SPEAKING ABILITY PROBLEMS OF UNIVERSITY STUDENTS ACCORDING TO COLLEGE ENGLISH LANGUAGE INSTRUCTORS' PERCEPTIONS IN ONLINE EDUCATION ENVIRONMENT (DURING PANDEMIC): A CASE STUDY

Ayşenur Doğan

191113106

MASTER'S THESIS

Department of Foreign Languages Education

English Language Teaching Program

Advisor: Prof. Dr. Aysu Aryel Erden

İstanbul
T.C. Maltepe Üniversitesi
Lisansüstü Eğitim Enstitüsü
Haziran, 2021

SPEAKING ABILITY PROBLEMS OF UNIVERSITY STUDENTS ACCORDING TO COLLEGE ENGLISH LANGUAGE INSTRUCTORS' PERCEPTIONS IN ONLINE EDUCATION ENVIRONMENT (DURING PANDEMIC): A CASE STUDY

Ayşenur Doğan
191113106
Orcid: 0000-0001-8722-1719

MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Program
Advisor: Prof. Dr. Aysu Aryel Erden

İstanbul
T.C. Maltepe University
Graduate Education Institute
June, 2021



JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ACKNOWLEDGMENT

"If we teach today's students as we taught yesterday's, we rob them of tomorrow".

John Dewey

There are a few people whom I would like to express my deepest gratitude for their invaluable support, effort and encouragement throughout my thesis study. First of all, I owe special thanks to my dear supervisor Prof. Dr. Aysu Aryel Erden for the trust and encouragement she showed me. Also my teacher Assist. Prof. Osman Murat Özüdoğru for his continuous support, constructive questions and patience. He was always there for me whenever I had questions to ask. Without his great support and guidance, I would have never resumed my work; and thanks to him, I remembered "learning" is a life-long process without any boundaries or constrains. I would also like to offer special thanks to Prof. Gürkan Doğan for his precious feedback and help.

Would like to express my gratitude to beloved husband, Erkan Doğan, for his infinite love, benevolent and humorous attitude throughout the year. Likewise, I owe a lot to my family, my mother Nilgün Sağbaş, my father Ahmet Şeref Sağbaş and especially forever best friend and my sister Banu Cansiz. Without her, I couldn't have persisted along the process. She is and will be my light for my entire life. I am really grateful to all the people who support me to complete this long journey. I would have never achieved this work without their support.

Ayşenur Doğan

June 2021

ÖZ

(PANDEMİ DÖNEMİ) ÇEVRİMİÇİ EĞİTİMDE ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN KARŞILAŞTIĞI İNGİLİZCE KONUŞMA BECERİSİ SORUNLARINA KARŞI ÖĞRETMEN ALGILARI: BİR VAKA ÇALIŞMASI

Ayşenur Doğan
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Yüksek Lisans Programı
Danışman: Prof. Dr. Aysu Aryel Erden
Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2021

Çevrimiçi egitim, farklı teknolojik altyapılar, öğrenme yöntemleri ve ortamları ile yetişmiş eğitmenler gerektirdiği için çeşitli zorluklarla karşı karşıya bulunmaktadır. Konuşma, bireylerin başkalarıyla iletişim kurması gerektirdiğinden en önemli İngilizce becerilerinden birisidir. Kişisel fikirleri ifade etmek için konuşma becerisi kullanılır. İngilizce konuşan bireylerle çevrili ortamlarda konuşma dili ve becerisine sahip olmadan herhangi bir fikri ifade etmek zordur. Bu çalışma, öğrencilerin çevrimiçi eğitimde karşılaştıkları konuşma sorunlarını Türkiye'deki orta büyüklükteki bir üniversitede İngilizce Eğitimi Bölümünde görev yapan öğretim üyelerinin bakış açısı ve dönütleri kapsamında incelemektedir. Sınıf içinde ve dışındaki halka açık ortamlarda İngilizce konuşmaya ilişkin problemlerinin bazı önemli unsurlar incelenerek tartışılmıştır. İngilizce bölümünde görev yapan öğretim görevlileri ile yapılan mülakatlarda üniversite öğrencilerinin konuşma becerilerini geliştirmeye yönelik görüşleri, bakış açıları, algıları, deneyimleri ve öneriler ile ilgili bilgiler toplanmış ve analiz edilmiştir. Nitel araştırma metodolojisinin tanımlayıcı nitel araştırma tasarımı, bir grup İngilizce okutman (ELT) olarak görev yapan akademisyen ile uygulanacaktır. Çalışma evreni, İstanbul'da İngilizce öğreten hazırlık bölümü akademisyenlerinden oluşmaktadır. Üniversite öğrencilerine İngilizce öğretme deneyimine sahip katılımcılar arasından 15 akademisyen çalışma için seçilmiştir. Veri toplama araçları olarak sosyodemografik veri formu ve mülakat görüşme

protokolü kullanılacaktır. Sosyodemografik formda katılımcıların yaş, cinsiyet, eğitim durumu ve önceki öğretim deneyimleri gibi demografik bilgiler ile ilgili sorular bulunmaktadır. Diğer veri toplama aracı olan mülakat protokolü ise katılımcıların mevcut çevrimiçi EFL kurslarının uygulamalarına ilişkin algılarını ölçmeye yönelik sorulardan oluşmuştur. Sonuçlar, ELT sınıflarında öğrencilerin endişelendiği ana sorunlar hata yapma, eleştirilme, akranlar tarafından alaya alınması ve İngilizce konuşmak için güven eksikliği olduğunu göstermiştir. Konuşma güçlüğü ile ilgili bir başka sorun öğrencilerin doğru telaffuz, dilbilgisi ve kelime dağarcığından yoksun olmalarıdır. Pek çok öğrenci İngilizce metinler ile ilgili yazma ve okuma becerileri konusunda yeterli düzeyde değildir. İngilizce öğrenenlerin çoğu önce kendi ana dillerinde düşünme ve bunu İngilizceye çevirme eğilimindedir. Bu yaklaşım, öğrencilerin aynı zamanda hem Türkçe düşünürken hem de İngilizce konuşurken genellikle tereddüt etmeleri nedeniyle konuşma problemleri yaşamalarına da neden olabilir. Aynı zamanda fazladan çaba ve gereğinden fazla yük getirmektedir. Öğretim elemanlarının konuşma sorunları ile ilgili olarak ortaya çıkardıkları bir diğer konu ise edinim ile ilgili olup, İngilizceye yeterince maruz kalmama olarak nitelendirilmektedir. Ek olarak, dil engelleri, İngilizce dil kursuna ilişkin önyargıların yanlış anlaşılması kritik konulardır. Eğitmenler, öğrencilerin olumlu yönlerine odaklanma, ebeveynleri ve eğitmenleri tarafından onları cesaretlendirme, konuşma fırsatları ve diyaloglar sağlama, rahat bir sınıf ortamı oluşturma gibi konuşma becerilerini geliştirmek için bazı önerilerde bulundu. Son olarak, eğitmenler, günlük diyaloglar, modern öğretim yaklaşımları, entegre yaklaşımlar, küçük gruplar ve İngilizce konuşan gruplara ve yerlere katılmak için film ve TV şovlarının kullanılması dahil olmak üzere müfredat, kaynak materyaller ve İngilizce konuşma uygulaması hakkında yorum yaptılar.

Anahtar Sözcükler: ELT, online eğitim, yabancı dil konuşma problemleri.

ABSTRACT

SPEAKING ABILITY PROBLEMS OF UNIVERSITY STUDENTS ACCORDING TO COLLEGE ENGLISH LANGUAGE INSTRUCTORS' PERCEPTIONS IN ONLINE EDUCATION ENVIRONMENT (DURING PANDEMIC): A CASE STUDY

Ayşenur Doğan
Master Thesis
Foreign Languages Education
English Language Teaching Programme
Thesis Advisor: Asst. Prof. Aysu Aryel Erden
Maltepe University Graduate School, 2021

Online education faces several challenges because it requires different technological infrastructures, materials, environments, and trained instructors. Speaking is known as one of the major English skills since individuals are required to communicate with others. Speaking is utilized to express personal ideas. Without speaking, it is difficult to express any ideas in environments confined to English-speaking individuals. This study was designed to investigate existing speaking problems that the students encounter in online education from the perspectives of the English Language Teaching (ELT) faculty members at a medium university in Turkey. It is expected that certain important elements of ELT problems regarding speaking English in the classrooms and public environments outside the classroom will be examined and discussed. Specifically, the views, perspectives, perceptions, experiences, and recommendations about developing speaking skills of undergraduate students were collected from 15 ELT instructors via individual interviews. The descriptive qualitative research design of the qualitative research methodology was implemented. The study universe consisted of EFL academicians who teach English in Istanbul. The participants were chosen from a Foundation University with a purposeful sampling approach. A total of 15 ELT academicians who teach English experience to college students were selected for the study purposes. Data collection tools include a socio-demographic form and an interview protocol. The socio-demographic form consists of demographic information for the participants including age, gender, education status, and previous teaching experiences. The interview protocol included

questions regarding the participants' perceptions of the implementations of the current online EFL courses. Results showed that major issues or problems that students are worried about in the ELT classrooms include making mistakes, being criticized, ridiculed by peers, and lack of confidence to speak in English. Another issue regarding speaking struggles is students experiencing difficulties regarding issues such as correct pronunciation, grammar, and vocabulary. Many students, do not have enough levels of understandings of spelling, writing, and reading abilities with English passages. Many English learners tend to think in their mother language first and translate it into English. This approach could cause students to experience speaking problems because they usually hesitate as they think Turkish and speak in English at the same time. It also takes and requires extra effort and more than a necessary burden. Another issue that the instructors raising regarding speaking problems involves the acquisition, which is described as not being exposed to the English language enough. Additionally, language barriers, the misconception of preconceptions regarding English language courses are critical issues. Instructors made some recommendations to promote students' speaking abilities such as focusing on the positive sides of the students, encouraging them by their parents and instructors, providing speaking opportunities and dialogues, building a comfortable classroom setting. Finally, the instructors commented on curriculum, resource materials, and application for speaking English including utilizing movies and TV shows for daily dialogs, modern approaches (CLT), integrated approaches, small groups, and participating in English-speaking groups and places.

Keywords: ELT, online education, speaking problems.

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ii
ETİK İLKE VE KURALLARA UYUM BEYANI iii
ACKNOWLEDGMENT iv
ÖZ v
ABSTRACT vii
TABLE OF CONTENTS ix
LIST OF TABLE xi
LIST OF FIGURES xii
ABBREVIATIONS xiii
CURRICULUM VITAE xiv
CHAPTER 1. INTRODUCTION 1
1.1. The Research Background 1
1.2. The Research Questions and Hypothesis 3
1.3. The Significance of the Research 4
1.4. Statement of Assumptions 5
1.5. Limitations 6
1.6. Definitions 6
CHAPTER 2. LITERATURE REVIEW 7
2.1. English Education in College 7
2.2. Online Education in College 13
2.3. Challenges in Online Education in College 17
2.4. Speaking problems in Online Education 22
CHAPTER 3. METHODOLOGY 26
3.1. The Study Universe and the Participants 26
3.2. Data Gathering Instruments 26
3.2.1. Ethical Consent Form 27
3.2.2. The Study Model 27
3.3. Data Collection Process 28
3.4. Data Analysis and Interpretations 28
CHAPTER 4. FINDINGS AND DISCUSSION 29
4.1. Introduction 29

4.2. The ELT Academicians' Demographic Features 30
4.3. The ELT Students' Speaking Problems and Proposed Solutions 31
4.4. Perspectives of the ELT Academicians on Delivering ELT Courses 41
4.5. The ELT Academicians' Instructional Methodologies and Recommendations from The ELT Academicians 47
4.6. Discussion for the research questions 51
4.6.1 What are the main speaking difficulties experienced by college students? 51
4.6.2 What are the factors that contribute to the existence of these speaking problems? 51
4.6.3 What do the English instructors suggest to the students to improve their speaking abilities? 52
4.6.4 What are the English instructors' opinions regarding curriculum, instructional materials, and classroom implementations? Suggestions from the ELT Academicians? 52
CHAPTER 5. CONCLUSION AND RECOMMENDATIONS 53
5.1. Summary 53
5.2. Recommendations 55
APPENDIX 57
TRANSCRIPTION OF THE INTERVIEWS 58
REFERENCES 81

LIST OF TABLE

Table 1. Sociodemographic features of the participants 30
Table 2. Codes and frequencies for the reasons behind the speaking problems of the students in the ELT classroom 32
Table 3. Codes and frequencies for the solutions and approaches behind the speaking problems of the students in the ELT classroom 35
Table 4. Codes and frequencies for comparing English language speaking abilities and Turkish language speaking abilities in ELT classroom 38
Table 5. Codes and frequencies for evaluating the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms 44
Table 6. Codes and frequencies for evaluating the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms 47

LIST OF FIGURES

Figure 1. Traditional and post-communicative model ……..……..…….. 12

Figure 2. Averages of online learning readiness for gender and age distribution ….. 17

Figure 3. Teacher challenges for online and distance education during the coronavirus disease …… 21

Figure 4. Framework for the asynchronous online discussion forum …..……. 24

ABBREVIATIONS

CET : College English Teaching

CLIL : Content and Language Integrated Learning

CLT : Communicative Language Teaching

ELT : English Language Teaching

EPiC : The English Proficiency in Conversation

EFL : English as a Foreign Language

I : Instructor

L2 : Learning a second language

MOOC : Massive Open Online Course

CURRICULUM VITAE

Ayşenur DOĞAN

Foreign Language Education

Education:

2019 –2021	MA	Maltepe University, Graduate School, Foreign Language Education, English Language Teaching
2011 – 2015	BA	Maltepe University, Faculty of Education, Department of Language Teaching and Applied Linguistics, English Language Teaching Programme
2007-2011	BA	Okan University, Fine Art Department, Endustrial Designer
2005 – 2007		Ortadogu College High School

Work Experience:

2018 – 2020	TEFL Instructor Piri Reis University
2017 –2018 .	Ugur Schools Tuzla
2016 – 2017	English Teacher. Ugur Schools Kartal

Conferences / Certificates:

- Advanced TESOL Diploma – 360 hour Program, Global Tesol College, Canada (2016)
- Positive & Multisensory Teaching Oxford Universty Press, İstanbul (2015)
- Motivation – Managing Stress, Ugur Schools, İstanbul (2015)
- Group Work & Communication, Ugur Schools, İstanbul (2015)
- Teacher Training, Maltepe University, İstanbul (2010)

IT Literacy:

Windows XP,7,8,10: Advanced User (Installation & troubleshooting.)
Adobe Illustritor : Advenced User
Microsoft Office (Word/Excel/PowerPoint): Advanced User

Skills and Attributes:

Perform well both as a team-player and individual
Constantly pursue personal and professional development.
Swimming and Dancing.

CHAPTER 1. INTRODUCTION

This section was intended to briefly describe the main contents and steps of the thesis study. Therefore, the problem statement is discussed. Also, the purposes of the study, the importance of the study, assumptions, limitations, and definitions related to the content of the study are briefly presented and described.

1.1. The Research Background

Online education and distance education has been an essential tool for general education across the world for the last three decades (Larreamendy -Joerns & Leinhardt, 2006). Technological advancements in communication efforts including smartphones, educational apps, advanced computers, and other technological devices have become very crucial for all students around the globe. The transition from traditional education models to blended educational systems has been an ongoing effort for the educational institutions for the 21st century (Paulsen, Nipper, & Holmberg, 2003). Especially, during the Covid-19 pandemic, the importance of the online education approach has been globally emphasized in the educational systems.

Online education refers to various forms of teaching and learning at all levels that do not require instant feedback from the instructors, immediate supervision but benefit from the course planning, guidance, and tuition of a tutorial education organization (Holmberg, 1986).

Online education faces several challenges because it requires different technological infrastructures, materials, environments, and trained instructors (Sun & Yang, 2019).

Speaking is known as one of the major English skills since individuals are required to communicate with others (Watkins & Wilkins, 2011). Speaking is utilized to express personal ideas (Al-Jamal & Al-Jamal, 2014). Without speaking, it is difficult to express any ideas in environments confined to English-speaking individuals.

Turkish students of English, face difficulties regarding both speaking and pronunciations (Ulum, 2015; Yaman, 2018). This problem also occurs in higher organizations. One of the most challenging problem is that Turkish students experience speaking abilities. There exist several factors preventing individuals to excel in their speaking abilities in foreign languages. These factors can be social, perceptual, conceptual, cognitive processes, time pressure, planning, motivation, confidence, and anxiety (Bernaus and Gardner, 2008).

Various types of studies have been conducted regarding the implementations, corresponding issues, and instructive materials for online education. Adiyaman (2002) investigated three aspects of distance education (Instructor, learner, setting) for EFL classrooms in Turkey. The researcher expressed several applications of teaching foreign languages via distance education around the world. Various applications implemented in Turkey were also emphasized by the researcher. (1) The findings revealed that foreign language teaching through distance education requires special teaching methods. (2) Also, certain geographic and administrative factors make distance education preferable. (3) Intensive interactive communication is extremely important for success.

The distance education approach can be implemented more intensively to give equal chances to schools that lack foreign language teachers and have limited resources. Also, the distance education method can be useful in the teaching of foreign languages.

Communication by e-mail, live broadcasting, presence of instructor at the distance education center, use of multimedia, and use of electronic mail are necessary for effective distance education. The majority of the students of English depending on the density of the population in Turkey are keeping distance education on the agenda. However, many students consider the process of English learning difficult for the desired level and high-quality performances.

1.2. The Research Questions and Hypothesis

This study is to investigate existing speaking problems that the students encounter in online education from the perspectives of the ELT faculty members at a midsize university in Turkey. It is expected that certain important elements of ELT problems regarding speaking English in the classrooms and public environments outside the classroom will be examined and discussed.

Specifically, the views, perspectives, perceptions, experiences, and recommendations about developing speaking skills of the faculty members regarding speaking English for the undergraduate students are expected in this study.

The challenges in learning English in an online environment make the students experience certain problems in speaking English. The issues are expected to include various factors such as motivation, confidence, and anxiety as effective factors; planning, amount of support, time pressure, listening ability, and feedbacks as performance conditions (Stockwell, 2013). These factors will be investigated. Besides, the reasons for these factors will be found and discussed. Some recommendations will also be provided to prevent or reduce them.

Accordingly, the following research questions will guide this thesis study:

- What are the main speaking difficulties experienced by college students?
- What are the factors that contribute to the existence of these speaking problems?
- What do the English instructors suggest to the students to improve their speaking abilities?
- What are the English instructors' opinions regarding curriculum, instructional materials, and classroom implementations?

Below are the interview questions utilized during the data collection process:

1. What are your age, gender, and education status?
2. Where do you work?
3. How many years have you been working at the current employer?

4. How many years have you been teaching English?
5. What do you think of general problems and issues regarding learning and speaking English during the teaching and learning process?
6. What do you think general approaches implemented to resolve the issues in the previous question?
7. Ur (1996) listed students' speech problems as "hesitation, inability to express themselves, low or irregular participation, using the mother tongue (preferring the use of mother tongue with other students)" in his study. What do you think about these problems?
8. What do you think about the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms?
9. Do you think English speaking skills are harder than Turkish speaking skills? Is it easy? Why is it?
10. What do you suggest to the English learners to improve their speaking abilities?

This study is to investigate existing speaking problems that the students encounter in online education from the perspectives of the ELT faculty members at a midsize university in Turkey. It is expected that certain important elements of ELT problems regarding speaking English in the classrooms and public environments outside the classroom will be examined and discussed. The students should be taught with various tools that promote speaking abilities such as group discussion opportunities, conversation activities, and dialogues with their peers.

1.3. The Significance of the Research

With the amid Covid-19 pandemic spread around the world, online education has been at the center of the education systems. However, online education approaches could certainly affect the speaking skills of students in English classrooms. Therefore, it is important to reveal possible causes of speaking problems that could be encountered in the online classrooms in this period.

