

**COMMUNICATIVE BARRIERS IN TURKISH EFL
CLASSROOMS**

Duygu BAYKAL

Master's Thesis

ENGLISH LANGUAGE TEACHING DEPARTMENT

Assist. Prof. Dr. M. Yavuz KONCA

2010

All rights reserved

ATATÜRK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

DUYGU BAYKAL

COMMUNICATIVE BARRIERS IN TURKISH EFL CLASSROOMS

MASTER'S THESIS

ADVISOR

Assist. Prof. Dr. M. Yavuz KONCA

ERZURUM - 2010

TEZ KABUL TUTANAĞI

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yrd. Doç. Dr. M. Yavuz KONCA'nın danışmanlığında Duygu BAYKAL tarafından hazırlanan bu çalışma 09/07/2010 tarihinde aşağıdaki jüri tarafından Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı'nda yüksek lisans tezi olarak kabul edilmiştir.

Başkan: Yrd. Doç. Dr. M. Yavuz KONCA

İmza:.....

Jüri Üyesi: Yrd. Doç Dr. Başak UYSAL

İmza:.....

Jüri Üyesi: Yrd. Doç Dr. Savaş YEŞİLYURT

İmza:.....

Yukarıdaki imzalar adı geçen öğretim üyelerine aittir./...../.....

Prof. Dr. Mustafa YILDIRIM
Enstitü Müdürü

TABLE OF CONTENTS

	Page
ÖZET	III
ABSTRACT	IV
ACKNOWLEDGEMENTS	V
LIST OF TABLES	VI
LIST OF FIGURES	VII

CHAPTER 1

SOME INFORMATION ABOUT LANGUAGE LEARNING AND THIS STUDY

	Page
1.1. AN OVERWEV OF LANGUAGE LEARNING IN GENERAL.....	1
1.2. BACKGROUND OF THE STUDY.....	2
1.3. SIGNIFICANCE OF THE STUDY.....	6

CHAPTER 1

LITERATURE REVIEW

	Page
2.1. FACTORS AFFECTING PARTICIPATION IN COMMUNICATIVE ACTIVITIES.....	9
2.2. COMMUNICATIVE COMPETENCE VS LINGUISTIC COMPETENCE.....	13
2.3.COMMUNICATIVE LANGUAGE TEACHING (CLT).....	19
2.3.1. Strong and Weak Versions of CLT.....	23
2.4. COMMUNICATIVE ACTIVITIES.....	24
2.5 COMMUNICATION STRATEGIES.....	25
2.5.1 Classification of Communication Strategies.....	26

**CHAPTER 3
METHODOLOGY**

	Page
3.1 PARTICIPANTS.....	29
3.2. INSTRUMENTATION.....	31
3.3. DATA COLLECTION.....	32
3.3.1. Procedure.....	32
3.4. DATA ANALYSIS.....	33

**CHAPTER 4
RESULTS OF THE STUDY**

	Page
4.1. FINDINGS AND RESULTS.....	34
4.2. STUDENT SUGGESTIONS ON WAYS OF OVERCOMING COMMUNICATIVE BARRIERS.....	38

**CHAPTER 5
CONCLUSIONS AND DISCUSSIONS**

	Page
5.1. CONCLUSIONS AND DISCUSSIONS.....	40
5.2. THE COMPARISON OF THE RESULTS OF THIS STUDY WITH THE LITERATURE.....	41
5.3. LIMITATIONS OF THE STUDY.....	43
5.4. SUGGESTIONS FOR FURTHER RESEARCH.....	44
REFERENCES.....	45
APPENDICES.....	51
CURRICULUM VITAE.....	55

ÖZET**YÜKSEK LİSANS TEZİ****İNGİLİZCE’NİN YABANCI DİL OLARAK ÖĞRENİLDİĞİ TÜRK
SINIFLARINDA KARŞILAŞILAN İLETİŞİMSEL ENGELLER****Duygu BAYKAL****Temmuz 2010 – SAYFA : 55 + VII****Danışman : Yrd. Doç. Dr. M. Yavuz KONCA****Jüri : Yrd. Doç. Dr. M. Yavuz KONCA
Yrd. Doç. Dr. Başak UYSAL
Yrd. Doç. Dr. Savaş YEŞİLYURT**

İletişim aktiviteleri öğrencilerin üzerinde büyük zorluklar doğurur. Hedef dilde iletişim esnasında dilin birçok yönünün birbiriyle iç içe geçirilmesi gerekir ve bu öğrencilerin sözlü ifadeler üretmesini zorlaştırır. (Horner and Redmond, 2002). Aynı şekilde, Shumin (1997) ikinci dilde akıcı ve doğru sözlü iletişimin büyük bir iş olduğunu ileri sürmüştür çünkü ikinci dilde akıcı ve doğru sözlü iletişim İngilizceyi yabancı dil olarak öğrenenlerin dili sosyal etkileşim içerisinde doğru kullanmalarını gerektirmektedir. Her ne kadar hedef dilde iletişim kurmayı başarmak zor olsa da eğitim dünyası, iletişimsel nedenlere yönelik dil öğretimini arzulamaktadır. İngilizceyi iletişimsel hedeflere yönelik öğretme ihtiyacı doyum noktasına ulaşmış ve dil öğretiminde yeni bir çağ açmıştır. İkinci dilde iletişime yönelik ısrar ‘İletişimsel Dil Öğretimi’ diye adlandırılan çığır açan bir metodun İngiliz Dili Öğretiminde ortaya çıkmasıyla sonuçlanmıştır. Fakat öğrencilerin sınıfta yürütülen iletişimsel faaliyetlere katılmaktan hala geri durduğunun farkındayız. Bu çalışmanın sonuçlarından anlaşıldığı gibi, kişisel problemler, güven eksikliği, akıcılığın olmayışı ve yanlış yapma korkusu gibi nedenlerden ötürü öğrenciler bağımsız sözlü aktivitelerin doğasında var olan potansiyelden faydalanmak istemiyorlar. Çalışma, ülkenin yabancı dil öğretim politikasıyla öğrencilerin iletişimsel eğilimlerinin örtüşmediği gerçeğini dile getirmektedir. Milli Eğitim Bakanlığı’nın arzu ettiği ile İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin iletişimsel açıdan başarabildikleri arasında mühim bir uçurum bulunmaktadır. Bu tez İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin karşılaşılabilecekleri iletişimsel engellerin doğru değerlendirmesini ortaya koyar ve bu engellerle nasıl başa çıkılabileceği hususuna ışık tutar. Bu inceleme öğrencilerin iletişime karşı tavırlarının ve iletişimsel faaliyetlere katıldıkları zamanki hislerinin göstergesidir. Bir üniversitede okuyan İngilizceyi yabancı dil olarak öğrenen öğrenciler üzerine uygulanan bu çalışma, Türkiye’deki düş kırıklığına uğraticı iletişimsel durumu betimlemektedir.

Anahtar Kelimeler: İletişim, İletişimsel Dil Öğretimi Metodu, İletişim Yetkinliği, İletişimsel Engeller, İletişimsel Faaliyetler

ABSTRACT
MASTER'S THESIS
COMMUNICATIVE BARRIERS IN TURKISH EFL CLASSROOMS

Duygu BAYKAL

July 2010 – PAGE : 55 + VII

Advisor : Assist. Prof. Dr. M. Yavuz KONCA

Jury : Assist. Prof. Dr. M. Yavuz KONCA
Assist. Prof. Dr. Başak UYSAL
Assist. Prof. Dr. Savaş YEŞİLYURT

Conversation sessions pose great challenge on students. During communication in the target language, many aspects of language need to be intertwined and this makes it difficult for learners to produce oral expressions (Horner and Redmond, 2002). Similarly, Shumin (1997) asserted that fluent and accurate oral communication in L2 is a big task because it demands the EFL learners to make an appropriate use of language in social interactions. No matter how difficult it is to achieve communication in the target language, the education world has been craving for teaching language for communicative reasons. The need for teaching English for communicative objectives has reached the saturation point and opened a new era in language teaching. The insistence on communication in L2 resulted in the emergence of a groundbreaking method called 'communicative language teaching' in ELT. However, we are aware that students still draw themselves back from participating in communicative activities conducted in class. As can be understood from the findings of this study, they don't want to take the inherent potential of free oral activities due to some reasons such as having personal problems, lack of confidence and fluency and fear of making mistakes. The study depicts the fact that the country's foreign language teaching policy and students' communicative tendencies don't overlap. There is a substantial gap between what the National Ministry of Education desires and what Turkish EFL students can accomplish as far as communication in the target language is concerned. This paper presents a truthful evaluation of the communicative obstacles Turkish EFL learners may encounter and sheds light on the ways of coping with these obstacles. The survey is also indicative of students' attitudes towards communication and their feelings when involved in communicative activities. Conducted on EFL students at a university, the study portrays the disappointing picture of the communicative situation in Turkey.

Key words: Communication, Communicative Language Teaching Method, Communicative Competence, Communicative Obstacles, Communicative Activities

ACKNOWLEDGEMENTS

My deepest and most sincere thanks go to my father Rauf BAYKAL and my mother Lamia BAYKAL for years of encouragement, love, affection and support they have provided me so far, and for the great patience they showed during my laborious master study.

I express my thanks to my sister Derya BAYKAL for her constant support and encouragement to further my academic pursuits.

I would like to thank my MA supervisor Assist. Prof. Dr. M. Yavuz KONCA for his academic guidance, suggestions about my study and valuable feedback.

I am grateful to Assist. Prof. Dr. Erdinç PARLAK and Assist. Prof. Dr. Oktay YAĞIZ for the kind help they offered me in conducting the questionnaire of the thesis.

I am thankful to Levent BOYRAZ for his technical assistance in installing and operating the SPSS program and for his endeavor to help me learn how to enter the data on SPSS.

I also want to thank Assist. Prof. Dr. Selami AYDIN for the help he provided me.

I must express my thanks to Assist. Prof. Dr. Dilek İNAN for her belief in my academic potential and for her support and encouragement to start MA.

I would like to express my gratitude to Assist. Prof. Dr. Savaş YEŞİLYURT for his kind help and editorial guidance.

