Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

ANALYSIS OF UFUK UNIVERSITY PREPARATORY SCHOOL STUDENTS' ENGLISH SPEAKING LEVELS ACCORDING TO THE SPEAKING CRITERIA OF THE CEFR

By Pınar Özdemir

Master's Thesis

Ankara, 2015

ANALYSIS OF UFUK UNIVERSITY PREPARATORY SCHOOL STUDENTS' ENGLISH SPEAKING LEVELS ACCORDING TO THE SPEAKING CRITERIA OF THE CEFR

By Pınar Özdemir

Ufuk University
Graduate School of Social Sciences
Department of English Language Teaching

Master's Thesis

Ankara, 2015

KABUL VE ONAY

Pınar Özdemir tarafından hazırlanan "Avrupa Diller İçin Ortak Başvuru Çerçevesi Konuşma Kriterlerine Göre Ufuk Üniversitesi Hazırlık Okulu Öğrencilerinin İngilizce Konuşma Becerilerinin Analizi" başlıklı bu çalışma 31.08.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

(Başkan)   Prof. Dr. Gülsev PAKKAN

(Danışman)   Yrd. Doç. Gülşen DEMİR

(Üye)   Yrd. Doç. Dr. Abdullah ERTAŞ

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

Doç. Dr. Mehmet GÜNEŞ

Enstitü Müdür Vekili

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

† Tezimin tamamı her yerden erişime açılabilir.

† Tezim sadece Ufuk Üniversitesi yerleşkelerinden erişime açılabilir.

† Tezimin 1 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

08.10.2015

Pınar ÖZDEMİR

ACKNOWLEDGEMENTS

ÖZET

ÖZDEMİR, Pınar. Avrupa Diller İçin Ortak Başvuru Çeçevesi Konuşma Kriterlerine Göre Ufuk Üniversitesi Hazırlık Okulu Öğrencilerinin İngilizce Konuşma Becerilerinin Analizi, Yüksek Lisans Tezi, Ankara, 2015.

Bu çalışmanın amacı Avrupa Diller İçin Ortak Başvuru Çerçevesi kriterlerine göre 2014-2015 akademik yılı Ufuk Üniversitesi Hazırlık Okulu öğrencilerinin konuşma becerilerinin analizidir. Konuşma analizi için, Ufuk Üniversitesi'nde 2014-2015 akademik yılında hazırlık okulunda okuyan 320 öğrenciye anket uygulanmıştır. Anket sonuçları istatistik olarak değerlendirilmiştir. Araştırmada Ufuk Üniversitesi Hazırlık Okulu öğrencilerinin Avrupa Diller İçin Ortak Başvuru Çerçevesi kriterlerine göre A1 konuşma kriterlerinde kendilerini daha yetkin gördükleri saptanmıştır. Bir başka deyişle, öğrencilerin bulundukları genel İngilizce düzeyleri yükseldikçe konuşma becerilerindeki yeterliliklernin düşme eğiliminde olduğu görülmüştür. Araştırmada, Ufuk Üniversitesi Hazırlık Okulu öğrencilerinin İngilizce konuşma becerilerinin Avrupa Diller için Ortak Başvuru Çerçevesi konuşma kriterlerine göre değerlendirilmesinde görüşlerinin aşağıdaki gibi olduğu tespit edilmiştir.

- A1 Karşılıklı Konuşma : Öğrenciler: $\overline{X} = 4.15$
- A1 Sözlü Anlatım   : Öğrenciler: $\overline{X} = 4.00$
- A2 Karşılıklı Konuşma : Öğrenciler: $\overline{X} = 3.42$
- A2 Sözlü Anlatım   : Öğrenciler: $\overline{X} = 3.89$
- B1 Karşılıklı Konuşma : Öğrenciler: $\overline{X} = 3.16$
- B1 Sözlü Anlatım   : Öğrenciler: $\overline{X} = 3.00$

Anahtar Sözcükler

Avrupa diller için ortak başvuru çerçevesi, Avrupa dil portfolyosu, iletişim yeterliliği

ABSTRACT

ÖZDEMIR, Pınar. Analysis of Ufuk University Preparatory School Students' English Speaking Levels according to the Speaking Criteria of the CEFR, Master's Thesis, Ankara, 2015.

The aim of this study is to analyse the speaking level of Ufuk University Preparatory School students' in the academic year 2014-2015 according to the speaking criteria of the Common European Language Framework of Reference for Languages. For the speaking analysis, a questionnaire was administered to 320 Preparatory School students at Ufuk University in the academic year 2014-2015. The results of the questionnaires were assessed statistically. The findings in the research indicate that students think they are competent with the A1 speaking criteria the most according to the CEFR. In other words, as the students reach higher levels of competencies in their current levels (A1, A2, B1), the means that show their speaking performance levels tend to go down. Ufuk University Preparatory School students' speaking levels according to the Common European Language Framework of Reference for Languages Speaking Criteria are as follows:

- A1 Spoken Interaction : $\overline{X} = 4.15$
- A1 Spoken Production : $\overline{X} = 4.00$
- A2 Spoken Interaction : $\overline{X} = 3.42$
- A2 Spoken Production : $\overline{X} = 3.89$
- B1 Spoken Interaction : $\overline{X} = 3.16$
- B1 Spoken Production : $\overline{X} = 3.00$

Key Words
Common European framework of reference for languages, European language portfolio, communicative competence

TABLE OF CONTENTS

CHAPTER I
INDRODUCTION

CHAPTER II
REVIEW OF LITERATURE

CHAPTER III

RESEARCH METHODOLOGY

CHAPTER IV

DATA ANALYSIS AND FINDINGS

CHAPTER V

CONCLUSION AND SUGGESTIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

A1	**:**	**'**Breakthrough' Level of Common European Language Framework of Reference for Languages
A2	**:**	**'**Waystage' Level of Common European Language Framework of Reference for Languages
B1	**:**	**'**Threshold' Level of Common European Language Framework of Reference for Languages
CEFR	:	Common European Language Framework of Reference for Languages
COE	:	Council of Europe
IPA	**:**	International Phonetic Alphabet
M	:	Mean
N	**:**	Number
SD	**:**	Standard Deviation
SPSS	:	Statistical Package for the Social Sciences

CHAPTER I
INTRODUCTION

1.1. INTRODUCTION

This chapter starts with the background of the study and it continues with the statement of the problem and the purpose of the study. The following parts give information about the significance of the study, limitations, assumptions and the research questions of the study accordingly.

1.2. BACKGROUND OF THE STUDY

As commonly known, due to globalization, pluralingualism has become a concept that has gained importance. English is the language which is taught and learnt prevalently in an attempt to be used as a lingua franca in the world. As a result of this, being able to speak in English has become a prominent factor in many areas.

Speaking skills constitute the greatest part of learning a foreign language. Due to the recent developments in information technology, being able to communicate has gained more value in the modern world. Therefore, language learners who have better speaking skills are bound to be more successful than less efficient ones. (Malmir & Shoorcheh, 2012). Yet, speaking has been the skill which is mostly neglected in the teaching process. The reasons for this may vary depending on the context of teaching. The most common reason for this is, its being a complex skill to assess and score. Another challenge that can be mentioned is learners' lack of opportunities to communicate and use the target language outside the classroom setting.

Knowing a language differs from being able to speak it. Speaking is an interactive skill which necessitates the ability to co-operate in the management of speaking turns. It also takes place in a short time, mostly without pre-planning and the nature of grammar in

spoken language is different from the grammar of written language. Therefore, teaching the grammar of a language may not be sufficient preparation for speaking that target language. All in all, speaking seems to be a great challenge for learners.

1.3. STATEMENT OF THE PROBLEM

The focus of learning a foreign language is being able to communicate successfully in the target language. Speaking in isolation from the other skills is of no use and hampers the authentic use outside the classroom setting. Brown and Yule (1983) claim that learning to speak in a foreign language is considered to be one of the most difficult aspects of language learning. The practical problems are obvious. In written production learners can get on at their own pace by themselves without distracting other learners. Yet, in the production of speech each speaker needs to speak and have another learner listen and respond to him/her. The intention should be students' being able to express themselves in the target language, dealing with the basic interactive skills like exchanging greetings, thanks and apologies and expressing their needs to request information, etc. Hughs (2002) makes a distinction between teaching spoken forms and teaching a language through speaking. A teacher may feel comfortable while dealing with stable written forms and genres such as essays and business letters. However the idea of how spoken genres are structured and what forms are most typical of them is difficult to establish. Also, there may be a great deal of speaking taking place in the classroom but it may be different from the effective teaching of speaking as a holistic skill. Another problem which is worth mentioning is the distinction between form (grammar and vocabulary) and delivery (pronunciation and fluency). These are often taught in isolation from speaking skills.

Another problem which could be mentioned is language teachers' following the Grammar-Translation method and being reluctant to make use of communicative activities which would enhance learners' communicative performance in the language teaching process. As a result of being heavily dependent on grammatical structures

without knowing where to use them, learners can only manage to understand what is being said, yet they are unable to use what is memorized, in the real world.

Speaking seems to be the skill learners have difficulty with the most. According to Brown (1994) the following characteristics of spoken language can make speaking easy as well as difficult.

1. **Clustering:** Due to the fact that speech is phrasal, learners can organise the output through clustering.
2. **Redundancy:** Speakers can become clearer through the redundancy of language.
3. **Reduced Forms:** Forms such as contractions, elisions, reduced vowels, etc. may present a problem for speakers. Learners may also have difficulty in dealing with colloquial contractions.
4. **Performance Variables**: During the speaking process we make use of a number of performance hesitations, pauses, backtracking, and corrections.
5. **Colloquial Language**: Words, idioms, phrases and colloquial language need to be practised and produced.
6. **Rate of Delivery:** Speakers need to achieve a basic level of speaking rate while speaking in order to be fluent.
7. **Stress, Rhythm and Intonation:** It is the most important aspect of English pronunciation.
8. **Interaction:** Being able to take part in a conversational exchange is a sign of successful speaking skills.

As commonly known, some teachers tend to focus on grammatical structures more and neglect speaking tasks. Yet, being grammatically competent is not the equivalent of attaining communicative competence. Competent speakers have the knowledge of what they will say, when they will speak and how they will express themselves in various contexts fluently and accurately to operate successfully outside the classroom (1994, Lim as cited in Hassan & Selamat, 2002). Being able to negotiate the meaning and taking part in transactional and interactional activities considering the turn-taking management strategies and social or cultural norms all require communicative

competency.

As well as the issues mentioned above, Turkish students do not have enough opportunities to practise their speaking skills outside the classroom. Therefore of all the four skills, speaking is the one which seems to be the most difficult to improve.

1.4. PURPOSE OF THE STUDY

Due to the significance of speaking skills in terms of communicating successfully, the speaking level of Ufuk University Preparatory School students has been analysed according to the speaking criteria of the CEFR.

This study also aims to identify the speaking difficulties which are experienced by the students and find out the possible problems related to being able to carry out tasks which necessitate direct exchange of information on familiar topics and activities such as describing experiences, events, hopes and ambitions, understanding what the conversation is about and being able to keep the conversation going successfully.

The basic purpose of this study is to reveal the basic speaking levels of Ufuk University Preparatory School students and come up with solutions to the problems related to their speaking skills.

1.5. SIGNIFICANCE OF THE STUDY

Being able to speak in English or any target language is a vital skill and can be difficult at times. Various reasons may be mentioned as problematic. For instance, learners may have different needs or their poor grasp of language areas such as pronunciation and grammar may present a problem. The study gains importance as it aims to identify the problematic areas students are experiencing related to their communicative performance.

As commonly known, even though learners get higher levels in general, their speaking skills of interaction and production remain the same or even behind the current level they are. Therefore even though learners may have little or no difficulty understanding the utterances which are heard, they can't take part in communicative events or they can't contribute much to the information exchange taking place due to their inadequate skills of communicative performance. They also have difficulty in dealing with interactive activities such as casual conversations and informal/formal discussions or productive activities such as addressing the public. There haven't been many studies conducted related to the speaking levels of language learners based on the CEFR. The reason why the researcher chose the CEFR speaking criteria as the base of the research is that the CEFR is the most effective and recognized language assessment system in Europe.

Therefore, the findings of the study will be beneficial to the research area. This study will also be useful for curriculum designers, materials developers, teachers, teacher trainers, programme coordinators and administrators to identify the problems related to speaking and provide some suggestions.

1.6. LIMITATIONS

There are some limitations in this study. First, the questionnaire was administered to 320 preparatory school students at Ufuk University. Second, the study is limited with the academic year 2014-2015.

1.7. ASSUMPTIONS

It is assumed that the real thoughts and opinions of the students will be able to be obtained via the data collection devices. The speaking levels of the Preparatory School students at Ufuk University are expected to match the current level they are according to the CEFR.

1.8. RESEARCH QUESTIONS

The following research questions were asked to find out the speaking levels of Ufuk University Preparatory School students, identify the problems the students encounter related to their speaking skills.

1. What are the speaking levels of Ufuk University Preparatory School Students according to the CEFR speaking criteria?

2. What are the possible speaking problems and what are the solutions and the suggestions to solve them?

1.9. DEFINITION OF TERMS

Communicative Competence: Canale and Swain (1980) and Canale (1983) define communicative competence as a combination of knowledge and skill needed for communication (as cited in Bagarić & Djigunović, 2007).

Common European Framework of Reference for Languages (CEFR): The CEFR is a comprehensive framework "developed to provide a common basis for the explicit description of objectives, content and methods in second/foreign language education" (retrieved from http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp).

CHAPTER II
REVIEW OF LITERATURE

2.1. INTRODUCTION

Speaking has always been at the core of language teaching. One of the reasons of it is being able to communicate in a foreign language is considered equal to knowing that language. (Nazara, 2011). Another reason mentioned by Tatum (1998) is that recently many jobs entail having good speaking skills (as cited in Nakamura & Valens, 2001). According to Osborn, Osborn & Osborn (2008) effective speaking skills also create success in job training sessions, interviews and other areas related to employment. (as cited in Boonkit, 2010). In spite of its significance, speaking has been the most neglected skill up until now (Egan, 2013).

The main purpose of learning how to speak is to achieve communicative proficiency. Speakers need to get the meaning across as clearly as possible and one of the factors teachers should consider is to make sure that learners reach a satisfactory level in terms of their use of the language. In this respect, speaking competence is of vital importance for both parties (Bahrani & Soltani, 2012).

Bygate (1987) states that preparing learners to use the language is one of the basic problems in foreign-language teaching. If the aims can be understood clearly, the preparation can be done successfully. For instance, it is certain that to be a fully competent language speaker, it is obligatory that one should learn a certain amount of grammar and vocabulary but there are also other things that speaking involves and these things should be identified and included in the teaching process. If we are to test a learners' speaking skill, it is a must that one should make the learner say something. A good knowledge of vocabulary and grammar is needed to accomplish this. As learners are given oral exams and speaking practice, we are bound to understand that there is a difference between knowledge about a language and skill in using it. This distinction between knowledge and skill seems to be vital in the teaching process. The difference

between a skill and knowledge is that we can understand and memorize both but in terms of practice and imitation only a skill can cover these.

In a dialogue, speaking and listening are complementary skills which involve speakers' monitoring what they say depending on the listener and listeners' giving the necessary feedback of what they understand. Gestures may also accompany the speaking process as well as gazing or pointing, etc. (Clark & Krych, 2004).Therefore, in the job market and society both listening and speaking take an important place in terms of mutual transactions or communicative exchanges (McKay & Schaetzel, 2008).

Speaking might include a simple conversational exchange or public address.(Smith, 2003). Speaking is also a part of daily life that is frequently taken for granted. It seems so natural and usual that the difficulties while acquiring this ability may be forgotten. In terms of dealing with this issue we are supposed to find out how the speaking process takes place. First of all speaking production is a linear process which occurs in real time. It includes words, phrases and utterances following each other depending on the interlocutor (the person we are talking to).This feature of speaking can be attributed to its being spontaneous. Whether planned or unplanned, the time is accordingly limited. Therefore the planning and the production of the utterances may overlap. This feature of spoken language is an important characteristic of speaking production (Thornbury, 2005).

2.2. CHARACTERISTICS OF SPEECH

2.2.1. Management of Interaction

According to Burns & Joyce (1997) speaking ability of a learner affects the direction of any communicative event. Learners should predict and come up with the appropriate responses within the context. Turn-taking is another concept that speakers should consider during the speaking process (as cited in Florez, 1999).

A turn is the period the speaker shares what she has in mind before being interrupted by another speaker or lose his/her turn (Thornbury, 2005). According to Bygate (1987) a speaker of a foreign language must achieve the management of negotiation through turn-taking. The speaker needs to know both when to have a turn and let another speaker have a turn. The systematic turn-taking includes five strategies:

1. Knowing how to signal by making use of suitable phrases or gestures
2. Being aware of the right time to get a turn without sounding rude
3. Knowing how to make the most of your turn so as not to lose it
4. Recognizing others' signals to get a turn to manage the turn-taking process efficiently
5. Recognizing the right time to let others have a turn

An efficient negotiation takes place if the participants are aware of the fact that speakers should hold the floor for a period of time and then let the other speakers have a turn. Signalling you want to speak and recognizing others' signals to speak also contribute to a successful negotiation. Signalling may differ in different contexts. In a formal context raising a hand would mean to wish to speak but in a daily conversation a discourse marker may be enough to get the intentions across (Thornbury, 2005).

Brown and Yule (1983) suggest that it is possible to distinguish between 'short speaking turns and long speaking turns. A short turn involves only one or two utterances but a long turn may be as long as an hour's lecture. Short turns tend to be less demanding than long turns in terms of producing structures .To be able to produce long turns seem to depend on the opportunity to have other people to listen. To be able to produce long transactional turns is not an ability acquired by all native speakers. Due to the fact that even native speakers fail to manage long turns, it is not unusual that native speakers of other languages may have difficulty with communicating successfully.

Negotiation of speaking turns may also be achieved through paralinguistic factors such as a sharp intake of breath or a raising of the shoulders. The paralinguistic signals can be discussed only in terms of face-to-face conversation. In the other means of

communication such as phone calls, intonation, tempo and pausing may help to identify the state of interlocutor's turn (Thornbury, 2005).

Another important aspect to manage the interaction is agenda management. Agenda management involves the speakers' picking up the topic, deciding on the development of topics and the duration of the conversation. The social conversations are faster, less detailed and structural, thus the topics may change a lot. Eventually, the topic choice is a much freer process and it is naturally more spontaneous than in institutional talk. Therefore non-native speakers may have difficulty with unplanned talk (Bygate, 1987).

2.2.2. What Speakers Do in the Speaking Process

It is beneficial to recognize the natural conditions of speech before finding out what is involved in oral skills. Levelt (1989) states that speech production has four stages: conceptualisation, formulation, articulation and self-monitoring (as cited in Bygate, 2001). Conceptualisation is related to deciding on the message content. It activates the background information, knowledge about the topic, speech situation, patterns and discourse. It monitors the interaction to make sure everything goes according to the plan by making the necessary corrections. Next, the formulator makes the choices of words and phrases put them in the correct order to contribute to the meaning. In this stage L1 use may result in the mispronunciation of some words (Bygate, 2001). In addition to pronunciation, at the formulation stage the right location of the stress on words and the appropriate intonation should be assigned (Thornbury, 2005). The articulation stage is concerned with the use of organs such as lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath to produce speech (Bygate, 2001). Thornbury (2005) states that all individual sounds are produced at a remarkably fast speed and consequently, the pronunciation of some words may be confused with each other or it may cause pronunciation slips. Finally, the self monitoring stage includes speakers' noticing their mistakes and self-correcting themselves. To have a good command of fluency some degree of automaticity is also essential. Speakers concentrate on the

speaking task that needs immediate responses via automaticity. Prefabricated chunks are used to achieve automaticity at the formulation stage.

Bygate (1987) suggests that there are two constraints that may alter the nature of speech production. First one is the processing of time that affects the nature of speech. Owing to the fact that the speaker decides what to say and speaks in a limited time, he may have difficulty in organising the message and controlling the language it includes. Likewise, the sentences are likely to be shorter and less complex than they are in writing and some syntactic errors may occur in speech. The second one is reciprocity conditions which involve modifying the message according to the listeners' reaction. Speakers make use of various mediums to promote the production of speech and compensate in the face of a communication breakdown.

Facilitation Techniques
- Simplification-avoiding complex sentences
- Ellipsis-omission of parts in sentences
- Formulaic expressions-colloquial or idiomatic expressions
- Fillers and hesitation devices-time creating devices

Compensation Techniques
- Self correction
- False starts
- Repetition
- Rephrasing

Techniques such as these are used even by native speakers and reminding students who are unwilling to speak because of their fear of making mistakes that it is just natural to adapt or correct the language they use and that they do not have to produce grammatically correct structures while speaking all the time could be encouraging (Lewis, 2011, pp. 47-48).

2.2.3. Functions of Speaking

Brown and Yule (1983) made a distinction between the interactional and transactional functions of spoken language. Interactional functions have a social function which helps to maintain social relationships. The speakers focus on casual or more formal contexts. Both parties contribute to the interactive process in a conversational style. The listeners are bound to give continuous feedback to encourage the speaker to continue.
Some of the skills require talk as interaction:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Joking
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs
- Interrupting
- Reacting to others
- Using appropriate style of speaking

Not all learners may tend to achieve interactional talk or it may not be prioritized by many of them. It may be disadvantageous for the speakers lacking this skill (Richards , 2008, p. 23).

Ur (1996) suggests that because of the fact that language is linked to culture, it may be difficult to manage the culture-specific concepts for a foreign language speaker. Consequently, it is the teachers' decision to provide detailed information on this subject. Providing the basic knowledge of the foreign concepts would be enough for foreign language speakers to deal with interactional speech. Some types of role- play may provide a good source of practising the conventions.

Transactional function involves communicating to achieve something such as exchanging goods and services (Bailey, 2006). Speech that has transactional function is message-oriented and the aim of it is to transfer information. Therefore, it is vital that the message should be understood clearly (Brown & Yule, 1983).

Some skills require talk as transaction:

- Explaining a need or intention
- Describing something
- Asking questions
- Asking for Clarification
- Confirming information
- Justifying an Opinion
- Making Suggestions
- Clarifying understanding
- Making comparison
- Agreeing and   Disagreeing (Richards, 2008, p. 26)

According to Luoma (2004), in the process of transferring information the basic steps of establishing common ground, supplying the information in chunks, questions, repetitions and comprehension checks should be included to make the transactional talk much more effective. In addition to these, characteristics of speech about transactional talk should be tested in speaking exams to get a clearer picture of why some examinees are better on exams than others. After examining the examinees' performances to discover how different ability levels affect the performances, these concepts can be used in rating scales to distinguish between performances at different levels.

An important aspect of communication is to reduce ambiguity through a negotiation process. Owing to the fact that language is partly unpredictable, communication is vital in our lives. Most interactions range from accordingly predictable to accordingly unpredictable. Predictability may differ depending on different contexts, relationship of the participants, the topic or being familiar with the discourse. Supposing there is no cultural difference between the participants, transactional speech has a highly

predictable style whereas interactional speech which aims to maintain social relationships is less predictable (Nunan, 1991).

