

**AN INVESTIGATION INTO ENGLISH SPEAKING  
PROBLEMS OF STUDENTS AT ELT DEPARTMENT,  
ATATURK UNIVERSTY**

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Assist. Prof. Dr. İ. Doğan ÜNAL  
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T.C.  
ATATÜRK ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI  
**İNGİLİZ DİLİ VE EĞİTİMİ BİLİM DALI**

ATATÜRK ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ  
ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA PROBLEMLERİ  
ÜZERİNE BİR ARAŞTIRMA

(An Investigation into English Speaking Problems of Students at ELT  
Department, Ataturk University)

YÜKSEK LİSANS TEZİ

**Ayşe MERZİFONLUOĞLU**

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## KABUL VE ONAY TUTANAĞI

Yrd. Doç. Dr. İ. Doğan ÜNAL danışmanlığında, Ayşe MERZİFONLUOĞLU tarafından hazırlanan “ATATÜRK ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA PROBLEMLERİ ÜZERİNE BİR ARAŞTIRMA” başlıklı çalışma 30 / 12 / 2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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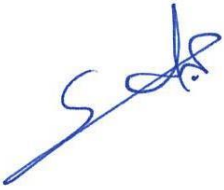
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## TEZ ETİK VE BİLDİRİM SAYFASI

Yüksek Lisans Tezi olarak sunduğum “ATATÜRK ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA PROBLEMLERİ ÜZERİNE BİR ARAŞTIRMA” başlıklı çalışmanın, tarafımdan yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

Tezimin kâğıt ve elektronik kopyalarının Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

Lisansüstü Eğitim-Öğretim yönetmeliğinin ilgili maddeleri uyarınca gereğinin yapılmasını arz ederim.

- Tezimin tamamı her yerden erişime açılabilir.
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03/01/2015

Ayşe MERZİFONLUOĞLU

**ÖZET**  
**YÜKSEK LİSANS TEZİ**  
**ATATÜRK ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ**  
**ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA PROBLEMLERİ ÜZERİNE BİR**  
**ARAŞTIRMA**

**Ayşe MERZİFONLUOĞLU**

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Bu çalışmanın amacı, İngilizce öğreniminde öğrencilerin yaşadığı konuşma problemlerinin nedenlerini tespit etmek, problemlere yönelik farkındalık sağlamak ve öğrencilerin İngilizce konuşma becerisini geliştirmek için muhtemel çözüm önerileri sunmaktır. Bu amaçla 2013-2014 Akademik Yılı içerisinde, Atatürk Üniversitesi İngiliz Dili Eğitimi bölümünde öğrenim gören 1. ve 4. sınıf öğrencilerinden oluşan 137 kişi çalışmanın örneklem grubunu oluşturmuştur.

Araştırmada kullanılan veri toplama tekniği ankettir. Bu bağlamda, 7 ve 25 soruluk olmak üzere 2 bölümden oluşan anket formu geliştirilmiştir. Ankette yer alan sorular 5'li Likert tekniği ve çoktan seçmeli tekniğe göre hazırlanmıştır. Çoktan seçmeli teknik öğrencilerin demografik özelliklerini belirlemek için anketin 1. bölümünde kullanılmıştır. Anketin 2. bölümünde ise 5'li Likert tekniği kullanılmıştır ve öğrencilerin İngilizce konuşma problemlerine yönelik soruları içermektedir.

Anket verilerinin istatistiksel olarak değerlendirilmesi amacıyla frekans analizi ve t-test tekniği kullanılmıştır. Tüm istatistiksel işlemler SPSS 16. programı aracılığıyla yapılmıştır.

Çalışmanın sonucunda öğrencilerin İngilizce konuşmaya istekli olduğu ve İngilizce konuşmanın öneminin farkında olduğu anlaşılmıştır ancak bazı nedenlerden dolayı öğrencilerin İngilizce konuşmada güçlük yaşadıkları tespit edilmiştir. 1. ve 4. sınıf öğrencilerinin İngilizce konuşma becerisini olumsuz etkileyen en yaygın nedenler heyecan, hata yapmaktan korkma ve yeterince konuşma fırsatı bulamamalarıdır. Bunun yanı sıra 1. sınıf öğrencileri dilbilgisi, kelime ve telaffuz yetersizliğinden dolayı daha fazla konuşma problemi yaşarken, 4. sınıf öğrencileri öğretmen ilgisizliği ve öğretmenlerin olumsuz davranışları nedeni ile daha fazla konuşma problemi yaşamaktadır.

**Anahtar Sözcükler:** İngilizce, İngilizce Konuşma, Konuşma problemleri, Öğrenci

**ABSTRACT**  
**MASTER THESIS**

**AN INVESTIGATION INTO ENGLISH SPEAKING PROBLEMS OF  
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Ayşe MERZİFONLUOĞLU

**2014, 119 pages**

The aim of this thesis is to investigate and define the reasons of English speaking problems which the students experience in the process of learning English, to provide the students awareness and to offer possible solutions to these problems in order to improve students' proficiency level in speaking in English language. For this aim, 137 students who were 1<sup>st</sup> and 4<sup>th</sup> class of at ELT Department of Ataturk University during the academic year 2013-2014 consisted of paradigm group of this research.

The research technique used in this survey is questionnaire. In this respect, a questionnaire form was developed as two parts which include 7 and 25 questions. Questions contained in the survey were prepared by 5-point Likert technique and multiple-choice technique. Multiple-choice technique was used in order to determine demographic properties of the students at the first part of the questionnaire. 5-point Likert technique was used at the second part of the questionnaire and it consists of the questions which are related to English speaking problems of the students.

With the aim of evaluating the survey results statistically, frequency analysis and t-test technique were used. All statistical analysis was carried out through SPSS 16 software.

At the end of the study, it was understood that students are willing to speak in English and they are aware of importance of speaking in English. However, it was detected that because of some reasons, students have difficulty while speaking in English. The most common reasons which affect negatively the 1<sup>st</sup> and 4<sup>th</sup> year students' speaking skill in English are excitement, the fear of making mistakes and lack of practice. In addition, while students in the 1<sup>st</sup> year have more grammar, vocabulary and pronunciation problems, students in the 4<sup>th</sup> year have more speaking problems because of their teachers' negative behavior and lack of teachers' interest.

**Key Words:** English, Speaking in English, Speaking problems, Students

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## TABLE OF CONTENTS

KABUL VE ONAY TUTANAĞI.....	i
TEZ ETİK VE BİLDİRİM SAYFASI.....	ii
ÖZET.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES .....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS.....	x

### CHAPTER ONE

<b>1.INTRODUCTION.....</b>	<b>1</b>
1.1 Research Topic.....	1
1.2 Aim of the Research.....	3
1.3 Importance of the Research.....	3
1.4 Assumptions.....	4
1.5 Limitations of the Research.....	4
1.6 Definition of the Terms.....	5

### CHAPTER TWO

<b>2. LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Concept of Language .....	7
2.1.1 Universal Characteristics of Language .....	9
2.1.2 Language as a System or Structure .....	13
2.2 Language Acquisition and Language Learning .....	18
2.2.1 Language Acquisition .....	18
2.2.2 Language Learning .....	23
2.2.3 Comparison between Acquisition and Learning.....	24
2.3 Language Skills.....	26
2.4 General Properties of Turkish Language.....	29
2.5 General Properties of English Language .....	32



2.6 Differences between Turkish and English Languages .....	36
2.7 Importance of Learning a Second Language .....	39
2.7.1 Status of English in Turkey .....	40
2.7.2 Attitudes of Turkish Students towards English Language .....	41
2.8 English Speaking Problems in Turkey .....	45
2.8.1 Linguistic Factor .....	52
2.8.1.1 Vocabulary .....	54
2.8.1.2 Grammar .....	56
2.8.1.3 Pronunciation Problems .....	57
2.8.1.4 Phonology .....	60
2.8.2 Socio-Cultural Factors .....	61
2.8.3 Anxiety and Self- Esteem Factor .....	64
2.8.4 Turkish Education System .....	67

### **CHAPTER THREE**

<b>3. METHODOLOGY.....</b>	<b>70</b>
3.1 Research Model.....	70
3.2 Population and Research Group .....	70
3.3 Data Collection Tools.....	70
3.4 Data Analysis.....	70
3.4.1 Demographic Characteristics .....	71
3.4.2 The Scores of Questionnaire .....	74
3.4.3 Analysis of T-Test .....	79

### **CHAPTER FOUR**

<b>4. CONCLUSION.....</b>	<b>90</b>
4.1 Discussion.....	90
4.2 Suggestions.....	93
<b>REFERENCES.....</b>	<b>97</b>
<b>APPENDICES .....</b>	<b>105</b>
<b>CURRICULUM VITAE.....</b>	<b>107</b>

## LIST OF TABLES

Table 2.1. The Main problems are in Pronouncing English .....	58
Table 3.1. Means and Standard Deviations for Participants' Speaking Problems in the First Year.....	75
Table 3.2. Means and Standard Deviations for Participants' Speaking Problems in the Fourth Year.....	77
Table 3.3. T-Test Based On Students' Lack of Grammar .....	80
Table 3.4. Frequency Analysis of Students' Lack of Grammar.....	81
Table 3.5. T-Test Based On Students' Vocabulary Problem.....	81
Table 3.6. Frequency Analysis of Students' Vocabulary Problem .....	82
Table 3.7. T-Test Based On Students' Poor Pronunciation .....	82
Table 3.8. Frequency Analysis of Students' Pronunciation Problem .....	83
Table 3.9. T-Test Based On Teachers' Negative Behavior .....	84
Table 3.10. Frequency Analysis of Teachers' Negative Behavior.....	85
Table 3.11. T-Test Based On Speaking Actively in the Classroom .....	85
Table 3.12. Frequency Analysis of Speaking Actively in the Classroom.....	86
Table 3.13. T-Test Based on Teachers' Interest While Students are Speaking in English.....	87
Table 3.14. Frequency Analysis of Teachers' Interest While Students are speaking in English.....	87
Table 3.15. T-Test of Independent Samples .....	89

## LIST OF FIGURES

Figure 2.1. The 13 Universals (Hockett, 1960, p.7).....	11
Figure 2.2. The Chomsky hierarchy (Chomsky, 1956, p.117).....	13
Figure 2.3. Parole and Langue (Baird, 1969).....	14
Figure 2.4. A model of Sign (Hawa, 2014).....	14
Figure 2.5. The Grammatical Hierarchy (Adedimeji and Alabi, 2005) .....	16
Figure 2.6. Language acquisition and Language learning (Schütz, 2012).....	18
Figure 2.7. A Summary of Differences between Acquisition and Learning (Schütz, 2012) .....	25
Figure 2.8. Well-formed sentence structure (Sells, 1994, p.11) .....	33
Figure 2.9. The Stages of Culture Shock (Tankersley, 2013).....	63
Figure 2.10. Anxiety and students' decisions about EFL learning (Trang & Moni & Baldauf, 2012).....	65
Figure 3.1. Nationality of the Respondents.....	71
Figure 3.2 Gender of the Respondents.....	71
Figure 3.3. Age of the Respondents.....	72
Figure 3.4. Years at University of the Respondents.....	72
Figure 3.5. Years of English Language Study of the Respondents.....	73
Figure 3.6. Study Abroad.....	73
Figure 3.7. Previous Study in English.....	74

## **LIST OF ABBREVIATIONS**

**MSL** : Multisensory Structured Language

**p.** : Page

**L2** : Second/ Foreign Language

**LAD** : Language Acquisition Device

**ESL** : English as Second Language

**EFL** : English as Foreign Language

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Research Topic

English has become a major communication tool all over the world and it is used in many countries either as a first language or as a second/ foreign language. Language teaching has traditionally been divided into two as 'second' and 'foreign' language according to the needs and objectives of the learners. The term second language has been applied to a non-native language learned and used with reference to a speech community outside the national boundaries of a country. A second language usually has an official status or a certain function in a country which foreign language does not. A foreign language is taught at schools and outside schools but there is not much opportunity for using it except in special circumstances such as travel abroad, communication with native speakers, reading of foreign literature and foreign scientific works. A second language is learned with much more environmental support as it is used within the country. Accordingly, the purposes and aims of second language learning need to be different than those of foreign language learning. (Bozer, 1990)

As these two definitions are considered, it can be said that English is both a foreign and a second language in Turkey. On the one hand, English teaching at schools can be named as a foreign language. Because the students learn some particular structures, fixed sentences and vocabulary to use for travel, shopping, at the markets, at the hospitals, at customs, etc. or in the academic field, academicians have to learn it to read academic articles and thesis in order to write new articles or get higher degrees in their job. On the other hand, learning English except from these reasons can be named as a second language. Language proficiency for some jobs can be shown as an example in the means of second language. Because some people learn and use English language for certain functions in our country or in different countries.

English gained popularity and prestige in Turkey a long time ago but people were not motivated to learn a new language. They did not exactly know grammar, pronunciation and vocabulary which are the most important elements to use a language actively. But, as English loanwords are started to use in everyday conversation, on television programs, in the names of shops and cafes and in the technology, people start to use these English words without being aware of them. Using English words and expressions in everyday conversation or listening to music in English has become very popular among young people. It also helps people about pronunciation of these words.

In the educational system in Turkey, English is one of the most important subjects at schools. Students take English lessons several hours a week throughout their education. Moreover, in recent years, English has been started to be taught in lower levels of education like primary schools; nevertheless at the end of this period the general level of proficiency is not very high. Attendance in foreign language classes is required during the university as well, but once more, the success of these classes in general does not go beyond the acquisition of some professional vocabulary.

Our research topic and problem emerge at this point. English language is started to be taught at an early age in Turkey but even a student who studies English language in higher education institutions has difficulty in speaking English actively and fluently. According to results obtained from academic research, students who seem to have the most difficulty are those who have experienced reading and spelling difficulties in their native language during their education especially at early ages and now they are required to study a new language at school. Others who do not have difficulties may also find the study of a foreign language challenging.

Shortly, the basic problem which will be examined in this thesis is the students' speaking problems in English and their reasons.

## **1.2. Aim of the Research**

In this thesis research, it is aimed to identify English speaking problems which are experienced by the students who study at English Language Teaching Department, Ataturk University. It is also aimed to find out the causes of these problems and categorize speaking problems according to their reasons so that both the academicians and the students at this university can be aware of these problems. Another aim is to represent reasonable suggestions to help the students overcome with these problems which will be detected thanks to the questionnaire used to get information. In order to carry out the aims stated above, following questions related to foreign language learning will be investigated:

- Why do the students have difficulty while fulfilling foreign language learning at university?
- Which instructional methods are beneficial for foreign language learners?
- Which additional adaptations may students need?
- Which problems do the students have to challenge while learning English?
- What are the most widespread problems according to their reasons?
- What can administrators and foreign language departments do to facilitate foreign language learning for all their students?
- 
- Is the duration of education effective on learning and improving a foreign language?
- Are teachers' attitudes effective on learning and improvement of a foreign language?

## **1.3. Importance of the Research**

Speaking is one of the basic skills in English and it is the most important one if the learners want to communicate with foreigners and use it effectively. But in our country, speaking English is a big and permanent problem and neither learners nor the academicians know what the reason is. Most of the students fail in speaking lessons at schools and universities; many people have difficulty in communicating with the foreigners in business field; many tourists who go to different countries have problems

about expressing themselves and understanding others. Thus, this thesis research has a great importance and a convenient conducted source for the students who study at English Language Teaching Department, Ataturk University and who have problems in speaking. It will also give information on speaking skill to other people mentioned above. In addition, this thesis research uncovers the reasons behind speaking problems and provides suggestions to make English speaking better so that learners can be aware of these problems and their reasons. As a result, they can eliminate the reasons and gradually overcome.

#### **1.4. Assumptions**

There are three distinctive assumptions in this thesis research. Firstly, it is assumed that most of the students in this university are aware of speaking problems in English and they can identify and categorize the reasons under these problems. Secondly, it is assumed that students know why they need to learn English language and they have some purposes about learning it. Thirdly, in order to show the problems with their reasons and help other learners about overcoming of these problems and improving speaking skill, students are willing to participate in this questionnaire.

#### **1.5. Limitations of the Research**

This thesis research is related to the students who study at English Language Teaching Department, Ataturk University, the problems they have while speaking English, the causes of these problems that can be solved by speaking activities. There are also some suggestions to eliminate these problems. In this thesis, it is investigated that how 18-25 year-old students acquire and learn English as a foreign language and which problems they face. But, this thesis research is limited because the study was conducted at just one department just one university- only at English Language Teaching Department, Ataturk University. There were two different groups. One of them was the 1<sup>st</sup>-year- students and the other was the 4<sup>th</sup> – year- students. Neither this university nor the level of the students can be generalized in respect to the findings. Same questionnaire can be used in different regions, at different universities and different levels so that more general information can be obtained. Further, students at the tertiary level were the target participants. The year of education is a disadvantage, too but it is necessary to make a comparison between two groups. Owing to the fact



that there is a speaking problem in English at each level of Turkish education, students with different ages and at various levels such as primary, secondary or high schools can be participants. Since different age groups and levels have different speaking problems, different reasons and possible solutions emerge.

In addition, this study is just based on the results which were obtained from questionnaire. This may not be enough for further research. Interview with the students and observation of the students in classroom environment especially in speaking lessons can be more helpful in order to get detailed information. The more techniques are used to collect data, the more information is obtained.

Because of mentioned limitations, it is not possible to generalize the findings. Thus, researchers who will study in this field should take into consideration these limitations and count students from various levels and institutions in.

## **1.6. Definition of the Terms**

### *Communication*

According to the Oxford Dictionary of Current English (Moore, 1997), communication is defined as, “The activity or process of expressing ideas and feelings or of giving people information”. Communication occurs through the medium of a language and it is presented in two different forms which are written and spoken (Brown & Yule, 1983, p.1-10).

### *Speaking*

Speaking is one of two productive skills in a language teaching. Speaking could be defined as a social, multi-sensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills (Nazara, 2011, p.30)

### *Foreign Language*

Foreign language is defined in the Longman Dictionary of Language Teaching and Applied Linguistics as “language that is not a native language in a country”. A

foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language”. (Wilson, 2006, p.32)

### *Linguistics*

According to Dostert (2009, p.4) linguistics is the science of language(s). It is generally a descriptive discipline rather than a prescriptive one, which means that linguists do not lay down hard and fast rules about how to use a certain language, but rather concentrate on describing the rules which (especially native) speakers seem to have internalized.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Concept of Language

In its general definition, language is what gives people the opportunity to explain their thoughts and feelings and to communicate with each other. It is composed of system of sounds, which form words with a particular meaning. In its dictionary definition, one can find a similar explanation for language. For instance, one of the online dictionaries, there is a detailed definition of language;

*Any means of conveying or communicating ideas; specifically, human speech; the expression of ideas by the voice; sounds, expressive of thought, articulated by the organs of the throat and mouth. Language consists in the oral utterance of sounds which usage has made the representatives of ideas. When two or more persons customarily annex the same sounds to the same ideas, the expression of these sounds by one person communicates his ideas to another. This is the primary sense of language, the use of which is to communicate the thoughts of one person to another through the organs of hearing. Articulate sounds are represented to the eye by letters, marks, or characters, which form words (Lexic.us).*

However, definitions vary according to the approach one linguist takes. At least, themes that are emphasized are different from one linguistic approach to another.

Edward Sapir who is considered as one of the most important figures in the early development of the discipline of linguistics perceives language as something that is completely human and unnatural. Besides, he points out that the language is used for sharing of “ideas”, “emotions” and “desires” through voluntarily generated signs and symbols (Lyons, 1981, s.3). Sapir’s definition of language has some weak points according to some modern linguists. First of all, they assert that the definition of language is required to be broadened since there are some circumstances that are out of the set of “ideas”, “emotions” and “desires”. Moreover, they claim that purely human

and unnatural language definition is open to doubt since animals' communications are coming to people's minds at that point (Lyons, 1981, p.3-4). Although there are some critics against the Sapir's works, they are significant in terms of understanding the distinction between linguistic form and functional aspect of language. Sapir takes language in perspective of form rather than functional basis (Vermeulen, 1998, p.7). He puts emphasis on the structure of language such as grammar rather than the conceptual meaning. In his book *Language: An Introduction Study of Speech*, he asserts that form has greater role in linguistics rather than the function and historical process of it (Sapir, 2006, p.152). Therefore, it can be said that Sapir has put forward an approach to the linguistics and his definition has been shaped according to that.

Bloch and Trager in their works *Outline of Linguistic Analysis* claim that language is a system based on arbitrariness and is used in social interactions. The most striking point in Bloch and Trager's definition of language is that it puts forward language as a system and emphasizes on the arbitrariness of it (Bloch and Trager, 1942). At that point, it is easy to demonstrate that Bloch and Trager base their works on the approach of structuralism through perceiving language as a system. Another point that needs to be analyzed is that they narrowed the Sapir's definition of language as only stating that language is used in social interactions (Lyons, 1981, p. 4).

