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ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN INVESTIGATION INTO THE CAUSES OF SPEAKING PROBLEMS
EXPERIENCED BY LEARNERS OF ENGLISH AT TERTIARY LEVEL

MA THESIS

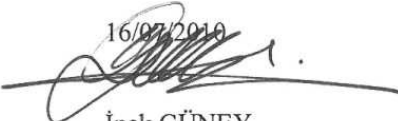**Supervisor**
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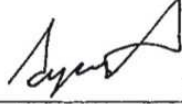
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Sosyal Bilimler Enstitüsü Müdürlüğü'ne
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"An Investigation into the Causes of Speaking Problems Experienced by Learners of
English at Tertiary Level"

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Title: An Investigation into the Causes of Speaking Problems Experienced by Learners of English at Tertiary Level

ABSTRACT

This study was carried out to investigate reasons of students for not speaking in English speaking classes as well as solutions suggested by students to overcome problems in speaking classes. This study also tried to find out the influence of individual differences such as gender, marks, self- perceived success, and field of study on speaking problems experienced by participants.

The study was conducted at Çanakkale Onsekiz Mart University with 235 participants in the spring term of 2008-2009 Academic Year from Preparatory Classes and English Language Teaching Department. Data was collected through a questionnaire that sought to collect information concerning problems experienced and suggestions for solving these problems. The data obtained from these questionnaires were analyzed through SPSS 16.0.

The findings of the questionnaire showed that our participants mostly experienced problems related to their language proficiency, content knowledge and materials and methods. Solutions offered by students are mostly related to contextual factors, materials and methods and affective and personal factors.

Gender seemed to influence problems experienced. Male students tend to experience more problems related to classroom climate, language proficiency and teacher stated by male and female students as these categories while female students seemed to experience more problems related to affective and personal factors. Self-perceived success had a negative correlation to all problem areas. Students' marks were negatively correlated to classroom climate, content knowledge, language proficiency and teacher. Concerning the field of study, preparatory students reported more language proficiency and teacher related problems.

The study concludes that having a more positive and humanistic classroom climate, encouraging learners to speak English, tolerating their mistakes and giving them more opportunities to practice English may be helpful for speaking classes.

Tez Adı : Üniversite Öğrencilerinin Yaşadıkları İngilizce Konuşma Problemlerinin Sebepleri Üzerine Bir Araştırma

ÖZET

Bu çalışma, konuşma aktivitelerinde öğrencilerin ingilizce konuşmama sebeplerini ve konuşma sınıflarında yaşanan problemler için öğrenciler tarafından öne sürülen çözümleri araştırmak için yapılmıştır. Bu çalışma ayrıca cinsiyet, not, öz başarı algısı ve bölüm gibi bireysel farklılıkların öğrencilerin yaşadığı problemler üzerinde etkisi olup olmadığını araştırmıştır.

Bu çalışma Çanakkale Onsekiz Mart Üniversitesi'nde, 2008-2009 Akademik Yılı Bahar döneminde Hazırlık Sınıfları ve İngiliz Dili Eğitimi Bölümünden toplam 235 katılımcıyla gerçekleştirilmiştir. Gerekli veri, öğrencilerin konuşma ile ilgili yaşadıkları problemleri ve bu problemlerin çözümü için sunulan önerileri tespit etmeyi amaçlayan bir anket yardımıyla toplanmıştır. Bu anketten elde edilen veriler SPSS 10.0 ile analiz edilmiştir.

Anketten elde edilen veriler, öğrencilerin daha çok dil yeterliliği, içerik bilgisi, materyal ve yöntemlerle ilgili olarak sorun yaşadığını göstermiştir. Öğrenciler tarafından öne sürülen çözümler daha çok dış faktörler, material ve yöntem ile duyuşsal ve kişisel özellikler ile ilgilidir.

Cinsiyet faktörünün yaşanan problemleri etkilediği görülmüştür. Erkek öğrenciler sınıf ortamı, dil seviyesi ve öğretmenden kaynaklı daha çok problem yaşarken, kız öğrencilerin ise duyuşsal ve kişisel faktörlerle ilgili daha çok problem yaşadıkları tespit edilmiştir.. Öz başarı algısı bütün problem türleriyle negatif korelasyon göstermektedir. Öğrencilerin notları da sınıf ortamı, içerik bilgisi , dil seviyesi ve öğretmen faktörüyle negatif korelasyon içindedir. Öğrencilerin bölümleriyle ilgili olarak, hazırlık sınıfı öğrencileri dil seviyesi ve öğretmen ile ilgili daha çok problem yaşadıklarını belirtmişlerdir.

Bu çalışma, daha olumlu ve insancıl bir sınıf ortamının olmasının, öğrencileri konuşma için desteklemenin, hatalarına hoşgörüyle yaklaşmanın ve onlara İngilizce pratik yapılması için yeterli fırsat verilmesinin gerekliliğini ortaya çıkarmıştır.

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TO MY PARENTS

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FOR THEIR ENDLESS SUPPORT AND LOVE

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ABBREVIATIONS

ACT	Adaptive Control of Thought
ALM	Audio Lingual Method
CBI	Content Based Instruction
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
ÇOMU	Çanakkale Onsekiz Mart University
ELT	English Language Teaching
ESL	English as a Second Language
EFL	English as a Foreign Language
ICC	Intercultural Communicative Competence
RQ	Research Question
SPSS	Statistical Package for Social Sciences
TBL	Task- Based Learning

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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter starts with the background of the study at first and it continues with purpose of the study and research questions. Then significance, assumptions and limitations of the study are stated briefly. The last section of this chapter will be organization of the study.

1.1 BACKGROUND OF THE STUDY

In foreign language teaching context speaking is one of the most neglected skills and we can state many reasons for this situation. The first reason is that, the other skills –writing, reading and listening- are assessed more than speaking. The second one is that as the learners live in Turkey, they do not have chances to use the foreign language outside the class in natural setting. Another reason may be that assessment and measurement of speaking skill is more complex as it involves grammar, vocabulary and fluency at the same time.

We can see this negligence in language teaching methods through out the history because language teaching methods in the past did not ascribe importance to speaking skill as a part of language teaching. Learning and teaching grammar of a language were considered to be more significant. For instance, the focus of Grammar Translation Method was on grammar, structure and memorization of patterns. With the effect of social and economic changes throughout the world, the aim of language teaching has changed and in 1960 the Communicative Language Teaching (CLT) gave importance to function of the language as well as structure. In this method, language is considered to be a tool for communication (Nunan, 1987). For this reason, speaking has gained importance in language teaching since 1960s.

In foreign language teaching context, being able to speak a language means having an amount of communicative competence to function in that language (Ur,

1996). Speaking skill has a fundamental place among other skills and because most of the communication depends on speaking skill. The distinctive feature of speaking is due to the fact that most communication is oral as well as the observation that all four skills may be involved in the speaking process. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2002). Therefore, speaking becomes a vital component and has a vital role in language learning process. On the other hand developing speaking skill is difficult process for many learners because this process can only be mastered through a great amount of practice (Ur, 1996). For this reason, the need to practise the target language and the need to teacher learners how to speak English can be clearly seen.

In order to speak in the foreign language effectively, practice is the key factor. Practising speaking necessitates students who participate in speaking activities but most of the time students feel reluctance to speak in the target language. There may be different reasons for this situation. Having lack of self- confidence, being not ready to speak, being unable to say something or being shy are stated as reasons for not speaking by Ur (1996), Tsui (1996), Nunan (1999) and Altay (2004). Understanding these problems and individual differences of students can serve us to organize speaking lessons according to needs of students. Thus, we may have more effective speaking classes.

Not only problems but also solutions regarding how to help our students in speaking classes have also been made many researchers. Some of these solutions stated by Tsui (1996), Nunan (1999), Wheeler (1994), Malinowski (1989),Ur (1991), Long and Porter (1985), Ellis (1984), Brumfit (1984) are having opportunities to wok in smaller groups, having realistic and interesting speaking topics, having opportunities to practise inside and outside the class and having native speaker teachers.

Different educational contexts may have different impact on students. Many of the problems and solutions reported in literature are related to non-Turkish context. However, many of the solutions are also related to English medium

educational contexts. Problems and solution in an educational institution such as Çanakkale Onsekiz Mart University where the language of instruction is Turkish may be different. Therefore exploring our students' problems and their suggestion for solving these problems can be fruitful in order to have an idea about speaking problems faced by our learners and understand their solutions to overcome these problems.

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

This study aims to find out the problems and difficulties that are experienced by our students in speaking classes. We also tried to discover our students' ideas and suggestions to solve these problems and overcome the difficulties.

Considering the aims stated above, following research questions are investigated and reported in this study:

RQ1. *What kinds of problems do the students experience in speaking classes?*

RQ1a- *What kinds of problems do the students experience related to classroom?*

RQ1b-*What kinds of problems do the students experience related to content knowledge?*

RQ1c-*What kinds of problems do the students experience related to language proficiency?*

RQ1d-*What kinds of problems do the students experience related to affective and personal factors?*

RQ1e-*What kinds of problems do the students experience related to teacher?*

RQ1f-*What kinds of problems do the students experience related to materials and methods?*

RQ1g-*What kinds of problems do the students experience related to contextual factors?*

RQ2. *What are the students' suggestions and solutions for problems of speaking?*

RQ2a-*What are the students' suggestions and solutions related to classroom?*

RQ2b-*What are the students' suggestions and solutions related to content knowledge?*

RQ2c-*What are the students' suggestions and solutions related to affective and personal factors?*

RQ2d-*What are the students' suggestions and solutions related to teacher?*

RQ2e-*What are the students' suggestions and solutions related to materials and methods?*

RQ2f-*What are the students' suggestions and solutions related to contextual factors?*

RQ3. *Is there significant difference between the genders of the learners and their problems in speaking?*

RQ4. *Is there a difference between the English marks of the learners and their problems in speaking?*

RQ5. *Is there a relationship between the self-perceived success of learners and their problems in speaking classes?*

RQ6. *Is there a difference between department of learners and their problems in speaking?*

1.3 SIGNIFICANCE OF THE STUDY

Teaching to speak English or any foreign language in a higher education level is a serious matter and may be problematic at times. Many reasons can be stated for this problem. For instance, students are coming from different backgrounds and for this reason their needs are different in one respect. On the other hand, all the participants in this study had the desire to speak English. Some of the participants are going to be teachers of English and they are going to use English at least to communicate with students in the class. In this respect, this study gains importance as it aims to find out the speaking problems.

This study makes an important contribution to research area of teaching speaking at tertiary level. What makes this study unique is that, the aim of the study was not just to identify problems; it also tried to find out students' ideas and solutions for these problems. Such a study had not been conducted before. Moreover, there is no similar study conducted in Turkey.

The findings of this study will be useful for English teachers and academicians at this university and will give them idea about the reasons of not speaking English in the class and think about their own solutions. This study will also reveal whether there is relation between gender, level, success and self-perception of the students with the problems they experienced.

The findings of this study will be beneficial for the research area and the people who want to study in this field. This study will also be helpful for curriculum designers, materials developers, teacher trainers, programme coordinators and administrators for a better language instruction and practice.

1.4 ASSUMPTIONS OF THE STUDY

This study was conducted under several assumptions. Firstly, it was assumed that students are well aware of their problems and can verbalize their reasons for not speaking in the classroom. Secondly, it was assumed that students were conscious of their learning needs and they can easily express their opinions on how they can be more successful in speaking in English and also they can judge their level of success objectively. Thirdly, they were willing to participate in this study.

1.5 LIMITATIONS OF THE STUDY

This study has a number of limitations. This study was conducted in two different departments of Çanakkale Onsekiz Mart University. The first group was preparatory school students who were from several departments. The second group was the prep class and the first class of English Language Teaching Department. This study was conducted at COMU at tertiary level for this reason; it is not possible to generalize the findings for other universities and for primary and secondary education.

1.6 ORGANISATION OF THE THESIS

This thesis was organized into six chapters.

Chapter One presents the background of the study at first and it continues with purpose of the study and research questions. Then significance, assumptions, limitations and organization of the study are stated briefly.

Chapter Two presents relevant literature about communicative competence of language learners and skill development process in speaking a foreign language.

Chapter Three continues with literature review about teaching speaking and affective and individual factors which affect speaking process of learners.

Chapter Four includes information about implementation of the research and how the study is done in terms of methodological perspective. This chapter also presents the information about participants, setting, instruments, data collection and data analysis procedures. Finally, the findings of the pilot and main studies are presented.

Chapter Five presents statistical analysis of the data of the main study. The findings of the analyses are also discussed in the lights of the research questions.

Chapter Six presents the summary and the results of the study and draws conclusions in the light of findings. In this chapter, implications about the study and suggestions for further research are also presented.

1.7 SUMMARY OF THE CHAPTER

This chapter started with the background of the study at first. Secondly, purpose of the study and research questions are presented. Then significance, assumptions and limitations of the study are stated briefly. In the last section of this chapter, the organization of the thesis is presented.

CHAPTER TWO
LITERATURE REVIEW
COMMUNICATIVE COMPETENCE & SKILLS DEVELOPMENT

2.0 INTRODUCTION

In this chapter, relevant literature about communicative competence is presented at first. Speaking as a language skill and the role of speaking in language classes is also presented. This chapter also consists of review of the studies done on skill development process in foreign language teaching and learning.

2.1 KNOWLEDGE OF LANGUAGE

The studies done in foreign language teaching have investigated the ways of teaching how to use the language effectively. This is because the aim of language teaching is to enable students to acquire required language skills to communicate in target language. A speaker of a language should have the capacity to utter the sounds and make sense of others' utterances. However, when one knows a language, one is supposed to understand and be understood by other people. This condition of common understanding is necessary for communication to occur (Fromkin and Rodman,1988). In this respect, it can be said that, language knowledge consists of two components which are originally thought to be **competence** and **performance** and these are discussed briefly below.

2.1.1 COMPETENCE AND PERFORMANCE

Terms competence and performance have been described by different authors. For example; according to Savignon (1983), competence is what one knows, while performance is what one does. Chomsky (1965:4) emphasizes the distinction between them by stating that competence is "the speaker- hearer's knowledge of his language" and performance is "the actual use of language in concrete situations." He further notes that competence involves a speaker's utilization of linguistic rules which then helps to constitute internal grammar of a speaker. On the other hand,

performance involves using this grammar in understanding and forming language production.

In language teaching context, Brown (1994:31) defines competence as the knowledge of a language or a system (grammar, vocabulary, structure, etc) and the non observable ability to do something while performance, according to him, is the "production" (speaking or writing) or "comprehension" of something (listening or reading). In addition to these differences, Chomsky (1980) supported that competence is independent and different from the use of language; however performance is dependent on the speakers, situation, and other factors. He made a distinction between competence and performance and he introduced the grammar that a child has in early ages but he did not express social and functional rules of a language and importance of interaction and practice with other speakers. He also supported that competence is static knowledge of rules and the subject of linguistics. It has been claimed that the term 'competence' does not explain how we use the language. For this reason, Hymes (1972) added the term "communicative" to "competence" (Hedge, 2000: 45). Hymes also introduced the topic of performance (communicative competence) suggesting that linguistic rules of language were neglected in Chomsky's view about language.

Hymes, as he was a sociolinguist, dealt with the social and cultural knowledge that a speaker is supposed to know in order to understand linguistic forms. For this reason, his view covered "not only knowledge but also the ability to put that knowledge into use in communication" (Hedge, 2000:45) .Thus not only the knowledge of language but also the ability to use the language has gained importance. Details of communicative competence are reviewed below.

2.1.2 COMMUNICATIVE COMPETENCE

The term 'communicative competence' was first introduced by Hymes (1972) who thought that Chomsky's notion of competence was too narrow and unable to explain some aspects of language (Brown, 1994). Hymes (1974) states the concept of communicative competence which can be an alternative to Chomsky's linguistic competence. Communicative competence covers both linguistic

competence and sociolinguistic and conversational skills. These skills aid speakers to know when, how, where, and whom to say something. Hymes' original idea was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. Brown (1994) supports Hymes by stating that communicative competence is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context. Communicative competence, therefore, involves linguistic and pragmatic knowledge such as grammar, pronunciation or vocabulary, but also speakers are supposed to know when, why, and in what ways to produce language (Ellis, 1994, Florez,1999, Savignon, 1983).

In the light of these discussions, the distinction was made between knowledge about language forms and knowledge that is needed to communicate effectively. At this point, it can be said that language has two vital components, "form" and "function" and they cannot be separated from each other (Brown,1994). Following Hymes, Canale and Swain (1980) identified four different components of communicative competence: Grammatical competence, discourse competence, socio-linguistic competence, and strategic competence. In their definition, these four components and sub-categories constitute communicative competence. These are explained briefly below.

2.1.2.1 Grammatical Competence

Grammatical competence includes correct use of words and structures in the target language. For this reason, this term covers spelling, pronunciation, vocabulary, word formation, and linguistic semantics (Hedge, 2000;Yule ,1999). Hedge (2000) sees grammatical competence as an integral part of communicative competence because grammatical competence helps learners to understand and use English correctly and this enables them to be more fluent speakers. Shumin (1997) also supports her by stating that learners must know knowledge of words and sentences, the sounds and how these sounds are stressed in specific situations.

Stern (1983) states referring to grammatical competence that language user knows the rules governing his native language and he can 'apply' them without paying attention to them. At this point it can be said that it is the competence which enables speakers of a language to form meaningful sentences (Trask, 1993). Similar to this, Alptekin (2001) states that grammatical competence describes the term "accuracy" in usage of language rules. To sum up, in order to communicate effectively, before all else, a speaker is supposed to have grammatical competence because it is not possible to be communicatively competent without being linguistically competent (Faerch, Haastrup and Philipson ,1984).

2.1.2.2 Discourse Competence

Brown and Yule (1983) define discourse as "language in use". Thus, this term covers everything from simple dialogues to long written passages or books. According to Brown (1994:228), discourse competence is one's ability to joint the words and structures to form a meaningful expression. Brown also notes "While grammatical competence focuses on sentence-level grammar, discourse competence is concerned with intersentential relationship." In other words, the abilities needed to produce and comprehend consistent texts or messages form discourse competence (Canale and Swain, 1980). Likewise, Alptekin (2001) emphasizes that discourse competence is related to connection of sounds, words and sentences to form a whole. He also states that as these connections are implicit, here general knowledge of the world and context gain importance.

2.1.2.3 Socio-Linguistic Competence

Hymes (1972:277) defines sociolinguistic competence as to know "when to speak, when not, what to talk about with whom, when, where and in what manner". In addition to this, according to Savignon(1983),Brown (1994),Alptekin (2001), and Richards and Rogers (2001) sociolinguistic competence necessitates a comprehension of social context in which language is produced: the status and background of speaker, the knowledge they talk about and the role of interaction. In order to assess the appropriateness of speaking, we need a full context in which the utterance is produced.

Socio-linguistic competence is also called as "pragmatic competence" or "illocutionary competence" by Hedge (2000) and Hedge states that a successful communication depends on appropriateness of spoken or written messages to the social context. This appropriateness, according to Canale (1983), involves both appropriateness of meaning and appropriateness of form. Here it may be said that grammatical competence is an inseparable part of sociolinguistic competence. However, in Levinson's (1983) point of view, pragmatics refers to the relation of linguistic elements and speakers of a language.

Olshtain and Cohen (1991) state that, concerning sociolinguistic competence, the rules of speaking are connected with social and cultural elements. Thus, the language that a speaker uses to apologize or make request depends on the social status of speakers, age, sex, and other factors. However, the social context of a language may differ from culture to culture. For this reason, Brown (1994) suggests that a speaker is supposed to know what is acceptable and what is not by users of target language, furthermore appropriate timing, acceptable comments, ways of asking and responding questions, knowing how to react verbally and non-verbally during an interaction are required conditions to understand sociolinguistic aspect of a language.

2.1.2.4 Strategic Competence

It is possible that while performing a foreign language, speakers may have difficulty in conveying their ideas because of some linguistic factors. Therefore, they may be discouraged to speak or get stuck in conversations. If they succeed to keep the conversation going in the act of difficulties, this means that they demonstrate their strategic competence successfully.

Strategic competence is thought to be the most important component of communicative competence by Berns (1990) and Brown (1994) because it is the competence to compensate incomplete knowledge of linguistic, sociolinguistic and discourse rules. Considering speaking, strategic competence includes the capacity to

know when to take turns, how to start and end a conversation and clear up communication and understanding problems (Shumin, 1994).

According to Yule (1999) strategic competence refers to the ability of a speaker to form messages effectively, work out difficulties and solve possible problems in communication and interaction. Similarly, Canale and Swain (1980),Yule (1996) and Richards and Rogers (2001) state that having strategic competence means to know how to deal with problems in real communication and how to keep the conversation going. Similarly, Alptekin (2001) notes that strategic competence involves using communication strategies to understand incomplete rules of language when one cannot remember a word or one realises that there is a misunderstanding of the message.

Strategic competence adds to the quality of interaction. In Canale's point of view (1983:11), strategic competence includes the efforts "to enhance the effectiveness of communication". Similar to his view, Yule and Tarone (1990:181) defines strategic competence as "an ability to select an effective means of performing a communicative act that enables the listener / reader to identify the intended referent". For this reason, it is assumed that all communication strategies are parts of one's strategic competence. As Brown (1994) states, strategic competence is the process we master the language to communicate. For different situations, people use certain communication strategies in daily life. These situations may be selling a product, persuading a friend or taking permission from parents which require different strategies.

The term 'communicative competence' defined by Canale and Swain (1980) has been changed a lot over the years and Bachman (1990) called it as 'language competence'. This language competence has two parts: organizational and pragmatic competence. In organizational competence, he places grammatical competence (vocabulary, morphology, syntax and phonology) and textual (discourse) competence (cohesion and rhetorical organization). In pragmatic competence, illocutionary competence and sociolinguistic competence take place. Whereas, Bachman (1990) sees strategic competence a separate and important part of communicative language ability and serves an "executive" function.

2.1.2.5 Intercultural Competence

Intercultural communicative competence has attracted attention of many scholars and educators (Alptekin, 2002) and has been defined in different ways. Meyer (1991:137) defines intercultural competence as "the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes, and expectations of representatives of foreign cultures". This flexibility and adequacy involves being aware of differences between at least two cultures and being able to deal with problems caused by these differences. According to Fantini (2005), ICC is the ability that is necessary to communicate effectively with the people who are different from us.

Xie and Shuang (2007) stated that intercultural competence was seen as a final goal of intercultural education. In this respect, the knowledge of target culture is important. A person's intercultural competence is the key factor that is needed to have a successful communication. Because of disability in language and lack of knowledge of culture, communication may fail.

According to Byram, Nichols and Stevens (2001), there are four components of intercultural competence: knowledge, skills, awareness and attitudes. In addition to this, Fantini (2005:1) states the components of Intercultural Communicative Competence as: "a variety of traits and characteristics, three areas or domains, four dimensions, proficiency in the host language, varying levels of attainment throughout a longitudinal and developmental process."

