



**TÜRK ÖĞRENCİLERİN İNGİLİZCE
KONUŞMA EĞİTİMİNDE KARŞILAŞTIKLARI
ZORLUKLARIN ÇEŞİTLİ DEĞİŞKENLER
AÇISINDAN İNCELENMESİ**

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TÜRK ÖĞRENCİLERİN İNGİLİZCE KONUŞMA EĞİTİMİNDE
KARŞILAŞTIKLARI ZORLUKLARIN ÇEŞİTLİ DEĞİŞKENLER
AÇISINDAN İNCELENMESİ

(An Assessment of the Difficulties Encountered by Turkish EFL Learners in
Speaking Education in Terms of Different Variables)

DOKTORA TEZİ

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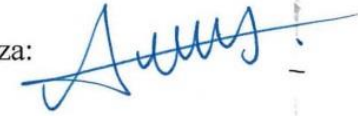
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Doktora Tezi olarak sunduğum “TÜRK ÖĞRENCİLERİN İNGİLİZCE KONUŞMA EĞİTİMİNDE KARŞILAŞTIKLARI ZORLUKLARIN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ” başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

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ÖZET

DOKTORA TEZİ

TÜRK ÖĞRENCİLERİN İNGİLİZCE KONUŞMA EĞİTİMİNDE KARŞILAŞTIKLARI ZORLUKLARIN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ **Sanaz NOZAD**

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Konuşma becerisi yalnızca en önemli değil aynı zamanda en zor edinilen dil becerisidir. Bu çalışmanın başlıca amacı İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin konuşma becerisini öğrenirken yaşayabileceği zorlukları tespit etmektir. Aynı zamanda konuşma öğretimi ve öğreniminde yararlı olabilecek konuşma etkinlikleri bulmayı da amaçlamaktaydı. Öğretmenin ana dili ve öğrencilerin sözlü performansları arasındaki ilişki de tespit edilmeye çalışıldı. Altmış dört orta-düzey İngilizce öğrencisi seçildi ve dört gruba ayrıldı. Bir grubun dersleri spesifik konuşma etkinlikleri kullanan ve ana dili İngilizce olan konuşma öğretmeni, bir grubun dersleri spesifik konuşma etkinlikleri kullanmayan ve ana dili İngilizce olan konuşma öğretmeni, bir grubun dersleri spesifik konuşma etkinlikleri kullanan ve ana dili İngilizce olmayan konuşma öğretmeni ve bir grubun dersleri de spesifik konuşma etkinlikleri kullanmayan ve ana dili İngilizce olmayan konuşma öğretmeni tarafından verilmiştir. Bütün öğrenciler iki görüşme ve iki sözlü sınava katıldı. Motivasyon yokluğu, çekingenlik, öğrencilerin ana dili ve değerlendirme, öğrencilerin karşılaştığı problemlerden bazıları olarak tespit edilmiştir. Bulgulara göre, film seyretmek ve kitap okumak İngilizce öğrenenlerin sözlü performansları üzerinde olumlu etkiye sahiptir. Konuşma sınavı puanlarının karşılaştırmalı analizi öğretmenin ana dili ile öğrencilerin sözlü performansları arasında ilişki olmadığına işaret etmektedir.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce Öğrencileri, Konuşma Etkinlikleri, Ana dili İngilizce Olan Konuşma Öğretmeni, Ana dili İngilizce Olmayan Konuşma Öğretmeni

ABSTRACT

Ph. D. DISSERTATION

AN ASSESSMENT OF THE DIFFICULTIES ENCOUNTERED BY TURKISH EFL LEARNERS IN SPEAKING EDUCATION IN TERMS OF DIFFERENT VARIABLES

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Speaking skill is mentioned not only as the most important but also as the most frustrating language skill. The major purpose of this study was detecting the difficulties which can be experienced by Turkish EFL learners while learning speaking skill. In addition it aimed at finding some speaking activities which might be useful in teaching and learning speaking skills. The effect of teachers' mother tongue on students' oral performance was also tried to be determined. Sixty four intermediate EFL learners were selected and divided into four groups. One group was taught by a NEST applying specific speaking activities, one group was taught by a NEST with no specific speaking activities, one group was taught by a NNEST using specific speaking activities and one group was taught by NNEST with no specific speaking activities. All students participated in two interviews. Lack of motivation, inhibition, students' mother tongue, and assessment system were found as some of the difficulties which students encountered. According to the findings, watching films and reading books have a positive effect on EFL learners' oral performance. Analysis of the oral exam scores indicated that teachers' mother tongue has no effect on students' oral production.

Key Words: EFL learners, speaking difficulties, speaking activities, NEST, NNEST, oral performance

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
FL	: Foreign Language
L2	: Second Language
NEST	: Native English Speaker Teacher
NNEST	: Nonnative English Speaker Teacher



CHAPTER ONE

1. INTRODUCTION

1.1. Background

As the lingua franca of the world, English language plays a crucial role in global communication. It means that in order to be able to communicate effectively with the people from different countries and cultures, one should possess the knowledge of this language and try to improve the four language skills, that is, listening, speaking, reading and writing among which speaking is considered as the most important one (Oradee, 2012). Regarding EFL contexts where learners do not have any opportunities to speak outside the classroom, speaking is the most problematic skill that learners face with. However, it is the most essential skill which is the sign of one's knowledge about the language and which is in turn the most influential factor in making one to be a successful communicator (Richards, 2008).

In the world of globalization people are required to have the proper knowledge of English and to be able to express themselves in English, That is, for being accepted by a reputed company or university, one is demanded not only to have the necessary qualifications but also to have a good knowledge of English (Yahya, 2012). However knowing grammar and vocabulary of a foreign language is not enough for learning that language, instead it requires the integrating of listening, speaking, reading, and writing which are four basic language skills. Yet, in order to learn to speak a foreign language, one should be able to interact with others which makes it difficult to learn a foreign language in formal classroom settings in which there are not enough opportunities for interaction (Shumin, 1997).

Comprehensible input which can be understood by the learners but, which a bit challenging for them is an important part of language learning. It makes the learners understand what other people are talking about, meanwhile they may need more than what they know (Krashen, 1985). Learners make some hypotheses about the language that they are learning and in case of mismatch between the input and their hypotheses,

they have to modify their hypotheses which lead to their development in learning a language (Gass, 1997). For learning to happen, input should be accompanied by comprehensible output. Learners attempt to express themselves through output and in case they cannot make themselves understood, they try to modify their output (Swain, 1985). Receiving input and producing output, are two steps for starting an interaction which is essential for language acquisition. Learners use language in order to exchange information, that is, they try to settle a meaningful negotiation (Long, 1985). Participating in collaborative dialogue also is very useful for language learning. Learners try to build their linguistic knowledge, solve problems, and make a meaningful interaction which improves their proficiency (Swain, 2005). Furthermore, paraphrasing, gesturing, and asking for clarifications are some communication strategies that learners have to use in order to overcome some communication problems (Canale & Swain, 1980).

Since the need for speaking English has increased, English language teachers and researchers have become more interested in finding more efficient ways for teaching and learning English and as a result EFL education has gained more attention. Determining the difficulties which prevent EFL students from speaking English can be the first step in finding effective and practical methods. However, difficulties experienced while learning how to speak English may vary from one student to another which requires a thorough and detailed research on half of the researchers (Rabab'ah, 2005).

Exposing students to the adequate amount of natural input is a common way of starting teaching speaking skills which is preferred by many language schools around the world (Gass, 1997). To do this, these language institutions hire native speakers for teaching speaking skills and it is believed that native speakers might be better teachers as they provide students with natural input.

1.2. Statement of the Problem

Living in a technology-driven world makes it easy and sometimes necessary for us to be in contact with the people from different countries with different cultures and languages, that is, to be more successful in various fields such as politics, economics,

commerce, education and etc, we need to have a relationship not only with our country men but also with other nations. Thanks to the technology, it is now possible for us to be in touch with people around the world while sitting at our own home. Now that it is easy to get in touch internationally irrespective of how far they are from us; the only thing to be done is being able to understand and to be understood which is possible by using a common language, that is, English.

However, learning English is not an easy task for the people who want to learn it as their second or foreign language. While learning English as a second language people are exposed to English language constantly since they live in an English speaking country which in turn makes it easier for them to learn it (Stern, 1983). On the other hand, while learning English as a foreign language there isn't enough exposure to English language which is limited to the formal education presented in classrooms. In this context what makes students successful language learners depends on various factors such as teachers, teaching materials and teaching methods (Moeller & Catalano, 2015).

Nevertheless, learning a new language in a formal context may bore the students as they have to deal with the grammar rules which makes this process similar to other school subjects like mathematics, history and etc. For example in Turkey, despite taking English lessons through all school years, students still find it very difficult and even impossible to learn English (Cetintas, 2010). This is due to Turkish education system which concentrates on teaching grammar rules in Turkish language with no English input (Uysal & Bardakci, 2014). Although students can be successful in learning English grammar, they cannot express themselves in English. It means that learning English grammar rules in classrooms not only may bore the students but also may not be sufficient for learning four important language skills, that is, listening, speaking, reading, and writing (Askeland, 2013).

So, effective way of teaching and learning a foreign language requires a thorough analysis of students, their aim of learning, teachers, teaching materials, teaching methods, and many other variables.

1.3. Significance of the Study

Importance of English language makes learning it necessary for people from different countries, that is, in many countries in order to have a good occupation or to study in a good university, one has to pass one of the English proficiency tests (Yan, 2011). For example, most of Turkish people try to learn English for increasing the chance of finding a good job or applying for a higher education (Bardakci, 2014). So in such countries learning English is an obligation and people have to find ways for learning it. As a place where people can learn English, language schools play an important role at this point.

Listening, speaking, reading, and writing are four necessary skills for learning a language, however, like most of the people, Turkish EFL learners find speaking skill as the most difficult one (Aleksandrak, 2011). The present study can be useful in finding effective teaching methods through detecting the difficulties that students may face with while learning a foreign language. This study can be of considerable interest to language schools' administrators and English teachers because analyzing the problems which are experienced by the students can help them in choosing the more appropriate and useful teaching methods and materials. The present study can also make language schools' administrators feel more confident while making a preference between native and non-native language teachers.

1.4. Research Questions and Hypotheses

The research questions formulated for the purpose of this study are:

1. What are the difficulties experienced by Turkish EFL learners in learning speaking English?
2. Do speaking activities have any effects on Turkish EFL learners' oral performance?
3. Does teachers' mother tongue have any effects on Turkish EFL learners' oral performance?
4. What are Turkish EFL learners' attitudes towards speaking activities?
5. What are Turkish EFL learners' attitudes towards native and nonnative teachers?

The hypotheses formulated for the purpose of this study are as follow:

1. Speaking activities have no effects on Turkish EFL learners' oral performance.
1. Teachers' mother tongue has no effects on Turkish EFL learners' oral performance.

1.5. Definitions of Key Terms

The important terms used throughout this study are as follows:

First language is defined in the *Oxford Advanced Learner's Dictionary* (Hornby, 2006) as the language that is learned first by a child and which he/she can speak the best.

English as a foreign language is defined in the *Longman Dictionary of Language Teaching and Applied Linguistics* as one of the school subjects in the countries where English is not the language through which people communicate or learn other school subjects (Richards, Platt, & Platt, 1992).

Mother tongue: the first language that a child learns through interacting with older family members (Unesco, 2003).

Native speaker of language: "A person is considered as a speaker of his or her native language. The intuition of a native speaker about the structure of his or her language is one basis for establishing or confirming the rules of grammar. A native speaker is said to speak his or her native language natively" (Richards, Platt, & Platt, 1992, p. 241).

1.6. Organization of the Thesis

This thesis consists of the following sections:

First chapter provides the readers with the problems and significance of the study. research questions are also provided in this section.

Second chapter reviews the related previous research.

Third chapter gives information about the participants, instruments and procedure of the study.

Fourth chapter presented the results of the study using tables and figures.

Fifth chapter includes discussion, implication, further research, limitation and conclusion sections of the study.



CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Introduction

People decide to learn a new language for various reasons, for example some people would like to learn a language due to occupational reasons, while others want to learn a new language in order to go abroad and become familiar with different people and cultures (Yang, 2011). Still there are some other people who learn a L2/FL as an activity for their free time. Regardless of all these reasons, it can be stated that people use languages in order to take part in a communication with other people and express themselves during interaction which means that languages exist due to the mankind's desire to communicate. "The goal of teaching a language is not the language itself, it is efficient communication in the language" (Hemerka, 2009, p. 11).

As one of the four language skills, speaking is not just memorizing vocabulary or mastering grammar rules, instead it is a complex process in which succeeding requires overcoming many different obstacles. It is considered not only as the most important language skill but also as the most difficult one which is claimed to be the main reason in making language learners feel frustrated while learning a second language (Chastain, 1988). Therefore, recognizing difficulties experienced by second language learners should be regarded as an essential step in successful learning and teaching speaking language skill which in turn requires a thorough analysis of the factors contributing to learning a second language.

This chapter reviews literature on the problems that may hinder EFL learners from learning speaking skill and speaking activities that can be useful in teaching speaking skill, it also reviews previous studies on teachers' first language and its relationship with EFL learners' oral performance.

2.2. Difficulties Faced by EFL Learners While Learning Speaking a Second Language

Speaking which is considered as one of the most significant four skills can be defined as the ability that helps people to use their linguistic knowledge while conducting a real communication (Afisa, 2015). However, teaching and learning speaking skill is not an easy task and EFL learners usually experience many difficulties while learning this skill (Ur, 1996). According to Loubazid (2012) linguistic problems such as lack of vocabulary, pronunciation mistakes, and grammar mistakes should be taken into account as one group of problems that can be encountered by EFL learners. Other factors that can be considered as hindrance in learning speaking skill are psychological problems among which, lack of confidence is the most important one (Ebata, 2008). Insufficient strategic and communication strategies can also result in experiencing difficulties while speaking (Raba'ah, 2005)

2.2.1. Second language acquisition

Any language learnt other than the first language is usually called as the second language, however there is another view which differentiates second and foreign language, that is, while second language is used socially and institutionally among the people living in the community where people with different mother tongues live, foreign language is considered as a language which is just used and learnt in the classroom rather than the community (Ellis, 2008).

Second language research has always been regarded as an important research area as it provides explanation for both the ways that a person learn to speak a second language and the kind of influential factors in the process of learning (Paakki, 2013).

2.2.2. Communicative competence

According to Ellis (2008), description of learners' competence is the primary aim of second language research; however, competence is defined in different ways based on the opinions of different researchers. While some researchers define competence as the knowledge of the grammar of the L2 which is referred to as linguistic competence (Chomsky, 1957), others define it as knowledge of both the L2 grammar

and of how this system is put to use in actual communication, that is, communicative competence (Savignon, 1972; Canale & Swain, 1980; Bachman & Palmer, 1996).

Nevertheless, for learning a new language both linguistic and communicative competence are needed. In order to take part in class activities and learn from those activities, EFL learners should be equipped with communicative competence which can help them to say the correct thing in a correct way and to the correct person in a correct time. It means that for a successful communication, linguistic competence is not sufficient and should be accompanied with other conversational and sociolinguistic skills (Nunan, 1999).

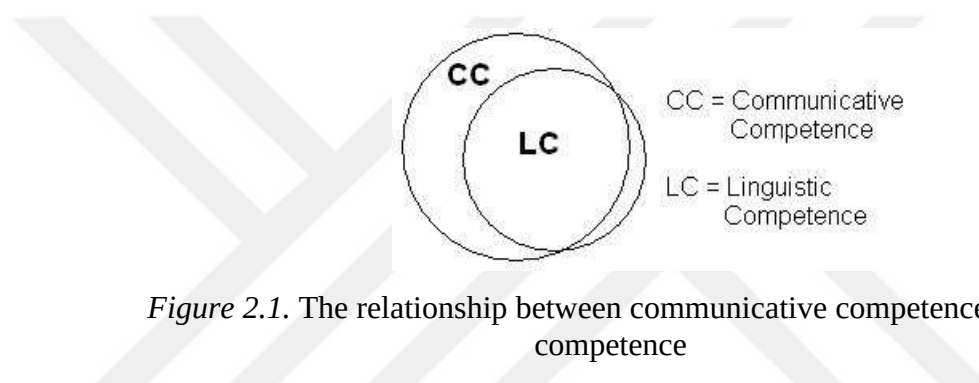


Figure 2.1. The relationship between communicative competence and linguistic competence

Source: Allwright (1976, p. 3)

As it is shown by Figure 2.1 linguistic competence should be considered as a part of communicative competence, that is, while gaining linguistic competence, one can miss a great part of communicative competence, however gaining communicative competence is accompanied by acquiring most part of linguistic competence and missing just a small part of it (Allwright, as cited in Brumfit & Johnson, 1979, p. 168).