In his essay *on Language*, Hall defines language as the institution that enables people interact and communicate with each other by "oral-auditory and arbitrary" symbols and signs (Lyons, 1981, p. 4). At that point, Hall has broadened the definition of language by stating that it is used for both communication and interaction. Another point that needed to be discussed here is that Hall puts emphasis on the arbitrariness of language like Bloch and Trager do. Finally, he makes reference to the "hearer" and the "speaker" through stating that it has "oral-auditory" symbols (Lyons, 1981, p. 4-5). To illustrate it in a different perspective, emphasizing on "oral-auditory symbols indicates that Hall perceives language as a purely human institution.

The three definitions of language represented above are essential to gather the properties of language and approaches to linguistics. In the following sections, the approaches and properties of language will be examined more deeply.

### 2.1.1. Universal Characteristics of Language

Structure of language has been investigated by linguists for a long time. First linguists including medieval grammarians supposed that there is only one language, and the structure is in people's minds; it is genetically coded. They justified the difference between languages by claiming that although 'surface structures' of languages vary, 'deep structure' is the same (House, 2008, p.6).

Then, researchers from the structural tradition tried to find the universals in language. For instance, Joseph Greenberg (ed. 1963) in his book, *Universals of Language*, introduces his 45 universals. The structuralists use 'bottom-up' approach and thus make inductive generalizations for the quest of universals. In other words, they compare languages and find common features in all. Hence, universals they point out are more concrete. The typological approach, which compromises Greenberg also, makes the conclusion that languages do not diverge infinitely and therefore signifies linguistic universals (House, 2008, p.6). The structuralists justify their position by claiming that in the simplest term there are restrictions on human beings and this causes that some sounds are missing in language because of the impossibility to make those sounds by human beings (House, 2008, p.8). This is a minimalist explanation, and the structuralists go beyond this and have further findings.

Another linguist from structural tradition is Charles Hockett (1960), who has searched about the commonalities of all spoken human languages. His list was compromised of 13 commonalities; vocal auditory channel, broadcast transmission and directional reception, rapid fading, interchangeability, total feedback, specialization, semanticity, arbitrariness, discreteness, displacement, productivity, traditional transmission, duality of patterning. Distinctive ones of these commonalities are defined as follows: First one is 'semanticity', which means that there is a meaning in the words we use to refer objects in the world. To make it clear, language, which is formed by symbols, conveys denotations. Second term is 'arbitrariness', meaning that words we use to refer objects do not have inherent connection with the object. For instance, if we called a pen with a different word, we would still transmit the same meaning. Nevertheless, there are still some words which have some connections and they sound like their meaning like hum, buzz, zoom. But these written symbols are still arbitrary even though articulating them is not. The third one is 'productivity'; users of language

can create and comprehend entirely new messages. Since messages are formed in parallel, by analogy, or harmonious to old messages, this implies that there is 'grammatical pattering' in every language. Furthermore, productivity of language involves the fact that new idioms are formed through circumstances and context in every language. The fourth one is 'displacement' language allows users to tell any event taken place before or will take place in the future. The two additional of the fourth are 'flexibility of symbols' and 'naming'. Firstly, 'flexibility of symbols' is the fifth feature of language. This means that users can assign new names for concepts or old words can be used for different concepts. When they explain new linguistic symbols to the people they want to exchange thoughts with, the meaning they want to transmit will be maintained. Last one is 'naming', language is not something stable but evolves in time especially when users come across with new concepts, feelings and objects. Users invent new words for these novelties (Hockett, 1960, p.6-7).

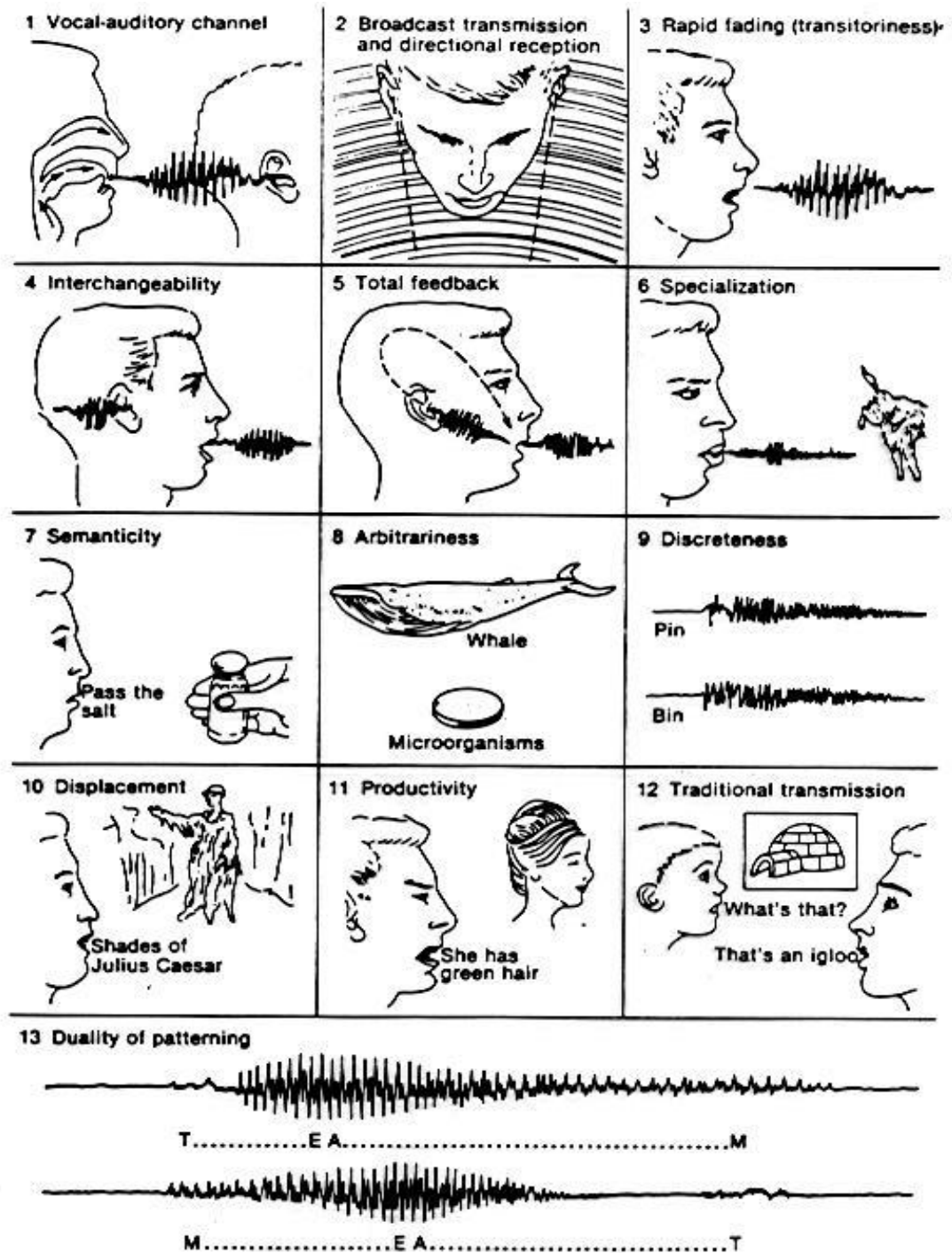


Figure 2.1. The 13 universals (Hockett, 1960, p.7)

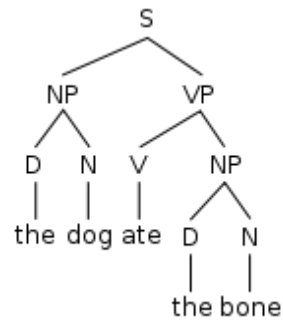
Long before globalization, one of the 'semantic universals', Uriel Weinreich (1953, 68), claimed that by means of rising communication, world languages start to include more common and alike words (House, 2008, p.6). Nevertheless, language universals for the structural approach are not what Weinreich points out, but the

inherited commonalities in languages. Moreover, they do not explore the universals by examining surface structure of language; rather they mostly talk about deep structure.

Later, in the 20<sup>th</sup> century, a new approach came into being: generative grammar; a rationalist linguistic approach. Their universals are more abstract since they use ‘top-down’ approach; taking linguistic universality as granted. They divide universals into two categories: substantive universals and formal universals. The former stands for particular fixed groups or materials; for example nouns, adverbs and verbs. Shortly, it is appropriate to say that substantive universals form a theory which is known as ‘traditional universal grammar’ (House, 2008, p.6-7). To make it clear, the fact that there are indexical elements in all human languages shows a substantive universal. On the other hand, formal universals are not as concrete as substantive ones. They get their ground from the idea that a grammar must fulfill some specific formal criteria. They do not involve into the meanings of words but only the structure of language (University of Pennsylvania Department of Linguistics).

There are similarities between structural typological approach and generative approach. First of all, they both look for universals in language. They begin their analysis on structural features. Nevertheless, two major differences are worth to be pointed at: structural typological approach finds universals by comparing and contrasting languages, and it puts emphasis on the interconnectedness of linguistic forms and language function. On the other hand, as it is explained above, generative grammar provides rules for the structure of language. Grammatical correctness is measured by these rules put by generative grammar linguists (House, 2008, p.7). The Chomsky hierarchy is a good example to visualize it.





The dog ate the bone.

S=sentence, D= determiner, N= noun, V= verb, NP= noun phrase, VP= verb phrase

*Figure 2.2. The Chomsky hierarchy (Chomsky, 1956, p.117)*

### **2.1.2. Language as a System or Structure**

The important linguists such as Ferdinand de Saussure and Roman Jakobson define language as "(the) stable systemic core that is susceptible to linguistic formalizations; everything else is mere speech, which is not language but the mere performance of true language" (Grodin and Kreiswirth, 1994, p.466). At that point, they desire to point out that language is not only a thing or particle, it is a systematic knowledge. Since Saussure has important findings in defining language as a system and since he is called as the first structuralist regarding linguistic studies, his name is still used to categorize other linguists, like Saussurean, anti-Saussurean, post-Saussurean, or non-Saussure. Thus, this section will be mostly based on the notions and interpretations of Saussure.

If an analysis of language is based on a system or structure of language, Ferdinand de Saussure has important points in this sense. To analyze the language as a system, the differences between parole and langue has to be known deeply since Saussure puts forward language in terms of these two words. According to Saussure (2011, p.9), 'parole' is concrete use of a language whereas 'langue' is the system of language. Therefore, Saussure aims to differentiate these two characteristics of language which are the use of language (parole) and the structure of language (langue). The differentiation of the terms parole and langue enables Saussure to emphasize on the system of language rather than the use of language with no confusion on minds.

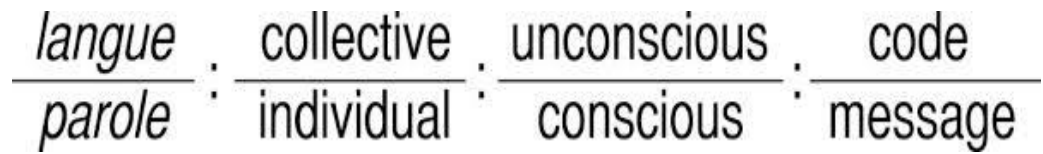


Figure 2.3. Parole and langue (Baird, 1969)

Saussure (2011, p.65-66) in his book entitled “Course in General Linguistics” states that there are two terms which are “signifier” and “signified” to form a sign which is the basic unit of langue. Thus, it can be easily stated that in order to understand language as a system or structure, the term sign has to be examined deeply in terms of “signifier” and “signified”.

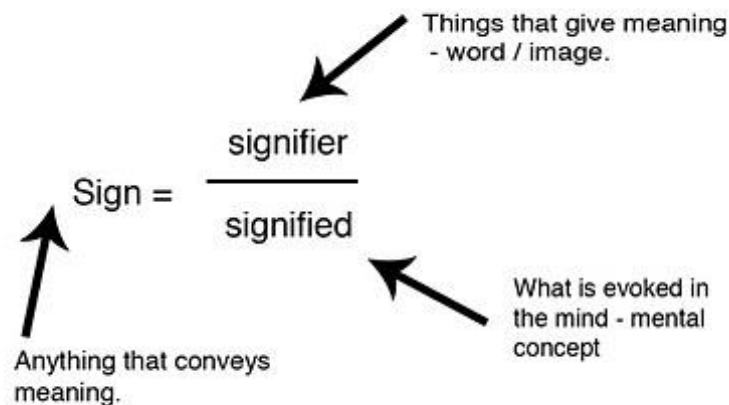


Figure 4: A model of Sign (Hawa, 2014)

In Saussure’s linguistics theory, as can be seen in Figure 4, the signifier is the sound pattern. To exemplify, it is the sound or image that creates a meaning on people’s minds. For example, if one thinks about the image of “tree”, the word “tree” which is a signifier emerges on people’s minds. The signified has a meaning of the concept and the meaning (Saussure, 2011, p.66- 67). To demonstrate, it is the concept that is created on people’s minds if they hear the word “tree”. Since signifier and signified are the components of the sign, which is combination of sound and meaning. It is the link that unites the concept and the sound pattern. To illustrate this point, Saussure asserts that

“A sign is not a link between a thing and a name but between a concept and a sound pattern” (Saussure, 2011, p.66- 67).

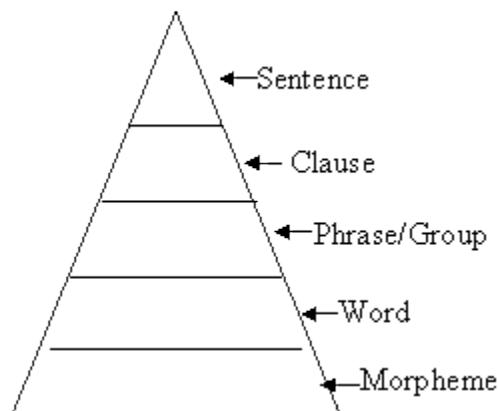
Saussure forms his ideas on linguistics in parallel with structuralism. Structuralism indicates that the whole is greater than the sum of its parts (Grodén and Kreiswirth, 1994, p.697). To clarify, structuralism posits that things are the sum of its parts and plus the relationship between its parts. This means that whole is not the same with the sum of its parts. Saussure based his notions on structuralism and asserted that the system language is greater than the sum of its words; there are also the differences and relationships between the words (Grodén and Kreiswirth, 1994, 697).

To understand the language as a system more precisely, the principles behind it should be recognized and analyzed. According to Saussure, there are elements of language such as word patterns, which form the relational conception among each other. This relational conception includes relationships of combination and distinction between each other (Grodén and Kreiswirth, 1994, p.697). At that point, Saussure points out that combination and contrast between the words enable to emerge of identifiable word patterns. The relational conception helps us to understand the language as a system since it defines the relations between word patterns.

Moreover, if the language is considered as a system, it can be easily seen that there are certainly some arbitrariness in it. To put it in a different way, no one can talk about the natural relationship between the words of a specific language. To give an example of this claim, there is no logical relationship between the word “bicycle” and the concept of “bicycle”. If it is explained with Saussure’s terms, there is no natural relationship between signifier and signified. Therefore, signs are not the results of the causes; they are the result of the functions. To put it in a broader perspective, assigning of the word “bicycle” to the concept “bicycle” is done arbitrarily, which is explained by Hockett (1960, p.8) and some other structuralists, too. Overall summarization of the arbitrariness of language can be expressed as “The arbitrary nature of linguistic elements, where they are defined in terms of the function and purpose they serve rather than in terms of their inherent qualities” (Grodén and Kreiswirth, 1994, p.697). Therefore, it is seen that language is a system that works with randomly assigned patterns.

In the lights of arguments above, it can be said that human language is unique in comparing with other communication systems due to the characteristics that it has. It is a system that has certain arbitrariness, relational conception and systematic nature as they are explained. Moreover, it is a system that produces an infinite set of expression from the finite set of elements (Chomsky, 1956, p.117). These characteristics indicate that understanding language as a system can be acquired only through a social interaction which makes it more interesting. Thus, linguists have studied language as a system or structure and tried to put forward the language as a mathematical sense. However, it is seen that the system of language seems more complex and interesting than the linguists have expected.

Another structuralist who is also one of the most important linguists, Michael Alexander Kirkwood Halliday, firstly explains his four basic groups for the grammar theory: unit, structure, class, and system. Regarding unit, he has a hierarchical position in which the ranking from the smallest to the largest is as follows: morpheme, word, group/phrase, clause and sentence (Halliday, 1961, p.41, 45).



*Figure 2.5. The Grammatical Hierarchy (Adedimeji and Alabi, 2005)*

To deepen the issue, it is commonly known that language is a system of hierarchies which means that there are lower level units and higher level units interacting with each other. The structure of the hierarchies is determined by the grammar of a specific language. The structure consists of phrases, words and morphemes from higher level to lower level. Morphemes, which are the smallest element of language, form the lower level of words. They are the components of words,

which mean that they come together and build up words. Morphemes cannot stand alone and they can only move around below the level of the words. Secondly, words are in the middle of the hierarchy. They are the units of language which have its own specific sound patterns and concept. So, as to illustrate more accurately, they are the link between the concept and the sound. Words can stand alone or move in sentences to generate more and more utterances. Thus, words are significant patterns of every language. The higher level of the words is phrases, clauses and sentences as Halliday and many linguists ranked in the same order. The words are combined and the multiword constructions have been formed. This is the ideal structure of language; however it is known that there are some circumstances that somehow ruin the clear division of morphemes, words and phrases in some languages (Ninio, 2008, p.1-2).

With regard to structure, Halliday has an idea of "configurations of functions". The reason beyond this attitude is that he is in favor of a natural cohesion. On the other hand, he thinks that a structure based on the organization of verbs and nouns only creates mechanical solidarity (Halliday, 2005, s.7). Therefore, he prefers systematic explanations to language rather than structural. In effect, he is famous for developing 'systemic functional grammar'. He uses his term 'metafunction' of language to refer the three functions of language. First one is the ideational metafunction; language is used to transmit one's idea of the events, circumstances and emotions he encounters with in the outside world and his inside universe. Secondly, language has the interpersonal metafunction which provides people the possibility of forming social relationships with each other. In other words, the use of language as a communication tool lets people share things, and thus they become a part of the social environment. Lastly, the third one is the textual metafunction. Halliday posits that language is semiotic; hence it enables people to contribute the areas it interacts (House, 2008, p.8). After all, he points out the functions of language with putting emphasizes on meaning; language is functional to create meanings. At this juncture, Halliday states that meanings that language provides are dependent on social and cultural context, thus describes language as a social phenomenon and rejects the definition solely based on grammar. Thus linguistic analysis ought to base on the text (Chapelle, 1998). As Halliday himself states "For a linguist, to describe language without accounting for text is sterile; to describe text without relating it to language is vacuous" (Halliday, 1985, p.10).

## 2.2. Language Acquisition and Language Learning

*"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Stephen Krashen)*

When we think of "language learning", we need to understand two distinct concepts clearly. One involves receiving information about the language, transforming it into knowledge through intellectual effort and storing it through memorization. The other involves developing the skill of interacting with foreigners to understand them and speak their language. The first concept is called "language learning," while the other is referred to as "language acquisition." (Schütz, 2012) These are separate ideas and they will be described in detail to show that neither is a natural consequence of the other.

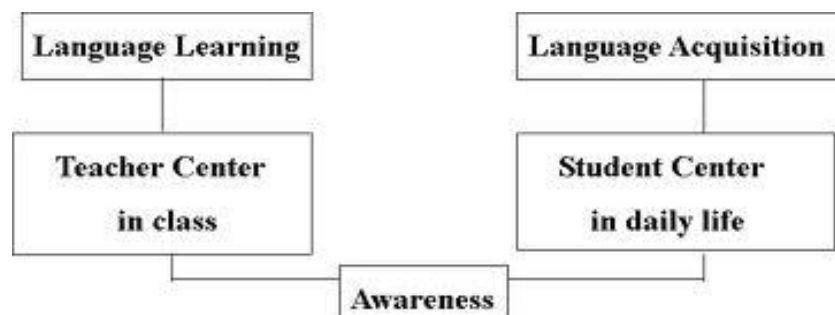


Figure 2.6. Language acquisition and language learning (Schütz, 2012)

### 2.2.1. Language Acquisition

*"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Stephen Krashen*

Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active player. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as well as its structure and

vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values. (Schütz, 2012)

A classic example of second language acquisition is the adolescents and young adults that live abroad for a year in an exchange program. They often attain native fluency while they know little about the language. They have a good pronunciation without a notion of phonology, don't know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures.

Also, the most common example in our country is people who go to Germany to work. They do not know the language when they start to live there but they learn it in a short time. As mentioned above, they are not aware of the grammar but after a period, they can use the language actively.

