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A CASE STUDY OF FACTORS WHICH AFFECT ELEVENTH-GRADE STUDENTS'

ABILITY TO SPEAK ENGLISH IN A FOREIGN LANGUAGE CLASSROOM

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WE **certify** that the thesis under the title of "**A CASE STUDY OF FACTORS WHICH AFFECT ELEVENTH-GRADE STUDENTS' ABILITY TO SPEAK ENGLISH IN A FOREIGN LANGUAGE CLASSROOM**" is satisfactory for the award of the degree of Master of Arts in the department of **English Language Teaching.**

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DEDICATION

To my mother and father.

ÖZET

11. SINIF ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDE KONUŞMA BECERİLERİNİ ETKİLEYEN FAKTÖRLERİN VAKA İNCELEMESİ

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Bu çalışmanın amacı 11. Sınıf öğrencilerinin İngilizce derslerinde İngilizce konuşurken yaşadıkları problemleri incelemektir. Öğrencilerin İngilizce derslerinde İngilizce konuşurken yaşadıkları problemleri ölçmek için on yedi sorudan oluşan bir anket kullanıldı. Daha sonra bu anket yaşları 16 ile17 arasında olan 191 on birinci sınıf öğrencisine uygulandı. Ankette elde edilen veriler SPSS 20 paket programında analiz edildi. Veri dağılımını bulmak için faktör analizi ve betimsel analiz yapıldı ve frekans, yüzdelik ve ortalama hesaplandı. Ortalama ve standart sapma öğrencilerin İngilizce konuşma konusundaki algı oranlarını tam anlamıyla ölçmek için özgüven eksikliği, hata yapma korkusu, motivasyon eksikliği ve hazırlıktan oluşan dört faktör altında hesaplandı. Bu çalışma öğrencilerin büyük bir çoğunluğunun özgüven eksikliği, hata yapma korkusu, motivasyon eksikliği konularında büyük problemler yaşadıklarını ortaya çıkardı.

Anahtar Kelimeler: Hata Yapma Korkusu, Motivasyon Eksikliği, Özgüven Eksikliği, Hazır Olma

ABSTRACT

A CASE STUDY OF FACTORS WHICH AFFECT ELEVENTH-GRADE STUDENTS'

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The aim of this study is to examine the 11th grade students' problems towards speaking English. A five-point Likert type scale consisting of 17 items was used to measure students' problems towards using the target language (English) in the classroom. The questionnaire, then, was administered on 191 eleventh grade students who are between 16 and 17. The data which was obtained from the questionnaire were analyzed by using SPSS 20 (Statistical Package for Social sciences). Factor analysis and descriptive analysis were carried out; for the data distribution, frequency, percentage and means were calculated. The means and standard deviations were calculated under four categories which are lack of confidence, fear of making mistakes, lack of motivation and readiness in order to describe the overall picture of how the students rated their perceptions on speaking English. The results of this study revealed that most of the students had problems such as fear of making mistakes, lack of motivation, readiness and lack of confidence towards speaking English. No significant difference was found out among the sub-scales in terms of gender.

Keywords: Fear of Making Mistakes, Lack of Motivation, Lack of Confidence, Readiness.

ABBREVIATIONS

EFL　: English as a Foreign Language

CLT　: Communicative Language Teaching

CMC : Computer Mediated Communication

ESL　: English as a second language

SRC　: Survey Research Cycles

KMO : Kaise-Mayer-Olkin

EFA　: Exploratory Factor Analysis

LC　　: Lack of Confidence,

FMM : Fear of Making Mistakes

LM　　: Lack of Motivation

R　　　: Readiness

SPSS : Statistical Package for Social Sciences

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CHAPTER I

1. INTRODUCTION

Rus & Medrea (2012, p. 1162) determine communication as "coming from the Latin communis meaning to be in connection to, in relation with, communication is the first tool of accomplishing human socialization". In other words, because people are social creatures, they have to communicate. They can make contact with each other by using two channels which are spoken and written (Marbzan & Hashemi 2013, p. 943). As to communication in the past, people used to communicate by using their tongues, some primitive ways such as sounds, whistle, animals like pigeon, smoke and some messages which were put in the bottles. Nowadays, communication can be done through sophisticated ways such as spoken language, body language, internet, mobile phone and other tools. In spite of these developments in communication, spoken language keeps its importance and is indispensible in our daily lives.

1.1 Background of the study

The spoken language is the most important and sincere one among the other ways because people can see each other, make an eye contact and empathy and understand each other better. And also, it differs from the other ways due to being live, developing day by day, interacting with other languages by getting new words from them and giving them new ones. In line with these thoughts, Kurudayıoğlu (2011, p. 224) contends that speaking has a very crucial role in explaining our feelings such as our likes, dislikes, friendships, and hate. As can be seen, there are very important conceptions which are sound, pronunciation, agreement disagreement, understanding in it. People also used to speak their native language and tried to understand each other, share their ideas, feelings such as likes, dislikes, hates and enmities through it in the past. As to today, because of the technological developments such as internet, computers, mobile phones and smart tools, people began to communicate both with their people and foreign people in any place in the world in a short time. These developments

turned the world into a small village. As a result of this, people need to communicate with foreign people much more than before. In today's world, we can order a device from any country in the world, meet new people, and do business with any person in a short time and fast way, too. All of these changes in our lives force us to learn a foreign language.

Apart from the reasons of learning a foreign language which were mentioned above, there are much more reasons which are mentioned in other articles and studies. For instance; Ocak, Kuru & Özçalışan (2010, p. 661) argue the same issue and state that language is a tool which provides a mutual dialogue among the people. People, as social creatures, have always put in effort to make contact with the people around them. In parallel with industrial, technological and social advances, they desired to make contact with other foreign people and as a result of this, knowing and speaking a foreign language has become an arduous subject. This need, recently, has turned out to be a must because of the increase in mass media, fast technological advance and science, advancements of transportation and the fact that associate-ship among the countries in terms of business, soldiery and training have become more of a subject. In line with the ideas which were mentioned above, Şimon (2014, p. 2481) discusses the importance of learning and speaking a foreign language in a in a social life and emphasizes the speaking a foreign language ability:

The contemporary society is characterized by an intensive cultural and professional exchange which is facilitated by the mastering of at least one international language. The capacity to express oneself freely in an international language both in professional and in everyday contexts is the first step towards one's all lifelong personal and professional development. The incapacity to communicate in an international language is a major hindrance that stops us from keeping updated professionally and actively taking part in international professional activities, which imply both the enrolment to various courses, lectures, workshops, conference of professional interest and the exchange of professional experience among experts of different nationalities. Moreover, many international companies have branches spread all

over the world and the communication among the employees is done in an international language.

Majidifard, Shomoossi & Ghourchaei (2014, p. 1085) also describe the significance of speaking a foreign language and state that "due to globalization and the widespread use of English in the world today, speaking seems to be the prominent skill to be developed by language learners. Accordingly, research on speaking has been on the rise in the EFL context".

1.2 Statement of the Problem

Doğruer, Menevis, & Eyyam (2010, p. 5089) states that "speaking is an important and difficult skill that is one of the main components of the language learning process, so it becomes one of the hardest objects of assessment of students' level of language proficiency". As said in the former sentence, speaking is one of the most important four skills which each student would like to acquire at the end of the process of learning a foreign language. However, it is probably the most difficult skill which can be achieved by the learners, especially by the Turkish learners. In spite of its difficulty and necessity, it is ignored by both students and instructors in our country.

As the teachers and the students in our country have approached the language as a subject but not as a language because of our exam-centred education, both of them do not do their responsibility for learning and speaking a foreign language and use it in their future lives. Zhang (2009) states that apart from being a crucial skill, talking in a foreign language is a big difficulty for second language students in EFL contexts since most of the language classrooms have some lacks which result from both language instructors and students which make language students mute and unmotivated to communicate in second language with each other. Therefore, the teachers teach only grammar in the language classroom by ignoring four main skills, especially speaking. Despite this, the students do not learn grammar as well. The

same problems have been experienced by the students of other countries, too. For example; Barekat & Mohammadi (2014, p. 353) states the same sentences mentioned above: English education which is suggested in Iran public schools mostly focuses on teaching and making students memorize grammatical rules and does not support the development of oral abilities and even the grammatical rules which were learnt are at schools not remembered after a short time. Thus, we are familiar with the statements which are mentioned below.

I just know I have some kind of disability: I cannot learn a foreign language no matter

how hard I try.

> When I'm in my Spanish class I just freeze! I cannot think of a thing when my teacher
>
> calls on me. My mind goes blank.
>
> I feel like my French teacher is some kind of Martian death ray. I never know when
>
> he will point at me!
>
> It's about time someone studied why some people can't learn languages.
>
> (as cited in Horwitz, Horwitz & Cope 1986, p. 125)

As teachers, we are always used to hearing these kinds of complaints from our students in our classes or our colleagues in the teachers' rooms. Therefore, we naturally get affected badly by them as teachers, especially if we are teachers of foreign languages. In addition to this, the parents of the students behave as if they aren't aware of the importance of foreign language in their children's future life and do not live in global world. Moreover, because English questions aren't asked in the university exam which is done every year is another handicap for the teachers of foreign languages. Accordingly, both the students and their parents think that they can learn English at university or after finishing university. Unfortunately, nearly all of them cannot learn it or cannot find time to learn it because of their busy work life and family life.

In this regard, Oradee (2012, p. 533) mentions speaking in essential four skills and suggests that the four language skills (listening, speaking, reading and writing) are

synchronously performed in teaching and learning a language. In addition to this idea, Boonkit (2010, p.1305) states that "speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue". Therefore, both Turkish students and teachers should consider especially this skill when they learn it as students and teach it as teachers. On the other hand, this is one of the main problems which the Turkish students have had and the Turkish teachers have encountered for a long time.

1.3 Purpose of the study

In the Turkish context of learning English as a foreign language, the teachers of English generally try to find out why the majority of Turkish undergraduate students cannot communicate in English confidently although they have had English for eight years until that grade. Thus, this study aimed to find out the reasons why the Turkish eleventh grade students cannot speak English fluently and what kind of suggestions the teachers can get through this research.

1.4 Research questions

This research had one research question which was:

1) What kind of speaking problems do the Turkish eleventh grade students have in speaking English as a foreign language?

1.5 Importance of the study

I predicted that this research would help both the students and the teachers to realize what kind of problems they encountered and what both of them could do to improve this ability. In addition to this benefit, I predicted that the ministry of national education would

pay attention to the results of this study and revise some of its decisions about the materials and schedules which were prepared by it.