In short “communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly” (Yule, 2006, p. 169). Grammatical competence, sociolinguistic competence, and strategic competence are three components of communicative competence. A successful communication requires the mixture of these three components, that is, in order to interact with others, one needs the ability to use the correct words and grammar (linguistic competence), he/she should also know how to use the language appropriately based on the social context (sociolinguistic

competence). In addition he/she should be able to handle communication problems while interacting with other people (strategic competence) (Yule, 2006).

2.2.3. Relationship between competence and performance

The knowledge of a language which is needed for production and comprehension of sentences, recognition of mistakes and in short what a person has to know in order to use that language is referred to as competence while the actual speech uttered by the person based on his/her language knowledge is called performance (Taha & Reishaan, 2008). According to Chomsky (1965), a person with a perfect knowledge of the language who can use this knowledge in making actual utterances without being affected by distractions, errors, memory limitation, and etc., can be regarded as an ideal speaker-listener.

For a competent speaker, knowing how to make meaningful sentences is not sufficient, rather he/she needs to know how to use this knowledge to influence his/her audience in a way that he/she wants. In addition he/she should know how to start, maintain, and end the conversation, that is, there are lots of requirements for being a good speaker which cannot be achieved without efficient use of vocabulary, structures, and a good knowledge of pronunciation (Hemerka, 2009).

2.2.4. Communication strategies

Speaking with native speakers in real life situations is somehow different from speaking in formal class settings. One can face many difficulties while speaking with native speakers out of the language classes although he/she may be a successful speaker of the target language in these classes (Yang & Gai, 2010). One factor which should be considered essential for improving communicative competence and second language acquisition is real-life interaction. Everyday conversations take place without any planning and they continue spontaneously, so communicators should know how to deal with unexpected situations (Peloghiities, 2006). Language learners can use communication strategies in order to compensate for their language deficiency. Confirmation check, asking for clarification and comprehension checks are some strategies that can help language learners to maintain the conversation (Nakatani, 2010).

2.2.5. The speaking process

Speaking is a process through which speakers produce meaningful messages which can be understood by their audiences. In order to create a message, speakers turn their thought into the language product by choosing suitable linguistic features (Burn & Joyce, 1997). According to Chastain (1988), while in normal situation this process takes place subconsciously, in formal situations linguistic features are selected more consciously. Regardless of the situation, speakers need to “activate relevant schemata from specific contexts to convey meaning for a definite purpose with an intended audience in mind” (p. 274). In other words, speech production consists of two cognitive level in which speech plans are made based on the linguistic knowledge and physical level in which speech plans are executed. Both levels can be helpful in finding the reason of difficulties that may be experienced by speakers (Paakki, 2013).

2.2.6. Types of spoken language

There are two types of spoken language, that is, monologue which is divided into planned and unplanned forms and dialogue which is divided into interpersonal and transactional forms (Ma, 2010). In monologue one person talks for a specific period of time like lectures, speeches in which the listener needs to process language with no interruption (Puchalska-Wasy, 2010). Planned monologues are more difficult than unplanned ones due to their amount of redundancy. Dialogues which are performed by two or more speakers might be aimed at improving social relationship which is called interpersonal or they can be conducted for exchanging the facts and the truths which is referred to as transactional (Brown, 2001).

In talk as interaction which can be formal or informal based on the situations in which they take place, the speakers and the way that they express themselves are more important than the message itself (Brown & Yule, 1983). Social function, role relationships, speakers' identity, formality and informality, conversational conventions, politeness, generic words, conversational register, and join construction are important features of talk as interactions. Considering talk as transaction, the message and its accurate and clear convey is more significant than the speakers and the way they interact (Richards, 2008).

2.2.7. Characteristics of spoken language

According to Brown (2001), what makes spoken language be considered as an easy or sometimes as a difficult task are some particular features of this form of language. These characteristics can be listed as follows:

Clustering: fluent speech can be achieved by preferring phrases to words

Redundancy: in order to make the message meaningful and clear, speakers use the redundancy of language.

Reduced forms: students usually find it difficult to use contractions, elisions, reduced vowels, and other reduced forms which cause problems in teaching and learning spoken language.

Performance variables: the ability of speakers to know how to hesitate and use fillers like um, well and etc while thinking.

Colloquial: students need to know idioms and phrases of colloquial language and should be able to use them in their speech.

Rate of delivery, is important in making the speech fluent, students need to learn to speak at an acceptable speed.

Stress, rhythm, and intonation: ideal pronunciation requires the knowledge and use of stress, rhythm and intonation.

Interaction, is the ability to create: “conversational negotiation” (p. 271).

2.2.8. Speaking difficulties

Many students feel embarrassed when they are asked to talk in EFL classes. They believe that talking in the target language which they are not mastered enough may result in making grammatical or pronunciation mistakes which in turn make other students laugh at them. As a result, in order to avoid such an embarrassing situation, they prefer to be silent in the class. This problem which is called inhibition is one of the most common speaking problems that teachers face with in EFL classes (Tuan & Mai, 2015). Students’ mother tongue can also cause some problems when all students share the same one. In this case, students prefer to use their mother tongue as it is more

natural and comfortable for them to express themselves. In such classes teachers should encourage students to use the target language and the use of students' mother tongue should be forbidden (Harmer, 1991).

Students also feel difficulty in expressing themselves when they are asked to talk about topics which are chosen by their teachers. They may not be interested in the topic and as a result they may not have any idea about that topic. It is also possible for the students to experience difficulty when they try to find appropriate vocabulary or make grammatically correct sentences about the topic that they have not much information (Baker & Westrup, 2003). Another problem which is common in language classes is the unequal participation. Especially in more crowded groups it is very difficult and sometimes impossible to provide time for all students to speak. So just one or two students can express themselves while others are just listening to them (Tuan & Mai, 2015).

2.2.9. Factors effecting oral production

There are many factors that can impact language learning and as a result the speech production of EFL learners (Paakki, 2013). These factors should be taken into consideration while learning and teaching a L2/FL.

2.2.9.1. Gender and age

Gender of the language learners and its effect on language learning have been researched for many years. However, there is a disagreement between researchers on whether boys or girls are more successful language learners. While girls may outperform boys in some aspects of language learning, boys can be more successful in learning other aspects (Chastain, 1988). This can be happened due to the physiological differences between males and females which lead in different cognitive ability and learning style (Keefe, 1982). As another biological variable that can influence language learning, age has been considered as one of the most critical issues in learning a L2/FL. It is believed that younger language learners are more successful than older ones. Children have more social and psychological flexibility as they haven't experienced the

feeling of belonging to a particular group with a specific language and culture yet (Chastain, 1988).

2.2.9.2. Intelligence and aptitude

According to Spolsky (1989), intelligence has a positive relationship with foreign language learning in formal contexts like classrooms, that is, the learners with high IQ can get higher scores comparing to those with lower IQ. However there is no relationship between intelligence and EFL learners' social and informal functions. Apart from intelligence, in order to be successful in language learning, students need some specific abilities which cannot be taught or learnt. These abilities are called as aptitude and it is due to these kinds of abilities that some EFL learners are believed to be better and faster than the others (Carrol & Sapon, 2002).

2.2.9.3. Learning styles

Learning styles are considered as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe as cited in Brown 2000, p. 114). It is stated that matching teaching methods to students' learning styles can result in more successful teaching and learning, that is, by detecting their students' learning styles, teachers can choose the suitable teaching method which can make students more interested. There are different types of learning styles, for example one type differentiates between field independent and field dependent styles (Grabeic, 1998.). People with field independent style are good at concentrating on what they are doing even while there are lots of distractions because they are better at seeing the parts of events rather than their relationship as a whole. On the other hand, people with field dependent style are better at seeing the event as a whole (Brown, 2000). Another learning style which is similar to field dependence and field independence is left and right brain functioning. Considering EFL classrooms, left-brain-dominant people can learn deductively while right-brain-dominant learners can learn better inductively (Stevick, 1982). There are other types of learning style that should be taken into account while learning and teaching a L2/FL

language such as ambiguity tolerance, reflectivity and impulsivity and visual versus auditory styles (Brown, 2000).

2.2.9.4. Motivation and attitudes

Motivation as of the effective factors plays a crucial role in successful teaching and learning. Learners who are more interested in learning a L2/FL are usually better language learners because as human beings, we do something in the best way if we like it (Grabeic, 1998.). Intrinsic and extrinsic motivations are two types of motivation that can impact the learners' success to a certain degree. When an activity is done with no expectation of rewards from the outside world it is said as intrinsically motivated. On the other hand extrinsically motivated activities are done with an expectation for rewards from the outside world (Brown, 2000).

Students usually have some ideas about second language learning before coming to language classes. Their positive or negative attitudes towards language learning can influence their learning in a great extent (Chastain, 1988). According to Gardner and Lambert (1972) the way that EFL learners think about the people whose language they are trying to learn, the way they react to language they are going to learn and learning that language, their attitudes toward the language and learning in general should be regarded as factors that may impact EFL learners positively or negatively.

2.2.9.5. Self-esteem

Self esteem- or self-confidence is an important factor that people need to have for his/her success in any kind of activities. People cannot become successful unless they believe in themselves and their abilities (Brown, 2000). Self-esteem can be defined as individuals' self assessment and their attitudes towards themselves, whether they believe in their capabilities, success and importance (Coopersmith, as cited in Brown, 2000). There are three kinds of self-esteem: global self-esteem which means learners' attitudes toward themselves in general, situational self-esteem which refers to the kind of self-esteem which is required in a specific situation and, task self-esteem that one needs to have while doing a particular task (Brown, 2000).

2.2.9.6. Inhibition and risk taking

Inhibition happens when students feel reluctant and embarrassed to take part in EFL classes. Students prefer to stay silent as they are afraid of making mistakes. It has a close relationship with self-esteem, it means that lower self-esteem can result in higher degree of inhibition. Inhibition also prevents students from taking risks which is an inevitable element of successful language learning, therefore, it can be stated that inhibition has a negative effect on language learning (Grabeic, 1998).

2.2.9.7. Anxiety

Many anthropologists, psychologists, and educators believe that anxiety in general is the physical and psychological fear and threats which a person feels while interacting with the environment (Wilson, 2006). Anxiety has a strong relationship with speech communication. Speaking in different situations especially the situation that requires public speech, no matter in first language (L1) or second/foreign language (L2/FL), may cause anxiety. Anxiety which is limited to second/foreign language learning is called second/foreign language anxiety and it may have more debilitating impact on speaking, as a speaker may experience additional difficulties related to foreign language learning and speaking. A speaker talking in foreign language should choose appropriate lexis, think and organize ideas using appropriate syntactic structure and at the same time should talk with an acceptable accent. All these tasks add to the difficulties of speaking another language and increase the feeling of anxiety (Tanveer, 2007).

2.2.10. Teaching speaking

Although there are different reasons for learning a L2/FL, the main goal of many L2/FL learners is becoming a fluent speaker of that language and their spoken language proficiency is usually considered as a measure for language learning success which in turn stresses the importance of teaching and learning speaking skills (Richards, 2008). Some important issues which must be taken into account while teaching speaking skills are going to be mentioned in this part.

2.2.10.1. Speaking skill and its relation to the other language skills

Despite its significant role in the sequence in which a language is learnt, speaking should not be considered as the students' sole purpose which can be learnt and improved apart from other language skills. In learning a language, all four skills should be taken into consideration as they are interrelated and none of them can be learnt in isolation. For example, while listening and reading skills play a role in improving speaking skill, students' listening, reading, and writing skills can be improved through speaking skill (Chastain, 1988). In order to converse successfully, one should be able to understand what he/she is listening to and then to speak what he/she wants. In addition, while giving lectures, people read their notes before speaking and at the same time, people who are listening to lectures take note while listening. It means that in order to teach a language effectively, all four language skills should be regarded as interwoven, that is, successful learning of one of the skills requires a successful learning of others (Harmer, 2007).

Comprehension and production are two important terms that come to the mind while talking about language skills. They are believed to be the same as competence and performance respectively. Considering four language skills, listening and reading are regarded as comprehensive while speaking and writing as productive skills (Brown, 2000). Similar to the order that children learn their first language, teaching a L2/ FL starts with listening skill and continues with speaking skill. It can be beneficial in different ways, for example learners are first introduced to the sound system of that language which is more motivated for them as its primary stress is on the learners' main interest which is oral communication (Chastain, 1988).

Having learnt the sound system of the new language, it is not required to retain this order, instead teachers can set up other arrangements. For instance, in order to provide students with more efficient listening practice, they may ask the learners to read about a similar topic before listening or the learners can be asked to write about the topic about which they are going to discuss later. By doing this students may feel more confident and comfortable when they are participating in listening and speaking activities as language is processed at the lower speed while reading and writing comparing to listening and speaking. Moreover, writing and speaking activities can be

supported by reading and listening activities which helps students not only to learn the vocabulary needed for the writing and speaking activities but can help them to “activate related schema” (Chastain, 1988, p. 274)

2.2.10.2. Oral performance in classrooms

The oral performance of students is divided into six categories, that is, imitative speaking which is done to put stress on a specific element of language form and has no aim at performing a meaningful interaction, intensive speaking which not just emphasize a particular language form but it is also carried out to practice grammatical and phonological aspect of language, responsive speaking which is the most common oral performance carried out in the classroom that contains students’ short answers to teachers’ questions or the questions and comments that are made by the students; transactional speaking which is performed in order to convey a particular information; interpersonal speaking that is conducted for the purpose of social relationships; and, extensive speaking which is performed by a student in the form of classroom presentations and lectures (Brown, 2001).

2.2.10.3. Teacher talk

According to Yanfen and Zhao (2010), the language which is used by language teachers as a medium of teaching content should be considered as an important and necessary part of language teaching since it provides input for EFL learners. Sinclair and Brazil (1985) describe teacher talk as the language that is used by teachers to give instruction, explain tasks, and check students’ understanding. Teacher talk is believed to be an effective factor in teaching L2/FL because it promotes the interaction between teachers and students which is an inseparable part of language classroom (Yanfen & Zhao, 2010).

Explanations as an important part of teacher talk usually provide students with information about new concepts. However; while explaining something, the teacher is the only person who gives some information to the students who receive that information without any participation. Teachers can make it more interactive by forcing students to participate, for example they can ask students some questions related to what

they explained or students can be asked to convey their interpretations to other students and providing feedback on other students' comments and interpretations (Scarino & Liddicoat, 2009).

Teachers also use most of their class time for asking questions which can make EFL classrooms more interactive. In order to play an interactive role, questions should be used as a means for exploring ideas in a collaborative way through which all students have a chance to participate in an interaction. Another important issue is the type of questions that should be asked in EFL classrooms. There are two kinds of questions that teachers can ask in their classes. First type which is called as display questions are the questions that are asked to extract information and their answers are known by the teacher, the second type which is called as referential questions are used for extracting a meaningful conversation in which all the students can participate (Scarino & Liddicoat, 2009).

2.2.10.4. Interaction in language teaching and learning

Interaction is a social process through which meaningful messages are made, sent and interpreted between interlocutors. It would be a mistake to think that people take part in an interaction to use language, instead people use language because they have something to convey, in other words they use language to talk. This is what makes an interaction a purposeful process (Scarino & Liddicoat, 2009). Considering EFL classes, the great deal of interaction happens between teachers and students which can lead in the success of the class. The opportunity for getting input and providing output can be increased through taking part in an interaction which is beneficial for EFL learners (Yanfen & Zhao, 2010).

However Krashen and Terrell (1983) believe that classroom interactions can be useful in case they are similar to the natural conversation which is conducted for meaningful purposes. Asking and answering questions which is the most common way of interaction in EFL classes is not adequate for a successful learning as in real conversations, participants decide on the topic they are going to talk, they make meaningful sentences in order to express themselves, they participate in conversations unequally, and they decide whether to participate or not.