ERZURUM- 2010

Duygu BAYKAL

LIST OF TABLES

	Page
Table 1. Comparison and Contrast of Traditional Methods and CLT.....	22
Table 2. The Communication Continuum.....	24
Table 3. The Ages of the Participants.....	29
Table 4. The Sexes of the Participants.....	30
Table 5. The Grades of the Participants.....	30
Table 6. The Proficiency of the Participants.....	30
Table 7. The Applause of the Participants for Communicative Activities.....	34
Table 8. The Feelings of the Participants When Engaged in Communicative Activities.....	34
Table 9. The Ideas of the Participants About Communicating in English.....	35
Table 10. Reasons for Students' Disengagement in Communicative Activites.....	36

LIST OF FIGURES

	Page
Figure 1. The Relationship Between Communicative Competence And Linguistic Competence.....	17
Figure 2. The Components of Communicative Competence.....	18

CHAPTER 1

SOME INFORMATION ABOUT LANGUAGE LEARNING AND THIS STUDY

1.1. AN OVERVIEW OF LANGUAGE LEARNING IN GENERAL

In today's cultivated world, learning a second or foreign language has become an indispensable task. There is a great need for an international language and English, a language spoken by numerous people all around the world, has attained the status of being the international language of the world. The significant position of English in medical, technological, scientific and computational areas is an indication of English as the world's international language. Strevens (1992) states that English is used as a native, second or foreign language by people all over the world, exceeding one and a half billion in numbers and that seventy-five percent of this huge number of English-speaking community are not native speakers of English.

Many people all around the world have been learning English as a second or foreign language for a wide range of reasons. While some people learn it for occupational reasons, others learn it to be able to communicate with people who speak a language other than their own. In order for a person to follow the technological, medical, scientific and computational innovations, a high knowledge of English is essential.

Language learning is a hard, laborious, and holistic task. As Xiaoqing (1997) says "Language is like an ocean consisting of, so to speak, so many syntactic and lexical details as well as so many functional and notional possibilities that obviously no student is able to cover all in his or her study." The complicated nature of language contributes to making language learning process an overwhelming event for many second or foreign language learners. Language learning covers four main skills: - listening, speaking, reading and writing. Each skill is unique and valuable, and needs to be acquired. Speaking skill is the one that stands at the central position in language learning process. It appears to be a problematic skill for EFL learners because speaking itself covers many aspects of language. Perhaps it is this characteristic that makes it a difficult skill to be developed. As Ali (2008) states, "Speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self esteem and enthusiasm. Speaking a second language, particularly, brings about its own prerequisites: exposure,

consolidation, motivation as well as acknowledgment.” As Ali (2008) puts it out, speaking promotes an integration of some other factors. We see that students show great success in receptive skills (listening, and reading), but when it comes to the expressive skills, the case is different. We see that students are overwhelmed during speaking tasks, cannot engage in a productive conversation and have poor speaking skills. They fail to communicate their ideas, thoughts to the listener. As Horwitz pointed out (1986) probably it is the speaking activities in the target language that frighten the students most. Atik (2006) is of the opinion that while learning a second language students most probably get into some difficulties and this is tolerated since every EFL learner may not have a good command of speaking English. Speaking skills need a long process in order for them to be well developed.

Communication in the target language which is a must in language learning highly depends on students’ speaking skills. Just as speaking skills stay at the heart of language learning process, communication occupies the core point in speaking skills. What speaking skills are for language learning process, communication is for speaking skills. And today it is a common fact that there is a great emphasis on improving learners’ speaking skills to the extent that students can easily use the language communicatively.

1.2. BACKGROUND OF THE STUDY

It has been many years since English was taught in public and private schools in Turkey. Speaking skills occupy the core position in language learning, and communication is seen as an integral part of language learning. For a long time grammar-based education pervaded in Turkey. Increasing awareness about developments in language teaching methods raised educators’ simmering interest in teaching language for communicative reasons to the boiling point. Currently, the authorities define the overall objective of second/foreign language learning as “authentic communication between persons of different languages and cultural backgrounds” (McIntyre, Clement, Dornyei, & Noels,1998 in Çetinkaya , 2005). “Language without its communicative functions is not a language at all, but mere parroting. We teach and learn a language in order to communicate, and teach and learn a language through communicative practice”(Xiaoqing,1997).

Today, English teaching circles have adopted a communicative point of view and have survived the decade of communication. Many linguists come up with different notions and definitions for communication. Chomsky who doesn't seem to adopt communicative tendencies and whose linguistic views are not based on a communicative content comes up with a somewhat outdated notion of communication. He says (1980):

“It is frequently alleged that the function of language is communication that its ‘essential purpose’ is to enable people to communicate with one another. It is further alleged that only by attending to the essential purpose can we make sense of the nature of language. It is not easy to evaluate this contention. What does it mean to say that language has an ‘essential purpose’? Suppose that in the quiet of my study I think about a problem, using language, and even write down what I think. Suppose that someone speaks honestly, merely out of a sense of integrity, fully aware that his audience will refuse to comprehend or even consider what he is saying. Consider informal conversation conducted for the sole purpose of maintaining casual friendly relations, with no particular concern as to its content. Are these examples of ‘communication’? If so, what do we mean by ‘communication’ in the absence of an audience, or with an audience assumed to be completely unresponsive or with no intention to convey information or modify belief or attitude?” (Chomsky, 1980).

These statements are clear to conclude that Chomsky rejects the view that communication is the basic and significant aim of language. This view of Chomsky meets with opposition from some communicativists and especially from linguists supporting the Communicative Approach.

The term ‘communication’ has been defined in different ways. Yli Renko (1993 which he cited from Yli-Renko, 1989a) defines communication as “the intentional transfer of information between two or more people involving both verbal and nonverbal aspects”. Palalı (2006) refers to communication as “passing information to somebody by the use of language at all in many everyday situations so that it means saying what one wants to say instead of what one is told to say.” These two definitions are somehow general for they cover both written and spoken communication. However, Rababah (2003:20) comes up with the definition of communication as “passing on a comprehensible message to the listener”, which arises as a specific definition of

communication for it only includes the oral communication, excluding the written one. What we will focus on throughout the study is oral communication in the target language. Written communication is out of the scope of this study.

We are all aware that achieving oral communication in L2 has come in sight as a novel pedagogical requirement and thus building students' communicative competence has emerged as an urgent task for EFL teachers. Meng (2009) defends: "Cultivating students' communicative competence depends greatly on the practical use of the language and the frequent interaction with the peers."

Communicative competence is described as "the ability to understand and express both in oral and written form meanings in the target language in typical situations of interaction" (Renko, 1993). Palalı (2006) defines communicative competence as "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom". It also refers to ".the ability to know how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations; in fact it is the ability to know how to use language appropriately" (Palalı, 2006).

It is a common fact that teaching perspectives have been changed. Communicative activities are perhaps regarded as the best weapon with which the outdated grammar-based activities in which students adopt the passive style of learning and are hold back from actual language use can be destroyed. It is obvious that grammar-focused curriculum cannot meet the communicative needs of the students. As Amuseghen (2007) puts it out:

"However, in the real sense of communicative situation, the ability to understand a language and to produce it in actual communication is not the same as meeting a descriptive standard which examination-oriented English curriculum emphasizes. This is because actual language use involves many varieties of knowledge, which no one has ever attempted to squeeze into textbooks or grammars."

Nwoke (1987) states that:

"The overall aim of language teaching is to create in the learner a capacity to communicate in the target languages. Regrettably, a number of language activities in

our language textbooks carried out by English language teachers and students do not conform to the true nature of communication.”

Today modern teaching methods assume a learner-centred approach to teaching, in which students participate in many activities and tasks, and produce knowledge. Active participation of students has been seen indispensable if learning is to take place. Illich (1972) supports this new pedagogical position with these sentences:

“In fact learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.”

The same thing is valid for foreign language teaching. As Tsui (1996) states:

“Although one should avoid making the sweeping generalization that talking equals learning, and forcing students to participate when they are not ready, one cannot deny that participation is very important in language learning. When students produce the language that they are studying, they are testing out the hypotheses which they have formed about the language. When they respond to the teacher’s or other students’ questions, raise queries, and give comments, they are actively involved in the negotiation of comprehensible input and the formulation of comprehensible output, which are essential to language acquisition.”

Being aware of the inadequacy of the traditional ways of teaching and the grammar-based education method, a high emphasis has been put on improving students’ communication skills in foreign language. Brown (1994) clarifies the transition from grammar- focused instruction to Communicative Approach like that:

“Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.”

According to the foreign language teaching law in Turkey announced in 2006 by the Ministry of Education, the general objective of foreign language teaching is to develop students' listening, reading, speaking and writing skills in the target language and to enable students to use the target language communicatively and to make them cherish positive feelings about foreign language learning.

In Turkey, English is taught as an obligatory lesson from the 4th grade. It was supposed that after the new law valuing communicative content over grammar based conditions, the students' communicative skills would be elevated to the highest level. However, in spite of the pedagogic change in the way of teaching English and the long time spent throughout the process of learning English, Turkish EFL students don't seem to be sufficiently good at using the language in a communicative content. Let alone communicate in the target language, Turkish EFL students cannot even produce simple utterances orally. It is an undeniable fact that there is a big gap between students' performance in receptive skills (listening and reading) and expressive skills (speaking and writing). Although the new curriculum in Turkey calls for teaching English for communicative goals, we see that students are not good at communicating and keep their engagement in communicative activities to an absolute minimum. This disappointing picture in Turkey sets the contrast between what the National Ministry of Education officially demands and what comes out in practical application. This situation in Turkey can be attributed to students' low level of communicative competence and to English teachers' lack of mastery and practice in modern teaching methods, namely in Communicative Approach. It may also be due to teachers' negative attitudes towards the efficiency of the Communicative Language Teaching Method and the curriculum prepared with a great focus on it. Doyle (1992) notes that teachers' own beliefs in traditional methods serve as an obstacle to appreciating the value of the new curriculum both theoretically and practically.

1.3. SIGNIFICANCE OF THE STUDY

English, a lingua franca, is being learned as a mandatory subject at secondary schools and high schools and as a major academic subject at many universities in Turkey. It has been gaining more and more popularity in Turkey and all around the world and there are increasing demands for improved oral proficiency in English.

Rather than grammatical, communicative mastery of language has become the new fashion in foreign language teaching. There is a shifting of educational policy about teaching English in Turkey. The path of teaching English converted from being grammatical to communicative. The curriculum guidelines of English have even been changed in order to ensure that students receive an education which enables them to use the language communicatively. As learners lack direct exposure to native speakers of English, they invest a great deal of time in painstaking efforts to achieve the desired oral proficiency in communication. Nevertheless, most of EFL learners are still poor in communication and cannot carry out simple English conversations in classroom settings. Within such a situation, a study of communicative barriers is necessary. Furthermore, little research has appeared on the communication problems of Turkish EFL students in spite of various studies conducted on communication problems faced by students in China, Japan and etc. When learning English for real and immediate communicative reasons has been receiving a great deal of attention from the education world and CLT has been embraced as the new and innovative way of teaching English as a second or foreign language, conducting research on communicative obstacles students experience during free oral activities becomes indispensable. The study is beneficial theoretically, methodologically and practically. The results of the survey are valuable for they will provide implications for EFL/ESL teachers on how to conduct communicative activities. The findings of the study may serve as a framework from which the education authorities will be able to revise the curriculum guidelines of English lesson at schools in a way that it will eliminate the communicative obstacles students experience. It will give teachers an opportunity to reflect on their teaching process. Through the findings of this research, students' communicative needs and problems will be identified and this will enable teachers or material developers to re-examine the existing learning/teaching materials and to produce materials which can meet the communicative needs of the students. In addition, this study will have a role in facilitating oral communication of students in that it will provide ways of coping with communicative obstacles and in that it will enable students to take responsibility for their own communicative intentions.