CHAPTER II

2. LITERATURE REVIEW

2.1 Speaking skill / Competence

Sani (2014) contends that communication is an activity which happens between two or more than two people. In other words, it is an interaction. The methods which enable the learners how to speak a foreign language appear contradictive. It is thought that in English classrooms, interaction can improve students' comprehension and communicative competence. Communicative Language Teaching (CLT) method has created a curiosity for the improvement of speaking a foreign language in language classes so as to increase verbal interaction. Nevertheless most teachers con not succeed in preparing a suitable atmosphere for a good communication among the learners, thinking that their responsibility is to transfer the information related with the language rather than the language itself to the students by giving little or no opportunity to the learners to narrate themselves. There is an idea among the methodologists which focuses on putting the student in the centre of attention and making the teacher as passive as possible.

Another researcher Orwig (1999) identifies in a different way and states that speaking is a productive skill in the oral mode and maintains his thoughts about speaking as the following: It is more complex than it appears at first sight like the other abilities and includes more than just articulation of the vocabularies. Accordingly, Orwig mentions three types of speaking as below:

a. Interactive speaking, which consist of face to face communication and phone conversations, in which people speak and listen mutually, and in which they have an oppurtunity to want clarification, recurrence, or slower conversation from their interlocutor.

b. Partly interactive speaking, such as doing a speech to the live lookers-on, where the conference is that the audience does not stop the speaking. However, the lecturer can see the public and guess from their appearances on their face and body languages whether he or she is comprehended or not.

c. Totally non-interactive speaking, for example; recording a lecture for radio broadcast.

Related with this topic, Anggraeni (2012, p. 2) states that "speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers think that speaking ability should be mastered by their students."

As teachers, we expect that our students will communicate with each other at the end of each course. This expactation is mostly related to interactive speaking. In other words, we hope that they can speak with each other about themes which they are familiar with or share their ideas about any issue which they are keen on or interested in such as hobbies, leiusre time activities, phobias, magazines or sports. If we come across the students who can interact with each other about the issues which were mentioned above, we can consider ourselves succesful about teaching speaking a foreign language. Unfortunately, we sometimes encounter students like those whose features were told above although the importance of knowing and speaking a foreign language is increasing day by day in our global world.

Moslehifar & Ibrahim (2012) also emphasize the importance of speaking a foreign language in business life and maintain their thoughts as the following: Recently, the crucial role of well-qualified bosses with suitable verbal communication abilities in English has increased with the changing situation of today's working place interaction.

2.2 Factors that affect speaking

There are a lot of factors which affect speaking skill from different point of view. If we know these factors and prepare the teaching and learning atmosphere according to them, we can succeed in teaching the learners how to communicate with each other better and making

them good users of a foreign language. The same issue is disscussed by Nazara. Nazara (2011) contends that noticing the crucial role of verbal ability in EFL programs, it is very crucial to discover and utilize the best teaching ways, tools, drills, media, and other needs that will assist the students to master verbal ability. Nevertheless, although a lot of research purposed to assist students to improve verbal talents has been done, most of EFL students still think talking it very hard to improve. Accordingly, using the best and most important methods in teaching speaking a foreign language is a vital issue. If we can practise the solution ways according the needs of the learners, we can succeed it and be a good example for the other instructor who are studying on this issue nowadays.

2.2.1 Technological Development

Because of the technologiacal developments in each field of our life, everything happens more quickly than the former time. Transportation, communication, entegration, production, acess the information can be given as examples for these developments. As to communication with the other nations, it gets its share much more than the others.

Lee & Liangb (2012) argue that with the benefit of the Internet, audiovisual materials carry the sources beyond schools. Apparent advantages of the use of sophisticated technology involve ease of reaching vast pools of information, images, voice and written materials. These cultural and technological innovations have great affects in teaching exercitation and learning practices in public communication.

Related with this issue, Majidifard, Shomoossi, & Ghourchaei (2014) contend that because of the globalization and the extensive usage of English in the earth today, communication appears to be the outstanding talent to be improved by foreign language students. Therefore, studies on communication in a foreign language have increased in the EFL context.

In the light of these developments, the people from all over the world began to communicate with each other more easily than the past through the technological tools which develop quickly day by day. For instance, they come together on some chat sites and speak with one another through writing, listening and speaking. Besides this, they can travel a lot of countries and interact with each other by using English which is a universal language as well. Related with this issue, Larsari (2011) notices that EFL students do not have to passively listen to audio tapes alone after the lesson; by accessing the internet and Computer Mediated Communication (CMC) instruments they are able to easily join more communications by sending and answering messages on debate boards, writing and answering emails to their pen pals, or participating online chat rooms whenever available. Learning happens for 24 hours by this way.

2.2.2 Natural Environment

Shumin (2002, p. 204) mention natural environment and state that "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions." In European countries, people can speak the second language fluently and easily because of being able to go to the countries which the second language is spoken and learn it in its natural environment. On the other hand, Turkish students cannot speak it in natural environment and find the opportunities which were mentioned above to improve their speaking ability. Thus, they easily lose their motivation and confidence and then begin to think that it is difficult and unnecessary to learn it unlike their European peers.

2.2.3 Learners

Larsari (2011) states a few factors which are character, understanding and answering speed, motivation, and language level can all cause individual imparity to talk in peers or in

groups. For example, learners who are intrapersonal, slow, or frightened of making mistakes might select to chat less in the classroom or group debate. For this reason, we must encourage these kinds of students to participate social activities such as group-work, pair-work and drama.

2.2.4 Approach of the Instructors

Another factor which affects the learners' speaking ability is the approach of the foreign language instructors. If they approach the learner as human being who has some feelings, ideas, beliefs and prejudices, they can understand them better and reach and teach them in an easy way. Rafek, Ramli, Iksan, Nurhazlin, & Abas (2014) discuss the same subject and state that the foreign language teachers play a very crucial role in identifying the communication perception stage of the students. Therefore, the language instructors should be more sensible towards learners' emotions when teaching lessons in the classroom since most of the learners sense lack of confident and unsafe while learning a foreign language. Thus, the teachers should help and direct the students to avoid them from feeling afraid and worried when they were wanted to talk in English. In addition to that, language teachers are also in charge of selecting the correct ways and techniques used in the class. They have to be on the watch with students' learning choice to enhance the effectiveness of language teaching and learning. Few amazing activities that include group mutual effect with less fellow' assessment and more on improving team work among enrollee are highly advised. We can also make mention of teacher's past and present approach to language teaching at this point. Savaşçı (2014) states that in the former time, the emphasis in English as a second language (ESL) and English as a foreign language (EFL) contexts used to be on the teaching ways such as grammar translation, audio-lingual and more of the same. This duration continued for a very long time and in this duration different ways and teaching methods were in effect. Nevertheless; when we take last techniques into account, it can clearly be seen that the emphasis has turned from those

teaching ways to communicational ways. Nowadays, the main point in the field of foreign language is to utilize it and to speak by the way of it.

2.2.5 Assessment

Doğruer, et al. (2010) refer to the important role of the teachers in evaluating the verbal performance of their learners and state that the instructors should know the different factors such as learners' attituditional and personal factors, tester's own features, different sorts of assignments, their different manner and personalities which affect the verbal performance of the learners. These factors are not only totally related to language or learners' oral skil. There may be also inetrnal and external factors. Accordingly, the teachers' views of these factors which affect the learners oral performance are very vital as they are the checkers' of the learners in oral exams.

Assesment is also a factor which affects speaking a foreign language in different ways. There is some research which was done about this subject. The researchers Hosseini & Azarnoosh (2014), who studied on this issue, notice that assessment has a crucial role in each stage of learning and teaching. In spite of its predominant role, there is no much effort to prepare assessment supplies (procedure of assessment). Teachers waste 20% percent of their entire teaching time on gathering the assessment knowledge and announcing assessment results, also 30% out of 100% of teaching time is spent to write down the answers. Assessment feedback is given through oral and letter mark. With respect to the categories of speaking assessment aims, learner cantered assessment aims is the most common goals reported by teachers. And the most widespread reported means of verbal assessment by teachers are presentation, verbal debate with each learner and general speaking which are learners conducted. The reasons which were counted above show assessments have a very important role in stimulating the learners' speaking skills. Because of this, the instructors must evaluate the learners in a positive and supportive way as far as possible.

2.2.6 Strategic Planning

We can assert strategic planning as one of the main factors which affect the speaking skill. As strategic planning both decrease waste of time and energy, we must take strategic planning into consideration when we start to work on any subject. At this point, Abdi, Eslami, & Zahedi (2012) state that instructors can put strategic planning in their regular instructing programs to provide students to equalize their quality of speaking. Providing students with the chance to plan a task performance assist them to use the language that is more mellifluous and more complicated.

2.2.7 Classroom Discourse

Clasroom discourse can be mentioned among the factors which affect the speaking ability in a foreign language. Barekat & Mohammadi (2014) deal with this issue and state that one of the crucial factor which is related with the student' success in speaking second language is classroom discourse. This factor includes verbal interaction among the attendees in the classroom taking the instructor and the learner. Through this method, the learners and the instructor have the opportunity to communicate with each other in the target language. The more interaction means the more communication. The more communication in the target language provide the learners to use the language much more often and improve their speaking ability in a shorter and better way. That is why, it must be paid attention and the instructors must use it as much as possible.

2.3 Speaking Problems

In every part of life, we can come across some problems and this is normal. These problems make us more experienced and patient in our lives. We can say the same things about the problems which we encounter in the language. Nobody is perfect at language or anything else even if he/she speak his/her native language. Accordingly, when we meet problems with the learners who learn a foreign language, we must be patient, tolerant and try

to find solutions for them. Thus, we can prepare an appropriate atmosphere for the learners and make them motivated and concentrated about the language.

Yaman & Demirtaş (2014, p. 541) make mention of this subject and the role of the people who are parents, relatives, friends and teachers of the learners and maintain as the following: "To make the behaviour related to the affective area gain, family, immediate vicinity, school and society have an active role. Accordingly, the family in daily life and the teachers in school should not ignore the physical and cognitive dimensions as well as the affective aspect of speaking and should direct/encourage students to express themselves and establish a healthy communication." There are some problems and their solutions below about this issue.

2.3.1 Lack of Self Confidence

Oradee (2012, p. 533) describes that "normally learners in EFL context do not use the language in authentic situation. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self confidence and avoidance when communicating with native English speakers." Accordingly, we should encourage the learners and help them to use the target language as much as possible even if they make some mistakes and do wrong in it. As a result of this correct behavior, we can increase the number of the learners who participates the lesson and try to use the target language. Also, it reduces the stress and increase the motivation of the students and make them self confident in expressing themselves in target language.