Classroom interaction is taken place between teachers and students, students and teachers, among students and between students and the people who they listen to or watch their videos while doing a listening activity, or read their writing while doing a reading activity. Class interaction should be designed in a way that provide students with a chance to explore and express their own ideas, understand what other people talk about, and give feedback while encountering their interlocutors' ideas.

2.2.10.5. Teaching interactional talk

In order to conduct interactional talk, learners need to be involved in communicative activities, they should learn how to speak, and listen to other students, and as a result interact with the people around them (Moss & Feldman, 2003).

Students need to know how to perform and manage small talks, open and close a conversation, talk about their experiences, and how to give feedback to what their audience say. Small talk is usually made about something in the immediate environment or something that is familiar to participants. Furthermore, the topic of small talk should be something that participants feel comfortable to talk about, that is, it should be face saving and not face threatening such as weather, sport and etc., and the students should also learn about the situations which can be suitable for conducting small talk (Richards, 2008).

Participating in communicative activities lets students talk about themselves, learn about the culture and find information. Involving in such activities is more useful than teacher-centered classes during which teacher speaks for the most time of the class. Through using communicative activities, passive, boring, and teacher-centered classes can be changed to more active, enjoyable, and students-centered classes which can be the better contexts for students to learn what they want to learn (Moss & Feldman, 2003).

In order to improve the effectiveness of communicative activities, it is better to make students less dependent on their teacher. Teachers should use different methods to express themselves and they have to try to talk as less as possible. Communicative activities should be active and enjoyable activities which motivate students and make them more interested in participating and learning (Moss & Feldman, 2003).

2.2.10.6. Communicative language teaching

Communicative language teaching approach aims at improving students' ability to communicate. Students should be able to make meaningful sentences in order to express themselves and they must also be able to understand their interlocutors in order to conduct a purposeful communication. According to this method, teachers should act as an advisor and most of the class interactions should be performed by the students. Communicative activities play a significant role in the classes teaching through this method, but more important is choosing correct communicative activities. Information gap, choice, and feedback are three important characteristics of communicative activities that must be taken into account while choosing these kinds of activities (Freeman, 2000).

Here are some communicative activities that can be useful in teaching speaking:

Scrambled sentences which focus on cohesion and coherence and students learn how to make unified text by connecting sentences together in a correct way: in these kinds of activities students are asked to unscramble the sentences and put them in their original order in order to write a coherent passage. They are also given a picture strip story and are asked to put the pictures in correct order and write sentences for pictures.

Language games are very common and at the same time they can be very beneficial if planned appropriately because students enjoy and are very interested in playing games. Moreover, language games contain three main communicative features, that is, information gap, choice, and feedback.

In picture- strip- story in which students are divided into small groups and each group is given a strip story, the first picture is shown by one student to others and then they are asked to predict the second picture. These kinds of activities can be very useful as students have to work together in order to solve a problem.

Role play is considered as one of the most recommended communicative activities because it gives the students the chance of having different social roles while communicating in different social contexts. Students have the opportunity to express themselves and understand what other students say and it provides a natural context in the classroom which is more motivating (Freeman, 2000).

Conversation which can be started with a more controlled one and become more natural as it continues is an important and common form of speaking activities. Before taking part in a conversation, students are taught the ways of opening and closing conversations, asking for clarification, using the fillers, using vocabulary and paraphrasing. By taking part in conversations, students have opportunity to practice and make use of what they learnt in a more natural way (Nolasco & Arthur, 1987).

Class survey is regarded as a useful activity that all students can participate. Students are divided in large groups and each group prepares some questions about the particular topic. Then they move around the class and ask other groups to answer their questions. At the end, all the members of the group discuss the answers and one student reports their findings to other students (Thornbury, 2007).

Academic presentation aims at giving lectures about specific academic genres. Students should practice and discuss the necessary vocabulary and grammatical structures suitable for this kind of presentation. They should attend other peoples' presentations or watch the videos of presentations as a model before giving their own lecture (Thornbury, 2007).

Discussion as an interactive activity can be very useful in improving students' speaking skill. However; for conducting a useful discussion some criteria must be met. For example, debatable topics which can elicit different ideas from different participants should be selected and students should be able to participate in topic selection. Chosen topic should also be interesting for the students, therefore they can talk about it more naturally as they have lots of ideas regarding that particular topic (Dakowska, 2005).

2.2.11. Previous studies

Teaching and learning speaking skill can play an important role in language education since it is regarded as one of the most significant language skills (Nunan, 1991). In this regard, teachers should try to find useful methods of teaching speaking skill which also requires a thorough examination of the factors that may prevent EFL learners from effective learning of speaking skill (Loubazid, 2012). Much research has been conducted in order to investigate the problems that may interfere with EFL learners' ability to speak a language effectively, fluently, and accurately.

Yahya (2012) investigated the difficulties of language learning and if the students' answers are different based on their gender and school. The participants of the study were 150 students with intermediate and advanced level of English proficiency. The findings of the study displayed that the mean of students' responses in instructional factors domain was 3.32 which was considered as moderate. Regarding personal factors domain, the responses of students were moderate with the mean of 2.75. Students' responses in linguistic factors domain and social cultural factors domain were moderate with the mean of 2.87 and 3.22 respectively. For analyzing the differences between students' response based on their gender, a T-Test was applied. According to this analysis, there was no statistically significant difference between male and female participants, $r: .59$. In order to see if there was a difference in participants' responses based on their school type, another T-Test method was applied and no significant differences were found, $r: .54$.

Sawir (2005) studied the problems experienced by international students in EFL classes. All the twelve EFL learners who took part in the study, were asked to participate in an interview in order to express their ideas about English language learning. Students were asked to talk about their beliefs about language classrooms' practices, the useful sources that lead in improving their ability to use the language, and the difficulties they faced with during learning the language. It was found that students' previous experience of language learning had a positive relationship with the way they dealt with the academic requirements of the Australian University. The findings also showed that students had no chance of participating in conversations before coming to Australia as classroom instructions focused on the grammar rules rather than conversations which in turn made the students give more importance to grammatical structures. As a result, they could not "communicate effectively, socially, and academically" (p. 577).

Pawapatcharandom (2007) investigated the difficulties in language learning and strategies that were used by the learners. The participants were thirty undergraduate Thai students studying at Mahidol University. All the participants passed the English language proficiency test. Some participants took the exam which was conducted by the university as the entrance exam and some took TOEFL or IELTS. The students who took TOEFL had to get 550 and those who took IELTS had to get 6.0. All the

participants filled in a questionnaire consisted of three parts, that is, demographic information, problems of English learning, and the strategies used by them.

Data analysis revealed that students experienced serious difficulties in understanding a native speakers' tone of voice, it was also difficult for them to understand a native speaker' culture and attitudes, they could not understand a native speaker while he/she spoke at normal speed, and the lowest problem was understanding a native speaker while giving classroom lectures. Results also showed serious speaking problems: students had problems in expressing themselves, they were not able to conduct a formal conversation in English, they found it uncomfortable to talk to a native speaker, and the lowest problem was finding easy to express themselves.

Regarding the problems related to reading skills, it was found that students had difficulties in learning idioms, reading academic textbooks also cause some problems, they also found it difficult to summarize the passage and guessing the meaning of vocabulary was the lowest problem. Some writing problems were also found. According to the results, students found it difficult to write an essay within a short time, writing academic papers was also difficult for the students, using correct form of grammatical rules while writing was another problem, and choosing suitable vocabulary while writing was found to be difficult.

Sociocultural aspect of language learning was another problem facing the participants. Data analysis showed that students did not associate with native speaker as they did not have time, participants did not like an English society and as a result they did not like to learn English culture, and the students did not like to become friends with native speakers. The findings also revealed some problems that students experienced while communicating internationally: students felt embarrassed due to their pronunciation when they wanted to talk in the target language, it was difficult for them to adapt themselves to a new situation, and class presentation was another problem. Metacognitive strategies were the most common strategy used by the Thai participants in this study.

In his study, Hemerka (2009) examined the frequency of speaking problems, the students' reflection on the problems, and the relationship between speaking skill and other three skills, that is listening, reading, and writing. Fifty intermediate students took

part in the study and they were divided into two groups (students from language schools and students from grammar schools), all of them were asked to fill the questionnaire consisted of two parts. The first part asked about students' self-evaluation, reflection, and their purpose of learning a FL in general while the second part solely concentrated on speaking skill.

According to the results, listening was the most problematic skill and reading was found as the least problematic one for the language school while for the grammar school, speaking was the most problematic skill and reading the least problematic one. Considering students as a whole, listening was found as the most and reading as the least problematic skills. Considering the frequency in which students use language skill, the order of speaking, listening, reading, and writing was found. 50% of students found the importance of good spoken performance high, for 36% of the students it was vital and 14% mentioned it as medium. While overall quality of oral performance was regarded as important, students felt less anxious about the grammar accuracy.

Another study which tried to find English speaking problems was conducted by Gan (2012). Twenty students who were studying in a teacher training institution in Hong Kong participated in this study. All the participants took part in a semi-structured interview and were asked to talk about their experiences while learning English. Data gathered from the interviews were analyzed qualitatively. According to the results, almost all of the students mentioned that they could not speak fluently due to their knowledge of vocabulary, they also believed that grammar rules hindered their oral performance as they had to think about the rules while they were talking. Pronunciation was another factor that students believed caused them some problems, they said that they could not talk fast as they had to think carefully before pronouncing a word.

In a comparative study, Paakki (2013) explored difficulties that Japanese and Finn EFL learners may encounter with. According to the results, both Japanese and Finn EFL learners felt embarrassed while speaking in English, they also had problems with grammar and vocabulary. He found that instruction and input, accent, age, social and individual factors should be considered as the main reasons for the difficulties experienced by these students.

In a study conducted by Bilal, Tariq, Rashid, Adnan, and Abbas (2013), the percentage of students who decided to learn English in order to improve their speaking skill, the percentage of students whose aim of language learning is passing an exam for occupational or educational purposes, and main factors that may hinder learning speaking were examined. Fifty high secondary Pakistani students took part in the study and data were collected through a questionnaire.

Analysis of the data showed that students did not know enough vocabulary for expressing themselves in English, they had problems in understanding English, families were not educated enough to help them, students did not have the opportunity to speak and practice English, there were no speaking classes at their school, English teachers were not expert enough, most of the students found English as a hindrance for continuing their education which was the sign of low motivation for learning English, students preferred to use their mother tongue (Punjabi) in classes, and 90% of them used Urdu when they were asked to speak and write in the second language. Regarding the purpose of the students for learning English, the study found that 64% of students learnt English in order to improve it, 34% learnt it for occupational reasons, and the aim of 56% of students was to pass the exams.

Al Hosni (2014) investigated major speaking problems that grade five Omanis students may experience and the factors that may cause such problems. Probable difficulties faced by the students were observed during classes and were confirmed by asking for students' beliefs through conducting four semi-structured interviews. To examine the role of the curriculum considering problems that might be encountered by the students, the analysis of the curriculum was done and all the data were analyzed qualitatively. According to the findings of her study, linguistic difficulties, the use of mother tongue, and inhibition were the most significant difficulties in speaking English. She also found that teachers' perceptions and tactic beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities and assessment regulations were five factors that result in difficulties in speaking English.

In another study conducted by Al-Jamal and Al-Jamal (2014), the difficulties that might face EFL learners were examined. According to 566 undergraduate students taken part in his study, low self-confidence prevents them from communicating

efficiently in English. To see the difficulties experienced by Jordanian students, a questionnaire was used and based on the analysis of this questionnaire, 85.2 percent of the participants believe that their poor speaking skills prevent them from participating in English conversations. Meanwhile, a semi-structured interview was conducted to examine the participants' perception of their English speaking difficulties which revealed that the majority of the students are not pleased with their English speaking performance. About 69.2 percent of the participants claimed speaking skills courses that they attended were not good and adequate for teaching speaking skills. The result of this study also revealed that the most significant problems are the programs and curricula used to teach speaking by English department. Based on the findings of this study, other obstacles that should be taken into account are the irrelevancy of the text book content and learners' real life, students' tendency toward English and the lack of rules and vocabulary memorization.

In their study Tuan and Mai (2015) aimed at examining the problems that EFL learners can face while learning L2/FL. Two hundred and three students and ten English teachers took part in this study. All the participants were asked to fill a questionnaire. Meanwhile, researchers attend the classes in order to observe the way that teachers manage speaking classes, students' performance, and the problems that they have during the class. According to the findings of the study, there were many various factors that can affect students' oral performance. The results showed that 90% of teachers believe that students' oral performance was affected by topical knowledge, 80% of teachers agreed that it was students' listening ability that influenced their speaking performance, and for 80% of teachers students could not be successful enough in speech production due to lack of motivation. Another factor which was mentioned by 70% of teachers was feedback and confidence. And finally 40% of teachers referred to preparation time and pressure.

Analyzing the data obtained from students showed that 47% of students believe that the factor which affected their performance was the pressure to perform. Anxiety was another factor that was referred to by 40% of students, according to 38% of students, the time allotted for performing the task was not enough. 81% of students agreed that topical knowledge had an effect on their performance. Motivation was another influential factor for 41% of students while 62% of them believed that

confidence was the main factor which had an impact on their performance. 27% of the students mentioned the preparation time as an influence element.

The analysis of the data showed that according to the teachers participated in this study, shyness, use of the mother tongue, preferring not to speak in the class, lack of motivation, lack of ideas to be expressed, fearing of losing face, and worrying about making mistakes were the problems that their students faced in this study. The same problems were mentioned by the students, too. The results which were obtained through class observations put some stress on the problems that students experienced during speaking lessons: preparation time was not given to the students sufficiently, only some of the students took part in the activities and others preferred to keep silent, when they were asked to discuss in groups, they preferred to speak in their mother tongue, students did not listen to their friends carefully when they were speaking, students felt embarrassed when they were asked to speak in front of the class, they could not speak naturally because of the lack of the necessary vocabulary and they wrote what they wanted to talk about, they were interrupted and corrected when they made a mistake, and they did not have enough time to complete the task.

A descriptive qualitative research was conducted by Afisa (2015) in order to find the speaking difficulties and the factors that may result in these difficulties. The first problem detected in this study was the students' vocabulary knowledge which was not sufficient for making sentences and expressing idea. As a result of this problem, students were afraid of making sentences because they did not have confidence in their vocabulary knowledge. Another problem was the knowledge of grammatical structures which is very important for making meaningful sentences. Understanding grammar rules were found to be difficult for the students and even when they understood them, they could not apply them in sentences. One more difficulty according to this study was pronunciation.

According to Afisa (2015) teachers should apply some strategies in order to handle these problems. For example, teachers should provide students with new words, make them practice, memorize and use those new words. He/she must try to find different ways of teaching pronunciation. Exercise books should be used in order to

make students practice and use grammar and in order to make lessons more enjoyable, teachers should tell jokes.

2.2.12. Native English speaker teachers versus nonnative English speaker teachers

Native English speaker teachers (NESTs) can be defined as teachers who can speak English naturally as they have learnt it as their mother tongue, and they know the target language from social, cultural, and emotional aspects while nonnative English speaker teachers (NNESTs) use another language as their mother tongue and have learnt the target language as their L2/FL and they may not have good knowledge about cultural, social, and emotional aspects of the target language (Edge, 1988). Medgyes (1994) defined NEST as a person with a high degree of target language proficiency and NNEST as a person with a near-native proficiency of the target language. According to him, NNESTs' six characteristics can make them good language teachers, that is, NNESTs provide good models for the students, language strategies can be taught by them effectively, they have lots of information about the target language, they can notice the difficulties experienced by their students, language difficulties can be predicted by them, and they can use students' mother tongue when it is necessary.

Armin (2004) believed that in spite of having teaching qualifications, NNESTs have to do lots of things to prove themselves in order to be accepted and hired as English teachers while NESTs are always accepted as English teachers just due to their competence in speaking English even they have no teaching qualifications. Ryan (1998) referred to self-esteem as one of the elements that make difference between NESTs and NNESTs. Anxious teachers who are worried about their students' attitudes and judgment cannot perform efficiently while teaching in front of their students (Medgyes, 1994).

Maum (2003) investigated the beliefs of NESTs and NNESTs about themselves and their role as language teachers. 80 teachers participated in the study and all of them took part in an interview to express their beliefs. According to the finding of the study, teachers' linguistic and cultural knowledge were more important for NNESTs than

NESTs. While NESTs felt no discrimination between themselves and NNESTs, NNESTs said that they felt it deeply.