The traits and characteristics are important in order to decide which abilities form individual's personality and which abilities can be developed through training. Generally accepted traits or characteristics of ICC are: flexibility, humour, patience, interest, curiosity, empathy, etc. In addition to this, ICC includes abilities in three areas: to set and keep relationships, to communicate with less break down, to collaborate in order to reach a common goal. He also noted the four dimensions of ICC as: knowledge, positive attitudes, skills and awareness. From these dimensions, awareness is thought to be improved with the help of developments in knowledge, positive attitudes and skills. In turn, awareness can also help their improvement. The

fourth dimension of ICC stresses that the ability to communicate in the host language can improve the development of ICC. Having a lack of a foreign or second language restricts learners to think and act in the world they are newly encountered. The last dimension of ICC involves developmental levels. It means that some charts are used in order to observe and assess one's development in different levels through learning process. These levels may be basic, intermediate, advanced and native-like.

Briefly, the position of ICC is similar to communicative competence but it is different because of great emphasis on the cultural context. Rather than communicating effectively with others, ICC involves communicating with others "who identify with specific physical and symbolic environments" because of their cultural background (Chen and Starosta,1996:358).

2.2 SPEAKING AS A LANGUAGE SKILL

2.2.1 KNOWLEDGE AND SKILL

According to Bygate (2001) one of the most important problems in foreign language teaching is to prepare learners to be able to use the language. This preparation process depends on the language teachers and to what extent these teachers understand their aims. It is certain that to be able to speak a foreign language, a person should know grammar and vocabulary. Just because of this, some sections of a language lesson are assigned to reach this aim but in order to speak a foreign language only knowledge of grammar or vocabulary is not enough. Because the learners are supposed to take and pass an oral exam in which their oral proficiency is evaluated. For this reason, they need something to practise the language. Here, it is important to know other elements of language teaching and they may be included in teaching programmes to get better results (Bygate, 2001). At that point, Bygate makes a distinction between knowledge and skill. When we give learners a chance to speak English or when we test them, we can see the difference between knowledge and skill in using it. Bygate compares learning to drive a car and using a language. In both facts, a learner should have the knowledge at first hand and then needs practice to be skilful and proficient. Concerning the difference between

knowledge and skill he states: "A fundamental difference is that while both can be understood and memorized , only a skill can be imitated and practised"(p:4).

In the context of learning to speak a foreign language, one just knows how to produce the sentence and use them in appropriate settings (knowledge) but other problems such as giving immediate decisions, arranging the speech or solving unforeseen problems appears later which may be solved when one is skilful enough to speak the target language effectively. For this reason, Bygate (2001) notes that only knowledge of a language is not sufficient also it must be used in action.

2.2.2 ORAL SKILLS AND INTERACTION

In oral communication, Bygate (1987) states two kinds of skills: These are motor- perceptive skills and interaction skills. These will be explained briefly below.

Motor-perceptive skills involve perceiving, recalling and articulating the sounds and structures of a target language in the correct order. Mackey (1965) states that in oral production choosing the correct order of words is as important as choosing the correct sounds, patterns and intonation and he also gives importance to do something in order while one is speaking. In order to communicate, a learner is supposed to transfer motor-perceptive skill into use of language appropriately. For this reason, interaction skills must be developed by learners of target language.

In Bygate's (1987) point of view, **interaction skills** are the skills of using knowledge and basic motor- perception skills to achieve communication. These skills involve making decisions about communication. For example, deciding how to say, what to say, when to say etc. according to intention of a speaker. According to Wilkins (1975), interaction skills are the ones that can be developed and these can include controlling one's own language production and having to make one's own choices. In addition to this, Bygate (1987) states that interaction skills include the competence to use language to meet definite demands which affect the speech process. These demands will be discussed in two categories below:

Processing conditions: These are connected with inner conditions of speech. The time factor is important in planning phase of speech. This is because, in prepared speech, a speaker has enough time to plan and organize his/her ideas and choose appropriate vocabulary according to situation. On the other hand, most of the oral production takes place at the time of speaking in our daily lives, for this reason the words are decided, uttered and understood at the same time. This situation makes it difficult for a speaker to produce language which is accurate or fluent.

Reciprocity conditions: In speech process, as there are at least two participants. The relation between them constitutes reciprocity condition. To give an example; a speaker has to choose appropriate vocabulary and message considering the listener and this situation requires to be flexible during the communication process.

2.2.2.1 Speaking as a Language Skill

Different definitions of speaking have been proposed by different authors. Although they emphasize different perspectives, what is common in many definitions is that speaking is a tool for communication (Saraç, 2007). For example, Fulcher (2003:23) defines speaking as "the verbal use of language to communicate with others". However, Ur (1996) emphasizes the ability to function in the target language. She says the competence to communicate in a language means speaking in the target language. This ability obviously involves an interactive meaning construction process as stated by Florez (1999) who defines speaking as the period of forming meaning by producing, receiving and processing knowledge.

Speaking has a fundamental place among all other language skills. Nunan states this by referring to popular children's story Cinderella. "If listening is the Cinderella skill in second language learning, then speaking is the overbearing elder sister" (Nunan, 2002 :238). This statement can be seen an indicator of priority of speaking over listening skill because of communicative features of speaking. The distinctive feature of speaking is due to the fact that most communication is oral as well as the observation that all four skills may be involved in the speaking process (Ur, 1996). To most people, mastering the art of speaking is the single most

important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2002). Therefore, speaking becomes a vital component and has a vital role in language learning process. For this reason, it will be useful to discuss the role of speaking briefly below.

2.2.2.2 The Role of Speaking in Language Class

Chastain (1998) emphasizes the roles of speaking in language learning and he further discusses them in three different ways: in terms of **language classes, second language learning** and **in relation to the other skills**. To start with, in **language classes**, the learners are aware that they are supposed to speak at least one foreign language in order to communicate with the people of other countries for this reason they see speaking as the most essential skill and their first goal in language learning process. Similarly, Hedge (2000) supports this view by stating that being able to speak English effectively is an important goal for learners. Moreover, when the teacher gives opportunity to the learners to speak in target language, participate in conversations and express themselves, they will be able to use the target language to function. Therefore, the language class will be a social environment. In this respect, another role of speaking is stated by Chastain (1988) as being a tool to take part in the activities in the class. Another point is that, language students need to practise the target language by speaking so they want to communicate and interact with the classmates. Through this communication and interaction, they express themselves and negotiate meaning and they may feel relaxed as they take part in natural speaking atmosphere. Similarly, when the students involve in conversations, they feel that their contribution is important. Hence, speaking may be a motivating factor for students.

Besides these roles of speaking in language classes, it also has vital roles in **second and foreign language learning**. According to Chastain (1988), when language students have chances to practise the target language in the class, they tend to learn new items in listening and reading activities as they may feel the need to use them orally in conversations in the future. Thus, having opportunity to speak is a motivating factor for students. He further states that, speaking helps students to

activate their general knowledge to form a message in oral activities as well as linguistic knowledge.

When we analyze the role of speaking **in relation to the other language skills** and in language learning sequence, it is obvious that speaking skill can not be developed in isolation. Also, development of speaking skill depends on the input from listening, reading and writing lessons. Similarly, speaking skill serves to improve other three skills and provides the base for growth in them in language learning process (Chastain, 1988). Harmer (1991) supports this view by stating that one skill can not be developed apart from other skills.

As mentioned above, speaking has a crucial role in language learning. For this reason, while teaching a second or foreign language, it is important to consider that language is not something abstract, it is a tool for communication and the learners learn it best when they use it. On the other hand, as using a language means speaking that language, this part thought to be the most challenging side of language learning. The section below will discuss related reasons about this.

2.2.3 SKILLS DEVELOPMENT

To be able to be proficient at any activity, a person should develop certain skills in the learning process. As Ellis (1994) states, learning a language, like all skill learning processes, requires transforming knowledge into performance. In addition to this, Bygate (1987) states the similarity between learning to drive a car and learning to speak a foreign language. In previous one, a learner knows all the rules and use the car but until he uses it at traffic he can not be a proficient driver. When learning a language, a learner first acquires linguistic items, and then learns how to produce sounds. After the items are internalised, it can be said that language development takes place and automatisation occurs gradually. However comprehension, communication, and automatisation are necessary components of skill development and fluency. In order to investigate skill development process, Anderson's ACT (Adaptive Control of Thought) model (1980) can be helpful.

2.2.3.1 Anderson's Act (Adaptive Control of Thought) Model

This model shows how declarative knowledge becomes procedural knowledge. In Anderson's model, declarative knowledge is knowledge about something, whereas procedural knowledge involves knowledge of how to do something. These terms will be explained briefly below:

a) **Declarative knowledge:** This type of knowledge is usually expressed verbally or declared. For this reason the contents of declarative knowledge can be described. According to O.Malley and Chamot (1990), declarative knowledge may also include recollection of order of acts or the figure of objects. The appearance of an animal or organization of our room may be given as an example. It may be assumed that declarative knowledge is kept in long-term memory. Briefly, declarative knowledge becomes procedural knowledge after time passes and this process needs practice.

b) **Procedural knowledge**: Anderson (1980) states that when we use the same knowledge all over, we may not focus on the rule itself and it becomes automatic. As shown in this example, one's ability to use and comprehend a language or use knowledge of something to solve a problem is an example of procedural knowledge given by O.Malley and Chamot (1990). On the other hand, the time that the acquisition of this ability takes differs a lot in terms of declarative and procedural knowledge. O.Malley and Chamot (1990) suggest that declarative knowledge may be obtained more quickly as procedural knowledge takes longer time as in the example of language acquisition which needs practice to improve. Anderson (1976) also states that this acquisition of procedural knowledge occurs gradually by performing the skill.

According to Anderson(1983,1985), this skill acquisition process takes place in three stages:

1. **Cognitive Stage:** In this stage, learners have a chance to observe how to do a task and try to study it themselves after instruction. As the knowledge can be described, it is declarative. Memorization of vocabulary and rules of language or

learning by observation may also take place in this stage. The learners can describe how to speak in the foreign language but they are not skilled enough.

2. Associative stage: In this stage, errors made by learners are determined and reduced. With the continuing declarative presentation, performance of speakers develops. Simply, declarative knowledge turns into procedural knowledge but it does not disappear completely. It is because, even fluent speakers of a language think of the rules of that language from time to time.

3. Autonomous stage: In this stage, performance of learners becomes better and automatic as errors become less. With the help of practice, the skill has become automatic. O.Malley and Chamot (1990) note that skilled performance grows slowly. An activity can be learned in one trial but as language learning is a complex skill, it can only be mastered after relatively long period of practice. Based on these sections introduced by O.Malley and Chamot (1990), Ur (1996) suggests a similar classification for this process.

2.2.3.2 Penny Ur's Skill Development Process

This process goes through these three stages:

1. Verbalization: At this stage, teachers demonstrate or explain a word or rule in the target language and use them in a meaningful context and learners are supposed to understand it.

2. Automatization: At the second stage, teachers encourage students to practise skill o gain fluency and teacher observes them.

3. Autonomy: At the last stage, learners become more autonomous, proficient and creative as they develop themselves. The role of the teacher is to support, challenge and encourage them.

She also notes the importance of practice by stating that language skills can only be mastered by speaking activity for this reason, the vital role of the teacher is to provide chances of practice for students in language lessons.

2.3 SUMMARY OF THE CHAPTER

In this chapter, firstly general information about knowledge of the language is presented. After that, the aspects of communicative competence are reviewed briefly. The chapter also includes relevant literature about knowledge and skill, oral skills and interaction, skill development process and some models of skill development.

CHAPTER THREE

TEACHING SPEAKING & AFFECTIVE AND INDIVIDUAL FACTORS

3.0 INTRODUCTION

This chapter starts with a brief historical review of teaching speaking, the role of speaking in different language teaching methods through out the history. The problems that learners of foreign language experienced related to speaking skill are also summarized in this chapter. In addition to this, the affective and individual factors which affect the speaking process of learners are stated briefly.

3.1 HISTORY OF TEACHING SPEAKING IN ELT

The aims of language teaching have changed a lot through out the history. Two decades ago, the success or failure of students were assessed according to accuracy of language they produced but today language learners are supposed to communicate effectively in foreign language in order to be considered successful (Riggenbach and Lazaraton 2001). As Kayı (2006) states, in today's world, teaching speaking necessitates development of learners' communicative skills because this is the only way for learners to explain their thoughts and adapt themselves into different communicative situations and follow social and cultural rules.

According to Egan (1999), even tough speaking has a vital importance in foreign language teaching methodology, for a long time it was treated as an undervalued skill. For this situation, Thanasoluas (2002) makes an explanation that in the past knowing grammatical rules, memorization and translation activities were given more importance. These activities were thought to be fundamental in Grammar Translation Method. When Europeans started travelling for business and for personal aims, the chances of communication increased, they noticed the need to teach and learn the languages of Europe. For this aim, (Direct Method) F. Gouin (1831-1896) and Gouin schools enabled people to understand the need to study speaking skills and he worked on new methods in language teaching that had a vital effect in language

teaching. Gouin introduced the idea that language learning necessitates making use of speaking which may be related to some physical activities for example opening or closing a window, walking, standing, etc. (Richard & Rodgers, 2001).

In the mid 1950's, with the emergence of Audio Lingual Method, oral language skills gained importance in foreign language teaching. At that time, the only technology used was a tape-recorder which was the only speaker model for learners. Bygate (2001) states that ALM gave importance to input before output and repetition was the starting point. Because ALM was influenced from the principles of behaviourism, language was thought to be an observable behaviour.

Even though ALM gave priority to spoken language, the focus of this method was on correct pronunciation and correct grammar as the activities include practices of patterns, structures, drills and pronunciation. The objective of using language for communication in natural settings was neglected. However, other methods such as Silent Way, Community Language Learning and Suggestopedia all emphasized development of oral language. The aim of these methods was to enable learners to speak the foreign language especially with an excellent pronunciation like native speakers. Although these methods supported the use of language to communicate, the main focus was still on the knowledge of the target language. As can be seen, there were definite deficiencies of these methods which can be thought as a reason of emergence of Communicative Language Teaching in the late 1960s.

In CLT, the language was thought to be used for meaningful communication. Therefore, instead of perfect pronunciation, achieving understandable pronunciation was aimed. (Littlewood 1981, Nunan 1987). As Widdowson (1978) stated using language to learn the language became the basic principle of CLT and also fluency and accuracy were both given importance. At that time, teaching speaking became more important as a result of effects of communicative approaches (Pica et al 1996).

This communicative approach can be effective in the cases where teachers provide chance for learners to improve their ability to speak. As Cheon (2003) states

teachers must use communicative activities effectively for the development of speaking.

Speaking can be learned by interacting. In CLT, real life circumstances are used and that necessitates communication. With the use of CLT, learners will have chances to communicate and interact in the target language. Teachers should provide opportunities for these communicative activities. (Kayı ,2006)

Communicative Language Teaching which has become popular recently has influenced other language teaching approaches and methods. Cooperative Learning, Content-based Instruction, Task-based Learning, and Content and Language Integrated Learning have their roots in Communicative Language Learning. In this respect, some basic features of these methods will be discussed below.

Cooperative Learning was developed in the USA in 1960s and 1970s as a response to traditional methods which are mostly teacher-centred. Cooperation means working together in order to accomplish shared goals. In this respect, Olsen and Kagan (1992) define cooperative learning as a group activity in which learning is dependent on socially structured information exchange between learners. Learners are responsible for their own learning and they are supposed to increase others' motivation. Until all the members of the group successfully understand, the group goes on working on the given assignment. Thus, it may be said that cooperative learning is student-centred and group centred at the same time. The learners are given chances to work in small groups for this reason; they have more opportunities to interact with each other and to work cooperatively. In the context of cooperative learning, teachers are supposed to create appropriate environment in which students have chances to interact with each other.

The primary aim of language in Cooperative Learning is communication. Listening, reading, writing and speaking skills are also important. According to Richards and Rogers (2001), fostering communication rather than competition between learners may be the main objective of this method.

Content-Based Instruction (CBI) may be seen as development of principles of Communicative Language Teaching especially the principles which are related to the importance of meaning in language education. CBI is a teaching method which emphasises learning about something rather that learning about a language. According to Richards and Rogers (2001), CBI refers to an approach in which language teaching is organized around a content or knowledge that students are supposed to acquire rather than linguistic knowledge or rules. Content has different meanings but here it is a subject matter that students learn or communicate through language. In this respect, syllabus is designed according to a meaningful context with functional and pragmatic activities. There are many advantages of CBI; for example learning environment may be more interesting, motivating and enjoyable. Students may feel more independent and confident. In addition to this, taking information from other sources can develop thinking and note-taking skills of students. The vocabulary knowledge of students may also develop and they have a wider knowledge of the world. On the other hand, there are some disadvantages of CBI. To start with, as students do not focus on language learning, they may feel that they are not improving their language. In addition to this, in monolingual classes, students tend to speak in their mother tongue as it is easier and quicker to communicate.

Content and Language Integrated Learning (CLIL) has gained importance with the expansion of European Union as the need for communication became central. CLIL may be defined under two headings. Firstly, it is related to learning a subject through English or another foreign language. Secondly, it includes learning a foreign language by studying a subject which is content based. In CLIL classroom, subjects such as history or physics are taught by using target or foreign language. Darn (2006) states the principles of CLIL as: foreign language is used to teach the content and it is integrated into the curriculum, language learning is based on real life situations and errors are seen as natural results of learning because fluency is more important that accuracy. Although CLIL has many advantages, there are some drawbacks for example, using CLIL requires effective teachers in terms of ELT and some students may not be accustomed to learn history or geography through a foreign language.

Task- Based Learning is a language teaching method which focuses on specific tasks to teach how to communicate. In order to understand Task-Based Learning, task should be defined at first. In foreign language teaching context, tasks are activities which are carried out by learners. In this respect, Task-Based Learning can be defined as an approach in which communicative and meaningful tasks have significant role in foreign language learning and learning process is more important than product. Nunan (1999) states that Communicative Language Teaching and Task-Based Teaching is interrelated. Because of this, task based learning has gained attention among applied linguists (Richards and Rodgers 2001). TBL claims that language can be learned better when learners have chances to use the language as a tool for communication. In other words, language should be used for real communication purposes instead of controlled activities. The focus of classroom is on the task which students are supposed to complete because tasks are designed to facilitate learning and students learn by tasks by interacting and communicating.

3.1.2 THE DIFFICULTY OF SPEAKING SKILL

There are a number of opinions and studies which mention the difficulty of speaking skill in language learning context. The common point in them is speaking is the one which is learned last by the students and it is thought to be the most difficult of all four skills. (Bailey and Savage 1994, Fulcher 2003, Richards and Renandya 2002, Brown and Yule 1993, Alderson& Bachman in Luoma, 2004).

According to Brown (1994), there are many features which make speaking a challenging language skill to learn. Firstly, spoken language has contractions, elisions and reduced forms which the learners are not familiar with, as they are different from full form. Also, he emphasizes that usage of slang and idioms may be difficult for students. The pronunciation is another challenging side of speaking as it includes stress, rhythm and intonation of target language. Perhaps, the point which makes speaking the most difficult skill is that, interaction with at least one speaker is inevitable. For this reason, a speaker is supposed to fulfil lots of demands at the same time as observing and comprehending other speaker, thinking what to say, how to contribute to conversation, producing utterances and trying to guess its effect. For this reason, many learners are shocked or disappointed when they use the foreign

language for the first time because they are not prepared for spontaneous communication and to meet its needs. For this reason, classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course (Ur,1991).

As a conclusion, the difficulty of speaking results from the distinct features of speaking the differences between speaking skill ad writing skill in order to investigate the difficulty of speaking deeply. In the next section below, problems that are experienced in foreign language classes are discussed briefly.

3.1.3 PROBLEMS FACED IN EFL SPEAKING CLASSES

The problems met in speaking lessons may result from many factors which are related to students, teachers or curriculum. According to Ur (1996), Tsui (1996), Nunan (1999) and Altay (2004) reluctance of students to speak was seen as the teachers' biggest challenge. Similarly, Ur states that inhibition, being shy, fear of negative criticism and having nothing to say among the problems. Moreover, type of speaking classes and activities and talking time of students and teachers may also be problematic for learners as noted by Ur (1991) and Atabek (2006) .

In order to analyze these problems, we have made a classification which had seven items that may be reason for speaking difficulties in our classes.

3.1.3.1 Classroom climate: This category includes the problems related to the type of environment that is created for students by school, teachers and peers. Also, the size and physical conditions of the classroom and the relationship and interaction of students and   the teacher will be mentioned below (Ur, 1991; Wheeler, 1994; Dobson, 1998; Aydın, 2001;Atabek,2006)

The most obvious problem related to classroom climate is, the class size. Ur (1996) emphasizes this problem by stating that in large classes some students have more opportunities to speak while others remain silent which creates some dominant and some passive students. Jin et al. (1998) also state that if there are large classes the students cannot use pair and group work. In large classes, talking time of students is

naturally not equal. (Tsui 1996; Ur 1991, Dobson 1988, Wheeler 1994, Nunan 1999, Atabek 2006,Dobson 1988)

The effect of the use of mother tongue has secondary importance. Especially in monolingual classes, as all the students have the same mother tongue, they find it easy to speak in mother tongue as they think they are going to be understood better. (Lawtie and Dobson 1988, Atabek 2006, Wheeler 1994, Ur 1991). Ur (1996) maintains that learners find speaking in the mother tongue more natural. Another interference of mother tongue is that learners first think in their mother tongue and then try to translate it into the target language. Aydın (2001) also expresses a problem reported by students that when teachers asks questions in speaking activities, another students answer instead of selected student. Related to speaking activities, another problem reported by Lawtie and Wheeler (1994) is that there is a chaos and disorder and this situation bothers both students and teachers.

3.1.3.2 Content knowledge: This category includes students' knowledge about speaking topics, cultural and social concepts in foreign language. Having lack of knowledge, being able to prepare before the activities and cultural unfamiliarity are stated as problems related to content knowledge by Ur (1991), Dobson (1998), Marwan (2007) and Shumin (2007).

Ur reports that students have difficulty in speaking because they do not have enough information about the topic that their friends are talking about. In addition to this, Dobson (1988) and Marwan (2007) emphasize the importance of being prepared before speaking activities because when students are prepared and aware of the speaking topic, they are able to produce better utterances. Perhaps the most significant problem is cultural unfamiliarity (Burns and Joyce,1997; Shumin 1997; Xiaohong ,1994).They argue that the social and cultural concepts of English are strange for the learners and this situation becomes an obstacle for them to speak in the target language.

3.1.3.3 Language proficiency: In this category the problems related to the level of students and their competence to speak are included. Being unable to

understand spoken language or pronunciation is stated as a problem by Atabek (2006) and Tsui (1996) related to language proficiency.

The most obvious problem about language proficiency of students is that they are not able to understand what is being spoken in the class (Atabek 2006, Tsui 1996), accent and also stress (Fulcher 2003,Burns and Joyce 1997). For example, with regard to not understanding Atabek reports that his students did not want to speak because they did not understand what was being spoken in the classroom.

Pronunciation can also be problematic area for learners in speaking classes. Being unable to pronounce the words in English (Shumin, 1997) and understand listening passages (Shumin 1997, Atabek 2006)are related problems. In addition to these problems, Fulcher (2003) and Burns and Joyce (1997) claim that learners of English have difficulty in forming grammatically correct sentences.

3.1.3.4 Affective & personal: This category is related to problems about students' emotions and feelings, personalities, students' self assessment and self-perception.