Another main distinction which can be made in terms of speaking skills is monologue and dialogue. Oral presentations that require a delivery of talk without interruption seem to be different from talks which are made for transactional or interactional aims. All native speakers can achieve the basics of interactional talk, yet not all native speakers are competent enough to present oral presentations. This is a different type of skill which necessitates learning and practising (Nunan, 1989).

As Brown and Yule (1983) suggest, reaching the goal of making the students produce short talks in daily conversation does not help them to be successful in any kind of conversation that requires longer talks. In traditional view of teaching, achieving the basic skills of speaking in short turns at sentence level was enough to be a competent speaker. The recent view has focused on the functions of language rather than the forms of sentences.

It must surely be clear that students who are only capable of producing short turns are going to experience a lot of frustration when they try to speak the foreign language. They may have achieved basic interactional skills and they may have the language forms available to permit them to request information, services, etc., but they are very far indeed from the expressed aim of many courses which is to permit the students to 'express themselves' in the foreign language (Brown and Yule, 1983, p. 20).

2.3. A Brief History of Teaching Speaking

Depending on the needs of learners such as oral proficiency or reading comprehension, various changes including theories have been made in language teaching methods throughout history. In the sixteenth century Latin lost its popularity due to the fact that French, Italian and English started to be used as a medium of spoken and written language.

As a result of this, the study of classical Latin entered the curriculum as a foreign language study from the seventeenth to the nineteenth century. Even when modern languages began to be taught at European Schools in the eighteenth century, the teaching process wasn't any different. Grammar rules, vocabulary lists and sentences for translation were the constituents of the basic textbooks. Using the language as a means of communication wasn't the aim of learning a foreign language and the speaking process was restricted to students' reading aloud the sentences they translated. These sentences were grammar-oriented and did not serve the purpose of real communication. By the nineteenth century, foreign language learning including the study of Latin and lessons in which merely grammar points explained had been the essence of foreign language teaching procedure. This approach started to be known as the Grammar-Translation Method. The aim of the method was to learn the language to be able to understand the literary texts by memorization and translation techniques (Richards & Rodgers, 2000). The Grammar-Translation method does not allow students to practise their speaking skills and it is not compatible with the aims of promoting fluency, oral practice or communicative competence of foreign language learners. Students have few opportunities to express themselves in the target language (Bailey, 2006).

From the 1880s, there was a shift from the Grammar-Translation Method with the occurrence of 'Reform Movement'. During this time the study of the spoken language gained importance. The International Phonetic Association was established in 1886 and International Phonetic Alphabet (IPA) facilitated the correct transcription of sounds in all languages. Phonetic training was thought to be vital to create good pronunciation habits. The spoken language was favoured and oral-based methodology was implemented. Conversation texts and dialogues were exploited in the teaching process. The application of findings of phonetics also covered a great part in the Reform Movement. Towards the end of the century the Direct Method came into being due to the fact that the Grammar-Translation Method was ineffective to encourage students to use the target language. Its main objective was solely using the target language in the classroom. Question-and-answer sessions were arranged to enable students to develop oral communication skills. Correct pronunciation and spontaneous form of speech were emphasized. In addition to this, teachers were supposed to be natives or have native-like

fluency, which was not possible for all teachers to achieve (Richards & Rodgers, 2000).The main goal of the Direct Method was to prepare students to communicate in the target language. To accomplish these goal students were bound to think in the target language. The syllabus used in The Direct Method includes real life situations which require a great deal of communication in the classroom.(Larsen & Freeman, 2001).

Audio-lingual and Situational Method which preceded the Communicative Approach emerged between the 1950s and the 1960s. Thanks to the advances in digital technology and colour publishing, the focus on teaching and learning a language via the patterns of speech remained the same during this period. Yet, the natural forms taught were still not the same as the language used in real life. Therefore, the interactions were based on the use of grammatical structures which were to be practised (R. Hughes, 2002). During this period some other methods such as The Natural Approach, The Silent Way, and Total Physical Response were also favoured. In the 1990s Content Based Instruction and Task-Based Language Teaching were on the focus of teaching along with the movements such as Competency-Based Instruction which emphasizes the outcomes rather than the methods. Other methods which arose consequently include Cooperative Learning, Whole Language Approach and Multiple Intelligences.

The followers of The Natural Approach support the idea that the main function of a language is communication. Lists of topics and situations that fit the students' needs are specified as a suggestion.

The Silent Way aims to provide oral facilities in the target language. The purpose of language learning is to achieve native-like fluency along with the correct pronunciation. The main objectives of Total Physical Response involves mastery of oral proficiency at a beginning level. Basic speaking skills are taught accordingly to promote successful communication strategies (Richards & Rodgers, 2000).

Content Based Instruction includes teachers' scaffolding the linguistic content to help learners say what they would like to say. Authentic subject matters are used when students are in need of language support. Communicative competence is thought to

include more than being able to use the language conversationally. The ability to read, discuss and write is also seen as vital to achieve communicative competency (Larsen & Freeman, 2000). The language includes a great deal of opportunities for communicating meaning. To make the content comprehensible to learners, different types of adjustments and simplifications need to be made. Furthermore, the real communication and the exchange of information in the classroom is emphasized.(Richards & Rodgers, 2000).

Task-Based Teaching emerged in the eighties and developed over time. It allows learners to communicate efficiently with basic tasks (Aliakbari, Jamalvandi, 2010).

Task-Based Language Teaching aims to create potential situations to interact via completion of various tasks. Such interaction is seen as vital to promote language acquisition as it involves expressing learners' opinions and understanding what others say. During this process learners may need to check the meaning by asking for clarification. Learners take part in designing how to complete a task, which makes the learning process more purposeful and authentic (Larsen & Freeman, 2000). Tasks and activities are similar to the ones learners need to achieve in real life. Conversation is the core element of learning a language and language acquisition. Pica, Kanagy, and Falodun (1993), has a classification of tasks depending on the interaction taking place in the task accomplishment process:

1. Jigsaw tasks
2. Information-gap tasks
3. Problem-solving tasks
4. Decision-making tasks
5. Opinion-exchange tasks   (as cited in Richards & Rodgers, 2000)

Cooperative Language Learning aims to facilitate cooperation as well as develop learners' critical thinking skills. Communicative competence is achieved via socially structured interaction activities.

Whole Language Approach focuses on reading and writing skills to facilitate real communication.

Multiple Intelligences emphasize eight different intelligences. Each individual becomes a better language learner if these intelligences are taken into consideration (Richards & Rodgers, 2000).

Communicative Language Teaching has been favoured by a great majority of teachers in the past two decades. The main aim of it is to improve learners' communicative skills (Wong, 2012). It begins with examples of language use and develops carving out an educational methodology and students' roles, tasks and techniques (Groger, 2004).

 CLT emerged as a result of the changes in British language teaching system which was based on Situational Language Teaching dating from the 1960s.The theories it employed based on practising specific structures started to be questioned. British Applied Linguists discovered that teaching of functional and communicative sides of the language was ineffective and the focus was on the achievement of language structures. Scholars such as Christopher Candlin and Henry Widdowson supported the approach of British functional linguists such as M.A.K Halliday. Foreign language teaching was also affected by the establishment called Council of Europe. It arranged international conferences, published books on language teaching and helped to announce the studies of the International Association of Applied Linguistics. In 1972 Wilkins, a British Linguist introduced functional and communicative meanings of language which would constitute the basis of communicative syllabuses. He described the meanings of systems that communicative uses of language had. He proposed two types of meanings: notional categories (time, sequence, quantity, location, frequency) and communicative categories (requests, denials, offers, complaints, etc).The Council of Europe made use of his practice while building up a set of specifications for a communicative language syllabus (as cited in Richards & Rodgers, 2001). A Threshold Level of language ability defining language learners' competency was introduced for the languages in Europe (Van Ek, 1975, as cited in Savignon, 2007). Also with the support of other linguists such as Widdowson, Christopher Brumfit, Keith Johnson and

other British applied linguists a communicative approach was adopted by textbook writers, teaching specialists, curriculum developers and governments immediately. Spreading so fast, the communicative approach had the goal of achieving communicative competence and teaching the four skills integratively (Richards & Rodgers, 2000).

A few new syllabuses were promoted by supporters of CLT including:

A skills-based syllabus: It emphasizes the four skills of reading, writing, listening and speaking, analysing each skill in terms of its constituent microskills. For instance, the skill of listening might include the following microskills:

- Being able to notice key words in dialogue
- Being able to identify the topic in a dialogue.
- Being able to find out the speaker's attitude toward a topic.
- Being able to find out time reference of a sentence
- Being successful in following speech at different rates of speed
- Being able to recognise key information in a textbook

However an integrated-skills approach to the teaching of the skills was emphasized by the CLT followers. The reason behind this idea stems from the fact that in real life the skills occur together.

A functional syllabus: It is categorised according to the functions the learner should be capable of doing in English, such as stating likes and dislikes, offering and receiving apologies, introducing somebody and giving explanations. Communicative competence is seen as being able to have a good command of functions required for communication in various situations. Vocabulary and grammar are then selected according to the functions that are taught. Functional syllabuses are popular in listening and speaking courses.

Other syllabus types proposed include:

Notional syllabus: It focuses on the notions and the content a learner needs to state.

Task syllabus: It identifies the tasks and the activities learners should deal with in the classroom. However it is argued that a syllabus needs to specify all the pertinent components of a language. Eventually, the first widely accepted communicative syllabus based on the framework of CLT acquired the term Threshold Level. It specifies the level of proficiency learners need to reach to pass the threshold and start real communication. Therefore, the threshold syllabus identifies topics, functions, notions, situations, as well as grammar and vocabulary (Richards, 2005).

Life-like situations are used to create interaction in communicative language teaching. The instructor comes up with situations learners may face outside the classroom. In contrast to the Audio-lingual method, including repetition and drills, communicative language teaching focuses on situations which differ everyday depending on learners' replies. Learners are motivated by their ambition to be able to communicate in the foreign language about various subjects (Banciu and Jireghie, 2012).

Communicative activities may involve tasks such as motivating learners to compare pictures, look for similarities and differences, find out missing information, look for solutions, conversations, discussions, dialogues and role-plays, etc. The teacher's role includes being the facilitator of information and motivating learners to negotiate the meaning (Groger, 2004). Lessons are designed to provide learners with control to a certain extent due to the fact that learning is equal to having the chance to choose. Pair-work supplemented with role-play enables learners to have control and a chance to communicate efficiently (Thompson, 1996).

Ellis (1982) and Harmer (1982) pointed out that although many instructors allegedly practise Communicative Language Teaching, they may not be as eager as they seem. Its causes may vary including some unresolved matters among the linguists such as the real meaning of communicative (as cited in Gatbonton and Segalowitz, 2005). Another

reason might be instructors' underestimation of the real worth of communicative tasks (Gatbonton & Segalowitz, 2005).

2.4. Communicative Competence

Communicative teaching and communicative competence have been two important terms since the 1970s.The communicative teaching was the result of the need for the improvement of the language teaching courses for foreigners in Europe and America (Pérez, 2007).

The aim of Communicative Language Teaching is to achieve what Hymes (1972) called communicative competence. He came up with this term to compare this communicative way of teaching and Chomsky's theory of linguistic competence. According to Hymes, the linguistic theory needs to be combined with communication and culture. His theory describes the things a speaker should know to develop communicative competence. Offering a wider view than Chomsky who proposed competency, Hymes held similar views to Halliday (Richards & Rodgers, 2000). Hymes (1978) referred to language as a 'social fact' and a 'social reality'.(as cited in Newby, 2011, p.17). It was not the essence of the description Chomsky made that Hymes and Halliday were at odds with. Yet, the limitations brought along with the coverage of the term caused disagreements (Newby, 2011).

The term Hyme referred as 'communicative competence' emerged as a reaction to Chomsky's idealization of the linguistic competence of the native speaker, preserving the division of competence and performance. Hymes introduced the term communicative competence to refer to being able to use the language in a social context, looking into the sociolinguistic forms of appropriateness. Hyme's view of speech communities and synthesis of language, communication and culture was similar to Firth's and Halliday's. The term 'communicative competence' proposed by Hymes was the counterpart of Halliday's (1978) 'meaning potential' (as cited Savignon 2002, p. 2). Hyme emphasized language as social behaviour over learning the language

(Savignon, 2002). Therefore as Karapetjana (2007) mentioned the term communicative competence began to refer to obtaining the necessary information and having the capacity to achieve competency (as cited in Zascerinska, 2009). Paulston (1974) suggested that the theory was based on focusing on cultural norms of native speakers. Yet, it was difficult to be copied by non-natives in the classrooms.

As a result, the aim of communicative competence received criticism among linguists in the USA (as cited in Savignon, 2002). Yet, Hyme's communicative competence received support among many scholars.

2.5. Communicative Competence Models

There have been many competency models proposed so far. Two of the first linguists to construct a competency model to be adopted and used in the classroom were Canale and Swain (1980).They came up with another competency type called 'strategic competence', adding it to 'linguistic competence' and 'sociolinguistic competence' introduced by Hymes (1972).This time 'linguistic competence' was replaced by grammatical competence. Later on 'discourse competence' took its place on the list with Canale's (1983) efforts (as cited in Celce-Murcia, 2007, p. 42).

Savignon (1971) used the term communicative competence referring to learners' communicating with each other based on an empirical research: It was different from learners' reciting dialogues or being successful in tests of grammatical knowledge. Error avoidance and practice of grammar patterns were on the focus at the time but learners' acquisition of French in terms of their coping strategies were looked into in the research. Students' obtaining information by using communicative techniques such as getting information by asking for it and looking for clarification were reinforced. At the end of the eighteenth week of the research it was discovered that learners who had had only practice of communication were at the same level as those who had practised grammar patterns in grammar-based exams thus the former group was more successful in developing, fluency, accuracy and communicative competence. It also indicated that

even beginners reacted well to meaning-oriented activities rather than form focused ones (as cited in Savignon, 2002). Later Canale and Swain (1980) proposed the term strategic competence based on this research as an element of their framework of communicative competence (as cited in Savignon, 2002).

As suggested by Savignon (1972, 1983, 1987, 2000), Canale and Swain (1980), Canale (1983), Byram (1997), the communicative competence model presented next includes four basic competences (as cited in Savignon, 2002).

2.5.1. Grammatical Competence

It is the equivalent of Chomsky's view of linguistic competence which requires the ability to practise the language forms and features to create meaningful structures. It facilitates the base of using the language to produce grammatically correct utterances. (Alptekin, 2002). It employs 'lexical items, and of rules of morphology, syntax, sentence-grammar semantics, and phonology' (Canale & Swain, 1980, p. 29).

It is not restricted to a basic theory of grammar. Grammatical competence can be shown through the communication of meaning in various ways therefore acquisition of grammatical structures and explaining the rules behind them aren't seen as the indicators of grammatical competence (Brown, 2007).

2.5.2. Sociolinguistic Competence

It is based on interpreting sociocultural rules and the rules of discourse in order to negotiate the meaning especially when there is little connection between the meaning of a sentence and the speakers' purpose of saying it (Canale & Swain, 1980).

The social rules related to language use is the concern of sociolinguistic competence. The role and the social status of parties in interaction and the shared information are

given priority. The specific conventions, beliefs and behaviours of a culture and the suitable use of the language are given importance (Alptekin, 2002).

Hymes (1967, 1968) implied that the sociocultural rules affect utterances spoken and the right comprehension of the utterances by other speakers in terms of appropriateness (as cited in Canale & Swain, 1980). Communicative functions should also be suitable in a context relying on factors such as 'topic, role of participants, settings and norms of interaction'.(Canale&Swain,1980 p.30).It is also vital that attitude and register or style followed by grammatical structures should be in harmony in a sociocultural context (Canale & Swain, 1980).

According to Savignon (2002) it would be unrealistic to expect that learners will be able to deal with the unpredictable sociocultural varities well in different countries all the time. In all language settings it is not unlikely to come across the unexpected with regard to use and style. Cultural meanings and social contexts are significant factors in concern with language use. Likewise, concepts such as having turns, appropriateness of utterances, non-verbal language and tone have an effect on the interpretation of messages. Sociolinguistic competence entails negotiation of meaning without bias and embracing cultural varities in the use of language. Having an excellent command of language and being able to use it in all types of interactions is just a notion in theory. Therefore, developing communicative competence is considerably subjective.

2.5.3. Strategic Competence

Strategic competence refers to being able to deal with real interactive situations. It necessitates knowledge of strategies such as compensation used in case of inadequate information of rules or exhaustion and distraction. It is operated when the message is not interpreted correctly or in case of forgetting a specific word (Alptekin, 2002).

Strategic competence includes 'verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence' (Canale &S wain,1980, p. 30).

The coping strategies used in unknown contexts, stemming from lack of information of rules are strategic competence. As we become familiar with the grammar, sociocultural context and discourse features of a language, strategic competence starts to be less significant. Nevertheless strategic competence has an important role so as to gain communicative competency (Savignon, 2002). As Bachman (1990) states, strategic competence covers all elements of the communicative activities. He describes strategic competence as both a part of communicative competence and mental capability (as cited in Rababah, 2002).

2.5.4. Discourse Competence

It involves producing meaningful utterances by linking the sentences in discourse (Brown, 2007). It is associated with the relationship between utterances or written words.(Savignon, 2002).

It is the capacity to cope with the use of the language in different specific reciprocal situations. In case of unfamiliarity with the specific context, the interpreted meanings might be inaccurate.(Alptekin, 2002).

Rules of discourse are pertinent to utterances' being cohesive (i.e. grammatical, lexical linking) and coherent (i.e. mixture of communicative functions) (Canale & Swain, 1980).

2.5.5. Sociocultural Competence

It is related to social agreements about the use of the language. Being able to understand the roles of the interlocuters, the purpose of the communication and what the interaction involves is essential (Farooq, 2015).

In the 1990s Celce-Murcia (2007) introduced 'actional competency which includes being able to understand and use 'speech acts and speech act sets'. In Celce-Murcia's model 'sociolinguistic competence' was replaced by 'sociocultural competence' and 'grammatical competence' was called 'linguistic competence' again (p. 42).

In 2007, The Celce-Murcia model was edited. The modified version of the previous Celce-Murcia model includes six competency types:

➤ **Socio-Cultural Competence** (pragmatic knowledge of social and cultural norms)
➤ **Linguistic Competence** (phonological, lexical, morphological, syntactic knowledge)
➤ **Strategic Competence** (cognitive, metacognitive, and memory related strategies)
➤ **Formulaic Competence** (knowledge of routines, collocations, idioms, lexical frames)
➤ **Interactional Competence**
a. actional competence (knowledge of speech acts)
b. conversational competence (the ability to use turn-taking system)
c. non-verbal /paralinguistic competence (kinesics, non-linguistic utterances, etc.)
➤ **Discourse Competence** (selection, sequencing, and arrangement of words, structures, and utterances) (Celce-Murcia, 2007, pp. 46-50).

There are other models proposed by Bachman (1990); Bachman and Palmer (1996). These models mostly focus on assessing language learning instead of teaching (as cited in Celce-Murcia, 2007).

2.6. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Common European Framework offers a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It defines thoroughly what language learners must learn so as to use a language communicatively and what knowledge and skills they need to gain in order to interact effectively. The description also includes the cultural context in which language is set. The framework also describes levels of proficiency that could be measured at different levels of learning. The CEFR aims to make a consensus among the professionals in terms of communication and get rid of the problems caused by different educational systems in Europe. It facilitates the means for educational administrators, course designers, teachers, and teacher trainers, examining bodies, etc. in order to help them to keep track of their current practice and achieve their goals of meeting learners' needs (COE, 2001).

The CEFR has been used increasingly in language teaching curriculum language since it was published around the world. It has commonly been used to re-examine the curriculum and enhance learning results (Faez, Majhanovich, Taylor, Smith, Crowley, 2012).

The Common European Framework includes nine chapters and four Appendixes:

1. The Common European Framework in its political and educational context
2. Approach adopted
3. Common Reference Levels
4. Language use and the language user/learner
5. The user/learner's competences
6. Language learning and teaching
7. Tasks and their role in language teaching
8. Linguistic diversification and the curriculum
9. Assessment

Appendix A: Developing proficiency descriptors

Appendix B: The illustrative scales of descriptors

Appendix C: The DIALANG scales

Appendix D: The ALTE 'Can Do' statements (Gouveia, 2007, p. 3).

2.6.1. Origin and Purpose of the CEFR

The CEFR was developed between 1993 and 1996 by a Council of Europe international working party right after the Symposium Transparency and Coherence in Language Learning in Europe, near Zurich in1991.(North, 2007).The Council of Europe published the CEFR in two draft versions in 1996 and with the feedback it received from the users. It was edited and published in English and French. A German translation emerged accordingly. In 2006 it was translated into 21 other languages. As a result of a survey conducted in 2005, the use of the CEFR is restricted to a minority of specialists. The most well-known and most frequently used parts of the CEFR are: the global scale (Appendix 2) and self-assessment grid (Appendix 3). (Little, 2006).Another table which shows common reference levels for qualitative aspects of spoken language use are also used for different purposes.(Appendix 4) (COE, 2001).

The CEFR was written with three main aims.

- To establish a metalanguage common across educational sectors, national and linguistic boundaries that could be used to talk about objectives and language levels. It was hoped that this would make it easier for practitioners to tell each other and their clientele, what they wish to help learners to achieve and how they attempt to do so.
- To encourage practitioners in the language field to reflect on their current practice, particularly in relation to learners' practical language learning needs, the setting of suitable objectives and the tracking of learner progress.
- To agree common reference points based on the work on objectives that had taken place in the Council of Europe's Modern Languages projects since the 1970s (North, 2007, p. 3).

2.6.2. Language Education Policy, Aims and Principles

The goal of The Council of Europe language education policies is to promote:

➢ **Plurilingualism**: Achieving communicative ability in many languages in a lifetime related to the needs is essential.

➢ **Linguistic Diversity:** Multilingualism is supported and all languages spoken across Europe are equally valuable instruments of communication and expression of identity.

➢ **Mutual Understanding:** The chance to learn other languages is a crucial condition for intercultural communication and tolerance for cultural differences.

➢ **Democratic Citizenship:** Taking part in democratic and social events in multilingual communities is promoted by the plurilingual competence of individuals.

➢ **Social Cohesion:** Equality of facilities for personal development, education, employment, mobility, access to information and cultural enrichment rely on opportunities to learn through life (Martyniuk, 2005).

The following guiding principles define the COE language education policy:

• Language learning is for all: opportunities for developing their plurilingual repertoire is a necessity for all citizens in contemporary Europe.

• Language learning is for the learner: it should be based on worthwhile, realistic objectives reflecting needs, interests, motivation, abilities.

• Language learning is for intercultural communication: it is crucial for ensuring successful interaction across linguistic and cultural boundaries and developing openness to the plurilingual repertoire of others.

• Language learning is for life: it should develop learner responsibility and the independence necessary to respond to the challenges of lifelong language learning.

• Language teaching is co-ordinated: it should be planned as a whole, covering the specification of objectives, the use of teaching/learning materials and methods, the assessment of learner achievement, and the development of appropriate convergences between all languages that learners have in their repertoire or wish to add to it.