My main concern in embarking on such a study is to explore the deep roots underlying Turkish students' reluctance to participate in communicative activities, to

have some ideas about students' feelings when engaged in communicative activities and to gain some insights into ways of overcoming the communicative barriers Turkish ESL students encounter.

The research questions of this study are as follows:

- What are students' feelings when engaged in communicative activities?
- What are the communicative barriers that Turkish ESL students encounter?
- How can these communicative barriers be overcome?

CHAPTER 2

LITERATURE REVIEW

2.1. FACTORS AFFECTING PARTICIPATION IN COMMUNICATIVE ACTIVITIES

This matter has been enjoying widespread recognition and research attention from various researchers. There are many important findings concerning communicative barriers EFL students experience. Anderson (1993) found that the influence of Chinese teaching methods such as memorisation which didn't prepare students well for speaking-based tasks prepared for negotiation of meaning was immense on students' lack of motivation to communicate. As there was a great emphasis on listening, memorisation and paying close attention to teacher instructions rather than on self-expression in Chinese education system, communication apprehension automatically arose in Chinese EFL classes. A similar result was found by Allen (1985). According to the findings of Allen(1985), CA was found to hinder communicating in the target language. Communication apprehension was reported to be a factor preventing students from getting engaged in a verbal display of language (McCroskey, 1982; Daly & McCroskey, 1984). Consistent with the finding of Mak and White, Gorsuch (2000) found that lack of examinations testing students' speaking and listening skills decreased students' regard for using English orally.

Mak and White (1996) reported that Chinese students experience a high degree of communication apprehension (CA) as they were forced to communicate in a language having different structures than their own. As Chinese belongs to Sino-Tibetan language family and English to Indo-European language family, the two languages lack common features in terms of language use and structure. Lack of confidence, fear of making mistakes, having a failure to speak in a native-like accent and the fear of being negatively evaluated by the teacher were reported to cause CA (Mak and White, 1996). Chinese students didn't find themselves ready to engage in a verbal display of language. They were afraid of making mistakes and, in turn, being negatively evaluated. Fear of being negatively evaluated by the teacher was associated with the students' lack of confidence in themselves. Horwitz et al (1986) argued that "language learning poses a threat to students' self-esteem because it deprives them of their normal means of

communication”. Brown (1987) points out that “self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem” (p.101). Similar results came from Bond (1984). He pointed out that negative evaluation led to avoidance of communication on the part of the students. Mak and White (1996) also revealed that insufficient preparation time given before speaking was one of the fundamental reasons for CA. Chinese students needed a substantial amount of time in order to be able to think about the ideas they were going to express and to consider how they were going to put these ideas into words.

Rao (2002) found that Chinese students generally favoured non-communicative activities over communicative ones. He mentioned four reasons for communication difficulties Chinese students encountered. Lack of motivation for communicative activities was considered to be one of the reasons. He reported that the lack of motivation arose from the grammar-based education system which inhibited student participation in free oral activities. As grammar played the leading role in all English examinations, students valued grammatical accuracy over communication. Communicative activities in Chinese EFL classrooms were less feasible as Chinese EFL students were too accustomed to the traditional teaching style and to remaining passive during the course (Rao, 2002). Chinese student felt rather uncomfortable when they were involved in communicative activities. They found communicative activities unfamiliar as they required student to be active. EFL situations and lack of funding were also reported to be reasons for the communicative difficulties experienced by learners (Rao, 2002). While ESL students could hear and speak the target language outside the classroom and thus improve their communicative competence, EFL learners were deprived of this chance. Rao (2002) concluded that the method that should be adopted needs to be a hybrid of communicative and non-communicative activities.

Daubney (2002) found that students’ anxiety about speaking was the main factor for their reluctance to engage in a self-expression activity. Communication apprehensives sustained low-esteem which caused them to have a low expectation of their own performance in oral activities (Foss and Reitzel, 1988:440). As students found themselves to be inferior to their classmates, they developed a high degree of foreign

language anxiety in speaking. Speaking in the target language carried the risk for students to be reproached by the teacher, be laughed at and look ridiculous (Beebe,1983). Beebe (1983:126) said “the good language learner is the one who is willing to take risks. Learning to speak a second or foreign language involves taking the risk of being wrong, with all its ramifications.”. In order for a language learner not to appear less competent in speaking, he shouldn't be afraid of trying new and unique sentences. However, in most communicative environments, students draw themselves back from communicating and thus escape the risk of failure in communication. Beebe (1983) clarifies the situation like that:

“They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human being. Perhaps worst of all, they fear a loss of identity.”

Daubney (2002) found that the main reason for students' reluctance to communicate in English was the idea that they wouldn't be able to express themselves and be understood by the listeners. They were afraid of failing to convey their thought to the others in a comprehensible way. He also reported that a friendly environment in which mistakes were tolerated could contribute to eliminating students' reluctance to communicate.

Rababah (2003) found that Arab EFL learners often lacked words to convey their thoughts and feelings to the others. Rababah (2003:18) stated that “all university courses except Arabic language courses should be taught in English, which would improve the university students' linguistic ability, which would, in turn, improve their communicative competence”. Students had inadequate mastery in speaking and needed to be provided with opportunities for communicating in real-life situations. Halliday et al (1984) suggested:

“Oral mastery depends on practising and repeating the patterns produced by a native speaker of the foreign language. It's the most economical way of thoroughly learning a

language... When one has such a control of essentials of a language, he can almost automatically produce the usual patterns of that language” (Halliday et al, 1984:16).

According to Rababah (2003), lack of the target language exposure as spoken by its native speakers was another reason behind the English majors’ weakness in communication. Likewise, Lim (2003) argued that it was the lack of the target language speaking competence that made the learners to lap into the mother tongue. Shumin (1997) reported that minimal exposure to the native language and to native speakers is the factor inhibiting the production of spoken language. Students need to listen to the native speakers of the language they are trying to acquire since they manifest perfect stress and intonation which non-native speakers cannot. Motivation was also found to be a factor affecting learners’ ability to communicate. Rababah (2003) revealed that students who were integratively motivated achieved native-like fluency in communication, while the students sustaining instrumental motivation kept their participation in communicative activities to an absolute minimum. Rababah (2003) concluded that in order to succeed in communication, employing communication strategies which would enable them to get their meaning across more easily was a must. Employing communication strategies would help learners overcome communication difficulties stemming from various reasons.

Chen (2003) found that there were both personal and cultural sources of reticence in class. She found that students lacked ideas about the issue being discussed. The discussion topic needs to appeal to the learners. The learners sometimes didn’t take pleasure in discussion topics such as capital punishment. She also found that students’ past experience in communicative activities had an effect on their level of participation in the future. Students who are accustomed to remaining silent at high schools found it difficult to assume the active role and participate in a verbal display of language. Chen (2003) reported that silence and reticence in class might stem from the culture of the society. As in Korea reticence or silence was valued and appreciated by the teachers, students kept silent during lessons (Chen, 2003). She also argued that students needed acquaintanceship and familiarity with the people in the classroom in order to be able to communicate. Students hesitated to speak when there were foreigners in the class. Chen (2003:36) suggested:

“In CLT students are required or encouraged to overtly express their opinions, ideas, feelings or attitudes in a language with which they may not be familiar. In such an education context, language anxiety and communication apprehension exist simultaneously”.

In her research on communication failure in language classes, Lai (1994) found that non-favourable classroom environments for oral interaction and lack of self-confidence were the factors leading to failure in communication. The oral interaction of EFL students were impeded by the unavailability of the required and favourable communicative activities and communicative conditions in classroom and by learners’ lack of proficiency of English (Lai, 1994).

Ogasawara (2008) found that classroom culture limited students’ oral interaction. Likewise, Otlowski (2003) came up with the finding that the superior role of teachers in the classroom lessened students’ oral responsivity.

As a way of overcoming the communicative obstacles, the literature suggests the employment of communication strategies, the provision of a supportive environment free from the threat of an error hunting approach and the practise of the target language in real-life situations (Atik, 1996; Cohen, 1996; Daubney, 2002; Rababah, 2003).

2.2. COMMUNICATIVE COMPETENCE VS LINGUISTIC COMPETENCE

The issues of communicative competence and linguistic competence sparked a great controversy between linguists but we can say that it is the communicative competence that gains much more acceptance.

Communicative competence emerged as a reaction against linguistic competence put forth by Chomsky. Chomsky (1965) communicates these sentences about linguistic theory:

“Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.”

Chomsky's linguistic theory implies two terms: - "competence" and "performance", to which he gives definitions (Chomsky, 1965). He refers to performance as "the actual use of language in concrete situations" (Chomsky, 1965). "Linguistic competence' is Chomsky's name for the mastery of an abstract system of rules, based on innate language apparatus, regardless of how the latter is in fact used in actual speech"(Polifroni & Welch, 1999). "According to Chomsky, linguistic competence is a person's knowledge of the rules of a language" (Şahin, 2002). It is the "ability to comprehend and compose grammatically correct sentences" (Xiaoqing, 1997).

Chomsky's theory of "linguistic competence" met with opposition from some linguists such as Hymes. As a reaction against Chomsky's theory, he came up with the theory of "communicative competence". According to Hymes, communicative competence is the competence of "when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (Hymes 1972:277). In contrast to Chomsky's notion of competence, which has a limited nature, excluding the social dimensions and individual differences, Hymes's notion of competence is broader in that it embraces the social and affective aspects and deals with the heterogeneity of the speech community. Hymes (1971) states:

"The limitations of the perspective appear when the image of the unfolding, mastering, fluent child is set beside the real children in our schools. The theory must seem, if not irrelevant, then at best a doctrine of poignancy: poignant, because of the difference between what one imagines and what one sees; poignant too, because the theory, so powerful in its own realm, cannot on its terms cope with the difference. To cope with the realities of children as communicating beings requires a theory within which socio-cultural factors have an explicit and constitutive role; and neither is the case".

He draws attention to the point that individual differences existing among children are not taken into account in Chomsky's Linguistic Competence Theory. He says that Chomskyan view has only dealt with language learners who are viewed as "ideal" in terms of linguistic requirements and thus has disregarded the learners having linguistic problems. Heterogeneous speech communities seem to be swept from Chomskyan view. In addition, Chomsky's theory settles on "ideal" situations. Whereas Hymes has a consideration for problematic speech situations where communication breakdowns, shifts of attention and some affective factors exist.