Concerning affective and personal factors, unwillingness to speak in the target language is on of the important problems of students. Ur (1991), Altay (2004),Liu and Jackson (2008), Burgoon (1976), Tsui (1996), Nunan (1999), Burns and Joyce (1999), Matsuda (2004) Burns and Joyce (1997), Shumin (1997) express the unwillingness to communicate in the target language as a problem in speaking classes. Related to the problem of unwillingness Atabek (2006) notes that the learners think that English is an unnecessary lesson for this reason speaking is not a motivating activity for them and in Ur's (1996) point of view students think that speaking English in the class is not natural.

Ur (1991), Tsui (1996), Aydın (2001) and Pappamihiel (2002) and indicate that students are afraid of making mistakes and being criticized and also they are afraid of speaking in front of their friends The reason of this fear may be that they do not want to be the centre of attention (Ur,1991; Dalkılıç, 2001; Liu and Jackson, 2008). As the learners' personal features affect their speaking production, being not

talkative (Xiaohong 1994, Burgoon 1976, Atabek 2006), feeling shy (Ur 1991, Dalkılıç 2001, Dobson 1988), being introverted (Burgoon 1976, MC. Crockey 1991) or lack of self confidence (Dalkılıç 2001, Matsuda 2004, Marwan 2007, Shumin 1997) may be reasons of not wanting to speak. For the situations in which learners do not have self-confidence, they do not think that they can compete with better students in the class (Aydın, 2001) because as Tsui (1996) states students are afraid of being ridiculous and being laughed at. According to Dobson (1988) and Aydın (2001) they do not want to speak because their errors are being corrected while they are speaking. Liu and Jackson (2008) introduce that learners do not want to take risks while speaking English. The reason of this problem is revealed by Dalkılıç (2001) and Aydın (2001) as learners' friends and teachers have high expectations about them.

The most common problem in this category is that students feel anxious when they are supposed to speak English. (Hilleson 1996, Jackson 2002, Liu 2006, Tsui 1996, Ely 1986,Burgoon 1976, Mc Crockey 1991, Mc Crockey & Richard 1987, Horwitz & Cope 1986, Dalkılıç 2001,Liu and Jackson 2008, Mc. Crockey 1977, MacIntrye& Gardner 1994, Horwitz 1995, Proulx 1991, Young 1991,Ur 1991, Worde 1998, Marwan 2007, Burns and Joyce 1997, Shumin 1997, Atabek 2006). Another problem related to anxiety is reported by Horwitz and Cope (1986), Aydın (2001) and Liu and Jackson (2008) ,that learners feel anxious when they know that their speech is going to be assessed.

In this respect, affective factors and the effects of anxiety in language teaching and learning will be discussed in this part of the study.

Affective Factors

Affective factors relate to the learner's emotional state and attitude toward the target language. In Arnold's book Affect in Language Learning (1999), the affective factors are dealt with from three perspectives: the learner, the teacher and the interactional space. Only when we take all these into consideration we can reach a positive atmosphere of learning. The classroom should be an area in which the

students can feel they are "learning as a whole person, with body, mind, emotions, in harmony with one another" (Stevick 1996:12).

As foreign language teaching has been affected by psychology and there are numerous studies which are conducted to find out the relationship between language learning and affective variables. Among the affective variables, anxiety and motivation have gained importance (Wei ,2007).A number of studies have been done in order to see the effects of anxiety and motivation on learning (Clément, Dörnyei & Noels 1994; Gardner, Day & MacIntyre, 1992; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1991; Phillips, 1992;Yan, 1998; Young, 1991).

In this part of the study, some of the primary affective factors will be discussed briefly.

Anxiety

Many researchers have identified "anxiety" in different ways. For example Spielberger (1983:15) stated that anxiety is "a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system". In the same way, Omrold (2006) defines anxiety as a feeling of uneasiness and apprehension because of the result of a fact. It has also been called as an emotional response to "a threat to some value that the individual holds essential to his existence as a personality" (May, 1977; p. 205). In fact, both of these definitions share some common terms as they are all connected with feelings of uneasiness, frustration, self-doubt, apprehension and worry (Brown, 1980)

Virtually, all of us, from time to time have a feeling of uneasiness or worry about an event because we are not sure what its outcome will be. A variety of physiological symptoms can be seen with the anxiety, including a rapid heartbeat, increased perspiration and muscular tension. In this regard, anxiety may seem to similar to fear but it is different in one important respect: Although we are usually *afraid* of something in particular, (a lion for example), we usually don't know exactly why we are *anxious* . And it is difficult to deal with anxiety when we can't identify its cause. (Lazarus 1991 cited in Omrold 2006)

Researchers have emphasized that anxiety can have both positive and negative affects on learning. Considering the effects of anxiety in learners' performance, it is necessary to make a distinction between facilitating and debilitating anxiety.

Facilitating and debilitating anxiety

These terms were first introduced by Alpert and Haber (1960 cited in Young, 1992).

Facilitating anxiety: Some researchers suggested that anxiety may be helpful in some aspects because a little anxiety can help for a better performance. For example Scovel (1978) suggests that anxiety is helpful in keeping students alert. On the other hand he (1991) states that although facilitating anxiety has positive effects on learners' performance, too much anxiety may result in a poor performance.

Debilitating anxiety: Debilitating anxiety can be called as harmful anxiety as well. Some researchers found negative relationship between anxiety and learning because a big amount of anxiety affects performance of learners in a negative way and it hinders the learning process. MacIntyre (1995) expressed that only when the task given to the students is simple, anxiety can be facilitating. When the task is difficult, anxiety will affect the learning in a negative way. When students have high level of anxiety, they do or perform lower than they can (Hill 1984, Tobias1980, Zeidner, 1998 in Omrold).

Apart from facilitating and debilitating anxiety, Spielberger (1966 in Young 1991) introduced the terms state, trait and situation- specific anxiety.

State anxiety

State anxiety is experienced in a particular time before a specific situation for example before the examinations. According to Brown (1994), state anxiety is experienced in a situational level in relation to some event.

Trait anxiety

Spielberg (1983) defines this kind of anxiety as a person's being anxious in any situation and this is a stable personality feature of an individual. If a person has high level of trait anxiety, many situations will seem threatening to him/ her. If the level of trait anxiety is low, his person will be calm and relaxed. Brown (1994) states that trait anxiety is a permanent situation.

Situation specific anxiety

An anxiety which is experienced is a well- defined situation (MacIntyre and Gardner, 1991a). The difference is that, subjects are tested with their anxieties in a limited situation, for example before a test or before speaking in front of a group of people.

To sum up, many language learners become anxious when they are supposed to speak in target language and this anxiety influences learning process in a negative way.

Other affective and personal factors are stated briefly below.

Motivation

Motivation of students is an important factor which influences the amount of they learn. It may be defined as "a force that energizes, sustains, and directs behaviour toward a goal" (Eggen&Kauchak, 2007: 298). In other words, motivation is a key consideration in determining the preparedness of learners to communicate (Nunan, 1999). Brown (1987) defines motivation as "an inner drive, impulse, emotion, or desire that moves one to a particular action" (Brown, 1987:114).

Omrold (2006) states that motivation affects language learning process in many ways. For example, motivation has an effect on the choices that learners make, their preferences, their behaviours and also motivation enables learners to determine goals for themselves and help them to reach these goals. In addition to this,

motivation causes an increase in learner's energy that they spend for activities they are interested in. Similarly, the time that spent by learners on a task may be increased and this may affect their learning and success in a great way. Motivated students probably will pay more attention to the information and attention is significant for learning the subject meaningfully. When students succeed academically, they will be proud of themselves and their being in the group will be more meaningful for them. Also, being successful will result in being accepted and respected by their friends. The motivated students to learn and participate in classroom activities are those who tend to achieve mostly. In other words, it may be said that motivation helps performance of learners to improve.

Self- esteem

Self-esteem may be defined as "belief in your own capabilities and knowledge of yourself" (Brown, 1994:136). Without some degree of self-esteem, one cannot be successful in any cognitive and affective activity. According to Coopersmith (1967) (in Arnold 1999) the term self esteem refers to the evaluation that a person makes with regard to herself or himself. It also shows one's approval or disapproval and capacity to achieve something and to be worthy. In a brief explanation, self- esteem is a personal decision of individual which is demonstrated in the attitudes toward oneself.

According to Brown, self-esteem is thought to be stable and difficult to change but as no trait is stable for all situations, self-esteem has been divided into three levels. The first one is global self-esteem. Situational (specific) self-esteem refers to an individual's worthiness in some situations for example school or work. The third one is task self-esteem which refers to special tasks or special situations.

The studies done in this field showed that self-esteem is an important role in improving one's motivation and willingness to learn a language. In language classes, self-esteem has a positive effect on both the linguistic performance and emotional well-being of the student. However, whether self-esteem causes an effective learning or learning causes high self- esteem is still a matter of question.

Inhibition

Inhibition may be closely related to self-esteem. All individuals try to protect their ego as a defense which can be seen in different degrees and forms. This process of building defense starts when we born and continues into adulthood. When people have high self- esteem, they can easily stand difficulties and their defenses become lower. As for the people who have low self-esteem, they have more inhibitions to protect their ego. (Brown,1994)

In second or foreign language learning process, it is certainly known that this process involves making mistakes and this is a natural situation. Even while learning our mother tongue, we all makes mistakes and progress with the help of them. It we wait to speak until we are completely sure of our utterances, we may never produce even a sentences. However, these mistakes can be seen as threats to one's ego. As Brown states, when learners do something wrong while learning a foreign language, he/she becomes critical and thinks that others also do.

Empathy

Many researchers and educators have identified empathy in different ways. According to Brown (1994:143), empathy is the act of "putting yourself into someone else's shoes" and trying to understand other's feelings and ideas. Another definition is made by Guiora (1972:142) "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another." It has been difficult to define empathy but there is a general consensus about the definition of Guiora. According to Hogan (1969 cited in Brown, p. 144), there are two necessary aspects to development of empathy; "first an awareness and knowledge of one's own feelings and second identification with another person". It means that a person can not exactly empathize until an individual knows himself/ herself well. What is more, in oral communication it is easier to empathize because one can get immediate feedback at the time of speaking. Empathizing can also occur with non-verbal communication but language is still primary tool for empathizing.

Risk-Taking

Like other affective factors risk taking is so vital for language learning process. It refers to the learners' willingness to make mistakes, defend extraordinary situations and deal with difficult or challenging problems.

According to Rubin and Thompson (1982), language learners are supposed to make intelligent guesses, being willing to try something that new to them and take the risk of being wrong. In second language learning high risk-taking can yield positive results but it may be just the opposite.

The silent student in the classroom is one who does not want to appear foolish because of making mistakes. Self –esteem seems to be closely connected to a risk taking factor. As Brown (1994) states, if a person has a high self-esteem, s/he does not think being embarrassed because of his mistakes and he takes the risk of doing wrong. In language classes, Brown advised the teachers to encourage students "to value them as persons for those risks they take willingly" and also to "tame" high risk-takers who are the dominant in the class for balancing the opportunities of students to participate (Brown, p.141). For this reason, language learning environment should support risk taking and mistakes should be considered as natural parts of learning process.

Ambiguity Tolerance

Ambiguity is defined as not having enough information about a topic by McLain (1993). Similarly, Budner (1962) in (Erten and Topkaya ,2005) states that ambiguous situations can be in three different types and these are: new, complex and contradictory situations. In classroom environment, learners can encounter ambiguous situations even when they meet new grammatical structures for the first time and this situation can cause anxiety (Ehrman, 1999; Oxford, 1999).

As for the ambiguity tolerance, it may be said that it is "acceptance of uncertainities". This term can be turned into language learning field as "an ability to deal with ambiguous new stimuli without frustration or without appeals to authority.

It allows for indeterminate rather than rigid categorization" (Ellis, 1994: 518). In this respect, learners who have ambiguity tolerance feel themselves more relaxed when they encounter new structures, uncertainities and unknown items. Chapelle and Roberts (1986) found out, that learners who have high tolerance of ambiguity are more successful in some tasks. For this reason, it may be said that ambiguity tolerance is a significant factor in learning a foreign language.

3.1.3.5 Teacher: This category is related to the teachers' personal features, how they treat students in and outside the class.

Pappamihiel (2002) ,Worde (1998), Wheeler (1994) note the importance of giving clear instructions as the learners may not understand what they are going to do in the lesson without receiving clear instructions. Teacher talking time has been reported another teacher related problem (Yaping, 1998;Alrabaa,1991; Ward, 1984;Dobson,1988) Teacher talks most of the time in the lesson and does not give much opportunity for students to talk.

Teacher intervention or patience can also be a problem. For example, Aydın (2001) indicates that teachers interrupts students while speaking mostly in order to correct the mistakes or if a teacher is impatient, he /she does not let students be silent as expressed by Tsui (1996). For this reason, learners may not be willing to take part in speaking activities or learners may feel anxious in front of a teacher who forces them to speak in a relatively short time.

According to Ward (1984) and Atabek (2006), another problem experienced by students is that teacher adjusts everything as he wants. In such a class, learners may feel that they are not important and valuable in learning process or their ideas are not taken into consideration by their teacher.

Students' perceptions of their teacher is also important. In some situations students think that their teachers are not competent as they are not native speakers and teachers do not give importance to speaking skill and speaking activities (Atabek,2006).

3.1.3.6 Materials & methods: The problems in this category are related to the materials and methods that are used in speaking lessons. The most common problem in this category concerns level of speaking activities. For example Fioa Lawtie and Dobson (1988) and Atabek (2006) report that learners think that speaking activities are not appropriate for their level, they are either too difficult or too easy for them. They also note that speaking activities are boring and this becomes a reason for unwillingness to speak. In the same way, Saraç (2007) states that for an effective speaking lesson, material should be motivating, interesting and challenging for students.

Saraç (2007) states that as teachers are supposed to follow a course book and a curriculum, speaking skill may usually be neglected in the book because most of the time little attention is paid for speaking activities and practices. Anna Lazaraton and Watts (1989) and Atabek (2006) also discuss that speaking skill isn't paid attention in the course book. So, the needs of learners and the aims or priorities of course book may not match. This is probably because many teachers think that teaching grammar is the main principle of language teaching. (Karaata,1999).

3.1.3.7 Contextual factors: Contextual factors are related to environmental and outside factors which effects learners' speaking performance. As Atabek (2006) states in his study, learners think that there is no need to speak English outside the class or English is not related to their department. For this reason, they may not be motivated enough. In addition to this, Dilamar (1991) states the problem of lack of chances to practice English outside the class.

3.1.4 SUGGESTIONS FOR SPEAKING CLASS

Besides problems that are experienced in speaking classes, there are numerous solutions stated by educators and researchers. These solutions will be discussed in seven categories below.

3.1.4.1 Classroom climate: Related to this category, the size of the classroom has significant importance because Ellis (1984), Brumfit (1984),Long and Porter (1985), Malinowski (1989), Ur (1991), Alrabaa (1991),Wheeler (1994), Tsui

(1996) and Nunan (1999) state that when learners have opportunity to work in small groups, they may have more chances to practise target language. In addition to this, teacher waiting time is also a problematic issue stated by Tsui (1996) Students wants teacher to wait longer after they ask question or nominate a student to speak Tsui (1996) also states that changing types of questions or accepting different answers would be a good attempt for speaking activities. The types of speaking activities are also important factor because learners prefer realistic activities and task in the class as stated by Haozhang (1997), Malinowski (1989) and Atabek (2006). In addition to this, the physical features of classroom is important issue because learners prefer to walk in the class and move easily (Tsui 1996, Nunan 1999, King 2002).

3.1.4.2 Content knowledge : In order to have a more effective speaking classes, Haozhang, (1997) states that students must be taught how to solve their problems when they have difficulty in speaking. Similarly, Ur (1991) emphasizes that teachers must use a more comprehensible language in the class and instructions of teachers must be clearer to understand. Because students do not understand what they are supposed to do if the instructions are not clear.

3.1.4.3 Language Proficiency: Concerning language proficiency, Tsui (1996) states that teachers should give importance to meaning rather than function because in some situations, students know the right answer but they may have difficulty in forming fully grammatical sentences. In addition to this, Fangzhi (1998) supports that evaluating students' performance and giving them feedback can help students to be better speakers of English.

3.1.4.4 Affective and Personal Factors: In this category, the necessity of a more sincere classroom is stated by Tsui (1996) and Atabek (2006). In addition to this, Dilamar (1991), Riggenbach and Lazaraton (1991) support that teachers should encourage students to speak and help learners gain their self-confidence which is an important factor to take part in speaking activities.

3.2.4.5 Teacher: Solutions for speaking problems related to teacher factor mostly state that teachers should speak in target language and be a model for students (Gebhard 1982, Ur 1991,Valdez 1998, Atabek 2006). Similarly, teachers are

supposed to encourage learners and help them gain self-confidence as stated by Dilamar (1991).

3.1.4.6 Materials and Methods: Solutions concerning materials and methods, the most important factor is the type of materials. Materials that are used in speaking classes should be realistic, interesting and enjoyable for students as stated by Fangzhi (1998). In addition to this, Haozhang (1997) and Atabek (2006) emphasize the necessity of using technological tools in speaking classes and having native speaker teachers to motivate students and attract their attention to the lesson. Similary, Ur (1991) states the importance of choosing the activities at the appropriate level for students.

3.1.4.7 Contextual factors: Concerning contextual factors, a speaking club may be helpful thus that students will be able to practise the target language. In his study Atabek (2006) also emphasized the necessity of forming a speaking club in the school. In addition to this, teachers should help learners to use English outside the class.

3.2 SUMMARY OF THE CHAPTER

In this chapter, history of teaching speaking is discussed briefly and difficulties of teaching speaking is presented in the light of literature. Problems of speaking and solutions are also stated as well as some of the affective factors which influence learners' speaking performance.

CHAPTER IV
METHODOLOGY

4.0 INTRODUCTION

This part includes information about implementation of the research and how the study is done in terms of methodological perspective. This chapter also presents the information about participants, setting, instruments, data collection and data analysis procedures. Finally, the findings of the pilot and main studies are presented.

4.1 RATIONALE FOR THE METHODOLOGY OF THE STUDY

In this part of the study, the reasons why the questionnaire method was selected in the process of gathering data will be explained by reviewing the methodological literature.

4.1.1 QUESTIONNAIRE AND INTERVIEW

In researches conducted in foreign language teaching field and social sciences, many research methods and instruments have been used so far. Among these methods, interviews and questionnaires are most widely used by researchers. In data collection process, both questionnaires and interviews may be advantageous from time to time. In the section below, these two methods will be discussed briefly based on relevant literature.

Dörnyei (2002) states that the tool we use to collect data can differ according to our aim. If the researcher wants long and detailed answers for questions, interviews may probably be more useful in order to reach our aims as interviews contain open-ended questions. Nunan (1992) supports him by expressing that open-ended questions can reveal the statements of participants better. Using interviews can help us to get more accurate data because in the situations of misconceptions because an interviewee has a chance to ask for explanation or clarification however in the

questionnaires a participant can leave some statements out if they are difficult to comprehend (Ekmekçi 1999 cited in Demir 2005). On the other hand Oppenheim (1992) lists the drawbacks of interview method as; using interviews in order to collect data takes longer time, it is not economical, there can be some bias, it may be difficult to reach a large group of sample and it may be difficult to analyse and assess the findings of the study. As for the disadvantageous sides of interviews, Nunan (1992) adds that interviews may not be objective because the personal features of interviewer may affect the nature of interview. Also, there may be some bias in interview techniques as the participants are not equal, interviewer may be stronger and may affect the interviewee.

In recent years, using questionnaires in social sciences have become widespread and become more popular than interviews. (Oppenheim 1992). This popularity can be explained with the features of a questionnaire in both preparation and administration process.

A questionnaire is defined by Oppenheim (1992) as a significant instrument to collect required data and its aim is to "measure". Questionnaires are used to collect quantitative data as they contain closed type questions and alternative answers are given by the researcher. Participants are supposed to read and mark the choice which they think more accurate for them.

The advantages of using a questionnaire are stated by Dörnyei (2002), as they are easy to constitute, multi-dimensional tools and they can collect data from a large amount of sample. While the number of questions in an interview relatively limited, questionnaires have many items and they give some choices for the participants for this reason it is appropriate to use for quantitative studies.

Oppenheim (1992) further emphasizes that while an interview needs an individual to ask questions respectively, with a questionnaire researchers may ask many questions at the same time and reach larger groups.

Nunan (1992) states that items in a questionnaire can both contain open-ended and closed type questions. Closed type questions are easy to collect and

analyse the answers. On the other hand, closed type questions in a questionnaire have also disadvantages. Oppenheim (1992) states, that it is impossible to know what the participants really expressed and their own opinions because they may feel constrained as they are supposed to make a choice among the alternative statements given by the researcher. In order to prevent the feeling of not expressing themselves, a researcher should add "other" or "please specify" items at the end of the questionnaire.

In this study, a number of participants is comparatively large and there are too many questions that should be answered by participants. Therefore, questionnaire method is thought to be the most appropriate tool for this study.

4.2 OBJECTIVES AND RESEARCH QUESTIONS

This study aims to find out problems and difficulties that students experience while speaking English. Besides describing these problems, the study also aims to find out students' ideas and opinions about the possible solutions of these problems and suggestions to overcome these difficulties.

In this study following research questions are investigated and reported:

RQ1. What kinds of problems do the students experience in speaking classes?

RQ1a- What kinds of problems do the students experience related to classroom?

RQ1b-What kinds of problems do the students experience related to content knowledge?

RQ1c-What kinds of problems do the students experience related to language proficiency?

RQ1d-What kinds of problems do the students experience related to affective and personal factors?

RQ1e-What kinds of problems do the students experience related to teacher?

RQ1f-What kinds of problems do the students experience related to materials and methods?

RQ1g-What kinds of problems do the students experience related to contextual factors?

RQ2. What are the students' suggestions and solutions for problems of speaking?

RQ2a-*What are the students' suggestions and solutions related to classroom?*

RQ2b-*What are the students' suggestions and solutions related to content knowledge?*

RQ2c-*What are the students' suggestions and solutions related to affective and personal factors?*

RQ2d-*What are the students' suggestions and solutions related to teacher?*

RQ2e-*What are the students' suggestions and solutions related to materials and methods?*

RQ2f-*What are the students' suggestions and solutions related to contextual factors?*

RQ3. *Is there significant difference between the genders of the learners and their problems in speaking?*

RQ4. *Is there a difference between the English marks of the learners and their problems in speaking?*

RQ5. *Is there a relationship between the self-perceived success of learners and their problems in speaking classes?*

RQ6. *Is there a difference between department of learners and their problems in speaking?*

4.3 METHODOLOGY OF THE STUDY

4.3.1 DEVELOPING THE QUESTIONNAIRE

The questionnaire that was used in this study was prepared in three phases. The first phase involved collecting qualitative data through an opinionaire whereas the second phase involved blending theoretical discussions with the problems identified in the qualitative phase of the study. The third phase involved validation of the questionnaire. These phases are explained in detail below.

4.3.1.1 Phase I: Opinionaire

In order to reach the necessary data to form the questionnaire which was used in this study, we have developed a qualitative survey form (see Appendix A).This form aimed to explore students' reasons for not speaking and problems they experience in English speaking activities. The form also tried to find out under which

conditions students might be more active and more successful in speaking classes. In this form three main questions are asked to our students:

1.Do you have difficulty while speaking English?
2.What are these difficulties?
3.What do you suggest to overcome these difficulties?