- Language teaching is coherent and transparent: policy makers, curriculum designers, textbook authors, examination bodies, teacher trainers, teachers and learners need to share the same aims, objectives and assessment criteria
- Language learning and teaching are dynamic, lifelong processes, responding to experience as well as changing conditions and use (Martyniuk, 2005, pp.10-11),

2.6.3 .Content

The CEFR is a descriptive scheme that can be used to explore L2 learners' needs, specify L2 learning goals, guide the improvement of L2 learning materials and activities and offer a base for the assessment of the overall learning. It deals with the analysis of the language through strategies applied by learners to prompt general and communicative competences so as to accomplish activities and processes involved in the production and reception of texts and the construction of discourse related to particular themes, which help them to carry out tasks under the given conditions and constraints in the situations which happen in the different domains of social existence (COE, 2001).

The descriptive scheme has two dimensions as horizontal and vertical. The vertical dimension has can-do descriptors to define six levels of communicative proficiency in three bands (A1, A2- Basic User; B1, B2- Independent User; C1, C2- Proficient User).The levels have been developed as a result of a Swiss research project. It suggests nine, quite the same sized, coherent levels. CEFR describe these levels as: A1, A2, A2+, B1, B1+B2, B2+C1, C2. In the illustrative scales the plus levels appear in the upper half of the cells labelled A2, B1 and B2 .The plus level design could be useful to use for school assessment because narrower levels enable learners to see more progress.(North, 2007) Communicative language activities involve Reception, Production, Interaction and Mediation. There are also scales for listening and reading, spoken production (e.g. making a speech, giving a lecture), written production, spoken interaction and written interaction (e.g. letter writing). The distinction between written production and written interaction does not appear in the self-assessment grid. There are not any scales for

Mediation. The scales that make up the vertical dimension of the CEFR are user-based and include communicative behaviour   and what learners can do in the target language. The horizontal dimension of the CEFR is related to the learners' communicative language competences, strategies and communicative activities. Just as communicative activities, competences and strategies are scaled. Yet, the scaling is based on the communicative behaviour. The horizontal dimension also suggests taxonomies for the analysis of contexts of language use: domains, situations, conditions and constraints, mental context, themes, communicative tasks and purposes (Little, 2006).

The reference level descriptors are one of the significant improvements in the CEFR, both in their technical aspects and recommendations on formulation (positiveness, definiteness, clarity, brevity, independence) and in the empirical methodology used for developing them. The effect of both the technical recommendations and the need for empirical validation were emphasised by two projects which defined the descriptors during the   development period of the CEFR and it was based on Draft two of the document, circulated in 1996, accordingly the DIALANG and the ALTE (Association of Language Testers in Europe) can-do project (Figueras, 2012).

Can-do expressions in descriptors are subsidiary for many purposes including applying European Language Portfolios which enable learners to follow their studies and encouraging students with a positive impact even though it was criticized for various reasons. The criticism levelled against these statements include its inadequacy to explain the performance degrees in respect to mental process (Ashton, 2006).

2.6.4. The User/Learner's Competences

In Chapter 5 of the CEFR, learners' competences are specified. It is stated that pragmatic and socio-linguistic competences are vital to be able to fulfil the tasks. Chapter 5 also involves communicative language competences (Gyllstad, Granfeldt, Bernardini & Källkvist, 2014).

According to Berchoud (2011) the mastery of basic competence types is vital to interact with others successfully and effectively. The basic competency types include :general competence such as declarative knowledge 'savoir', the information of knowing how to do things 'savoir-faire', being aware of things 'savoir-être', the skills to learn 'savoir-apprendre', communicative language competence, sociolinguistic competence, pragmatic competence, the ability to use these competency types and implement certain strategies and adjust them in different circumstances (p. 15).

2.6.5. Communicative Language Activities and Strategies

The CEFR consists of four types of activities

1. Reception
Reading and listening activities require using receptive strategies. They include recognizing the context and associating it to the related background knowledge. Some examples of receptive activities include:
- Reading for pleasure
- Reading for information.
- Following public announcements
- Following instructions
- Watching TV, a film with subtitles (COE, 2001).

2. Production
Production activities are related to speaking and writing activities. Learners are required to create a speaking text to address a specific audience. Examples of production activities are:
- Public address/announcements
- Reading/Speaking from texts
- Sustained monologue: putting a case
- Writing reports (COE, 2001).

3. Interaction

The learner switches roles between the listener and the speaker in interactive activities. Both reception and production strategies are used in the course of interactive activities. It also includes strategies such as "turn taking and turn giving, framing the issue and establishing a line of approach, proposing and evaluating solutions, recapping and summarising the point reached, and mediating in a conflict'. Some examples of interaction activities are:

- Transactions (i.e. buying goods and services)
- Casual conversation
- Informal/formal discussion
- Debate/interview
- Negotiating
- Co-planning
- Practical goal-oriented co-operation (COE, 2001, p. 73)

4. Mediation

It includes both oral and written mediating activities. The learner is a mediator between two parties who have difficulty understanding each other such as people who speak different native languages (COE, 2001). Some examples include:

- Simultaneous interpretation (i.e. conferences, meetings, etc.)
- Consecutive interpretation (i.e. guided tours, etc.)
- Informal interpretation (signs, menus, etc.) (COE, 2001, p. 87).

Little (2007) notes that the stated activities were described related to domains of the use of language (personal, public, etc.) and three sorts of categories associated with situational context, text type and external struggles about the use of language in Chapter 4 of the CEFR (as cited in Gyllstad, Granfeldt, Bernardini & Källkvist, 2014).

2.7. THE COMMON REFERENCE LEVELS

The framework of six broad levels covers the essential learning space related to European language learners.

Breakthrough, labelled by Wilki ns (1978) in his proposal as 'Formulaic Profieciency' and by Trim in the same publication as 'Introductory

Waystage, reflecting the Council of Europe content specification

Threshold, reflecting the Council of Europe content specification.

Vantage, reflecting the third Council of Europe content specification, a level defined as 'Limited Operational Proficiency' by Wilkins, and 'adequate response to situations normally encountered' by Trim.

Effective Operational Proficiency, which was described 'Effective Proficiency' by Trim,' Adequate Operational Proficiency' by Wilkins and suggests an advanced level of competence.(as cited in COE, 2001, p. 23)

Mastery (Trim: 'Comprehensive Mastery; Wilkins:' Comprehensive Operational Proficiency'), involves more developed intercultural competence (COE, 2001, p. 23).

2.8. CONTENT COHERENCE IN COMMON REFERENCE LEVELS

Analysing the functions, notions, grammar, and vocabulary which are crucial to carry out a communicative task can be useful to create new sets of language specifications.

2.8.1. Level A1 (Breakthrough)

It is the lowest level of language use. At this level learners are expected to be able to: interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases (COE, 2001, p. 33).

2.8.2. Level A2 (Waystage)

It refers to the level where learners are expected to deal with social functions successfully. It includes:

being able to use the polite ways of greeting and addressing, asking how people are, responding to news, dealing with short social exchanges, asking and talking about what they do at work and in their spare time, replying invitations, talk about what to do, where to go and make plans to meet, make and accept offers. Descriptors of some informational specifications which are parts of 'The Threshold Level' can also be found here. This simple exchange of information is supposed to be used by adults who live abroad. The specifications cover being able to exchange information in shops, post offices or banks; obtain simple information related to travel; get around using public transport, buses, trains, taxis, request basic information, deal with directions, get tickets, request and offer everyday goods and services (COE, 2001, p. 33).

2.8.3. Level A2+ (Strong Waystage)

As well as being similar to A1 Level, the learner seems to be involved in the activities more if he is provided with assistance and basic limitations, for example:

initiate, maintain and close simple, restricted face-to-face conversation; understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in predictable everyday situations, provided the other person helps if necessary; communicate successfully on basic themes if he/she can ask for help to express what he wants to; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; interact with reasonable ease in structured situations, given some help, but participation in open discussion is fairly restricted; plus significantly more ability to sustain monologues, for example: express how he/she feels in simple terms; give an extended description of everyday aspects of his/her environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something; give short, basic descriptions of events and activities; describe pets and possessions; use simple descriptive language to make brief statements about and compare objects and possessions (COE, 2001, p. 34).

2.8.4. Level B1 (The Threshold Level)

It involves the specifications for visitors of foreign countries and it can be characterized by two aspects. The first aspect is to be able to continue the interaction and convey what you have in mind in various contexts, for example:

generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; exploit a wide range of simple language flexibly to express much of what he or she wants to; maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production

The second aspect is related to dealing with issues of real life successfully, for example: cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction; ask someone to clarify or elaborate what they have just said (COE, 2001, p. 34).

2.8.5. The Level B1+ (Strong Threshold Level)

As well as covering the two main aspects of Level B1, it also includes more descriptors which are concerned with the exchange of quantities of information, for example:

take messages communicating enquiries, explaining problems; provide concrete information required in an interview/ consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence (COE, 2001, pp. 34-35).

2.8.6. Level B2 (Vantage Level)

At this level learners progress at a slow pace, yet they get a new perspective, looking around in a new way. At this level learners are expected to be able to:

account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses (COE, 2001, p. 35).

Learners who are thought to be at this level should also be able to converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker, correct mistakes if they have led to misunderstandings; make a note of 'favourite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s (COE, 2001, p.35).

2.8.7. Level B2+ (Strong Vantage Level)

In addition to maintaining the aspects of argument and effective social discourse and language awareness, it tends to focus on certain aspects of discourse competence.

Coherence/ cohesion, concentration on items and negotiation are essential at this level (COE, 2001).

2.8.8. Level C1 (Effective Operational Proficiency)

Fluent and spontaneous communication is the most prominent feature of this level. A learner who is at this level should be able to:

express himself/herself fluently and spontaneously, almost effortlessly, have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices (COE, 2001, p. 36).

2.8.9. Level C2 (Mastery)

Even though it is referred as 'Mastery', it does not suggest native-like performance. Specifications of this level include 'convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it" (COE, 2001, p. 36).

Thanks to the stated can-do expressions in descriptors, learners have a chance to think about what they are able to say. They are also bound to compare their speaking skills with the given descriptors. The statements given might encourage learners to set goals and make them proud of their success (Glover, 2011)

2.9. PLURALINGULISM AND THE EUROPEAN LANGUAGE PORTFOLIO

The European Language Portfolio includes a passport, a biography and a file. It selects the CEFR as the baseline to increase the travels of Europeans, supplying an acknowledged and a reliable language competency foundation (Gouveia, 2007). Little (2007) notes that the language passport works as a linguistic identification of learners. It also keeps track of learners' assessment process and cultural experiences based on the CEFR. The biography enables learners to evaluate their language learning process by making use of can-do expressions (as cited in Kristmanson, Lafargue, Culligan, 2012).The European Language Portfolio allows learners to associate their previous and recent experiences. It should be useful in terms of motivating learners, making the learning process seem consistent, meaningful and cost-effective (Scharer, North, 1992). Little (2009) states that the European Language Portfolio is "the CEFR's companion piece' (as cited in McMahon, & Escribano, 2012, p11). Depending on the levels of learners, it promotes learner autonomy to encourage learners, provides guidance and reinforcement and reflect language performance levels focusing on the can-do descriptors of language competences (Council of Europe, 2001).

Another concept called plurilingualism has gained importance in the Council of Europe since the CEFR was published. Plurilingualism involves being able to interact in two or more languages at different levels.(Little, 2011).The notions of multilingualism and plurilingualism are presented in Council of Europe (Little, 2007). Multilingualism is a distinctive character of European communities and language learning is a prominent feature of it in terms of social involvement and democratic citizenship. On the other hand, plurilingualism which is a Council of Europe term deals with the learner rather than the masses (Jones, Saville, 2009).

2.10. CRITICISM RELATED TO THE CEFR

Fulcher (2004) suggests that The CEFR has been favorable mostly due to its being convenient for focusing on teaching, learning and assessing at the same time (as cited in

Fulcher, 2010). Assessment is covered mainly in Chapter 9 in COE, discussing the basic subjects of validity, reliability and feasibility. Validity takes an important place in the core of CEFR, however, reliability is dealt with to a certain degree. Instead of focusing on obtaining the same results repeatedly, it emphasizes the certainty of judgement (Piccardo, 2012). Substantial progress has been made in using the CEFR in language testing. Yet in spite of these efforts, the CEFR has been on the focus of criticism from many areas. The criticism is aimed at both the notion of validity and the practical issues such as test content, context, rating process and so on (Cephe, Toprak, 2014).

Milanovic and Weir (2010) claim that much as The CEFR seems to be favorable in terms of stating definite learning goals and language matters, giving instructions to researchers, instructors, and educators who are responsible for assessment and making the policies, it has been criticized for implementing firm standards. Likewise, test makers have been advised to relate their tests to the CEFR levels. For this purpose The Council of Europe provided test makers with a toolkit to be able to adjust exams to the scheme (as cited in Corsetti, 2015).

The CEFR has the aim of enabling implementers to reflect on recent issues. Yet, educators are prone to limit the use of the CEFR to only levels and descriptors. Besides, not many establishments chose to adopt the descriptive scheme and the document's employing an action-oriented approach is considered using can-do statements only for certain tasks such as roleplays (Byrnes, 2005).

Concerning the theoretical aspects of the CEFR, Fulcher (2004) suggests that the distinction between Waystage and Threshold is not drawn by depending on any empirical evidence, but purely on the intuition of the developers. He also claims that despite the fact that the CEFR includes situations, competencies, functions and abilities, it is not easy to find out at what stage a learner could perform the cited elements and what is needed to be an individual at the Threshold level (Cephe, Toprak, 2014).

 Weir (2005) criticizes the CEFR due to contextual variables- performance conditions that are not complete. He also targets the CEFR due to its theoretical nature and not

giving enough emphasis on the mental processing of the testers while dealing with the tasks (as cited in Cephe, Toprak, 2014).

Moreover, Westhoff (2007) states that the writers of the CEFR were not clear in terms of its classroom practice. Although there are specifications about what learners should be able to do at stated levels, there is lack of information about what they need to learn to fulfil certain tasks. Specifically, there is no information about whether the stated levels should necessitate certain grammar points.

CHAPTER III
RESEARCH METHODOLOGY

3.1. INTRODUCTION

This present study aims to analyse Ufuk University Preparation Class students' English speaking levels, define the current problems they come across during the speaking process and come up with solutions to them. The researcher has been working as an instructor of English at Ufuk University, preparatory school for three years and the school mentioned has been chosen for this study. The chapter presents the research model, research questions, information about the setting, the participants and data collection instrument and procedures accordingly. The methodological details of the study are also provided in this chapter.

3.2. RESEARCH MODEL

This study is a descriptive study that aims to determine the speaking levels of Preparatory School students at Ufuk University in Ankara in the academic year of 2014-2015 according to the speaking criteria of the CEFR.

Quantitative data collection can be made in many ways. A popular method of doing it is to conduct a survey using some kind of a questionnaire (Dörnyei, 2007). Karasar (2006) mentions that, to describe a previous or a current situation as it is at the moment, survey models can be administered. General survey models are used to come to a general conclusion about a universe which consists of many elements, therefore, it is possible to state that these models are survey arrangements where the whole universe, or a group, examples or samples taken from this universe are used for this purpose (as cited in Tıraş, 2011). In the light of these, a survey model was used in this study.

This study is a descriptive study. One of the prominent features of descriptive statistics is its allowing researchers to summarise findings by revealing general tendencies in the data and the variation of the scores. Measures of central tendency are related to the data with one numerical value. The most common ones include: Mean, Median and Mode and Measures of variability are: range and variance. (Dörnyei, 2007).

3.3. RESEARCH QUESTIONS

The following research questions were asked to find out the speaking levels of Ufuk University preparatory school students, identify the problems the students encounter related to their speaking skills.

1. What are the speaking levels of Ufuk University Preparatory Class Students according to CEFR speaking criteria?

2. What are the possible speaking problems and what are the solutions and the suggestions to solve them?

3.4. SETTING

This study was conducted at Ufuk University, which is a foundation university. 358 students enrolled in the preparation class in the academic year 2014-2015. There are eighteen non-native (Turkish) instructors of English whose teaching experiences range from 1 to 8 years. Four of the nineteen teachers are male while fifteen of the teachers are female. There are three offices which are responsible for providing for various needs of the Preparatory School. They include; the testing office, the material office and the programme office which is responsible for facilitating the instructors' academic programmes and specifying the programmes and building a syllabus at the beginning of the academic year depending on the aims and purposes of the education taking place in the Prep. Classes. The testing office is responsible for providing exams which aim to

involve various test types. The exams are supposed to test all four skills including speaking.

At the beginning of each academic year, generally in September, the school has a proficiency test for the students who have failed the preparation class before and for the new students. According to the results of this test, the students who have 60 and above out of 100 pass the preparation class. Then, the test is used as a diagnostic tool to determine the exact levels of the newcomers. Depending on the results of new students' exams their levels are specified. In the Academic year of 2014-2015 the homogenous groups including A1 and A2 were created by taking into account the students' exam results of the test which also works as a placement test. There are sixteen classrooms homogenously similar in terms of their English levels. They are educated in classes of 21-25. There are 25 hours of English lessons per week for A1 level of students and 23 for the students whose level is A2.English is taught integratively and students are expected to be able to have a good command of the four skills equally. Students whose level is A1 have studied the levels of A1,A2 and B1 accordingly. Students whose level is A2 have similarly studied at the level of A2 and B1 and at the end of the academic year they will have the final exam to pass the class.

Laptops, projectors and speakers can be used to enhance students' learning during the lessons and extra materials including all skills and areas are provided for the students. Extra materials are mostly used to improve students' communicative competence. They also offer speaking activities such as role-plays and supplementary or complementary materials that cover the main textbook.

3.5. PARTICIPANTS

The students who participated in this study were B1 (Pre-intermediate) level preparatory class students at Ufuk University Preparation Class. All the participants, 320 in total, took part voluntarily. The students in the questionnaires come from socio-economically different families but they share a similar educational background. Their departments

vary such as Law, Psychology and Political Sciences. Students whose starting level is A1 study the levels of A1, A2 and B1 accordingly. Students whose starting level is A2 study at the level of B1. The research questions were especially chosen because, as mentioned in the literature review, students in Turkey do not have enough opportunities to practice their speaking skills. Among the four skills, speaking seems to be the skill which students have difficulty with the most, compared to other skills.

3.6. DATA COLLECTION INSTRUMENT AND PROCEDURES

The questionnaire (see Appendix I) which was designed by Tıraş (2011) was administered to Ufuk University Preparatory School students in order to collect data from the students about their speaking abilities and competency depending on their experience and practice.

The survey that was formed by taking can-do statements for the speaking criteria from the CEFR by Tıraş (2011) were administered to the students at the level of B1at the end of the academic year 2014-2015. These statements included A1, A2 and B1 speaking level competencies of the CEFR. In the first part; there were questions aiming to find out demographic information about the students. The other questions were developed to find out the correct data about the students' ability to speak English. These three levels also consisted of two different sub-levels, accordingly, spoken interaction and spoken production accordingly. The questionnaire includes 41 questions and 6 sub-levels. The questionnaire consists of can-do statements in both English and Turkish lest the students should have any problems comprehending the sentences.

The questionnaire was administered in the last week of the 2014-2015 academic year. It was told to students that their marks would not be affected by the results of the questionnaire or their answers. They were also told that confidentiality would be provided, so they could be objective while answering the questions. The questionnaires were distributed by the teachers the students are familiar with and they could ask about anything they think is unclear. All the sentences were written in both English and

Turkish. Enough time was provided for the students to answer the questions in a relaxing atmosphere. They were not supposed to write their names, classes or numbers to acquire more objective results.

Even though there were 6 sub-levels, they weren't stated in the questionnaire. The students could only see one part including 41 questions. The students were told to rate on a scale of one to five with 'Strongly Disagree (1)', 'Disagree (2)', 'Neutral (3)', 'Agree (4)', 'Strongly Agree (5)'.

Sentences 1-11 in the questionnaire are supposed to reveal A1 Spoken Interaction level, sentences in 12-14 are about A1 Spoken Production level, sentences in 15-23 analyse A2 Spoken Interaction level, sentences in 24-28 are related to A2 Spoken Production level, statements 29-35 are supposed to analyse B1 Spoken Interaction level, and finally statements 36-41 are supposed to find out about learners' B1 Spoken Production level.

CHAPTER IV
DATA ANALYSIS AND FINDINGS

4.1. INTRODUCTION

The aim of this study is to determine how effective the Preparation School students of Ufuk University are in their speaking abilities according to the CEFR speaking criteria. This chapter presents the results of the questionnaire administered in the academic year of 2014-2015. The data were transformed into statistical results by means of SPSS 22. This chapter gives the results of the analysis of the study. The chapter begins with the descriptive results and the next sections present the descriptive results for each of the six dimensions of the scale.

4.2. DESCRIPTIVE RESULTS OF THE SCALE

As mentioned before there were 320 students who took part in the study. The scale has six different dimensions with a 5 point Likert type Scale. The results of the descriptive analysis were summarized in Table 4.1.

Table 4.1. Descriptive Results for the Dimensions

Dimensions	N	Mean	SD
A1- Spoken Interaction	320	4.15	.74
A1- Spoken Production	320	4.00	.86
A2- Spoken Interaction	320	3.42	.78
A2- Spoken Production	320	3.89	.81
B1- Spoken Interaction	320	3.16	.80
B1- Spoken Production	320	3.00	.88

It can be seen that students have more positive opinions for A1-Spoken Interaction (M = 4.15, SD = .74) than the other dimensions. The students are neutral about B1-Spoken Production (M = 3.00, SD = .88). In order to understand deeply, each dimension and their items were analysed separately.

4.2.1. Analysis of "A1-Spoken Interaction"

The A1-Spoken Interaction dimension has eleven items. It was observed that the students (M =4.15, SD = .74) had positive opinions. The distribution of the opinions of the students was summarized in Table 4.2.

According to A1- Spoken Interaction level, the highest mean score is for the Statement 1 (*M* = 4.40, *SD* = .96) namely "I can introduce somebody and use basic greetings and leave taking expressions". Statement 6 with the mean value of 3.95 and the standart deviation of .99, has the lowest mean, which states that "I can ask people for things and give people things". The second lowest mean that was very close to the lowest mean is in Statement 7 with the mean value of 3.96 and with the standard deviation of .96, namely "I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly". The findings based on the Statement 6 and Statement 7 indicate that the students do not feel competent enough to ask people for things and give people things or ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to them provided they are articulated slowly and clearly.