The findings of this study are expected to contribute to the ELT teachers and faculty members in terms of determining the way of instruction methodologies, teaching materials, and instruction tools regarding enhancing the ELT learners' ability towards speaking English at all levels in online instructions. This study will also provide unique perspectives of a group of ELT faculty members for the current literature and future intended studies in the area of ELT instruction at higher education organizations in online teaching approaches. The findings of this study will promote ELT learners' speaking abilities in the classroom. Also, the results will provide a deeper understanding of the speaking problems of English learners from the perspectives of the ELF instructors. Finally, the findings will contribute to future studies on the relevant aspects.

Also, students face various challenges including speaking English in different environments outside the classroom. The recommendations from the ELT faculty members could be integrated into the instruction systems and methodologies. Also, the examples of instructions could be used to provide more helpful strategies and instruments for ELT instructors in online education platforms.

1.4. Statement of Assumptions

The participants will be assumed to provide the correct information regarding their demographic information and genuine responses to the interview questions. Also, the questions on the data collection tools will be expected to produce valid and reliable information.

The case study of the qualitative research approaches will be expected to answer the research questions and satisfy the purpose of the thesis study. Also, the selected methodology for sampling, data collection, and data analysis purposes will be assumed to provide the necessary, correct, valid, and reliable findings and information.

It is assumed that the participants selected for the study also represent the universe. The data collection tools will be capable of revealing the relevant information and opinions of the participants.

The speaking skill is special and very difficult especially for the students living in a non-English society. Any issues that arise in online English instruction negatively affect learning. Language learning is negatively affected by speaking problems in online education.

1.5. Limitations

The findings of the study are limited to the time frame designated during the data collection process. The study will also be limited to the responses on the sociodemographic form and the interview questions. Research data is limited to the 2020-21 academic year. The results of this thesis study are limited to similar higher education institutions where it is conducted.

1.6. Definitions

EFL (English as a Foreign Language) is defined as learning, using, and implementing English as an additional foreign language in non-English speaking countries such as Turkey. EFL is related to the concepts of ESL and TESOL, which include courses for teaching English in English-speaking countries such as the UK and the USA.

With the increasing development and advancement in online education, its definitions are often based on the requirements, materials, and other teaching tools. Online education or distance education could be defined as 'teaching and learning where teaching normally occurs in a different place from learning, requiring communication through technologies as well as a special institutional organization" (Moore and Kearsley, 2012). Finch and Jacobs (2012) defined the online education as “all forms of teaching and learning where the student and instructor are separated geographically and temporally”.

CHAPTER 2. LITERATURE REVIEW

This study was designed to explore existing speaking problems that students encounter in online education settings from the perspectives of the English Language Learning (ELT) faculty members at a midsize university in Turkey. It is important to identify possible problems and issues regarding secondary language speaking because explanations for these issues could help ELT instructors and students to enhance their speaking knowledge and abilities. Also, future researchers could utilize the findings of this study.

In this chapter, a review of literature will be presented in four parts as a review of literature of English education and English teaching in college settings in the first section, review of literature of online education in the second section; challenges in online education in college in the third section, and finally speaking problems in online education in the last section.

In 2.1, very brief information about English education in college in Turkey and worldwide will be presented. In 2.2., a definition of online education and some important studies regarding online education in Turkey and across the world will be briefly discussed. In 2.3, general issues regarding online education in college and previous findings of the challenges in studies conducted in Turkey and around the world regarding online English education will be presented. In the last section of the chapter, the main issues about speaking problems in online education will be briefly discussed to build the theoretical foundation for this study. A definition of learning a second language, main speaking issues in college, and some major approaches in solving speaking difficulties in English learning will be presented.

2.1. English Education in College

English teaching curriculum and reform movements across the world caused growing attention and implications in both teaching and learning a foreign language. Secondary language instruction in the world including Turkey has been posing various

challenges for ELT instructors and students at the educational organizations (Jigang, 2005). Such challenges include rethinking the construct for teaching a foreign language, developing suitable assessments, and realistic decisions for the instructors (Ahmed, 2018), lack of teaching aids for the instructors, large classes, limited experience with communicative language teaching (Cameron, 2003), the status of Teachers, instability, and irregularity with teachers' constructs, and the development of teaching materials (Ramírez Romero, Sayer, & Pamplón Irigoyen, 2014).

The English department in college usually consists of a variety of separate subjects and contents which could be classified into 4 general areas including language, literature, writing, and English education (Miller, 2011). They are accepted as various specialties in the language teaching process. English education has not been studied in detail until the last few decades.

English education in Turkey attributed great importance as a deal for years for learning English as a second foreign language in addition to other countries around the world (Yaman, 2018). In this regard, the starting age of learning English has been decreasing dramatically and gradually in recent years as English being accepted as an important tool for communication between individuals.

It is significant to learn English at the required levels for future generations to adapt to communication with other individuals in foreign countries in this global world.

Foreign language education in Turkey has been currently provided in primary, secondary, and high schools as well as higher education levels with the new scheme of the 4+4+4 system (Haznedar, 2011). English is currently taught as a foreign language in high schools and universities. Certain higher education institutions such as METU and Bogazici University have been operating their education system with the language of instruction at higher education levels (Özdemir, 2006). Also, other universities offer education at certain percentages of English. The remaining universities that offer 100% Turkish instruction provide 2 hours of English language course per week.

A report by the Turkish Economic Policy Research Organization and British Council (British Council, 2015) reported the history and current status of English

education at higher institutions in Turkey. The report indicated that English levels of the EFL instructors are generally at good levels such as 92% of them are C1/C2 levels based on the study conducted for the report.

Kirkgöz (2009) investigated Turkey's foreign language policy compared to the global demands of the requirements for English education in the last few decades. The researcher conducted the study at various levels of education involving its impacts in Turkish academia that is accepted as figures of the status which English has in Turkey. Macro state policy changes with the related minor level applications according to the recent research, curriculum, and official documents. The Findings of the study showed that there are big issues and problems at the instructional levels because of the certain system where English is delivered. Also, there existed major evidence of the prominence of English education at various levels of instruction in Turkey.

The recent periods of English teaching as a second language faces challenges especially in the college environment (Li, 2018). English education in college has been dealing with comprehensive abilities such as speaking, writing, and listening skills and they have been major goals for teaching English. In the same period, CET-4 and CET-6 have been the only measurement tools for assessment of the English assessments. The main goals of the English curriculum in college have been to include speaking and listening abilities. Besides, social development skills for the case of English learning have been another target for the college English curriculum.

English education requires certain types of knowledge and abilities such as speaking. Concerning the learning second language (L2) processing, Levelt's speech production model has been considered as the most influential theory (Gan, 2012). It provides three processing elements including conceptualizer, formulator, and articulator. They are elaborated and implemented differently in the speech production process. Conceptualizer provides conceptualizing any message including monitoring and generating them. Formulator is fundamentally used for formulating the language presentation including providing phonological and grammatical features for the messages. Articulator also is utilized for articulating the proposed language such as recovering internal speech and implementing messages.

Studies have been conducted in various countries in evaluating and promoting English education across the world. Chia and colleague (1999) conducted a study to investigate English education in Taiwan with the perceptions of English needs in a medical context. English was required for all college students to graduate. Taiwan Ministry of Education removed the requirement of English courses in college graduation before the year 2003. They reasoned this elimination of the courses not meeting the students' needs and preferences. Instead of offering English courses, some of the colleges have been developing various English courses that are based on only skills focus or content focus. They plan to serve the necessary needs for the students as elective English courses. They selected 349 medical school students and 20 instructors in college. The participants were asked to complete a questionnaire regarding English courses. The questionnaire included there separate parts regarding the students' opinions and attitudes including the significance of English language usage in their courses, studies, and their future employment, fundamental skills needed for their freshman English courses, and any recommendations to promote an English course curriculum for the college students. Their findings showed that the college students perceived the English language as very important for their current studies and their future works. Also, they preferred a freshman English course in their freshman levels that include only listening skills being the most important skill. Both students and instructors suggested that there should be an English course for more than one year only. The participants also offered other recommendations regarding the English courses in college as well as the problems and issues in English education in college. Initially, they expressed that reading is the most important and crucial skill for medical students as well as listening, writing, and speaking. As can be seen in the result, speaking was not considered as the top three issues in English education. The students especially think that reading is the most important activity for them since they are required to read various sources in English courses. They need to understand any reading in magazines, textbooks, and journal articles written in English. Also, understanding lectures in English is another need for the students to write their reports and research papers. The major problems with the medical college students included limited vocabulary and slow reading speed in their medical studies. Finally, the students and instructors expressed their recommendations about the English education curriculum in college. Both groups support the idea of English being a course required

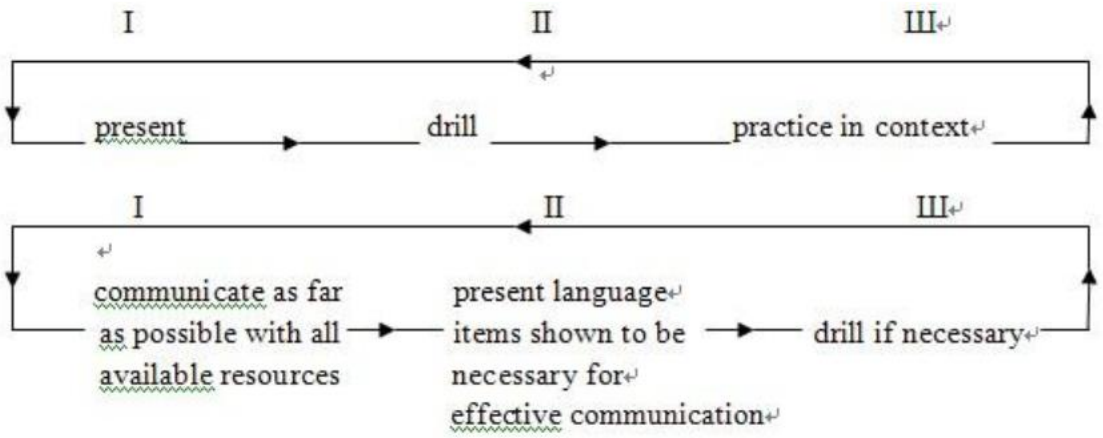
for the students and the instructors also supported it. Students recommended the English courses to focus on medical terminology. However, faculty members suggested that medical research writing and report readings are the most important issues for English language courses. They suggested that English language courses should be offered as a one-year general course in the freshman and three-year elective English courses in the following years during the undergraduate studies.

Similarly, Chang and Goswami (2011) conducted a study that focuses on identifying and discussing various factors that affect the implementation of communicative language teaching in Taiwanese college English classes. They expressed that late curriculum reform in Asian-Pacific geography, countries turned to more communicative based instructions in courses including English classes in college. It is also important to state the gap between theory and practice in English courses. Their findings indicated that the main factors affecting the utilization of CLT included teachers, instructors, students, educational system and curriculum, and suitability of CLT promotional approaches. Other situational restraints were also discussed in the study. They suggested teachers, educators, and state policymakers improve English teacher training, new curriculum designs, the success of the college students in the English courses. They made the following recommendations to improve the quality of English language education:

- Smaller class sizes should be offered to the students. If not possible because it is not feasible, the instructors should improve their classroom management skills as well as work with small groups of students.
- The administrators and teachers should be able to create a positive and initiative class and school settings to promote students' practices of the English language.
- Students should be classified based on their proficiency test scores. The instructors should be trained according to the differentiated classroom settings if that's the case.
- Form-based tests should be revised for the students' needs and requirements. Their communicative skills should be assessed in the exams. The exams should not only measure grammar and vocabulary but also speaking, listening, conversation, and writing skills.

Fang (2010) investigated issues on developing students' communicative competence in college teaching in China. The researcher expressed that English has been becoming a very important course in college as China has been advancing economically and internationally. Therefore, it is important to promote English language courses as well as offering new and modern teaching and learning English processes in colleges. The study was designed to explore any requirements, necessities, and feasibilities for promoting communicative competencies of the students in college English teaching (CET). Also, it discussed any issues as well as advantages of communicative language teaching (CLT) for college English teaching. A questionnaire was prepared to collect data from the participants. The questionnaire consists of items regarding students' understandings of terms for communicative competencies and the participants' opinions about learning and teaching within the classroom settings and general structures that promote their communicative skills. They utilized the below model for the post-communicative period.

Figure 1. Traditional and post-communicative model



Source: Brumfit, 1979

The findings showed that the CET produced could promote new English-speaking college students specifically in China. For this reason, the researcher suggested that it is essential for CET to offer a reasonable curriculum, requirements, and objectives for

college students. Also, it is important to improve current teaching methods and curriculum activities and contents. It is also important for the colleges to implement English courses that are integrated with skills such as listening, reading, speaking, and writing. For such reasons, the communicative language teaching approach would offer various benefits for the college English teaching and learning efforts.

Seferoğlu (2006) studied perceptions and reflections of pre-service English teacher candidates for the general structure and implementation components of a pre-service English teacher preparation program in Turkey. It was designed as a qualitative research study methodology. A case study method was preferred to investigate the phenomena. A total of 176 senior college students were involved in the study. The researcher aimed to acquire any themes and patterns regarding each item in the data collection materials. The findings showed that the pre-service teachers supported the idea that a relationship between English language teaching course materials and any practical approaches in real school classrooms does not exist. They also stated that there aren't enough opportunities or time allowed to implement microteaching and any types of practicing teaching in school settings.

2.2. Online Education in College

Online education or distance education has been an important type of education at various levels including college as well as elementary and high school environments especially during the Covid-19 pandemic in 2019 (Yoon, 2019). The importance of strategies for online education is expected to grow rapidly in the future. Structural and procedural changes in online education in college pose great influences on teaching faculty and school administrations (Garza Mitchell, 2009).

Online teaching efforts have been greatly increasing and this growth is expected to continue exponentially and become the majority of higher education courses and offerings.

On the other hand, the rise of online education in college caused some concerns in the research and education communities dues to the low quality of education (Nash, 2015). Degree standards range in online teaching between countries across the world. For

example, it is lower in the US than in other countries (Cote and Allahar, 2011). Students in today's world are not the students in the past. They are working and continue their lives and additionally, they are willing to continue their studies in college and further. Therefore, the decision-makers, administrators, and instructors need to develop initiatives and approaches suitable for these new types of students for the online education programs.

Although online education has been historically started in the early 19th century with the invention of the radio and other communication technologies, it gained its Current momentum following the first period of the 20th century especially when new communication technologies have been introduced. Its importance has been understood during the covid-19 period. It offers several benefits, which are as follows (Cote and Allahar, 2011):

- The flexibility of time and location.
- Reduced expenses and instructional costs for communicating and transportation.
- Networking opportunities for the students and peers across national and international perspectives.
- Documentation availability for information and database.
- Increased student-instructor times with live discussions, emails, and training materials.
- Access opportunities for the students to expertise for online classes.

College English online education has been facing several challenges in implementation and construction for English education (Yan, 2018). Specifically, challenges towards the implementation of college English online teaching have incomplete hardware equipment, low quality of college English teachers' courseware, teachers' uneven awareness and abilities to implement online teaching strategies, and imperfect assessment structure for online teaching effects.

Various types of online strategies and structures have been developed for teaching English in college environments such as MOOCs (Huo, 2019; Cao, 2017). MOOC refers to Massive Open Online Course. MOOC is considered one of the most effective tools and the most popular online learning platform around the world.

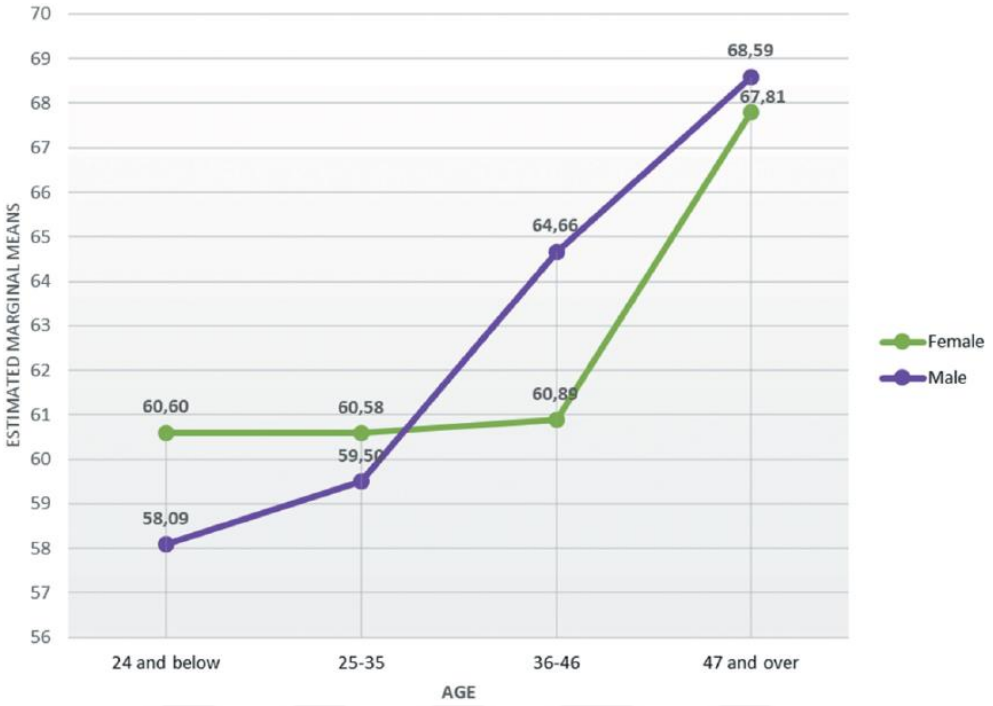
Cao (2017) recently investigated the major impacts of MOOCs on college English reform in China. The researcher collected data from the essays about college English teaching aligned with MOOC implementation as well as document analysis and essays about college English teaching. The findings showed that college English teaching could be revised effectively with the form of MOOCs in the cases of English for general purposes (EGP), English for General Education (EGE), and English for specific purposes (ESP). The teaching methods and teacher-student relationship should be altered by the MOOCs.

Another type of implementation tool, known as VoScreen, provides ranking arrangement according to the student's grades and scores that mainly aims to create a competitive environment (Taylan, 2018). It is described as an online foreign language learning environment tool. It consists of special applications including short videos and instructive materials for increasing the students' listening and speaking skills. It also helps students to develop positive attitudes towards the English language.

Baghdadi (2011) discussed best practices for online education regarding online instructors, courses, and administrators because teaching and learning in an online environment created various challenges for the instructors and students. The instructors are expected to prepare for their teaching assignments differently than traditional teaching preparations. The instructors as in traditional education play a central role in online teaching in college. The teachers should be equipped with the necessary online teaching tools before their online assignments. Preparation for online education for the instructors requires collaboration with other professionals including administrators, technical staff, students, and other experts. The course should be appropriately designed according to the students' requirements and current curriculum challenges. The researcher also expressed that no matter how teaching is delivered in either a physical or virtual environment, high quality of learning is expected for the students. Time management and discipline skills are important characteristics for online education instructors. The courses need to be delivered online appropriately to meet the students' needs. It is also significant for online education to select good instruction delivery systems and technology that serve best for the instructors as well as students.