When the matter is second language acquisition, a prominent name comes to the minds: Stephen Krashen. He is a linguist and educational researcher. He has published more than 350 papers and books, contributing to the fields of second-language acquisition, bilingual education and reading. He is credited with introducing various influential concepts and terms in the study of second-language acquisition. Krashen's theory plays an important role in developing second-language. According to Krashen, acquisition is a subconscious process while learning is conscious (Tricomi, 1986, p.59)

Krashen's theory of second language acquisition consists of five main hypotheses:

- the Acquisition-Learning hypothesis,
- the Monitor hypothesis,
- the Natural Order hypothesis,
- the Input hypothesis,
- the Affective Filter hypothesis.

**The Acquisition-Learning hypothesis:** It is the most important one of all the hypotheses in Krashen's theory and the most widely known and influential among linguists. According to Krashen, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or

'**acquisition**' is the product of a subconscious process which is very similar to the process children undergo when they acquire their first language.

The 'learned system' or '**learning**' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. (Schütz, 2014)

In other words, it can be said that there are two ways of developing language ability. One of them is acquisition which involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. The other is learning which means the conscious acceptance of knowledge. Krashen states that this is often the product of formal language instruction.

In application of this hypothesis, language is learned through natural communication. A second language teacher must create an authentic environment in order to fulfill purposes about language naturally. This helps students acquire the language instead of just learning it.

**The Monitor hypothesis:** It explains the relationship between acquisition and learning and how acquisition and learning are used. The acquisition system initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. The role of conscious learning is limited in second language performance.

The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator while the learning system performs the role of the 'monitor' or the 'editor'.

Monitoring can make some contribution to the accuracy of an utterance but its use should be limited. Because the 'monitor' can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. (Schütz, 2014)



Krashen also suggests that there is an individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'. (Schütz, 2014)

In application of this hypothesis, second language teacher must constantly try to make a balance between encouraging accuracy and fluency. This balance depends on numerous variables including the language level of the students, the context of language use and the personal goals of each student. This balance can also be named as 'Communicative Competency'.

**The Natural Order hypothesis:** In this hypothesis, the main idea is that the acquisition of grammatical structures follows a 'natural order' which is predictable. For any given language, some grammatical structures tend to be acquired early while others are acquired later in the acquisition process. This order is generally independent of the learners' age, L1 background, and conditions of exposure.

This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence. Because of the same reason, Krashen rejects grammatical sequencing when the goal is language acquisition.

In application of this hypothesis, teachers should be aware that certain structures of a language are easier to acquire than others and therefore language structures should be taught in an order that is conducive to learning. Teachers should start by introducing language concepts that are relatively easy for learners to acquire and then introduce more difficult concepts.

**The Input hypothesis:** This hypothesis describes that how second language acquisition takes place. It is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Comprehensible input means that students should be able to understand the essence of what is being said or presented to them but they are not able to produce. In order to improve learner's knowledge, comprehensible input should be one step beyond the learner's current language ability represented as  $i + 1$  so that learners can continue to progress in their language development.

In application of this hypothesis, the most important thing is using the target language in classroom environment. The goal of any language learner is to be able to communicate effectively and fluently. By providing as much comprehensible input as possible, especially in situations when learners are not exposed to the target language outside of the classroom, the teacher must create a convenient environment for language acquisition.

**The Affective Filter hypothesis:** According to Krashen, one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. A number of affective variables play a facilitative but non-causal role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. That is, it prevents input from reaching the language acquisition part of the brain. In other words, when the filter is 'up', it impedes language acquisition. On the other hand, positive affect is necessary for acquisition to take place.

In application of this hypothesis, it is important to create a safe, welcoming environment in which students can learn easily and naturally. In language education, learners need to feel relaxed so that they are not afraid of making mistakes and they can take risks.

### **2.2.2. Language Learning**

The concept of language learning is linked to the traditional approach to the study of languages. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed. The task requires intellectual effort and deductive reasoning. The form is of greater importance than communication. Teaching and learning are technical and based on a syllabus. One studies the theory in the absence of the practice. One values the correct and represses the incorrect. Error correction is constant leaving little room for spontaneity. The teacher is an authority figure and the participation of the student is predominantly passive. The student will be taught how to form interrogative and negative sentences, will memorize irregular verbs, study modal verbs, etc., but hardly ever masters the use of these structures in conversation. (Schütz, 2012)

Language-learning is a progressive and cumulative period. It needs a syllabus that includes memorization of vocabulary and many grammar topics. The teacher transmits to the student knowledge about the language, its functioning and grammatical structures, its contrasts with the student's native language and vocabulary. However, the effort of accumulating knowledge about the language with all its irregularity becomes frustrating because of the lack of familiarity with the native language.



One reason of this negative view is that language learning as seen today is not a communicative tool. People who learn English have different purposes like getting a job or getting a promotion if he/she has already had a job or passing exams, etc. Language learning is thought that it is the result of direct instruction in the rules of language. Thus, this view makes the process harder and infertile.

Innumerable graduates in Turkey are classic examples of language learning. They are certified teachers with knowledge about the language and its literature but able to communicate in English only with poor pronunciation, limited vocabulary and lacking awareness of the target culture.

### 2.2.3. Comparison between Acquisition and Learning

There are clear differences between acquisition and learning. For instance; learning requires the explicit, conscious introduction of information; acquisition requires the creation of situations that allow knowledge to be internalized subconsciously.

Firstly, it is a fact that each language is complex, arbitrary and full of ambiguities. Also, each language has irregular words and structures and uncontrollable evolution. Therefore, the grammatical structure of a language is too complex and abstract to be categorized and defined by rules. Even if some partial knowledge of the functioning of the language is reached, it is not easily transformed into communication skills. What happens in fact is the opposite: to understand the functioning of a language with its irregularities is a result of being familiar with it. Rules and exceptions will make sense and grammar, word choice and pronunciation will be employed appropriately if it "sounds" right. Language analysis and the deductive, rule-driven study of grammar are not only ineffective to produce communicative ability, but also frustrating. It is much easier and more enjoyable to acquire a language than it is to learn a language. (Schütz, 2012)

 <b>LEARNING</b>	 <b>ACQUISITION</b>
Artificial	Natural
Technical	Personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Deductive teaching (rule-driven; top-down)	Inductive coaching (rule-discovery; bottom-up)
Preset syllabus	Learner-centered activities with room for improvisation
Translation and use of L1 included	No translation; no L1
Activities ABOUT the language	Activities IN the language
Focus on form	Focus on communication
Produces knowledge	Produces an ability

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*Figure 2.7.* A summary of differences between acquisition and learning (Schütz, 2012)

Age of the learners is also a significant factor on language learning and language acquisition. Learning is easier for adults while acquisition is easier for children. Language development occurs in all children with normal brain function, regardless of race, culture or general intelligence. The capacity to acquire language is a capacity of the human species as a whole. As everybody knows, children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language.

To illustrate in more detail, a five-year-old child can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never explain them the rules of language, their utterances show a superb command of complex rules and patterns that would drive an adult crazy if he/she tried to memorize them and use accurately. This shows the exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. Second language learning in children has almost identical progress to their first language acquisition. In order to acquire language, the learner needs a source of natural communication. Therefore, teachers focus more on the communicative aspect of

the language rather than on just rules and patterns which are needed to be repeated and memorized. In short, the emphasis is on the text of communication and not on the form.

On the other hand, unfortunately when the learners are adult, a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote learning without interacting with a human being. Well, adults are more conscious about all differences and rules related to the target language. But, this awareness gives learners both an advantage and a disadvantage. In spite of being different languages, all human languages have a similar level of detail and complexity, and all languages share general abstract properties; for instance, all human languages can be analyzed as a system consisting of discrete structural units, with rules for combining those units in various ways. That is, even though languages differ superficially, they all reflect general properties of a common linguistic system typical of the human species. This explains the reason why a person can learn many foreign languages without having difficulties after he/she has learned a foreign language. As a disadvantage, they are afraid of learning a foreign language because of thinking that it is a long and tiring process.

### **2.3. Language Skills**

As it is known, the skills in a language are categorized into four. They are listening, speaking, reading and writing according to the order of importance. Now, these four skills are examined in detail.

The first one is **listening**. Listening comprehension is the receptive skill in the oral mode. When it is mentioned listening, what is really meant is listening and understanding what is heard.

In their mother tongue, people have these four skills and background knowledge they need to understand what they hear without being aware of how complex a process it is. Listening, which is one of the means of communication, is used most widely in people's daily lives and it is the most basic skill for anyone who wants to learn a foreign language. For an effective communication, learner must listen to conversations in target language and learn the harmony of sounds. In addition, using listening activities is a good way of enlarging their vocabulary. It also helps the learners improve their listening

comprehension. For instance, people know that the largest difference between mother tongue learning and foreign language learning is the environment. For foreign language learners, the unique environment is classroom. This is a disadvantage for learners but in modern world, learners can watch TV series or movies in English by using internet, listen to music or watch TV channels thanks to satellite so that they can practice and it is a fact that the learners can improve their listening skill only through the practice. Especially listening to music or watching movies help learners about perceiving the words in a context.

The second one is **speaking**. Speaking is the productive skill in the oral mode. It is more complicated that it seems at first and involves more than pronouncing words.

Interactive speaking situations include face-to-face conversations and phone calls, in which learners both listen and speak actively, and in which there is a chance to ask for clarification, repetition or slower speech from the conversation partner. Some speaking situations are partially interactive, such as giving a speech to the audience, where the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. On the other hand, some speaking situations may be totally non-interactive such as recording a speech for a radio broadcast or reporting news.

In fact, speaking is often connected with listening. For example; the two-way communication makes up for the defect in communicative ability in traditional learning. Two-way means the relationship of the communication between the teacher and the learners. This relationship is connected with the communicative activities between speaker and listener. It can create a fresh environment for speaking. The two-way communication can lengthen the dialogue as much as possible. This is an advantage of it. Another advantage is that sentences are not easily forgotten if they are created by learners through conscious thinking, sometimes with the clues given by the teacher or partner. They can express their feelings freely. One last advantage is that speakers have an opportunity to correct or be corrected kindly when they make a mistake or have slip of tongue.

The third one is **reading**. Reading is the receptive skill in the written mode. It can develop independently from listening and speaking skills, but often develops along

with them, especially in societies with a highly-developed literary tradition. Reading helps build vocabulary that is useful for listening comprehension and speaking skill at the later stages.

Reading is an important way of gaining information in language learning. By reading, learners see grammar rules in sentences, the combination of the sentences and they get used to words which they do not know as they encounter. In addition, reading provides learners a good pronunciation. As long as they read the passages loudly, they can hear their own pronunciation so that they can make their pronunciation better.

And the last one is **writing**. Writing is the productive skill in the written mode. It is also more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structure way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his/her achievements and teachers can measure students' improvement. It helps consolidate their grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. Thus, writing should begin with sentences. For example; translation, sentence pattern exchanging, text shortening and rewriting help understand the text clearly and write compositions. It can foster the learner's ability to summarize and to use the language freely.

Language learners are often too embarrassed or shy to say anything when they do not understand what the speaker says or when they realize that they are not understood by the listeners because of particular reasons which can be derived from phonology, lack or misuse of vocabulary or grammar. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the students' language skill levels are. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop



control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

#### **2.4. General Properties of Turkish Language**

The separation of Turkish from the Altai is called as Pre-Turkic period. Although the beginning of this period is not known precisely, it is estimated that it compromised several thousand years before the Christ and it ended just after the Christ (Özyetgin, 2006, p4). The new Turkish period that forms the previous phase of the modern Turkish written language is the period that started the entrance of local language features to current written language since 16<sup>th</sup> century. In that sense, this new era forms the preparation period of written modern Turkish language. In the historical evolution of Turkish language, because of some internal and external factors, it was divided into several branches and dialects. Currently, most of the Turkish dialects are used as official language of some states; Azerbaijan, Turkmenistan, Uzbekistan, Kazakhstan, Kyrgyzstan, some regions in the Russian Federation like Tatarstan, Chuvash, Kabardino-Balkaria, Karachaevo-Cherkessia, Dagestan, Tuva, Field (Ruby), Altai, Khakas Republics. In Turkey, the Latin alphabet has been accepted in 1928 with the Alphabet Reform (Özyetgin, 2006, p.14-15).

As well as Turkish language's historical progress, its structural features make it a potential science language. Turkish language is written as how it is read. This feature distinguishes Turkish language from English language. Moreover, the phonetic and syntax are based on systematic and mathematical principles. Turkish language is an agglutinating language. Therefore, the stem remains without any changes. Thanks to affixes and suffixes with various tasks added to stem, new words are created with new meaning. The richness of meaning in Turkish language depends on the functionality of affixes and suffixes. Since Turkish language is an agglutinating language, generating of words is simple. For instance, the words 'göz', 'gözlük', 'gözlükçü', 'gözlükçülük' stand for respectively 'eye', 'glasses', 'optician', 'opticianry'. This feature makes Turkish language a systematic language. For example, one of the significant scientists, Max Müller, asserts that reading a Turkish grammar book is a pleasure even for the ones who do not intend to learn Turkish. Moreover, he claims that the perfection in determination of grammar rules, the regularity of conjugation, easy understanding make

Turkish language a qualified language. Turkish language can show very small details of emotions and ideas. The ability of gathering the phonetics and syntax in a regular and harmonic system is the success of human brain in linguistics. Another linguist G. Ramated states that he does not have difficulties in generating new terms in Turkish language. It is easier to generate scientific words since it has a broad source of words and forming new words is very simple through the use of affixes (Vargelen, 2012, p.91).

Examining word characteristics in Turkish is a good way to represent the general properties of Turkish language. During the decade from the orthographic reform, Turkish Language Society aimed to reduce the number of Arabic and Persian words. Although there have been some studies and efforts about it, Arabic or Persian, Turkish and European words constitute 35%, 62% and 3% of basic vocabulary textbook in Turkish (Slobin, Zimmer, 1986, p.9).

The great linguist Edward Sapir indicates that Turkish is a “sober logic”. The significant point which leads him to think in that way is that Turkish is an agglutinative language. Thus, it frequently uses affixes, suffixes and endings to generate new words such as creating a noun from a verb or a verb from a noun. Affixes and suffixes can assign functions to the roots such as negation, person, time and cooperativeness.

The word order in simple sentences in Turkish language generally begins with subject. The object follows the subject and the sentence ends up with a verb. In the complex sentences, the rule that constrains the word order is that the qualifier precedes the qualified. It is also important to demonstrate that the word order can be altered according to the importance of a certain word or a phrase. At that point, the rule is that the word before the verb has importance and stress in the sentence (Lewis, 2001, 239-240).

Process of word formation is a significant issue especially in Turkish language since it all affects syntax and fluency of it. Word formation process can be very long and the generated words can be even as much as the whole sentence in English. For example, the word ‘bayramlaşamadıklarımız’ corresponds to ‘Those of our number with whom we cannot exchange the season’s greetings’ in English. The reason behind this is that word formation is done through suffixation in Turkish. Suffixation is done through attaching an affix to the right of the root. The item formed through addition of suffix to

the root is called stem. Moreover, clitics play significant role in word formation process as suffixes do. Clitics can be placed after the final suffix of the phrase (Goksel, Kerslake, 2005, p.43).

If it is needed to focus more deeply on the general properties of Turkish language, examination can start with stress in roots of the words. In Turkish, most roots are emphatic on the final syllable. For instance, the words such as ‘kadın’, ‘kalabalık’, ‘cumhuriyet’ and ‘hasta’ are emphatic on the last syllable. However, there are some cases that a word can have an irregular root stress. Most of the adverbs are emphatic on the first syllable. It can be exemplified with the words ‘şimdi’, ‘belki’ and ‘yarın’. Moreover, many words of foreign origin other than Arabic or Persian are stressed on a syllable other than the final one. It is significant to indicate that these words do not have characteristics of the language that they are coming from if the word stress is considered. Finally, the place names are emphatic on the syllabus other than the final one. For instance the place names such as ‘İstanbul’, ‘Ankara’, ‘Taksim’ and ‘İngiltere’ have a non-final stress position (Goksel, Kerslake, 2005, p.27).

The stress in suffixes is another important property of Turkish language since the suffixes play crucial role in generating new words in Turkish. Thus, the property of stress in suffixes is represented in that sense. There are two types of suffixes in Turkish which are stressable and unstressable. The stress in suffixes is also changing according to the type of the suffix. When a stressable suffix is added to a root that is stressable on the final syllable the stress moves to the suffix. For the irregular roots, the stress moves to the suffix or stays at the current position. The features of unstressable suffixes are varying one root to another. Therefore, generalization about unstressable suffixes cannot be done (Goksel, Kerslake, 2005, p.30).

In order to mention about the properties of Turkish language in the framework of syntax, there are two types of predicate which are verbal and non-verbal. If the subject is pronoun, it is usually omitted. For instance, the sentence ‘Yorgunum’ does not have the pronoun, but the meaning of the pronoun is represented by the affix ‘um’. The properties of Turkish syntax like represented recently affect children’s acquisition of Turkish. Turkish-speaking children can interpret the word orderings very early and correctly rather than the English-speaking children (Ozyetgin, 2006, p.18).

The linguists who search for the features of the Turkish language say that Turkish is a very rich language. The richness of a language does not depend on the number of words that a language has, it depends on the power of expression. Turkish language's power of expression is high since it is an agglutinative language which enables frequent uniting and modifications of the words.

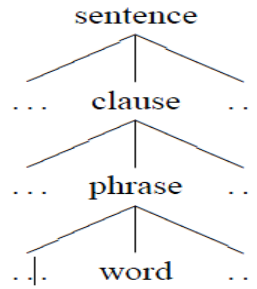
In short; Turkish language has distinctive characteristics like each language. The most notable features are vowel harmony and extensive agglutination. The basic word order of Turkish language is subject-object-verb as in Korean and Latin but unlike English. Turkish has no noun classes or grammatical gender such as feminine and masculine. Turkish generally uses second-person pronouns that distinguish varying levels of politeness, social distance, age, courtesy or familiarity toward the addressee. Thus, it can be said that Turkish language seems simple in structure but it has deep meaning.

## **2.5. General Properties of English Language**

In English, grammar cannot tell us precisely how the distribution of the words in a sentence will be done. If grammar provides such a system, it would be impossible to generate infinite set from a finite set as it is in English (Newson, 2006, p.8). Hence, it is the fact that English grammar has some arbitrariness in it.

The rules that restrict the word ordering in sentences play significant role in English. Although the intended meaning of a specific sentence is precise, the combination of the words is supposed to be checked by those rules. For example, it is clear that the sentence 'Kim fond of Lee' intends to give the meaning of 'Kim is fond of Lee'. However, this sentence is grammatically incorrect due to lack of 'is' (Sells, 1994, p.2).

In order to understand how grammatically correct sentences can be formed, the structure that starts with words and ends up with sentence should be represented. As it is seen in Figure 8, everything starts with words and then words form the phrases. Clauses are created by phrases in order to come up with sentences (Sells, 1994, p.11).



*Figure 2.8. Well-formed sentence structure (Sells, 1994, p.11)*

After having some knowledge on the structure of the English syntax that is explained above, the properties of English can be examined deeply. One of the properties of English is substitution by a pronoun. Like most of the languages, English has a system of referring back to the individual or entity by use of pronouns. For example, ‘the man who is playing football’ can be referred by the pronoun ‘he’. There are other pronouns such as ‘there’, ‘as’, ‘who’, ‘so’ which can be substituted by the individuals or entities (Sells, 1994, p.21).

The phrases get together and form the clauses. One of the way that they form the clauses is using of conjunctions in order to provide coordination. Words and phrases can be coordinated with conjunctions. For instance, ‘The girls played in the water and swam under the bridge.’ has two phrases ‘played in the water’ and ‘swam under the bridge’ which is coordinated by the conjunction ‘and’. However, it is not always possible to coordinate phrases and words grammatically correct like in the sentence ‘Mary waited for the bus and to go home’ (Sells, 1994, p.22).

In English, a sentence may consist of same words and same predicator; however the word order of a sentence may totally change the meaning of the sentence. For instance, the sentences ‘The cat devoured the rat’ and ‘The rat devoured the cat’ have completely different meanings with the same predicator ‘devoured’ (Sells, 1994, p.36). The subject and object orientation alters the meaning. In the first sentence, the subject is ‘the cat’ whereas in the second sentence the subject is ‘the rat’, and the object is ‘the rat’ but ‘the cat is in the second sentence.

Another feature of English is subject-auxiliary inversion. It is used in forming yes/no questions. If the sentence ‘This teacher is a genius.’ is considered, yes/no type

question of it would be ‘Is this teacher a genius?’ At that point, the verb moves across the subject and forms the yes/no question. However, it is not possible with non-subject (Sells, 1994, p.38).

In English, there are clitics which are independent words that cannot be tied to another word in terms of grammatically and phonetically. The sentence ‘The girl’s name is Marie’ includes the clitic “s”. At first glance, the possession “s” functions like independent word since it does not merge with any other word. However, its existence cannot be independent from host word since it is tied to host word in terms of meaning (Ninio, 2008, p.3). Clitics are famous for being problematic in linguistics as Zwicky also claims (Zwicky, 1977, p.26). The cause that underlines that clitics are problematic in linguistics is that they have characteristics of both free lexemes and bound morphemes. To put forward it in another way, the clitics are inherently between free lexemes and bound morphemes. Hence, it is a fact that they cause a conflict between morphology and syntax in English language (Ninio, 2008, p.3).