Mahboob (2003) researched students' perceptions about their NESTs and NNESTs. The participants were 32 students who were studying an intensive English program. All the participants were asked to fill an open-ended questionnaire. Results showed that there were some positive and some negative feelings about both NESTs and NNESTs, while NESTs got positive comments for their oral skills, range of vocabulary and cultural knowledge, NNESTs received positive comments on experience, literacy skills, ability to answer the questions, teaching methods, and knowledge of grammar. On the other hand, NESTs were criticized because of their teaching methods, grammar knowledge, and experiencing difficulty in answering students' questions while NNESTs were criticized because of their poor vocabulary and cultural knowledge.

Regarding the relationship between teachers' accent and first language and EFL learners' oral performance, Madrid and Canado (2004) found that while students and teachers prefer native teachers, there is no any statistically significant difference between native and nonnative teachers, that is, while the mean score for primary school students' preferences for native teachers was 1.57, it is estimated about 2.26 for the university students.

In a similar study, Llurda (2004) investigated students' preference for the native and nonnative teachers and he found an equal desire towards the both groups of teachers. Participants in his study believe that being taught by both native and nonnative teachers during a term can be helpful.

2.3. Chapter Summary

This chapter has reviewed the previous studies on the difficulties that EFL learners might experience during learning a L2/FL especially speaking skill. It has tried to discuss all important issues in teaching and learning speaking skill which should be known by teachers in order to be able to manage their classes more effectively. It has also presented the literature on all important concepts related to oral production which can help readers to have a clear picture in their mind. The chapter has reviewed the past

research on EFL learners' ideas about their speaking problems and the factors that contribute to these problems. The literature about the difference between native English speaker teachers and nonnative English speaker teachers and EFL learners' attitudes towards their teachers were also reviewed in this chapter.

Banks (2008) claimed that FL learners might experience difficulties in learning FL for various reasons among which learning styles, negative attitude, low motivation, high anxiety, and learners' disabilities in converting input into intake should be mentioned as the most important ones. He believes that teachers play an important role in solving these problems, that is, they should identify their students' needs and interests, and try to plan a kind of curriculum that includes "authentic materials" (p. 63), learners' needs, and interests.

English education in Turkey has focused on vocabulary and grammar knowledge of English for many years. Despite taking English lessons for many years, Turkish EFL learners are not very good at four language skills especially oral skills (Çetintas, 2010). Nowadays, travelling to foreign countries is very common among Turkish people, they go abroad for different purposes and sometimes they do it because they have to or, for example, in case of academic or occupational situations. Furthermore, there are lots of foreign people in Turkey who come for different reasons, some for finding jobs, some for education, and some for touristic purposes. All these conditions force Turkish people to learn English which is necessary for communicating with people from different countries. However, they cannot communicate in English effectively even after taking classes (Bardakci, 2014).

This study is a further step to investigate the problems that Turkish EFL learners face with during the oral production, and tried to find the factors that prevent students from learning English speaking. It attempted to find some speaking activities through which students' oral performance can be improved. As most of Turkish EFL learners, English teachers and language institutes encounter such problems and there is not a clear picture on its status in the literature, this study can illuminate our understanding of this under-researched area a lot and entail certain practical implications for Turkish EFL setting.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

This study investigated the variables that may cause difficulty in learning English language speaking skill. It aimed to find if speaking activities affect EFL learners' oral performance. The importance of teachers' first language is another variable that was examined in this study to find if teachers' mother tongue has an impact on students' oral performance. This study also aimed to find more effective speaking activities in order to improve EFL learners' oral performance. Furthermore, EFL learners' attitudes toward the activities applied in the study and their teachers' first language were investigated.

3.2. Design of the Study

This study is quantitative in nature and its design is experimental as it manipulates and controls participants' behaviors. However as the study tries to reveal the students' reflection on the teaching method used in their class, their teachers and their performance, it can be considered as mixed-approach design including quantitative and qualitative elements. The study consisted of three independent variables (speaking difficulties, speaking activities, and teachers' first language) and one dependent variable (oral production).

3.3. Participants

Sixty four students studying at TEOL language school in Erzurum, Turkey participated in this study. Twenty five of the participants were male and thirty nine female. All participants' proficiency level of English was intermediate and they were considered as intermediate students according to the result of the final exam applied by the school. Their language proficiency was rated as intermediate based on the institute's

in-house placement test and final exam results. The average age of the students was 22. Ten English language teachers (one male and nine female) also participated in the study. Two of them (one male and one female) were native English speaker teachers, they were competent English teachers as they were able to get the certificate for Teaching English to Speakers of Other Languages (TESOL) and eight were nonnative English speaker teachers. The mean age of the teachers was 28. They were experienced English teachers who taught English in language schools for years. Two of the teachers, that is, one NEST and one NNEST, were asked to participate as two teachers managing both experimental and control groups. Both teachers were female. The native English speaker teacher was twenty eight years old and she was from the United Kingdom and the nonnative English was twenty six years old and she was from Turkey. One nonnative female teacher took part in the study as an examiner in order to evaluate students' oral performance. She was twenty five years old.

3.4. Instruments

In order to detect difficulties that may face Turkish EFL learners and to find the ways of dealing with these problems, both students and teachers were asked to take part in interviews. In addition, two series of oral exams (one before the treatment and one after the treatment) were conducted to ascertain the relationship between the treatment, teachers' first language, and EFL learners' oral performance. To examine the students' attitudes towards speaking difficulties, their teachers' first language, speaking activities, and their oral performance another interview was conducted. A class observation was done in order to get information about the way that English classes are managed.

3.5. Procedure

TEOL language school, Erzurum branch was the school where the study was done. Students studying at this school attend a final exam which is consisted of two parts, that is the first part is the written exam and the second one is the oral exam, at the end of each term. In other words, in order to pass their current level and study in an upper level, students have to pass this exam. So this exam was used in the study as the criteria that could be helpful in selecting the students with the same proficiency level.

64 pre-intermediate students who were able to pass the final exam (both written and oral phases) which was conducted for pre-intermediate level, so the English proficiency levels of all the participants were considered as intermediate. Before the administration of the final exam, six pre-intermediate classes (from which the participants of the study were chosen) were observed by the researcher for two weeks in order to get some information about the typical way of teaching English at this school. A class observation form which is used at this school was filled in order to record all the detailed information about the way that the classes are normally managed (Appendix A). In order to teach vocabulary, students were asked to look at the list of the new words whose meanings were explained in Turkish by the teachers. Pictures were also used in order to define the meaning of a word which was followed by the students' utterances of its Turkish equivalent. There was not enough stress on the correct pronunciation of the words which were read only once by the teachers while explaining their meanings. While teaching grammar, teachers wrote the rules on the board, explained them into Turkish and continued by writing some examples all of which were translated in Turkish. Then students were asked to do the grammar exercises written in the book. Students' listening skill was evaluated by asking them to listen to the listening exercise with no warm up in advance which was followed by some questions. Students listened to the exercises many times as they could not answer the questions. At the end, questions were answered in Turkish by some of the students who were volunteer to answer. Conversation parts were taught as if they had been reading activities. In other words, they were read and translated by the students. In order to teach reading parts of the book, teachers read the passages, translated them sentence by sentence and then asked students to answer the following questions. When it came to the speaking parts of the book, students were divided into groups and were asked to discuss the topics as a group and then as a class. While discussing as a group, students preferred to speak in Turkish despite teachers' warning and as a result they could not express themselves clearly and fluently when they were asked to take part in class discussions. To put it in another way, in all of the classes, students preferred to speak in Turkish whenever they were asked to talk or do an activity within a group. They also asked their teachers to explain vocabulary and grammar in Turkish. As a result, most time of the class was spent by speaking Turkish rather than English.

In order to measure the students' oral performance and detect their problems while speaking, an oral exam was conducted and all the participants were asked to talk about two topics which had already been chosen based on the consensus of ten experienced English teachers and participants' proficiency level. Firstly, all the participants were required to talk about a child who they know, and secondly, they were asked to describe an important event in their life. In order to score students performances, a rubric consisted of four parts was used, (Appendix B). The researcher scored the students' performance for the second time in order to see if the scores awarded by the examiner were reliable. Therefore a correlation coefficient was conducted and it was found that the scores were reliable enough to be awarded only by the examiner ($\alpha = +0.98$). All the participants were asked to take part in an interview so as to talk about the problems that make speaking skill difficult for them to improve. The interview was conducted in the students' mother tongue (Turkish) in order to make them feel comfortable and express themselves correctly. Meanwhile ten English teachers (two NESTs and 8 NNESTs) were participated in an interview and were asked to talk about speaking difficulties that students may experience in learning speaking English. The interview was conducted in both English and Turkish.

Furthermore, so as to find an effective way of teaching speaking, ten English teachers were asked to suggest some activities which would be beneficial in improving EFL learners' speaking ability. The teachers were asked to take the difficulties that were reported by the students and teachers and the results which were obtained from the first interview into account while selecting speaking activities. Watching films and reading books were selected as activities for conducting in English classes based on the consensus of ten teachers.

To investigate the effectiveness of the suggested activities on students' oral performance, participants were randomly divided into two groups, i.e. 32 students to the group which was taught using the recommended activities (experimental group) and 32 students into a group which was taught normally with no extra activities (control group). Moreover, in order to examine the effect of teachers' mother tongue on EFL learners' oral performance, each group was divided into two more groups, i.e. 16 students into a group which was taught by a native English speaker teacher and 16 students into a group which was taught by a nonnative English speaker teacher. It means that there

were four groups in total: one group was taught by a NEST using suggested activities, one group was taught by a NNEST using suggested activities, one group was taught by a NEST with no specific activities, and one group was taught by a NNEST with no specific activities.

The study lasted for one term (2 months) and during these two months students attended English classes three hours four days a week, i.e. in total they attended 12 hours a week and 96 hours in two months. At the first session, students were taught how to summarize a film or a book. They were told that they did not have to explain all parts of the film or the book in details. They should get the main idea and talk about what they remembered. They were also asked not to focus on every word that they heard or read, instead they should try to understand what is happening. They were advised to watch a film or read a book not as something that they have to do but as something that they like to do. After giving these instructions, the first film was summarized by the teacher as an example.

Participants watched films two days a week and they watched 16 films in total. Every week two films were selected based on the interest of the participants. After watching films students were asked to summarize them and expressed their ideas about them. Students were not interrupted and mistakes were not corrected during their speech. At the end, all mistakes were written on the board and were corrected by the teachers. All the words which were uttered in films but not known by the students were written on the board and their meanings were explained. In addition, students were asked to listen to the teachers' pronunciation and repeat all the words after their teachers.

Furthermore, the participants were asked to read two short stories each week, i.e. 16 stories in total as their homework. They chose the stories based on their interest. At the first session, a paragraph was read in the class and summarized by the teacher as an example. Two days in a week were allotted for summarizing the short stories that were read before. After describing a short story, students asked their classmates some questions in order to check their understanding. Students were not interrupted and their mistakes were written on the board and corrected by the teachers at the end. All the new words which were used in a short story were written on the board and their meanings

were explained by the student. The words on the board were read by the teacher and students repeated after their teacher.

After two months of watching films and reading books, another oral exam was conducted in order to measure students' oral performance and to compare the performance of the experimental group with performance of the control group. The relationship between teachers' mother tongue and students' oral performance was also found based on the results of this oral exam. All the participants were asked to talk about two topics (similar to topics of the first oral exam, i.e. first they were asked to describe an old person who they know and second they were required to talk about a childhood event) which had already been chosen based on the consensus of ten experienced English teachers and participants' proficiency level. A rubric consisted of four parts was used to evaluate students' performances (Appendix C). In order to establish inter-rater reliability, the performances of ten students (whose interviews were recorded) were scored once more by the researcher to be compared with the score given by the examiner herself. The value of correlation coefficient ($r = +0.98$) showed that there was a high degree of agreement between the scores given by two raters, and it was concluded that the scores awarded by the examiner were reliable and the rest of the performances were scored only by the examiner.

Participants were also asked to take part in an interview in order to express their ideas about the activities used during two months, their teachers' mother tongue and their oral performance. This interview was conducted in students' mother tongue in order to make them able to express their ideas correctly.

3.6. Data Analysis

In this study data were gathered by means of observation and interviews. Package for Social Sciences (SPSS) was used to analyze three first questions. The statistical procedures were unpaired T-Test. In order to investigate the effect of two speaking activities, that is, watching films and reading books, on students' oral performance an unpaired T-Test was conducted. The students' oral performance was also examined discretely. In other words, their oral performances were evaluated based on four criteria (fluency, grammar, vocabulary and pronunciation) and in order to

determine if applied speaking activities have any effect on the students' oral performance four unpaired T-Test were conducted separately. Moreover, to investigate the effect of teachers' mother tongue on students' oral performances another unpaired T-Test was conducted.

In order to examine the speaking difficulties that EFL Turkish learners face with, the problems which reported by the most of the students were listed and all the students were asked to rate them based on their agreement. The mean and standard deviation for each problem were calculated. Students' attitudes towards speaking activities, their oral performance, and their teachers' mother tongue were also listed and all the students were asked to rate them according to the degree that they agreed with them. The mean and standard deviation for them were calculated.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Introduction

The present study aimed at investigating the factors that cause difficulties in learning English speaking skill for Turkish EFL learners. Moreover, the effect of speaking activities and EFL learners' oral performance was examined. The effect of teachers' mother tongue on students' oral performance was also investigated. Furthermore, the study attempted to report students' beliefs and attitudes toward speaking activities and teachers' mother tongue. In this regard, students randomly were divided into two groups which in turn were divided into two more groups, that is, four groups in total and their ability to speak in English was evaluated through oral exams which required them to talk about four topics. All participants obtained two scores which were assigned by an interviewer.

4.2. Results

In this section descriptive data are given for the principle variables employed in the study, and then results obtained for the five research questions are presented, that is, for research question 1) What are the most significant difficulties that Turkish EFL learners face with in improving speaking? research question 2) Do speaking activities affect Turkish EFL learners' oral performance? research question 3) Do teachers' mother tongue affects Turkish EFL learners' oral performance? research question 4) What are Turkish EFL learners' attitudes towards speaking activities? research question 5) What are Turkish EFL learners' attitudes towards their teachers' mother tongue?

4.2.1. Quantitative findings

This sub section reports quantitative findings for both experimental and control groups' oral test grades.

Table 4.1.

Descriptive Statistics for Experimental and Control Groups' Oral Test Grades in the First Oral Exam

	Fluency	Vocabulary	Grammar	Pronunciation
M	14.34	16.75	18.07	12.46
SD	2.07	1.91	1.80	1.85

Note. M= mean

SD= standard deviation

Table 4.1 shows that students obtained the lowest score for pronunciation and the highest score for grammar.

Table 4.2.

Descriptive Statistics for Experimental Group's Oral Test Grades in the Second Oral Exam

	Fluency	Vocabulary	Grammar	Pronunciation
M	17.78	19.34	19.69	15.97
SD	2.37	2.09	1.45	1.82

Note. M= mean

SD= standard deviation

Table 4.2 shows that students who were taught through watching films and reading books obtained the lowest score for pronunciation and the highest for grammar.

Table 4.3.

Descriptive Statistics for Control Group's Oral Test Grades in the Second Interview

	Fluency	Vocabulary	Grammar	Pronunciation
M	14.06	18.13	19.81	12.50
SD	2.18	1.76	1.93	1.90

Note. M= mean

SD= standard deviation

Table 4.3 shows that the students who were taught with no specific speaking activities obtained the lowest score for pronunciation and the highest for grammar.

4.2.1.1. Speaking activities and oral production

The second research question of the study (Do speaking activities have any effects on Turkish EFL learners' oral performance?) concerned investigating the effect of speaking activities on Turkish EFL learners' oral production. It was hypothesized that speaking activities have no effect on Turkish EFL learners' oral production. In order to test this hypothesis, the scores obtained by experimental group were compared to the scores obtained by the control group. To determine the effect of speaking activities on students' oral production, the unpaired t-test has been used.

Table 4.4.

Unpaired T-Test for Oral Test Grades

	N	Mean	SD	Df	T	Sig
Experimental	32	72.78	6.65	62	5.03	.0001
Control	32	64.50	6.50			

P<.01

As it is shown in Table 4.4 there is statistically significant difference between the scores obtained by the experimental group and the scores obtained by the control group (t: 5.03, p: .0001)

Table 4.5.