Hymes's Communicative Competence Theory, as compared to Chomsky's Linguistic Theory, incorporates a social dimension to competence of communication. According to Hymes (1971), "the study of communicative competence is seen as an aspect of what from another angle may be called the ethnography of symbolic forms, the study of the variety of genres, narration, dance, drama, song, instrumental music, visual art, that interrelate with speech in the communicative life of a society and in terms of which the relative importance and meaning of speech and language must be assessed". Hymes criticizes Chomsky's theory for its failure to include social factors:

"Acquisition of competence is also seen as essentially independent of socio-cultural features, requiring only suitable speech in the environment of the child to develop. The theory of performance is the one sector that might have a specific socio-cultural content; but while equated with a theory of language use, it is essentially concerned with psychological by-products of the analysis of grammar, not, say, with social interaction" (Hymes, 1971).

Supporting Hymes in his view, Stern says:

"This concept constituted a definite challenge to Chomsky's 'linguistic competence' which is confined to internalised rules of syntax and abstracts from the social rules of language use. Communicative competence no doubt implies linguistic competence but its main focus is the intuitive grasp of social and cultural rules and meanings that are carried by an utterance" (Stern, 1983).

While Chomsky's view settles generally on a grammatical conception, Hymes's theory involves a communicative touch and a social dimension and provides dominance over Chomsky's theory by claiming that "There are rules of use without which the rules of grammar are useless" (Hymes, 1971). As communication is not only a linguistic act but involves social, cultural, psychological, cognitive and affective elements in itself, Hymesian position seems more plausible and acceptable. A student having a high linguistic competence can only produce grammatically correct sentences; however, a student having a high communicative competence can produce correct sentences in terms of social, cultural and linguistic paradigms. Not only the linguistic and grammatical acceptability but also communicative, social and cultural acceptability of an utterance is of great importance. Let's think over the following situations:

Situation 1:**Speaker A:** Pardon, sir**Speaker B:** Yes**Speaker A:** Do you have the time?**Speaker B:** Yes, I have the time.***Situation 2:*****Speaker A:** Pardon, sir**Speaker B:** Yes**Speaker A:** Do you have the time?**Speaker B:** Yes. It is five o'clock.

In the first situation, when responding to speaker A's question "do you have the time?", speaker B offers a response which is grammatically appropriate but communicatively not. Whereas, in the second situation, Speaker B provides an answer which is both grammatically and communicatively appropriate. The illustrated situations are reflections of the juxtaposition between Chomsky's Linguistic Theory and Hymes's Communicative Competence Theory. It can be easily understood that grammatical proficiency is not a justification for communicative proficiency. Rather communicative competence covers the linguistic competence as proposed by Chomsky. Similarly, Allright (1976) clarifies this point like that:

"Teaching comprehensively for linguistic competence will necessarily leave a large area of communicative competence untouched, whereas teaching equally comprehensively for communicative competence will necessarily cater for all but a small part of linguistic competence."

Allwright (1976) illustrates the relationship between communicative competence and linguistic competence like that:

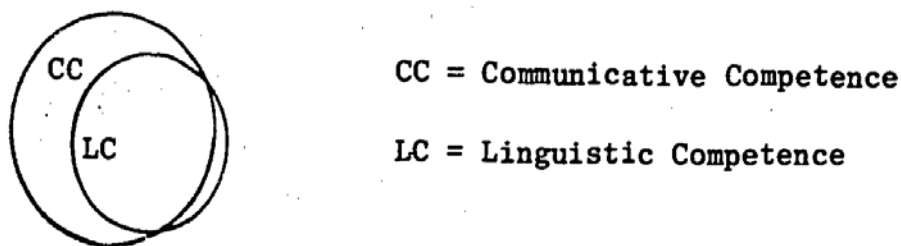


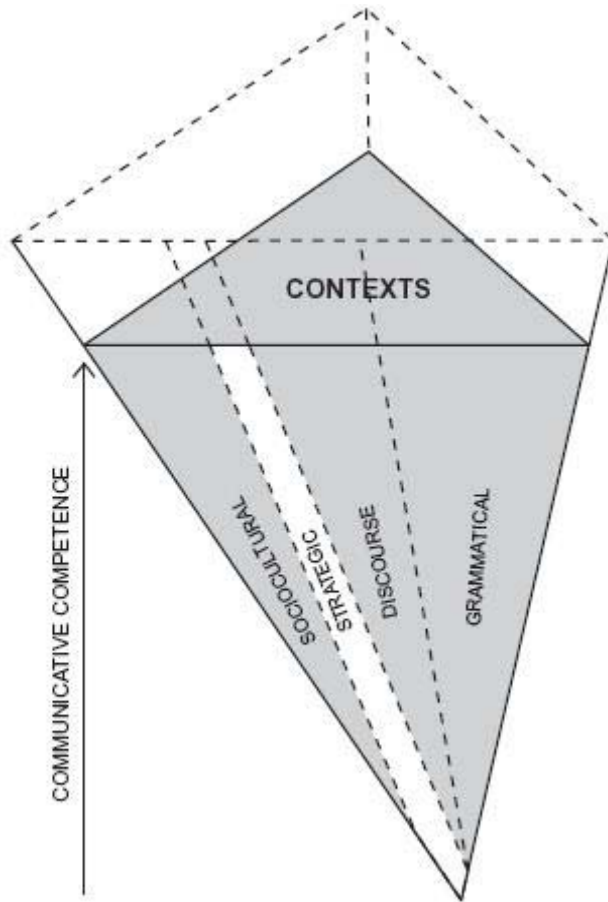
Figure 1: The relationship between communicative competence and linguistic competence.

Hymes's Communicative Competence Theory deals with use of language in terms of:

- 1) Whether and (to what degree) something is formally *possible*;
- 2) Whether and (to what degree) something is *feasible* in virtue of the means of implementation available;
- 3) Whether and (to what degree) something is *appropriate* (adequate, happy, successful) in reaction to a context in which it is used and evaluated;
- 4) Whether and (to what degree) something is in fact done, actually *performed*, and what its doing entails. (Cited from Hymes, 1971:63)

Savignon (1985: 130) regards communicative competence as:

“... the ability to function in a truly communicative setting --that is a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic of one or more interlocutors. Communicative competence includes grammatical competence (sentence level grammar), socio-linguistic competence (an understanding of the social context in which language is used), discourse competence (an understanding of how utterances are strung together to form a meaningful whole), and strategic competence (a language user's employment of strategies to make the best use of what s/he knows about how a language works, in order to interpret, express, and negotiate meaning in a given context)”.



Savignon (2002)

Figure 2: The components of communicative competence

She identifies four types of competence which the term “communicative competence” covers. Like Hymes, she has a regard for the socio-cultural factors.

Littlewood (1981) identifies four points which constitute the theory of communicative competence:

- “The learner must attain as a high degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
- The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they

perform. In other words, items mastered as part of a *linguistic* system must also be understood as part of a *communicative* system.

- The learners must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.
- The learner must be aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.”

It is of great importance for a foreign language learner to have a good level of communicative competence and it is a significant duty of foreign language teachers to act to develop their students’ communicative competence as much as possible.

According to Richards (2006), a communicatively competent language learner knows: “

- 1) How to use a language for a range of different purposes and functions
- 2) How to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication
- 3) How to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations
- 4) How to maintain conversation despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies)”

Supporting Richards in his view, Widdowson (1978) says: “ We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes.”

2.3. COMMUNICATIVE LANGUAGE TEACHING (CLT)

The upsurge of interest and acceptance towards Hymes’s ‘Communicative Competence Theory’ can be said to have provided the basis for Communicative Language Teaching Theory.

According to Stern (1990), “Communication or communicative competence has come to be viewed as the main objective of language teaching; at the same time, communication has increasingly been seen as the instrument, the method, or way of teaching.”

Larsen-Freeman (1986) states: “students, above all, are communicators. They are actively engaged in negotiating meaning – in trying to make themselves understood – even when their knowledge of the target knowledge is incomplete. They learn to communicate by communicating.”

Likewise, Finocchiaro and Brumfit (1983) emphasize the effectiveness of the communicative movement:

“the target linguistic system will be learned best through the process of struggling to communicate.”

Tarone and Yule (1989) notes:

“There has been a change of emphasis from presenting language as a set of forms (grammatical, phonological, lexical) which have to be learned and practiced, to presenting language as a functional system which is used to fulfil a range of communicative purposes.”

It is right to say that CLT owes its existence partly to emergence of Hymesian view and Hymes’s ‘Communicative Competence Theory’. CLT seems to be an adaptation of Hymes’s theory to language learning.

Language teaching policies tend to change in the direction of an emphasis on communication and language use other than language forms. Today many methodologists point out that the most heavily emphasized skill should be speaking. It is generally compromised that even the grammatical forms of language need to be taught from a communicative perspective. Celce-Murcia, showing an attitude of reliance on communicative intentions, states:

“If grammar instruction is deemed appropriate for a class, the teacher's next step is to integrate grammar principles into a communicative framework, since the fundamental purpose of language is communication” (Celce – Murcia, 1988:8).

The incessant desire for communication and the inefficiency of grammar-based instructions in preparing students to use the language communicatively made linguists seek different approaches to foreign language teaching. In 1970s an approach called

‘Communicative Language Teaching’ was developed. It soon gained the favour of many language teaching authorities, methodologists and linguists. Thompson (1996) states, “whatever the situation may be as regards actual teaching practices, Communicative Language Teaching (CLT) is well established as the dominant theoretical model in ELT”(p.9). Likewise Richards and Rodgers (2001) expressed their approval of CLT like that: (CLT) “continues to be considered the most plausible basis for language teaching today”.

According to Richard and Rodgers (2001), Communicative Language Teaching (CLT), which is one of the key words of this study, adopts a communicative starting point for teaching a language and has the goal of improving EFL/ESL learners’ communicative competence. It is an “approach that aims to (a) make competence the goal of language teaching and (b) develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication” (Richard & Rodgers, 2001). Likewise, Samimy and Kobayashi (2004) express the aim of CLT as “to assist the learner in achieving the ability to integrate skillfully the four components of communicative competence and to convey meaning successfully in a socially appropriate manner.” Savignon (2000) clearly expresses the purpose of CLT: “ The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence.” Communicative language teaching aims to teach language by means of social interaction and meaningful contexts for actual use of language in a communicative value. Larsen-Freeman (1986) addresses the main feature of CLT as being “almost everything that is done is done with a communicative intent.” According to Hu (2002), “communicative language teaching puts the emphasis on a more authentic use of language for meaning and communication” (p.95).

Among the main theoretical assumptions of Communicative Language Teaching or by another name, ‘Communicative Approach’, about language, the following can be counted: “

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.” (cited from Richard and Rodgers, 2001).

