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COMMUNICATION BARRIERS THAT JUNIOR AND SENIOR ELT STUDENTS EXPERIENCE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE*

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ABSTRACT

Communication is a crucial aspect so as to communicate with other people in an effective way and it is also an important and indispensable tool for people to understand, convey opinions or messages. Effective communication is an essential component for education especially for teaching and learning a foreign language. Learners easily interact with other people in their mother tongues but they meet challenges while speaking in a foreign language. Thus, the present study focuses on communication barriers that junior and senior ELT students experience in the process of learning a foreign language. With regard to this aim, the data were collected from 36 undergraduate students by means of semi-structured interview, focus group interview and an open ended question "write the communication barriers that you experience in the process of learning a foreign language" and the findings were analysed through categorical content analysis, in the form of themes and sub-categories. In addition, the data were supported with the results of the previous studies. The findings revealed that students experience emotional, language, perceptual and cultural barriers in the process of learning a foreign language. Among these barriers the most strongly felt emotional barriers are anxiety 36% (n=13) and motivation 22% (n=8), the most strongly felt language barriers are native language 22% (n=8) and vocabulary knowledge 22% (n=8), and the most strongly felt perceptual barriers are material 17% (n=6) and teacher 33% (n=12). As for cultural barriers, no significant results were obtained. Other major findings indicate that English as a Foreign Language (EFL) learners suffer from poor motivation, lack of world knowledge, and the effects of native language on foreign language. As for cultural barriers, no significant results were not obtained.

Keywords: Communication Barriers, Foreign Language, Teacher-Student Relationship, Emotional, Perceptual, Cultural

İNGİLİZCE ÖĞRETMENLİĞİ 3. VE 4. SINIF ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENME SÜRECİNDE KARŞILAŞTIKLARI İLETİŞİM ENGELLERİ

ÖZET

İletişim, diğer insanlarla etkili bir şekilde iletişim kurmak için çok önemli bir unsurdur ve insanlar için anlama, görüş ve mesajlar verme açısından da önemli ve vazgeçilmez bir araçtır. Etkili iletişim, özellikle yabancı dil öğretim ve öğrenmede eğitim için vazgeçilmez bir unsurdur. Öğrenciler ana dillerinde diğer insanlarla kolayca etkileşim kurarken yabancı dilde konuşurken zorluklarla karşılaşır. Bu çalışma, orta ve üst düzey ELT öğrencilerinin yabancı dil öğrenme sürecinde yaşadığı iletişim engelleri üzerine odaklanmaktadır. Bu amaçla, 36 öğrenciden yan yapılandırılmış görüşme, odak grup görüşmesi ve açık uçlu "yabancı dil öğrenme sürecinde karşılaştığınız iletişim engellerini yazın" sorusu ile elde edilen bulgular ve kategorik içerik analizi yoluyla, temalar ve alt kategoriler şeklinde analiz edildi. Buna ek olarak, veriler daha önceki çalışmaların sonuçları ile desteklenmiştir. Bulgular, öğrencilerin yabancı bir dil öğrenme sürecinde duygusal, dil, algı ve kültürel engeller yaşadıklarını ortaya koydu. Bu engeller arasında en çok hissedilen duygusal engeller anksiyete %36 (n=13) ve motivasyon %22 (n=8), en fazla hissedilen dil engelleri ana dil %22 (n=8) ve kelime bilgisi %22 (n=8) ve en kuvvetli hissedilen algılama engelleri ders materyali olarak %17 (n=6) ve öğretmen %33 (n=12). Kültürel engellere gelince, önemli bir sonuç elde edilemedi. Diğer önemli bulgular, İngilizce Öğretmenliği öğrencilerinin zayıf motivasyon, dünya bilgisi eksikliği ve ana dilinin yabancı dil üzerindeki etkileri ile karşılaştığını göstermektedir. Kültürel engellere gelince, anlamlı bir sonuç elde edilememiştir.

Anahtar Kelimeler: İletişim Engelleri, Yabancı Dil, Öğretmen-Öğrenci İlişkisi, Duygusal, Algısal, Kültürel

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1. INTRODUCTION

People need to communicate in order to convey their ideas, express their feelings, and solve a problem. Generally, people can communicate with other people in their native languages, but they may encounter barriers when they would like to speak in a foreign language and they find it difficult to express their ideas or problems (Helfrich and Bosh, 2011). In order to manage these situations they need to have a good command of communication skill and they should use communication strategies in an effective and successful way.

