



Ufuk University Graduate School of Social Sciences

Department of English Language Teaching

**ASSESSING FL SPEAKING SKILLS IN CONTEXT WITH SPECIFIC REFERENCE
TO PREP-SCHOOLS IN UNIVERSITIES**

Berna Şişli

Master's Thesis

Ankara, 2014

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APPROVAL

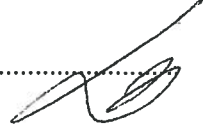
Berna Şişli'nin "Üniversitelerin Hazırlık Okullarında Yabancı Dilde Konuşma Becerilerinin Bağlam İçerisinde Değerlendirilmesi" başlıklı tezi, 26.06.2014 tarihinde jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.



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İmza

Berna Şişli

DEDICATION

“The kindest word in all the world is the unkind word, unsaid.”

Unknown

*To my beloved mother and father
I thank you very much for your love and patience*

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ABSTRACT**ASSESSING FL SPEAKING SKILLS IN CONTEXT WITH SPECIFIC REFERENCE TO
PREP-SCHOOLS IN UNIVERSITIES**

Şişli, Berna

Master's Thesis, English Language Teaching Program

Supervisor: Assist. Prof. Dr. Abdullah Ertuş

Ankara, 2014

This study aims to investigate teachers' perceptions of speaking skill and the speaking tests conducted in Gazi University, Atılım University, and Ufuk University prep-schools as well as its relation with the other language skills and language components through teachers' point of view. The quantitative research method was used to obtain and analyze the data and the quantitative data was collected through a questionnaire that comprises two parts; the first part of the questionnaire contains 17 questions and the second part of the questionnaire holds 22 questions made up of 5-point Likert-scale items. The participants of the research conducted were 56 instructors, who teach English at Gazi University, Atılım University and Ufuk University School of Foreign Languages. The results of each question existing in each part are illustrated through tables and the data received are submitted through numbers and percentages and the interpretations are made in accordance with the number of participants' responses, and the percentages calculated concerning the number of responses given by the participants. The second data collection procedure applied is analyzing and interpreting pre-intermediate speaking tests obtained as samples and the rubrics designed to evaluate students' speaking skills accordingly along with the analyzing of the speaking tasks presented in the course-books used to develop students' speaking skills. The results of the research reveal that speaking skill is considered to be one of the most challenging language skills to teach and test, and is thought to be the most important language skill requiring communicative ability among the other language skills in educational context. The speaking test tasks designed to measure students' speaking skills are highly *communicative* and *interaction-based* and can be regarded as the key objective. Speaking test tasks are designed to measure not only students' *linguistic competence* but also

their *communicative language ability*. The speaking test tasks designed are similar to those presented in the course books, and cover the course objectives as well.

Key Words: Communicative, Speaking, Skills, Interaction-based, Assessing, Speaking Skill, Language Ability, Test, Task

ÖZET

ÜNİVERSİTELERİN HAZIRLIK OKULLARINDA YABANCI DİLDE KONUŞMA BECERİLERİNİN BAĞLAM İÇERİSİNDE DEĞERLENDİRİLMESİ

Şişli, Berna

Yüksek Lisans Tezi, İngiliz Dili Eğitim Programı

Tez Danışmanı: Yrd. Doç. Dr. Abdullah Ertaş

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Bu çalışma öğretmenlerin Gazi Üniversitesi, Atılım Üniversitesi ve Ufuk Üniversitesi hazırlık okullarında yapılan konuşma sınavları ve konuşma becerisi algısının araştırılmasının yanısıra, konuşma becerisinin diğer dil yetenekleri ve alt-dil yetenekleri ile ilişkisini öğretmenlerin bakış açısı ile araştırmayı amaçlar. Verilerin elde edilmesi ve analizinde nicel araştırma yöntemi kullanılmıştır ve nicel veriler iki bölümden oluşan anket yoluyla toplanmıştır; anketin birinci bölümü 17 sorudan ve ikinci bölümü beş-dereceli Likert ölçeğinden oluşmaktadır. Yapılan araştırmanın 56 katılımcısı Gazi Üniversitesi, Atılım Üniversitesi ve Ufuk Üniversitesi Yabancı Diller Meslek Yüksek Okulu İngilizce okutmanlarıdır. Her bir bölümde yer alan her bir sorunun sonucu tablolar halinde sunulmuş olup, elde edilen veriler sayılar ve yüzdeler halinde sunulmuştur ve yorumlar katılımcıların cevaplarının sayısı ve katılımcıların vermiş olduğu cevapların hesaplanan yüzdeler ile bağlantılı olarak yapılmıştır. Uygulanan ikinci veri toplama yöntemi örnek olarak alınan orta-başlangıç düzeyi konuşma sınavları ve öğrencilerin konuşma becerilerinin değerlendirilmesi için tasarlanan rubriklerin yanısıra öğrencilerin konuşma becerilerinin geliştirilmesi için İngilizce ders kitaplarında sunulan konuşma etkinliklerinin analizleridir. Elde edilen araştırma sonuçlarına göre, konuşma becerisinin en zor dilbecerilerinden birisi olduğu ancak eğitim bağlamında diğer dil becerileri arasında iletişim becerisini gerektiren en önemli dil yeteneği olduğu düşünülmektedir. Öğrencilerin konuşma becerisinin ölçülmesi için tasarlanan etkinlikler iletişim ve etkileşim temellidir ve kilit hedef olarak değerlendirilmektedir. Konuşma sınavı etkinlikleri sadece öğrencilerin dil-bilim becerisini değil aynı zamanda iletişime dayalı dil becerisini de ölçmek için tasarlanmıştır ve konuşma sınavı etkinlikleri ders kitaplarında sunulan etkinliklerle benzerdir ve ders hedefleriyle de paraleldirler.

Anahtar Kelimeler: İletişime Dayalı, Konuşma, Beceriler, Etkileşim-Temelli, Değerlendirilme, Konuşma Becerisi, Dil Becerisi, Sınav, Etkinlik

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Speaking skill is a language skill of its own, it comprises a wide range of language components as well as language skills to create a meaningful whole (McDonough & Shaw, 2005: 133). In the process of speaking, *reception* and *production* strategies, also known as *cognitive processes*, are perpetually applied along with '*discourse strategies*' ('*collaborative strategies*'/'*cooperation strategies*'), which is important for managing interaction in social context. The application of '*discourse strategies*' along with '*cognitive processes*' engender '*communication strategies*' (Ellis, 2008:502; www.coe.int/lang-CEFR, n.d.:73). As Ellis stated (2004: 74), '*discourse strategies*' are '*listener-oriented*' and '*communication strategies*' are '*speaker-oriented*'. '*Discourse Strategies*' are related with the negotiation of meaning. '*Communication Strategies*' are, as Kasper and Kellerman (1997) stated, '*a form of self-help that did not have to engage the interlocutor's support for resolution*' (as cited in Ellis, 2004: 74), or, as Tarone (1981) stated, employing '*communication strategies*' in a spoken interaction is '*a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seemed to be shared*' (as cited in Ellis, 2008: 503). Bialystok's (1990) approach to '*communicative strategies*' are classified into two categories as '*knowledge-based*' and '*control-based*'. '*Knowledge-based*' focuses on speakers' rearranging of the message content through using their knowledge about an idea (e.g. '*defining*', '*paraphrasing*'). '*Control-based*' deals with individuals' interfering of the meaning of utterances through using, for example, *L1* or '*mime*'. (as cited in Ellis, 2004: 74-75). Poulisse (1997) proposes two communication features sought by individuals; '*the principle of clarity*', in which individuals tend to be '*informative*' and '*clear*', and '*the principle of economy*', through which individuals tend to be '*brief*' and '*economical*' (as cited in Ellis, 2004: 75). The *Communication strategies* submitted in the *Nijmegen Project* comprise two '*archistrategies*', which are considered to be put into action when problems occur. The first one of which is '*conceptual strategies*', which requires individuals' adjusting of the ideas that are going to be communicated and it comprises two sub-categories; '*holistic*' and '*analytic*'. '*Holistic*' strategies contain the use of '*super-ordinate*', '*coordinate*' and '*sub-ordinate*' phrases when communication appears to be problematic. '*Analytic*' strategies include the use of '*circumlocution*', '*description*' as well as '*paraphrase*' and are applied when the characteristics of a '*referent*' is meant to be identified (Ellis, 2004: 75). Thus, Poulisse' (1997) proposition of the two principles of communication can be regarded as significant in terms of individuals' approach to spoken interaction

and can be taken into consideration while assessing/testing individuals' *'communicative language ability'*, and *'communication strategies'* are regarded as an important part in *'strategic competence'*, which are *'meta-cognitive'* in nature and applied through *'goals'*, *'assessment'*, *'planning'* and *'execution'* phases (Bachman & Palmer, 1996: 70-73; Bachman, 1995: 98-100; Ellis, 2004: 76).

Figure 1: *Communication Strategies* presented in Nijmegen Project, developed by Kellerman, Bongaerts, Poulisse (1987) (as cited in Ellis, 2004: 75)

Archistrategies	Communication Strategies
Conceptual	<p>1 Analytic (circumlocution, description and paraphrase)</p> <p>2 Holistic (the use of a super-ordinate, coordinate, or sub-ordinate term)</p>
Linguistic	<p>1 Transfer (borrowing, foreignerizing and literal translation)</p> <p>2 Morphological creativity, e.g. the use of 'representator' in place of 'representative'.</p>

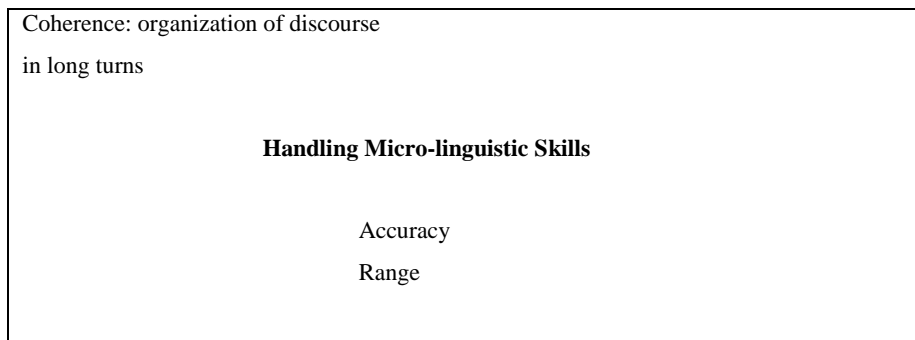
Speaking, in terms of its nature, is *communicative* where *interaction* is the key concept and considered to be one of the significant language skills through which individuals' language ability can *directly* be assessed or tested. As stated by Weir (1993: 31; 1990:73), to speak a foreign language, an individual is expected to comprehend and use a bit of *grammar* and *vocabulary* as well as having some information concerning the way sentences collaborate with each other. Instead of designing speaking test tasks which necessitate *'hypothetical'* knowledge of what can be said, it is important to test/assess individuals' speaking skills through designing speaking activities which may occur in *real-life* situations. The relationship between *contextual* and *interactional* features are important while testing/assessing individuals' language ability.

Weir (1993: 30-44) proposes Bygate's three dimensions of spoken interaction, which can be observed in *interactional routines* and can be applied to tasks, such as information gap activities, role-plays, discussions, interviews, conversations, decision-making activities, etc. *Informational routines*, which focus on the standard presentations of information, such as making descriptions, comparisons, giving instructions and telling a story. *'Operations'*, *'conditions'* and the *'quality of output'* are the three stages existing in the process of speaking. *'Operations'*, which require the *organization of information, the organization of communication, and improvisational skills*, which bring into existence when interaction breaks and are meant to be important for overcoming of those breakdowns.

Bygate (1987) distinguishes *improvisational skills* into two; *negotiation of meaning* focuses on individuals' assurance of whether the intended meaning is conveyed or understood, and *management of interaction* is distinguished into two; *agenda management* means the controlling of the content and activities such as group discussions and information gap student-student may require such skill, and *turn-taking* is significant for individuals' following the process concerning 'when' and 'how long' to speak. 'Conditions' is the dimension which is associated with the conditions where speaking test tasks are dealt with, and an individual's performing of a speaking test task occurs under both time pressure (the 'processing condition') and his/her interaction with a listener (the 'reciprocity conditions'). An appropriate speaking test task is expected to comprise 'reciprocity conditions', in which interaction is emphasized and is thus important in understanding and interpreting the message sent by the interlocutor. The 'quality of output' focuses on the way through which an individual's speaking performance is evaluated. The correlation between the tasks designed to test/assess individuals' spoken interaction and the criteria, which Bachman termed (1995) as *rubrics*, should be appropriate to the *outcome/ product* which is meant to be measured accordingly. To measure the 'quality' of product, it is important to design a criteria that comprises a degree of measuring of three aspects of a spoken interaction; individuals' tackling of *routines*, tackling of *improvisational skills* and tackling of *micro-linguistic skills*. While assessing individuals' 'handling of routine skills', 'fluency', 'coherence', 'appropriateness' are meant to be important. It is important to take individuals' ability to *negotiate meaning* as well as their ability to manage interaction such as agenda management and turn-taking while assessing individuals' improvisational skills. Moreover, *fluency*, relates with the ability to apply communication strategies easily in difficult situations, and *appropriateness*, on the other hand, deals with the ability to use an appropriate language such as politeness conventions, deciding on an appropriate time to take turn, asking for clarification, etc. While assessing individuals' 'handling of micro-linguistic skills', *accuracy* (in terms of intelligibility and grammar) a 'range' of vocabulary items and structures that are used to perform are meant to be significant while assessing/testing individuals' speaking skills in communicative level. In other words, while assessing/testing individuals' 'handling of micro-linguistic skills', *accuracy* and 'range' are meant to be significant in *communicative* level.

Figure 2: The checklist proposed by Weir concerning the assessment of the quality of output (as cited in Weir, 1993: 43)

Handling Routines	Handling Improvisation
Effectiveness	Effectiveness
Fluency (smoothness of execution)	Fluency
Appropriateness	Appropriateness



Thanks to its interactional nature, speaking evokes speakers' use of *communication strategies*. It requires speakers' ability to employ their *cognitive processes* as well as *collaborative strategies*, which are thought to be the equally significant *outcomes* while assessing/testing students' speaking ability. The speaking test tasks designed to assess/test students' speaking skills are expected to be appropriate to the context in which they are performed, which mean applying a wide variety of *assessment tasks* with appropriate *task rubrics* proper to the context. As Ellis (2004:5) stated, "*the instructions, or what Bachman and Palmer (1996) call rubric, are an essential part of the task work plan,*" which prescribe the aims of the tasks designed to assess/test students' language use performance, or as Lee (2000) termed, "*a mechanism for structuring and sequencing interaction*" (as cited in Ellis, 2004: 6).

On the subject of the '*dynamic*' process indicated in the light of the literature proposed underlies the very characteristic of speaking as a language skill, and the speaking tests conducted to assess/test students' ability to submit of this '*dynamic*' process through dealing with the speaking test tasks. Students are expected to display their *communicative language ability* through using not only their *linguistic* knowledge but their ability to *interact* effectively and affectively as well.

1.2. Statement of the Problem

With the growing alterations in attitudes towards teaching methods in educational context require certain changes in testing methods. Along with the introduction of many novel teaching methods, a lot of novel testing methods have generated, and one of which is the *communicative language testing*, whose characteristics are meant to be important and taken most into consideration while searching for the standards applied to speaking tests conducted in prep-schools in Turkish universities. As Birdal (2008), Davies and Pearse (2002) stated, teaching the grammatical structures of a foreign language is considered to be important, but the communicative approach to language teaching is overlooked, so students who can cope with language structures with ease may have certain difficulties in communicating in the target language they have been learning, and this kind of a

difficulty can be observed in students language use while displaying their speaking skills (as cited in Hassan, 2013: 2-3). *Discrete point tests* are regarded as an important testing method in indicating students' language ability. *Grammar* and *vocabulary* are considered to be the two major language components which are however thought to be inadequate while assessing/testing students' '*communicative language ability*'. Because speaking skill is considered as a direct implication of '*communicative language ability*' by most of the instructors who teach English in a university context, *speaking* as a language skill has a *communicative value*. Thus, *improvisational skills* as well as *negotiation of meaning* and *turn-taking* are also considered to be significant in testing students' speaking skills. With respect to the certain characteristics of *communicative language testing*, Davies' argumentation about the scope of a *communicative language test* is worth considering. As certain features are implied by the teacher participants, the *tests* conducted, the *rubrics* prepared and the *text books* used are examined and comparisons are made among the teachers' views about speaking as a language skill. What it should comprise, text-books' approaches to the methods followed to teach speaking skill, the speaking tests conducted and the rubrics designed to assess/evaluate students' speaking skills are compared to each other.

According to Davies, there is no clear definition of *communicative language tests* and the '*continuum categories*' are significant to determine what *communicative language tests* include '*more*' and what *communicative language tests* contain '*less*'. Three '*continuum categories*' are introduced. The first one of which is the differences indicated between the *discrete point tests* and *integrative tests*. *Discrete point tests* aim to assess/test students' knowledge of language components like *grammar* and *sounds*, but *Integrative tests* aims to assess/test several '*areas*' in the mean time ,such as '*interviews*' and '*essays*'. The second '*continuum category*' presented is the difference between '*direct*' and '*indirect*' test methods. '*Direct*' test methods focus on the *outcome*, but '*indirect*' tests are '*feasible*' and do not match with the *outcome* in any sort. The third '*continuum category*' focuses on the difference between '*norm-referenced*' and '*criterion-referenced*' tests. '*Norm-referenced*' tests assess students according to their having the '*most*' and '*least*' knowledge and make discriminations accordingly. '*Criterion-referenced*' tests, on the other hand, discriminate students according to their having the kinds of *knowledge* and *skills* and design groups according to the criterion which are thought to be significant to approach and display the quantity of knowledge and/or skills that students require to have. Thus, *communicative language tests* are regarded as '*less*' discrete but '*more*' integrative; '*more*' direct but '*less*' indirect; '*more*' criterion-referenced but '*less*' norm-referenced. A communicative language test assesses/ tests language competences besides grammar. Assessing students' language ability is important in various situations in that contextual factors are meant to be important as well. Communicative language tests are '*interactive*', it is important to exchange messages which convey *meaning* in them; in the process of teaching, it means teaching students how to comprehend, interpret and make distinctions among the messages. Therefore, '*authenticity*',

'*relevance*' and '*motivation*' are important factors in making discriminations among the messages and *communicative language tests* focus on students' ability to control the messages. Without *communication* and *interaction*, language cannot either be taught or tested. *Communicative language tests* are not *linguistic-centred* but *meaning-focused* (as cited in Sheldon, 1988: 5-14).

1.3. The Aim of the Study

This study aims to investigate teachers' perceptions of the communicative significance of speaking skill as well as the speaking tests conducted in prep-schools in Turkish universities –as the context- and the significance of the language components along with the strategies employed during a spoken interaction through teachers' points of view while testing students' speaking skills. Furthermore, this study also aims to investigate the interrelation between speaking test tasks and the speaking tasks existing in text-books.

This study is examining the research questions and sub-questions presented below and most which are taken into consideration while investigating teachers' perceptions of speaking skill in general:

Research Questions

1. What are teachers' perceptions of speaking tests?
 - a) Do teachers' perceptions affect their attitudes towards speaking skill while teaching and testing it?
2. What is the significance of speaking in the language tests conducted while assessing/testing students' language ability?
3. What is the interconnection between speaking with other language skills and sub-skills while teaching and testing?
4. What is meant to be important in speaking tests?
 - a) What is the communicative value of the speaking tests conducted in prep-schools?
 - b) Are the *discrete points* given importance, or is it the *communicative* value that is mostly significant? or both?

- c) Are the rubrics prepared for the speaking tests reflect the communicative value of the speaking tests conducted or are they arranged solely to assess/test students' knowledge of the use of linguistic components accurately by means of oral interaction?
5. Are the text-books used in the language teaching program and the speaking tests conducted interrelated with each other?
- a) Are the speaking test tasks and the speaking tasks existing in text-books interrelated with each other?
 - b) Are they *form-focused* or *meaning-focused*? or both?
 - c) Is it *linguistic competence* or *functional sentence perspective* that is assessed/tested through those tasks designed?

1.4. Limitations

The setting in which this survey took place is Gazi University, Atılım University and Ufuk University prep-schools in Ankara. The study group consists of 56 English teachers in English Preparatory Schools. Furthermore, the speaking test tasks characteristics and the teachers' points of view and responses they give to the queries may differ from other universities' prep-school instructors. Because the limited number of participants as well as the testing and teaching policies of prep-schools of other universities may vary, the result of this survey cannot be generalized to a larger population in educational context.

Except Gazi University School of Foreign Languages, no sample speaking tests could be obtained from Atılım University and Ufuk University English Preparatory Schools. Since the regulations concerning the privacy policy concerning the language tests conducted are strictly under control, the request for receiving a sample speaking is rejected by Atılım University English Preparatory administrative unit. However, after holding an interview with the head of the testing office, some information could be received about the type of speaking tests applied. With respect to not receiving a sample speaking test from Ufuk University English Preparatory School, because of the type of speaking test applied to test students' speaking skills is *oral interpretation* and is conducted throughout a year, no sample speaking tests could be obtained thereof.

1.5. Definitions of Terms

Direct Test: According to Davies, *direct tests* put emphasis on ‘*outcome*’/*product* (as cited in Sheldon, 1988: 5), or as Baker (1989: 16) stated, it measures or make ‘*judgements*’ according to individuals’ performance. Speaking and Writing tests can be considered as this kind of tests.

Indirect Test: According to Davies, *indirect tests* use test types of what is ‘*feasible*’ and the tests conducted do not accord with the *outcome* (as cited in Sheldon, 1989: 5).

Discrete-Point Tests: As stated by Brown (2004: 8), *discrete-point tests* focus on language components such as ‘*phonology/graphology, morphology, lexicon, syntax and discourse*’.

Integrative Tests: As stated by Davies, they aim to test “*a number of areas at the same time...interviews and essays are examples of integrative tests*” (as cited in Sheldon, 5)

Norm-Referenced Tests: According to Brown (2004:7) and Davies (as cited in Sheldon, 1989: 6), they are distinguishing students according to their possessing of the *knowledge* or *skills* required. They place students in accordance with the ‘*mathematical continuum in rank order*’.

Criterion-Referenced Tests: As stated by Brown (2004: 7), they are language tests that have *wash-back* or *feedback* effects concerning the course objectives through grades that students received such as *classroom tests*.

Communicative Language Testing: Canale and Swain’s model of *communicative competence*, Bachman’s (1995: 82-100) model of *communicative language ability*, which comprises *organizational competence* and *pragmatic competence* along with their sub-categories such as *grammatical, textual, illocutionary* and *socio-linguistic* competence (Brown, 2004: 10) as well as Bachman and Palmer’s (1996: 66-73) model of *language ability*, in which *language knowledge* and *strategic competence* play an important role in individuals’ display of their communicative language performance make the very essence of *communicative language testing*.

CHAPTER II

LITERATURE REVIEW

2.1. Communicative Language Teaching (CLT)

Background and the Theory

Before the emerging of CLT, Situational Language Teaching was widely accepted in the fields of education especially in the UK. However, its theories were criticized by many applied linguists, like Howatt (1984), who stated that language is not an illusion, or just a fabrication of mind, restricted to certain 'situational events'. Language is more than simple utterances, it conveys its performers' purposes expressed through meaning (Richards & Rogers: 2002: 153) :

'By the end of the sixties it was clear that the situational approach...had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept of that utterances carried meaning in themselves and express the meanings and intentions of the speakers and writers who created them' (as cited in Richards & Rogers, 2002; 153)

Chomsky's approach to language use, namely, *linguistic competence*, was criticized by many applied linguists, who sought for a language use which is more functional and more communicative. The proponents of such a view relied on the works of the prominent applied linguists, like Dell Hymes, Gump, Widdowson, Halliday, Firth and Candlin (Richards & Rogers, 2002: 153). Because of the changing realities in educational and commercial contexts, new methods for language teaching are sought. Wilkins (1972) proposed a *functional* and *communicative* dimension for language use, which brought about the idea to design a syllabus that focused on the *functional* and *communicative* use of language, where the meaning is paramount. In this syllabus, 'notional' and 'functional' levels of language use were implied. Wilkins' *Notional Syllabuses* influenced the emerging of Communicative Language Teaching. As a result, meaning-focused 'specifications' for both language teaching programs and course books were identified (Richards & Rogers, 2002: 154 ; McDonough & Shaw, 2005: 17). As Richards and Rogers (2002: 155) state, the purpose of Communicative Language Teaching is to achieve the idea of *communicative competence* as one of the main objectives of language teaching as well as the applying of the procedures that interconnect language skills (like speaking, listening, reading and writing). What is tried to be achieved is to unite *grammar* and

function in language teaching, and this idea was implied by Littlewood (1981), so the structure is not disregarded instead it is used to create where possible.

‘One of the most important features of communicative language teaching is that it pays systematic attention to *functional* as well as *structural* aspects of language’ (as cited in Richards and Rogers, 2002: 155). The ‘*interactional*’ and ‘*transactional*’ functions of language use were implied in Syllabuses prepared for primary schools (1981), which indicate that communicative language use may have various objectives to be fulfilled and each one of the individuals’ acts for his/her intention(s) (Richards & Rogers, 2002: 155). According to Brown and Yule (1983), Communicative Language Teaching is divided into two groups; ‘*transactional*’ and ‘*interactional*’ functions. ‘*Interactional*’ functions refers to the context where the interaction takes place. ‘*Transactional*’ functions, on the other hand, deal with ‘*exchanging information*’ (Ellis, 2004: 27). Thus, ‘*Transactional*’ and ‘*Interactional*’ functions of language are significant especially in speech acts; according to Yule (1996: 6), ‘*interactional function*’ of language use indicates social interactions of individuals through which individuals interact ‘socially’ or ‘emotionally’. It is how they express their feelings, thoughts. In CEF (www.coe.int/lang-CEFR, n.d.: 73) the ‘*interactional function*’ of language use is implied through ‘*transactions*’, ‘*casual conversation*’, ‘*informal discussion*’, ‘*formal discussion*’, ‘*debate*’, ‘*interview*’, ‘*negotiation*’, ‘*co-planning*’ and ‘*practical goal-oriented co-operation*’ and named as ‘*interactive activities*’. ‘*Transactional Function*’ of language use is individuals’ use of their language ability in order to ‘communicate knowledge, skills and information’ (Yule, 1996: 6).

The distinctive characteristics of Communicative Language Teaching (CLT) and the AudioLingual Method are presented by Finocchiaro and Brumfit (1983) (see Figure 3). Communicative Language Method is different from conventional teaching methods or approaches and is *learner-centred*. Teachers are the guides who facilitate learning. Students are expected to learn *structure* as well as *function*. *Meaning* is one of the most salient hallmarks which has an impact on both teaching and *testing*.

AUDIOLINGUAL	COMMUNICATIVE LANGUAGE TEACHING
<ol style="list-style-type: none"> 1. Attends to structure more than form and meaning. 2. Demands memorizations of structure-based dialogues. 3. Language items are not necessarily contextualized. 4. Language learning is learning structures. 5. Mastery, or ‘over-learning,’ is sought. 6. Drilling is central teach. 	<ol style="list-style-type: none"> 1. Meaning is paramount. 2. Dialogues, if used, center around communicative functions and are not normally memorized. 3. Contextualization is a basic premise. 4. Language learning is learning to communicate. 5. Effective communication is sought. 6. Drilling may occur but peripherilly. 7. Comprehensible pronunciation is sought.

<ol style="list-style-type: none"> 7. Native-speaker like pronunciation is sought. 8. Grammatical explanation is avoided. 9. Communicative activities come long after a long process of rigid drills and exercises. 10. The use of student's native language is forbidden. 11. Translation is forbidden at early levels. 12. Reading and writing is deferred till speech is mastered. 13. The target linguistic system will be learned through the overt teaching of the patterns of the system. 14. Linguistic competence is the desired goal. 15. Varieties of language is recognized but not emphasized. 16. The sequence of units determined solely by principles of linguistic complexity. 17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory. 18. 'Language is habit' so errors must be prevented at all cost. 19. Accuracy, in terms of formal correctness, is a primary goal. 20. Students are expected to interact with the language system, embodied in machines or controlled materials. 21. The teacher is expected to specify the language that students are to use. 22. Intrinsic motivation will spring from an interest in the structure of the language. 	<ol style="list-style-type: none"> 8. Any device that help the learners is accepted-varying according to their age, interest, etc. 9. Attempts to communicate may be encouraged from the very beginning. 10. Judicious use of native language is accepted where feasible. 11. Translation may be used where students need or benefit from. 12. Reading and writing can start from the first day, if desired. 13. The target linguistic system will be learned best through the process of struggling to communicate. 14. Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately). 15. Linguistic variation is the central concept in materials and methodology. 16. Sequencing is determined by any consideration of content, function, or meaning that maintains interest. 17. Teachers help learners in any way that motivates them to work with the language. 18. Language is created by individual , often through trial and error. 19. Fluency and acceptable language is primary goal: Accuracy is judged not in abstract but in context. 20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. 21. The teacher cannot know exactly what language the students will use. 22. Intrinsic motivation will spring from an interest in what is being communicated by the language.
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Figure 3: The comparison of the principal traits of Communicative Approach and AudioLingual Method by Finocchiaro & Brumfit (1983) (as cited in Richards & Rogers, 2002: 156-157 ; as cited in Brown, 2001: 45)

The scope of Communicative Language Method is to 'develop' 'communicative competence', which appears to be the opposite view of Chomsky's 'theory of competence'. In Chomsky's 'theory of competence', Speakers are expected to form structurally 'correct' sentences through 'abstract abilities' they have. And Hymes consider such an approach to language use as 'sterile'. According to Hymes (1972), 'communicative competence' is what is 'possible', 'feasible', 'appropriate', 'done'. (McDonough & Shaw, 2005: 17 ; Richards & Rogers, 2002: 159; Brown et al., n.d.:12-20). Halliday's approach to language use is also appreciated in Communicative Language Teaching (CLT), which

focuses on *'function'*. Therefore, *'meaning'* is paramount (Richards & Rogers, 2002:159-160 ; Ellis, 2004: 27-28). Halliday proposes seven functions for children learning their mother-tongue: *'the instrumental functions'*, which deals with using of language as an instrument to *'get things'*; *'the regulatory functions'*, which focuses on the use of language to manage other individuals' behaviour; *'the interactional function'*, which covers the language use to interact with others; *'the personal function'*, which tackles with the language use in order to express *'feelings'* and *'meanings'*; *'the heuristic function'*, which deals with *'learning'* and *'discovering'* language through using it; *'the imaginative function'*, which covers the language use so as to *'create a world of the imagination'* and *'the representational function'* focuses on the use of language to *'communicate information'*. Like Halliday, Widdowson (1978) proposed an approach which indicates *'the communicative value of linguistic systems in texts and discourse'* and mentions the significance of communicative language use in various situations. Canale and Swain (1980) referred to four aspects of communicative competence: *'grammatical competence'*, which deals with *'grammatical'* and *'lexical capacity'*; *'sociolinguistic competence'*, which focuses on the *'social context in which actual communication takes place'*; *'discourse competence'* refers to interpretation of messages in relation to their interrelatedness with the actual setting where they occur; *'strategic competence'* relates with employing strategies which *'initiate'*, *'terminate'*, *'repair'* or *'redirect'* communication (Richards & Rogers, 2002: 159-160; McDonough & Shaw, 2005: 17).

In CLT classrooms, the *'meaning'* is important as well as *'using'* the language. Along with *'discourse'* and *'grammatical competence'*, the *'social'*, *'pragmatic'* and *'cultural'* aspects of language use are important. It is a learner-centred approach and teachers are the facilitators and guides. Six CLT features are proposed by Brown (2000), Amato (1996), Lee & Van Patten (1995) and Nunan (1991):

1) *'classroom goals are focused on all of the component (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore intertwine the organizational aspects of language with the pragmatic'*, 2) *'Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes'*, 3) *'Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use'*, 4) *'students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts'*, 5) *students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning'* 6) *' the role of the teacher is that of facilitator and guide, not all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.'* (as cited in Brown, 2001: 43).

Meaning-focused tasks are significant. Through the activities proposed in CLT, students take part in genuine or realistic communication. Role-plays, simulations, puzzles, story-telling,

information-gap activities, 'writing a poem' or writing a story are some of the activities used in CLT classes to reach the objectives addressed. Students communicate with each other through pair or group works. *PPP (Presentation-Practice-Production)* is the teaching model as well as *TTT (Test-Teach-Test)*, which is considered to be an approach to whether students get familiar with the language items proposed. The four main language skills, namely, speaking, listening, reading and writing, are aimed to '*develop simultaneously*'. However, dissecting sometimes language under the topics, such as vocabulary, grammar, function, listening, speaking, writing and reading can be fallacious because communication or interaction requires using all the language parts not as a separate units but to use them *collectively*, which is one of the major objectives in CLT. Putting sometimes too much attention on fluency can corrode accuracy. *Accuracy* and *fluency* are meant to be equally important in an act of communication (Brown, 2001: 42-44; Knight & Lindsay, 2006: 21-23; Harmer, n.d.: 69-71; Celce-Murcia, 2001; 13-28; Brown, 2007:241-242).

2.2. Task-Based Language Teaching (TBLT)

Background and the Theory

Task-Based Language Teaching focuses on the use of '*task*' in the process of language learning. According to Ellis, tasks are '*meaning-focused activities*' where learners are '*language users*'. Exercises, on the other hand, are '*form-focused activities*' where participants are '*learners*' (2004:3). Skehan (1998a) identifies tasks as activities that seek for '*meaning*', '*solving communication problems*'. The relationship between activities and the real-world as well as fulfilling the tasks are the primary goals and the outcome of the tasks is the primary concern in the process of assessment (Brown, 2001: 50-51)

According to Willis (1996), Task-Based Language Teaching is the expanded form of Communicative Language Teaching. Activities prepared are the necessary parts of it and should engage learners in '*real communication*'. Learning occurs through '*meaningful tasks*' rather than '*form-focused activities*'. The key features presented by Willis (1998) indicate the scope of Task-Based Language Teaching, where the '*process*' is more significant than the '*product*'. The activities and tasks provided focus on '*communication*' and '*meaning*'. Through tasks, learners '*interact communicatively*', and tasks are formed to support students in real-life. They also have '*classroom specific pedagogical aims*'. Tasks are crucial for '*planning*' and '*teaching phases*' and are designed as activities that require learners to use language in situations, such as '*finding a solution to a puzzle, reading a map*' and '*giving directions, making a telephone call, writing a letter, reading a set of instructions and assembling a toy*'. Thus, Task-Based Language Teaching (TBLT) puts emphasis on

'functional' and *'interactional'* aspects of language use, in which *'meaning'* is important. Nieva, Fleishman and Riek (1978) identified four dimensions for *'team-performance function'*; 1) *'Orientation functions'*, which focus on the process of producing and sharing information which are significant for the member of the team to fulfil the task, 2) *'Organizational functions'*, which focus on cooperative actions that are significant for 'task performance', 3) *'Adaptation functions'*, which refer to the process through which members of the group modify their performances according to each other to complete the task, 4) *'Motivational functions'*, which are meant to determine objectives of the team. Tasks are also defined according to their functions, namely, *'occupational tasks'* and *'academic tasks'*: *'academic tasks'* comprise four significant features, 1) *'Product'* which learners are expected to *'produce'*, 2) *'Operations'* are meant to be required for students to produce products, 3) *'Cognitive operations'* are those where the *'resources available'*, 4) *'Accountability system involved'* the tasks which are also categorized by Berwick (1998) according to their functions and termed as *'task-goals'*, namely, *'didactic functions'*, which focus on tasks that have educational objectives and *'social (phatic) goal'* for social communication. Foster and Skehan (1996) propose three functional aspects of tasks as well, *'personal'*, *'narrative'* and *'decision making tasks'*. *Interactional* aspects of tasks are also one another emphasis put on language learning. Speaking and communicating with others through spoken interaction is the primary objective of Task-Based Language Learning. (Richards and Rogers, 2002: 223-228)

Nunan proposed two types of tasks, *'real-world tasks'* (1989) or *'target tasks'* (2004) and *'pedagogical tasks'*: *'real-world'* or *'target tasks'* refers to the use of language outside the classroom (e.g. *'using the telephone'*) and *'pedagogical tasks'* are considered to have psycholinguistic basis (e.g. *'information gap'*) (Richards and Rogers, 2002: 231; Brown, 2007: 242). There prevail three basic stages regarding Task-Based Language Teaching, which are proposed by Willis (1996). *'Pre-task'*, *'Task cycle stage'* and *'The language focus'*: in *'pre-task stage'*, the topic and the task are introduced by the teacher. In *'task cycle stage'*, there are three sub-stages, namely, *'task'*, *'planning'*, *'report'*. In *'task'* stage students are expected to perform the given task in pairs or small groups. In *'planning'* stage they are planning how to explain what they did and in *'report'* stage they report the task either orally or written. In the *'language focus'* stage, students are guided by the teacher to analyze the significant features of language through listening or reading (post-task as listening or reading) (Harmer, n.d.: 71-74; Lindsay and Knight, 2006: 23-24; Richards and Rogers, 2002: 238-239).

2.3. Communicative Competence

2.3.1. A General View to Communicative Competence

Language is a means of communication, and *communicative competence* appears to be one of the major concerns of language teaching and testing. In a general point of view, *communicative competence* is what learners require to know and how to communicate competently in a speech act (Richards and Rogers, 2002: 159). The definition of communicative competence proposed by Hymes deals with the *social* and *functional* aspect of language use, and *communicative competence* requires participants to convey and interpret messages proper to the context. Savignon (1980) points out that *communicative competence* is individual not ‘*absolute*’ and relies on the cooperation of the participants being involved in a specific context (Brown, 2007: 219).

Brown (2007: 219) submits the difference implied between *linguistic competence* and *communicative competence*, which is put forward by Hymes (1967) and Paulston (1974) through proposing the distinguishing features of *communicative competence* and *linguistic competence*. ‘*Linguistic competence*’ focuses on the knowledge of language forms, whereas ‘*communicative competence*’ refers to the knowledge of language which allows individuals to communicate *functionally* and *interactively*. In addition, it is also referred to ‘*cognitive*’ and ‘*academic proficiency*’ (*CALP*) as well as ‘*basic interpersonal communicative skills*’ (*BICS*), which are presented and later modified by Cummins (1981) as ‘*context-reduced*’ competence, which is defined as ‘*school-oriented language*’, and as ‘*context-embedded*’ communication, which is defined as ‘*face-to-face communication*’. According to Cummins, *CALP* is the extent of competence where learners demonstrates the surface characteristics of language ‘*outside the immediate interpersonal context*’ in that they are the tests or exercises, which revolve around form, done in the classroom; *BICS*, on the other hand, focuses on the *communicative* dimension which operates in ‘*daily interpersonal exchanges*’.

As Allen and Widdowson (in Allen and Corder, 1976: 87-88) stated, *communicative competence*, or ‘*communicative dynamism*’ or ‘*functional sentence perspective*’ or ‘*communicative functionalism*’ is related with the language use involving the forming of accurate sentences that are appropriate to the context and form a meaningful as a whole (discourse) in an act of communication. As stated by Allen and Widdowson (in Allen and Corder, 1976: 87), according to Campbell and Wales (1970) as well as many other applied linguists, “ ‘*knowing*’ a language involves not only the ability to compose correct sentences but also the ability to use them appropriately in acts of communication”. The communicative functions of utterances depend on the context they occur and make them either *appropriate* or *inappropriate* regarding whether they convey the message intended through using

utterances which are more or less grammatically relevant to the situation. As stated by Widdowson with respect to Hymes' approach to communicative language use, *communicative language use* indicates the significance of *meaning* which is directed by the 'external' factors and thus has an 'external pragmatic function' and cannot be separated from context; "...communication occurs when it comes into (appropriate) contact with context" (in Elder et al., n.d. : 19). According to Campbell and Wales (1970), linguistic ability is '*producing or understanding utterances which are not so much grammatical but, more important, appropriate to the context in which they are made*' (as cited in Allen and Corder, 1976: 88), and the utterances made may involve a wide variety of meaning with respect to the context they have been uttered (e.g. Bolinger's (1971) exemplification concerning the communicative functions of utterances made in various contexts is significant for comprehending the fact that even a simply formed sentence can convey the message intended; "*I'm starved*"= "*Serve me dinner*"), and through which Chomsky's approach to *linguistic competence*, which focuses primarily on speakers' and listeners' *grammatical competence* and is argued. As stated by Allen and Widdowson (in Allen and Corder, 1976: 87), according to Campbell and Wales (1970) as well as many other applied linguists, "*'knowing'* a language involves not only the ability to compose correct sentences but also the ability to use them appropriately in acts of communication".

With respect to the theoretical base of communicative competence, it is significant to re-consider related approaches to it, which are thought to have an important influence on conducting language tests, designing rubrics to assess students' '*communicative language ability*' proper to the context they are applied in.

2.3.2. Chomsky's Approach to Language Competence

Chomsky's approach to language ability derives from his distinguishing it into two parts; '*linguistic competence*' and '*linguistic performance*', which are constructed on a '*psychological*' basis. According to Chomsky (1965), "*Linguistic theory is concerned with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors (random and characteristic) in applying his knowledge of language in actual performance*" (as cited in Munby, 1985: 7). Chomsky's '*linguistic competence*' deals, as it is mentioned by Chomsky (1965) himself, with the proficiency in handling the '*abstract system of rules*', through which the ability to comprehend and form sentences are possible. His '*linguistic performance*', on the other hand, indicates the use of language, which is thought to be '*unaffected by grammatically irrelevant conditions*' and '*grammatically irrelevant conditions*', as Munby (1985) stated, relates with the standard of '*acceptability*', not with '*grammaticality*'. According to Greene's

(1972) point of view, Chomsky's identification of '*linguistic competence*' has a '*weaker*' and a '*stronger*' suggestions. The '*weaker*' suggestion focuses on the '*generative grammar*', which deals with the formation of sentences in an '*infinite*' dimension. The '*weaker*' suggestion is defined as '*descriptive*' rather than '*empirical*'. The '*stronger*' suggestion concerns with the system of rules which is claimed to be responsible for '*producing*' and '*understanding*' the utterances made in a '*homogeneous speech community*'. Hymes (1971) rejected Chomsky's view of language competence on the grounds that Chomsky eliminated '*socio-cultural*' conventions of language use. Similarly, Jakobovits (1970), underlines the importance of the language use in accordance with the social context. Campbell and Wales (1970) act in accordance with Fodor and Garrett's (1966) approach that distinguishes competence and performance from each other in that competence is related either with '*capacity*' or '*ability*' and performance is considered to be the '*imperfect reflection of underlying capacity*'. Thus, Chomsky's approach to linguistic ability is considered to exclude both the '*understanding*' and '*producing*' of utterances which are not '*grammatical*' but '*appropriate*' to the context, so as Hymes (1971) pointed out, the '*contextual appropriacy*' of utterances is significant in language performance, and language performance, which does not more or less focus on '*socio-cultural*' conventions, is insufficient for apprehending individuals' language use in a communicative setting (Munby, 1985: 7-10).

2.3.3. Halliday's Approach to Communicative Competence

Halliday focuses on the social dimension of language use and the discrimination made between *competence* and *performance* is rejected by Halliday. Halliday introduces a '*socio-semantic*' view to language use in that Halliday's definition puts emphasis on the '*meaning-potential*' aspect of language use, which implies the notion of conveying a variety of meaning whose occurrence is '*available*' between the speaker and listener in a social context and his '*meaning potential*' approach to language use varies from '*behaviour potential*' to '*lexico-grammatical potential*' (e.g. the speaker '*can-do*', '*can-mean*' and '*can say*'). The speaker '*can-do*' relates with behavioural choices and these choices are displayed linguistically as '*semantic options*' (e.g. '*can-mean*') and converted into linguistic structures to convey the meaning intended (e.g. '*can-say*'). Thus, the interactional aspect of language use is implied through Halliday's concept of '*meaning-potential*' (Munby, 1985: 12-14). As Dubin and Olshtain (1986: 69) stated, Halliday's language model covers the use of language essentials appropriate to '*social*' and '*cultural*' factors. Halliday (1973) proposes seven functions of language. The '*instrumental function*' is related with the controlling of the setting and provoking particular events to occur (e.g. "*the court finds you guilty*"). The '*regulatory function*' focuses on the notion of '*controlling*' the events, such as the language used for '*approving*', '*disapproving*', '*controlling behaviours*', '*setting laws and rules*' (e.g. "*Upon good behaviour, you will be eligible for parole in 10*").

months”). The ‘*representational function*’ relates with the use of language in order to reveal facts and knowledge, clarify and inform (e.g. “*the president gave a speech last night*”, “*the sun is hot*”). The ‘*interactional function*’ is connected with the idea of maintaining social relationships and constructing a social relationship through using ‘*slang*’, ‘*jargon*’, ‘*jokes*’, ‘*folklore*’, ‘*cultural mores*’, ‘*politeness and formality expectations*’, etc to construct a setting for an interpersonal exchange. The ‘*personal function*’ refers to expressing feelings, emotions. It reflects the personal dimension of communication. The ‘*heuristic function*’ refers to language use for ‘*acquiring*’ knowledge. The ‘*imaginative function*’ focuses on language use that deals with the use of ‘*imaginary system*’ or ‘*ideas*’, such as ‘*telling fairy tales*’, ‘*telling jokes*’ or ‘*writing novels*’. A sentence or a conversation can include most of these functions at the same instant (Brown, 2007: 223-225).

2.3.4. Hymes’ Approach to Communicative Competence

Hymes’ model of *communicative competence*, which focuses on the language use in *social context*, is employed in both in language teaching and assessment (Luoma, 2004: 97). Hymes’ socio-linguistic approach to language use focuses on the *interactional* view of competence which is significant for ‘*actual*’ communication (Munby, 1985: 22). Hymes proposes four dimensions of language use in terms of *communicative competence*; What is ‘*possible*’ refers to speakers’ and listeners’ level of grammatical knowledge. What is ‘*feasible*’ relates with the ‘*psycholinguistic*’ level in language use in that it indicates individuals’ apprehending and producing under ‘*time*’ and ‘*processing*’ constraints. What is ‘*appropriate*’ is related with the ‘*socio-cultural*’ or ‘*social and situational*’ aspects of language use and what is ‘*actually done*’ indicates language use which is formed by ‘*convention*’ and ‘*habit*’. Thus, according to Hymes (1972), *knowledge* and *language use ability* are necessary standards for *communication* and managing all these standards makes an individual competent in communication (Munby, 1985: 15; Elder et al., n.d.: 13; Luoma, 2004: 97; Richards and Rogers, 2002: 159). According to Widdowson, communication comprises “*not identifying separate features, but exploiting relationships between them*” (in Elder et al., n.d.: 13). As Munby (1985:16) stated, Hymes’ (1971) model of competency, which is implied through ‘*possible*’, ‘*feasible*’ and ‘*appropriate*’ are interrelated with ‘*producing*’ and ‘*interpreting*’, which define ‘*cultural behaviour*’.

2.3.5. Canale and Swain’s Model of Communicative Competence

Canale and Swain (1980) proposed four constituents, which shape the form of *communicative competence*, or as Bachman termed, ‘*language competence*’, delineate the core of the features of

communication and is later reshaped by Bachman (1995) and used as a theoretical model for test analysis as well as a part of test construction and validation (Alderson, Clapham and Wall, 1995: 17).

The model proposed by Canale and Swain (1980) (see Figure 4) comprises four characteristics of *communicative competence*, and, as Richards and Rogers (2002: 160) and Purpura (2004: 52) stated, is regarded as an extended version of Hymes' model of communicative competence. It contains four dimensions of communicative competence; '*grammatical competence*', which contains lexis, morphology, sentence-grammar, semantics as well as phonology (it is what Hymes regarded as '*formally possible*') and it implies the proficiency level that is related with comprehending and using '*linguistic code of language*' in that it is the ability to use the rules of language through interpreting, expressing or negotiating the meaning. '*Grammatical competence*' puts emphasis on '*lexico grammatical*' and '*semantico grammatical*' language characteristics of language (Richards and Rogers, 2002: 160; Brown, 2007: 219; Bachman, 1995: 85; Purpura, 2004: 53-54; Celce-Murcia, 2001: 17; Coombe, Fose and Hubley, 2010: 113; McNamara, 2000: 18; Fulcher and Davidson, 2007: 38). According to Yule (1996: 197), however, focusing solely on *grammatical competence* would hinder the ability to interpret and produce language in a proper way. In CEF (www.coe.int/lang-CEFR, n.d.: 108-109) '*grammatical competence*' appears to be a part of *linguistic competence* (comprises lexical, semantic, phonological, orthographic and orthoepic competence along with grammatical competence), which is one of three categories that forms communicative competence. According to CEF description of '*grammatical competence*', it is "*the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorising and reproducing them as fixing formulae*" (as cited in www.coe.int/lang-CEFR, n.d.: 113).