In CLT, students don't learn a language by committing grammatical structures to memory but by communicating in diverse, life-like situations and by use of language functionally. Mistakes are tolerated and fluency is held superior to accuracy. According to Segolowitz and Lightbown (1999), “CLT methodologies emphasize genuine communication, that is, communication based on a real desire by the learner to understand and communicate meanings”

Here is a comparison and contrast of CLT with traditional methods:

Table 1: Comparison and Contrast of Traditional Methods and CLT

Teaching	Traditionalism	CLT
Theory of language	Language is a system of rule-governed structures hierarchically arranged.	Language is a system for the expression of meaning: primary function-interaction.
Theory of learning	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.	Activities involving real communication; carrying out meaningful tasks and using language that is meaningful to the learner promote learning.
Objectives	Control of the structures of sound, form and order, mastery over symbols of the language; goal-native speaker mastery.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistics objectives.
Syllabus	Graded syllabus of phonology, morphology, syntax. Contrastive analysis.	Will include some or all of the following: structures, functions, notions, themes and tasks. Ordering will be guided by learner needs.
Activities	Dialogues and drills; repetition and memorization; pattern	Engage learners in communication; involve processes such as information sharing,

	practice.	negotiation of meaning and interaction.
Role of learner	Organisms that can be directed by skilled training techniques to produce correct responses.	Learner as negotiator, interactor, giving as well as taking.
Role of teacher	Central and active; teacher dominated method. Provides model; controls direction and pace.	Facilitator of the communication process, needs analyst, counselor, process manager.
Role of materials	Primarily teacher oriented. Tapes and visuals; language lab often used.	Primary role of promoting communicative language use; task based, authentic materials.

(cited from Nunan and Lamb, 1996)

Believing in the importance of Communicative Approach, Palalı (2006) articulates the following statements:

“The teacher should teach grammar in context, but he has to be careful about the communicative value of the context. He should provide students with a variety of opportunities to put grammar in communicative use.”

Bal (2006) states: “CLT methodologies thus focus on developing learners’ communicative competence via communicative activities rather than solely providing explicit grammar teaching.”

2.3.1. Strong and Weak Versions of CLT

According to Howatt (1984), CLT has two versions: - “weak” and “strong”.

“There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it'” (Howatt, 1984: 279).

In the ‘weak’ form, communication seems to be the destination not the departure. Whereas when it comes to the ‘strong’ form, just the reverse appears to be the case. In this study, the ‘weak’ form of CLT is generally dealt with for it is the one that is generally applied in classroom settings and for it is the one that is associated with communicative activities which are remarkable for the help they offer learners in using the language orally.

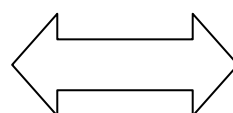
2.4. COMMUNICATIVE ACTIVITIES

Based on the theoretical assumptions of CLT, teachers need to offer students some opportunities for communication. They endeavour to engage students in activities where students produce verbal spoken language. Richards & Lockhart (1994) define the term ‘activity’ like that: “an activity is described as a task that has been selected to achieve a particular teaching/learning goal.” Communicative activities refer to “activities aiming at communicative competence” (Liao, 2000). Communicative activities are offered in classroom on the purpose of making students communicatively competent learners. As Xiaoqing (1997) states, “The practice of communicative activities is aimed at the ability to use language for communication freely, appropriately and effectively” . Harmer (2001) makes a contrast of communicative activities with non- communicative ones:

Table 2: The communication continuum

Non-communicative activities

- No communicative desire
- No communicative purpose
- Form not content
- One language item only
- Teacher intervention
- Materials control



Communicative activities

- A desire to communicate
- A communicative purpose
- Content not form
- Variety of language
- No teacher intervention
- No materials control

Communicative activities can range from being controlled to being free. Mulling (1997) divides communicative activities into three – controlled, semi-controlled and

free. In controlled communicative activities, there is no genuine communication. Rather the oral responses are restricted. Free communicative activities encourage real, life-like communication, where the speaker is free from any structural constraints. The semi-controlled communicative activities occupy an in-between position. Such activities are neither totally free nor totally guided.

Communicative approach makes extensive use of ‘communicative practice’. Unlike, mechanic and meaningful practice, “communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable” (Richards, 2006). In this paper, by the term ‘communicative activities’, I mean the activities in which students produce verbal spoken English and the focus is on meaning not on language form. In this study, the emphasis has been put on activities which has come to be called as ‘free communicative activities’ by Mulling (1997).

2.5. COMMUNICATION STRATEGIES

EFL learners generally face difficulties while communicating in the target language. But good language learners don’t give up the determination to sustain the communication. No matter what difficulties they experience, they still find ways to compensate for them. Communication strategies are remarkable for catching up on the communication failure a speaker may experience. Atik (2006) states: “Communication strategies or language use strategies are the paths to communication that a speaker succeeds to compensate for the gap between what he / she wishes to communicate and her available linguistic resources.” Tarone (1980) defines communication strategies (CS) as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared”.

There are some other definitions made by other people:

Corder (1983): “a systematic technique employed by a speaker to express his meaning when faced with some difficulty.”

Stern (1983) “techniques of coping with difficulties in communicating in an imperfectly known second language.”

Faerch & Kasper (1983a) “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (p. 36).”

Towell (1987) “the means used by a speaker to overcome a difficulty encountered whilst attempting to communicate in the foreign language (p.97).”

Tarone (1980) clarifies the use of CS by setting criteria for them:

Necessary criteria:

- 1) A speaker desires to communicate a meaning x to a listener.*
- 2) The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener.
- 3) The speaker chooses to:
 - a) avoid – not attempt to communicate meaning x or
 - b) attempt alternate means to communicate meaning x. the speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

2.5.1. Classification of Communication Strategies:

Tarone (1978) offers the following classification for communication strategies:

1. Avoidance

- a) Topic avoidance: Occurs when the learner simply doesn't talk about concepts for which the vocabulary or other meaning structure is not known.
- b) Message abandonment: Occurs when the learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid-utterance.

2. Paraphrase

- a) Approximation: Use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g., “pipe” for “waterpipe”).
- b) Word coinage: The learner makes up a new word in order to communicate a desired concept (e.g., “airball” for “balloon”).

c) Circumlocution: The learner describes the characteristics or elements of the object or action instead of using the appropriate TL structure (“She is, uh, smoking something. I don’t know what’s its name. That’s, uh, Persian, and we use in Turkey, a lot of”).

3. Conscious transfer

a) Literal translation: The learner translates word for word from the native language (e.g., “He invites him to drink” for “They toast one another”).

b) Language switch: The learner uses the NL term without bothering to translate (e.g., “balon” for “balloon” or “tirtil” for “caterpillar”).

4. Appeal for assistance: The learner asks for the correct term or structure (e.g., “What is this?”).

5. Mime: The learner uses nonverbal strategies in place of a meaning structure (e.g., clapping one’s hands to illustrate applause).

Like Tarone, Dörnyei (1995) presents us the following figure which gives detailed information about the types of communication strategies speakers may employ when having a problem in communication:

CSs Following Traditional Conceptualizations

Avoidance or Reduction Strategies

1. Message abandonment—leaving a message unfinished because of language difficulties.
2. Topic avoidance—avoiding topic areas or concepts which pose language difficulties.

Achievement or Compensatory Strategies

3. Circumlocution—describing or exemplifying the target object or action (e.g., *the thing you open bottles with* for *corkscrew*).
4. Approximation—using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., *ship* for *sail boat*).
5. Use of all-purpose words—extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of *thing*, *stuff*, *make*, *do*, as well as using words like *thingie*, *what-do-you-call-it*).

6. Word-coinage—creating a nonexisting L2 word based on a supposed rule (e.g., *vegetarianist* for *vegetarian*).
7. Use of nonlinguistic means—mime, gesture, facial expression, or sound imitation.
8. Literal translation—translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.
9. Foreignizing—using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding it a L2 suffix).
10. Code switching—using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.
11. Appeal for help—turning to the conversation partner for help either directly (e.g., *What do you call . . . ?*) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

Stalling or Time-gaining Strategies

12. Use of fillers/hesitation devices—using filling words or gambits to fill pauses and to gain time to think (e.g., *well, now let me see, as a matter of fact*).

These communication strategies are very helpful for language learners in overcoming their oral performance problems. They may be consulted for making up for or for handling with communication breakdowns. As the use of communication strategies contributes to maintaining communication and counters the communicative problems, students will be more encouraged to take part in conversational activities.

CHAPTER 3

METHODOLOGY

3.1. PARTICIPANTS

The participants of the questionnaire were 48 third-year students and 27 second-year students at the English Language Teaching Department of Kazım Karabekir Education Faculty of Atatürk University, Erzurum. The students were aged from 19 to 25. Female participants outnumbered the male participants. In other words, 61 of the subjects were females and the rest were males. This was due to the availability of the students during the date of the questionnaire and to the gender distribution at the ELT Department.

Table 3: The ages of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19,00	2	2,7	2,8	2,8
	20,00	13	17,3	18,1	20,8
	21,00	26	34,7	36,1	56,9
	22,00	21	28,0	29,2	86,1
	23,00	7	9,3	9,7	95,8
	24,00	2	2,7	2,8	98,6
	25,00	1	1,3	1,4	100,0
	Total	72	96,0	100,0	
Missing	System	3	4,0		
Total		75	100,0		

Table 4: The sexes of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	10	13,3	14,1	14,1
	female	61	81,3	85,9	100,0
	Total	71	94,7	100,0	
Missing	System	4	5,3		
Total		75	100,0		

Table 5: The grades of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	second	48	64,0	64,0	64,0
	third	27	36,0	36,0	100,0
	Total	75	100,0	100,0	

These three tables above indicate more detailed information about the age, sex and the grade of the students.

Table 6: The proficiency of the participants

When contrasting yourself to your classmates, how do you grade your proficiency of English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	perfect	3	4,0	4,0	4,0
	good	41	54,7	54,7	58,7
	fair	28	37,3	37,3	96,0
	poor	3	4,0	4,0	100,0
	Total	75	100,0	100,0	

While 54,7 percent of the subjects rated their proficiency of English as good, 37,3 percent of them considered it to be fair. The percentage of the subjects who graded their English proficiency as perfect was equal to the percentage of subjects rating it to be as poor.

The subjects of this study were ethnically Turkish but they were from various cities of Turkey. Their main motivation for coming to Erzurum was to study in the ELT Department. However, for some of them Erzurum was a hometown where they had been living for years. The main reason for choosing second and third-year students was that they had been at the university for a longer period of time than the first-year students and had had enough experience in communicative activities up until the date of the questionnaire. By the time of the study, the second-year students had completed one and a half year of English learning at university and the third-year students had completed two and a half years of experience in learning English at an academic level. The questionnaire was not distributed to fourth-year students as they were busy with getting prepared for some exams to become teachers and to further their academic pursuits. Another reason for choosing the second and third grade students was that they were available throughout the duration of the study.