The Merriam-Webster Dictionary Online defines communication as “*an act or instance of transmitting*” and the Cambridge Dictionary Online indicates that the word communication is derived from Latin word *communis*. The Latin word *communis* evolves to the English word *common* today without losing its meaning. Furthermore, *communis* gave birth to new French words, such as the verb *communiquer* which means to convey and the adjective *communicable* which means transmissible (Partridge, 2006). In the light of this information, it can be stated that the word communication involves the meanings of transmission, channel and mutuality.

From the definition above, it can be deduced that the process of communication starts with a sender and ends with a receiver. The sender encodes the message with symbols, gestures to make it more meaningful to the receiver. The message is something that the sender wants to convey. “*Simply, communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding*” (Lunenburg, 2010, p.4). Moreover, there must be a channel which transmits the message like telephone call or . Decoding is the job of the receiver. The receiver understands the message clearly with the sender’s selection of words, style and body movements. Finally, the receiver gives feedback to the sender about whether the message is decoded or not (Selimhocaoglu, 2004).

One of the definitions of “barrier” in The Merriam-Webster Dictionary Online (2015) is “*something that makes it difficult for people to understand each other.*” In this study, the barriers which breakdown the communication or factors that impede mutual understanding have been searched. At school, communication is a significant and critical medium for the teacher- student relationship. EFL learners encounter difficulties whilst learning a foreign language. Pakbaz, Bigdeli et al. (2014) divide communication barriers into four categories: process barriers, physical barriers, semantic barriers and psychosocial barriers. The process of communication also has six components: sender, encoding, medium, decoding, receiver and feedback. Every step may turn into an obstacle easily. To illustrate this, a student may be anxious and cannot give the right message in his mind or the teacher may be too tired to get the message right.

Karip (2002) as cited in Silkü (2002) explains that in order to maintain a good communication in education, teacher should be aware of some points such as expressing concepts in a way that students can understand, making presentation and meanings common by using channels which are appropriate for subject such as using audio materials together with visual materials in transition between subjects, assisting students in concentrating on subject by emphasizing the significant points of the subject or allowing students to do it

Silkü (2002) sheds light on the students' expectations from their instructors stating that instructors are required to put themselves in the shoes of students, consider students' benefits, be more interested in students' problems, make students feel that they care about them, carry out an objective evaluation towards students, be equal to all students, create a warm climate in their relationship, be tolerant and positive, be open to criticism about all subjects, be leader in activities, inform students about written procedures which regulate relationship between teachers and students or as Allwood (1982) as cited in Hallberg (2010) claimed, not being conscious of how to communicate may lead to a symmetrical relationship between actors in a less than flattering manner (p.114).

Kayaoğlu and Sağlamel (2013) classified the reasons of anxiety in language speaking classes as due to linguistic complexities (grammar, pronunciation, vocabulary and sentence structure), cognitive challenges (fear of exams, fear of failure in front of others, fear of failure in communication, fear of making mistakes, lack of self-esteem), the role of the teachers, competitiveness and lack of information in learners' L1 (p. 149).

As to make a good relationship with others, Cüceloğlu (2002) states that the most important thing in communication is the necessity of communicating with ourselves. A good communicator is able to evaluate both his inner world and the behaviours of another person in a realistic way. The person, who is aware of others, understands what kind of inner world their behaviours come from and comprehend their experiences. The one who has a good communication talent immediately sees the clues about the other's posture, intonation and inner world whom one communicates with and tries to evaluate those clues immediately (pp.87-88)

Çelenk (2003) underlined the most important factor that compels the teacher of communication barriers in the classroom is the discipline problem that drives from the unacceptable behaviors of students. The techniques that are often applied by teachers who have to systematize the classroom order instead of spending most of the time in education/teaching are judging, blaming, teasing, humiliation, disciplinary action or threatening with grades. However the techniques that are based on oppression and authority lead to rejection, rebellion and defensive manner. The approach of teacher in that situation is related to his limits of flexibility and tolerance about seeing the behaviors of students as acceptable; the level of the problem is related to his manner and the technique that he will follow in solving problems that is, closely related to effective verbal communication skills (p.90).

According to Sabuncuoğlu & Gümüş (2008) there are numerous factors that inhibit the constitution of effective and healthy communication process. These factors can be classified as physical and technical, psychological or social and organizational. The main components of the barriers are as follow:

*The Physical and Technical Barriers consist of the barriers as related to message, related to channel and means, related to noise and related to language.

*Psychological and Social Barriers consists of the barriers as lack of determination of communication purpose, prejudices, perceptual differences, differences in opinions, attitude and behavior, socio-cultural differences and level of knowledge acquired.