Table 4.2. The Distribution of the Opinions of the Students Related to CEFR A1-
Spoken Interaction

A1- Spoken Interaction		N	%	Mean	SD
Q1: I can introduce somebody and use basic greetings and leave taking expressions.	Strongly Disagree	10	3.1	4.40	.96
	Disagree	12	3.8		
	Neutral	14	4.4		
	Agree	87	27.2		
	Strongly Agree	197	61.6		
Q2: I can ask and answer simple questions, initiate and respond to simple statements on very familiar and everyday topics.	Strongly Disagree	9	2.8	4.14	.98
	Disagree	16	5		
	Neutral	33	10.3		
	Agree	124	38.8		
	Strongly Agree	138	43.1		
Q3: I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.	Strongly Disagree	12	3.8	4.03	.98
	Disagree	11	3.4		
	Neutral	46	14.4		
	Agree	139	43.4		
	Strongly Agree	112	35		
Q4: I can make simple purchases where pointing or other gestures can support what I say.	Strongly Disagree	10	3.1	4.07	1.01
	Disagree	14	4.4		
	Neutral	51	15.9		
	Agree	114	35.6		
	Strongly Agree	131	40.9		
Q5: I can handle numbers, quantities, costs and times.	Strongly Disagree	7	2.2	4	.97
	Disagree	16	5		
	Neutral	60	18.8		
	Agree	121	37.8		
	Strongly Agree	116	36.3		
Q6: I can ask people for things and give people things.	Strongly Disagree	7	2.2	3.95	.99
	Disagree	19	5.9		
	Neutral	64	20		
	Agree	122	38.1		
	Strongly Agree	102	33.8		

Table 4.2. (continued) The Distribution of the Opinions of the Students Related to
CEFR A1- Spoken Interaction

Q7: I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.	Strongly Disagree	9	2.8		
	Disagree	20	3.8		
	Neutral	62	10.3	3.96	1.02
	Agree	114	27.5		
	Strongly Agree	115	56.3		
Q8: I can use time expressions such as "next week", "last Friday", "in November", and "at three o'clock."	Strongly Disagree	7	2.2		
	Disagree	12	3.8		
	Neutral	33	10.3	4.32	.96
	Agree	88	27.5		
	Strongly Agree	180	56.3		
Q9: I can have simple conversations such as greeting.	Strongly Disagree	12	3.8		
	Disagree	14	4.4		
	Neutral	25	7.8	4.28	1.04
	Agree	92	28.8		
	Strongly Agree	117	55.3		
Q10: I can make and accept apologies.	Strongly Disagree	7	2.2		
	Disagree	16	5		
	Neutral	31	9.7	4.30	.99
	Agree	85	26.6		
	Strongly Agree	181	56.6		
Q11: I can say what I like and dislike.	Strongly Disagree	3	.9		
	Disagree	14	4.4		
	Neutral	31	9.7	4.28	.88
	Agree	115	35.9		
	Strongly Agree	157	49.1		

The analysis of each item of "A1-Spoken Interaction is as follows:

Q1: I can introduce somebody and use basic greetings and leave taking expressions.

The results show that about 62 % of the participants (N=197) strongly agree that they can introduce somebody and use basic greetings and leave taking expressions; moreover, 27 % of the participants (N=87) agree with this item. About 7 % of the participants strongly disagree or disagree with the statement. In addition to these, there

are 14 participants (4.4 %) who are neutral. Figure 4.1 illustrates the distribution of the perceptions of the participants.

Figure 4.1. Histogram of the Statement of Q1 of A1-Spoken Interaction
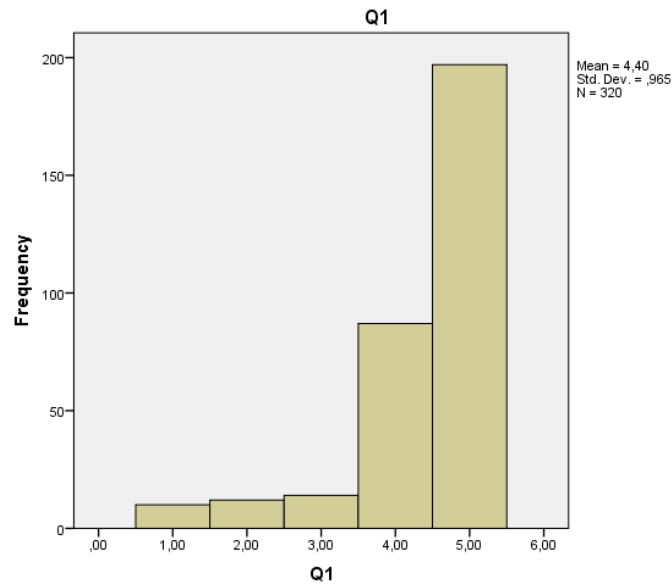
Q2: I can ask and answer simple questions, initiate and respond to simple statements on very familiar and everyday topics.

The results show that most of the participants, about 82 %, (N=262,), strongly agree or agree that they can ask and answer simple questions, initiate and respond to simple statements on very familiar and everyday topics. About 7 % of the participants (N=25) strongly disagree or disagree with the statement. In addition to these, there are 33 participants (10 %) who are neutral. Figure 4.2 illustrates the distribution of the perceptions of the participants.
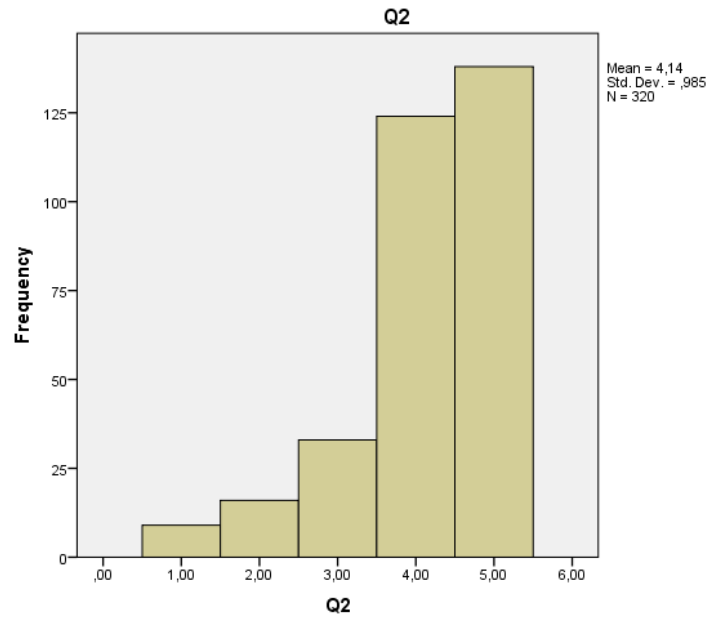
Figure 4.2. Histogram of the Statement of Q2 of A1-Spoken Interaction

Q3: I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.

The results show that 35 % of the participants (N=112) strongly agree and about 44 % of the participants (N=139) agree with the statement. About 7 % of the participants (N=33) strongly disagree or disagree. Moreover, there are 46 participants (14.4 %) who are neutral. Figure 4.3 illustrates the distribution of the perceptions of the participants.

Figure 4.3. Histogram of the Statement of Q3 of A1-Spoken Interaction
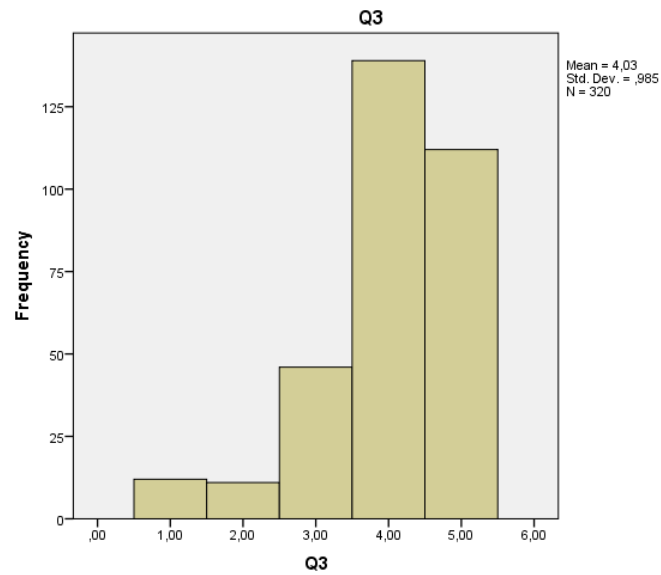
Q4: I can make simple purchases where pointing or other gestures can support what I say.

The results show that about 41 % of the participants (N= 131) strongly agree that they can make simple purchases where pointing or other gestures can support what they say. Parallel to this, about 36 % of the participants (N= 114) agree with the statement. 51 of the participants (16 %) who are neutral. In addition to these, about 8 % of the participants (N= 24) strongly disagree or disagree with the statement. Figure 4.4 illustrates the distribution of the perceptions of the participants.

Figure 4.4. Histogram of the Statement of Q4 of A1-Spoken Interaction

Q5: I can handle numbers, quantities, costs and times.

The results show that about 36 % of the participants (N= 116) strongly agree and about 38 % of the participants (N= 121) agree that they can handle numbers, quantities, costs and times. About 7 % of the participants (N= 25) strongly disagree or disagree. Moreover, there are 60 participants (18.8 %) who are neutral. Figure 4.5 illustrates the distribution of the perceptions of the participants.
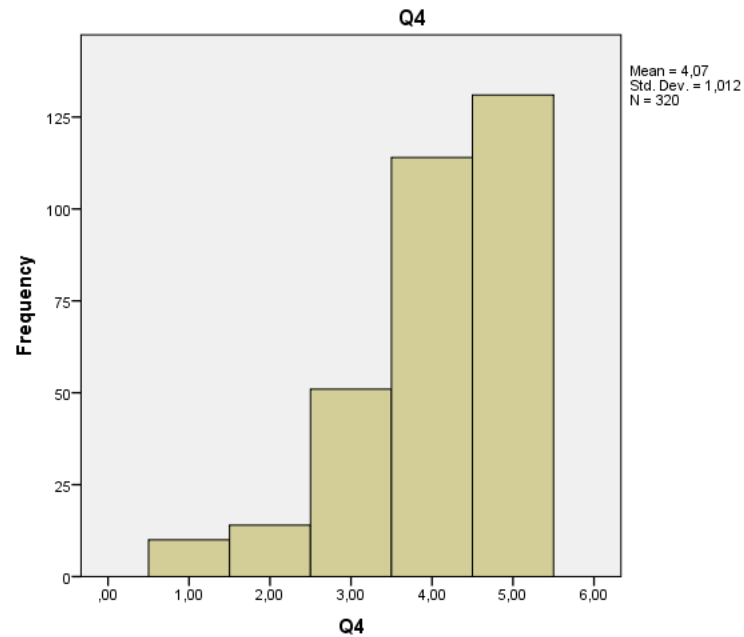
Figure 4.5. Histogram of the Statement of Q5 of A1-Spoken Interaction
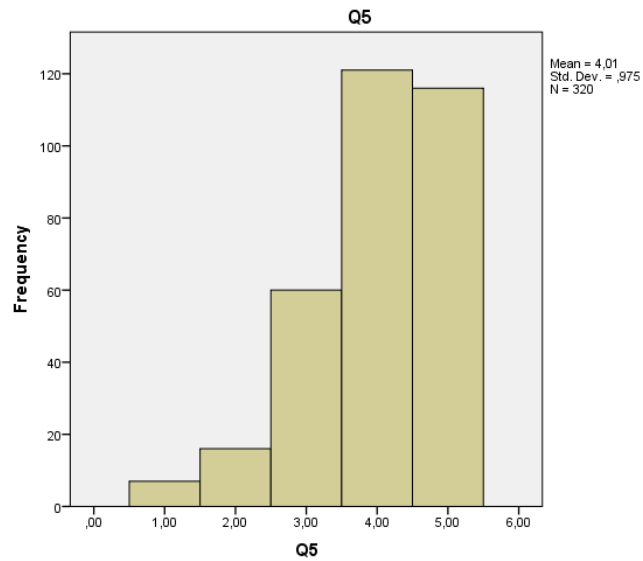
Q6: I can ask people for things and give people things.

The results show that most of the (38 %) the participants (N=122) agree that they can ask people for things and give people things and 34 % of the participants (N=102) strongly agree with the statement. About 8 % of the participants (N=25) strongly disagree or disagree with the statement; also 20 % of the participants (N=64) are neutral. Figure 4.6 illustrates the distribution of the perceptions of the participants.

Figure 4.6. Histogram of the Statement of Q6 of A1-Spoken Interaction
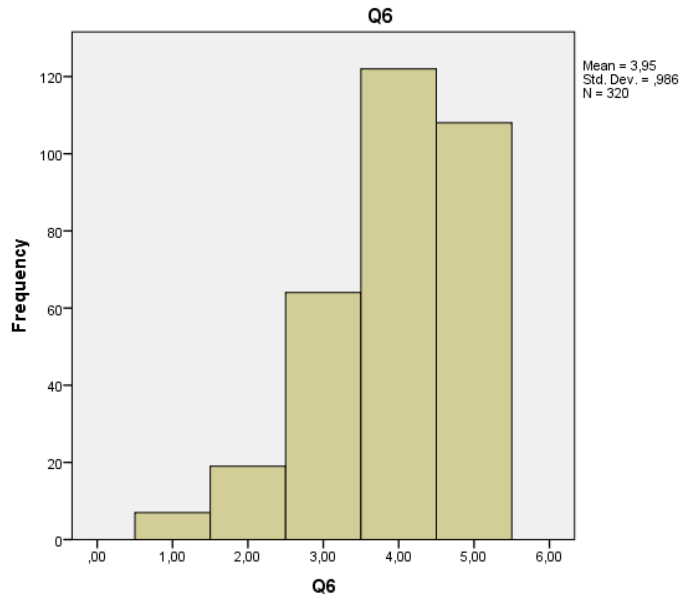
Q7: I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.

The results show that most of the participants (about 84 %) (N= 229) strongly agree or agree with the statement. There are also 62 participants (10.3 %) who are neutral. About 7 % of the participants (N= 29) strongly disagree or disagree with the statement; Figure 4.7 illustrates the distribution of the perceptions of the participants.

Figure 4.7. Histogram of the Statement of Q7 of A1-Spoken Interaction
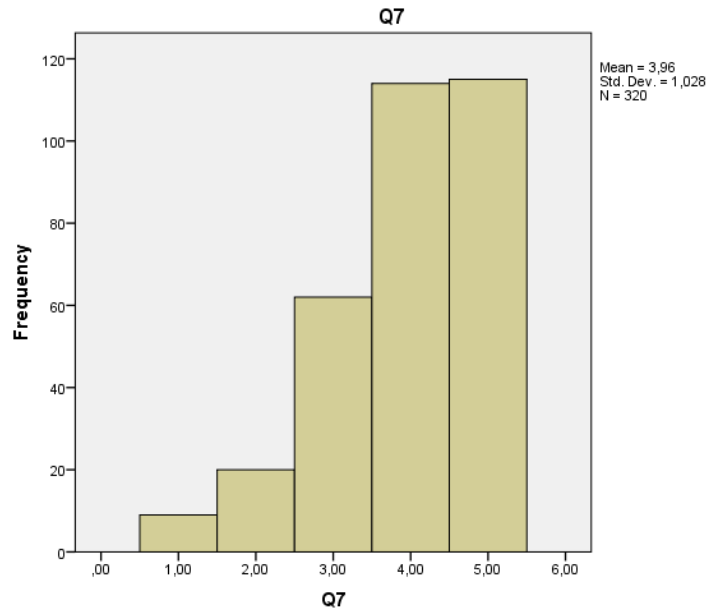
Q8: I can use time expressions such as "next week", "last Friday", "in November", and "at three o'clock."

The results show that 56 % of the participants (N= 180) strongly agree and 28 % of them agree that they can use time expressions. There are 33 participants (10.3 %) who are neutral about the statement. In addition to these 6 % of the participants (N= 19) strongly disagree or disagree with the statement; Figure 4.8 illustrates the distribution of the perceptions of the participants.

Figure 4.8. Histogram of the Statement of Q8 of A1-Spoken Interaction
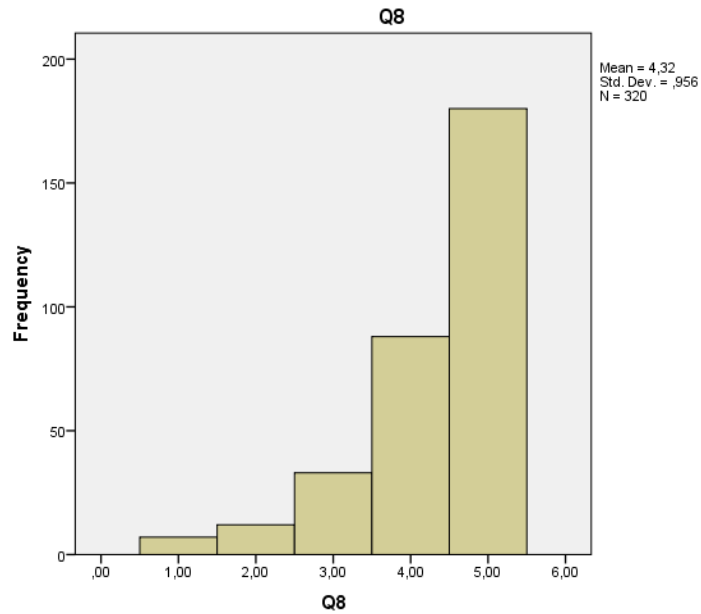
Q9: I can have simple conversations such as greeting.

The results show that 55.3 % of the participants (N= 117) strongly agree and about 29 % of them (N= 92) agree that they can have simple conversations such as greeting. There are 25 participants (8 %) who are neutral about the statement. In addition to these, about 9 % of the participants (N= 26) strongly disagree or disagree with the statement; Figure 4.9 illustrates the distribution of the perceptions of the participants.

Figure 4.9. Histogram of the Statement of Q9 of A1-Spoken Interaction
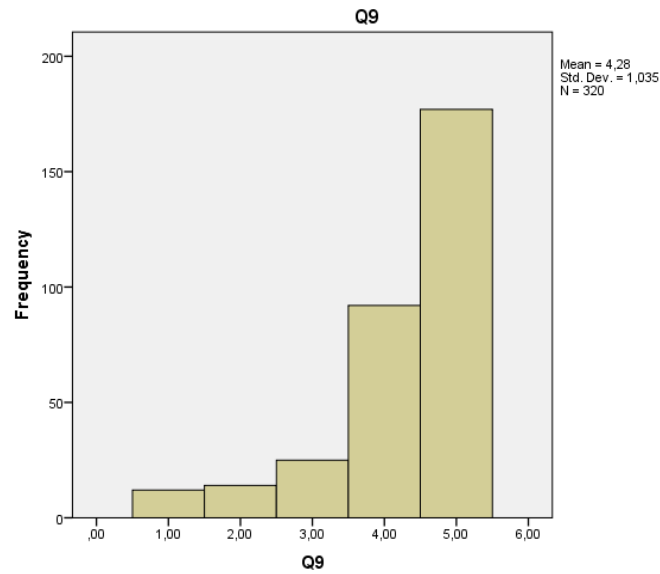
Q10: I can make and accept apologies

The results show that about 57 % of the participants (N= 181) strongly agree and about 27 % of them (N= 85) agree that they can make and accept apologies. 10 % of the participants (N= 31) are neutral about the statement. In addition to these, 5 % of the participants (N= 16) disagree and only 2 % of them (N= 7) strongly disagree that they can make and accept apologies. Figure 4.10 illustrates the distribution of the perceptions of the participants.

Figure 4.10. Histogram of the Statement of Q10 of A1-Spoken Interaction
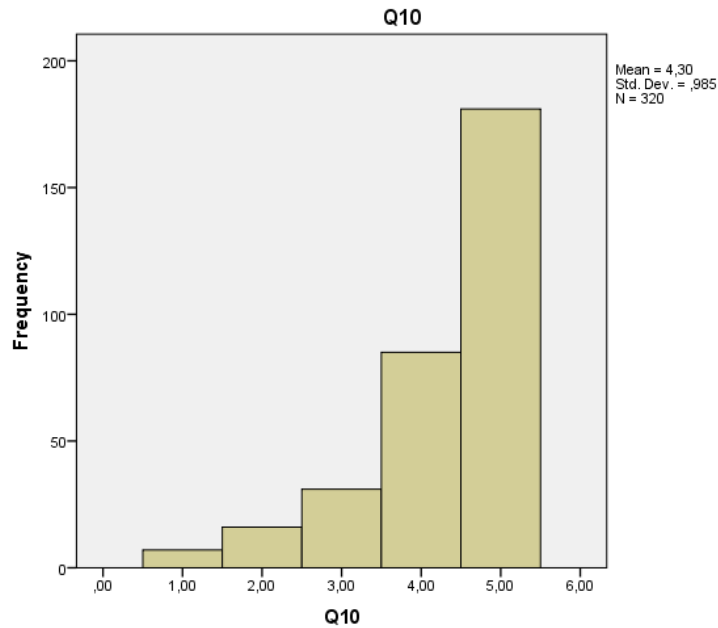
Q11: I can say what I like and dislike.

The results show that 49 % of the participants (N= 157) strongly agree and 36 % of them (N=115) agree that they can say what they like and dislike. About 10 % of the participants (N=31) are neutral about the statement. In addition to these, nearly 5 % of the participants (N=14) disagree and only 1 % of them (N=3) strongly disagree that they can say what they like and dislike. Figure 4.11 illustrates the distribution of the perceptions of the participants.

Figure 4.11. Histogram of the Statement of Q11 of A1-Spoken Interaction
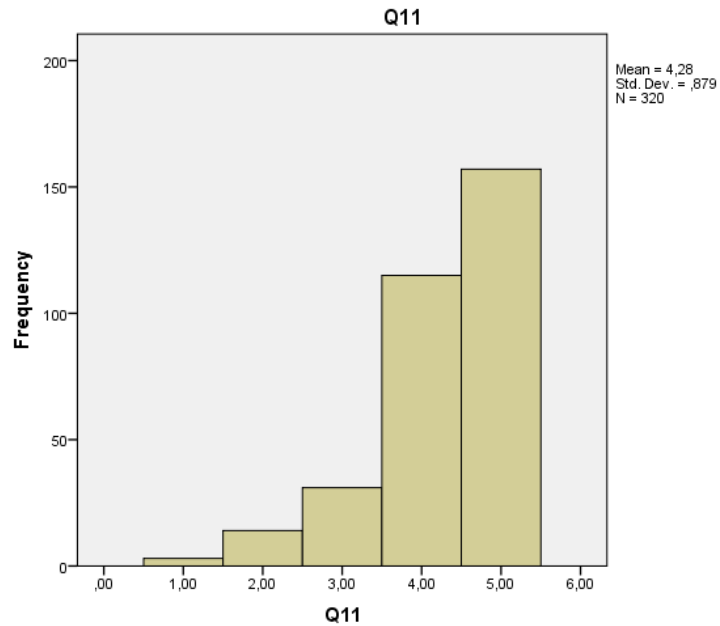
In addition to the separate analysis of the items, the visual analysis of all the histograms have negatively skewed distributions. Therefore it can be concluded that the students have positive opinions and they feel competent about the criteria of A1 Spoken Interaction.

4.2.2. Analysis of "A1-Spoken Production"

The A1-Spoken Production dimension has three items. It was observed that the students (M =4.00, SD= .86) have positive opinions. The distribution of the opinions of the students was summarized in Table 4.3.