With reference to '*discourse competence*', it is associated with the ability to join sentences in stretches of discourse to construct a meaningful whole in that it is the interconnection among sentences which is formed through using the rules of cohesion and coherence. According to McNamara (2000: 18), '*discourse competence*' is the ability to control the '*extended use of language in context*'. Unlike '*grammatical competence*', which is associated with sentence-level grammar, '*discourse competence*' covers '*inter-sentential*' relations, or implies the significance of utterances which are inter-related with one another to construct a text, but is not associated with '*isolated words*' or '*phrases*'; to clarify, it refers to sentences that are interconnected with one another through the rules of cohesion and the use of appropriate cohesive devices (Richards and Rogers, 2002: 160; Bachman, 1995: 85; Brown, 2007: 219-220; Coombe, Fose and Hubley, 2010: 113; Celce-Murcia, 2001: 17-18). With reference to CEF (www.coe.int/lang-CEFR, n.d.: 123), '*discourse competence*' appears to be one of the sub-categories of pragmatic competence and is associated with learners' ability to '*organise*',

'structure' and 'arrange' messages. It is described as learners' ability to arrange sentences in an order to produce stretches of language in a *cohesive* way.

Regarding '*socio-linguistic/socio-cultural competence*', it is associated with learners' knowledge of both *socio-cultural* and *discourse rules* (Fulcher and Davidson, 2007: 38; Brown, 2007: 220). '*Socio-linguistic/socio-cultural competence*', as stated by McNamara (2000: 18), Coombe, Folse and Hubley (2010: 113), Richards and Rogers (2002: 160), Bachman (1995: 85), Celce-Murcia (2001: 18), is related with the application of the knowledge of language use appropriate to both context and the interlocutors' utterances/remarks with whom information is shared and interacted for communicative objectives. '*Cultural awareness*' rather than '*cultural knowledge*', as stated by Celce-Murcia (2001:18), is the most important factor in '*socio-cultural/socio-linguistic competence*'. Thus, in terms of '*socio-cultural/socio-linguistic competence*', learners are expected to become aware of the social context they are in, decide on the use of the type of language in order to interact. It requires the knowledge and skills so as to cope with the social aspect of language use. The sub-categories related with CEF's approach to *socio-linguistic competence* are '*linguistic markers of social relations*', '*politeness conventions*', '*expressions of folk wisdom*', '*register differences*', also implied by Bachman (1995: 95), '*dialect and accent*', implied by Bachman (1995: 95) as well (www.coe.int/lang-CEFR, n.d.: 118-121).

With respect to '*strategic competence*', which is termed as '*improvisational skills*' by Weir (1993: 32; Weir, 2005: 106), is a sub-category of '*interaction routines*'. It requires either *verbal* or *non-verbal* communication strategies, which is required to compensate for the breakdowns that may occur in a course of *interaction*, or it relates with *communication strategies* through which individuals use communication tactics to begin, stop, continue, control the conversation held. To clarify, '*strategic competence*' appears to be the due act that counterbalances for the insufficiency in the knowledge of rules or other factors that imbalances participants' taking part in a due conversational act. Savignon's (1983) account for such situations, through individuals' applying of *communication strategies* (*strategic competence*), it can help them clarify breakdowns (such as perplexity in '*paraphrasing*', '*circumlocution*', '*repetition*', '*hesitation*', '*avoidance*' as well as having difficulties in '*guessing*' or '*shifts in register and style*') and holds a meaningful illustration (Richards and Rogers, 2002: 160; Brown, 2007: 220; McNamara, 2000: 18; Coombe, Folse and Hubley, 2010: 113; Fulcher and Davidson, 2007: 38).

Communicative Competence	Actual Communication
Knowledge and Skill	
Grammatical Competence Socio-linguistic Competence Strategic Competence Discourse Competence	Instances of language use

Figure 4: Canale's adaptation of the Canale and Swain's model (as cited in Fulcher and Davidson, 2007: 41)

2.3.6. Bachman's Model of Communicative Language Ability

Bachman re-modelled the components of *communicative competence*, which he renamed as *language competence*, in a much elaborated style with reference to Canale and Swain's (1980) epitome of *communicative competence*, which appears to be a more extended version of Hymes' as well as the much earlier models regarding *communicative competence* and therefore it has a significant role in teaching and testing.

Bachman's diagram (see Figure 4), or 'tree diagram', classifies *language competence* and proposes a more detailed system which is not much different from Canale and Swain' (1980). Bachman's *language competence* comprises 'organizational' competence, which covers 'grammatical' and 'textual' competence and 'pragmatic' competence, which includes 'illocutionary' and 'sociolinguistic' competence. With respect to Bachman's model of *communicative language ability* (see Figure 9), it contains 'language competence', 'strategic competence' and 'psycho-physiological mechanisms', 'knowledge structures' and 'context of situation'. 'Strategic competence' implies the capacity which is interconnected with 'language competence (knowledge of language)' and 'knowledge structures (knowledge of the world)' in that 'strategic competence' is the level where 'language competence (knowledge of language)' is linked with 'knowledge structures (knowledge of the world)'. The 'context of situation' indicates the place where interaction takes place. 'Psycho-physiological mechanisms' indicates the 'channel (auditory, visual)' as well as 'mode (receptive, productive)', where language use capacity is performed, in other words, 'psycho-physiological mechanism' indicates the level where the 'actual' use of language occurs as a 'physical phenomenon'. (Weir, 2005: 85-86; Fulcher and Davidson, 2007: 42). According to Weir (2005: 85-86), 'strategic competence' is the functional phase applied to 'assessment', 'planning' and 'execution' to fulfil the communicative purpose. As stated by Bachman and Palmer (1996: 70-74) and Weir (2005: 86),

'*strategic competence*' is identified with '*meta-cognitive strategies*' by Bachman and Palmer. '*Meta-cognitive strategies*' or '*strategic competence*' is the execution phase, or termed as the '*executive process*' by Bachman and Palmer (1996) where the language use is controlled through *cognitive* functioning:

“...strategic competence as a set of meta-cognitive components, or strategies, which can be thought of as higher executive processes that provide a cognitive management function in language use, as well as in other cognitive activities.” (as cited in Bachman and Palmer, 1996: 70 ; Weir, 2005: 86)

According to Bachman and Palmer (1996: 70-73), '*strategic competence*' is meant to be significant for constructing *interactive* test-tasks as well as assessing the test-tasks prepared, and the integration of the language components through individuals' producing and interpreting them appropriate to the context make language use '*possible*'. Regarding *meta-cognitive components* (see Figure 5), three dimensions, which are '*goal setting*', '*assessment*' and '*planning*', are considered to be important for the operation of *meta-cognitive strategy* (see Figure 8). '*Goal setting (deciding what one is going to do)*' comprises '*identifying the language use tasks or test tasks*', '*choosing where given a choice, one or more tasks from a set of possible tasks*', '*deciding whether or not to attempt to complete the task(s)*'. '*Assessment (taking stock of what is needed, what one has to work with and how well one has done)*' dimension focuses on individuals' association of their '*topical*' knowledge as well as language knowledge with *context* and *tasks* or with the testing environment and the tasks designed. Moreover, '*assessment*' dimension considers individuals' applying of strategies while giving appropriate responses. '*Assessing the characteristics of the language use or test tasks*' relates with defining language use tasks or assessment tasks' features to identify '*desirability*' and '*feasibility*' of the tasks which are fulfilled and the characteristics of the elements needed for '*topical*' and '*language*' knowledge. '*Assessing the individuals' own topical knowledge and language knowledge*' deals with the accessible '*topical*' as well as the expanse of language knowledge and the ones which is appropriate and can be used to achieve the task. Furthermore, individuals' employing of '*affective schemata*' to handle the requirements of the tasks is also one another concern of this part. As for '*assessing the correctness and appropriateness of the response to the test task*', it focuses on assessing individuals' responses to the task(s) in relation with the assessment standards, which takes '*grammatical*', '*textual*', '*functional*', '*socio-linguistic*' features along with '*topical content*' into consideration, in terms of '*correctness*' and '*appropriateness*'. The '*planning (deciding how to use what one has)*' phase refers to deciding on a scheme to employ '*topical*' and language knowledge as well as activating '*affective schemata*' in order to fulfil the task assigned to be completed. '*Planning*' phase comprises three dimensions, which are '*selecting a set of elements from topical knowledge and language knowledge (for example, concepts, words, structures, functions) that will be used in plan*', '*formulating one or more plans whose realization will be a response (interpretation, utterance) to the*

task', and 'selecting one plan for implementation as a response to the task'. Three domains where 'metacognitive components' function and help learners/test-takers form and utilize their knowledge of language appropriate to the context in an act of communication:

<p>Goal Setting (deciding what one is going to do)</p> <p>Identifying the test tasks</p> <p>Choosing one or more tasks from a set of possible tasks (sometimes by default, if only one task is understandable)</p> <p>Deciding whether or not to attempt to complete the task(s) selected</p>
<p>Assessment (taking stock of what is needed, what one has to work with, and how well one has done)</p> <p>Assessing the characteristics of the test task to determine the desirability and feasibility of successfully completing it and what is needed to complete it</p> <p>Assessing our own knowledge (topical, language) components to see if relevant areas of knowledge are available for successfully completing the test task</p> <p>Assessing the correctness and appropriateness of the response to the test task</p>
<p>Planning (deciding how to use what one has)</p> <p>Selecting elements from the areas of topical knowledge and language knowledge for successfully completing the test task</p> <p>Formulating one or more plans for implementing these elements in a response to the test task</p> <p>Selecting one plan for initial implementation as a response to the test task</p>

Figure 5: Bachman and Palmer's presentation of the areas of meta-cognitive strategy use (as cited in Bachman and Palmer, 1996: 71)

With reference to Bachman's diagram ('tree diagram') (see Figure 7) showing the components of *language competence*, it displays a system of layers. Although the components seem unrelated with one another, they are interrelated with each other. The diagram classifies *language competence* into two parts, which are 'organizational competence' and 'pragmatic competence'. The sub-categories presented under 'organizational competence' are 'grammatical competence' and 'textual competence'. 'Grammatical competence', which is also termed as 'grammatical competence' by Canale and Swain (1980), consists of *morphology, vocabulary, syntax, phonology /graphology*. 'Textual competence', which Canale and Swain (1980) termed as 'discourse competence', comprises 'cohesion' and 'rhetorical organization'. Canale and Swain's (1980) 'sociolinguistic competence' becomes a sub-category of 'pragmatic competence', where 'illocutionary competence' appears to be the other sub-category presented. 'Illocutionary competence' indicates the functional aspect of

language and '*socio-linguistic competence*' refers to the ideas concerning '*politeness*', '*formativity*', '*metaphor*', '*register*' as well as culture related approach to language (Brown, 2007: 221; Bachman, 1995: 86). According to Brown (2007: 221), '*strategic competence*' functions as a directive operation which makes '*the final decision, among many other options on wording, phrasing, and other productive and receptive means for negotiating meaning*'.

'*Organizational competence*' indicates the capability of managing the structure of language which is formally correct as well as producing and understanding grammatically accurate sentences in the context in which they are uttered besides arranging them to construct a *text*. To clarify, '*organizational competence*' deals with individuals' managing language structure to form grammatically accurate sentences or utterances and texts. Regarding '*grammatical competence*', it is considered as the ability to use the language. It signifies individuals' knowledge of *vocabulary*, *syntax*, *morphology* and *phonology/ graphology*. The knowledge of all these components directs individuals' selection of certain words to be used in particular situations, their structure or organization in written forms or in sounds. '*Textual competence*' requires knowledge of formality to affix sentences conjointly so as to produce a *text* either *written* or *spoken*. The sentences are formed in accordance with the rules of '*cohesion*', such as '*pronouns*' and '*lexical repetition*', '*rhetorical organization*' (such as '*logical connectors*') as well as '*conversational organization*' (such as '*turn-taking strategies*' and '*topic nomination*'). As stated by Bachman (1995: 88) "...ways of explicitly marking semantic relationships such as reference, sub-situation, ellipsis, conjunction, and lexical cohesion, as well as conventions such as those governing the ordering of old and new information discourse". '*Rhetorical organization*' relates not only with the '*conceptual*' form of the text but also with the influence of the text upon language users. Its '*conventions*' include *narration*, *comparison*, *description*, *process analysis*, *classification* and *methods* to improve them. '*Pragmatic competence*' comprises the interrelation among the signals, which are employed in communication and the referents. The connection between the signals and referents is as salient as the interrelation between language users and the context. Thus, the relationship between language users and the context is a vital factor in *pragmatics*. To clarify, '*pragmatic competence*' can be considered as the characterization of the interconnection among the utterances, sentences and the texts to meet language users' communicative goals (Bachman, 1995: 87-89; Purpura, 2004: 55; Bachman and Palmer, 1996: 67-70).

With respect to '*illocutionary competence*', the word *illocutionary* refers to having or sending a message for a communicative effect, such as *commanding*, *requesting*, etc. For example, "*there is a mouse under you!*" may have an '*illocutionary force*' for warning and may probably have an effect on the listener to whom the message is sent. The speaker may show his/her intention through producing an '*illocutionary act*' in that he/she would reveal his/her purpose straight away through circulating the

'illocutionary force' of the utterance he/she made. For example, "you may leave now" depicts the *'illocutionary force'* for permitting on the listener or may manifest his/her aim through using a syntactic form in an appropriate way, namely a peremptory gist for "leave now". With respect to an additional strategy concerning *'illocutionary competence'* is *'illocutionary act'*, which is considered to be *'less direct'* and relies on the situation in which the utterances made are interpreted accordingly. For instance, "It's getting dark". The speaker may indicate his/her intention through the *'illocutionary force'* of the sentence, and its intended meaning depends on the context and the way it is uttered. *'Illocutionary competence'*, therefore, is the language used to convey meaning through the utterances in which an *'illocutionary force'* of language and an *'illocutionary act'* exist to show the intention and interpreted according to the context. The sub-categories of *'illocutionary competence'* are *'ideational'*, *'manipulative'*, *'heuristic'* and *'imaginative'* functions, and they denote the *macro-functional aspects* of language use. Regarding the *'ideational function'*, it refers to the use of language in order to profess ideas or exchange information. It implies individuals' expressing of their experiences about the world outside. The language performed in lectures to give knowledge or the language used in *'scholarly articles'*. As for *'manipulative function'*, it refers the use of language which aims to influence the situation where the performer is. The performer of the language means to have an effect on the context he/she is in. The first of the three dimensions forming *'manipulative function'* is the *'instrumental function'*, through which the language is performed to *'get things done'*, such as making suggestions, requests, ordering, commanding or warning. The *'regulatory function'*, as Halliday (1973) stated, indicates the use of language through which the performer aims to direct the attitudes of the others and *'manipulate'* them. The *'interactional function'* is applied to produce, perpetuate or exchange relationships. The *'heuristic function'*, which is another sub-category of *'illocutionary competence'*, suggests the language use through which the language user increases his/her knowledge of the realm he/she is in. It can frequently be observed in actions like *teaching, learning, solving a problem, memorizing*. *'Imaginative function'* relates closely with the context formed either for *'aesthetic'* or for *'humorous'* reasons, such as *'telling a joke forming or telling stories'*, *'creating metaphors'*, or activities which require *figurative language* (Bachman, 1995: 91-94; Bachman and Palmer, 1996: 69-70).

With reference to *'socio-linguistic competence'*, which is a part of *'pragmatic competence'* deals with either *'the sensitivity to, or the control of the conventions of language use'* specified by the characteristics of the context in that it is the using of a specific language which is appropriate to the context where the language is performed. The sub-categories of *'socio-linguistic competence'* range from *'sensitivity to differences in dialect or variety'*, *'sensitivity to difference in register'*, *'sensitivity to naturalness'* for the *'ability to interpret cultural references and figures of speech'*. Referring to *'Sensitivity to differences in dialect or variety'*, it indicates the process of using a language which

differs from the performers of a language who are members of different geographical regions or belong to a different social group. The '*regional*' or '*social*' difference of performers, or *dialects* occurring in language use, may change the conventions and appropriateness of language use accordingly. Therefore, language use varies according to the context that the performers of that language are in. A different context requires the use of different kinds of languages in that the language performed in a class is different from the language performed outside of the classroom (in a different context). As regards '*sensitivity to differences in register*', '*register*' deals with varieties of languages that performers use in a particular social context in that it indicates the language use which varies in accordance with a '*single dialect*' or '*variety*'. '*Differences in register*' is divided into three sub-categories as '*field of discourse*', '*mode of discourse*' and '*style of discourse*'. The '*field of discourse*' focuses on the subject under consideration about the language used in lectures, discussions or language used in written contexts, such as '*registers of playing football, planting trees or computer hacking*'. The '*modes of discourse*' deals with the divergence in *register* that differs according to the style to be used in terms of function, such as the style used in both *spoken* and *written* languages. The '*style of discourse*' covers the interconnection among performers of the language. Joos (1967) divides the styles in language use into five parts; '*frozen*', '*formal*', '*consultative*', '*casual*' and '*intimate*'. Joos' approach to styles of language use indicates the relationships among the performers' language use in a specific context. Namely, performing any inappropriate styles in language use can be considered as audacious. Thus, the style of language use varies in terms of the context which is shared by participants expected to perform an appropriate style according to the relationship they have with one another while communicating. The '*sensitivity to naturalness*' is associated with the utterances that are *linguistically correct* and uttered in a *native-like* way in that the performers who are familiar with a specific *dialect* or *culture* where that dialect is used and allows them to interpret and respond to that language accordingly. Thus, the way through which the performer of a language exhibits his/her style in language use and is interpreted by the other participants as *natural* or '*non-natural*'. With respect to '*the ability to interpret cultural references and figures of speech*', '*socio-linguistic competence*' relates with understanding and employing cultural features along with *figures of speech*. Using or understanding '*cultural references*' performed through language use covers not only competency in understanding the meaning of the words but also using those words appropriately in a set of speeches. For example, the word '*waterloo*' depicts a purposeful or a final setback that results in disastrous outcome for whom beaten. After witnessing or experiencing a consequential defeat, saying "*it is his/her Waterloo*" indicates the performers' awareness of the meaning of the word, interpreting its significance in accordance with the situation and thus using or interpreting it appropriately and accurately (Bachman, 1995: 95-96; Bachman and Palmer, 1996: 70).

2.3.7. Bachman and Palmer' Model of Language Use and Language Test Performance

Bachman and Palmer's model of language ability (see Figure 10) is widely used as communicative model for language testing. Bachman and Palmer' approach to language use is based on *interaction* which is considered to appear between individuals and the context. The model covers '*topical knowledge*', '*language knowledge*', '*personal characteristics*', '*strategic competence*', '*affective schemata*'. '*Topical knowledge*' is the knowledge concerning various topics and indicates language users' conveying various topics to the situation where they perform the language. It is considered to be '*information-based*', and individuals are expected to perform language with reference to the world where they live. '*Affective schemata*' or '*affective factors*' is related with individuals' '*emotional responses to the situation*'. '*Affective schemata*' along with the specific feature of a task define language users' '*affective response*' to the task and may '*facilitate*' or restrict their level of '*flexibility*' in responding the situation. '*Personal characteristics*' refer to individual characteristics which may have an influence on test-takers' language ability. '*Personal characteristics*' comprise '*age*', '*sex*', '*nationality*', '*resident status*', '*native language*', '*level and type of general education*', '*type and amount of preparation or prior experience with a given test*'. '*Language knowledge*' is related with different kinds of knowledge existing in memory and can be activated through *meta-cognitive strategies*. When compared to '*strategic competence*', which is '*active*' and '*dynamic*', '*language knowledge*' is '*static*', '*strategic competence*' indicates individuals' interaction with the context. '*Language knowledge*' contains two categories; '*organizational knowledge*' and '*pragmatic knowledge*'. '*Organizational knowledge*' includes two categories, which are '*grammatical competence*' and '*textual knowledge*'. Concerning '*grammatical knowledge*', it requires individuals to produce accurate sentences and understand the sentences being formed or the utterances made. '*Textual knowledge*' requires individuals to produce and apprehend texts that are either *written* or *spoken*. '*Textual knowledge*' includes two sub-categories, which are '*knowledge of cohesion*' and '*knowledge of rhetorical and conversational organization*'. '*Knowledge of cohesion*' refers to producing and understanding the interrelation between the sentences either in written texts and utterances occurring in a conversation. '*Knowledge of rhetorical and conversational organization*' refers to language users' ability to produce and understand '*organizational development*' either in written texts or conversations. With reference to '*pragmatic knowledge*' comprises '*functional*' and '*socio-linguistic*' knowledge. '*Functional knowledge*', which is termed as '*illocutionary competence*' by Bachman (1995:89-92), requires making interpretations with respect to the connection existing between the sentences, utterances and texts. '*Functional knowledge*' contains four sub-categories, which are '*ideational*', '*manipulative*', '*instrumental*' and '*imaginative*' function. '*Ideational function*' refers to individuals' expressing and interpreting the meaning received according to their experiences of the outside world. '*Manipulative functions*' are related with individuals' use of language in order to influence the world they are in. '*Manipulative functions*' include three sub-categories, which are

'instrumental', 'regulatory' and 'interactional' functions. 'Instrumental functions' refer to individuals' affecting others and get them do the thing they want. 'Regulatory functions' indicate the language used to direct people, such as, language performed to form rules, regulations and laws have regulatory effects. 'Interpersonal functions' aim to form, perpetuate and change interpersonal affairs. 'Knowledge of heuristic functions' means individuals' using of language to expand their knowledge about the world they are in. 'Knowledge of imaginative functions' is related with the language use in order to form an imaginary world and to expand the world through using an *aesthetic* and *humorous* language. With respect to 'socio-linguistic knowledge', it requires using and interpreting an appropriate language, which relates with the context or with the 'language use setting' (Bachman and Palmer, 1996: 61-70; Bachman, 1995: 84-100; Luoma, 2004: 97-100; Fulcher and Davidson, 2007: 42-46):

<p>Organizational knowledge (how utterances or sentences and texts are organised)</p> <ul style="list-style-type: none"> • Grammatical Knowledge (how individual utterances and sentences are organised) <p style="margin-left: 40px;">Knowledge of vocabulary Knowledge of syntax Knowledge of phonology/graphology</p> <ul style="list-style-type: none"> • Textual Knowledge (how utterances or sentences are organised to form texts) <p style="margin-left: 40px;">Knowledge of cohesion</p> <p style="margin-left: 40px;">Knowledge of rhetorical or conversational organizational</p>
<p>Pragmatic Knowledge (how utterances or sentences and texts are related to the communicative goals of the language users and to the features of the language use setting)</p> <ul style="list-style-type: none"> • Functional Knowledge (how utterances and sentences and texts are related to the communicative goals of language users) <p style="margin-left: 40px;">Knowledge of ideational functions Knowledge of manipulative functions Knowledge of heuristic functions Knowledge of imaginative functions</p> <ul style="list-style-type: none"> • Socio-linguistic Knowledge (how utterances or sentences and texts are related to features of the language use setting)

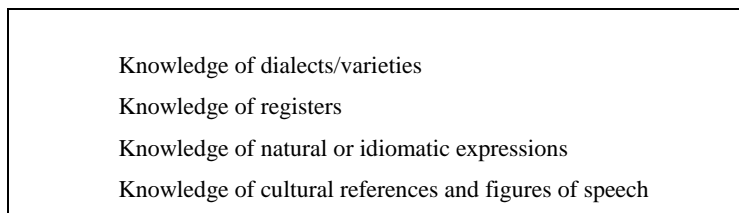


Figure 6: Bachman and Palmer's proposition of the components of *Language Knowledge* (as cited in Bachman and Palmer, 1996: 68; Luoma, 2004: 100)

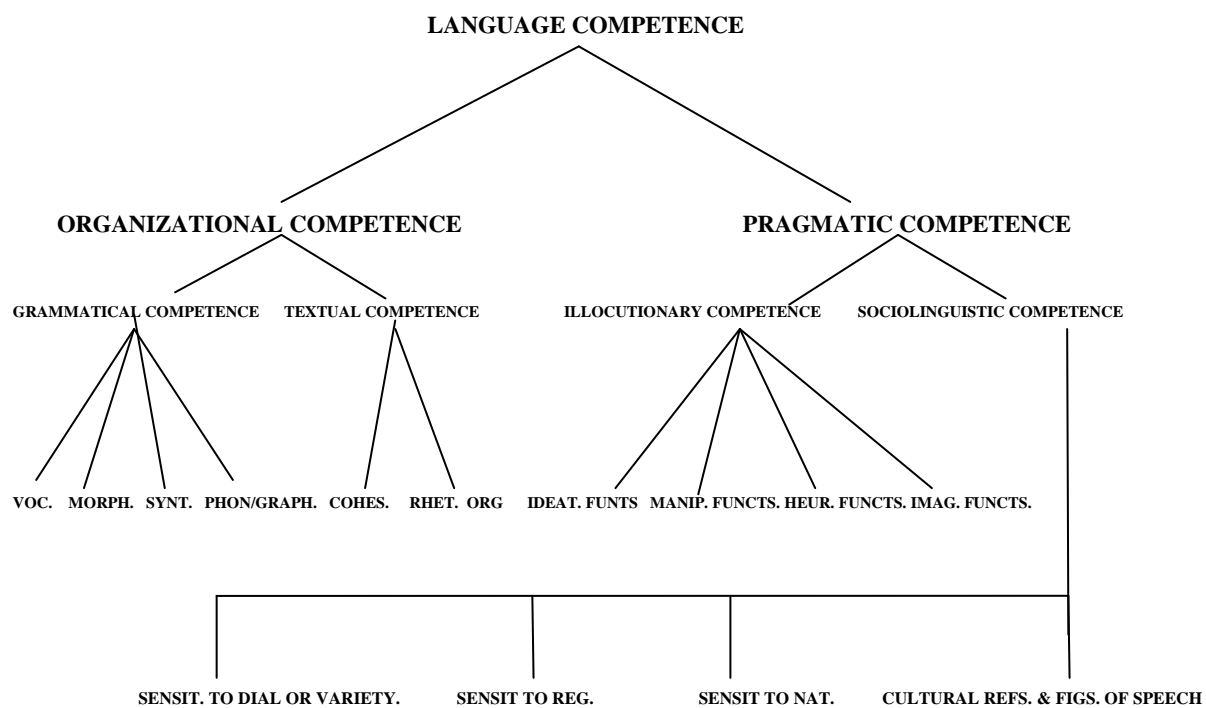


Figure 7: Bachman's model of Language competence (as cited in Bachman, 1995: 87; Fulcher and Davidson, 2007: 43; Brown, 2007: 221)

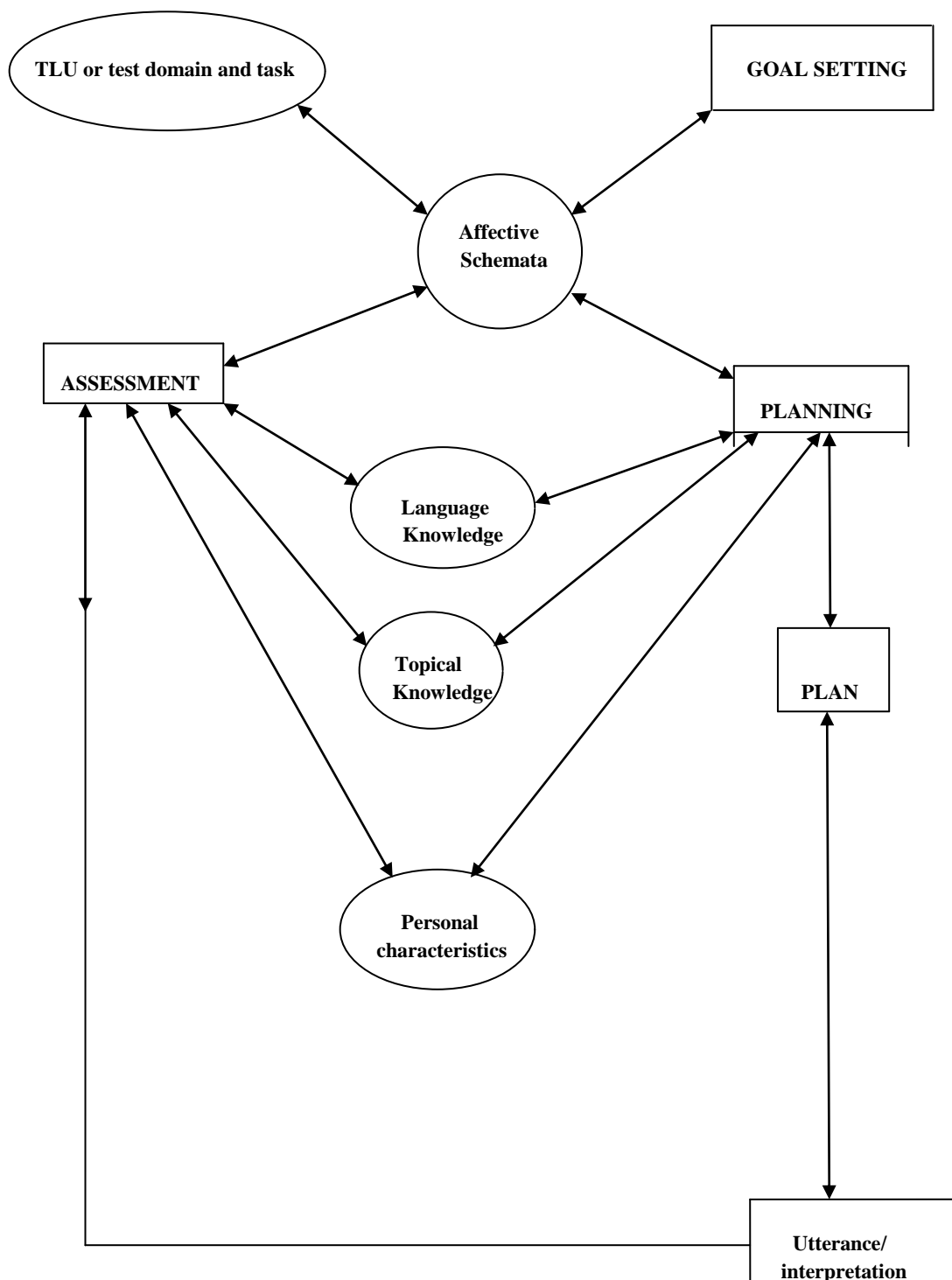


Figure 8: Bachman and Palmer's model schema showing *metacognitive strategies* occur in *language use* and *language test performance* (as cited in Bachman and Palmer, 1996: 72)

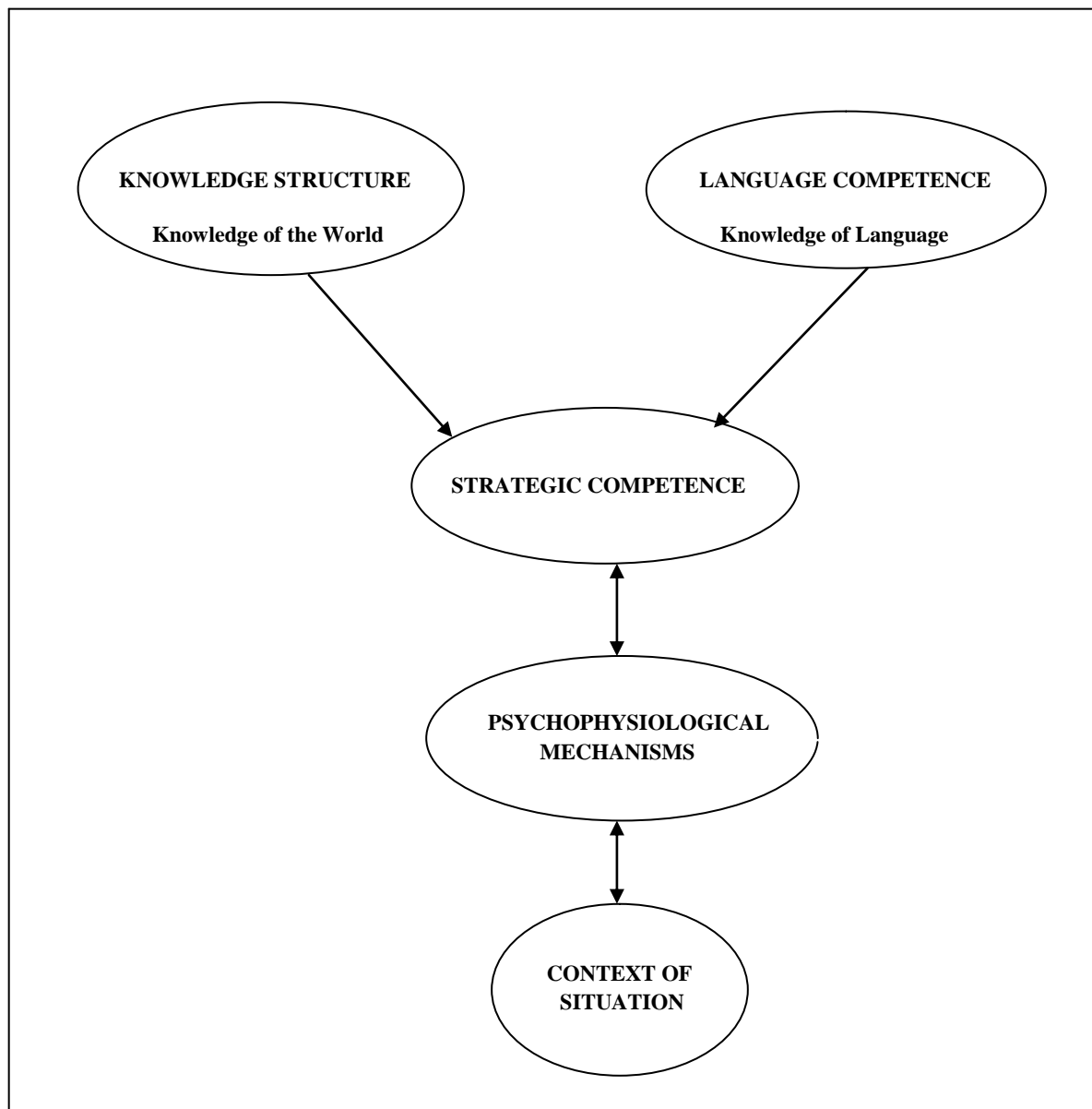


Figure 9: Bachman's model of communicative language ability. The components of communicative language ability in communicative language use (as cited in Bachman, 1995: 85)

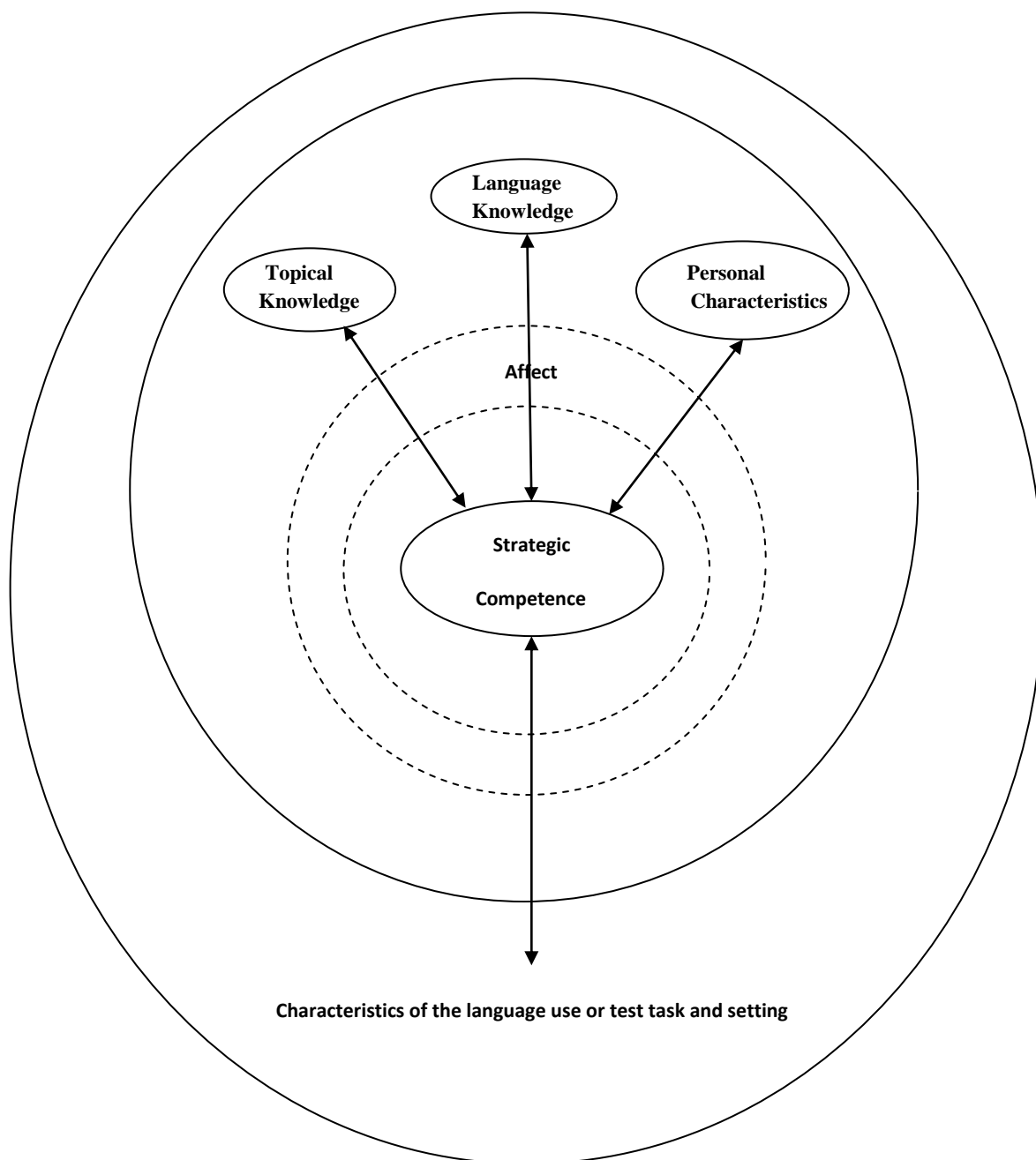


Figure 10: Bachman and Palmer's proposition of the components of language use and language test performance (as cited in Bachman and Palmer, 1996: 63)

2.4. Testing Speaking

Testing speaking is considered to be one of the most *demanding* field in testing students' language ability because it comprises skills like listening , writing, reading as well as language components, such as grammar, vocabulary and pronunciation. What's more, '*fluency*' and '*appropriateness of expressions*' used in different contexts are equally important along with these components which are significant in oral communication. Ignoring one of these language skills or language components may not indicate how well or how less a student performs in the target language in that testing only the components of a language, such as grammar and vocabulary may not delineate how well students perform in the target language but may show their '*strengths and weaknesses in oral and written communication*' (Madsen, 1983: 11; Heaton, 1990:88). In other words, testing only the components of a language may not solely be enough for the teachers' identification of the students' language ability. Speaking as an interactive use of language integrates all these language skills (listening, writing, reading) , language components (grammar, vocabulary, pronunciation) as well as the other components of '*communicative competence*' or '*communicative language ability*' as a whole.

Both in *Communicative Language Teaching* and *Communicative Language Testing*, speaking is thought to be one of the principal language skills which, along with writing, includes even the smallest units of language and requires students' presentation of those units both in appropriate form and way in a communicative context, and it can be defined as '*productive*'. According to Coombe, Folse and Hubley (2007: 112) , speaking is considered to be '*an important channel of communication*' , and while testing it, it is important to create *real-life* situations, where students '*engage in conversation, ask and answer questions, and give information*' or *exchange information* as in every-day life. In fact, creating an authentic setting can help students interact with/among each other/one other efficiently or even communicate with their interlocutor(s) effectively. In an academic setting, however, the emphasis may be put on *classroom discussions* or *presentations* which are appropriate to academic purposes. A language course where students are expected to use business language may inform students on how to '*develop telephone skills, make reports, interact in common situations*', such as '*meeting, travels and sales*'. Regardless of the fact that what the purposes of the teaching are, the assessments to be made are supposed to be appropriate or '*valid*' to the objectives of the course conducted. Speaking appears to be a simultaneous act that contains various abilities and the components of language, such as '*grammar*', '*vocabulary*', '*pronunciation*' besides '*fluency*' and '*comprehension*'. '*Contextual and interactional factors*' also play an important role in assessing speaking both in *formal* and *informal* settings (Coombe, Folse and Hubley: 2007: 113).

2.4.1. The Process of Speaking

Bygate's (1987) presentation of the process of speech, which is '*individually*' adapted rather than '*socially oriented*', is significant both in the process of teaching and testing speaking. According to Bygate, there are two circumstances under which people begin to talk (see Figure 11); the first of which is '*processing*', in which a '*simultaneous action*' takes place. To clarify, the words are being uttered in the way they are intended and/or comprehended: "*the words are being spoken as they are being decided and as they are being understood.*" (Luoma, 2004: 104). '*Reciprocity*' refers to the adaptation of the speakers utterances according to the listeners' responses and their orienting of what they have said in accordance with the listeners' responses (Luoma, 2004: 104). It is significant for sustaining the interaction, and it depends positively on the context it occurs, such as the *interactional* process occurring in a classroom setting ('*lecture*'), in an *interview* or *conversation*, and so on. If it is intended to design *valid* speaking tests, the process of *reciprocity* should be taken into consideration. In the process of speaking occurring in a '*formal lecture*', the speaker is responsible for the perpetuation of speech. In a speech act occurring in a *conversation*, not only the speaker but also the listener has equal rights to speak and share their thoughts. However, in an interview, the interviewer (*the examiner*) manages the conversation such as '*agenda management*', '*initiation of discussion*', '*continuance*' as well as '*completion*' (Weir, 2005: 71-72). There are three phases in '*processing*' (see Figure 12); '*planning*', '*selection*', '*production*' (Luoma, 2004: 104). The '*planning*' stage, according to Bygate (1987), deals with the '*routines*' concerning both '*information*' and '*interaction*'. '*Information routines*' relate with the structures that aim to inform the listeners. For instance, story-telling, making descriptions, comparisons, and so on, generally prevail in informative conditions. '*Interaction routines*' are *reciprocal* structures in which a listener and speaker '*interaction*' are indicated, such as the reciprocal structures taking place in a '*telephone conversations*' and/or in '*lessons*' (Luoma, 2004: 104), and it can be assessed through *information gap speaking test tasks*, *role plays* and *interview* (Weir, 2005: 105-106; Weir, 1990: 78-80; Weir, 1993: 52-63; Brown, 2004: 167-174). The '*selection*' phase is connected with the knowledge of '*grammar*', '*lexis*', and '*phrases*' and how to use them as they are expected to be used (Luoma, 2004: 104), or as Weir (2005: 71-72) stated, the adaptation of *vocabulary* and the *message* according to the listeners' responses are significant in '*reciprocal exchange*': '*speakers have to pay attention to their listeners and adapt their messages according to their listeners' reaction*', and it is important for the continuity of the communication channel:

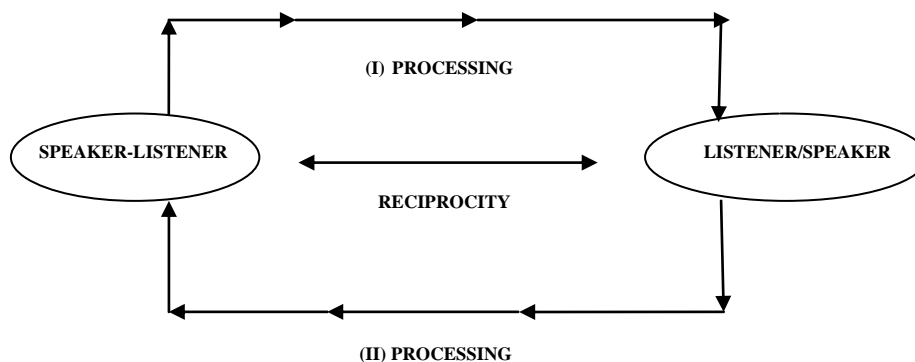


Figure 11: Bygate's proposition of the characteristics of speaking that are 'processing' and 'reciprocity' through which speaking initiates and perpetuates. (adapted according to Luoma's presentation of Bygate's interpretation of speaking as a process in *Assessing Speaking* (1st edition), 2004: 104)

Regarding the *'reciprocal exchange'*, the speaker is also the listener in *'processing'* phase (I), and the listener in *'processing'* phase (II) is also the speaker who responds the speaker's utterances in phase (I) accordingly. The speaker in the *'processing'* (I) phase *'adjusts'* what he/she utters according to the listener's response in *'processing'* phase (II) in that the speech act occurred between the speaker-listener (I) and the speaker-listener (II) implies a mutual and/or an equivalent exchange which indicate the notion of *'reciprocity'*, and are mutually dependent to each other in taking action concerning the given responses and influencing and re-directing the ideas they share. (see Figure 11)

Skills concerning the *'selection'* phase are associated with the arrangement of *'meaning'*. *'Explicitness skills'* allow speakers to select utterances according to their own opinion concerning their listeners' knowledge. *'Procedural skills'* relates with the speakers' evaluation of their listeners' understanding of the utterances made, such as putting *'emphasis'* on statements made, repeating or making *'requests for clarification'*, and so on. The activities occurring both in the *'planning'* and *'selection'* stages can also be named as *'interactional skills'*, through which the speakers and the listeners act mutually and link with each other/one another in a *'conversation'*. (Luoma, 2004: 104)

'Production skills' is associated with the speakers' knowledge of the rules of grammar and pronunciation, and the skills required in this phase are *'facilitation'*, through which the speaker *'facilitates'* his/her utterances through uttering the structures in a simplified way and/or through *'using ellipsis, formulaic expressions, fillers and hesitation devices'*, and through *'compensation skills'*, the speaker does something if something goes *'wrong'* and tries to overcome the occurring obstacles. For example, using *'formulaic expressions'*, *'self-correction'*, *'rephrasing'*, *'repetition'* by means of *'expansion'*, *'reduction'* or *'hesitation'*, etc. (Luoma, 2004: 105-106):

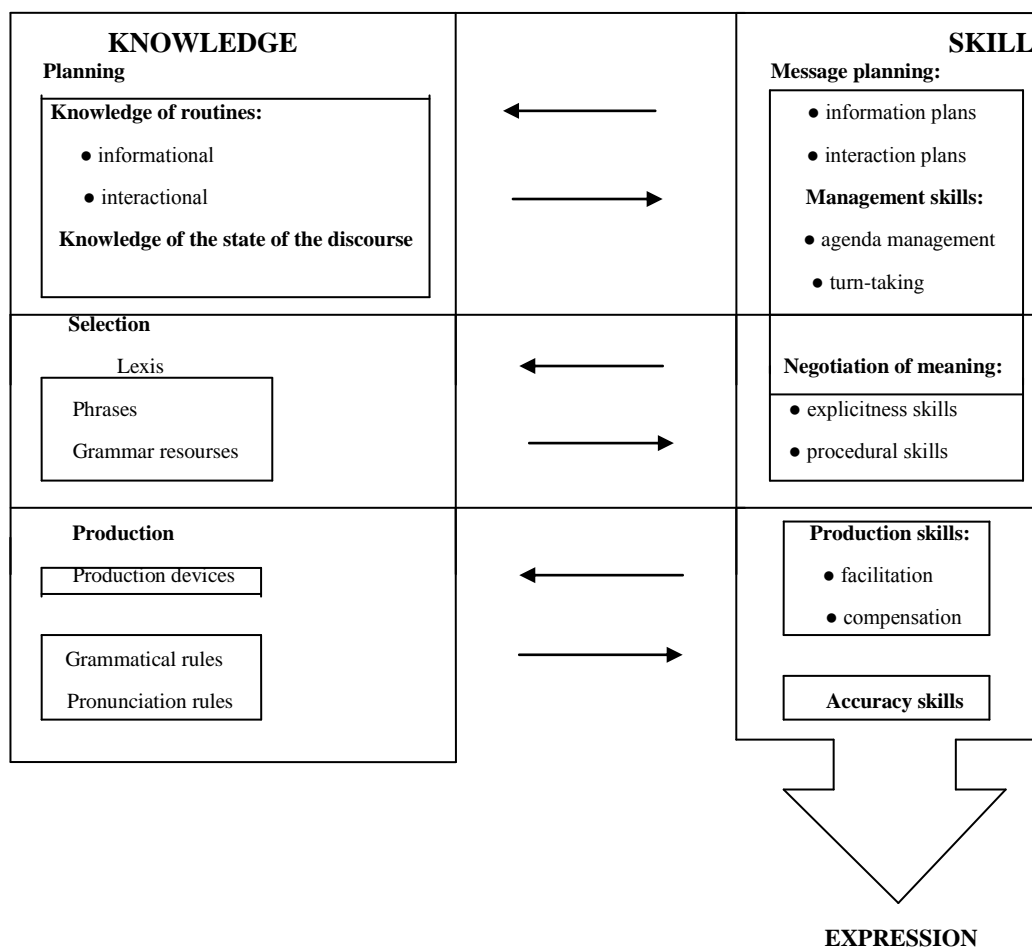


Figure 12: Bygate's (1987) review of speaking skills, which indicate the process of speaking (as cited in Luoma's *Assessing Speaking* (1st edition), 2004: 105)

Bygate (1987) distinguishes 'knowledge' and 'skill' from each other in that 'knowledge' is what makes people talk. 'Skill', on the other hand, is the active part in language use through which the performers have the opportunity to practise, which enables them to interact effectively. People use their knowledge through the skills performed and the speakers know when and how they should refer their knowledge to the situation in which they interact. 'Message planning skills', for instance, which is divided into two by Bygate (1987) as 'content-focused agenda' and 'interaction-focused turn-taking'. 'Negotiation of meaning' refers to 'explicitness skills' and 'procedural skills' and 'production skills' refers to 'facilitation' and 'compensation'. At the end, the speaker is able to perform through using the language accurately (Luoma, 2004: 104).