120 forms were put into envelopes and handed out to students who were chosen randomly from the attendance list. We had 89 participants who attended preparatory classes at Çanakkale Onsekiz Mart University. Their departments were: Physics, Archaeology, Foreign Trade and European Union, Travel Management and Accommodation Management

From ten different classes, the envelopes were given to the students as an invitation; their names were written on the envelopes. The participants were informed verbally that their participation in the study would not influence their grades and their names and personal information would not be revealed, just seen by researchers. 89 students returned the forms anonymously. The problems that were reported by our participants are presented in Table 1.

Table 1: Problems reported by our participants

Crowded classes	Having difficulty in pronunciation.
Multi level classes	Planning what to say in Turkish.
Being unable to express oneself	Difficulty of understanding listening
Being unable to say	Lack of concentration
Shortage of content knowledge	Lack of self-confidence.
Shortage of vocabulary	Fear of making mistakes.
Lack of knowledge of the tenses.	Fear of being laughed by friends.
Difficulty in forming sentences.	Speaking English is not natural.
Lack of knowledge of grammar	Being anxious while speaking English
Lack of background knowledge	Knowledge of being marked by teacher
Lack of importance given to speaking skill by the teacher	Hesitating because of thinking a lot while speaking (lack of fluency)
Mismatch between lesson difficulty and student level	Being unable to understand teacher while speaking English
Negative classroom interaction	Low self-esteem
Lack of time given by the teacher	Uninterested teachers
Not challenging teachers	Being unable to control the language
Lack of practice outside the class	Time of classes

Besides these problems, our participants expressed their ideas that have great importance to solve these problems. In Table 2, the suggestions and possible solutions that our students stated are presented.

Table 2: Suggestions and solutions for speaking problems reported by our participants

Having background
Having more vocabulary knowledge
Having enough grammar knowledge
Knowing how to study
Being more relaxed
Having self-confidence
Studying more
Being eager to speak
If I like English
More sincere classroom
More Turkish explanations by the teachers
Teachers trusting students
Encouraging teachers
Not focusing on grammar while speaking
English is mostly spoken in class
More tolerant teachers
Teachers revising the subjects
Interesting lessons
Using technological tools
Interesting speaking topics
English related to my department
More practice
Getting help outside the class
A separate speaking lesson
Using English outside the class

4.3.1.2 Phase II : Blending Findings from the Opinionaire with Literature

In order to form the questionnaire that will be used in this study, we also searched the relevant literature and the studies done in this field. These are also discussed in Section 3.1.2 of literature review. These problems and solutions can be categorized into meaningful groups. Tables below present the problems stated by previous studies. Table 3 shows the problems that were identified in the literature (i.e. Atabek,2006; Aydın, 2001; Dobson,1988; Haozhang, 1997; Jin et al., 1988 ; Lazaraton, 1998; Nunan, 1999; Tsui, 1996; Ur, 1991; Wheeler, 1994) related to classroom climate.

Table 3 : Problems identified in the literature related to classroom climate

1	Talking time of students is not equal as some students talk more
2	Speaking in mother tongue because of monolingual classes
3	There is a chaos and disorder in speaking activities in the class.
4	Lack of chances to speak because of crowded classes
5	Some students answer more quickly when the teacher asks question.

Related to problems about content knowledge three problems were identified in the literature and that are shown in Table 4 (i.e Based on Burns and Joyce, 1997; Dobson, 1998; Marwan,2007; Shumin,1997; Ur, 1991; Xiaohong, 1994).

Table 4: Problems identified in the literature related to content knowledge

1	Being unfamiliar to the cultural and social concepts in English.
2	Being unable to express oneself
3	Being unable to speak English because of not being prepared

In the literature about speaking problems of learners five problems were identified related to language proficiency and these problems are shown in Table 5 (i.e Based on Atabek, 2006; Burns and Joyce, 1997; Fulcher, 2003; Pappamihiel, 2002;Shumin, 1997 ; Tsui,1996; Wheeler, 1994; Worde, 1998).

Table 5 : Problems identified in the literature related to language proficiency

1	Being unable to understand what is spoken in the class.
2	Having difficulty in forming fully grammatical sentences.
3	Being unable to understand the stress in English.
4	Being unable to pronounce the words in English.
5	Being unable to understand what is listened in English lesson.
6	Being unable to understand what to do in the lesson

Concerning affective and personal factors 18 problems were identified in the literature. Table 6 shows problems related to affective and personal factors (i.e. Based on Altay,2004 ; Atabek, 2006; Aydın,2001; Burgoon,1976; Burns and Joyce, 1997; Burns and Joyce, 1999; Dalkılıç,2001; Dobson, 1988; Ely,1986; Hilleson, 1996;Horwitz & Cope, 1986; Horwitz, 1995; Jackson, 2002; Liu and Jackson, 2008; Liu, 2006;MacIntrye& Gardner, 1994; Marwan,2007; Matsuda, 2004; Mc Crockey & Richard 1987; Mc. Crockey, 1977; Mc. Crockey, 1991; Nunan, 1999; Pappamihiel, 2002; Proulx, 1991; Shumin, 1997; Tsui, 1996; Ur, 1991; Worde, 1998; Xiaohong, 1994; Young, 1991).

Table 6 : Problems identified in the literature related to affective and personal factors

1	Feeling of anxiety while speaking English.
2	Not being a talkative person.
3	Fear of making mistakes.
4	Fear of being laughed at
5	Speaking English in class is not natural
6	Unwillingness to communicate in English.
7	Fear of being criticised
8	English lesson is unnecessary
9	Unwillingness to take risks while speaking English.
10	Being anxious because of evaluation of speech
11	High expectations of peers
12	Unwillingness to be centre of attention in the class.
13	Lack of self-confidence
14	Being shy
15	Being introverted
16	Being corrected while speaking
17	Being unable to compete with friends in the class.
18	Fear of speaking English in front of peers

In the literature about speaking problems of learners seven problems were identified related to teacher and these problems are shown in Table 7. (i.e. Based on Alrabaa, 1991; Atabek,2006; Aydın,2001; Dobson, 1988; Lazaraton ,1998; Tsui, 1996; Ward, 1984; Yaping, 1998)

Table 7 : Problems identified in the literature related to teacher

1	Teacher's impatience/negative attitude
2	The amount of teacher talking time
3	Lack of opportunities to speak given by teacher
4	Teacher's authoritarian manners
5	Incompetent teachers as they are not native speakers.
6	Importance given to speaking activities by the teacher
7	Being interrupted by the teacher while speaking.

Concerning materials and methods five problems were identified in the literature. Table 8 shows problems related to affective and personal factors (i.e. Based on Atabek,2006; Dobson,1988; Lazaraton, 1998; Nunan, 1999;Watts, 1989).

Table 8: Problems identified in the literature related to materials and methods

1	Speaking activities are boring.
2	Speaking activities are easy
3	Speaking activities are difficult
4	Importance given to speaking activities by the course book
5	It is not necessary to speak English to learn English

In the literature about speaking problems of learners seven problems were identified related to contextual factors and these problems are shown in Table 9. (i.e. Based on Atabek, 2006; Dilamar, 1991)

Table 9 : Problems identified in the literature related to contextual factors

1	It is not necessary to speak English outside the class.
2	Irrelevancy of English to the departments of students
3	There is no real environment to practice outside the class.

The findings of different studies related to solutions of speaking problems stated in tables below. Table 10 shows solutions identified in the literature related to classroom climate (i.e. Based on Alrabaa,1991; Brumfit,1984; Ellis,1984; Harmer ,1991; King, 2002;Long and Porter,1985; Malinowski,1989; Nunan,1999; Tsui, 1996; Ur,1991, Wheeler,1994).

Table 10 : Solutions identified in the literature related to classroom climate

1	Having opportunity to work in smaller groups
2	Having opportunity to move in the class.
3	Having less crowded classes

In the literature about solutions one problem was identified related to affective and personal factors and this problem is shown in Table 11 (i.e. Based on Atabek,2006; Tsui, 1996).

Table 11 : Solutions identified in the literature related to affective and personal factors

1	A more sincere classroom

Table 12 shows solutions identified in the literature related to teacher(i.e. Based on Atabek,2006; Dilamar,1991; Fangzhi,1998; Gebhard,1982; Haozhang,1997; Lazaraton, 1998; Riggenbach and Lazaraton, 1991; Tsui, 1996; Ur, 1991; Valdez,1998).

Table 12 : Solutions related to teacher

1	Being taught how to overcome the difficulties while speaking
2	Teachers using more comprehensible English.
3	Teachers making more clear explanations.
4	Giving importance to the meaning instead of form
5	Evaluation of students' improvements
6	Encouraging teachers
7	Helpful teachers for students to gain self confidence
8	Teachers speaking English more to be a model for students
9	Teachers checking the activities more carefully.

In the literature about solutions eleven solutions were identified related to materials and methods and these solutions are shown in Table 13 (i.e. Based on Atabek,2006; Fangzhi,1998; Haozhang,1997; Lazaraton, 1991; Malinowski,1989; Sharma,1987; Tsui, 1996; Ur, 1991).

Table 13: Solutions identified in the literature related to materials and methods

1	Having more time to answer the question
2	Being asked different types of questions
3	Accepting different answers
4	Realistic speaking activities
5	Using realistic materials
6	Playing games in English
7	Singing songs in English
8	Using technological tools more
9	Having native speaker teachers in lesson
10	Speaking topics at the appropriate level
11	Interesting speaking topics

In the literature about solutions one solution was identified related to contextual factors and this is shown in Table 14.(i.e. Based on Atabek,2006)

Table 14 : Solutions related to contextual factors

1	Having a speaking club

After the relevant studies in the literature were analysed, we have combined these problems with our students' statements. The same process was also applied for solutions and suggestions which are stated in order to overcome these speaking problems.

4.3.1.3 Phase III : Expert Opinion

After the first draft of the questionnaire was formed, we determined seven categories which these problems and solutions belong to. These categories were: classroom climate, content knowledge, language proficiency, affective & personal factors, teacher, materials & methods and contextual factors. To check how valid the categorization of problems and solution to these problems, validation was sought through expert opinion. To do this, three experts employed as teacher trainers at Çanakkale Onsekiz Mart University were invited to read questionnaire items and comment on the classification of the items. We have requested them to place the statements in the questionnaire according to these seven categories and they did necessary marking. For most of the statement, these three experts reached an agreement as they stated the same things. For the different comments, two items out of three were seen adequate for the grouping. According to these results, grouping of statements were adjusted and the questionnaire was constructed. The questionnaire also included some check statements to ascertain how careful the students were while filling in the questionnaire.

The statements were written in Turkish in order to make them understood easily. For Turkish, proof reading was done by a Turkish specialist employed at Çanakkale Onsekiz Mart University. She analyzed the meaning of statements and grammar to check whether the students understand the same meaning that I want to express. After the proof reading, necessary corrections and changes were done.

4.3.2 PILOTING THE QUESTIONNAIRE

4.3.2.1 Objectives

The pilot study was conducted in order to see whether there is a problem in administration of data collecting instrument, correct the necessary parts or misunderstandings and make changes if necessary. Piloting the questionnaire before the main study helped us to assess the clarity, explicitness, duration and layout of the questionnaire.

4.3.2.2 Setting

This study was conducted in the fall term of 2008-2009 Academic Year at Çanakkale Onsekiz Mart University, Compulsory and Optional Prep Classes. In these prep classes, students take 24 hours English lesson in a week and after one year of education, even though they can not be successful, they can attend their own departments but they have to be successful in English proficiency test until they graduate university. In prep classes, the aim is to develop four skills at the same time. The students are placed into three levels according to their grades of proficiency exam done in the first week of preparatory school.

4.3.2.3 Participants

The participants were elementary level students in Class I which consists of 24 students. The class also had 15 male and 9 female students. This prep class has 24 hours of English in a week. Unlike recent years, these students do not have separate lessons for skills. They just have 24 hours main course lesson. For this reason, they do not have a speaking lesson ,either. Table 15 shows gender distribution of students in Pilot Study

Table 15. Gender Distribution of students in Pilot Study

CLASS	FEMALE	MALE	TOTAL
Elementary	15	9	24

4.3.2.4 Instrument

The questionnaire used in the study to collect data from students consists of three parts.

Part I : Personal information of students

Part II: Problems of students in speaking classes

Part III: Solutions and suggestions of students related to speaking problems

The first part of the questionnaire consisted necessary personal information of students that will be used for the analysis of data. These were nationality, gender,

department, age, English proficiency level, English mark and self-perception of students.

The second part of the questionnaire aims to find out what kind of problems that our students experience in speaking classes and this part contained 64 statements. The aim of part three was to learn possible solutions and suggestions of students related to speaking problems and this part had 49 statements. The statements in the questionnaire were designed according to likert scale and had these five options:

I strongly agree (5)

I agree (4)

I am indecisive (3)

I disagree (2)

I strongly disagree (1)

4.3.2.5 Procedures for Data Collection

This pilot study was conducted in the spring term of 2008-2009 Academic Year by the researcher herself. The students were given the questionnaire and asked to read the instruction which explains the aim of the study , what they should do and what they are supposed to do. They were also said that their contribution is important for this reason; they were requested to be sincere and realistic while answering the questionnaire. The participants were also given enough time to complete the questionnaire. It took approximately 20 minutes to fill in the questionnaire so this was thought to be long enough.

4.3.2.6 Data Analysis

Data was analysed not for content but for reactions from students. It has been observed that the length of time was around 20 minutes to fill in the questionnaire. This was considered long enough (Dörnyei, 2002). Students did not report any serious misunderstandings. They were happy about the clarity. However, some students mentioned that writing their personal information at the beginning made them irritated. Following suggestion from the literature (e.g. Dörnyei, 2002) this section was placed at the end of the questionnaire.

4.3.3 MAIN STUDY

4.3.3.1 Objectives

The main objective of this study was to investigate problems that our students experience in speaking lessons. The solution of these problems and possible suggestions of students were also sought. Research questions can be seen in section 4.2.

4.3.3.2 Setting

The main study of the thesis was carried out at Çanakkale Onsekiz Mart University. The students were in preparatory classes and English Language Teaching Department. The questionnaire was applied in the spring term of 2008-2009 Academic Year by the instructors of English.

4.3.3.3 Participants

In this study there were two groups of participants. The first group was preparatory class students. The participants in preparatory classes were beginner, elementary and pre-intermediate students. Nearly all of the students have the same mother tongue, Turkish. The students in preparatory school were from different faculties and different departments. These departments are Physics, Archaeology, Foreign Trade and European Union, Travel Management and Accommodation Management.

The second group was English Language Teaching Department. These students were either in preparatory class or in the first class. Distribution of the participants according to their gender, nationality and department can be seen in Table 16.

Table 16: Demographic information about participants

		Frequency	*Percent*
Gender	Female	140	59.6
	Male	95	40.4
	Total	235	100
		Frequency	*Percent*
	TC	227	96.6
Nationality	Other	8	3.4
	Total	235	100
		Frequency	*Percent*
	Archaeology	23	9.8
	Physics	35	14.9
	Foreign Trade and EU	13	5.5
	Travel Management	21	8.9
Departmen	Accommodation Management	22	9.4
t	ELT 1st class	93	39.6
	ELT Preparatory Class	14	6.0
	Other	14	6.0
	Total	235	100

As it can be seen from Table 16 above, 140 female students and 95 male students participated in this study. In addition to this, 96 % of participants were Turkish and the 3.4 % of participants were from different nationalities. The participants who took part in this study were from different departments. These departments were Archaeology, Physics, Foreign Trade and European Union, Travel Management, Accommodation Management and English Language Teaching. The mean value of age was 19,80.

4.3.3.4 Instruments

The questionnaire that is described in section 4.3.2.4 was used to collect data. This questionnaire has three parts. The first part aims to find out speaking problems and difficulties that our students experience and the second part asks for the

possible solutions and suggestions to overcome these problems and the last part includes the personal information about our students (see Appendix B).

4.3.3.5 Procedures for Data Collection

The study was conducted in the spring term of 2008-2009 Academic Year. For the prep classes, the researcher gave the necessary instructions for students and it was explained that their contribution is important for this study and it would not affect their marks in the school. Also, they were explained that the finding would be just seen by the researchers. They were requested to be sincere and realistic while answering the questionnaire. The participants were also given enough time to complete the questionnaire. 20 minutes were enough to fill in the questionnaire.

4.3.3.6 Data Analysis

The data obtained from the questionnaire was analysed with the use of SPSS 16.00 for Windows (Statistical Package for Social Sciences) data editor. In order to answer the research question 1 and 2, mean values were figured out. For the research questions 3, T-test method was used to explore gender differences and independent sample test procedure was employed while in research question 4 and 5 pearson correlation coefficient were calculated to find out relationship between students' problems and perceived success and English mark in the school.

4.4 SUMMARY OF THE CHAPTER

This chapter presents information about implementation of the research and how the study is done in terms of methodological perspective. This chapter also includes the information about participants, setting, instruments, data collection and data analysis procedures. Finally, the findings of the pilot and main studies are presented.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.0 INTRODUCTION

This chapter presents statistical analysis of the data of the main study. The findings of the analyses are also discussed in the lights of the research questions.

5.1 RESEARCH QUESTIONS

This part presents the findings to the following research questions, which will be treated under individual sub-headings.

RQ1. What kinds of problems do the students experience in speaking classes?

RQ1a- What kinds of problems do the students experience related to classroom?

RQ1b-What kinds of problems do the students experience related to content knowledge?

RQ1c-What kinds of problems do the students experience related to language proficiency?

RQ1d-What kinds of problems do the students experience related to affective and personal factors?

RQ1e-What kinds of problems do the students experience related to teacher?

RQ1f-What kinds of problems do the students experience related to materials and methods?

RQ1g-What kinds of problems do the students experience related to contextual factors?

RQ2. What are the students' suggestions and solutions for problems of speaking?

RQ2a-What are the students' suggestions and solutions related to classroom?

RQ2b-What are the students' suggestions and solutions related to content knowledge?

RQ2c-What are the students' suggestions and solutions related to affective and personal factors?

RQ2d-What are the students' suggestions and solutions related to teacher?

RQ2e-What are the students' suggestions and solutions related to materials and methods?

RQ2f-What are the students' suggestions and solutions related to contextual factors?

RQ3. Is there significant difference between the genders of the learners and their problems in speaking?

RQ4.Is there a difference between the English marks of the learners and their problems in speaking?

RQ5. Is there a relationship between the self-perceived success of learners and their problems in speaking classes?

RQ6. Is there a difference between department of learners and their problems in speaking?

5.2 PROBLEMS EXPERIENCED IN SPEAKING CLASSES

The questionnaire used in this study involves problems related to speaking classes in different categories. These were problems related to classroom climate, content knowledge, language proficiency, affective and personal factors, teacher, material and methods and contextual factors.

5.2.1 RQ1. What kinds of problems do the students experience in speaking classes?

To find out which problems were more frequently experienced, firstly means of each category of problems were calculated. These are presented in Table 17.

Table 17. Problems experienced in speaking classes

Problems	Mean	Std. Deviation
Language proficiency	2.90	.69524
Content knowledge	2.79	.84381
Materials and methods	2.79	.94879
Contextual factors	2.66	.74504
Classroom climate	2.51	.63260
Affective and personal	2.31	.64307
Teacher	2.26	.65345

As can be seen from Table 17, the most frequently experienced problems concerned some sort of a lack of language proficiency (mean= 2.90) which means that students experience problems as they are not competent in speaking. Lack of language proficiency is followed by lack of content knowledge (mean=2.79). The problems related to materials and methods (mean=2.79) are expressed as the third factors. Participants reported reasons related to contextual factors (mean=2.66). The problems related to classroom were also important with 2.51 mean. The less frequently expressed problems were about affective and personal factors (mean=2.31) and teacher (mean=2.26).

Such a finding was in keeping with observations in the literature in that related to language proficiency Shumin (1997) and Atabek (2006) stated that being unable to understand what is listened and spoken in the class is a problematic situation for students. In addition to this, Fulcher (2003), Burns and Joyce (1997) state that learners of English have difficulty in forming grammatically correct sentences. Concerning problems related to content knowledge, Ur (1991) reports that students have difficulty in speaking because they do not have enough information about the topic that their friends are talking about. Another significant problem was reported by Burns and Joyce (1997), Shumin (1997), Xiaohong (1994) and they state that the social and cultural concepts of English are strange for the learners and this situation becomes an obstacle for them to speak in the target language. For the third category, materials and methods, Saraç (2007) stated that for an effective speaking lesson, material should be motivating, interesting and challenging for students. She also stated that as teachers are supposed to follow a course book and a curriculum, speaking skill may usually be neglected in the book because most of the time little attention is paid for speaking activities and practices. So, the needs of learners and the aims or priorities of course book may not match. According to Karaata (1999) many teachers think that teaching grammar is the main principle of language teaching. Concerning contextual factors, as Atabek (2006) revealed in his study, learners think that there is no need to speak English outside the class or English is not related to their department. For this reason, they may not be motivated enough. In addition to this, Dilamar (1991) stated the problem of lack of chances to practice English outside the class. These problems stated by our participants and the mean values will be discussed below.

5.2.1.1 RQ1a- What kinds of problems do the students experience related to classroom?

This research question treated problems our participants experienced concerning the classroom climate. To answer this question, descriptive statistics was resorted. Table 18 presents mean values of problems reported.

Table 18.Problems related to classroom climate

Problems	N	Mean	Std. Deviation
Monolingual classroom	235	3.56	1.320
Disorganized activities	235	2.95	1.139
Faster classmates	235	2.67	1.105
More talkative classmates	235	2.62	1.253
Insincere relation	235	2.20	1.270
Crowded class	235	2.17	.963
Disrespectful peers	235	2.02	.998
Poor rapport with classmates	235	1.90	.999
Total	235	2.51	.63260

The most frequently reported problem was by far the monolingual nature of the classroom. Students reported that (mean= 3.56) they find it easier to speak in Turkish as everybody speaks Turkish in their class. Besides this, the students find it unnatural to try to communicate in English. Following the monolingualism, "disorganization in speaking activities" (mean= 2.95) was stated as a problem by our students. They find some activities chaotic as many students try to talk at the same time and they find it difficult to speak as some friends are always quicker to take turns in speaking activities so some students may answer questions before their friends (mean=2.67), so all the students can not have equal time to speak in English. For this reason, there are "more talkative peers" (mean=2.62) and silent ones.

Among the less frequently experienced problems were having a poor rapport with friends (mean= 1.90) and peers not respecting each others ideas (mean=2.02). These findings are also illustrated in Figure 1.

