SPEAKING DIFFICULTIES AMONG TURKISH STUDENTS IN LEARNING THE ENGLISH LANGUAGE

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Abstract - One of the four major language skills, speaking is regarded as the most crucial and centralone as it enables the learner to establish successful communication in that language, which is often the main aim of learning any foreign language. That is why it forms the focus of attention in any foreign/second language teaching and learning as failure to master this crucial language skill leads to the failure to establish successful communication. However, mastering this language skill does not go so easily with the Turkish students. Consequently, they encounter various difficulties while speaking in English. These speaking difficulties of the Turkishlearners, encountered in learning the English language is the subject of investigation in this paper. It is deemed to present work able solutions to the problem and a new direction in the language learning and teaching process.

Keywords: Speakıng Dıfficultıes, CommunicativeCompetence, English , Effects

I. INTRODUCTİON

English language has been used globally in various industries. Due to this reason, people are more aware of the need of being able to speak in English language. So, many countries other than America, Australia, and United Kingdom have been practicing this language to delimit themselves from their local competence. Therefore, this concurs with the phenomenon that majority use English as a second or foreign language to communicate with native and non- native speakers of English language (Strevens, 1992).

Language teaching practice often assumes that most of the difficulties that learners face in the study of English is a consequence of the degree to which their native language differs from English. According to the International Language Roundtable (IRL, an unfunded federal organization), a native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Chinese is. This may be true for anyone of any mother tongue setting out to learn any other language. Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their first language, such as mapping its grammatical patterns inappropriately onto the second language, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as first language transfer or "language interference." Lado (1957) claims that the grammatical structure of the native language tends to be transferred to the foreign language, and for him here lies the major source of problems in study and acquisition of the foreign language. Those structures that are different will be difficult. "... in the comparison between the native and foreign language lies the key to ease or difficulty in foreign language learning." However, these transfer effects are typically stronger for beginners' language production, and second language acquisition research has highlighted errors which can be attributed to the first language.

II. METHODOLOGY

The study in particular used mixed method of quantitative-qualitative research. The quantitative method in this research emphasizes the objective measurements and the statistical, mathematical, or numerical analysis of data collected questionnaires and surveys, or by manipulating pre-existing statistical data using computational techniques.

Specifically, in order to identify the speaking difficulties of Turkish students usually through standard questions about the speaking difficulties of Turkish students in learning English. The qualitative method was conducted through interviews. Data that was elicited through this method confirmed or validated the findings of the research.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Speaking Difficulties Encountered By Turkish Students

The succeeding tables present an analysis on the speaking difficulties encountered by Turkish students along pronunciation, grammar and vocabulary. This is very fundamental in order to identify the most feasible audio-materials that will cater to the different speaking skills needed by the Turkish students.

Common Problems in Pronunciation

Table 2 shows the common problems that the Turkish students find difficulty in pronunciation.

One problem is substitution specifically when two consonant sounds have the same points of articulation.

Difficulties	Examples	f
1. Substitution of the final[d] to [t]	read	3
	sounds	5
	seconds	2
	widen	2
	played	4
	hand	5
	world	7
	friend	8
	said	5
	compared	2
	find	3
	filled	2
	old	12
	and	13
2. Substitution of the Soft[th] sound to [t]	think	12
	anything	3
	everything	4
	third	5
3. Substitution of the hard[th] sound to [d]	the	16
	then	11
	this	12
	them	7
	that	8
4. Substitution of [ə] to [aw]	because	5
	country	4
5. Substitution of [v] to[w]	visit	3
6. Epenthesis	speakers sounds [sipIkers]	4
	studying [studyingk]	4
	learning [learningk]	6
	doing [doingk]	3
	for [forə]	14
	have [haveə]	18
	English [Englishə]	10
	carreer [karyir]	1

Table 2: Common Problems in Pronunciation

Examples of these coming from the transcripts are: word, find, and the‘d’ is substituted to ‘t.’ Both‘t’ and‘d’ are alveolar sounds. ”I can read (sounds rit)”, “It’s my second year.” “Baguio weather is so cold compared[ə] with other islands”. “I said (sounds set) two millions peoples speaks English but in my country.” “I am Turkish, I cannot talk Turkish to other friends.” “I think ehhh you easily ehhhh find good job. On the other hand, “(sounds hant),” “It’s my second year” ”English is language which connects whole world (sounds word).” ”I think [tink] English is easy than Turkish.” “With the help to English has been played a major role in many fields of medicine.” “I like to learn foreign language and culture You can widen your hori horizon”