* Organizational Barriers consists of the barriers as organizational dimension and physical structure, time pressure, role relationships, hierarchy, management style, status

differences, overloading information and feedback inaccuracy (pp.35-37).Kayabaşı & Akcengiz (2014) emphasize that verbal communication in personal and social relations has an important role in the protection of cultural identity and survival of the language. One of the places where oral communication skills are gained is a school and these schools should reinforce these skills with an efficient program and teachers qualified enough to be a model with their behaviour and content knowledge.

Elgünler & Fener (2011) highlight the fact that achieving communication is a goal although it is sometimes inaccessible, but according to social psychologists, excellent and effective communication and high-quality communication is a utopia.

1.1. Literature Review

Duta's study (2015; cited in Smith, 2013) specifies that there are seven types of communication barriers; physical, perceptual, emotional, cultural, language, gender, interpersonal barriers. These types of communication barriers inhibit learning a foreign language. The current study takes these categories into consideration and utilizes these categories for the analysis of the results.

Physical barriers are telephone calls; drop-in visitors, the shape of the classroom like inconveniently positioned wall and seating. Some learners are busy with their mobile phones in the classes or some others come late and this interruption distracts other students from their studies. Likewise, the classroom may be very big and the teacher's voice may not reach to back seats (Pakbaz, Bigdeli et al. 2014)

Lunenburg (2010) underlines the fact that everybody sees the life from a different perspective. Half full or half empty of the glass is a good example of perceptual barriers. Background, life experience, gender, age and so many things can be effective to create a perception in a human's mind. A learner may perceive the teacher's behavior very differently from the teacher's aim

Wallace and Roberson (2009) state that emotional barriers mostly result from the personality of the person and the most difficult ones to change the attitude. The learner may be too shy to communicate or may be afraid of interlocutor. Especially, speaking anxiety is very common among EFL learners. Additionally, learners may not like the topic and it leads to the lack of motivation and getting bored

Another indispensable role of language is that it transmits cultures across countries. That is why every language has some marks of the native speakers' culture. Particularly, jokes are good examples. Moreover, body language e.g. hand gestures differ from one culture to another and convey different meanings. Thus, lack of cultural knowledge is considered as a big barrier in the process of learning a foreign language (Adler, 1991).

Harzing and Feely (2007) point out that language barriers are expectable risks such as lack of word knowledge, grammar, and mispronunciation and so on. Lack of word knowledge affects all skills. It is due to the insufficient vocabulary that learners cannot be productive enough in speaking and writing. Besides, it causes problems while decoding the message in listening and reading.

Next, the same word may have several meanings and a student may interpret the other meaning other than the implied meaning. Pakbaz, Bigdeli et al. (2014) call this situation

as the semantic barrier. Semantic barriers become widespread with the development of technology.

Psychosocial barriers also include sincerity, empathy, self-perception, role perception, images, listening ability, culture and tradition. Doubtlessly, everybody expects sincerity and honesty from other people. Teachers should empathize when they interact with their students as the self-perception of students can be different. In such cases, students may suffer from inferiority complex or they may see themselves superior to others. . Accordingly, roles should be clear. Both teachers and students should know what is expected from each other (Lunenburg, 2010).

The verbal or non-verbal language which teachers or instructors use in the classroom is a language barrier in the categories mentioned above. Özbent (2007) describes teacher's language sharply. Teacher's voice should reach to the student who sits at the back of the class. The teacher should speak slowly and emphasize the important points, because the fast speech and long sentences are hard to understand and follow. Therefore, the teacher should simplify the language according to the level of students and wait at least three seconds before asking a new question, clarifying or giving a student right to speak.

Another issue is that teachers use the mother tongue and students think their thoughts in the mother tongue rather than the target language. The use of native language is a serious language barrier for learners. EFL learners always translate their sentences from the native language to the target language in their minds. Kannan's study (2009) explained that this method makes the learning slow and to acquire the language, students should have a chance to practice in the target language. Teachers need to provide the environment for students in order that they can practice.

Escribano (2004) states that the lack of word knowledge sabotages the production of thought. Poor word knowledge in the target language causes encoding the message in a wrong way. If they even force themselves to think in the target language, this does not make a significant difference. Negative transfer of L1 is again very common issue. False cognates may enforce students. Almost same written words in L1 and L2 may have different meanings. Especially, in the beginning of the process of learning a foreign language, learners frequently come across this kind of problem.