Figure 1. Problems related to classroom climate

Problems related to classroom climate
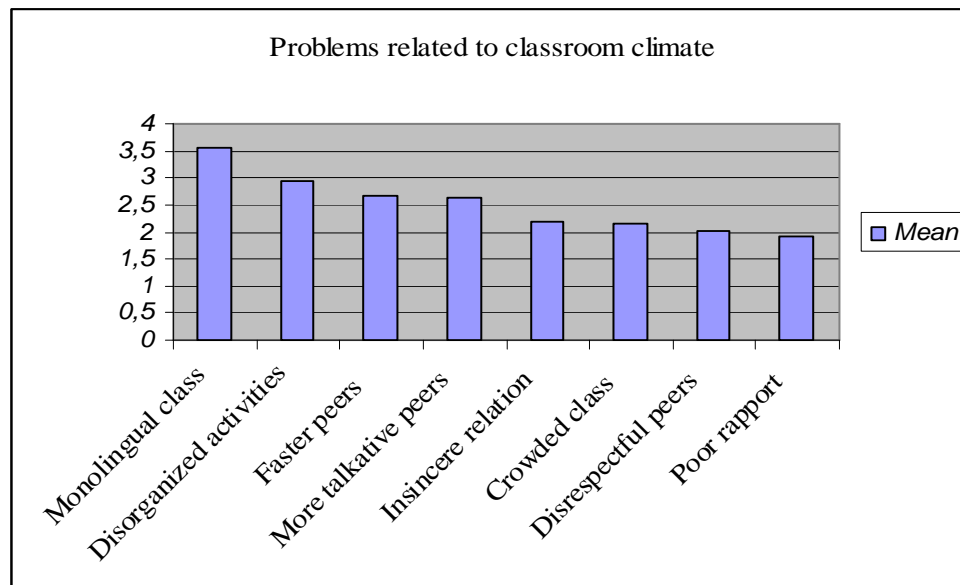
Such a finding was in keeping with observations in the literature in that classes being monolingual will influence students' use of L2 instead of L1. For example, Dobson (1988), Atabek (2006) and Wheeler (1994) also mentioned that when everybody speaks the same L1 students may not find it natural to speak in L2 and opt to speak in L1 instead. Similar findings were also reported by Ur (1996) and she supports that learners find speaking in the mother tongue is more natural. As for the disordered speaking classes, Lawtie and Wheeler (1994) reported that there is a chaos and disorder in speaking activities and this situation bothers both students and teachers. Another problem reported by both the literature and our study is the problem of crowded classes as Ur (1996) states, in crowded classes students do not have equal chances to speak in the target language and for this reason this situation causes some dominant and some passive students. Jin et al. (1998) also stated that if there are large classes the students cannot use pair and group work

5.2.1.2 RQ1b-What kinds of problems do the students experience related to content knowledge?

This research question worked on the problems that our subjects experienced related to content knowledge. In order to analyse these problems,

descriptive statistics was used and Table 19 shows mean values of problems stated by our students.

Table 19: Problems related to content knowledge

Problems	N	Mean	Std. Deviation
Unfamiliarity to cultural concepts	235	2.95	1.103
Nothing to say	235	2.95	1.161
Unable to express oneself	235	2.78	1.162
Having no idea about the topic	235	2.46	1.122
Total	235	2.79	.84381

The most frequently expressed problems were about the cultural and social concepts of English and nothing to say. Students reported that they feel themselves unfamiliar to the cultural and social concepts of British and American culture and see this situation as a drawback in learning process. With the same mean (mean=2.95), another problem reported by participants is that they can not find anything to say. When they have a chance to be prepared for speaking topics beforehand, they believe that they can perform better. Following these two problems, students reported that they are not able to express themselves and their ideas in the target language (mean=2.78). The less frequently expressed problem was that learners have no idea about the speaking topic (mean=2.46) and this may cause difficulties in speaking as they are not prepared. These are illustrated in Figure 2.

Figure 2. Problems related to content knowledge
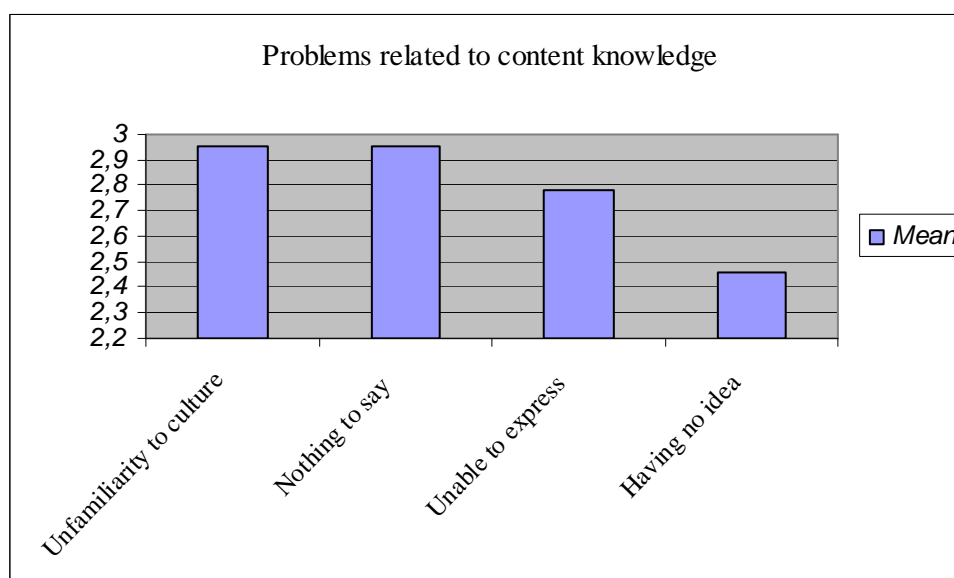
These findings were similar to the literature analysis about the speaking problems. As for the social and cultural concepts, Burns and Joyce (1997), Shumin (1997), Xiaohong (1994) state that the social and cultural concepts of English are strange for the learners and this situation becomes an obstacle for them to speak in the target language. The findings also support Ur (1996), as she reports that students have difficulty in speaking because they do not have enough information about the topic that their friends and teachers are talking about. The problem of having no idea about the topic was also expressed by Dobson (1988) and Marwan (2007) and they emphasized the importance of being prepared before the speaking activities because when students are prepared and aware of the speaking topic, they are able to produce better utterances. Ur (1991) and Dobson (1998) also reported that learners of a language may not be able to express themselves in the target language.

5.2.1.3 RQ1c-What kinds of problems do the students experience related to language proficiency?

This action worked on the problems that our subjects experienced related to language proficiency. In order to analyse these problems, descriptive statistics was used and Table 20 presents mean values of problems stated by our students.

Table 20. Problems related to language proficiency

Problems	N	Mean	Std. D.
Thinking Turkish, trying to speak English	235	3.75	1.101
Speaking slowly	235	3.58	1.168
Lack of vocabulary knowledge	235	3.32	1.197
Difficulty in forming grammatical sentences	235	3.01	1.212
Differences between written and spoken English	235	2.99	1.296
Inability to understand the idioms in English	235	2.82	1.063
Inability to understand the stress in English	235	2.69	1.141
Inability to pronounce	235	2.55	1.121
Inability to understand what is listened	235	2.30	1.032
Inability to understand what is spoken	235	2.04	.993
Total	235	2.90	.69524

The most frequently reported problem was that learners think and organize their sentences in Turkish but then they try to speak in English (mean=3.75). Connected to this statement, speaking slowly was following problem with a mean value of 3.58. This shows that students try to organize their ideas and choose correct

words beforehand for this reason they speak slowly and express this as a problem. As our students are beginning and elementary level in prep classes, speaking slowly is a common fact among starters. The third frequent problem is related to vocabulary knowledge as participants reported that they have inadequate vocabulary knowledge (mean=3.32) and therefore they may not find appropriate vocabulary items to form sentences to express themselves. Students respectively reported that they find it difficult to form fully grammatical sentences (mean=3.01). In this respect, students are right to complain about correctness because the teachers focus on the structure while students try to organize their ideas and find out appropriate vocabulary items. Following these expressions, the difference between written and spoken English was stated as a problem (mean=2.99) because learners of a foreign language have difficulty in pronunciation of target language. In our case, as the focus of the course book and the teacher is on grammar, speaking is usually a neglected skill. Our participants want to practice on pronunciation of English more in the class because they do not have such a chance outside the class.

Inability to understand idioms in English(mean=2.82) and inability to understand the stress of English (mean=2.69) were among the less reported problems by our students. The idioms are peculiar to that language and that culture, for this reason when they do not have information about British and American cultures; it becomes impossible to understand the idioms and phrases. In addition to this, our students have difficulty in realizing the stress and using it at the right time and this ability grows in the course of time with the help of practise in the target language. As it can be seen from Table 20, the less frequently experienced problems were that students are not able to understand what they listen in the class (mean=2.30) and what is spoken in the class (mean=2.04). Therefore, learners lose interest in the lesson, do not want to take part in the activities and become unsuccessful. These are also illustrated in Figure 3.

Figure 3. Problems related to language proficiency
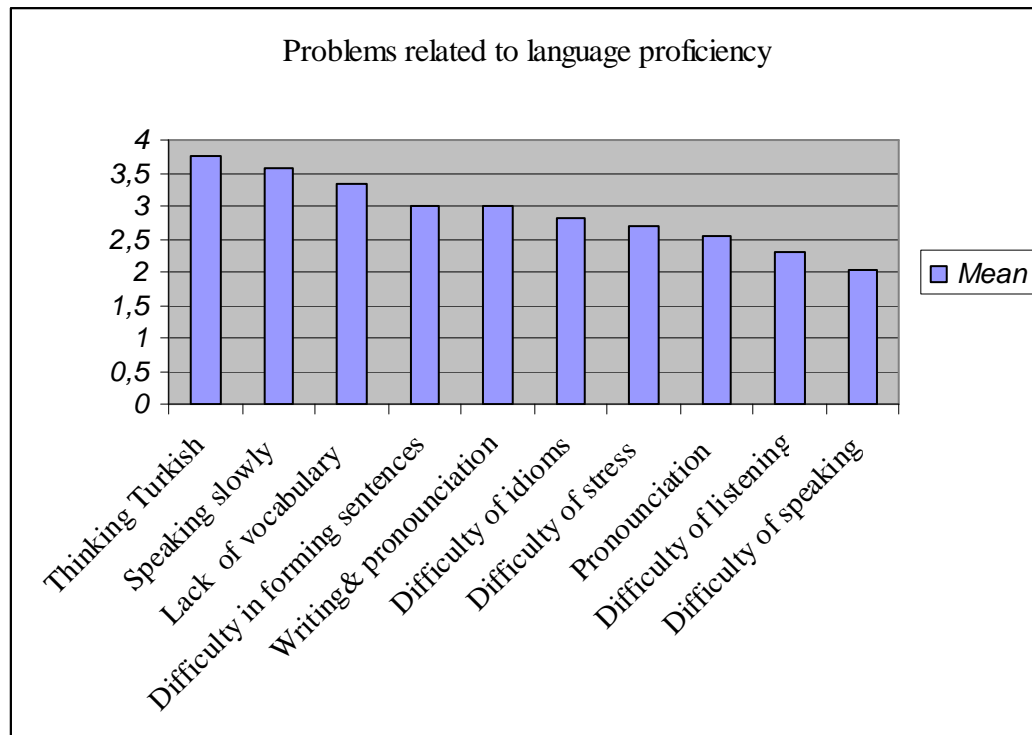
Such findings were also found in the literature study especially about the mother tongue interference. This problem was also reported by Xiahong (2004) for the Chinese students that learners first think in their mother tongue and then try to translate it into the target language. Related to sentence structure, Fulcher (2003), Burns and Joyce (1997) state that learners of English have difficulty in forming grammatically correct sentences. Another problem about language proficiency of students is that they are not able to understand what is being spoken in the class. Similar findings were also stated by Atabek (2006) and Tsui (1996). Having difficulty in understanding accent and also stress (Fulcher 2003, Burns and Joyce,1997), being unable to pronounce the words in English (Shumin, 1997) and understand listening passages (Shumin 1997,Atabek 2006) are related problems that are found in related literature.

5.2.1.4 RQ1d-What kinds of problems do the students experience related to affective and personal factors?

This research question worked on the problems that our subjects experienced related to affective and personal features of students. In order to analyse

these problems, descriptive statistics was resorted and Table 21 presents mean values of problems stated by our students.

Table 21. Problems related to affective personal factors

Problems	N	Mean	Std. D.
Fear of making mistakes	235	2.99	1.283
Anxiety of being evaluated while speaking	235	2.89	1.244
Reluctance to be centre of attention	235	2.77	1.233
Level of speaking activities	235	2.68	1.076
Feeling anxious	235	2.63	1.167
Reluctance of taking risks	235	2.56	1.151
Being not talkative	235	2.51	1.265
High expectation of peers	235	2.47	1.095
High-level speaking activities	235	2.39	1.000
Being shy	235	2.37	1.275
Fear of being ridiculed	235	2.28	1.179
Fear of being criticised	235	2.17	1.151
Being introverted	235	2.14	1.203
Lack of courage	235	2.13	1.177
Mistakes being corrected	235	2.13	1.162
Competing with peers	235	2.12	1.176
Speaking English is not natural	235	2.01	1.175
Lack of self-confidence	235	1.97	1.113
Unwillingness to communicate in English	235	1.90	.995
Lesson of English is unnecessary	234	1.46	.941
Total	234	2.31	.6430

The most frequently reported problem was that the learners are afraid of making mistakes while speaking (mean=2.99). They may not have self- confidence or they may not want to be criticized negatively by the teacher. Concerning this problem, they reported that they feel anxious because of being evaluated while speaking (mean=2.89). At this point, the teacher's manners and attitudes towards mistakes gain importance and students do not want to be corrected while speaking. Students respectively expressed that they do not want to be centre of attention in the class. (mean=2.77). This item is related to being confident to take turns in class and the need to practise in small groups before speaking in front of whole class because they stated that they feel anxious while speaking English in front of their friends and teachers (mean=2.63). Following these problems, learners also reported that speaking activities are not in the appropriate level for them, either too difficult or too easy (mean=2.68). They do not want to take risks while speaking in the target language (mean=2.56), it means that if they are not completely sure about their opinions, they

prefer to be silent. Another reason for not speaking English is that, they are not talkative anyway (mean=2.51). They already do not speak much in their mother tongue, so it is not possible to expect them to be a fluent speaker of English.

The learners also expressed that they face problems in speaking English because their classmates have higher expectations on their speaking performance (mean=2.47). Here, the problem of level of classes arises because in the classes in which there are students from different proficiency levels of English, there will be more successful students and less successful ones. For this reason, students expressed that the level of speaking activities are higher than their level (mean=2.39).

Among the less frequently expressed problems, students expressed that they do not want to communicate in English (mean=1.90) and according to them, lesson of English is not necessary (mean=1.46). These findings are illustrated in Figure 4.

Figure 4. Problems related to affective and personal factors
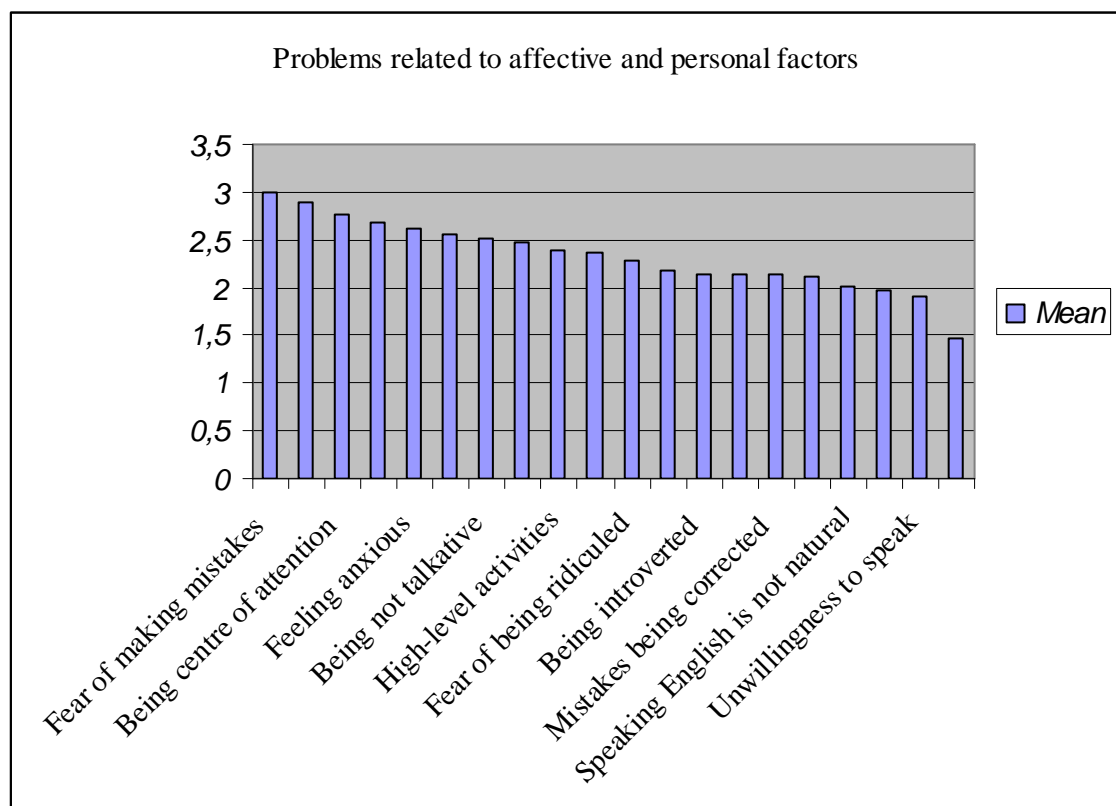
These findings were also similar to the findings in literature study. The most common problem in this category is that students feel anxious when they are supposed to speak English as stated by Hilleson (1996), Jackson (2002), Liu (2006), Tsui (1996), Ely (1986), Burgoon (1976), Mc Crockey (1991), Mc Crockey & Richard (1987), Horwitz & Cope (1986), Dalkılıç (2001), Liu and Jackson (2008), Mc. Crockey (1977), Burgoon (1976), MacIntrye& Gardner (1994), Horwitz (1995), Ely (1986), Proulx (1991), Young (1991),Ur (1991), Worde (1998), Marwan (2007), Burns and Joyce (1997), Shumin (1997), Atabek (2006). As Table 21 shows, the items of feeling anxious while speaking and feeling anxious because of being evaluated are among the first five items. As Liu and Jackson(2008), Horwitz & Cope(1986), Aydın (2001) report that learners feel anxious when they know that their speech is going to be assessed by the teacher. The findings of this study also support Ur (1991), Pappamihiel (2002), Tsui (1996) who indicate that students are afraid of making mistakes and being criticized and also they are afraid of speaking in front of their friends (Aydın,2001). The reason of this fear may be that they do not want to be centre of attention as stated by Ur (1991),Dalkılıç (2001), Liu and Jackson (2008).

According to Dobson (1988) and Aydın (2001) the learners do not want to speak because their errors are being corrected while they are speaking. Liu and Jackson (2008) also introduce that learners do not want to take risks while speaking English. The reason of this problem is revealed by Dalkılıç (2001) and Aydın (2001) as learners' friends and teachers have high expectations about them.

5.2.1.5 RQ1e-What kinds of problems do the students experience related to teacher?

This research question worked on the problems that our subjects experienced related to teachers' personal features, how they treat students in and outside the class. In order to analyse these problems, descriptive statistics was resorted and Table 22 presents mean values of problems stated by our students.

Table 22. Problems related to teacher

Problems	N	Mean	Std. D.
Teacher talking time	235	2.90	1.130
High expectation of teachers	235	2.84	1.132
Teacher's authoritative manners	235	2.75	1.368
Teacher's reaction to being silent	235	2.36	1.118
Incompetent teachers	235	2.30	1.127
Inability to understand teacher's demands	235	2.27	1.067
Inability to understand teacher's language	235	2.18	1.103
Giving little importance to speaking	235	2.15	1.132
Lack of opportunity to speak	235	2.03	1.006
Too serious teachers	235	2.00	1.092
Being at ease	235	1.89	.911
Uninterested teachers	235	1.89	.983
Being interrupted by teacher	235	1.83	.978
Total	235	2.2609	.65345

The most frequently reported problem was related to teacher talking time. Students expressed that teacher talks most of the time in the class (mean=2.90) and for this reason the opportunities given to students to speak English are fewer than required (mean=2.03) as participants stated that teachers do not give students enough chances to speak. Following teacher talking time, students reported that teachers have high expectations about students and students' speaking performance (mean=2.84) so this makes them hesitate before speaking. They expect teachers to be tolerant because they need time to be a competent speaker. The third and fourth frequent problems are related to teachers manner as students report that teachers want everything according to their wishes (mean=2.75) and teachers are not tolerant after asking questions to students because teachers can not stand silence while waiting for the answer (mean=2.36). In these situations, teachers either nominate another student or give the answer but students want to be tolerated. Our participants also have less difficulty in understanding teacher's demands (mean=2.27) and the language that teacher uses (mean=2.18).When students do not understand what they are supposed to do, they will be unwilling to say something. For this reason, the teacher should make clear explanations considering their level. Another problem related to teachers' feature is that, a few students find teachers to be too serious (mean=2.00). Our students want to be in a close relation with teachers because they believe they will speak better only when they feel themselves relaxed and secure.

The less frequently expressed problems are, as teachers do not force students, students are too relax (mean=1.89), teachers are not interested in students (mean=1.89) and teachers interrupt students while they are speaking (mean=1.83).It is a contradiction that students both want to be more relaxed and at the same time, they want to be forced by their teachers. These findings are illustrated in Figure 5.

Figure 5. Problems related to teacher
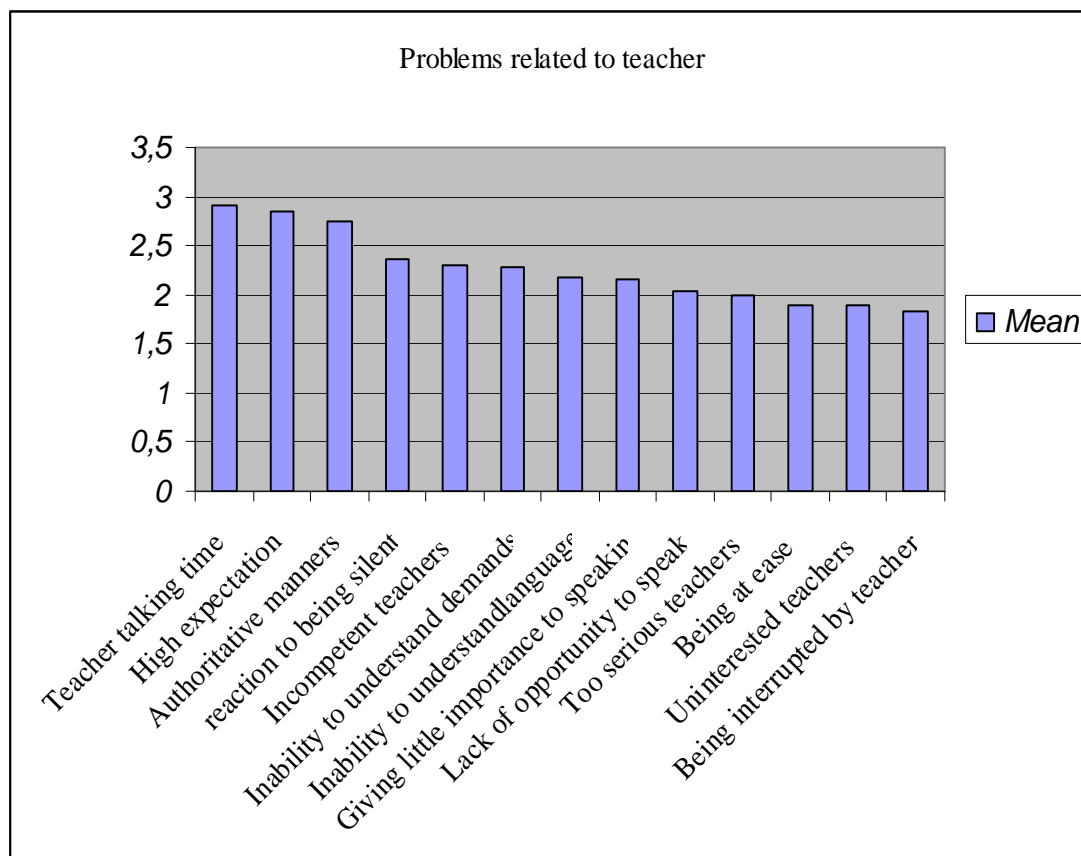
These findings were also parallel with the investigation in literature study. To start with, related to teacher talking time Yaping (1998), Alrabaa, (1991), Ward (1984) and Dobson (1988) point out that teacher talks most of the time in the lesson and teacher does not give opportunity for students to talk for this reason students are not able to practice target language. The problem of authoritative manners of teachers is also expressed by Ward (1984) and Atabek (2006) by saying teacher adjusts everything as he wants and do not value students' opinions. Teacher's characteristic features can sometimes be problematic, for example if a teacher is impatient, he /she does not let students be silent as expressed by Tsui(1996). Being interrupted while speaking was also reported by Aydın(2001) and she found out that teachers interrupts

students while speaking mostly in order to correct the mistakes but being corrected at the time of speaking causes anxiety for students.