Unpaired T-Test for Fluency Grades

	N	Mean	SD	Df	T	Sig
Experimental	32	17.78	2.37	62	6.53	.0001
Control	32	14.06	2.18			

P<.01

As it is shown in Table 4.5, there is statistically significant difference between the scores obtained by the experimental group and the scores obtained by the control group regarding fluency (t: 6.53, p: .0001).

Table 4.6.

Unpaired T-Test for Vocabulary Grades

	N	Mean	SD	Df	T	Sig
Experimental	2	19.34	2.09	62	2.52	.01
Control	2	18.13	1.76			

P<.01

As it is shown in Table 4.6, there is statistically significant difference between the scores obtained by the experimental group and the scores obtained by the control group regarding vocabulary (t: 2.52, p: .01).

Table 4.7.

Unpaired T-Test for Grammar Grades

	N	Mean	SD	Df	T	sig
Experimental	32	19.69	1.45	62	.29	.77
Control	32	19.81	1.93			

P<.01

As it is shown in Table 4.7, there is no statistically significant difference between the scores obtained by the experimental group and the scores obtained by the control group regarding grammar (t: .29, p: .77).

Table 4.8.

Unpaired T-Test for Pronunciation Grades

	N	Mean	SD	Df	T	sig
Experimental	32	15.97	1.82	62	7.45	.0001
Control	32	12.50	1.90			

P<.01

As it is shown in Table 8, there is statistically significant difference between the scores obtained by the experimental group and the scores obtained by the control group regarding pronunciation (t: 7.45, p: .0001).

4.2.1.2. Teachers' mother tongue and oral production

The third research question of this study (Is there any relationship between Turkish EFL learners' oral performance and teachers' mother tongue?) aimed to examine the relationship between teachers' mother tongue and Turkish EFL learners' oral production. It was hypothesized that there is no relationship between teachers' mother tongue and Turkish EFL learners' oral production. To test this hypothesis, the scores of the students who were taught by a NEST were compared to the scores of the students who were taught by a NNEST. To determine the relationship between teachers' mother tongue and oral performance, the correlation between these two variables was calculated through Pearson correlation.

Table 4.9.

Unpaired T-Test for Teachers' Mother Tongue and Students' Oral Performance

	N	Mean	SD	Df	T	Sig
NEST	32	68.06	6.94	62	.59	.55
NNEST	32	169.22	8.54			

P<.01

Table 4.9 reveals that there is no statistically significant difference between the oral performance of the students taught by the NEST and of those taught by the NNEST ($t: .59$, $p: .55$).

4.2.2. Qualitative findings

4.2.2.1. Factors that make speaking skill difficult to learn

The first research question of the study (What are the difficulties experienced by Turkish EFL learners in learning speaking English?) aimed at examining the difficulties that are faced by Turkish EFL learners in learning speaking English. In order to answer this question, all the participants were asked to take part in an interview and talk about the elements that make learning speaking difficult for them. Furthermore, students were asked to rate the problems that were mentioned based on a five-point Likert scale, that is, 5 for strong agreement, 4 for agreement, 3 for uncertainty, 2 for disagreement and, 1 for strong disagreement, (Appendix D). Some students' reports were translated in English and presented here in order to make more clarification. Students were given nicknames for protecting the participants' confidentiality.

Table 4.10.

English Speaking Problems of Turkish EFL Learners Reported by the Students (N:64)

Problem	M	SD
1. Lack of opportunities for using English in natural settings	3.87	0.51
2. Inability to make meaningful sentences	4.07	0.54
3. Avoiding speaking English for fear of making mistakes	3.62	0.95
4. Boring speaking topics	3.51	0.85
5. Unwillingness to learn English	3.85	1.17
6. Passing YDS exam as their ultimate goal	3.56	1.31
7. Getting bored of listening to grammar rules and memorizing them	4.43	0.58

Based on the findings, the lack of opportunities for being exposed to English and using it in natural settings is one of the factors that make it difficult to learn (M: 3.87), Mustafa stated that:

“There aren’t enough opportunities for me to speak English, the only place where I can speak English is my English class which is not a natural way of speaking as we are required to talk about specific topics in a formal way and there is no chance of speaking spontaneously, it is also embarrassing to speak in front of other students and as it takes a long time for me to make an English sentence, I prefer to speak Turkish which is less embarrassing. In addition speaking in English classes is completely different from speaking in natural settings.”

According to the students, although they are good at grammar, they cannot use the grammar rules correctly in order to make meaningful sentences (M: 4.07). Tuğba explained that:

“We have been studying grammar for many years and I think that I am quite good at grammar but it is very difficult for me to make a correct English sentence and it take a long time for me to make and utter a meaningful sentence when my teacher asks me to do so.”

One student commented. It was also found that students are reluctant to speak English because they cannot express themselves due to their inability to use the required words and grammar which may make others laugh at them. As a result they prefer to be silent (M: 3.62), Batuhan believed that:

“It is very embarrassing to speak in English in front of other students because I am not very good at making grammatically correct sentences and using appropriate words to make meaningful sentences which can result in making lots of mistakes. As a consequence in order to prevent making mistakes which may make other students laugh at me, I prefer to speak in Turkish.”

Students found most of the speaking topics boring because teachers usually choose the topics that are not interesting for them and as a result they have nothing to talk about them (M: 3.51).

“Teachers usually choose the topics which do not interest me and I do not have anything to talk about because I have no information about

that topic, so I prefer to stay silent than to talk about the topic which I cannot talk about even in Turkish.” Şeyma commented.

It was also found that students are not very interested in learning English and they try to learn it as they have to pass one of the English proficiency exams such as TOEFL, IELTS, YDS and etc. among which YDS is preferred the most (M: 3.58).

“I have to learn English because I have to pass YDS without which I cannot apply for my MS studies.” (Cansu). According to students, they stop learning English as soon as they can pass one of these exams, “I do not like to learn English because I do not find it necessary and I try to learn it because I have to and I will not continue learning it after passing YDS.” Seda reported.

Furthermore, the results revealed that learning vocabulary, grammar rules, and ability to translate are more important for students than speaking skill because they need to know vocabulary, grammar and they need to be able to translate sentences in order to pass YDS which is their primary purpose of learning English (M: 3.56).

According to Rıdvan:

“My only purpose of learning English is being successful at passing YDS, as a result I find it unnecessary to improve my speaking skill as passing YDS requires the adequate knowledge of grammar, vocabulary and translation which is the most important one.”

It was also reported that listening to grammar rules and memorizing them make students get bored (M: 4.43). Nejla stated that:

“English classes are very boring and I do not like to attend these classes because we have to listen to grammar rules throughout the class, in addition our teachers ask us to memorize the meaning of the words which I find very boring.” (Appendix E)

In order to investigate the reasons why Turkish EFL learners are not good at speaking skill, ten English teachers were also invited to participate in an interview and talk about their opinions regarding this problem. Moreover, teachers were asked to rate the problems that were mentioned based on a five-point Likert scale, that is, 5 for strong

agreement, 4 for agreement, 3 for uncertainty, 2 for disagreement and 1 for strong disagreement (Appendix F).

Table 4.11.

English Speaking Problems of Turkish EFL Learners Reported by the Teachers. (N:10)

Problem	M	SD
1. Students' unwillingness to learn English	4.8	0.42
2. Students' unwillingness to speak English	4.3	0.48
3. Students' preference for using their mother tongue	3.9	0.31
4. Passing YDS exam as students' only purpose	4	0.66

According to the teachers, one of the most important factors is the students' lack of interest and motivation for learning English (M: 4.8). According to Yonca "Students are not very motivated and they do not participate in class activities, they are unwilling in doing their homework and they do not attend the classes regularly." Students prefer to stay passive during the lessons and they feel embarrassed when the teacher asks them to speak. According to the findings, students avoid speaking because they cannot speak fluently and meaningfully which is the result of their incorrect pronunciation, inadequate vocabulary knowledge, and inability to apply grammar rules correctly (M: 4.3), "Students do not like to take part in class discussion or answer the questions which are asked by the teachers in English because they do not have enough self-confidence and they feel embarrassed whenever they are asked to speak in English." Merve commented.

They prefer to speak in Turkish whenever they have to speak. They also complain when the teacher speaks in English and ask their teacher to speak in Turkish especially while explaining grammar rules, as a result, most of the class time is spent using Turkish instead of English language (M: 3.9). Feyza reported that "Students prefer to speak in Turkish because they can express themselves very easily, they also ask us to teach in Turkish which leads in better understanding of grammar rules and the meaning of the new words." Foreign language exam (YDS) is another factor that teachers referred to. Most of the students attend English classes in order to pass this exam. As speaking skill plays no role in passing this exam, students pay no attention to oral skills

and prefer to concentrate on learning vocabulary, grammar, and translation which are needed to pass the exam (M: 4). According to Pinar:

“Students do not care about improving their speaking skill and they prefer to improve their knowledge of grammar, vocabulary and their ability to translate because their primary aim of attending English classes is to pass YDS which evaluates students’ knowledge of grammar, vocabulary and translation and there is no section in this exam for evaluating the candidates’ speaking skill.” (Appendix G).

4.2.2.2. Students’ beliefs and attitudes towards the speaking activities used and their oral performance

The fourth question of the present study (What are Turkish EFL learners’ attitudes towards speaking activities?) concerned with examining students’ beliefs about speaking activities applied in the study. In order to answer this question, students who were taught through watching films and reading books were asked to participate in an interview and express their feelings about these two activities. In addition, students were asked to rate the ideas that were mentioned based on a five-point Likert scale, that is, 5 for strong agreement, 4 for agreement, 3 for uncertainty, 2 for disagreement and, 1 for strong disagreement (Appendix H)

Table 4.12.

Students’ Beliefs and Attitudes Towardsthe Speaking Activities Used and Their Oral Performance. (N:64)

Idea	M	SD
1. Watching films is an enjoyable activity	4.8	0.42
2. Watching films and reading books make students feel more comfortable while speaking	3.9	0.49
3. Watching films supplies students with ideas to talk about	4.3	0.48
4. Reading books is more enjoyable than grammar exercises	3.9	0.31
5. Reading books is an enjoyable activity since stories are chosen by the student	4	0.66
6. Watching films and reading books make students speak more fluently	3.7	0.55

Students believed that watching films in the class was very enjoyable (M: 4.8).

“I enjoyed watching films because we ourselves chose the films, so we watched the films that we really wanted to, I spent a great time with my friends as we discussed the films and talked about our ideas about them without being corrected which was very motivating for us” (Şeyma).

They said that despite being difficult at first sessions, watching and summarizing films increased their self-confidence and they felt more comfortable when they were asked to talk about the film that they had just watched (M: 3.9). Batuhan stated that:

“It was very difficult for me to speak in English and it took a long time to make a sentence as I had to think about whether my sentence was grammatically correct or if I used the appropriate words which prevented me from speaking in a fluent way. At first it was very difficult for me to talk about the films that I had watched because we did not ask to speak a lot in our English classes in which speaking means answering the questions that are asked by the teachers. However, by time and as we had to summarize and talk about the films for many times, it gradually became easier and I started to do it feeling more confident, so I understood that I could speak for at least ten minutes without any interruption which was a wonderful feeling.”

They believed that this happened because watching films gave some ideas about what they could talk (M: 4.3). Sinem believed that:

“One reason that I did not like to speak in English classes was the selection of boring topics, that is, the topics which our teachers asked us to talk about were not interesting for me and in fact I did not have anything to talk about such topics. It is more interesting to talk about the topics that we have some information about. Watching films or reading stories before speaking made me feel more comfortable because I knew what I was going to talk about and I knew everything about the film or the story, so it was very easy to talk about them as they supplied me with some ideas.”

Students also claimed that reading books as their homework was an interesting activity and they rated them as less boring than the type of homework full of grammar and writing exercises (M: 3.9).

“Doing grammar exercises as a homework was very boring and I did not do my homework because I got bored, on the other hand reading the stories that you were interested in as your homework made it very interesting for you and you did it not as something that you had to but as something that you liked to do.” (Elif).

They added that they enjoyed reading books as they chose them based on their own desire (M: 4). “What made reading stories even more enjoyable was the opportunity for selecting the stories that I liked to read.” (Nejla).

Regarding their oral performance, students stated that comparing to the first oral exam they felt more comfortable during answering the questions (M: 3.9), “I did not feel embarrassed in the second oral exam as I got accustomed to speaking in English and I felt more confident in expressing my ideas.” (Batuhan). According to them, they could speak more fluently as they were better at using the required vocabulary and grammar rules (M: 3.7). “Lots of practice made me able to use correct forms of grammar and vocabulary to make sentences and to speak in more fluent way.” (Mustafa). (Appendix I)

4.2.2.3. Students’ beliefs and attitudes towards their teachers’ mother tongue

The fifth question of the study (What are Turkish EFL learners’ attitudes towards native and nonnative speakers?) aimed to examine Turkish EFL learners’ attitudes towards their teachers’ mother tongue. Students participated in an interview and were asked to talk about their attitudes towards their teachers’ first language. Furthermore, students were asked to rate the ideas that were mentioned based on a five-point Likert scale, that is, 5 for strong agreement, 4 for agreement, 3 for uncertainty, 2 for disagreement and, 1 for strong disagreement (Appendix J & L).

Table 4.13.

Students' Attitudes Towards the NEST (N:32)

Idea	M	SD
1. Listening to the teacher and film characters has improved pronunciation and intonation	4.3	0.45
2. Teacher's knowledge of vocabulary has helped the students to improve their knowledge of vocabulary	3.8	0.48
3. Teacher's knowledge of grammar is not adequate to answer students' questions and correct their grammatical mistakes	3.9	0.35

Students who were taught by a NEST believed that listening to native speakers (their teacher and film characters) help them in improving their pronunciation and intonation (M: 4.3). "As I listened to native people, I imitated the way they spoke and as a result, I could pronounce the words correctly." (Rıdvan). The vocabulary knowledge of their teacher also was mentioned as an effective factor in learning vocabulary as the teacher provides lots of synonyms for each word (M: 3.8). "I think that my knowledge of vocabulary has been improved as our teachers provided us with lots of new words, for example, she wrote at least two synonyms for each word that was mentioned in the film or the story." (Cansu). However, students claimed that their native teacher could not be very helpful in case of grammar questions asked by the students (M: 3.9) Seda stated that "Our teacher did not explain our grammatical questions in detail and she put stress on speaking, pronunciation and vocabulary." (Appendix K).

Table 4.14.

Students' Attitudes Towards the NNEST (N:32)

Idea	M	SD
1. The teacher has a good command of English which is helpful in answering students' questions	3.90	.43
2. Teacher's good knowledge of grammar and vocabulary has helped students to make correct and meaningful sentences	4.2	0.38
3. Teacher's cultural knowledge is not adequate to answer students' questions	3.7	0.40

According to the students who were taught by a NNEST, their teacher had a good command of English and was good at answering students' questions (M: 3.9), "My teacher explained all our questions in detail, her English was very good and we

could ask all our questions.” (Batuhan). They also stated that their teacher’s knowledge of vocabulary and grammar helped them a lot in making correct and meaningful sentences (4.2). Mustafa reported that:

“Our teacher helped us in making correct and meaningful sentences, for example she provided us with lots of grammatically correct sentences, so we could learn how to use grammar rules correctly in order to make correct sentences, she also provided us with lots of new words which is very helpful in making meaningful sentences, in addition, she was very good at correcting our grammatical mistakes”.

However, students believed that their teacher was not very good at explaining cultural aspects of the language (M: 3.7), According to Şeyma “Our teacher was not culturally informed and while watching films she could not clarify some parts which required cultural explanation.” (Appendix M).

4.3. Discussion

4.3.1. Difficulties in learning speaking skill

Regarding Research Question 1, that is, “What makes learning speaking skill difficult for EFL learners?” an oral exam was conducted and students were required to talk about two topics. Their performance was rated based on their ability to speak fluently, their knowledge of vocabulary, grammar and pronunciation. They obtained the highest score on grammar (M: 18.07), the means for their knowledge of vocabulary and ability to speak fluently were calculated as 16.75 and 14.34 respectively. Their knowledge of pronunciation was rated as the lowest with the mean of 12.46. In addition, students were asked to take part in an interview to express their opinions about the factors which result in difficulties in learning speaking skill. They believed that they cannot learn English in a formal setting of classroom in which they are not able to converse naturally and have little chance to speak English. They also stated that they are not very interested in learning and speaking English. It was shown that the reasons of learning English for most of the students are occupational and educational. Therefore, the amount of English knowledge which makes them able to reach their objectives was

considered as enough for them. According to the students, in Turkey one criterion for finding a good job or educating in higher levels is having knowledge of English which is measured by English language proficiency exams. So most of the students start learning English to pass these exams.