2.3.2 Insufficient Access to the Target Language

Another reason for students' lack in speaking a foreign language is not being exposed to the foreign language as much as their European peers. Larsari (2011, p. 162) mentions this subject and notes that "insufficient access to the target language both inside and outside of the

classroom certainly is an obstacle to foster EFL learners' language proficiency". That problem results in bad speaking habit. "Owing to minimal exposure to the target language and contact with the native speakers, adult EFL learners in general are relatively poor at spoken English" states Shumin (2002, p. 204).

2.3.3 Lack of Motivation

The motivation is also one of the main problems which affect the students' speaking skill in positive way or vice versa. Richards & Schmidt (2002:343) define motivation as "the driving force in any situation that leads to action." For this reason, we must motivate our students both as teachers and parents. Instead of doing this, Turkish people generally de-motivate them by being bad examples or stating de-motivating words in front of them. They do not help them by behaving or speaking like this. On the contrary, they make speaking a foreign language as big barrier as a mountain by repeating these mistakes. In relation to motivation, Ocak, et al. (2010) also emphasize the motivatin in learning a foreign language and maintain that in order to improve the learners' motivation, the teacher can explain the benefits of learning a foreign language such as going on their education abroad, participating in native and foreign training programs.

2.3.4 Lack of Self Determination

Dinçer, et al. (2012) mention some problems related to motivation and assert that because EFL speaking classrooms have problems which make learners speechless scholar to talk, by providing self-determination, learning atmosphere in schools instructor can make out some of the troubles in EFL contexts and reduce problems arising from students. By paying attention to their students, regarding their mood in the class, giving chance to select and perform, abstaining from checking language, sympathizing with students, instructors can improve their learners' experience of self-determination and assist them feel self-directed

students. Thus, learners can naturally be more motivated to learn English, absorb learning aims and improve their oral ability (as cited in Dinçer, 2011).

2.3.5 Language Anxiety

In addition to the lack of motivation, language anxiety is one of the problems which students encounter in foreign language classrooms. Relevant to this issue, Suleimenova (2013, p. 1867) mentions this subject and states that lately there have been cues of being of re-interested in foreign language study to the fact of anxiety. The troubles of students' language anxiety retain one of the greatest difficulties teachers have to solve in foreign language classrooms. Suleimenova (2013, p. 1860) also gives the general meaning of anxiety and then language anxiety as below:

> Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities. As regards foreign language anxiety, different researchers have approached it from different aspects. Today professional interest in the development of students' speaking proficiency is considerable.

As can be understood that exagerrated anxiety may affect the foreign language learner in a negative way. On the other hand, anxiety is necesseary in a certain extent because of making us act and remind our resposibility. Accordingly, each human has a little anxiety and tries to decrease and balance when it increases a lot in order to solve the problems which he/ she comes across. This problem can be solved by the teachers if the necessary measures are taken in advance and the correct methods are followed. In parallel with this issue, Yalçın & İnceçay (2014) note that in spite of the fact that talking leads the highest anxiety among the students who learn a foreign language, it does not cause the conclusion that it should be

abstain in class. Conversely, as the findings reveal, practicing talking spontaneously encourages students in the process of overwhelming their phobia. In addition, considering participators' answers, instructors can incorporate group work, when students are interested in spontaneous oral activities, as it can supply anxious and non-anxious students alike with many chances to utilize language in a non-threatening context. Group work will also reduce the monotony of the ordinary question-answer-feedback examples and lead less fright for students since they have the security of the group, which is relatively more promotive learning atmosphere. All in all, it has been found out games as spontaneous talking activities played a crucial role in reducing talking anxiety.

2.3.6 Gender Differences

We can also make mention of the different language anxiety of the genders. Some people may think that the level of the anxiety is nearly equal male and female, but in fact, it is not so. Some studies were done about this issue and achieved different results. Öztürk, & Gürbüz (2013, p. 661) refer this subject and state that as a result, in the view of different research, it can be concluded that gender plays an important role in oral anxiety and explain the issue by giving some sentences which were uttered by two different genders in the same article as below:

In my opinion, definitely yes. Whenever I want to speak in the lesson, my heart starts to beat very fast and I feel as if I am going to faint. Because of this, I cannot finish my sentences most of the time and I sit down. (A male student)

I think speaking is the most anxiety provoking activity in the lessons. While I am speaking, I get anxious and make a lot of mistakes. As I make mistakes, I lose my enthusiasm and do not want to speak again. (A female student) (Öztürk, & Gürbüz, 2013, p. 663)

Öztürk & Gürbüz (2013) maintain their thoughts and notes that as the sentences which were said by the learners show, talking is thought as an anxiety provoking factor by most of the learners in language learning course. This information supports some research which shows that talking is a reason of anxiety. Also, they state in the same page and article that in summary, this study asserts that gender is an indisputable factor which has striking effects on the variables which play a crucial role in the language learning process, especially on anxiety and motivation. In the view of the findings of this study, different methods, exciting attention to each gender should be debated and developed to arouse their motivation or reduce their anxiety levels.

2.3.7 Teachers' Anxiety

The anxiety problem which mentioned above is not experienced by only the students. It is also experienced by the non-native student-teachers who are candidate for being a foreign language teacher in the future. Tüm (2012, p. 2055) notes this subject by giving statements which were taken from interviews and maintain his thoughts as below:

I mix up words, grammar rules, prepositions, and subjects. I try to form sentences correctly, but because I worry about making mistakes so much, I just end up making even more. I forget everything because I get so anxious.

I worry about my English so much that I try to avoid situations in which I would have to speak it. I make so many mistakes now, how will I ever be able to teach English in front of a class.

The sentences which were given above are from interviews with candidate teachers who will be foreign language teachers and are on the point of finishing their instructor training programs. The candidate instructors who were interviewed are speaking about the troubles and difficulties they have in utilizing English - a language which they will start to teach after

a short time. Most teacher instructors and educators all around the world would agree that such emotions of nervousness, deficiency, and anxiety are common amongst candidate teachers. Nevertheless, studies on student teachers' emotion of anxiety retains very restricted to this day.

2.3.8 Lack of Authentic and Original Materials

Not using authentic and original material can be mentioned as a problem as well. This is also one of the most important problems for the teachers of English who cannot use them freely and correctly because of some rules, not using a different book or material not provided by the government, which the teachers are forced to obey. Unlike this idea, Akdemir, Barin and Demiröz (2012) describe the authentic and original material and say that in order to overwhelm the problems of instructing English in a country where it is not the main language for communication, the most perfect and simplest way is to improve instructing with authentic and original materials. Materials which will be utilized in second language instructing should include spoken language samples particularly if the lesson is listening and/or talking. Efe, Demiröz and Akdeniz (2011, p. 551) count some advantages of authentic materials as below:

1. Learners have the chance of hearing original dialogues of spoken language.

2. Learners learn about the cultural patterns of target language.

3. Learners learn about the change in the language.

4. Learners learn about the daily news of that society speaking the language.

5. Authentic materials are easy to be prepared and used in educational settings.

2.3.9 Fear of Negative Evaluation

Fear of negative evaluation is another problem which we should consider while we are teaching speaking in foreign language. Because of this reason, many learners are badly affected and give up learning or speaking a foreign language. While we, as teachers, or the students, as their peers, evaluate the performance of them, we must think twice and pay attention all the characteristics of the students. The teachers should

see their positive aspects as possible as they can do so that they can encourage and motivate them to speak it. Horwitz, Horwitz & Cope (1986, p. 128) define negative evaluation and acknowledge "fear of negative evaluation, as defined apprehension about others' evaluations, avoidance of evaluative situations and, the expectation that others would evaluate oneself negatively is a third anxiety related to foreign language learning."

2.3.10 Lexical Problems

Lexical problems which we, as teachers come across in the classrooms, is a problem which must be taken into consideration while spoken is taught. If the type of the word is not known very well, it may be a problem both the learner and the instructor. Shamsudin, Sadaoughvanini, & Zaid (2013) assert that because vocabulary mistakes are more destructive mistakes in speaking, the students and instructors must take serious precautions to solve the problem of collocations by paying more attention and emphasizing them.

2.4 Some Solutions to Speaking Problems

Ayhan (1999:19) mentions the solution ways for the foreign language teaching and states that "foreign language teaching has methods and techniques peculiar to itself. In order for success to be achieved in foreign language teaching the purposes and methods and techniques to be used should be well determined." (as cited in Ocak, et al. 2010). Another researcher, Tokoz-Goktepe studied this subject too. Tokoz-Goktepe (2014) argues that talking is the least developed part of the language acquisition. It is certainly one of the crucial components of interaction that requires to be considered carefully by EFL instructors. Also, they should consider their learners' real necessities in field of teaching speaking. Therefore, we must know theme and apply to the classrooms in which we have problems. We can mention some of them as below:

2.4.1 Newspapers

In parallel to the issue, Akdemir, et al. (2012) contend that because the newspaper articles have daily spoken and vivid language, they are very useful to be used in speaking

exercise. In order to improve especially speaking ability, newspaper news can be read and discussed with learners in the classroom.This technique will help them to hear the sentence and learn how to pronounciate the words which they have not encountered before. On the other hand, they have some disadvantages such as being too original and hard to be understood by the learners. Accordingly, they must be adopted and made coherent according to the learners' culture and perception by the teachers before they are used.

2.4.2 Video

Lee & Liangb (2012) also discuss the this issue and states that particularly, the foreign language learners trust very much on visual signs to stand by their learning and there is no doubt that video is a clear tool for supporting public talking students to understand instruction of the speech theory effectually. Besides, many foreign language learners inclined more towards a static speech manner rather than toward dynamic and active attendance on stage. With video materials, learners are provided a chance to debate the lecture delivery process, the ability of a lecture performance, and check their own ways of performance. By this way, learners realize more means that support them be better at communication with other people.

2.4.3 Film Speech

Lee & Liangb (2012, p. 672) refer this subject and state that the perfect speeches which were said in videos improve the students' speaking ability in front of public. People who would like to learn a foreign language do not have to go abroad to be exposed to various types of conversations. Film speech overwhelms time and space problems. Speech footage help the learners both listen and watch the great speakers who are too far for the ordinary people to access. In addition, great speeches carry the crucial part of the language and oratorical past. By doing so, students are supported to know the important parts of the speech which is done in front of the public. Videos and films help the learners see and hear the communicative language with its environment and context. (as cited in Wood, 1995).