The other one is teachers' attitudes to their students as a perceptual barrier in the category indicated above. Sometimes teachers treat badly and unfairly to their students and students neither feel comfortable nor trust their teachers. Nevertheless, if the teacher-student relationship is positive and based on a mutual trust, this positively reflects on the academic performances of students. Moreover, students become self-confident and sociable. In addition to this, a healthy and effective communication affects the process of learning as well as students' personalities. Banks (2008) directs attention to four preferences in Myers-Briggs personality types: extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving. Teachers should adopt an open, positive, consistent and sincere instead of negative attitudes towards students. They should also present students a democratic and constructive environment which is open to criticism and they do not threaten and do not judge students. Otherwise, when teachers threaten and judge their students, learners will be unwilling to attend the class and interact with the teacher.

Emotional barriers are also vital during learning. Çapan and Şimsek (2012) conclude in their research that anxiety as an emotional barrier is a crucial obstacle which influences the process of learning. EFL learners spend more time on listening rather than speaking, they are very quiet and afraid of speaking due to anxiety. Next, anxiety impedes the whole learning process and reduces the motivation and academic performance. If students lose their motivation and interests in language learning, they are unwilling to learn. To prevent affective variables, Banks (2008) also suggests establishing a good teacher-student relationship. Some learners can deliver poor performances by virtue of anxiety, but the teacher can involve in the active listening with a view of minimizing the students' anxiety. In other words, they can give learners a chance to express themselves. They can also give positive feedback to their students so that students can improve their performances. In addition, Helfrich and Bosh (2011) support peer or group working and peer tutoring because the teacher can make groups in different language levels. Students can learn language from his or her friend as well as the teacher. Moreover, students will feel more relaxed with a friend.

Further, as stated by Helfrich and Bosh (2011), ESL and EFL environments are growing every day and foreign language teaching opens its doors to different cultures. The culture can be defined as intrinsic part of individuals and it shapes the responses of people (Ahmad, 2015). So the culture cannot be separated from the language and learners need to learn the culture of the target language in the classroom. The teacher should respect diverse backgrounds and cultures of students. Bringing students' traditional celebrations, foods and ethnic dresses to the classroom can be fun and it assists the teacher to understand them better. Nonetheless, Ahmad (2015) defends to cause introducing the target culture to negative responses and misunderstandings in the EFL classroom. On the contrary, he also points out that if learners learn their own culture very well, they can learn the target culture better. The results of his study also show that teacher-centered approach affects EFL in a negative way and learner-centered approach enhances students' performance since it puts students at the heart of the learning process.

What is more, Solak and Bayar (2015) supported learner-centered approach and pointed to the lack of well-trained teachers, materials and using mother tongue in the classroom. The results of their studies underline the importance of the teacher's role in the classroom and the material choice of teachers for the classroom can have a negative or positive effect on students. When teachers select materials for the classroom, they should take into account the proficiency level of learners and their interests. Besides, the materials should include in both Turkish culture and target culture. If the materials are not appropriate for the levels of students and their interests and cultures, the learning will not take place and the learners will lose their interests and motivation.

Osterholt and Dennis (2014) focus on the issue within a holistic framework to students' barriers and identify four domains of learning: academic skill attainment, self-regulation, and motivation and social/emotional influences. Academic skill attainment refers to four skills of language: reading, writing, listening, speaking. Students may need an aid to discover their strong and weak points in four skills. Some students can be reluctant to do a task in a certain skill. In this issue, the teacher should offer a more familiar topic to increase their self-confidence. Additionally, students who are deficient in self-regulation come to the class without studying the lesson or homework. These students have

problems with effective studying, timing and preparing a lesson program. To assist these students, the teacher can divide complex tasks into separate modules.

1.2. The purpose of the Study

The purpose of the study is to investigate Communication Barriers that Junior and Senior ELT Students Experience in the Process of Learning a Foreign Language.

1.3. The Research Questions of the Study

The following questions lead to the study;

- 7- What kind of barriers do learners face in the process of learning a foreign language?
- 8- What are the perceptions of students about the barriers?

2. METHOD

2.1. Setting and Participants

The participants of the study consist of 36 undergraduate students attending 3rd and 4th grade at the Department of English Language Teaching at Sakarya University in the fall semester of 2015-2016 in Turkey.

2.2. Data Collection and Instruments

An open-ended questionnaire "Write the communication barriers that you experience in the process of learning a foreign language" was prepared to reveal the barriers that EFL learners experience. Then, two semi-structured interviews and a focus group interview with 5 participants were conducted at Sakarya University with the aim of learning their opinions about the communication barriers. In the interviews, the question in the open-ended questionnaire was asked to participants and their voices were recorded. Next, the interview was translated from Turkish to English and from English to Turkish.

