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

Orhan KOCAMAN**

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

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

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1. INTRODUCTION

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

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

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

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

Karip (2002) as cited in Silkü (2002) explains that in order to maintain a good communication in education, teacher should be aware of some points such as expressing concepts in a way that students can understand, making presentation and meanings common by using channels which are appropriate for subject such as using audio materials together with visual materials in transition between subjects, assisting students in concentrating on subject by emphasizing the significant points of the subject or allowing students to do it.
Silkü (2002) sheds light on the students’ expectations from their instructors stating that instructors are required to put themselves in the shoes of students, consider students’ benefits, be more interested in students’ problems, make students feel that they care about them, carry out an objective evaluation towards students, be equal to all students, create a warm climate in their relationship, be tolerant and positive, be open to criticism about all subjects, be leader in activities, inform students about written procedures which regulate relationship between teachers and students or as Allwood (1982) as cited in Hallberg (2010) claimed, not being conscious of how to communicate may lead to a symmetrical relationship between actors in a less than flattering manner (p.114).

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

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

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

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

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

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

* Organizational Barriers consists of the barriers as organizational dimension and physical structure, time pressure, role relationships, hierarchy, management style, status
differences, overloading information and feedback inaccuracy (pp.35-37). Kayabaşı & Akcengiz (2014) emphasize that verbal communication in personal and social relations has an important role in the protection of cultural identity and survival of the language. One of the places where oral communication skills are gained is a school and these schools should reinforce these skills with an efficient program and teachers qualified enough to be a model with their behaviour and content knowledge.

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

1.1. Literature Review

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

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

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

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

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

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

Next, the same word may have several meanings and a student may interpret the other meaning other than the implied meaning. Pakbaz, Bigdeli et al. (2014) call this situation
Communication barriers that junior and senior elt students experience in the process…

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

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

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

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

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

The other one is teachers’ attitudes to their students as a perceptual barrier in the category indicated above. Sometimes teachers treat badly and unfairly to their students and students neither feel comfortable nor trust their teachers. Nevertheless, if the teacher-student relationship is positive and based on a mutual trust, this positively reflects on the academic performances of students. Moreover, students become self-confident and sociable. In addition to this, a healthy and effective communication affects the process of learning as well as students’ personalities. Banks (2008) directs attention to four preferences in Myers-Briggs personality types: extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving. Teachers should adopt an open, positive, consistent and sincere instead of negative attitudes towards students. They should also present students a democratic and constructive environment which is open to criticism and they do not threaten and do not judge students. Otherwise, when teachers threaten and judge their students, learners will be unwilling to attend the class and interact with the teacher.
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Emotional barriers are also vital during learning. Çapan and Şimsek (2012) conclude in their research that anxiety as an emotional barrier is a crucial obstacle which influences the process of learning. EFL learners spend more time on listening rather than speaking, they are very quiet and afraid of speaking due to anxiety. Next, anxiety impedes the whole learning process and reduces the motivation and academic performance. If students lose their motivation and interests in language learning, they are unwilling to learn. To prevent affective variables, Banks (2008) also suggests establishing a good teacher-student relationship. Some learners can deliver poor performances by virtue of anxiety, but the teacher can involve in the active listening with a view of minimizing the students’ anxiety. In other words, they can give learners a chance to express themselves. They can also give positive feedback to their students so that students can improve their performances. In addition, Helfrich and Bosh (2011) support peer or group working and peer tutoring because the teacher can make groups in different language levels. Students can learn language from his or her friend as well as the teacher. Moreover, students will feel more relaxed with a friend.

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

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

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

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

1.3. The Research Questions of the Study
The following questions lead to the study;
7- What kind of barriers do learners face in the process of learning a foreign language?
8- What are the perceptions of students about the barriers?

2. METHOD

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

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

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

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

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

![Table 1. Emotional Barriers]

<table>
<thead>
<tr>
<th>THEMES</th>
<th>SUB-CODES</th>
<th>n</th>
<th>f</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>S10,S11,S12,S15,S17,S18,S19, S23, S25, S26, S31,S32,S34</td>
<td>13</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>S10,S11,S15,S17,S18,S21,S26,S37</td>
<td>8</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td>S7, S12, S27,S28</td>
<td>4</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>S29</td>
<td>1</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Shy</td>
<td>S10,S26</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td>S15</td>
<td>1</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Bored</td>
<td>S4</td>
<td>1</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Dislike</td>
<td>S6,S12</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Reluctance</td>
<td>S10,S15,S16</td>
<td>3</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Poor Concentration</td>
<td>S6, S19</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

The opinions of learners about anxiety and motivation are below.

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

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

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

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

Table 2. Language Barriers

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

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

S5: “because of not knowing enough vocabulary, I cannot write something.”
S7: “The lack of vocabulary at the beginning of my learning process was a barrier.”
S36: “The mother tongue really has effects on communication problems…. We see the effects of it one even pronunciation. It blocks communication…” (The qualitative data-interview)
Table 3.
Perceptual Barriers

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

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

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

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

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

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

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

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

(Interview)

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

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

S6: “... lack of materials”

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

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

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

Additionally, only two learners voiced their opinions about the culture. One student from the semi-structured interview verbalized her experience about the lack of culture.
Because of the lack of culture, the student had difficulty in understanding language (see Table 4).