2.4.4 The World Wide Web

Samadi, Maghsoudi, & Azizmohammadi (2014) also discuss this subject and emphasize that The World Wide Web can be utilized in a lot of ways for language instructing. It gives linguistic drills, authentic reading materials, simulating speaking activities such as learner debate of journeys or holidays, and is utilized as a ways of learner publication.

2.4.5 Discourse Competence

Discourse competence can be mentioned among the ways which facilitate the oral ability of speaking a foreign language. At this point of this issue, Gumbaridze (2013) satates that being able to speak the foreign language means that the student has the skill to express himself/herself in another language. To specialize discourse competence students are supported to perform a large variety of oral activities such as: role-plays, discussion, information gaps, playing a role from a script, debates, problem-solving drills, decision making activities, quizzes, gapped dialogues, questionnaires, story-telling and others.

2.4.6 Story-telling

Story-telling which was mentioned among the discourse competence can be used to improve speaking skill. Thus, we can articulate the digital story telling technique at this point. Razmi, Pourali, & Nozad (2014) suggest that through this method which can be also called a material as well because the learners use a material to record their voice on it, students can improve four main language skills such as reading, writing, listening and speaking. In this method, students read their own stories and record themselves. The material mentioned here comprise of computer-based graphics, computer-generated text, images, video clips, and music so that it can be played on a computer. This technology inspires the students to think about and use it in a very productive way and increase their motivation. Through this technique, students become more creative, self-confident by choosing their own topic, making some research, writing a script and creating an interesting story.

2.4.7 Drama

Drama can be mentioned as a facilitator way of speaking a foreign language, too. Holden (1982, p. 1) determines it and states that "Drama is an activity which requires participants to be creative in order to assume the assigned role. During the activity, the participants are required to portray the characters and persona of themselves or others imaginatively into another situation through verbal expressions and gestures."

The importance of drama is also told by other researchers in their articles. For example; Nordin, Sharif, Fong, Adlina, & Zakaria (2012) state that drama is the combination of four essential skills such as speaking, reading, listening and writing in foreign language classroom. In other saying, the learner would have to use their writing skill, they write down their script, announce and understand the text which is given and act their role by making use of oral skills and concurrently utilizing the listening skill. In the light of this information, we can say that if we would like to enchance our students' four main abilities, especially speaking ability, we must use drama technique in addition to the other methods which were mentioned above. In this way, the learners both learn how to react to their interlocutor in real life and unrael life and overcome their social phobia.

2.4.8 Strategy Based Instruction

Another point which must be put emphasize on related with improving talking ability is strategy based instruction. Moradi & Talebi (2014) state that strategy based instruction is continuum oriented way to instructing which stays focus on the learning process, and ends up with developments and both in the continuum and outcome of learning. Thus, learning atmosphere must stand by the usage of spoken language and supply a location where strategic speaking is used. By giving oral tasks, langauage teachers can support students to strategies for meaningful interaction. These methods can be seem at three levels in task performance for

(1) getting ready for forthcoming talking assignment, (2) observing language begining and result, and (3) assessing or giving feedback on the assignment. They also state that the instructor provides the learners the needful support for more voluble and lexically productive and proper verbal skill. It is advised that language instructors pay more attention to strategic task planning along with the teaching of pre-talking strategies. Material producer are also advised to put pre-speaking strategies in pre-task planning in order that learners learn how to solve their oral problems in various fields of talking, especially word sources, fluency. Yunus & Singh (2014) also take this subject seriously and state that it is very important for language instructors to take strategy instruction into consideration in their usual English class though the implement of strategy instruction may be time-consuming.

2.4.9 Correcting Speaking Activities

Correcting speaking activities appropriately and productively is also very crucial in teaching speaking a foreign language. If we make a mistake while doing this, we can cause the learner not to like and be eager to learn it. In line with this idea, Gumbaridze (2013) argues that instantaneous and uninvited correction can often be unsuitable as it can have bad and in frustrating affect on learners' will to use the second language. It can intervene with learners attempt to speak in a free and direct way that might end in the learner frustration. It is no doubt that people are to some extent inhibited, but those who are intrapersonal and have low confident may not succeed to overwhelm their oral troubles. They may stop the will to use the language. Insufficient and unnecessary corrections demolish the natural fluency of oral practice and it may be fallacious or damaging just at the very moment when learners struggle to speak a foreign language. Gumbaridze maintains that probably the best method to correct oral exercise suitably and efficiently is to find out the learners' emotions and thoughts about how and when they would love to be corrected.

2.4.10 Giving the Learners Enough Time

Mehrang & Rahimpour (2010) state another method which affects the fluency of speaking in a foreign language and maintain that the research which was done on this issue proved that giving students time for planning has a useful effect on performance and provides greater fluency and complexity in nearly all fields. Because of that, we, as teachers or instructors, must allow our learners have time when they prepare for speaking on a subject whether they are familiar with it or not so that they can think on it and organize their thoughts in their minds. As a result of this, we can see that they speak faster and more fluently than the former time in which we do not let them have time for it.

2.4.11 Interaction

We can add interaction as a method which make the learners more active and put them in the center of the learning speaking in a foreign language. We can mention Sani who had some research on this subject. Sani(2014, p. 1347) interrogates the importance of interaction and its effects on learning environments by asking some questions and maintains his thoughts and notices that preparing an interactive environment is very vital for the success of EFL learners. By interacting with each other, students have chance to express themselves through spoken language and body language in target language. That's why, we must consider important role of the interaction in foreign language environment. By using interaction way, we can help students to do activities which are mentioned below:

* Student-student interaction increases;

* The participation of the students increases in the learning environment;

* Puts the student in the centre of attention;

* Students have equal chance to express themselves with chain activities;

* Students are not afraid of making mistakes such as saying a wrong sentence or making a wrong expression as the teacher does not interfere with their interaction;

* In the end, the learning atmosphere is lively and dynamic with active learners who try to make use efficiently of the time of the class.

We generally throw interaction out of focus and focus on grammar in our classes in Turkey. Afterwards, we try to find out why Turkish students cannot fluently speak English. In contrast to this behavior, we, as teachers, should not ignore the importance of interaction which has a lot of benefits in teaching speaking a foreign language.

2.4.12 Philosophical Questions

Philosophical question is also a way to improve the speaking ability in spite of having some disadvantages which we must consider while we are teaching communication in a foreign language. In this direction, Gholamhossein & Siamak (2010) states that philosophical questions improve the speaking ability of the students and add that if the philosophical questions does not depend on the philosophical information, the students can speak easily and comfortably and develop original dialogues. In the light of this information, we, as instructors, should use philosophical questions which does not depend on the information and try to help the learners speak in authentic way about any subject. This approach both increase the learner's self confidence and assist him/her to be fluent in target language.

2.4.13 Integration of the Skills

Tavil (2010) argues that in real-life communication, human beings utilize different language abilities such as listening, speaking, reading, and writing. In normal life, listening and talking are always integrated, so instructors should instruct these two abilities in an interacted method. Though the learners may predict how to listen and talk in the language, they cannot speak in this language mainly since these abilities are not utilized in integration. Use of natural materials and real life circumstance can instinctively result in the integration of abilities because this is the state in real life. This approach provide the learners many opportunities for using the language in its authentic place. In addition to this, it also helps the

students to realize that only improving one skill without integration with the other main skills is not enough for proper language learning.

2.4.14 Reading

Reading is also a useful way to improve the speaking ability. With this method, learners learn new vocabularies and thus improve their vocabulary information and see the grammar structure in the sentences of the book which they read. Hong (2012) notices that reading support talking. Before English listening and speaking class, learners have the topic of the class from their instructor, research for all types of related tools and read them. Due to the reasons which were mentioned above, reading must not be ignored in language classrooms as it reflects the authentic phrases in the target language.

2.4.15 Tasks

Tasks have very crucial role in teaching speaking a foreign language. This approach leads the learners to research about the subject to get information from different sources such as books, internet, institutions related to the subject and so on. Shoarnaghavi, Seifoori, & Ghafoori (2014) argue that tasks are important parts of Communicative Language Teaching (CLT) and help the students primarily focus on explaining and comprehending denotation and at the same time increase attention to form in productive ways. In addition to this idea, Marbzan & Hashemi (2013) also mention this topic and state that in conclusion, we can deduce that verbal ability is deserving of asserting up-to-date improved subject, task-based approach, which may have influence on enhancing communication skill. This method presents another solution way for the students who try to learn how to communicate with foreign people through a foreign language. Accordingly, it must be taken into consideration by the instructors while they are teaching speaking a foreign language in the classrooms. Because of being a new method, it must be introduced the teachers in our country in a short time for applying it in the teaching environment.

2.5 Speaking Problems in Our Country and Their Solutions

Turkey has the similar problems in teaching and learning speaking a foreign language like other nations from different countries of the world. Turkish people have problems in speaking a foreign language such as lack of motivation, lack of self confidence, language anxiety, teachers' anxiety, lack of authentic and original materials, fear of negative evaluation and lexical problems. In spite of all these problems, we can develop learners' speaking ability by using correct methods in language teaching.

Some Turkish researchers studied on these problems and tried to find some solutions and suggestions for them. For example; Koçak (2010), who studied on speaking anxiety, argues that in each classroom, an instructor might come across some problems but by scientific research, he/she is able to explore the causes of the problem and studying on them, she/he can solve the problem if enough toleration is shown.

Other rersearchers, Yaman & Demirtaş (2014) mention speech anxiety problem like the former researcher and maintain that speaking skill is one of the main skills which are reading, writing and listening in teaching curriculum. Teachers try to apply it by using various activities in main course books and workbooks. This factor is in the affective area with the aspects such as concerns, behaviour, motivation, ego, character and critisizm. On the other hand, this crucial field is not taken into consideration and not seen as much as cognitive and psycho-motor areas. To make the attitude linked with affective field gain, parents, neighbours, school and society have a crucial role. Therefore, the parents in normal life and the instructors at school should take physical and cognitive features into consideration and should support the learners to talk about themselves and found a useful interaction.

Tüm (2012) also deals with language anxiety and states that by setting sight on student teachers, it will be probable for instructor educators and trainers to prevent this problem at the start before student instructor get their instructing licenses. By taking the required measures,

instructor educators and trainers can assist the teachers to struggle, and overwhelm their emotion of anxiety in the second language.