2.4.2. The Components of a Spoken Language

Speaking as an interactive language use requires certain skills (e.g. listening, etc) and constituents (e.g. grammar, vocabulary, pronunciation, etc) necessary to receive and convey messages,

and it is an integrated language use which comprises various language abilities, and all these abilities are significant implications for designing speaking tests.

2.4.3. Pronunciation via Speaking

Pronunciation, or *'the sound of speech'* indicating linguistic ability deals closely with *'sounds', 'volume', 'pitch', 'speed', 'intonation', 'stress', 'pausing'* and so on. Speech sounds appear to be one of the important standards in assessing speaking, but not the *sole* criterion. According to Luoma (2004: 11), *'accuracy'* is connected with intelligibility or, in other words, *'comprehensibility'* and is just one side of *'pronunciation criterion'*. However, intelligibility (*'comprehensibility'*) is not what exactly *'accuracy'* (as a criterion) covers, but is *'much more than'* that. Intelligibility consists of *'speed, intonation, stress'* besides *'rhythm'*, which are the paramount features of intelligibility in a speech act, and as a whole they are more important than the accurate production of *'individual sounds'*. Furthermore, when the focus is on generating *'meaning in discourse'* the attention may shift into the *'interactional efficiency'* which includes *'stress', 'intonation'* so as to put emphasis on significant expressions. The speaker may revolve around *'expressiveness'* in which *'speed', 'pausing', 'pitch', 'tone'* and *'volume'* play an important role in creating a *'dynamic'* interpretation proper to the context, namely, *'story-telling'* or *'role-plays'* which may require lively articulations. Thus, while testing speaking, concentrating on the *'accuracy of pronunciation', 'expressiveness of the speaker's use of voice'* and/or focusing on both standards relies on the aim of the speaking test conducted. Pronunciation as one of the sub-skills in language use is assessed through *listening* and *speaking* and is integrated with both *'context'* and *'meaning'*. It may become critical or central and be taught and assessed separately if it intervenes in the process of communication. That is to say, any problems concerning pronunciation that cause thoroughly unintelligible articulations may cause problems in communication, and should be taught and tested as a separate unit accordingly. Selecting the test types regarding pronunciation relies on the language levels of the students. For instance, with beginning to intermediate level students, it may be reasonable to examine *'vowel reduction'*; or, for more advanced students checking their competency in managing *'assimilation'* may be appropriate to their level (Madsen, 1983: 57-58). Thus, language components such as pronunciation should not be assessed as a *sole* unit but be assessed as a *part* of the whole. Language constituents, like pronunciation, should be intermingled with the language skills like speaking, listening and writing, which are made up of language components.

2.4.4. Grammar via Speaking and Writing

Students are tested through the grammar structures they are able to compose, and the progress they make can also be assessed by their using of *'grammatical forms'* both in *writing* and *speaking*.

However, as Madsen stated (1983: 34), testing *grammar* won't be enough to assess learners' communicative ability in general, but their needs can be diagnosed through assessing the process they made. Luoma's (2004:12) statement for deciding on students' proficiency levels in language use indicates the significance of grammar (as one of the important constituents in language as a whole) and the use of it not only in spoken but also in written form: '*Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing, and because the fully fledged grammars of most languages are well known and available for use as performance standards.*' Even so, *grammar* assessed in *speaking* and *writing* varies from the fact that the structures of *grammar* presented in *speaking* differ from the forms of *grammar* produced in *writing*. For example, in spoken language people tend to speak not in '*full sentences*', instead they may use utterances, whereas in written language they produce '*complete sentences*', which are generally proposed in '*paragraphs*', '*pages*', '*chapters*' and '*complete texts*'. Spoken language appears in the form of '*reciprocity*' in that a speaker's '*part in exchange between two or more people*'. What's more, while testing speaking, people offer '*clues*' by using '*gestures*', '*intonations*', '*pauses*', '*stress*'. However, while testing writing, the whole information is expected to be presented on a paper, and the reader may not have the opportunity to ask any questions concerning what they are reading. In spoken language, people are prone to repeat themselves, may not speak through complete sentences, indicate '*hesitation*' or may stop between '*words*' and utterances, or may use '*fillers*', such as '*short sounds or words*' in order to gain time, etc, while written language appears to be more '*organized*'. (Lindsay and Knight, 2006: 58-59)

The differences between *speaking* and *writing* which are thought to be significant while forming any assessment criterion, regarding speaking, should be taken into consideration. According to Jones (2005), the distinctive features (see Figure 13) observed are '*fundamental to our understanding of the construct of speaking and any assessment of this skill must take these features into consideration.*' (in Coombe, Folse and Hubley, 2007: 115) Additionally, '*subjectivity*' seems to be the key point when assessing both *speaking* and *writing*. Similar to *writing*, while assessing *speaking* the basic concern is whether to select '*holistic*' or '*analytical*' approach. *Speaking*, contrary to *writing*, appears to be '*ephemeral*' if students' performance are not recorded, but utilizing a recording device may affect students' performance in a negative way. Therefore, such an attempt can be regarded as impractical and '*feasible*'. (Coombe, Folse and Hubley, 2007: 114-115):

WRITING	SPEAKING
Full, complex, and well-organized sentences	Incomplete, simply and loosely organized sentences
Information densely packed	Simpler discourse with less information
Use of specific vocabulary	Use of more general vocabulary
Use of discourse markers to help the reader	Frequent use of fillers to facilitate speech

Text written for an unseen audience	Face-to-face communication
A relatively solitary process	Negotiation of meaning between two or more people
Alterations and crossing out kept to a minimum	Alterations, correctness, and miscues are very common
Reference can easily be made to what has been written previously	Memory limitations are important as speech is transitory

Figure 13: Jones, W. (2005). Assessing students' oral proficiency. In D. Lloyd, P. Davidson, & C. Coombe (Eds.), *The Fundamentals of Language Assessment: A practical guide for teachers in the Gulf* (pp. 75-86). Dubai: TESOL Arabia Publications, p.77. (as cited in Coombe, Folse and Hubley's *A Practical Guide to Assessing English Learners* (Michigan Teacher Training), 2007: 114)

2.4.5. Grammar in Speaking and Grammar in Writing

One of the distinctive features between *speaking* and *writing* is that people do not generally interact by forming full sentences when they speak, instead they are inclined to produce sentences or utterances containing '*idea units*', which are utterances or sentences attached to each other/ one another by using connectors, such as '*and*', '*but*', '*or*' or are simply used phrases that are constructed through '*noun phrases*', '*verb phrases*', or '*prepositional phrases*', or these '*idea units*' may not even involve '*verbs*'. Grammar detected in '*idea units*' varies from the *grammar* in a written language. The grammar forms of the sentences in writing are generally long and dependant to each other/one another, while in *spoken interaction* grammar forms may occur as simply uttered structures from one to the other and continue or stop after short pauses. Chafe's (1985) identification stresses on the utterances made in a speech act, which are different from the sentences formed in an act of writing. '*Hesitation markers*' and '*idea units are therefore usually about two seconds or about seven words long, or shorter*' (as cited in Luoma, 2004:12). Thus, even though *speaking* and *writing* are considered to be the two productive skills, they differ from each other by means of their presenting of the *grammatical* forms; all the same, speaking in some circumstances are identical to writing in that it requires elaborated forms of grammar similar in degree of a written language. For instance, Ochs' (1979) exemplification implies these *identical* features. In '*lectures*', '*presentations*', '*speeches*' and '*discussions*', '*planned speech*' is comprised (as cited in Luoma, 2004: 12). '*Unplanned speech*', on the contrary, occurs in advance in response to the other speaker's comments or utterances. In an '*unplanned speech*', '*idea units*' and '*incomplete sentences*' are frequently produced. Furthermore, '*idea units*' in a '*planned speech*' are shorter than that the sentennial structures occurring in *writing* inasmuch as the speaker's intention to be understood by the listener. One another reason why '*planned*' and '*unplanned speech*' differ from each other in *speech grammar* is the context in which the oral interacion takes place. To clarify, the use of grammar rules changes regarding the '*formality*' of the situation; the context in which '*planned speech*' emerges is often expected to be '*formal*'. Nevertheless, situations where '*unplanned speech*' arises varies from '*formal*' to '*informal*'. If the situation is '*formal*', the speech conducted would be constructed of phrases and forms appropriate to

oral interaction, which are *'more written-like language'* having complex grammar forms, but if the situation is *'informal'*, phrases and other grammar structures would require *'more oral-like language'* use, which is made up of *'short phrases'*, and the speakers *reciprocate* each idea shared. (Luoma, 2004: 12-13) As a result of the fact that as Luoma stated (2004: 13), it is important to take the characteristics of *'spoken-like'* and *'written-like'* language into consideration while testing speaking. The forms chosen in the *'written-like'* language is more *'literal'* than the forms selected in a *'spoken-like'* language.

There are other forms regarding spoken language; *'topicalisation'*, which puts emphasis on the first constituent of a clause and functions as an informative form. An example given by Quirk and Greenbaum (1976) relating to *'topicalisation'* indicates the informative emphasis put on the forefront component of the utterance made by the speaker; *"Joe, his name is"* (as cited in Luoma, 2004: 15) That is to say, *'topicalisation'* changes the fixed word order that can be seen in written language. However, in spoken interaction the sentence construction seems to be a whole form and can be understood by the listener(s). Besides its being frequently used in an informal speech, *'topicalisation'* contains a highly *'interpersonal meaning'*. *'Tails'* signifies noun phrases, which are at the end of a clause and echo the pronoun used initially in the clause. An illustration put forward by McCarthy and Carter (1995) implies the emphasis put on the explanation made concerning the phrases that are used initially; *"It's very nice, that road through Skipton to the Dales."* (as cited in Luoma 2004:16). *'Tails'* create an informal atmosphere during the process of speaking and put stress on the first utterances made. Therefore, *'tails'* and *'topicalisation'* are the twin representation of each other and let the speech acts occur natural. To sum up, *grammar* forms used in *speaking* are generally *'short idea units'*, which are presented in an organized way and are *"linked together by thematic connections and repetitions as well as syntactic connectors."* (as cited in Luoma 2004: 16), such as 'and', 'but' and 'or', etc. Additionally, there are situations which require *'written-like'* grammar forms which are formed with *'complete clauses and subordination'*, and these are such situations occur in a formal way. For example, presentations require formal speaking (Luoma, 2004: 15-16).

2.4.6. Vocabulary via Speaking

Testing *vocabulary* aims to assess students' understanding and using of the words not only in speaking, writing but also in reading, etc. How to test vocabulary depends on how to teach it and for what purposes; for example, if the objective is to develop *speaking* skills, aural cues can be used to test it; or if the aim is to improve reading skills, multiple-choice test design can be offered. What's more, while testing vocabulary, it is important to integrate it with one or more skills rather than testing it as a separate unit (Madsen, 1983: 12-13) Most of the *speaking* scales contain descriptors for the vocabulary use of speakers' that indicates their proficiency levels and delivers clues for how well

they are able to express themselves appropriately and select words suitable for the context according to their amplitude in lexis. Using 'simple' and 'ordinary' words in a natural way in a spoken interaction may be a sign for a speaker's higher speaking skills. While speaking, certain phrases and utterances are commonly used, and these phrases and expressions are thought to be influential on the listener's perception of how *fluent* the speaker is. These phrases and expressions may help the speakers maintain their conversation. Thus, this can be taken into consideration while assessing students' speaking skills. (Luoma, 2004: 16-17)

According to Luoma (2004:17), using 'generic words', which are typical in speaking, would support the situation in which interaction takes part. 'Generic words', like 'this one/that one, the round thing, move, put, fine, good' etc, make speaking 'quick' and 'easy'. They may be clearly understood inasmuch as the speaker is familiar with the cued references they point out. Moreover, 'generic words' are significant for communicating naturally and thus their performing effectively could be added as a descriptor to the speaking scales while designing speaking tests. 'Vague words', such as 'thing', 'thingy', 'thingummy' and 'whatsit', are some frequently used words when speakers are not able to remember the words to be used, and they let the speakers continue their speeches. If appropriately used, 'vague words' are considered to be natural, and if speakers use them in an appropriate way, their properly using them can be 'rewarded' during a speaking session. There are also words, strategies and phrases, which are called as 'fillers' and used to gain time during a talk. For instance, 'you see', 'kind of', 'ah', 'you know' etc are some examples for 'fillers'. Moreover, speakers tend to repeat their own and the other speakers' words in order to continue their talks and form the things they want to say. If they are used appropriately during a *speaking test*, learners can be rewarded. 'Lexicalised sentence stems', as Pawley and Synder (1983) call, or 'lexical phrases', as Nattinger and DeCarrico (1992) termed, are undemanding and occur simultaneously in a speech act; 'I thought you'd never ask...', 'I'm doing all right,' 'What a nice/horrible thing to say,' (as cited in Luoma, 2004: 18) are some examples for the 'lexical phrases'. 'Lexical phrases' may help speakers gain time to plan the things they want to say in a speaking situation. What is more, the use of 'lexical phrases' in a speaking situation allows the listener to judge the speaker's level of fluency in that if the speaker uses more such phrases, he/she is judged as a *fluent* speaker. Hasselgren's (1998) identification, 'Smallwords' (as cited in Luoma, 2004: 19), which occur frequently in a spoken interaction and let the conversation run; consequently, because of the speaker's frequently using of such phrases, he/she is considered as a *fluent* speaker; or Nikula's (1996) identification, 'pragmatic force modifiers' (as cited in Luoma, 2004: 19), which are 'spoken-like' utterances, play an important role in considering speakers' *fluency* level in their speaking performance and are directly connected with their language ability. (Luoma, 2004: 18-19)

2.4.7. Listening and Speaking

One of the most important characteristics of listening situation is the degree of *reciprocity* between the speaker and the listener in that there are certain circumstances in which the listener just interprets what is said by the speaker, and the other listening situation requires the listener to interact with the speaker; the former situation is identified as '*non-collaborative listening*' (as cited in Buck, 2001: 12), or called as '*non-reciprocal*' (as cited in Nunan, 1989: 23) by Alderson and Lynch (1988) and the latter situation requires '*collaborative listening*' (as cited in Buck, 2001: 12) or requires what Alderson and Lynch (1988) call as '*reciprocal listening*' (as cited in Nunan, 1989: 23). In a '*non-reciprocal listening*'/ '*non-collaborative listening*' situation, the speaker conveys information and such situations mainly occur in *lectures, presentations* or occur while *listening to the radio* and *watching TV*. In lectures, presentations made in a classroom setting, however, the listener may have the opportunity to ask for *clarification*, to *interrupt* or '*back-channelling*'. Thus, *listeners* may have a more '*collaborative*' roles. In '*reciprocal*'/ '*collaborative*' *listening* situations, the listener has an opportunity to communicate fully with the speaker and can take part in a conversation which is highly *communicative* or *interactive*. The interaction occurring between the speaker and the listener depends on the listener's '*reciprocal*' act as the listener and the speaker. To put it another way, the *interaction* perpetuates when the speaker and the listener change their roles during the conversation they conduct. The *turn-taking* situations occur between the interlocutors (the speaker and the listener) through sending certain verbal and non-verbal messages. As Nunan (1989: 23) and Buck (2001: 12-13) state, "*Speakers generally use intonation and other markers to indicate when they want to pass on the turn, and listeners often indicate by verbal and non-verbal means when they would like to take a turn. And as topics shift in conversation, one contributor, and then the other, will take control of the conversation*".

According to Madsen (1983: 127-128) and Heaton (1990: 88), *listening* (as a receptive skill) is integrated with *speaking* (as a productive skill) and cannot be separated from each other, so *listening* becomes an *essential* part while testing the speaking ability of learners. To rephrase it, listening tests assessing language components, by which learners' knowledge of linguistic components of a language is tested, are different from the listening comprehension tests, which evaluate learners' communicative abilities and check learners' language ability as a whole, but not as a separate unit. Thus, because of its broad spectrum in assessing learners' language ability from discrete point evaluation to comprehension, listening appears to be the *pre-requisite* for speaking in that *listening* provides some opportunities for the interlocutors to exchange ideas and interpret the listener-speaker's aims and respond in accordance.

As Nunan (1989: 23) emphasizes, regarding the nature of listening in which listening comprehension seems to be one of the intricate units, and listening as a whole comprises the

integration of many other language skills and language components . Alderson and Lynch (1988) point out that a listener is expected to intertwine certain skills, which indicate the intricacy of listening comprehension (as cited in Nunan, 1989: 23)

- a) *Identify spoken signals from the midst of the surrounding sounds,*
- b) *Segment the stream of speech into words,*
- c) *Grasp the syntax of the utterance(s),*
- d) *(in interactive listening) formulate an appropriate response*

As for deciding on the listener's ability to interpret what he/she has heard and comprehend during a listening situation, it is pre-eminent for the listener to be knowledgeable not only in linguistic skills but also in '*non-linguistic knowledge and skills*' in that the listener should have a purpose for listening, have some *social* and *cultural* knowledge as well as an appropriate background knowledge (Nunan,1989: 23). According to Buck (2001), there are two types of language use '*transactional language*' use , the purpose of which is information, and '*interactional language use*' is for social interaction. For example, "*a teacher giving a homework task, a customer making a complaint, a doctor giving instructions to a patients, or two colleagues planning their work schedule*" (as cited in Buck, 2001:13-14) are examples for '*transactional language*' use. '*Interactional language*' aims to construct and continues social interaction, where the content of the speech is not as important as the things said, namely, "*greetings, comments about the weather, what is happening in the world and other phatic conversation,*" (as cited in Buck, 2001: 14), and the interlocutors' aim is to maintain the conversation in an appealing way. There are also certain situations where both language uses, '*transactional*' and '*interactional*', are available. However, one of the interlocutors appears to be more commanding in that the listening situations in which one of the interlocutors is asked to perform more than a listening skill, such as asked to make clarification, being responsible for *turn-taking, back-channelling, responding appropriately* (Buck, 2001: 14).

Richards' (1987) distinguishes listening skill into two (see Figure 14); '*conversational listening*' and '*academic listening*'. '*Conversational listening*' is listening situations where a '*casual*' talk appears, whereas '*academic listening*' requires a listening act in an academic context; the former listening requires *micro-skills*, but the latter one requires '*discourse*' and '*rhetorical*' skills and Richards (1987) also distinguishes listening tasks according to learners' using of *bottom-up* and *top-down* processes (see Figure 15). *Bottom-up* processing focuses on the interpreting of the *discrete elements* , such as words, sounds, and clauses as well as sentences. On the other hand, in *top-down* processing, the '*using*' of the background knowledge is significant to understand the message conveyed (as cited in Nunan, 1989: 24-26):

CONVERSATIONAL LISTENING	ACADEMIC LISTENING
Retain chunks of language in different lengths for short periods	Identify purpose and scope of lecture
Discriminate among the distinctive sounds of the target language	Identify topic of lecture and follow topic development
Recognise the stress patterns of words	Identify relationships among units within discourse (for example major idea, generalisations, hypotheses, supporting ideas, examples)
Recognise the rhythmic structure of English	Identify role of discourse markers in signalling structure of lecture (for example conjunctions, adverbs, gambits, routines)
Recognise the functions of stress and intonation to signal the information structure of the utterances	Infer relationships (for example cause, effect, conclusion)
Identify words in stressed and unstressed position	Recognise key lexical items relating to subject/topic
Recognise reduced forms of words	Deduce meanings of words from context
Distinguish word boundaries	Recognise markers of cohesion
Recognise typical word order patterns in target language	Recognise function of intonation to signal information structure (for example pitch, volume, pace, key)
Recognise vocabulary used in core conversational topics	Detect attitude of speaker toward subject matter
Detect key words (i.e. those which identify topics and propositions)	
Guess the meaning of the words from the contexts in which they occur	
Recognise grammatical word classes (parts of speech)	
Recognise major syntactic patterns and devices	
Recognise cohesive devices in spoken discourse	
Recognise elliptical forms of grammatical units and sentences	
Detect sentence constituents	

Figure 14: Richards' (1987) presentation showing the differences between listening comprehension types, 'conversational' and 'academic' listening. (as cited in Nunan's *Designing Tasks for the Communicative Classroom*, 1989: 24-25)

BOTTOM-UP PROCESS in LISTENING COMPREHENSION	TOP-DOWN PROCESS in LISTENING COMPREHENSION
<ul style="list-style-type: none"> • Scanning the input to identify familiar lexical items 	<ul style="list-style-type: none"> • Assigning an interaction to part of a particular event, such as story-telling, joking, praying, complaining
<ul style="list-style-type: none"> • Segmenting the stream of speech into constituents, for example, in order to recognise that 'abookofmine' consists of four words 	<ul style="list-style-type: none"> • Assigning places, persons, or things to categories
<ul style="list-style-type: none"> • Using phonological cues to identify the information focus in an utterance 	<ul style="list-style-type: none"> • Inferring cause and effect relationship
<ul style="list-style-type: none"> • Using grammatical cues to organise the input into constituents, for example, in order to recognise that in 'the book which I lent you' (the book) and (which I lent you) are major constituents, rather than (the book which I) and (lent you) 	<ul style="list-style-type: none"> • Anticipating outcomes
	<ul style="list-style-type: none"> • Inferring the topic of a discourse
	<ul style="list-style-type: none"> • Inferring the sequence between events
	<ul style="list-style-type: none"> • Inferring missing details

Figure 15: Richards' classification of listening tasks according to the learners' objectives (as cited in Nunan's *Designing Tasks for the Communicative Classroom*, 1989: 25-26)

2.5. The Value of Language Testing

2.5.1. Definition of a Test

According to Brown (2004: 3), "*A test is a method of measuring a person's ability, knowledge, or performance in a given domain.*" A test, as a '*method*', requires *techniques, procedures* and *items*, through which learners' performances can be observed and assessed. A test, as a '*measurement*', measures learners' abilities in general, or measures learners according to particular '*objectives*', or '*competencies*'. For example, a '*multi-skill proficiency*' test measures a learner's overall ability, or '*quizzes*' tend to measure learners' particular knowledge on a particular issue. A test measures learners' '*performance*', which indicates learners' language use competency. Many language tests tend to evaluate learners' ability to perform a language, such as learners' performance in *speaking, listening, reading* and *writing*, by which the components of language are measured as a part of the whole as well. Even so, there are tests which aim to measure learners' knowledge of

language, or, in other words, their '*knowledge about language*', like giving an account concerning '*grammatical rules*' or determining '*rhetorical features in written discourse*'. A '*performance-based test*', for instance, prones to measure learners' language use, but the data collected concerning learners' language use appears to be an implication for their competency in language use in general. The last feature relating with what a test measures is a '*given domain*'; for instance, in '*proficiency tests*' through which the general proficiency level of learners' language use are detected through the language competency of learners in various skills, but identify learners' proficiency levels as a whole. (Brown, 2004: 3-4)

2.5.2. Assessing or Testing

In general, the terms, to assess and test, are tend to be misinterpreted in an educational context. *Testing* refers to sets of procedures that take place at a definite time when learners are expected to show their performance in language use and learners know that their performances are '*measured*' or '*evaluated*'. All the same, *assessing* refers to evaluating learners' language use performance during a process of time, which is not limited to a significant period of time or a person. To clarify, a student's answering to a specific question, making comments on an ongoing issue, or his/her using of a word or structure which he/she has newly learned can be a reason for his/her being assessed by his/her teacher or peers (Brown, 2004: 4). Brown's (2004: 4) identification of the difference between *tests* and *assessment* indicates their distinguishing features (see Figure 16) ;

'Test are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain...'

Therefore, a test appears to be a sub-form of assessment and is more concise when considered its approach to measuring and evaluating learners' overall performance. Assessment has more broader perspective when considered its approach (intentional or unintentional) to measure and evaluate learners' performance and the assessors' assessing learners' language use performances (a learners' peer (s) can also evaluate his/her language use performance).

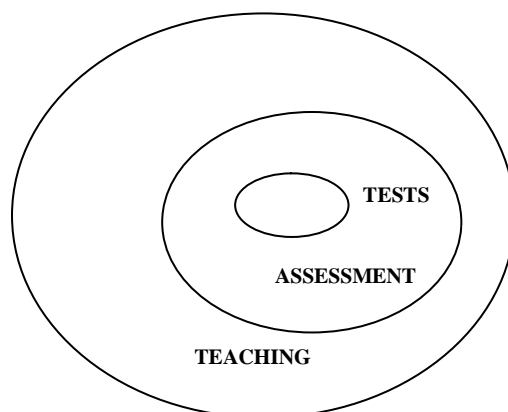


Figure 16: The framework showing the relationship among 'teaching', 'assessment' and 'tests' in general. 'Tests' appear to be the sub-form of assessments made, and 'assessment' and 'tests' are the process through which the progress of teaching and learning are checked and directed. (as cited in Brown, 2004: 5)

2.5.3. Assessment Types

There are certain assessment types, and each of which can be practised for various reasons and purposes. *Informal assessment*, which can be given as a feedback for students' language use performance in the classroom setting, such as saying 'Good work!', 'Did you say 'can' or 'can't', or 'I think you meant to say you 'broke' the glass not you 'break' the glass' etc., can be initiated with making undeliberate comments on students' performance or giving responses to the way they use language. *Formal assessment*, in contrast, includes a systematically planned techniques, aims to inform not only teachers but students relating with students' performance. Tests, in a general sense, are *formal assessments*, but there are certain techniques that are not determined as tests, but are considered as *formal assessment* types, like *journals* and *portfolios*, which are kept by students, or a teacher's "systematic set of observations of a student's frequency of oral participation in class" (as cited in Brown, 2004: 6). Different from the general assessment procedure, tests are limited to time and the student responses expected are limited. *Formative* and *summative assessment* relate with *functional* side of assessment; *Formative Assessment* refers to assessing learners while 'forming' their competencies and skills by contributing to their improvement of language competency and skills levels in the process. Thus, *informal assessment* is considered to be *formative*, and aims to improve students' language ability, whereas *summative assessment* focuses on measuring students' achievements of the objectives desired as a result of a process. For example, final exams conducted at the end of the semester or proficiency exams are good examples for a *summative assessment*. *Performance-Based Assessment* deals with what is *productive* and *interactive* in learners' language performance, namely, 'written production, oral production, open-ended responses, integrated performance, group performance' besides 'interactive tasks' (as cited in Brown, 2004:11) *Performance-Based Assessment* involves what is *communicative*, and it aims to elicit the communicative performance of the learners. The outstanding feature of it is the tasks that require

interaction, such as learners' being evaluated and measured through their performance in *speaking*, *'requesting'*, *'responding'*, or integrating *speaking* with *listening*, or combining *reading* with *writing*, which seem highly communicative and require learners' *interactive* participation. In an *oral interview*, the assessment procedure followed is considered to be *interactive* in that the test-taker is expected to listen the other one *accurately* and respond *appropriately* (Brown, 2004: 6-10).

2.6.Types of Tests

2.6.1. Proficiency Tests

Proficiency tests do not depend on a specific curriculum or program, but they measure language skills as a whole. In other words, they identify students' ability in directing language. As Hughes (2003:11) states, "*Proficiency tests are designed to measure people's ability in a language, regardless of any training they may have had in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that people taking the test may have followed.*". Thus, proficiency tests have *content validity weaknesses*. They may not cover the objectives of a language course but aims to find out if a student is able to perform satisfyingly. An example for such a test may identify a student's language adequacy for engaging in a study in an American/English university, or is used to define the kind of language proficiency level required for a particular area like arts or sciences; a very common sample for a proficiency test is *The Test of English as a Foreign Language (TOEFL®)* which is developed by *The Educational Testing Service*. TOEFL includes *listening* and *reading* comprehension, *'structure'*, which is also known as *'grammatical accuracy'*, *writing* and *speaking*. Other examples for a proficiency test is IELTS™, which is for the students aim to study in the UK and Australia, the *Cambridge First Certificate in English examination (FCE)* and *Cambridge Certificate of Proficiency in English examination (CPE)*. The aim of all these tests are to depict if students have accessed the standard level of language and their capability to command particular skills in language. A proficiency test contains *multiple-choice* components concerning *vocabulary* and *grammar*, *reading*, *listening* comprehension, *writing* as well as *speaking*. A proficiency test may also help teachers diagnose how well a student perform in an individual area, such as *reading*, *writing* and/or *speaking*, etc (Hughes, 2003: 11-12 ; Coombe, Folse and Hubley, 2007: XVII ; Brown, 2004: 44-45).

2.6.2. Aptitude Tests

Aptitude tests measure the ability for learning a foreign language in general. For example, *The Modern Language Aptitude Test (MLAT)* (see Figure 17), which is designed by Carroll and Sapon in 1958, and *Pimsleur Language Aptitude Battery (PLAB)*, which is produced by Pimsleur in 1966. The

students are expected to carry out certain tasks related to language use (Brown, 2004: 43-44 ; Coombe, Folse and Hubley, 2007: XVI).

TASKS in the <i>MODERN LANGUAGE APTITUDE TEST</i>
1. Number Learning: Examinees must learn a set of numbers through aural input and then discriminate different combinations of those numbers.
2. Phonetic Script: Examinees must learn a set of correspondences between speech sounds and phonetic symbols.
3. Spelling Clues: Examinees must read words that are spelled somewhat phonetically, and then select from a list the one word whose meaning is closest to the “disguised” word.
4. Words in Sentences: Examinees are given a key word in a sentence and are then asked to select a word in a second sentence that performs the same grammatical function as the key word.
5. Paired Associates: Examinees must quickly learn a set of vocabulary words from another language and memorize their English meaning.

Figure 17: The framework showing the tasks included in the *Modern Language Aptitude Test* (as cited in Brown, 2004: 43-44)

2.6.3. Placement Tests and Achievement tests

Placement tests are designed to put students into a specific ‘level’ or ‘section’ of a ‘language curriculum’ and/or ‘school’ which is/are appropriate to their level of language knowledge and their ability to language use. With respect to achievement tests, they are relevant to classroom ‘lessons’, ‘units’ or ‘curriculum’. Achievement tests are considered generally to be *summative*, and conducted at the end of a unit or at the end of a term. They also have a *diagnostic* feature, and indicate students’ needs in their future learnings. Furthermore, achievement tests aim to define if the course objectives have been achieved (Brown, 2004: 45-48).

2.7. Speaking Test Tasks

2.7.1. Madsen’s Classification of Speaking Test Tasks

Testing speaking is considered to be the most *significant* and *demanding* aspect of language testing. One of the reasons why testing speaking is regarded as so *demanding* is to select the proper criteria to assess students’ speaking ability. According to Madsen (1983: 147), *language components*, such as *grammar*, *vocabulary*, *pronunciation*, are important along with *fluency* and ‘*appropriateness of expression*’ while testing students’ speaking skills. The result of a survey conducted about the 74 speaking tests assessed, which is mentioned by Madsen(1983), may indicate the emphasis put on the

language components while testing students' oral ability. According to the research which was conducted by Randall L. Jones, 81% evaluated *grammar*, 71% evaluated *fluency*, 67% evaluated *vocabulary*, 66% evaluated *pronunciation*, 63% evaluated *appropriateness* and 37% evaluated other things. *Grammar* and *fluency* appear to be the principal language matters that are measured in a speaking test and are followed by *vocabulary*, *pronunciation*, *appropriateness* and *other things*. *Grammar* appears to be the significant language component tested in a *oral* language use performance. Language matters and constituents concerning evaluating students' speaking skills are various and difficult to establish, but depend on the objectives of the course. What Madsen (1983: 148) recommends for overcoming the complexity of the situation about designing tasks for testing speaking skills of students is to *restrict* the number of activities.

Madsen (1983: 148-157) divides speaking test tasks into three: '*Limited Response*', '*Guided Techniques*' and '*Oral Interview*'. Techniques used in '*Limited Response*' are '*directed response*', '*picture cues*' and '*read-aloud*'. Methods used in '*Guided Techniques*' are '*paraphrase*', '*explanation*' and '*guided role play*'. '*Oral Interview*', which is classified into two by Weir (1990:75-76; 1993: 56-61) and termed as '*the free interview*' and '*the controlled interview*'. It is also classified and defined as '*guided oral interview*'. Tasks designed for '*Limited Response*' method are for students whose speaking skills are '*limited*' and therefore require *directive* assessment techniques. '*Directed Response*', in a general sense, involves *imitation* of the utterances made, and these utterances vary from simple sentence structure to more complex ones, or they require building question forms, such as '*tell me what her name is*', '*tell me that you are not going to travel abroad this summer*', or '*ask her what her name is*'. Some '*directed response*' tasks may require relevant expressions uttered in a *social context* like '*ask if you could borrow her necklace*', or necessitate responses which may contain *communicative* purposes or require students' imagination, such as "*your friend has just brought you one of your jackets. But the colour is terrible for what you are wearing. As kindly as possible, get her to bring another jacket instead*" (as cited in Madsen, 1983: 150). Tasks prepared for '*Picture Cues*' technique involves the use of *pictures*, *objects*, *charts*, or *graphs*. With respect to the pictures to be used, they can vary from '*simple-line drawings*' to '*action pictures*' and pictures depicting a sequence of events. '*Simple-line drawings*' may require responses which differ from simple sentence structure (e.g. *She is reading a book*) to '*one word vocabulary*' response, such as '*reading*', '*walking*', etc.

Regarding '*action pictures*', they may require asking questions concerning the actions occurring in the picture, such as '*what is he doing*' and cuing the answer through pointing out the movement indicated in the picture like drawing attention to the *book*. '*Read Aloud*' is one another technique where task activities prepared are highly *controlled*. Students' performances can be compared with one another. Through '*Read Aloud*' technique, it is possible to evaluate students'

controlling of *pronunciation, fluency* and *grammar*. Two sets of '*reading aloud tests*' prevails: the first '*reading aloud*' test type includes sentences that are '*unrelated to each other*', the second '*read aloud*' test type comprises '*a passage of connected prose*'. In addition, there are alternative structures for '*limited response*' test technique, such as '*mimicry*', '*directed response role play*' and '*variations on visuals*'. '*Mimicry*' requires students' imitation of the things they hear; however, the relationship between *imitation* and *communication* is weak. '*Mimicry*' can measure skills, like '*listening*' and '*short-term memory*' as well. '*Directed Response role play*' requires students' '*talking to*' an imaginary person in a '*role-play situation*'. The variety of '*visuals*', such as '*physical objects*', '*mock-ups*' and '*student-drawn maps*', etc, through which students can orally describe what they see and encounter. Regarding the '*limited response*' method applied for testing students' oral ability, they have a good deal of *face-validity* in that they measure what they aim to measure. All the same, language features such as *fluency* and *appropriateness* may not be exactly evaluated and there is not an obvious connection between speaking ability and *read aloud* and/or *imitation*. There may occur some proneness to measure *pronunciation*, which is one of the language components and is just a subsidiary facet of language use and would not solely be enough to evaluate students' communication skills or '*appropriateness of response*' .

'*Guided Techniques*' consist of three '*guided-response techniques*'; '*paraphrase*', '*explanation*' and '*guided role-play*'. In '*paraphrase*' technique, *speaking* is integrated with *listening* or *reading* and can be applied in every level. As for '*explanation*', students are expected to *explain* or *describe* something that they are familiar with, and an *advanced* method in '*explanation*' technique is students' '*interpretation*' or '*explanation*' of something that they *read*. In connection with '*guided role play*', students are taking part in a '*fixed role*' and responding according to the prompts given. Different from '*guided role play*', '*open-ended role play*' provides more freedom for students' responses. Even so, '*open-ended role play*' technique may cause some of the students with a lot of *imagination* to take the initiation and may restrain students with less imagination or self-conscious (Madsen, 1983:158-162).

Through '*Oral Interview*' technique, a range of '*elicitation techniques*' are employed and *interaction* is considered to be its principal feature. It affords '*a genuine sense of communication*'. It is classified and termed as '*guided interview*' and students are supported with cues or prompts (Madsen, 1983:162-163). Four stages (see Figure 18), which occur during an *oral interview task* are proposed by Canale (1984) and are identified as significant in students' oral performances. '*Warm-up*' is the first stage, which is not scored and the aim of it is to comfort students' anxiety. '*Level check*' is the second stage and is scored. During this stage, students are asked questions (proper to their levels) to obtain information about their knowledge in *grammar* (such as the use of past and present tenses), *discourse*

management (the interconnection between the utterances made), *vocabulary* use as well as their knowledge about *sociolinguistic* matters (the formal and informal use of language). The third stage is ‘*probe*’, during which questions are asked, and the prompts made are *demanding* and *complicated* in their ‘*cognitive*’, ‘*linguistic*’ structures. These can go beyond students’ language ability. The limits of students’ language use can be detected during the ‘*probe*’ stage. The last stage is ‘*wind-down*’, during which students may be asked simple questions and tried to be set at ease and/or given information about when and where to get the test results. This stage is not scored (Brown, 2004: 168; Coombe, Folse & Hubley, 2010: 118-119; Madsen, 1983: 163):

Figure 18: The table showing Canale’s (1984) proposition of the four stages along with “*sample questions for four stages of an oral interview*” (as cited in Brown’s *Language Assessment: Principles and Classroom Practices*, 2004: 169-170) .

1. WARM-UP	2. LEVEL CHECK	3. PROBE	4. WIND-DOWN
<ul style="list-style-type: none"> • How are you? • What’s your name? • What country are you from? What (city, town)? • Let me tell you about this interview. 	<ul style="list-style-type: none"> • How long have you been in this (country, city)? • Tell me about your family. • What is your (academic major, professional interest, job)? • How long have you been working at your (degree, job)? • Describe your home (city, town) to me. • How do you like your home (city, town)? • What are your hobbies or interests? (What do you do in your spare time?) • Why do you like your (hobby, interest)? • Have you 	<ul style="list-style-type: none"> • What are your goals for learning English in this program? • Describe your (academic field, job) to me. What do you like and dislike about it? • What is your opinion of (a recent headline news event)? • Describe someone you greatly respect, and tell me why you respect that person. • If you could redo your education all over again, what would you do differently? • How do eating habits and customs reflect the 	<ul style="list-style-type: none"> • Did you feel okay about this interview? • What are your plans for (the weekend, the rest of today, the future)? • You’ll get your results from this interview (tomorrow, next week). • Do you have any questions you want to ask me? • It was interesting to talk with you. Best wishes.

	<p>travelled to another country beside this one and your home country?</p> <ul style="list-style-type: none"> • Tell me about that country. • Compare your home (city, town) to another (city, town). • What is your favourite food? • Tell me how to (make, do) something you know well. • What will you be doing in ten years from now? • I'd like you to ask me some questions. • Tell me about an exciting or interesting experience you've had. • Read the following paragraph, please. (test-taker reads aloud). • Pretend that you are ___ and I am a _____. (guided role-play follows). 	<p>culture of the people of a country?</p> <ul style="list-style-type: none"> • If you were (president, prime minister) of your country, what would you like to change about your country? • What career advice would you like to give to your younger friends? • Imagine you are writing an article on a topic you don't know very much about. Ask me some questions about that topic. • You are in a shop that sells expensive glass ware. Accidentally, you knock over an expensive vase, and it breaks. What will you say to the store owner? (Interviewer role-plays the store owner). 	
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In a '*guided oral interview*' technique students' oral abilities can also be elicited through not only asking questions or making utterances that require '*revising*', '*qualifying*', '*correcting*' and /or '*clarification*' etc, but also using *role-play*, *paraphrase* techniques as well as using *visuals* (Madsen, 1983: 165-166).

2.7.2. Weir's Classification of Speaking Test Tasks

Weir (1993:46-51) distinguishes speaking test tasks into two according to their *functional* aspects of language use; '*direct*' and '*indirect*' methods in accordance with their *interactional* or let's say their *communicative* values, so '*direct*' methods focus on the test tasks that are meant to be close to *real-life* language performances and the more functional aspects of language use. '*Indirect*' test methods, on the other hand, relate with the test tasks. The results which would be strenuous to define its relation with students' language use performances in *real-life* activity. However, while designing speaking test tasks, it is significant that the students and the *context* which the students are in should be taken into account. The speaking test types that refer to '*indirect*' test methods are '*sentence repetition*', '*mini-situations on tape*' and '*information transfer*', such as '*narrative on a series of pictures*'. '*Direct*' methods applied as speaking tests are connected with the *interactional* aspects of language performance, such as '*information gap exercise*' (student-student), '*the free interview/conversation*' (student-examiner/interlocutor), '*the controlled interview*' (student-examiner/interlocutor), '*role-play*' (student-examiner/interlocutor), '*information gap*' (student-examiner/interlocutor). Through '*sentence repetition*', students are asked for reciting the utterances they heard. The items vary from the simpler to the most demanding. The tasks requiring '*sentence repetition*' method aim to assess students' language ability at *micro-linguistic* levels. When applied in placement tests with time limitations, they are fairly *reliable* and allow examiners to make comparisons among students' performances. As for their application to proficiency and *achievement tests*, their validity for such tasks to test/assess students' language use proficiency level remains obscure in that their validity for identifying candidates' actual levels of language use performance in a *meaningful* way, and the way they cope with the situations through the language use ability appropriate to the context are a matter of concern. With respect to the '*mini-situations on tape*', students are required to respond utterances or make comments on situations that they may find themselves in. This kind of a speaking test occurs in a language laboratory and the non-existence of a live interlocutor makes it a '*self-defeating*' test type regarding the *interactional* nature of speaking skill in general point of view. The non-attendance of an interlocutor makes students' language use performance *challenging* to be assessed in terms of the application of '*interactional routines*' as well as practicing '*improvisational skills*', which are meant to be important in an actual communication (the existence of '*channel*', '*reciprocity*' and '*purpose*' in a spoken interaction). Thus, in terms of *output*, students' language use performance can solely be measured through a limited range of criterion. Shortcomings as it has concerning its *interactional* standards, such test methods have some advantages such as students' experiencing of '*speech events*' (e.g. responding to '*different interlocutors*', the variety of '*settings*' proposed for students to enact, '*roles*' to play, '*topics*' to make comments on). If students' responses are recorded, such test types are positively *reliable*. One another advantage of '*mini-situations on tape*' is its *practicality*.

Regarding the *'information transfer activities'* like *'narrative on a series of pictures'* (*'description of a picture sequence'*), students are proposed a group of pictures which are related with one another through sequential codifications and students are expected to tell the story orally in those pictures presented (e.g. in past tense). The task presented for students to fulfil is overt and does not put necessity on students either to *read* or *listen*. The value of students' language use performance in this technique relies heavily on the quality of the pictures presented in that the more well-defined, clear and *'free from cultural or educational bias'* the pictures are, the more overt and comprehensible the language use performance of students can be. Therefore, their students' language use performances can be more easily assessed/measured in accordance with the criterion defined. This technique allows for students' depiction of their language use performances through *'connected speech'* events, such as *'informational routines'* (a wide variety of assessment criterion can be assigned like *'coherence'*, one of which is the systematization of *discourse*). Additionally, students' knowledge and their use of *grammatical* structures can be measured. The *'description of a picture sequence'*/*'narrative on a series of pictures'* technique can be defined as appropriate to the *context* in which students partake. While considering language use performance for interactional reasons, it can be considered as *'non-communicative'*, for such language use performance may not widely occur in real-life situations. In other words, it may cue little information for examiners about students' level of proficiency in language use performance such as their employing of *'improvisational skills'* and does not acknowledge language use performance with language matters such as *'reciprocity'*, which is one of the significant aspects of interactive language use dimension (Weir, 1993: 51-52; Weir, 1990: 77).

According to Weir (1990: 77-78), one another *'information transfer'* technique applied to assess students' language use performance is asking *'questions on a single picture'*. A series of questions are asked by the examiner about a picture presented to students, which they examine beforehand. The questions asked can cover *'thoughts'* and *'attitudes'* of the people existing in the picture. Students can *'discuss'* or *comment* on the events or actions occurring in the picture. Because of students' being the only *'respondents'* as well as their any attempts to ask questions about the picture is not accepted, one of the language use performance standards in speaking tests like *'reciprocity'* may not be dealt with.

In reference to *'information gap'* activities (student-student) and (student-examiner) which are classified as *'interaction tasks'* by Weir (1990: 78-79; 1993: 52-56), they have communicative significances, for they allow students to interact with another student or interlocutor. In *'information gap student-student'* tasks, students are presented a part of information and they try to find out the missing information through communicating with each other. This kind of a speaking test task is considered to be highly communicative in that it is thought to be appropriate for the speaking test

standard proposed by Morrow (1979) where *'reciprocity'*, *'purposefulness'*, *'contextualization'* and *'interaction'* are the key concepts of a *communicative test*. The *'informational'* and *'interactional routines'* partake during students' interaction with each other, namely, students ask *'questions, elicit information, persuade, come to decisions, report on decisions made, explain and justify these decisions, make requests, ask for clarification, paraphrase, etc.'* and students need to employ not only *'interactional'* but also *'improvisational skills'* so as to succeed in fulfilling the task. The interaction taking part in between the students is *'purposeful'* and *'unpredictable'*, which are considered to be the significant characteristics of a *communicative context*. Additionally, during students' interaction with each other, *turn-taking* can take its place and call for their employing *agenda management skills* as well as their handling of the *negotiation of meaning*, which are the two significant features in managing the use of *improvisational skills* in an interaction. However, *reciprocity* may become *implausible* if one of the students manages the talk, while the other student becomes weak in taking part in the conversation.

As for *'information gap (student-examiner)'*, students interact with an examiner and the procedure is the same as *'information gap (student-student)'*, but enacting with an interlocutor who is thought to be *superior* may be petrifying for students who take this test. Therefore, it would be encouraging for students to enact with a teacher they know. Furthermore, according to Fisher (1979), there is some certain degree of possibility for examiners to assess their own performances as well as students' performance during the test conducted (Weir, 1990:79; Weir, 1993:62-63).

According to Weir (1990:75-76; 1993:56-57), *'the free interview/conversation'* technique, which is another *interactional* technique used in assessing students' speaking skills, displays *'in an unstructured fashion and no fixed set of procedures is laid down in advance'* and is widely used to assess students' speaking skills, so it has both *face* and *content* validity. In terms of *'discourse'*, such an interaction type can be observed in an *'informal social'* conversation held in real life situations. Students manage the conversation held, can *'change direction of interaction'*, propose novel issues and partake in *'negotiation of meaning'*. *Interaction* is the key feature in *'the free interview'*, and it is *'unpredictable'* in nature, which can be observed in *real-life* conversation. *'Flexibility'* is one of the significant characteristics of the *interview* and *speaking* along with *listening*, whose *integration* overlay the whole interaction taking place in between students and interlocutors, can be measured. However, to a certain extent, it has certain kinds of disadvantages, such as the difficulty in *'replicating'* the real-life communication characteristics, like *'motivation'*, *'purpose'* and *'role appropriacy'* in that the language used has a purposive direction in the process of interaction, while in such situations the purpose of such interaction may decrease in degree because of one of the participants' having less interest in the responses given. One another factor that may affect the

authenticity level of an *interview* is the influencing of students' responses by the interlocutor in that the interlocutor directs students to make utterances that comprise various kinds of structures expected to be used.

Students' language use performances are tested in accordance with the procedures defined beforehand through '*the controlled interview*'. The questions are prepared by the examiner in order to figure out students' language abilities. The examiner controls the process of the interview, presents the topics to be negotiated, and students just response to what has been asked. The procedure followed has both *content* and *face validity* in higher degree. Students' ability to perform *informational* and *interactional routines* during a conversation can be assessed. Students' ability to perform '*improvisational skills*' can also be measured through '*asking for repetition*' or '*clarification of responses*' or '*asking for clarification*', etc. Similar to '*the free interview*', through '*the controlled interview*', it is strenuous to '*replicate*' the certain characteristics of *real-life communication*, namely, '*reciprocity*', '*motivation*', '*purpose*' as well as '*role appropriacy*' (Weir, 1990: 76 ; Weir, 1993:57-61).

Regarding '*role play*', students are expected to play the role that is submitted to them. Students can interact with each other or the interaction can partake between a student and an examiner. In '*role play*' situation, students are expected to display their language use performance through using their '*interactional*', '*informational*' and '*improvisational*' skills. It is a face-to-face interaction and '*reciprocity*' is a significant language feature that is expected to occur in the process of interaction. The '*role play*' test technique has *face* and *content validity*. According to the examination boards, the '*role play*' technique is considered to be highly *practical*, *valid* and *reliable* in terms of measuring students' language use performance in an oral interaction (Weir, 1990: 79-80; Weir, 1993:61-62).