As we can see from the examples they have difficulties with sound “d” and “t” Other consonants that are used interchangeably are the consonant sounds ‘k’ and ‘g’, both are velar sounds as well as the consonant sounds ‘p’ and ‘b’ which are both bilabial. From the transcript examples, “anything education in my opinionehhh is the most important but English is needed.” ”Almost everything is required to learn or know English.” “We have to learn ehhh this language.” “That’s why for that (sounds dat) reason I have to learn English.” “People are very nice and then I have many friends here.” “It is the third most English speaking country after America and UK.” “You can now communicate with them in English.” This mistake interference is wrought because these sounds are used interchangeably or in alternation in Turkish sound system. Also the consonant sound ‘v’ is substituted with ‘w’ as in the word visit which is pronounced ‘wisit.’ The th [ð] is substituted to soft th [θ] in the word ‘with’ and it sounds [wIθ]. These two dental sounds are difficult to

pronounced, more often than not substituted to 't' and 'd.' This is so because both sounds are not in the Turkish alphabet. Consonant cluster 'rld' as in the word 'world' (sounds word) is a commonly committed. This is also difficult because this does not appear in their native language.

In terms of vowel sounds, these are mispronounced: twenty [twinƐ]; Turkey the syllable 'key' is pronounced [kā]); very [viri], people [pāpəl]; and denied [dənid], fun (sounds fǎn) and speech (SOUNDS SPƐYCH), advantage (sounds avantƐsh), because (sounds becows).

Effects of Speaking Difficulties Along Lecture Comprehension

Lecture comprehension refers to a mental processing that should take place during discussions in the classroom so as students create meaning and understanding.

Table 4 shows the effects of speaking difficulties by the respondents as to lecture comprehension. The area mean of 3.55 signifies that the respondents strongly agreed that their speaking difficulties have affected their comprehension during class lecture. This is well supported by ratings of the Turkish students to all the indices of the speaking difficulties along lecture comprehension. This connotes that respondents perceive that language barrier have greatly affected their studies.

Among the indicators, it was shown that the item, "I am easily distracted and usually lose focus during lecture because I am hearing a different intonation pattern" wasrated by the respondents highest with a mean of 3.72 and has a verbal interpretation of strongly agree.

This implies that the supra-segmental future which is 'intonation' is the most difficult element of language which the Turkish students encounter during lecture. Cruz-Ferreira, (1983) tells us that the difficulties in the learning of L2 intonation patterns are often due to the non-equivalence of the intonation structure of the learners' L1 and the L2 structure). It is generally

	Indicator	Mean	DE	Rank
1	I am easily distracted and usually lose focus during lecture because I am hearing a different intonation pattern.	3.72	Strongly Agree	1
2	I get confused when I hear unfamiliar words in English	3.48	Strongly Agree	9
3	I have no capacity to guess the meaning of some words in context.	3.48	Strongly Agree	9
4	Although I understand most of the main points in a lecture, I usually do not understand the supporting details.	3.56	Strongly Agree	5.5
5	I cannot decipher the pronunciation of the lecturer.	3.48	Strongly Agree	9
6	There are many new words and expressions I do not understand.	3.68	Strongly Agree	2
7	The parts I do understand are usually not related to the lecture, e.g. greetings, reference to page number, etc.	3.32	Strongly Agree	11
8	I cannot follow lectures because of the difference between the grammatical structures of English and Turkish.	3.56	Strongly Agree	5.5
9	I cannot understand the lecture because the teacher is a non-native English speaker	3.56	Strongly Agree	5.5
10	I do not engage mentally during lecture because I cannot use logical arrangement of words (syntax) in English.	3.56	Strongly Agree	5.5
11	I find it difficult to understand the class discussion because of lack of vocabulary.	3.60	Strongly Agree	3
	Area Mean	3.55	Strongly Agree	