Table 4.3. The Distribution of the Opinions of the Students Related to CEFR A1-
        Spoken Production

A1- Spoken Production		N	%	Mean	*SD*
Q12: I can give personal information such as address, telephone number, nationality, age, family and hobbies.	Strongly Disagree	10	3.1		
	Disagree	18	5.6		
	Neutral	34	10.6	4.15	1.03
	Agree	110	34.4		
	Strongly Agree	148	46.3		
Q13: I can describe where I live and my neighbourhood.	Strongly Disagree	10	3.1		
	Disagree	31	9.7		
	Neutral	72	22.5	3.78	1.07
	Agree	113	35.3		
	Strongly Agree	94	29.4		
Q14: I can tell my daily routines with a very basic language.	Strongly Disagree	10	3.1		
	Disagree	14	4.4		
	Neutral	43	13.4	4.07	.99
	Agree	128	40		
	Strongly Agree	125	39.1		

According to A1- Spoken Production level, the lowest mean score is for the Statement 13 (M= 3.78, SD= 1.07) namely "I can describe where I live and my neighbourhood.". Statement 14 namely "I can tell my daily routines with a very basic language." has the moderate mean value of 4.07 and with the standard deviation of .99. Statement 12 has the highest mean (M= 4.15, SD= 1.03), which states that "I can give personal information such as address, telephone number, nationality, age, family and hobbies.". These findings show that the students feel competent enough to talk about their personal information, interests and preferences.

The Analysis of each item of "A1-Spoken Production" is as follows:

Q12: I can give personal information such as address, telephone number, nationality, age, family and hobbies.

The results show that about 46 % of the participants (N=148) strongly agree that they can give personal information and also about 35 % of the participants (N= 110) agree with this item. About 9 % of the participants (N= 148) strongly disagree or disagree with the statement. In addition to these, there are 34 participants (11 %) who are neutral. Figure 4.12 illustrates the distribution of the perceptions of the participants.

Figure 4.12. Histogram of the Statement of Q12 of A1-Spoken Production
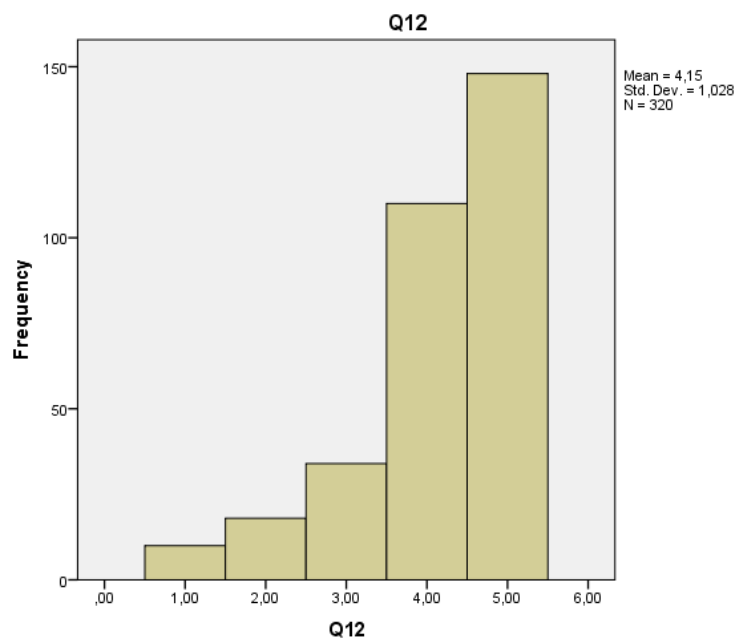
Q13: I can describe where I live and my neighborhood.

The results show that most of the participants, about 65 %, (N= 207) strongly agree or agree that they can describe where they live and their neighborhood. About 13 % of the participants (N= 41) strongly disagree or disagree with the statement. In addition to these, there are 72 participants (23 %) who are neutral. Figure 4.13 illustrates the distribution of the perceptions of the participants.

Figure 4.13. Histogram of the Statement of Q13 of A1-Spoken Production
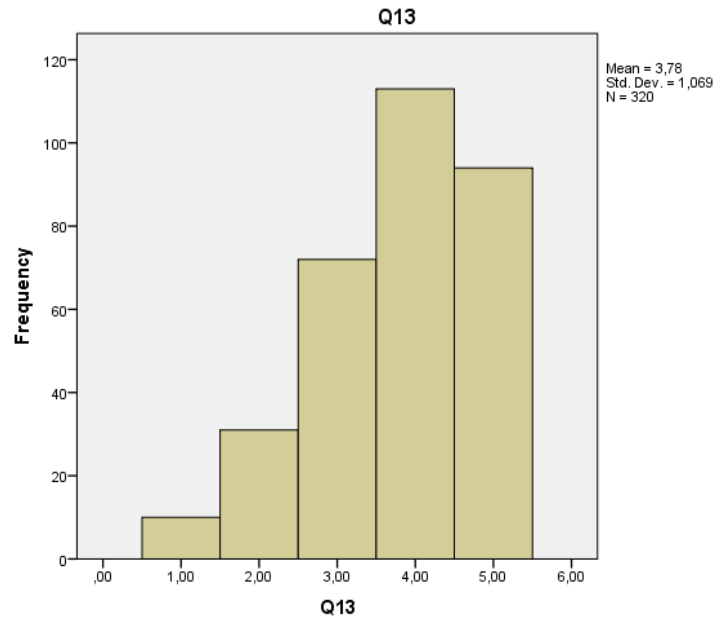
Q14: I can tell my daily routines with a very basic language.

The results show that 39 % of the participants (N= 125) strongly agree and about 40 % of the participants (N= 128) agree with the statement. About 8 % of the participants (N= 24) strongly disagree or disagree. Moreover, there are 43 participants (13.4 %) who are neutral. Figure 4.14 illustrates the distribution of the perceptions of the participants.

Figure 4.14. Histogram of the Statement of Q14 of A1-Spoken Production
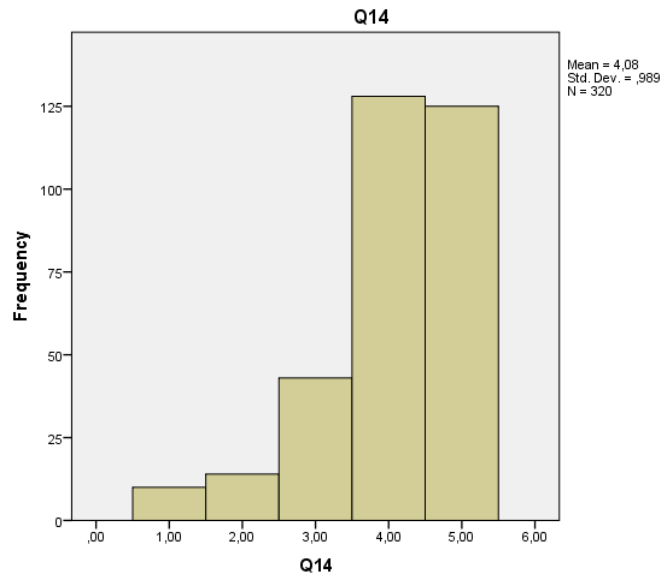
In addition to the analysis of each statement, the visual inspection shows that most of the participants agree or strongly agree with the statements of A1- Spoken Production. Especially, most of the students strongly agree with the Statement 12, which shows that the students feel competent enough to give their personal information such as address, telephone number, nationality, age, family and hobbies in English.

4.2.3. Analysis of A2- Spoken Interaction

The A2-Spoken Interaction dimension has nine items. It was observed that the students (M = 3.42, SD = .78) have nearly positive opinions. The distribution of the opinions of the students was summarized in Table 4.4.

According to A2- Spoken Interaction level, Statement 18 and Statement 19 have the same mean values and the highest mean scores (M= 3.98, SD= .98). Statement 18 states that "I can order something to eat and drink." and Statement 19 stated that "I can make simple purchases by stating what I want and asking the price".

Table 4.4. The Distribution of the Opinions of the Students Related to CEFR A2-
 Spoken Interaction

A2- Spoken Interaction		N	%	Mean	SD
Q15: I can make simple transactions in post offices, shops or banks.	Strongly Disagree	29	9.1		
	Disagree	55	17.2		
	Neutral	128	40	3.11	1.11
	Agree	68	21.3		
	Strongly Agree	40	12.5		
Q16: I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.	Strongly Disagree	18	5.6		
	Disagree	43	13.4		
	Neutral	100	31.3	3.44	1.12
	Agree	97	30.3		
	Strongly Agree	62	19.4		
Q17: I can get information about the travel that I will do.	Strongly Disagree	19	5.9		
	Disagree	43	13.4		
	Neutral	114	35.6	3.33	1.06
	Agree	100	31.3		
	Strongly Agree	44	13.8		
Q18: I can order something to eat and drink.	Strongly Disagree	6	1.9		
	Disagree	21	6.6		
	Neutral	56	17.5	3.98	.98
	Agree	128	40		
	Strongly Agree	109	34.1		
Q19: I can make simple purchases by stating what I want and asking the price.	Strongly Disagree	7	2.2		
	Disagree	21	6.6		
	Neutral	53	16.6	3.98	.98
	Agree	130	40.6		
	Strongly Agree	109	34.1		
Q20: I can ask for and give directions by referring to a map or plan.	Strongly Disagree	51	15.9		
	Disagree	62	19.4		
	Neutral	109	34.1	2.91	1.21
	Agree	62	19.4		
	Strongly Agree	36	11.3		
Q21: I can make and respond to invitations.	Strongly Disagree	14	4.4		
	Disagree	64	20		
	Neutral	131	40.9	3.18	1.02
	Agree	74	23.1		
	Strongly Agree	37	11.6		

Table 4.4. (continued). The Distribution of the Opinions of the Students Related to
CEFR A2- Spoken Interaction

Q22: I can discuss with other people what to do, where to go and make arrangements to meet.	Strongly Disagree	20	6.3		
	Disagree	51	15.9		
	Neutral	109	34.1	3.28	1.08
	Agree	98	30.6		
	Strongly Agree	42	13.1		
Q23: I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	Strongly Disagree	15	4.7		
	Disagree	40	12.5		
	Neutral	80	25	3.57	1.10
	Agree	116	36.3		
	Strongly Agree	69	21.6		

The mean values are very close to point 4, which means that the students have positive opinions about the statements. Statement 20 with the mean value of 2.91 and with the standart deviation of 1.21 is the one which has the lowest mean score. This finding shows that the students are neutral about their abilities to ask and give directions. The statement states that "I can ask for and give directions by referring to a map or plan".

The analysis of each item of "A2-Spoken Interaction" is as follows:

Q15: I can make simple transactions in post offices, shops or banks.

The results show that about 12.5 % of the participants (N= 40) strongly agree that they can make simple transactions; moreover about 22 % of the participants (N= 68) agree with this item. In contrast, about 28 % of the participants strongly disagree or disagree with the statement. In addition to these, there are 128 participants (40 %) who are neutral. Figure 4.15 illustrates the distribution of the perceptions of the participants.

Figure 4.15. Histogram of the Statement of Q15 of A2-Spoken Interaction
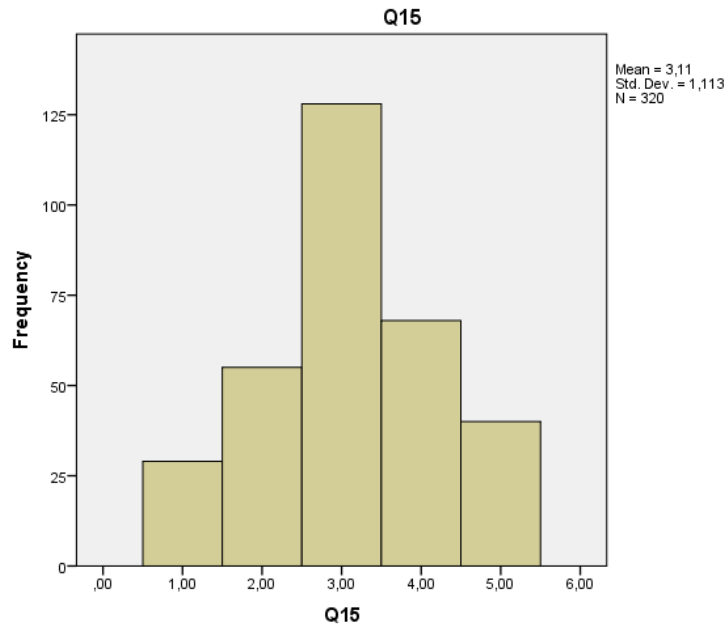
Q16: I can use public transport: buses, trains and taxies, ask for basic information and buy tickets.

The results show that 51 % of the participants (N= 159) strongly agree or agree that they can use public transport: buses, trains and taxies, ask for basic information and buy tickets. In addition to these, there are 100 participants (31.3 %) who are neutral. 19 % of the participants (N= 61) strongly disagree or disagree with the statement. Figure 4.16 illustrates the distribution of the perceptions of the participants.

Figure 4.16. Histogram of the Statement of Q16 of A2-Spoken Interaction
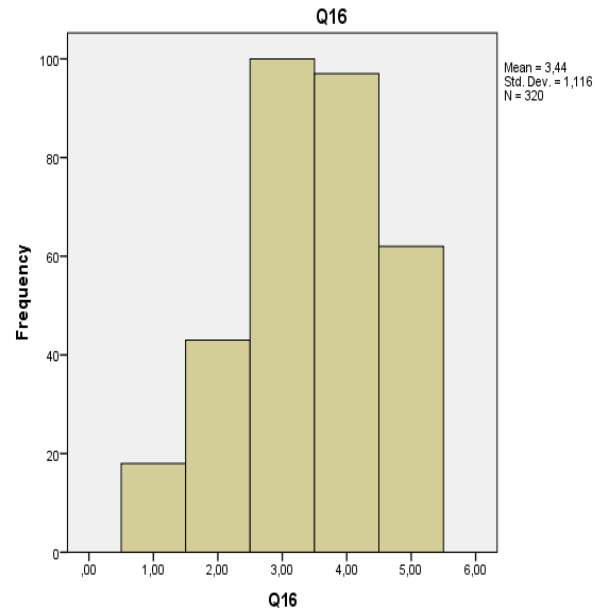
Q17: I can get information about the travel that I will do.

The results show that 14 % of the participants (N= 44) strongly agree and about 32 % of the participants (N= 100) agree with the statement. Moreover, there are 114 participants (36 %) who are neutral. About 20 % of the participants (N= 62) strongly disagree or disagree. Figure 4.17 illustrates the distribution of the perceptions of the participants.

Figure 4.17. Histogram of the Statement of Q17 of A2-Spoken Interaction
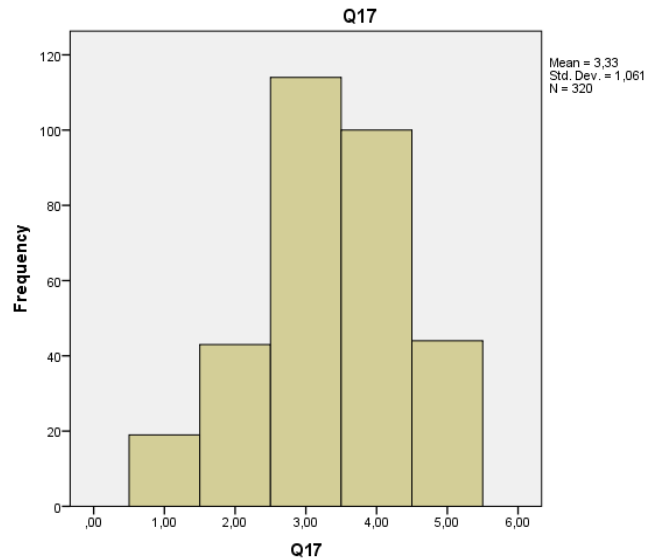
Q18: I can order something to eat and drink.

The results show that 34 % of the participants (N= 109) strongly agree that they can order something to eat and drink. Parallel to this, 40 % of the participants (N= 128) agree with the statement. There are 56 participants (17.5 %) who are neutral. In addition to these, about 9 % of the participants (N= 27) strongly disagree or disagree with the statement. Figure 4.18 illustrates the distribution of the perceptions of the participants.

Figure 4.18. Histogram of the Statement of Q18 of A2-Spoken Interaction
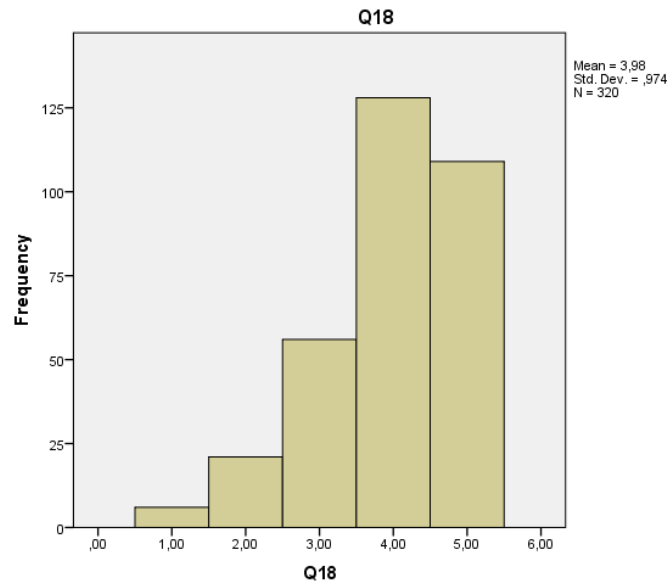
Q19: I can make simple purchases by stating what I want and asking the price.

The results show that about 34 % of the participants (N=109) strongly agree and about 41 % of the participants (N= 130) agree that they can make simple purchases by stating what they want and asking the price. About 9 % of the participants (N= 28) strongly disagree or disagree. Moreover, there are 53 participants (16.6 %) who are neutral. Figure 4.19 illustrates the distribution of the perceptions of the participants.

Figure 4.19. Histogram of the Statement of Q19 of A1-Spoken Interaction
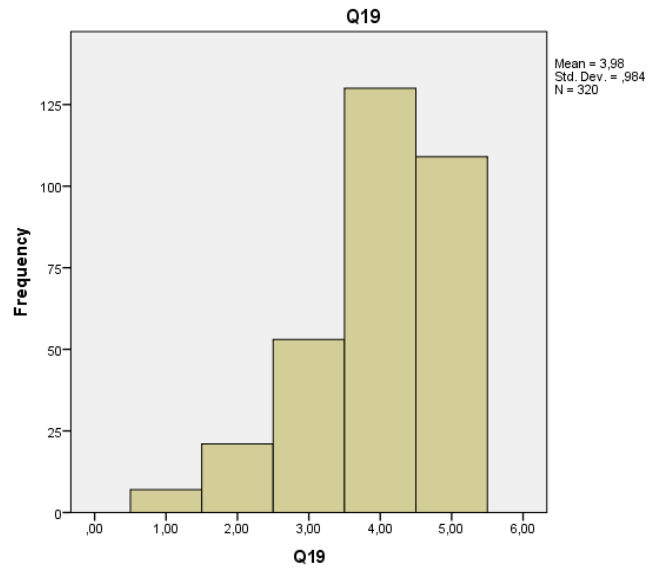
Q20: I can ask for and give directions by referring to a map or plan.

The results show that about 12 % of the participants (N= 36) strongly agree that they can ask for and give directions by referring to a map or plan and also about 20 % of the participants (N= 62) agree with the statement. About 36 % of the participants (N= 113) strongly disagree or disagree with the statement. Moreover, 34 % of the participants (N= 109) are neutral. Figure 4.6 illustrates the distribution of the perceptions of the participants.

Figure 4.20. Histogram of the Statement of Q20 of A2-Spoken Interaction
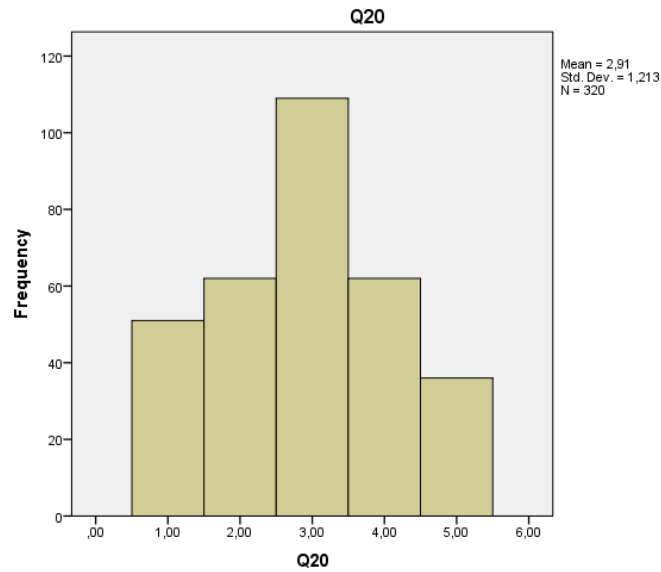
Q21: I can make and respond to invitations.

The results show that 12 % of the participants (N= 37) strongly agree and 23 % of them (N= 74) agree that they can make and respond to invitations. There are 131 participants (41 %) who are neutral about the statement. In addition to these, 25 % of the participants (N= 78) strongly disagree or disagree with the statement. Figure 4.21 illustrates the distribution of the perceptions of the participants.

Figure 4.21. Histogram of the Statement of Q21 of A2-Spoken Interaction
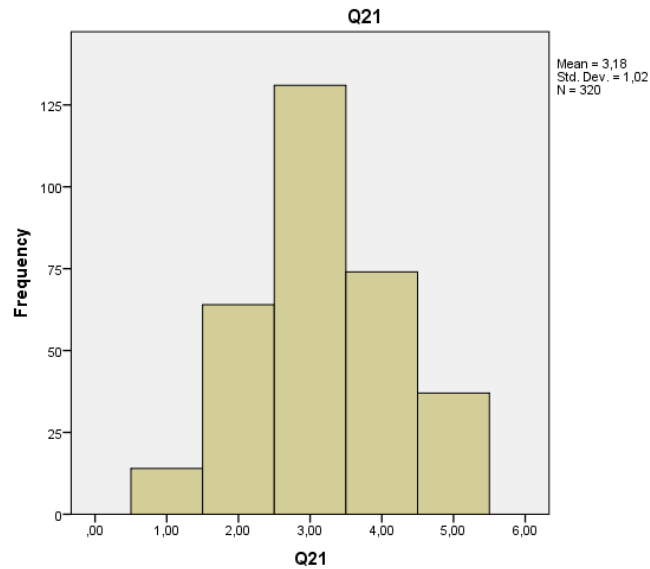
Q22: I can discuss with other people what to do, where to go and make arrangements to meet.

The results show that 13 % of the participants (N= 42) strongly agree and about 32 % of them (N= 98) agree that they can discuss with other people what to do, where to go and make arrangements to meet. There are 109 participants (34 %) who are neutral about the statement. In addition to these, about 23 % of the participants (N=71) strongly disagree or disagree with the statement; Figure 4.22 illustrates the distribution of the perceptions of the participants.

Figure 4.22. Histogram of the Statement of Q22 of A2-Spoken Interaction
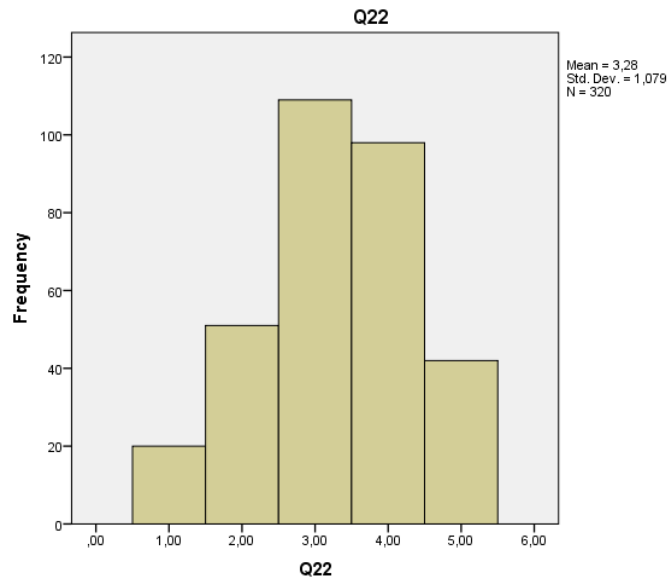
Q23: I can ask people questions about what they do at work and in free time and answer such questions addressed to me.