In a recent study, Vezne (2020) investigated pre-service teachers' satisfaction and attitudes towards massive open online courses (MOOCs) in Turkey. The researcher points out that adult education specifically in teacher education has been gaining momentum in the last decade and has become one of the most important issues in Turkey to increase the quality of education in college. For these reasons, many higher education institutions started massive open online courses (MOOCs) for their students that are in teacher education programs. The researcher conducted the study to better identify the opinions of the teacher candidates about the MOOCs and their satisfaction levels. A mixed methodological approach was used to examine the research questions. The findings of the study showed that massive open online courses have significantly positive influences on the personal/professional development and learning lives of pre-service teachers. However, one important issue for the teacher candidates was that instructor and students interacting in asynchronous courses. They stated that they liked to get involved more and be more actively engaged in the courses. Although they had positive opinions regarding massive open online courses in college for the teacher candidates, there were some recommendations given in the study. For instance, administrators and implementers of MOOCs should provide online courses designed to satisfy adult education theories and main principles because adult education is fundamentally different from younger or child education. Adults need different approaches in a traditional education environment; therefore, they also require different implementation, design, and materials in online education. Firat and Bozkurt (2020) in a similar study investigated certain variables that affect online learning readiness in open distance learning platforms in college. They utilized correlational research design and quantitative approaches with the cross-sectional method. They included 6507 students enrolled in an online open distance education program in a big university. They employed Online Learning Readiness Scale (OLRS) to conduct a multivariate and correlational analysis for the data.

Figure 2. Averages of online learning readiness for gender and age distribution



(Source: Firat and Bozkurt, 2020)

Their findings showed that demographic information of the learners in an open and distance learning platform could be utilized as an indicator for a college education online readiness as well as to support improving online education systems and programs (Figure 2). Females showed higher readiness levels than males between the ages of 24 and before and 25-35. On the other hand, males showed higher readiness levels for the participants older than 36 years. For the participants over 47 years old, the average online learning readiness scores were found very close. There existed a statistically significant difference between online education readiness levels and time spent on online course preparations. A significant correlation also existed between online program readiness and learners' technology devices for their preferences.

2.3. Challenges in Online Education in College

Online education has recently been an important type of delivery system for instructions especially in a college environment (Rajab, Gazal, & Alkattan, 2020). However, typically, it poses various challenges for college students including technical issues, distraction and time management, motivational issues, difficulty or

misinterpretation of the course expectations, lack of in-person interactions, difficulty in adapting to unfamiliar technology, and uncertainty regarding the future of the system (Friedman, 2020).

Several studies have been conducted lately to target major issues for online education in college from various perspectives in various types of courses (Damary, Markova, & Pryadilina, 2017; Lamarre, 2012; Khong, & Saito, 2014).

There are three major categories for the challenges and issues in modern online education in college (Rajab, Gazal, & Alkattan, 2020). They include issues related to the instructors, online learners (students), and course content (and materials). The issues related to the instructors consist of transition from face-to-face towards the online environment, time management, and radical changes of the instructor roles in the online classroom, teaching styles, and time management for delivering the courses. The main issues regarding the learners include participation in class discussions, readiness for the coursework, the identity of the learners, and their expectations. Besides, regarding the course content the issues include integration of various multimedia implementations in the online classroom, attempts for developing new course materials and teaching methods, roles of the teachers in the content developments, and the instructional strategies in the content development process. To address the above challenges, researchers suggested that colleges should provide professional development seminars for the teachers, training sessions for the learners. Also, colleges should provide technical supports for the content developers (Rajab, Gazal, & Alkattan, 2020).

In a recent study (Kao, 2019), online English education issues and challenges in an online CLIL (Content and Integrated Learning) were discussed. The researcher focused on understanding the issues that the participants of pre-service teachers were experiencing when they were taking an undergraduate course unit of CLIL in an online classroom. The results of the study showed that the teachers practiced certain types of problems and issues including implementing English teaching approaches to enhance their students' communication competencies in English classes. Such findings are also expected to promote a description of CLIL teaching in online storybook implementations of the instructions of CLIL in practice contents.

Yaman (2015) investigated the implementation of online instruction systems for teaching English courses in colleges in Turkey. The researcher stated that online education systems in Turkey are not well constructed and standard. Although some universities offer English in online education, they do not possess adequate and trained faculty members for teaching in online classrooms. Also, the contents and implementations of the same courses across the universities vary greatly. Other challenges and factors that negatively affect the online delivery of the English courses include the number of experienced instructors, teaching experiences, quality of the instructor and instructions, communicative and related technological competencies to technical difficulties, lack of distance learning knowledge and abilities for the instructors, and times management issues for the learners and instructors.

Palvia and colleagues (2020) recently reviewed online education status and implications concerning challenges, trends, and implications around the world. They expected that online education would be mainstream for the general education schooling systems by 2025. They investigated some factors that have impacts on the online education progress including industry, national, regional, or local government education authorities, state education laws, the capacity of ICT usage, online or mobile technological issues and solutions, national income, and other financial situations.

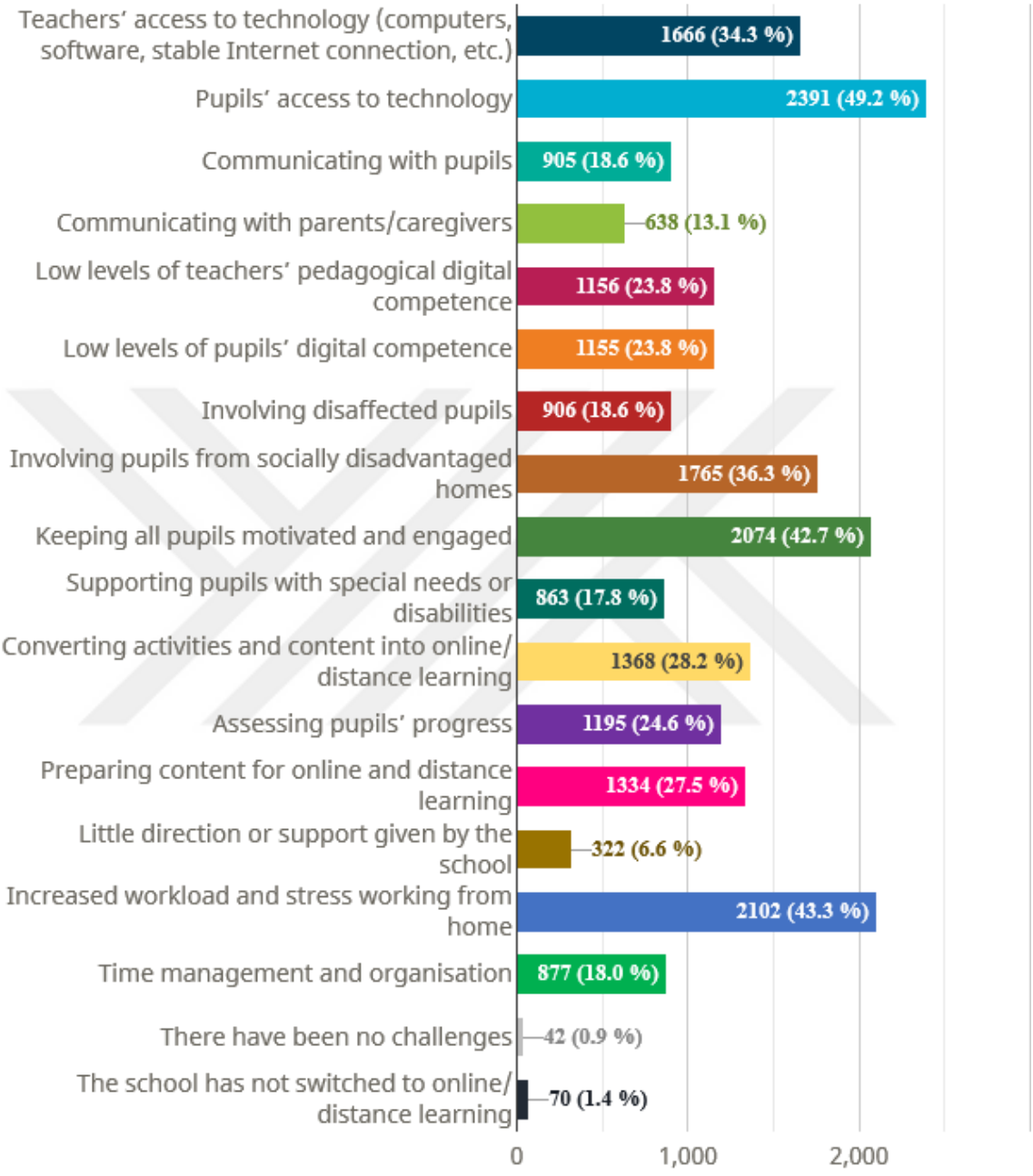
Studies (Farooq, Rathore, & Mansoor, 2020; Khati, & Bhatta, 2020; Simamora, 2020) have been published to investigate challenges for online education platforms in the literature lately.

Farooq, Rathore, and Mansoor (2020) discussed challenges in online medical education caused by the Covid-19 epidemic in Pakistan. Medical colleges in addition to other higher institutions have been facing challenges during the lockdown due to the Covid-19 pandemic. Although technological advances in communication and internet foundations and structures exist, there are still some challenges that administrators, instructors, and students are facing in online education. However, e-learning platforms and online medical education require more challenges for the case of Pakistan that is a low-income country. Some major challenges included internet connection problems, issues regarding student engagement and participation, online measurement and development problems, issues related to instructor development and training, and

challenges regarding the dynamic properties of online teaching platforms. They made some recommendations that could contribute to the online education programs during the coronavirus challenges such as major collaboration between all stakeholders of the education, institutional supports for the instructors and students, utilization for free online training and learning programs, and out of the box thinking approaches that could eventually contribute to the issues facing in online education in college.

As the covid-19 epidemic continues for 2019 and 2020, it will be likely to continue for most of 2021. Therefore, some studies have been conducted to determine major challenges during the covid-19 pandemic (School Education Gateway, 2020). A survey conducted with 4859 participants showed that most of the schools did not switch to online education therefore the teachers mostly (70%) experienced online teaching for the first time in their lives. They had naïve information about online education. The teachers were mostly surprised regarding some online learning topics including innovation, flexibility, a wide range of tools, and accessibility to the resources, platforms, and materials. More importantly, they indicated major challenges that they experienced in online education (Figure 3). As can be seen in figure 3 students' access to technology and other devices were the main issues that caused problems in the online education platforms. Keeping the students engaged and motivated with an increased workload in the remote learning environment is another important issue. It is also another challenge to involve the students from home in the online learning platforms. Another issue was the issues regarding the instructors' access to technology such as computers, the internet, and online platforms.

Figure 3. Teacher challenges for online and distance education during the coronavirus disease



(Source: School Education Gateway, 2020)

2.4. Speaking problems in Online Education

Learning a second language (L2) requires certain levels of knowledge and abilities for the learners including listening, reading, grammar, and speaking. Although others produce various types of challenges for the learners and instructors, speaking has been the most challenging ability for the learners especially if the course is delivered in an online environment. An online environment with its features and characteristics requires different approaches and teaching strategies and tools to promote students' speaking abilities in EFL classrooms.

Speaking of a second language is needed for the learners because it provides motivation, and it is accepted as a fundamental tool for human communication (British Council, 2020). However, several issues could arise regarding teaching speaking skills including learners not talking, while working in a group chatting in another language, and all the learners speaking together causing noise in the class.

Zhang (2009) identified some factors that lead to speaking problems for EFL learners. The first factor that causes difficulties in speaking is 'inhibition'. It happens when learners feel worried about making mistakes, facing criticism, or being shy in public speech. The second factor is that students sometimes don’t say anything due to a lack of motivation or no motives. Also, some instructors allow some of the learners to speak in the classrooms much more than others. That in return causes uneven or low participation from some learners. The last factor is that people with the same mother language tend to speak with each other because it is easier to communicate and to be less exposed in speaking in public.

Language instructors have been resisting online English or another second language teaching due to its difficulties for speaking abilities in an online classroom (Miyamoto et al., 2017). However, recent advancements in communication technology created more suitable and effective course environments for teaching language courses online easier. Speaking abilities include a large portion of language learning. Particularly, 95% of instructional activities in a language course require oral practice that could

enhance speaking abilities. Synchronous class activities are required that the learners meet online to promote speaking abilities.

The learners are expected to complete their listening, reading, and speaking tasks before the class times so that they could be able to continue and understand the contents discussed in the courses. It is important to assign more speaking tasks and homework to the learners than traditional language teaching courses. That provides benefits for them to improve their speaking skills. Also, assigning more tasks to the learners benefit the instructors for being able to spend less time on the lesson plans because they would need only one lesson plan for real-time meetings in the coursework online.

Although online language teaching provides various advantages for the learners and the instructors, it poses many issues and challenges for delivering language courses. For instance, a limited amount of speaking and listening skills could affect the learners' language skills and oral proficiency development (Felix, 2001), because most of the communications in an online course are delivered asynchronously that creates an isolated learning environment for the learners.

Speaking problems cause problems in both online and traditional English teaching environments. Many studies have been conducted on speaking abilities in ELT classes (Arifin, 2017; Ahmed, 2018; Fauzan, 2016; Widiati, Bambang, 2006l Al-Hosni, 2014).

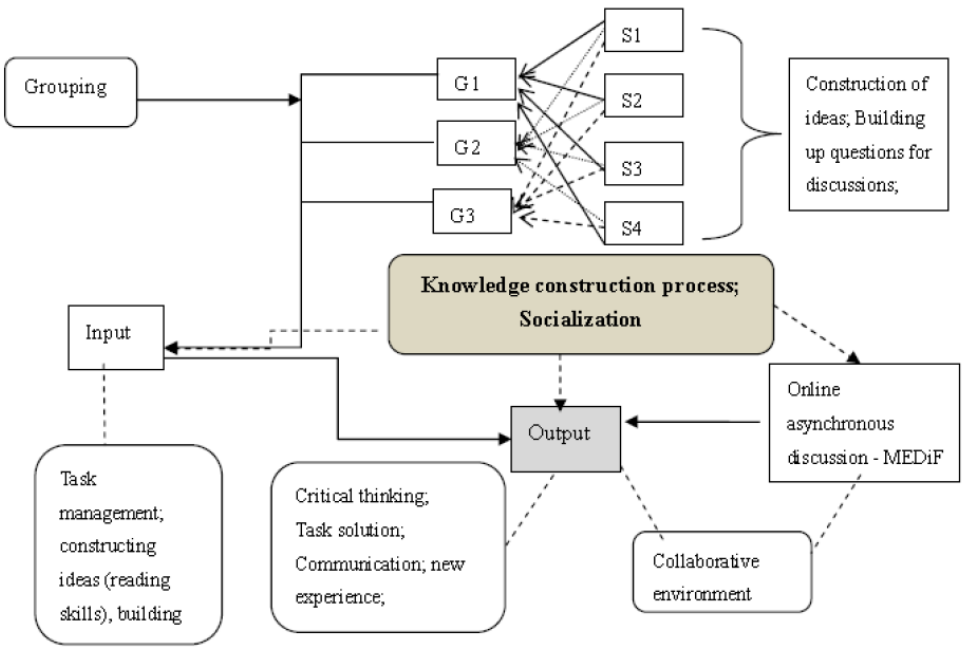
Al-Hosni (2014) investigated the speaking difficulties of the students in EFL courses. The researcher designed the study with two major research questions. The first research question is related to the main speaking problems encountered by the students at schools in Oman. The second research question includes any factors that cause speaking problems in their classrooms. The students in three classes and four English teachers were selected as the participants. Three data collection tools were utilized including observations, interviews, and curriculum analysis. Field notes were also collected during classroom observations. Three main speaking difficulties were identified as linguistic difficulties, mother tongue use, and inhibition. The findings also revealed that several factors negatively affect speaking difficulties in the classrooms and create them. The first factor was regarding the instructors' tacit beliefs and perceptions about teaching speaking

abilities in their classrooms. The curriculum is poorly designed to teach speaking English. The instructors do not adapt useful teaching strategies.

Rodrigues and Vethamani (2015) explore the impact of online learning on the development of speaking skills. They offered an online learning approach (the English Proficiency in Conversation (EPiC) that promotes implementing conversations for the learners in individualized environments with individualized pace and time. They selected 19 students for the data collection. They compared speaking scores and EPiC evaluation scores for data analysis. The findings from the data analysis showed that the EPiC group gained higher scores. The results also showed that this method promotes higher language proficiency and stronger self-confidence for EFL learners in terms of speaking abilities.

In a similar study, Bakar, Hafizah, and Afendi (2013) proposed an asynchronous online discussion forum approach to improve EFL learners' Speaking abilities in Malaysia. They selected two groups of students, the control and experimental group. They implemented an online discussion forum for the students in the experimental group (Figure, 2.1). The framework for the MEDiF is presented as:

Figure 4. Framework for the asynchronous online discussion forum



(Source: Bakar, Hafizah, and Afendi, 2013)

An online discussion forum, the Multimedia Enhance Discussion Forum (MEDiF), was applied to the low-achieving group of students. The student was allowed to record the online discussions taken place on the platform. The findings from interviews, observations, and assessments showed high positive responses from the participants.

CHAPTER 3. METHODOLOGY

In this section, universe and sample group/participants, data gathering instruments, procedure, and findings will be presented regarding how this study investigated any existing speaking problems that the students encounter in online education from the perspectives of the English Language Teaching (ELT) faculty members.

3.1. The Study Universe and the Participants

The study was conducted in a foundation university in Turkey. 15 ELT instructors were considered as the universe as well as the sample. A limitation to the sample was the existence of English teaching experience. The purposive sampling method is used to select participants from the sampling frame based on their characteristics for the study. A total of 15 ELT academicians who have experience in the English teaching English to college students were selected for the study purposes. The participants were chosen via a purposive sampling method. The only requirement for the participants to be included in the study is having at least two semesters of teaching ELT course experience at a higher institution before the year 2003. The participants were EFL instructors who have taught various EFL courses during the last two terms at the college level.

3.2. Data Gathering Instruments

Data collection tools include a sociodemographic form and an interview protocol. The sociodemographic form has demographic information for the participants including age, gender, education status, and previous teaching experiences.

The interview protocol consists of questions regarding the participants' perceptions of the implementations of the current online EFL courses. The interview protocol had questions regarding their opinions and suggestions for the current EFL instruction and English-speaking problems of undergraduate students.

A total of 10 interview questions were asked to the participants. A semi-structured interview form was used. Individual interviews were completed within 45 minutes for each participant. The questions were asked to the participants and their responses were written on separate documents and audiotaped for data analysis purposes. According to the participants' responses for the interview items, follow-up questions and additional inquiries were posed for a deeper and extensive understanding of the phenomena.

3.2.1. Ethical Consent Form

A consent form was provided to the participants that explain the conditions, purposes of the study, data collection rules, and general research agenda. Their verbal permissions to be included in the study were also collected for ethical purposes.

3.2.2. The Study Model

The descriptive qualitative research design of the qualitative research methodology was implemented with a group of ELT academicians. The descriptive qualitative research design is one of the qualitative research approaches that focus on comprehensive summarization of particular events or process experiences by individuals or a group of individuals (Akarsu & Akarsu, 2019).

The method of the case study model is integrated with the implementation of the qualitative research methodology. The case study model is thought to provide a deeper understanding of the speaking problems encountered by the students in the EFL classrooms from the views of the academicians in online education.

Regarding data collection tools, this study utilized a sociodemographic form and a list of interview questions that were asked to the participants. Since this study is designed as a case study of a qualitative research method, it does not yield any generable results. The findings are only valid and reliable for similar participant groups. Also, the study does not produce any hypothesis for testing. The findings were analyzed, determined, and discussed according to the research questions.

3.3. Data Collection Process

The study was conducted at a private university located in İstanbul at the beginning of the spring semester of the 2020-21 academic year. Due to the Covid-19 pandemic**,** the interviews took place in online communication channels such as Skype, WhatsApp, or Facetime. The total number of the participants was 15 ELF teachers. All the participants were informed about the main purposes of the study. They agreed to participate in the study.

3.4. Data Analysis and Interpretations

The data obtained was analyzed using two data collection forms, the sociodemographic form and interview questions from the participants. Data were analyzed based on the study's purposes and questions.