2.7.3. Brown's Classification of Speaking Test Tasks

Brown (2004: 141-142; 2001: 271-274) distinguishes speaking performance assessment tasks into five; '*imitative*', '*intensive*', '*responsive*', '*interactive*' and '*extensive*'. '*Imitative*' speaking performance tasks focus on the *imitation* of words, '*phrases*' or *sentences* heard. They deal with the process of phonetic levels of language use performance, such as *intonation*, *stress*, *rhythm*, *grammatical* and/or *lexical* components of language. *Pronunciation* can be considered as its basic concern. Thus, '*imitative*' speaking performance tasks occupy themselves with the form of language components, not with *meaning-focused* language use performance. '*Intensive*' speaking performance tasks put emphasis on *phonological*, *lexical* and *grammatical* aspects of language use. The correlation among *grammatical*, *lexical*, *phonological* and '*phrasal*' (e.g. '*prosodic elements*', '*intonation*',

'stress', 'rhythm', 'juncture') aspects of language use performance are indicated. Speaking assessment tasks that require 'intensive' speaking type are 'directed response tasks', 'read-aloud tasks', 'sentence/dialogue completion tasks', 'oral questionnaires', 'picture-cued tasks' and 'translation of limited stretches of discourse'. As for 'responsive' speaking performance tasks, the idea of *interaction* is emphasized but in limited degree. It can appear in 'short conversations', 'small talks', 'greetings', 'requests' and 'comments' made, etc, and they are 'meaningful' and 'authentic'. 'Question and answer', 'giving instructions and directions', 'paraphrasing' are the examples for 'responsive' speaking test tasks. 'Interactive' speaking performance tasks require *interpersonal* information exchanges and these exchanges can either be 'transactional' and/or 'interactional'. 'Interactional' information exchanges are important for 'sociolinguistic' and 'pragmatic' conventions of language use, and they are important for carrying on social interconnection between individuals. Speaking performance tasks of this kind are 'interview', 'role play', 'discussions and conversations', 'games'. 'Extensive (monologue)' speaking performance tasks comprise *oral presentations*, short 'speeches', 'reports', 'summaries' and telling a story, which are orally made. The language used is planned beforehand and is 'formal' in style. *Interaction* between the *speaker* and the *listeners* are limited; *reciprocity* is not much indicated. 'Oral presentation', 'picture-cued story telling', 'retelling a story, news event' and 'translation of an extended prose' are these kinds of tasks.

'Imitative' speaking performance tasks require *phonological* focus on the utterances made and (put emphasis on the *micro-linguistic* forms in language use) these utterances can vary from a single word/a group of words to sentences. A good example of this kind of a test task is the *PhonePass*[®]. Candidates repeat the words, sentences they hear and/or read-aloud, answer the questions orally. 'Intensive speaking' test tasks are what Madsen (1983:148-157) and Brown (2004:147) termed also as 'limited response' speaking test tasks, and they are also what Underhill (1987) termed as 'Mechanical Tasks' (as cited in Brown: 2004:147). 'Directed response tasks' put emphasis on responding to *grammatical structures* and the ability to transform sentences. They are highly 'mechanical', not 'communicative'. The objective is to produce structures that are *grammatically* correct.

In 'Read-Aloud Tasks', students are expected to read a paragraph or two, and students' output is highly controlled. *Pronunciation*, *fluency*, and other *phonological* matters (such as 'vowels', 'diphthongs', 'consonant', 'consonant clusters', 'stress' as well as 'intonation') are assessed through students' reading the passage or passages given. Through *Test of Spoken English*. For example, *pronunciation* and *fluency* are assessed through students' reading of a given passage. In 'Sentence/Dialogue Completion Tasks' and 'Oral Questionnaires' techniques, students are given a dialogue in which one of the speakers' parts are *missing* and are expected to fill in the *missing* parts in the dialogue. One advantage of this kind of a technique is that the responses to be given by students

are not fully *controlled*, instead individual responses are accepted as long as they are *socio-linguistically* and in *discourse* correct and appropriate. Therefore, it can be considered that this technique is '*responsive*' as well as '*intensive*'.

In '*picture-cued tasks*', students' language use performance can be elicited through using '*picture-cued tasks*' in '*intensive*' and '*extensive*' dimensions. The pictures presented to students may vary from the *simple* (aims at eliciting a '*word*' or a '*phrase*') to the most *elaborative* ones, such as pictures that require '*open-ended performance*' of students. In '*Translation of Limited Stretches of Discourse*', students are given a '*sentence*', a '*word*' or a '*phrase*' in their native-language and expected to translate them, or students are given a rather longer text to translate. Students' output can be controlled, and the process of designing specified criteria is easy.

As for '*Question and Answer*' technique, students are asked by the examiner one or two questions, and these questions vary from simple questions to more complex ones. The first question meant to be '*intensive*', which is termed as '*display question*' as well, and its objective is to '*elicit predetermined correct response*'. The questions which are in '*responsive level*' aim at students' producing responses that are more *meaningful*. The objective of asking such questions may vary from assessing students' language use performance in *grammatical* level (*grammatical competence*) to *discourse* level (*discourse competence*) or both. With respect to '*Giving Instructions and Directions*', the examiner proposes a problem, and students try to find solution to the problem proposed. Students are expected to form five or six sentences, which are related with one another in *discourse*. Scoring of this technique focuses on '*comprehensibility*', '*grammatical*' as well as '*discourse*' levels of language use.

With regard to '*Paraphrasing*', students are expected to *paraphrase* the sentences prompted by the examiner. According to Brown (2004:162), '*a more authentic context for paraphrase is aurally receiving and orally relaying a message*'; thus, the integration of *listening* and *speaking* in this process would be more effective than just giving a '*simple oral production*'. The '*Interactive Speaking Test*' tasks can be defined as '*interactive/interpersonal*' and /or '*transactional*' in nature and may require '*grammatical*', '*pragmatic*', '*discourse*', '*sociolinguistic*' competence.

Regarding the '*Interview*' test technique, *face-to-face interaction* is paramount. '*Accuracy*', '*grammar*', '*pronunciation*', the knowledge and the use of '*grammar*' and '*vocabulary*', '*fluency*', '*sociolinguistic*' and '*pragmatic*' competencies, '*task accomplishment*' and '*comprehension*' are assessed through students' language use performance during an interview test task. As it is mentioned before, there are pre-defined stages proposed by Canale (1984), according to whom these stages are

the important for an influential interview; 'warm-up' (not scored), 'level-check' (scored), 'probe' (scored) and 'wind-down' (not scored) (in Brown, 2004: 168; in Coombe, Folse & Hubley, 2010:118-119).

'Role Play' speaking test tasks are considered to be a significant activity in Communicative Language Teaching Programs. They are significant for eliciting students' management of *discourse*. 'Role Play' tasks can be controlled or 'guided' by examiners and through this test technique students may shift from a 'responsive' and 'intensive' stages to a more 'complex' and 'creative' stages. With respect to 'Discussions and Conversations' speaking test tasks, they are considered to be 'authentic' and 'spontaneous'. According to Brown (2004: 175), the 'discussion' test technique is an appropriate form to assess students' language use ability in 'topic nomination, maintenance, and termination'; 'attention getting, interrupting, floor holding, control'; 'clarifying, questioning, paraphrasing'; 'comprehension signals (nodding, 'uh-huh', 'humm', etc)'; 'negotiating meaning'; 'intonation patterns for pragmatic effect'; 'kinesics, eye contact, proxemics, body language' and 'politeness, formality, and other sociolinguistic factors'. As it can be comprehended, through 'discussion' technique, *sociolinguistic, pragmatic, grammatical, discourse* competence, the knowledge of *lexis, sound patterns* along with *improvisational skills* can be assessed.

About 'games', They are regarded as an 'informal' assessment technique and the assessment devices that can be considered as instances for 'games' are 'tinkertoy game', 'crossword puzzles', 'information gap grids' and 'city maps'. 'Oral Presentation' technique in testing is one of the 'extensive speaking' test types and is widely recognized both in academic and professional contexts. It has a pre-planning stage, and the language used is 'formal' and 'transactional' in nature. The interaction is *limited* in degree. Regarding the 'Picture-Cued Story-Telling' speaking test tasks, 'pictures', 'photographs', 'diagrams' as well as 'charts' are used. The pictures or other visuals used indicate a sequence of events, and students are expected to describe what happens in the pictures in a chronological order. The 'narrative discourse' is one of the important assessment objectives in this kind of a speaking assessment technique.

With reference to the 'retelling a story, news event' speaking test task, students are expected to 'retell' the story or news they heard or read. Referring to the 'Translation of Extended Prose' speaking test task, different from the 'translation of limited stretches of discourse' speaking test tasks, students are given 'longer texts' (in their native language) to translate. These texts can vary from 'dialogues', 'directions for assembly a product', 'a synopsis of a story or movie', a map for finding directions to a variety of other types. *Vocabulary, content, grammatical use* and 'discourse features' are controlled (Brown, 2004: 141-182).

2.7.4. Other Classifications of Speaking Test Tasks

Heaton (1990: 89-104) classifies speaking test tasks as *'reading aloud'*, through this technique, *'pronunciation'* is aimed to assess, which appears to be a *'distinct form'* from speaking skill as a whole. It is also stated that the *'retelling'* of a short story and/or an event is more convenient than using *read-aloud* technique to assess students' speaking skills, and *'if carefully constructed, such a test can assess most of the phonological elements which are otherwise tested by reading aloud'* (Heaton, 1990: 90). Concerning the *'conversational exchanges'* to assess students' speaking skill, it is specified by Heaton (1990: 90-92) that, most of the tests conducted are distant from both *communicative* and *authentic interaction* as they are controlled or managed by an examiner and therefore the *'unpredictable stimuli'* and *'responses'* appear to be *missing*. For example, in *'one-sided dialogues'* technique (Heaton, 1990: 90-92) or *'dialogue completion task'* as Brown (2004: 149-151) called, or *'reading blank dialogues'* as Underhill (1993:64-66) termed, the process is *controlled* or *managed* by an interlocutor, which is thought to make the process of *interaction* less *authentic* and *communicative* because one of the participants, namely the interlocutor, is directing the interaction in order to reach the expected responses, which also makes the conversation less *genuine*.

Referring to the *picture-cued* speaking test tasks, as stated by Heaton (1990: 92-95), along with narrating or describing the picture addressed, making comments or discussing about events existing in the picture can be considered as an influential technique for assessing students' language use performances. When questions asked about the picture(s) by the examiner, a *'reciprocal speech situation'* can occur, which has a *communicative value* in testing and makes the speech event *genuine*.

Regarding *'the oral interview'*, according to Heaton (1990: 96-102), *'the scoring of it is highly subjective'*. Students' language use performances are not *'accurately'* demonstrated in an *'oral interview'* held. There are contrasting views concerning the value of the *'oral interview'* in assessing students' speaking ability in that such speaking test techniques are *'artificial'*, *'unrealistic'*. However, it is also stated that the *'the natural speech situation'* detected during the process of *'oral interview'* appears to be *'realistic'* while assessing students' speaking skills in general. While assessing students' oral ability language features, such as *'grammatical acceptability'*, *'pronunciation'*, *'appropriacy of language'* along with *'effectiveness of communication'* should be taken into consideration.

In connection with the *'short talk'* speaking test technique, it is considered as a *'realistic'* test technique for a *'sustained speech'* event. Relating to *'group discussions'* and *'role plays'* speaking test tasks, both are considered to be two important assessment tools for testing speaking skills. These two assessment techniques appear to be contrasting with the assessment techniques which require

'mechanical production of verbal formulae or patterns' (Heaton, 1990: 102). Instead they require *'exploratory talk'*, which is performed while interacting or communicating. *Problem solving activities, puzzles* along with *'consensus seeking'* activities are regarded as appropriate for group discussions. *'Role play'* tasks are proper for assessing the *communicative* abilities of students. *Improvisational skills* for maintaining the process is significant and necessary. As it is stated by Heaton (1990: 104), *'role plays'* and *'group discussions'* can be more influential in the process of language teaching programs rather than using as a formal test. Hughes (2003: 119-124) classifies and terms speaking test techniques as the *'Interview'* format, which includes *'questions and request for information'*, *'pictures'*, *'role play'*, *'interpreting'* and *'prepared monologue'* and *'reading aloud'* as the sub-techniques applied to assess students' language use performance. The *'Interaction'* format comprises *'discussion'* as the sub-technique for testing students' language ability.

According to Hughes (2003: 119-120), in *'questions and request for information'* speaking test technique, Yes/No question type is not appropriate for testing students speaking skill, except for the first part of the conversation (the warm-up session). With respect to *'pictures'* used as assessment tools for students' speaking ability, a single picture presented to students and is proper to *'eliciting descriptions'*. A group of pictures presented is appropriate for assessing students ability for narration (Hughes, 2003: 120).

With reference to *'role play'* speaking test task, eliciting the functional language use is the primary goal and provides opportunity for students to use *'natural'* language (improvisational skills) (Hughes, 2003: 120). *'Interpreting'* as an assessment tool for testing students' speaking skills can provoke *'production'* as well as *'comprehension'* in a controlled way. *Production* can be tested through students' relaying of the meaning of what has been vocalised by the native speaker (Hughes, 2003: 120-121). As for *'prepared monologue'*, it is not recommended in terms of testing students' speaking skills. It is suitable for proficiency tests prepared for academic reasons (Hughes, 2003: 121). *'Reading aloud'* technique is regarded as an inappropriate technique for assessing students' speaking ability thereof its use as an assessment tool is *'discouraged'* (Hughes, 2003: 121).

Concerning *'discussion'* as a speaking test technique, it is recommended that more than two students' part taking in an oral discussion would be infertile (instead of group discussion, pair discussion is appreciated) since *'with large numbers the chance of a different candidate failing to show their ability increases'* (Hughes, 2003:121-124). Underhill (1993:45-87) classifies and terms speaking test techniques as *'discussion/conversation'*, in a *conversation* or *discussion*, the examiner controls the process, and presents new topics to *discuss* or talk about. The initiation is left to test-takers, the topics proposed by the examiner is being negotiated. *'Tone of voice'*, *'pitch'*, *'intonation'*,

facial impressions as well as body-language have a certain amount of contribution to the negotiation held. All these features observed during the interaction makes the whole process '*authentic*' and '*communicative*'.

'*Oral report*', or '*oral presentations*' as termed by Weir (1990: 75), Brown (2004: 179-180) or '*prepared monologue*' as termed by Hughes (2003: 121). Test-takers present the topic they have prepared orally. If supported with visuals like '*overhead projectors*', '*flip-charts diagrams*' and /or '*blackboard*', it would serve much to its purpose. At the end the test-taker is coping with the queries asked. For both academic and professional reasons, '*oral reports*' can be considered as *communicative* and *authentic*. A sub-type of an '*oral report*' is the '*mini-presentation*', in which students are given a list of topic to choose before the test and expected to talk about the topic they have selected for two minutes. The topics presented are common issues. The purpose of a '*mini-presentation*' is to encourage students to convey their opinions. One another variation of an oral presentation is '*identifying a topic of personal interest*', which is different from the '*mini-presentation*' test tasks in that instead of proposing topics for students to discuss, the speaking test can begin with asking questions and responding to the questions asked. The questions can vary from '*hobbies*', '*professional interests*', '*past experiences of different cultures*' to '*jobs*' ,etc. As for '*joint discussion/decision making (learner-learner)*', a group of students are assessed together with the participation of an examiner. The initiative is given to students and they manage the discussion. Students are getting information from a *written document* and making decisions about the question asked through group discussions. The process of discussion is significant not the final sect of it.

Regarding '*role play*', students are asked to play a particular role and interact with the interlocutor (examiner or a peer) proper to the situation presented. The ability to ask and answer question are significant in the process of '*role play*' technique. '*Interview*' requires '*direct*' encounter and face-to-face interaction (student-examiner) takes place. The process of an '*interview*' is '*predetermined*' and '*structured*'. The examiner prepared questions, through which the examiner gets more or less the responses he/she aims to get, to assess students' oral ability. An '*interview*' is *authentic* when compared with '*question and answer*' technique. With respect to the '*description and recreation (learner-learner)*' speaking test task, one student describe '*a design construction*' or '*a model building materials*', and the other student tries to construct the structure according to the given instruction. This speaking task is regarded as *communicative* since students aim at transferring information to each other. It is also *authentic* in that it can be encountered with such task in *real-life* situations.

In the *'form filling'* test method, a student and an examiner together fill in a form. The questions asked focus on students' personal encounters, *'professional situation'* as well as their *'language needs'*. The student or the examiner writes down the responses given; or, students can be given some time to fill in the form before beginning to speak. The task itself is *authentic* (in that filling in forms is something that is occasionally done in *real-life* situations) as well as *communicative* (it requires *interaction* instead of *'competition'*).

Regarding *'making appropriate responses'*, some situations are submitted to students, which may occur in real-life and students are expected to find out the appropriate responses to the situation presented. This kind of an oral assessment task deals closely with the *functional* aspect of language use performance. Concerning with the *'question and answer'* speaking test task, students are asked a group of unrelated questions which vary from easier ones to the most difficult ones. *Interaction* takes place between students and the examiner but the process is controlled by the examiner in that the questions asked by the examiner aims at getting the expected answer to assess students speaking performance in general.

In relation with the *'reading blank dialogues'* speaking test tasks, it is termed as *'dialogue completion task'* and is classified as an *'intensive'* speaking test task by Brown (2004: 150). A dialogue is presented to students, in which some parts are *missing*. The examiner reads aloud the dialogue and the student tries to find out the appropriate responses for the *missing* parts. The test technique requires the *functional* aspect of language use in that it requires students' understanding of *functional* meaning along with the *functional* aspect of language.

As regards the *'using a picture and picture story'* speaking test task, it is termed as *'picture cues'* by Madsen (1983:151-152), identified as *'description of a picture sequence'* and *'questions on a single picture'* by Weir (1990: 77-78), termed as *'picture-cued tasks'* by Brown (2004: 151-158). A picture or a series of pictures are submitted to students, and they are asked to describe the picture or the events that take place in the picture(s) in a chronological order. The conversation held between the student and the examiner is controlled by the sequence of events that existed in the picture of the pictures. Regarding the *'giving instructions/description/explanation'* speaking test task, students are expected to describe an object, *'a system'* or a well known *'everyday procedure'*. The task is considered to assess students' *discourse* competence along with their knowledge and use of lexis and grammatical structures. Through the *'re-telling a story or text from an aural stimulus'* speaking test task, a story or a *'short passage'* is presented through a *'recorded tape'*, and students are expected to give a summary of the story they heard. Also they may be expected to comment on the situation they

heard. This kind of an activity may provoke *'cultural or social'* awareness in language use along with their ability to express them.

With respect to the *'re-telling a story from written stimulus'* speaking test task, students are given a passage to read. Afterwards, they are expected to retell the story existing in the passage. In this kind of a task *reading* and *speaking* are integrated with each other and different from the aural stimulus occurring in the *'retelling a story from aural stimulus'* speaking test task, the process of reading is under the control of students. In the *'reading aloud'* speaking test task, a passage or a dialogue is presented to students to read aloud. This technique is proper for assessing the *'mechanical'* skills of language use (e.g. *pronunciation, intonation, stress, etc*). *'Read-aloud'* technique also assesses *'students' ability to add meaning at the sentence and discourse levels'* (Underhill, 1993: 77).

Concerning the *'translating/interpreting'* speaking test task, a text is submitted to students in their native language, and students are expected to translate it. While scoring, *'accuracy'* and *'correctness'* are mostly taken into consideration. With reference to the *'sentence completion from aural or oral stimulus'* speaking test task, a group of sentences of a dialogue with some missing parts is presented to students, and students are allowed to read the passage and complete the missing parts orally, or a written text, such as *a cloze* or *multiple-choice*, is presented to students, and students are asked to give the correct answer orally. Through such a technique, students' knowledge of *lexical items* along with *'particular structures'* can be assessed. In the *'sentence correction'* speaking test technique, a sentence (written or orally) that involves errors are submitted to students and students are expected to identify the errors existing in the sentence. The errors can vary from easier ones to more difficult ones. With respect to the *'sentence transformation'* speaking test technique, a sentence is presented to students and they are expected to transform the sentence by using different kinds of structures or *'grammatical patterns'*. Referring to the *'sentence repetition'* speaking test technique, students require to repeat the sentences or utterances they heard, as Brown (2004: 141) states *'parrotting back'*, or imitating what they heard. This technique is regarded as neither *authentic* nor *communicative* in that students are expected to give repetition, focuses on the *'mechanical'* drills in language use performance.

CHAPTER III

METHODOLOGY

3.1. Introduction

This study aims to investigate teachers' perceptions of speaking tests conducted in Gazi University, Atılım University and Ufuk University prep-schools and its relation with the other skills and sub-skills through the teachers' point of view. In this chapter, the methodological details of the investigation are presented. Chapter III initiates with the presentation of the setting where the research took place, and the participants. In the following section, the information about the instruments and the procedure followed to collect data are presented. The latest sections submit the procedure followed while piloting the questionnaire and the limitations occurred while collecting the data. The final section covers the presenting of the method followed for data analysis as well as conclusion part.

3.2. Setting

This research was conducted in 2013-2014 academic year in Gazi University, Ufuk University and Atılım University Preparatory Schools, which are located in Ankara, Turkey. Gazi University School of Foreign Languages, which is a state university, is responsible for offering compulsory English language education for its students who have passed the University Entrance Examination, which is conducted by ÖSYM. Students who have been declared unsuccessful in English language use according to their test results are obliged to take part in English language courses proper to their levels before initiating their education in their own departments. The program for English Language Education continues for one year. The English Language Education Program comprises four proficiency levels; elementary, pre-intermediate, intermediate and upper-intermediate. After taking the proficiency and/or placement tests conducted by the administration of the School of Foreign Languages and the Testing Office, students are divided into groups according to their examination results at the beginning of the year. The testing office of Gazi University aims to assess students' improvement in language use through three steps; quiz-like language examinations about which students are informed before-hand or quiz-like language examinations about which students are not informed. These quiz-like examinations include grammar, vocabulary, listening, speaking, reading and writing parts. Mid-term examinations given during the semesters and a final examination which is given at the end of the semester. Students are obliged to take part in mid-term examinations at the end of each level and the final examination conducted by the testing office at the end of the semester. The Mid-term examinations given during the semesters and the final examination conducted by the testing

office of Gazi University School of Foreign Languages at the end of the semester consists of four skills *listening, speaking, reading and writing*. *Grammar and vocabulary* are indirectly assessed through the four language skills.

Atılım University, which is a private university, English Preparatory School is in charge of providing compulsory English language education for students who have been successful in the University Entrance Examination. The English Language Education Program in Atılım University includes three proficiency levels; A (Intermediate-Upper-Intermediate), B (Pre-Intermediate) and C (Starter-Elementary). The students who have successfully completed these three levels and the students who have newly enrolled are obliged to take proficiency tests conducted by English Preparatory School testing office. Students who are not successful in the Proficiency Test conducted are required to do a placement test so as to be assessed. According to their test results, students are put into English language groups. The students who are in Group A are required to complete the level they are in (level3). The students who are in Group B are obliged to complete level 2 and level 3. The students who are in Group C are expected to complete level 1, level 2 and level 3. Students who get 60 out of 100 are declared successful, but the students of the Department of English Language and Literature and the Department of Translation and Interpretation are required to get 65 out of 100 in order to be declared successful.

The other university where this research is conducted is Ufuk University, which is a private university in Ankara, Turkey. The English education program in Ufuk University contains five proficiency levels: Beginner, Elementary, Pre-Intermediate, Intermediate and Upper-Intermediate. According to the interview made with the Assistant Coordinator of English Preparatory School concerning English language education program administered in Ufuk University students are required to complete four levels (Beginner, Elementary, Pre-Intermediate and Intermediate) in English Preparatory School. They are required to complete Upper-Intermediate level after initiating their education in their own departments. At the beginning of the academic year, students who are newly enrolled are required to take part in the proficiency exam conducted by the English Preparatory School. The students who are successful in the proficiency exam are allowed to start their education in their own departments. The success score students are obliged to get is 60 out of 100. The students who are not successful (get less than 60) initiate their English language education from beginner level. They are divided into groups randomly, and the students are required to complete each of the four proficiency levels in two semesters. At the end of each month, an achievement test is applied; however, the achievement test conducted just helps the instructors observe the students' progress in English language learning, but it does not let the students change their levels. In order to take part in the proficiency test to be conducted at the end of the second semester, students are required to complete each of the levels in English education program in Ufuk University. The proficiency test to

be conducted at end of the semester allows students, who have fulfilled all the levels during the year, to take part in. In the proficiency tests, which are conducted at the beginning and at the end of the year, do not comprise *listening*, *speaking* and *writing*, but it comprises *grammar*, *vocabulary*, *reading* and *translation* sections. Achievement tests administered after completing each level, however, include *listening*, *speaking*, *writing* as well as *reading*, *vocabulary* and *grammar*. Students' vocabulary level is assessed through reading and students' writing ability is assessed through listening. Speaking, on the other hand, is not presented as a separate part in a proficiency test conducted in Ufuk University, but its assessment grade is added to overall grade by the instructor of each level according to their students' progress in oral ability, and students are required to exhibit the progress they make in speaking through *oral presentations*.

3.3. Participants

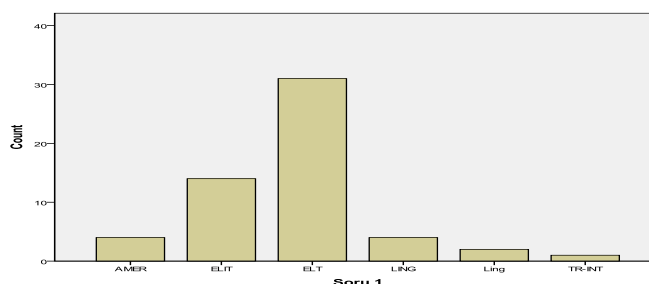
The participants of this research are the instructors of the English Preparatory Schools in Gazi University, Atılım University and Ufuk University. From each of these universities, totally 56 participants are randomly selected: From Gazi University 22 instructors, from Atılım University 19 instructors, and from Ufuk University 15 instructors participated in this research voluntarily. First three questions asked in the questionnaire Part I (see Appendix I) concern with the instructors' educational background, which is thought to have an influence on their perception of teaching and testing in general (see tables 1,2,3) and (see charts 1,2,3). The first question of the questionnaire in Part I aims at having information concerning from which departments the participants graduate (see table 1) and (see chart 1).

Table 1: The distribution of the participants according to the universities they have graduated from

		Question 1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AMER	4	7,1	7,1	7,1
	ELIT	14	25,0	25,0	32,1
	ELT	31	55,4	55,4	87,5
	LING	4	7,1	7,1	94,6
	Ling	2	3,6	3,6	98,2
	TR-INT	1	1,8	1,8	100,0
	Total	56	100,0	100,0	

Note: AMER: American Culture and Literature, ELIT: English Language and Literature, ELT: English Language Teaching, LING/Ling: Linguistics, TR-INT: Translation and Interpretation

Chart 1: The bar-chart showing the distribution of the participants according to the departments they have graduated from



The number of participants who graduated from American Culture and Literature (AMER) is 4 (7,1%), English Language and Literature (ELIT) is 14 (25%), English Language Teaching (ELT) is 31 (55%),Linguistics is 6 (10.7%), Translation and Interpretation (TR-INT) is 1 (1.8%). 31 (55.4%) out of 56 participants have graduated from ELT, which means more than 50% of the participants have completed their studies on a foreign language teaching program.

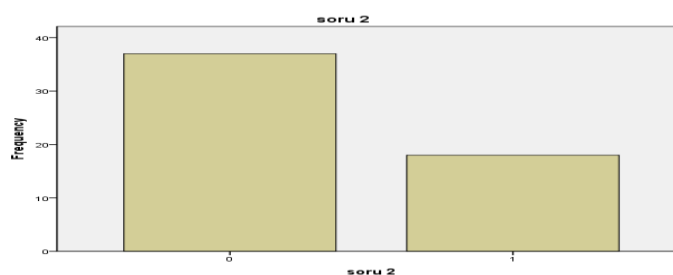
As table 2 and chart 2 show, a great number of participants do not have an MA or PhD. The number of participants who do not have either an MA or PhD is 37 (67.3%), whereas the number of the participants who have either an MA or a PhD is 18 (32.7%). Only 1 (1.8%) participant has not answered this question. Thus, 55 out of 56 have answered this question as ‘Yes’ or ‘No’.

Table 2: The distribution of the participant with an MA or a PhD

		Question 2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	37	66,1	67,3	67,3
	1	18	32,1	32,7	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: 0= No, 1= Yes

Chart 2: The bar-chart for question 2 in Part I showing the distribution of the participants whether having an MA/PhD or not



The number of participants with an MA or PhD is 18 (32.1%). Only 1 (1.8%) participant has had an MA degree in Translation and Interpretation (TR & INT). 11(19.6%) participants have their MA degree in English Language Teaching (ELT). Only 1 (1.8%) participant has received an MA degree in Socio-linguistics (Socio-ling). The number of participants with an MA degree in English Language and Literature (ELIT) is 2 (3.6%). Human Resources and Management in Education is 2 (3.6%). Only 1 (1.8%) participant has an MA degree in Eurasian Studies (ES) (see Table 3) and (see Chart 3).The number of participants without an MA or PhD is 38 (67.9%). However, one of the participants (1.8%) has not answered the related question (q.2), (which is mentioned above and can be recognized both in table 2 and chart 2 as the *missing* part and has affected the overall calculation. The valid percent taken into account is 67.3% of 100% (=55 out of 56 participants). Thus, the number of participants who has not received an MA or PhD is 37 (67.3%).

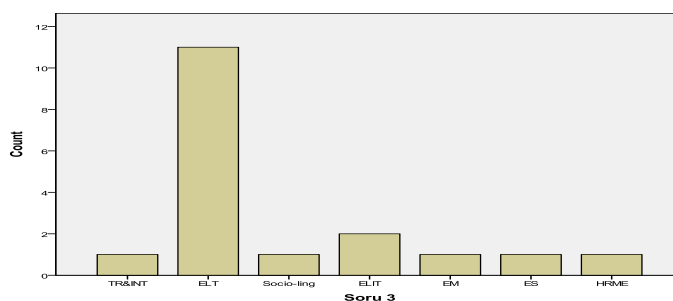
Table 3: The distribution of the departments in which the participants has received their MA or PhD

		Question 3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TR&INT	1	1,8	5,6	5,6
	ELT	11	19,6	61,1	66,7
	Socio-ling	1	1,8	5,6	72,2
	ELIT	2	3,6	11,1	83,3
	EM	1	1,8	5,6	88,9
	ES	1	1,8	5,6	94,4
	HRME	1	1,8	5,6	100,0
	Total	18	32,1	100,0	
Missing	System	38	67,9		
Total		56	100,0		

Note: TR&INT: Translation and Interpretation, ELT: English Language Teaching, ES: Eurasian Studies,

Socio-ling: Socio-Linguistics, HRME: Human Resources and Management in Education, EM: Educational Management

Chart 3: The bar-chart for question 3 in Part 1 presenting the departments where the participants has received their MA or PhD



3.4. Instruments

To get teachers' perceptions of speaking tests conducted in EFL contexts in prep-schools at universities, a questionnaire made up of two parts has been used in this survey. In the first part of the questionnaire, there are 17 questions. 8 questions in Part I are designed as *multiple-choice questions* (q.2, q.4, q.5, q.8, q.11, q.15, q.16 and q.17) and 9 questions are constructed in *fill-in the blanks style* (q.1, q.3, q.6, q.7, q.9, q.10, q.12, q.13, and q.14) (see Appendix I), and the second part of the questionnaire includes 5-point Likert-scale items (1=strongly disagree; 5=strongly agree) and there exists 22 questions in it (see Appendix II). In Part I and in Part II, there are 39 questions. Most of the statements and terms are adapted from relevant literature on testing. Five of the questions in Part I relate to the teachers' personal information (q.1, q.2, q.3, q.4, q.5) and the other 12 questions and the questions in Part I correlate with teachers' perceptions of speaking tests as well as the inter-relation of speaking with the other skills and language components while assessing and teaching. All the items in the questionnaire are presented in English as it is believed that the ideas to be expressed better in English and the teachers are expected to answer those items in English as well.

The second data collection tools in this research are the course materials used in English classes, sample speaking tests applied to Pre-Intermediate students in proficiency tests and the rubrics used while assessing students' speaking ability. The course book used in Gazi University for Pre-Intermediate and Intermediate level students is *English Unlimited B1 Pre-Intermediate Coursebook*, which is published by Cambridge University Press. The course book used in Atılım University for Pre-Intermediate level students are *Speakout Pre-Intermediate Students' Book*, which is published by Pearson Education. The course-book used in Ufuk University is *Language Leader Coursebook Pre-Intermediate*, which is published by Pearson-Longman. The inter-relation presented between speaking and other skills and language components in these books will be examined, discussed and analyzed through comparing with the speaking tests conducted, the rubrics applied while assessing students' speaking ability and the responses given by the teachers to the questionnaire in Data Analysis.

3.5. Data Collection Procedure

The vice principals of School of Foreign Languages in both Gazi University and Ufuk University were informed about the research to be conducted. The content and the purpose of the study were explained to the Head of Ufuk University School of Foreign Languages, the Assistant Manager of Gazi University School of Foreign Languages, and the head of Atılım University English Preparatory School. Thus, the required permission was taken. With the permission of the Head of School of Foreign Languages in Ufuk University, the questionnaire to be applied was piloted. Along with the questionnaire (see Appendix I and Appendix II), the piloting questionnaire (see Appendix III)

were delivered to the English teachers by the Assistant Coordinator of Ufuk University School of Foreign Languages. The questionnaire and the piloting questionnaire were applied to all 17 instructors teaching English in Ufuk University School of Foreign Languages, and a week after the questionnaire besides the piloting questionnaire were returned. The questionnaire items were considered to be clear enough to be comprehended. Thus, because the items presented in the questionnaire were considered to be clear and comprehensible enough according to the results received, the statistical analyses of the items were not made.

With the consent of the administration of Gazi University School of Foreign Languages, the questionnaire applied first to English teachers in Gazi University School of Foreign Languages. 44 questionnaires were submitted to Gazi University School of Foreign Languages to be delivered to the English teachers who are randomly selected. While 22 of the English teachers handed the questionnaires in, the other 22 English teachers did not return the questionnaire.

The necessary materials, the course-books and the other supplementary materials used in English classes, are requested from the administration of Gazi University School of Foreign Languages and in two days, the course materials requested were sent to the thesis advisor and were delivered from his person. A sample speaking test applied and a sample rubric were requested additionally and were sent by the Assistant Coordinator of the Testing Office of Gazi University School of Foreign Languages via email.

With the consent of the Head of the School Foreign Languages of Ufuk University, the questionnaire was applied to the English Teachers of School of Foreign Languages in Ufuk University. The printed versions of the questionnaires were presented to the Assistant Coordinator of Ufuk University School of Foreign Languages to be delivered to the English teachers. After two weeks, 15 instructors responded the questionnaire, while 2 instructors did not hand the questionnaire in. Also the course materials used were asked for and were handed out from the Assistant Coordinator of School of Foreign Languages. A sample speaking test and a sample rubric for a speaking test in the proficiency test conducted were requested from Ufuk University School of Foreign Languages administration. A sample rubric were sent by an instructor teaching speaking, whereas a sample speaking test was not handed out because speaking tests are conducted as classroom presentations made in every month, which will be explained in detail in Limitations part.

After having taken the necessary consent from the Head of the Atılım University English Preparatory School, the printed version of the questionnaire were delivered to 39 English teachers in Atılım University by the English Preparatory School administration. After one week, 19 English teachers responded the questionnaire. A sample speaking test and the rubric applied were requested from the testing office of Atılım University. However, according to the university's privacy policy, the necessary permission was not given. This will be mentioned in detail in Limitations part. The rubric

was agreed to be given, though. Because the course materials used are already owned by the researcher, they are not requested either from the administration or the testing office.

Concerning the speaking tests conducted in Atılım University English Preparatory School, an interview with the Head of the Testing Office was arranged. A sample speaking test conducted was displayed and explained by the Principal of the Testing Office. The samples presented in the coursebooks used were addressed as an overt example for the speaking tests conducted in proficiency tests in Atılım University English Preparatory School. Therefore, concerning the presentation of the sample speaking tests in proficiency tests conducted, a speaking activity that exists in the course books will be utilized and analyzed as an example of speaking test in Data Analysis part.

3.6. Piloting the Questionnaire

With the consent of the Ufuk University School of Foreign Languages administration, the printed versions of the teacher questionnaire (see Appendix 1 and Appendix 2) along with the piloting questionnaire (see Appendix III) were applied to 17 instructors of English in School of Foreign Languages in Ufuk University. The piloting questionnaire comprises 9 questions regarding the teacher questionnaire. And there were no items which were found obscure or problematic concerning the questions in the teacher questionnaire.

3.7. Limitations

The rubrics and the speaking exams conducted by Gazi University School of Foreign Languages, Atılım University English Preparatory School and Ufuk University School of Foreign Languages will be analyzed. Except for Gazi University School of Foreign Languages, no sample speaking tests could be received from Atılım University English Preparatory School and Ufuk University School of Foreign Languages. Because of the privacy policy of Atılım University English Preparatory School about the speaking exams applied to students, the proposal for receiving a sample speaking test is rejected by the administrative unit. Thus, with the Head of Testing Office concerning the speaking tests applied, an interview was held. At the end of the interview, the assessment criteria applied for the speaking tests was received. As for receiving a sample speaking exam from Ufuk University School of Foreign Languages administrative unit, because of the fact that students' speaking skills are assessed during a year through *oral presentations*, only the assessment criteria applied for the *oral presentations* conducted can be obtained. Therefore, an interview was held with the assistant coordinator of Ufuk University School of Foreign Languages in order to obtain information about the speaking tests applied throughout the year. Concerning the speaking exams

conducted in Gazi University School of Foreign Languages, a sample speaking exam can be received along with the *Speaking Assessment Criteria*.

With respect to the honorary position of the administrative units and the testing office of Gazi University School of Foreign Languages, Atılım University English Preparatory School and Ufuk University School of Foreign Languages, the speaking tests (from Gazi University School of Foreign Languages) will be kept confident and will not be published and the rubrics received from each one of these universities will not be published under the names of the universities; instead, they will be re-named as University A's, University B's and University C's *speaking assessment criteria*. The sample speaking exams obtained from Gazi University School of Foreign Languages, if demanded any members of the juror, will be presented, and they will be informed which assessment criteria belongs to which university.

3.8. Methods of Data Analysis

In this study, quantitative analysis is used. The quantitative data is gathered via the teacher questionnaire applied. All the items existing in the questionnaire are analyzed by using SPSS (Statistical Package for Social Sciences) version 18. Along with the teacher questionnaire analyzed, the correlation among course materials, the speaking tests conducted and the rubrics applied in those speaking tests will be examined in detail in Data Analysis part.

3.9. Conclusion

In this chapter, the setting, participants, instruments, data collection procedure, piloting procedure, limitations and methods of data analysis are presented. In the upcoming chapter, the data analysis procedures will be clarified, and the findings will be presented and negotiated in discussion.

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1. Introduction

The aim of this study is to investigate teachers' perception of speaking test conducted in prep-schools in universities. This study was performed in the School of Foreign Languages at Gazi University, Atılım University and Ufuk University. A teacher questionnaire was applied to 56 English teachers to comprehend their apprehension of a speaking test and its interconnection with the skills (Writing, Listening, Reading), and language components, such as grammar, vocabulary. In order to apprehend the way speaking tests performed, the process of the presentation of speaking skill in the course books used in prep-schools is analyzed; a sample unit from each one of the course books is to be presented and examined and the interdependence between speaking skill with the other skills and language components will be analyzed. Furthermore, the speaking test conducted and the rubrics applied to assess students' speaking ability are examined and their connection with the teachers' approach and with the process of speaking skill presented in course books are interpreted accordingly.

Chapter IV comprises four parts; it first starts with the presenting of the data analysis of the teacher questionnaire. Secondly, it deals with the analysis of the course books used, and the sample speaking tests conducted in prep-schools are analyzed, and at last, the rubrics applied for the speaking tests are interpreted in relation with the speaking tests.

4.2. The Questionnaire

4.2.1. Introduction

In this study, the Statistical Package for Social Sciences (SPSS) version 18 is used so as to do the quantitative data analysis. The responses to the questionnaire items were analyzed through examining both the frequency and the percent part or the valid percent part of the tables. The distribution of the responses given by the instructors to 39 questionnaire items will be analyzed and interpreted according to their connection with the related questionnaire item or items. The teacher questionnaire includes two parts; the first part of the questionnaire (see Appendix I) consists 17 items, 8 of them are multiple-choice items and 9 items require ordering the terms presented in bold characters. The second part of the questionnaire (see Appendix II) comprises 5-point Likert-Scale items (1=strongly disagree; 5=strongly agree). The interrelated items in part I and in part II will be

interpreted according to the distribution of the responses through looking at their *frequency* and *percentages*. Before initiating the analysis of the items, the questions asked will be presented.

4.2.2. Data Analysis of the Questionnaire Part I

The first three questions in the questionnaire Part I (see Appendix I) focus on the educational background of the participants and they are analyzed in the Participants' part in Methodology. Question 4 concentrates on the participants' attitude towards speaking and aims to find out whether they considered speaking as a challenging activity when they were students at university:

Q.4. When you were a student at university, did you have difficulties in speaking English?

With regard to the responses given to the questionnaire item 4, the number of participants having difficulty in speaking English when they were students at university is 16 (28.6%), and the number of participants not having difficulty in speaking English when they were university students is 40 (71.4%). More than 50% (40=71.4%) of the participants' attitudes towards speaking were quite constructive, whereas less than 30% (16= 28.6%) of the participants have claimed that they considered speaking English as a *challenging* task when they were university students. The questionnaire item 4 is interconnected with the questionnaire item 5 and aims to seek if their comprehension about speaking skill affects their approach to teaching and testing speaking in any sort. Question 5, therefore, is designed to find out once their apprehension towards speaking English has an influence on their teaching and/or testing habits concerning speaking.

Table 4: Q: When you were a student at university, did you have difficulties in speaking?

Question 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	40	71,4	71,4	71,4
	1	16	28,6	28,6	100,0
	Total	56	100,0	100,0	

Note: 0= No and 1=Yes.

Q.5. If you had had any difficulties in speaking English while you were a student at university, could these difficulties you had affect your teaching and testing habit(s) in any sort?

Question 5 (see table 5), which is the sub-item of question 4, tries to investigate whether the attitudes of the participants' speaking experiences in the past have an impact upon their approach to teaching and/or testing habits at present. 39 (=69.6%) out of 56 (=100%) participants have responded to this questionnaire item, while 17 (30.4%) participants have not answered. 1 (=2.6%) participant has responded to question 5 as "usually" (=3), 10 (=25.6%) participants have responded as "sometimes" (=5), 14 (=35.9%) participants have responded as "rarely" (=6) and 14 (=35.9%) participants have

responded as “never” (=7). The number of participants responded to question 5 as “rarely” (=6) and “never” (=7) is 28 (=71.8%). Considering the percentages of the participants (39 instructors=100%) responding to the questionnaire item 5 (in relation to the percentages of question 4); because the questionnaire item 4 was answered by 39 out of 56 participants, the valid percentage column is taken into account while analyzing the the data received. 17.9% (=25.6%) of the participants think that their approach to teaching and testing speaking is “sometimes” (=5) affected by their having difficulty in speaking English when they were university students. 2.6% (=1 participant) of the participants thinks that having difficulty in speaking English has “usually” (=3) affected his/her approach to teaching and testing conventions. Therefore, in the light of the number of responses given by the teacher participants (28= 71.8%), their having difficulty in speaking when they were university students do not have influence their teaching and testing habits. 17 (=30.4%) participants’ not having answered the questionnaire item 5 can be interpreted as their not having difficulty in speaking, and because of the form of the questionnaire item 5, the participants who did not answer question 4 may have thought they did not need to answer the questionnaire item 4 as they did not have any difficulties and their teaching and testing habits are not affected thereof.

Table 5: Q: If you had any difficulties in speaking English while you were a student at university, could these difficulties you had affect your teaching testing and habit(s) in any sort?

Question 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1,8	2,6	2,6
	5	10	17,9	25,6	28,2
	6	14	25,0	35,9	64,1
	7	14	25,0	35,9	100,0
	Total	39	69,6	100,0	
Missing	System	17	30,4		
Total		56	100,0		

Note: 1= Always, 2= Almost always, 3= Usually, 4= Often, 5= Sometimes, 6= Rarely, 7= Never

With respect to question 6, the participants are expected to put the skills and language components written in bold into order from the most difficult to the least difficult while teaching them. There are altogether six blanks left for the participants to write down their answer from the most difficult (question 6.1) to the least difficult (question 6.6). Question 6 aims at examining teachers’ perceptions towards skills and language components while teaching them. The questionnaire item 6 submitted is hereunder:

Q.6. Could you please put the skills and the language components (*grammar, vocabulary, listening, speaking, reading, writing*) into order from the most difficult to the least in teaching?

The abbreviations used in the tables submitted are G (Grammar), V (Vocabulary), L (Listening), S (Speaking), R (Reading) and W (Writing).

Concerning the questionnaire item 6.1 (see table 6), the number of participants who think Speaking (=S) is the most difficult to teach is 27 (48.2%). The number of participants considering Listening (=L) as the most difficult language skill to teach is 13 (23.2%). The number of participants that apprehend Writing (=W) as the most difficult language skill to teach is 9 (16.1%), the number of participants who think Grammar (=G) is the most difficult language component to teach is 6 (10.7%) and the number of participants considering Vocabulary (=V) as the most difficult language component to teach is 1 (1.8%). Thus, according to 48.2% (=27) of the participants' responses, Speaking (=S) appears to be the most difficult language skill to teach.

Table 6: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

		Question 6.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	6	10,7	10,7	10,7
	L	13	23,2	23,2	33,9
	S	27	48,2	48,2	82,1
	V	1	1,8	1,8	83,9
	W	9	16,1	16,1	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), S (=Speaking), V (=Vocabulary), W (=Writing)

56 (100%) of the participants have answered the questionnaire item 6.2 (see table 7), which is the second line in question 6. In other words, the questionnaire item 6.2 indicates the participants' consideration concerning the second difficult language skill or language component to teach, which follows the first line. According to the questionnaire item 6.2, in relation with the questionnaire item 6.1, teaching Writing (=W) is very difficult to teach and following Speaking (=S) in question 6 in general; 19 (33.9%) of the participants consider Writing (=W) as one of the difficult language skills to teach. 13 (23.2%) of the participants think Listening (=L) as one of the difficult language skills to teach. 9 (16.1%) of the participants consider Speaking (=S) as one of the difficult language skill to teach. 8 (14.3%) of the participants see Vocabulary (=V) as one of the language sub-skills to teach. 4 (7.1%) of the participants think that Reading (=R) is one of the difficult language skills to teach. Only 3 (5.4%) of the participants consider Grammar (=G) as one of the difficult language component to teach. Thus, regarding the answers participants have given, Writing (=W) is the second difficult language skill to teach.

Table 7: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

		Question 6.2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	5,4	5,4
	L	13	23,2	23,2	28,6
	R	4	7,1	7,1	35,7
	S	9	16,1	16,1	51,8
	V	8	14,3	14,3	66,1
	W	19	33,9	33,9	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 6.3 (see table 8), which indicates the third difficult language skill/component to teach, is the third line in question 6 in general. 56 (100%) of the participants have responded to the questionnaire item 6.3. According to the questionnaire item 6.3, 16 (28.6%) of the participants consider Writing (=W) as the third difficult language skill to teach. 15 (26.8%) consider Listening (=L), 10 (17.9%) consider Vocabulary (=V), 6 (10.7%) consider Speaking (=S), 5 (8.9%) consider Reading (=R), 3 (5.4%) consider Grammar (=G), 1 (1.8%) considers Writing (=W), Grammar (=G) and Vocabulary (=V) as the third difficult language skill and language component to teach. Because of the number of participants (19=33.9%) who responded to the questionnaire item 6.2 as Writing (=W), the third most difficult language skill concerning the questionnaire item 6.3 is Listening (=L), which follows Writing (=W) in this respect (L=15=26.8%).

Table 8: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

		Question 6.3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	5,4	5,4
	L	15	26,8	26,8	32,1
	R	5	8,9	8,9	41,1
	S	6	10,7	10,7	51,8
	V	10	17,9	17,9	69,6
	W	16	28,6	28,6	98,2
	W+G+V	1	1,8	1,8	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 6.4 (see table 9) indicates the fourth difficult language skill/component to teach. 56 (100%) of the participants have answered item 6.4. 24 (42.9%) consider Reading (=R), 9 (16.1%) consider Grammar (=G), 8 (14.3%) consider Listening (=L), 6 (10.7%) consider Writing

(=W), 5 (8.9%) consider Speaking (=S) and 4 (7.1%) consider Vocabulary (=V) as the fourth most difficult language skill/component to teach. Thus, Reading (=R) appears to be the language skill with the highest frequency (24=42.9% of 56 =100% participants) and can be considered as the fourth most difficult language skill to teach.