5.2.1.6 RQ1f-What kinds of problems do the students experience related to materials and methods?

This research question worked on the problems that our subjects experienced related to materials and methods that are used in speaking classes. In order to analyse these problems, descriptive statistics was resorted and Table 23 presents mean values of problems stated by our students.

Table 23. Problems related to materials and methods

Problems	N	Mean	Std. Deviation
Boring speaking activities	235	2.81	1.284
Giving little importance to speaking	235	2.78	1.233
Total	235	2.79	.94879

As Table 23 shows, two problems are expressed in the category of materials. The first problem is, the students think that speaking activities that are used in the class are boring (mean=2.81). They do not find the question-answer technique as a useful way to encourage them to speak and they want more interesting and enjoyable activities. Students respectively expressed that the course book they use does not give importance to speaking skill and speaking activities (mean=2.78) because most of the course books focus on grammar and knowledge of language and development of skills especially speaking skill is ignored.

These findings are also illustrated in Figure 6.

Figure 6. Problems related to materials and methods
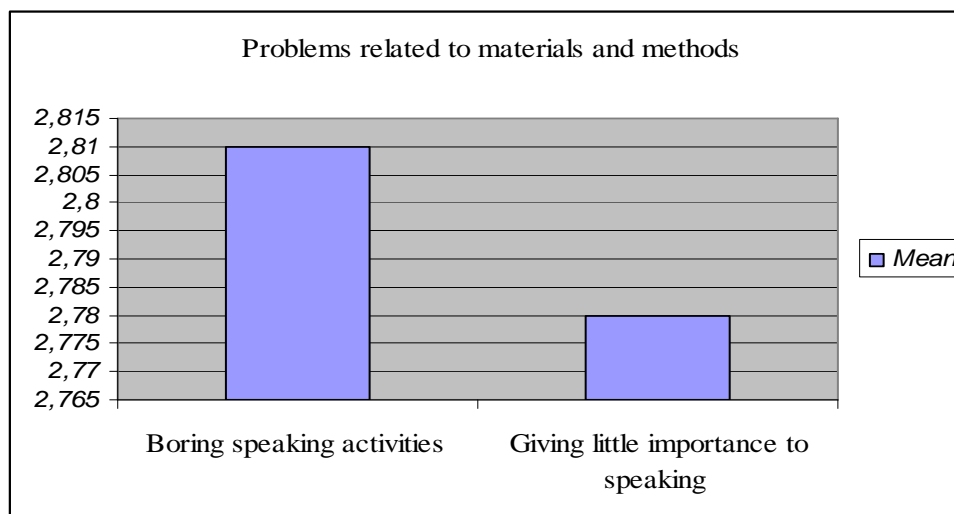
Such findings were also found in literature study. For example Dobson (1988) and Atabek (2006) reported that speaking activities are boring and this becomes a reason for unwillingness to speak. In the same way, Saraç (2007) states that for an effective speaking lesson, materials should be motivating, interesting and challenging for students.

For the second problem in the table, Saraç (2007) also states that as teachers are supposed to follow a course book and a curriculum, speaking skill may usually be neglected in the book because most of the time little attention is paid for speaking activities and practices. Lazaraton (1989) and Atabek (2006) also mentioned this problem by stating that speaking skill is not paid attention in the course book. So, the needs of learners and the aims or priorities of course book may not match.

5.2.1.7 RQ1g-What kinds of problems do the students experience related to contextual factors?

This research question worked on the problems that our subjects experienced related to contextual factors. In order to analyse these problems, descriptive statistics was resorted and Table 24 presents mean values of problems stated by our students.

**Table 24. Problems related to contextual factors**

Problems	N	Mean	Std. Deviation
Lack of practice outside the class	235	4.20	1.158
No need to speak English outside the class	235	2.12	1.174
English is irrelevant to the department	235	1.68	1.176
Total	235	2.6652	.74504

The most frequently reported problem was by far the lack of practice outside the classroom. Students reported that, they do not have a real environment to practise English outside the classroom. This problem had the highest mean among all of the statements in the questionnaire (mean=4.20). The less frequently expressed problems were, students do not think that it is necessary to speak English outside the class (mean=2.12) and the lesson of English is not relevant to their department (mean=1.68) for this reason they do not see speaking English as an important aim to be reached. This is one of the less frequently expressed problems in the questionnaire because there were students from English Language Teaching department. For this reason, it was not possible for them to state that English is not relevant to their department. These findings are also illustrated in Figure 7.

Figure 7. Problems related to contextual factors.
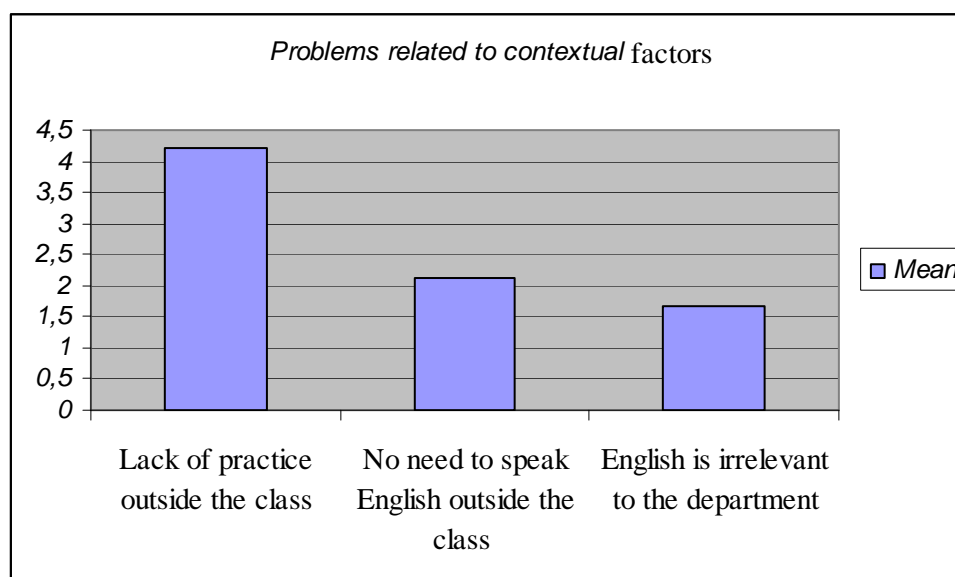
Similar findings were also found in literature study. For example, Dilamar (1991) states the problem of lack of chances to practice English outside the class. In his study Atabek (2006) also found out that, learners think that there is no need to

speak English outside the class or English is not related to their department. For this reason, they may not be motivated enough to speak English in the class.

5.3 SOLUTIONS

In this part of the study, the possible solutions and suggestions that our students made will be discussed in the light of research questions.

RQ2. What are the students' suggestions and solutions for problems of speaking?

RQ2a-What are the students' suggestions and solutions related to classroom?

RQ2b-What are the students' suggestions and solutions related to content knowledge?

RQ2c-What are the students' suggestions and solutions related to affective and personal factors?

RQ2d-What are the students' suggestions and solutions related to teacher?

RQ2e-What are the students' suggestions and solutions related to materials and methods?

RQ2f-What are the students' suggestions and solutions related to contextual factors?

5.3.1 RQ2. What are the students' suggestions and solutions for problems of speaking?

Table 25 below states the solutions reported by our participants.

Table 25 :Solutions experienced by learners

Solutions	Mean	Std. Deviation
Contextual	4.21	.62651
Materials and methods	3.95	.57389
Affective and personal	3.77	.63639
Classroom	3.76	.65387
Teacher	3.75	.64820
Content knowledge	3.71	.71272

As it can be seen from the Table 25, the most frequently expressed solutions by the learners were about the contextual reasons (mean=4.21). At this point it can be

said that, environmental and outside factors affect learners' speaking performance. Secondly, the influence of materials and methods is stated by participants (mean=3.95) which shows that the process of the speaking lesson and materials used were thought to be important solutions. Following these, affective and personal factors (mean= 3.77) were expressed by students and these factors are related to students' emotions and feelings, characters, students' self assessment and self-perception. Students respectively suggested the solutions related to classroom (mean=3.76) and teacher (mean= 3.75). The less frequently expressed solution was about the content knowledge (mean=3.71).

5.3.1.1 RQ2a-What are the students' suggestions and solutions related to classroom?

This research question worked on the solutions that our participants suggested related to classroom. In order to analyse these solutions, descriptive statistics was resorted and Table 26 presents mean values of solutions stated by our students.

Table 26. Solutions related to classroom

Solutions	N	Mean	Std. Deviation
Foreign students	235	4.45	.801
Working in small groups	235	3.79	1.031
Less crowded class	235	3.57	1.150
Not speaking Turkish	235	3.57	1.208
Moving easily in class	235	3.43	1.169
Total	235	3.76	.65387

The most frequently suggested solution was by far the need of foreign students. Our participants reported that they would speak English better if there were foreign students in their class to practise with (mean=4.45).This demand may due to the fact that as all the students and teachers have the same mother tongue, the learners may not feel the need to speak English and they may not feel the classroom as a natural environment. If there is not a factor to motivate and force them, the

learners may prefer speaking Turkish. The number of students in English classes appears to be an important factor for students. Being have to speak in front of whole class may put pressure on students and they may feel anxious in such a case. Practising in groups of three or four students may help learners to gain confidence and to have more speaking opportunities. For this reason, our participants reported that they want to work in small groups (mean=3.79). Following these, students indicated that the class should be less crowded (mean=3.57). This is because learners do not get enough chances to practise the target language. Participants respectively reported that they prefer not to speak Turkish in the class (mean=3.57), they think that the more they speak English, the better they get.

The last solution expressed about the classroom was about the physical conditions of the class and seating arrangement of the rows as they reported that they want to move easily in the class (mean=3.43). The desks may be put in U-shape order and in this arrangement , students can both move easily and see everybody in the class. Using individual chair for a student can also be a solution for pair and group works but it is not possible to arrange the seats in most of the classrooms. These findings are also illustrated in Figure 8.

Figure 8. Solutions related to classroom
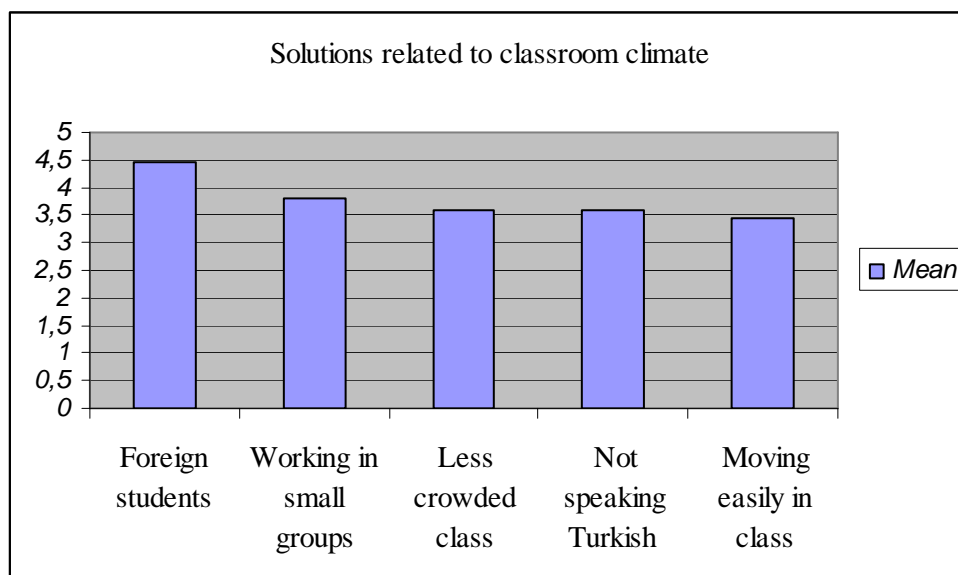
The findings of this study were quite similar to the observations in the literature. The opportunity of working in small groups was also mentioned by Tsui

(1996), Nunan (1999), Wheeler(1994), Malinowski (1989), Ur (1991), Long and Porter(1985), Ellis (1984), Brumfit (1984). Related to this, Alrabaa (1991) and Brumfit (1984) also expressed the need for a less crowded class for students in order to have a better communication and interaction. Moving easily in the class was the less frequent items in the questionnaire but Nunan (1999), Tsui (1996) and King (2002) also supported the same statement.

The considerable dissimilarity between the findings and the literature is that, the most frequently expressed item, the need of foreign students in the class, was not mentioned by any of the studies done before.

5.3.1.2 RQ2b-What are the students' suggestions and solutions related to content knowledge?

This research question worked on the solutions that our participants suggested related to content knowledge. In order to analyse these solutions, descriptive statistics was resorted and Table 27 presents mean values of solutions stated by our students.

Table 27. Solutions related to content knowledge

Solutions	N	Mean	Std. Deviation
Being prepared for speaking topics	235	3.90	1.002
Having idea about cultures	235	3.66	1.203
Turkish equivalents of words	235	3.58	1.266
Total	235	3.71	.71272

Students reported that they would speak English better if they have opportunities to be prepared for speaking activities before the lesson (mean=3.90). This may be because of that when the students meet a topic for the first time, they can feel anxious as they do not have any knowledge about it. If the teachers give them specific topics beforehand, they can study for them and get ready to speak in the class. Following this, our participants reported that they want to learn more about English and American cultures (mean=3.66) with the help of their teachers, course book and sources outside the class. The course books used in the lessons are either

American or British publications for this reason , cultures of these countries may be unfamiliar to our students. If they have some basic information about cultures, customs and life-styles of these countries, they believe that they will learn and speak English better. Learners respectively reported that they want their teachers to give Turkish equivalent of words (mean=3.58). This demand may be thought to be a contradiction as in previous category related to classroom, they expressed their wish not to speak Turkish in the class. It can also be said that our students suggest that they will be able to speak English better when they know enough vocabulary. Hence, lack of vocabulary knowledge is one of the major obstacles against speaking. These findings can also be seen in Figure 9.

Figure 9. Solutions related to content knowledge
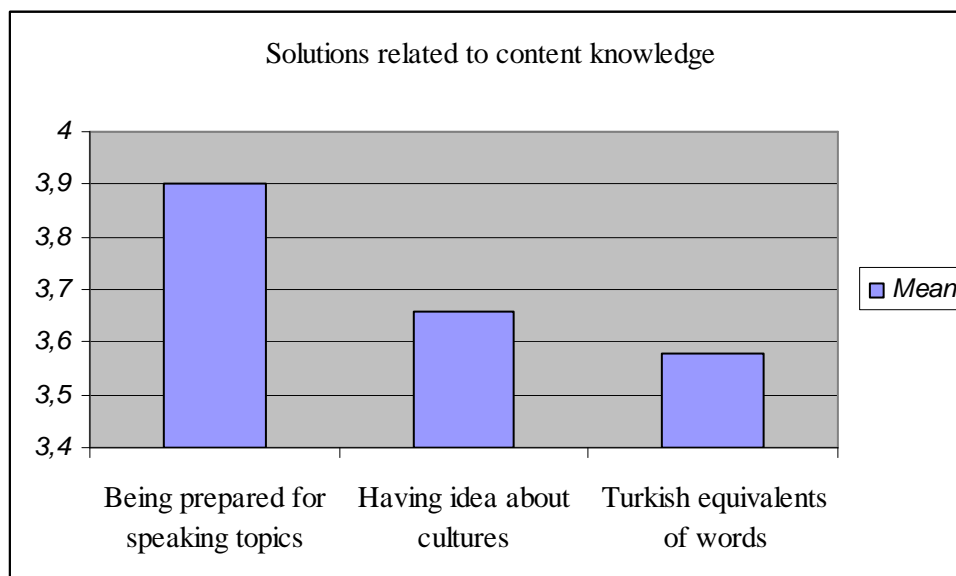
The findings of this study were quite similar to the observations in the literature. Ur (1991) reports that students have difficulty in speaking because they do not have enough information about the topic that their friends are talking about. In addition to this, Dobson (1988) and Marwan (2007) emphasize the importance of being prepared before the speaking activities because when students are prepared and aware of the speaking topic, they are able to produce better utterances. Similar to the findings of this study, Burns and Joyce (1997), Shumin (1997) and Xiaohong (1994) state that the social and cultural concepts of English are strange for the learners and this situation becomes an obstacle for them to speak in the target language.

5.3.1.3 RQ2c-What are the students' suggestions and solutions related to affective and personal factors?

This action worked on the solutions that our participants suggested related to affective and personal features. In order to analyse these solutions, descriptive statistics was resorted and Table 28 presents mean values of solutions stated by our students.

Table 28. Solutions related to affective- personal factors.

Solutions	N	Mean	Std. Deviation
Studying more	235	4.31	.920
Gaining self-confidence	235	4.20	.969
Teachers encouraging students	235	4.11	.899
Close relationship with teachers	235	4.00	1.072
Chances for self-evaluation	235	3.88	1.047
More sincere classroom	235	3.84	1.209
Not being evaluated by mark	235	3.68	1.263
Teachers forcing students	235	3.47	1.206
Being criticised negatively	235	3.07	1.309
Being corrected while speaking	235	2.86	1.330
Total	235	3.77	.63639

Affective- personal factors influence learners' speaking performance to a large extent. In this category, the most frequently expressed solution by our participants is that, they see the need to study more to speak English(mean=4.31). This item has one of the highest mean in the questionnaire which may mean that the students can make self-evaluation about themselves. According to these results, our students see that they should study English more and express this as one of the most important solutions for speaking problems related to affective and personal factors. The participants respectively reported that the teacher may help them to gain self-confidence (mean=4.20). At this point it can be said that, a great majority of students do not feel confident enough to take permission to speak even though they are willing to say something and they really need help of teachers. A very similar suggestion was reported by our learners. They expressed that teachers should encourage them to speak in the target language (mean=4.11). At this point, it can be said that the learners want to have a tolerable teacher who can understand and encourage them. Following these three items, it is not surprising that our learners want to have a close relationship with teachers (mean=4.00). The reason of this suggestion may be that, when the learners are like friends with teachers, they can feel themselves relaxed and

peaceful in classes and this may help their speaking performance to get better. Besides this, not only with teachers, our students want to have better relations with their peers as they reported that a more sincere classroom will have a positive effect on their talks in the class (mean=3.84).

The item which is related to chances for self-evaluation has one of the highest mean in this category. The participants expressed that they want to evaluate their own speaking performance (mean=3.88). The characteristics of teachers may have an effect on this item because the fact that teachers evaluate speaking performances frighten students. A very similar suggestion was that, the learners do not want to be evaluated by mark (mean=3.68) because getting a mark as a result of speaking performance causes concern and anxiety for students. They may feel themselves under the pressure of getting a high mark for this reason they can not concentrate on what they are supposed to say. The solution may be that, instead of preparing speaking exams for students in which they have just five minutes and a list of questions to answer, teachers may give marks to students according to their performances in the class throughout the year.

In respect of evaluation, learners complain about criticism and they reported that teachers should not criticise them negatively (mean=3.07). Teachers may solve this problem by using gentle correction techniques, giving positive feedback and encouraging students to speak. However, as students reported ,they do not want to be corrected while speaking (mean=2.86) because they may feel anxious when they are supposed to use fully grammatical sentences. For this problem, teachers can take notes at the time of speaking and announce them afterwards. Also, instead of explaining students' errors individually, announcing all the common errors that are made in the class may be a solution. These findings can also be seen in Figure 10

Figure 10. Solutions related to affective and personal factors

Solutions related to affective and personal factors
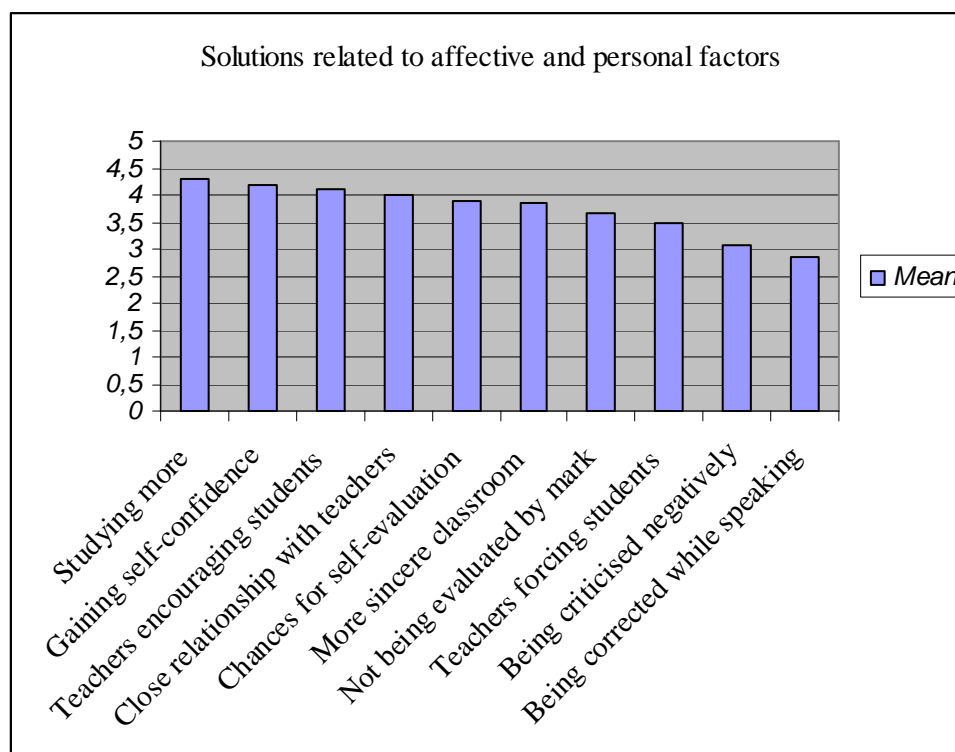
The findings of this study and the findings in the literature were quite similar. The findings about a more sincere classroom environment were also stated by Tsui, (1996) and Atabek (2006). For this reason, it can be said that a positive atmosphere in the class is a required condition for a better communication. The need to be encouraged by teacher to speak English was also expressed by Riggenbach and Lazaraton (1991) and Onwuegbuzie (1999). Following this, Dilamar (1991) found out that teachers are supposed to help students to gain self-confidence. Lack of self confidence was also seen a problem by Dalkılıç (2001), Matsuda (2004), Marwan (2007) and Shumin (1997). For the situations in which learners do not have self-confidence, they do not think that they can compete with better students in the class (Aydın,2001) because as Tsui, (1996) states students are afraid of being ridiculous and being laughed at. According to Dobson (1988) and Aydın (2001) they do not want to speak because their errors are being corrected while they are speaking. Liu and Jackson (2008) introduce that learners do not want to task risks while speaking English. The reason of this problem is revealed by Dalkılıç (2001) and Aydın (2001) as learners' friends and teachers have high expectations about them.