3.2. INSTRUMENTATION

A questionnaire involving three parts was devised. The statements in the questionnaire was clear and understandable. Highly terminological terms such as Communication Apprehension (CA) were avoided. The subjects' personal details such as age, gender, grade, English proficiency were included in Part A. Part B was concerned with the subjects' feelings about communication and communicative activities and reasons for not participating in free oral activities. The questions in Part B were structured. The subjects responded to the statements by marking the extent which best described them. "strongly agree", "agree", "disagree" and "strongly disagree" were the extents the subjects were provided with. There were no right or wrong answers. The important thing was to choose the closest answer which suited them. Item 1 was devised for having an idea of subjects' opinions about communicating in L2. Likewise, Item 2 was developed for learning students' feelings when engaged in communicative activities. Item 3 was devised in order to investigate the reasons for the subjects'

reluctance to participate in communicative activities. It provided the participants with a number of options among which they were asked to choose one. Instead of the structured questions asked in Part B in the questionnaire, offering some open questions to the students was possible but it would be, to some extent, more difficult for them to identify their reasons for not communicating and even if they had been able to identify their reasons without being provided with some options, some reasons would possibly have been missed since the subjects would probably have difficulty in remembering all the reasons concerned with their reluctance to speak. Also, asking structured question was considered to be a fruitful way of getting students to respond. Lastly, Part C consisted of one questionnaire item which was aimed at investigating ways of overcoming communicative barriers Turkish EFL students encounter. In this part, students were provided with an open question so that they were not denied the opportunity for expressing their own ideas freely. It was considered to be a good idea to ask an unstructured question in this part, which couldn't limit their expression of ideas because it was easy for them to come up with their own solutions to their own problems. Providing the subjects with questions containing options would do nothing but to restrict them to some certain solutions mentioned in the questionnaire and prevent them from finding the real solutions.

3.3. DATA COLLECTION

3.3.1. Procedure

The third-grade students filled in the questionnaire during the course of Assist. Prof. Dr. Erdinç PARLAK. He gave me the permission to conduct my questionnaire during his lecture. The second-grade students joined the survey during the course of Assist. Prof. Dr. Oktay YAĞIZ. A questionnaire was distributed to each student in class. Although the items and statements in the questionnaire were quite clear, students were provided the opportunity to ask any questions so that any misunderstandings were prevented beforehand. Turkish was used in order to check on students' understanding of questions and statements. As the most important purpose of the data gathering method was to obtain honest answers from the subjects, they were not told to write their names on the questionnaire. The subjects themselves were allowed to decide which language to use while writing their answers. They were not forced to write the answers in L2

because I thought that students may find it a bit difficult to express themselves by using L2 or may lack words in the target language to put their thoughts into words. In order to clarify any doubts the participants might have about the questions, I was present in the class when the questionnaire was filled in. There was not a limit for answering the questions. The students who finished completing the questionnaire didn't have to wait for the others to hand in the questionnaire sheets.

The variables affecting this survey were considered to be the learner's age, sex, proficiency level in the target language, attitudes towards communicative activities and the amount of practice he engages in both in and out of the language class.

3.4. DATA ANALYSIS

Data collected through the questionnaire were analyzed through the use of SPSS (Statistical Package for Social Sciences) and interpreted in accordance with the values presented in the tables. The percentages and frequencies shown in tables were employed to comment on the results and findings. Students' answers to the open question in the questionnaire were analyzed analytically one by one. The answers were noted down and evaluated according to the frequency.

CHAPTER 4

RESULTS OF THE STUDY

4.1. FINDINGS AND RESULTS

The results suggested that the students favoured communicative activities very much. 76 percent of the subjects stated that they liked communicative activities.

Table 7: The applause of the participants for communicative activities

Do you like communicative activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	57	76,0	76,0	76,0
	no	18	24,0	24,0	100,0
Total		75	100,0	100,0	

Students' feelings about communicative activities are shown in Table 8. The percentage terms indicate the results, depicting how students feel while speaking during the communicative activities. In terms of attitudes, the students generally stated that they manifested feelings of anxiety in communicative activities. They generally reported that they didn't feel uncomfortable, unhappy, bored or embarrassed when engaged in communicative activities. Although the subjects seemed to sustain positive feelings when communicating, they reported that they couldn't refrain themselves from feeling anxious during communicative activities.

Table 8: The feelings of the participants when engaged in communicative activities

How do you feel when engaged in communicative activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bored	1	1,3	1,3	1,3
	uncomfortable	5	6,7	6,7	8,0
	anxious	41	54,7	54,7	62,7
	happy	22	29,3	29,3	92,0
	embarrassed	6	8,0	8,0	100,0
Total		75	100,0	100,0	

Table 9: The ideas of the participants about communicating in English

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Communicating in English is easy	74	2,00	4,00	2,3649	,51216
Communicating in English is challenging	75	1,00	4,00	2,2133	,70315
Communicating in English is boring	73	1,00	4,00	3,3014	,61655
Communicating in English is unnecessary	75	1,00	4,00	3,5733	,64038
Communicating in English is important	75	1,00	4,00	1,3067	,59214
Valid N (listwise)	72				

Through a good analysis of the mean values in the table, it has been found that students generally manifested positive ideas towards communicating in English. Students were aware of the significance and necessity of communication in English. They rejected the view that it was unnecessary to speak in English and totally agreed that communication in the target language was fundamental to learning it. They referred to communicating in English as necessary, important but at the same time challenging. Though a great number of the participants were of the opinion that communication in L2 was challenging, a similar number of students found them to be easy. The questionnaire showed somewhat a contradictory result in terms of the difficulty of handling communication in English.

Table 10: Reasons for students' disengagement in communicative activities

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Because I am afraid of making mistakes and, in turn being negatively evaluated by the teacher	72	1,00	4,00	2,4028	,76287
Because I am accustomed to remaining passive in class	71	1,00	4,00	2,6338	,84919
Because I can't find any opportunities since my class is large	72	1,00	4,00	2,9167	,59930
Because I am afraid of being laughed at by my friends in case of failure to communicate	72	1,00	4,00	2,8194	,84464
Because I don't find the communicative activities the teacher schedules engaging	72	1,00	4,00	2,6250	,72067
Because sometimes I am not in the mood for communicating because of my personal problems	72	1,00	4,00	2,1528	,74417
Because I don't have enough confidence in myself	72	1,00	4,00	2,5694	,88535
Because the teacher doesn't give me higher marks when participating	71	2,00	4,00	2,9718	,58485
Because I am too shy to communicate	72	1,00	4,00	2,7639	,84742
Because the discussion topics are remote from my interest	72	1,00	4,00	2,6944	,72460
Because the teacher doesn't value my ideas	72	1,00	4,00	3,0694	,75669
Because I am not fluent enough	72	1,00	4,00	2,3194	,80187

Because I have serious pronunciation problems	72	1,00	4,00	2,7778	,67599
Because my teacher is so authoritarian that I cannot attempt to communicate	72	1,00	4,00	3,0556	,70987
Because I don't have enough command of English	69	1,00	4,00	2,7826	,63869
Because my teacher corrects my mistakes instantly	71	1,00	4,00	2,7465	,73131
Because English exams are grammar-based not communication-based so there is no need to be good at speaking. I have to be proficient in grammar	71	1,00	4,00	2,6479	,87991
Because the preparation time given before speaking is insufficient for me	72	1,00	4,00	2,8194	,61269
Valid N (listwise)	68				

As seen from Table 10, the majority of the subjects attributed their personal problems to be one of the reasons that prevented them from getting involved in classroom communication. The problems occurring in the private lives of the subjects were reported to be the most major factor affecting their level of participation during free oral activities. The fear of making mistakes and, in turn, being negatively evaluated by the teacher pervaded many of the answers. The fear of making mistakes was found to be central to communicative activities in which there was the possibility of receiving negative evaluation from the teacher. Lack of opportunities to communicate because of the large student population in class and the fear of being laughed at by the classmates were not found to be among the reasons for not communicating. The participants also disagreed that they didn't find the communicative activities the teacher scheduled engaging. While not getting higher marks when participating, being too shy, the teachers' attitudes towards students' ideas and the remoteness of discussion topics from students' interest were not noted to be some of the factors that put pressure on students' level of participation, lack of enough confidence to participate orally in activities was scored as a cause of failure in getting engaged in communicative activities.

It can be said that lack of fluency in communication was agreed to be one of the reasons for reluctance to speak. The students disagreed that they had serious pronunciation problems and the preparation time given before speaking was insufficient for them. Students' reluctance to speak in free oral activities was not attributed to the existence of authoritarian teachers probably since there weren't any strict and authoritarian lecturers who treat the student as a slave rather than as an individual in the ELT Department at Ataturk University, Erzurum. Instant error correction, lack of enough proficiency in the target language met with opposition from the students as factors that have a controlling effect on students' reluctance to get involved in communicative activities. Also, the traditional passive role of students in class was not nominated to be relevant to lack of participation in communicative activities. Lastly, students reflected that the examination-oriented and grammar-based education system was not one of the constraints on the student reluctance to get engaged in a self-expression activity.

4.2. STUDENT SUGGESTIONS ON WAYS OF OVERCOMING COMMUNICATIVE BARRIERS

The research subjects came up with a few solutions to communicative barriers they encountered. Many of the students suggested that practicing was the key to success in communication. The practice of speaking in L2 in natural settings or in classroom settings was found to be essential to foster communication skills and to help students cope with their communicative barriers. The following comment was remarkable: "My suggestion is about ourselves. Maybe we should live in a city where English is the main language for about a few months. Or the school ministry can give the chance to the students" (S1).

Another student commented like this:

"Social mileu is an important thing in communicating. So we have to make a communication based atmosphere to improve our communication" (S2).

Some students were supportive of an increase in the number of communicative activities conducted in classroom. To the question of how these communicative barriers can be overcome, a participant of the questionnaire responded like this:

"With making more communicative activities in classroom environment and with using target language instead of native language" (S3).

Another subject of the research wrote these remarks:

The frequency of communication must be increased. Talking, talking and talking in a good class mood seems to be the unique solution” (S4).

Some students nominated the availability of a friendly, supportive environment as a cure for disengagement in communicative activities and others drew the attention to choosing interesting subjects that will attract EFL learners and help them get engaged in an oral discussion.

“Speaking activities should be done nearly in each class. But speech topics should be more interesting rather than theoretic” (S5).

The idea that teachers should be supportive, encouraging and tolerable to errors and that they should act to promote student participation in oral activities was put forth by many students as a solution.

A student commented like this:

“...Our instructors’ reactions are also important. They should clearly show their satisfactions with our speaking” (S6).