Furthermore, students said that they are good at grammar knowledge which was supported by the result of the first interview; however, they are not good enough at applying grammar rules. According to the students, while teaching English at secondary and high school, the stress is on teaching and learning grammar and translation as the most common English teaching method in Turkey. They also reported that they have been presented with grammar rules and have been asked to translate every single sentence that they read for many years. When it comes to vocabulary, they memorize vocabularies because they need to know as many words as possible in order to translate a text. It means that thanks to this way of teaching English, students get the basic rules of English; however, they need to turn this passive knowledge to the active one in order to learn English. Because learning a language means being able to communicate in that language which requires mastering in four basic language skills, that is listening, speaking, reading, and writing (Loubazid, 2012). In order to turn the passive knowledge into the active one, students need to use that knowledge which seems to be unlikely in this type of education system.

Moreover, students claimed that they get bored in English classes as they have to sit passively and listen to the teacher for hours. They said that they prefer to stay passive because they are unable to express themselves in English and they feel embarrassed whenever they are asked to speak. This feeling of embarrassment can be due to their inability in using their knowledge of grammar and vocabulary to make correct sentences, or it might be because of their incorrect pronunciation or their inability to speak fluently. They said that it is very stressful to speak in front of the class when everybody is listening to them, every mistake can make other students laugh at them. They referred to this embarrassing situation as one of the reasons that make them be reluctant in speaking English and as a result lead in their preference for being passive during English classes. In addition, they claimed that topics which are chosen by the teachers to talk about as speaking activities in the class are not interesting for them and

they do not have any idea about them, and therefore it is difficult to talk about such topics not only in English but also in Turkish.

Teachers were also asked to take part in an interview in order to express their opinions about the variables that lead to difficulties in developing English speaking skill. Teachers participated in this study believed that lack of willingness is one of the factors that hinder learning speaking. According to them, students are unmotivated about learning English because their purpose is not learning English but passing the required English exam such as YDS which is necessary to be passed in order to have ideal job opportunities or to attend higher education programs. As this exam does not require the knowledge of speaking skill, most of the students find it unnecessary to learn how to speak in English and for most of them spending time and effort on learning speaking is the waste of time. As a consequence, they prefer not to take part in speaking activities which are conducted in the class.

Moreover, teachers stated that students' inactiveness should be mentioned as another factor that contributes in experiencing difficulty in developing speaking skill which in turn makes the class boring for both students and teachers. Students might be inactive during the lesson because they think there is no need to be active or they might prefer to be silent because their ability to speak is not sufficient to express themselves in English. According to teachers, most of the students come to English classes without saying even one English word and when they are forced by the teacher to answer a question or participate in a discussion, they speak in Turkish. Because they are worried about making mistakes which may put them in an embarrassing situation. Teachers said that students prefer to speak Turkish whenever they are asked to take part in group activities. They also ask their teachers to speak in Turkish while explaining grammar rules or defining a word. They even want their teacher to translate reading passages in their books. As a result, English classes are directed in Turkish language with little use of English which is one of the most important reasons of students' inability to speak English. In other words, in order to learn and use a language, students should be exposed to it, otherwise, they will not be able to learn and use it in a natural way (Krashen & Terrell, 1984).

Considering the order of difficulty in four components of speaking skill, pronunciation was referred to as the most difficult one followed by fluency, vocabulary, and grammar. This order can be related to the factors mentioned above. For example, pronunciation is difficult for the students because it is not given the necessary attention which can be the result of passing YDS as an ultimate purpose which does not require correct pronunciation of the words. According to the students who prepare for YDS, they read the words as they are written and they pay no attention to the correct pronunciation which is considered to be useless.

A study conducted by Tuan and Mai (2015) supports the findings of the present study as the students who took part in their study referred to anxiety, topical knowledge, motivation, and confidence as factors that hinder developing speaking skill. However; they believed that pressure to perform and time limitation are two other factors that make them find speaking as a difficult skill. The teachers participated in their study also mentioned that topical knowledge, and motivation are two problems in learning speaking. Nevertheless, they referred to listening skill, lack of feedback and time pressure as other problems which were not mentioned in this study. Similar to the results of this study, Gan (2012) found pronunciation and vocabulary as two elements in making speaking difficult. Grammar rules were also mentioned as a hindrance in his study.

Another study whose findings support the result of the present study is the one conducted by Yahya (2012). According to the findings of his study, instructional (which is referred to as teaching method in the present study), personal (which is referred to as unwillingness and lack of motivation), linguistic variables (which are referred to as vocabulary, fluency and pronunciation) and social factors (which are referred to as students' attitudes towards people and culture) should be considered as important factors which can affect learning speaking in a negative way.

The findings of the present study contradict the results of the study conducted by Bilal et al. (2013) as they found teachers' lack of knowledge as one of the most significant problems in teaching and learning speaking. According to the results of their study, in Pakistan teachers are not expert enough to be good models for students. However, their findings are in line with the present study in the way that the students

participated in their study also found English as an unnecessary subject which hinder their education. In addition, vocabulary and lack of opportunity for taking part in conversations were other problems mentioned in their study.

Al Jamal (2014) found some different and some similar results. According to him, speaking courses are not adequate and their staff are not expert enough for teaching and learning speaking which support the finding of the study conducted by Bilal et al. (2013). He also found textbooks' content useless which was not appropriate for teaching and learning speaking. Lack of teaching grammar rules was another element that he referred to. However, he found some similar results such as low confidence and students' tendency towards English which influence learning speaking negatively.

In a qualitative study conducted by Al Hosni (2014), mother tongue, inhibition, teaching methods, and assessment regulations were regarded as some hindrance for learning speaking which are in line with the present study. However, according to him, teachers' perceptions and beliefs about teaching speaking also impact teaching and learning speaking in a negative way which is not mentioned in the present study.

4.3.2. Effects of speaking activities on oral production

In order to answer the second research question "Do speaking activities affect Turkish EFL learners' speaking skill?", ten experienced English teachers were asked to suggest some speaking activities that can be useful in teaching speaking skill based on the difficulties that had been mentioned by both students and teachers. Watching films and reading books were recommended and applied in this study as two speaking activities. In order to see if these activities have an impact on students' speaking skill an unpaired t-test method was applied. Data analysis revealed that the effect of these activities was statistically significant ($t: 5.03, p: .0001$). In other words, students who were taught through these two methods obtained higher scores than the students who were taught through the methods which are used normally. In order to find the effect of these speaking activities on students' ability to speak fluently, an unpaired T-Test was used. The results showed that the effect of the activities was extremely significant ($t:$

6.53, $p: .0001$) which means that students improved their pronunciation by taking part in these activities.

Regarding the impact of the activities on students' grammar knowledge, another unpaired T-Test was applied. According to the results the impact of these activities on students' grammar knowledge was not significant ($t: .29$, $p: .77$). It means that these activities were not effective on improving students' grammar knowledge. The data obtained from students' pronunciation were also analyzed using an unpaired T-Test. According to the analysis of the data, the effect of the activities was extremely significant ($t: 7.45$, $p: .0001$). In other words, these activities affected students' pronunciation in a positive way. In short, it can be stated that while these activities affect students' vocabulary, pronunciation, and ability to speak positively, they did not have any effect on students' grammar knowledge. In addition, fluency and pronunciation were found as the two speaking components that were affected by the activities.

Speaking activities were preferred as they can provide students with more input which is a necessary element for speaking skill (Corder, 1967). As human beings, we start learning our mother tongue by listening to other people, that is, we get lots of passive information about our first language, its speakers, and culture. We start speaking when we become able to change this passive knowledge into the active one which can be achieved through practice (Yule, 2006).

Languages consist of four basic components, i.e. listening, and reading, which are called as receptive skills, and speaking and writing, which are called as productive skills. Learning a language requires mastering of all these four skills; however, in order to learn it effectively, the order in which these skills should be learnt is an issue that must be taken into account. The most common belief regarding their order is claimed as receptive skills should be learnt before the productive ones as they are prerequisite for learning productive skills which are considered as the final purpose in learning a language (Freeman, 2000). Teaching activities which were used in this study were selected based on this order, that is, students started by watching films and reading books which could provide them with words and grammatical structures which are more natural and are used by native speakers in real situations. Instead of listening to

grammar rules explained by the teacher in a formal and boring setting of the class, watching and listening to native speakers or reading sentences written by native authors is regarded as more useful.

Focusing on grammar rules and explaining them for hours can make students feel bored and confused. They also have to memorize these rules in order to learn them which make learning a language similar to learning other school subjects such as history, geography and etc. However; memorization cannot be a good way of learning a language because learning a language means using it which is required for not only mastering the rules but also applying those rules (Bygate, 1987). As a result it was decided to use some activities which let students hear and interpret grammatically correct sentences in a more natural way and they were allowed to get the logic of grammar rules themselves. In other words, students were taught inductively. Their pronunciation could also be improved through listening to native speakers (in the case of this study film characters).

Nevertheless, providing natural and good amount of input might not be sufficient, so students were asked to summarize what they had watched or read in order to turn their passive knowledge into active one as a speaking practice which is essential for learning speaking skill. It made it possible for teachers to detect their students' mistakes and gave the opportunity for correcting them. Feeling of embarrassment, and having no idea about the topics chosen for class discussion were among the problems that students mentioned in this study. Watching films and reading books should be considered as useful activities since they gave the learners some ideas about what they were going to talk about so they could talk more confidently about the topic. Moreover, these two activities provided students with related vocabulary and grammatical structures that were necessary for talking about a particular topic. They also felt more comfortable since they heard all words' pronunciation while watching film.

Regarding error correction, teachers did not correct students' mistakes directly and they were not interrupted while speaking which increased their self-esteem and made them speak more fluently. As to the correction of mistakes, they were written on the board at the end of the session and corrected by the teachers without pointing to a

specific student which could be embarrassing otherwise. As active participants of the class, students felt more interested in learning English.

Similar to the present study, a study conducted by Pourali, Razmi and Nozad (2014), investigated the effect of speaking activities, that is, digital story telling on Iranian undergraduate students' oral performance. It was found that digital story telling should be regarded as a speaking activity that can be useful in improving students' oral performance, which is in line with the findings of the present study in that specific speaking activities can be used in order to improve speaking skills.

In order to improve speaking skill, a similar study was conducted by Baniabdelrahman (2013). He examined the effect of online diaries on EFL Saudi first Year University students' oral performance and according to the result of his study using online diaries as a speaking activity had a positive effect on students' oral performance. Similar to the two speaking activities used in the present study, that is watching films and reading books, online diaries increased the students' motivation, made them more interested and as result increased their class participation.

Another study which found applying speaking activities as an efficient way for improving EFL learners' oral ability was conducted by Aliakbari and Jamalvand (2010). In their study, the effect of role play on EFL learners' oral performance was investigated and it was found that role play as a speaking activity affected students' oral performance in a positive way, $t: 2.15$.

4.3.3. Teachers' mother tongue and speaking skills

In order to answer Research Question 3, that is, "Does teachers' mother tongue have any effects on Turkish EFL learners' oral performance?" students were divided into two groups, i.e. one group was taught by a NEST and another group by a NNEST. Then students were asked to participate in an oral exam to see if there was a difference between the oral performance of the students taught by the NEST and those of taught by the NNEST. Data obtained from oral exams were analyzed using an unpaired T-Test ($t: .59$, $p: .55$). It means that there was no difference between the oral performance of the students who were taught by a NEST and those who were taught by a NNEST.

The results of the study conducted by Mahboob (2003) revealed some strong and some weak aspects of being taught by a NEST. Similar to the findings of the present study, Madrid and Canado (2004) also found no difference between native and non native teachers regarding teaching speaking skill. Another study that is in line with the findings of this study is the one conducted by Llurda (2004). He also found no difference between the ways a NEST or a NNEST teaches speaking.

4.3.4. Students' attitudes towards speaking activities and their oral performance

For finding the answer to Research Question 4, "What are Turkish EFL learners' attitudes towards speaking activities?", students were asked to take part in an interview and express their opinions about speaking activities (watching films and reading books). Students believed that these activities were useful for many reasons. They claimed that they felt more confident in speaking English although they might make lots of mistakes while speaking. They said that they felt more comfortable due to the activities that they participated in during the learning process which provided lots of chances for them to speak in English. They reported not to be afraid of being asked to speak English anymore as they did it for many times which showed them that they are able to speak without thinking about grammar and pronunciation.

Moreover, they stated that they felt more interested in learning English because they did not stay silent in the class anymore and through using these activities, it was made clear for them that they could learn English which seemed to be impossible. The need for speaking Turkish also reduced and the students did not insist on speaking Turkish.

4.3.5. Students' attitudes towards teachers' mother tongue

Research Question 5, that is, "What are Turkish EFL learners' attitudes towards teachers' mother tongue?" was answered by asking students to take part in an interview and talk about their tendency and beliefs about their teachers. Both groups (one taught by a NEST and one by a NNEST) had positive tendency towards their teachers. Students who were taught by a NEST praised their teachers for their oral performance,

pronunciation, and range of vocabulary; however, a NEST was criticized due to his grammar knowledge. On the other hand, students who were taught by a NNEST valued their teachers' command of English and grammar knowledge while criticizing her for lack of cultural knowledge. The study done by Mahboob (2003) supported the findings of the present study as the students participated in his study also reported native speakers' oral skills and vocabulary as an advantage and poor knowledge of grammar as a disadvantage. In a similar study, Llorca (2004) found no relation between students' oral production and teachers' first language and it was shown that students were interested to be taught by both NESTs and NNESTs which could be more useful.

4.4. Chapter Summary

Qualitative results of the study revealed that unwillingness and lack of motivation and self-confidence should be regarded as problems in teaching and learning speaking. Furthermore, assessment methods of measuring students' knowledge of English play an important role in inability of students in learning speaking skill. Lack of opportunities for conducting a conversation was also referred to as another hindrance in learning speaking. Moreover, while pronunciation was rated as the most problematic component of speaking skill, grammar was rated as the least problematic one. Statistical analysis of the data showed that two kinds of speaking activities, that is, watching films and reading books have a positive effect on students' oral production. It was found that while these two activities affect students' knowledge of vocabulary, pronunciation, and ability to speak fluently in a positive way, they have no impact on students' grammar knowledge. Regarding teachers' mother tongue and students' oral performance, no relationship was found between these two variables. According to the findings, students had positive attitudes towards the activities applied in the study and towards their teachers' mother tongue.

CHAPTER FIVE

5. CONCLUSIONS AND IMPLICATIONS

5.1. Introduction

In this chapter, first the theoretical and pedagogical implications of the study will be presented. Second part of the chapter will put forward the limitations of the study. In the third part of this chapter, suggestions for further research will be dealt with, and in the fourth part of the chapter, restatement of the problem, and an overview of findings will be presented.

Based on the findings of the study, limited exposure to English, students' mother tongue, lack of interest and self-esteem, and evaluation system were detected as some of the serious problems that prevent students from learning speaking skills. Watching films and reading books were found as two effective speaking activities. The results also showed that teachers' mother tongue has no effects on students' oral performance. Students' beliefs about speaking activities and teachers' mother tongue also supported statistical findings.

5.2. Implications of the Study

Watching films and reading books which were applied in this study as speaking activities were found to be very useful in improving EFL learners' self-confidence and motivation. Therefore, they can be used by English teachers in order to make their classes more enjoyable and to encourage their students to speak English. As they are two ways of providing natural language, they can be helpful in producing native-like sentences rather than bookish ones which are very common among EFL learners. Watching films was also found to be very effective in improving students' pronunciation and their ability to speak fluently. As a consequence, in order to speak fluently and with a correct pronunciation, watching films can be used in English classes as they provide students with opportunities to listen to native speakers. In addition,

using these two activities makes students learn the meanings of the words that they do not know in context, that is while listening to sentences by guessing the meaning of the words due to their relationship with other words, while watching by concentrating on film characters' facial and body movements and while reading inferring the meaning of words from the meaning of other words that together can make meaningful sentences. Therefore, they can be preferred by teachers in order to avoid memorizing vocabulary which is not very effective in learning vocabulary as they can be forgotten (Yang & Dai, 2011). Although according to the results, these two activities had no effect on learning grammar, they can be used along with grammar lessons as a method that can help students to turn theoretical knowledge into practical one.