5.3.1.4 RQ2d-What are the students' suggestions and solutions related to teacher?

This action worked on the solutions that our participants suggested related to teacher. In order to analyse these solutions, descriptive statistics was resorted and Table 29 presents mean values of solutions stated by our students.

Table 29. Solutions related to teacher

Solutions	N	Mean	Std. Deviation
Helpful teachers in case of difficulties	235	4.20	.774
Teachers speaking English more	235	4.04	1.087
Speaking with teachers alone	235	3.97	1.012
Evaluation of students' improvement	235	3.97	.874
Students' ideas about the course	235	3.88	1.083
Giving more importance to speaking	235	3.83	1.104
Turkish explanations by the teacher	235	3.81	1.248
Carefully controlled activities	235	3.65	1.074
Meaning not structure	235	3.57	1.183
More explicit explanations	235	3.46	1.181
Having equal opportunities to speak	235	3.41	1.224
More understandable English	235	3.22	1.203
Total	235	3.75	.64820

The most frequently stated item is ,that students want their teachers to help them when they have difficulty in the lesson and teach them how to overcome and how to deal with this difficulty (mean=4.20). At this point, the need to teach learners how to study the target language arises. For this reason, teachers are supposed to guide learners to cope with learning problems and solve them. Students respectively expressed that, teachers should speak English more (mean=4.04) because when the students are exposed to English in the class, the teacher becomes a model for them. Besides, students do not have any other choices to practise outside the class. For this reason, the modelling of their teacher is important. Students also reported that they want chances to speak with the teacher alone (mean=3.97). Two different reasons may explain this statement. The first one is that, students do not have self-confidence

to speak in front of the class and they do not want their peers to learn about their mistakes and the second one is, students want to practise with teacher alone and spend more time together. The second probability can be acceptable especially in crowded classes in which students do not have enough opportunities to practise English.

Following these solutions, our participants expressed that the teacher should evaluate their improvement in speaking (mean=3.97).This evaluation may involve positive feedback, encouragement or grading. This is because learners feel the need to realize the progress in their speaking performance.

Students also reported that, they want to express their opinions about the course and methods that are used in class (mean=3.88) because they want to know that their thoughts are important as a human and they want to influence the decisions made in the class. Furthermore, our students expressed that teacher should give more importance to speaking skill (mean=3.83) because teaching knowledge of language is priority for most of language teachers. On the other hand, evaluation of success is usually made with the results of reading, writing and listening exams because speaking skill is neglected most of the time. In addition to this, students in high schools and universities take examinations in all their life which are composed of only multiple choice questions.

Our participants respectively reported that the teacher should make Turkish explanations in the lesson (mean=3.81).At this point it may be said that even though students want teachers to speak English as much as possible, they are not qualified enough to understand everything spoken in the class for this reason, the students need Turkish explanations.

The less frequently reported items were having enough opportunities to speak (mean=3.41) and the language of teachers should be more comprehensible and easy to understand (mean=3.22). Figure 11 can also show these findings.

Figure 11. Solutions related to teacher
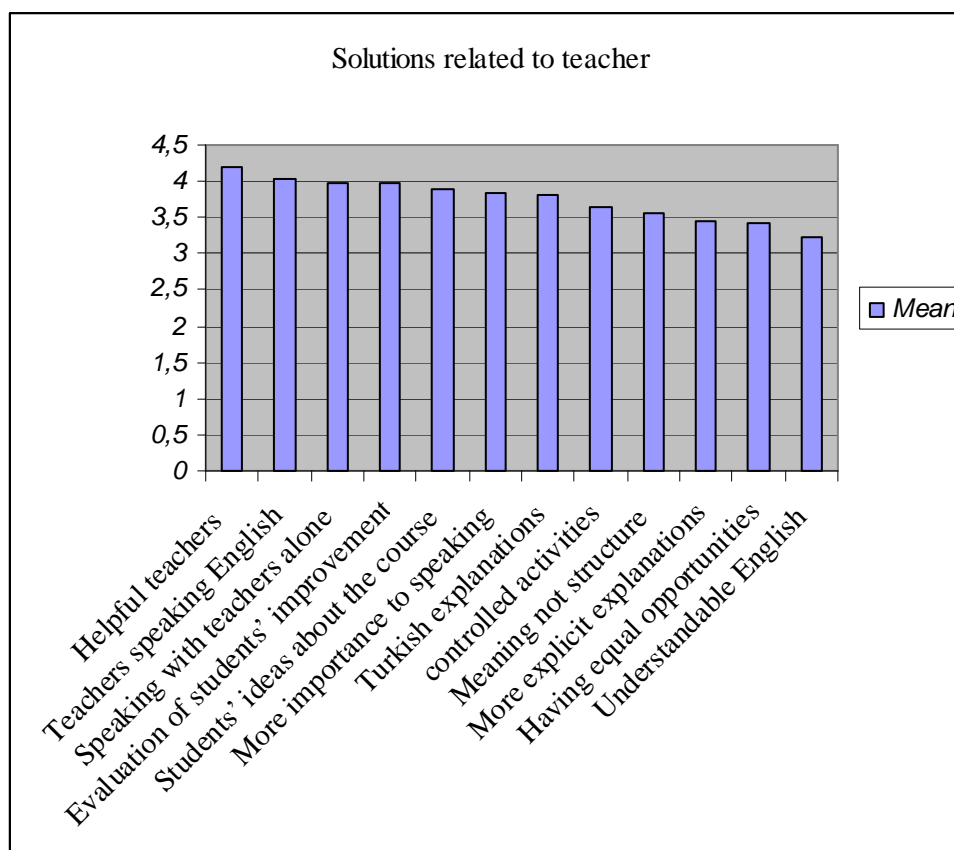
The findings of this study were quite similar to the observations in the literature. Concerning speaking activities Gebhard (1982) and Valdez (1998) stated that the teacher should check the speaking activities more carefully. In addition to this, Pappamihiel (2002), Worde (1998), Wheeler (1994) note the importance of instruction because as they state that the learners do not understand what they are going to do in the lesson. Atabek (2006) notes that teachers do not give importance to speaking skill and speaking activities.

5.3.1.5 RQ2e-What are the students' suggestions and solutions related to materials and methods?

This action worked on the solutions that our participants suggested related to materials and methods. In order to analyse these solutions, descriptive statistics was resorted and Table 30 presents mean values of solutions stated by our students.

Table 30. Solutions related to materials and methods

Solutions	N	Mean	Std. Deviation
Native speakers in the lesson	235	4.54	.769
Interesting speaking topics	235	4.40	.808
More pronunciation activities	235	4.30	.875
Materials for real-life use	235	4.09	.910
Singing songs in English	235	4.04	1.069
Playing games in English	235	4.03	1.035
Using technologic tools more	235	4.02	.976
Realistic speaking activities	235	4.01	.961
Acceptance of alternative answers	235	3.91	.965
Asking different types of questions	235	3.51	1.076
Appropriate level of activities	235	3.48	1.075
More time to respond questions	235	3.11	1.244
Total	235	3.95	.57389

As Table 30 shows, the most frequently stated solution was related to the need of native speakers in speaking classes (mean=4.54). Participants reported that they can speak English better if they have native speaker teacher in the class. The reason of this is that students do not think that speaking English is natural in class as everybody speaks Turkish. This condition is a widespread problem in monolingual classes. Following this item, students expressed that speaking topics should be interesting and enjoyable (mean=4.40). If the activities or topics are not related to students' interests, it will not be sensible to think that they will speak willingly. At this point, it may be a good idea to enable students talk about their experiences and interests at the beginning levels.

Students successively reported that they want to have more pronunciation activities (mean=4.30) because as written and spoken English is different, it becomes a difficult situation for them to pronounce new words. For this reason, the teacher is supposed to focus on pronunciation more or direct students to sources Our participants reported that they want to use realistic materials (mean=4.09) because if students do not feel that they can use the language for real life situations, they do not see the need to learn that language. Other suggestions reported in the questionnaire

were, they want to sing a song in English (mean=4.04),they want to play game in English (mean=4.03), they want to use technological tool more often (mean=4.02) and they want to have more realistic speaking activities (mean=4.01).The less frequently expressed problem was that they need more time in order to answer the questions (mean=3.11). These findings are also illustrated in Figure 12.

Figure 12. Solutions related to materials and methods
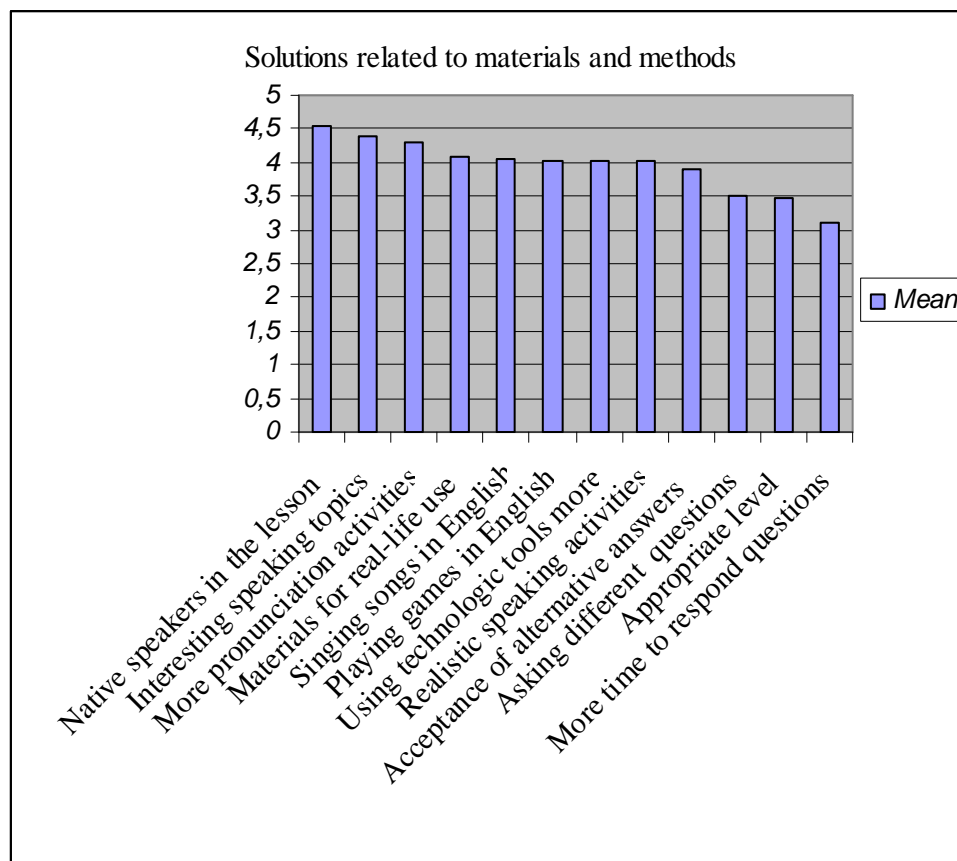
The findings of this study were quite similar to the observations in the literature. Related to the level of speaking activities Dobson (1988) and Atabek (2006) found out that students may not want to speak English when the level of speaking activities is too high or too level. They both expressed the importance of choosing the appropriate level for activities that are used in the class and they also reported that speaking activities are supposed to be interesting for students. As our participants expressed, Lazaraton and Watts (1989) and Atabek (2006) found out that

speaking is a neglected skill in many situations and speaking skill should be given more importance in the course book.

5.3.1.6 RQ2f-What are the students' suggestions and solutions related to contextual factors?

This action worked on the solutions that our participants suggested related to contextual factors. In order to analyse these solutions, descriptive statistics was used and Table 31 presents mean values of solutions stated by our students.

Table 31. Solutions related to contextual factors

Solutions	N	Mean	Std. Deviation
Using English outside the school	235	4.54	.752
Getting help outside the class	235	4.29	.833
A separate speaking lesson	235	4.24	.950
Native speaker teachers	235	4.18	1.137
A speaking club	235	4.14	1.002
English is not helpful for	235	3.87	1.237
Total	235	4.21	.62651

The most frequently stated solution was about practice chances of English because a great majority of students expressed that they do not have enough chances to speak English outside the class (mean=4.54). Similar to this statement, the participants reported that they can not get help outside the class (mean=4.29) to develop their speaking skill. With the help of these two statements, it may be said that, students have limited opportunities to practise English. For this reason, participants expressed that there should be a separate speaking lesson in the school (mean=4.24) and speaking skill should be given more importance. Students respectively reported that there should be a native speaker teacher in the lessons (mean=4.18) and they need a speaking club in which they have more chances to practise (mean=4.14). In this case, it is easily understood that students can suggest solutions for practice problems.

The less frequently reported statement is that English is not helpful for other subjects in the school (mean=3.87).

These findings are also illustrated in Figure 13.

Figure 13. Solutions related to contextual factors
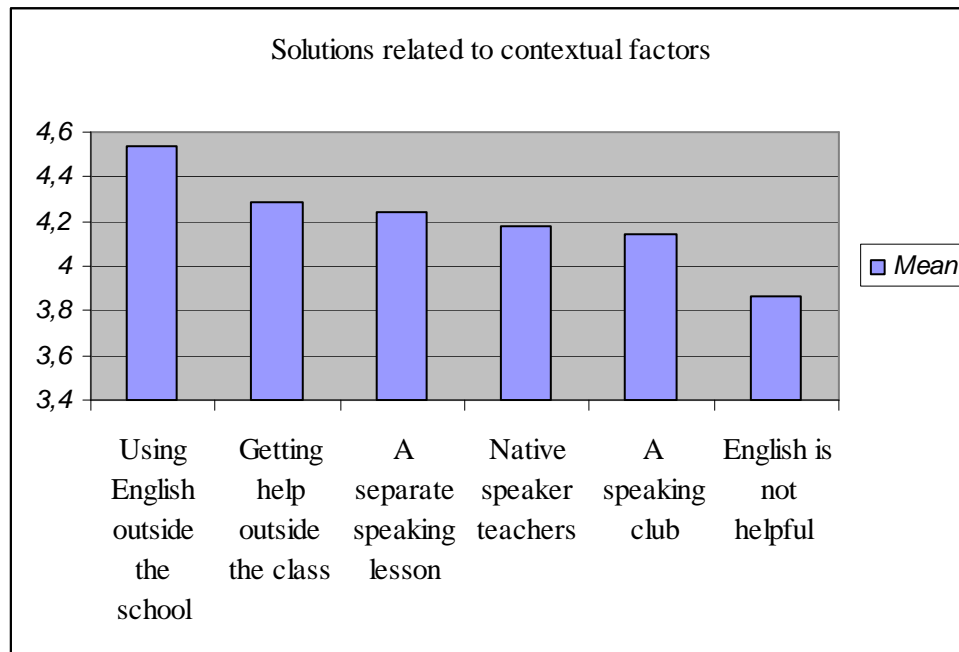
The findings of this study were quite similar to the observations in the literature. As Dilamar (1991)stated, students think that they do not have chances to practise outside the class. Similarly, Atabek (2006) stated, the reason of not speaking English may be that students think English is not related to other lessons or English is not helpful for other subjects in the school.

5.4. INDIVIDUAL DIFFERENCES

5.4.1. RQ3. Is there significant difference between the genders of the learners and their problems in speaking?

Table 32. Genders of learners and their problems in speaking

	Gender	N	Mean	SD	MD	T value	df	sig
Classroom	Female	140	2.4625	.61305	-.12039	-1.435	233	P<. 0.15
	Male	95	2.5829	.65705				
Content knowledge	Female	140	2.7732	.80795	-.03468	-.309	233	.758
	Male	95	2.8079	.89803				
Language Proficiency	Female	140	2.8400	.67171	-.16000	-1.739	233	.083
	Male	95	3.0000	.72155				
Affective and personal	Female	140	2.3772	.65611	.14159	1.660	232	.098
	Male	95	2.2356	.61727				
Teacher	Female	140	2.1236	.67122	-.33953	-4.035	233	P< 0.000
	Male	95	2.4632	.57213				
Materials and methods	Female	140	2.7679	.92800	-.07425	-.588	233	.557
	Male	95	2.8421	.98192				
Contextual factors	Female	140	2.6476	.73919	-.04361	-.440	233	.661
	Male	95	2.6912	.75675				

In order to answer Research Question 3, T-test method was used to find out any possible gender differences in problems experienced and solutions suggested by different gender groups. The findings showed that there is a significant difference in problems experienced and suggestions related to classroom environment made by female and male groups as p<.0.15. It may be said that male students experience problems more often that female ones. Considering the problems and suggestions related to content knowledge of students, there is no significant difference between female and male students (p>0.758). On the other hand, as Table 32 shows, there seems to be considerable difference in stated problems related to language proficiency between these two gender groups although this was not highly significant (p>.05) .As for the affective and personal factors, girls tended to have more problems than boys although this was too not very significant(p>.05). Male students have problems related to their teachers more often (p<0.000). As for the last two groups, there is no significant difference between these gender groups according to their problems related to materials and methods (p>.05) and contextual factors (p>0.05)

5.4.2. RQ4. Is there a difference between the English marks of the learners and their problems in speaking?

Table 33. English mark and success of learners and their problems in speaking

		Success	Marks
Classroom	Pearson correlation	-.196**	-.220**
	Sig. (2-tailed)	.002	.001
	N	235	235
Content Knowledge	Pearson correlation	-.489**	-.278**
	Sig. (2-tailed)	.000	.000
	N	235	235
Language Proficiency	Pearson correlation	-.548**	-.472**
	Sig. (2-tailed)	.000	.000
	N	235	235
Affective and Personal	Pearson correlation	-.373**	-.108
	Sig. (2-tailed)	.000	.099
	N	234	235
Teacher	Pearson correlation	-.183**	-.304**
	Sig. (2-tailed)	.005	.000
	N	235	235
Materials and Methods	Pearson correlation	-.141*	-.145*
	Sig. (2-tailed)	.031	.027
	N	235	235
Contextual factors	Pearson correlation	-.237**	-.181*
	Sig. (2-tailed)	.000	.005
	N	235	235

Significant correlation coefficients were identified between students' marks from their English exams and problems they report. For example, their marks were negatively correlated to classroom climate ($r=-.220$, $p<.001$); content knowledge ($r=-.278$, $p<.001$); language proficiency ($r=-.472$, $p<.001$); and teacher ($r=-.304$, $p<.001$). Relationship between marks and problems experienced with regard to materials and methods ($r=-.145$, $p<.027$) and context ($r=-,181$, $p<.005$) were slightly smaller. There was no significant relationship between affective personal problems and marks obtained ($r=-.108$, $p<.099$). Such relationships indicated that the lower marks students get, the more problems they report to experience.

5.4.3. RQ5. Is there a relationship between the self-perceived success of learners and their problems in speaking classes?

As Table 33 shows above, there is a significant difference between self-perceived success of learners and the problems they experience related to classroom climate (r=.196, p<.002), teacher (r=-.183, p<.005), materials and methods (r=.-141,p<.031). On the other hand there is no significant difference between self-perception of learners and the problems they experience related to content knowledge, language proficiency, affective and personal factors and contextual factors.

5.4.4. RQ6. Is there a difference between department of learners and their problems in speaking?

Table 34. Departments of learners and their problems in speaking

Problems		N	Mean	SD	Mean difference	t	df	sig
Classroom	ELT	107	2.4743	.60456	-.06769	-.816	233	.415
	Prep	128	2.5420	.65589				
Content knowledge	ELT	107	2.6822	.82386	-.19276	-1.752	233	.081
	Prep	128	2.8750	.85343				
Language proficiency	ELT	107	2.6411	.56651	-.48388	-5.654	233	.000
	Prep	128	3.1250	.71783				
Affective and Personal	ELT	107	2.3235	.64337	.00708	.084	232	.933
	Prep	128	2.3165	.64534				
Teacher	ELT	107	2.1323	.62785	-.23611	-2.798	233	.006
	Prep	128	2.3684	.65738				
Materials and Methods	ELT	107	2.7009	.91078	-.17797	-1.435	233	.153
	Prep	128	2.8789	.97558				
Contextual	ELT	107	2.5826	.60239	-.15182	-1.560	233	.120
	Prep	128	2.7344	.84219				

As Table 34 shows above, there is a significant difference between departments of learners and their problems in speaking related to language proficiency (p<.000) which means that students in preparatory classes experience speaking problems related to language proficiency more often than students who are in English Language Teaching department. In addition to this, it may also be seen in Table 34 that there is a significant difference between departments of students and

their problems related to teacher (p<. 006). It can be said that students in preparatory classes face problems related to teacher more often that students in ELT department. On the other hand, it is seen that there is a difference between departments of students and their problems related to content knowledge (p<. 081) and classroom (p<. 415) but these differences are not statistically significant.

Table 35 shows departments of learners and their solutions related to speaking difficulties.

Table 35. Departments of learners and their solutions

Solutions		N	Mean	SD	Mean difference	t	df	sig
Classroom	ELT	107	3.8729	.67873	.20102	2.370	233	.019
	Prep	128	3.6719	.62025				
Content knowledge	ELT	107	3.7383	.74820	.04040	.432	233	.666
	Prep	128	3.6979	.68407				
Affective and Personal	ELT	107	3.8816	.60710	.20193	2.448	233	.015
	Prep	128	3.6797	.64798				
Teacher	ELT	107	3.7913	.62731	.07318	.861	233	.390
	Prep	128	3.7181	.66577				
Materials and Methods	ELT	107	4.0132	.60874	.11025	1.470	233	.143
	Prep	128	3.9030	.54034				
Contextual	ELT	107	4.2835	.65445	.13115	1.603	233	.110
	Prep	128	4.1523	.59820				

As it is seen in Table 35, there is a significant difference between departments of learners and their solutions related to classroom climate (p<. 019) and affective and personal factors (p<.015) which means that students in English Language Teaching Department suggest solutions in these categories more than preparatory class students. On the other hand, there is no significant difference between departments of learners and their solutions related to content knowledge, teacher, materials and methods and contextual factors. It means that there is no significant difference in statements of students in preparatory classes and English language teaching department in these categories.

5.5 SUMMARY OF THE CHAPTER

In this chapter, statistical analysis of the data of the main study is presented. The findings of the analyses are also discussed in the lights of the research questions.

CHAPTER SIX
CONCLUSION AND IMPLICATIONS

6.0 INTRODUCTION

In this chapter, firstly methodology and findings of the study will be summarized. After that, necessary conclusions will be made and methodological and pedagogical implications will be presented. The last section of this chapter will present suggestions for further research.