One of the most problematic properties of English language is multiword, phrasal lexemes. These are mostly difficult to the learners of English language whose native language is different than English. More than one word merges with each other in terms of grammatically and syntactically and forms the phrases. To demonstrate clearly, English is especially rich in those phrases that are verbs that are created by other verbs. The problem in those phrases is that inferring the meaning of those phrases from their components is complex. To exemplify, one kind of complex phrases in English is the verb-particle combination such as give up, look up, take up and so on. If these examples are considered, it is easy to demonstrate that there is no clear relationship between the meaning of ‘up’ and the phrases. For example, ‘give up’ has a meaning of stop trying which has nothing to do with the literal meaning of ‘up’. At that point, it is clear that learning the verb-particle combinations as a single entity and word in English language is crucial. However, it is also a fact that these verb-particle combinations are used as independent words in the sentences. They can be separated and one other word can be placed between the components of these phrases. Hence, verb-particle combinations cause a conflict between single words and phrases while having characteristics of both of them (Ninio, 2008, p.4).

Light verb combination is another property that requires to be examined for English. These are multiword structures, including some verb and the object that include an activity. Light verb combinations are also problematic since when the verb and the object get together, the meaning has completely or partially changed. For instance, ‘take a bath’ is a light verb combination and its meaning does not have any relationship with the literal meaning of ‘take’. Therefore, it is not even precise how a linguistic analysis will be performed to light verb combinations. The components are combined by syntax which is treating them single words. On the other hand, light verb combinations are also phrases which need to be handled by lexicon since their meaning is unpredictable from its components. Hence, light verb combinations are in a position between handled by both syntax and lexicon. The existence of light verb combinations as a property of English causes a conflict in English linguistic (Ninio, 2008, p.5).

It is sufficient to express the integrity criterion as a possession of English language. In English, the word can be defined as an “indivisible unit into which no intervening material may be inserted”. According to that property, an element cannot be added to inside the word, it can only be added to the edges of the word. For example, the plural of the word “girl” is ‘girls’, the formation of ‘gir-s-l’ is impossible in the framework of English language. However, there might be some situations in which the property of integrity criterion is violated. For example, the plural of ‘son-in-law’ is sons-in-law. According to the property of integrity criterion, it is expected to be ‘son-in-laws’. Therefore, it can be said that some exceptions can be observed in English language.

Putting forward the general properties of English is significant to understand the structure of English language in a systematic and scientific way. Hence, performing linguistic analysis is in parallel with understanding English language properties, which can have common characteristics with other languages or have some differences with them.

In short, English language has minimal inflection compared with most other Indo-European languages. English has become more analytic, and has developed features such as modal verbs and word order as resources for conveying meaning. English word order is subject-verb-object. But the pronunciation has particular properties which make learning harder.

## 2.6. Differences between Turkish and English Languages

Turkish is a member of the Turkic language group and belongs to the larger Altaic family. It is spoken mainly in Turkey and the surrounding regions and has about 80 million native-speakers world-wide. It has borrowed heavily from Persian, Arabic and French.

As mentioned before, Turkish is an agglutinative language. This means that endings are added one by one to the root of a word to produce the desired meaning. So an English verb phrase such as “*You should not have to go*” would be expressed in Turkish as a single word with *go* as the root. (Swan, M. & Smith, 1987)

The Turkish alphabet consists of 29 letters. It lacks *Q*, *W* and *X* of English, but includes letters with a diacritic, such as *Ç* and *Ş*. There are 8 vowels and 21 consonants. The English alphabet and writing system cause Turkish students no particular problems.

A feature of Turkish language is vowel harmony. This means that all the vowels in a word have to be of the same general type (vowels produced at the front of the mouth or vowels produced at the back of the mouth). English does not have this feature, and the randomness of vowel sounds in polysyllabic words can be a problem for Turkish speakers. Common specific difficulties include: the inclusion of an extra vowel in words like *sport* ( > *siport*) or the omission in words like *support* ( > *sport*) and confusion of minimal pairs such as *law/low*, *man / men* or *kip / keep*.

As far as consonants are concerned, Turkish students, like most others, have problems with the (/θ/ /ð/) sounds in the words such as *then*, *think* and *clothes*. They struggle also with words or syllables beginning with the /w/ and /v/ sounds, pronouncing *vine* as *wine*, or vice versa. Consonant clusters which mean 3 or more consonants together are rare in Turkish, so learners often stumble over words such as *strength* or *split*.

The nature of oral English, in which fully-stressed single syllables are given the same duration as two or more unstressed syllables, is difficult for Turkish learners. They need practice, therefore, in producing the expected intonation patterns of everyday spoken English. However, the grammar of Turkish language is very flexible. Subjects, objects, and verbs can often be used in different places and this can change the emphasis of the sentence but no meaning. For example, in Turkish I can say I love you, love you



I, you love I, etc. so that the stress in sentences changes but the meaning is still same. But, in general, Turkish words are stressed on the final or penultimate syllable.

Most aspects of the English verb system have their counterparts in Turkish, so there will be nothing fundamentally unfamiliar to Turkish learners. However, there are differences that may result in interference mistakes. Because of the absence of a separate verb *to be*, Turkish students constantly drop “be” and make sentences “My sister doctor” or “She beautiful”. Also, learners often misuse the continuous tense when in English the simple form is required: *I am believing him* or *I am playing tennis every day*. (Swan, M. & Smith, 1987)

In contrast to English, written Turkish follows a **Subject-Object-Verb** pattern while written English follows **Subject- Verb- Object**. There are some other word order differences such as 'prepositions' following the noun in Turkish, modal verbs following main verbs, relative clauses preceding the noun they modify. These variations often result in students having difficulty with the placement of elements in longer, more complex English sentences.

In addition, Turkish has no definite article, and use of the indefinite article does not always coincide with its use in English. While there is an equivalent for “a/an“, it is not used in the same way or as important as in English. There is no equivalent for “the“. When “a/an” is used, it is used after the adjective and before the noun, so the sentence would be “I have red a car.” This causes trouble for Turkish students because in Turkish besides not having article, there is no adjective order. “I have a big red car.” and “I have a red big car.” are equally correct in Turkish and depends on if I think big or red is more important. Thus, interference mistakes are predictable in this part. (Jaworski, 2009)

Similarly, personal pronouns in Turkish are used much less frequently than in English. The subject of the sentence in Turkish is often dropped because it is indicated by the verb. While the sentence “*I have sold my car*” is equal to “*Arabamı sattım.*” The last letter of the word “m” symbolizes the subject “I”.

Pronouns are also used quite differently in Turkish. Turkish students do not see pronouns as separate words. Instead, they see them as the same word with a different

suffix depending on the situation. For this reason, students can have difficulties in using various pronouns. For example; “ben- beni- benim” have similar forms with different functions while in English they are symbolized with different forms such as “I- me- mine”.

Plural nouns are not generally used in Turkish. If a plural meaning is understood from a number, quantifier, or context, plurals will not be used. This is why Turkish students often say, “I like cat.” or “There are a lot of trees.” (Jaworski, 2009)

Countable and uncountable nouns are largely the same, but there are some differences. In Turkish bread, different meats, and fruit are countable nouns. Clouds are uncountable in Turkish. The distinction between “How much” and “How many” is not very important in Turkish (Jaworski, 2009).

In addition, double negatives do not lead to any problem in structure or meaning in Turkish language. For instance; the sentence “I do not never drink coke” is a grammatically true sentence in Turkish language “Hiç kola ıçmem.”

In Turkish language possession is used in a different way. Both the possessor and the thing which belongs to possessor gain a suffix. House is ev in Turkish. If the student wants to say Erhan’s house, he would say Erhan’ın evi. While ‘s’ is enough to give possession meaning in English, students have to add two suffix to each word in Turkish.

Prepositions such as “in”, “on”, and “at” are all represented by the same word “da/de” in Turkish. Thus, students often need help with the rules and uses between the three (Jaworski, 2009).

There are no real modals in Turkish. Talking about ability, possibility, obligation, prohibition, etc. are given with suffixes in Turkish (Jaworski, 2009).

Modern Turkish is, and was designed to be, phonetic. This means that a word's spelling can almost certainly be predicted from its pronunciation. And its pronunciation can be predicted from its spelling. It is not surprising, therefore, if Turkish students find English frustratingly difficult in these aspects.

## 2.7. Importance of Learning a Second Language

Communication among people is indispensable for social interaction in our modern world. According to the Oxford Dictionary of Current English (Moore, 1997), communication is defined as, “The activity or process of expressing ideas and feelings or of giving people information”. Communication occurs through the medium of a language and it is presented in two different forms which are written and spoken (Brown & Yule, 1983, p.1-10).

Language is the most important and basic communication tool. People use their native language in order to speak with other people and fulfill their needs. But when the world we live in is considered, it is not enough to know just the native language. The necessity of learning a second language cannot be denied in order to be aware of what is going on around the world. In addition, in the country we live and in today's terms and conditions, if anyone wants to get a high position in many areas especially in business field, or to advance in the academic field, it is essential to know English.

Beside particular reasons which have been mentioned above, there are also basic educational, cultural, personal, political and economic reasons. When it is considered in terms of education, teaching a second language to 4-5 year-old children provides a broad worldview to them. It has an effect on children's intelligence development. Learning a new language also provides recognizing different cultures. It increases self-confidence and strengthens personality. In addition, it contributes developing relations with other countries and having power in the economic and political aspect.

Bazhenova (2013) claims that the importance of learning foreign languages became a core part of education system of countries after the Second World War, before it was a priority reserved to people from particular social classes. This encouraged the learning of new language despite the difficulties.

According to McDonough (2001), society has shifted the focus in foreign language education. Today students are eager to learn foreign languages not only because they want to read literature, but also because they feel the need for communication. It can be due to their desire to travel, get acquainted with other cultures, and by their awareness that the knowledge of a foreign language will make

them more “attractive job candidates”

### **2.7.1. Status of English in Turkey**

English in Turkey is used as the international language of access, with no officially allocated role. It does not have a regulative function in administrative or legal contexts. There is no literature written in English by Turkish literary figures nor are songs composed in the English language except for international competitions such as the Eurovision Song Contest. This indicates that English has no imaginative function for Turkish people yet. Printed advertisements and billboards in English are generally borrowed from the US/UK markets and usually depend on imagery rather than words/phrases in English in order to reach the majority of Turkish people. The role of English in Turkey can be summarized as follows:

In Turkey, English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. On an interpersonal level, it is used as a link language for international business and for tourism while also providing a code that symbolizes modernization and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder. (Doğançay-Aktuna 1998: 37)

The above analysis is still by and large true. One factor that probably has changed since 1990s is the fact that Turks are using the Internet more for business and personal communication. Nielsen (2003) argues that navigating the Internet is giving English a stronger interpersonal function; however, though international business is conducted via English in Turkey, interpersonal communication that appears to occupy most on-line talk is via Turkish.

In recent years, English is thought as an international language in our country. As time passes, a lot of people try to learn and use it. Because it attracts people due to its tune and structure. However, beside the tune and structure, this language is learned and studied by a higher number of people because of its two important factors: a tool to communicate in every part of the world and to create a greater opportunity for a job. In many areas such as science, technology, economy, e-commerce, medicine, aviation and law, English is the dominant language. People who work at these fields are supposed to know English well so that they can understand the terms in their fields and do their jobs

properly. Also, English is primarily used in tourism and travel sector in our country. To sum up, all these reasons motivate people to learn English in our country and in the world.

Due to the importance of English language all around the world, English teaching is started to be taught at primary schools in our country. But the main issue is students' perceptions and attitudes towards learning English with all these intensive effort which is provided at schools.

### **2.7.2. Attitudes of Turkish Students towards English Language**

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge 1996:218). In the Longman Dictionary of Applied Linguistics (1992:199) 'language attitudes' are defined as follows:

*The attitude which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.*

Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive/negative or favorable/unfavorable reaction towards an object. Some researchers (Stern, 1983) distinguish three types of attitudes in second language learning situation : '(a) Attitudes towards the community and people who speak the L2 ( group specific attitudes), (b)Attitudes towards learning the language concerned; and (c) Attitudes towards languages and language learning in general.' These attitudes are influenced by the kind of personality the learner possesses - for example whether they are 'ethnocentric' or 'authoritarian'. They may also be influenced by the particular social environment within which the language learning process takes place. Brown (2000) uses the term 'attitudes' to refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture. According to Oller (1979, p.138) "Attitudes are merely one of types of factors that give

rise to motivation which eventually results in attainment of proficiency in a second language".

Gardner (1985: 10) sees attitudes as components of motivation in language learning. According to him, 'motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language'. He believes the motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes. Wenden (1991) sees attitudes as including three components: First, attitudes tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative component. This means that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioral component, i.e. certain attitudes tend to prompt learners to adopt particular learning behaviors. Bernat and Gvozdenko (2005) point out the current issues, pedagogical implications and new directions in beliefs about language learning including social, cultural, contextual, cognitive, affective, and personal factors among which attitudes have an important place. Similarly, Csizér and Dörnyei (2005) conclude attitude as an important factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort, which was put forward previously as the Process Model of L2 Motivation (Dörnyei and Ottó 1999).

In order to understand clearly the attitudes of students towards English language, former studies should be examined. The most extensive empirical study done on the attitudes and motivation of Turkish learners towards English is that of Kızıltepe. (2000) The study looked at 308 male and female Turkish high school students in four different kinds of schools: two private high schools, one run by Americans and the other by Turks, a state school and a private language school. A range of factors were investigated using an attitude and motivation scale adapted from Gardner (1985) and found to be determinative in the process of foreign language learning. These factors are attitudes of Turkish students towards the British and Americans, motivational intensity, interest in foreign languages in general, attitudes towards learning English, instrumental and integrative orientation, English class anxiety, family encouragement, and feelings

towards the English teacher and the English course. Results indicate that the attitude of the students from four schools towards British and American people is positive. The subjects showed a high level of instrumental motivation towards learning English and foreign languages in general with high motivational intensity. Students want to learn English because they think that it will be useful in getting a good job. What is more, they believe that the knowledge of two languages (Turkish and English) will make them a better educated person. To better understand British/American people and to meet and converse with them turned out to be not as important as the instrumental motivation, thus corroborating Raybould's (1976) research that also pointed out Turks' instrumental orientation towards learning English. These findings are quite interesting given the impact of cultural transmission from Hollywood films and MTV on Turkish youth. Most middle-class Turkish teenagers seem to identify with American movie/pop stars and dress or behave like them. It is a common belief that the goal of most young people in Turkey is to live like a wealthy westerner. Though this sociocultural phenomenon might lead one to expect some integrative motivation from these youngsters, they seem to have a very pragmatic approach when it comes to learning English.

Further results of Kızıltepe's (2000) study indicate that there is no English language classroom anxiety amongst the subjects; they are not nervous, confused or self-conscious in the English language class. Apart from that, they are highly encouraged by their families to learn English; they have positive feelings towards their English courses and English teachers. Though available studies show Turks' positive attitudes towards learning English, these studies focus on a small, generally more affluent sector of population, and thus cannot be generalized to learners from different geographical areas of the country or to those from state and religious schools or more conservative families. Given the significant diversity in the sociopolitical tendencies and lifestyles across various groups, one observes in Turkey today, it can be argued that attitudes towards English would vary greatly depending on the context and the composition of the groups studied. While the more conservative sectors of Turkish society would be more likely to perceive English as a threat to national culture, learners in these sectors would still learn English for its instrumental value in spite of the case with the more religious groups in the country. The other pole would be those Turkish elites who would support English as an inevitable aspect of globalization and socioeconomic liberalization. (Doğançay & Kızıltepe, 2005)

On the other hand, according to Karahan (2007), Turkish students cannot reach the desired level of proficiency in English. Karahan revealed that Turkish students are exposed to English at school and they are aware of the importance of the English language. But they have only slightly positive attitudes and they do not show high level orientation towards learning the language.

The study carried out by Karahan (2007) and the present study share a common ground that both seem to emerge from the dissatisfaction especially expressed by learners themselves about their need of learning English and their proficiency but the difference is in terms of the subjects. The target group in former study was eight grade students of a private primary school in Adana, while the target group of present study is engineering students at Niğde University. The studies indicate that these students are aware of the importance of the English language but surprisingly they do not show high level orientation towards learning the language. Engineering students even think that speaking English is a requirement. On the other hand, they think it is funny and shameful.

At this point, it can be mentioned about Baker's opinions. Baker (1988) believed that attitudes are not subject to inheritance because they are internalized predispositions. Attitudes towards a particular language might be either positive or negative like the attitudes of primary school students in Adana and engineering students in Niğde. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. Some individuals might generate neutral feelings. Attitudes towards language are likely to have been developed by learners' experiences. It could refer to both attitudes towards language learning and attitudes towards the members of a particular speech community. Fasold (1984) claims that attitudes towards a language are often mirrored in the attitudes towards the members of that speech community. The attitudes play an eminent role in determining one's behavior, as the attitude has an impetus act which stimulates the behavior and directs it in a particular direction. Thus, there is a directly relation between attitudes and second language achievement. Improving the positive attitude of the students towards a particular academic subject may increase their desire to learn it, and an ability to apply what they have been taught, as well as an improvement in remembrance.



Researchers, teachers and learners agree that a high motivation and a positive attitude towards a second language and its community (De Bot, Lowie and Verspoor, 2005) help second language learning. In other words, all who are concerned, agree that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain goal.

Gardner and Lambert (1972) in *Attitudes and Motivation in Second Language Learning* postulate the theory in brief: The successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be, relatively learning the language.

## **2.8. English Speaking Problems in Turkey**

Learning and using English language practically in Turkey is thought as long and tiring process. Students generally have problems in speaking English even if they are at higher education. Even though English is in students' lives for a long time, why are they still having problems to use it properly? Most of the students who have completed their 12-year basic education end up knowing nothing about English. Even after graduation from universities, students can barely know something. If it is considered that teaching English is started at 4<sup>th</sup> grade, much earlier now, time is long enough for students to learn English. But learning English does not mean just the grammar rules. Probably, teaching only grammar but nothing else is the source of speaking problem. At the end of the education, all efforts go down the drain, because grammar rules serve only for the test examinations. This kind of evaluation is just in the surface level. This is based on memorization technique in our education system. Students do not need to produce anything and they are forced to learn English as if it is Math or Chemistry course. Memorizing grammar rules in English resembles keeping Math formulas in mind and students form sentences by putting the words in their right order according to Subject – Verb – Object order. They are focused on the form rather than the meaning, which constitutes the biggest problem in English language teaching in Turkey (Gökmen, 2014). Students are not encouraged to produce the language, they do know the structures but they do not know when to use them. When they are not aware of the function, they cannot express themselves and communicate with people in English.

The scope of this thesis research emerges at this point. Almost everyone in Turkey, despite attending English classes since they are 4<sup>th</sup> class students, they cannot speak English effectively and fluently. Many students and people who are learning a foreign language abstain from using English. In addition, during the language learning process, students are routed as passive recipients who cannot get the opportunity to express themselves freely in the classroom (Eckard & Kearny, 1981). Also; shortened sentences, slang words, idioms, conversation fluency in daily conversations should be taken into consideration when the speaking problems are examined.

The significance of speaking can be found within the context of a human existing as a social being. As a human being manages his or her life in the course of the interaction between other members of the entire society, speaking is inevitable.

Luoma (2004) says that due to the global trend of internationalization, the ability to communicate in English is needed as an essential skill. Whenever the international exchange happens, the use of spoken English entails. According to Luoma (2004), it is not always an easy task for people who use English as a second language to be able to speak to the level of a native speaker. They have to perfectly understand the sound system of English, have almost instant access to proper vocabulary and be able to place words together intelligibly without hesitation. Moreover, they also have to perceive what is being said to them and need to be able to respond appropriately to acquire amiable relations or to accomplish their communicative goals.

According to the survey of the center personal development known as 'KİGEM', the most common answer to the question "Why cannot we speak English?" is: "We cannot speak English because we deem it as Turkish". As it is known, Turkish language structure is different from English. Thus, people have particular thoughts and they try to apply them in different languages. Consequently, learners are unable to express themselves properly and they feel insufficient (Öğrek, 2001).

Also, learning English language in Turkey has one more disadvantage. The native language is different and learners cannot have a chance to practice second language in every part of their lives actively. They cannot often encounter native speakers and practice with them. It causes some mistakes which people are not aware of. In order to overcome this negative effect, learners are advised to watch movies in

English and TV series, listen and learn songs, read books which are originally written in English, use a dictionary, etc.

The importance of spoken performance of a language is becoming more prominent over the written performance capability. It is because the ability to speak a language reflects a person's personality, self-image, knowledge of the world, ability to reason, skill to express thoughts in real-time (Luoma, 2004, p.9). Surely, it cannot be denied that speaking reflects students' characteristics and their former experiences. When the former experiences of the students are thought, possible drawbacks related to students should be thought, too.