Table 4: Effects of Speaking Difficulties along Lecture Comprehension

accepted that L2 learners often have difficulty with the correct placement of word stress, especially in the initial stages of the learning process (e.g. Adams and Munro 1978; Archibald 1992; Fokes and Bond 1989; Wenk 1985). Alongside difficulties with prominence within a word, L2 learners also seem to experience difficulty with the correct placement of prominence at the sentence level (e.g. Backman 1979; Jenner 1976). Just as a language can have phonemic contrasts, like a contrast between a voiced and a voiceless stop (/d/-/t/), the prominence system within a language is also a system of contrasts. A word is produced with more acoustic salience, or prominence, in order to contrast that word with other less prominent words. Scobbie, Mennen, and Watson (2006) said that just as phonemes serve to distinguish one word from another

word, a system of prominence allows a speaker to contrast the relative importance of words. Both Jenner (1976) and Backman (1979) reported that language learners often move the most prominent word of the sentence (the main or nuclear accent) too far to the left in their L2 utterances.

Effects of Speaking Difficulties along Class Participation

Class participation refers to one of the expectations of students to be able to engage or to be involved in the language learning and teaching process. Shown in Table 5 are the effects of speaking difficulties in class participation. It can be gleaned on the table that the area mean for all the items included in this section was 3.55 which have a verbal interpretation of "strongly agree." Among the indicators, the item, "I am insecure and anxious whenever I recite in class" rated by the respondents highest with a mean of 3.81 and has an adjectival interpretation of "strongly agree."

	Indicator	Mean	DE	Rank
1	I am reluctant to participate in class discussions because I am not sure of my answers/ideas.	3.64	Strongly Agree	4
2	I am insecure and anxious whenever I recite in class.	3.79	Strongly Agree	2
3	I hesitate to talk because I cannot figure out the correct pronunciation of some words in English.	3.52	Strongly Agree	7
4	I take longer pauses because I have difficulty retrieving words to be used momentarily in class.	3.54	Strongly Agree	5.5
5	I speak softly because I am uncertain of the way I arrange words in sentence.	3.54	Strongly Agree	5.5
6	I mumble because I am unsure if my sentences are grammatically correct or not.	3.36	Strongly Agree	10
7	I have tendencies to code switch in Turkish to English and vice versa.	3.46	Strongly Agree	8
8	My voice weakens when replying to my teacher's questions.	3.32	Strongly Agree	11
9	I usually stop talking because of insufficient vocabulary words to represent my opinions and ideas.	3.40	Strongly Agree	9
10	I cannot participate during class discussions because of my grammar.	3.71	Strongly Agree	3
11	I stumble in speaking because of incorrect intonation.	3.81	Strongly Agree	1
	Area Mean	3.55	Strongly Agree	

Table 5: Effects of Speaking Difficulties along Class Participation

This implies that anxiety and insecurity are effects of speaking difficulties because students struggle in the production of utterances in order to participate in class discussions. This is in line with the Affective Filter hypothesis of Krashen (1982). He views that a number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second

language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Apart from cognitive and linguistic difficulties, learners' speaking competence is influenced by affective factors. Both anxiety and self restriction have an impact on learners' oral proficiency. Anxiety is the affective factor that "most pervasively obstructs the learning process" (Arnold and Brown, 1999). Worrying about being wrong, stupid, or incomprehensible greatly affects learners' speaking performance (Brown, 2001). Numerous students are rather nervous in class especially when they are asked to speak in class without any preparation. Too much nervousness makes learners "tongue-tied or lost for words" and absolutely influences their achievement in the classroom (Shumin, 2002). Therefore, learners should be supported in terms of motivation such as teacher should be careful not to embarrass them before speaking, so that they can lessen their anxiety and perform better in speaking. Affected by such self-restriction, it becomes harder and harder for them to open their mouth as time goes by. Since risk taking is viewed as an essence for "successful learning of a second language" (Brown, 2007). Learners should be motivated to speak bravely in order to promote their speaking competence gradually.

Rated second highest is the indicator, "I stumble in speaking because of incorrect intonation." which has a mean score of 3.72 and a verbal interpretation of "strongly agree."

Effects of Speaking Difficulties along Interaction with others

Interaction is considered to be a mutual or reciprocal action or influence of teachers to students; or students to students in the language classroom.