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

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

<table>
<thead>
<tr>
<th>THEMES</th>
<th>CODES</th>
<th>SUB-CODES</th>
<th>n</th>
<th>f</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Barriers</td>
<td>Negative Perception of Students</td>
<td>Comedy elements</td>
<td>2</td>
<td>6%</td>
<td>S20, S35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jokes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mimics</td>
<td></td>
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<td></td>
<td></td>
<td>information</td>
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</tbody>
</table>

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

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

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

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

When the study is compared with other studies indicated above, the results show similarities and differences. According to the results, the most powerful and noteworthy barriers are anxiety and teachers. The findings of the study conclude that Turkish EFL learners suffer from anxiety and teachers’ different attitudes. The percentages of these barriers are high compared to the previous studies. Çapan and Şimsek (2012) and Tuncer and Doğan’s studies (2015) approved the results. Learners find their teachers completely insufficient and they claim that teachers adopt traditional methods while teaching. 80% of participants in Ahmad’s study (2015) explained that teachers preferred the teacher-centered approach rather than learner-centered approach whereas in that study, only one student voiced that the teacher preferred the teacher-centered approach. Other major
findings indicate that EFL learners suffer from poor motivation, lack of world knowledge, and the effects of native language on foreign language. As for cultural barriers, the study could not obtain significant results.

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

REFERENCES


Communication barriers that junior and senior elt students experience in the process


GENİŞ ÖZET

1. Giriş


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

* Fiziksel ve Teknik Engeller, mesajı asla iletebilme, kanal ve araçlarla ilgili, gürültüləyle alakalı ve dil ile ilgili engellərdır.

* Psikolojik ve Sosyal Engeller, iletişim amacınnın, önyarguların, algıda farklılıkların, görüş farklılıklarının, tutum ve davranışların, sosyo-kültürel farklılıkların ve edindiği bilgi düzeyinin yetersizliği gibi engellərdən oluşmaktadır.

* Örgütsel Engeller, örgütsel ve fiziksel yapının, zaman baskı, rol ilişkileri, hiyerarşi, yönetim tarzı, durum farklılıkların, asır yüksek bilgisi ve geri bildirim yanlıılığı gibi engellərdən oluşur (sayfa 35-37).

Kayaoğlu ve Sağlamel (2013) konuşma sınıflarında dil kaygısının nedenlerini dilsel zorluklar (kelime bilgisi, telefaz, gramer ve cümle yapısı), dilsel zorluklar (başka dilin kullanımı bazıları dilin korkusu, san korkusu, başarsızlık korkusu gibi nedenlerle kategorilerine ayırdır. İletişim, paylaşımın eksikliği, hata yapma korkusu), öğretmenlerin rolü, öğrencilerin L1'lerinde rekabet edebilirlik ve bilgi eksikliği (s.149).

Silkü (2002), öğrencilerin öğretim elemanlarından beklentileri kendiyle daha fazla ilgilenmeleri, sorunlarına daha çok ilgi duymaları, Öğrencilerle karşı objektif bir
değerlendirmeye yapmaları, tüm öğrencilere eşit olmaları, ilişkilerinde sıcaklık oluşturmaları, hoşgörü ve pozitif olmaları, onlara hoşgörü göstermeleri, tüm konularda eleştirilere açık olmaları, etkinliklerde lider olmaları, Öğretmenler ve öğrenciler arasındaki ilişkileri düzenleyen yazılı prosedürler hakkında bilgilendirilmesi olarak belirtilmektedir.


Yapmış oldukları çalışmada, Elgünler & Fener (2011), iletişimin başarılmasının bir amacı olduğunu, ancak zaman zaman bu amacın ulaşılabilme olmayan belirttiler ve sosyal psikologlara göre mükemmel ve etkili iletişim ve kaliteli iletişiminin bir utopia olarak gördüklerini vurguladılar.

1.1 Çalışmanın Amacı
Araştırmanın amacı Sakarya Üniversitesi İngilizce Öğretmenliği 3. ve 4. sınıf öğrencilerinin yabancı dil öğrenme sürecinde yaşadıkları iletişim engellerine araştırılmaktır.

1.2 Araştırma Soruları
Aşağıdaki sorular çalışma sonucunu doğuruyor;
9- Öğrenciler yabancı bir dil öğrenme sürecinde ne tür engellerle karşı karşıyalar?
10- Engellerle ilgili öğrencilerin algıları nelerdir?

2. Yöntem
2.1 Araştırma Zemini ve Katılımcılar

2.2 Veri Toplama ve Enstrümanlar

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2.3. Veri analizi

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

2.3 Çalışma Sınırlılıkları


3. Bulgular

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

4. Tartışma ve Sonuç