Table 9: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

Question 6.4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	9	16,1	16,1	16,1
	L	8	14,3	14,3	30,4
	R	24	42,9	42,9	73,2
	S	5	8,9	8,9	82,1
	V	4	7,1	7,1	89,3
	W	6	10,7	10,7	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 6.5 (see table 10) presents the fifth most difficult language skill/component to teach in questionnaire 6 in general. It indicates the fifth line in the questionnaire item 6. 55 (98.2%) out of 56 (=100%) participants have responded to item 6.5. 1 (1.8%) of 56 participants has not responded to item 6.5. The valid percentage for item 6.5 is 100% (55 participants). The number of participants considering Vocabulary (=V) as one of the least difficult language skill to teach is 20 (36.4%). 13 (23.6%) of the participants consider Reading (=R) as the least difficult language skill to teach. 11 (20.0%) of the participants think that Grammar (=G) is one of the least difficult language component to teach. 5 (9.1%) of the participants regard Speaking (=S) as one of the least difficult skill to teach. 4 (7.3%) of the participants view Listening (=L) as the least difficult language skill to teach. 2 (3.6%) of the participants see Writing (=W) as one of the least difficult to teach. Thus, Vocabulary (=V) are put into the fifth line by 20 (36.4%) of the participants concerning its level of difficulty while teaching.

Table 10: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

Question 6.5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	11	19,6	20,0	20,0
	L	4	7,1	7,3	27,3
	R	13	23,2	23,6	50,9
	S	5	8,9	9,1	60,0
	V	20	35,7	36,4	96,4
	W	2	3,6	3,6	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 6.6 (see table 11), which is the last item of question 6, indicates the easiest language skill/component to teach according to teachers' perceptions. 54 (96.4%) out of 56 (=100%) participants have responded to item 6.6, while 2 (3.6%) participants have not responded. Therefore, the valid percentage for the questionnaire item 6.6 is 54 (100%) which is taken into consideration. The valid percentage of the table will be taken into account while analysing frequency column. The number participants regarding Grammar (=G) as the easiest language component to teach is 23 (42.6%), 12 (22.2%) of 54 (=100%) participants think Vocabulary (=V) as the easiest language component to teach. 9 (16.7%) of the participants consider Reading (=R) as the easiest language skill to teach. 4 (7.4%) of the participants think Speaking (=S) is the easiest skill to teach. 3 (5.6%) of the participants consider Listening (=L) as the easiest language skill to teach, and the other 3 (5.6%) of the participants consider Writing (=W) as the easiest language skill to teach. The number of participants who regard Listening (=L) and Writing (=W) is equal, 3 (5.6%). Thus, Listening (=L) and Writing (=W) may be considered to be the (fairly or quite) difficult language skills to teach when the other questionnaire items concerning question 6 are taken into consideration:

Table 11: Q: Could you please put the language skills and language components (grammar, vocabulary, listening, speaking, reading, writing) into order from the most difficult to the least in teaching?

		Question 6.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	23	41,1	42,6	42,6
	L	3	5,4	5,6	48,1
	R	9	16,1	16,7	64,8
	S	4	7,1	7,4	72,2
	V	12	21,4	22,2	94,4
	W	3	5,4	5,6	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note:G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

Concerning the questionnaire item 7, the participants are anticipated to put the language skills/components presented in bold into order according to their *communicative value* from the most important (question 7.1) to the least (question 7.6). There are six blanks left for the participants to write down their responses in sequence in relation with their perceptions about the communicative significance of the each of the language skills and language components presented from the most important (question 7.1) to the least (question 7.6).The contractions for each one of the language skills and language components are; G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary) and W (=Writing). The questionnaire item 7 submitted is hereunder:

Q.7. Could you please order *grammar, vocabulary, reading, writing, listening and speaking* in terms of their communicative significance from the most important to the least.

Table 12: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least?

		Question 7.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	5,6	5,6
	L	9	16,1	16,7	22,2
	S	37	66,1	68,5	90,7
	V	4	7,1	7,4	98,1
	L+S	1	1,8	1,9	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), S (=Speaking), V (=Vocabulary)

The questionnaire item 7.1 (see table 12) is responded by 54 (96.4%) of 56 (100%) participants. 2 (3.6%) of the participants has not responded to question 7.1. Therefore, the valid percentages for 54 (100%) participants who have responded to question 7.1 is taken into consideration.

The number of participants who consider Speaking (=S) is important because of its communicative value is 37 (68.5%). The number of participants who think Listening (=L) is important, for it has a communicative value is 9 (16.7%). The number of participants who consider Vocabulary (=V) is central because of its communicative importance is 4 (7.4%). The number of participants who consider Grammar (=G) is significant concerning its communicative importance is 3 (5.6%). Only 1 (1.9%) of 54 (100%) participants thinks that both Listening (=L) and Speaking (=S) are equally important because of their communicative values. As a result of the fact that more than half of the participants (68.5%=37) has regarded Speaking (=S) as the most important language skill in terms of its communicative value.

With reference to the questionnaire item 7.2 (see table 13), 54 (96.4%) of 56 (100%) participants have corresponded to the questionnaire item 7.2. 2 (3.6%) participants have not answered the questionnaire item 7.2. Thus, the valid percentage of 54 (100%) is taken into consideration in general. The questionnaire item 7.2 focuses on the responses of the number of participants who consider one of the language skills presented as the second most important in terms of its communicative value. 26 (48.1%) of the participants consider Listening (=L) as the second most important language skill in terms of its communicative value. 13 (24.1%) of the participants consider Speaking (=S), 8 (14.8%) of the participants consider Writing (=W), 6 (11.1%) consider Vocabulary (=V), 1 (1.9%) of the participants considers Reading (=R) as the second most important language skill in terms of its communicative value. As a result of the responses given by the participants, Listening (=L) goes after Speaking (=S), which appears to be the first most important language skill in terms of its communicative value, as the second most important language skill regarding its communicative value.

Table 13: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least.

Question 7.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	L	26	46,4	48,1	48,1
	R	1	1,8	1,9	50,0
	S	13	23,2	24,1	74,1
	V	6	10,7	11,1	85,2
	W	8	14,3	14,8	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

In connection with the questionnaire item 7.3 (see table 14), 54 (96.4%) of 56 (100%) have responded to the item 7.3. 2 (3.6%) have not responded. Along with the percentages of the responses given by the participants, the valid percentage of 54 (100%) is taken into account. The questionnaire item 7.2 deals with the responses of the number of participants who consider one of the language skills/components presented as the third most important language skill in terms of its communicative value. 18 (33.3%) of the participants consider Vocabulary (=V), 11 (20.4%) of the participants consider Listening (=L), 11 (20.4%) of the participants consider Writing (=W), 10 (18.5%) of the participants consider Reading (=R), 2 (3.7%) of the participants consider Grammar (=G), 1 (1.9%) of the participants considers Speaking (=S) and 1 (1.9%) of the participants considers Grammar (=G) and Vocabulary (=V) as the third most important language skill in terms of its communicative value. Thus, considering the answers given to the questionnaire item 7.3, Vocabulary (=V) appears to be the third most significant language component in terms of its communicative value.

Table 14: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least?

Question 7.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	2	3,6	3,7	3,7
	L	11	19,6	20,4	24,1
	R	10	17,9	18,5	42,6
	S	1	1,8	1,9	44,4
	V	18	32,1	33,3	77,8
	W	11	19,6	20,4	98,1
	G+V	1	1,8	1,9	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

About the questionnaire item 7.4 (see table 15), 54 (96.4%) of 56 (100%) have answered the item 7.4, while 2 (3.6%) has not responded. The valid percentage of the 54 (100%) participants responses, therefore, is taken into account. According to the responses given, 14 (25.9%) of the participants consider Reading (=R), 14 (25.9%) of the participants consider Writing (=W), 11 (20.4%) consider Grammar (=G), 10 (18.5%) of the participants consider Vocabulary (=V), 4 (7.4%) of the participants consider Listening (=L) and 1 (1.9%) of the participants considers Speaking (=S) as the fourth most important language skill/component concerning its communicative value. Therefore, Reading (=R) (14=25.9%) and Writing (=W) (14=25.9%) appear to be the fourth most important language skills regarding the responses given to the questionnaire item 7.4.

Table 15: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least?

		Question 7.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	11	19,6	20,4	20,4
	L	4	7,1	7,4	27,8
	R	14	25,0	25,9	53,7
	S	1	1,8	1,9	55,6
	V	10	17,9	18,5	74,1
	W	14	25,0	25,9	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

Regarding the questionnaire item 7.5 (see table 16) , 54 (96.4%) of 56 (100%) have responded the questionnaire item 7.5. The valid percentage of the 54 (100%) participants' responses is taken into consideration. In view of the responses given by the 54 (100%) participants, 21 (38.9%) of the participants consider Reading (=R), 13 (24.1%) of the participants consider Vocabulary (=V), 11 (20.4%) consider Grammar (=G), 6 (11.1%) of the participants consider Writing (=W) and 3 (5.6%) consider Listening (=L) as the fifth most important language skill in terms of its communicative value. Thus, in the light of the responses given to the questionnaire item 7.5, Reading (=R) appears to be the fifth most important language skills if compared with the other responses given.

If the results received from the questionnaire item 7.4 (see table 15) and 7.5 (see table 16) compared to each other in the light of the responses (frequencies) given; the number of participants who responded Reading (=R) as the fourth most difficult language skill to teach is 14 (25.9%) of 54 (100%) participants and shares the same order with Writing (=W) in that the number of participants who consider Writing (=W) as the fourth most difficult language skill to teach is 14 (25.9%) of 54 (100%) participants. Thus, Reading (=R) and Writing (=W) shares the same order according to the number of responses received from the participants. With respect to the responses received from the number of participants (21=38.9% of 54=100% participants) to the questionnaire item 7.5, Reading

(=R) can also be considered as the fifth most difficult language skill to teach and appears to be the major language skill among the other language skills/ components. As a result, Reading (=R) can be considered as both the fourth and fifth most difficult language skill to teach according to teachers' perception, and its position may shift from fourth to fifth, from fifth to fourth line in a general point of view. However, when the (valid) percentages are taken into account concerning the responses given to the questionnaire items 7.4 (14= 25.9%) and 7.5 (21= 38.9%) about the position of Reading (=R), the number of participants (21= 38.9%) who regard Reading (=R) as the fifth most important language skill in terms of its communicative value is more than the number of participants (14= 25.9%) who consider Reading (=R) as the fourth most important language skill in terms of its communicative value. Therefore, Reading (=R) appears to be the fifth most important language skill. Writing (=W), then, becomes the fourth most important language skill in terms of its communicative value.

Table 16: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least?

Question 7.5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	11	19,6	20,4	20,4
	L	3	5,4	5,6	25,9
	R	21	37,5	38,9	64,8
	V	13	23,2	24,1	88,9
	W	6	10,7	11,1	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), V (=Vocabulary), W (=Writing)

With regard to the questionnaire item 7.6 (see table 17), 52 (92.9%) of 56 (100%) participants have responded to the questionnaire item 7.6. 4 (7.1%) of the participants have not responded. The *valid percentage* taken into account for 52 participant is 100%. Thus, the required percentage for the participants' responses can be observed in the third column (Valid Percent). 26 (50,0%) of the participants consider Grammar (=G), 15 (28.8%) of the participants consider Writing (=W), 8 (15.4%) consider Reading (=R), 2 (3.8%) consider Vocabulary (=V) and 1 (1.9%) considers Speaking (=S) as the least important language skill/component in terms of its communicative value. Thus, Grammar (=G) appears to be the least important language skill concerning its communicative value.

As it can be observed, regarding the questionnaire item 7.4 (see table 15), the number of participants who consider Writing (=W) as the fourth most important language skill in terms of its communicative value is 14 (25.9%), whereas, concerning the questionnaire item 7.6 (see table 17), the number of participants who consider Writing (=W) as the least important language skill in terms of its communicative value is 15 (28.8%), in which an additional number can be observed when compared with the frequency (14 participants) and valid percent levels (25.9%) of the questionnaire item 7.4.

The indicating order exist in both items regarding Writing (=W) cannot be swapped, though because of the frequency and valid percent levels occurred in the questionnaire item 7.6 in which Grammar (=G) appears to be the most repeated answer of the participants (26 participants= 50.0%). Thus, However inconsistent the results of the questionnaire items 7.4 and 7.5 seems to be, Writing (=W) appears to be one of the initial language skills relating to the questionnaire item 7.4, so the existing order of Writing (=W) in the both questionnaire items cannot be changed. As a result of the fact that Writing (=W) remains in the same existing order in the questionnaire item 7.4, as one of the initial language skills.

Table 17: Q: Could you please order grammar, vocabulary, reading, writing, listening and speaking in terms of their communicative significance from the most important to the least?

		Question 7.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	26	46,4	50,0	50,0
	R	8	14,3	15,4	65,4
	S	1	1,8	1,9	67,3
	V	2	3,6	3,8	71,2
	W	15	26,8	28,8	100,0
	Total	52	92,9	100,0	
Missing	System	4	7,1		
Total		56	100,0		

Note: G (=Grammar), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 8 (see table 18) is interrelated with questions 6 and 7, which focus on teachers' view regarding the language skills/components' significance respecting their communicative value and the difficulty levels of these language skills while teaching. The questionnaire item 8 asked is hereunder:

Q.8. Does your perception of the above-mentioned significance affect your perspective of teaching and testing?

55 (98.2%) of 56 (100%) participants have responded to the questionnaire item 8. 1 (1.8%) of 56 (100%) participants appears to be *missing*. Thus, the *valid percent* along with *frequency* are taken into account. The valid percent for 55 participants is 100%. 22 (40.0%) of the participants have responded to the questionnaire item 8 as *usually* (=3), 11 (20%) responded as *sometimes* (=5), 9 (16.4%) responded as *almost always* (=2), 6 (10.9%) responded as *often* (=4), 5 (9.1%) responded as *always* (=1), 1 (1.8%) responded as *rarely* (=6) and 1 (1.8%) responded as *never* (=7). Therefore, 22 (40.0%) of 55 (100%) participants, who have responded question 8 as *usually* (=3), state that their view concerning the communicative value of language skills/components as well as their degree of difficulty while teaching have an impact on their teaching and testing habit. The number of participants who state that the degree of difficulty while teaching the language skills/components mentioned above besides their perceptions of these language skills and sub-skills in terms of their

communicative value *sometimes* (=5) have an effect on their teaching and testing habits is 11 (20.0%). 9 (16.4%) of the participants think that their degree of difficulty and their significance in terms of their communicative value *almost always* (=2) have an impact on their teaching and testing habits. 6 (10.9%) think that the initial order they consider the language skills/components regarding their communicative value and their degree of difficulty in teaching *often* (=4) influences their teaching and testing habits. 5 (9.1%) of the participants consider their teaching and testing habits are *always* (=1) affected by the initial order they put each of the language skills/components in with respect to their communicative value and level of difficulty while teaching them. 1 (1.8%) of the participants consider that his/her teaching and testing habits are *rarely* (=6) influenced by the initial order of the language skills and sub-skills he/she considers as important concerning their communicative value and the degree of difficulty while teaching them. 1 (1.8%) of the participants considers the order into which they put the language skills/components regarding their communicative value and the degree of difficulty while teaching them *never* (=7) have an effect on their teaching and testing habits. Thus, about half of the participants (22= 40.0%), which is more than the other half altogether, think that their teaching and testing habits are *usually* (=3) affected by the significance they consider in relation with the communicative value of the language skills and the language components and by the degree of difficulty while teaching and testing.

Table 18: Q: Does your perception of the above-mentioned significance affect your perspective of teaching and testing?

		Question 8			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	8,9	9,1	9,1
	2	9	16,1	16,4	25,5
	3	22	39,3	40,0	65,5
	4	6	10,7	10,9	76,4
	5	11	19,6	20,0	96,4
	6	1	1,8	1,8	98,2
	7	1	1,8	1,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: 1= always, 2= almost always, 3= usually, 4=often, 5=sometimes, 6= rarely, 7=never

With reference to question 9, the participants are expected to put the language skills and language components submitted in the course books used in order from the most important (question 9.1) to the least important (question 9.7) according to their point of view. The contractions for each of the language skills and language components presented are; G (=Grammar), Vocabulary (=V), Reading (=R), Writing (=W), Listening (=L), Speaking (=S) and Pronunciation (=P). Question 9 is presented below

Q.9. To which parts (*grammar, vocabulary, reading, writing, listening, speaking and pronunciation*) do you give importance in your course books most? Could you please order these parts from the most important to the least?

The questionnaire item 9.1 (see table 19) is responded by 56 (100%) of the participants. In view of the responses given by the participants of the questionnaire item 9.1, 26 (46.4%) of the participants consider Grammar (=G) as the most important language component they pay attention most. 12 (21.4%) of the participants consider Reading (=R) as the most important language skill, 10 (17.9%) of the participants consider Speaking (=S), 5 (8.9%) of the participants consider Vocabulary (=V), 3 (5.4%) consider Listening (=L) as the most important language skill to which they pay attention in the course books used. Therefore, Grammar (=G) appears to be the most important language component on which it is focused, according to the responses given.

Table 19: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	26	46,4	46,4	46,4
	L	3	5,4	5,4	51,8
	R	12	21,4	21,4	73,2
	S	10	17,9	17,9	91,1
	V	5	8,9	8,9	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary)

About the questionnaire item 9.2 (see table 20), 24 (42.9%) of 56 (100%) participants consider Vocabulary (=V), 14 (25.0%) of the participants consider Reading (=R), 12 (21.4%) of the participants consider Listening (=L), 2 (3.6%) of the participants consider Grammar (=G), 2 (3.6%) of the participants consider Speaking (=S), 1 (1.8%) of the participants considers Writing (=W), 1 (1.8%) of the participants considers Listening (=L) and Pronunciation (=P) as the second most important language skill/component they concentrate on the course books used. Thus, Vocabulary (=V) appears to be the second most important language skill which is concentrated on the course books used most.

Table 20: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	2	3,6	3,6	3,6
	L	12	21,4	21,4	25,0
	R	14	25,0	25,0	50,0
	S	2	3,6	3,6	53,6
	V	24	42,9	42,9	96,4
	W	1	1,8	1,8	98,2
	L+P	1	1,8	1,8	100,0

Total	56	100,0	100,0
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Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

Concerning the questionnaire item 9.3 (see table 21), 21 (37.5%) of 56 (100%) participants consider Reading (=R), 12 (21.4%) consider Vocabulary (=V), 7 (12.5%) consider Grammar (=G), 7 (12.5%) consider Listening (=L), 7 (12.5%) consider Speaking (=S) and 2 (3.6%) consider Writing (=W) as the third most important language skill that they revolve around in course books. The participants who think Grammar (=G), Listening (=L) and Writing (=W) are the third most important language skill are equal in number 7 (12.5%). Thus, Reading (=R) is following Grammar (=G), Vocabulary (=V) in terms of the importance given by the participants in course books.

Table 21: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	7	12,5	12,5	12,5
	L	7	12,5	12,5	25,0
	R	21	37,5	37,5	62,5
	S	7	12,5	12,5	75,0
	V	12	21,4	21,4	96,4
	W	2	3,6	3,6	100,0
	Total	56	100,0	100,0	

Note: Grammar (=G), Listening (=L), Reading (=R), Speaking (=S), Vocabulary (=V), Writing (=W)

In relation with the responses given to the questionnaire item 9.4 (see table 22), 21 (37.5%) of the 56 (100%) participants consider Writing (=W), 20 (35.7%) participants consider Listening (=L), 5 (8.9%) participants consider Grammar (=G), 5 (8.9%) participants consider Vocabulary (=V), 3 (5.4%) participants consider Reading (=R), 2 (3.6%) participants consider Speaking (=S) as the fourth most important part in course books used. Thus, according to the responses given by the participants, Writing (=W) appears to be the fourth most important part in course books.

Table 22: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	5	8,9	8,9	8,9
	L	20	35,7	35,7	44,6
	R	3	5,4	5,4	50,0
	S	2	3,6	3,6	53,6
	V	5	8,9	8,9	62,5
	W	21	37,5	37,5	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

According to the responses given by the participants to the questionnaire item 9.5 (see table 23), 55 (98.2%) of 56 (100%) participants have answered the questionnaire item 9.5. 1 (1.8%) is *missing*. Therefore, the valid percentage of the questionnaire item 9.5 for 55 participants is 100%. 17 (30.9%) of 55 (100%) participants consider Writing (=W) as the fifth most important language skill submitted in course books. 12 (21.8%) of the participants consider Grammar (=G), 11 (20.0%) participants consider Speaking (=S), 7 (12.7%) participants consider Listening (=L), 4 (7.3%) participants consider Reading (=R), 4 (7.3%) participants consider Vocabulary (=V) as the fifth most important part in course books. The number of participants thinking Reading (=R) and Vocabulary (=V) are on the fifth row is equal in number.

Table 23: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	12	21,4	21,8	21,8
	L	7	12,5	12,7	34,5
	R	4	7,1	7,3	41,8
	S	11	19,6	20,0	61,8
	V	4	7,1	7,3	69,1
	W	17	30,4	30,9	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

Concerning the questionnaire item 9.6 (see table 24), 55 (98.2%) of 56 (100%) participants have responded, while 1 (1.8%) has not responded. The valid percentage of 55 participants is 100%. The participants' responses to the questionnaire item 9.6 focus on their consideration of the order they put the language skills/components with respect to the parts they most concentrate on in the course books used.. 16 (29.1%) of the 55 (100%) participants consider Speaking (=S), 15 (27.3%) of the participants consider Grammar (=G), 12 (21.8%) of the participants consider Writing (=W), 6 (10.9%) of the participants consider Vocabulary (=V), 4 (7.3%) of the participants consider Listening (=L), 2 (3.6%) of the participants consider Reading (=R) as the sixth most important language skill they focus on the course books used. As a result, the number of participants who put Speaking (=S) into the sixth order is 16 (29.1%).

Table 24: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	15	26,8	27,3	27,3
	L	4	7,1	7,3	34,5
	R	2	3,6	3,6	38,2
	S	16	28,6	29,1	67,3
	V	6	10,7	10,9	78,2
	W	12	21,4	21,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V(=Vocabulary), W (=Writing)

The questionnaire item 9.7 indicates teachers' perception of the least important language skill/component they focus on the course books. 49 (87.5%) of 56 (100%) participants have responded the questionnaire item 9.7, whereas 7 (12.5%) have not responded. Therefore, the valid percentage taken into account for 49 participants is 100%. 38 (77.6%) of 49 (100%) participants consider Grammar (=G), 6 (12.2%) of the participants consider Speaking (=S), 4 (8.2%) of the participants consider Writing (=W) which they least focus on the course books they use.

Table 25: Q: To which parts, grammar, vocabulary, reading, writing, listening and pronunciation, do you give importance in your course books most? Could you please order these parts from the most important to the least?

		Question 9.7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	38	67,9	77,6	77,6
	L	1	1,8	2,0	79,6
	S	6	10,7	12,2	91,8
	W	4	7,1	8,2	100,0
	Total	49	87,5	100,0	
Missing	System	7	12,5		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), S (=Speaking), W (=Writing)

With regard to the responses given to the questionnaire item 9.1 (see table 19) and 9.7 (see table 25), the number of participants, who responded to the questionnaire item 9.1, considering Grammar (=G) as the most important language skill they concentrate on the course books they use, is 26 (46.4%) of 56 (100%). However, the number of participants, who responded to the questionnaire item 9.7, considers Grammar (=G) as the language skill they least focus on the course books they use. If compared, the responses given to the questionnaire items 9.1 and 9.7 appears to be inconsistent with each other in that according to the questionnaire item 9.1, 26 (46.4%) of 56 (100%) participants put Grammar (=G) into the first order, but concerning the questionnaire item 9.7, 38 (77.6%) of 49 (100%) participants put Grammar (=G) into the seventh order, which indicates the least important rank. Grammar (=G) appears to be most important and the least important language component that teachers

concentrate on the course books they use. Thus, because of the results received concerning the positions Grammar (=G) occurs, the responses given to the questionnaire item 9.7 in general can be considered as void, and the questionnaire item 9.7 is discarded therefore.

In connection with the responses given to the questionnaire items 9.4 (see table 22) and 9.5 (see table 23), the number of participants who responded the questionnaire item 9.4, putting Writing (=W) into the first order concerning the importance they give in the course books, is 21 (37.5%). However, with respect to the questionnaire item 9.5, the number of participants who put Writing (=W) into the fifth order is 17 (30.9%), which makes Writing (=W) the initial language skill in the questionnaire item 9.5 when compared with the others. All the same, the total number of the participants who has responded to the questionnaire item 9.4 and 9.5 may let the contradictory situation be prevailed over; 56 (100%) of 56 (100%) participants have responded to the questionnaire item 9.4, which is the anticipated number of participants. Thus, 21 (37.5%) of 56 (100%) participants' responding to the questionnaire item 9.4 makes its results more reliable if compared with the total number of participants, which is 55 of 56 in the questionnaire item 9.5. This may probably not change the contradictory situation, but may help in a while deal with it. As a result of the fact that the initial order of Writing (=W) may conserve its position in the questionnaire item 9.4.

Referring to question 10 in the questionnaire part I (see Appendix I), the participants are expected to put the language skills and/or language components into order as exam parts from the most important (question 10.1) to the least (question 10.7). There are seven blanks left for the participants to write down their responses in sequence in accordance with their significance specified by the testing office and/or prep-school administration to assess students' language ability. While putting them into order as the parts of a language exam (from the most important to the least), the participants are anticipated to take either the School of Foreign Languages' or/and the testing office' approach to the language skills and language components submitted in question 10 into consideration. Question 10 asked to the participants is submitted below:

Q.10. Could you please order the following exam parts (*grammar, vocabulary, reading, writing, listening, speaking and pronunciation*) in terms of the significance given by your prep-school from the most important to the least?

As it can be understood, question 10 aims at apprehending the administrative units' and/or the testing offices' approach to the languageskills and language components which are thought to be significant in what degree as exam parts. Through the participants' responses, the position of Speaking (=S) among the other language skills and language components is tried to be found out.

The number of participants who responded to the questionnaire item 10.1 is 55 (98.2%) of 56 (100%). 1 (1.8%) participant has not responded. Therefore, the valid percentage for 55 participants, who answered the questionnaire item 10.1, is 100% and is taken into account. 31 (56.4%) of 55 (100%) participants responded Grammar (=G) as the most important exam part. 21 (38.2%) responded Reading (=R), 1 (1.8%) of the participants responded Listening (=L), 1 (1.8%) of the participants responded Speaking (=S) and 1 (1.8%) of the participants responded Grammar and Vocabulary (=G+V) as the most important exam part on which emphasis is put in the examinations conducted.

Table 26: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

		Question 10.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	31	55,4	56,4	56,4
	L	1	1,8	1,8	58,2
	R	21	37,5	38,2	96,4
	S	1	1,8	1,8	98,2
	G+V	1	1,8	1,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary)

The questionnaire item 10.2 (see table 27) aims at finding out the second most important language skill concentrated on the examinations conducted. The number of participants who responded to the questionnaire item 10.2 is 55 (98.2%) of 56 (100%) participants. 1 (1.8%) appears to be *missing*. Thus, the valid percentage concerning the responses given by the participants is taken into consideration. The number of participants who responded Vocabulary (=V) as the second most important language skill in the exams conducted is 23 (41.8%). The number of participants who responded Reading (=R) as the second most important language skill in the exams is 11 (20.0%). The number of participants who responded Listening (=L) as the second most important exam part is 9 (16.4%). The number participants who responded Writing (=W) as the second most important exam part is 8 (14.5%). The number of participants who responded Speaking (=S) as the second most important exam part is 1 (1.8%). As a result of the fact that Vocabulary (=V) appears to be one of the principal language skill part on which the emphasis is put in the exams conducted.

Table 27: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

Question 10.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	5,5	5,5
	L	9	16,1	16,4	21,8
	R	11	19,6	20,0	41,8
	S	1	1,8	1,8	43,6
	V	23	41,1	41,8	85,5
	W	8	14,3	14,5	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 10.3 (see table 28) focuses on the finding out of the perception of the third most significant language skill/component in the exams conducted. 55 (98.2%) of 56 (100%) responded to the questionnaire item 10.3. 1 (1.8%) appears to be *missing*; thus, the valid percentage for 55 participants who responded this questionnaire item is 100%. Regarding the questionnaire item 10.3, Reading (=R) appears to be the third most significant language skill according to the answers given; 19 (34.5%) of 55 (100%) participants responded Reading (=R) as the third most salient language skill taking part in the exams conducted. 14 (25.5%) of the participants responded Writing (=W), 10 (18.2%) of the participants responded Vocabulary (=V), 6 (10.9%) of the participants responded Speaking (=S), 4 (7.3%) of the participants responded Listening (=L), 1 (1.8%) of the participants responded Grammar (=G), 1 (1.8%) of the participants responded Writing, Listening and Speaking (=W+L+S). Therefore, according to the responses given to the questionnaire item 10.3, Reading (=R) can be considered as the third most significant language skill part taken into consideration in the exams conducted.

Table 28: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

Question 10.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	1	1,8	1,8	1,8
	L	4	7,1	7,3	9,1
	R	19	33,9	34,5	43,6
	S	6	10,7	10,9	54,5
	V	10	17,9	18,2	72,7
	W	14	25,0	25,5	98,2
	W+L+S	1	1,8	1,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 10.4 (see table 29) deals with revealing the subsequent order of the language skill that follows the first three; the responses given to the questionnaire item 10.4 concentrates on finding out of the perception of the fourth most significant language skill/component in the exams conducted. 55 (98.2%) of 56 (100%) participants responded to the questionnaire item 10.4. 1 (1.8%) appears to be *missing*. The valid percentage for 55 (100%) is taken into account along with the other valid percentages submitted. The number of participants who responded Writing (=W) as the fourth most important language in the exams conducted is 20 (36.4%). 13 (23.6%) of 55 (100%) participants responded Listening (=L), 12 (21.8%) of 55 (100%) participants responded Speaking (=S), 3 (5.5%) of 55 (100%) participants responded Reading (=R), 3 (5.5%) of 55 (100%) participants responded Vocabulary (=V), 1 (1.8%) responded Pronunciation (=P) and 1 (1.8%) of 55 (100%) participants responded Writing and Listening (=W+L) as the fourth most significant language skill existing in the exams conducted, so according to the reponses given Writing (=W) can be seen as the the fourth most important language skill taken into consideration in the exams conducted.

Table 29: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listning, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

		Question 10.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	2	3,6	3,6	3,6
	L	13	23,2	23,6	27,3
	R	3	5,4	5,5	32,7
	S	12	21,4	21,8	54,5
	V	3	5,4	5,5	60,0
	W	20	35,7	36,4	96,4
	P	1	1,8	1,8	98,2
	W+L	1	1,8	1,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note:G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 10.5 (see table 30) aims at revealing the perception of the fifth most important language skill/component existing in the exams conducted; referring to the questionnaire item 10.5, the total number of participants who responded to the questionnaire item 10.5 is 54 (96.4%) of 56 (100%) participants. 2 (3.6%) participants are *missing* ,for the valid percenetage taken into consideraiton is 100% (=54 participants). The number of participants responded Listening (=L) as the fifth most important major language skill prevailing in the exams conducted is 21 (38.9%). 10 (18.5%) of 54 (100%) participants responded Grammar (=G), 8 (14.8%) of 54 (100%) participants responded Speaking (=S), 7 (13.0%) of 54 (100%) participants responded Vocabulary (=V), 6 (11.7%) of 54 (100%) participants responded Writing (=W) and 1 (1.9%) of 54 (100%) participants responded Pronunciation (=P) as the fifth most significant languages component subsisting in the exams

conducted. As a result, Listening (=L) can be appreciated as the fifth principal language skill following the first four.

Table 30: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

		Question 10.5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	10	17,9	18,5	18,5
	L	21	37,5	38,9	57,4
	R	1	1,8	1,9	59,3
	S	8	14,3	14,8	74,1
	V	7	12,5	13,0	87,0
	W	6	10,7	11,1	98,1
	P	1	1,8	1,9	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 10.6 (see table 31) is designed to manifest the perception of the sixth most significant language skill/component occurring in the language exams conducted; 54 (96.4%) of 56 (100%) participants responded to the questionnaire item 10.6. 2 (3.6%) of 56 (100%) is *missing*. Therefore, the valid percentage taken into consideration for 54 participants is 100%. The number of participants who responded Speaking (=S) as the sixth most significant language skill existing in the language tests applied is 25 (46.3%) of 54 (100%) participants. 10 (18.5%) of the 54 (100%) participants responded Vocabulary (=V), 6 (11.1%) of 54 (100%) participants responded Grammar (=G), 5 (9.3%) of 54 (100%) participants responded Writing (=W), 5 (9.3%) of 54 (100%) participants responded Pronunciation (=P) and 3 (5.6%) of 54 (100%) participants responded Listening (=L) as the sixth most significant language skill prevailing in the language tests applied; thus, Speaking (=S) can be determined as the sixth most significant language skill existing in the language tests applied. When considered question 10 in general, Speaking (=S) is considered as not the least, but one of the least significant language skills in the language tests applied.

Table 31: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

		Question 10.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	6	10,7	11,1	11,1
	L	3	5,4	5,6	16,7
	S	25	44,6	46,3	63,0
	V	10	17,9	18,5	81,5
	W	5	8,9	9,3	90,7
	P	5	8,9	9,3	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		

Total	56	100,0
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Note: G (=Grammar), L (=Listening), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 10.7 (see table 32) is constructed to determine the perception of the least (seventh) important language skill/component in the language tests applied. 49 (87.5%) of 56 (100%) participants responded to the questionnaire item 10.7. 7 (12.5%) is *missing*, so the valid percentage taken into consideration for 49 participants is 100%. However, according to the responses given by the participants to the questionnaire item 10.7, the results appear to be conflicting with the questionnaire item 10.1 (see table 26) in that 46 (93.9%) of 49 (100%) participants responded Grammar (=G) as the least important language skill part taken into consideration in the language tests applied, whereas 31 (56.4%) of 55 (100%) participants, who responded the questionnaire item 10.1, considered Grammar (=G) as the most important language skill part taken into account in the language tests applied. The number of participants who responded Listening (=L) as the least important language skill part in the language tests applied is 1 (2.0%) of 49 (100%) participants. 1 (2.0%) of the 49 (100%) participant responded Speaking (=S), 2 (2.0%) of 49 (100%) participants responded Vocabulary (=V) as the least important language skill part existing in the language tests applied. The results received from the questionnaire items 10.1 and 10.7 are inconsistent and controversial with each other. If the number of participants who answered the questionnaire items are taken into account, the results taken from the questionnaire item 10.1 is more reliable. Therefore, the questionnaire item 10.7 is void because of the inconsistency of the responses given.

Table 32: Q: Could you please order the following exam parts, grammar, vocabulary, reading, writing, listening, speaking and pronunciation, in terms of the significance given by your prep-school from the most important to the least?

		Question 10.7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	46	82,1	93,9	93,9
	L	1	1,8	2,0	95,9
	S	1	1,8	2,0	98,0
	V	1	1,8	2,0	100,0
	Total	49	87,5	100,0	
Missing	System	7	12,5		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), S (=Speaking), V (=Vocabulary)

Concerning the questionnaire item 11 (see Appendix I), it is aimed to find out the methods the course books follow in the universities' English Preparatory School. There are 4 choices presented to the participants to select the one used. The question asked is presented hereunder:

Q.11. The course book(s) used in your prep-school is/are _____.

55 (98.2%) of 56 (100%) participants responded to the questionnaire item 11 (see table 33), 1 (1.8%) of the participants is *missing*. Therefore, the valid percentage taken into consideration for 55 participants is 100%. 23 (41.8%) of 55 (100%) participants who responded to question 11 state that the

course- books used in language classes are both *communicative* and *grammar-based* (=3). 21 (38.2%) of 55 (100%) participants state that the course-books used in language classes are *communicative* (=1). 8 (14.5%) of 55 (100%) participants state that the course-books used in language classes are *grammar-based* (=2) and 3 (5.5%) of 55 (100%) participants state that the course-books used in language classes are *other* (=4). Thus, the number of participants responded to question 11 as both *communicative* and *grammar-based* (=3) is 23 (41.8%) and appears to be the principal response among the others. However, the number of participants responded to the questionnaire item 11 as *communicative* (=1) is 21 (38.2%) and appears to be the second principal answers given by the participants. There appears to be not much deviation (3.6%) in between these two reponses given.

Table 33: Q: The course book(s) used in your prep-school is/are _____.

		Question 11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	37,5	38,2	38,2
	2	8	14,3	14,5	52,7
	3	23	41,1	41,8	94,5
	4	3	5,4	5,5	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: 1 (=Communicative), 2 (=Grammar-based), 3 (=Both), 4 (=Other)

Regarding question 12 (see Appendix I), it is intended to acquire information about the emphasis put on the language skills/components existing in the course-books used- The language skill/component received the most emphasis (question 12.1) and the language skill/component received the least emphasis (question 12.7)-. There are seven blanks left for the participants to write down their responses in a subsequent order. The questionnaire item 12 is presented below:

Q.12. Could you please order the language skills/components; *Grammar, Vocabulary, Reading, Writing, Listening, Speaking* and *Pronunciation*, covered in the course-book(s), in view of the emphasis given?

With reference to the questionnaire item 12.1 (see table 34), the language skill/component on which the most emphasis put is meant to be apprehended through the participants' responses. The questionnaire item 12.1 is responded by 56 (100%) participants. The number of participants responded as Grammar (=G) is 22 (39.3%) of 56 (100%) participants. 21 (37.5%) of the participants responded as Reading (=R). 7 (12.5%) responded as Speaking (=S). 4 (7.1%) of the participants responded as Listening (=L) and 2 (3.6%) of the participants responded as Vocabulary (=V). Therefore, the overriding language component here can be considered as Grammar (=G), and it is followed by Reading (=R), to which 21 (37.5%) participants responded as the chief language skill existing in the course-books used. The deviation (1.8%) in between the responses (frequency and percentage levels) given

concerning Grammar (=G) and Reading (=R), if compared, is not so much, but Grammar (=G) preserves its position.

Table 34: Q: Could you please order the language skills/components; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

		Question 12.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	22	39,3	39,3	39,3
	L	4	7,1	7,1	46,4
	R	21	37,5	37,5	83,9
	S	7	12,5	12,5	96,4
	V	2	3,6	3,6	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary)

56 (100%) of the participants responded to the questionnaire item 12.2 (see table 35). The number of participants who responded Vocabulary (=V) as the second major language component covered in the course-books used is 22 (39.3%). 12 (21.4%) of the participants responded Reading (=R), 8 (14.3%) of the participants responded Listening (=L), 6 (10.7%) responded Grammar (=G), 4 (7.1%) of the participants responded Speaking (=S), 4 (7.1%) of the participants responded Writing (=W) as the second principal language (sub)skill covered in the course-books most. Vocabulary (=V) here appears to be the second major language component existing in the course-books used.

Table 35: Q: Could you please order the language skills/components; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

		Question 12.2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	6	10,7	10,7	10,7
	L	8	14,3	14,3	25,0
	R	12	21,4	21,4	46,4
	S	4	7,1	7,1	53,6
	V	22	39,3	39,3	92,9
	W	4	7,1	7,1	100,0
	Total	56	100,0	100,0	

Note:G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

Concerning the questionnaire item 12.3 (see table 36), the responses of 56 (100%) participants are received. The number of participants who responded Reading (=R) as the third principal language skill covered in the course-book is 17 (30.4%) of 56 (100%) participants. 11 (19.6%) of the participants responded Listening (=L), 11 (19.6%) of the participants responded Vocabulary (=V), which appear to be equal in number, 10 (17.9%) of the participants responded Speaking (=S), 4 (7.1%) responded Grammar (=G) and 3 (5.4%) responded Writing (=W) as the third principal language skill/component covered most in the course-books. According to the responses given, Reading (=R) appears to be the third major language skill covered in the course-books.

Table 36: Q: Could you please order the language skills/component; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

		Question 12.3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	4	7,1	7,1	7,1
	L	11	19,6	19,6	26,8
	R	17	30,4	30,4	57,1
	S	10	17,9	17,9	75,0
	V	11	19,6	19,6	94,6
	W	3	5,4	5,4	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 12.4 (see table 37) is responded by 56 (100%) participants. The number of participants who responded Writing (=W) as the fourth major language skill covered in the course-books according to the emphasis given is 22 (39.3%). The number of participants who responded Listening (=L) as the fourth principal language skill on which emphasis is put in the course-books is 17 (30.4%). 6 (10.7%) of the participants responded Vocabulary (=V) as the fourth major language skill on which the attention is focused in the course-books used. 4 (7.1%) of the participants responded Grammar (=G) as the fourth principal language component which is pointed up in the course-books used. The number of participants who responded Speaking (=S) as the fourth pre-eminent language skill in the course-books used is 4 (7.1%). The number of participants who responded Grammar (=G) and Speaking (=S) as the fourth major language component/skill existing in the course-books used is equal in number, which is 4 (7.1%). 2 (3.6%) of 56 (100%) participants responded Reading (=R), 1 (1.8%) of the participants responded Pronunciation (=P) as the fourth major language component covered in the course books used. Thus, regarding the questionnaire item 12.4, Writing (=W) can be considered as the fourth principal language skill on which the emphasis is put in the course-books used.

Table 37: Q: Could you please order the language skills/components; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

		Question 12.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	4	7,1	7,1	7,1
	L	17	30,4	30,4	37,5
	R	2	3,6	3,6	41,1
	S	4	7,1	7,1	48,2
	V	6	10,7	10,7	58,9
	W	22	39,3	39,3	98,2
	P	1	1,8	1,8	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 12.5 (see table 38) is responded by 56 (100%) of the participants. 16 (28.6%) of 56 (100%) participants responded Speaking (=S) as the fifth principal language skill in the course-books according to the emphasis put on. 13 (23.2%) of the participants responded Grammar (=G), 12 (21.4%) of the participants responded Listening (=L), 7 (12.5%) of the participants responded Writing (=W), 4 (7.1%) responded Reading (=R), and 4 (7.1%) of the participants responded Vocabulary (=V) as the fifth major language skill on which emphasis is put in the course-books used. The number of participants who responded Reading (=R) and Vocabulary (=V) as the fifth principal language skill which receives the most attention is 4 (7.1%), which is equal in number. As a result, with regard to the responses given by the participants, Speaking (=S) can be considered as the fifth major language skill in the course-books which receives attention.

Table 38: Q: Could you please order the language skills/components; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

		Question 12.5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	13	23,2	23,2	23,2
	L	12	21,4	21,4	44,6
	R	4	7,1	7,1	51,8
	S	16	28,6	28,6	80,4
	V	4	7,1	7,1	87,5
	W	7	12,5	12,5	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), R (=Reading), S (=Speaking), V (=Vocabulary), W (=Writing)

The questionnaire item 12.6 (see table 39) is responded by 56 (100%) participants. 19 (33.9%) of the 56 (100%) participants responded Writing (=W) as the sixth major language skill which is focused on the course-books used. 15 (26.8%) of the participants responded Speaking (=S), 7 (12.5%) of the participants responded Grammar (=G), 7 (12.5%) of the participants responded Vocabulary (=V), 4 (7.1%) of the participants responded Listening (=L), 4 (7.1%) of the participants responded Pronunciation (=P) as the fifth principal language component which is focused on the course-books used. The number of participants who put Grammar (=G) and Vocabulary (=V) into the fifth order according to the emphasis put on in the course-books is equal in number, which is 7 (12.5%). Similarly, the number of participants who put Listening (=L) and Pronunciation (=P) into the fifth order according to the emphasis put on is equal in number, which is 4 (7.1%). The language skill which is, among the others, put on the fifth order and received the most quantity is Writing (=W).

In connection with the results received from the questionnaire item 12.4 (see table 37) and 12.6 (see table 39), Writing (=W) appears to be the principal language skill in both questionnaire items. According to the responses received from the questionnaire item 12.4, 22 (39.3%) of 56 (100%) participants put Writing (=W) into the fourth order in relation with the emphasis put on the course books used. If compared with the number of participants who put writing into the sixth order in view

of the emphasis put on the course books they use is 19 (33.9%) of 56 (100%). W (=W) appears to be both in the fourth and the sixth line in relation to the emphasis given in the course books used. The position of Writing (=W) may shift from fourth to sixth and from sixth to fourth line. Thus, Writing (=W) can be regarded as one of the language skills to which the least emphasis are given in the course books used. However, when the number of participants (22= 39.3%), who responded Writing (=W) as the fourth most important language skill in the course books used, is taken into account, it is more than the number of participants who consider Writing (=W) as the fifth most important language skill taken into consideration in the course books used. Thus, Writing (=W) appears to be the fourth most significant language skill taken into account in the course books used.

Table 39: Q: Could you please order the language skills/components; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

Question 12.6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	7	12,5	12,5	12,5
	L	4	7,1	7,1	19,6
	S	15	26,8	26,8	46,4
	V	7	12,5	12,5	58,9
	W	19	33,9	33,9	92,9
	P	4	7,1	7,1	100,0
	Total	56	100,0	100,0	

Note: G (=Grammar), L (=Listening), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 12.7 (see table 40) is responded by 47 (83.9%) of 56 (100%) participants. 9 (16.1%) participants are *missing*. Thus, the valid percentage for 47 participants is taken into consideration, which is 100% in general. According to the responses received from the participants, Pronunciation (=P) is put into the seventh order. The number of participants who responded Pronunciation (=P) as the seventh principal language component which is focused on the course-books used is 42 (89.4%) of 47 (100%) participants. 2 (4.3%) participants responded Grammar (=G), 1 (2.1%) responded Speaking (=S), 1 (2.1%) responded Vocabulary (=V) and 1 (2.1%) responded Writing (=W) as the seventh principal language skill/component.

Table 40: Q: Could you please order the language skills/component; grammar, vocabulary, reading, writing, listening, speaking and pronunciation covered in the course book(s) in view of the emphasize given?

Question 12.7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	2	3,6	4,3	4,3
	S	1	1,8	2,1	6,4
	V	1	1,8	2,1	8,5
	W	1	1,8	2,1	10,6
	P	42	75,0	89,4	100,0
	Total	47	83,9	100,0	
Missing	System	9	16,1		

Total	56	100,0
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Note: G (=Grammar), S (=Speaking), V (=Vocabulary), W (=Writing), P (=Pronunciation)

In relation to question 13 in general, it is meant to acquire information about teachers' perception of which language skill(s)/component(s) best integrated with Speaking skill, while teaching. In other words, teachers' perception of the *pre-requisite* of Speaking (as a productive skill) is intended to find out. There are six blanks left for the participants to write down their answers from the most related (question 13.1) to the least related (question 13.6). The questionnaire item 12 is presented hereunder:

Q.13. Which language skills/components (*grammar, vocabulary, listening, pronunciation, writing and reading*) are mostly integrated with speaking skill while teaching it?

The questionnaire item 13.1 (see table 41) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) participants appears to be *missing*. Thus, the valid percentage taken into consideration for 55 participants is 100%. The number of participants who consider Listening (=L) as the *pre-requisite* of Speaking is 27 (49.1%) of 55 (100%) participants. 16 (29.1%) of the participants consider Vocabulary (=V), 4 (7.3%) of the participants consider Reading (=R), 3 (5.5%) of the participants consider Grammar (=G), 2 (3.6%) of the participants consider Pronunciation (=P), 2 (3.6%) of the participants consider Listening (=L) and Reading (=R) and 1 (1.8%) of the participants considers Writing (=W) as the language skill/component integrated most with Speaking while teaching. The language skill which is thought to be the pre-requisite of *Speaking* is *Listening* (=L), which is put into the first order by 27 (49.1%) of 55 (100%) participants.

Table 41: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	5,5	5,5
	L	27	48,2	49,1	54,5
	R	4	7,1	7,3	61,8
	V	16	28,6	29,1	90,9
	W	1	1,8	1,8	92,7
	P	2	3,6	3,6	96,4
	L+R	2	3,6	3,6	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 13.2 (see table 42) focuses on the teachers' perception of the language skill/component integrated with Speaking skill and has a secondary significance in accordance with the teachers' perception. The questionnaire item 13.2 is responded by 55 (98.2%) of 56 (100%)

participants. 1 (1.8%) is *missing*. Therefore, the valid percentage for 55 participants, which is taken into account, is 100%. The number of participants considering Pronunciation (=P), which is the language component integrated with Speaking is of secondary importance, is 15 (27.3%) of 55 (100%) participants. 12 (21.8%) of 55 (100%) participants consider Listening (=L), 9 (16.4%) of the participants consider Vocabulary (=V), 7 (12.7%) of the participants consider Reading (=R), 6 (10.9%) of the participants consider Grammar (=G), 4 (7.3%) of the participants consider Writing (=W) and 2 (3.6%) of the participants consider Listening (=L) and Speaking (=S) as the language skills integrated with Speaking skill and are put into the second order. The response, Speaking (=S), given by 2 (3.6%) participants is inconsistent with question 13 in general in that Speaking (=S) as a language skill may not be the response of Speaking (=S)- Speaking (=S) is integrated with Speaking (=S) !?- The response, Listening (=L), given by 2 (3.6%) participants, on the other hand, is consistent with question 13 basically- because of the inter-connection between speaker-listener, listener-speaker (the inclination of *reciprocity conditions*)- The Listener can be the Speaker, and Speaker can be the listener in the mean time. The second mostly integrated language component with Speaking appears to be Pronunciation (=P),(which is in fact in connection with *intelligibility*), according to the participants' perceptions.