2.3. Data Analysis

The results of the qualitative data were classified into themes and sub-categories and analyzed through categorical content analysis. Then, the data was presented in subsequent Tables. The students' opinions expressed in the interview were compared and contrasted in terms of communication in different languages.

2.4 Limitations of the Study

The study is only limited to 3rd and 4th grade EFL learners at the Department of Foreign Language Teaching at Sakarya University in the fall semester of 2015-2016. If the research is conducted with more participants, more objective results can be obtained.

3. FINDINGS

The research findings based on the qualitative data (open-ended questionnaire) reveal that most of learners indicate the most common barriers which they have encountered are anxiety (n=13 students) and motivation (n=8 students) as emotional barriers in the process of learning (see Table 1).

Table 1.

Emotional Barriers

THEMES	CODES	n	f	STUDENTS	
Emotional Barriers	Negative Perceptions of Students	Anxiety	13	36%	S10,S11,S12,S15,S17,S18,S19, S23, S25, S26, S31,S32,S34
		Motivation	8	22%	S10,S11,S15,S17,S18,S21,S26,S37
		Fear	4	11%	S7, S12, S27,S28
		Stress	1	3%	S29
		Shy	2	6%	S10,S26
		Self-confidence	1	3%	S15
		Bored	1	3%	S4
		Dislike	2	6%	S6,S12
		Reluctance	3	8%	S10,S15,S16
		Poor Concentration	2	6%	S6, S19

The opinions of learners about anxiety and motivation are below.

S12: “My biggest problem is anxiety. I scare speaking...”

S19, S31, S32, and S34: “speaking anxiety.”

S37: ...I could not learn Polish a lot because I don't have interest in it.”(Interview with an Erasmus student))

Given to the results, learners (n=13, f=36%) uttered that they have felt anxiety especially during speaking periods. They have told that they are scared of speaking in front of other people. Then 19% of students opined that they had low motivation for learning a foreign language. As stated in the results of Tuncer and Doğan's study (2015), anxiety causes to decrease the performances of the students and it is a major cause for the academic failure. Çapan and Şimsek's study (2012) also indicates that anxiety has a negative impact on the students' motivation.

Table 2.
Language Barriers

THEMES	CODES	SUB-CODES	n	f	STUDENTS
Language Barriers	Negative Perceptions of Students	Grammar	1	3%	S24
		Native Language	8	22%	S2,S4,S9, S11, S18, S27,S28,S36
		Second language	1	3%	S27
		Listening	4	11%	S9, S17,S18, S29
		Word knowledge	8	22%	S4,S5, S7,S9,S17, S18,S28,S29
		Pronunciation	3	8%	S2,S3,S5,
		Interlanguage	1	3%	S18
		Paronyms	2	6%	S1,S6,
		Speaking	5	14%	S2,S7, S9,S17, S19
		Input	1	3%	S8,
		Difficulty Level	1	3%	S15
		Comprehension	2	6%	S3, S19
		Contextualization	1	3%	S18

Table 2 shows that the most encountered language barriers are word knowledge and mother tongue. Most of the learners stated that native language inhibits language learning because learners do not think in the target language. Kannan's study (2009) supported those viewpoints and he opined that the native language, in other words mother tongue, should not be used in the foreign language classroom.

S5: "because of not knowing enough vocabulary, I cannot write something."

S7: "The lack of vocabulary at the beginning of my learning process was a barrier."

S36: "The mother tongue really has effects on communication problems.... We see the effects of it one even pronunciation. It blocks communication..." (The qualitative data-interview)

Table 3.
Perceptual Barriers

THEMES	CODES	SUB-CODES	n	f	STUDENTS
Perceptual Barriers	Negative Perceptions of Students	Deductive Teaching	2	6%	S20,S25
		Time	4	11%	S1,S6, S21,S23
		Materials	6	17%	S6,S13, S20,S21,S22,S25
		Money	1	3%	S23
		Teacher	12	33%	S2,S3, S4, S5, S14, S22,S25,S29,S31,S32,S33,S34
		Practice	3	8%	S4,S6,S14,
		Poor opportunities	2	6%	S1,S23
		Insufficient education system	1	3%	S14
		Assessment	1	3%	S22

Table 3 demonstrates that the most noticeable perceptual barrier for students is teacher. Here are the perceptions of learners about teacher factor:

S2: “I learn a word with its wrong pronunciation because of the teacher.”

S3: “learning a word in a wrong way because of inadequate teachers.”

S5: “I had a lot of difficulties because my teacher was not good at some skills...”