Building confidence, staying calm and emphasizing a communication based syllable over the grammar based one were found to contribute to sorting out the problem of student disengagement in oral activities.

CHAPTER 5

CONCLUSIONS AND DISCUSSIONS

5.1. CONCLUSIONS AND DISCUSSIONS

The study explored the communicative barriers a group of Turkish EFL students encountered, provided some ideas about their feelings during communicative activities and their views about communication in L2 and offered some implications about how their communication problems could be solved. It was revealed in the study that students maintained anxious feelings when communicating and had positive attitudes towards communicative activities. The fear of making mistakes and being negatively evaluated by the teacher was found to be a reason affecting students' reluctance to communicate, the subjects were more concerned with correctness and less likely to seek out conversations as they feared being wrong and getting low marks from the teacher. This was due to the lack of confidence which was noted to be one of the underlying reasons for students' lack of motivation to communicate. The study revealed that students had a low opinion of themselves and didn't believe in their potential. Lack of fluency in communication was reported to be another reason. Students got discouraged when their flow of speech was full of pauses. The major finding of the research was that the students avoided communicative activities because of some personal problems that preyed on their minds. It was obviously the subjects couldn't adapt to classroom activities and lacked the desire or motive to interact with other by producing oral English when their minds were full of problems to be dealt with.

The majority of the students, as a solution to communication difficulties they faced, suggested that practicing the target language orally could open the way for communicating spontaneously in L2. In other words, practice emerged as the most fundamental solution to eliminating the communicative barriers Turkish EFL students encounter. What surprised me most was that the research subjects were aware of the undeniable role of practice in their development of oral communication skills although they avoided practicing oral English in classroom because of the reasons mentioned above. The subjects' answers reminded me the great saying that "practice makes perfect". This proverb was strongly supported by the answers of the subjects in the questionnaire. In addition, it was found that teacher should act according to the learners

and do his best to find topics that are appealing and engaging. The efficiency of leaving more time and space to communicative activities, giving up the grammar focused curriculum and employing a communication focused one and providing a friendly communicative atmosphere in eradicating the communication problems of the learners was acknowledged by many of the participants in this survey. The presence of teachers who don't adopt an error hunting approach and are supportive of students' oral responses during conversational sessions was also regarded to be helpful in solving the problem of student disengagement in free oral activities. The findings in the survey somehow seem to be supportive of the view of Finocchiaro.

“The classroom activities should strengthen the language skills and should not be problem-solving exercises. The techniques used by the teacher in aural-oral work should encourage the highest rate of correct responses thus giving children a feeling of success, achievement, and security” (Finocchiaro, 1964).

It is easy to infer that in such a friendly environment where students are able to taste the delight of success, a surge of participation in communicative activities can be achieved.

5.2. THE COMPARISON OF THE RESULTS OF THIS STUDY WITH THE LITERATURE

The communication difficulties faced by the subjects in this study partly reflected the difficulties identified in previous studies and partly differed from what had been reflected by the literature. The grammar-based examinations, having a failure to speak in a native-like accent, insufficient preparation time given before speaking, passive style of learning, EFL situations, fear of failure to be understood by the listeners, lacking words to express opinions, lacking exposure to the target language, the remoteness of discussion topics from students' interest and lastly cultural influences were the sources of difficulties encountered by the subjects in the literature review (Mak and White, 1996; Gorsusch, 2000; Rao, 2002; Daubney, 2002; Rababah, 2003; Shumin, 1997; Ogasawara 2008; Chen, 2003). The subjects in this study identified different difficulties than those that have been mentioned above. The findings in this study such as lack of enough confidence to communicate and lack of fluency in communication were the findings that corresponded closely to the other studies conducted by Mak and

White (1996) and Chen (2003). Lack of self-confidence was also found to be a factor for disengagement in communicative activities by Lai (1994). This factor was also reported as a cause by the subjects of the study.

The study indicated that while some students may perceive communicative activities as a great experience or opportunity for them to express their ideas, others may perceive them as being challenging, stressful and dreadful. The fear of making mistakes and, in turn being negatively evaluated was one of the findings that supported the finding of Mak and White (1996) and Bond (1984). Though he doesn't refer to error correction in communicative activities, the view of Davies (2000) on error correction is still remarkable:

‘The negative outcomes that teachers experience when correcting the same mistakes time after time in exercise books, and on the blackboard, do suggest that a largely prescriptive and error-hunting approach to language use is not in itself particularly fruitful’ (Davies, 2000: 112).

Students should be persuaded that mistakes are tolerable in communication. They are not something to fear so as to give up communication. As Wilkins points out (1974 cited in Liao, 2000) “ Even when there is grammatical inaccuracy, communication can still take place successfully.”

The study also revealed some findings beyond what the literature had suggested. It was in this research that not feeling in the mood for communicating because of some personal problems emerged as one of the obstacles to getting involved in communicative activities. Students' personal problems decreased their regard for using English orally. This finding was missing from the literature. As far as solving communication problems was concerned, Daubney (2002) found that a friendly environment in which mistakes were tolerated could be very helpful in eliminating students' reluctance to communicate. Furthermore, Rababah (2003) concluded that employing communication strategies and finding opportunities for practising the language in real-life situations could contribute a lot to achieving success in communication. Likewise, this study revealed that providing a peaceful, friendly atmosphere and first and foremost practising the language as much as possible held the key to eradicating communicative barriers. Finding appealing discussion topics, employing a communication based syllabus and teachers' supportive and encouraging

attitudes towards students were considered to make some contributions to coping with the communication obstacles by the subjects of this study. According to the literature, employing communication strategies was found to be an effective and fruitful way of helping students get rid of the communicative obstacles. However this study lacked this finding. The use of communication strategies in eliminating the oral problems of EFL learners was not mentioned by any of the subjects in the study. To sum up, both similarities and differences were identified between this study and the previous studies conducted on the same issue.

5.3. LIMITATIONS OF THE STUDY

The study had a number of limitations to be noted. First of all the study was limited to the EFL learners in the English Language Teaching Department at the Faculty of Education, at Atatürk University, Erzurum. It would have been better if the research could also have been conducted on EFL students at high schools in Turkey. Another limitation was the sample size. 75 EFL learners participated in the questionnaire. It would have been useful to use the questionnaire with larger groups but the unavailability of some students during the date of the questionnaire made it impossible to reach a larger number of groups. Since the study lacked a larger number of subjects, the findings might not be representative of all Turkish students. Furthermore the study was restricted to students aged from 19 to 25. Students from different age groups were not included in the study. The last limitation of the study was the unequal gender distribution. Out of 75 participants in the questionnaire, 61 were females and 10 were males. This was due to the gender distribution of the student population at the ELT Department. The sexes of the 4 participants were not known since the participants provided no answer to that question. When it comes to the control of the variables in the research, it is obvious that while the learners' age, gender, proficiency level in the target language and attitudes to communicative activities were controlled, the learner's learning style and the amount of practice a learner does both in and out of the language class were avoided.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Further research is needed as the scope of this study was restricted to investigating communicative barriers Turkish EFL students encounter, having some ideas about students' feelings when communicating and gaining some insights into the ways of overcoming the communicative barriers Turkish EFL students encounter. There are still areas to be investigated. The challenges of conducting communicative activities, communication problems of Turkish EFL teachers and their effects on the development of students' oral skills, how culture affects learners' communication skills and finally the differences between the communicative barriers encountered while communicating in the classroom and in a natural environment with native speakers of English merit further research.

REFERENCES

- Ali, Zuraidah. (2008). "Speaking Skills in the ESL Classroom- From Acquisition to Participation". *EzineArticles*. [<http://ezinearticles.com/?Speaking-Skills-in-the--ESL-Classroom--From-Acquisition-to-Participation&id=1052583>].
- Allen, J. L, and others. (1985). The Relationship of Communication Anxiety, Avoidance and Competence of Non-Native English Speakers in the U.S. 30. ERIC Document No: ED 261448.
- Allwright, R. (1976). Language learning through communication practice. *ELT Documents* 76/3, ERIC Document No: ED 136605.
- Amuseghan, S. A. (2007). "ESL Curriculum in Secondary Schools in Nigeria: Issues and Challenges Towards Communicative Competence". *Nebula*, Vol. 4, Issue. 2, pp. 319-333.
- Anderson, J. (1993). "Is a communicative approach practical for teaching English in China? Pros and cons". *System*, 21(4), pp. 471-480.
- Atik, B. B. (2006). The Effect of Strategies-based Instruction on Speaking Skills of High School Students. MA, Çukurova University.
- Bal, S.M. (2006). Teachers' Perceptions of Communicative Language Teaching (CLT) in Turkish EFL setting Theory vs. Practices. MA, Çukurova University.
- Beebe, L.M. (1983). Risk-taking and the language learner. In H.W. Selieger and M.H. Longs (eds.) *Classroom-oriented Research in Second Language Acquisition*. Rowley, MA: Newbury House.
- Bond, B.D. (1984). Silent incarceration. *Contemporary Education* 55, pp. 95-101.
- Brown, H. D. (1987), *Principles of Language Learning and Teaching*, Prentice Hall, Inc, New Jersey.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Celce-Murcia, M. and HILLES, S (1988). *Techniques and Resources in Teaching Grammar*. Oxford: Oxford University Press. Formal Grammar Instruction: An educator Comments. *TESOL Quarterly*, 26, 1992: pp. 406-408.
- Chen, T. (2003). "Reticence in class and online: two ESL students' experiences with communicative language teaching". *SYSTEM*, 31(2), pp. 259-281 (23).
- Chomskv, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.

- Chomsky, N. (1980). *Rules and Representations*. New York: Columbia University Press.
- Cohen, A. D. (1996). Second language learning and use strategies: Clarifying the issues.
- Corder, S. Pit (1983). Strategies of communication. In C. Faerch and G. Kasper (Eds.). *Strategies in interlanguage communication*. London: Longman.
- Daubney, M. (2002). "Anxiety and inhibitive factors in oral communication in the classroom: a study of third-year English language specialists at the Catholic University in Viseu". *Mathesis*, 11, pp. 287-309.
- Daly, J. A. & McCroskey, J. C. (Eds.) (1984). *Avoiding communication: shyness, reticence, and communication apprehension*. Beverly Hills: Sage Publications.
- Davies, C. (2000). *Issues in English Teaching*. Routledge, USA, pp.109,112,125.
- Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 486–516). New York: Macmillan.
- Dörnyei, Z. (1995) "On the teachability of communication strategies", *TESOL Quarterly* 29:1, pp. 55-84.
- Faerch, C., & Kasper, G. (1983a). Plans and strategies in foreign language communication. In C. Faerch & G. Kasper (Eds.). *Strategies in interlanguage communication* (pp. 20-60). Harlow, UK: Longman.
- Finocchiaro, M. (1964). *Teaching Children Foreign Languages*. McGraw - Hill, Inc.U.S.
- Finocchiaro, M. and C. Brumfit. (1983). *The Functional- National Approach: From Theory to Practice*. New York: Oxford UP.
- Foss, K.A. and A.C. Reitzel. (1988). "A Relational Model for Managing Second Language Anxiety". *TESOL Quarterly*, 22, pp. 437-454.
- Gorsuch, G. (2000). "EFL education policies and educational cultures: Influences on teachers' approval of communicative activities". *TESOL Quarterly*, 34, pp. 675-710.
- Halliday, M., A. McIntosh and P. Strevens. (1972/1984). (8th impression). *Learning Foreign Languages*. In R. Nasr (ed.), *Teaching and Learning English*. Harlow: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Longman Press.
- Horner, L. & Redmond, M. L. (2002). "Fear Factor: Foreign Language Anxiety in the Secondary Spanish Program".