Table 42: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	6	10,7	10,9	10,9
	L	12	21,4	21,8	32,7
	R	7	12,5	12,7	45,5
	V	9	16,1	16,4	61,8
	W	4	7,1	7,3	69,1
	L+S	2	3,6	3,6	72,7
	P	15	26,8	27,3	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), V (=Vocabulary), W (=Writing), S (=Speaking), P (=Pronunciation)

The questionnaire item 13.3 (see table 43) is responded by 52 (92.9%) of 56 (100%) participants. 4 (7.1%) of 56 (100%) participants are *missing*. Thus, the valid percentage taken into account for 52 participants is 100%. 14 (26.9%) of the participants put Grammar (=G), 14 (26.9%) of the participants put Vocabulary (=V) and the other 14 (26.9%) of the participants put Pronunciation (=P) into the third order in relation with its integration with Speaking. 5 (9.6%) of the participants consider Reading (=R), 2 (3.8%) of the participants consider Listening (=L), 2 (3.8%) of the participants consider Writing (=W), 1 (1.9%) of the participants considers Reading (=R) and Writing (=W) as the language (sub)skill integrated with Speaking and put(s) it/them into the third order. The number of participants who put Grammar (=G), Vocabulary (=V) and Pronunciation (=P) into the third

order in accordance with its integration with Speaking is equal in number, which is 14 (26.9%), so the third significant language (sub)skills integrated with Speaking mostly, in accordance with the participants' responses, are Grammar (=G), Vocabulary (=V) and Pronunciation (=P).

Table 43: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	14	25,0	26,9	26,9
	L	2	3,6	3,8	30,8
	R	5	8,9	9,6	40,4
	V	14	25,0	26,9	67,3
	W	2	3,6	3,8	71,2
	P	14	25,0	26,9	98,1
	R+W	1	1,8	1,9	100,0
	Total	52	92,9	100,0	
Missing	System	4	7,1		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), V (=Vocabulary), W (=Writing), P (=Pronunciation)

The questionnaire item 13.4 (see table 44) is responded by 49 (87.5%) of 56 (100 %) participants. 7 (12.5%) of 56 (100%) is *missing*, so the valid percentage taken into account for 49 participants is 100%. 23 (46.9%) of 49 (100%) participants put Grammar (=G) into the fourth order in relation with its integration with Speaking. 10 (20.4%) of the participants put Listening (=L), 8 (16.3%) of the participants put Vocabulary (=V), 6 (12.2%) of the participants put Reading (=R), 2 (4.1%) of the participant put Writing (=W) into the fourth order in accordance with its integration with Speaking. As Grammar (=G) is put into the fourth order by 23 (46.9%) of 49 (100%) participants concerning its integration with Speaking, Grammar (=G) may seem one of the least integrated language component with Speaking, but it appears to be the major language component among the others.

Table 44: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	23	41,1	46,9	46,9
	L	10	17,9	20,4	67,3
	R	6	10,7	12,2	79,6
	V	8	14,3	16,3	95,9
	W	2	3,6	4,1	100,0
	Total	49	87,5	100,0	
Missing	System	7	12,5		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), V (=Vocabulary), W (=Writing)

With respect to the questionnaire item 13.3 (see table 43) and the questionnaire item 13.4 (see table 44), Grammar (=G) appears to be the major language component in line 3 and 4. The number of participants who put Grammar (=G) into the third line in the questionnaire item 3 is 14 (26.9%) of 52 (100%) participants. The number of participants, on the other hand, who put Grammar (=G) into the fourth order is 23 (46.9%) of 49 (100%) participants. Concerning the questionnaire item 13.3, Grammar (=G) shares its position with Vocabulary (=V), but in the questionnaire item 13.4 Grammar (=G) appears to be the major language component among the other language skills and language components according to the participants' responses. Thus, the position of Grammar (=G) may change. It appears to be in the third and in the fourth position concerning its integration with speaking while teaching. However, because of the number of participants who put Grammar (=G) into the fourth order is higher (23=46.9%) than the number of participants who put Grammar (=G) into the third order (14=26.9%). Thus, Grammar (=G) can be considered to be in line 4.

The questionnaire item 13.5 (see table 45) is responded by 48 (85.7%) of 56 (100%) participants. 8 (14.3%) of 56 (100%) participants are *missing*. The valid percentage taken into consideration for 48 participants is 100%. The number of participants who put Reading (=R) into the fifth order in accordance with its integration with Speaking is 18 (37,5%). 18 (37.5%) of 48 (85.7%) participants put Writing (=W) into the fifth order in relation with its integration with Speaking. The number of participants putting Reading (=R) and Writing (=W) into fifth order is equal. 7 (14.6%) of 48 (100%) participants put Grammar (=G), 5 (10.4%) of 48 (100%) participants put Vocabulary (=V) into the fifth order in accordance with its integration with Speaking, so Reading (=R) and Writing (=W) can be considered as one of the least integrated language skills with Speaking, for they appear to be the overriding language skills in the questionnaire item 13.5.

Table 45: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	7	12,5	14,6	14,6
	R	18	32,1	37,5	52,1
	V	5	8,9	10,4	62,5
	W	18	32,1	37,5	100,0
	Total	48	85,7	100,0	
Missing	System	8	14,3		
Total		56	100,0		

Note: G (=Grammar), R (=Reading), V (=Vocabulary), W (=Writing)

The questionnaire item 13.6 is responded by 44 (78.6%) of 56 (100%) participants. 12 (21.4%) of 56 (100%) is *missing*. The valid percentage taken into consideration for 44 participants is 100%. The number of participants who put writing (=W) into the sixth order in accordance with its integration with Speaking is 22 (50%) of 44 (100%) participants. 14 (31.8%) of the participants put

Grammar (=G), 7 (2.3%) of the participants put Reading (=R), and 1 (2.3%) of the participants put Listening into the sixth order in relation with its integration with Speaking.

Table 46: Q: Which language skills/components, grammar, vocabulary, listening, pronunciation, writing and reading, are mostly integrated with speaking skill while teaching it?

		Question 13.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	14	25,0	31,8	31,8
	L	1	1,8	2,3	34,1
	R	7	12,5	15,9	50,0
	W	22	39,3	50,0	100,0
	Total	44	78,6	100,0	
Missing	System	12	21,4		
Total		56	100,0		

Note: G (=Grammar), L (=Listening), R (=Reading), W (=Writing)

With reference to the responses received from the participants concerning the questionnaire item 13.5 (see table 45) and the questionnaire item 13.6 (see table 46), Writing (=W) appears to be the major language skill in both questionnaire items. The number of participants who put Writing (=W) in to the fifth line in accordance with its integration with speaking while teaching is 18 (37.5%) of 48 (100%) participants and it shares its order with Reading (=R). The number of participants who put Writing (=W) into the sixth order is 22 (50.0%) of 44 (100%) participants. Concerning its integration with speaking while teaching, the position of Writing (=W) may change. Because of the number of participants who put Writing (=W) into the fifth order is less than the number of participants who put Writing (=W) into the sixth order (22= 50.0%), Writing (=W) appears to be in the fifth line in accordance with its integration with speaking. Thus, Writing (=W) according to teachers' perceptions can be considered as one of the least integrated language skills with speaking while teaching.

Regarding question 14 in general, it is intended to acquire information concerning what is meant to be tested through the speaking tests applied in prep-schools. There are the language components and phrases (*pronunciation, stress, intonation, grammar, vocabulary, fluency and content*) which are submitted to the participants, and the participants are expected to put each one of these language components and phrases into order from the most important (question 14.1) to the least (question 14.7). There are seven blanks left for the participants to write down their answers. The question asked presented hereunder:

Q.14. Could you please put *pronunciation, stress, intonation, grammar, vocabulary, Fluency and content* into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

The questionnaire item 14.1 (see table 47) is responded by 54 (96.4%) of 56 (100%) participants. 2 (3.6%) of 56 (100%) participants appear to be *missing*, so the valid percentage for 54 participants who responded to the questionnaire item 14.1 is 100%. 16 (29.6%) of 54 (100%) participants responded Grammar (=G), 12 (22.2%) of the participants responded Fluency and Content (F+C), 10 (18.5%) of the participants responded Fluency (=F), 9 (16.7%) of the participants responded Content (=C), 4 (7.4%) of the participants responded Pronunciation (=P), and 3 (5.6%) of the participants responded Vocabulary (=V) as the most significant language component taken into consideration while testing students' speaking ability. The number of participants who responded as Grammar (=G) as the most significant language component taken into account while testing students' speaking ability is 16 (29.6%) and appears to be the major language component considered to be important among the other language components and phrases while testing students' language ability.

Table 47: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

		Question 14.1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	16	28,6	29,6	29,6
	V	3	5,4	5,6	35,2
	P	4	7,1	7,4	42,6
	F+C	12	21,4	22,2	64,8
	F	10	17,9	18,5	83,3
	C	9	16,1	16,7	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), P (=Pronunciation), F (=Fluency), C (=Content)

The questionnaire item 14.2 (see table 48) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) appears to be *missing*. Therefore, the valid percentage taken into consideration for 55 participants is 100%. 24 (43.6%) of 55 (100%) participants put Vocabulary (=V) into the second order in accordance with the importance given while testing students' speaking ability. 9 (16.4%) of the participants put Grammar (=G), 8 (14.5%) of the participants put Fluency (=F), 4 (7.3%) of the participants put Fluency and Content (F+C), 4 (7.3%) of the participants put Stress (=St), 3 (5.5%) of the participants put Pronunciation (=P), 3 (5.5%) of the participants put Content (=C) into the second order concerning the importance given while testing students' speaking ability. Regarding the questionnaire item 14.2, Vocabulary (=V) appears to be one of the most important language component while testing students' speaking ability.

Table 48: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

Question 14.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	9	16,1	16,4	16,4
	V	24	42,9	43,6	60,0
	P	3	5,4	5,5	65,5
	F+C	4	7,1	7,3	72,7
	F	8	14,3	14,5	87,3
	St	4	7,1	7,3	94,5
	C	3	5,4	5,5	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), F (=Fluency), C (=Content), St (=Stress), P (=Pronunciation)

The questionnaire item 14.3 (see table 49) is responded by 55(98.2%) of 56 (100%) participants. 1 (1.8%) of 56 (100%) participants is *missing*, so the valid percentage which is taken into account for 55 participants is 100%. Respecting the questionnaire item 14.3, the number of participants who responded Vocabulary (=V) as the third most important language component while testing students' speaking ability is 17 (30.9%) of 55 (100%) participants. 12 (21.8%) of the participants put Grammar (=G), 8 (14.5%) of the participants put Pronunciation (=P), 7 (12.7%) of the participants put Content (=C) 6 (10.9%) of the participants put Fluency and Content (=F+C), 3 (5.5%) of the participants put Fluency (=F), 2 (3.6%) of the participants put Intonation (=I) into the second order in accordance with its significance while testing students' speaking ability. Thus, Vocabulary (=V) appears to be the third major language component taken into account while testing students' speaking ability.

Table 49: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

Question 14.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	12	21,4	21,8	21,8
	V	17	30,4	30,9	52,7
	P	8	14,3	14,5	67,3
	F+C	6	10,7	10,9	78,2
	F	3	5,4	5,5	83,6
	I	2	3,6	3,6	87,3
	C	7	12,5	12,7	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), P (=Pronunciation), F (=Fluency), C (=Content), I (=Intonation)

In connection with the responses received from the participants about the questionnaire item 14.2 and the questionnaire item 14.3, Vocabulary appears to be the principal language component among the other language skills/components concerning its significance while testing students' speaking skills. The number of participants who put Vocabulary (=V) into the second order is 24 (43.6%) of 55 (100%) participants. The number of participants who put Vocabulary (=V) into the third order is 17 (30.9%) of 55 (100%) participants. Thus, the position of vocabulary may change. Vocabulary (=V) can be considered as one of the most important language component taken into consideration while testing students' speaking skills, and it follows Grammar (=G) in this respect. As the number of participants (24= 43.6%) who put Vocabulary (=V) into the second order is more than the number of participants who put Vocabulary (=V) into the third order (17= 30.9%), Vocabulary (=V) appears to be in the second position.

The questionnaire item 14.4 (see table 14.4) is responded by 54 (96.4%) of 56 (100%) participants. 2 (3.6%) of 56 (100%) participants appears to be *missing*. Thus, the valid percentage which is taken into consideration is 100 % for 54 participants. 15 (27.8%) of 54 (100%) participants responded Pronunciation (=P) as the fourth most significant language component taken into consideration while testing students' speaking ability. 10 (18.5%) of the participants put Grammar (=G), 10 (18.5%) of the participants put Vocabulary (=V), 7 (13.0%) of the participants put Fluency (=F), 7 (13.0%) of the participants put Content (=C), 2 (3.7%) of the participants put Stress (=S), 2 (3.7%) of the participants put Intonation, Stress and Pronunciation (=I+St+P) into the fourth order in accordance with its/their significance while testing students' speaking ability. Therefore, Pronunciation (=P) appears to be the fourth most important language component taken into account while testing students' speaking ability.

Table 50: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

		Question 14.4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	10	17,9	18,5	18,5
	V	10	17,9	18,5	37,0
	P	15	26,8	27,8	64,8
	F	7	12,5	13,0	77,8
	St	2	3,6	3,7	81,5
	I+St+P	2	3,6	3,7	85,2
	I	1	1,8	1,9	87,0
	C	7	12,5	13,0	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), P (=Pronunciation), F (=Fluency), St (=Stress), I (=Intonation), C (=Content)

The questionnaire item 14.5 (see table 51) is responded by 52 (92.9%) of 56 (100%) participants. 4 (7.1%) of 56 (100%) participants appear *missing*, so the valid percentage taken into account for 52 participants who responded the questionnaire item 14.5 is 100%. The number of participants who responded Pronunciation (=P) as the fifth most important language component taken into consideration while testing students' speaking ability is 16 (30.8%). 15 (28.8%) of the participants consider Intonation(=I), 13 (25.0%) of the participants consider Stress (=St), 4 (7.7%) of the participants consider Content (=C), 1 (1.9%) of the participants considers Grammar (=G), 1 (1.9%) of the participants considers Vocabulary (=V), 1 (1.9%) of the participants considers Fluency (=F), 1 (1.9%) considers Stress and Intonation (=St+I) as the fourth most important language components/phrases taken into consideration while testing students' speaking ability.

Table 51: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

		Question 14.5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	1	1,8	1,9	1,9
	V	1	1,8	1,9	3,8
	P	16	28,6	30,8	34,6
	F	1	1,8	1,9	36,5
	St	13	23,2	25,0	61,5
	I	15	26,8	28,8	90,4
	C	4	7,1	7,7	98,1
	St+I	1	1,8	1,9	100,0
	Total	52	92,9	100,0	
Missing	System	4	7,1		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), P (=Pronunciation), F (=Fluency), St (=Stress), I (=Intonation), C (=Content)

Respecting the questionnaire item 14.4 (see table 50) and the questionnaire 14.5 (see table 51), Pronunciation (=P), according to participants' responses, appears to be the principal language component in the questionnaire item 14.4 and 14.5. The number of participants who put Pronunciation (=P) into the fourth order in connection with its significance while testing students' speaking skills is 15 (27.8%) of 54 (100%) participants. The number of participants who put Pronunciation (=P) into the fifth order is 16 (30.8%) of 52 (100%) participants. Thus, the position of Pronunciation (=P) with respect to its significance in a speaking test may change from the fourth most significant to the fifth most significant or from the fifth most significant to the fourth most significant.

The questionnaire item 14.6 (see table 52) is responded by 50 (89.3%) of 56 (100%) participants. 6 (10.7%) appear to be *missing*. Therefore, the valid percentage taken into consideration for 50 participants is 100%. 21 (42.0%) of 50 (100%) participants responded Intonation (=I) as the sixth most important language component taken into consideration while testing students' speaking ability. 20 (40.0%) of the participants responded Stress (=St), 3 (6.0%) of the participants responded Grammar

(=G), 3 (6.0%) of the participants responded Fluency (=F), 2 (4.0%) of the participants responded Pronunciation (=P), and 1 (2%) of the participants responded Content (=C) as the sixth most significant language component/phrase taken into consideration while testing students' speaking ability. The major language component appears to be in the first order concerning the questionnaire item 14.6 is Intonation (=I).

Table 52: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

		Question 14.6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	6,0	6,0
	P	2	3,6	4,0	10,0
	F	3	5,4	6,0	16,0
	St	20	35,7	40,0	56,0
	I	21	37,5	42,0	98,0
	C	1	1,8	2,0	100,0
	Total	50	89,3	100,0	
Missing	System	6	10,7		
Total		56	100,0		

Note: G (=Grammar), P (=Pronunciation), F (=Fluency), Stress (=St), I (=Intonation), C (=Content)

The questionnaire item 14.7 (see table 53) is responded by 33 (58.9%) of 56 (100%) participants. 23 (41.1%) appears to be *missing*. Thus, the valid percentage taken into account for 33 participants is 100%. The number of participants who responded Intonation (=I) as the least important language component taken into account while testing students' speaking ability is 11 (33.3%) of 33 (100%) participants. 10 (30.3%) of the participants responded Stress (=St), 3 (9.1%) of the participants responded Grammar (=G), 3 (9.1%) of the participants responded Pronunciation (=P), 2 (6.1%) of the participants responded Fluency (=F), 2 (6.1%) of the participants responded Content (=C), 1 (3.0%) of the participants responded Vocabulary (=V), 1 (3.0%) of the participants responded Pronunciation and Stress (=P+St) as the least important language component taken into account while testing students' speaking ability. The number of participants who responded Grammar (=G) as the least important language component taken into account while testing students' speaking ability is equal to the number of participants who responded Pronunciation (=P) as the least significant language component taken into account while testing students' speaking ability (the valid percentage for each number of participants who responded either Grammar (=G) or Pronunciation (=P) as the least significant is 9.1%). Furthermore, the number of participants who responded Fluency (=F) as the least significant language component taken into account while testing students' speaking ability is equivalent to the number of participants who responded Content (=C) as the least important language component taken into account while testing students' speaking ability is 6.1%. The number of participants who responded Vocabulary (=V) as the least significant language component taken into consideration while

testing speaking ability of students is equal to the number of participants who responded Pronunciation and Stress (=P+St) as the least important language component taken into account while testing students' speaking ability is 3.0%. As a result of the fact that many of the participants who responded Intonation (=I) as the least important while testing students' speaking ability can be seen as the highest among the others, which is 11 (33.3%). The number of participants who responded Stress (=St) as the least important while testing students' speaking ability is 10 (30.3%), which, in fact, can be seen as the second highest (valid) percentage received and is following the (valid) percentage (33.3%=11 participants) manifesting itself in the first order.

Table 53: Q: Could you please put pronunciation, stress, intonation, grammar, vocabulary, fluency and content into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

		Question 14.7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	G	3	5,4	9,1	9,1
	V	1	1,8	3,0	12,1
	P	3	5,4	9,1	21,2
	F	2	3,6	6,1	27,3
	St	10	17,9	30,3	57,6
	I	11	19,6	33,3	90,9
	C	2	3,6	6,1	97,0
	P+St	1	1,8	3,0	100,0
	Total	33	58,9	100,0	
Missing	System	23	41,1		
Total		56	100,0		

Note: G (=Grammar), V (=Vocabulary), P (=Pronunciation), F (=Fluency), St (=Stress), I (=Intonation), C (=Content)

About the questionnaire item 14.6 (see table 52) and the questionnaire item 14.7 (see table 53), the major language component appears to be Intonation (=I). The number of participants who put intonation (=I) into the sixth order is 21 (42.0%) of 50 (100%) participants. The number of participants who put Intonation (=I) into the seventh order is 11 (33.3%) of 33 (100%) participants. Thus, with reference to the responses received from the participants, the position of Intonation (=I) concerning its importance in a speaking test may change. However, according to the results, Intonation (=I) can be considered as one of the least important language component taken into consideration while testing students' speaking abilities.

With respect to the data analysis regarding the questionnaire item 14 in general (q. 14.1, q.14.2, q.14.3, q.14.4, q.14.5, q.14.6 and q. 14.7), the subsequent order of the language components/phrases can change according to the data received from the frequency levels to the valid percentages and the total number of the participants who responded to each one of the questionnaire items.

Grammar (=G) appears to be in the first order according to the data received from the questionnaire item 14.1 (16= 29.6% out of 54= 100% participants), and Vocabulary (=V) is in the second order in the light of the responses received from the questionnaire item 14.2 (24= 43.6% out of 55= 100% participants).

If the data received from the questionnaire item 14.3 are examined in a general sense, Vocabulary (=V) seems to be the major language component (17= 30.9% out of 55= 100%). However, it appears in the second order in the light of the responses received from the participants. Then, the attention automatically shift into Grammar (=G) (12=21.8% out of 55= 100% participants), which is following Vocabulary (=V) in this respect in the questionnaire item 14.3. Because Grammar (=G) (q. 14.1)/(16= 29.6% out of 54=100% participants) and Vocabulary (=V) (q.14.2)/(24=43.6% out of 55=100% participants) have received their positions, Pronunciation (=P), which is the third option in the questionnaire item 14.3, gets the third order in the questionnaire item 14.3 (8= 14.5% out of 55=100% participants).

Concerning the data received from the questionnaire item 14.4, Pronunciation (=P) seems to be the principle language figure, whereas it is put into the third order according to the data received from the questionnaire item 14.3 (8= 14.5% out of 54= 100% participants). Then, the following options are Grammar (=G) (10=18.5% out of 54= 100% participants) and Vocabulary (=V) (10= 18.5% out of 54=100% participants), but they have taken their positions in the first two lines (q.14.1=G and q.14.2=V). Thus, Fluency (=F) (7= 13.0% out of 54=100% participants) and Content (=C) (7=13.0% out of 54 =100% participants) become the principle language figures in the questionnaire item 14.4 (14=26.0% out of 54= 100% participants).

In the light of the data received from the questionnaire item 14.5, Pronunciation (=P) (16= 30.8% out of 52= 100% participants) seems to be the overriding language component. However, according to the results received from the questionnaire item 14.3 (8= 14.5% out of 55= 100% participants), Pronunciation (=P) is the major language component and has taken its position there. Therefore, in the questionnaire item 14.5, Intonation (=I) (15= 28.8% out of 52= 100% participants) becomes the following option, and it has received the fifth order according to the results received from the questionnaire item 14.5.

Regarding the questionnaire item 14.6, although Intonation (=I) (21= 42.0% out of 50= 100% participants) seems to be the principle language figure, it has received its position in the fifth order (q.14.5), so Stress (=St) (20= 40.0% out of 50= 100% participants) appears to be the following alternative. Hence, since all the language components have taken their positions in the first five lines (q.14.1=G, q.14.2=V, q.14.3=P, q.14.4=F+C and q.14.5=I), Stress (=S) takes its position in the sixth order (q.14.6).

Concerning the questionnaire item 14.7, Intonation(=I) (11=33.3% out of 33=100% participants) and Stress (=St) (10= 30.0% out of 33=100% participants) seem to be the leading language figures. All the same, they have taken their positions in the fifth (q.14.5=I) and in the sixth (q.14.6= St) orders. Then, Grammar (=G) (3=9.1% out of 33= 100% participants) and Pronunciation (=P) (3= 3.1% out of 33=100% participants) appear to be the alternatives, but because Grammar (=G) (16= 29.6% out of 54= 100% participants) is put into the first order (q.14.1), and Pronunciation (=P) (8=14.5% out of 55= 100% participants) is put into the third order (q.14.3), Fluency (=F) (2=6.1% out of 33=100% participants) and Content (=C) (2=6.1% out of 33= 100% participants) seem to be the other options for the seventh order (q.14.7). However, because of their receiving of the fourth order (q.14.4) (F+C=14= 26.0% out of 54=100% participants), the following options are taken into consideration (Fluency=F and Stress=St+Intonation=I). Since Stress(=St) and Intonation (=I) have their positions in the sixth order (q.14.6) (St=20=35.7% out of 50=100% participants) and in the fifth order (q.14.5) (I= 15=26.8% out of 52=100% participants), they cannot be the alternatives for the seventh order (q.14.7). As a result of the fact that there are no options left for the questionnaire item 14.7, the item 14.7 is self-defeating, in other words, it is void. Therefore, it is discarded from the question 14 in general.

Through question 15 (see table 54), it is aimed to acquire information about whether teachers consider the objectives comprised in the speaking parts of the course-books used while testing students' speaking ability, or the speaking tests are prepared randomly, without taking the objectives included in the speaking parts into account. The question submitted to the participants to answer is presented further down:

Q.15. While testing speaking skills of your students, do you consider the points covered in the speaking sections in the course-books?

The number of participants who answered question 15 is 56 (100%). The valid percentage taken into consideration for 56 participants is 100%. According to the results obtained, the number of participants who responded as '*almost always*' (=2) is 18 (32.1%) of 56 (100%) participants. 15 (26.8%) of the participants responded as '*usually*' (=3), 14 (25.0%) of the participants responded as '*always*' (=1), 6 (10.7%) of the participants responded as '*sometimes*' (=5), 2 (3.6%) of the participants responded as '*often*' (=4), 1 (1.8%) of the participants responded as '*rarely*' (=6). In connection with the participants' responses, the number of participators, while testing students' speaking ability, taking account of the objectives included in the course-books is 18 (32.1%) of 56 (100%) participants who responded as '*almost always*' (=2), appears to be the cardinal response among the other responses. The number of participators who responded question 15 as '*usually*' (=3) is 15 (26.8%), which can be seen as the second principal response and does not vary much in number if compared with the number of responses occurring in the first order which is 32.1% (=18 participants).

The number of participants who responded as ‘*always*’ is 14 (25.0%), which can be seen as the third principal response and does not vary much if compared with the number of participants who responded as ‘*almost always*’ (18=32.1%) and ‘*usually*’ (15=26.8%). The answer, ‘*never*’ (=7), is given by no one, but only 1 (1.8%) of 56 (100%) participants responded as ‘*rarely*’ (=6) and appears to be the last in the order among the other responses given. Thus, according to the responses received from the number of participants who answered the questionnaire item 15 as ‘*almost always*’ (=2), ‘*usually*’ (=3) and ‘*always*’ (=1), it can be considered that the *points* existing in the course books are taken into consideration while testing students’ speaking skills.

Table 54: Q: While testing speaking skills of your students, do you consider the points covered in the speaking sections in your course books?

		Question 15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	25,0	25,0	25,0
	2	18	32,1	32,1	57,1
	3	15	26,8	26,8	83,9
	4	2	3,6	3,6	87,5
	5	6	10,7	10,7	98,2
	6	1	1,8	1,8	100,0
	Total	56	100,0	100,0	

Note: 1 (=always), 2 (=almost always), 3 (=usually), 4 (=Often), 5 (=sometimes), 6 (=rarely), 7 (=never)

Question 16 (see table 55) relates with question 15 and aims at acquiring information concerning whether teachers consider the aims covered in the speaking parts of the course books used while designing a speaking test or the speaking tests to be applied are designed randomly without making any decisions about the objectives of the speaking parts existing in the course-books used. The question submitted to the participants to respond is presented below:

Q.16. Do you make decisions on the things you are going to test in a speaking exam you are conducting according to the aims presented in your course book(s)?

The number of participants who responded to question 16 is 56 (100%). The valid percentage taken into account for 56 participants is 100%. With respect to the results of question 16, 24 (42.9%) of 56 (100%) participants responded as ‘*almost always*’ (=2), 13 (23.2%) of 56 (100%) participants responded as ‘*usually*’ (=3), 9 (16.1%) of 56 (100%) participants responded as ‘*always*’ (=1), 5 (8.9%) of 56 (100%) participants responded as ‘*often*’ (=4), 3 (5.4%) of 56 (100%) participants responded as ‘*sometimes*’ (=5), 1 (1.8%) of 56 (100%) participants responded as ‘*rarely*’ (=6), 1 (1.8%) of 56 (100%) participants responded as ‘*never*’ (=7). The number of participants who responded as ‘*rarely*’ (=6) and ‘*never*’ (=7) is equal in number (1 =1.8%). According to the responses of 24 (42.9%), while designing a speaking test, the objectives of the course-book(s) are ‘*almost always*’ (=2) taken into account, whereas, according to the response received from 1 (1.8%) of 56 (100%) participants who stated that he/she ‘*rarely*’ (6) makes decisions on the objectives of the course-book(s) used while

conducting a speaking test. 1 (1.8%) of 56 (100%) participants stated that he/she 'never' (=7) makes decisions on the objectives that the course-book(s) comprises while conducting a speaking test as well. These two responses given by the two participants, when compared with the number of other responses given, are appeared to be in the last order. The responses which can be put into the first two order are 'almost always' (=2), which is given by 24 (42.9%) of 56 (100%) participants and appears to be in the first order, and 'usually' (=3), which is given by 13 (22.2%) of 56 (100%) participants and appears to be in the second order.

If compared with the answers given to question 15 (see table 54), the number of participants who responded to question 15 as 'almost always' (=2) has increased from 18 (32.1%) to 24 (42.9%), whereas the number of participants who responded to question 15 as 'usually' (=3) has decreased from 15 (26.8%) to 13 (23.2%) in question 16. Furthermore, the number of participants who responded to question 15 as 'always' (=1) has decreased from 14 (25.0%) to 9 (16.1%) in question 16. Decreased or increased in number though, they preserve their position according to the responses given by the participants. Therefore, the objectives presented in the course books are taken into account while conducting a speaking test/speaking tests.

Table 55: Q: Do you make decision on the things you are going to test in a speaking exam you are conducting according to the aims presented in your course book(s)?

		Question 16			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	16,1	16,1	16,1
	2	24	42,9	42,9	58,9
	3	13	23,2	23,2	82,1
	4	5	8,9	8,9	91,1
	5	3	5,4	5,4	96,4
	6	1	1,8	1,8	98,2
	7	1	1,8	1,8	100,0
	Total	56	100,0	100,0	

Note: 1 (=always), 2 (=almost always), 3 (=usually), 4 (=often), 5 (=sometimes), 6 (=rarely), 7 (=never)

Question 17 (see table 56) relates with question 15 and question 16 in that it is meant to acquire information through teachers' perception of whether the speaking tests conducted cover the objectives of the course-book(s) used. The question submitted to the participants to respond is submitted hereunder:

Q.17. I do not consider much the aim(s) covered in my course-book(s) while testing students' speaking ability.

Question 17 (see table 56) is responded by 56 (100%) participants. The number of participants who responded as 'rarely' (=6) is 23 (41.1%) of 56 (100%) participants. 17 (30.4%) out of 56 (100%) participants responded as 'sometimes' (=5), 12 (21.4%) of 56 (100%) participants responded as

'never' (=7), 2 (3.6%) of 56 (100%) participants responded as 'almost always' (=2), 2 (3.6%) of 56 (100%) participants responded as 'often' (=4).

The number of participants who disagree with the statement- *I do not consider much the aim(s) covered in my course-book(s) while testing students' speaking ability*- indicated in question 17 is 23 (41.1%) of 56 (100%) participants, who responded as 'rarely' (=6), so if compared with the number responses given by the participants to question 15 (see table 54) and question 16 (see table 55), the responses given to question 15, question 16 and question 17 are consistent in that the number of the participants who agrees with question 15 and question 16 (18 =32.1% participants' responses to question 15 as 'almost always' (=2), and 24 =42.9% of participants' response to question 16 as 'almost always' (=2)) also disagree with the statement indicated in question 17 (23 =41.1% participants' responses to question 15 as 'rarely' (=6)), which appears to be consistent in accordance with the number of responses given to question 15 and question 16. Also the number of participants who responded as 'always' (=1) to question 15 is consistent with the number of participants who responded to question question 17 as 'never' (=7) - 14= 25.0% of 56 (100%) participants responded to question 15 'always' (=1) and 12=21.4% of 56 (100%) of the participants responded to question 17 as 'never' (=7) – contrasting seemingly as they are, they are consistent with each other- they are nearly equal in number of responses given. However, the number of participants who responded to question 16 (see table 55) as 'never' (=1) is 9=16.1% of 56 (100%) participants and is less than the number of participants who responded to question 15 (see table 54) as 'always' (=1), which is 14=25.0%. There can be observed a certain amount of increase in number concerning the responses given as 'sometimes' (=5), 'rarely' (=6) and 'never' (=7) in relation with the statement given in question 17, while there can also be observed a certain amount of decrease in number concerning the responses given as 'always' (=1) and 'almost always' (=2) in accordance with the statement given in question 17. Thus, one may consider that the objectives of speaking tasks presented in course-books are taken into account by teachers while conducting speaking tests.

Table 56: Q: I do not consider much the aim(s) covering in my course book(s) while testing students' testing ability.

		Question 17			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	3,6	3,6	3,6
	4	2	3,6	3,6	7,1
	5	17	30,4	30,4	37,5
	6	23	41,1	41,1	78,6
	7	12	21,4	21,4	100,0
	Total	56	100,0	100,0	

Note: 2 (=almost always), 4 (=often), 5 (=sometimes), 6 (=rarely), 7 (=never)

4.2.3. Data Analysis of the Questionnaire Part II

The second part of the questionnaire (see Appendix II) consists of 5-point Likert-Scale items (from left to right, 1=strongly disagree, 2=disagree, 3=no idea, 4=agree, 5=strongly agree) and Statistical Package for Social Sciences (SPSS) version 18 is used to analyze the second part of the questionnaire as well. 22 questionnaire items are submitted to the participants to respond, and the participants were expected to select the appropriate answer in accordance with their perceptions.

The questionnaire item 1 (see table 1.1) deals with the degree of importance given to the speaking tests in terms of assessing students' language ability in university prep-schools. Question 1 is answered by 56 (100%) of the participants. The questionnaire item 1 is presented below:

Q.1. Speaking skill in our prep-school is important while assessing students' language ability.

33 (58.9%) of 56 (100%) participants '*agree*' with the statement given, 9 (16.1%) of 56 (100%) participants '*strongly agree*' with the statement. The number of participants who '*disagree*' with the statement given is 9 (16.1%) of 56 (100%) participants, which is equal to the number of participants who '*strongly agree*' (9=16.1%) with the statement. 4 (7.1%) of 56 (100%) participants selected '*no idea*' and 1 (1.8%) of 56 (100%) participants selected '*strongly disagree*' option. Thus, according to 42= 75.0% out of 56=100% (33=58.9% '*agree*' + 9=16.1% '*strongly agree*') participants' perceptions, speaking skill is considered to be an important language skill according to the English Preparatory Schools they work for while assessing students' language ability.

Question 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	Disagree	9	16,1	16,1	17,9
	No idea	4	7,1	7,1	25,0
	Agree	33	58,9	58,9	83,9
	Strongly Agree	9	16,1	16,1	100,0
	Total	56	100,0	100,0	

Table 1.1: Speaking skill in our prep-school is important while assessing students' language ability

The questionnaire item 2 is meant to be designed to acquire information regarding the value assigned to speaking skill among the other language skills and language components while assessing students' language ability. The questionnaire item 2 is presented hereunder:

Q.2. Testing speaking is the most important aspect of foreign language testing.

The questionnaire item 2 (see table 1.2) is responded by 56 (100%) participants. The number participants who '*agree*' with the statement is 20 (35.7%) of 56 (100%) participants, which is equal to the number of participants who '*disagree*' (20=35.7%) with the statement submitted. 11 (19.6%) of 56 (100%) participants chose '*no idea*'. 4 (7.1%) of 56 (100%) participants chose '*strongly agree*', only 1

(1.8%) of 56 (100%) participants chose '*strongly disagree*'. According to the responses received from the participants (20=35.7% selected '*agree*', 20=35.7% selected '*disagree*'), speaking as a language skill may be considered as one of the most important language skill, but not the most important one. On the other hand there are 4 (7.1%) of the participants who responded as '*strongly agree*'. Along with the number of participants who responded as '*agree*' (20=35.7%), the total number of participants who act on behalf of speaking may be regarded as *one* of the most important language skill; one of the most important, not the sole important one because of the number of participants (20=35.7%), who do not regard speaking as the most important part of foreign language testing (FLT) in the process of assessing students' language ability.

		Question 2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	Disagree	20	35,7	35,7	37,5
	No idea	11	19,6	19,6	57,1
	Agree	20	35,7	35,7	92,9
	Strongly Agree	4	7,1	7,1	100,0
	Total	56	100,0	100,0	

Table 1.2: Testing speaking is the most important aspect of foreign language testing

The questionnaire item 3 is meant to be designed to obtain information about the value assigned by teachers to the assessment tasks (in terms of their variety in number) provided to assess students' language ability in relation with both the social context they are in and the objectives of the course materials (the course-books) used. The questionnaire item 3 is presented below:

Q.3. While testing speaking skills, a wide range of assessment tasks should be provided.

The questionnaire item 3 (see table 1.3) is responded by 56 (100%) participants. As can be observed, '*strongly disagree*' is chosen by none of the participants. 31 (55.4%) of 56 (100%) participants chose '*agree*', 20 (35.7%) of 56 (100%) participants chose '*strongly agree*', 4 (7.1%) of 56 (100%) participants chose '*disagree*', and 1 (1.8%) of 56 (100%) participants chose '*no idea*'. Thus, in connection with the responses obtained (31=55.4% who '*agree*' and 20=35.7% who '*strongly agree*'), one may consider, it is necessary that a wide variety of assessment tasks proper to the context and the objectives of the course-materials used be provided to assess students' language ability.

		Question 3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	7,1	7,1	7,1
	No idea	1	1,8	1,8	8,9
	Agree	31	55,4	55,4	64,3
	Strongly Agree	20	35,7	35,7	100,0
	Total	56	100,0	100,0	

Table 1.3: While testing speaking skills, a wide range of assesment tasks should be provided

The questionnaire item 4 is designed to acquire data about the *communicative value* of speaking both in teaching and testing in the opinion of teachers. The questionnaire item 4 submitted to the participants to respond is presented below:

Q.4. Speaking is the most important skill of communication in language teaching programs; therefore, testing speaking is as well

The number of participants who responded questionnaire item 4 (see table 1.4) is 56 (100%). 26 (46.4%) of 56 (100%) participants 'agree' with the importance of speaking in communication, and 17 (30.4%) of 56 (100%) participants 'strongly agree' of its importance in communication both in teaching and testing. 6 (10.7%) of 56 (100%) participants responded as 'no idea', 5 (8.9%) of 56 (100%) participants responded as 'disagree', and 2 (3.6%) of 56 (100%) participants responded as 'strongly disagree'. So, according to the results obtained, speaking may be considered as an important language skill in *communication* and, is worth considering as a significant communicative skill in teaching and testing.

		Question 4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3,6	3,6	3,6
	Disagree	5	8,9	8,9	12,5
	No idea	6	10,7	10,7	23,2
	Agree	26	46,4	46,4	69,6
	Strongly Agree	17	30,4	30,4	100,0
	Total	56	100,0	100,0	

Table 1.4: Speaking is the most important skill of communication in language teaching programs; therefore, testing speaking is as well

The questionnaire item 5 is formed to gather information about the situation in which the speaking tests take place. The idea presented in the questionnaire item 5 is to *create real-life situations*, which is thought to be important in perpetuation of communication occurring in between student(s) and/or interlocutor(s). Simulating *real-life* situations is also considered to be important in communicative aspect of language testing, and do teachers consider it as an important factor while assessing students' speaking skill (or testing students' speaking ability) . The questionnaire item 5 is submitted below:

Q.5. While testing speaking, it is important to create *real-life situations* in *conversing, asking and answering questions, clarifying information, giving information, etc.*

The questionnaire item 5 (see table 1.5) is responded by 56 (100%) participants. As it can be seen, 'disagree' and 'strongly disagree' responses are chosen by none of the participants. 32 (57.1%) of 56 (100%) participants responded as 'strongly agree', 20 (35.7%) of 56 (100%) participants responded as 'agree', and 4 (7.1%) of 56 (100%) participants responded as 'no idea' to the questionnaire item 5. Thus, according to the responses given (32=57.1% 'strongly agree' and

20=35.7% 'agree' with the statement presented) by the participants, forming of *real-life situations* is an aspect while testing/assessing students' speaking ability.

Question 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No idea	4	7,1	7,1	7,1
	Agree	20	35,7	35,7	42,9
	Strongly Agree	32	57,1	57,1	100,0
	Total	56	100,0	100,0	

Table 1.5: While testing speaking, it is important to create real-life situations in conversing, asking and answering question, clarifying information, giving information, etc.

The questionnaire item 6 is arranged to acquire information regarding what is more important in speaking tests (*accuracy* or *fluency*) while testing/assessing students' speaking skill. It is considered that *accuracy* and *fluency* are regarded as the two important features of speaking tests while testing students' speaking ability, but they are not the sole units on deciding students' speaking ability. The questionnaire item 6 is submitted hereinafter:

Q.6. While testing speaking skills, *fluency* is more important than *accuracy*.

The questionnaire item 6 (see table 1.6) is responded by 56 (100%) of the participants. 27 (48.2%) of 56 (100%) participants responded as 'agree', 16 (28.6%) of 56 (100%) participants responded as 'strongly agree', 8 (14.3%) of 56 (100%) participants responded as 'disagree', 5 (8.9%) of 56 (100%) participants responded as 'no idea'. In the light of the responses given (27=48.2% 'agree' and 16= 28.6% 'strongly agree' with the statement presented) to the questionnaire item 6, *fluency* is more important than *accuracy* in deciding on students' speaking ability.

Question 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	14,3	14,3	14,3
	No idea	5	8,9	8,9	23,2
	Agree	27	48,2	48,2	71,4
	Strongly Agree	16	28,6	28,6	100,0
	Total	56	100,0	100,0	

Table 1.6: While testing speaking skills, fluency is more important than accuracy

The questionnaire item 7 is meant to be arranged to obtain information concerning teachers' perception of whether the *assessment tasks* to be provided should reflect the course objectives or should they be provided without taking objectives of the course into consideration. The questionnaire item 7 in a way is arranged to be the sub-question of the questionnaire item 3 in part II, through which it is meant to find out the inter-connection of the assessment tasks arranged for a speaking test with the contextual factors and the course materials used. The questionnaire item 7 is presented hereinafter:

Q.7. While testing speaking skills, assessment tasks should reflect the objectives of the course.

The questionnaire item 7 (see table 1.7) is responded by 56 (100%) participants. 31 (55.4%) of 56 (100%) participants responded as 'agree', 21 (37.5%) of 56 (100%) participants responded as 'strongly agree', 3 (5.4%) of 56 (100%) participants responded as 'no idea' and 1 (1.8%) of 56 (100%) participants responded as 'disagree'. The 'strongly disagree' option is chosen by none of the participants. Based on the responses given by the participants, the assessment tasks provided should demonstrate the course objectives, which are formed in relation with the context.

		Question 7			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,8	1,8	1,8
	No idea	3	5,4	5,4	7,1
	Agree	31	55,4	55,4	62,5
	Strongly Agree	21	37,5	37,5	100,0
	Total	56	100,0	100,0	

Table 1.7: While testing speaking skills assessment tasks should reflect the objectives of the course

The questionnaire item 8 is formed to find out the position of speaking tests among the other language skill/components. The questionnaire item 8 appears to be sub-question of the questionnaire item 1 and the questionnaire item 2 (see Appendix II for the questionnaire part II), through which the degree of the importance of speaking tests (while assessing students' language ability) among the other language skills/components are tried to be analyzed. The questionnaire item 8 is presented below:

Q.8. Testing speaking is a necessary part of language testing.

The questionnaire item 8 (see table 1.8) is responded by 54 (96.4%) of 56 (100%) participants. 2 (3.6%) of 56 (100%) participants appear *missing*; therefore, the valid percentage for 54 participants taken into account is 100%. The number of participants who consider speaking tests as a necessary part in a language test applied is 26 (48.1%), who responded as 'agree', 25 (46.3%) of 54 (100%) are responded as 'strongly agree', 2 (3.7%) of 54 (100%) participants responded as 'no idea', 1 (1.9%) of 54 (100%) participants responded as 'strongly disagree', so in the light of the responses given (26=48.1% participants 'agree', 25=46.3% participants 'strongly agree'), by the participants, speaking can be considered as a *necessary* part in language testing according to teachers' perception.

		Question 8			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,9	1,9
	No idea	2	3,6	3,7	5,6
	Agree	26	46,4	48,1	53,7
	Strongly Agree	25	44,6	46,3	100,0
	Total	54	96,4	100,0	
Missing	System	2	3,6		
Total		56	100,0		

Table 1.8: Testing speaking is a necessary part of language testing

The questionnaire item 9 is raised in order to find out teachers' consideration concerning the position of *appropriateness (socio-cultural conventions of language use)*, *accuracy* and *adequacy of vocabulary* in relation with the importance given while testing students' speaking ability. The questionnaire item 9 is presented below:

Q.9. While testing speaking skills, '*appropriateness (socio-cultural conventions of language)*', is more important than *accuracy (grammar)* and *adequacy of vocabulary*.

The questionnaire item 9 (see table 1.9) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) of 56 (100%) participants is *missing*. Therefore, the valid percentage taken into consideration for 55 participants is 100%. 23 (41.8%) of 55 (100%) participants responded as '*agree*', 13 (23.6%) of 55 (100%) participants responded as '*strongly agree*', 11 (20.0%) of 55 (100%) participants responded as '*no idea*', 7 (12.7%) of 55 (100%) participants responded as '*disagree*', 1 (1.8%) of 55 (100%) participants responded as '*strongly disagree*'. Thus, in relation to responses given (23=41.8% participants *agree*, 13=23.6% participants '*strongly agree*') by the participants, *appropriateness* can be considered as more significant than *accuracy* and *adequacy of vocabulary*.

		Question 9			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	Disagree	7	12,5	12,7	14,5
	No idea	11	19,6	20,0	34,5
	Agree	23	41,1	41,8	76,4
	Strongly Agree	13	23,2	23,6	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Table 1.9: While testing speaking skills, appropriateness (sociacultural conventions of language) is more important than accuracy (grammar) and adequacy of vocabulary

The questionnaire item 10 in order to acquire information about teachers' perceptions concerning whether *intelligibility (rhythm, intonation and pronunciation)* factor in a speaking test is worth taking into consideration. The questionnaire item 10 is presented hereinafter:

Q.10. While testing speaking skills, *intelligibility* concerning *rhythm, intonation and pronunciation* is important.

The questionnaire item 10 (see table 1.10) is responded by 56 (100%) participants. The '*strongly disagree*' option is chosen by none of the participants. 42 (75%) of 56 (100%) participants responded as '*agree*', 7 (12.5%) of 56 (100%) participants responded as '*no idea*', 6 (10.7%) of 56 (100%) participants responded as '*strongly agree*', and 1 (1.8%) of 56 (100%) participants responded as '*disagree*', so according to the responses given to the questionnaire item 10 (42=75% participants responded as '*agree*' and 6=10.7% participants responded as '*strongly agree*'), *intelligibility*

(concerning *rhythm, intonation, pronunciation*) can be considered as an important characteristic while assessing students' speaking ability.

Question 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,8	1,8	1,8
	No idea	7	12,5	12,5	14,3
	Agree	42	75,0	75,0	89,3
	Strongly Agree	6	10,7	10,7	100,0
	Total	56	100,0	100,0	

Table 1. 10: While testing speaking skills, intelligibility concerning rhythm, intonation and pronunciation is important

The questionnaire item 11 deals with the characteristics of a language which are thought to be significant in (communicative) language testing, is formed to acquire information about teachers' perceptions of these features (*contextual and interactional factors* besides *grammar, vocabulary, fluency, pronunciation*) while testing/assessing students' speaking skills. The questionnaire item 11 can be appreciated as the sub-question of the questionnaire item 6 (see table 1.6), which deals with the value assigned to two features of language use (*accuracy, fluency*) by teachers according to the parts they take in while testing/assessing students' speaking skills. In the questionnaire item 11, these two language feature (*accuracy=grammar, fluency*) are submitted to the participants along with the other language features (*contextual factors, interactional factors, vocabulary and pronunciation*) which are considered to have a communicative significance when integrated with one another. Additionally, the questionnaire item 11 can be interrelated with the questionnaire item 9 (see table 1.9), in which the value assigned to '*appropriateness*' (*socio-cultural conventions*) in a speaking test by teachers among the other language features (*accuracy=grammar, adequacy of vocabulary*) occurring in an oral interaction are tried to be found out. The questionnaire item 11 is presented below:

Q.11. *Contextual and interactional factors are important as well as grammar, vocabulary, fluency and pronunciation.*

The questionnaire item 11 (see table 1.11) is responded by 56 (100%) participants. The '*strongly disagree*' is not selected by any of the participants. 42 (75.0%) of 56 (100%) participants '*agreed*', and 11 (19.6%) of 56 (100%) participants '*strongly agree*' with the statement presented. 2 (3.6%) of 56 (100%) participants responded as '*disagree*', 1 (1.8%) responded as '*no idea*'. Thus, in the light of the responses given (42=75.0% participants selected '*agree*' and 11=19.6% participants selected '*strongly agree*') *contextual and interactional factors* can be apprehended as equally important to *grammar, vocabulary, fluency and pronunciation*

		Question 11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3,6	3,6	3,6
	No idea	1	1,8	1,8	5,4
	Agree	42	75,0	75,0	80,4
	Strongly Agree	11	19,6	19,6	100,0
	Total	56	100,0	100,0	

Table 1.11: Contextual and interactional factors are important as well as grammar, vocabulary, fluency and pronunciation

The questionnaire item 12 is formed to obtain information concerning teachers' perceptions of whether the assessment tasks provided should display the objectives of the language program conducted and a wide variety of assessment tasks should be designed accordingly to assess/test students' speaking skill as well as teachers' role in designing them. The questionnaire item 12 can be considered as the sub-question of the questionnaire item 3 (see table 1.3), the questionnaire item 7 (see table 1.7), by which it is meant to be obtain information about teachers' perception of the suitability of the assessment tasks provided to the course objectives, the course-books used and the context in which the speaking tests take place. The questionnaire item 12 is presented below:

Q.12.It is important for teachers to decide on the speaking skills proper to the language program conducted and create various/appropriate assessment tasks accordingly.