6.1 SUMMARY OF THE METHODOLOGY

This study has attempted to find out the speaking problems of students and solutions that they suggested. In this study, data was collected through a questionnaire with a 5-point likert scale. The questionnaire had two sections. The first section sought students reaction concerning why they feel reluctant to speak in the classroom while the second part asked students to offer suggestions for solving their problems. The questionnaire was administered to 235 students at Çanakkale Onsekiz Mart University in 2008-2009 Academic Year. The data was analyzed quantitatively on SPPS to find out answers to research questions concerning problems experienced and solutions offered by students.

6.2 SUMMARY OF THE FINDINGS

The findings showed that our participants experienced problems related to their language proficiency, content knowledge, materials and methods more frequently. In addition to this, according to the findings the solutions of participants were mostly related to contextual factors, materials and methods and affective and personal factors.

In this study, in the light of the findings, it can be clearly seen that our students experience problems more often as they are in monolingual classes, they hesitate while speaking English , they are not proficient to speak English. In addition to this, they are afraid of making mistakes and they become anxious while speaking.

However, the speaking activities are boring and they have not enough opportunities to practise the language outside the class.

Considering these problems, the most frequently solutions expressed by our participants were: having foreign students in the class, being prepared before the speaking activities, having teachers who encourage students, having good relations with teachers, having native speaker teachers in the lessons, having interesting speaking topics, using English outside the class and being able to get help outside the class.

For a more effective speaking class, helping learners in case of difficulties and encouraging them to speak English may be among the solutions suggested by our participants. Moreover, our students think that teachers should provide more positive classroom environment in which learners feel comfortable enough to talk. Our participants also would like to have interesting and enjoyable activities because it becomes difficult for them to speak about a subject that they are not interested in and have no idea about. In addition to this, students wish to be given longer teacher wait-time and more patience by teachers. As for teacher characteristics, our students would like to have native speaker teachers and more international classmates.

6.3 CONCLUSION

This study set out to investigate problems that our students experience in speaking classes. In the light of this study, it can be said that our students can identify their problems related to speaking activities in the class and they can also state their suggestions which will help them become better performers of speaking.

This study concludes that problems experienced by our students are related mainly to insufficient language knowledge, lack of content knowledge, and methods and materials used in the classroom. Contextual factors may influence how natural speaking English can be perceived. Such problems may instil in our students a strong reluctance to speak in speaking classes and get involved in activities developed by the teacher.

To help our students, students' suggestions can be helpful. To this effect, improving the learning environment and enhancing the need for using the language for communication as well as revising pedagogical practice in the classroom, paying attention to creating more affect-friendly atmosphere can address students' expectations.

6.4 METHODOLOGICAL IMPLICATIONS

This study may be improved through triangulation by using interview and observation techniques during the data collection phase. Collecting data only through a questionnaire may not be productive at a desired level as it does not offer any chance to elaborate on student responses.

This study was conducted at Çanakkale Onsekiz Mart University, where English is not the language of instruction. Therefore, it is not possible to generalize the findings of this study to different educational contexts where English can functions as the medium of education. Further, this study focused on students studying English at the tertiary level. Students of different age groups may experience different problems and have different suggestions of solution as to how they might be able to perform better in speaking classes. For this reason, following studies can be conducted to find out these problems of different samples in the country and a comparative study can also be conducted in this context.

6.5 PEDAGOGICAL IMPLICATIONS

Although it may not be possible to generalize the results of this study, the findings seem to indicate some basic implications for speaking classes. In order to have more effective speaking classes following issues may be taken into consideration:

Classroom Environment: Speaking classes should be more homogeneous. Homogenous classes can provide students with equal opportunities. They may not feel inferior to speak in front of their friends and they may gain self-confidence. Moreover, having learners opportunities to work and practise the language in small

groups will be a realistic understanding for language classrooms. Similarly, Ellis (1984), Brumfit (1984),Long and Porter (1985), Malinowski (1989), Ur (1991),Wheeler (1994), Tsui (1996) and Nunan (1999) also emphasized the importance of working in small groups for students' interaction.

Content Knowledge: Students may be given speaking topics or vocabulary items beforehand. If they are given chances to be prepared, they may produce better utterances. Dobson (1988) and Marwan (2007) also support the need to be prepared before speaking lessons to get a better speaking performance. Furthermore, in language classes basic information about English and American cultures may be given to attract students' attention and interest as Burns and Joyce (1997) and Shumin (1997) stated before.

Affective and personal factors: Teachers should find ways to encourage students to speak in the class and help them gain self-confidence. Dilamar (1991) also emphasizes the role of a teacher in helping learners gain self-confidence. Classroom environment should be relaxed and stress-free and students and teachers should be in a close relationship so that students may feel themselves comfortable instead of anxious. Tsui (1996) and Atabek (2006)also state the importance of a more sincere classroom for a better and more effective language learning. Concerning the mistakes, the corrections of teachers should be done in positive and gentle way. While students speak English, teachers shouldn't interrupt students because students feel themselves more anxious when they are being corrected.

Teacher: Teachers should provide more positive and enjoyable classroom environment and teachers should consider the needs and interests of students while making the choice of topics and contents. Furthermore, teachers should try to increase self-confidence of students and minimise criticism negatively. In language classroom, teachers should help learners when they have difficulty and try to give equal opportunities to learners to speak English. Haozhang (1997) also emphasizes the need for helpful teachers when students have difficulty. Another implication about teacher is that teachers should speak English as much as possible to be a model for students and help learners to believe in benefit of the activities as well as teaching them communicative strategies. Gebhard (1982), Valdez (1998), Ur (1991) and

Atabek (2006) also emphasize the necessity of teachers who speak in foreign language because teachers are supposed to be a model for students.

Materials and methods: Related to materials and methods, choosing interesting and enjoyable speaking topics may help learners to be willing to take part in speaking activities. Ur (1991) also states importance of interesting speaking activities in enhancing students' motivation and interest. In addition to this, as Fangzhi (1998) also stated, singing songs or playing games can help for a more effective speaking class. If students feel the need of an activity, they can work on it more willingly and warm-up and pre-speaking activities should be used in order to equip students with necessary vocabulary and sentence structure.

Contextual factors: Related to contextual factors, a speaking club should be formed in the school so that students will be able to practise the target language. In his study Atabek (2006) also emphasized the necessity of forming a speaking club in the school. In addition to this, teachers should help learners to use English outside the class.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

Future researchers can focus on experimental endeavours to understand whether what students suggest to be actually work and contribute to students classroom performance. To do this, controlled conditions can be formed to test the effectiveness of different pedagogical activities and classroom applications.

Longitudinal studies can be done in this context. This study was conducted at tertiary level. Students of different level and age groups may experience different problem and expectations in speaking classes. Future research can be conducted on primary and secondary level learners.

6.7 SUMMARY OF THE CHAPTER

In this chapter, firstly methodology and findings of the study are summarized. After that, necessary conclusions are made and methodological and pedagogical implications are presented. In the last section of this chapter, suggestions for further research are presented.

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APPENDICES

APPENDIX A : QUALITATIVE SURVEY FORM

DERSLERDE İNGİLİZCE KONUŞMA İLE İLGİLİ SORUNLARI TARAMA FORMU

Sayın katılımcı,

Bu form, Çanakkale Onsekiz Mart Üniversitesi İsteğe Bağlı ve Zorunlu Hazırlık sınıflarında, öğrencilerin İngilizce konuşma ile ilgili yaşadıkları problemlerin tespiti ve çözümü hakkında öğrencilerin düşüncelerini almayı amaçlamaktadır. Vereceğiniz içten cevaplar sizleri daha iyi anlamamıza yardımcı olacaktır. Aşağıda sorulan soruların doğru ya da yanlış cevabı yoktur. Ayrıca verdiğiniz cevaplar kesinlikle notlarınızı etkilemeyeceği gibi, kimlik bilgileriniz de kesinlikle gizli tutulacaktır. Bu formda belirttiğiniz ifadeler tamamen gizli kalacak ve araştırmacılar dışında hiç kimse görmeyecektir. Bu yüzden, lütfen aşağıdaki soruları açık ve mümkün olduğunca detaylı olarak cevaplamaya çalışınız. Katkılarınızdan dolayı şimdiden teşekkür ederiz.

BÖLÜM 1: **KİŞİSEL BİLGİLER**
Uyruk: TC ( )   Diğer ( )
Cinsiyet: Kız ( )   Erkek ( )
Bölüm:
Yaş:
Seviye: Starter ( ) Elementary ( ) Pre-intermediate ( ) Upper-intermediate ( ) Advanced ( )
İngilizce konuşmada kendinizi nasıl değerlendiriyorsunuz?
Çok başarısız ( ) Başarısız ( ) Orta ( ) Başarılı ( ) Çok Başarılı ( )
Bu dönem aldığınız ara sınav notunuz nedir? _____
Genel olarak sınavlardaki (vize ve quizler) başarınız için ne söyleyebilirsiniz?
Çok başarısız ( ) Başarısız ( ) Orta ( ) Başarılı ( ) Çok Başarılı ( )

BÖLÜM 2: **GÖRÜŞLERİNİZ**

1. Derste İngilizce konuşurken herhangi bir sıkıntı duyar mısınız?
   Her zaman ( )   Bazen ( )   Nadiren ( )   Hiçbir zaman ( )

a) Cevabınız *her zaman, bazen* ya da *nadiren* ise, lütfen sıkıntı ya da sıkıntılarınızın nedenlerini yazınız. (Birden fazla neden yazabilirsiniz.)
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b) Lütfen yaşadığınız sıkıntılara bir *örnek* veriniz (Dilerseniz birden fazla örnek verebilirsiniz).
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2. Derste İngilizce konuşurken veya etkinliklere katılırken kendimi **daha rahat** hissederdim eğer
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3. Derste İngilizce konuşmak için **daha çok gayret** gösterirdim eğer
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4. İngilizce konuşurken **daha başarılı** olabilirdim eğer
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APPENDIX B: QUESTIONNAIRE
İNGİLİZCE DERSİNDE KARŞILAŞILAN
KONUŞMA PROBLEMLERİ TARAMA ANKETİ

Sayın katılımcı,

Bu anket siz öğrencilerimizin İngilizce dersinde konuşma ile ilgili yaşadıkları problemleri tespit etmeye ve çözümü hakkında düşüncelerinizi öğrenmeye yöneliktir. Bu ankette doğru ya da yanlış cevap yoktur. Sorulara vereceğiniz içten ve gerçekçi yanıtlar, doğru sonuçlara ulaşmamızı sağlayacaktır.

Bu anket 3 bölümden oluşmaktadır. Birinci bölümde sizlere kişisel bilgileriniz sorulmaktadır ancak isminiz istenmemektedir. Bu bölümde uygun kutucuğu (X) işareti koyarak doldurunuz. İkinci ve üçüncü bölümlerde ise sizlere bazı ifadeler verilmekte ve bu ifadelere ne oranla katıldığınız sorulmaktadır. Bu ifadelere olması gerektiği gibi değil, içinizden geldiği ve gerçek durumu yansıtacak şekilde, ne derece katıldığınızı (X) işareti koyarak belirtiniz.

Verdiğiniz cevaplar kesinlikle notlarınızı etkilemeyecek, kişisel bilgileriniz de gizli tutulacaktır. Bu formda belirttiğiniz ifadeler tamamen gizli kalacak ve araştırmacılar dışında hiç kimse görmeyecektir. Katkılarınızdan dolayı şimdiden teşekkür ederiz.

ÖRNEK: Aşağıdaki ifadeye "Katılıyorum" demek istiyorsanız, lütfen 4'ü işaretleyiniz. Aşağıda size bir örnek verilmiştir.

		Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
1	İngilizce dersini seviyorum.	5	4	3	2	1

ANKET SORULARI   BÖLÜM 1:
Aşağıda numaralandırılmış ifadeleri okuyunuz ve her durum ile ilgili görüşlerinizi (X) işareti ile belirtiniz.

	İngilizce dersinde konuşurken güçlük çekiyorum çünkü,	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
1	Sınıftaki arkadaşlarım fikirlerime değer vermiyor.	5	4	3	2	1
2	Sınıfta bazı öğrenciler daha çok konuştuğu için konuşma süreleri eşit değil.	5	4	3	2	1
3	Sınıftaki arkadaşlarımın hepsi Türk olduğu için, Türkçe konuşmayı tercih ediyorum.	5	4	3	2	1
4	Konuşma aktivitelerinde sınıfta bir karışıklık oluyor.	5	4	3	2	1
5	Sınıf çok kalabalık olduğu için yeterince konuşma fırsatım olmuyor.	5	4	3	2	1
6	Öğretmen soru sorduğunda, arkadaşlarım benden önce cevap veriyor.	5	4	3	2	1
7	Sınıftaki arkadaşlarımla ilişkilerim iyi değil.	5	4	3	2	1
8	Öğretmen-öğrenci ilişkisi sıcak değil.	5	4	3	2	1
9	Konuşulan konu hakkında bilgim olmuyor.	5	4	3	2	1
10	İngilizcedeki kültürel ve sosyal kavramlara yabancıyım.	5	4	3	2	1
		5	4	3	2	1

11	Önceden söyleyeceklerimi kafamda tasarladığım için yavaş konuşuyorum.					
12	Söyleyecek bir şey bulamıyorum.	5	4	3	2	1
13	Kendimi ifade edemiyorum.	5	4	3	2	1
14	İngilizcedeki deyimleri anlayamıyorum.	5	4	3	2	1
15	Sınıfta konuşulanları anlayamıyorum.	5	4	3	2	1
16	Gramer olarak hatasız cümle kurmakta zorlanıyorum.	5	4	3	2	1
17	İngilizcedeki vurguları anlayamıyorum.	5	4	3	2	1
18	İngilizce kelimeleri telaffuz edemiyorum.	5	4	3	2	1
19	İngilizce dersinde dinlediklerimi anlayamıyorum.	5	4	3	2	1
20	Yeteri kadar kelime bilmiyorum.	5	4	3	2	1
21	İngilizcede yazılış ve okunuşun farklı olması konuşmamı zorlaştırıyor.	5	4	3	2	1
22	Türkçe düşünüp, İngilizce konuşmaya çalışıyorum.	5	4	3	2	1
23	Konuşma konuları üstesinden gelebileceğim seviyede değil.	5	4	3	2	1
24	İngilizce konuşmak beni endişelendiriyor.	5	4	3	2	1
25	Konuşkan birisi değilim.	5	4	3	2	1
26	Hata yapmaktan korkuyorum.	5	4	3	2	1
27	Benimle alay edilmesinden korkuyorum.	5	4	3	2	1
28	Sınıfta İngilizce konuşmanın doğal olmadığını düşünüyorum.	5	4	3	2	1
29	İngilizce iletişim kurmak istemiyorum.	5	4	3	2	1
30	Eleştirilmekten korkuyorum.	5	4	3	2	1
31	İngilizce dersinin gereksiz olduğunu düşünüyorum.	5	4	3	2	1
32	Sınıftaki konuşma aktivitelerinin seviyesi benim için kolay.	5	4	3	2	1
33	İngilizce konuşurken risk almak istemiyorum.	5	4	3	2	1
34	İngilizce konuşmamın değerlendirilmesi beni endişelendiriyor.	5	4	3	2	1
35	Sınıftaki arkadaşlarımın benden çok fazla beklentisi olduğunu düşünüyorum.	5	4	3	2	1
36	Sınıfta ilgi odağı olmak istemiyorum.	5	4	3	2	1
37	Kendime güvenim yok.	5	4	3	2	1
38	Çekingenim.	5	4	3	2	1
39	İçine kapanık bir insanım.	5	4	3	2	1
40	Konuşurken hatalarım düzeltildiği için konuşmak istemiyorum.	5	4	3	2	1
41	Sınıftaki diğer iyi öğrencilerle rekabet edebileceğimi düşünmüyorum.	5	4	3	2	1
42	Sınıftaki konuşma aktivitelerinin seviyesi benim için zor	5	4	3	2	1
43	Cesaretim yok.	5	4	3	2	1
44	İngilizce öğrenmek için konuşmaya gerek yok.	5	4	3	2	1
45	Öğretmen devamlı İngilizce konuşuyor, anlayamıyorum.	5	4	3	2	1
46	Öğretmenlerimin ne istediğini anlayamıyorum.	5	4	3	2	1
47	Öğretmenimin sessiz kalmamıza izin vermemesi beni rahatsız ediyor.	5	4	3	2	1
48	Dersin büyük bir kısmında öğretmen konuşuyor.	5	4	3	2	1
49	Öğretmen derste bize yeterince konuşma fırsatı vermiyor.	5	4	3	2	1
50	Öğretmen derste her şeyin kendi isteği	5	4	3	2	1

	doğrultusunda olmasını istiyor.					
51	İngilizce konuşabilmek için az da olsa kelime bilmek gerekir.	5	4	3	2	1
52	Öğretmenler, ana dilleri İngilizce olmadığı için yeterli değil.	5	4	3	2	1
53	Öğretmen konuşma etkinliklerine önem vermiyor.	5	4	3	2	1
54	Öğretmen konuşmamı kesiyor.	5	4	3	2	1
55	Öğretmenlerimiz ciddi olduğu için konuşmak istemiyorum.	5	4	3	2	1
56	Öğretmenlerimiz ilgisiz davrandığı için konuşmak istemiyorum.	5	4	3	2	1
57	Öğretmenler bizi fazla rahat bıraktığı için konuşmak istemiyorum.	5	4	3	2	1
58	Öğretmenlerimin benden çok fazla beklentisi olduğunu düşünüyorum.	5	4	3	2	1
59	Sınıftaki konuşma aktiviteleri sıkıcı.	5	4	3	2	1
60	Arkadaşlarımın önünde konuşmaktan korkuyorum.	5	4	3	2	1
61	Kitapta konuşma becerisine yeterince önem verilmiyor.	5	4	3	2	1
62	Sınıf dışında İngilizce konuşmaya gerek yok.	5	4	3	2	1
63	İngilizce kendi bölümümle ilgili değil .	5	4	3	2	1
64	Sınıf dışında pratik yapacak gerçek bir ortam yok.	5	4	3	2	1

Farklı sorunlar yaşıyorsanız lütfen belirtiniz:

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BÖLÜM 2:
Aşağıda numaralandırılmış ifadeleri okuyunuz ve her durum ile ilgili görüşlerinizi (X) işareti ile belirtiniz.

	İngilizce konuşma derslerinde daha başarılı olabilirim eğer,	Kesinlikle katılıyorum.	Katılıyorum.	Kararsızım.	Katılmıyorum.	Kesinlikle katılmıyorum.
1	Daha küçük gruplarda çalışma imkanımız olsa	5	4	3	2	1
2	Sınıfta rahatça hareket edebilsek	5	4	3	2	1
3	Sınıf mevcudumuz daha az olsa	5	4	3	2	1
4	Sınıfta hiç Türkçe konuşmasak	5	4	3	2	1
5	Daha sıcak bir sınıf ortamı olsa	5	4	3	2	1
6	Sınıfta İngilizce konuşabileceğimiz yabancı öğrenciler olsa	5	4	3	2	1
7	İngiliz ve Amerikan kültürüyle ilgili bilgi verilse	5	4	3	2	1
8	Daha çok çalışsam	5	4	3	2	1
9	Konuşmamı kendim değerlendirebilsem	5	4	3	2	1
10	Öğretmenin konuşmamızı notla değerlendirmeyeceğini bilsek	5	4	3	2	1

11	Öğretmenler dersin nasıl işleneceğiyle ilgili bizim de fikrimizi alsa	5	4	3	2	1
12	Öğretmenin konuşmamızı olumsuz eleştirmeyeceğini bilsek	5	4	3	2	1
13	Sınıf mevcudumuz daha çok olsa	5	4	3	2	1
14	Öğretmen bize soruyu cevaplamak için yeterince zaman verse	5	4	3	2	1
15	Farklı tipte sorular da sorulsa	5	4	3	2	1
16	Alternatif cevaplar da kabul edilse	5	4	3	2	1
17	Öğretmen, konuşurken güçlük yaşadığımızda nasıl üstesinden gelebileceğimizi öğretse	5	4	3	2	1
18	Öğretmenler daha anlaşılır bir İngilizce kullansa	5	4	3	2	1
19	Öğretmenin açıklamaları daha net olsa	5	4	3	2	1
20	Öğretmenler bilmediğimiz kelimelerin Türkçe karşılıklarını söylese	5	4	3	2	1
21	Öğretmen bizi konuşmamız için desteklese	5	4	3	2	1
22	Öğretmenler öğrenciyi biraz daha zorlasa	5	4	3	2	1
23	Öğretmenlerle arkadaş gibi olabilsek	5	4	3	2	1
24	Öğretmenler, öz güvenimizi kazanmamızda yardımcı olsa	5	4	3	2	1
25	Öğretmenimiz olabildiği kadar İngilizce konuşup,bize model olsa	5	4	3	2	1
26	Öğretmenimiz etkinlikleri daha dikkatli kontrol etse	5	4	3	2	1
27	Öğretmen İngilizce konuşmamız için eşit fırsat verse	5	4	3	2	1
28	Öğretmen derste konuşma becerisine daha çok önem verse	5	4	3	2	1
29	Öğretmenle birebir konuşma imkânı olsa	5	4	3	2	1
30	Anlamadığımızda öğretmen Türkçe açıklamalar yapsa	5	4	3	2	1
31	Konuşma aktiviteleri gerçekçi olsa	5	4	3	2	1
32	Öğretmen cümle yapısına değil de ne söylediğimize önem verse	5	4	3	2	1
33	Öğretmen öğrencilerin ilerlemelerini değerlendirse	5	4	3	2	1
34	Kullanılan materyaller gerçek hayatla ilintili olsa	5	4	3	2	1
35	Derste İngilizce oyunlar oynasak	5	4	3	2	1
36	Derste İngilizce şarkı öğrensek	5	4	3	2	1
37	Derste daha çok teknolojik araçlar kullansak	5	4	3	2	1
38	Derslere ana dili İngilizce olan insanlar davet edilse	5	4	3	2	1
39	Konuşma anında öğretmen hatalarımızı düzeltmese	5	4	3	2	1
40	Konuşma konuları benim seviyemde olsa	5	4	3	2	1
41	Konuşma konuları ilgi çekici olsa	5	4	3	2	1
42	Telaffuzla ilgili daha fazla çalışma yapılsa	5	4	3	2	1
43	Bir konuşma kulübümüz olsa	5	4	3	2	1
44	Ayrı bir konuşma dersi olsa	5	4	3	2	1
45	Önceden konuşma konularına hazırlanma imkânımız olsa	5	4	3	2	1
46	İngilizceyi okul dışında kullanma imkânımız olsa	5	4	3	2	1
47	İngilizcenin kendi bölümümde göreceğim derslere faydası olsa	5	4	3	2	1
48	Ders dışında yardım alma imkânım olsa	5	4	3	2	1
49	Yabancı öğretmenlerimiz olsa	5	4	3	2	1

Farklı önerileriniz varsa lütfen belirtiniz:

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BÖLÜM 3 : **KİŞİSEL BİLGİLER**

Uyruk: T.C. ( )   Diğer ( )

Cinsiyet: Kız ( )   Erkek ( )

Bölüm: _____

Yaş: _____

Sınıf: _____

1. Sömestr İngilizce notunuz:

0-29 ( )   30-39 ( )   40-50 ( )

İngilizce konuşmada kendinizi nasıl değerlendiriyorsunuz?

Çok başarısız ( )   Başarısız ( )   Orta ( )

Başarılı ( )   Çok Başarılı ( )