The results show that about 22 % of the participants (N= 69) strongly agree that they can ask people questions about what they do at work and in their free time and answer such questions addressed to them and also about 37 % of the participants (N= 116) agree with the statement. About 18 % of the participants (N= 55) strongly disagree or disagree with the statement. Moreover, 25 % of the participants (N= 80) are neutral. Figure 4.23 illustrates the distribution of the perceptions of the participants.

Figure 4.23. Histogram of the Statement of Q23 of A2-Spoken Interaction
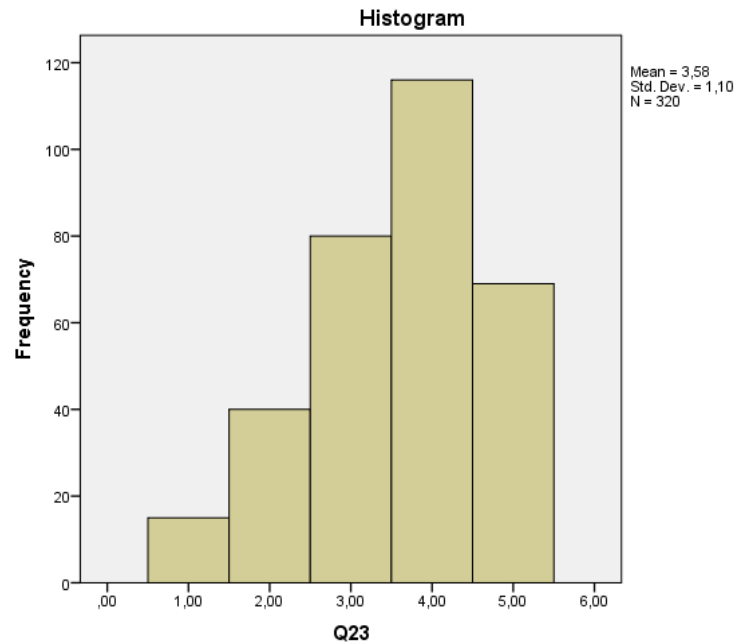
In the light of the histograms, it can be said that the students are mostly neutral or agree with the statements of A2- Spoken Interaction. The findings illustrate that students feel competent enough to communicate about daily activities. However they are neutral about more complicated activities such as money transactions and/or formal conversations.

4.2.4. Analysis of A2-Spoken Production

The A2-Spoken Production dimension has five items. It was observed that the students (M= 3.90, SD= .81) had nearly positive opinions. The distribution of the opinions of the students was summarized in Table 4.5.

According to A2- Spoken Production level, Statement 24 has the highest mean value (M= 4.31, SD= .99). It states that "I can talk about myself and my family and describe them". The mean values are the same for Statement 25 and Statement 26, which is 3.09 with the standart deviations of 1.05 and 1.19 respectively. These findings show that the

students are neutral about being able to give basic descriptions of events and their experiences. Moreover, these statements have the lowest mean scores.

Table 4.5. The Distribution of the Opinions of the Students Related to CEFR A2-
Spoken Production

A2- Spoken Production		N	%	Mean	SD
Q24: I can talk about myself and my family and describe them.	Strongly Disagree	11	3.4	4.31	.99
	Disagree	13	4.1		
	Neutral	19	5.9		
	Agree	99	30.9		
	Strongly Agree	178	55.6		
Q25: I can give basic descriptions of events.	Strongly Disagree	36	11.3	3.09	1.05
	Disagree	60	18.8		
	Neutral	108	33.8		
	Agree	71	22.2		
	Strongly Agree	45	14.1		
Q26: I can describe my educational background, my present or most recent job.	Strongly Disagree	12	3.8	3.09	1.19
	Disagree	23	7.2		
	Neutral	51	15.9		
	Agree	132	41.3		
	Strongly Agree	102	31.9		
Q27: I can describe my hobbies and interests in a simple way.	Strongly Disagree	9	2.8	4.18	1
	Disagree	17	5.3		
	Neutral	31	9.7		
	Agree	115	35.9		
	Strongly Agree	148	46.3		
Q28: I can describe past activities such as last week or my last holiday.	Strongly Disagree	8	2.5	4.01	1.02
	Disagree	26	8.1		
	Neutral	36	11.3		
	Agree	133	41.6		
	Strongly Agree	117	36.6		

The analysis of each item of "A2-Spoken Production" is as follows:

Q24: I can talk about myself and my family and describe them.

The results show that about 56 % of the participants (N= 178) strongly agree that they can talk about themselves and their family; moreover 31 % of the participants (N= 99) agree with this item. About 8 % of the participants strongly disagree or disagree with the statement. In addition to these, there are 19 participants (6 %) who are neutral. Figure 4.24 illustrates the distribution of the perceptions of the participants.

Figure 4.24. Histogram of the Statement of Q24 of A2-Spoken Production
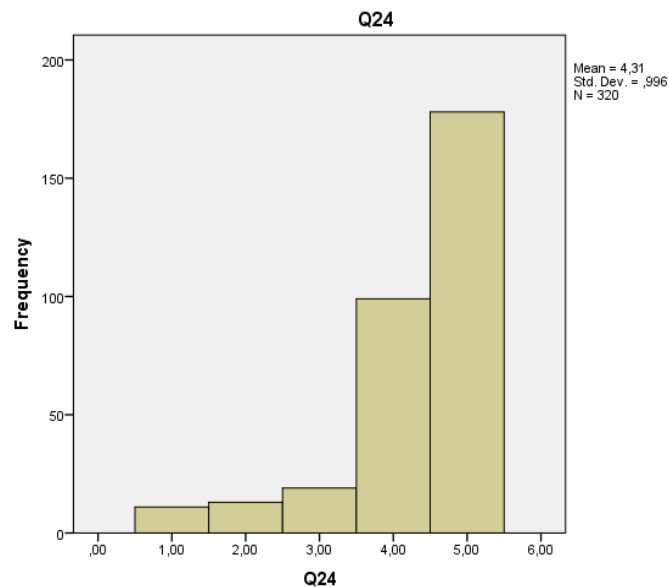
Q25: I can give basic descriptions of events.

The results show that about 37 % of the participants (N= 116) strongly agree or agree that they can give basic descriptions of events. In addition to these, there are 108 participants (34 %) who are neutral. About 21 % of the participants (N= 96) strongly disagree or disagree with the statement. Figure 4.25 illustrates the distribution of the perceptions of the participants.

Figure 4.25. Histogram of the Statement of Q25 of A2-Spoken Production
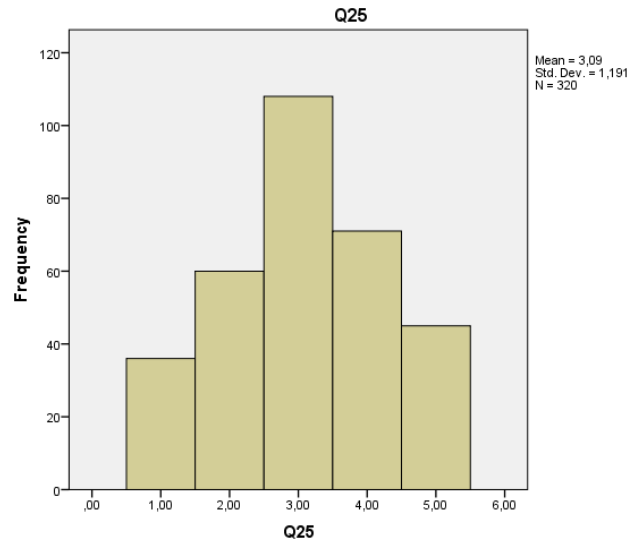
Q26: I can describe my educational background, my present or most recent job.

The results show that 32 % of the participants (N= 102) strongly agree and about 41.3 % of the participants (N=132) agree with the statement. Moreover there are 51 participants (16 %) who are neutral. 11 % of the participants (N= 35) strongly disagree or disagree. Figure 4.26 illustrates the distribution of the perceptions of the participants.

Figure 4.26. Histogram of the Statement of Q26 of A2-Spoken Production
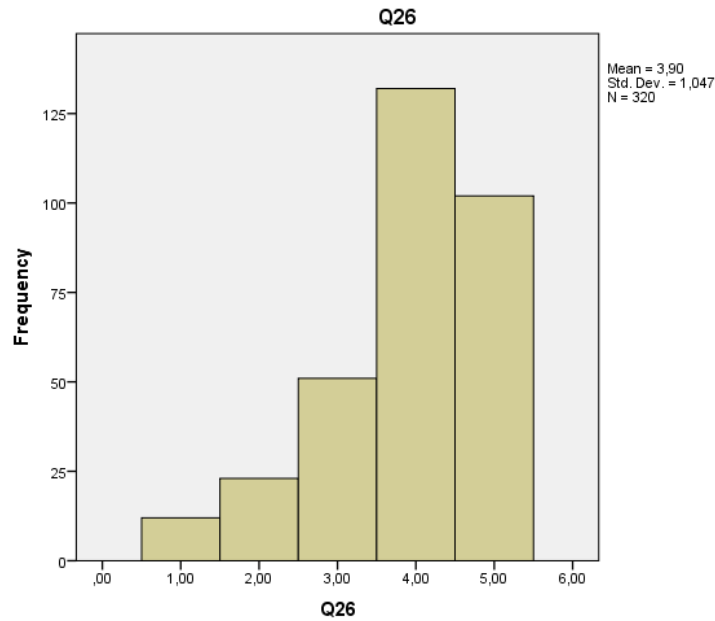
Q27: I can describe my hobbies and interests in a simple way.

The results show that about 47 % of the participants (N= 148) strongly agree that they can describe their hobbies and interests in a simple way. Parallel to this, 36 % of the participants (N= 115) agree with the statement. There are 31 participants (10 %) who are neutral. In addition to these, about 7 % of the participants (N= 26) strongly disagree or disagree with the statement. Figure 4.27 illustrates the distribution of the perceptions of the participants.

Figure 4.27. Histogram of the Statement of Q27 of A2-Spoken Production
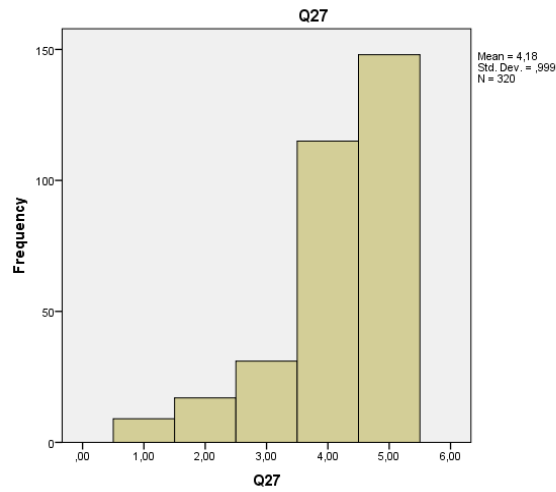
Q28: I can describe past activities such as last week or my last holiday.

The results show that about 37 % of the participants (N= 117) strongly agree and about 42 % of the participants (N=133) agree that they can describe past activities such as last week or their last holiday. About 11 % of the participants (N= 34) strongly disagree or disagree. Moreover, there are 36 participants (11.3 %) who are neutral. Figure 4.28 illustrates the distribution of the perceptions of the participants.

Figure 4.28 Histogram of the Statement of Q28 of A2-Spoken Production
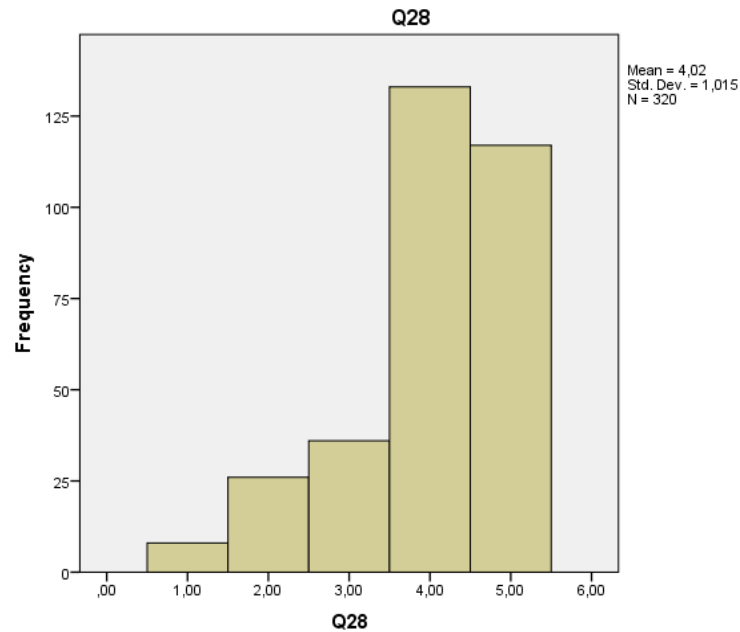
The histograms illustrate that except the Statement 25 and 26, most of the students agree with the statements of A2 Spoken Production. The students are neutral about their competency to give basic descriptions of events and about their education and job.

4.2.5. Analysis of B1-Spoken Interaction

The B1-Spoken Interaction dimension has seven items. It was observed that the students (M= 3.16, SD= .80) were neutral. The distribution of the opinions of the students was summarized in Table 4.6.

Table 4.6. The Distribution of the Opinions of the Students Related to CEFR B1-
Spoken Interaction

B1- Spoken Interaction		N	%	Mean	SD
Q29: I can start, maintain and end a conversation about topics that are familiar of personal interest.	Strongly Disagree	21	6.6		
	Disagree	63	19.7		
	Neutral	130	40.6	3.12	1.06
	Agree	69	21.6		
	Strongly Agree	37	11.6		
Q30: I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.	Strongly Disagree	35	10.9		
	Disagree	77	24.1		
	Neutral	114	35.6	2.93	1.12
	Agree	65	20.3		
	Strongly Agree	29	9.1		
Q31: I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	Strongly Disagree	28	8.8		
	Disagree	45	14.1		
	Neutral	130	40.6	3.15	1.07
	Agree	85	26.6		
	Strongly Agree	32	10		
Q32: I can ask for and follow detailed directions.	Strongly Disagree	69	21.6		
	Disagree	84	26.3		
	Neutral	101	31.6	2.58	1.18
	Agree	43	13.4		
	Strongly Agree	23	7.2		
Q33: I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	Strongly Disagree	11	3.4		
	Disagree	35	10.9		
	Neutral	69	21.6	3.71	1.06
	Agree	125	39.1		
	Strongly Agree	80	25		
Q34: I can give or ask for personal views in an informal discussion with friends.	Strongly Disagree	36	11.3		
	Disagree	56	17.5		
	Neutral	113	35.3	3.09	1.16
	Agree	74	23.1		
	Strongly Agree	41	12.8		
Q35: I can agree and disagree politely.	Strongly Disagree	23	7.2		
	Disagree	37	11.6		
	Neutral	70	21.9	3.55	1.15
	Agree	121	37.8		
	Strongly Agree	69	21.6		

According to B1- Spoken Interaction level, Statement 35 which states that "I can agree and disagree politely." has the highest mean value (M = 3.55, SD = 1.15). This means that students are between neutral and positive about their competency to agree or disagree politely. The lowest mean score is for Statement 32 (M= 2.58, SD= 1.18), which means that students are nearly negative about asking and following detailed directions.

The analysis of each item of "B1-Spoken Interaction" is as follows:

Q29: I can start, maintain and end a conversation about topics that are familiar of personal interest.

The results show that about 12 % of the participants (N= 37) strongly agree that they can start, maintain and end a conversation about topics that are familiar of personal interest; moreover, 22 % of the participants (N= 69) agree with this item. About 27 % of the participants strongly disagree or disagree with the statement. In addition to these, there are 130 participants (41 %) who are neutral. Figure 4.29 illustrates the distribution of the perceptions of the participants.

Figure 4.29. Histogram of the Statement of Q29 of B1-Spoken Interaction
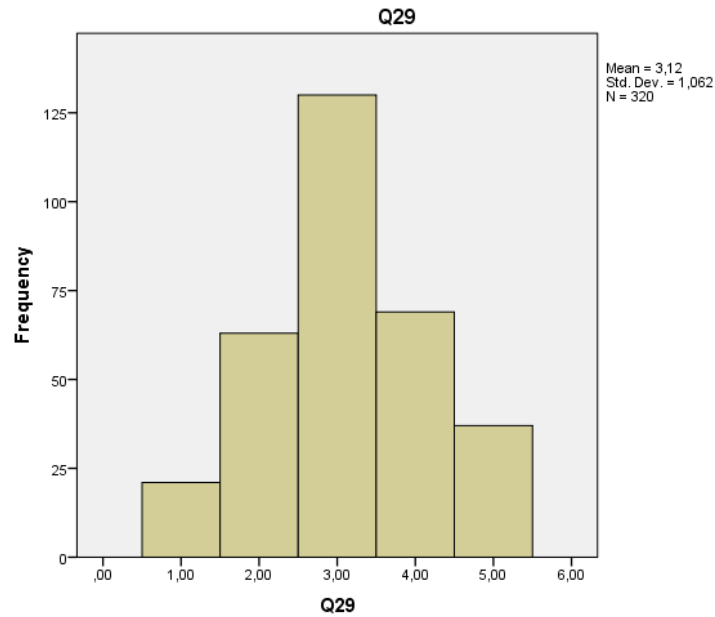
Q30: I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.

The results show that about 30 % of the participants (N= 94) strongly agree or agree with the statement. In addition to these, there are 114 participants (36 %) who are neutral. 35 % of the participants (N= 112) strongly disagree or disagree with the statement. Figure 4.30 illustrates the distribution of the perceptions of the participants.

Figure 4.30. Histogram of the Statement of Q30 of B1-Spoken Interaction
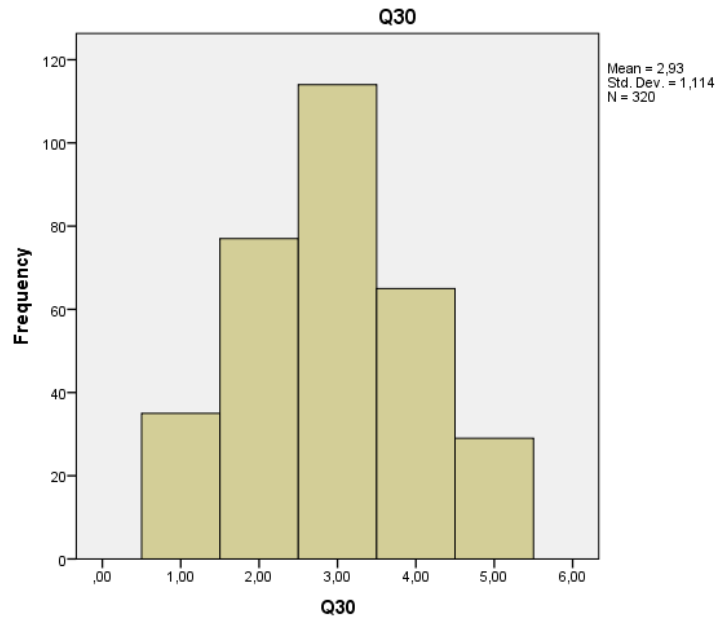
Q31: I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.

The results show that 10 % of the participants (N= 32) strongly agree and about 27 % of the participants (N= 85) agree with the statement. Moreover, there are 130 participants (41 %) who are neutral. 23 % of the participants (N= 73) strongly disagree or disagree. Figure 4.30 illustrates the distribution of the perceptions of the participants.

Figure 4.31. Histogram of the Statement of Q31 of B1-Spoken Interaction
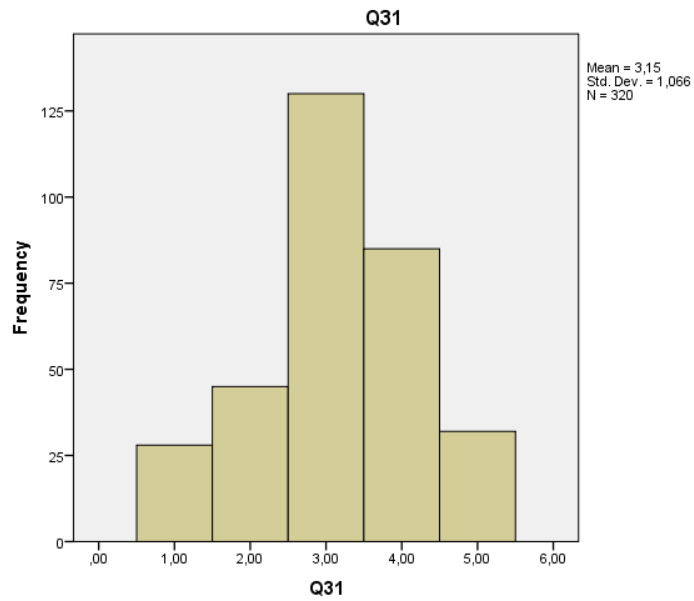
Q32: I can ask for and follow detailed directions.

The results show that only 7 % of the participants (N= 23) strongly agree that they can ask for and follow detailed directions and also about 14 % of the participants (N= 43) agree with the statement. There are 101 participants (32 %) who are neutral. In addition to these, about 48 % of the participants (N= 154) strongly disagree or disagree with the statement. Figure 4.32 illustrates the distribution of the perceptions of the participants.

Figure 4.32. Histogram of the Statement of Q32 of B1-Spoken Interaction
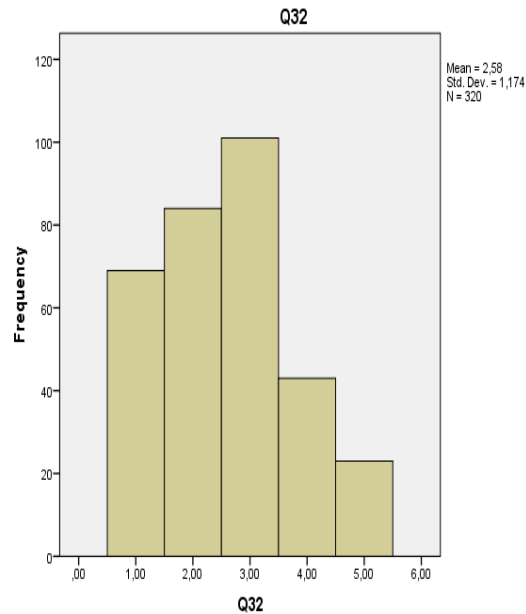
Q33: I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

The results show that 21 % of the participants (N= 80) strongly agree and about 39 % of the participants (N= 125) agree that they can express and respond to feelings. About 15 % of the participants (N= 46) strongly disagree or disagree. Moreover, there are 69 participants (21.6 %) who are neutral. Figure 4.33 illustrates the distribution of the perceptions of the participants.