The questionnaire item 12 (see table 1.12) is responded by 56 (100%) participants. The '*strongly disagree*' option is selected by none of the participants. 34 (60.7%) of 56 (100%) participants selected '*agree*' and 18 (32.1%) of 56 (100%) participants selected '*strongly agree*'. 3 (5.4%) of 56 (100%) participants responded as '*no idea*' and 1 (1.8%) selected the '*disagree*' option, so according to the responses received (34=60.7% participants responded as '*agree*' and 18=32.1% participants responded as '*strongly agree*') from the participants, the roles of teachers are significant while designing numerous tasks for speaking skill and speaking tests, which are considered to be proper to the objectives of the language program conducted. So teachers' role in designing various test/assessment tasks suitable for the language program conducted are crucial while assessing/testing speaking ability of students.

		Question 12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,8	1,8	1,8
	No idea	3	5,4	5,4	7,1
	Agree	34	60,7	60,7	67,9
	Strongly Agree	18	32,1	32,1	100,0
	Total	56	100,0	100,0	

Table 1.12: It is important for teachers to decide on the speaking skills proper to the language program conducted and create various/appropriate assessment tasks accordingly

The questionnaire item 13 is designed to find out information about the teachers' considerations concerning the features of language (*exchanging information, managing the interaction and improvisational skills*), which are considered to be important in communicative language testing, believed to be significant while testing students' speaking ability or necessary in an oral interaction. The questionnaire item 13 is submitted hereinafter:

Q.13. While testing students' speaking ability, *exchanging information (interaction), managing the interaction and improvisational skills* are very important and should be taken into consideration.

The questionnaire item 13 (see table 1.13) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) appears to be *missing*, so the valid percentage taken into consideration for 55 participants is 100%. The number of participants who responded as '*agree*' is 30 (54.5%) of 55 (100%). The number of participants who selected '*strongly agree*' is 23 (41.8%) of 55 (100%) participants. 1 (1.8%) of 55 (100%) participants selected '*strongly disagree*', and 1 (1.8%) of 55 (100%) participants selected '*no idea*'. Thus, the importance of *exchanging information, managing the interaction and improvisational skills* while assessing/testing students' speaking ability is indicated through the responses received (30=54.5% participants responded as '*agree*' and 23=41.8% participants selected '*strongly agree*') from the participants.

		Question 13			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	No idea	1	1,8	1,8	3,6
	Agree	30	53,6	54,5	58,2
	Strongly Agree	23	41,1	41,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Table 1.13: While testing students' speaking ability, exchanging information (interaction), managing the interaction and improvisational skills are very important and should be taken into consideration

The questionnaire item 14 deals with whether testing/assessing students' *linguistic competence* is adequate for apprehending students' speaking ability or it is one of the several phases taken into account while deciding on students' speaking ability. The questionnaire item 14 is submitted below:

Q.14. Testing the *linguistic competence* of students is adequate while testing students' speaking skills.

The questionnaire item 14 (see table 1.14) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) of 56 (100%) is *missing*, so the valid percentage taken into consideration for 55 participants is 100%. 24 (43.6%) of 55 (100%) participants selected '*agree*'. 14 (25.5%) of 55 (100%) participants selected '*no idea*'. 11 (20.0%) of 55 (100%) participants responded as '*disagree*'. 5

(9.1%) of 55 (100%) participants responded as '*strongly agree*'. 1 (1.8%) of 55 (100%) participants responded as '*strongly disagree*'. According to the number of responses received from the participants, *linguistic competence* is considered to be adequate while testing students' speaking ability.

Question 14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	Disagree	11	19,6	20,0	21,8
	No idea	14	25,0	25,5	47,3
	Agree	24	42,9	43,6	90,9
	Strongly Agree	5	8,9	9,1	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Table 1.14: Testing the linguistic competence of students' is adequate while testing students's speaking skills

The questionnaire item 15 is meant to be formed in order to find out information about teachers' consideration concerning whether '*discrete point*' (grammar, vocabulary, pronunciation) (Hughes,2003:19) tests are sufficient enough to apprehend students' language proficiency level while testing/assessing speaking skills. The questionnaire item 15 can be appreciated as the sub-question of the questionnaire item 14 (see table 1.14), which is designed to find out whether *linguistic competence* is appreciated as the sole language feature which appears to be an indicator of students' proficiency level in oral interaction. The questionnaire item 15 is presented below:

Q.15. '*Discrete point*' (the smallest unit in a language) tests are sufficient for indicating the language proficiency of students; therefore, *grammar*, *vocabulary* and *pronunciation* must be the parts taken *most* into account while testing speaking.

The questionnaire item 15 (see table 1.15) is responded by 56 (100%) participants. 22 (39.3%) of 56 (100%) participants responded as '*agree*', 16 (28.6%) of 56 (100%) participants selected '*disagree*' option, 12 (21.4%) of 56 (100%) participants responded as '*no idea*', 4 (7.1%) of 56 (100%) participants responded as '*strongly agree*', 2 (3.6%) of 56 (100%) participants responded as '*strongly disagree*'. Thus, according to the responses received from the number of participants (22=39.3%) who selected '*agree*' option, solely appears to be more than the responses given by the rest of the participants and can be apprehended as students' proficiency in these or proficiency in some of these units may indicate their language proficiency level in language use according to teachers' perceptions and thus should be taken *most* into consideration while testing students' speaking skill.

		Question 15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3,6	3,6	3,6
	Disagree	16	28,6	28,6	32,1
	No idea	12	21,4	21,4	53,6
	Agree	22	39,3	39,3	92,9
	Strongly Agree	4	7,1	7,1	100,0
	Total	56	100,0	100,0	

Table 1.15: Discrete point (the smallest unit in a language) tests are sufficient for indicating the language proficiency of the students; therefore, grammar, vocabulary and pronunciation must be the part taken most into account while testing speaking

The questionnaire item 16 is intended to obtain information concerning the significance of speaking tests in language testing with respect to teachers' perceptions. The questionnaire item 16 can be considered to be the sub-item of the questionnaire item 2 (see table 1.2), the questionnaire item 4 (see table 1.4) and the questionnaire item 8 (see table 1.8), which aim at finding out speaking tests' level of significance in language testing conventions as stated by teachers. The questionnaire item 16 is submitted below:

Q.16. Testing oral communication performance of students is the most important aspect of language testing.

The questionnaire item 16 (see table 1.16) is responded by 56 (100%) participants. 24 (42.9%) of 56 (100%) participants selected 'agree' option. 16 (28.6%) of 56 (100%) participants responded as 'disagree'. 8 (14.3%) of 56 (100%) participants responded as 'no idea'. 6 (10.7%) of 56 (100%) participants responded as 'strongly agree'. 2 (3.6%) of 56 (100%) participants responded as 'strongly disagree', so in the light of the responses given (24=42.9% selected 'agree' along with 6=10.7% selected 'strongly agree') testing/assessing students' oral communication performance can be apprehended as the most important aspect of language testing convention according to teachers' perceptions.

		Question 16			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3,6	3,6	3,6
	Disagree	16	28,6	28,6	32,1
	No idea	8	14,3	14,3	46,4
	Agree	24	42,9	42,9	89,3
	Strongly Agree	6	10,7	10,7	100,0
	Total	56	100,0	100,0	

Table 1.16: Testing oral communication performance of students' is the most important aspect of language testing

The questionnaire 17 is meant to acquire information about the value assigned by teachers to language components such as *grammar*, *vocabulary* and *pronunciation* while assessing/testing students' *communicative skills*. The questionnaire item 17 can be considered as the sub-item of the

questionnaire item 14 (see table 1.14) and the questionnaire item 15 (see table 1.15), which are raised to find out the value assigned by teachers to language components (*linguistic competence* and ‘*discrete point*’ tests). The questionnaire item 17 is presented below:

Q.17. Testing the components of a language (*grammar, vocabulary, pronunciation*) is not enough to evaluate students’ *communication skills*.

The questionnaire item 17 (see table 1.17) is responded by 56 (100%) participants. 33 (58.9%) of 56 (100%) participants selected ‘*agree*’ option. 14 (25.0%) of 56 (100%) participants selected ‘*strongly agree*’ option. 7 (12.5%) of 56 (100%) participants responded as ‘*disagree*’, 1 (1.8%) of 56 participants responded as ‘*no idea*’ and 1 (1.8%) of 56 (100%) participants selected ‘*strongly disagree*’ option. As stated by the number of teacher who selected either ‘*agree*’ or ‘*strongly agree*’, it can be comprehended that language components like *grammar, vocabulary* and *pronunciation* would not be sufficient for evaluating students’ communication skills. However, with respect to the questionnaire item 15 (see table 1.15), the number of participants who responded ‘*discrete point*’ (Hughes, 2003:19) tests would be adequate while testing students’ speaking skills is 22 (39.3%) of 56 (100%) participants, but the number of participants who responded as ‘*agree*’ to the questionnaire item 17 (see table 1.17) increased in number (33=58.9% of 56=100% participants) when compared with the number of responses given as ‘*agree*’ to the questionnaire item 15. Besides, the number of participants who responded as ‘*strongly agree*’ (4=7.1% of 56 =100% participants) to the questionnaire item 15 increased in number (14=25.0% of 56=100% participants) in the questionnaire item 17 (see table 1.17). Furthermore, the number of participants (16=28.6% of 56=100%) who responded as ‘*disagree*’ to the questionnaire item 15 decreased in number (7=12.5% of 56=100% participants) in the questionnaire item 17.

As maintained by the number of participants who responded as ‘*agree*’ to the questionnaire item 14, which indicates the idea that the *linguistic competence* of students is adequate while testing/assessing students’ speaking skills, is 24=42.9% of 56=100% participants, which is less than the number of responses (33=58.9%) given by the participants to the questionnaire item 17 (see table 1.17), but more than the number of responses (22=39.3%) given by the participants to the questionnaire item 15 (see table 1.15). The number of participants (5=9.1% of 55=100% participants) who responded as ‘*strongly agree*’ to the questionnaire item 14 (see table 1.14) increased in number (14=25.0% of 56=100% participants) in the questionnaire item 17 (see table 1.17). The number of participants (11=19.6 of 55=100% participants) who selected ‘*disagree*’ option in the questionnaire item 14 (see table 1.14) decreased in number (7=12.5% of 56=100% participants) in the questionnaire item 17 (see table 1.17). However, the results of the questionnaire item 17 seems to be contrasting with the results of the questionnaire items 14 (see table 1.14) and 15 (see table 1.15), according to the results received, language components like *grammar, vocabulary, pronunciation* and other related

language skills/components alone, without their integration of language skills, may not be enough to evaluate students' speaking skills.

Question 17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1,8	1,8	1,8
	Disagree	7	12,5	12,5	14,3
	No idea	1	1,8	1,8	16,1
	Agree	33	58,9	58,9	75,0
	Strongly Agree	14	25,0	25,0	100,0
	Total	56	100,0	100,0	

Table 1.17: Testing the components of a language (grammar, vocabulary, pronunciation) is not enough to evaluate students' communication skills

The questionnaire item 18 is designed to find out teachers' perceptions concerning *interaction*, which can be considered as one of the 'key' features of speaking skill/oral communication. The questionnaire item 18 is submitted below:

Q.18. '*Interaction*' is the 'key' feature while testing speaking.

The questionnaire item 18 (see table 1.18) is responded by 56 (100%) participants. 32 (57.1%) of 56 (100%) participants responded as '*agree*'. 20 (35.7%) of 56 (100%) participants responded as '*strongly agree*'. 3 (5.4%) of 56 (100%) participants responded as '*no idea*' and 1 (1.8%) of 56 (100%) participant responded as '*disagree*', so in the light of the responses received (32=57.1% of 56=100% participants selected '*agree*' option and 20=35.7% of 56=100% participants selected '*strongly agree*' option), *interaction* can be considered as the 'key' feature while testing/assessing students' speaking skills according to teachers' perceptions.

Question 18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1,8	1,8	1,8
	No idea	3	5,4	5,4	7,1
	Agree	32	57,1	57,1	64,3
	Strongly Agree	20	35,7	35,7	100,0
	Total	56	100,0	100,0	

Table 1.18: '*Interaction*' is the key feature while testing speaking

The questionnaire item 19 is meant to find out teachers' perception concerning Listening, which is considered as the *pre-requisite* of speaking, in other words it is considered that listening as a receptive skill can mostly be integrated with speaking as productive skill. The questionnaire item 19 is presented below:

Q.19. Listening is *pre-requisite* for testing speaking skills of students.

The questionnaire item 19 (see table 1.19) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) of 56 (100%) participants is *missing*, so the valid percentage taken into

consideration for 55 participants is 100%. 30 (54.5%) of 55 (100%) participants consider listening as the *pre-requisite* of speaking. 11 (20.0%) of 55 (100%) participants responded as '*no idea*'. 10 (18.2%) of 55 (100%) participants responded as '*strongly agree*'. 4 (7.3%) of 55 (100%) participants responded as '*disagree*'. The '*disagree*' option is chosen by none of the participants. Thus, with reference to the responses received from the participants (30=54.5% of 55=100% participants responded as '*agree*' and 10=18.2% of 56=100% participants responded as '*strongly agree*'), listening can be considered as the *pre-requisite* of speaking according to teachers' perception.

Question 19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	7,1	7,3	7,3
	No idea	11	19,6	20,0	27,3
	Agree	30	53,6	54,5	81,8
	Strongly Agree	10	17,9	18,2	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Table 1.19: Listening is pre-requisite for testing speaking skills of students

The questionnaire item 20 deals with the value assigned to whether Pronunciation as a language component would solely be sufficient for apprehending students' speaking skill according to teachers' perception. The questionnaire item is presented below:

Q.20. Pronunciation is the most important component in understanding students' language ability while testing speaking.

The questionnaire item 20 (see table 1.20) is responded by 55 (98.2%) of 56 (100%) participants. 1 (1.8%) participant appears to be *missing*, so the valid percentage taken into account for 55 participants is 100%. The number of participants who selected '*disagree*' is 27 (49.1%) of 55 (100%) participants. 18 (32.7%) of 55 (100%) participants selected '*agree*'. 5 (9.1%) of 55 (100%) participants responded as '*strongly disagree*'. 4 (7.3%) of 55 (100%) participants responded as '*no idea*'. 1 (1.8%) of 55 (100%) participants responded as '*strongly agree*'. As a result, according to the whole number of participants (27=49.1% of 55=100% participants '*disagree*' and 5=9.1% of 55=100% participants selected '*strongly disagree*') who selected either '*disagree*' or '*strongly disagree*' option in accordance with the questionnaire item 20, it may be considered that pronunciation may not be sufficient as a sole unit to evaluate students' speaking ability. According to the number of participants (18=32.7% of 55=100% participants selected the '*agree*' option), *pronunciation* as a *sole* unit in oral language use and would be adequate for apprehending students' speaking skills.

Question 20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	8,9	9,1	9,1
	Disagree	27	48,2	49,1	58,2
	No idea	4	7,1	7,3	65,5
	Agree	18	32,1	32,7	98,2
	Strongly Agree	1	1,8	1,8	100,0
	Total	55	98,2	100,0	
Missing	System	1	1,8		
Total		56	100,0		

Table 1.20: Pronunciation is the most important component in understanding students' language ability while testing speaking

Q.21. Testing speaking skills provides a profile of students' language ability in the target language

The questionnaire item 21 (see table 1.21) is responded by 56 (100%) of the participants. 41 (73.2%) of 56 (100%) participants 'agree' with the statement concerning the significance of speaking tests conducted to evaluate students' ability in the target language. 7 (12.5%) of 56 (100%) participants responded as 'no idea'. 4 (7.1%) of 56 (100%) participants selected the 'disagree' option and 4 (7.1%) of 56 (100%) participants selected 'strongly agree' option. As a result, according to the responses received from the number of participants (41=73.2% of 56=100% participants' selecting of the 'agree' option), testing speaking skills of students can be considered as an important aspect in providing a profile of students' ability in the target language.

Question 21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	7,1	7,1	7,1
	No idea	7	12,5	12,5	19,6
	Agree	41	73,2	73,2	92,9
	Strongly Agree	4	7,1	7,1	100,0
	Total	56	100,0	100,0	

Table 1.21: Testing speaking skills provides a profile of students' ability in the target language

The questionnaire item 22 is meant to find out whether *contextual* and *interactional* factors play an important role in testing/assessing speaking skills of students or it is *grammar*, *vocabulary* and *pronunciation* which are more significant. The questionnaire item 22 is presented below:

Q.22. More emphasis should be put on *grammar*, *vocabulary* and *pronunciation* than it is on *contextual* and *interactional* factors while testing students' speaking ability.

The number of participants who responded to the questionnaire item is 56 (100%). 28 (50%) of 56 (100%) selected the 'disagree' option. 14 (25.0%) of 56 (100%) participants responded as 'agree'. 6 (10.7%) of 56 (100%) participants selected the 'no idea' option, 5 (8.9%) of 56 (100%) participants responded as 'strongly disagree' and 3 (5.4%) of 56 (100%) participants responded as 'strongly agree'. As a result, according to 28 (50%) and 5(8.9%) participants' responding to the

questionnaire item 22 ,as ‘disagree’ and as ‘strongly disagree’, can be interpreted as *contextual* and *interactional factors* are as significant as *grammar*, *vocabulary* and *pronunciation* while testing students’ speaking skills.

The questionnaire item 22 can be considered as the sub-item of the questionnaire item 11 (see table 1.11) -*Q.11. Contextual and interactional factors are important as well as grammar, vocabulary, fluency and pronunciation while testing speaking-* If the results of the questionnaire item 22 (28=50.0% of 56=100% participants selected the ‘disagree’ option) are compared with the results of the questionnaire item 11 (42=75.0% of 56=100% participants selected the ‘agree’ option), they are consistent with one another in that from each of the questionnaire items the implication of the importance of *contextual* and *interactional factors* as well as *grammar*, *vocabulary*, and *pronunciation* in speaking tests are received. However, concerning the number of participants (28=50% of 56=100% participants) who responded as ‘disagree’ to the questionnaire item 22, - if compared with the number of participants (42=75.0% of 56=100% participants) who responded as ‘agree’ to the questionnaire item 11 (see table 1.11)-, is decreased, but implication may not be changed much concerning the importance given to *contextual and interactional factors* besides *grammar*, *vocabulary* and *pronunciation*.

		Question 22			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	8,9	8,9	8,9
	Disagree	28	50,0	50,0	58,9
	No idea	6	10,7	10,7	69,6
	Agree	14	25,0	25,0	94,6
	Strongly Agree	3	5,4	5,4	100,0
	Total	56	100,0	100,0	

Table 1.22: More emphasis should be put on grammar, vocabulary and pronunciation than it is on contextual and interactional factors while testing students’ speaking ability

4.2.3.1. Teachers' Perceptions of Language Skills/Components in a Subsequent Order with respect to their Significance and Difficulty Levels

Table 1.23: The table showing the subsequent order of language skills/components presented in the Questionnaire Part I with respect to teachers' perception of the most and the least important language sub/skills

Order	Question 6 alternative (n) %	Question 7 alternative(n)%	Question 9 alternative (n) %	Question 12 alternative (n) %	Question 13 alternative (n) %	Question 14 alternative (n) %
1	S (27) 48.2%	S (37) 68.5%	G (26) 46.4%	G (22) 39.3%	L (27) 49.0%	G (16) 29.6%
2	W (19) 33.9%	L (26) 48.1%	V (24) 42.9%	V (22) 39.3%	P (15) 27.3%	V (24) 43.6%
3	L (15) 26.8%	V (18) 33.3%	R (21) 37.5%	R (17) 30.4%	V (14) 26.9%	P(8) 14.5%
4	R (24) 42.9%	W (14) 25.9%	L (20) 35.7%	W (22) 39.3%	G (23) 46.9%	F+C (14) 26%
5	V (20)36.4%	R (21) 38.9%	W (17) 30.4%	S (16) 28.6%	R (18) 37.5%	I(15) 28.8%
6	G (23) 42.6%	G (26) 50.0%	S (16)29.1%	L+P(8) 14.2%	W (22) 50.0%	St(20) 40

Note: S= Speaking, W= Writing, L= Listening, V= Vocabulary, R= Reading, G= Grammar, P= Pronunciation, F= Fluency, C= Content, I= Intonation, St= Stress

Question 6, in a general point of view, tries to find out the most and the least difficult language skills/components to teach in the light of teachers' perceptions. Speaking (27= 48.2%) appears to be the most challenging language skill to teach according to teachers' perception, whereas Vocabulary (20=36.4%) and Grammar (23= 42.6%) are considered to be the least difficult language skills/components to teach. Speaking (27= 48.2%) is followed by Writing (19= 33.9%) and Listening (15= 26.8%). Reading (24= 42.9%), in this respect, is put into the fourth order by most of the teacher participants, so it can be regarded that Reading is neither so difficult nor so easy to teach.

Question 7, in general, displays teachers' perceptions of language skills/components regarding their communicative significance. Thus, Speaking (37= 68.5%) is the language skill that is considered as owning the most communicative importance by most of the teacher participants and is followed by Listening (26= 48.1%) and Vocabulary (18= 33.3%) in this respect. According to the results, Reading (21= 38.9%) and Grammar (26= 50.0%) seem to be considered as having the least communicative value, and Writing (14= 25.9%) has appeared in the fourth order, and its being put into the fourth order by the teacher participants can be interpreted as its having a communicative significance depends on the objectives being pursued.

Question 9 focuses on teachers' consideration about the parts (grammar, vocabulary, reading, writing, listening and speaking) in the course books, to which they pay attention most. In the light of the results, Grammar (26= 46.4%) and Vocabulary (24= 42.9%) are the parts which teachers regard as important, and are followed by Reading (21= 37.5%). However, Speaking (16= 29.1%) and Writing (17= 30.4%) are considered to be the least important language skills to which they pay attention in the course books, and Listening (20= 35.7%) seems to be one another language skill which is taken into account as the fourth most important language skill in the course books.

Question 12 deals with language skills/components that mostly covering the course books as parts. Grammar (22= 39.3%) and Vocabulary (22= 39.3%) are the language skills/components that mostly cover the course books. Reading (17= 30.4%) and Writing (22= 39.3%) are following them in this respect, whereas Speaking (16= 28.6%), Listening (4= 7.1%) and Pronunciation (4= 7.1%) appear to be the language skills/components that cover the least part in the course books. Pronunciation (42=89.4%) appears to be in the seventh order (see table 40) Thus, with respect to the results, it can be inferred that the course books, according to the teacher participants' responses, put more emphasis on the *grammatical*, *vocabulary* and *reading* than the other language skills and language components according to the teacher participants' responses.

Question 13, in a general sense, tries to find out teachers' perceptions of the language skill/component that is mostly integrated with speaking while teaching. Listening (27= 49.1%), in this respect, is considered to be language skill that is mostly integrated with speaking and is followed by Pronunciation (15= 27.3%) and Vocabulary (14= 26.9%). Reading (18= 37.5%) and Writing (22= 50.0%) seem to be the language skills that are integrated with speaking in the least degree while teaching it. Grammar (23= 46.9%) appears in the fourth order, which can be interpreted as its integration with speaking in a relative level.

According to the results received from question 14, Grammar (16= 29.6%) and Vocabulary (24= 43.6%) are considered to be the most important language sub/skills taken mostly into consideration by the preparatory schools and/or testing offices while assessing/testing students' speaking skills. They are followed by Pronunciation (8=14.5%) , Fluency (7= 13.0%) and Content (7= 13.0%) in this respect, yet Intonation (15= 28.8%) and Stress (20= 40.0%) seem to be the least significant in evaluating students' speaking ability.

4.2.3.2. The Analyses of the Course Books

4.2.3.2.1. Introduction

Firstly first, before initiating the process of analyses of the course-books used in the target context, it is considered that submitting a brief description of *what is to be meant by analysis of a course material*. Analyzing a course material means to concentrate on the material itself and analyze it objectively, asking questions about its content and asking questions about its objectives intended to reach. In other words the process of analysis is an objective approach to the course materials. (Tomlinson, 2007:17). Analysis of a course-material, according to Littlejohn (1998:192-193), occurs before materials evaluation and action; a) '*Analysis of the target situation of use*' b) '*Material analysis*' c) '*Match and evaluation (determining the appropriacy of the materials to the target situation of use)*' d) '*Action*'. Thus, *evaluation* and *action* are the subsequent steps of material *analysis* (as cited in Tomlinson, 2007:18).

In this part, it is aimed to analyze the course-books used in three different contexts; Gazi University School of Foreign Languages, Atılım University English Preparatory School and Ufuk University School of Foreign Languages. The course- books to be analyzed are English Unlimited Pre-Intermediate Course-book B1 published by Cambridge University Press and is used in Gazi University School of Foreign Languages, Speakout Pre-Intermediate Students' Book published by Pearson-Longman and used in Atılım University English Preparatory School, Pre-Intermediate Language Leader Course-Book published by Pearson-Longman and used in Ufuk University School of Foreign Languages and the speaking parts of each of these books will also be analyzed.

4.2.3.2.2. English Unlimited B1 Pre-Intermediate Course-book

English Unlimited B1 Pre-Intermediate Coursebook, which is published by Cambridge University Press, is used by Gazi University School of Foreign Languages. There are altogether 14 units, and each unit comprises sub-units like 1.1, 1.2, 1.3, etc and *Explore* parts (*Explore Writing* or *Explore Speaking: Keyword, Across Cultures* or *Independent Learning* parts), *Look Again* (*Review* and *Extension*). Each unit of the book is divided into parts with *goals* ('can do's), which focuses on CEF objectives and it is submitted in each one of the sub-units. The first four pages in each unit contain *listening, vocabulary, speaking, writing, reading, grammar* and *pronunciation* parts. These parts are followed by *Target Activity*, which involves *extended (speaking) tasks* (e.g. *task listening, task vocabulary, task reading, task*), for students to revise what they have learnt in the previous lectures. *Task* sections existing in *Target Activity* parts are speaking sections where tasks such as role-plays, group discussions, group talk or interviewing with a partner, are presented. *Task Vocabulary* parts in

Target Activity provide the students with the words or lexical items selected from the either *reading* or *listening task* presented beforehand. *Task* part is the last part in *Target Activity*, where students are directed to recycle, use what they have learnt from the previous lectures (CEF *goals*) and communicate in the target language. *Target Activity* part is followed by an *Explore* section, which initiates with a *Keyword* part where the most common words used in the target language is presented, and its meaning is clarified through presenting an example. This part ends up with *controlled* and *free practice*. *Explore* sections also comprise *Across Cultures* or *Independent Learning* parts. *Across Culture* sections exist in odd-numbered units (Units 1, 3, 5, 7, 9, 11, 13). *Across Culture* sections include listening, speaking, reading, vocabulary (presented either in the reading passages or as an independent part). The recordings of Listening are *authentic* in that people in these recordings are talking about their countries or cultures. Speaking here is the final stage in which students are engaged to make conversations, take part in group discussions or an interview with a partner. The topics presented in this part are, 1) *Culture Shock*, 3) *Mealtimes*, 5) *Money* 7) *Tourism*, 9) *Gestures*, 11) *Neighbors*, 13) *Time*. *Independent Learning* parts alternates with *Across Culture* and occurs in even-numbered units (Units 2, 4, 6, 8, 10, 12, 14). *Independent Learning* parts contain vocabulary, listening, speaking, pronunciation and reading. These language skills/components are integrated with each other. For instance, vocabulary through reading or as an independent part, pronunciation through listening, speaking and listening. The topics presented in this part are, 2) *Noticing and recording collocations*, 4) *English outside the classroom*, 6) *Reading the phonemic*, 8) *Ways of reading*, 10) *Improve your listening*, 12) *Guessing what words mean*, 14) *Improve your speaking*. As it can be comprehended from the topics presented, *Independent Learning* parts guide students to become aware of the learning process and help them use the course materials effectively. There is either an *Explore Speaking* or *Explore Writing* part, and they are alternating each other. *Explore Writing* part is in odd-numbered units (Units 1, 3, 5, 7, 9, 11, 13) and alternating with *Explore Speaking* part, which is in even-numbered units (Units 2, 4, 6, 8, 10, 12, 14).

In *Explore Writing* part, a sample text is presented, and through reading the sample text or texts presented, students are expected to answer the question or questions concerning the text(s) presented, pick certain language features up from the text(s) and use these language features in writing, or read other students' texts and respond accordingly (either through oral interaction or in written interaction (peer-check/correction)). In this part, reading, vocabulary, grammar, writing and speaking can be detected. Listening does not directly exist in this part, but through oral interactions in which students engaged to check each other's written text, listening activities virtually exist.

In *Explore Speaking* parts, which exist in even-numbered units (2, 4, 6, 8, 10, 12, 14), aim at improving students' oral communication skills through various (real-life) situations presented. These parts include listening activities (*a listening text*, which is related to the topic of the unit; *the listening script* for students to follow (read) the conversation they hear- (an interaction/communication occur in

between the listener (student(s)), the speaker (in the recordings) and the text (script). Students are both listeners and readers. Later is the speaker, and later they act as speakers. In these parts, *controlled practice exercises* and *free practice tasks* (role play, turn-taking, interview with a partner, group talk, picture-cued tasks, conversation...etc) exist. The *goals* presented in *Explore Speaking* parts are; 2) *ask people to repeat, spell things and slow down/ show you understand/ take a phone message*, 4) *show interest in a conversation/ develop a conversation by asking questions and giving longer answers*, 6) *speak more politely by being less direct*, 8) *explain words you don't know*, 10) *use questions to preface invitations and requests*, 12) *use vague language*.

At last, *Look Again* parts, which is divided into three; *Review*, *Extension* and *Self-assessment*. *Review* parts comprise three parts, 1) *Vocabulary*, 2) *Grammar* and 3) *Can you remember?* Through *Review* parts, students review and recycle what they have learnt. In *Vocabulary* sub-parts, students are supported by *functional-communicative* exercises (including speaking activities such as group talk, short talk, turn-taking, role-play, group discussion, interview). In *Grammar* sub-parts, students are supported by the grammar points they have learned from the unit. The grammar points are *functional* and *communicative*. In *Can you remember part?* Students are provided with *the key language* they are familiar with from the unit and recycle them through speaking activities (such as short talk, interview, group talk, pair talk, turn-taking, role-play) and *controlled practice exercises*.

Extension parts comprise two sub-parts; *Spelling and sounds*, *Notice*. *Spelling and sounds*, focuses on pronunciation, and *Notice* sub-parts focus on noticing and using the commonly-used language feature through reading, listening and speaking activities.

Self-Assessment part comprises the *goals* (CEF) aimed to reach at end of each unit (CEF's *can-dos*). Through students' self-check part, students can check their own progress by the self-assessment grids presented at the end of each unit.

4.2.3.2.3. Speakout Pre-Intermediate Students' Book

Speakout Pre-Intermediate Students' Book, which is published by Pearson, is used by Atılım University English Preparatory School as the main course book. There prevail 12 units and each unit includes five sub-units, namely, 1.1, 1.2, 1.3, 1.4, 1.5. At the top of each sub-unit (except for the sub-units ending with -4 and -5) CEF objectives are presented under the headings of *Grammar*, *Vocabulary*, *How to*, *Function* and *Learn to*. Each unit initiates with an *Overview* part, in which students are encountering with the topics and the objectives they are expected to learn and reach at the end of each unit with respect to four main skills (Speaking, Listening, Reading and Writing) and *BBC Content*. For example, the overview of Unit 1 comprises Speaking (*talk about what makes you happy, ask and answer personal questions, start/end a conversation, talk about important people in your life*),

Listening (*listen to people talk about what makes them happy, understand routine exchanges, watch an extract from a BBC drama*), Reading (*understand two newspaper articles about relationships*), Writing (*write about an important year in your life, write about your best friend, improve your use of linking words*) and BBC Content (*video podcast: what do you look for in a friend?, DVD: blackpool*). Overview part is followed by two main sub-units, named also as *Input Lesson I* and *Input Lesson II*, (the sub-units ending with -1 and -2), which contain grammar, vocabulary, speaking, listening and writing. The first two parts are followed by *Functional Lessons* (the sub-units ending with -3), which deals with a specific *function, situation* and/or *transaction* along with listening and speaking strategies to follow. In these sub-units *vocabulary, reading, function, learn to, speaking* parts prevail; *vocabulary* is presented through a lexical set, which is connected with the *context* and *function*. The functional language prevailing in *Function* part is presented through listening appropriate to the context in which the language is going to be used, or through *controlled practice exercises* or both.

Learn to parts contain speaking and listening strategies, which can be used in various contexts or situations. *Speaking* parts comprise *role-play, pair talk (information gap student-student, group talk, turn-taking, picture-cue, (pair/group)discussion, flow-charts*. Each unit includes one or more *Speaking Tip* parts, through which students are informed or given advice about speaking strategies, for improving their speaking skills.

DVD Lesson parts (ending with -4) focus on extracts taken from BBC program, which can be considered as authentic and/or natural in speech. In *DVD Lesson* sections, *DVD Preview*, where a short passage concerning the BBC extract is submitted to students to follow up the key language prevails in DVD. Before the short passage presented, students encounter with speaking activities which require pair or group discussions concerning the topic to be presented both in the short passage to be read and the DVD program to be viewed. In *DVD View* sections students watch the BBC extract (Aural-Visual) and answer the questions concerning the extract. A speaking activity based on the topics in BBC extract is following *DVD View* section in which students are going to discuss in pair or in group (pair/group discussions) the questions about the BBC program they have viewed. The following section in *DVD Lesson* is *Speakout Task*, which is based on the topic of the BBC extract they have watched. This part is supported by a listening activity in which listening strategies such as listening for gist and listening for detail can be detected. In *Keyphrases* parts students are going to identify the phrases they hear and match them with other phrases presented below the *Keyphrases* box. Through *Keyphrases* parts students identify the key language which they are going to use in speaking tasks. Listening activities are followed by a speaking activity through which students are engaged to talk in pair or group activities about the questions asked or statements given.

In *Writeback* sections, students are expected to use the key language they have learnt in the previous writing part or use the key language they have encountered in response to the reading passage presented, which can be considered as highly communicative. The *Lookback* sub-unit is the review part of the whole unit, where the key language they have learnt in vocabulary, grammar, function parts are reviewed through controlled practice exercises and a speaking activity (role-play, turn-taking-practicing the conversation given-, picture-cue, group talk).

In connection with the speaking tasks (through role-play, picture-cue, exchange information, group/pair discussions, exchanging information, oral presentations, controlled/free interviews, information gap student-student, questions on a single picture, flow charts), they appear in every sub-unit and in *Communication Bank* sections, and students learn to communicate in an effective way. Sound events are not presented under a separate heading but in listening activities they are presented as intermingled activities along with the other listening activities (identifying intonation, putting stress on word or expressions-weak or strong forms of the verbs-, pronunciation- how to articulate words or phrases and so on) for students to identify them.

4.2.3.2.4. Language Leader Coursebook Pre-Intermediate

Language Leader Coursebook Pre-Intermediate, which is published by Pearson-Longman, is used by Ufuk University School of Foreign Languages as the main course-book. The book comprises 12 units, and each unit has four sub-units, such as 1.1., 1.2, 1.3, 1.4. The first two units (ending with -1 and -2) are *Input Lessons*, in which vocabulary, listening, grammar, speaking, reading, writing and pronunciation prevail, and the language are presented through texts. Each unit starts (*Input Lesson 1*) with an *Overview* part through which students are informed about the topics they are going to learn. In each *Input Lesson*, a reading passage either long or short (taken from magazines or websites) is submitted, through which grammar and vocabulary items are introduced (grammar and vocabulary in context) along with comprehension (check), listening and speaking activities (group talk, picture-cue, information gap student-student, turn-taking, interviewing with a partner/classmates, role-play, pair/group discussion) related to the topic(s) presented.

Concerning the communication activities, in *Scenario* (units ending with -3) *lessons* situations are presented for students to present or discuss their ideas with a partner and/or in group, through which students practice the key language prevailing in each unit. In *Preparation* part a task is presented for students to talk or discuss their ideas with their partners or in group. The speaking tasks are followed either by a listening, reading or vocabulary activity concerning the topic presented. Through the *Pronunciation* part in *Scenario lessons* the key language is presented in correct pronunciation (e.g. *voiced-unvoiced consonant pairs/word linking/weak forms*), intonation (e.g. *intonation in question tags intonation in Wh- questions/intonation in yes-no questions/intonation for*

agreeing-disagreeing/intonation in lists), stress (e.g. *pausing and emphatic stress/sentence stress in proposals/sentence stress*).

The *Key Language* parts in *Scenario lessons*, the key language of the lesson is presented through controlled practice exercises, comprehension activities, listening activities or speaking activities. The *Task* part in *Scenario lessons*, communicative tasks are submitted to students for practicing the key language they have learnt in the unit through speaking activities. *Other Useful Phrases* as a part of the *Scenario lessons* comprises additional expressions for students to use in *Task* activities to extend their speaking skills.

In the *Study and Writing Skills* sections (units ending with -4), there two sub-parts: *Study Skill* and *Writing Skills* parts. In *Study Skill* part, before beginning to write, students are engaged in speaking (pair/group talk, pair/group discussions), and in listening activities. In *Writing Skills* parts, different styles of writing are presented, a sample text is introduced to students to analyze and prepare their writing tasks accordingly. At the end of the part, students are given a *guided writing task*, which is in accordance with a real-life situation.

Review lessons exist after each three units. Through *Review lessons* parts, students revise grammar, vocabulary and the key language from the previous three units through the tasks presented. In the *Language Reference* parts, through which the rules of grammar, the expressions used in key language and the words or expressions of vocabulary are explained, occur at the end of the book. Each unit has its own *Language Reference* part along with *Extra Practice* section, which appears to be the following page of *Language Reference* sections. In *Extra Practice* sections exercises concerning grammar, vocabulary and key language are presented.

4.2.3.3. The Analyses of the Rubrics and the Sample Speaking Tests

4.2.3.3.1. The Speaking Assessment Criteria of University A

The *Speaking Assessment Criteria* applied to speaking tests conducted in University A (see Appendix IV) is raised of 4 parts and according to each criteria defined, students' spoken interaction is assessed. It is designed for the students who are in Pre-Intermediate level. Each one of these parts are graded from 0 (*No Assessable Language*) to 5 (*effective/appropriate/flexible/good/sufficient*) according to students' oral communication skills. The total grade given to students who are successful is 25. The idea of *effective communication, fluency, accuracy, comprehensibility, intelligibility* and *adequacy* are indicated in the *Speaking Assessment Criteria* through with *formal, functional* and *interactional* features of communicative language testing is indicated.

The first criteria termed is *Turn Taking (Listen and Respond)*, in which the interrelation in between Listening (receptive), and Speaking (productive) is indicated. Students' speaking performances are scored from 5 (the highest score) to 0 (the poorest score). 4-3 is for students who are *somewhat* effective both in understanding (listening) what has been said in the target language and responding (speaking) accordingly. 2 is for students who can be defined as *fairly* active in developing a conversation, whose communicative skills can be improved. 1 is for students who are *passive* in developing conversation and whose turn-taking (listen-respond) strategies are limited, and 0 is for students who are *ineffective* in developing conversation.

The second criteria is termed as *Communicative Strategies/Fluency*. If *fluency* in sentential level is not restricted and disconnected in length or speed, and students' oral communication skills are scored from 5 to 0 according to their performances in fluency level. 5 is for students who communicate effectively, whose utterances are not incoherent or fragmentary, whose responses to the topic presented are not hesitant. 4-3 is for students whose utterances are less hesitant, but their utterances are not much hindered because of hesitation. 2 is for students whose speeches are hindered because of frequent hesitation and are less coherent. when prompted, attempts for responding can be observed. 1 is for students whose utterances are incoherent and incomplete, and 0 is given to students who are unable to construct sentences and communicate effectively.

The third criteria termed as *Grammatical Accuracy* deals with the use of grammar patterns accurately which has a significant effect on comprehensibility of what has been uttered. Students' speaking performances are scored from 5 to 0 concerning their use of grammatical patterns accurately and comprehensibly. Students who use various grammatical structures accurately are given 5. Students who are able to form basic grammatical forms accurately but have difficulty in forming much complex grammatical structures are graded either with 4 or 3. Students who often form basic grammatical structures inaccurately and do not attempt to form any more complex grammatical structures are scored with 2. Students not knowing any grammatical rules and the structures they form is generally is distorted are graded with 1. Students who are not able to form any structures are graded with 0.

Vocabulary Source in the speaking assessment criteria focuses on the adequacy of vocabulary and the appropriate use of lexical items to express ideas. Students who own enough lexical items and are able to use the range of vocabulary items appropriately to cope with the topic are graded with 5. Students owning adequate range of vocabulary but have difficulty in going further on the topic presented are graded with either 4 or 3. Students who have limited range of vocabulary, which somewhat hinders communication but attempt to communicate are graded with 2. Students with inadequate vocabulary and restricted in interaction because of the inadequacy in lexical items and are, therefore, incomprehensible in speech are graded with 1. Students, whose vocabulary source is inadequate and form inaccurate lexical items, are graded with 0.

Pronunciation in the *Speaking Assessment Criteria* deals with the accurate vocalization of the words or expressions necessary in a speech act in that the articulation of the words' being intelligible enough to hinder any misunderstanding. Students whose articulation of the choice of words is intelligible and comprehensible, does not cause any miscomprehension at all are graded with 5. Students whose articulation of the individual sounds are poor but do not cause misunderstanding are graded with either 3 or 4. Students with poor articulation of individual sounds and cause listeners to miscomprehend what is being articulated are graded with 2. Students whose articulation of the individual sounds is impossible to comprehend and unintelligible are graded with 1. Students who have severe problems in pronunciation are graded with 0.

4.2.3.3.2. The Speaking Assessment Criteria of University B

The Speaking Assessment Criteria (see Appendix V) used for the speaking tests applied in University B indicates language features taken into consideration while assessing students' speaking ability. They are *Fluency and Pronunciation*, *Vocabulary Range*, *Grammatical Range and Accuracy*, *Task Completion* and *Comprehension*. The speaking assessment criteria is designed for the speaking tests of A2 (Elementary) level, but used as the standards of the speaking tests applied to B1 (Pre-Intermediate) level. Oral presentations are the standard type of speaking exams applied to students once every month, and students' speaking skills are assessed by their own teachers. Besides, students' speaking ability assessed according to their participation to the lectures during the semester. Thus, the rubrics used depend on the students' level of English and applied by the instructors who teach the group of students. Students begin to make oral presentations at Pre-Intermediate level and continue to make oral presentations (once every month) until the end of the semester.

Regarding the parts in *Speaking Exam Evaluation Sheet*, students' speaking performances are scored from 5 (*Adequate...*), 3 (*Limited...*) to 1 (*Very Limited/Little...*) and the total score is 25. The percentage given to speaking exams among the other language skills/components is 15%. The percentage for each one of the language skills/components is %15 for *Writing-Listening*, 15% for *Vocabulary-Reading* and 40% for *Grammar*.

The first criterion taken into consideration is *Fluency and Pronunciation*. Students making responses with *noticeable pauses*, responding slowly through repeating utterances frequently and making self-correction along with their use of *limited range of pronunciation features* are scored with 5 (*Adequate Oral Production*). Students with *limited ability* to connect *simple sentences*, making *long pauses*, mispronouncing frequently that cause misunderstanding for the listener are scored with 3 (*Limited Oral Production*). Students making utterances with too long pauses, mispronunciations are

too frequent and whose communication skills are hindered thereof are scored with 1 (*Very Limited Oral Production*).

The second criterion taken into account is *Vocabulary Range*. Students who can talk about common topics, reveal basic meaning of *unfamiliar topics*, *make frequent errors* and seldom paraphrase are scored with 5 (*Adequate Range*). Students who are able to use *simple vocabulary* in order to give personal information and have inadequate lexical items concerning the topics which are unfamiliar to them are scored with 3 (*Limited Range*). Students whose communication skills are hindered because of their insufficient knowledge of vocabulary are graded with 1 (*Little Knowledge of English Vocabulary*).

The third criterion taken into account is *Grammatical Range and Accuracy*. Students producing basic sentence structures, but seldom forming subordinate sentence structures, making *frequent errors* which may cause misapprehension are graded with 5 (*Adequate Range*). Students forming basic sentence structures with *limited success*, using utterances that they learned by heart and making *frequent errors* except for the utterances they memorized are graded with 3 (*Limited Range*). Students having little knowledge concerning the rules of how to form the basic sentence structure in the target language, who are not able to form basic sentence structures and whose communication skills are limited thereof are graded with 1 (*Little Knowledge of Sentence*).

The fourth criterion taken into consideration is *Task Completion*: students whose responses are sufficient and related with tasks and giving *appropriate detail* are graded with 5. Students who are able to complete at least one of the tasks in a reasonable level, redundancy occurring in other task besides giving irrelevant ideas about the task expected to be completed are scored with 3. Students who are not fully completed both tasks successfully, giving very few details and not attempting to complete the task and/or completing the tasks with irrelevant data are graded with 1.

The fifth criterion taken into account is *Comprehension*. Students understanding most of the utterances made, but in need of *repetition* and *clarification* are graded with 5. Students having difficulty in comprehending what has been said and are in need of *frequent repetition* are graded with 3. Students hardly ever understanding the instructions given along with the simple utterances made are graded with 1. Also students showing no attempt to respond or giving irrelevant responses are graded with 1.

4.2.3.3.3. The Speaking Assessment Criteria of University C

The Speaking Assessment Criteria (see Appendix VI) applied to the speaking tests conducted in University C comprises four language features; *Accuracy*, *Discourse Management*, *Fluency and Pronunciation* and *Use of Vocabulary*. Except for the last two criterion (*Fluency and Pronunciation*, *Use of Vocabulary*), whose appreciated score is 1 pt for each, the appreciated score for the other two criterions (*Accuracy*, *Discourse Management*) is 1.5 pt. for each. The total percentage for speaking skill is 5% among the other language skills/componenets.

The first assessment criterion for assessing speaking skills of students is *Accuracy*, which deals with the use of grammatical patterns accurately. Students making few errors in grammatical patterns are scored with 1.5 pt (*Excellent*). Students making errors in language use and making apparent errors in grammatical structures but do not hinder apprehension are graded with less than 1.5 pt (*Good*). Students whose speech is malformed because of the frequent errors are graded with less than 1.5 pt (*Satisfactory*). Students who cannot form accurate sentences are graded with less than 1.5 pt (*Needs Improvement*).

The second speaking assessment criterion is *Discourse Management*, which is related with the use of various language patterns in a meaningful whole and is coherent and cohesive thereafter. Students who are able to produce *extended stretches of language* with little hesitation, ideas expressed are clear and relevant to the context along with the use of *cohesive devices* and *discourse markers* are graded with 1.5 pt (*excellent*). Students who produce *extended stretches of language* with little hesitation, ideas are relevant but slight repetitions are made and use *a range of cohesive devices* are graded with less than 1.5 pt (*Good*). Students whose responses are extended with *short phrases*, responding with hesitations, ideas mostly relevant but making repetitions, being able to use *basic cohesive devices* are graded with less than 1.5 p (*Satisfactory*). Students whose responses are extended with short phrases and ideas mostly not relevant with a lot of repetitions and not using *cohesive devices* are graded with less than 1.5 (*Needs Improvement*).

The third speaking assessment criterion is *Fluency and Pronunciation*, where the idea of *intelligibility* is indicated through *Pronunciation*. Students whose speech is *smooth (intelligible)* and *effortless* (with no hesitation or very little hesitation) are graded with 1.pt (*Excellent*). Students whose speeches are *mostly smooth* but given with little hesitation, *rephrasing* and *grouping* of words cause inconsistency are graded with less than 1. pt (*Good*). Students whose speeches are *slow* and *hesitant* and not regular, forming incomplete sentences but manage to proceed are graded with less than 1.pt (*Satisfactory*). Students whose responses are *slow*, *stumbling*, *uncertain* and often mostly hesitant except short expressions which are learnt by heart, difficult for listeners to understand, are graded with less than 1. pt (*Needs Improvement*).