Some research findings on students in the U.S. suggest that at-risk students who have difficulty with foreign language learning generally have experienced overt or subtle problems with the oral and/or written aspects of their native language. These problems can occur in any combination and at different levels of severity in three areas of language: (1) the phonological/ orthographic area which includes sounds, sound-symbol relationships and letter combinations, (2) the syntactic area which includes grammar, how words connect in sentences, and (3) the semantic area which includes meaning of words and word parts. For example, students who had difficulties with the phonological/ orthographic component of English in elementary school may have had difficulty in learning and remembering the sounds of the consonants and distinguishing the different sounds of vowels. Later, as they study a foreign language, they may have difficulty in learning to pronounce, read, and spell words.

Students who had problems with the syntactic component of the native language may have experienced problems with subject-verb agreement and use of plurals, possessives, and parts of speech in the native language. In their writing, they did not use complete sentences and sometimes used incorrect tenses. Later, in the study of a foreign language, they may struggle to conjugate verbs such as selecting the correct ending for a verb related to the subject of the sentence. They may have difficulty in matching the correct masculine or feminine pronoun with a noun or placing the adjective in the proper order in a spoken or written sentence.

Students who had both weak grammar and semantics skills in the native language may have had difficulty in comprehending the meaning of what was said to

them in the native language when they listened to others' utterances, or problems comprehending what they read. Later, in the study of a foreign language, they may do well in the first semester or year of foreign language learning because sentence structures are relatively simple and vocabulary concentrates on concrete, life-related topics. In advanced levels of courses, however, the amount and complexity of listening, speaking, reading, and writing tasks increase. As a result, students' problems increase as language complexity increases.

Second, research findings also show that the primary difficulty for at-risk foreign language learners most likely originates in the phonological/orthographic (sound-symbol), and sometimes, syntactic, areas of language rather than the semantic area. Their difficulties often become apparent in the first semester of a foreign language course. Students with low levels of sound-symbol and grammatical skills tend to have problems with most aspects of foreign language learning — listening, speaking, pronunciation, reading, and writing (Ganschow and Schneider, 2006).

Third, research across languages illustrates that languages differ on a number of dimensions, and the differences between one's native language and the foreign language of study can pose problems for students with language difficulties. For example, one dimension on which languages differ has to do with the regularity of the language's sound-letter correspondences. This regularity can range from languages that are highly regular, where a single sound is represented by a single letter (for example, Italian) to languages that are highly complex, where one letter can represent several sounds and a sound can be represented by several different letters (for example, English).

Another dimension on which languages differ is their morphological complexity. Some languages allow for numerous additions of words or parts of words, and word endings which can change depending upon their place in the sentence. For languages with complex morphologies, for example, students may have to break down long words of many syllables into their parts to determine meaning or they may have to add one or more "affixes" or word parts to the word to produce grammatically and semantically meaningful information.

Other dimensions on which languages differ are grammatical rules and special markings on letters. The arrangement of word order in sentences, agreement between

subject and verb, and how clauses are linked are examples of grammatical rules. Some languages have a great variety of diacritical markings, which may denote a particular pronunciation, an accent, or even grammatical information necessary for obtaining meaning. In short, there is no "simple" foreign language, as all have "dimensions" that could pose difficulty for students with language processing difficulties (Grigorenko, 2002).

Until now, research findings indicate that it is not clear who will and who will not be able to master the study of a foreign language at school. For example, some students classified as having learning disabilities have been found to be successful in their study of a foreign language (Sparks, Philips, & Javorsky, 2003, p.348). Thus, it is important to look at instructional practices that can foster success in foreign language learning for at-risk foreign language learners.

Research findings indicate that students at-risk for failing to learn a foreign language can benefit from multisensory structured, explicit language instruction. (Ganschow and Schneider, 2006) A multisensory structured language (MSL) approach in the foreign language is similar to instruction in English. There are a few specific suggestions for foreign language teachers, based on eight MSL principles. The suggestions are versatile strategies that can be effective in inclusive foreign language classrooms. (Ganschow and Schneider, 2006) So, what are these eight principles?

**1. Multisensory:** The teacher and students should use as many senses as possible, particularly touch and movement, when teaching and learning during pronunciation, sentence building, and vocabulary practice. Strategies aim specifically at integrating strong learning channels and compensating for weak learning channels. For this purpose, gestures and movements are integrated in more fine-tuned and specified ways than Asher's Total Physical Response approach common in foreign language instruction.

**2. Structured:** Teachers should explicitly present language concepts in a logical sequence that models for students how to meaningfully organize the concepts of pronunciation, spelling, reading, grammar, vocabulary, and text. Symbols, pictures, gestures, and mini stories that relate to their personal experiences help the students to understand abstract language concepts.

**3. Sequential:** Lesson concepts should be carefully organized from simple to more complex, creating small, manageable subunits in which one concept at a time is taught.

**4. Cumulative:** During modeling or practice phases, teachers should explicitly show students how the new information fits with what they have already known.

**5. Metacognitive:** Through “think aloud” modeling, students can learn from their teachers how to problem-solve in the language and to self-correct using their own active knowledge about the language.

**6. Repetitive:** Students “overlearn” language concepts in order to gain automaticity when applying them correctly in reading, writing, speaking, and listening. Repetition is easily incorporated into each lesson by reviewing previously learned materials during the oral warm-up practice at the beginning of class. Repetition also fits easily into the practice phase after a new concept has been introduced, at the end of a lesson when students are asked to retell in their own words what they have learned, and when they write how to remember the new material.

**7. Synthetic-analytic:** Students learn to break language into parts (analytic) and put them together into a whole (synthetic) to gain meaning. This principle applies to letter-sound patterns within words, prefix-root-suffix word patterns, compound word patterns, and elements in sentences. Students apply this principle in grammar when combining word strips into meaningful sentences and identifying individual parts of sentences. Dividing difficult words into their syllables, separating prefixes and suffixes from the root words, and then blending prefix, root and suffix together into the entire word give students analytic-synthetic reading practice.

**8. Alphabetic-phonetic:** Students learn letter-sound relationships and any exceptions one at a time through direct modeling from the teacher in every lesson during the first two years of foreign language learning. For instance, the teacher says /ch/ in English while writing the letters on the board or holding up a ch- flash card. Students repeat the sound after the teacher at least three times while writing or tracing the letter-sound pattern.

As it is understood, a comprehensive plan for lessons is more useful for students. Otherwise, the students face with some challenges.

One challenge for students might be finding the appropriate learning environment for their particular needs. Sometimes students need extra time to learn a foreign language concept, a slower pace of instruction, and special attention to specific aspects of the foreign language, such as the sounds and special symbols of the language and grammatical rules. Sometimes students need extra tutoring in the language. They may need a distraction-free learning environment and explicit guidance about language concepts. These opportunities may not be available.

Another challenge might be the need for students to recognize and acknowledge their own unique learning difficulties. This may necessitate putting in considerable extra effort to complete the foreign language requirement successfully, asking for support from various resources (teachers, tutors, peers), and frequently requesting the additional explanations they may need to understand a concept.

In some cases, despite considerable time and effort, a student may not experience success in a foreign language classroom. Some high schools and colleges and universities provide an option for students to petition to take course substitutions for the foreign language requirement. To qualify for course substitutions, generally, students must provide documentation of testing and a diagnosis of a learning disability. Sometimes students must demonstrate a history of failure to learn the language despite special assistance. Schools that offer course waivers or substitutions sometimes include a statement in the school's governance document, and the student is required to meet with the school's learning assistance specialist to determine eligibility (Ganschow and Schneider, 2006).

To date, there is evidence that students with language learning difficulties can succeed in their study of a foreign language, especially if they have appropriate instructional modifications. A small body of research evidence suggests, for example, that at-risk students can experience success in classrooms that provide direct, explicit instruction on language structure and extra time to master the subject matter (Downey & Snyder, 2001). Some experts therefore encourage students to expose themselves to the study of a language of their choice early in their schooling, talk to their instructor about

their language needs, and seek additional help as soon as it is needed. They recommend that students recognize that the study of a foreign language may take extra effort on their part, but that it will provide them with an experience in linguistic and cultural diversity that is desirable today in our global society.

Shortly, under the right circumstances, the study of a foreign language can be a positive and culturally broadening experience.

### **2.8.1. Linguistic Factor**

This part is concerned with the nature of language (linguistic) and communication. It's obvious that human beings have been fascinated with language and communication for thousands of years but in many ways the complex nature of this aspect of human life is still hard to understand completely. If it is asked "What is the nature of language?" or "How does communication work?" it is realized that such questions have no simple answers and they are too broad to be answered in a direct way.

Each human language is a complex of knowledge and abilities which enable speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need to be expressed. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it obtained, how is it used in the production and comprehension of messages, how does it change over time? Which properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, is it possible to find patterns in the differences? How do children acquire such complete knowledge of a language in such a short time without knowing any structure of word? What are the ways in which languages can change over time, and are there limitations upon how languages change?

In general definition in Wikipedia, linguistics is the scientific study of language. It is concerned with the structure of language and in order to explain the language in detail, it is divided into six subfields. With this comprehensive field, Linguistics tries to find answers to the questions mentioned above. Then, what are six subfields of language structure? First one is *Phonetics* which is the study of speech sounds in their physical aspects. Second is *Phonology* which is the study of speech sounds in their cognitive aspects. Third is *Morphology* which is the study of formation of words. Forth



is *Syntax* which is the study of formation of sentences. Fifth is *Semantics* which is the study of meaning and the last one is *Pragmatics* which is the study of language use.

Of course, all these properties cannot be similar in all languages. Specific languages differ from each other on the surface. However, if it is examined closer, it can be found that human languages are surprisingly similar. All languages provide a means for asking questions, making requests, making assertions and so on. There is nothing that can be expressed in one language that cannot be expressed in any other. One language may have terms not found in another language, but it's always possible to invent new terms to express what we mean exactly: anything we can imagine or think. We can express ourselves in any human language.

Turning to more abstract properties, even the formal structures of language are similar: all languages have sentences consisted of smaller phrasal units. These units in turn consist of words, which themselves consist of sequences of sounds. All of these features of human language are so obvious to us that we may fail to see how surprising it is that languages share them. Even if the form is different in most languages, the function is the same. Thus, it can be said that languages are remarkably similar in means of certain universal principles.

To many linguists, the ultimate aim of linguistics is not simply to understand how language itself is structured and how it functions. The study of language is ultimately the study of the human mind. (Chomsky, 1956, p.119)

For example the question asked above “How do children acquire such complete knowledge of a language in such a short time without knowing any structure of word?” can be answered with Universal Grammar which is a linguistic theory developed by Noam Chomsky. According to this theory, all human languages are constructed on the same, abstract template, and this explains why all normal speakers acquire their native language quickly and accurately. Theorists assert that children are able to learn any first language in only a few years thanks to the existence of a Language Acquisition Device (LAD) posited by Noam Chomsky.

He suggested that the LAD was an innate, language- specific module which enables children to learn language with an effective program. The LAD entertains

learners about the grammar and learners do not focus on rules of the language. But this theory is still a dilemma between other theorists.

After all, except this theory, there are a number of elements that facilitate or impede successful communication. They can be divided in two types in general. One is linguistic factor which has been already mentioned above and the other is socio-cultural factor which will be explained in detail in further parts. The first type commonly refers to the elements of English as a language itself, which include the grammar, vocabulary, and sound systems (Robinet, 1978: 3-140). The latter part, which is cultural aspects, includes history and worldview (ideology), socialization, non-verbal communication, and social organization (Scollon & Scollon, 1995).

In short, fluent English speaking becomes possible when the students are completely aware of not only the linguistic aspect of the language, but also the social and cultural context that the language is used. Thus, most of the students who are not accustomed to English-speaking environment are frequently challenged with English communication.

### **2.8.1.1. Vocabulary**

Vocabulary is the body of words that make up a language, and the importance of vocabulary cannot be underestimated in second language learning. Thus, for an effective communication, students should know vocabulary as much as possible. Communication can be enhanced by knowing more words. The students do not have to know idioms, words rarely used or phrasal verbs but the meanings should convey what the students are trying to say.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (pp. 111-112). , Even without grammar, students can manage to communicate with some useful words and expressions in some situations. For this reason it is very important for students to quickly build up a large store of words.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” (p.4).

Vocabulary is a dynamic system. When people add more words to the language, they can also expand their meanings into different domains and they can also use them actively. The world around us appears infinite in scope. But students have to use finite vocabulary to deal with the potentially infinite number of situations. And also; many words that students know have a great importance to contribute to their creative usage of English language. The more vocabulary they know, the more easily they express themselves. On the other hand, the more they want to express themselves, the more vocabulary they have to learn and remember.

When students think about our native language, the existence of various words seems obvious. But when they speak, they use limited words. Because of the inadequate number of used words, they cannot express clearly what they want to say. But, memorizing lots of vocabulary is not enough to communicate, either. At the same time, students have to know real pronunciation. Unless they know sound system of the target language, neither they understand people with whom they communicate nor people who are talked to understand them. In this manner, when they listen to a native speaker of foreign language, they just hear a blur of sound. If only the native speaker would slow down a bit, students would be able to divide that blur of sound into individual words.

For every word that students know, they have learned a pronunciation, known something about its internal structure and learned how it fits into overall structure of sentences in which it can be used and learned a meaning or several meanings. That’s why the students need more words to speak a foreign language.

In addition, students should try to use English every day in their class or outside the classroom. This can stimulate their behavior to use English as habitual even in their daily conversation. And also; students should create a small group to train their English, whether in class or outside the classroom. They can share information through the group, make small conversation, and check others’ mistakes. This can also give extra additional vocabulary to the students.

If vocabulary learning is a vital part of education, what should students do beside suggestions given above? There are two methods to build vocabulary: reading and formal vocabulary drill and practice. Obviously, reading is an exercise that has its own rewards, and many students are motivated to enjoy it as a pastime whereas formal vocabulary building is usually not viewed as a fun task and is typically left in neglect. Lastly, computers, computer games and Internet are good ways to expose students to new concepts and enhance their desire to build vocabulary skills.

#### **2.8.1.2. Grammar**

Grammar is the study of words and how they can be used to form sentences. It can include the inflections, syntax, and word formation of the language. Grammar is like an invisible force which guides students to put words together into sentences according to particular rules. Any person who communicates by using a particular language is consciously or unconsciously aware of the grammar of that language. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but the conscious learners who wish to communicate actively and effectively, will seek greater depth of understanding and proficiency that the study of grammar provides. Because of that reason, students as conscious learners need to learn grammar to understand language patterns regardless of which language they speak or are trying to speak. However, nobody actually learns grammar to learn his/ her own mother tongue for daily speaking. It is a natural phenomenon that people start speaking what everybody speaks around them and they gradually develop a better sense of understanding with the passage of time. But, if it is needed to learn a new language like English language, learners need to study its grammar. At this point, it can be said that grammar is the backbone of a language. Grammar provides structure in order to organize and put messages and ideas across.

Turkish and English are nothing alike and this problem can cause speaking problems. They are not translated into each other very well. Sometimes, completely different constructions will need to be used to express the same idea. This is why students should be conditioned to think in English as much as possible so that students can realize the fundamental differences and use language consciously. Unless students think in English, mistakes resulted of literal translations from Turkish emerge.

To sum up, in order to be aware of the target language and use it effectively, learners must know grammar rules and sentence structure of the target language.

### **2.8.1.3. Pronunciation Problems**

There are numerous opinions about foreign language. But, the most notable one among these opinions is pronunciation. Pronunciation is probably the hardest skill in English to learn. Mispronunciation and lack of speaking skill are the most common problems between Turkish students. They make many fossilized errors and they are not aware of these mistakes. Even if they are aware of their mistakes, it is very difficult to break the habits. If something is learned incorrectly, there are some instincts and feelings which prevent students from accepting the correct version. Turkish education system has a grammar oriented program especially for the written exams. Because of that reason, teachers mainly focus on teaching grammar and they ignore pronunciation and speaking activities. Students only hear the pronunciation of the words when they learn new words. Hearing the words for once or twice is not enough for the students to acquire. Thus, learning and improving learner's pronunciation take too much time and effort. Because, as it is mentioned before, words in English are not read as they are whereas Turkish language is pronounced like it's written for the most part. This is probably the biggest block in learning English for Turkish learners. In English, long and short vowels change the meaning of the word, for example, fat and fate. In Turkish it simply changes the emphasis. This is a major obstacle for Turkish learners, as they will constantly try to apply the limited number of Turkish vowels into English words.

Some non-native speakers live for a long time in an English-speaking country but they still have poor pronunciation. It can be explained that they are not good at listening and internalizing that language. On the other hand, age and previous language learning are also effective factors which cause improvement or being insufficient.

Turkish students also tend to think that, if they pronounce words separately, it is more polite and more correct. In a related problem, students think that if English is written as separate words, it should be pronounced in the same way. But, when native speakers speak fluently, students cannot understand. Manners like unpronounced "t" sounds at the ends of words cause problems in understanding. In addition, there is no "th" sound in Turkish and learners often can't differentiate between "t" and "th".

Therefore, they cannot realize the differences between words like “taught” and “thought”. Same problem emerges the letters between “v” and “w”. They pronounce “vet” and “wet” in the same way and this causes ambiguities.

Some of the most important reasons why English pronunciation is believed to be so difficult are:

- There are some sounds in English that do not probably exist in Turkish language – for instance, English has 20 vowels and diphthongs.
- There is no simple relationship between spellings and sounds in English.
- English is a ‘stress-timed’ language – words and sentences have strong and weak parts. This is different to many other languages throughout the world where parts of words and words themselves may be given the same stress in a sentence.
- When English is spoken quickly, words are linked smoothly together and sometimes sounds even disappear altogether .This means it can be hard to understand, as well as speak English.
- In addition, there are lots of dialects and different accents which change according to the regions and origins of people.

There are five main areas of difficulty in English pronunciation. These are:

- Pronunciation of individual sounds
- Word stress
- Sentence stress
- Rhythm
- Intonation

In the table below, it can be seen what the main problems are in pronouncing English and how learners might be able to improve.

Table 2.1.

*The Main Problems are in Pronouncing English*

<b>Area of difficulty</b>	<b>Implications of this particular area</b>	<b>How to improve</b>
<b>1. Pronunciation of individual sounds</b>	There may be confusion between minimal pairs (e.g. bed/bad, ship/sheep) and this may compromise meaning.	Use lists to practice repeating minimal pairs Use tongue twisters to practice special sounds. Practice the sounds of English by using the phonemic chart.
<b>2. Word stress</b>	Sometimes words 'shift' their stress. Thus, word stress can actually change the meaning of the word (e.g. record (v)/record (n))	Check your dictionary and repeat the words. A demonstration of how word stress appears can be seen in the dictionary.
<b>3. Sentence stress</b>	Sometimes emphasizing different words suggests different contrasting information (e.g. how does the meaning change when different words of the following sentence are stressed : 'Mary saw a red car driven by a young man with brown hair')	Try to exaggerate (make even stronger) the stress on key words – this may sound unusual to you, but will probably sound perfectly natural to the listener.

Table 2.1. (*Continued*)

<b>4. Rhythm</b>	Rhythm is important to maintain the flow of the language. English is a stress-timed language. Problems with this are not so likely to affect comprehension but getting the rhythm right does help the listener to follow your argument.	Practice reading poems, limericks, etc. out loud to get a sense of how English rhythm works.
<b>5. Intonation</b>	Getting the right intonation is important to convey the right attitude – i.e. high start for questions, ambiguity and wide pitch variation to show greater enthusiasm.	Vary your voice more and try not to speak in a monotone.

#### 2.8.1.4. Phonology

Phonology is the term used for the study of the speech sounds used in a particular language and it is aimed to discover the principles that govern the way sounds are organized in languages and to explain the variations that occur. In *Fundamental Concepts in Phonology* (2009), Ken Lodge observes that phonology "is about differences of meaning signaled by sound." The distinctive accents that many learners of English have are due to differences between the phonological system of their language and English. From birth, people learn to recognize and produce the distinctive sounds of their native language. They do not need to give any thought to how the lips, tongue or teeth work together to produce the desired sounds. The physical structures of parts of the sound system are adapted to produce native-language sounds. But English has some speech sounds that do not exist in Turkish language. While two native speakers do not have anatomically identical vocal tracts and thus no one produces sounds in exactly the same way as anyone else, it is no surprise that Turkish students have difficulties producing or even perceiving such sounds.



Phonological differences between Turkish and English languages include differences in articulation, rhythm, and intonation. A sound may cause difficulty in learning if it does not exist in the students' first language, is pronounced differently, or occurs in a different position in a word. Languages differ in the way they divide the stream of speech into syllables and in the structure or makeup of their syllables. In different languages, inflection and derivation take place in various parts of speech, such as particles, nouns, verbs, and adjectives, to reflect such grammatical distinctions as number, gender, person or case; tense, aspect, modality, voice; etc. Categories of inflection and derivation in a specific language may differ extensively from those in English. The techniques of inflection and derivation may be agglutinative or symbolic. Consequently, all possible differences cause troubles for Turkish students in second language learning.

