods in learning English. On the other hand, living abroad, free and private courses, grammar, university, platforms, and family environment are the least effective support methods in learning English.

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