Table 6 discloses the effects of speaking difficulties of Turkish students along the variable interaction with others. As can be seen on the table, the area mean for all the items included in this section resulted to 3.62 which is verbally described as strongly agree.

Among the indicators, it was shown that the respondents rated the item, "I experience gaps in speaking to others because I lack fluency and accuracy in English." highest with a mean of 3.79 and has a verbal interpretation of "strongly agree."

The finding implies that the Turkish students experience gaps in speaking to others because of their lack of fluency and accuracy in English, obviously this is one of the effects of speaking difficulties. Pauses and

	Indicator	Mean	DE	Rank
1	I experience gaps in speaking to others because I lack fluency and accuracy in English	3.79	Strongly Agree	3
2	I feel awkward in talking to others because I am afraid of negative evaluation.	3.67	Strongly Agree	5.5
3	I get intimidated when I hear so many unfamiliar English words around me.	3.79	Strongly Agree	3
4	My response is delayed when I hear so many unfamiliar English words around me.	3.71	Strongly Agree	4
5	I use non-verbal communication to respond in English	3.54	Strongly Agree	7.5
6	I stammer in conversation because I have tendencies to use Turkish accent in speaking English.	3.33	Strongly Agree	11
7	I commit errors in grammar during interactions to others.	3.67	Strongly Agree	5.5
8	I am conscious of my intonation and pronunciation when answering questions.	3.79	Strongly Agree	3
9	I don't feel like reacting during group discussions because I cannot follow the flow of conversation.	3.54	Strongly Agree	7.5

10	I cannot respond during classroom conversations because of my pronunciation.	3.52	Strongly Agree	9
11	I cannot respond spontaneously because of my lack of English vocabulary.	3.50	Strongly Agree	10
	Area Mean	3.62	Strongly Agree	

Table 6: Effects of Speaking Difficulties along Interaction with others

hesitations are characterized by lack of fluency and accuracy. Turkish learners have difficulty in speaking fluent and accurate English, for their speaking competence are likely to be influenced by cognitive, linguistic and affective factors.

According to Levelt (1989), the speaking processes include conceptualization, formulation and articulation. Conceptualization deals with what information can be chosen to express the meaning. Formulation requires the speaker to find out what proper words to use in appropriate grammatical structure. And articulation needs the speaker to produce the speech with his articulatory organs. As all the three processes take place on the spur of the time, it is quite possible for learners to make mistakes in face-to-face communication. Therefore their speaking may be filled with "hesitations, false-starts, grammatical inaccuracies and limited vocabulary" (Hughes, 2002). In this sense, both their speaking fluency and accuracy may be affected. Besides, human's mind is a "limited-capacity processor" (McLaughlin and Heredia, 1996), so it is not easy to focus on everything at the same time. Because of the limited attention capacity, focusing on one area reduces students' attention to other areas. Over-focus on accuracy may result in the lack of fluency, and too much emphasis on fluency may lead to the lack of accuracy (Skehan and Foster, 1999). Therefore, it is necessary for Turkish learners to keep a balance between speaking accuracy and fluency.

The correct use of language forms is critical for learners' oral proficiency (Saunders and O'Brien, 2006). Comparing with native speakers, it is harder for Turkish learners to use the accurate pronunciation, grammar and vocabulary (Bygate, 2005). Pronunciation plays an important role in intelligibility (Goh, 2007). Mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings.

In addition, Turkish and English differ a lot in sounding systems, so those pronunciations which donot exist in Turkish cause great difficulty for Turkish learners. If learners often make mistakes in sounds, stress and intonation, their speaking accuracy is greatly affected. Besides, grammar plays a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one's speech is another. Some students are good at grammar in reading and writing; but they may often make mistakes in their spoken English. It is rather difficult for Turkish learners to transfer the correct grammar to their speaking (Larsen-Freeman, 2001), so Turkish learners should be facilitated in their grammar so that they can make progress in their speaking accuracy. What is important in this exercise is to choose a text with a high frequency of instances of the targeted grammaritem. This will help learners notice the new item, and may lead them to work out the rules by induction (Thornbury,1999, p.75). Through conversations grammar can be instructed easily and it will facilitate learner's perceiving the rules better. ―Communicative teaching and grammar teaching are not mutually exclusive.