### **2.8.2. Socio-Cultural Factors**

Culture means a way of life. Culture means that there are certain ways and reasons in which individuals and groups of people speak, conduct themselves, celebrate holidays and express their belief systems. Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. As it is estimated, there is a tremendous diversity of cultures around the world.

Learners' cultural environment shapes their world view. Reality is thought to be objectively perceived through learners' own cultural pattern, and a different perception is seen as either "false" or "strange". If learners recognize and understand different world views, they will usually adopt a positive and open-minded attitude toward cross-cultural differences.

Stereotyping about cultures is usually a big block for learners. They have negative feelings and opinions about the target language and such biased attitude is based on insufficient knowledge, misinformed stereotyping. Attitudes like all aspects of cognitive development improve in early childhood and are result of parents' and peers' attitudes, of contacts with people from different life styles. Most learners of a second language learn the language with very little sense of the culture of its speakers. Learners, therefore, have some problems resulted from unawareness of native speakers' culture.

Second language learning involves the acquisition of second identity. It is called as *acculturation*. Acculturation is a process in which members of one cultural group adopt the beliefs and behaviors of another group. In this process, especially learners who go abroad to learn English sometimes experience *culture shock*. Culture shock refers to a phenomena ranging from mild irritability to deep psychological panic and crisis. Culture shock is associated with feelings of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness and even physical illness. These feelings vary according to the stages of culture shock.

There are four stages of culture shock:

Stage 1 is excitement. The individual experiences a holiday or 'honeymoon' period with their new surroundings.

They:

- Feel very positive about the culture
- Are overwhelmed with impressions
- Find the new culture exotic and are fascinated
- Are passive, meaning they have little experience of the culture

Stage 2 is withdrawal. The individual now has some more face to face experience of the culture and starts to find things different, strange and frustrating.

They:

- Find the behavior of the people unusual and unpredictable
- Begin to dislike the culture and react negatively to the behavior
- Feel anxious
- Start to withdraw
- Begin to criticize, mock or show animosity to the people

Stage 3 is adjustment. The individual now has a routine, feels more settled and is more confident in dealing with the new culture.

They:

- Understand and accept the behavior of the people

- Feel less isolated
- Regains their sense of humor

And the last stage is enthusiasm. The individual now feels 'at home'.

They:

- Enjoy being in the culture
- Functions well in the culture
- Prefer certain cultural traits of the new culture rather than their own
- Adopt certain behaviors from the new culture

If it is examined Figure 9, it can be realized the stages of culture shock in detail. Also, it is possible to see the variations between four stages.

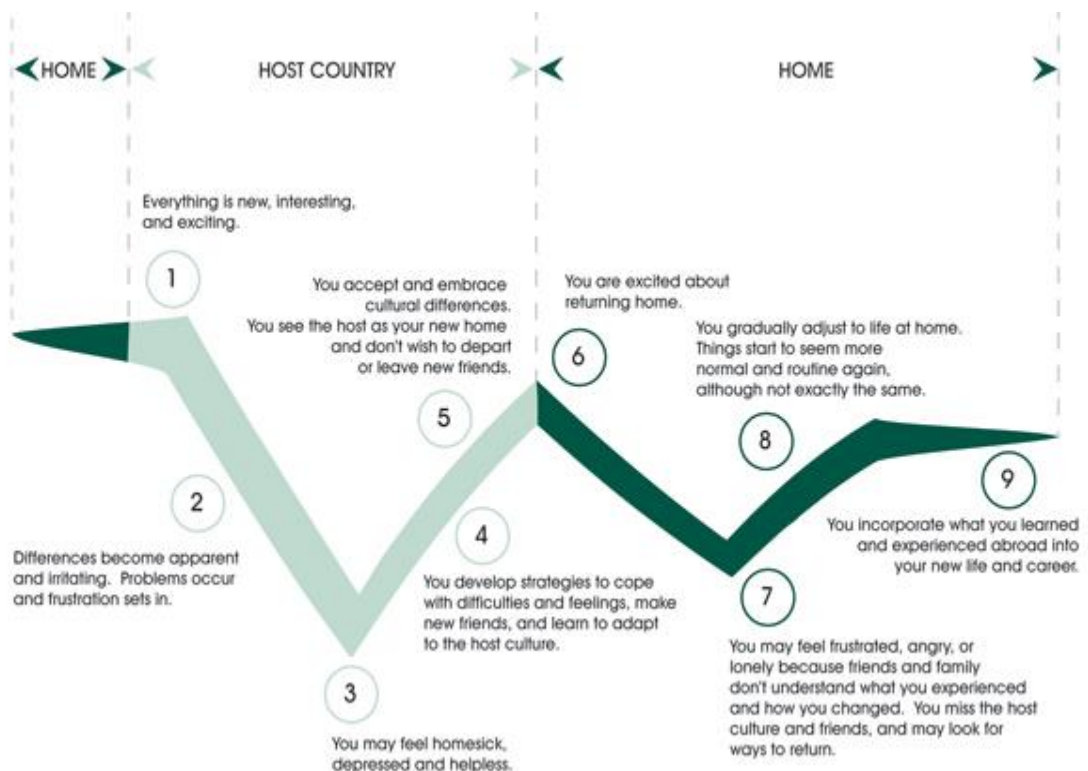


Figure 2.9. The stages of culture shock (Tankersley, 2013)

When ESL learners communicate with native speakers in English, many problems are caused by the misinterpretation of cultural factors continued through the whole circumstance of communication. As Paulston (1992:39) says, communication is not a simple term, but it is a basic concept to understanding social and cultural interaction. The reasons for unsuccessful communication are resided in the personal space, privacy, and the eye contact. For example, continuous eye contact is thought as ill-mannered behavior in Korean culture. However, in most cultures, especially the countries using English language, the eye contact during the conversation is essential and has a positive meaning such as honesty.

According to Barraja-Rohan (2003, p.101-15), number of socio-cultural elements such as verbosity (including overlaps and silence), approaches to interpersonal relationships (including proxemics, greetings, compliments and self-deprecation and small talk), and politeness (including directness and indirectness) may affect communication.

Jabeen & Mahmood & Rasheed (2011) state that speaking in English based mainly on sociolinguistic, political, geographical and economic factors rather than linguistic reasons.

Latif, Fadzil, Bahroom, Mohamad, San (2011) focused on the relatedness between the different socio-psychological variables like attitude, motivation, anxiety and instrumental orientation on speaking in English as a second language.

As a result, there are socio-cultural factors as well as linguistic factors that affect non-native speakers' communication in English. Thus, communication in English language becomes possible and easy when the speaker is completely aware of not only the linguistic aspect of the language, but also the social and cultural context that the language is used. It provides analysis of several different situations and prevents communication problems.

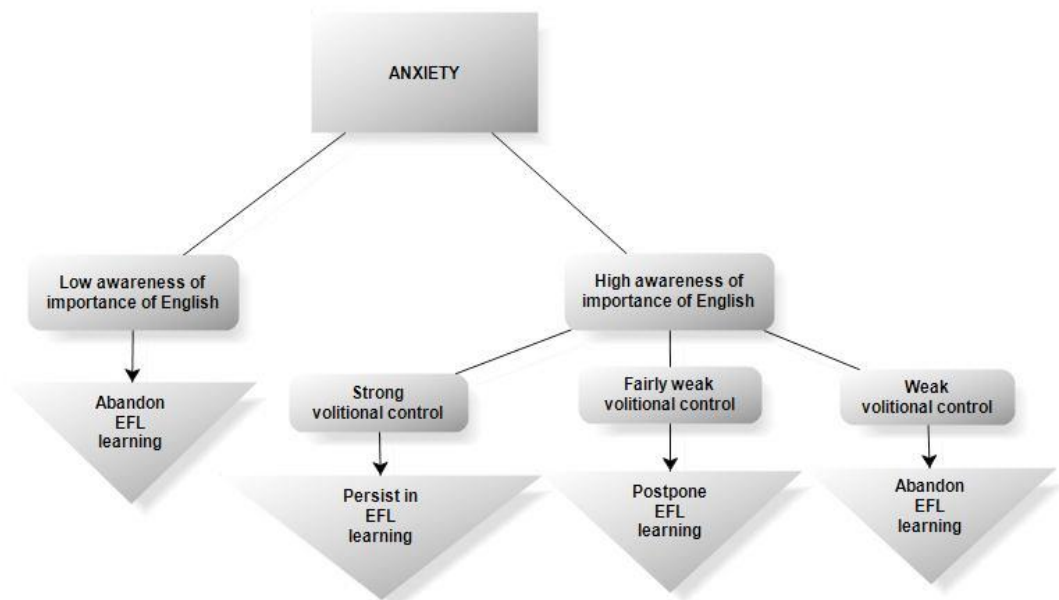
### **2.8.3. Anxiety and Self- Esteem Factor**

Every learner comes across with various difficulties when they learn a foreign language. These difficulties can be resulted from lack of grammar, lack of vocabulary, mispronunciation and personal factors. Personal factors generally include emotional

ones which affect students' learning abilities. Intelligence, motivation, attitudes and anxiety are mainly thought among emotional factors but anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance (Park & Lee, 2005).

Affective language learning involves various aspects of emotions, feelings and attitudes of the learner and these sides and factors such as students' age, students' gender, native language, usage of foreign language, the length of time of the study, grades, previous experience, teacher-student interaction and students' level may influence the learners' language learning process positively or negatively.

According to Young (1991), there are six main sources of language anxiety which are personal and interpersonal issues, students' beliefs about language learning, teachers' beliefs about language teaching, teacher-student interactions, classroom procedures and language testing. No matter which sources cause language anxiety, the results for the students might be destructive.



*Figure 2.10.* Anxiety and students' decisions about EFL learning (Trang & Moni & Baldauf, 2012)

As it can be seen in Figure 10, not only low awareness of importance of English but also high awareness of importance of English step can be resulted of abandon EFL learning. This shows the powerful effect of anxiety in English learning process.

One another personal factor which is highly correlated with anxiety is self-esteem. Self-esteem involves judgment and evaluations about one's own value and worth. Self-esteem can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language (Park & Lee, 2005).

Beside negative effects, self-esteem provides learners with the motivation and energy to become positive about their own learning. It also creates a desire in them to acquire the target language, enjoy the learning process, and experience real communication. "At the heart of all learning is a person's belief in his or her ability to accomplish the task" (Atsuta, 2003). Lack of belief in one's ability hinders him from achieving that task. "In general, successful language learners appear to have higher self-esteem than those who are unsuccessful" (Richard-Amato, 2003). Moreover, it is widely believed that once students gain self-esteem, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships.

According to Brown (2000), there are three levels of self-esteem: Global, situational and task self-esteem. Global self-esteem is the general assessment one makes of one's own worth or value over time and across different situations. It can be called as self-appraisal in a sense. Situational self-esteem involves one's self-appraisal in specific traits such as intelligence and athletic ability or particular situations such as education and work. Task self-esteem refers to one's own assessment in particular tasks of particular situations. Therefore, particular language skills such as listening, speaking, reading and writing in the process of foreign language learning are related to task self-esteem and without self-esteem, students have difficulties in many situations.

To illustrate, in a professional context, it is important to communicate with a feeling of self-assurance at all times. Many students are lack of confidence while speaking English and feel a little anxious or nervous when they have to deliver a presentation to the classroom which is full of students. The palms of their hands begin to sweat and they begin to breathe at a faster rate. If students have serious confidence problems, every occasion where English is spoken causes anxiety. They can forget all

their vocabulary, and every word comes out as a stutter. They feel so embarrassed to be speaking like a child, especially because they do actually know the words and what they want to say. The hesitations start and as the listeners look at the speaker as if they were asking what you are going to say next, the speaker gets panic.

If students are not confident in a situation, it is easily observable in their body language and posture. They tend not to stand up straight, and their shoulders slouch forward. Furthermore, making eye contact is more difficult whenever they do not feel confident. Their eyes gaze lower than usual as they try to be unnoticed by the teacher in order to avoid talking. More than this, students who are unsure of themselves usually fiddle with something in their hands. They play with a pen or a piece of paper.

In short, daily tasks about familiar topics can even be a challenge for students with confidence problems and this makes language learning process worse and learners unwilling.

#### **2.8.4. Turkish Education System**

Teaching English is not an easy process and there are several obstacles to overcome both for the teachers and the students in English lessons.

The biggest and hardest problem in a Turkish class is to remove the habits learned before. Turkish education is completely teacher-centered and based into rote learning which means learning by memorizing information and repetition. In Turkish education system, the teacher is always the center of the class. The teacher tells about grammar topics, vocabulary, goals and methods. The students listen quietly. Many Turkish students believe that this is how all teachers act. They only speak if something is asked. Students are not encouraged to present their own ideas. The teacher is a symbol of all knowledge. If the teacher says something, it is thought that it is absolutely true. No thinking is required of the students, only memorization and memorization causes the lack of critical thinking or lateral thinking skills. They do not ask questions even if they do not understand at all. Thus, students often fail to understand concepts and fail to apply skills or methods outside of issues taught and they forget the information quickly. If the teacher walks into the class, puts the students in groups and tries to make activities such as reading or speaking, the students become silent and

confused. Because they are accustomed to open the books, read the passages, answer the questions and fill in the blanks.

For these reasons, many students are not often aware of the advantages of group work, the need to speak English in class, or the need to repeatedly practice the same structures over and over. When the teachers give the students a topic to talk, the students think and discuss and solve the situation entirely in Turkish and one student explains group's ideas with one or two sentences in English. Being unwilling to speak in English is the worst thing which is expected to encounter in speaking classes. Reinforcing and explaining the importance of using English as much as possible in the class help to combat this problem. In addition, correcting students' mistakes either during or after the activities helps them because they feel that they are learning and improving.

Another common problem faced in English lessons in Turkish education is that students assume that they know English but they do not actually know. For instance, when the teacher starts to teach a new topic, the students immediately say "We have already learned this topic." and feel bored. This is true. They approximately learn same topics every year just the details change but because of memorizing, they remember the titles not the topics. When a question is asked or a sentence is wanted to produce, they look at each other despairingly. It is therefore necessary to inform the students about the importance of using structures over and over, to remind that there is always something more to learn and make them aware that they do not generally have a chance to practice outside the class.

Methodology is also an important problem in Turkish education system. The techniques and methods used before were so old-fashioned and the aims did not include all skills in English. The most common method used in Turkish education is Grammar Translation Method which focuses only grammar structures. It is faster and easier for the teachers but not productive method to implement the aims of the lesson. In this method, reading and writing are the main skills. Language is taught through translations, finding differences and similarities between native language and the target language. Teaching is based into sentence structure, grammar, vocabulary and direct translation. Textbooks are the unique sources in this method. There is little interaction



between teacher and learners and no learner participation. Because of that reason, the students lose their interest and stop struggling.

Another disadvantage of this method is that students do not learn to use English in a real-life conversation or situation. No importance is given to spoken language. Students are just good at translating one language into another one. As a negative result of this method, students memorize random information for exams because they are tested on random information to check their memorization skills in exams and then forget everything. This problem arises from not just because of the teachers but because of the curriculum. This cannot be denied that every skill is available in students' books but there are schedule and curriculum. There are many topics which are too hard to cover in one semester or year. The teachers are expected to cover up all topics and aims in a short time. In order to finish the topics at one semester, teachers rush and there is no quality teaching in the end. As a result of this intensive program, there is no time for games and activities which are very useful in foreign language learning. In addition, it is remembered that because of individual differences, each student has a distinctive learning method. The teachers may require additional time and resources to establish an appropriate classroom environment for the students with diverse needs and abilities. They may need to work together with a student with learning difficulties to determine what methods might be more beneficial for that student.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1 Research Model**

In this thesis, research was carried to identify English speaking problems which are faced by the students at Department of English Language Teaching, Ataturk University. The research includes speaking problems, the reasons behind these problems and reasonable solutions. This thesis research is a descriptive study based on questionnaire.

#### **3.2 Population and Research Group**

The research group consists of 1<sup>st</sup> and 4<sup>th</sup> level students at Department of English Language Teaching, Education Faculty, Ataturk University. 137 students participated in this research. Most of the students are female and almost all are Turkish. More information related to research group was presented with graphs below.

#### **3.3 Data Collection Tools**

In this thesis research, a questionnaire was used to collect data. It contains 25 questions which are categorized according to the reasons of the problems. Categorized reasons are classroom climate, content knowledge, language proficiency, personal factors, teacher factor, materials used and methods.

In addition, at the first part of questionnaire, there are 7 multiple-choice questions in order to determine demographic properties of the students.

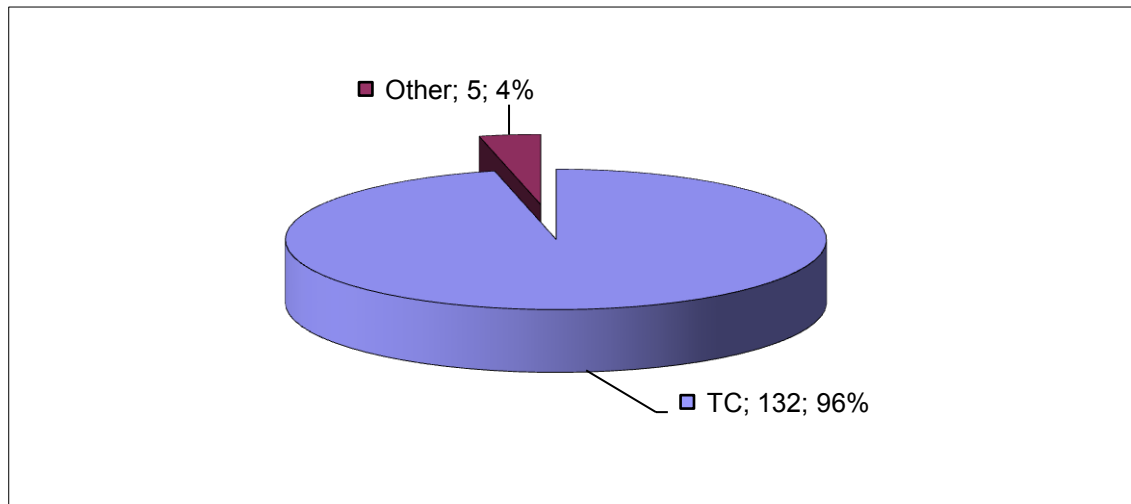
#### **3.4 Data Analysis**

The results obtained at the end of the thesis research which was conducted in order to identify students' speaking problems and their reasons were analyzed according to frequency analysis. In addition, t-test was used to show the differences between 1<sup>st</sup>

and 4<sup>th</sup> level students on particular problems. The most common problems and possible solutions were also presented in the form of graphs and tables. All statistical analysis was carried out through SPSS 16 software.

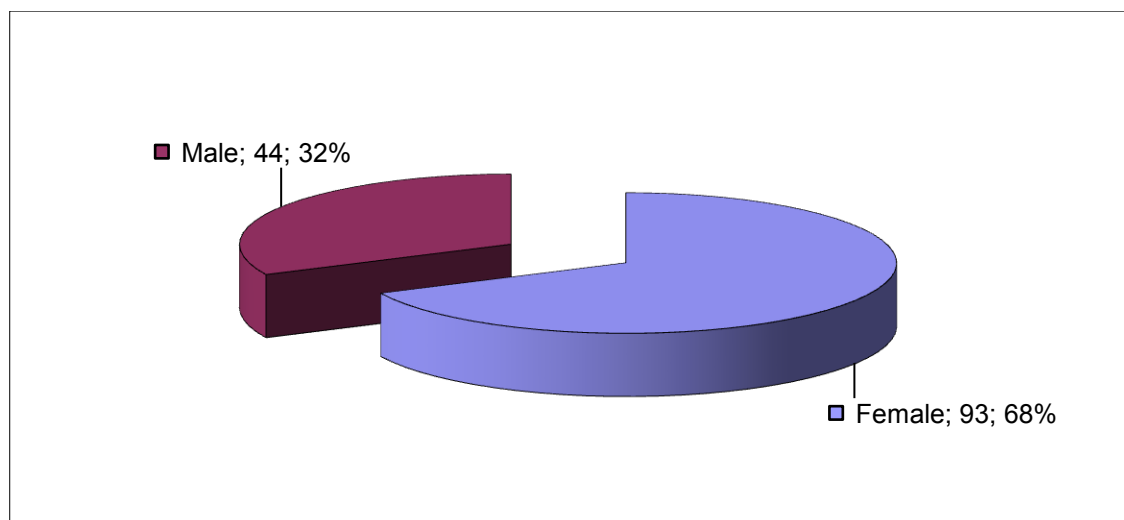
### 3.4.1. Demographic Characteristics

Firstly, the nationalities of the respondents were examined.