Initially, the findings from the sociodemographic form on the demographic information of the participants were summarized in figures and tables. Their features were quantitatively categorized. They were briefly discussed to provide a summary of the participants' characteristics and important information for the study.

In the second part of the data analysis section, the findings or responses of the participants to the interview questions on the interview protocol form were categorized. The responses of the participants were analyzed using NVivo, a qualitative analysis program. The data analysis presented the study codes, groups, and distributions of the typical responses from the participants. Content and descriptive analysis were produced by the data analysis.

CHAPTER 4. FINDINGS AND DISCUSSION

In this section, findings from the analysis of the data collected from the instructors are discussed based on their demographic features, instructional methodologies, perspectives regarding delivering ELT courses, and their recommendations to improve students' speaking abilities of the learners.

4.1. Introduction

This thesis study was designed to explore any existing speaking problems that the students encounter in online education from the perspectives of the English Language Teaching (ELT) faculty members at a midsize university in Turkey. The data were collected via an interview questionnaire from 15 ELT instructors during the spring semester of 2021.

To conceal the real names of the participants, pseudonyms were utilized to label them as I-1 (Instructor 1) through I-15 (Instructor 15). These abbreviations will be used in the finding and discussion sections to indicate the specific participant or instructor and their responses, perceptions, and suggestions.

The participants were asked to respond to the questions on the interview protocol. The First, second, and third questions asked about their socio-demographic features. Question 4 was written to get information about the instructors' perspectives on the students' speaking problems. The instructors were also asked to indicate their responses the question 5 in the next item in terms of possible solutions and recommendations. They stated their opinions about the instructional materials and speaking abilities and challenges that the students face. Finally, they indicated their suggestions for the students and instructors to overcome their speaking difficulties in ELT classrooms.

4.2. The ELT Academicians' Demographic Features

The participants were asked to provide their demographic information including name, age, gender, level of education, employer, duration of employment in general and in the particular institution. Their names were kept confidential, and pseudonyms were used to indicate a particular instructor. Table 1 presents the statistical results for the sociodemographic information of the participants.

Table 1. Sociodemographic features of the participants

Sociodemographic feature	Class	N	%
Gender	Male	2	13.3
	Female	13	86.7
Age	21-30	1	6.7
	31-40	9	60.0
	41-50	5	33.3
Level of Education	Undergraduate	5	33.3
	Graduate (Master or Doctorate	10	66.7
Years of experience at the current employer (years)	1-5	7	46.7
	6-10	2	13.3
	11+	6	40.0
Years of experience in total (years)	1-10	3	20.0
	11-20	7	46.7
	21+	5	33.3

As can be seen in the above table, only two instructors (13.3%) were male and 13 were female (86.7%). One of them was in the ages between 21 and 30. 9 of them (60%) were between the ages of 31 and 40. 5 (33.3%) instructors were between the ages of 41 and 50.

4.3. The ELT Students' Speaking Problems and Proposed Solutions

The ELT instructors stated their opinions regarding the students' speaking problems (interview question #5), comparison of the speaking problems in the ELT courses with Turkish language learning courses (interview question #9), and proposed solutions for them (interview question #6). Below are the fifth, ninth, and sixth interview questions: Interview question #5. "What do you think of general problems and issues regarding learning and speaking English during the teaching and learning process?"

- Interview question #9. "Do you think English speaking skills are harder/easier than Turkish speaking skills? Why?"
- Interview question #6. "What do you think about the general approaches to solve general problems and issues regarding learning and speaking English during the teaching and learning process?"

The instructors stated that there are various reasons behind the speaking problems of the English learners in their classrooms. Most of them expressed several reasons for the lack of speaking abilities for the students including the ones who were shy; who were too careful not to make a mistake; who had insufficient reading habits; who translated from Turkish to English; and who were incompetent.

Below are the codes generated by qualitative data analysis of the instructors' responses to interview question #5.

Table 2. Codes and frequencies for the reasons behind the speaking problems of the students in the ELT classroom

Codes	Frequency	%	Instructor
Making mistake, being criticized or ridiculed, lack of confidence	7	46.7	1,6,7,8,10,11,12
Mispronunciation, lack of grammar and vocabulary	7	46.7	3,6,7,8,9,11,12
Translation from mother language to English. Thinking in their mother language. Talking in Turkish in the classroom too much.	6	40.0	1,4,9,12,14,15
Being shy	5	33.3	2,5,10,11,15
Acquisition (not exposed to the language enough)	5	33.3	1,5,11,12,14
The language barrier, misconception, or preconception against English language learning	4	26.7	8,11,12,14
Trying to be accurate or perfect when speaking in English.	2	13.3	1,5

As presented in table 2, the instructors gave seven major criteria or reasons for the students being insufficient in English-speaking skills and abilities. The most frequent and the most common reasons were that the students were “making mistake, being criticized, ridiculed, and lack of confidence” (N=7). Additionally, the students were having issues with ‘correct pronunciation, grammar, and vocabulary (N=7). Specifically, the instructor I-1 made the following statement to summarize the situation:

> First of all, the anxiety of being criticized or even ridiculed arises when a student makes a mistake. The continuation of this process that starts with the family (parents 'idealizing their children with the understanding of being free from mistakes in order to raise a perfect child and comparing them with others) during the school years; teachers' habit of correcting the mistake directly, even the attitude and behavior of embarrassing the student by magnifying the error (verbal or body language); the understanding that language learning requires special skills; the predominant use of the grammar-translation method; speaking or

allowing Turkish to be spoken rather than English in lessons; the lack of activities that emphasize production skills, especially speaking skills; crowded class sizes; those who use English after classes and lack of environments; not giving projects to speak outside of the classroom; the understanding that one can be successful when studying English like other lessons; exams measure more grammar, reading and writing knowledge rather than measuring speaking; There are some issues such as the fact that the Turkish people do not have the habit of reading Turkish books in English as well.

Some of the instructors also stated that students try to be more accurate to be better at speaking in English that eventually affects them to make mistakes. The students are also considered to be high achievers but they are not. Some of them have too much confidence in themselves and they underestimate language learning.

Some students persist to carry learning roots behavior from their mother tonque (Turkish) such as not reading books or unwilling to be interested in learning new concepts. They are reluctant to learn English. They also consider and treat English as a regular course such as math or science not like a foreign language.

Another comment about the speaking issues of the students involves them having misconceptions or preconceptions. They think that it is too difficult to learn English and it is impossible to learn English because of the environment where nobody else speaks English around them. They are also being lazy in the classroom discussions because they don't feel confident about grammar and vocabulary due to the lack of reading materials. Regarding these speaking issues instructors, 3 through 15 stated that:

I-3-Focusing on too much accuracy. To think that grammar and vocabulary are sufficient to speak well.

I-4-Because they are insistent on using expressions specific to their native language that they feel comfortable with, and these expressions do not have a full equivalent in English, they often interrupt their speech and spend time translating these expressions into English.

I-5-They are very hesitant and have difficulty in creating an environment in which to speak.

I-6-Making mistakes while speaking, mispronouncing words.

I-7-Being afraid of making mistakes and not being able to form sentences and find words related to the topic.

I-8-Fear of making mistakes, lack of self-confidence, insufficient language and vocabulary.

I-9-Speech ethics such as sentence theories, pronunciation problems, the correct emphasis at the sentence and word level, speaking in mutual dialogues, verbalization, formal-informal language selection.

I-10-Not wanting to talk, hesitating and not willing to talk, hesitating to make mistakes, not creating an environment to talk.

I-11-Limited or incomplete speaking practices, their current prejudices about English and the language learning process, and their hesitations in speaking for fear of making mistakes.

I-12-Students generally behave prejudiced on this issue since they do not have ear habits (they do not watch/listen to movies, music, etc. in English). They have fears that they will mispronounce it or pronounce it wrong. At first, they tend to speak Turkish, we remind them 'you can do it, we learned it yesterday' and then they usually remember and start to trust themselves more. If he does not remember, we can give him the beginning and make him continue. We can answer with a smile (expressing all of these in English) that I cannot understand you when you speak Turkish.

I-13-Fluent speaking and pronunciation, of course, when the lack of grammar is also involved, it becomes difficult to start production.

I-14-The first reason is that they are not sufficiently exposed to the language (Acquisition), so they try to learn the language through grammatical rules and try to translate it into L2 by first thinking about whatever topic they will talk about. The second reason is the resistance they show against foreign languages and the language barrier formed in their minds as "I cannot speak".

I-15-Being extremely shy and thinking the sentences first in Turkish and then translating them into English while speaking.

Moreover, the instructors were directed to respond to interview question #6 related to any possible approaches or strategies to resolve the speaking problems of the students in the ELT classrooms. The question is as follows:

- Interview question #6. “What do you think general approaches implemented to resolve the issues in the previous question?”

This was the follow-up question to the previous interview question about how to increase and overcome the speaking issues by the students. For example, instructor 1 expressed that the instructors should positively focus on the students’ speaking efforts. Also, the students should be encouraged by their parents at home as well as their instructors in the classrooms. Table 3 summarizes the codes and their frequencies for question #6.

Table 3. Codes and frequencies for the solutions and approaches behind the speaking problems of the students in the ELT classroom

Codes	Frequency	%	Instructor
Providing speaking opportunities or dialogues for practices	12	80.0	1,2,3,4,5,6,7,8,10,11,12,13
Special moments and times for speaking	8	53.3	1,2,3,5,7,10,11,12
Building a comfortable classroom atmosphere for the students to freely speak	7	46.7	1,3,5,8,10,13,14
Encouragement, building confidence	6	40.0	1,2, 10,12,13,15

Instructor I also claimed that no special abilities or approaches in English learning exist. Projects are also another solution for the issues. The instructors should follow the motto “Teach me I forget, show me I remember, involve me I learn." In their instructions. He also focused on the class sizes for the ideal English learning and interactive education. I-1 overall stated that the followings to improve the students’ speaking skills:

> Against the problems stated in question 5, families should always emphasize that they act naturally in case children make mistakes and even learn from their mistakes; that is, they should be motivating, not preventive. In school, it would be

highly encouraging for teachers to use indirect correction methods for errors that are not understood or cause misunderstanding by not dwelling on reasonable errors. In other words, it is necessary to emphasize what the student can do, not what he cannot do - for this reason, the exams should be designed in a way that prioritizes the speaking skill rather than emphasizing the grammar knowledge. No special skills are required for foreign language learning; Every normal person can learn a language, but some rules must be followed, and in this context, it would be extremely beneficial to give students projects that not only tell the language study methods but also apply these methods to them. So; language teachers should always keep in mind that the basic pedagogical philosophy, which states that, "Teach me I forget, show me I remember, involve me I learn.

It would be beneficial for them to get projects done in line with their philosophy. Class size not exceeding 12 is an extremely important factor for interactive language education. We also need to assign students reading assignments that are appropriate to their level and tastes, not what we chose. Solution suggestions can be increased further, but I believe that even doing all of them will be enough to improve English speaking skills."

Other instructors mainly focused on special speaking times, promoting students' speaking abilities in special lessons and moments, and revising the grammar-based language education system. It is also important for the students to be motivated and encouraged to speak freely in the classrooms. They specifically pointed out the following comments:

I-2-It is known that distributing the students during the speech for correction purposes causes motivational problems. I believe that general correction made as feedback at the end of the speaking process will reduce this anxiety. Another reason may be our grammar-based language education system. As a solution to this, it can be suggested to try methods that are constantly renewed. Student self-confidence can either widen or narrow the holes of the filter created by anxiety.

I-3-These thoughts may be related to the speaking skills they have acquired in their educational experience. In other words, speaking issues are related to the perspectives and general curriculum structures of institutions on speaking skills and practical opportunities provided.

I-4-If we look at the students in the English classroom, in particular, there is no special structure of foreign language teaching. For example, students should know that "If there is such an expression in Turkish, there should be a similar expression in English, too"

I-5-They can create natural conversational environments (friendships) and increase their exposure to language (by translating the language of the phone, computer, or TV series into English).

I-6-Concentrating on the speaking activities in the classroom discussions.

I-7-Planning activities that allow students to talk regularly following all levels.

I-8-Providing a comfortable environment for students in the classroom, encouraging them to speak, providing opportunities to self-correct when they make mistakes in group activities.

I-9-First of all, simple, ordered and compound sentence structures should be taught. The students should listen to the instructors how to pronounce a word first and then read it in the text. It is unwise to expect the student to pronounce a word he has never heard.

I-10-Students should need to talk, and for this, questions should be asked about their interests and vocabulary. Tasks should be created; activities such as group work that encourage them to speak freely with motivation should be implemented.

I-11-Lessons should be designed as a student-oriented education. Also, considering their characteristics, the students should be given speaking practice periods. The use of the Turkish language should be minimized from the moment they start learning, and they should be able to use English in a natural classroom.

I-12-The students could be better at speaking English with interactive lessons. By motivating the students and practicing speaking freely and constantly. We should try to get each student to speak, but we must do it without losing other students' attention. We can have dialogues with them about any subject in the curriculum, and while doing this, we could arrange the student groups very well.

I-13-Speaking skills should be considered in an effective and efficient lesson, so we do speak activities every week. We work on both fluent and correct speech. We use all the techniques that improve their speaking skill, we never skip the speaking and pronunciation chapters of our books.

I-14-From the first day in the classroom, I remind my students that mother tongue (is) not allowed, even at A1 level. The students should also know that they have to use the target language to express themselves.

I-15-In my teaching, I try to encourage my students to speak to get over their shyness as much as possible.

Interview question 9 was regarding the comments and opinions of the instructors regarding English learning compared to Turkish learning in various perspectives as stated below:

- Interview question #9. "Do you think English speaking skills are harder than Turkish speaking skills? Is it easy? Why is it?"

Table 4. Codes and frequencies for comparing English language speaking abilities and Turkish language speaking abilities in ELT classroom

Codes	Frequency	%	Instructor
English speaking skills are more difficult than Turkish speaking skills	7	46.7	1,4,5,6,9,10,11
English speaking skills are easier than Turkish speaking skills	1	6.7	12
No difference between Turkish speaking skills and English-speaking skills	7	46.7	2,3,7,8,13,14,15

Table 4. summarizes the instructors' opinions and perspectives regarding the language speaking abilities between Turkish and English. 7 instructors stated that speaking English requires more difficulty than speaking Turkish skills because speaking English requires correct pronunciation and emphasis (I-4, I-5), books and practice teaching methods (I-1), mother or native language (I-6). For example instructors 1,4,5,6,9,10, and 11 reasoned why English language speaking skills are more difficult than Turkish language speaking skills as follows:

> I-1: “Of course, it is much easier to speak in one's mother tongue. Nobody cares about your mistake because you are the owner of the language. You are authorized to use your language within certain rules, but still, the way you want. Because there is no problem as long as communication is provided since it is "Language is an arbitrary system." But speak English; requires a need, even an obligation, and a certain experience. Also, while acquisition takes place until the age of 11, education becomes prominent after the age of 11. This leads to the understanding that memorization is necessary. This is the current situation in secondary education and universities. Another point is that unfortunately, the difference between the book without a much-favored choice of second language learning with foreign language learning and teaching methods in Turkey is determined. First of all, we must accept the fact that the English we learn and teach in a foreign language, and we must determine and apply books and methods accordingly. Otherwise, we continue to raise individuals who have very good vocabulary and grammar knowledge, and even can write but cannot speak at all.”

> I-4: “Considering the vowel/consonant harmony in Turkish, I think it is more difficult for a foreigner to speak Turkish. I think it is difficult for us to make sounds that are not in Turkish correctly and to emphasize words/sentences correctly. Although the emphasis is important to English, it can be said that teaching English speaking skills is relatively easier than teaching Turkish speaking skills, since our priority is to pronounce the word understandably.”

> I-5: “I think it is easier to understand the grammatical structure of English. The shots and times in Turkish are more detailed.”

I-6: “Of course, it can be difficult for our students whose mother tongue is Turkish and who have not been exposed to English much until now.”

I-9: “Of course, teaching speaking in English learning is more difficult, as English is not a language to read as it is written.”

I-10: “The skill of speaking in the mother tongue is acquired, it is not learned later, as long as the same conditions are met, this is the same in the mother tongue and a foreign language.”

On the other hand, I-12 thinks that Turkish language speaking skills are more difficult than English language speaking skills as stated that:

> English speaking skills are easier than Turkish because English is around us all the time. When we learn some English patterns, we can make short dialogues, but I think this is more difficult for our Turkish language.

In the other groups of the instructors, 7 of them (I-2, I-3, I-7, I-8, I-13, I-14, I-15) stated that the English language and Turkish language have their unique features for being more difficult in learning and teaching. However, they are both difficult and easy in their ways. Their reasons behind their perspectives involved English having linguistic differences, different communication, and social skills; requiring teaching strategies as a second or foreign language. The instructors specifically said that the followings in summary:

I-2: “There are difficulties in comparing any two languages, as well as ease. The two languages have different aspects as well as common aspects. For example, the fact that Turkish is an additive language but some situations do not meet this in English. Regardless of the language, the comfort given by the native language is different.”

I-3: “I do not think so. Even transferable skills. Mutual communication and social skills are universal except that there are more or less cultural differences. It would be good to draw attention to these. Since linguistic differences are also a part of the teaching, what remains mostly to improve the skill.”

I-7: “Why is that? I think it will be difficult at first for every person to speak in a second language, as each language has a different structure and is not a mother tongue, regardless of language.”

I-8: “I think that people who have been exposed to the English language from a young age have the same difficulty with their Turkish speaking skills, but if the person starts learning the language at an adult age, of course, Krashen's 'Affective Filter Hypothesis' comes into play and makes foreign language learning difficulties.”

I-13: “If the child later learned English as a foreign language, it is difficult, the second language is not so difficult if he learned it directly at a young age. Those who learn Turkish like Turkish are the only foreign language in our classroom.”

I-14: “I cannot make an objective comment on this issue because one is a language I was born into and the other is a language I continue to learn as of the age of 11, I think I can express myself more sincerely in my native language, although all the training I have received for many years is English, these may differ based on individuals.”

I-15: “I think it would not be fair to compare the two in terms of difficulty and convenience because our Turkish native language somehow acquired good or bad speaking skills. Since we learn English as a second language and try to speak perfectly, we think it is difficult to speak and we overestimate it. I always say this to my students. We will learn English very well, even if we do not want perfection and are comfortable expressing ourselves a little.”

4.4. Perspectives of the ELT Academicians on Delivering ELT Courses

The ELT instructors were asked to elaborate more on the students' speaking problems based on the findings in Ur's (1996) study (interview question #7) and curriculum, resource materials, and applications in the classrooms (interview question #8). The interview questions regarding this were as follows:

7.Ur (1996) listed students' speech problems as "hesitation, inability to express themselves, low or irregular participation, using the mother tongue (preferring the use of mother tongue with other students)" in his study. What do you think about these problems?

Five instructors (I-3, I-7, I-8, I-9, I-10) just indicated that they agree with the Ur's lists and reasons for the speaking problems and didn't elaborate on their answers. On the other hand, I-1 elaborated responses stating that the issues and possible reasons for the speaking English difficulties in ELT classes include motivational problems. I-2 pointed out self-confidence issues. I-4 expressed inability and hesitation for expressing themselves for the students. I-5 said the list is in the correct order and added that the students don't experience enough time for speaking. I-6 stated that the Ur's list is true for just beginners not advanced learners. Overall, they said that:

> I-1- As I mentioned in questions 5 and 6, I fully agree with these determinations of Ur. Because all the adverse issues I mentioned reduce the motivation for language learning, which is not very high anyway, to zero. (Exceptional students, of course, but very few.)
>
> I-2- This problem is one of the most common problems in general. I believe that the self-confidence of the learner plays an important role.
>
> I-4- Hesitation and the inability to express oneself are actually among the problems we experience when using our mother tongue. Although we do not notice it much in daily life, when we have to speak in front of the public, we see that these problems are not solely based on learning a foreign language. As teachers, addressing a community is a big part of our job, and we are used to it, so we should evaluate the poor performance of students who are given the chance to speak in class, considering the process of students getting used to their classmates.
>
> I-5- I think it is a very correct order. Because they are afraid, they cannot practice enough, or rather they do not want to do it, therefore they cannot participate in the lessons.
>
> I-6- All of the problems we encounter frequently, especially for our beginner students.