S22: “Teacher’s language towards us is not good enough. They ignore us”

S33: “It changes according to the teacher. If I love the teacher and do not have any problem, I feel no anxiety and feel free. However, if I don’t like the teacher or some problems, I cannot even combine two sentences.”

S38: “They always use the same system; they come to the class, open the book and write on the board. ...the teacher only presents without the contribution of students.” (Interview)

These findings are similar and consistent with the results of Bayar and Solak’s study (2015) who revealed teacher factor as one of the most important barriers.

Next, another most common barrier is materials. The following statements present the opinions of EFL students about the materials.

S6: “... lack of materials”

S13: “I cannot find appropriate course materials for me”....

S22: “Materials are not authentic. They’re not from real life and attractive.”

Learners state that they have experienced non-authentic, unattractive and lack of materials as Solak and Bayar’s study (2015) also advocates these views. In their study, learners also told that they had problems with the materials.

Additionally, only two learners voiced their opinions about the culture. One student from the semi-structured interview verbalized her experience about the lack of culture.

Because of the lack of culture, the student had difficulty in understanding language (see Table 4).

S20: “More materials that include knowledge regarding the foreign language culture should be adopted.”

S35: “...while listening and speaking, I cannot understand many comedy elements, jokes, mimics.....It is because of lack of information about the culture.” (Interview)

Table 4.
Cultural Barriers

THEMES	CODES	SUB-CODES	n	f	STUDENTS
Cultural Barriers	Negative Perception s of Students	Comedy elements jokes mimics information	2	6%	S20, S35

As understood all of the findings, the most common barriers that EFL learners have experienced whilst learning a foreign language are anxiety (n=13, f=36%) and teacher (n=12, f=33%) word knowledge and motivation (n=8, f=22%), native language (n=7, f=19%), and also materials (n=6, f=17%).

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

Communication is a mutual and vital interaction which begins between the sender and the receiver. People convey messages, ideas or share information by means of communication. In education, communication happens between the teacher and the students in the classroom. When students want to share their experiences or teachers provide information about courses, they need to interact with each other. Therefore, knowing ways of effective communication is a critical and essential need to remove the obstacles that may occur in the classroom.

The current study reveals four barriers that EFL learners experience at Sakarya University as distinct from the barriers that Duta (2015) stated in his article. The barriers revealed in this study are emotional, language, perceptual and cultural barriers.

When the study is compared with other studies indicated above, the results show similarities and differences. According to the results, the most powerful and noteworthy barriers are anxiety and teachers. The findings of the study conclude that Turkish EFL learners suffer from anxiety and teachers’ different attitudes. The percentages of these barriers are high compared to the previous studies. Çapan and Şimsek (2012) and Tuncer and Doğan’s studies (2015) approved the results. Learners find their teachers completely insufficient and they claim that teachers adopt traditional methods while teaching. 80% of participants in Ahmad’s study (2015) explained that teachers preferred the teacher-centered approach rather than learner-centered approach whereas in that study, only one student voiced that the teacher preferred the teacher-centered approach. Other major

findings indicate that EFL learners suffer from poor motivation, lack of world knowledge, and the effects of native language on foreign language. As for cultural barriers, the study could not obtain significant results.

The study proposes some recommendations which may be beneficial for both teachers and students. First, teachers should put themselves into their students' shoes and try to understand their feelings. Likewise, students should do the same thing for their teachers. Second, teachers should develop sincere, sympathetic, honest and consistent attitudes towards their students. They should provide students with a stress and threat-free environment and give them an opportunity to express themselves. In this way, communication between them grows on mutual trust and respect. Finally, teachers should choose their materials according to the levels and interests of students and provide more materials including both cultures.

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GENİŞ ÖZET

1. Giriş

İnsanlar fikirlerini iletmek, duygularını ifade etmek ve bir sorunu çözmek için iletişim kurmak zorundadırlar. Genel olarak, insanlar kendi dillerinde başkaları ile iletişim kurabilir, ancak yabancı bir dilde konuşmak istediklerinde engellerle karşılaşabilirler ve fikirlerini veya sorunlarını ifade etmekte zorlanırlar (Helfrich ve Bosh, 2011). Bu durumları yönetmek için iyi bir iletişim becerisine sahip olmaları ve bu nedenle iletişim stratejilerini etkili ve başarılı bir şekilde kullanmaları gerekir.