They fit hand in glove (Azar, 2006, p.3).

Vocabulary is also important for Turkish learners,

just as the significance of bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129), so it is essential for Turkish students to store a wealth of vocabulary in their long-term memory. In addition, the ability to quickly recall words from one's mind may affect the speaking fluency (Levelt, 1989; Carter, 2001). Hence Turkish learners should be able to have a fast access to the words Iand expressions in their mind while speaking so that their speaking fluency can be enhanced. According to John &Ehow (2011), the problems of fluency and accuracy in English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners (Murray and Christison, 2010),

In Turkey, one of the reasons why students lack fluency and accuracy in speaking because most teachers tend to talk a lot in class, because The Turkish educational system is mostly teacher-oriented (Hesabcioglu, 1994). The teacher dominates the classroom; students respond only when they are asked. Traditionally, they are not encouraged to initiate a discussion or present a question, especially if the question is about a statement made by the teacher (Cetin, 2006) while giving few chances for students to speak English. Consequently, those learners are underdeveloped in their spoken English.,

Overall, the outcome of the study shows that the Turkish students have difficulties in grammar, pronunciation and vocabulary which directly affect

their lecture comprehension. It is hard for them to understand because the speaking difficulties interfere in the process. These difficulties have also affected their class participation. This has created some form of anxiety and insecurity in performing this task in the classroom. Lastly, these difficulties are also affecting their interactions to others. They become reluctant or tongue tied in face to face communication because this entails spontaneous responses thus they stumble in the process.

Thus, it is appropriate that an audio-material will be provided to the Turkish students to help them learn the English language and improve their speaking difficulties in terms of pronunciation, grammar and vocabulary. According to Wright (1976) many media and many styles of audio production are useful to the language learner. That is to say, all audio materials have positive contributions to language learning as long as they are used at the right time and in the right place.

In the process, this audio material will be made by recording language samples to be imitated and approximated by the Turkish students. The speaker's utterances used American English accent. The purpose of the audio material is to expose them to the language samples so that they may perceive their own errors and quickly provide remedies and guide them in the process. It will also provide mastery and automaticity in using the English language in different contexts. Their discriminative listening acuity will be improved and be in tuned in the target language. This is emulating and approximating language as much as possible.

This audio material contains minimal pairs for pronunciation; prepositions, articles and syntax for grammar; and vocabulary exercises.

IV. SUMMARY

This study sought to determine the difficulties of Turkish students in learning English.

Specifically, it aimed to answer the following questions:

1. What are the speaking difficulties encountered by Turkish students while using English language along pronunciation, grammar and vocabulary?
2. What are the effects of their speaking difficulties on their studies along the following areas such as lecture comprehension, class participation, and interaction with others?
3. What audio-materials can be prepared to improve the speaking skills of Turkish students?

The descriptive research design which used both the qualitative and quantitative method was employed since; the purpose of the study was to analyze speaking difficulties of Turkish students in English language along pronunciation, grammar and vocabulary and find out the effects of their speaking difficulties on their studies along the following areas such as lecture comprehension, class participation, and interaction with others.

The particular survey used interview and questionnaire as primary sources of information. An interview guide was utilized to find out respondents' speaking difficulties in English language along pronunciation, grammar and vocabulary and the questionnaires were categorized according to the degree of agreement on the effects of their speaking difficulties on their studies along the following areas: lecture comprehension, class participation, and interaction with others so as to be able to receive responses that will be accurate. The questionnaires were personally distributed to the target respondents of the study.

The respondents of the study consisted of twenty five (25) Turkish students from the six different universities: University of Baguio, Trinity University of Asia, Adamson University, Jose Rizal University, Centro Escolar University, and St. Paul University.

To anchor the study, the researcher utilized the theory of BrajKachru's model of World Englishness. World Englishness is a term for emerging localized or indigenized varieties of English, especially varieties that have developed in territories influenced by the United Kingdom or the United States. The study of World Englishness consists of identifying varieties of English used in diverse sociolinguistic contexts globally and analyzing how sociolinguistic histories, multicultural backgrounds and contexts of function influence the use of English in different regions of the world.