Also, 1-12 through I-15 reasoned other responses and elaborations regarding Ur's conclusions. For instance, I-11 simply stated that such a list has negative effects on speaking the English language. I-15 believed that the main reasons for being lack of speaking English language skills are due to being hesitant and inability to express themselves and tend to prefer mother language in the ELT classrooms. Other instructors more elaborated their reasons as:

Students, taking care of them individually, giving them a task/responsibility in the lesson. When the student begins to speak Turkish, we must persistently try to answer in English. When the student attends the lesson, it is easier to motivate the student, but this is unlikely if the student has never even participated. I think we should approach accordingly by considering the personalities of the students a little bit from their expressions. Sometimes it is necessary to surprise the student, and it is very important to make them feel that we understand.

> I- 13- Yes I agree, the emotional affective equipment on the front side of the brain is also a major factor, and it is proportional to the fear of making mistakes. It makes it difficult to talk altogether.

> I-14- Students should be motivated to use the target language, and their pronunciation mistakes should be welcomed, and they should never be allowed to joke about wrong pronunciation or make fun of each other. Although it may seem like a strange situation for a class of people speaking the same native language to communicate with each other in a foreign language, students should be informed about language acquisition, such as physics and chemistry lessons of a foreign language, for the situation to be internalized and become a normal situation. It should be explained that it can be improved by working on listening, speaking, reading, and writing skills, not by memorizing the rules and formulas, and it should be shown that this can only be achieved by using language continuously.

Interview question 8 was regarding related curriculum, resource materials, and applications/implementations for the English language in the ELT classrooms. The question was given as:

“8. What do you think about the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms?”

Table 5. Codes and frequencies for evaluating the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms

Codes	Frequency	%	Instructor
The classroom materials are efficient as is	7	46.7	2,4,10,11,12,13
Appropriate methods and rich content	3	20.0	1,12,13
Interest-based examples	3	20.0	5,6,7
Warm-up is necessary	2	13.3	6,14
The classroom materials are not sufficient for the speaking English skills or not at all	2	13.3	3
Extracurricular speaking activities	1	6.7	15
Reliable and creative resources	1	6.7	2
Pandemic (covid-19)	1	6.7	9

Table 5 presents the instructors’ opinions and perspectives regarding the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms. First of all, the responses from some of the instructors (I-2, I-4, I-10, I-11, I-12, I-13) stated that they were happy with their current curriculum, resource materials, and applications for the speaking skills practices. They further elaborate on the reasons why they were okay with the current materials and resources. For example, some of the instructors stated that the current materials involve enough speaking skills abilities (I-4), containing four important abilities (I-5), and including enough and appropriate levels of motivation activities for the students and teachers (I-10). I-4, I-5, and I-10 expressed that in particular as;

I-4: I think that enough time is allocated for speaking activities in the lesson plan I follow and the materials I use.

I-5: Our books include all four skills, there are also activities for speaking, but the interest of the students' increases or decreases according to some subjects, for example; Most female students show less participation in football-related issues. On the subject of fashion or shopping, most male students either do not want to participate or want to pass the subject with short answers.

I-10: I think the textbooks are effective, as long as teacher and student motivation is sufficient, I think that a speaking environment will be provided.

Furthermore, I-1 believed that the Curriculum should be designed as suitable for the necessary content knowledge and skills for the students. And suitable and necessary methods and classroom resources should be utilized such as watching movies, outside school trips for visiting touristic destinations, and allowing the students for presentations and interview opportunities. Such activities could improve their speaking English skills in the ELT classrooms.

On the other hand, some instructors did not think that the instructional materials were sufficient. I-2 specifically mentioned about teachers being creative would be very significant for the students speaking abilities and stated that;

> First of all, directing the students by using and expanding the resources is directly proportional to the creativity of the teacher. I believe we make the best use of the curriculum and resources in the process as long as it is a reliable source. Here, the motivation of the preparatory students can determine how far they can go in an academic year.

Moreover, appropriate methods and rich materials are also other important features for the current teaching strategies of the English-speaking skills. An instructor (I-6) said that they were spending several hours of instruction for only speaking skills. There are also warm-up questions for the students before reading and listening activities.

I-7 also suggested that the activities in the curriculum should include fundamental dialogues, conversations, and interesting speaking activities because they are very important, efficient, and helpful for the students, especially at beginner levels.

I-8 focused on the current curriculum and book activities as he thinks that they are okay but the number of students in a class and the curriculum makes it difficult for the instructors to offer enough time and opportunity for the students equally. I-9 looked at the issues from different perspectives and indicated that the covid-19 pandemic changed the English language teaching therefore materials, curriculum, and class activities should be revised based on the pandemic.

I-12 specified that they were using a resource material called 'Pioneer' and he found it very successful and helpful for the students in the classroom. Application and extracurricular activities are easy to implement in the online environment. He also said that "There are exercises for listening, reading, vocabulary, grammar, pronunciation, and speaking. Extra workbooks and word lists, verb lists and grammar summaries on the back pages of the book all of these exercises contain current topics and innovative topics, which makes the book interesting". I-13, I-14, and I-15 stated similar comments about the materials, curriculum, and other teaching materials, tools, approaches, and strategies;

I-13: “If the books are prepared with the right approaches with increment rich content according to CEFR, therefore every material used is effective and efficient. We also use a speaking booklet consisting of extra questions prepared by ourselves.”

I-14: “No matter what book you read; speaking is a skill used in all sections. Before the reading piece, the piece is spoken about in the warm-up section, as well as a lot of speaking activity in the meaning analysis section of the piece being read. Listening activities likewise. Even if Speaking is not taught as a separate lesson, it is already absorbed into all skills, and it is also taught as a separate lesson in our school.”

I-15: “We do not speak Turkish during the lessons, we only communicate in English. We reserve at least one block lesson for speaking every week. Also, we provide support for students to speak out of class with the speaking center.”

4.5. The ELT Academicians’ Instructional Methodologies and Recommendations from The ELT Academicians

In the final interview question, the ELT instructors gave information and feedback from their instructional methodologies and made some recommendations to increase the English-speaking abilities of the students (interview question #10). Proposed instructional methods are briefly revealed and discussed.

10. What do you suggest to the English learners to improve their speaking abilities?

The instructors suggested various approaches, methods, strategies, resources, and content -wise opportunities for the students to increase their speaking abilities in the ELT classrooms. For example, I-1 recommended abandoning classical approaches to teach English and adopt Total Physical Response ve Communicative Language Teaching (CLT) approaches. I-2 mentioned creating Conversations specifically 'pair speaking activities for speaking abilities of the students. Table 6 summarizes the instructors' recommendations for the students in terms of codes and their frequencies.

Table 6. Codes and frequencies for evaluating the curriculum, resource materials**,** and applications regarding English speaking in the ELT classrooms

Codes	Frequency	%	Instructor
Movies and TV series (daily dialogs)	3	20	6,11,12
Modern approaches (e.g. CLT), abandoning traditional methods	2	13.3	1,2

Integrated approaches (with grammar and reading)	2	13.3	7,13
Speaking activities (e.g. dialog, practice, class discussion, and reading aloud)	2	13.3	8,11
Small groups and interactions	2	13.3	9,10
Participating in English speaking places	2	13.3	14,15
Basic structures (for fluency and accuracy)	1	6.7	3
Curriculum (supporting more speaking activities)	1	6.7	5

As can be seen in the above table, varieties of recommendations have been made by the instructors. I-6, I-11, and I-12 shared similar ideas proposing daily TV shows, movies, and related materials to be utilized for practices and improvements of the English-speaking skills for the students. They particularly stated that;

> I-6: "There are many English TV series and movies that can attract the attention of children. By watching these publications, they can both have fun and improve their English. I observe that my students who do this frequently can express themselves more easily and have better pronunciation."

> I-11: "Grammar-based education turns people off from English. Constantly writing and reading grammar rules, giving all grammar rules one after another, and not practicing speaking at all makes English a boring language. Learning should be realized by using and speaking, and the words and rules learned step by step should be put into speaking practice. Television channels are broadcasting with English subtitles. Most people try to improve their English comprehension by following these television channels. Students should be encouraged to watch such channels, to share their interests on the internet, to listen to speeches. They should be encouraged to write and read a lot of dialogue in the classroom."

> I-12: "Trying to speak English in daily life / at home. In the first place, this can be done with words and signs, but as it develops, it will be in sentences. Students

> should watch the movies, TV series, and programs they enjoy in their original language and also listen to English music and accompany the lyrics of the songs. They should try to talk to each other in English among friends. It will be more advantageous for them to learn expressions instead of learning individual words. In particular, they should try to use the words/expressions they have learned in their daily lives. They can become e-mail friends with a foreign student and send each other e-mail in English."

I-1 and I-2 suggested abandoning traditional approaches and adopting modern English teaching approaches. I-1 stated that "To increase speaking skills in English, first of all, giving up on classical; Wholistic approach, Suggestopedia, Total Physical Response and Communicative Language Teaching (CLT) approaches should be highlighted." And I-2 specifically said the followings:

> Most of us use traditional approaches in our lessons. It may vary according to the level of the student. If we are at a very beginner level, we can move forward with pair or group dialogs at more advanced levels using our gestures. Another one may be the approaches where they can create discussions and express their opinions individually, creating a brain map here can make the activities more interesting. My most preferred are pair speaking activities where they can talk to each other.

Instructor 7 and instructor 13 mainly focused on integrated approaches for speaking skills. Particularly, they claimed that teaching speaking abilities should involve listening, grammar, vocabulary learning, and reading activities as well. I-13 also added that there could be communicative approaches with presentations, impromptu speeches.

Speaking activities are other types of recommendations for speaking skills specifically suggested by I-8 and I-11. I-8 suggested that the instructors should "develop language learning (vocabulary learning), allow practicing frequently (in and out of the classroom), apply fun group and classroom activities that motivate students, making students read aloud in the classroom."

I-9 and I-10 suggested English language learning strategies should include a small group of students in classrooms. I-9 specified that there should be between 8-10 students in the classroom for creating sufficient and successful teaching and learning environment.

The instructors should create classroom activities to promote students' interaction with each other. Similar approaches should be implemented.

Instructors 14 and 15 suggested that the instructors could take their students to historical or touristic places as a school trip and allow them to practice with foreign people who have English as their mother language or are frequent in English. In that way, they could practice English in a special environment.

I-14 specifically told that:

> Being in environments where the language is spoken, friendships to be established with foreign students, if possible, visiting countries where the foreign language is spoken, participating in speaking club-style activities are the first things that come to my mind.

Also, I-15 said that:

> There are many online and interactive applications. These can be used in and outside of the classroom. Students can be supported to talk to them in everyday language by finding foreign-speaking partners.

I-5 recommended some approaches and solutions regarding the curriculum-related ideas. According to I-5, the curriculum should be more heavily structured with speaking or meaningful and realistic speaking environments that could be created with more real-life material.

Finally, Instructor 3 suggested that the instructors should focus on the fundamental structures for teaching English. For example, fluency and accuracy are two basic skills for the students. They should be trained to build the basic and necessary English-speaking skills in the classrooms. I-3 specifically said that:

> Strategies that work in general: techniques such as preparing (activating, compiling, clearing, etc.), rehearsing, repeating the task, increase both fluency and accuracy. Apart from these, ready-made molds that students can use, for example; I see your point, what I am trying to say is, etc., structures they can refer to during a pause e.g.; You know, I mean, etc., paraphrasing and strategies like this can be taught.

4.6. Discussion for the research questions

In this section, brief discussions about the responses of the ELT instructors to the interview questions are presented.

4.6.1 What are the main speaking difficulties experienced by college students?

The instructors stated various reasons and explanations about the students' speaking problems. The most common reason for the students having speaking problems includes that the students are afraid of making mistakes, being criticized, and ridiculed during speaking English. They also lack confidence in speaking in English. Also, most of the students suffer from a low level of comprehension of the grammatical structure of the English language. They also have issues with pronunciation and vocabulary.

Another important issue for speaking problems was that students firstly think in Turkish and translate their ideas into English. They are not equipped with the skills to think in English. Therefore, they first think about what they want to say in Turkish and then translate their thoughts into English. Some students also prefer talking in their mother language during class discussions.

Some of the students are characteristically shy in speaking English. They are not exposed to the language at enough levels. There also exist some language barriers and misconceptions against learning English. Finally, another point is that some students try to be accurate and perfect when speaking English.

4.6.2 What are the factors that contribute to the existence of these speaking problems?

As indicated in table 4.3, the instructors indicated some approaches and solutions for the speaking problems of the students in the ELT classroom. For example, students should be provided with speaking opportunities and dialogues for practice. They should have special moments and times for speaking activities. The instructors should build a comfortable and friendly classroom atmosphere for the students to speak freely. Finally, the students should be encouraged to build confidence in speaking.

4.6.3 What do the English instructors suggest to the students to improve their speaking abilities?

When the instructors were asked to compare English speaking and Turkish speaking skills, most of the instructors indicated that English speaking skills are more difficult than Turkish speaking skills. Others think that there is no difference between Turkish speaking skills and English-speaking skills. Only one instructor thought that English speaking skills are easier than Turkish speaking skills. This finding was expected because the mother language generally seems easier to a person.

4.6.4 What are the English instructors' opinions regarding curriculum, instructional materials, and classroom implementations? Suggestions from the ELT Academicians?

In the final part of the interview process, the instructors were asked to indicate their opinions about curriculum, instructional materials, and classroom implementation. They also stated their recommendations to improve English speaking skills in English classrooms. The instructors mostly consider current classroom materials in their classrooms are efficient and suitable. Some of the instructors thought that suitable methods and rich contents are in their classrooms, They recommended that warming up, promoting extracurricular speaking activities, and utilizing reliable and creative instructional resources are necessary to enhance the student's speaking abilities.

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS

This section includes two parts. In the first part, a summary of the study findings and conclusions are presented and briefly discussed. In the second part of the section, some recommendations are pointed out based on the results and conclusions of the data analysis findings.

5.1. Summary

This thesis study was constructed as a case study to investigate the speaking abilities of college students based on the perceptions and perspectives of the English language instructors in the online environment during the pandemic era. Data were collected from 15 college English language instructors at a private university in Turkey. The instructors were asked to respond to ten interview questions regarding their demographic information, their thought about the English learning environments and speaking problems of the English learners, and recommendations for improving speaking abilities of the students in terms of teaching strategies, physical settings of classrooms, class materials, and various approaches.

Socio-demographic information of the participants showed that only 2 of them were male and 13 were female. This distribution is expected as most of the college instructors in English preparation programs are female (Yurtsever, 2013). Regarding their ages, they were mostly young instructors between the ages of 31 and 40 years. 10 completed a graduate degree such as master's or doctorates. Only 5 of them were holding an undergraduate degree. Almost half of them (N=7) were in very early periods of their instructor professions or six had more than 11 years of teaching experiences at their current college in various levels of education. Only two had teaching experiences of between six and ten years. Overall, seven had teaching experience of between 11 and 20 years. Five instructors had English teaching experience of more than 21 years in general. Only 3 instructors were in their early careers since they only had total English teaching experiences less than 10 years.

In the second part of the interview protocol, the instructors were asked to indicate their views and opinions regarding college students' speaking skills in English language teaching programs at their institutions and providing any suggested comments to improve the students' English-speaking skills.

Major issues or problems that students were worried about in the ELT classrooms include making mistakes, being criticized, ridiculed by peers, and lack of confidence to speak in English. Peer pressures are very common in foreign language learning at early periods of language learning as found by the previous studies (Akkakoson, 2016; Doyon, 2001; Bashir, Azeem, & Dogar, 2011) in the literature, which is commonly known as speaking anxiety.

Another problem or issue regarding speaking struggles is students being lack of correct pronunciation, grammar, and vocabulary. Many students, unfortunately, do not have enough levels of understandings of spelling, writing, and reading abilities with English passages. Therefore, they struggle with speaking because they mispronunciation words. Lack of vocabulary could be caused by not reading enough books as well as spelling practices. The habits of reading Turkish books are also carried to the learning process of the English language.

Many English learners tend to think in their mother language first and translate it into English. This approach could also cause students to experience speaking problems because they usually hesitate as they think Turkish and speak in English at the same time. It also takes and requires extra effort and more than a necessary burden.

Another issue that the instructors raised regarding speaking problems involves the acquisition, which is described as not being exposed to the English language enough. Additionally, language barriers, misconceptions, or preconceptions regarding English language courses are critical issues. Some students consider English as the course impossible to learn or very difficult to comprehend. Finally, some students try too much to be perfect at speaking English and this overdoing could cause serious issues for speaking the English language.

Some instructors stated that their classroom materials are efficient as they are. Others said that there should be appropriate methods and rich content in the curriculum. There should also be interest-based examples and warm-up activities in the classroom

materials. They also expressed that more extracurricular speaking activities are necessary with reliable and creative resources for English learning.

5.2. Recommendations

In the final section of the interview process, the instructors were asked to make some recommendations based on their experiences regarding students' speaking problems in English language learning environments. Some of the instructors suggested providing speaking opportunities or dialogues for practices.

The instructors also suggested that there should be some particular times and days in the curriculum for speaking. Also, building a comfortable classroom atmosphere for the students to speak freely and building encouragement and confidence in them are other important recommendations by the instructors.

In conclusion, according to the data analysis from the instructors, there are various issues regarding speaking English for the students including having insufficient knowledge and being unconfident. The instructors also pointed that other problems as students not having enough speaking practices, underestimating English, being scared for making mistakes, and being ridiculed by other students. The instructors made some recommendations for the difficulties that the students were having in speaking English; including revising the curriculum, designing more effective teaching materials, and improving instructional strategies.

In the light of the findings from this study, the following recommendations could be made to further investigate speaking issues in English learning classrooms:

- Data should be collected from the learners to better understand their viewpoints.
- The study could include more instructors to further study the main reasons for speaking problems with additional interview items.
- The instructors should be asked about specific questionnaire questions to get a trend or tendency for speaking issues.
- The students in the ELF classrooms should be interviewed to get more information about their experiences and thought about speaking issues.

- A mixed methodology could be utilized to get more detailed information and trends about speaking issues in English learning classrooms.

APPENDIX

INTERVIEW PROTOCOL

1. What is your age, gender, education status?
2. Where do you work?
3. How many years have you been working at the current employer?
4. How many years of English teaching experience?
5. What do you think of general problems and issues regarding learning and speaking English during the teaching and learning process?
6. What do you think general approaches implemented to resolve the issues in the previous question?
7. Ur (1996) listed students' speech problems as "hesitation, inability to express themselves, low or irregular participation, using the mother tongue (preferring the use of mother tongue with other students)" in his study. What do you think about these problems?
8. What do you think about the curriculum, resource materials, and applications regarding English speaking in the ELT classrooms?
9. Do you think English speaking skills are harder than Turkish speaking skills? Is it easy? Why is it?
10. What do you suggest to the English learners to improve their speaking abilities?

TRANSCRIPTION OF THE INTERVIEWS

1- Ad Soyad, cinsiyet, yaşınız, eğitim durumunuz (Lisans, Lisans vb.)

Kadın, > 40. Kadın, 33, D Kadın , kadın, 38, Yüksek Lisans

27, Doktora öğrencisi. Kadın- 34- Yüksek Lisans mezun. 41/Lisans Kadın , kadın, 46, Lisans. 32, Yüksek Lisans. Erkek, 52, yüksek lisans. 42, Y.lisans. 37,Lisans. Bayan, 37, Yüksek Lisans. Kadın Lisansüstü (Yüksek lisans mezunu) >40. Kadın / 47. Kadın – 33 – Lisans.