İletişim süreci bir gönderenle başlar ve bir alıcıyla biter. Gönderen, mesajı sembollerle kodlar, hareketi alıcıya daha anlamlı hale getirir. Mesaj, gönderenin iletmek istediği bir şeydir. "Basitçe, iletişim, karmaşık bir süreçtir ve döngüde herhangi bir aksaklık bilgi transferini engelleyebilir" (Lunenburg, 2010, s.4) Kod çözme, alıcının görevidir. Alıcı, gönderenin kelimeleri, stili ve vücut hareketlerini seçerek mesajı açıkça anlar. Sonunda, alıcı gönderene, mesajın şifresiz çözülüp çözülmediğini bildirir (Selimhocaoglu, 2004)

Merriam-Webster Sözlük Online'daki (2015) "bariyer" tanımlarından biri, "insanların birbirini anlamasını zorlaştıran şey" olarak tanımlanmaktadır. Bu çalışmada, karşılıklı anlayışı engelleyen faktörler veya iletişimin bozulduğu durumlar araştırılmıştır. Okulda iletişim, öğretmen-öğrenci ilişkisi için önemli ve kritik bir araçtır. Yabancı dil öğrencileri yabancı bir dil öğrenirken bir takım engellerle karşılaşır. Pakbaz, Bigdeli ve ark. (2014), iletişim engellerini dört kategoriye ayırmaktadır: süreç engelleri, fiziksel engeller, semantik engeller ve psikososyal engeller. İletişim süreci altı bileşen içerir: gönderen, kodlama, orta, kod çözme, alıcı ve geribildirim. Her adım bir engele kolayca dönüşebilir. Örneğin, bir öğrenci endişeli olabilir ve zihninde doğru mesajı veremez veya öğretmen, mesajı doğru alabilmek için çok yorgun olabilir.

Sabuncuoğlu & Gümüş (2008)' e göre, etkili ve sağlıklı iletişim sürecinin oluşumunu engelleyen birçok faktör var. Bu faktörler fiziksel ve teknik, psikolojik veya sosyal ve organizasyonel olarak sınıflandırılabilir. Engellerin ana bileşenleri şunlardır:

* Fiziksel ve Teknik Engeller, mesajla ilgili, kanal ve araçlarla ilgili, gürültüyle alakalı ve dil ile ilgili engellerdir.

* Psikolojik ve Sosyal Engeller, iletişim amacının, önyargıların, algıdaki farklılıkların, görüş farklılıklarının, tutum ve davranışlarının, sosyo-kültürel farklılıkların ve edindiği bilgi düzeyinin yetersizliği gibi engellerden oluşmaktadır.

* Örgütsel Engeller, örgütsel boyut ve fiziksel yapı, zaman baskısı, rol ilişkileri, hiyerarşi, yönetim tarzı, durum farklılıkları, aşırı yük bilgisi ve geri bildirim yanlışlığı gibi engellerden oluşur (sayfa 35-37).

Kayaoğlu ve Sağlamel (2013) konuşma sınıflarında dil kaygısının nedenlerini dilsel zorluklar (kelime bilgisi, telaffuz, gramer ve cümle yapısı), bilişsel zorluklar (başkalarının önünde başarısızlıktan korkma, sınav korkusu, başarısızlık korkusu gibi nedenlerle kategorilere ayırdı. İletişim, öz saygınlığın eksikliği, hata yapma korkusu), öğretmenlerin rolü, öğrencilerin L1'lerinde rekabet edebilirlik ve bilgi eksikliği (s.149).

Silkü (2002), öğrencilerin öğretim elemanlarından beklentileri kendileri ile daha fazla ilgilenmeleri, sorunlarına daha çok ilgi duymaları, Öğrencilere karşı objektif bir

değerlendirme yapmaları, tüm öğrencilere eşit olmaları, ilişkilerinde sıcaklık oluşturmaları, hoşgörülü ve pozitif olmaları, onlara hoşgörü göstermeleri, tüm konularda eleştirilere açık olmaları, etkinliklerde lider olmaları, Öğretmenler ve öğrenciler arasındaki ilişkileri düzenleyen yazılı prosedürler hakkında kendilerini bilgilendirmeleri olarak belirtmektedir.

Kayabaşı ve Akçengiz (2014) kişisel ve toplumsal ilişkilerde sözel iletişimin, kültürel kimliğin korunması ve dilin hayatta kalması üzerinde önemli bir role sahip olduğunu vurguluyor. Sözlü iletişim becerilerinin kazandırıldığı yerlerden birisi bir okuldur ve bu okullar bu becerileri etkili bir programla ve davranışları ve içeriği bilgisi ile örnek olacak kadar nitelikli öğretmenlerle güçlendirmelidir.