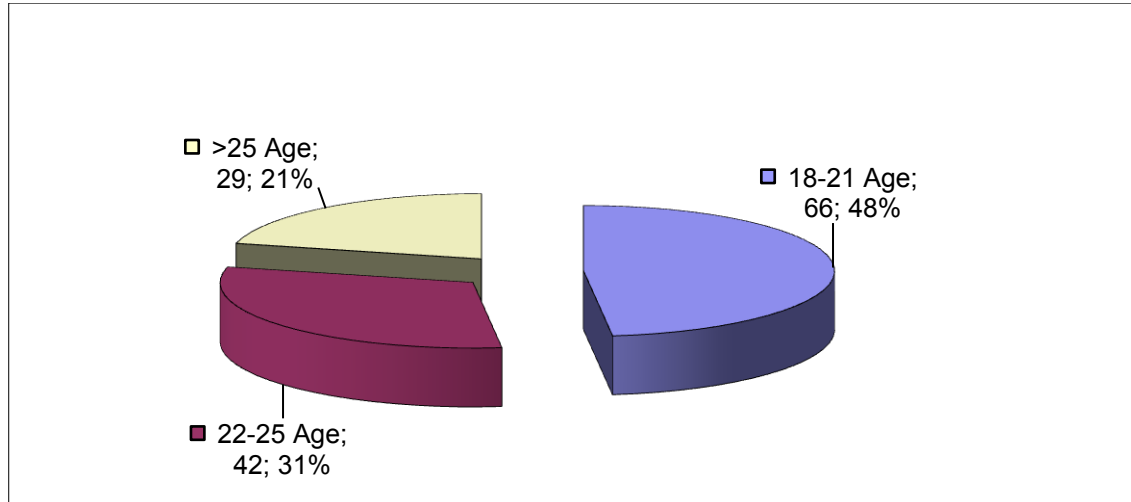
*Figure 3.1.* Nationality of the respondents

Figure 11 demonstrates the students' nationality. As can be seen in the figure 11, 96 per cent of respondents are Turkish citizens while 4 per cent of the respondents consist of other nations.



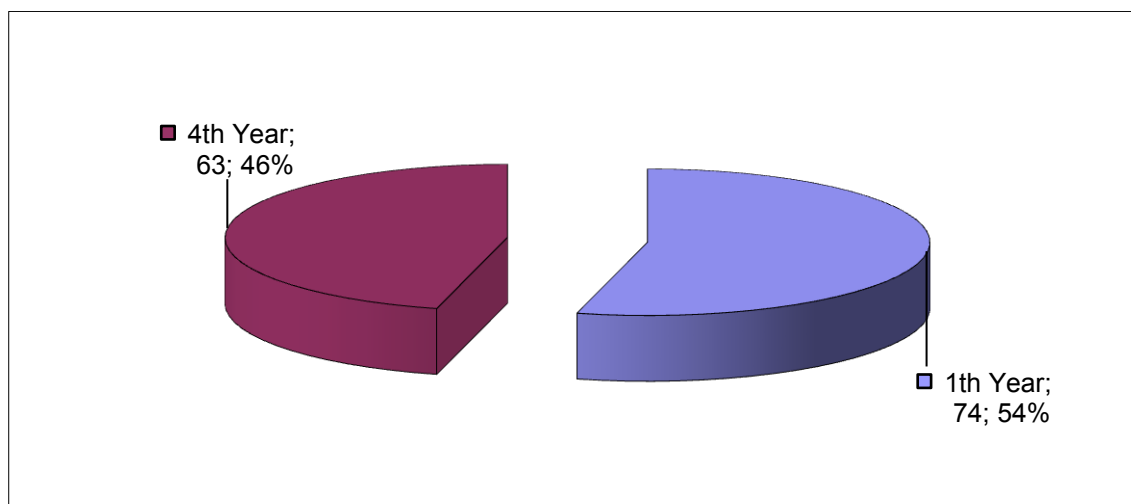
*Figure 3.2.* Gender of the respondents

Figure 12 illustrates the students' gender. As can be understood from the figure 12, 68 per cent of the respondents are female and 32 per cent of the respondents are male.



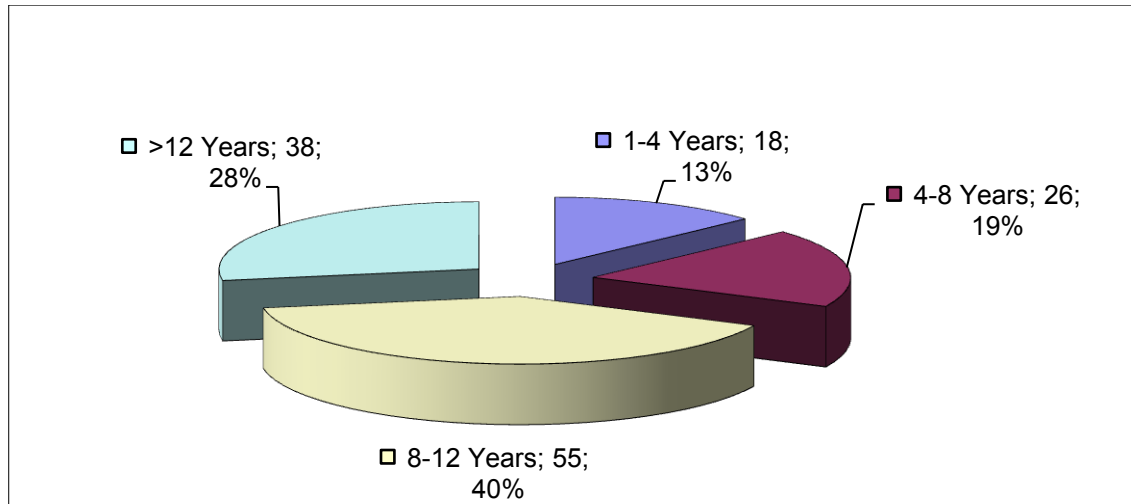
*Figure 3.3* Age of the respondents

Figure 13 presents students' age. It is understood that 48 per cent of respondents are between 18-21 years, 31 per cent of the respondents are between 22-25 years and 21 per cent of the respondents are older than 25 years.



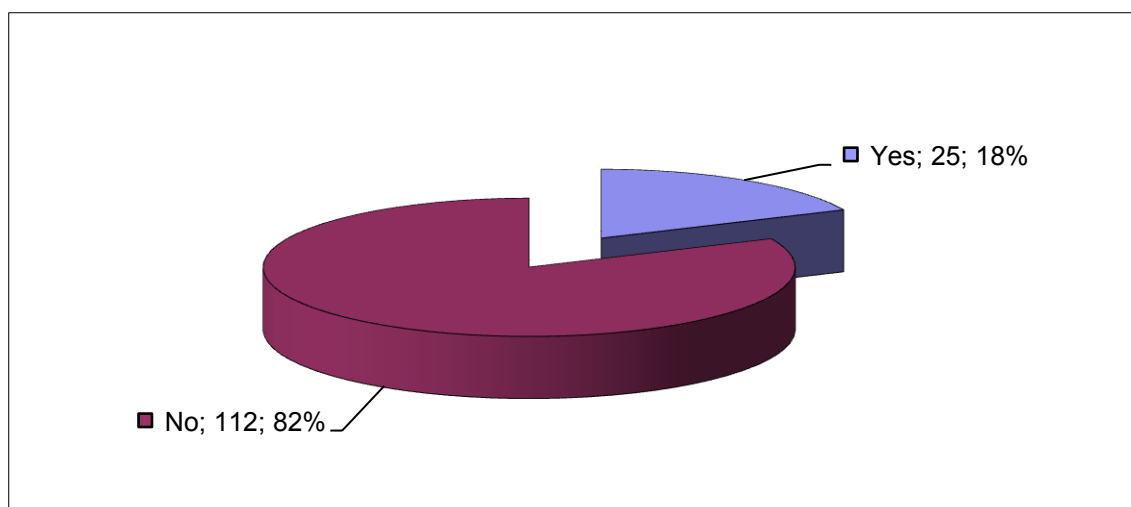
*Figure 3.4* Years at university of the respondents

Figure 14 indicates students' year at the university. As indicated in the figure 14, 54 per cent of the students are in first year and 46 per cent of the students are in fourth year.



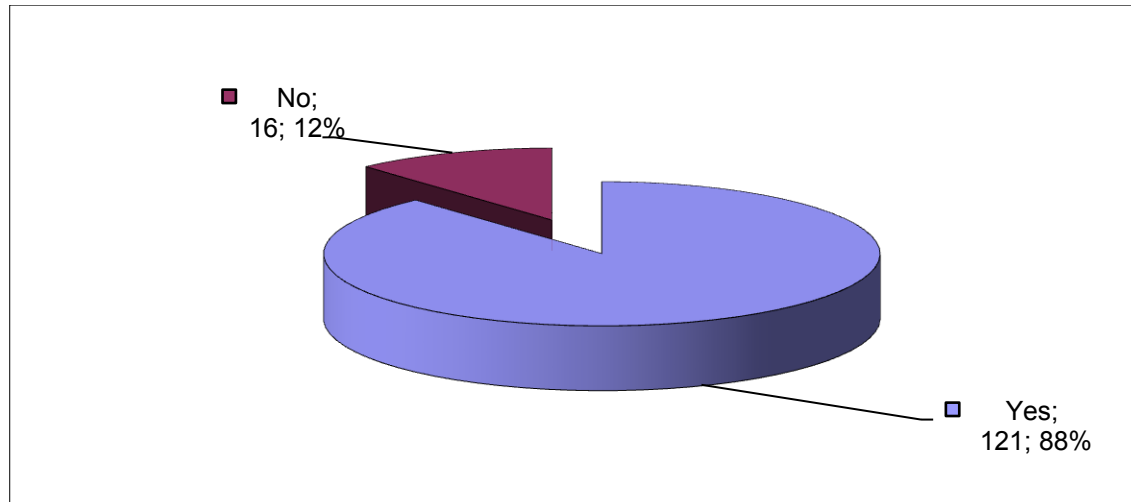
*Figure 3.5. Years of english language study of the respondents*

Figure 15 shows years of English language study of students. According to the figure 15, 40 per cent of students have been studying English language for 8-12 years, 28 per cent of students have been studying English language for more than 12 years. 19 per cent of students have been studying English language for 4-8 years and 13 percent of students have been studying English language for 1-4 year(s).



*Figure 3.6. Study abroad*

Figure 16 demonstrates the proportion of students studying abroad. As can be seen in the figure 16, only 18 per cent of students have studied abroad. 82 per cent of students have not ever studied abroad.



*Figure 3.7. Previous study in english*

Figure 17 indicates students' previous study in English. As indicated in the figure 17, 88 per cent of the students have previously studied English while 12 per cent of the students have not studied English before.

### **3.4.2. The Scores of Questionnaire**

The scores of questionnaire evaluating the students' speaking problems in English are given by tables below. These tables consist of means, standard deviations and participation level of this study. Through collected data, it was aimed to find out the relationship between English speaking problems and the year of University.

Students were asked to choose the number that matches best with their problems on the scale ranging from 1 to 5. Whereas the number 1 describes Strongly Disagree (SD), number 2 describes Disagree (D), number 3 describes Neither Agree (NA), number 4 describes Agree (A) and number 5 describes Strongly Agree (SA).

The collected data was analyzed with the help of SPSS 16 (Statistical Package for The Social Sciences). Every item of the questionnaire was presented separately and frequency analysis was used to analyze them. To define participation level, it is

identified that high level is 3, 67-5, 00, intermediate level is 2, 34-3, 66 and low level is 1, 00- 2, 33.

Table 3.1.

*Means and Standard Deviations for Participants' Speaking Problems in the First Year*

<b>1<sup>st</sup> Year</b>	Means	Standard Deviations	Participation Level
1. I do not want to speak in English.	1,3425	0,85341	Low
2. I have difficulty while speaking English because I do not feel confident and relaxed.	3,4658	1,30258	Intermediate
3. I get excited while speaking in English.	3,6849	0,13356	High
4. When I get excited, I forget what I have planned to tell.	3,6164	1,24309	Intermediate
5. I do not know how to study for speaking skill.	2,726	1,13358	Intermediate
6. I am afraid of making mistakes while speaking in English.	3,6164	1,33988	Intermediate
7. I am afraid of not being understood by the others while speaking in English.	3,0548	1,32172	Intermediate
8. I cannot gather my opinions and express them.	2,6301	1,18447	Intermediate
9. I prefer only learning the structure of English, not speaking.	1,7808	1,05734	Low
10. I cannot speak in English because I do not understand what the others say.	1,726	0,87019	Low
11. While speaking in English, I cannot remember the English equivalents of the words I am going to use.	3,0685	1,12211	Intermediate
12. I cannot speak in English because of my lack of grammar.	2,4795	1,32403	Intermediate
13. I cannot speak in English because my vocabulary store is not enough.	2,7945	1,22428	Intermediate
14. I cannot speak in English because of my poor pronunciation.	2,3288	1,13106	Low
15. I do not want to speak in English because of my teachers' negative behavior.	1,9178	1,01041	Low
16. My friends tell the ideas that I think of before me in English lessons. Thus, I do not need to speak.	2,2877	1,12397	Low
17. I do not want to speak in English because my friends can mock with my mistakes.	2,137	1,20549	Low
18. I think that nobody would understand me while I am speaking in English.	2,0548	1,01229	Low
19. I cannot be aware of the mistakes I make while speaking in English.	2,726	1,12126	Intermediate

Table 3.1. (Continued)

20. I do not have the turn to speak in English lessons because our class is very crowded and time is limited.	2,2466	1,13994	Low
21. I do not participate in speaking in English because I think that the other students are better than me.	2,2329	1,13677	Low
22. We do not speak in English actively in the classroom.	2,7808	1,24996	Intermediate
23. I have difficulty because of thinking in Turkish before speaking in English.	3,3288	1,39498	Intermediate
24. I think my teacher is not interested in what I say while I am speaking in English.	1,7808	0,85386	Low
25. I cannot speak in English because I do not have enough knowledge about it. The structures of Turkish and English languages are different.	2,3014	1,11411	Low

Table 2 demonstrates that the students in the 1<sup>st</sup> year want to speak in English (m: 1, 3425) and they prefer not only learning the structure of English but also speaking in English (m: 1, 7808). Nevertheless, students in the 1<sup>st</sup> year have difficulty while speaking English. Reasons are as follows:

- Students have difficulty while speaking English because they do not feel confident and relaxed. (M: 3,4658)
- Students get excited while speaking in English. (M: 3,6849)
- When students get excited, they forget what they have planned to tell. (M: 3,6164)
- Students are afraid of making mistakes and not being understood by the others while speaking in English. ( M: 3,6164 , M: 3,0548 respectively)
- Students cannot gather their opinions and express them. (M: 2,6301)
- While speaking in English, students cannot remember the English equivalents of the words they are going to use. (M: 3,0685)
- Students cannot speak in English because of their lack of grammar.(M: 2,4795)



- Students cannot speak in English because their vocabulary store is not enough.(M: 2,7945)
- Students cannot be aware of the mistakes they make while speaking in English. (M: 2,726)
- Students have difficulty because of thinking in Turkish before speaking in English. (M: 3,3288)
- Students do not speak in English actively in the classroom.(M: 2,7808)

Table 3.2.

*Means and Standard Deviations for Participants' Speaking Problems in the Fourth year*

<b>4th Year</b>	Mean	Standard Deviations	Participation Level
1. I do not want to speak in English.	1,7419	1,22723	Low
2. I have difficulty while speaking English because I do not feel confident and relaxed.	3,129	1,29923	Intermediate
3. I get excited while speaking in English.	3,5	1,09769	Intermediate
4. When I get excited, I forget what I have planned to tell.	3,4677	1,11205	Intermediate
5. I do not know how to study for speaking skill.	2,2581	1,12986	Low
6. I am afraid of making mistakes while speaking in English.	3,3226	1,31541	Intermediate
7. I am afraid of not being understood by the others while speaking in English.	2,9194	1,19148	Intermediate
8. I cannot gather my opinions and express them.	2,5323	1,05143	Intermediate
9. I prefer only learning the structure of English, not speaking.	1,7903	1,04233	Low
10. I cannot speak in English because I do not understand what the others say.	1,629	0,11321	Low
11. While speaking in English, I cannot remember the English equivalents of the words I am going to use.	2,8226	1,18078	Intermediate
12. I cannot speak in English because of my lack of grammar.	1,8226	0,94996	Low
13. I cannot speak in English because my vocabulary store is not enough.	2,6129	1,20593	Intermediate

Table 3.2. (Continued)

14. I cannot speak in English because of my poor pronunciation.	2,0968	1,0513	Low
15. I do not want to speak in English because of my teachers' negative behavior.	2,2581	1,30491	Low
16. My friends tell the ideas that I think of before me in English lessons. Thus, I do not need to speak.	2,4516	1,16896	Intermediate
17. I do not want to speak in English because my friends can mock with my mistakes.	2,322	1,26458	Low
18. I think that nobody would understand me while I am speaking in English.	1,8548	0,92056	Low
19. I can't be aware of the mistakes I make while speaking in English.	2,8871	1,13231	Intermediate
20. I do not have the turn to speak in English lessons because our class is very crowded and time is limited.	2,9839	1,39662	Intermediate
21. I do not participate in speaking in English because I think that the other students are better than me.	2,4355	1,36251	Intermediate
22. We do not speak in English actively in the classroom.	3,7419	1,20021	High
23. I have difficulty because of thinking in Turkish before speaking in English.	3,1129	1,30704	Intermediate
24. I think my teacher is not interested in what I say while I am speaking in English.	2,2581	1,17258	Low
25. I cannot speak in English because I do not have enough knowledge about it. The structures of Turkish and English languages are different.	1,7742	0,94815	Low

Table 3 indicates the students in the 4<sup>th</sup> year want to speak in English (m: 1, 7419) and they prefer not only learning the structure of English but also speaking (m: 1, 7903). On the other hand, students in the 4<sup>th</sup> year have difficulty while speaking English. Reasons are as follows:

- Students have difficulty while speaking English because they do not feel confident and relaxed. (M: 3,129)
- Students get excited while speaking in English. (M: 3,5)
- When students get excited, they forget what they have planned to tell. (M: 3,4677)

- Students are afraid of making mistakes while speaking in English.(M: 3,3226)
- Students are afraid of not being understood by the others while speaking in English. (M: 2,9194)
- Students cannot gather their opinions and express them. (M: 2,5323)
- While speaking in English, students cannot remember the English equivalents of the words they are going to use. (M: 2,8226)
- Students cannot speak in English because their vocabulary store is not enough.(M: 2,6129)
- Students cannot be aware of the mistakes they make while speaking in English.(M: 2,8871)
- Students do not have the turn to speak in English lessons because their class is very crowded and time is limited.(M: 2,9839)
- Students do not speak in English actively in the classroom.(M: 3,7419)
- Students have difficulty because of thinking in Turkish before speaking in English. (M: 3,1129)

As it is compared with Table 2 and Table 3, it is understood that there are similarities and differences between the 1<sup>st</sup> year and 4<sup>th</sup> year students' speaking problems in English.

Both students in the 1<sup>st</sup> year and 4<sup>th</sup> year get excited and they are afraid of making mistakes while speaking in English. They do not have enough vocabulary and have chance to speak English actively.

On the other hand, there some differences about grammar, vocabulary, pronunciation and teachers' behavior. To define and emphasize these differences between two groups on the same variable, t-test was used.

### 3.4.3. Analysis of T-Test

Table 3.3.

*T-Test Based on Students' Lack of Grammar*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,576	,449	,026	135	,00	,6534	1,96049	-3,82142	3,92445
	Equal variances not assumed			,027	131,4	,00	,6534	1,90770	-3,71766	3,82069

According to Table 4, value of Sig. (2-tailed) (0, 00) is less than 0.05. It is understood from significant difference value, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' grammar problems. And also, Table 4 indicates that there is a statistically significant difference between the mean lack of grammar score for students in the 1<sup>st</sup> year and 4<sup>th</sup> year (0, 6534). In other words, students in the 1<sup>st</sup> year have a statistically significantly higher mean score on lack of grammar (2, 4795) than students in 4<sup>th</sup> year (1, 8226).

Table 3.4.

*Frequency Analysis of Students' Lack of Grammar*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
I cannot speak in English because of my lack of grammar.	Students in the 1 <sup>st</sup> Year	23	31,1%	20	27,0%	11	14,9%	14	18,9%	6	8,1%
	Students in the 4 <sup>th</sup> Year	27	42,9%	27	42,9%	5	7,9%	2	3,2%	2	3,2%

Data was analyzed and interpreted with the help of percentages (%). The results presented in Table 5 are related to students' lack of grammar. % 31, 1 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because of their lack of grammar and %27, 0 of them disagreed. This ratio is higher in the 4<sup>th</sup> year. %42, 9 of students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because of their lack of grammar and %42, 9 of them disagreed.

Table 3.5.