2- Çalıştığınız kurum?

Maltepe Üniversitesi Yabancı Diller

3- Kaç yıldır bu kurumda çalışıyorsunuz?

15. 3. 4. 3 yıl. 2 yıl. 13. 15. 6. 3. 5. 11. 14. 14. 6. 5.

4- İngilizce öğretiminde toplam mesleki deneyiminiz kaç yıldır?

40 yıl. 10 yıl. 18 yıl. 6 yıl. 12 yıl. 19. 24. 9. 30. 20. 16. 16. 24. 16. 10.

5- İngilizce öğrenen öğrencilerin konuşma açısından sizce en fazla yaşadığı sorunlar nelerdir?

1- Öncelikle hata yapıldığında eleştirilme hatta alay konusu olma kaygısı. Aileden başlayan bu sürecin (anne ve babaların mükemmel çocuk yetiştirme adına çocuklarının hatadan uzak olmaları anlayışıyla onları idealize etmeleri, başkalarıyla kıyaslamaları gibi davranışlarının okul yıllarında da devam etmesi; öğretmenlerin hatayı doğrudan düzeltme alışkanlığı, hatta hatayı büyüterek öğrenciyi utandırma tutum ve davranışı (sözlü veya vücut diliyle) içinde bulunmaları; dil öğrenmenin özel yetenek gerektirdiği anlayışı; grammar-translation metodunun ağırlıklı olarak kullanılması; derslerde İngilizceden çok Türkçe konuşulması veya konuşulmasına izin verilmesi; üretim becerilerini, özellikle konuşma becerisini öne çıkaracak aktivitelerin azlığı; sınıf mevcutlarının kalabalık oluşu; derslerden sonra İngilizceyi kullanma alan ve ortamlarının bulunmayışı; ders dışında konuşmaya yönelik projelerin verilmeyişi; İngilizceyi diğer dersler gibi çalışınca başarılı olunur anlayışı; sınavların konuşmayı ölçmek yerine daha çok gramer, reading ve writing bilgisini ölçmesi; öğrencilerin Türkçe kitap okuma alışkanlığına sahip olmamalarının İngilizcede de söz konusu olması… gibi hususlar sayılabilir.

2- Çekingen olmaları.

3- Çok fazla accuracy ye odaklanmak. Grammar ve kelime bilgisinin iyi konuşmaya yeterli olduğunu düşünmek.

4- Kendilerini rahat hissettikleri anadillerine özgü ifadeleri kullanmada ısrarcı olmaları ve bu ifadelerin İngilizce 'de tam anlamıyla bir karşılıklarının olmaması yüzünden konuşmalarını sıkça yarıda bırakıp bu ifadeleri İngilizceye çevirmek için vakit harcamaları.

5- Çok çekiniyorlar ve konuşacakları ortamı yaratmakta güçlük çekiyorlar.

6- Konuşurken hata yapmak, kelimeleri yanlış telaffuz etmek.

7- Hata yapmaktan korkmak ve cümle kuramamak ve konuyla ilgili kelimeleri bulamamak.

8- Hata yapma korkusu, özgüven eksikliği, yetersiz dil ve kelime bilgisi.

9- Cümle kuramamaları, telaffuz sorunları, cümle ve kelime düzeyinde doğru vurgu, karşılıklı diyaloglarda söz alma söz aktarma gibi konuşma etiği bilgisi, formal-enformel dil seçimi.

10- Konuşmak istememeleri, çekinmeleri ve konuşmak için istekli olmamaları, hata yapmaktan çekinmeleri, konuşmak için ortam oluşmaması.

11- Konuşma pratiklerinin sınırlı olması veya eksik olması, İngilizceye ve dil öğrenme sürecine dair mevcut önyargıları, hata yapma korkusuyla konuşmada yaşadıkları çekinceler.

12- Öğrenciler kulak alışkanlığı (film, müzik vs. pek ingilizce izlememeleri/dinlememeleri) olmadığı için genellikle bu konuda önyargılı davranıyorlar. Yanlış söylerim veya yanlış telaffuz ederim diye korkuları oluşuyor. İlk etapta Türkçe konuşmaya yöneliyorlar, 'yapabilirsin bak dün öğrenmiştik' diye hatırlatıyoruz ve sonrasında genellikle hatırlıyor ve kendine daha çok güvenmeye başlıyorlar. Hatırlamıyorsa başlangıcını vererek devamını getirmesini sağlayabiliriz. Türkçe konuştuğunda seni anlayamıyorum diye gülümseyerek cevap verebiliriz (bunların hepsini İngilizce ifade ederek).

13- Akıcı konuşma ve telaffuz tabi işin içine dilbilgisi eksikliği de girince üretime geçmek zor oluyor.

14- Birinci neden dile yeterince maruz kalmadıkları ve dili edinemedikleri (Acquisition) için dili gramer kuralları üzerinden öğrenmeye çalışmaları ve konuşacakları konu her ne ise onu önce L1 de düşünüp L2 ye çevirmeye çalışmaları

en büyük sorun. İkinci sebep ise yabancı dile karşı gösterdikleri direnç ve kafalarında oluşturdukları “ben konuşamam” şeklinde yapılanan dil bariyeri.

15- Aşırı çekingen olmaları ve konuşurken cümleleri önce Türkçe düşünüp sonra da İngilizceye çevirmeleri.

ENGLISH VERSION

1- First of all, the anxiety of being criticized or even ridiculed when mistakes are made. The continuation of this process that starts with the family (parents 'idealizing their children with the understanding of being free from mistakes in order to raise a perfect child and comparing them with others) during the school years; teachers' habit of correcting the mistake directly, even the attitude and behavior of embarrassing the student by magnifying the error (verbal or body language)); the understanding that language learning requires special skills; the predominant use of the grammar-translation method; speaking or allowing Turkish to be spoken rather than English in lessons; the lack of activities that emphasize production skills, especially speaking skills; crowded class sizes; those who use English after classes and lack of environments; not giving projects to speak outside of the classroom; the understanding that one can be successful when studying English like other lessons; exams measure more grammar, reading and writing knowledge rather than measuring speaking; There are some issues such as the fact that the Turkish people do not have the habit of reading Turkish books in English as well.

2- That they are timid.

3- Focusing on too much accuracy. To think that grammar and vocabulary are sufficient to speak well.

4- Because they are insistent on using expressions specific to their native language that they feel comfortable with, and these expressions do not have a full equivalent in English, they often interrupt their speech and spend time translating these expressions into English.

5- They are very hesitant and have difficulty in creating an environment in which to speak.

6- Making mistakes while speaking, mispronouncing words.

7- Being afraid of making mistakes and not being able to form sentences and find words related to the topic.

8- Fear of making mistakes, lack of self-confidence, insufficient language and vocabulary.

9- Speech ethics such as sentence theories, pronunciation problems, the correct emphasis at the sentence and word level, speaking in mutual dialogues, verbalization, formal-informal language selection.

10- Not wanting to talk, hesitating and not willing to talk, hesitating to make mistakes, not creating an environment to talk.

11- Limited or incomplete speaking practices, their current prejudices about English and the language learning process, and their hesitations in speaking for fear of making mistakes.

12- Students generally behave prejudiced on this issue since they do not have ear habits (they do not watch/listen to movies, music, etc. in English). They have fears that I will mispronounce it or pronounce it wrong. At first, they tend to speak Turkish, we remind them 'you can do it, we learned it yesterday' and then they usually remember and start to trust themselves more. If he does not remember, we can give him the beginning and make him continue. We can answer with a smile (expressing all of these in English) that I cannot understand you when you speak Turkish.

13- Fluent speaking and pronunciation, of course, when the lack of grammar is also involved, it becomes difficult to start production.

14- The first reason is that they are not sufficiently exposed to the language (Acquisition), so they try to learn the language through grammatical rules and try to translate it into L2 by first thinking about whatever topic they will talk about. The second reason is the resistance they show against foreign languages and the language barrier formed in their minds as "I cannot speak".

15- Being extremely shy and thinking the sentences first in Turkish and then translating them into English while speaking.

6- 5.maddede belirtilen sorunlara karşı nasıl çözümler yöntemleri uygulanabilir?

1- 5. Maddede belirtilen sorunlara karşı öncelikle ailelerin çocukların hata yapması durumunda doğal davranmaları hatta hatalarından da öğrenebildiklerini sürekli vurgulamaları; yani engelleyici değil, motive edici davranmaları gerekir. Okulda öğretmenlerin ise makul hataların üzerinde durmayıp anlaşılmayan veya yanlış anlaşılmaya neden olan hatalarda, dolaylı düzeltme yöntemlerini kullanmaları son derece teşvik edici olur. Yani öğrencinin yapamadığını değil yapabildiğini öne çıkarmak gerekir –ki bunun için de sınavların özellikle grammar, bilgisini öne çıkarmaktan ziyade konuşma becerisini önceleyecek şekilde dizayn edilmesi gerekir. Yabancı dil öğrenimi için özel bir yetenek gerekmediği; her normal insanın dil öğrenebileceği ancak uyulması gereken kurallar olduğu ve bu kapsamda öğrencilere dil çalışma yöntemlerini sadece söylemeyip onlara bu yöntemleri uygulayabilecek projeler verilmesi son derece yararlı olur. Yani; dil öğretmenlerinin, "Teach me I forget, show me I remember, involve me I learn." felsefesi doğrultusunda proje yaptırmaları yararlı olur. İnteraktif bir dil eğitimi için sınıf mevcutlarının 12'yi geçmemesi son derece önemli bir etkendir. Ayrıca öğrencilere bizim seçtiğimiz değil onların seviyelerine ve beğenilerine uygun okuma ödevleri vermeliyiz. Çözüm önerileri daha da çoğaltılabilir ancak bunların tamamını yapmak bile İngilizce konuşma becerisinin geliştirilmesi için yeterli olacağı kanaatindeyim.

2- Öğrencileri konuşma sırasında düzeltme amaçlı bölmenin buna sebep verdiği bilinmektedir. Speaking sürecinin sonunda feedback olarak yapılan genel düzeltmelerin bu kaygıyı azaltacağına inanırım. Bir diğer sebebi ise gramer ağırlıklı dil eğitim sistemimiz olabilir. Buna çözüm olarak sürekli yenilenen metotların denenmesi önerilebilir. Öğrencinin özgüveni, kaygıyla yarattığı filtrenin deliklerini genişletebileceği gibi daraltabilir de.

3- Bu düşünceler eğitim deneyimlerinde edindikleri şeyler olabilir. Yani kurumların ve eğitmenlerin konuşma becerisine bakış açısı, ne kadar pratik olanağı sağladığı bunu nasıl yaptığı vs.

4- Öğrencilere öğrendikleri yabancı dillerin anadillerinin farklı bir kopyası olmadığı, dolayısıyla İngilizce özelinde bakarsak kendilerine "Türkçe 'de böyle bir ifade varsa İngilizce 'de de olması gerekir." düşüncesinin yanlış bir çıkarım olduğu açıklanmalı.

5- Doğal konuşma ortamları (arkadaş çevreleri) yaratabilirler ve dile maruz kalma oranlarını artırabilirler (telefon, bilgisayar ya da dizilerin dilini İngilizceye çevirerek).

6- Ders akışında konuşma aktivitelerini yoğunlaştırmak.

7- Düzenli ve her seviyeye uygun olarak öğrencileri konuşturacak aktiviteler yapmak.

8- Sınıf içinde öğrencilere rahat bir ortam sağlama, konuşmaları için teşvik etme, hata yaptıklarında kendi kendilerine düzeltmeleri için fırsat tanıma, grup çalışmaları.

9- Öncelikle basit, sıralı ve bileşik cümle yapıları öğretilmelidir. Öğrenci önce dinlemeli sonra o kelimeyi metin içinde görmelidir. Hiç duymadığı bir kelimeyi öğrenciden doğru telaffuz etmesini beklemek akıllıca değildir.

10- Öğrenciler konuşmak için ihtiyaç duymalı, bunun için de kendi ilgi alanlarına ve kelime dağarcıklarına yönelik sorular sorulmalı. Tasklar oluşturulmalı, grup ve partner çalışmaları ve motivasyonla konuşmaya teşvik edilmeli.

11- Öğrenci odaklı bir eğitim olmalı ve öğrencilerin bireysel özellikleri dikkate alınarak öğrenciye konuşma pratiği zamanı verilmeli ve öğrenmeye başladıkları andan itibaren Türkçe kullanımını en aza indirgeyip öğrencilerin dili doğal sınıf ortamında kullanmaları sağlanmalı.

12- İnteraktif ders yaparak. Öğrenciyi motive ederek ve öğrenciyi sürekli konuşturmaya çalıştırarak. Her bir öğrenciyi konuşturmaya çalışmalıyız ama diğerlerinin ilgisini yitirmeden bunu yapmalıyız. Birbirleriyle öğrendiğimiz konuyla ilgili diyaloglar yaptırabiliriz ve bunu yaptırırken öğrenci gruplarını da çok iyi ayarlamalıyız.

13- konuşma beceresinin etkili ve verimli derste üzerine düşülmeli buz o yüzden her hafta konuşma dersi koyduk iki ders kı hem akıcı ve doğru konuşma üzerine çalışmalar yapalım bunu için konuşma becerisini geliştiren tüm teknikleri kullanıyoruz kitaplarımızın konuşma ce telaffuz bölümlerini asla atlamıyoruz.

14- Sınıf içeresinde ilk günden itibaren A1 seviyesi bile olsa ana dil kullanılmamalı, öğrenci kendini ifade edebilmek için hedef dili kullanmak zorunda olduğunu bilmeli.

15- Ben kendi derslerimde elimden geldiğince öğrencilerimi konuşmaya teşvik etmeye ve çekingenliklerini kırmaya çalışıyorum.

1- Against the problems stated in question 5, families should always emphasize that they act naturally in case children make mistakes and even learn from their mistakes; that is, they should be motivating, not preventive. In school, it would be highly encouraging for teachers to use indirect correction methods for errors that are not understood or cause

misunderstanding by not dwelling on reasonable errors. In other words, it is necessary to emphasize what the student can do, not what he cannot do - for this reason, the exams should be designed in a way that prioritizes the speaking skill rather than emphasizing the grammar knowledge. No special skills are required for foreign language learning; Every normal person can learn a language, but some rules must be followed, and in this context, it would be extremely beneficial to give students projects that can not only tell the language study methods but also apply these methods to them. So; language teachers, "Teach me I forget, show me I remember, involve me I learn." It would be beneficial for them to get projects done in line with their philosophy. Class size not exceeding 12 is an extremely important factor for interactive language education. We also need to assign students reading assignments that are appropriate to their level and tastes, not what we chose. Solution suggestions can be increased further, but I believe that even doing all of them will be enough to improve English speaking skills.

2- It is known that dividing the students during the speech for correction purposes causes this. I believe that general correction made as feedback at the end of the speaking process will reduce this anxiety. Another reason may be our grammar-based language education system. As a solution to this, it can be suggested to try methods that are constantly renewed. Student self-confidence can either widen or narrow the holes of the filter created by anxiety.

3- These thoughts maybe things they have acquired in their educational experience. In other words, the perspective of institutions and trainers on speaking skills, how many practical opportunities it provides, how does it do it, etc.

4- If we look at the students in English in particular, there is a no different copy of the foreign languages they have learned, so if we look at them, "If there is such an expression in Turkish, it should also be in English." It should be explained that the thought is a false inference.

5- They can create natural conversational environments (friendships) and increase their exposure to language (by translating the language of the phone, computer, or TV series into English).

6- Concentrating on the speaking activities in the course flow.

7- To do activities that will make students talk regularly and at all levels.

8- Providing a comfortable environment for students in the classroom, encouraging them to speak, providing opportunities to self-correct when they make mistakes, group work.

9- First of all, simple, ordered and compound sentence structures should be taught. The student should listen first and then see that word in the text. It is unwise to expect the student to pronounce a word he has never heard.

10- Students should need to talk, and for this, questions should be asked about their interests and vocabulary. Tasks should be created, group and partner work, and encouragement to speak with motivation.

11- It should be a student-oriented education and considering the individual characteristics of the students, the student should be given speaking practice time, and the use of Turkish should be minimized from the moment they start learning, and students should be able to use the language in a natural classroom environment.

12- By doing interactive lessons. By motivating the student and making the student talk constantly. We should try to get each student to speak, but we must do it without losing the attention of others. We can have dialogues with each other about the subject we have learned, and while doing this, we should arrange the student groups very well.

13- Speaking skill should be considered in an effective and efficient lesson, so we have given speaking lessons every week, let's work on both fluent and correct speech, so we use all the techniques that improve the speaking skill, we never skip the speaking and pronunciation parts of our books.

14- From the first day in the classroom, the mother tongue should not be used, even at the A1 level, and the student should know that he has to use the target language to express himself.

15- In my lessons, I try to encourage my students to speak and break their inhibitions as much as I can.

7- Ur (1996) yaptığı çalışmada öğrencilerin konuşma sorunlarını "Çekinme, kendini ifade edememe, düşük veya düzensiz katılım, Anadil kullanma (diğer öğrenciler ile anadil kullanımını tercih etme)" olarak sıralamıştır. Bu sorunlar ile ilgili ne düşünüyorsunuz?

1- 5 ve 6. Maddelerde de belirttiğim üzere Ur'un bu tespitlerine aynen katılıyorum. Çünkü saydığım tüm aleyhteki hususlar zaten çok yüksek olmayan dil öğrenme motivasyonunu sıfıra indirmektedir. (İstisna öğrenciler elbette var ancak çok az.)

2- Bu sorun genel olarak en sık karşılaştığımız sorunlardandır. Öğrenen bireyin özgüveninin önemli bir rol oynadığına inanıyorum.

3- Hepsi genel olarak karşılaştığımız şeyler.

4- Çekinme ve kendini ifade edememe aslında anadilimizi kullanırken de yaşadığımız sorunlar arasında. Günlük hayatta çok fark etmesek de topluluk önünde konuşmak zorunda kaldığımızda aslında bu sorunların salt yabancı dil öğrenme temelli sorunlar olmadığını görüyoruz. Öğretmenler olarak bir topluluğa hitap etmek işimizin büyük bir parçası olduğundan ve buna alışık olduğumuzdan sınıf içinde konuşma şansı verilen öğrencilerin düşük performanslarını öğrencilerin sınıf arkadaşlarına alışma sürecini de göz önünde bulundurarak değerlendirmeliyiz.

5- Çok doğru bir sıralama olduğunu düşünüyorum. Çekindikleri için yeterli pratik yapamıyorlar, daha doğrusu yapmak istemiyorlar, haliyle derslere katılım gösteremiyorlar.

6- Hepsi sıklıkla karşılaştığımız sorunlar özellikle başlangıç seviyesindeki öğrencilerimizde.

7- Katılıyorum.

8- Katılıyorum.

9- Katılıyorum.

10- Kesinlikle katılıyorum.

11- Bu sorunların dil öğreniminde olumsuz etkiler bıraktığını düşünüyorum.

12- Olumlu anlamda motive etmeye çalışmalıyız. Öğrencilere soru sorarak, birebir ilgilenerek, ona derste bir görev/bir sorumluluk vererek bunu sağlamaya çalışabiliriz. Öğrenci Türkçe konuşmaya başladığında ona ısrarla İngilizce cevap vermeye çalışmalıyız. Öğrenci derse katıldığında öğrenciyi motive etmek daha kolay oluyor ama öğrenci hiçbir kez bile katılmadıysa bu pek mümkün olmuyor.

Öğrencilerin ifadelerinden biraz kişiliklerini göz önünde bulundurarak ona göre yaklaşmalıyız diye düşünüyorum. Öğrenciyi bazen de şaşırtmak gerekiyor ve onları anladığımızı hissetmelerini sağlamak çok önemli.