Yapmış oldukları çalışmada, Elgünler & Fener (2011), iletişimin başarılmasının bir amaç olduğunu, ancak zaman zaman bu amacın ulaşılabilir olmadığı belirttiler ve sosyal psikologlara göre mükemmel ve etkili iletişim ve kaliteli iletişimin bir ütopya olarak gördüklerini vurguladılar.

1.1 Çalışmanın Amacı

Araştırmanın amacı Sakarya Üniversitesi İngilizce Öğretmenliği 3. ve 4. sınıf öğrencilerinin yabancı dil öğrenme sürecinde yaşadığı iletişim engellerini araştırmaktır.

1.2 Araştırma Soruları

Aşağıdaki sorular çalışma sonucunu doğuruyor;

- 9- Öğrenciler yabancı bir dil öğrenme sürecinde ne tür engellerle karşı karşıyalar?
- 10- Engellerle ilgili öğrencilerin algıları nelerdir?

2. Yöntem

2.1. Araştırma Zemini ve Katılımcılar

Araştırmanın katılımcıları, 2015-2016 sonbaharında Sakarya Üniversitesi İngiliz Dili Eğitimi Bölümü'nde 3. ve 4. sınıflarda öğrenim gören 36 lisans öğrencisinden oluşmaktadır.

2.2 Veri Toplama ve Enstrümanlar

İngilizce Öğretmenliği öğrencilerinin karşılaştığı engelleri ortaya çıkarmak için "Yabancı bir dil öğrenme sürecinde yaşadığımız iletişim engellerini yazın" başlıklı açık uçlu bir anket hazırlandı. Daha sonra iletişim engelleri konusundaki düşüncelerini öğrenmek amacıyla iki yarı yapılandırılmış görüşme ve 5 katılımcıyla odak grup görüşmesi Sakarya Üniversitesi'nde gerçekleştirildi. Görüşmelerde, açık uçlu soru formundaki soru katılımcılara soruldu ve sesleri kaydedildi. Daha sonra görüşme Türkçe'den İngilizce'ye ve İngilizce'den Türkçe'ye çevrildi.

2.3. Veri analizi

Nitel veriler temalara ve alt kategorilere göre sınıflandırılmış ve kategorik içerik analizi ile analiz edilmiştir. Ardından veriler sonraki tablolarda sunulmuştur. Görüşme sırasında ifade edilen öğrencilerin görüşleri, farklı dillerdeki iletişim açısından karşılaştırıldı

2.3 Çalışma Sınırlılıkları

Çalışma, 2015-2016 sonbahar döneminde Sakarya Üniversitesi Yabancı Diller Eğitimi Bölümü 3. ve 4. sınıf İngilizce Öğretmenliği öğrencileri ile sınırlıdır. Araştırma daha fazla katılımcı ile yapılırsa daha objektif sonuçlar elde edilebilir.

3. Bulgular

Niteliksel verilere dayalı araştırma bulguları (açık uçlu anket), öğrencilerin çoğunun, karşılaştıkları kaygıların (13 öğrenci) anksiyete ve motivasyon (n = 8 öğrenci) sürecinde duygusal engeller olduğunu belirttiğini ortaya koymaktadır

4. Tartışma ve Sonuç

Çalışma, makalede belirtilen diğer çalışmalarla karşılaştırıldığında, benzer ve farklı sonuçlar ortaya koymaktadır. Elde edilen sonuçlara göre, en güçlü ve dikkat çekici engeller kaygı ve öğretmenlerdir. Araştırmanın bulguları, Türk İngilizce Öğretmenliği öğrencilerinin kaygı ve öğretmenlerin farklı tutumlarından muzdarip olduklarını ortaya koymaktadır. Bu engellerin yüzdeleri önceki çalışmalara kıyasla yüksektir. Çapan ve Şimsek (2012) ve Tuncer ve Doğan'ın çalışmaları (2015) da paralel sonuçlar ortaya koymuştur. Adı geçen çalışmada öğrenciler öğretmenlerini yetersiz bulmakta ve öğretmenlerin öğretmenlik yaparken geleneksel yöntemleri benimsediğini iddia etmektedirler. Ahmad'ın çalışmasına katılanların% 80'i (2015), öğretmenlerin öğrenci merkezli yaklaşımı tercih etmediğini öğretmen merkezli yaklaşımı tercih ettiğini belirtmişlerdir. . Diğer önemli bulgular, yabancı dil öğrencilerinin zayıf motivasyon, dünya bilgisi eksikliği ve ana dilinin yabancı dil üzerindeki etkileri ile karşılaştığını göstermektedir. Kültürel engellere gelince, çalışma anlamlı sonuçlar ortaya koymamıştır.