Apart from the researchers who were mentioned above, Kunt & Tüm (2010) mention the foreing language anxiety in their study and state that teachers should know students' instructors anxiety of second language instead of assessing them. They also state that as language teachers, we should stand by the student teachers to speak in the second language as much as possible. They should also be helped to overcome or struggle with their language anxiety before they start of their instructing career.

Another resarcher, Tavil (2010, p. 769) makes mention of another speaking problem which is integration of speaking and listening and its solution as the follwing: Learners' achievement rises when these two abilities are instructed in integration by means of information-gap tasks. In addition, using the abilities through information-gap tasks increases the learner participation and motivation especially since these types of tasks are related to the real life and thus leads to inetraction. It can be articulated that listening and speaking abilities are as vital as reading and writing abilities.

Apart from the former researcher, Tokoz-Goktepe (2014) mentions speaking problems in her research and shares her conclusion as below: The research has shown that the learners had a trouble with talking English and the reasons for these troubles were alike to some differences among instructors and learners. Many of the learners inform against that their language was restricted to mechanic words and grammar structures. Main reasons behind this problem may be about having little language and/or content information and ways and tools of the classroom and regard able emotional and personal reasons. Accordingly, instructors must provide a supportive atmosphere by regarding the factors mentioned in these results to support students to join in classroom activities.

Saydi (2013) also mentions the effect of teachers' pragmatic speech on students' verbal interaction and states that the initial rule of automatic foreign language learning is to be routenely subjected to authentic speaking. In the end, communicators succeed in understanding each other and the students imitate the instructor. Students improve more and more their information and their abilities. The instructor's ability joins to the students cognition and thus becomes an ability belonging to the student.

Ocak, et al. (2010) also deal with the same topic which is students' attitudes towards speaking language and state that in order to continue constant instructing in foreign language teaching, the foreign language must be utilized affectively during the class as far as possible. Tosuncuoglu (2011) argues the same issue and states that there can not be unimportant factors, everything is crucial, as one thing follows another. It is not possible to make solutions of motivation by not taking necessary dimension of instructing.

Related with this subject, Öztürk & Gürbüz (2013) make mention of genders' differences on speaking motivation and anxiety in their study and state that this research asserts that gender is undisputable element which has unusual impact making difference on the language acquisition period, particularly on anxiety and motivation. According to the result of this study, different approaches attracting each gender should be debated and developed to raise their motivation or reduce their anxiety degree. The advices below might assist language instructors and students to prepare a way for this subject:

- Motivators which have useful worth can be utilized to motivate both genders.
- Usefulness is more crucial than integration for male learners.
- Female learners can be more motivated by activisms which have integrative character.
- Female learners are in need of dense motivators because of their wavy motivational degree.
- Talking in a second language is an anxiety provoking element for both genders.

- Female learners have this anxiety more than male learners, private approaches should be developed.

Akdemir, et al. (2012) study on improving speaking ability through newspaper aticles and state that learners will take more advantage if integration lessons are prepared to contain newspaper articles. Their advantages will be:

- getting information about cultural and daily usage of language examples,

- comprehending daily news better as they come across the same news in their own language,

- asking/answering essential phrases about news they learn in the course.

The instructors also benefit from utilizing newspaper articles to instruct verbal communication. These benefits involve:

- direct accessing to tools,

- time & money providence,

- using up to date supplies.

Other Turkish researchers, Doğruer, et al. (2010) make mention of instrutors' perception on students' oral performance and maintain that learners should know that the most vital element is themselves. They are not assesed with the performance of their peers. The learner educating programs which improve the learners self-confidence and help them to develop their social abilities can be useful for learners to be prosperous in their spaeking performance. It is also necessary for the learners to have knowledge about the format of the test so as to be succeed. In addition, learners word and vocabulary information must be considered when they make up the task and pictures.

Kocaman & Balcıoğlu (2013) mention the student perception on development of speaking skill and maintain that more partner correction is considered as useful activity which also assist to provide a friendly atmosphere in the classroom, which many of the students are

not satisfied with. Learners prefer interactive, entertaining and co-operative tasks in their learning period.

Yalçın & İnceçay (2014) also mention speaking anxiety and note that in spite of the fact that talking leads the highest anxiety among the students who learn a foreign language, it does not cause the conclusion that it should be abstain in class. Conversely, as the findings reveal, practicing talking spontaneously encourages students in the process of overwhelming their phobia. In addition, considering participators' answers, instructors can incorporate group work, when students are interested in spontaneous oral activities, as it can supply anxious and non-anxious students alike with many chances to utilize language in a non-threatening context. Group work will also reduce the monotony of the ordinary question-answer-feedback examples and lead less fright for students since they have the security of the group, which is relatively more promoting learning atmosphere. All in all, it has been found out games as spontaneous talking activities played a crucial role in reducing talking anxiety.

All in all, we can state that although there are a lot of problems in teaching speaking foreign languages, there are solutions for them which were provided by the teachers or researchers who encountered the problems. Accordingly, as teachers, we should not be dissappointed when we come across some problems. Instead of doing this, we can take advantages of the former studies which were prepared by the responsible people who are teachers or researhers. In addition to this, we can study on the same issue and contribute to the solutions and prepare more productive atmosphere in our teaching place. Thus, both the learners and the instructors can get the best of this situation.

CHAPTER III

3. METHODOLOGY

This study aimed to identify what kind of speaking problems the eleventh grade students of an Anatolian High School had in speaking a foreign language. This chapter includes research design, participants, data collection instruments, data collection procedure, and data analysis.

3.1 Research Design

The data of this study were collected by the researcher through the use of Survey Research Cycles (SRC) which includes a questionnaire. Leedy & Ormrod (2005, p. 4) define the research as "the systematic process of collecting and analyzing information (data) in order to increase our understanding of the phenomenon about which we are concerned or interested". The meaning of the survey design is explained by Nesbary (2000, p. 10) as "the process of collecting representative sample data from a larger population and using the sample to infer attributes of the population". In the light of these definitions, Ellis & Levy (2008, p. 23) state that "research must collect and analyze new information and/or data that will enhance the body of knowledge". As a result, the researcher did the research according to identifications which were given below so as to reach the correct information in a hierarchical way.

3.2 Participants

In this research, the researcher worked with eleventh grade classes in an Anatolian High School since most of them could not speak English fluently and well. The number of the participants was about 191 students who were at A2.2 level. Students' ages were between 16 and 17. No variables such as the background of the students and the popularity of the school were taken into consideration in the choice of the participants.

3.3 Data Collection Instruments

The data collection tool was a questionnaire. The students gave strongly agree, agree, not sure, not agree and strongly disagree answers to the statements in this questionnaire. The purpose of this questionnaire was to identify what kind of speaking problems the eleventh grade students have in speaking a foreign language. The questionnaire which was developed by the researchers Ocak, et al. (2010, p. 663) was used in this study. To understand how much this scale was reliable and valid and to see which items are loaded under which factors in the context of this study, factor analysis was conducted.

3.4. Factor Analysis

The 24 items in this questionnaire were subjected to Exploratory Factor Analysis (EFA) to determine the sub-categories of the scale (see Appendix 1). At first, the researcher tried to find out whether the sample size was adequate for factor analysis. As a result of this process, the value Kaise-Mayer-Olkin (KMO) was found as .74. Since the value of KMO between .70 and .80 is accepted to be good (Field, 2009, p. 647), the scale could be subjected to factor analysis. The correlation matrix was also checked to see whether or not the items are correlated with each other. According to Field (2009), items correlating below -.3 and .3 (too low correlation) and above -.8 and .8 (too high correlation) should be eliminated. The correlation matrix (see Appendix 2) showed that not all the items did have strong relationship. Some of them had no correlation, some were irrelevant and some were suitable in more than one factor.

After these first analyses, the researcher administrated the factor analyses. He checked the factors with values higher than 1 eigenvalue to retain the number of the suitable factors. Initially eight factors, which explained % 63 of the total variance, were determined (see

Appendix 3). This situation was seen on scree plot, too (see Appendix 4). Finally, rotated component factor was examined to see the distribution of items for each factor (Table 1).

Table 1

Rotated Component Matrix

	Component							
	1	2	3	4	5	6	7	8
Q16	,815							
Q9	,764							
Q18	,720							
Q10	,597							
Q20	,427				,389		,304	
Q6		,785						
Q4		,759						
Q5		,619		,424				
Q15		,582						
Q19		,474					,342	
Q23			,855					
Q22			,814					
Q21			,556			-,333		
Q12				,739				
Q3	,329			,491				
Q11		,363		,444				
Q24					,805			
Q2					,518			,466
Q14		,374		,399	,503			
Q7						,805		
Q13						,653		
Q8							,751	
Q17	-,319						,499	
Q1								,825

As a result of this analysis, the formation of the sub-scales was completed. Accordingly, items 1, 8, 17 and 19 were deleted because they had not correlation with any other items in the correlation matrix. Factor7 and 8, which contained these items, were automatically eliminated. Items 21, 22, and 23 which formed Factor 3 were also eliminated because they

were irrelevant to the focus of the study. The items in Factors 4 and 6 were related to each other, so they were combined. Consequently, four factors with 17 items were generated:

1. Lack of Confidence (LC), 2.Fear of Making Mistakes (FMM), 3.Lack of Motivation (LM) 4.Readiness (R). The final scale (with re-numbered items) is presented in Table 2.

Table 2

Factors Causing Speaking Problems

Lack of Confidence

1. I think, in English I will not be able to express what I want to.
2. I believe, my previous negative experiences have built up prejudices against English.
3. I cannot build English sentences.
4. My vocabulary knowledge is not adequate for speaking.

Fear of Making Mistakes

5. I am anxious about being ridiculed as I speak.
6. I am offended by the teacher correction as I speak.
7. I am anxious about the possibility of mispronouncing English words.
8. I want to speak English in the class but as my friends are not enthusiastic, I give up.
9. I abstain from the teacher's reaction if I make a mistake.

Lack of Motivation

10. I believe that English is a skill that I can only use at school.
11. By the time I finish high school, I will start my department where the medium of instruction is Turkish.
12. My motivation in speaking English decreases because of absenteeism.
13. I believe that the best medium is the native tongue.

Readiness

14. I believe that my English knowledge is adequate for listening but not for speaking.
15. I believe that I have learned English but I am not ready to speak.
16. It takes a longer time to express in English.
17. I think the main objective of the program is to teach a general English, not to teach speaking.

3.5. Data Collection Procedure

This study was put into practice with the aim of identifying the speaking problems and finding solutions to them. First of all, the researcher revised a questionnaire which was prepared by some researchers (Ocak, et al. 2010, p. 663) to find out the speaking problems which the students encountered at school, in classroom and in materials. The questionnaire was administered to students by their teachers of English on different days.