13- evet katılıyorum beyinde on tarafta duygusal affective donanım de büyük etkendir ve tas tamam hata yapma korkusu ile orantılıdır hepsi bir arada konuşmayı zorlaştırır.

14- Öğrenciler hedef dil kullanımı konusunda motive edilmeli, telaffuz hataları hoş karşılanarak yanlış telaffuzla ilgili şakalaşmalara, birbirleri ile dalga geçmelerine asla fırsat verilmemeli. Aynı ana dili konuşan bir sınıf insanın birbiriyle yabancı bir dilde iletişim kurmaya çalışmaları başlarda her ne kadar öğrencilere tuhaf bir durum gibi görünse de, durumun yadırganmadan içselleştirilmesi ve normal bir durum haline gelmesi için öğrenciler dil edinimi hakkında bilgilendirilmeli, yabancı bir dilin fizik, kimya dersleri gibi formüllerle ve kural ezberleyerek değil, dinleme, konuşma, okuma ve yazma beceri üzerinde çalışarak gelişebileceği anlatılmalı ve bunun ancak dili sürekli kullanarak gerçekleşebileceği gösterilmelidir.

15- Çekinme, kendini ifade edememe ve anadil tercihini başlıca sebepler olarak düşünüyorum.

1- As I mentioned in questions 5 and 6, I fully agree with these determinations of Ur. Because all the adverse issues I mentioned reduce the motivation for language learning, which is not very high anyway, to zero. (Exceptional students, of course, but very few.)

2- This problem is one of the most common problems in general. I believe that the self-confidence of the learner plays an important role.

3- All of them are things we encounter in general.

4- Hesitation and the inability to express oneself are actually among the problems we experience when using our mother tongue. Although we do not notice it much in daily life, when we have to speak in front of the public, we see that these problems are not solely based on learning a foreign language. As teachers, addressing a community is a big part of our job, and we are used to it, so we should evaluate the poor performance of students who are given the chance to speak in class, considering the process of students getting used to their classmates.

5- I think it is a very correct order. Because they are afraid, they cannot practice enough, or rather they do not want to do it, therefore they cannot participate in the lessons.

6- All of the problems we encounter frequently, especially for our beginner students.

7- I agree.

8- I agree.

9- I agree.

10- I agree.

11- I think these problems have negative effects on language learning.

12- We should try to motivate positively. We can try to achieve this by asking questions to the students, taking care of them individually, giving them a task/responsibility in the lesson. When the student begins to speak Turkish, we must persistently try to answer in English. When the student attends the lesson, it is easier to motivate the student, but this is unlikely if the student has never even participated. I think we should approach accordingly by considering the personalities of the students a little bit from their expressions. Sometimes it is necessary to surprise the student, and it is very important to make them feel that we understand.

13- Yes I agree, the emotional affective equipment on the front side of the brain is also a major factor, and it is proportional to the fear of making mistakes. It makes it difficult to talk altogether.

14- Students should be motivated to use the target language, and their pronunciation mistakes should be welcomed, and they should never be allowed to joke about wrong pronunciation or make fun of each other. Although it may seem like a strange situation for a class of people speaking the same native language to communicate with each other in a foreign language, students should be informed about language acquisition, such as physics and chemistry lessons of a foreign language, for the situation to be internalized and become a normal situation. It should be explained that it can be improved by working on listening, speaking, reading, and writing skills, not by memorizing the rules and formulas, and it should be shown that this can only be achieved by using language continuously.

15- I consider the main reasons for being hesitant, inability to express oneself, and the choice of mother tongue

8- Sınıftaki İngilizce konuşma ile ilgili müfredat, kaynak kitaplar ve uygulamaları hakkında ne düşünüyorsunuz?

1- Yine yukarıda da belirttiğim gibi; müfredatlar konuşma becerisini öne çıkaracak şekilde dizayn edilmeli ve buna uygun yöntemler kullanılmalıdır. Film izletmeli, belli konularda ve mekanlarda (turistik yerlerde) röportaj ve sunum yapmaları gibi konuşma becerisini ve rahatlığını kazandıracak aktiviteler planlanmalıdır.

2- Öncelikle kaynakları kullanıp genişleterek öğrencilere yön vermek öğretmenin yaratıcılığı ile doğru orantılıdır. Güvenilir bir kaynak olduğu sürece müfredatı ve kaynakları süreç içerisinde en iyi şekilde değerlendirdiğimize inanıyorum. Bir de burada hazırlık öğrencilerinin motivasyonları, bir akademik yıl içerisinde ne kadar yol alabileceklerini belirleyebilir.

3- Yeterli değil.

4- Takip ettiğim ders planında ve yararlandığım materyallerde konuşma aktivitelerine yeterince zaman ayrıldığını düşünüyorum.

5- Kitaplarımız dört beceriyi de içinde bulundurmaktadır, konuşma içim ayrıca aktiviteler bulunmaktadır fakat bazı konulara göre öğrencilerin ilgisi artmakta ya da azalmaktadır, örneğin; futbol ile ilgili olan konularda çoğu kız öğrenci katılım daha az göstermektedir. Moda ya da alışveriş konularında ise çoğu erkek öğrenci ya katılım göstermek istememektedir ya da kısa cevaplarla konuyu geçiştirmek istemektedir.

6- Speaking practice için ayrı bir blok ayırıyoruz ve kitaplarda da Readings listening lerden önce warm up soruları öğrencilerimizi konuşmaya teşvik edebilecek şekilde hazırlanmış.

7- Özellikle başlangıç ve ilk düzeylerde daha ilgi çekici ve basit konuşturma aktiviteleri içeren bir müfredat hazırlanması gerektiğini düşünüyorum.

8- Kullanılan müfredatlarına ve kitaplardaki aktivitelerin yeterli olduğunu düşünüyorum fakat sınıf mevcutları ve takip etmemiz gereken müfredattan dolayı tüm öğrencilere eşit ve yeterli konuşma fırsatı tanıyamadığımızı düşünüyorum.

9- Eğitim müfredatı, kullanılan kitaplar, yapılan sınavlar pandemi öncesine göre hazırlandığı için yetersiz kalmıştır.

10- Ders kitaplarının etkili olduğunu düşünüyorum, öğretmen ve öğrenci motivasyonu yeterli olduğu sürece konuşma ortamının sağlanacağını düşünüyorum.

11- Çalıştığım kurumda ilgili müfredat ve uygun kaynakların kullanıldığını düşünüyorum. Sorun şu ki dil öğrenimi uzun soluklu bir süreç ve iki yarı yıl içerisinde başlangıç düzeyindeki bir öğrencinin B2 seviyesinde konuşma becerisi kazanması çok zor.

12- Kaynak kitap olarak Pioneer in çok başarılı bir kitap olduğunu düşünmekteyim. Uygulaması online derslerimiz için çok uygun. Dinleme, okuma, kelime, gramer, telaffuz ve konuşma alıştırmaları var. Ekstradan alıştırma kitapları ve kitabın arka sayfalarında kelime listeleri, fiil listeleri ve gramer özetleri mevcut. Bütün bu alıştırmalar güncel konuları ve yenilikçi konular içeriyor ve bu da kitabı ilgi çekici kılıyor.

13- kitaplar cefr a göre artım zengin içerikli doğru yaklaşımlarla hazırlanmışsa dolayısıyla kullanılan her malzeme etkili ve verimlidir. Bizlerde ekstradan sorulardan oluşan speaking kitapçığı kullanıyoruz kendimizin hazırladığı.

14- Her hangi kitabı okutursanız okutun zaten konuşma tüm bölümlerde kullanılan bir beceri. Reading parçası öncesinde warm-up kısmında parça hakkında konuşuluyor, keza okunan parçanın anlam analizi kısmında da bolca speaking aktivitesi yapılıyor. Listening aktiviteleri aynı şekilde. Speaking ayrı bir ders olarak okutulmasa bile zaten tüm becerilerin içine yedirilmiş durumda keza bizim okulumuzda ayrı bir ders olarak da yapılmakta.

15- Derslerde Türkçe konuşmuyoruz, sadece İngilizce dilinde iletişim sağlıyoruz. Her hafta en az bir blok dersimizi speaking için ayırıyoruz. Bunun yanı sıra, speaking center ile de öğrencilerin ders dışı speaking yapabilmesi için destek veriyoruz.

1- Again, as I mentioned above; Curricula should be designed in a way to emphasize speaking skills and appropriate methods should be used. They should watch movies, and activities such as making interviews and presentations on certain subjects and places (touristic places) should be planned.

2- First of all, directing the students by using and expanding the resources is directly proportional to the creativity of the teacher. I believe we make the best use of the curriculum and resources in the process as long as it is a reliable source. Here, the motivation of the preparatory students can determine how far they can go in an academic year.

3- It is not enough.

4- I think that enough time is allocated for speaking activities in the lesson plan I follow and the materials I use.

5- Our books include all four skills, there are also activities for speaking, but the interest of the students increases or decreases according to some subjects, for example; most female students show less participation in football-related issues. On the subject of fashion or shopping, most male students either do not want to participate or want to pass the subject with short answers.

6- We reserve a separate block for speaking practice, and the warm-up questions in the books are prepared in a way that can encourage our students to speak before the Readings listening.

7- I think it is necessary to prepare a curriculum that is more interesting and includes simple speaking activities, especially at the beginning and early levels.

8- I think that the curriculum used and the activities in the books are sufficient, but I think we cannot give all students equal and sufficient speaking opportunities due to the class sizes and the curriculum we need to follow.

9- Since the education curriculum, the books used, and the exams were prepared before the pandemic, they were insufficient.

10- I think the textbooks are effective, as long as teacher and student motivation is sufficient, I think that a speaking environment will be provided.

11- I think that the relevant curriculum and appropriate resources are used in the institution where I work. The problem is that language learning is a long-term process, and it is very difficult for a beginner to gain B2 level speaking skills in two semesters.

12- As a sourcebook, I think Pioneer is a very successful book. Its application is very suitable for our online lessons. There are exercises for listening, reading, vocabulary, grammar, pronunciation, and speaking. Extra workbooks and word lists,

verb lists, and grammar summaries on the back pages of the book all of these exercises contain current topics and innovative topics, which makes the book interesting.

13- If the books are prepared with the right approaches with increment rich content according to cefr, therefore every material used is effective and efficient. We also use a speaking booklet consisting of extra questions prepared by ourselves.

14- No matter what book you read; speaking is a skill used in all sections. Before the reading piece, the piece is spoken about in the warm-up section, as well as a lot of speaking activity in the meaning analysis section of the piece being read. Listening activities likewise. Even if Speaking is not taught as a separate lesson, it is already absorbed into all skills, and it is also taught as a separate lesson in our school.

15- We do not speak Turkish during the lessons, we only communicate in English. We reserve at least one block lesson for speaking every week. Besides, we provide support for students to speak out of class with the speaking center.

9- Sizce İngilizce konuşma becerileri Türkçe konuşma becerilerinden zor mudur? Kolay mıdır? Neden?

1- Elbette insanın anadilinde konuşması çok daha kolaydır. Kimse hatanızı dikkate almaz çünkü dilin sahibi sizsiniz. Kendi dilinizi belli kurallar çerçevesinde ama yine de istediğiniz şekilde kullanma yetkisine sahipsiniz. Zira "Language is an arbitrary system."olduğuna göre iletişim sağlandığı sürece sorun yoktur. Ancak İngilizce konuşmak; ihtiyacı, hatta zorunluluğu ve belli bir birikimi gerektirir. Ayrıca 11 yaşına kadar edinim gerçekleşirken 11 yaşından sonra öğrenim öne çıkar. Bu da kural ezberlemenin gerekli olduğu anlayışına yol açar. Nitekim Orta öğretim ve üniversitelerde mevcut durum da budur. Bir başka husus, Türkiye'de ne yazık ki yabancı dil öğrenimiyle ikinci dil öğreniminin farkı çok gözetilmeden kitap seçimi ve öğretim yöntemleri belirlenmektedir. Öncelikle bizim öğrendiğimiz ve öğrettiğimiz İngilizcenin yabancı dil olduğu gerçeğini kabullenip ona göre kitap ve yöntemler belirleyip uygulamalıyız. Aksi takdirde çok iyi kelime ve gramer bilgisi olan hatta yazabilen ancak hiç konuşamayan bireyler yetiştirmeye devam ederiz.

2- Herhangi iki dilin karşılaştırılmasında olabileceği gibi zorlukları da kolaylıkları da vardır. İki dilin ortak yönleri olduğu gibi farklı tarafları da vardır. Örneğin Türkçe'nin sondan eklemeli bir dil olması ama İngilizce'de bunu

karşılamayan durumların mevcudiyeti gibi. Hangi dil olursa olsun anadilin verdiği rahatlık başkadır.

3- Sanmıyorum. Transfer edilebilen beceriler hatta. Karşılıklı iletişim kurma, sosyal beceriler evrenseldir az çok kültürel farklılıklar olması dışında. Bunlara dikkat çekmek iyi olur. Dilsel farklılıklar da öğretimin bir parçası olduğuna göre geriye çoğunlukla beceriyi geliştirmek için neler yapılabileceği kalıyor.

4- Türkçe' deki ünlü/ünsüz uyumunu düşünürsek, bir yabancı için Türkçe konuşmanın daha zor olduğunu düşünüyorum. Bizim için de Türkçe'de olmayan sesleri doğru çıkarabilmenin ve kelime/cümle vurgusunu doğru yapabilmenin zor olduğunu düşünüyorum. Vurgu İngilizce için önemli olsa da bizim önceliğimiz kelimenin bir şekilde anlaşılabilir olarak telaffuz edilmesi olduğundan, İngilizce konuşma becerileri öğretiminin, Türkçe konuşma becerileri öğretimine kıyasla görece daha kolay olduğu söylenebilir.

5- Daha kolay olduğunu düşünüyorum İngilizce 'nin gramer yapısının. Türkçe 'deki çekimler ve zamanlar daha detaylı.

6- Tabi ki anadili türkçe olan ve bu zamana kadar İngilizceye fazla maruz kalmamış öğrencilerimiz için zor denebilir.

7- Neden? Her dilin farklı bir yapısı olduğunu ve dil farkı gözetmeksizin, anadili olmadığı için her insan için ikinci dilde konuşmanın ilk başta zor olacağını düşünüyorum.

8- Küçük yaştan itibaren İngilizce diline maruz kalan kişilerde Türkçe konuşma becerileriyle aynı zorlukta olduğunu düşünüyorum fakat eğer kişi yetişkin yaşta dil öğrenmeye başladıysa tabi ki Krashen 'ın 'Affective Filter Hypothesis' devreye giriyor ve yabancı dil öğrenimini zorlaştırıyor.

9- Tabii, İngilizce yazıldığı gibi okunan bir dil olmadığı için İngilizce öğreniminde konuşmayı öğretmek daha zor.

10- Anadilde konuşma becerisi edinilir, sonradan öğrenilmez, aynı şartlar sağlandığı sürece bu anadilde de yabancı dilde de aynıdır.

11- Türkçenin yazıldığı gibi okunuyor olması, cinsiyet kategorisinin olmayışı, sistemli ve düzenli bir cümle yapısının olması Türkçe konuşma becerilerini kolaylaştırıyor. Bunun Yanısıra İngilizce 'nin televizyonda, dizilerde, filmlerde, sokakta, bilgisayar oyunlarında karşılarına çıkmaları dili kullanmayı kolaylaştırıyor.

12- İngilizce konuşma becerileri Türkçeden daha kolaydır, çünkü İngilizce sürekli etrafımızda. Biraz ingilizce kalıplar öğrendiğimizde kısa kısa diyaloglar kurabiliriz ama bu Türkçe dilimiz için daha zordur diye düşünmekteyim.

13- İngilizceyi çocuk sonradan yabancı dil olarak öğrendiyse zordur ikinci dil ise direk küçük yasta öğrendiyse o kadar zor değildir türkçe gibi öğrenenler ancak bizde yabancı dildir tek suni ortam bu konuda sınıf.

14- Bu konu hakkında objektif bir yorum yapamayacağım çünkü biri içine doğduğum bir dil diğeri 11 yaş itibariyle öğrenmeye devam ettiğim bir dil, uzun yıllardır aldığım tüm eğitimler İngilizce olmasına rağmen ana dilimde kendimi daha içtenlikle ifade edebildiğimi düşünüyorum fakat bu kişiler bazında farklılık gösterebilir.

15- Bence ikisini zorluk kolaylık açısından karşılaştırmak pek adil olmaz çünkü Türkçe anadilimiz bir şekilde iyi ya da kötü konuşma becerileri edindik. İngilizceyi 2. dil olarak öğrendiğimiz ve mükemmel konuşmaya çalıştığımız için konuşmanın zor olduğunu düşünüyoruz ve gözümüzde büyütüyoruz. Öğrencilerime de hep bunu söylüyorum. Mükemmeli istemesek ve biraz kendimizi ifade ederken rahat olsak çok da güzel İngilizce öğreniriz.

1- Of course, it is much easier to speak in one's mother tongue. Nobody cares about your mistake because you are the owner of the language. You are authorized to use your language within certain rules, but still, the way you want. Because there is no problem as long as communication is provided since it is "Language is an arbitrary system." But speak English; requires a need, even an obligation, and a certain experience. Also, while acquisition takes place until the age of 11, education becomes prominent after the age of 11. This leads to the understanding that memorization is necessary. This is the current situation in secondary education and universities. Another point is that unfortunately, the difference between the book without a much-favored choice of second language learning with foreign language learning and teaching methods in Turkey is determined. First of all, we must accept the fact that the English we learn and teach are a foreign language, and we must determine and apply books and methods accordingly. Otherwise, we continue to raise individuals

who have very good vocabulary and grammar knowledge, and even can write but cannot speak at all.

2- There are difficulties in comparing any two languages, as well as ease. The two languages have different aspects as well as common aspects. For example, the fact that Turkish is an additive language but some situations do not meet this in English. Regardless of the language, the comfort given by the native language is different.

3- I do not think so. Even transferable skills. Mutual communication and social skills are universal except that there are more or less cultural differences. It would be good to draw attention to these. Since linguistic differences are also a part of the teaching, what remains mostly to improve the skill.

4- Considering the vowel/consonant harmony in Turkish, I think it is more difficult for a foreigner to speak Turkish. I think it is difficult for us to make sounds that are not in Turkish correctly and to emphasize words/sentences correctly. Although the emphasis is important to English, it can be said that teaching English speaking skills is relatively easier than teaching Turkish speaking skills, since our priority is to pronounce the word understandably.

5- I think it is easier to understand the grammatical structure of English. The shots and times in Turkish are more detailed.

6- Of course, it can be difficult for our students whose mother tongue is Turkish and who have not been exposed to English much until now.

7- Why is that? I think it will be difficult at first for every person to speak in a second language, as each language has a different structure and is not a mother tongue, regardless of language.

8- I think that people who have been exposed to the English language from a young age have the same difficulty with their Turkish speaking skills, but if the person starts learning the language at an adult age, of course, Krashen's 'Affective Filter Hypothesis' comes into play and makes foreign language learning difficulties.

9- Of course, teaching speaking in English learning is more difficult, as English is not a language to read as it is written.

10- The skill of speaking in the mother tongue is acquired, it is not learned later, as long as the same conditions are met, this is the same in the mother tongue and a foreign language.

11- The fact that Turkish is read as it is written, the absence of a gender category and a systematic and regular sentence structure facilitate Turkish speaking skills. Also, the fact that English appears on television, in series, movies, on the street, and in computer games makes it easier to use the language.

12- English speaking skills are easier than Turkish because English is around us all the time. When we learn some English patterns, we can make short dialogues, but I think this is more difficult for our Turkish language.

13- If the child later learned English as a foreign language, it is difficult, the second language is not so difficult if he learned it directly at a young age. Those who learn Turkish like Turkish are the only foreign language in our classroom.