*T-Test Based on Students' Vocabulary Problem*

		Levene's Test for Equality of Variances				T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,840	,325	,280	135	,00	,1816	2,34512	-4,08027	6,54710
	Equal variances not assumed			,286	121,33	,00	,1816	2,42140	-4,11530	6,47690

As presented in Table 6, value of Sig. (2-tailed) (0, 00) is less than 0.05. It is understood from significant difference value that there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' vocabulary problems. And also, it has been seen that there is a statistically significant difference between the mean vocabulary problems score for students in the 1<sup>st</sup> year and the 4<sup>th</sup> year (0, 1816). In other words, students in the 1<sup>st</sup> year have a statistically significantly higher mean score on vocabulary problems (2, 7945) than students in the 4<sup>th</sup> year (2, 6128).

Table 3.6.

*Frequency Analysis of Students' Vocabulary Problem*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
I cannot speak in English because my vocabulary store is not enough.	Students in the 1 <sup>st</sup> Year	13	17,6%	21	28,4%	16	21,6%	18	24,3%	6	8,1%
	Students in the 4 <sup>th</sup> Year	12	19,0%	23	36,5%	9	14,3%	16	25,4%	3	4,8%

As can be seen in Table 7, % 17, 6 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because their vocabulary store is not enough and %28, 4 of them disagreed. On the other hand, %19, 0 of students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because their vocabulary store is not enough and %36, 5 of them disagreed.

Table 3.7.

*T-Test Based on Students' Poor Pronunciation*

		Levene's Test for Equality of Variances		T-test for Equality of Means							
							95% Confidence Interval of the Difference				
							Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	,683	,536	,012	135	,00	,2320	2,16230	-4,91330	2,81235	
	Equal variances not assumed			,015	132,3	,00	,2320	2,00743	-4,72580	2,92980	

Table 8 shows that value of Sig. (2-tailed) (0, 00) is less than 0.05. This result helps to conclude that there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' pronunciation problems. In addition, there is a statistically significant difference between the mean pronunciation problems score for students in the 1<sup>st</sup> year and 4<sup>th</sup> year (0, 2320). It is also clear that students in the 1<sup>st</sup> year have a statistically significantly higher mean score on pronunciation problems (2, 3288) than students in the 4<sup>th</sup> year (2, 0968).

Table 3.8.

*Frequency Analysis of Students' Pronunciation Problem*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
I cannot speak in English because of my poor pronunciation.	Students in the 1 <sup>st</sup> Year	19	25,7%	31	41,9%	8	10,8%	14	18,9%	2	2,7%
	Students in the 4 <sup>th</sup> Year	22	34,9%	22	34,9%	13	20,6%	4	6,3%	2	3,2%

As presented in Table 9, % 25, 7 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because of their poor pronunciation and %41, 9 of them disagreed. Also, % 34, 9 of students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because of their poor pronunciation and %34, 9 of them disagreed.

Table 3.9.

*T-Test Based on Teachers' Negative Behavior*

		Levene's Test for Equality of Variances				T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,742	,498	,000		,00	,3403	3,23480	- 4,22640	3,00677
	Equal variances not assumed			,000		,00	,3403	3,09528	- 4,75300	3,01342



Table 10 demonstrates value of Sig. (2-tailed) (0, 00) is less than 0.05. It is understood from this result, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year teachers' negative behavior. In addition, there is a statistically significant difference between the mean negative behavior score for teachers in the 1<sup>st</sup> year and 4<sup>th</sup> year (0, 3403). It is also clear that students in the 4<sup>th</sup> year have a statistically significantly higher mean score on teachers' negative behavior (2, 2581) than students in the 1<sup>st</sup> year (1, 9178).

Table 3.10

*Frequency Analysis of Teachers' Negative Behavior*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
I do not want to speak in English	Students in the 1 <sup>st</sup> Year	31	41,9%	27	36,5%	10	13,5%	4	5,4%	2	2,7%
because of my teachers' negative behavior.	Students in the 4 <sup>th</sup> Year	22	34,9%	20	31,7%	9	14,3%	6	9,5%	6	9,5%

As can be understood from Table 11, % 41, 9 of students in the 1<sup>st</sup> year strongly disagreed that they do not want to speak in English because of their teachers' negative behavior and %36, 5 of them disagreed. Also, % 34, 9 of the students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because of their teachers' negative behavior and % 31, 7 of them disagreed. According to this result, students in the 4<sup>th</sup> year have more speaking problems because of their teachers' negative behavior.

Table 3.11.

*T-Test Based on Speaking Actively in the Classroom*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,812	,503	,000	135	,00	,9611	2,90260	-4,52320	3,28040
	Equal variances not assumed			,000	133,4	,00	,9611	2,92324	-4,62808	3,22142

As presented in Table 12, value of Sig. (2-tailed) (0, 00) is less than 0.05. It is clear that there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' speaking in English actively in the classroom. As illustrated in this table, there is a statistically significant difference between the mean negative behavior score for teachers in the 1<sup>st</sup> year and 4<sup>th</sup> year (0, 9611). Students in the 4<sup>th</sup> year have a statistically significantly higher mean score on speaking in English actively in the classroom (3, 7419) than students in the 1<sup>st</sup> year (2, 7808).

Table 3.12.

*Frequency Analysis of Speaking actively in the Classroom*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
We do not speak in English actively in the classroom	Student s in the 1 <sup>st</sup> Year	15	20,3%	18	24,3%	17	23,0%	18	24,3%	6	8,1%
	Student s in the 4 <sup>th</sup> Year	5	7,9%	7	11,1%	9	14,3%	23	36,5%	19	30,2%

Table 13 demonstrates that % 20, 3 of students in the 1<sup>st</sup> year strongly disagreed that they do not speak in English actively in the classroom and %24, 3 of them disagreed. Also, % 7, 9 of students in the 4<sup>th</sup> year strongly disagreed that they do not speak in English actively in the classroom and %11, 1 of them disagreed.

Table 3.13.

*T-Test Based on Teachers' Interest while Students are Speaking in English*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,820	,552	,000	135	,00	,4773	3,06206	-4,04620	3,36408
	Equal variances not assumed			,000	133,4	,00	,4773	3,02398	-4,12660	3,42050

The results given in Table 14 show that value of Sig. (2-tailed) (0, 00) is less than 0.05. In other words, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year teachers' interest. As indicated in this table, there is a statistically significant difference between the mean score for teachers' interest in the 1<sup>st</sup> year and 4<sup>th</sup> year (0, 4773). Students in the 4<sup>th</sup> year have a statistically significantly higher mean score on that "their teacher is not interested in what they say while they are speaking in English" (2, 2581) than students in the 1<sup>st</sup> year (1, 7808).

Table 3.14.

*Frequency Analysis of Teachers' Interest While Students are Speaking in English*

		SD		D		NA		A		SA	
		F	%	F	%	F	%	F	%	F	%
I think my teacher is not interested in what I say while I am speaking in English.	Students in the 1 <sup>st</sup> Year	35	47,3%	23	31,1%	14	18,9%	2	2,7%	0	0,0%
	Students in the 4 <sup>th</sup> Year	17	27,0%	27	42,9%	10	15,9%	4	6,3%	5	7,9%

Table 15 presents that % 47, 3 of students in the 1<sup>st</sup> year strongly disagreed that their teacher is not interested in what they say while they are speaking in English and %31, 1 of them disagreed. Beside this, %27, 0 of students in the 4<sup>th</sup> year strongly disagreed that their teacher is not interested in what they say while they are speaking in English and %42, 9 of them disagreed.

Table 3.15.

*T-Test of Independent Samples*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,930	,337	,270	135	,788	,72780	2,69621	-4,60447	6,06 007
	Equal variances not assumed			,266	119,58 4	,791	,72780	2,74031	-4,69801	6,15 361

According to the Table 16, value of Sig. (2-tailed) (0,788) is more than 0.05. It is understood from sigma value, there is no difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' English speaking problems.

## CHAPTER FOUR

### 4.CONCLUSION

#### 4.1. Discussion

The world we live in has changed. The demands of society have increased. As a result of globalization and informational and technological revolution, English language has become a requirement and education system in Turkey has been redesigned in order to keep up with this changing world. Students need to learn English at upper level in order to find a job, make progress in their business or education field, etc. Despite the importance of English in today's world and arrangements in education system, students who study English language have difficulty especially in speaking English. This difficulty depends on the nature and kinds of their native language problems in listening, speaking, reading and writing. In this study, it is aimed to identify the causes of the students' problems while speaking English. For this aim, a questionnaire was applied to the 1<sup>st</sup> and 4<sup>th</sup> year students at English Language Teaching Department, Ataturk University.

According to the findings which were obtained from the questionnaire, most of the participants have difficulty in speaking English because of various reasons such as lack of grammar, lack of vocabulary, poor pronunciation, classroom environment, teacher factor, lack of comprehension, personal factors, etc. It is therefore true that speaking is the most problem causing skill of a foreign language (Ladousse, 2002). Learners use speaking skill to communicate especially in face to face interaction and when they make a mistake, it causes misunderstanding and ruins communication.

The results emerge that anxiety is one of the most negative factors on learning a foreign language. Zhanibek (2001) states that anxiety has a negative effect on language performance and language proficiency. Self-esteem also may decrease or increase students' success in foreign language learning. There are many other factors which affect students' learning process. That is, it can be said that the process of language learning is influenced by every property in human beings that can be internal or external.

For instance, teacher factor is an external one. Most people believe that if students like their teachers, they like the lesson, too. This is the key of being successful in a lesson. It is true in a sense. When students like their teacher, they feel comfortable, are active in lessons and are not afraid of making mistakes. This atmosphere makes students willing to learn English. In addition, an exciting and boring lesson atmosphere depends on teacher. If the teacher uses activities, he/she gets learners' attention and makes language learning process easier and funnier.

Classroom atmosphere as mentioned above and methods used in the classroom are other factors in foreign language learning process. Students must feel themselves relaxed and confident in the classroom. Also, methods should be chosen according to students' needs and learning styles. According to Tchudi and Mitchell (1989), teaching speaking skill is not an easy job because a wide range of spoken language activities must be brought to the classroom. They must be originally expressive, done for the purposes and include needs of speakers, be productive, focused on communication. With a proper teaching technique, the level of anxiety is decreased, language proficiency is provided, foreign language learners are motivated, classroom atmosphere is promoted and students' fluency is accelerated.

In statistical aspect, at the end of the study, it was found that the 1<sup>st</sup> and 4<sup>th</sup> year students want to speak in English ( $m_1:1, 3425, m_2:1, 7419$ ) and they prefer not only learning the structure of English but also speaking in English ( $m_1: 1, 7808, m_2: 1, 7903$ ). Nevertheless, students have still difficulty while speaking English.

It was observed that there are similarities and differences between students' speaking problems in English. Both the 1<sup>st</sup> year and 4<sup>th</sup> year students get excited and they are afraid of making mistakes while speaking in English. They do not know enough vocabulary and do not have chance to speak in English in daily life.

On the other side, % 31, 1 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because of their lack of grammar and %27, 0 of them disagreed. This ratio is higher in the 4<sup>th</sup> year. %42, 9 of students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because of their lack of grammar and %42, 9 of them disagreed. In addition, students in the 1<sup>st</sup> year have a statistically significantly higher mean score on lack of grammar (2, 4795) than students in the 4<sup>th</sup> year (1, 8226). As a

result of this, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' grammar problems (sig.0, 00 < 0, 05) and students in the 1<sup>st</sup> year have more grammar problems.

In addition to the lack of grammar, students in the 1<sup>st</sup> year have a statistically significantly higher mean score on vocabulary problems (2, 7945) than students in the 4<sup>th</sup> year (2, 6128). % 17, 6 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because their vocabulary store is not enough and %28, 4 of them disagreed. On the other hand, %19, 0 of students in the 4<sup>th</sup> year strongly disagreed that they cannot speak in English because their vocabulary store is not enough and %36, 5 of them disagreed. It is understood from these results, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' vocabulary problems (sig.0, 00 < 0, 05) and students in the 1<sup>st</sup> year have more vocabulary problems.

Also, students cannot speak in English because of their poor pronunciation. But, there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' pronunciation problems (sig.0, 00 < 0, 05). % 25, 7 of students in the 1<sup>st</sup> year strongly disagreed that they cannot speak in English because of their poor pronunciation and also, %34, 9 of students in the 4<sup>th</sup> year strongly disagreed. It is also clear that students in the 1<sup>st</sup> year have a statistically significantly higher mean score on pronunciation problems (2, 3288) than students in the 4<sup>th</sup> year (2, 0968). From these results, it is clearly seen that students in the 1<sup>st</sup> year have more pronunciation problems while speaking in English.

Beside grammar, vocabulary and pronunciation problems, students do not want to speak in English because of their teachers' negative behavior. % 41, 9 of students in the 1<sup>st</sup> year strongly disagreed that they do not want to speak in English because of their teachers' negative behavior and %34, 9 of students in the 4<sup>th</sup> year strongly disagreed. There is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year teachers' negative behavior (sig.0, 00 < 0, 05). Students in the 4<sup>th</sup> year have a statistically significantly higher mean score on teachers' negative behavior (2, 2581) than students in the 1<sup>st</sup> year (1, 9178). According to this result, it is understood that students in the 4<sup>th</sup> year have more speaking problems because of their teachers' negative behavior.

It was observed that % 20, 3 of students in the 1<sup>st</sup> year strongly disagreed that they do not speak in English actively in the classroom and %24, 3 of them disagreed. Also, %7, 9 of students in the 4<sup>th</sup> year strongly disagreed that they do not speak in English actively in the classroom and %11, 1 of them disagreed. As a result, there is a



difference between the 1<sup>st</sup> year and 4<sup>th</sup> year students' speaking in English actively in the classroom (sig.0, 00 < 0, 05). Students in the 4<sup>th</sup> year have a statistically significantly higher mean score on speaking in English actively in the classroom (3, 7419) than students in the 1<sup>st</sup> year (2, 7808). It is therefore concluded that students in the 4<sup>th</sup> year use English less in the classroom.

The findings have also pointed out that there is a difference between the 1<sup>st</sup> year and 4<sup>th</sup> year teachers' interest (sig.0, 00 < 0, 05). %27, 0 of students in the 4<sup>th</sup> year strongly disagreed that their teacher is not interested in what they say while they are speaking in English and %42, 9 of them disagreed. Students in the 4<sup>th</sup> year have a statistically significantly higher mean score on that their teacher is not interested in what they say while they are speaking in English (2, 2581) than students in the 1<sup>st</sup> year (1, 7808).

In the light of the questionnaire, there is no difference between 1<sup>st</sup> year and 4<sup>th</sup> year students' English speaking problems. They have approximately same problem but the proportion change.

#### **4.2. Suggestions**

Suggestions in this study were shaped by being taken into consideration the problems students have. Therefore, suggestions were categorized according to the reasons of the speaking problems. Due to the importance of English language all around the world, English teaching should be improved in our country. In order to improve English teaching, Turkish education system should be improved. However, since education of people takes too much time, there is no chance to try new techniques, different schedules and various aims constantly in Turkish education system. Because of that reason, previous studies must be examined and formed innovation in the light of these studies. Students begin to take English lessons at an early age but main issue is students' perceptions and attitudes towards English. In order to get more effective results in English language teaching, some measures must be taken.

Curriculum used in Turkish education system should be revised. There were lots of tasks and topics to teach in a short time but this academic year in some levels such as 6<sup>th</sup> and 7<sup>th</sup> have been reduced so that learners do not have to learn many different topics

in a year. In former system, students were exposed to a grammar-oriented-approach in order to learn all according to the curriculum and students were like grammarians instead of users of the target language. This prevents students about producing their own utterances. But, with fewer topics and more activities, students can learn and internalize the language for communicative purposes. They express whatever they want with ease. In short, the schedule should be redesigned; topics should be reduced and taught in a longer period.

Firstly, students sometimes have negative attitudes towards their teacher. Teacher is the authority in Turkish education system and he/she has a crucial effect which can totally change learning process for learners in a negative or positive way. Karahan (2007) says that the role of the teacher might be an important factor for setting the appropriate classroom environment to make students be willing to practice English with other Turkish students. The most important thing for the teachers is to be aware of students' needs, interests and individual differences because some students who have language learning difficulties may need more intensive instruction. According to teachers' observation, this instruction can be one-to-one or small group tutoring, extra time or reduced topic. This is very important to improve language learning process and make it permanent.

Also, teachers should make the learning process enjoyable by using different activities and games in order to get students' attention and get them involved. Providing visual and audial materials gets attention of the students, motivates them, and provides a permanent learning and critical thinking. Listening or singing songs, playing games, reading books, watching videos and movies are useful activities in English language teaching. According to previous researches, the most useful activities to promote speaking in the classroom environment are discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and finding the difference. (Kayi, 2006)

Topics and contents should be related to students' interest and involve daily activities so that student can use English in daily conversation. During the lesson, teachers reinforce the students positively and minimize criticism. Correcting mistakes immediately is not always a good idea. Especially for shy students, it causes self-

confidence problems. Teachers must do this in a gentle way. On the other hand, teachers should be the role model for the students instead of authority and whenever students have difficulty, they should be supportive. Transition into a student-centered learning changes the authority. In addition, in a student-centered learning environment, both teachers and students should speak English as much as possible. Using English during the class is useful not only for pronunciation but also for using grammar and vocabulary. As they get accustomed to speaking, they speak without hesitation. This will increase students' proficiency faster. One last thing which is supposed to do by the teacher is writing aims on the board at the beginning of the lesson. When students are aware of the aims in grammar topics and vocabulary or oral activities, they are motivated to learn and are prepared for the lesson. When they know what they will learn, they understand better and show better performance in the process of language learning.

Personal factors also cause important speaking problems. In order to overcome these problems, teachers should encourage students. There must be a relaxing classroom environment. There must be an active interaction between teachers and students so that students can feel comfortable. Self-esteem and anxiety are the most common factors which can ruin language learning process. Students often make mistakes; forget words which they are going to say or mispronounce of the words when they are anxious or lack of confidence. Beside this, students should not be interrupted while they are speaking English. This makes students unwilling about speaking. Instead of interrupting or correcting mistakes, students should be encouraged by positive reinforcement.

Another suggestion is about classroom environment. Each student must feel comfortable during lessons and have equal opportunity. If there is a relaxing classroom environment, students are not afraid of speaking in front of the classmates or they are not afraid of making mistakes. This is very important because the main problem which students face is laughing at each other while they are speaking. In some situations, especially if most of the students are unsuccessful, teachers focus on particular students who are more successful. Such an attitude clears away equality of opportunity.

Also, some educational programs such as Erasmus contribute students' speaking fluency. Thanks to these programs, students have a chance to practice with native

speakers or English speakers from different countries and learn different cultures. Knowing cultures, customs and daily life of a nation provide students to understand native speakers of the target language and learners do not have negative feelings which are one of the most negative obstacles in language learning.

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## APPENDICES

### QUESTIONNAIRE

Nationality: TC ( ) Other ( )

Gender: Female ( ) Male ( )

Age: .....years

Year of University: First ( ) Second ( ) Third ( ) Fourth ( ) Fifth ( )

How long have you been studying English language? ..... years

Have you ever studied abroad? Yes ( ) No ( )

In your previous degree, have you studied English? Yes ( ) No ( )

Please read the statements below numbered from 1 to 25, which are related to students, and for each statement give your opinion putting **X** under one of the options.

**SD: Strongly Disagree, D: Disagree, NA: Neither Agree, A: Agree, SA: Strongly Agree**

	SD	D	NA	A	SA
1. I do not want to speak in English.					
2. I have difficulty while speaking English because I do not feel confident and relaxed.					
3. I get excited while speaking in English.					
4. When I get excited, I forget what I have planned to tell.					
5. I do not know how to study for speaking skill.					
6. I am afraid of making mistakes while speaking in English.					
7. I am afraid of not being understood by the others while speaking in English.					
8. I cannot gather my opinions and express them.					
9. I prefer only learning the structure of English, not speaking.					
10. I cannot speak in English because I do not understand what the others say.					
11. While speaking in English, I cannot remember the English equivalents of the words I am going to use.					
12. I cannot speak in English because of my lack of grammar.					
13. I cannot speak in English because my vocabulary store is not enough.					
14. I cannot speak in English because of my poor pronunciation.					
15. I do not want to speak in English because of my teachers'					

negative behavior.					
. My friends tell the ideas that I think of before me in English lessons. Thus, I do not need to speak.					
. I do not want to speak in English because my friends can mock with my mistakes.					
. I think that nobody would understand me while I am speaking in English.					
. I can't be aware of the mistakes I make while speaking in English.					
. I do not have the turn to speak in English lessons because our class is very crowded and time is limited.					
. I do not participate in speaking in English because I think that the other students are better than me.					
. We do not speak in English actively in the classroom.					
. I have difficulty because of thinking in Turkish before speaking in English.					
. I think my teacher is not interested in what I say while I am speaking in English.					
. I cannot speak in English because I do not have enough knowledge about it. The structures of Turkish and English languages are different.					

## CURRICULUM VITAE

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### Education

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2006-2011 Ataturk University, ELT Department  
2002-2006 Erzincan Anatolian High School  
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