Before administration of the questionnaire, the participants were given information about the purpose and the extent of the study and reassured that the results would not affect their marks so as to prevent possible constraints in responding the questions. They had no time limit to answer the items in questionnaire and it took each participant about half an hour to complete it. The researcher visited the classrooms during the administration of the questionnaire to answer possible questions or deal with problems likely to happen.

3.6. Data Analysis

The data which were collected were entered into SPSS 20 (Statistical Package for Social Sciences). In order to analyze the students' problems towards speaking English, the mean, standard deviation, median, mode and ranges were computed. The means and standard deviations were calculated under four categories which are lack of confidence, fear of making mistakes, lack of motivation and readiness in order to describe the overall picture of how the students rated their perceptions on speaking English.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

After the researcher finished the factor analysis, he prepared four factors which were related with the subtitles such as lack of confidence, fear of making mistakes, lack of motivation and readiness. The first factor is about lack of motivation in Table 1. Although the researcher gave the questionnaire with five headings such as strongly agree, agree, not sure, disagree and strongly disagree at the beginning of the study, he decreased them as three headings by combining strongly agree and agree under one heading as agree and disagree and strongly disagree under one heading as disagree and not sure as a third factor to interpret the results better.

4.1 Lack of Confidence

In this part, there are four items which intend to evaluate the participants who have lack of confidence in speaking English. Turkish students generally have lack of confidence problem in speaking a foreign language.

Table 3

Lack of Confidence

	Agree (%)	Not Sure (%)	Disagree (%)
St. 1	43	26	32
St. 2	63	11	27
St. 3	50	25	25
St.4	23	19	58

As seen in Table 2, Statement 2 *(I believe, my previous negative experiences has built up prejudices against English.)* which was related with lack of confidence was agreed by 63% of

the participants. In the light of this result, it is possible to say that the former experiences of the participants affected them in a negative way in the former schools. Unlike Statement 2, Statement 4 *(My vocabulary knowledge is not adequate for speaking.)* was disagreed by 58% of the participants. This shows that most of the participants do not have vocabulary problems when they speak English. On the other hand, 23% of participants agreed that they do not have enough vocabulary for speaking English well. And 19% of them were not sure about whether or not they have problems in vocabulary. Total of these two groups is about 42% of them, which cannot be neglected. Statement 3 (*I cannot build English sentences.)* was agreed by 50% of the participants. This shows that half of the participants do not know how to build an English sentence and have problems in English sentence structure because of thinking in Turkish and trying to format English sentence according to Turkish sentence structure. Statement 1 *(I think, in English I will not be able to express what I want to.*) was agreed by 43% of the students. It is possible to say that the students do not rely on themselves about expressing what they would like to. This statement was disagreed by 32% of the students. In the light of this result, it can be said that nearly one third of the students think that in English they can express what they would like to. This shows that students need being supported to express themselves when they use a foreign language. Statement 2 was disagreed by 27% of the participants. This result shows that nearly one fourth of the participants are not affected by the negative experience. In connection with this result, students need to be approached in a positive way when they are taught how to speak a foreign language. Statement 3 was disagreed by 25% of the participants. In the light of this result, it is possible to say that one fourth of the students need to be taught how to build an English sentence in a correct way.

4.2   Fear of Making Mistakes

In this part there are five items which focus on the participants who have fear of making mistakes while they are speaking English. Only this factor has the most items in this

questionnaire. As the students are human beings, they have some feelings such as fear, excitement and anxiety. Accordingly, the instructors who teach a foreign language take these feelings into consideration.

Table 4

Fear of Making Mistakes

	Agree (%)	Not Sure (%)	Disagree (%)
St. 5	56	13	30
St. 6	77	7	16
St. 7	50	16	34
St.8	63	13	24
St.9	76	11	13

As seen in Table 4, in this factor, Statement 6 (*I am offended by the teacher correction as I speak.*) which was related with the fear of making mistakes was agreed by 77% of the participants. This is the highest level under the heading of this factor. In consideration of this information, it can be said that the participants are affected badly by the teacher correction when they speak a foreign language. Statement 9 (*I abstain from the teacher's reaction if I make a mistake.*) was agreed by 76% of the participants. This is the second highest level in this factor. According to this result, it is possible to say that the participants do not like being disturbed by their teachers' reaction like Statement 6. This shows that the teachers' approaches, especially in correction and reaction against their students are very important while they teach a foreign language. Statement 8 (*I want to speak English in the class but as my friends are not enthusiastic, I give up.*) was agreed by 63% of the participants. In parallel with this information, it can be said that peer influence plays an important role in learning speaking a foreign language and practicing it with them. Statement 5 (*I am anxious about*

being ridiculed as I speak.) was agreed by 56% of the participants. In connection with this result, it is possible to say that most of the students do not want to be ridiculed when they speak a foreign language. If they feel ridiculed when they speak a foreign language, they may give up speaking or get reluctant to use it.

Statement 7 (*I am anxious about the possibility of mispronouncing English words.)* was agreed by 50% of the participants. In relation of this result, it can be said that half of the students are afraid of making mispronunciation when they practice the foreign language. This may arise from the harsh reaction of the instructors against the participants when they mispronounce the English words. All of these results show that fear of making mistakes affect the learners of a foreign language in a negative way and sometimes prevent them from using the language and being relaxed. On the other hand, statement 7 was disagreed by 34% of the participants. In addition to this, 16% of the participants are not sure about this statement. This result shows that one third of the participants are not afraid of making mispronunciation. In the light of this information when percentage of disagree and not sure are taken into consideration together, it is possible to say that half of the students do not have difficulties in pronouncing the English words.

Statement 5 was disagreed by 30% of the participants. In parallel with this result, it is possible to say that nearly one third of the participants do not mind being ridiculed among their peers when they speak. This information shows that students need being encouraged by the teachers when they speak a foreign language. Statement 8 was disagreed by 24% of the participants. Related with this result, it can be said that nearly one fourth of the students are not affected by their peers in a negative way when they practice a foreign language. As a result of this, it can be seen that students need being supported by both the teachers and their peers.

Statement 6 was disagreed by 16% of the participants. This shows that a small number of the students are not affected badly by their teachers' correction. In parallel with this information, it is possible to say that students need not being corrected very often. Statement 9 was disagreed by 13% of the participants. In relation of this information, it can be said that a small number of the students are not disturbed by their teachers' reaction when they make a mistake.

4.3   Lack of Motivation

In this part, there are four items which calculates the number of the participants who have difficulty in speaking English because of lack of motivation. As it is known, motivation is a very important and effective factor in every part of people's life. Education is one of these important parts because it affects behaviours of human beings in a positive way. Motivation cannot be omitted and eliminated in education because of its crucial role. If it is neglected, educating people may get harder and harder. Ryan & Deci (2000, p. 54) mention about being motivated and unmotivated and state that "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated". Related with the explanation, it is possible to say that if someone is expected to act or participate in something, he/she should be motivated in a positive way.

Table 5

Lack of Motivation

	Agree (%)	Not Sure (%)	Disagree (%)
St. 10	74	8	18
St. 11	30	33	37
St. 12	70	14	15
St.13	25	12	63

Table 5 presents participants' responses for this factor. In this factor, Statement 10 (*I believe that English is a skill that I can only use at school.*) which was related with the lack of motivation was agreed by 74% of the participants. This is the highest level under the heading of this factor. In consideration of this information, it can be said that most of the participants which include almost three fourth of them believe that English is a subject which is used only at school by them. It is possible to say that most of the students think the English as a school subject like the other subjects and study it from exam to exam. This approach is wrong and needs to be changed according to the real conditions in the world.

Statement 12 *(My motivation in speaking English decreases because of absenteeism.)* was agreed by 70% of the participants. This is the second highest level in this factor. According to this result, it is possible to say that the participants are aware of the disadvantages of absenteeism in English classes. Statement 13 (*I believe that the best medium is the native tongue.*) was disagreed by 63% of the participants. This is the third highest level in this factor. In the light of this result, it is possible to say that the participants are aware of the importance and benefits of the English all around the world. Accordingly, most of them disagree with this statement and would like to compete with their peers from any place in the world.

Statement 11 (*By the time I finish high school, I will start my department where the medium of instruction is Turkish.*) was disagreed by 37% of the participants. In parallel with this result, it can be say that some of the students are aware of the importance and benefits of speaking a foreign language in today's world. This result also shows that they need to be raised awareness of this reality and be made to change their mind about it.

Statement 11 was agreed by 30% of the participants. In connection with this result, it is possible to say that almost one third of the students are not aware of the importance and benefits of the universal language which is called English. They do not like to improve their English in their future life as they prefer their native language as medium of instruction at universities where they will study their real branch.

Statement 11 was accepted as not sure by 33% of the participants. Related with this result, it is possible to say that the almost one third of the students are confused about the advantages of speaking a foreign language in their future career. Therefore, they need to be informed about the benefits and importance of knowing a foreign language in today's world.

Statement 13 was agreed by 25% of the participants. In the light of this result, it is possible to say that one fourth of the students are still unaware of the realities of today's world and they need to be informed well about it. Statement 10 was disagreed by 18% of the participants. In consideration of this information, it can be said that a small number of the students think that English is a school subject like others. This result shows that only few of students study English from exam to exam to pass it without thinking to use it in their future.

Statement 12 was disagreed by 15% of the participants. In the light of this result, it is possible to say that a small number of the students are unaware of the disadvantages of not being in the class very often.

4.4 Readiness

In this part there are four items which aim to identify the participants' readiness for speaking English. Hornby, Cowie, & Gimson (1987, p. 700) definite the term readiness as " in a ready or prepared state". According to this definition, the person who would like to do something must be in a ready or prepared state. As to the students who learn how to speak a foreign langauge, they should have background information, vocabularies related with the subject, confidence and motivation to speak about it in a foreign language. In other words, they should be prepared to speak about in every respect, which were mentioned above.

Table 6

Readiness

	Agree (%)	Not Sure (%)	Disagree (%)
St.14	24	27	49
St.15	36	26	38
St.16	21	19	60
St.17	10	18	71

As seen in Table 6, in this factor, Statement 17 (*I think the main objective of the program is to teach a general English, not to teach speaking.*) which was with readiness was disagreed by 71% of the participants. This is the highest level under the heading of this factor. In consideration of this information, it can be said that most of the participants think that the main objective of the program is teaching speaking English instead of teaching general English. This result also shows that the students are aware of the importance of speaking a foreign language.