14- I cannot make an objective comment on this issue because one is a language I was born into and the other is a language I continue to learn as of the age of 11, I think I can express myself more sincerely in my native language, although all the training I have received for many years is English, these may differ based on individuals.

15- I think it would not be fair to compare the two in terms of difficulty and convenience because our Turkish native language somehow acquired good or bad speaking skills. Since we learn English as a second language and try to speak perfectly, we think it is difficult to speak and we overestimate it. I always say this to my students. We will learn English very well, even if we do not want perfection and are comfortable expressing ourselves a little.

10- İngilizce konuşma becerilerini artırmak için hangi yaklaşımlar kullanılabilir?

1- İngilizce konuşma becerilerini arttırmak için öncelikle klasik den vaz geçmek; Holistik yaklaşım, Suggestopedia, Total Physical Response ve Communicative Language Teaching (CLT) yaklaşımları öne çıkarmak gerekir.

2- Çoğumuz geleneksel yaklaşımları kullanırız derslerimizde. Öğrencinin seviyesine göre değişkenlik gösterebilir. Eğer çok başlangıç seviyesindeyse mimiklerimizi kullanarak, daha ileri seviyelerde pair ya da group diyaloglarıyla ilerleyebiliriz. Bir diğeriyse discussion yaratarak bireysel olarak söz alıp fikir ortaya

koyabilecekleri yaklaşımlar olabilir, burada brain map oluşturulması aktiviteleri daha ilgi çekici hale getirebilir. Benim en çok tercih ettiğim birbirleriyle konuşabilecekleri pair speaking aktiviteleri.

3- Genel olarak işe yarayan stratejiler: hazırlık yapmayı (konuşulacak konu ili ilgili sahip olunan bilgiyi aktifleştirmek, derlemek, toparlak vs. için), prova yapmak, task ı tekrar etmek gibi teknikler hem akıcılığı hem doğruluğu arttırır. Bunlar dışında da Öğrencilere kullanabilecekleri hazır kalıplar örneğin; I see your point, what I am trying to say is vs., duraksama esnasında başvurabilecekleri yapılar ör; you know, I mean vs , paraphrase yapmak ve bunun gibi stratejiler öğretilebilir.

4- Dil öğretimine gereğinden fazla analitik bakılmasının doğru olmadığını düşünüyorum. Çeşitli beceriler(yazma, konuşma gibi) ayrı ayrı ele alınabilir olsalar da, birbirlerinden tamamen bağımsızdırlar demek pek doğru olmayacaktır. Önce öğrencilerin daha güçlü oldukları yönleri(okuduğunu anlama, yazma…vb) öne çıkarılıp, konuşma aktiviteleri de bu beceriler öğretilirken dersin bir parçası haline getirilebilir. Basit bir cevabın öğrenci tarafından sesli söylenmesi bile konuşma için yardımcı bir aktivite olacaktır.

5- Müfredat konuşmaya daha ağırlık verebilir ya da daha gerçek hayattan materyaller ile anlamlı ve gerçekçi konuşma ortamları yaratılabilir.

6- Çocukların ilgilerini çekebilecek pek çok İngilizce dizi ve film mevcut. Bu yayınları izleyerek hem eğlenip hem de İngilizcelerini geliştirebilirler. Nitekim bu nu sık yapan öğrencilerimin daha rahat kendilerini ifade edebildiklerini ve daha güzel telaffuza sahip olduklarını gözlemliyorum.

7- İngilizce konuşma becerilerini artırmak için dinleme, okuma, yazma ve kelime- gramer çalışmaları ile birlikte yürütülmesi esasını içeren yaklaşımlar kullanılmalıdır.

8- Dil öğrenimini geliştirme (kelime öğrenimi), sıklıkla pratik yapma (sınıf içi ve sınıf dışı), öğrencileri motive edici eğlenceli grup ve sınıf aktiviteleri uygulamak, öğrencilere sınıf içi sesli okuma yaptırmak.

9- Öncelikle 8-10 kişilik sınıflarda ders yapılmalıdır.

10- Öğrencilerin birbiriyle etkileşim halinde olmasını sağlayan tüm yaklaşım türleri uygun olacaktır.

11- Gramer ağırlıklı eğitim insanı İngilizceden soğutuyor. Sürekli gramer kurallarının yazılması, okunması, tüm dil bilgisi kurallarının peş peşe verilmesi, konuşma pratiğinin hiç yapılmaması İngilizceyi sıkıcı bir dil haline getiriyor. Öğrenme, kullanılarak, konuşularak gerçekleşmeli, aşama-aşama öğrenilen kelime ve kurallar konuşma pratiğine dökülmelidir. İngilizce altyazılar ile yayın yapan televizyon kanalları bulunmaktadır. Çoğu insan bu televizyon kanallarını takip ederek ingilizce anlama yeteneğini geliştirmeye çalışmaktadır. Öğrencilere bu gibi kanalları izlemeleri, internet üzerinden kendi ilgi alanlarında paylaşımları, konuşmaları dinlemeleri-izlemeleri teşvik edilmelidir. Sınıf içerisinde bol bol diyalog yazmaları ve okumaları cesaretlendirilmelidir.

12- Günlük hayatta/evde ingilizce konuşmaya çalışmak. İlk etapta bu kelime ve işaretlerle yapılabilir, fakat geliştikçe cümleler halinde olacaktır. Öğrenciler zevk aldıkları film, dizi, programı orijinal dilinde izlemeli ve ayrıca ingilizce müzikler dinlemeliler ve şarkıların liriklerine eşlik edebilirler. Arkadaşlar arasında birbirleriyle ingilizce konuşmaya çalışmalılar. Tek tek kelime öğrenmek yerine ifade öğrenmeleri onlar için daha avantajlı olacaktır. Özellikle öğrendikleri kelimeleri/ifadeleri günlük hayatlarında kullanmaya çalışmalılar. Yabancı bir öğrenci ile mail arkadaşı olabilirler ve birbirlerine İngilizce mail atabilirler.

13- Communicative approach ile birlikte impromptu speech yapılmalı sunumlar olabilir aslında kitaplarda ve derslerde verdikleri her cevap bunu göstermektedir.

14- Dilin konuşulduğu ortamlarda bulunmak, yabancı öğrencilerle kurulacak dostluklar, mümkünse yabancı dilin konuşulduğu ülkelerde bulunmak, speaking club tarzı aktivitelere katılmak aklıma ilk gelenler.

15- Online ve interaktif birçok aplikasyon var. Bunlar ders içinde ve ders dışında kullanılabilir. Yabancı konuşma arkadaşları bulunarak onlarla günlük dilde konuşmak için öğrenciler desteklenebilir.

1- To increase speaking skills in English, first of all, giving up on classical; Wholistic approach, Suggestopedia, Total Physical Response and Communicative Language Teaching (CLT) approaches should be highlighted.

2- Most of us use traditional approaches in our lessons. It may vary according to the level of the student. If we are at a very beginner level, we can move forward with pair or group dialogs at more advanced levels using our gestures. Another one may be the approaches where they can create discussions and express their opinions individually, creating a brain map here can make the activities more interesting. My most preferred are pair speaking activities where they can talk to each other.

3- Strategies that work in general: techniques such as preparing (activating, compiling, clearing, etc.), rehearsing, repeating the task, increase both fluency and accuracy. Apart from these, ready-made molds that students can use, for example; I see your point, what I am trying to say is, etc., structures they can refer to during a pause e.g.; You know, I mean, etc., paraphrasing and strategies like this can be taught.

4- I think it is not right to look at language teaching more analytically than necessary. Although various skills (such as writing, speaking) can be handled separately, it would not be correct to say that they are completely independent of each other. First, the strengths of the students (reading comprehension, writing, etc.) can be highlighted and speaking activities can be made a part of the course while teaching these skills. Even saying a simple answer out loud by the student will be a helpful activity for conversation.

5- The curriculum can give more weight to speaking or meaningful and realistic speaking environments can be created with more real-life materials.

6- Many English TV series and movies can attract the attention of children. By watching these publications, they can both have fun and improve their English. I observe that my students who do this frequently can express themselves more easily and have better pronunciation.

7- To increase English speaking skills, approaches including listening, reading, writing, and working together with vocabulary-grammar studies should be used.

8- Developing language learning (vocabulary learning), practicing frequently (in and out of the classroom), applying fun group and classroom activities that motivate students, making students read aloud in the classroom.

9- First of all, lessons should be done in classes of 8-10 people.

10- All types of approaches that enable students to interact with each other will be appropriate.

11- Grammar-based education turns people off from English. Constantly writing and reading grammar rules, giving all grammar rules one after another, and not practicing speaking at all makes English a boring language. Learning should be realized by using and speaking, and the words and rules learned step by step should be put into speaking practice. Television channels are broadcasting with English subtitles. Most people try to improve their English comprehension by following these television channels. Students should be encouraged to watch such channels, to share their interests on the internet, to listen to speeches. They should be encouraged to write and read a lot of dialogue in the classroom.

12- Trying to speak English in daily life / at home. In the first place, this can be done with words and signs, but as it develops, it will be in sentences. Students should watch the movies, TV series, and programs they enjoy in their original language and also listen to English music and accompany the lyrics of the songs. They should try to talk to each other in English among friends. It will be more advantageous for them to learn expressions instead of learning individual words. In particular, they should try to use the words/expressions they have learned in their daily lives. They can become e-mail friends with a foreign student and send each other e-mail in English.

13- With the communicative approach, there may be presentations with impromptu speech every answer they give in books and lessons shows this.

14- Being in environments where the language is spoken, friendships to be established with foreign students, if possible, visiting countries where the foreign language is spoken, participating in speaking club-style activities are the first things that come to my mind.

15- There are many online and interactive applications. These can be used in and outside of the classroom. Students can be supported to talk to them in everyday language by finding foreign-speaking partners.

REFERENCES

Adiyaman, Zehra. Uzaktan eğitim yoluyla yabancı dil öğretimi. *The Turkish Online Journal of Educational Technology TOJET 1.11* (2001): 92-97.

Ahmed, S. T. S. (2018). *Challenges of English language teaching in Yemeni primary and secondary schools.* GRIN Veriag, Academic paper, 1-11.

Akarsu, B., *Akarsu, B. Bilimsel Arastirma Tasarımı: Nicel, Nitel ve Karma Araştırma Yöntemleri. Istanbul: Cinius Yayınları*. 2019.

Akkakoson, S. (2016). *Speaking Anxiety in English Conversation Classrooms among Thai Students. Malaysian Journal of Learning and Instruction*, 13(1), 63-82.

Al Hosni, Samira. Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL) 2.6* (2014): 22-30.

Al-Jamal, Dina A., and Ghadeer A. Al-Jamal. An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills. *English Language Teaching 7*.1 (2014): 19-27.

Arifin, Win Listyaningrum. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal 10*, 1, 29-47.

Baghdadi, Z. D. (2011). Best practices in online education: Online Instructors, courses, and administrators. *Turkish Online Journal of Distance Education*, *12*(3), 109-117.

Bakar, Nadzrah Abu, Hafizah Latiff, and Afendi Hamat. (2013). Enhancing ESL learners speaking skills through the asynchronous online discussion forum. *Asian Social Science* 9, 9: 224.

Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor affecting students' English-speaking skills. *British journal of arts and social sciences, 2(*1), 34-50.

Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387-401.

Bozkurt, A., Keskin, N. O., & De Waard, I. (2016). Research trends in a massive open online course (MOOC) theses and dissertations: Surfing the tsunami wave. *Open Praxis, 8(*3), 203-221.

British Council. (2015). *Türkiye'de yükseköğretim kurumlarındaki İngilizce eğitimi: Bir durum analizi*. Retrieved November, 7, 2018.

British Council. (2020). *Teaching speaking abilities – 2 – overcoming classroom problems.* Retrieved from https://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems

Brumfit, C. J. (1979). *The Communicative Approach to language teaching*. Oxford University Press, Oxford.

Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, *57*(2), 105-112.

Cao, M. (2017). The impact of MOOCs on college English reform in Mainland China. *Journal of Language Teaching and Research*, 8(3), 571-576.

Chang, M., & Goswami, J. S. (2011). Factors Affecting the Implementation of Communicative Language Teaching in Taiwanese College English Classes. *English Language Teaching*, *4*(2), 3-12.

Chia, H. U., Johnson, R., Chia, H. L., & Olive, F. (1999). English for college students in Taiwan: A study of perceptions of English needs in a medical context. *English for Specific purposes*, *18*(2), 107-119.

Côté, J. E., & Allahar, A. (2011). *Lowering higher education: The rise of corporate universities and the fall of liberal education*. University of Toronto Press.

Damary, R., Markova, T., & Pryadilina, N. (2017). Key challenges of on-line education in multi-cultural context. *Procedia-Social and Behavioral Sciences*, *237*, 83-89.

Doyon, P. (2000). Shyness in the Japanese EFL class: Why it is a problem, what it is, what causes it, and what to do about it. *The Language Teacher*, *24*(1), 11-16.

Fang, F. (2010). A discussion on developing students' communicative competence in college English teaching in China. *Journal of Language Teaching and Research, 1*(2), 111-116.

Farooq, F., Rathore, F. A., & Mansoor, S. N. (2020). Challenges of online medical education in Pakistan during the COVID-19 pandemic. *J Coll Physicians Surg Pak, 30*(6), 67-9.

Fauzan, U. (2016). Enhancing the speaking ability of EFL students through debate and peer assessment. *EFL Journal*, *1*(1), 49-57.

Felix, U. (2001). The Web's potential for language learning: The student's perspective. ReCALL: *The Journal of EUROCALL*, *13*(1), 47.

Finch, Denise, and Karen Jacobs. Online education: Best practices to promote learning. *Proceedings of the human factors and ergonomics society annual meeting. Vol. 56. No. 1. Sage CA:* Los Angeles, CA: SAGE Publications, 2012.

Firat, M., & Bozkurt, A. (2020). Variables affecting online learning readiness in an open and distance learning university. *Educational Media International*, *57*(2), 112-127.

Friedman, J. (2020). Tackle challenges of online Classes due to covid-19. Retrieved from https://www.usnews.com/education/best-colleges/articles/how-to-overcome-challenges-of-online-classes-due-to-coronavirus

Gan, Z. (2012). Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong. *Australian Journal of Teacher Education, 37*(1). http://dx.doi.org/10.14221/ajte.2012v37n1.4

Garza Mitchell, R. L. (2009). Online education and organizational change. *Community College Review*, *37*(1), 81-101.

Haznedar, B. (2010, November). Türkiye'de yabancı dil eğitimi: Reformlar, yönelimler ve öğretmenlerimiz. *In International Conference on New Trends in Education and Their Implications* (pp. 11-13).

Holmberg, A. (1986). Word Order and Syntactic Features in the Scandinavian Languages and English. Diss. Univ.

Huo, X. (2019). Flipped Classroom Teaching Model for College English Majors and Its Implementation Based on MOOC Platform.

Jigang, C. (2005). Some thoughts on college English teaching [J]. *Foreign Language Teaching and Research*, 2, 15-22.

Khati, K., & Bhatta, K. (2020). Challenges of Online Education during COVID-19 Pandemic in Nepal. *International Journal of Entrepreneurship and Economic Issues, 4*(1), 45-49.

Khong, T. D. H., & Saito, E. (2014). Challenges confronting teachers of English language learners. *Educational Review*, 66(2), 210-225.

Kirkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy*, 23(5), 663-684.

Lamarre, P. (2012). English Education in Quebec; Issues and Challenges. *Ottawa: Canadian Heritage,* 175-214.

Larreamendy-Joerns, J., & Gaea L. (2006). Going the distance with online education. *Review of Educational Research* 76-4: 567-605.

Li, Q. (2018). Study on the college English curriculum from the perspective of general education. *Theory and Practice in Language Studies*, *8*(7), 836-840.

Miller, T. P. (2011). *The evolution of College English: Literacy Studies from the Puritans to the Postmoderns*. The University of Pittsburgh Press.

Miyamoto, M., Suzuki, N., Fukada, A., Huang, Y., Hou, S., & Hong, W. (2017). Teaching Languages Online*: Innovations and Challenges.*

Moore, M. G., & Kearsley G. (2012). Distance Education: A Systematic View of Online Learning.United Kingdom: *Wadsworth Cengage Learning.*

Nash, J. A. (2015). Future of Online Education in Crisis: A Call to Action. *Turkish Online Journal of Educational Technology*-TOJET, *14*(2), 80-88.

Özdemir, E. A. (2006). Türkiye'de İngilizce öğreniminin yaygınlaşmasının nedenleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2(1).

Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online education: Worldwide status, challenges, trends, and implications. *Journal of Global Information Technology Management, 21*(4), 233-241.

Paulsen, M. F., Søren N., & Carl H. (2003). Online Education: Learning Management Systems: Global E-Learning in A Scandinavian Perspective. NKI Gorlaget.

Rajab, M. H., Gazal, A. M., & Alkattan, K. (2020). Challenges to online medical education during the COVID-19 pandemic. *Cureus, 12*(7).

Ramírez Romero, J. L., Sayer, P., & Pamplón Irigoyen, E. N. (2014). English language teaching in public primary schools in Mexico: The practices and challenges of implementing a national language education program. *International Journal of Qualitative Studies in Education, 27*(8), 1020-1043.

Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education program in Turkey. *Journal of Education for Teaching, 32*(4), 369-378.

School Education Gateway. (2020). Survey on online and distance learning. Retrieved from https://www.schooleducationgateway.eu/en/pub/viewpoints/surveys/survey-on-online-teaching.htm

Setyaningsih, L., & Djoko S. (2019). A Descriptive Study on The Problems Faced by Teacher in Teaching Speaking to The Seventh Grade Students of SMP Negeri 2 Simo in the 2017/2018 Academic Year. Diss. Universitas Muhammadiyah Surakarta.

Simamora, R. M. (2020). The Challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching, 1*(2), 86-103.

Stockwell, G. (2013). *Technology and motivation in English-language teaching and learning. In International perspectives on motivation* (pp. 156-175). Palgrave Macmillan, London.

Sun, Y. C., & Fang-Ying Y. (2015). I help; therefore, I learn service-learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning 28*.3: 202-219.

Taylan, U. (2018). VoScreen online foreign language learning environment. *Journal of Educational Technology and Online Learning, 1*(1), 60.

Ulum, Ö. G. (2015). History of EFL Teacher Education Programs in Turkey. *Online Submission 3*.7: 42-45.

Vezne, R. (2020). Teacher Candidates' Satisfaction with Massive Open Online Courses in Turkey. Cypriot Journal of Educational Sciences, *15*(3), 479-491.

Watkins, J., & Michael W. (2011). Using YouTube in the EFL classroom. *Language Education in Asia 2*.1: 113-119.

Yaman, İ. (2015). Üniversitelerde zorunlu ingilizce (5I) derslerinin uzaktan eğitim yoluyla verilmesinin artı ve eksileri. *Turkish Studies, 10(*7), 967-984.

Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: Zorluklar ve fırsatlar. *Rumeli 'de Dil Ve Edebiyat Araştırmaları Dergisi, (11*), 161-175.

Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: Zorluklar ve fırsatlar. *Rumeli Dil ve Edebiyat Araştırmaları Dergisi 11*: 161-175.

Yan, C. (2018). Challenges in the College English Online Teaching and Its Countermeasures. *In 5th International Conference on Education, Language, Art, and Inter-cultural Communication (ICELAIC 2018)* (pp. 159-161). Atlantis Press.

Yoon, H. (2019). An Online College Near Me. *The International Review of Research in Open and Distributed Learning,* 20(5), 64-84.

Yurtsever, G. (2013). English language instructors' beliefs on professional development models and preferences to improve their teaching skills . *Procedia-Social and Behavioral Sciences*, 70, 666-674.

Widiati, U. & Bambang Y. C. (2006). The teaching of EFL speaking in the Indonesian context: The state of the art. *Bahasa dan seni 34, no. 2*: 269-292.