Watching films and reading books can also be beneficial for improving listening, reading, and writing skills, as they require students to understand what they hear or read in order to be able to summarize them. Writing skill can also be improved as reading books present grammatically correct sentences and paragraphs that are written coherently. Students can learn how to write meaningful sentences which consist of a chain of words in an inductive way. As a result, they can be used by English teachers as extra activities for teaching listening, reading, and writing. Lack of difference between NESTs and NNESTs can also be helpful in improving both native and nonnative teachers' confidence and make them trust in themselves while teaching English.

To be a good and successful teacher, one should be more responsible and creative. Good teachers should become sure whether their students are successful or not. This study shows the importance of analyzing all the problems and difficulties that are experienced by the students and the way a teacher can manage these problems. This study can be useful in encouraging teachers to feel more responsible, it shows that determining the problems encountered by students can lead in a successful teaching through finding more creative solutions. This study may contribute to teachers' understanding of the important role that motivation plays in a successful language learning and as a result can make them construct various speaking activities which motivate students to learn. Teachers can also reduce their students' anxiety and unwillingness by providing more opportunities for them to talk and change them to the active participants which can increase their self-confidence. Teachers should act as a consultant and facilitator in order to make a learning environment more effective.

5.3. Limitations

There are several limitations to this study that must be noted. The activities used in this study cannot be sufficient for teaching and learning English, that is, attending just the classes managing through these two activities cannot meet all needs of students regarding learning English. Data collecting was a difficult and problematic process. Convincing students to take part in three interviews was not an easy task. Moreover interviews could not be recorded as students felt uncomfortable about recording their voice. At first, students were not interested in taking part in the study since it was a long period and they had to take a risk of exposing to a new way of teaching which could be successful or not. It was also very difficult to observe all classes to see if everything was done at the same way that they should be.

5.4. Suggestions for Further Research

The findings of this study suggest that further research could be undertaken in different ways.

First, replication of the study with participants whose mother tongue is not Turkish, and with other target languages, studying at different levels, that is elementary, pre-intermediate, upper-intermediate, and advanced, would support or challenge findings. A study with a larger number of participants and different speaking activities can inspire greater confidence in findings. Similar studies can be useful in teaching and learning listening, reading, and writing skills and differences between NESTs and NNESTs can be examined by focusing on particular factors. Furthermore, the relationship between interviewers' mother tongue and students' oral performance can also be investigated. The effectiveness of the speaking activities on students with different genders can be researched. The impact of the teacher on students' learning speaking and their oral performance can also lead to useful findings.

5.5. Final Remarks

Ability to interact with people from different countries and with different cultures is considered important by most of the people (Afisa, 2015). It is seen as an inseparable part of the modern way of living which demands communicating globally.

This need for international communication makes learning English especially oral skills inevitable. In order to make teaching and learning speaking skill as effective as possible, more interactive and useful activities are needed. However, effective teaching requires detecting the problems that can act as a barrier to teaching and learning. According to the findings of this study, various factors can cause problems in teaching and learning speaking skills, such as unwilling and unmotivated students, boring teaching methods, evaluation system, inadequate chances of conversation in natural settings, poor knowledge of vocabulary, inability in applying grammar rules in making meaningful sentences, pronunciation, and mother tongue of the students.

Watching films and reading books were applied in the study in order to improve students' oral production and to handle above mentioned problems. The findings of the study revealed that these activities can tackle these problems in a great extent and as a result can have positive effect on EFL learners' oral performance. Moreover, pronunciation and fluency were found as the most improved components of speaking skills. However, regarding grammar knowledge, it was found that speaking activities applied have no impact on its improvement. The results also showed that teachers' mother tongue does influence students' oral production. Participants of the study also found watching films and reading books as two useful activities which can be helpful in learning speaking through handling the existing problems. They also expressed similar feelings and ideas about NESTs and NNESTs. Taking these problems into account and using these activities as supplementary activities that can help EFL learners in overcoming difficulties of learning speaking can be beneficial to teaching and learning speaking skill.

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APPENDICES

Appendix A. Class Observation Form

Observer's Name:

Teacher's Name:

Date and Time:

Level and Session:

A. How to deal with the vocabulary/unit...../page...../part.....

Having the students look at the chart:_____ -Playing the audio/reading out the vocabulary:_____

Defining the words if necessary:_____

Using realia:_____

Comments:_____

B. How to teach grammar/unit...../page...../part.....

Having the students look at the chart:_____

Eliciting information on the structure from the students:_____

Providing the students with simple examples:_____

Putting the points on the board and giving the explanations:_____

Encouraging the students to make their own sentences:_____

Doing the specified exercises:_____

Checking the following exercises:_____

Comments:_____

C. How to do the listening comprehension:/unit...../page...../part.....

Giving a warm-up_____

Playing the audio_____

Asking general questions_____

Playing the audio for the 2nd time_____

Checking the exercises_____

Comments:

D. How to teach conversation/unit...../part...../page.....

Giving a warm-up_____

Playing the audio_____

Asking general questions_____

Paraphrasing the conversation_____

Practicing the conversation/pairwork_____

Comments:_____

E. How to teach reading/unit...../page...../part.....

Giving a warm-up_____

Asking the students to read the text_____

Asking some general questions _____

Reading out the text _____

Paraphrasing the reading _____

Doing the following exercises _____

Comments: _____

_____ - _____

F. How to check homework:

Making sure the homework is done _____

Checking the homework _____

Making the necessary corrections _____

Comments: _____

G. Class Management:

Use of board _____

Pace & use of time _____

Following the syllabus _____

Comments: _____

H. Teacher's Professional Qualities:**Command of English**

Accuracy of speech and structure_____

Accuracy of pronunciation & intonation_____

Fluency_____

Accuracy of writing_____

Capability to impart knowledge_____

Preparation & lesson planning_____

Comments:_____

I. Teacher's Personal Qualities:

Punctuality_____

Self-confidence_____

Enthusiasm & liveliness_____

Creativity_____

Poise & bearing_____

Comments:_____

J. Student-Teacher relationship:

Mutual respect_____

Sympathy & kindness_____

Encouraging participation_____

Comments:_____

K. Students' behavior & attitude:

-Punctuality_____

Interest & attention_____

Involvement & participation_____

Discipline_____

Comments:_____

Recommendations for the teacher's better performance:

Appendix B. The First Oral Exam Questions.

Name: **level: Intermediate**

Topic 1

Describe a child that you know

You should say:

Who the child is

How you know the child

When you meet the child

Explain why you like/dislike this child.

Topic 2

Describe an important event in your life.

You should say:

When it happened

What happened

Whether this event affected other people

And explain why you feel it was important.

Fluency: 1-25

Vocabulary: 1-25

Grammatical range and accuracy: 1-25

Pronunciation: 1-25

Total score: 1-100



Appendix C. The Second Oral Exam Questions

Name: _____ **level: Intermediate**

Topic 1

Describe an old person that you know

You should say:

Who the person is

How you know the person

When you see the person

Explain why you like/dislike this person.

Topic 2

Describe an important childhood event.

You should say:

When it happened?

What happened?

Whether this event affected other people.

And explain why you feel it was important.

Fluency:1-25

Vocabulary: 1-25

Grammatical range and accuracy: 1-25

Pronunciation: 1-25

Total score: 1-100

Appendix D. Problems in speaking English reported by the students

Please rate each problem to the degree that you agree with

5. Strongly agree

4. Agree

3. Uncertain

2. Disagree

1. Strongly disagree

Problems	Level of Agreement				
	5	4	3	2	1
1. I feel unwilling to learn English					
2. I do not have enough opportunities to use English in natural settings					
3. I cannot making meaningful sentences in English					
4. I am afraid of making mistakes while speaking					
5. Listening to grammar rules and memorizing them are very boring					
6. Passing YDS is the only reason for learning English					
7. I find speaking topics quite boring					

Appendix E. Problems reported by the students

“İngilizce konuşabileceğimiz tek ortam İngilizce dersleridir ki o da zaman açısından çok kısıtlı.” (Fatma).

“İngilizce konuşma dersleri doğal ortamda konuşmaktan tamamen farklı, İngilizce derslerinde belli konular hakkında, belli gramer yapıları ve belli kelimeler kullanmayı gerektiriyor. Aslında İngilizce derslerindeki konumanın amacı belli yapılar ve kelimelerin kullanımını öğrenmektir ve bu da konuşmayı doğallıktan uzak tutuyor. Bu yüzden de bir turist gördüğümüzde konuşamıyoruz ve film izlerken de hiç bir şey anlayamıyoruz.” (Şule).

“İngilizce konuşabileceğim çok ortam yok ve konuşabileceğim tek yer İngilizce dersleridir ki bu derslerde de doğal bir şekilde konuşamıyoruz çünkü öğretmenlerimiz belli konular hakkında konuşmamızı istiyorlar. Bunun yanı sıra, sınıfta herkesin önünde konuşmak çok tedirgin edici bir durum çünkü İngilizce cümle kurmak benim için çok zor ve bazen saatlerce düşünmem gerekiyor. Bu yüzden dersler de Türkçe konuşmayı tercih ediyorum. Ayrıca İngilizce derslerine konuşmak doğal ortamda konuşmaktan tamamen farklıdır.” (Mustafa)

“Bence yeni bir dilde konuşmak için çok fazla konuşma pratiği yapmak gerekir ki bu da bizim ortamda mümkün değil çünkü İngilizce konuşabileceğimiz tek yer İngilizce dersleridir.” (Ebru).

“Uzun yıllar boyunca İngilizce eğitimi alıyoruz ve gramer konusunda oldukça iyi olduğumu düşünüyorum. Ancak İngilizce de doğru bir cümle kurmak benim için zor ve öğretmenler soru sorduklarında gramer ve anlam olarak doğru cümleler kurmak çok zamanımı alıyor.” (Tuğba).

“Benim için diğer öğrencilerin önünde İngilizce konuşmak çok rahatsız edici çünkü cümle kurarken doğru gramer kuralları ve doğru kelimeleri birleştiremiyorum ve bu nedenden dolayı da yanlış cümleler kuruyorum. Bu yüzden yanlış yapmamak için ve diğer öğrencilerin benim dalga geçmelerini önlemek için Türkçe konuşmayı tercih ediyorum.” (Batuhan)

“Bütün okul hayatımızda İngilizce dersleri görmemize rağmen İngilizcemiz iyi değil. Okulda gramer kuralları ve çeviriye yönelik bir eğitim alıyoruz ve öğretmenler tamamen Türkçe konuşuyorlar ve her şey Türkçeye çeviriliyor yani konuşmadan ziyade gramer ve çeviri önemli. Gramer kurallarını doğru bir şekilde öğreniyoruz ancak bu kuralları bir yazmak ve ya söylemek için kullanamıyoruz. Mesela bir cümle kurmak için saatlerce düşünmemiz lazım.” (Husseyin).

“Öğretmenlerin konuşmamız için seçtikleri konular genelde ilgimizi çekmeyen ve bilgimizin olmadığı konular. Bu yüzden derslerde pasif kalmayı tercih ediyorum. Zaten bilgimin olmadığı konular hakkında nasıl konuşa bilirim ki? Türkçe de bile bu tür konular hakkında konuşamazken İngilizce de konuşmak imkansız.” (Şeyma).

“İngilizce derslerini çok sıkıcı buluyorum ve bu derslere katılmak istemiyorum. Çünkü bu derslerde saatlerce gramer kurallarını dinlememiz gerekiyor ve bunun yanı sıra öğretmenimiz kelime anlamlarını ezberlememizi istiyor ki bu da çok sıkıcı.” (Nejla).

“Gramer bilgimin iyi olduğunu düşünüyorum, çoğu kuralları biliyorum ama konuşmaya gelince bir cümle bile kuramıyorum. Bu durumda beni tedirgin ediyor ve yanlış cümle kurma korkusuyla öğretmen soru sorduğunda Türkçe cevap vermeyi tercih ediyorum. Doğrusunu söylemek gerekiyorsa diğer öğrenciler ve hatta öğretmenin yanlış kurduğum cümlelerle dalga geçeceklerini düşünüyorum ve bu da İngilizce konuşmamı engelliyor.” (Özgür).

“İngilizce derslerinde konuşmak istiyorum ancak kendimden emin olmadığım için ve yanlış yapacağımı düşünerek konuşmamayı tercih ediyorum. Ayrıca İngilizce derslerinde belli konular üzerinde konuşmamız isteniyor ve bu konular öğretmenler tarafından seçiliyor. Bu konuların çoğu benim bilgimin olmadığı ve bana cazip gelmeyen konulardır. Takdir edersiniz ki çok fazla bilgimizin olmadığı konular hakkında Türkçe de bile konuşmak zor yani ben bu konular hakkında Türkçe bile düşünemiyorum ki onu İngilizce olarak dile getireyim.” (Kamilcan).

“Konuşma dersleri için seçilen konular çok sıkıcı ve genelde de alakamızın olmadığı konular, bu yüzden derslerde sessiz kalmayı konuşmaya tercih ediyorum.

Halbuki eğer konular öğrencilerin isteği üzerine seçilirse daha faydalı olur. En azından fikrimiz olduğu konular olur.” (Talha).

“Ben İngilizceyi sevmiyorum ve elimde olsa bir saat bile İngilizce çalışmam. Ama maalesef ki yüksek seviyedeki eğitim için gerekli ve bu nedenden dolayı İngilizceyi öğrenmek zorundayım.” (Yunus).

“İngilizce kursuna gelme amacım YDS sınavını geçmek çünkü doktora eğitimine başlamak için gerekli. Ancak bu sınavı geçer geçmez İngilizce öğrenmeyi bırakacağım.” (Nur).

“İngilizce öğrenmek özellikle de saatlerce oturup ve gramer kurallarını dinlemek çok sıkıcı. İngilizce konuşmak benim için önemli değil ancak işimde terfi etmek için YDS sınavını geçmem lazım. Bundan dolayı da İngilizce öğrenmeye çalışıyorum. Bu sınav konuşma becerisini ölçmediği için bence konuşmak çok da gerekli değil.” (Ayşe).

“İngilizce öğrenmemin tek nedeni YDS sınavını geçmek bu sınav da sadece gramer, kelime ve çeviri bilgisini değerlendirdiği için konuşma becerisini geliştirmeyi çokta gerekli bulmuyorum.” (Rıdvan).

“İngilizce derslerini sevmiyorum çünkü çok sıkıcı. Anlama ve konuşma becerimiz iyi olmadığı için sınıfta pasif kalıyoruz ve üç saat boyunca öğretmeni dinliyoruz ki bu da çok sıkıcı. Ayrıca bazen öğretmenler bizi konuşmaya zorluyor ve sorular soruyorlar ki bu da bizi tedirgin ediyor çünkü kendimizi ifade edemiyoruz.” (Ahmet).

Appendix F. Problems in speaking English reported by the teachers

Please rate each problem to the degree that you agree with

5. Strongly agree

4. Agree

3. Uncertain

2. Disagree

1. Strongly disagree

Problems	Level of Agreement				
	5	4	3	2	1
1. Students are not interested in learning English					
2. Students are reluctant to speak English					
3. Students' use of their mother tongue					
4. Passing YDS is students' primary reason for learning English					

Appendix G. Problems reported by the teachers

“Öğrenciler İngilizce öğrenmek için istekli değiller, motivasyonları çok düşük ve çoğu zaman ödevlerini yapmıyorlar. Yani biz zorlamadan hiçbir şekilde derslerde aktif olmuyorlar. Çoğu öğrencimiz derslere düzenli olarak katılmıyorlar ve derslere gelmemek için sürekli bahane uyduruyorlar.” (Emine)

“Öğrenciler derslerde sıkılıyorlar ve biraz geçtikten sonra dersi dinlemiyorlar. Soru soruyorum ancak cevap vermek istemiyorlar, cevap verseler bile Türkçe de cevap veriyorlar. Dersi İngilizce anlattığımda hemen şikayet ediyorlar ve hiçbir şey anlayamadıklarını söylüyorlar. Aşırı derecede isteksizler.” (Zeynep).