Statement 16 (*It takes a longer time to express in English.*) was disagreed by 60% of the participants. This is the second highest level in this factor. According to this result, it is possible to say that the participants know that they can speak a foreign language in a shorter time than it is estimated, if they spend enough time and effort for it.

Statement 14 (*I believe that my English knowledge is adequate for listening but not for speaking.*) was disagreed by 49% of the participants. This is the third highest level in this factor. In the light of this result, it is possible to say that almost half of the participants believe that their speaking capacity and confidence is well enough to use the foreign language if they are supported adequately enough.

Statement 15 (*I believe that I have learned English but I am not ready to speak.*) was disagreed by 38% of the participants. In the light of this result, it can be said that most of the students think that they have learned English and ready to speak it unlike the general belief which is that the students learn only grammar and do not learn speaking it.

Statement 15 was agreed by 36% of the participants. Related with this result, it is possible to say that more than one third of the students think that they have learned English, which means that they have learnt grammar rules of English. This shows that some students need to be improved their speaking in a foreign language. Statement 14 was accepted as not sure by 27% of the participants. According to this result, more than one fourth of the students do not know whether their knowledge is adequate or not for speaking English. This result shows that they do not know how much information is enough for speaking a foreign language.

Statement 15 was accepted as not sure by 26% of the participants. In the light of this result, it is possible to say that the students do not know what the readiness is for speaking a foreign language. Accordingly, they need being informed by their instructors about this topic.

Statement 14 was agreed by 24% of the participants. According to this result, it can be said that almost one fourth of the students think that their English information is enough for listening, but not for speaking. This shows that they do not have enough knowledge to speak English.

Statement 16 was agreed by 21% of the participants. This result shows that almost one fifth of the students believe that learning speaking English takes longer time than it is estimated. On the other hand, the students who participated in the questionnaire have learnt English for 8 years. Accordingly, it is possible to say that they are confused about how long speaking English takes.

Statement 16 was accepted as not sure by 19% of the participants. According to this result, almost one fifth of the students are not sure about whether or not learning speaking a foreign language takes a long time. It is possible to say that the participants do not know how long learning speaking a foreign language takes.

Statement 17 was accepted as not sure by 18% of the participants. This result shows that almost one fifth of the students may not have any information about the main objective of English classes. In the light of this information, it is possible to say that students need being informed about the main objective of the teaching English program.

Statement 17 was agreed by 10% of the participants. According to this result, it can be said that one tenth of the students think that the main aim of the program is teaching general English, but not teaching speaking it. This shows that a very small number of the students see English as a subject which is taught at school like the others unlike the participants, 71% of whom agreed it.

CHAPTER V

5. CONCLUSION AND DISCUSSION

This chapter mentions about the discussion of findings, conclusions which were obtained from the research and offers implications for further research. This study aimed to define the problems of the eleventh grade students against speaking a foreign language. Data for this study were collected by means of questionnaire (see Appendix 1). The research of this study was as follow:

1) What kind of speaking problems do the Turkish eleventh grade students have in speaking English as a foreign language?

The researcher analyzed the answer of the research question under five factors which are fear of making mistakes, lack of motivation, readiness and lack of confidence and put them in order according to degree of their importance from the most agreed to the least agreed.

5.1 Factor of Fear of Making Mistakes

The research question tried to find out the students' approach to speaking foreign language and the problems which they encountered when they use it. According to the results which were obtained from the factor of making mistakes, it is possible to say that most of the students whose numbers are more than three in fourth are affected very badly by the instructor's correction and reaction when they speak English.

As seen in Table 4, the factor which was related with the fear of making mistakes was agreed by 77% and 76% of the participants. These are the highest level both under the heading of this factor and while compared with the other three factors. Occhipinti (2009, p. 79) argues that presenting something orally, talking spontaneously in front of the peers,

presenting one's own writing study on the board are some kinds of classroom activities which make the student a very stressful person in the class, where he is "the main character" at that time. In these situations, probably students will feel uneasy because they are afraid of the instructors' correcting errors and the probability to make mistakes. In the light of this information, it can be said that the teachers should make the learners very comfortable and relaxed by using their positive reactions such as gestures, postures and balanced soft sound and avoid correcting their mistakes when they utter the foreign language. In parallel with this, Occhipinti (2009) argues the same subject and states that though the anxiety of making mistakes is one of the primary reasons for learners' silence, the students are aware of the importance of being corrected as a nice way to develop English. The result which was obtained from this research is in line with Occhipinti's findings.

5.2 Factor of Lack of Motivation

According to the results which were obtained from the factor of lack of motivation, it can be said that most of the students think English as a subject like the others at school and use it only at school. In addition to this, they think that their motivation decreases because of not joining the English classes regularly.

As seen in table 5, the factor which was related with the lack of motivation was agreed by 74% and 70% of the participants. These are the first and second highest level in this factor. At this point, the concept of motivation can be mentioned as another factor which affects the learners in a negative way.

Dörnyei (2005, p. 65) stated that "motivation "provides the primary impetus to initiate FL learning and later the driving force to sustain language and often tedious learning process". In consideration of this idea, it is possible to say that the instructors of foreign language should motivate their students in a positive way by emphasizing the importance of speaking a foreign language and advising them to go on abroad through participating some

projects such as Comenius, Leonardo Da Vinci and Erasmus which are organized by the Europe Union. All of these will help them to be motivated about speaking a foreign language.

5.3 Factor of Readiness

According to the results which were obtained from the factor of readiness, it can be claimed that most of the students think that the main aim of the program to teach speaking English not to teach general English. Moreover, most of them think that English can be learned in a shorter time than expected.

As seen in Table 6, the factor which was related with readiness was disagreed by the 71% and 60% of the participants. These are the first and second highest level under this factor. It can be seen that readiness is the third factor that plays a crucial role in speaking English. Wood (1988) argues this subject and states that the teachers should teach the learners when they are ready to internalize the information which is taught, or else nothing can happen from physical action to intellectual process.

5.4 Factor of Lack of Confidence

According to the results which were obtained from the factor of lack of confidence, it is possible to say that most of the students believe that their previous bad experiences made them prejudiced against learning and speaking English. On the other hand, most of the participants think that they have enough vocabulary knowledge to speak English, which is generally taught by the teachers vice versa. In addition to this, half of the students think that they cannot build English sentences. Apart from this, almost half of them think that they cannot express in English what they would like to say.

All of these results show that both the teachers and the learners have responsibility for not speaking a foreign language. They also show that the students have lack of confidence problem. Fırat (2009, p. 15) argues self confidence and state that "praise and encouragement are necessary to maintain children's positive attitudes, motivation, and self-confidence". The

results which were obtained from this factor were in line with Fırat' results. Consequently, the teachers should encourage and appreciate the learners when they teach them how to speak a foreign language so that they can remove their prejudice and unwillingness against English.

5.5 Implications and Suggestions for Further Studies

The present study has a lot of implications for English instructors, school authorities, ELT departments, teacher trainers and curriculum designers particularly in terms of understanding the approach of the high school eleventh grade learners towards speaking English and the problems which they come across when they try to learn speaking a foreign language. In accordance with the findings, most of the students have fear of making mistakes when they try to speak English. In the light of this, it is possible to say that the teachers need to understand their learners and show empathy towards them so as to make them relaxed and comfortable for learning and speaking a foreign language.

It is accepted in literature that making errors is a natural part of learning a language (see for example, Bailey, 2005, 2006; Doff, 1988). Teachers' awareness of this process would help them be tolerant to errors which might encourage students to speak without fear of making mistakes.

This study has also revealed that most of the students have lack of motivation problem. Most of the students see English as a subject which is used or learned at school like other subjects and thus they study for it from exam to exam because of our exam-centered education system. In this situation, the teachers should try to motivate them to speak the language not to study for it from exam to exam. For example, they can encourage them to participate in group works, pair works and games in which they may practice their English with their peers, get relaxed and motivated through these activities.

5.6 Limitations

In this research, the approach of the eleventh grade students towards English and the problems they encountered when they tried to speak it were investigated by administering a questionnaire only to the students. Teachers' views about their students' ideas and their solution ways about speaking a foreign language might also be investigated in order to compare both of them and whether they have common views or not about this subject.

In this study, the approach and the problems of the eleventh grade students have been examined. It may be interesting to replicate this study with each level of the students who begin to learn English from second grade at primary school to the twelfth grade at high school, which may illuminate interesting and surprising results, thoughts and behaviors in the field of English. In addition, as the approach and the problems of the students who try to speak English are affected by many factors including age, gender, their cultural, educational and social background, further studies including these variables can be conducted to contribute to the field of teaching speaking to the learners from primary school to university.

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7.1 APPENDIX A: THE QUESTIONNAIRE OF THE ELEVENTH GRADE

STUDENTS' SPEAKING PROBLEMS (in Turkish)

11. SINIF ÖĞRENCİLERİ İNGİLİZCE KONUŞMA PROBLEMLERİ ÖLÇEĞİ

Aşağıda İngilizce dersiyle ilgili çeşitli ifadeler verilmiştir. Bir ifadeye hangi oranda katılıyorsanız, lütfen onun altındaki sütunu "X" ile işaretleyiniz. Verdiğiniz bilgiler İngilizce dersiyle ilgili problemlerinizi belirlemede kullanılmakla birlikte bilimsel amaç taşımaktadır. Katılımınız için teşekkürler.

CİNSİYET: Bay (….)   Bayan(….)

SORULAR	Tamamen Katılıyorum (5)	Katılıyorum (4)	Emin değilim (3)	Katılmıyorum (2)	Hiç Katılmıyorum (1)
1. Ne istediğimi İngilizce olarak anlatabileceğimi düşünmüyorum.					
2. Geçmişteki olumsuz tecrübelerimin İngilizceye karşı ön yargı oluşturduğuna inanıyorum.					
3. İngilizce cümleler kuramıyorum.					
4. İngilizce kelime bilgimin İngilizce konuşmak için yeterli olmadığını düşünüyorum.					
5. İngilizce konuşurken gülünç duruma düşmekten endişe ediyorum.					
6. Konuşurken öğretmenin yanlışımı düzeltmesinden rahatsız oluyorum.					
7. İngilizce kelimeleri yanlış telaffuz etme ihtimalinden endişe ediyorum.					