Figure 4.33. Histogram of the Statement of Q33 of B1-Spoken Interaction
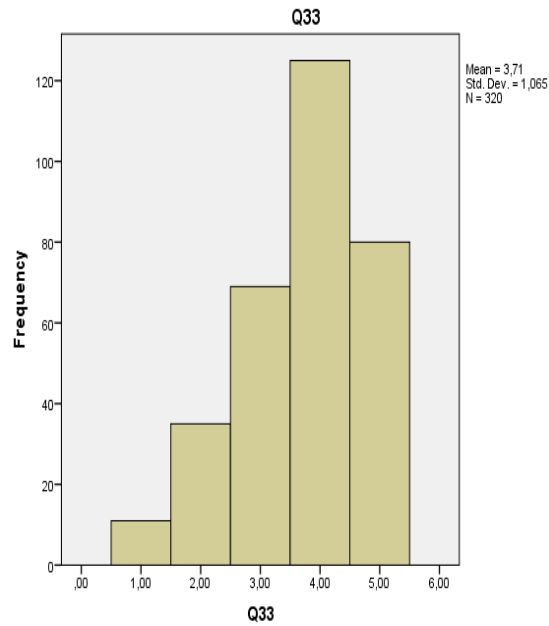
Q34: I can give or ask for personal views in an informal discussion with friends.

The results show that about 13 % of the participants (N= 41) strongly agree that they can give or ask for personal views in an informal discussion with friends; moreover 23 % of the participants (N= 74) agree with this item. About 29 % of the participants strongly disagree or disagree with the statement. In addition to these there are 113 participants (35.3 %) who are neutral. Figure 4.34 illustrates the distribution of the perceptions of the participants.

Figure 4.34. Histogram of the Statement of Q34 of B1-Spoken Interaction
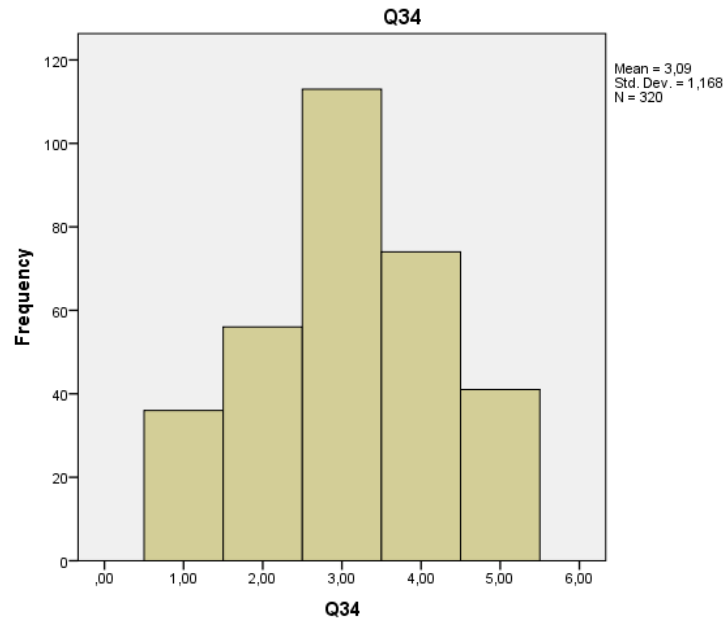
Q35: I can agree and disagree politely.

The results show that about 60 % of the participants (N= 190) strongly agree or agree that they can agree and disagree politely. In addition to these, there are 70 participants (22 %) who are neutral. About 19 % of the participants (N= 60) strongly disagree or disagree with the statement. Figure 4.35 illustrates the distribution of the perceptions of the participants.

Figure 4.35. Histogram of the Statement of Q35 of B1-Spoken Interaction
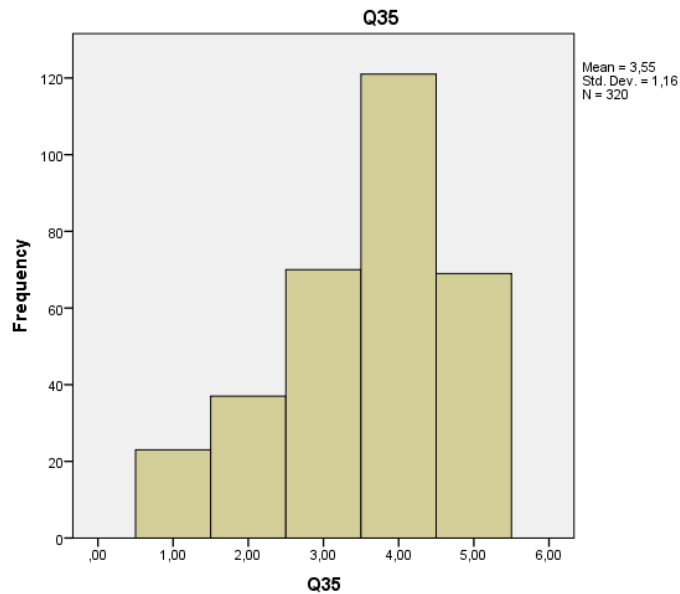
The visual inspection shows that the students are neutral about the Statement 33 and 35. They mostly agree with the other statements of B1-Spoken Interaction. They do not completely feel competent enough about expressions and formal discussions.

4.2.6. Analysis of B1-Spoken Production

The B1-Spoken Production dimension has seven items. It is observed that the students ($M = 3.01$, $SD = .88$) are neutral.

Table 4.6 illustrates that, according to B1 Spoken Production level, Statement 37, which states that "I can describe dreams, hopes and ambitions." has the highest mean value ($M= 3.37$, $SD= 1.15$). The finding shows that students are between having neutral and positive opinions about describing their dreams, hopes and ambitions. Statement 41 has the lowest mean score ($M= 2.5$, $SD= 1.22$) which means that students do not feel competent enough to narrate a story.

Table 4.7. The Distribution of the Opinions of the Students Related to CEFR B1-
　　　　　Spoken Production

B1- Spoken Production		N	%	Mean	SD
Q36: I can give detailed accounts of experiences by describing feelings and reactions.	Strongly Disagree	42	13.1		
	Disagree	79	24.7		
	Neutral	106	33.1	2.87	1.14
	Agree	66	20.6		
	Strongly Agree	27	8.4		
Q37: I can describe dreams, hopes and ambitions.	Strongly Disagree	25	7.8		
	Disagree	43	13.4		
	Neutral	89	27.8	3.37	1.13
	Agree	116	36.3		
	Strongly Agree	47	14.7		
Q38: I can explain and give reasons for my plans, intentions and actions.	Strongly Disagree	33	10.3		
	Disagree	53	16.6		
	Neutral	105	32.8	3.18	1.18
	Agree	81	25.3		
	Strongly Agree	48	15		
Q39: I can relate the plot of a book or film and describe my reactions.	Strongly Disagree	36	11.3		
	Disagree	59	18.4		
	Neutral	110	34.4	3.06	1.14
	Agree	80	25		
	Strongly Agree	35	10.9		
Q40: I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.	Strongly Disagree	30	9.4		
	Disagree	59	18.4		
	Neutral	111	34.7	3.09	1.09
	Agree	93	29.1		
	Strongly Agree	27	8.4		
Q41: I can narrate a story.	Strongly Disagree	83	25.9		
	Disagree	85	26.6		
	Neutral	86	26.9	2.5	1.22
	Agree	42	13.1		
	Strongly Agree	24	7.5		

The analysis of each item of "B1-Spoken Production" is as follows:

Q36: I can give detailed accounts of experiences by describing feelings and reactions.

The results show that about 9 % of the participants (N= 27) strongly agree that they can give detailed accounts of experiences by describing feelings and reactions; moreover 21 % of the participants (N= 66) agree with this item. About 38 % of the participants strongly disagree or disagree with the statement. In addition to these there are 106 participants (33 %) who are neutral. Figure 4.36 illustrates the distribution of the perceptions of the participants.

Figure 4.36. Histogram of the Statement of Q36 of B1-Spoken Production
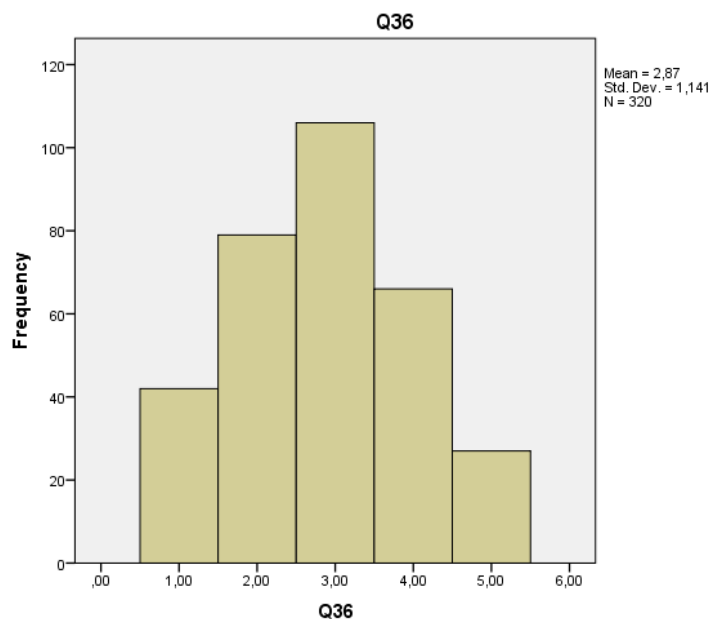
Q37: I can describe dreams, hopes and ambitions.

The results show that about 51 % of the participants (N= 163) strongly agree or agree with the statement. In addition to these there are 89 participants (28 %) who are neutral. About 22 % of the participants (N= 68) strongly disagree or disagree with the statement. Figure 4.37 illustrates the distribution of the perceptions of the participants.

Figure 4.37. Histogram of the Statement of Q37 of B1-Spoken Production
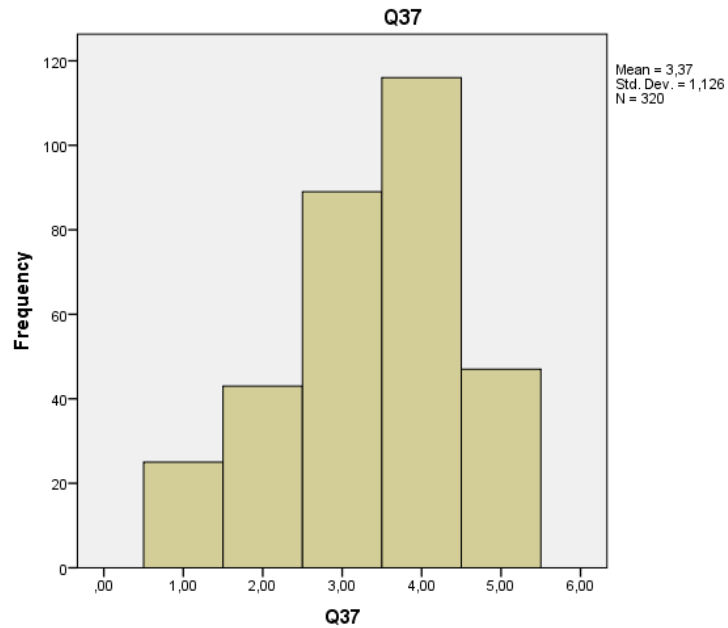
Q38: *I can explain and give reasons for my plans, intentions and actions.*

The results show that 25 % of the participants (N= 48) strongly agree and about 26 % of the participants (N= 81) agree with the statement. Moreover, there are 105 participants (33 %) who are neutral. 27 % of the participants (N= 86) strongly disagree or disagree. Figure 4.38 illustrates the distribution of the perceptions of the participants.

Figure 4.38. Histogram of the Statement of Q38 of B1-Spoken Production
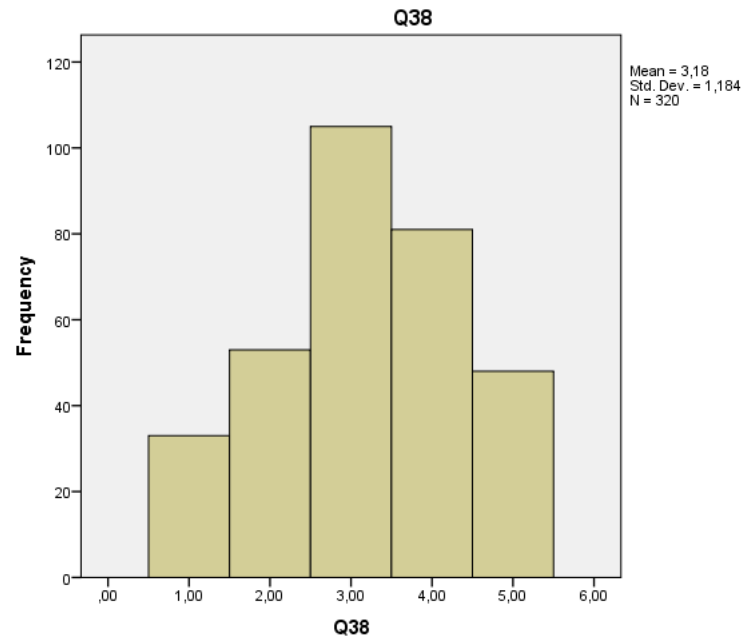
Q39: I can relate the plot of a book or film and describe my reactions.

The results show that 11 % of the participants (N= 35) strongly agree that they can relate the plot of a book or a film and describe their reactions and also 25 % of the participants (N= 80) agree with this statement. There are 110 participants (35 %) who are neutral. In addition to these, about 31 % of the participants (N= 95) strongly disagree or disagree with the statement. Figure 4.39 illustrates the distribution of the perceptions of the participants.

Figure 4.39. Histogram of the Statement of Q39 of B1-Spoken Production
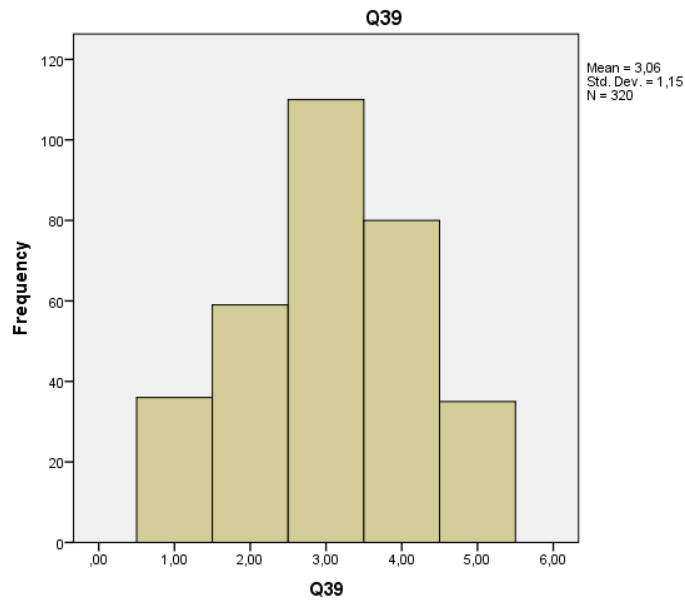
Q40: I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.

The results show that 9 % of the participants (N= 27) strongly agree and 29 % of the participants (N= 93) agree that they can paraphrase short written passages in a simple way, using the wording and structure of the original text. About 28 % of the participants (N= 89) strongly disagree or disagree. Moreover, there are 111 participants (35 %) who are neutral. Figure 4.40 illustrates the distribution of the perceptions of the participants.

98

Figure 4.40. Histogram of the Statement of Q40 of B1-Spoken Production
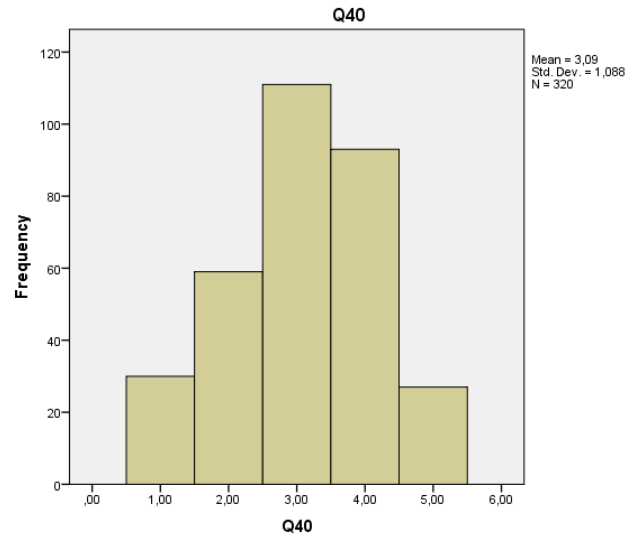
Q41: I can narrate a story.

The results show that about 8 % of the participants (N= 24) strongly agree that they can narrate a story; moreover 13 % of the participants (N= 42) agree with this item. About 53 % of the participants strongly disagree or disagree with the statement. In addition to these, there are 86 participants (27 %) who are neutral. Figure 4.41 illustrates the distribution of the perceptions of the participants.

Figure 4.41. Histogram of the Statement of Q41 of B1-Spoken Production
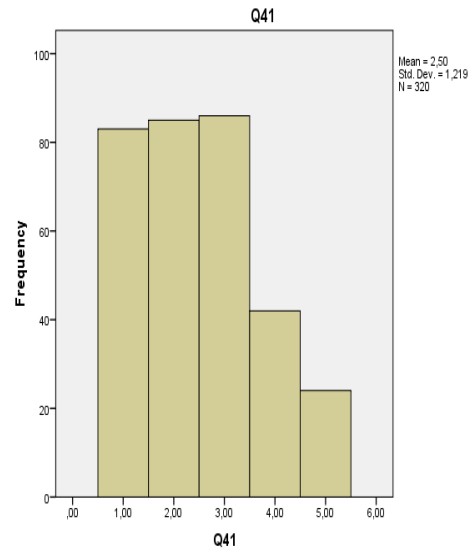
The distributions show that the Statements 36 and 41 are nearly positively skewed which means that students do not have positive opinions and they disagree with the statements about describing things such as experiences and stories. The students only feel competent enough to describe their dreams, hopes and ambitions.

To sum up, it is possible to say that the preparatory school students at Ufuk University in the academic year of 2014-2015 are fairly competent in their speaking skills according to the speaking criteria of the CEFR. The results range from X= 3.00 to X= 4.15.Learners feel competent with their A1speaking interaction the most. Yet, they have difficulty with their B1 production skills the most.

4.3. DISCUSSION OF THE FINDINGS

As mentioned in Chapter I, there aren't many studies conducted in the research area related to identification of the speaking levels according to the speaking criteria of Common European Language Framework of Reference for Languages and also no studies have been carried out to find out the possible problems of learners and some

practical solutions to them. In this chapter, some of the studies will be presented and the findings of these studies will be discussed in direct comparison with this study.

One of the studies in this area was conducted by Tıraş (2011). It aimed to analyse the speaking level of Ankara Police High School 9th grade students in the academic year of 2009-2010. 2009-2010 according to the Speaking Criteria of the CEFR .It also aimed to identify the possible problems learners encountered related to their speaking skills. Two questionnaires were formed by Tıraş (2011) by taking can-do descriptors from the speaking criteria of the CEFR and they were administered both to the learners and the teachers. For the speaking analysis, both the learners and the teachers evaluated the learners' speaking skills through the questionnaires. In addition to the questionnaires, a discourse completion test was administered to 60 of the learners who took part in the research. The results elicited were assessed statistically. The findings of the research reveal that the speaking levels of the learners based on their teachers' and their own opinions according to the CEFR speaking criteria are as follows:

• A1 Spoken Interaction: Students: =4,27; Teachers: =4,50
• A1 Spoken Production: Students: =3,99; Teachers: =4,75
• A2 Spoken Interaction: Students: =3,58; Teachers: =3,98
• A2 Spoken Production: Students: =3,85; Teachers: =4,18
• B1 Spoken Interaction: Students: =3,31; Teachers: =3,69
• B1 Spoken Production: Students: =3,16; Teachers: =3,24

Another study conducted by Hulstijn, Schoonen, Jong, Steinel & Florijn, (2012) aimed to investigate the relationship between the speaking proficiency of 181 leaners of Dutch and their linguistic competences. Their communicative performance was assessed through eight speaking activities. The Overall Oral Production scale of the CEFR was used and it was found that 80 and 30 volunteers seemed to be, respectively, at B1 and B2 levels. Productive vocabulary knowledge, productive knowledge of grammar, speed of lexical retrieval, speed of articulation, speed of sentence building, and pronunciation skills of the participants were tested. The results indicated that apart from the speed of articulation, all other competences were able to distinguish between the levels. In

addition to that, the knowledge of high frequency words of B1ers was similar to B2s.Yet, the difference between the knowledge of medium and low frequency words of the participants was bigger. The scores for the productive vocabulary knowledge of B1ers were around 4000 and it was 7000 for the B2ers and finally B2ers were found out to be more successful in terms of their grammatical knowledge than B1ers.

In this study, the researcher aimed to find out the speaking levels of Ufuk University preparatory school students and identify the problems they come across during the learning process. The study revealed that the learners feel the most competent with their A1 spoken interaction, A1 spoken production, and A2 spoken production skills respectively. Even though the learners' level is basically B1, they believe their speaking level is behind their current level.

CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1. INTRODUCTION

This chapter gives us a summary of the study, discussion of the findings, implications and suggestions for teachers and some suggestions for further studies.

5.2. SUMMARY OF THE STUDY

This study investigated the current speaking problems of Ufuk University Preparatory School students and identified the current speaking levels of Ufuk University Preparatory school students according to the CEFR criteria. It was also designed to inform us about the characteristics of speech, functions of speaking, how speaking skills are taught, Communicative language teaching, Communicative competence, The Common European Framework of Reference for Languages. The study was conducted with Preparatory school students at Ufuk University in the Academic year of 2014-2015. The students who participated in this study were B1 (Pre-intermediate) level preparatory class students at Ufuk University Preparation Class. The survey designed according to can-do descriptors of the levels A1, A2 and B1 for speaking in the CEFR was used to find out the real speaking levels of the students and identify the problems they come across. The questionnaire created by Tıraş has 41 statements divided into three levels and two sub-levels as spoken interaction and spoken production. The statements in the questionnaire were in both Turkish and English to elicit objective results without causing confusion. The scale has six different dimensions with a 5 point Likert type Scale. Before the administration of the questionnaire, the students were told that confidentiality would be ensured and it wouldn't have any effects on their grades. 320 students took part in the survey voluntarily. The data obtained through the questionnaire were transformed into statistical results by means of SPSS 22.

The results of the analysis reveal that the proficiency levels of the 320 participants according to the six sub-categories of the CEFR are as follows:

- A1 Spoken Interaction : $\overline{X}$=4.15
- A1 Spoken Production : $\overline{X}$=4.00
- A2 Spoken Interaction : $\overline{X}$=3.42
- A2 Spoken Production : $\overline{X}$=3.89
- B1 Spoken Interaction : $\overline{X}$=3.16
- B1 Spoken Production : $\overline{X}$=3.00

The results of the questionnaire reveal that as the students reach higher levels of competencies (A1, A2, B1), the means that show their speaking performance levels tend to go down.