Questionnaire was utilized as instrument in gathering data to lend support to the aforementioned contention and thrust of the study. In treating the data, frequency, percentage and mean were used for descriptive problems. The Statistical Package for Social Sciences (SPSS v.20) was used to ensure accuracy and precision in the computation of data.

IV. FINDINGS

From the analysis of data gathered, the significant findings of the study are the following:

1. The speaking difficulties that the Turkish students encountered while using the English language were:

a) consonant and vowel substitution, wrong intonation and stress, as well as the apparent use of epenthesis in terms of pronunciation;
b) the incorrect use of prepositions and articles in terms of grammar;
c) The slow word retrieval and the constant use of filler words which reflect hesitations and pauses in terms of vocabulary.

2. The effects of speaking difficulties on their studies along the following areas were:

a) In lecture comprehension, the Turkish students strongly agreed that they are easily distracted and usually lose focus because they are hearing a different intonation pattern in lecture comprehension.
b) In class participation, the Turkish students strongly agreed that they are insecure and anxious whenever they recite in class.
c) In interaction with others, the Turkish students strongly agreed that they experience gaps in speaking to others because they lack fluency and accuracy in English.

V. CONCLUSIONS

In the light of the aforementioned findings, the study highlighted the following conclusions:

1. Turkish students acknowledge that they had a hard time using English Language in terms of pronunciation, grammar and vocabulary to their daily study lives but these speaking difficulties were perceived to be manageable through instruction.
2. Respondents believe that they lack the mastery in the correct usage of the English Language and this affected their personal, academic and social interaction in class.
3. A proposed audio material is appropriate to improve the speaking skills of Turkish students.

RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations are offered:

1. In order to overcome difficulties of speaking and develop optimum level of proficiency in speaking English in terms of:

a. The syllabus has to provide guided practice on sound production, word and sentence stress, intonation, accent reduction and fluency improvement as students work to develop clearer and more 'natural-sounding' English.
b. Turkish students need to be taught grammar through various methodologies and approaches to cater to their individual styles of learning, and educators have to consider students' attitudes and perceptions when making decisions about how to teach grammar.
c. Teachers have to think of ways to provide learners with vocabulary learning strategies. This should be done by making them aware of the need to become independent learners by recognizing the strategies they possess and those they lack. This enables learners to deal with any unknown vocabulary they may encounter both in and out of class context.

2a. Teachers have to consider making necessary adjustments during lectures and discussions, adapting their speaking competence to the level of their foreign student's proficiency in English.
b. Turkish students have to increase their effort to continue learning the language through exposure in different communicative situations beyond classroom setting. Teachers must stimulate and motivate foreign students not only Turkish in order to create a learning environment free from anxiety and insecurity.
c. Enrichment activities inside and outside the classroom which involve speaking have to be strategized. Teachers have to provide diverse communicative tasks so as to compel students to talk.

3. Other recommendations:

Teachers must provide diverse communicative tasks in the classroom such as:

a) Collaborative work that will give opportunities for Turkish students to interact among their classmates.
b) English teachers in particular have to implement extension practices through communicative task. Repeating the tasks can ease learners' cognitive load and has "fewer errors."
c) Speaking fluency with additional emphasis on accuracy have to be one of the guiding posts of English teachers.

Language curriculum and course contents are to be designed for the non-native speaking background learners, strategies of communication can be taught for effective use in real life. This will improve learners' confidence in selecting and implementing appropriate strategies in communication.

Language policy, program development, staff development and material development have to be aligned in the presence of foreign students who cannot quickly adapt to the medium of instruction in the academe.

3.4 For teachers and curriculum developers it is equally important to identify those phenomena which are embedded in cultural, ethnic and religious beliefs as these elements might have great influence on the learning, pattern of interaction and its difficulties along with strategy use in the target language situation.

3.5The findings found here are mainly based on the practical experience of communication in real life situations and so, there might be many threads that need to be pulled together to make an authentic connection between the contents of language learning, teaching and practicing.

3.6 Thus, the outcome of this study may benefit designing L2 proficiency programs for the multicultural students, language tutoring for individuals and some other language education areas.

3.7 The sample audio-materials designed by the researcher may be used by English teachers and foreign students to master the English language.

3.8 The study could be replicated in other colleges and universities in the city.

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