8. Sınıfta İngilizce konuşmak istiyorum. Ancak arkadaşlarım hevesli olmadığı için vazgeçiyorum.					
9. Hata yaparım diye öğretmenin tepkisinden kaçınıyorum.					
10. İngilizcenin sadece okulda kullanabileceğim bir beceri olduğuna inanıyorum.					
11. Liseyi bitirdiğim zaman eğitim dilinin Türkçe olduğu bir bölümde okuyacağım.					
12. İngilizce konuşma ile ilgili motivasyonum devamsızlığım yüzünden azalıyor.					
13. En iyi aracın anadil olduğuna inanıyorum.					
14. İngilizce bilgimin dinleme becerisi için yeterli ancak konuşma becerisi için yeterli olmadığına inanıyorum.					
15. İngilizceyi öğrendiğime, ancak konuşmak için hazır olmadığıma inanıyorum.					
16. İngilizcede kendimizi ifade etmenin çok daha fazla zaman gerektirdiğini düşünüyorum.					
17. İngilizce öğretim programının temel amacının İngilizce konuşmayı öğretmekten ziyade genel İngilizceyi öğretmek olduğunu düşünüyorum.					

7.2 APPENDIX B: THE QUESTIONNAIRE OF THE ELEVENTH GRADE STUDENTS' SPEAKING PROBLEMS

THE QUESTIONNAIRE ABOUT THE ELEVENTH GRADE STUDENTS' SPEAKING PROBLEMS IN ENGLISH CLASSROOMS

There are various statements about English lesson. Please, put cross sign (x) under the options that you choose. The information which you give will be used to find out the problems which you have in English classrooms and it has scientific purpose too. Thank you very much for your participation.

Gender: Male (….)   Female (….)

QUESTIONS	Strongly agree (5)	Agree (4)	Not sure (3)	Disagree (2)	Strongly Disagree (1)
1. I think, in English I will not be able to express what I want to.					
2. I believe, my previous negative experiences have built up prejudices against English.					
3. I cannot build English sentences.					
4. My vocabulary knowledge is not adequate for speaking.					
5. I am anxious about being ridiculed as I speak.					

6. I am offended by the teacher correction as I speak.					
7. I am anxious about the possibility of mispronouncing English words.					
8. I want to speak English in the class but as my friends are not enthusiastic, I give up.					
9. I abstain from the teacher' reaction if I make a mistake.					
10. I believe that English is a skill that I can only use at school.					
11. By the time I finish high school, I will start my department where the medium of instruction is Turkish.					
12. My motivation in speaking English decreases because of absenteeism.					
13. I believe that the best medium is the native tongue.					
14. I believe that my English knowledge is adequate for listening but not for speaking.					
15. I believe that I have learned English but I am not ready to speak.					
16. It takes a longer time to express in English.					
17. I think the main objective of the program is to teach a general English, not to teach speaking.					

FACTOR ANALİZİ

Correlation Matrix

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q1	1,000	,197	,020	,060	,066	,064	,024	,112	,050	-,130	,005	,062	-,006	,099	,109	,024	-,027	-,008	,031	,033	,055	,112	,044	,044
Q2	,197	1,000	,207	,216	,015	,206	,153	,152	,200	,154	,117	,182	,319	,383	,167	,191	,008	,148	,110	,177	,032	,054	,071	,273
Q3	,020	,207	1,000	,196	,195	,179	,230	-,024	,296	,351	,050	,274	,193	,173	,132	,309	,023	,297	,140	,020	-,080	-,008	-,029	,108
Q4	,060	,216	,196	1,000	,369	,614	,175	,123	,231	,288	,186	,068	,091	,276	,308	,213	-,085	,200	,291	,182	,012	,107	,134	,126
Q5	,066	,015	,195	,369	1,000	,359	,141	,100	,129	,162	,334	,362	,084	,268	,440	,182	,062	,163	,207	,105	-,034	,100	,044	-,040
Q6	,064	,206	,179	,614	,359	1,000	,164	,146	,282	,237	,198	,100	,111	,377	,452	,207	,026	,257	,279	,144	-,023	,167	,197	,157
Q7	,024	,153	,230	,175	,141	,164	1,000	-,030	,244	,259	-,059	,116	,375	,149	,186	,261	,025	,231	,220	,135	-,189	,041	-,019	,050
Q8	,112	,152	-,024	,123	,100	,146	-,030	1,000	,158	-,015	,196	,135	,129	,142	,174	,055	,201	-,002	,166	,052	,133	,037	-,047	,106
Q9	,050	,200	,296	,231	,129	,282	,244	,158	1,000	,465	-,098	,133	,272	,071	,177	,596	-,196	,469	,212	,276	-,107	-,098	-,071	,042
Q10	-,130	,154	,351	,288	,162	,237	,259	-,015	,465	1,000	-,040	,262	,276	,178	,211	,435	-,118	,458	,209	,134	-,071	-,052	-,028	,105
Q11	,005	,117	,050	,186	,334	,198	-,059	,196	-,098	-,040	1,000	,261	-,003	,354	,285	-,175	,202	-,022	,146	,112	,132	,324	,142	,128
Q12	,062	,182	,274	,068	,362	,100	,116	,135	,133	,262	,261	1,000	,171	,260	,345	,232	,060	,206	,039	,055	,103	,181	,138	,030

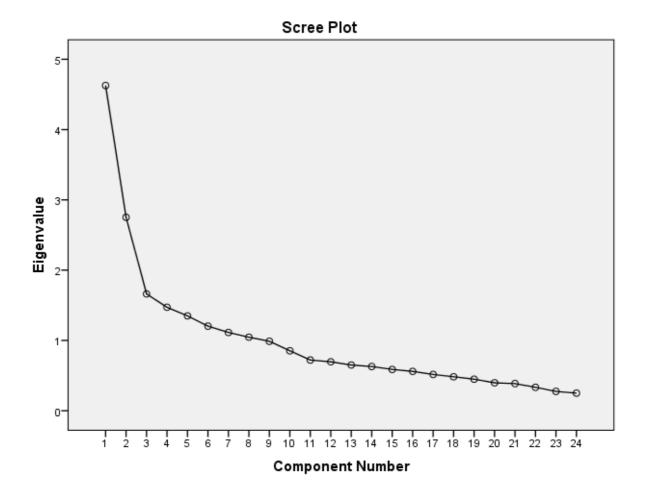|																								
Q13	-,006	,319	,193	,091	,084	,111	,375	,129	,272	,276	-,003	,171	1,000	,179	,109	,178	-,048	,137	,135	,135	,157	-,076	-,113	,112
Q14	,099	,383	,173	,276	,268	,377	,149	,142	,071	,178	,354	,260	,179	1,000	,237	,018	,031	,083	,158	,172	,034	,267	,179	,265
Q15	,109	,167	,132	,308	,440	,452	,186	,174	,177	,211	,285	,345	,109	,237	1,000	,205	,112	,188	,259	,162	,021	,182	,111	-,016
Q16	,024	,191	,309	,213	,182	,207	,261	,055	,596	,435	-,175	,232	,178	,018	,205	1,000	-,178	,505	,158	,301	-,114	-,063	-,013	,063
Q17	-,027	,008	,023	-,085	,062	,026	,025	,201	-,196	-,118	,202	,060	-,048	,031	,112	-,178	1,000	-,160	,006	-,059	,147	,144	,086	-,099
Q18	-,008	,148	,297	,200	,163	,257	,231	-,002	,469	,458	-,022	,206	,137	,083	,188	,505	-,160	1,000	,097	,275	-,067	-,019	,019	,224
Q19	,031	,110	,140	,291	,207	,279	,220	,166	,212	,209	,146	,039	,135	,158	,259	,158	,006	,097	1,000	,281	-,117	,007	-,083	,202
Q20	,033	,177	,020	,182	,105	,144	,135	,052	,276	,134	,112	,155	,135	,172	,162	,301	-,059	,275	,281	1,000	,128	,177	,144	,313
Q21	,055	,032	-,080	,012	-,034	-,023	-,189	,133	-,107	-,071	,132	,103	-,157	,034	,021	-,114	,147	-,067	-,117	,128	1,000	,279	,359	,044
Q22	,112	,054	-,008	,107	,100	,167	,041	,037	-,098	-,052	,324	,181	-,076	,267	,182	-,063	,144	-,019	,007	,177	,279	1,000	,630	,076
Q23	,044	,071	-,029	,134	,044	,197	-,019	,047	,071	,028	,142	,138	-,113	,179	,111	-,013	,086	,019	-,083	,144	,359	,630	1,000	,199
Q24	,044	,273	,108	,126	-,040	,157	,050	,106	,042	,105	,128	,030	,112	,265	-,016	,063	-,099	,224	,202	,313	,044	,076	,199	1,000

7.4 APPENDIX D: TOTAL VARIANCE EXPLAINED

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,627	19,278	19,278	4,627	19,278	19,278	2,899	12,077	12,077
2	2,752	11,465	30,744	2,752	11,465	30,744	2,624	10,935	23,012
3	1,662	6,924	37,667	1,662	6,924	37,667	2,055	8,564	31,576
4	1,472	6,133	43,801	1,472	6,133	43,801	1,738	7,242	38,818
5	1,349	5,623	49,424	1,349	5,623	49,424	1,714	7,140	45,958
6	1,203	5,013	54,437	1,203	5,013	54,437	1,585	6,604	52,562
7	1,114	4,642	59,078	1,114	4,642	59,078	1,420	5,917	58,479
8	1,046	4,359	63,438	1,046	4,359	63,438	1,190	4,959	63,438
9	,988	4,116	67,554						
10	,853	3,553	71,107						
11	,721	3,006	74,113						
12	,696	2,901	77,014						
13	,650	2,708	79,722						
14	,629	2,620	82,341						
15	,588	2,448	84,790						
16	,560	2,334	87,124						
17	,516	2,150	89,273						
18	,483	2,014	91,287						
19	,449	1,869	93,157						
20	,398	1,657	94,814						
21	,386	1,608	96,422						
22	,333	1,389	97,812						
23	,275	1,147	98,959						
24	,250	1,041	100,000						

Extraction Method: Principal Component Analysis.

7.5.APPENDIX E: SCREE PLOT

7.6 APPENDIX F: PERMISSION ABOUT QUESTIONNAIRE

Re: Permission about your questionnaire

Kimden: **OCAK Gurbuz** (gocak@aku.edu.tr)

Gönderme tarihi: 10 Kasım 2014 Pazartesi 11:42:38

Kime: Adnan ERTEN (adnan-teacher@hotmail.com)

Sayın ERTEN,

"As a classroom language, students' attitudes towards speaking Turkish in English prep classes" çalışmada kullanılan ölçme aracını yapacağın yüksek lisans tez çalışması için kullanmanda herhangi bir sakınca yoktur. Başarılar...