As can be seen above, the mean of spoken interaction for A1 is the highest of all three interaction levels. The spoken interaction mean of A2 is higher than B1 spoken interaction mean and B1 spoken interaction mean is the lowest of the three. Therefore it can be said that the means for spoken interaction levels decrease as the students reach higher levels of proficiency.

Similarly, the mean of spoken production for A1 is the highest of all three production levels. The mean of A2 spoken production is a bit lower than the one for A1 production.B1 spoken production is the lowest of all three spoken production levels. In other words, the means for spoken production levels go down as the students reach higher levels of proficiency.

It is also evident in the results that the means for spoken interaction in A1 and B1 are higher than the means for spoken production means in these levels. Unlike this, the production mean in A2 is higher than the mean for the interaction level in A2.

5.3. IMPLICATIONS AND SUGGESTIONS FOR TEACHERS

The findings of this study about identifying the speaking level of the preparatory school students and problems they encounter give us spectacular insight about what needs to be done to improve learners' speaking abilities. In this part, referring back to the research questions and findings could be beneficial to reach a conclusion.

The first research question was "What are the speaking levels of Ufuk University Preparatory School Students according to the CEFR speaking criteria?" The results have revealed that the learners feel competent the most with their A1 level of speaking skills. As their current level increases, their speaking skills tend to remain behind their general level. When the findings are taken into account, speaking still seems to be the skill which is neglected the most in the classroom. Classroom activities entailing the completion of interactive speaking tasks such as role-play and information gap, etc. should be included in the lessons and allow learners to take part in activities engaging in different speaking tasks. Language is for communication; therefore creating real-life situations in the classroom which would eventually improve learners' speaking skills would be beneficial.

The second research question was 'What are the possible speaking problems and what are the solutions and the suggestions to solve them?'According to the results students feel unconfident about their B1 production activities the most. Production activities are pertinent to speaking activities in which learners are required to create a speaking text to address a specific audience (COE, 2001).Considering the findings, learners feel difficulty with more complicated speaking activities such as narrating a story or paraphrasing a written text orally. Therefore, it would be useful to diversify the speaking activities in higher levels.

The findings have also revealed that the learners are able to handle simple daily conversation such as introducing somebody or asking and answering simple questions. Yet, being able to deal with simple speaking tasks does not always lead to meaningful communication. A real-life conversation requires the knowledge of communication

strategies such as turn taking or being able to use the language functionally so making the necessary changes in the curriculum and providing various speaking task types in the curriculum might be beneficial. In addition to that, the speaking abilities of learners could be assessed via different oral exam types. Apart from asking learners to talk about a random subject, they could be involved in an interactive process such as a discussion.

In order to get our students to develop communicative efficiency, students need to be exposed to communicative activities aiming to provide the knowledge of what is appropriate and what to say in different contexts,(discourse competence),the knowledge of rate of speech, pause length, turn-taking, and other social parts of language use (sociolinguistic competence) and the ability to ask for clarification and repair miscommunication (strategic competence),as well as the knowledge of vocabulary, grammar, pronunciation etc. (linguistic competence). It is also of vital importance that teachers should be aware of different functions of the language while creating speaking activities which learners may need practice with. Exposing learners to speech styles (the degree of politeness depending on the roles, age, sex, and status of participants in interactions) and different functions of speaking such as transaction (group discussions and problem-solving activities, asking someone for directions on the street, ordering food from a menu in a restaurant), interaction (narrating personal experiences, agreeing and disagreeing, confirming information), performance (giving a speech, giving a class report about a trip, making a presentation) might be beneficial in terms of helping them develop communicative competency.

5.4. IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study basically aimed to identify 320 preparatory students' speaking levels according to the CEFR speaking criteria and possible problems related to their speaking skills in the academic year of 2014-2015 at Ufuk University. The results of the study provided valuable information for the research area. However, more research in this area can be done due to the fact that a limited number of students took part in this research.

Further research can be done including students of different universities. Furthermore, students' speaking exam results could be used or a speaking test asking learners to write or talk about the statements about the related levels could also be applied to learners so as to ensure the reliability and the validity of the results.

In addition to that, a questionnaire aiming to identify students' speaking competencies could be applied to teachers and a comparison of views could be made between learners and teachers. In a future study, the number of students could be increased and learners from different countries, cultures and settings could be chosen as participants to verify the results.

REFERENCES

Aliakbari, M., & Jamalvandi, B. (2010). The impact of' role play" on fostering EFL learners' speaking ability: A task-based approach. *Journal of Pan-Pacific Association of Applied Linguistics*, *14*(1), 15-29.

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, *56*(1), 57-64.

Ashton, K. (2006). Can Do self-assessment: investigating cross language comparability in reading. *Research Notes*, *24*, 10-14.

Bagarić, V., & Djigunović, J. M. (2007). Defining communicative competence. *Metodika Review paper*, *8*(1), 94-103.

Bahrani, T., & Soltani, R. (2012). How to teach speaking skill?. *Journal of Education and Practice*, *3*(2), 25-29.

Bailey, K.M. (2006). Issues in teaching speaking skills to adult ESOL learners. In J. Comins, B. Garner, and C. Smith (Eds.), *Review of adult learning and literacy, Volume 6: Connecting research, policy, and practice* (113-164). Mahwah, NJ: Lawrence Erlbaum Associates.

BANCIU, V., & JIREGHIE, A. (2012). Communicative language teaching. *The Public Administration and Social Policies Review, IV*(1), 94-98.

Berchoud, M. (2011). *Pathways through assessing, learning and teaching in the CEFR.* Council of Europe.

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-Social and Behavioral Sciences*, *2*(2), 1305-1309.

Brown H. D.(2007).Principles of Language Learning and Teaching. Pearson Education.2007

Brown, G., & Yule, G. (1983). *Teaching the spoken language* (Vol. 2). Cambridge University Press.

Brown, H. D. (1994). *Teaching by principles* (pp. 152-157). Englewood Cliffs, NJ: Prentice Hall.

Bygate, M. (1987). *Speaking*. Oxford University Press.

Bygate, M. (2001). Speaking, The Cambridge Guide to Teaching English to Speakers of Other Languages.

Byrnes, H. (2005). Perspectives. *The Modern Language Journal, 89*(2), 248-282.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics, 1*(1), 1-47.

Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In *Intercultural language use and language learning* (pp. 41-57). Springer Netherlands.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, *6*(2), 5-35.

Cephe, P. T., & Toprak, E. T. (2014). The common European framework of reference for languages: Insights for language testing. *Journal of Language and Linguistic Studies*, *10*(1), 79-88.

Clark, H. H., & Krych, M. A. (2004). Speaking while monitoring addressees for understanding. *Journal of Memory and Language*, *50*(1), 62-81.

Corsetti, C. R. (2015). Conversational competence in English as a second language: a study of pragmatic markers.

Council of Europe. (2001). Common European framework of reference for language: Learning, teaching, assessment. Strasbourg: Cambridge University Press.

Diane, L. F. (2000). Techniques and principles in language teaching.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Egan, K. B. (2013). Speaking: A critical skill and a challenge. *Calico Journal, 16*(3), 277-293.

Faez, F., Majhanovich, S., Taylor, S., Smith, M., & Crowley, K. (2012). The power of "Can Do" statements: teachers' perceptions of CEFR-informed instruction in French as a second language classrooms in Ontario. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée,14*(2), 1-19.

Farooq, M. U. (2015). Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP university level. *International Education Studies, 8*(4), p179.

Figueras, N. (2012). The impact of the CEFR. *ELT journal, 66*(4), 477-485.

Florez, M. A. C. (1999). Improving adult english language learners'; speaking skills.

Fulcher, G. (2004). Deluded by artifices? The common European framework and harmonization. *Language Assessment Quarterly: An International Journal,1*(4), 253-266.

Fulcher, G. (2010). The reification of the Common European Framework of Reference (CEFR) and effect-driven testing. *Advances in Research on Language Acquisition and Teaching: Selected Papers*, 15-26.

Gatbonton, E., & Segalowitz, N. (2005). Rethinking communicative language teaching: A focus on access to fluency. *Canadian Modern Language Review*,*61*(3), 325-353.

Glover, P. (2011). Using CEFR level descriptors to raise university students' awareness of their speaking skills. *Language Awareness*, *20*(2), 121-133.

Gouveia, C. A. (2007). The role of a common European framework in the elaboration of national language curricula and syllabuses. *Cadernos de Linguagem e Sociedade*, *8*, 8.

Groger, K. (2004). Communicative language teaching. *Studies in humanities*,*54*(2), A143-A150.

Gyllstad, H., Granfeldt, J., Bernardini, P., & Källkvist, M. (2014). Linguistic correlates to communicative proficiency levels of the CEFR: The case of syntactic complexity in written L2 English, L3 French and L4 Italian. *EUROSLA Yearbook*, *14*(1), 1-30.

Hassan, F., & Selamat, N. F. (2002). Why aren't students proficient in ESL: The teachers' perspective. *The English Teacher*, *31*, 107-123.

http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp)

Hulstijn, J. H., Schoonen, R., de Jong, N. H., Steinel, M. P., & Florijn, A. (2012). Linguistic competences of learners of Dutch as a second language at the B1 and B2 levels of speaking proficiency of the Common European Framework of Reference for Languages (CEFR). *Language Testing*, *29*(2), 203-221.

Hymes, D. (1972). On communicative competence. *Sociolinguistics*, *269293*, 269-293.

Jones, N., & Saville, N. (2009). European language policy: Assessment, learning, and the CEFR. *Annual Review of Applied Linguistics*, *29*, 51-63.

Kristmanson, P. L., Lafargue, C., & Culligan, K. (2012). From action to insight: a professional learning community's experiences with the European Language Portfolio. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, *14*(2), 53-67.

Lewis, S. (2011). Are communication strategies teachable?. *Online Submission*, *20*, 46-54

Little, D. (2006). The common European framework of reference for languages: content, purpose, origin, reception and impact. *Language Teaching*, *39*(03), 167-190.

Little, D. (2011). The common European framework of reference for languages: A research agenda. *Language Teaching*, *44*(03), 381-393.

Luoma, S. (2004). Assessing speaking. Cambridge language assessment series.

Malmir, A., & Shoorcheh, S. (2012). An investigation of the impact of teaching critical thinking on the Iranian EFL learners' speaking skill. *Journal of Language Teaching and Research*, *3*(4), 608-617.

Martyniuk, W. (2005, May). Relating language examinations to the Council of Europe's Common European Framework of Reference for Languages (CEFR). In *proceedings of the ALTE conference on Multilingualism and assessment: Achieving transparency, assuring quality, sustaining diversity, May, in Berlin, Germany*.

McKay, S., & Schaetzel, K. (2008). Facilitating adult learner interactions to build listening and speaking skills. CAELA Network Brief. *Center for Adult English Language Acquisition*.

Nakamura, Y., & Valens, M. (2001). Teaching and testing oral communication skills. *Journal of Humanities and Natural Sciences*, *111*, 43-53.

Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English Teaching*, *1*(1), 28-42.

Newby, D. (2011). Competence and performance in learning and teaching: theories and practices. In *Proceedings of the 19th International Symposium on Theoretical and Applied Linguistics*.

North, B. (2007, February). The CEFR common reference levels: Validated reference points and local strategies. In *Language Policy Forum Report* (pp. 19-29).

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Penny, U. (1996). A course in language teaching. *Practice and Theory. Cambridge,*

Pérez, M. D. M. P. (2007). Communicative language teaching.

Pica, T., Kanagy, R., & Falodun, J. (1993). Choosing and using communication tasks for second language instruction. *Multilingual Matters*, 9-9.

Piccardo, E. (2012). Multidimensionality of assessment in the Common European Framework of Reference for languages (CEFR). *OLBI Working Papers*, *4*.

Pierce McMahon, J., & Durán Escribano, M. D. P. (2012). Analysing written production competence descriptors for academic and professional purposes and their calibration to the CEFR. *Ibérica*, (23), 109-130.

Rababah, G. A. (2002). *Strategic competence and language teaching.*

Rebecca, H. (2002). *Teaching & researching: Speaking*. India: Pearson Education.

Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.

Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2000). *Approaches and methods in language teaching*

Savignon, S. J. (2002). Communicative language teaching: Linguistic theory and classroom practice. *Interpreting communicative language teaching: Contexts and concerns in teacher education*, 1-27.

Scharer, R., & North, B. (1992). Towards a common European framework for reporting language competency. NFLC Occasional Papers.

Smith, C. B. (2003). Skills students use when speaking and listening. *ERIC Topical Bibliography and Commentary*.

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT journal*, *50*(1), 9-15.

Thornbury, S. (2005). *How to teach speaking*. Harlow: Longman.

Tıraş. B.(2011).Analysis of Ankara Police High School 9th grade students' English speaking levels according to speaking criteria of the Common European Language Framework of Reference for Languages, Master's thesis, Gazi University, Ankara, 2011, retrieved from http://http://www.acikarsiv.gazi.edu.tr/File.php?Doc_ID=7159&ses=

Westhoff, G. (2007). Challenges and opportunities of the CEFR for reimagining foreign language pedagogy. *The Modern Language Journal*, *91*(4), 676-679.

Wong, C. Y. (2012). A case study of college level second language teachers' perceptions and implementations of communicative language teaching. *Professional Educator*, *36*(2), n2.

Zascerinska, J. (2009). Organisation of English for academic purposes activity for developing communicative competence. *Online Submission*.

APPENDICES

Appendix 1. The Student Questionnaire

The Questionnaire for Students

Dear Student

We are carrying out a research about speaking levels of the preparatory school students of Ufuk University. It will not affect your grades in anyway and all the information you give will be kept confidential. We would only like to measure what speaking levels Ufuk University preparatory school students are. There are 41 questions in this questionnaire and all the questions are stated both in Turkish and in English. You are expected to rate these questions from 1 to 5 (from "totally disagree" to "totally agree"). After reading each question, please just put an "**X**" to the place that best describes you in your speaking ability.

Thank you in advance for giving your objective and honest opinions.

Pınar Özdemir

English Instructor

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Tanışma, selamlaşma ve vedalaşmaya ilişkin kalıp ifadeleri kullanabilirim. I can introduce somebody and use basic greetings and have taking expressions.	( )	( )	( )	( )	( )
2	Çok bildik ve günlük konularda basit konuşmaları başlatıp karşılık vererek basit soru ve cevaplar üretebilirim. I can ask and answer simple questions, initiate and respond to simple statements on very familiar and everyday topics.	( )	( )	( )	( )	( )
3	Konuştuğum kişinin söylenenleri yavaş bir şekilde tekrar edip söylemek isteğimi ifade etmeme yardımcı olması durumunda kendimi basit bir şekilde ifade edebilirim. I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.	( )	( )	( )	( )	( )
4	Konuşmamı destekleyen jest ve mimiklerin yardımıyla küçük alışverişler yapabilirim. I can make simple purchases where pointing or other gestures can support what I say.	( )	( )	( )	( )	( )
5	Rakam, miktar, fiyat ve saat ile ilgili ifadeleri kullanabilirim. I can handle numbers, quantities, costs and times.	( )	( )	( )	( )	( )
6	Herhangi birşeyi isteyebilir ve istenilen birşeyi verebilirim. I can ask people for things and give people things.	( )	( )	( )	( )	( )
7	Kişilere nerede yaşadıkları, kimleri tanıdıkları ve sahip oldukları şeylere ilişkin sorular sorabilir ve bu tür soruları yavaş ve açık sorulduğunda yanıtlayabilirim. I can ask people questions about where they live, people they know, thins they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.	( )	( )	( )	( )	( )
8	"Gelecek hafta", "geçen Cuma" , "Kasım'da" ve "saat 3'te" gibi zaman ifadelerini kullanabilirim. I can use time expressions such as "next week", "last Friday", in November", and "at three o'clock".	( )	( )	( )	( )	( )
9	Hal hatır sorma gibi basit sohbetler yapabilirim. I can have simple conversations such as greeting.	( )	( )	( )	( )	( )
10	Özür dileyebilir ve özürleri kabul edebilirim. I can make and accept apologies.	( )	( )	( )	( )	( )
11	Hoşlandığım ve hoşlanmadığım şeyleri söyleyebilirim. I can say what I like and dislike.	( )	( )	( )	( )	( )
12	Adres, telefon numarası, uyruk, yaş, aile ve hobiler gibi kişisel bilgileri verebilirim. I can give personal information such as address, telephone number, nationality, age, family and hobbies.	( )	( )	( )	( )	( )
13	Yaşadığım yeri ve çevreyi tanımlayabilirim. I can describe where I live and my neighborhood.	( )	( )	( )	( )	( )

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
14	Basit bir dille günlük hayatta neler yaptığıma ilişkin bilgi verebilirim. I can tell my daily routines with a very basic language.	( )	( )	( )	( )	( )
15	Postane ya da bankalardaki basit işlemleri yapabilirim. I can make simple transactions in post offices, shops and banks.	( )	( )	( )	( )	( )
16	Toplu taşım araçlarını (otobüs, tren, taksi vb.) kullanabilmek için gerekli bilgileri isteyebilir ve bilet satın alabilirim. I can use public transport: Buses, trains and taxies, ask for basic information about the travel that I will do.	( )	( )	( )	( )	( )
17	Yapacağım bir seyahatle ilgili bilgi alabilirim. I can get information about the travel that I will do.	( )	( )	( )	( )	( )
18	Yiyecek ve içecek bir şeyler sipariş edebilirim. I can order something to eat and drink.	( )	( )	( )	( )	( )
19	Ne istediğimi belirtip fiyat sorarak basit alışverişler yapabilirim. I can make simple purchases by stating what I wand and asking the price.	( )	( )	( )	( )	( )
20	Bir harita ya da şehir planına bakarak yön tarihi yapabilir ve isteyebilirim. I can ask for and give directions by referring to a map or plan.	( )	( )	( )	( )	( )
21	Davette bulunabilir ve gelen davetlere cevap verebilirim. I can make and respond to invitation.	( )	( )	( )	( )	( )
22	Ne yapılacağı, nereye gidileceği gibi, buluşma planlarına ilişkin fikir alışverişi yapabilirim. I can discuss with other people what to do, where to go and make arrangements to meet.	( )	( )	( )	( )	( )
23	Kişilere işte ve boş zamanlarında neler yaptıklarını sorabilir ve bu tür soruları cevaplayabilirim. I can ask people questions about what they do at work and in free time and answer such questions addressed to me.	( )	( )	( )	( )	( )
24	Kendimden ve ailemden bahsedebilir ve onları tanıtabilirim. I can talk about myself and my family and describe them.	( )	( )	( )	( )	( )
25	Olayları ana hatlarıyla anlatabilirim. I can give basic descriptions of events.	( )	( )	( )	( )	( )
26	Eğitim durumumu, önceki ya da şu anki işimi anlatabilirim. I can describe my educational background, my presen tor most recent job.	( )	( )	( )	( )	( )
27	Basit bir şekilde hobilerim ve ilgi alanlarımdan bahsedebilirim. I can describe my hobbies and interests in a simple way.	( )	( )	( )	( )	( )
28	Hafta sonu ve tatil etkinlikleri gibi geçmiş olayları anlatabilirim. I can describe past activities such as last week or my last holiday.	( )	( )	( )	( )	( )
29	Bilinen ya da ilgi alanıma giren konulardan oluşan bir konuşmayı başlatabilir, sürdürebilir ve bitirebilirim. I can start, maintain and end a conversation about topics that are familiar of personal interest.	( )	( )	( )	( )	( )

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
30	Bazen tam istediğimi söylemem ya da söyleneni takip etmem zor olsa bile bir konuşma ya da tartışmayı sürdürebilirim. I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like.	( )	( )	( )	( )	( )
31	Yolculuk planlarında ya da yolculuk sırasında karşılaşabileceğim durumlarda derdimi anlatabilirim. I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	( )	( )	( )	( )	( )
32	Ayrıntılı yön tarifi isteyebilir ve anlatılanları takip edebilirim. I can ask for and follow detailed directions.	( )	( )	( )	( )	( )
33	Şaşırma, mutluluk, üzüntü, ilgilenme ve kayıtsızlık gibi duyguları ifade edip bunlara karşılık verebilirim. I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	( )	( )	( )	( )	( )
34	Samimi bir ortamda yapılan tartışmalarda arkadaşlarıma görüşlerimi belirtebilir ya da onların görüşlerini alabilirim. I can give or ask for personal views in an informational discussion with friends.	( )	( )	( )	( )	( )
35	Bir görüşe katılıp katılmadığını kibar bir dille ifade edebilirim. I can agree and disagree politely.	( )	( )	( )	( )	( )
36	Duygu ve düşüncelerimi katarak deneyimlerimi ayrıntılarıyla ifade edebilirim. I can give detailed accounts of experiences by describing feelings and reactions.	( )	( )	( )	( )	( )
37	Hayallerimi, umutlarımı ve amaçlarımı ifade edebilirim. I can describe dreams, hopes and ambitions.	( )	( )	( )	( )	( )
38	Planlarımı, hedef ve davranışlarımı nedenleriyle açıklayabilirim. I can explain and give reasons for my plans, intentions and actions.	( )	( )	( )	( )	( )
39	Bir kitap ya da filmin konusu hakkında bilgi verebilir ya da düşüncelerimi söyleyebilirim. I can relate the plot of a book or film and describe my reactions.	( )	( )	( )	( )	( )
40	Kısa bir yazıyı metne sadık kalarak sözlü olarak basit bir dille anlatabilirim. I can paraphrase short written passages orally in a simple way, using the wording and structure of the original text.	( )	( )	( )	( )	( )
41	Öykü anlatabilirim. I can narrate a story.	( )	( )	( )	( )	( )

Appendix 2. Global Scale

(Coe, 2001: 24)

Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Appendix 3. Self-Assessment Grid

Coe, 2001: 26-27)

	Reception		Interaction		Production	
	Listening	**Reading**	**Spoken Interaction**	**Written Interaction**	**Spoken Production**	**Written Production**
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract structurally or linguistically complex texts sue as manuals, specialised article; and literary works	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms,, I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers		I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.

	Reception		Interaction		Production	
	Listening	**Reading**	**Spoken Interaction**	**Written Interaction**	**Spoken Production**	**Written Production**
B2	I I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages o various options	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	I can understand the main points of clear standard speech or familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs o topics of personal o professional inter**st** when the delivery it relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job- related language. ' can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation 01 topics that are familiar, of persona interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story o relate the plot o a book or film and describe nr reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest

Appendix 4. Qualitative Aspects of Spoken Language Use

(Coe, 2001: 28-29)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great, flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Cain express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural tumtaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on. a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, we 11-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex, sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get *by,* with sufficient vocabulary to express him/herself with some hesitation; and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Cari initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to; communicate limited .information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı   : Pınar Özdemir

Doğum Yeri ve Tarihi : Ankara -1985

Eğitim Durumu

Lisans Öğrenimi   : İngilizce Öğretmenliği- Anadolu Üniversitesi

Yüksek Lisans Öğrenimi : İngilizce Dili Eğitimi-Ufuk Üniversitesi

Bildiği Yabancı Diller   : İngilizce

Bilimsel Faaliyetleri   : -

İş Deneyimi

Stajlar   : -

Projeler : -

Çalıştığı Kurumlar: Ufuk Üniversitesi, Başkent Üniversitesi

İletişim

E-Posta Adresi: pinar_ozdemirr@hotmail.com

Tarih: 31.08.2015