[www.google.com/foreignlanguageanxiety/studiesinthesecondlanguageeducation/research.htm].

- Horwitz, E. K., Horwitz, M.B& Cope, J. (1986). "Foreign Language Classroom Anxiety". *The Modern Language Journal*, 70(2), pp. 125-132.
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Hu, G. (2002). "The case of communicative language teaching in China". *Language, culture and curriculum*. 15, 2, pp. 93-105.
- Hymes, D.H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press. Extracts available in Duranti, A. (Eds.) (2001), *Linguistic Anthropology: A Reader*. Malden, Mass.: Blackwell. pp. 53-73.
- Hymes, D. H. (1971). *On communicative competence*. In J. Pride and J. Holmes (Eds.), *Sociolinguistics*. Penguin, 1972. (Excerpt from the paper published 1971, Philadelphia, University of Pennsylvania Press).
- Hymes, Dell. (1972). "Models of Interaction of Language and Social Life" In *Directions In Sociolinguistics: The Ethnography of Communication*, ed. J. J. Gumferz and D. Hymes, New York: Holt, Rinehart and Winston.
- Hymes, D. (1973). "On Communicative Competence". In *Sociolinguistics*, J. B. Pride and J. Homes, Eds. Harmondsworth: Penguin.
- Illich, I (1972). *De-schooling Society*. Harrow Books.
- Lai, C. (1994). "Communication failure in the classroom: an exploration of cause." *RELC*, Vol.25, No.1, pp. 99-129.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Liao, X. Q. (2000). *Communicative Language Teaching: Approach, Design and Procedure*. 28. ERIC Document No: ED 444382.
- Lim, H.Y. (2003). "Successful classroom discussions with adult Korean ESL/FL Learners". *The Internet TESL Journal*, 9(5).
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- MacIntyre, P., Clement, R., Dornyei, Z. & Noels, K. (1998). "Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation". *The Modern Language Journal*, 82, pp. 545-562.

- Mak, B.S., White, C. (1996). "Communication Apprehension of Chinese ESL Students". *Hong Kong Journal For Applied Linguistics*, pp. 81-95.
- McCroskey, J. C. (1982). Oral Communication Apprehension : A Reconceptualization. In M. Burgoon, Ed. , *Communication Yearbook 6*, Beverly Hills: Sage Publications.
- Meng, F. (2009). "Encourage Learners in the Large Class to Speak English in Group Work". *English Language Teaching*, Vol. 2, No. 3, pp. 219-224.
- Mulling, S. S. (1997). *Getting Them to Talk: Communicative Activities for the ESOL Classroom*. 14. ERIC Document No: ED 409731.
- Nunan, D. and Lamb, C. (1996). *The Self-Directed Teacher*. Cambridge: Cambridge University Press.
- Nwoke, A. (1987) "Communicative Activities in English Language Teaching for Effective Learning". *Nigerian Journal of Curriculum Studies*. Special Series. 1.
- Ogasawara, M. (2008). "Classroom Analysis of an Oral Communication Class at a Japanese High School". *Asian EFL Journal*, 30(1), pp. 35-58.
- Otlowski, M. (2003). "Cultural influences on teacher-students interaction in the classroom". *International Communication Department Journal, Kochi University*, 4, pp. 23-41.
- Palalı-Gücer, T. (2006). *The Use of Communicative Activities in Senior and Junior High Schools*. MA, Selçuk University.
- Polifroni, E. C., Welch, M. (1999). *Perspectives on Philosophy of Science in Nursing: A Historical and Contemporary Antology*. Lippincott.
- Rababah, G. (2003). "Communication Problems Facing Arab Learners Of English: A Personal Perspective". *TEFL Web Journal*, 2(1), pp. 15-30.
- Rao, Z. (2002). "Chinese Students' Perceptions Of Communicative and Non-communicative Activities in EFL Classroom". *System*, 30(1), pp. 85-105.
- Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, J.C. and Rodgers, T.S. (2001), *Approaches and methods in language teaching*. Second Edition. New York: Cambridge University Press.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

- Sahin, M. (2002). (MA Dissertation Summary). "The Concepts of Language, Competence and Literature in ELT Classes". *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. No.8, 289-304.
- Samimy, K. K. and Kobayashi, C. (2004). "Toward the Development of Intercultural Communicative Competence: Theoretical and Pedagogical Implications for Japanese English Teachers". *JALT Journal*, volume 26.
- Savignon, S. (1985). "Evaluation of communicative competence: The ACTFL provisional proficiency guidelines". *The Modern Language Journal*, 59, pp. 129-134.
- Savignon, S. J. (2000). Communicative language teaching. In M. Byram (Ed.) *Routledge Encyclopedia of Language Teaching and Learning*. (pp. 124-129). London: Routledge.
- Savignon, S. (2002). *Interpreting communicative language teaching*. New Haven, CT: Yale University Press.
- Segalowitz, N. & Lightbown, P. M. (1999). "Psycholinguistic approaches to SLA". *Annual Review of Applied Linguistics*. 19, pp. 43-63.
- Shumin K. (1997). "Factors to Consider: Developing Adult EFL Students' Speaking Abilities". *English Teaching Forum*, 25(3).
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stern, H. H. (1990). "Analysis and Experience as Variables in Second Language Pedagogy." In B. Harley, P. Allen, J. Cummins & M. Swain. (1990). eds., *The Development of Second Language Proficiency*. (pp. 93-109). Cambridge: Cambridge University Press.
- Stevens, P. (1992). "English as an international language". In B. B. Kachru (Eds.), *The other tongue: English across cultures* (pp. 27-47). Urbana: University of Illinois Press.
- Tarone, E. (1978). *Conscious communication strategies in interlanguage: a progress report*. In Brown, Yorio, and Crymes (eds.), *On TESOL '77: Teaching and Learning ESL*. Washington, D.C.: TESOL.
- Tarone, E. (1980). "Communication strategies, a foreigner talk and repair in Interlanguage". *Language Learning*, 30, pp. 417-431.
- Tarone, E. & Yule, G. (1989). *Focus on the Language Learners*. Oxford: Oxford University Press.

- Thompson, G. (1996). "Some Misconceptions About Communicative Language Teaching". *ELT Journal* Volume 50/1 pp. 9-15.
- Towell, R. (1987). "A discussion of the psycholinguistic bases for communicative language teaching in a foreign language teaching situation". *British Journal of Teaching English*, 26, pp. 90-99.
- Tsui, A. B. M. (1996). "Reticence and Anxiety in Second Language Learning". In K. M. Bailey and D. Nunan (eds.) 1996. *Voices From the Language Classroom: Qualitative Research in Second Language Education*. Cambridge: Cambridge University Press.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. London: Oxford University Press.
- Wilkins, D.A. (1974). *Second-language Learning and Teaching*. London: Edward Arnold Publisher Ltd.
- Xiaoqing, L. (1997). *A Brief Introduction to the Communicative Language Teaching*. 29. ERIC Document No: ED404863.
- Yli-Renko, K. (1989a). *Intercultural Communication as an Aim of English Language Teaching*. University of Helsinki. Department of Education. Research Bulletin 69.
- Yli-Renko, K. (1993). *Intercultural Communication in Foreign Language Education*. University of Turku. Faculty of Education. Research Reports A: 168. ERIC Document No: ED370352

APPENDIX 1
QUESTIONNAIRE

Part A. Personal Information

Age:

Sex:

Grade:

When contrasting yourself to your classmates, how do you grade your proficiency of English?

- a) perfect b) good d) fair e) poor f) very bad

Do you like communicative activities?

- a) yes b) no

Part B. Tick the choice or extent that suits you best.

1) How do you feel when engaged in communicative activities?

- a) bored b) uncomfortable c) anxious d) happy e) embarrassed

2) What do you think about communicating in English? Tick the extent.

	Strongly agree	agree	disagree	strongly disagree
Communicating in English is easy.				

Communicating in English is challenging.				
Communicating in English is boring.				
Communicating in English is unnecessary.				
Communicating in English is important.				

3) Why don't you participate in communicative activities in English lessons?

I don't participate in communicative activities in English lessons, because.....

	Strongly agree	agree	disagree	strongly disagree
I am afraid of making mistakes and, in turn, being negatively evaluated by the teacher.				
I am accustomed to remaining passive in class.				
I can't find any opportunities since my class is large.				
I am afraid of being laughed at by my friends in case of a failure to communicate.				
I don't find the communicative activities the teacher schedules engaging.				
I don't have enough confidence in myself.				

Sometimes I am not in the mood for communicating because of my personal problems.				
The teacher doesn't give me higher marks when participating				
I am too shy to communicate.				
The discussion topics are remote from my interest				
The teacher doesn't value my ideas.				
I am not fluent enough.				
I have serious pronunciation problems.				
My teacher is so authoritarian that I cannot attempt to communicate.				
I don't have enough command of English.				
My teacher corrects my mistakes instantly.				
My English exams are grammar-based not communication-based so there is no need to be good at speaking. I have to be proficient in grammar.				
The preparation time given before speaking is insufficient for me.				

Part C. Answer the question below.

How can these communicative barriers be overcome? If you have any suggestions for this, please write

.....
.....
.....
.....
.....
.....

CURRICULUM VITAE

Personal Information	
Adı Soyadı	Duygu BAYKAL
Place and Year of Birth	Siirt- 1986
Educational Information	
Bachelor of Arts	Balıkesir University Necatibey Education Faculty English Language Teaching Department (2007)
Master of Arts	Atatürk University Graduate School of Social Sciences English Language Teaching Department (2010)
Foreign Languages	English, Arabic
Scientific Activities	Seminar Work: Apprehension Blocking Communication Master's Thesis: Communicative Barriers Turkish EFL Students Encounter
Working Experience	
Course of Training	-
Projects	-
Institutions she worked	2010- Petrol Ofisi Primary School- Batman 2007-2010 Halitpaşa Primary School- Erzurum
Contact	
E-mail Address	duygubaykall@hotmail.com
Date	09/04/2010