“Çoğu öğrencimiz için konuşma becerisini geliştirmek önemli değil bunun yerine gramer, kelime ve çeviri bilgilerinin iyi olmasını tercih ediyorlar. Çünkü İngilizce öğrenme amaçları gramer, kelime ve çeviri bilgisini değerlendiren YDS sınavını geçmek. Bu sınav hiçbir şekilde konuşma becerisini değerlendirmiyor.” (Pınar).

“Bana göre öğrencilerin en büyük problemleri İngilizceyi sevmedikleri ve İngilizce öğrenmeyi gereksiz bulmalarıdır. Bundan dolayı da çok fazla emek sarf etmiyorlar. Öğrenciler için İngilizce öğrenmek demek gramer kurallarını öğrenmek, kelime bilgisini artırmak ve cümleleri çevirebilmeleri demek. Bu yüzden derslerde onları konuşturamıyorum ve sürekli pasif kalıyorlar.” (Merve).

“Çoğu öğrencimizin İngilizce öğrenme amacı YDS sınavını geçebilmek. Bu yüzden de bu sınava odaklanıyorlar ve bu sınavın değerlendirdiği becerilere önem veriyor. Örneğin, gramer kurallarının çok detaylı bir şekilde açıklanmasını istiyorlar, sürekli derslerde çeviri yapılması isteniyor. Dinleme ve konuşma becerileri hiçbir şekilde ciddiye alınmıyor. Söylediğimizde de gramer, kelime ve çeviri bilgisi YDS sınavını geçmemiz için yeterli diyorlar.” (Kübra).

“Öğrenciler İngilizce konuşmaktansa Türkçe konuşmayı tercih ediyorlar çünkü fikirlerini Türkçe de daha rahat bir şekilde anlatabiliyorlar. Gramer ve kelime derslerinde bizim de Türkçe konuşmamızı istiyorlar.” (Feyza).

“Öğrenciler sürekli Türkçe konuşmak istedikleri ve öğretmenden de dersi Türkçe anlatmasını istedikleri için çok fazla İngilizce diline maruz kalmıyorlar ve bu

yüzden de İngilizce bilgilerini özellikle de konuşma becerilerini geliştiremiyorlar. Bana göre Türkçe dillini kullanarak eğitim vermek öğrencilerin konuşma becerilerini geliştirememelerindeki en büyük etkenlerden biridir.” (Maryam).

“Students do not like to speak English and whenever I ask a question they answer in Turkish and they usually translate every single word that I use which is frustrating. I think they try to learn English because they have to learn it in order to get a better job or to continue their education in higher levels. They do not attend classes regularly and do not do their homework. Sometimes I think that it is impossible to motivate them in order to participate in class activities.” (Kathy).

“Students are very reluctant to learn English, most of them do not take part in class activities, they do not like to answer my questions. Whenever I ask them to discuss a specific topic in groups, they speak in Turkish rather than English. They ask all their questions in Turkish. It is completely obvious that they get bored when I speak in English. Instead of using the grammar rules or the words that they have learnt in sentences, they memorize the rules and new words. They say that their only purpose of learning English is passing YDS which is very important for them, so they find it unnecessary to improve their speaking skill which is not evaluated through this exam.” (David).

Appendix H. Students' beliefs and attitudes towards the speaking activities used and their oral performance

Please rate each problem to the degree that you agree with

5. Strongly agree

4. Agree

3. Uncertain

2. Disagree

1. Strongly disagree

Idea	Level of Agreement				
	5	4	3	2	1
1. I found watching films enjoyable					
2. I felt more comfortable while speaking					
3. Watching films supplied me with ideas which I was going to talk about					
4. Reading books as homework was more enjoyable than the homework full of grammar exercises					
5. Reading books was an enjoyable activity because I chose the books based on my own interest					
6. Watching films and reading books made me speak more fluently					

Appendix I. Students' attitudes towards speaking activities

“Film izleyerek İngilizce öğrenmek çok zevkli, daha önceki derslerin tam aksine hiç sıkılmadım ve en önemlisi filmleri bizim seçmemiz bu süreci daha da keyifli yaptı. Artık derslere gönülsüzce değil istekli bir şekilde geliyorum. Ayrıca, ödev olarak sevdiğimiz hikayeleri okumamız da çok iyi, daha öncesinde saatlerce süren gramer sorularını çözmek çok sıkıcıydı ve ben genelde ödevimi yapmadan derslere giderim. Film ve hikaye özeti çıkarıp ve onu sınıfta anlatmamız en başlarda zor ve korkutucuydu çünkü daha öncecinde derslerde konuşmuyordum veya en fazla öğretmenin sorduğu soruya bir cümle kurarak cevap veriyordum. Ancak film ve hikaye özetini anlatmak en az 15 dakika hiç durmadan konuşmak demek, ilk başlarda imkansız gibi geliyordu ama zamanla pratik yaparak daha rahat his ederek konuşmaya başladım.”(Talha).

“Film izleme ve hikaye okuma İngilizce derslerini eğlenceli bir hale getirdi, derslerde aktif olduğumuz için ve konuşma fırsatı bulduğumuz için sıkılmıyoruz. Ne zaman İngilizce konuşmam istenseydi tedirgin olmaya başlıyordum ve yaşadığım gerilimden dolayı konuşamıyordum ancak bu iki ay boyunca tamamen alıştım. Hatalarımın hemen düzeltilmemesi özgüvenimi çoğalttı ve hiç bölünmeden en az 10 dakika konuşabilmek çok iyi bir his ve aslında yeni bir dilde konuşmanın imkansız olmadığını gösteriyor.” (Kamilcan).

“İki ay boyunca çok iyi bir eğitim aldığımı düşünüyorum. Dersler hem verimli hem de eğlenceli geçti. İstedğimiz filmi izleyip ve istediğimiz hikayeyi okumamız ve onların hakkında tartışabilmemiz çok iyiydi. En önemlisi İngilizce konuşmaya karşı hiss ettiğimiz gerginlik ve gerilim hemen hemen ortadan kalktı. Saatlerce gramer kurallarını dinlemek ve kelime ezberi yapmak yerine sevdiğim filmi izlemek daha verimli. Ayrıca sıkıcı gramer sorularını cevaplamaktansa sevdiğim hikayeyi okumayı tercih ediyorum.” (Ahmet).

“Film izlemekten çok zevk aldım, özellikle de film konularını bizim seçtiğimiz bu süreci daha da eğlenceli yaptı. Filmler hakkında arkadaşlarımızla tartışmak ve fikirlerimizi söylemek çok iyiydi. Konuşurken hatalarımızın düzeltilmemesi öz güven ve motivasyonumu yükseltti.” (Şeyma).

“Sürekli filmler ve hikayeler hakkında konuştuğumuz için konuşma becerimin gelişimini his ediyorum, daha önce olduğu gibi İngilizce konuşmaktan çekinmiyorum ve daha akıcı bir şekilde konuştuğumu düşünüyorum. Aslında yanlışlarım oluyor ancak konuşurken yanlış yapmaktan korkmadığım için akıcı konuşmayı becerebiliyorum. Gramer hatalarımın da zamanla azalacağını düşünüyorum.” (Özgür).

“İngilizce derslerinde pasif kaldığımın bir nedeni konuşma konularının seçimi idi. Konular öğretmenler tarafından seçiliyordu ve genelde de bizim ilgisimizi çekmeyen ve çok fazla bilginin olmadığı konulardı. Bu nedenden dolayı da bu konular hakkında konuşmak oldukça zordu. Konuşmadan önce film izlemek ve hikaye okumak ve sonrası onların hakkında konuşmak çok iyi oldu çünkü artık konular hakkında bir fikrim vardı.” (Sinem).

“İngilizce konuşmak benim için çok zordu. Bir cümle kurmadan önce doğru gramer ve kelime seçiminden emin olmak için baya bir düşünmem gerekiyordu ve bu da akıcı konuşmama engel oluyordu. İlk başlarda filmin özetini anlatmak çok zor geliyordu çünkü önceki derslerimizde İngilizce konuşmaya alışkın değildim ve konuştuğum tek şey öğretmenlerin sorularına verdiğim cevaplardı. Ancak zaman geçtikçe film özetini anlatmak daha kolay oldu ve konuşurken öz güvenimin arttığını hissettim. Ve hiç durmadan 10 dakika boyunca konuşabildim ki bu da çok iyi bir duygu.” (Batuhan).

“Hikaye okumayı daha da eğlenceli yapan şey hikayeleri bizim seçtiğimiz. Sevdiğimiz hikayeleri okumak ve onlar hakkında tartışmak çok zevkli.” (Nejla).

“Normalde öğretmenlerin seçtiği konular hakkında konuşmakta zorlanıyorum. Bu durum sadece İngilizcemin yetersiz olduğundan kaynaklanmıyor aynı zamanda konu hakkında çok fazla bilgimin olmamasından da kaynaklanıyor. Hiçbir fikrimin olmadığı konu hakkında nasıl konuşabilirim ki? Ancak konuşmamız istenmeden önce film izlediğim de ya da bir hikaye okuduğumuz konuşacağımız konu hakkında bir fikir edinmemize yardım ediyor ve bütün olayı bildiğimiz için konuşmak daha rahat oluyor. Film ve hikaye özeti yapmak ilk başlarda zor oldu ama giderek alışmaya başladım.” (Şule).

“Gramer ödevleri çok sıkıcı ve bu yüzden de genelde ödev yapmadan derse geliyordum. Ödev olarak hikaye okumak daha eğlenceli. Artık yapmak zorunda olduğum için değil de sevdiğim için ödevimi yapıyorum.” (Elif).



Appendix J. Students' attitudes towards the NEST

Please rate each problem to the degree that you agree with

5. Strongly agree

4. Agree

3. Uncertain

2. Disagree

1. Strongly disagree

Idea	Level of Agreement				
	5	4	3	2	1
1. Listening to my teacher and film characters has improved my pronunciation and intonation					
2. My teacher's good knowledge of vocabulary has helped me in improving my knowledge of vocabulary					
3. My teacher was not very good at answering my grammar questions and correcting my grammatical mistakes					

Appendix K. Attitudes towards the NEST reported by the students

“Hocamızın ana dilinin İngilizce olması önemli bir faktördü. Ana dili İngilizce olan bir kişiyi sürekli dinlemek İngilizce telaffuzumu geliştirdi en azından kelimeleri doğru bir şekilde telaffuz edebiliyorum. Öncesinde kelimelerin doğru telaffuz edilmelerine hiç önem vermezdim ve derslerde de çok fazla ciddiye alınmazdı. Bana göre bir kelimeyi gördüğümde anlamak yeterliydi. En önemli neden de sözlüğe bakmak ve kısacası uğraşmak istemememdi. Ancak ana dili İngilizce olan öğretmen olunca artık sözlükle uğraşmak zorunda kalmadım.” (Kamilcan).

“Derslerde konuşma ve dinleme becerileri çok vurgulanıyor ve gramer bilgisinin üzerinde çok durulmuyor. Öğretmene gramer hakkında soru sorduğumuzda detaylı cevaplamıyor ve hemen geçiyor. Çoğu sorularımızın cevabını alamıyoruz. Ancak telaffuz ve kelime bilgimiz oldukça iyi. Öğretmenin kelime bilgisinin iyi olması çok büyük bir avantaj ve bir kelimenin çeşitli anlamlarını anlattığı için kelime bilgimiz çok gelişti.” (Ayşe).

“Hem anadili İngilizce olan öğretmeni hem de film karakterlerini dinlemenin konuşma becerimizin gelişiminde önemli rolü var. Çünkü doğal dinleme ve konuşma ortamını yansıtıyor. Tek sıkıntı çektiğim kısım gramer konularıydı.” (Ebru).

“Anadili insanları dinleyerek onların konuşma tarzını taklit edebiliyorum ve kelimeleri doğru bir şekilde telaffuz edebiliyorum.” (Rıdvan).

“Öğretmenimiz gramer kurallarını detaylı bir şekilde anlatmadı ve genelde konuşma, telaffuz ve kelime ağırlıklı bir eğitim aldık.” (Seda).

“Bence bir dili öğrenmek için o dile maruz kalmak gerekiyor. O dili doğru bir şekilde bilen ve kullanan insanları dinlemek ve onlar ile konuşmak çok önemli. İki ay boyunca ana dili İngilizce olan öğretmeni dinlemek ve karşılık konuşmak konuşma becerimi, kelime bilgimi ve en önemlisi de telaffuzumu geliştirdi. Eksik hissettiğim tek şey gramer bilgimin gelişmemesi.” (Nur).

“Kelime bilgimin geliştiği düşünüyorum çünkü öğretmenimiz filmde ve ya hikayelerde kullanılan kelimeler için bir çok eş anlamlı kelime yazıyor.” (Cansu).

Appendix L. Students' attitudes towards the NNEST

Please rate each problem to the degree that you agree with

5. Strongly agree

4. Agree

3. Uncertain

2. Disagree

1. Strongly disagree

Idea	Level of Agreement				
	5	4	3	2	1
1. My teacher has a good knowledge of English and she answered all my questions during the lessons					
2. My teacher's good knowledge of grammar and vocabulary was helpful in making correct and meaningful sentences					
3. My teacher did not have enough information about the cultural aspects of the language					

Appendix M. Attitudes towards the NNEST reported by the students

“Öğretmenimi seviyorum ve bana çok şey kattığını düşünüyorum. Her zaman İngilizce konuşmaktan çekinen bir insan olarak rahatlıkla söyleyebilirim ki bu eğitim sürecinden sonra İngilizce öğrenme ve konuşmaya karşı daha fazla olumlu düşünmeye başladım ve geçmişte olduğu gibi onun imkansız olduğunu düşünmüyorum. Kelimelerin doğru telaffuzunu öğrenmek ve onları doğru bir şekilde söylemek, bir kelimenin hemen hemen bütün anlamlarını öğrenmek beni çok motive etti.” (Husseyin).

“İngilizce de cümle kurmayı öğrendim, çünkü öğretmenimiz sürekli gramer ve anlam olarak doğru cümleler yazıyordu ve bizden aynı şekilde cümle kurmamızı istiyordu. Gramer yanlışlarımız sürekli düzeltiliyordu ki bu da bir daha aynı hataları yapmamız için çok etkileyici.” (Mustafa).

“Öğretmenin İngilizce bilgisi çok iyiydi, telaffuz, kelime ve gramer bilgisi çok iyiydi ve sorduğumuz her soruyu detaylı bir şekilde cevaplıyordu. Kelime eğitimine önem vermesi ve söylenen ya da tahtaya yazılan her kelime için eş anlam söylemesi kelime bilgimi geliştirdi ve bunları örnekler ile yaptığı için daha etkili olduğunu düşünüyorum.” (Yunus).

“Konuşma becerisi çok önemli olsa da gramer öğrenmeyi de istediğim için sürekli gramer soruları sordum ve öğretmenimin iyi bir gramer bilgisi olduğundan dolayı bütün sorularım cevaplandı ve bu da beni oldukça motive etti. Çünkü bana göre bir dil öğretmede sadece konuşma becerisi değil aynı zaman da gramer ve kelime bilgisi de önemli. Film izlerken bazı kültürel olayları anlamadığımız için öğretmenden bilgi vermesini istedik ancak öğretmenin çok fazla bilgisi yoktu.” (Şeyma).

“Derslerde öğretmen ile ilgili hiçbir sorun yaşamadım. Öğretmenimiz oldukça bilgiliydi ve hiçbir sorumuzu cevapsız bırakmadı. Kelime bilgimizi geliştirmemiz için çok katkıda bulundu bütün kelimelerin doğru okunuşlarını vurguladı ve çok fazla yeni kelime öğretti. Özet anlatımı bittikten sonra yanlışlarımızı detaylı bir şekilde açıkladı ve eğer gramer hatam varsa o gramer konusunu detaylı bir şekilde anlattı.” (Batuhan)

“Öğretmenimden gayet memnunum, İngilizce bilgisi çok iyi, bütün gramer konularına hakim. Kelime bilgisi ve aksanı iyi ancak bazen kültür açısından açıklayamadığı durumlar oldu ki bence çok da önemli değil. Soru sorduğum da çok iyi bir şekilde yardımcı oldu ve sınıfı neşeli ve aktif tutmakta çok iyiydi.” (Metin).



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