The fourth speaking assessment criterion is *Use of Vocabulary*, which is the process of using in appropriate form and having the adequate lexical items needed to express ideas. Students with *rich, precise* lexical items and using the source of vocabulary learnt inside and outside of the class accurately are graded with 1. pt (*Excellent*). Students using the lexical items learnt in class proper to the context given are graded with less than 1. pt (*Good*). Students who can use the lexical items, which are lacking and cause them to repeat ideas or cannot to broaden their ideas because of little vocabulary source are graded with less than 1. pt (*Satisfactory*). Students with *inadequate lexical items* and cannot express ideas appropriately and hinder responses thereof are graded less than 1.p (*Needs Improvement*). The total score given to the students who are proficient enough to express themselves *accurately, appropriately, fluently, intelligibly and* using proper and enough lexical items are graded with 5. pt (5%) among the other language skills/components in the language exam conducted as a whole.

4.2.3.3.4. The Analyses of the Sample Speaking Tests Conducted in Gazi University School of Foreign Languages, Atılım University English Preparatory School and Ufuk University School of Foreign Languages

The types of sample speaking tests, which are applied to Pre-Intermediate level students, are received from Gazi University school of Foreign Languages: *Guided Interview*, which Weir (1990: 76) regards as *The Controlled Interview* and through which making comparisons between students' oral performance is easy and has both *content* and *face validity* in higher degree when compared to other testing styles (except for *information gap exercises* and *role plays*). *Role Play*, through which students are engaged to play one of the roles given. *Role play* is another speaking test task applied to students at Gazi University School of Foreign Languages. Similar to 'controlled' or 'guided' interview, role play has both *content* and *face validity*. It can also be 'controlled' or 'guided' by the testers. Students are expected to perform situations which may exist in real life situations and role play technique may help students approach more 'creative' and more 'complex' levels (Brown, 2004:174; Weir, 1990: 77-78; Weir, 1993: 61-62).

In *Guided Interview* test technique applied to students in Gazi University School of Foreign Languages, students are expected to talk about a topic presented through a question asked, such as questions by an interviewer. For instance, 'What do you do when the weather is really cold? Do you like this kind of weather? Why? /Why not?' or 'Why do people borrow money from banks? Explain the reasons.' The interview initiates with a warm-up, through which students are helped to feel comfortable. Students' oral performances are not scored in this session. In the second phase, if required, students' language levels are tried to be detected through asking specific questions which are formed before hand in that students' knowledge of 'grammar' (e.g. past-present tenses), knowledge of

'*socio-linguistic*' strategies (e.g. talking on the phone in different situations), knowledge of '*vocabulary*' about whether they have the required lexical items to go further in communication (e.g. money, weather) and knowledge of '*discourse*' (e.g. showing a picture in which a sequence of events occurring). In the second phase, students' performances are begun to be scored by the interviewers. A slight shift occurs from the second phase to the third phase in which students are asked to talk about the main topic presented. During the third phase, students' oral skills are going to be assessed by the assessors. Some further questions concerning the topic presented may be asked to students in order to make them go further with their oral communication (Madsen, 1983:162-166). These questions could be from simple ones to more complex ones. At last students are tried to be comforted through asking some simple questions and/or talking about the procedure of the interview, and this last step is not scored. The above mentioned procedure is similar to the procedure that Canale (1984) offered concerning the stages expected to be followed while testing students' oral performance, which are termed as '*warm-up*', '*level check*', '*probe*' and '*wind-down*' (in Brown, 2004: 168; in Coombe, Folse and Hubley, 2010:118).

The second speaking assessment type made in Gazi University School of Foreign Languages is *Role Play*. Two students are paired to interact with each other through the roles presented (*Candidate A – Candidate B*). First, the situation is presented to each one of the students, which is written on the role cards that the students receive. On the role cards of each one of the students to follow, along with the situation, *prompts* are given and through which students' '*interactional*', '*informational*' and/or may be '*improvisational*' (Weir, 1993: 62) skills are tested.

After the interview made with the Head of the Testing Office of Atılım University English Preparatory School, it has been learned that the types of speaking tests applied to Pre-Intermediate level students are *role play*, *picture-cue*, *information gap*, *interview*. During the speaking tests conducted, three instructors take part in to evaluate students' oral performance. The first phase begins with a *warm-up* and during which students are asked simple questions about themselves such as '*where are you from*', '*how old are you?*' etc to comfort them. This phase is scored by none of the assessors. If a *picture-cued* task is selected for students to give a *description of what prevails in the picture* or tell a *sequence of events* manifesting in the picture (Weir, 1990: 77-78; Weir, 1993:51), or if the students are engaged in to take part in playing a role, the first phase of the speaking test may also be used as a process of checking students' knowledge of language in that through which students' knowledge of '*grammar*', '*vocabulary*', '*discourse*' and '*socio-linguistic*' (Brown, 2004:168-170) strategies are checked, but students' performances are not scored. Concerning *picture-cued* tasks, students are expected give a *description* of what is in the picture or expected to tell a *sequence of events* existing in the picture. With respect to *role-play* tasks, two students are given role cards in which the context they are supposed to be in is given along with the *prompts*. As for '*information*

gap', two students are given the same text in which the necessary parts in each student's texts are missing. In order to complete the task, students are expected to ask and answer questions, elicit some information, ask for *clarification* or *paraphrase* the parts required, etc(Weir, 1990:78; Weir, 1993:52-56; Coombe, Folse and Hubley, 2010:122). Regarding the *interviews*, one of the assessors interviews with a student, which Weir termed as '*controlled*'(1993:57 ; 1990:76) and Madsen as '*guided*' (1983:163), and asks questions which are designed by the members of the testing office.

Oral presentations are the kind of speaking tests applied to students in order to assess students' speaking skills. With regard to the interview held with the Assistant Coordinator of Ufuk University School of Foreign Languages, it has been learnt that students begin to prepare oral presentations in Pre-Intermediate level. Until then students' communication skills are assessed by their teachers according to their classroom performances. After reaching Pre-Intermediate level, students are obliged to prepare *oral presentations* once every month, whose topics are chosen either by their teachers or by themselves. The topics selected are generally contemporary issues (e.g. talking about the advantages and disadvantages of the social networking sites, etc). Students' oral performances are assessed by their teachers. Students who prepare oral presentations are expected to interact with their peers; ask and answer questions, clarify information, elicit information, use socio-linguistic strategies, use appropriate lexical items, form accurate grammatical patterns, use language patterns in a coherent and/or in a cohesive way.

CHAPTER V

FINDINGS AND DISCUSSION

5.1. Introduction

In this part of the study, quantitative research results as well as the other related materials obtained (text-books, speaking test tasks, rubrics) are combined and discussed in the light of literature and other related surveys. The results of the questionnaire items are compared and discussed accordingly. Thus, a general description of teachers' views about speaking skill and speaking tests is meant to be inferred through the results received from the research.

5.2. Discussion

5.2.1. Teachers' Perceptions of Speaking Skills compared to Other Language Sub/Skills

According to the teacher participants' responses, most of them (71.4%) claim that they did not have any difficulties in speaking English when they were university students (the questionnaire item 4 in part I), but some of them (28.6%) state that they had difficulties in speaking English when they were university students. Thus, it can be interpreted that speaking as a language skill does not seem so *challenging* according to teacher participants' views with respect to their approach to language knowledge and language performance when they were university students. However, the result of the questionnaire item 5 in part I concerning their having been influenced by the difficulties they had in speaking English have affected their teaching and testing habits is low in number/percentage because 17 teacher participants have not answered the question, but the results do not contrast with the former questionnaire item results. The teacher participants' not having answered the questionnaire item 5 in part I can be interpreted as their not having difficulty in speaking English and thus their teaching and testing habit are not influenced. Therefore, the results indicate that teachers' past experiences equate with their present attitudes towards speaking as a language skill and affect (teachers who think they had difficulties in speaking), or do not affect (teachers who consider they did not have any difficulties in speaking) their teaching and testing habits.

As a result of the research conducted, it is found out that speaking is considered to be the most difficult language skill to teach. Speaking (48.2%), in this respect, is followed by Writing (33.9%) in terms of its difficulty in teaching according to the teacher participants' responses. Thus, teaching speaking appears to be a *challenging* language skill in educational context. As Bailey and Savage

(1994) stated, '*speaking in a second or foreign language has often been viewed as the most demanding of the four skills*' (as cited in Celce-Murcia, 2001:103). The reason for which these two language skills are viewed as '*demanding*', what makes them so difficult to teach? It is searched and negotiated through texts written on these shared difficulty. As for speaking, it is a complicated process; according to Bailey and Savage (1994) it comprises many other '*sub-systems*' and makes it a '*formidable*' language skill for language learners (as cited in Celce-Murcia, 2001: 103) in other words speaking requires many other knowledge of language forms (Ur, 1996: 120). With respect to the responses given by the participants, writing accompanies speaking in terms of its difficulty to teach and thus the result received can be thought as worthwhile. Writing is the counterpart of speaking in that they are termed as the only productive skills in language use. In the light of Ur's approach (1996: 120) '*designing*' and '*administering*' classroom activities for speaking is more demanding than '*designing*' and '*administering*' activities for '*listening, reading*' and '*writing*'. However, the reason why writing is difficult to teach would be another issue for investigation.

In terms of the communicative value of language skills/components, Speaking (68.5%) is considered to be a highly communicative language skill among the others, and is followed by Listening (48.1%), Vocabulary (33.3%), Writing (25.9%), Reading (38.9%) and Grammar (50.0%) in this respect according to the research results. Its being accompanied by Listening is worth considering of Bygate's (1987) model of speaking process, where individuals tend to speak under conditions such as '*reciprocity*' and '*processing*' and is significant in terms of the interactive nature of speaking (as cited in Luoma, 2004: 103-104), so the findings can be interpreted as a virtual implication of the *reciprocal* relationship between listening and speaking. Their perspectives concerning the communicative value they apply to language skills/components have an impact on their teaching and testing habits. *Teachers'* regarding Speaking as an important language skill in terms of its communicative significance may indicate its feature for *interaction*, which is thought to be '*the key feature*' in teaching and testing by teacher participants as well and it is thought to be significant in educational context in this respect. *Interaction*, according to Weir's (2005:71) approach, deals closely with '*reciprocity conditions*' in which '*the dimension of interpersonal interaction, the relation between speaker and listener*' is important. The research findings imply that *interaction* is considered to be the major characteristics of speaking in the light of the teacher participants' responses, and this result seems to match with Weir's (1990), McDonough and Shaw's (2005) identification and approach to the interactive nature of speaking. According to Weir (1990: 73), "*Testing speaking ability offers plenty of scope for meeting the criteria for communicative testing, namely that: tasks developed within the paradigm should be purposive, interesting and motivating, with a purposive wash-back effect on teaching that precedes the test; interaction should be the key feature; there should be a degree of inter-subjectivity among participants; the output should to be a certain extent unpredictable: a realistic context should be provided and processing should be done in real time*". As for McDonough

and Shaw's (2005: 135) identification of the interactive nature of speaking, it is implied through Richard and Rogers's (2002) approach to communicative aspect of language; students are engaged in activities and are expected to use language forms and functions as well as their receptive and productive strategies .

Although *grammar* is considered the least significant in terms of its communicative value, it is one of the most necessary language component along with *vocabulary* in a speech act. *Grammatical competence*, which comprises grammar, lexis/vocabulary, morphology, syntax, semantics as well as phonology/graphology, is forming one of the most important aspects of *language competence/communicative competence* (Luoma, 2004: 99; Coombe, Folse & Hubley, 2010: 113; McNamara, 2000: 18; Fulcher & Davidson, 2007: 38; Bachman, 1995: 87-88; Celce-Murcia, 2001: 17), and knowledge of grammar and vocabulary are the necessary parts of language use.

Another result which can be drawn from the teacher participants' responses is that *listening* is regarded as the language skill which is mostly integrated with speaking while teaching it (49.1% participants). Similarly, *listening* is considered to be the *pre-requisite* of speaking by most of the teacher participants while testing students' speaking skills (54.5% agree). The interactive and the communicative nature of speaking is indicated through its implied integration with listening. As stated by Heaton (1990: 88), "*in many tests of oral production, it is neither possible nor desirable to separate the speaking skill from the listening skills...success in communication often depends on as much on the listener as on the speaker*", or as Madsen (1983: 127) says, "*...listening incorporated as an integral part of speaking evaluation*", or as Brown (2004: 140) stated, "*listening and speaking are almost always closely interrelated*". Thus, teachers' considering *listening* as the *pre-requisite* of *speaking* in the process of testing and its being thought to be mostly integrated with speaking in the process of teaching can be regarded as an implication for teachers' awareness concerning their playing a vital role in '*interpersonal interaction*' or '*the relation between speaker and listener*' or the significance of the '*reciprocal exchange*', during which "*speakers have to pay attention to their listeners and adapt their messages according to their listeners' reaction*" (Weir, 2005: 71-72).

According to teacher participants' responses given to the questionnaire item 14, *grammar* and *vocabulary* are regarded as the two most important language components taken into consideration most by the university testing offices of the school of foreign languages while testing students' speaking ability, and they are followed by *pronunciation* and *intonation* in this respect. *Stress*, *fluency* and *content*, on the other hand, are not chosen by any of the participants. However, *fluency* is thought to be more important than *accuracy* while testing students' speaking skills , and concerning *intelligibility*, *intonation*, *pronunciation* and *rhythm* are important while testing students' speaking skills. *Appropriateness (socio-cultural conventions of language)* is thought to be more important than

accuracy (grammar) and *adequacy of vocabulary* according to teacher participants perceptions. Thus, with respect to the results received, teachers' seeing *socio-cultural conventions* of language use as significant can be interpreted as their regarding the '*socio-cultural context*' (Dubin & Olshtain, 1986: 69), which is one of the characteristics of communicative language teaching and testing that is taken into account as an important aspect of language use. Their regarding of the *socio-cultural conventions* as more important than *accuracy (grammar)* and *adequacy in vocabulary* may not imply their viewing *accuracy (grammar)* and having *adequate vocabulary* as unimportant. However, it can be interpreted as their considering the use of *accurate* grammatical forms and having *adequate* knowledge of vocabulary *appropriate* to the social-context. Along with the other competences, such as '*organizational competence*', which contains '*grammatical competence*' and '*textual knowledge*'; '*pragmatic competence*', which includes '*illocutionary competence*' and '*socio-linguistic competence*' (Bachman, 1995: 87), *socio-cultural* aspect of language use is important, and it cannot be excluded. As Dubin and Olshtain (1986:70) stated, the social and cultural dimensions are meant to be important, and speakers are expected to '*use*' and '*interpret*' the linguistic forms accordingly. In other words, it requires individuals' knowledge of language forms as well as their having knowledge of '*how*' to use language forms *appropriately* in various situations. Thus, forming accurate and appropriate grammatical structures play an important role in '*socio-cultural context*' or in '*socio-cultural conventions*'.

Fluency, according to the teacher participants' perceptions, is more important than *accuracy* while testing students' speaking skills. Brumfit (1984) discriminated *fluency* from *accuracy* and defined them as the two '*contrasting*' features implied in language use (as cited in Nation and Macalister, 2010: 54). The '*contrasting*' view of both *holistic* and *integrated* are implied through *fluency* and *accuracy*. *Fluency* is connected with the language use, which is either '*holistic*' or '*comprehensive*'. It focuses on individuals' presenting of their own ideas, '*getting the meaning across*' in other words deals with the *communicative* features of language use. *Accuracy*, on the other hand, is generally identified with the use of *discrete* components in language. However, *fluency* covers the '*systematic*' features of language and requires to use language *systems* accurately and appropriate to the context (Dubin & Olshtain, 1986: 116-117). Teachers' regarding *fluency* as more significant than *accuracy* may imply their identifying *fluency* with communication and the use of language '*comprehensibly*' and appears to be an antithesis of Brown (2001) and Brown (2004) approach to the importance of both *fluency* and *accuracy*. As Brown (2001: 268) stated, *accuracy* and *fluency* are two salient objectives of Communicative Language Teaching. Thus, while testing students' speaking skills *accuracy* and *fluency* are equally important. According to Brown (2004: 144), "*an overemphasis put on fluency can sometimes lead to the decline of accuracy in speech*". Similarly, Coombe, Folse and Hubley (2007: 115) '*recommend*' to put emphasis on *fluency* and *accuracy* equivalently.

In the light of the results, speaking skill is viewed as an important language skill both in language teaching programs as well as in the process of testing and thought to provide a profile of students' language ability in the target language by the teacher participants' perceptions. According to Heaton (1990: 89-89), "*testing of oral production usually forms an important part of many language testing programs ... testing the ability to speak is the most important aspect of language testing*". Because speaking is one of the language skills that can be tested *directly*, which provides *feedback* for teachers about students' language use in the process of speaking. Teacher participants' regarding speaking as an important language skill may put emphasis on their taking *communicative, interactional* aspects of language use into consideration most because speaking is considered to be the interactive and communicative facet of language use which, as McDonough and Shaw (2005: 133) stated, requires the use of language components, such as grammar, vocabulary and pronunciation, as well as language skills to form a meaningful whole.

According to the responses given to the questionnaire item 5 in Part I (see Appendix II) of the teacher participants of this research, creating real-life situations while talking, asking and answering questions are reckoned to be important by more than half of the teacher participants while testing students' speaking skills. Thus, the teacher participants' approach to what is meant to be important while testing speaking corresponds to Coombe, Folse and Hubley's (2010: 112) determination, which indicates the significance of '*simulating*' real-life settings for students to converse their ideas, ask and answer questions as well as give information, or as van Ek (1975) and Wilkins' (1976) submission in *notional-functional syllabi*, where students' learning a language for *real-life purposes* are admitted (as cited in Luoma, 2004: 33), whose goals, as Luoma (2004: 33) stated, are independent from *grammatically-based syllabi*. As a result, with respect to teacher participants' responses, the significance of *authenticity* in the process of testing or in teaching can be implied, which as stated by Bachman and Palmer (1996: 23-25) is possible to be '*applied*' to various kinds of '*domains*' containing '*task-based*' language teaching and '*communicative*' language teaching classes. Forming an *authentic* test task whose content is related with the content of teaching and learning '*activities*' should also relate with the target language use (TLU) '*domain*' and is important where '*interaction*' and '*feedback*' are meant to exist in the process of testing. The relationship between TLU task features and the test task features affect the '*degree*' of *authenticity* and the '*degree*' of interaction that is expected to occur between the test-takers and the task. The connection between the TLU task characteristics and the test task characteristics is presented below:



Figure 19: Bachman and Palmer's schema proposing the interrelation between *TLU task characteristics* and *Test task characteristics* in terms of *authenticity* (as cited in Bachman and Palmer, 1996: 23)

As it is mentioned above, *interaction*, which Weir (1990: 73) considers as 'the key feature' of communicative language testing, is considered to be one of the important key characteristics by most of the teacher participants. However, what is meant to be implicated as *interaction* by the teacher participants can be interpreted as a double-sided approach to language teaching and especially testing in that the interaction occurs between individuals (where 'reciprocal exchange' can be directly observed and assessed) and the interaction exists between *test-takers* and *test-tasks* (where 'reciprocal exchange' can be less-directly observed because interaction seems to be one-sided and can be assessed through the responses (the using of 'language' and 'topical' knowledge) given by test-takers which are controlled through their application of 'metacognitive strategies' along with their 'affective schemata', which cannot be directly observed but implied through *test-takers'* responses given to test-tasks (see Figure 8 and see Figure 10). According to Bachman and Palmer's (1996: 25-26) illustration, 'interactiveness' is the inclusion of test-takers' 'individual characteristics' in the process so as to achieve the given test-tasks in that test-takers' triggering off their 'language ability' along with their 'topical' knowledge and 'affective schemata' to manipulate the process (see Figure 20). It is determined as one of the most because there are other features of language use that are somehow regarded as significant in the process of language teaching and testing and can be directly or less-directly related with *interaction*.

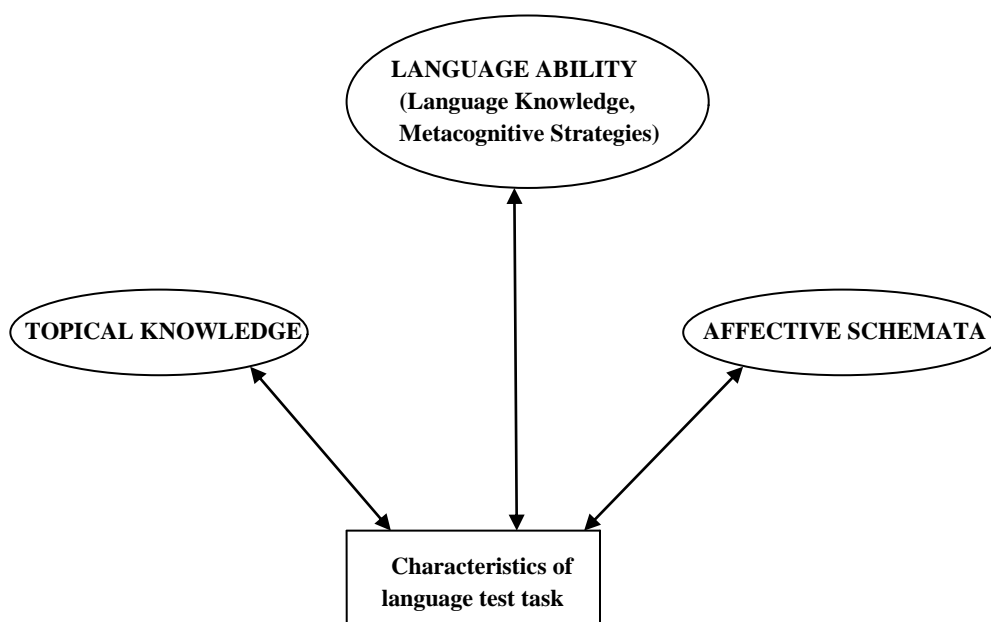


Figure 20: Bachman and Palmer's illustration displaying the *interactive* process occurring between test-takers' 'topical' knowledge, 'affective schemata' and 'language ability' (as cited in Bachman and Palmer, 1996: 26)

Since *interaction*, which partakes in the very nature of the process of speaking and in the process of its testing/assessment, and the process of '*interactiveness*' occurring between test-takers and test tasks (such as '*real-life domain*' (test) tasks and '*language instruction domain*'), and *authenticity* (see Figure 19), which is implied through teacher participants' responses concerning their agreeing upon the '*simulating*' of real-life situations while conversing ideas, asking and answering questions, requesting clarification or clarifying information as well as giving information, are regarded as a key characteristics in testing speaking.

According to the research results, which can also be interconnected with the interpretations made above, *contextual* and *interactional* factors are meant to be significant as well as *grammar*, *vocabulary*, *fluency* and *pronunciation* while testing students' speaking skills (Coombe, Folse and Hubley, 2010: 116) by the teacher participants. As stated by Weir (1993: 36), the role of *context* is significant in displaying the *communicative language ability* and "*language cannot be meaningful if it is devoid of context (linguistic, discorsal and socio-cultural)*". Furthermore, *exchanging information*, *managing interaction*, and *improvisational skills* are also considered to be very important by more than half of the teacher participants. As implied before, *interaction* and/or '*interactiveness*' as well as *authenticity* are interrelated features of language tests (including speaking tests). It is *authenticity*, which deals with the relation between test-tasks and target language use '*domains*' (Bachman and Palmer, 1996: 29), whose *contents* are manipulated by the *context* they are in. As Weir (1993: 30-44) suggests, three dimensions existing in a *spoken interaction* is overriding the process (Bygate's (1987) proposition of *the nature of speaking skill*) and may help form language tests and assess students'

speaking skills, where *improvisational skills* (such as *asking for clarification*, etc), which occur when the interaction stumbles, along with *'informational routines'* (such as *story-telling, making comparisons and descriptions, giving instructions*, etc) and *'interaction routines'* (such as *information gap 'tasks', role plays, interviews, discussions, decision-making*, etc) are supposed to be equally paramount in *'operating'* in a spoken interaction. *Managing interaction* appears to be another important aspect in the process, in which *'agenda management'* and *'turn-taking'* play some significant roles. *'Conditions'* or *situations* is another important aspect in the process of speaking, in which the given tasks are performed under *'time constraints'* with interlocutor(s), whom students are *'familiar'* with or not, and the *'quality of output'* (such as *accuracy, fluency*, intelligibility) are affected by the *'conditions'* in which *'operations'* takes place. Moreover, teacher participants consider *grammar, vocabulary, fluency and pronunciation* as equally important along with the other features of a spoken interaction. As for *grammar, vocabulary and pronunciation*, instead of testing/assessing them separately, it is suggested to test/assess each one of these language components in the process of interaction. As stated by Madsen (1983: 11), "*language components involved in communicating include vocabulary, grammar, and pronunciation. While they are all blended in a skill such as listening, it is possible to test how well each component has been mastered individually as a 'sub-skill' of listening or of speaking,...*". Additionally, according to the teacher participants' (58.9% agree and 25.0% strongly agree) responses to the questionnaire item 17 in Part II (see Appendix II), *grammar, vocabulary and pronunciation* would not be enough to assess/test students' *communicative skills*. According to Madsen (1983:11), language *'sub-skills'* are not enough to *assess/evaluate 'how well'* individuals perform in the target language. Furthermore, language components (such as pronunciation) generally assessed through *listening and speaking*. Language *'sub-skills'/components* cannot be excluded (e.g. if problems in *pronunciation* may cause interruption in the process of a speaking test, it will become a challenge in assessing/evaluating individuals' *communicative skill or vocabulary and pronunciation 'identification'* can be used as *'pre-speaking'* activities in the beginning level), but they even cannot be made the sole units (Madsen, 1983: 57-58) for testing/assessing individuals' *communicative language ability*. Thus, in the light of the research results (q. 5, q. 11, q. 13, q. 17, q. 20, q. 22), teacher participants perceptions concerning the importance of *interactional, contextual* factors as well as using *improvisational skills* in the process of interaction along with *management of interaction, negotiation of meaning*, which are regarded as equal to using language *'sub-skills'/components*, can be interpreted as their appreciation of the *'dynamism'* in a speaking test in which, as Weir (1993: 31-36) stated, *'reciprocity conditions'* are important and make a speaking test *'valid'*.

Discrete-point tests are considered by nearly half (39.3%) of the teacher participants as adequate to assess students' language proficiency level (q. 15) in the language tests conducted, but some of the teacher participants (28.6%) *disagree* with the statement and 21.4% of the participants

responded as having *no idea*. Similarly, nearly half of the teacher participants *agree* with the statement which indicates that while testing students' speaking skills, testing students' *linguistic competence* is adequate (q.14) . These two research results appears to be contradictory with the previous research results. *Discrete-point* tests, according to Davies, aim to test/assess students' knowledge of language components, such as knowledge of *grammar, phonology/graphology, lexical items, syntax, morphology* and *discourse* (as cited in Sheldon, 1988: 5), which can be identified with the *Audio-Lingual* Method (see Figure 3), whose primary goal is individuals' developing their *linguistic competence*. *Linguistic competence*, as stated by Chomsky (1965), focuses on the proficiency in handling of the '*abstract system of rules*' and through which it is possible to comprehend and form sentences (as cited by Munby, 1985: 7). The *socio-cultural conventions* of language use, which are considered to be one of the most important aspects in *communicative language teaching and testing*, are considered to be eliminated. According to Jakobovits (1970), social context is significant in terms of language use (as cited in Munby, 1985: 9). However, most of the teacher participants consider *socio-cultural conventions* along with *grammar, vocabulary* and *grammar* as significant, but this result seems to be contrasting with their regarding *discrete point test* and *linguistic competence* as the most significant phase in understanding students' language ability or their language proficiency levels. Furthermore, *discrete-point 'approach'* to language testing, as stated by Jakobovits (1970), does not serve for *communicative goals*; "*performance on these language tests and the ability to make the use of language for communicative purposes are not necessarily related indicating that the former is not a good measure for the latter*" (as cited in Munby, 1985: 19). According to Munby (1985: 22), Hymes' the socio-linguistic approach to language use puts emphasis on in the '*interactional aspects of a persons competence that is necessary for actual communication*'. Thus, in the light of the research results, the teacher participants' considering *discrete point tests* as adequate for assessing/testing individuals' language ability as well as assessing/testing individuals' *linguistic competence* as adequate for comprehending their proficiency level in language use resemble to Birdal's (2008), Davies and Pearse's (2002) results in that teaching grammatical structures is regarded as important, whereas the communicative approach to language teaching is ignored (as cited in Hassan, 2013: 2-3).

With respect to the research results, teacher participants agree on providing a wide range of assessment tasks which they think should reflect course objectives and be appropriate to the language program conducted while testing students' speaking skills, and this result indicates teachers' perception of the significance of the inclusion of a wide variety of tasks in a language test to assess/test students' language ability appropriate to the course objectives, so teachers' role in deciding and designing types of test tasks appropriate to the '*pedagogic*' program is crucial and through tasks designed , as stated by Coombe, Folse and Hubley (2007: 114), it is possible that certain skills can be tested/assessed more profoundly than the other skills, and designing or '*describing*' different types of

test tasks, with respect to Bachman and Palmers' (1996: 47) proposition of the framework for '*task characteristics*', is necessary for warranting tasks' '*comparability*' in terms of their '*reliability*' with the others, is important for '*comparing*' target language use (TLU) features with test tasks in order to '*assess*' authenticity as well as target language use tasks and are considered to be the foundation of developing related test tasks appropriate to the '*domain*' (either '*real-life domains*' or '*language instruction domain*'). Thus, regarding the research results concerning teachers' perception of designing various tasks to assess/test students' target language use/ability appropriate to the context and the objectives of language program can be equated with Skehan's (1998) consideration concerning '*selecting*' tasks suitable for '*the desired pedagogic outcome*'; "*tasks may be chosen and implemented so that particular pedagogic outcomes are achieved*" (as cited in Murphy, 2003: 352).

5.2.2. The Interconnection Between Course-Books, Speaking Tests Conducted and Rubrics Designed

The course-books used in Gazi University, Atılım University and Ufuk University English Preparatory Schools are *English Unlimited Pre-Intermediate Coursebook*, *Speakout Pre-Intermediate Students' Book* and *Pre-Intermediate Language Leader Coursebook*, and the goals presented in the course-books are based on CEF objectives, which are *communicative*. With respect to the teacher participants' responses, the course-books used in the teaching programs in the preparatory schools are *communicative* and *grammar-communicative* on the basis. Nearly half of the teacher participants (41.8%) think that the course-books used are *communicative-grammar* based. Another group of teachers (38.2%) think that the course-books used are *communicative*, so in the light of teacher participants' responses concerning the procedure (*communicative-grammar* based/ *communicative* based) followed to teach the target language are relevant to the procedure pursued in the course books whose objectives are based on CEF goals, which is *communicative*. The group of teacher participants who considers (the method applied in the course-books to teach the target language) as *communicative-grammar* based may think *grammar* not as an abstract knowledge of language taught separately but a language knowledge proposed through texts (e.g. reading comprehension parts) and/or co-texts (e.g. listening activities or the scripts of listening activities) which are either written or aural. Therefore, it can be thought that *grammar*, as an important sub-category in *communicative competence/ communicative language ability*, may not be used by the teacher participants in its conventional term as each one of the course-books presents *grammatical forms* as an essential part for accomplishing the *communicative goals* addressed.

According to teacher participants' responses, the language skills and language components that cover most of the parts in the course-books used are *grammar* (39.3%), *vocabulary* (39.3%), *reading* (30.4%), *writing* (39.3%), *speaking* (28.6%), *listening+pronunciation* (14.2%) subsequently. In the course books, *grammatical structures* are not presented separately but in texts which are appropriate to the context (e.g. in reading and listening texts) first. Students are expected to recognize and use the *grammatical forms* either receptively (listening and reading parts) or productively (writing and speaking parts) to communicate in the target language, so '*guided discovery*' technique is used for students to find out *grammatical structures*, and students are directed to use the related *grammatical structures* in *speaking* and *writing activities*. *Vocabulary* following *grammar* in this respect according to the research results. Vocabulary items, such as '*high-frequency collocations*' (e.g. make mistakes, do exercise), '*fixed*' and '*semi-fixed phrases*' (e.g. I agree.../ I disagree...) , '*words*' related to the topics of each unit (e.g. relaxing, comfortable), '*stems*' (e.g. Why don't you...?), etc are proposed through texts or co-texts (e.g. listening scripts) or as a separate section, and students are directed to use the words and phrases productively through speaking and writing activities. Because *grammar* and *vocabulary* are comprised in almost all parts in each unit, teacher participants' responses concerning their mostly covering the course-books can be interpreted as acceptable, but the way they are being presented does not make the course-book either grammar or vocabulary based because grammar and vocabulary appear to be the facilitators to increase comprehension and to use the target language orally and in writing. Moreover, *listening* and *speaking* , in the light of the research results, are regarded to be the two language skills on which the least emphasis are put. However, when the extent of listening and speaking activities which covers the course-books is examined, it can be inferred that the language skills (speaking and listening) on which the least emphasis are said to be put exist in each sub-unit in that grammar, vocabulary and even reading passages are presented through listening comprehension activities and supported by relevant speaking activities or tasks. Therefore, teachers' considering of speaking and listening as the least existing parts in the course books can be regarded as almost impossible. For instance, language skills/components (reading, grammar, vocabulary, writing) are supported through listening and speaking tasks. Texts are supported aurally, or orally in that students can check their responses to a given text through hearing the correct answers, or hear the text from a native-speaker or a native-like speaker or discuss their answers with a partner or partners, hear and practice pronunciation, intonation, stress, or grammatical structures through oral-drills and talk about topics presented through listening comprehension activities. With respect to teacher participants' responses concerning the language sub-skills (the questionnaire item 14 in Part II) such as grammar, vocabulary, pronunciation, stress, intonation, fluency and content into order from the most important to the least, *grammar*, *vocabulary*, *pronunciation* and *intonation*, subsequently, appear to be the language components that are mostly integrated with speaking skill and can also be considered as the integral parts of listening skill, but *fluency* and *content* are not selected by any of the teacher participants, which are the significant aspects of teaching and testing in educational context as well.

Hence, it can be inferred that teachers' perceptions concerning what is meant to be initially significant and mostly integrated with a particular language skill may be manipulated through the way course-books present the interrelation of language skills and language components with one another. As a result of the fact that '*reciprocity conditions*' (Weir, 2005: 72-73) are provided throughout the course-books, and speaking activities are mostly supported by listening comprehension activities (Madsen, 1983: 127 ; Heaton, 1990: 88 ; Brown, 2004: 140 ; Weir, 2005: 71-72), whose integration with speaking has already been implied by most of the teacher participants. Moreover, it has also been stated by most of the teacher participants that listening is the pre-requisite for speaking in the speaking tests conducted.

Speaking parts include tasks such as *role-play*, *picture-cued tasks* (questions on a single picture or talking about the events presented in a picture), *interview with a partner*, *group-discussion*, *asking and answering questions*, *conversations*, *pair-talk*, *group-talk*, *flow-charts*, *exchange information* ('*information gap student-student*'), *story-telling*, *controlled/free interviews* and the topics (e.g. *asking people to repeat or slow down*, *making a phone call*, *family matters*) presented for students to talk about including real life situations or '*real-life domains*' as Bachman and Palmer (1996: 23-25) stated , or for '*real-life purposes*' as Luoma (2004: 33) stated, and '*interaction*' appears to be the major concern (Weir, 1990: 73) when speaking tasks are examined closely, which is also meant to be significant by most of the teacher participants.

According to the teacher participants' responses, while testing students' speaking skills, course objectives along with the CEF goals presented in the course-books are taken into account. Moreover, speaking tasks in the speaking tests conducted by the preparatory schools of each university are relevant to the speaking tasks presented in the course-books. University A uses *guided interview* and *role play* test techniques to test/assess its students' speaking skills. University B uses *oral presentation* technique to assess its students' speaking ability ,and University C uses *picture-cued tasks*, *information gap student-student*, *role play*, *story-telling* and *interview* test techniques. All these speaking test techniques applied exist in the course books used as language activities. Thus, according to the results , the speaking test tasks and the speaking tasks or activities in the course books are similar to each other. The procedure followed through *guided/controlled interview technique*, which is conducted in University A to assess students' spoken interaction, "*has a higher degree of content and face validity*", but it is thought to be difficult "*to replicate all the features or real-life communication such as reciprocity, motivation, purpose and role appropriacy*" (Weir, 1990: 76). Moreover, one of the drawbacks of *guided/controlled* interview is that the '*asymmetry*' which may occur between the interlocutors in that because the interviewer (the examiner) is considered to be the superior one, students may feel threatened (Madsen, 1983: 162-163; Hughes, 1989/2003: 119). Similarly, Jenkins

and Parra (2003: 102) underline relevant conditions which may occur in a face-to-face interaction; “...it was indeed a situation where the power dynamic favored the evaluators who controlled the topic and expected the ITAs to ‘display’ by simply providing a ratable language sample in response...”. However, when University A’s student population is taken into consideration, in terms of the *practicality* feature of language testing in general, it is thought to be reasonable to conduct such speaking test technique while assessing students’ speaking skills.

As for *oral presentation technique*, which is conducted by University B during classes and meant to be used for academic and professional purposes. Students propose the topic they have prepared, and if an oral presentation is supported by visuals, it is considered to serve to its purpose. It is thought to be as *communicative* and *authentic* in nature in that the test-taker deals with the questions asked, so ‘*reciprocity conditions*’ can be provided through *asking and answering questions* about the topic presented and is important for maintaining social interaction. In other words, *asking and answering questions*, which may occur in the process of an oral presentation can transform the situation into a highly *interactive setting*; otherwise, if the process perpetuates only with the presenters talk, conditions for an interactive talk will be limited. As Basturkmen (2001: 4-12) stated about taking part in the ‘*questioning sequences in talk*’, it is an extensive thus a significant aspect in *academic situations* and in ‘*working life*’, through which ‘*getting information*’, ‘*contributing ideas*’ as well as ‘*being actively involved in the environment*’ is the paramount. Furthermore, as Thomas and Hawes (1994) stated, “...*exchanges in academic and work situations have more emphasis on the effective exchange of information*” (as cited in Basturkmen, 2001: 4).

Story-telling, role-play, picture-cued tasks and *information gap type tasks* are the speaking test-techniques applied to assess/test students’ speaking skills. Except for *picture-cued* tasks, which, as stated by Weir (1990: 77 ; 1993: 52), give very little feedback about students’ ability to interact in that students cannot use their *improvisational skills*, such as *negotiation of meaning, agenda management* and *requesting for clarification*. In a general point of view, they are *monologic* in nature. Moreover, *authenticity* level of such tasks are limited in that except for situations that require descriptions. Thus, ‘*reciprocity conditions*’ are limited and are ‘*non-communicative*’. However, *story-telling, role-play, information gap* type tasks are highly communicative and require interaction with a fellow-partner. Story-telling, as stated by Jones (2001: 155-162), plays an important role in ‘*everyday conversation*’ and should be a part of language teaching syllabi to improve students’ oral communication skills and is considered as highly communicative and requires interaction. *Information-gap student-student*, which Weir (1990: 78-79 ; 1993: 52-56) defined as a speaking test technique that requires interaction. Role-play test tasks is another test technique which is considered as highly communicative in nature and may require *improvisational skills* during the interaction with a fellow partner. Role-play test tasks

can be considered as a task resembling to *drama technique* where *improvisational skills* are fully used, and, as stated by Miccoli (2003: 122-128), contribute to students' '*meaningful learning*' or help students grow '*interest in meaning making*'.

The rubrics designed to evaluate students' performances in speaking test tasks comprise *fluency, accuracy, vocabulary, pronunciation, the score management, task completion and comprehension*. The *Speaking Assessment Criteria* designed by University A to evaluate students' performances comprises *Turn-Taking (Listen and Respond), Communicative Strategies/ Fluency, Grammatical Accuracy, Vocabulary Source and Pronunciation*. *Turn-Taking (Listen and Respond)* implies the significance of '*reciprocity exchanges*' which Weir (2005:71-72) regarded as vital in spoken interaction. *Communicative Strategies/ Fluency* underline students' application of communicative strategies effectively and their responding to the situation to the topic presented. Furthermore, it also implies the importance given to students' using their *improvisational skills* which requires skills such as *negotiation of meaning, turn-taking, agenda management, asking for clarification*, which are crucial for *Interaction Routines* (e.g.: information gap tasks, role plays, interviews, discussions, conversations, decision-making). With respect to *Grammatical Accuracy*, students' performances in using grammatical structures in a well-organized way (discourse competence) are assessed. As for *Vocabulary Source*, students' knowledge of vocabulary relevant/appropriate to the topic presented are evaluated. *Pronunciation* focuses on students' using of individual sounds intelligibly such as rhythm, intonation, stress.

Regarding the *Speaking Assessment Criteria* of University B, *Fluency and Pronunciation* focus on assessing students' knowledge and thus use of individual sounds and their responding to utterances with or without hesitation. *Vocabulary Range* deals with students' having adequate range of vocabulary relevant to the topic. *Grammatical Range and Accuracy* focus on students' knowledge of grammatical structures (linguistic competence) and their presentation in a well-organized way (discourse competence). *Task Completion* refers to students' dealing with the tasks presented in an appropriate way as well as with relevant details. *Comprehension* refers to students' comprehending the utterances made. It, in a way, deals closely with students' knowledge of grammatical structures along with knowledge of vocabulary.

Concerning the *Speaking Assessment Criteria* of University C, *Accuracy* deals with students' ability to form meaningful sentences. It is closely related with students' *grammatical competence*. Regarding *Discourse Management*, it focuses on whether students' responses are coherent and presented in a cohesive way. In other words, it requires students' knowledge and use of a range of cohesive devices and discourse markers. *Fluency and Pronunciation* relates with students' knowledge

and use of individual sounds and their shifting from one form to another without having any difficulty. *Use of Vocabulary* refers to students' assessment through whether having adequate vocabulary or lexical items relevant to the topic.

If compared to the speaking assessment criteria of *The Associated Examining Board Test in English for Educational Purposes- Assessment Criteria for the Oral Test* (see Appendix VII), each criterion existing in these rubrics are correlated. However, one criterion, *Appropriateness*, does not exist, which relates with *socio-cultural conventions of language use*. Socio-cultural conventions of language use, which is along with *'illocutionary competence'* is one of the sub-categories of *'pragmatic competence'*, is one of the important aspects of *'language competence'* and its existence in rubrics is significant. *Adequacy of Vocabulary* in *The Associated Examining Board Test in English for Educational Purposes* (Weir, 1990: 147-148) is correlated with the *Speaking Assessment of Criteria* of University A, B and C, which requires the range of vocabulary necessary for communication. Similarly, *Grammatical Accuracy* relates with the grammatical patterns which students are expected to know and use. *Intelligibility*, which exists in the universities' speaking assessment criteria and termed as *Fluency/ Pronunciation*, relates with students' knowledge and use of sound system such as rhythm, intonation, and pronunciation. *Fluency* exists as a separate part in *The Associated Examining Board Test in English for Educational Purposes*, and indicates students' evaluated according to their responses to the utterances without any fragmentary and incoherent way. *Relevance and Adequacy of Content* in *the Associated Examining Board Test in English for Educational Purposes* (which is termed as *Task Completion* in University B's *Speaking Assessment Criteria*, as *Communicative Strategies/ Fluency* in University A's *Speaking Assessment Criteria*) refers to the relevance and adequacy of the responses given by students to tasks and meant to be important for task completion.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

6.1. Conclusion

This study has investigated teachers' perceptions of speaking, as a language skill, and the speaking tests conducted in universities' preparatory schools. It has been also tried to be found out teachers' perceptions of the relationship between speaking and the other language skills/components while teaching and testing students' speaking skills in that what is meant to be significant in a speaking test in the process of evaluating students' oral ability. Thus, the interconnection among speaking tasks in the course books, the speaking test tasks as well as the rubrics designed to evaluate students' language performance in speaking tests are examined.

The analysis of the data collected through the questionnaire prepared for teachers, the course books used, a sample speaking test applied, the rubrics and the interviews held with the head of the testing office of Atılım University and the assistant manager of Ufuk University English Preparatory Schools.

The result of the questionnaire item 4 in part I shows that most of the teachers (71.4%= NO) did not have any difficulties in speaking when they were university students, but 28.8%=YES say that they had difficulty in speaking English when they were university students. Regarding the questionnaire item 5 in part I, most of the teacher participants (50%= 25%-rarely+ 25%- never) indicate that their having difficulty in speaking when they were university students have not affected their teaching and testing habits. 30.4% of the teacher participants' not having answered the questionnaire item 5 in part I can be inferred as their not having difficulty in speaking English. Therefore, the results received from the questionnaire item 4 and 5 indicate that teachers' past unfavourable experiences with speaking do not influences their approach to language teaching and testing.

According to the data result of the questionnaire item 6 in part I (48.2% speaking+ 33.9% writing), speaking and writing appear to be the most challenging language skills, and the result of the questionnaire item 7 in part I (68.5% speaking+ 48.1% listening) indicates that speaking and listening, according to the teacher participants' perceptions, are the language skills which are important with reference to their communicative significance. The result of questionnaire item 8 in part I, which is the sub-questionnaire item of the questionnaire item 7, shows that speaking and listening, which are

followed by vocabulary (33.3%), can be regarded as the two inseparable language skills with respect to teachers' perceptions. Moreover, a similar kind of an interconnection can also be observed in the course books (English Unlimited Pre-Intermediate Course Book, Speakout Pre-Intermediate Students' Book and Language Leader Pre-Intermediate Course Book); speaking activities are widely supported by listening activities, and most of the speaking tasks in the course-books require *turn-taking* attitudes, which necessitates *interactive listening*, such as *role-plays*, *interviews*, *group-pair talk*, *group-pair discussions*. Thus, it can be inferred from the results that teachers' perceptions may also be manipulated by not only the common rationale of the interaction, which is supposed to exist in the nature of speaking, but by the way tasks being presented in the course books as well.

The results of the data analysis for the questionnaire item 6 in part I indicate that speaking, along with writing, is considered to be the most challenging language skill according to teachers' perceptions. Nevertheless, speaking is appreciated by most of the teachers (68.5%) as the most *significant* language skill with respect to its communicative value (the questionnaire item 7 in part I). Its being followed by listening (48.1%) ,in terms of communicative value, can be inferred as its *reciprocal* characteristics in that '*reciprocity conditions*' , as stated by Weir (2005: 71-72), Luoma (2004: 103-107), require speakers' attention for what listeners say and modify relevant messages according to listeners' reactions. Thus, according to the data results (the questionnaire item 13 in part I and the questionnaire item 19 in part II), the interrelation between, or the *reciprocal* situation, speaking and listening is underlined by the teachers, and *reciprocity conditions* are important for forming a '*spoken interaction*' (Weir, 2005: 71), or as Buck (2001: 12-13) termed '*collaborative listening*', in which both the speaker and the listener '*change roles, back and forth*'. Hence, teachers' regarding listening as the *pre-requisite* of speaking while testing students' speaking skills, or their considering of listening as an *integral* part of speaking while teaching would not be viewed as an unusual approach to teaching and testing habits. Thus, the interactive nature of speaking is acknowledged by the teachers (the questionnaire item 18 in part II). In this respect, according to the data analysis received, *interaction* is the '*key*' characteristic while testing speaking skills of students (Weir, 1990: 73). In this respect, *creating real life situations in conversing*, *asking and answering questions*, *clarifying information* , *giving information* are considered to be important while testing students' speaking skills (the questionnaire item 5 in part II). Furthermore, according to the study results (the questionnaire item 13 in part II), *exchanging information (interaction)*, *managing the interaction* and *improvisational skills* are considered to be important (96.3%= 54.5%-agree+ 41.8%-strongly agree) while testing students' speaking ability.

The results of the data analyses of the questionnaire item 11 in part II indicated that the *contextual* and *interactional* factors are significant besides *grammar*, *vocabulary*, *fluency* and *pronunciation* (94.6%= 75.0% agree+19.6% strongly agree). The results, therefore, put emphasis on the importance of *contextual* and *interactional* factors with students' use of language components

accurately, which is meant to be appropriate to the context. Furthermore, the data analysis of the questionnaire item 22 in part II (50.0% *disagree*+ 8.9% *strongly disagree*) indicates teachers' perceptions of what is thought to be important in testing students' speaking skills, and it, in a way, proves the value of *contextual* and *interactional* factors among the other language components in that *contextual* and *interactional* factors are not less significant, but may be a bit more, than *grammar*, *vocabulary*, and *pronunciation* while testing students' speaking skills. What is more, the results of the data analysis of the questionnaire item 20 in part II (58.2%= 49.1%-*disagree*+9.1%-*strongly disagree*) show that *pronunciation* alone would not be an indicator of how students are competent speakers, according to teachers' perceptions, whereas *intonation*, *rhythm*, *pronunciation* concerning intelligibility (the questionnaire item 10 in part II) are regarded as important by the teachers while testing students' speaking skills (85.7%= 75.0%-*agree*+10.7% *strongly agree*). As Madsen (1983: 57-58) stated, language components ,such as stress, pronunciation, 'becomes' significant when they hinder *communication*, but the items of pronunciation themselves would not be enough to evaluate 'real communication'. Thus, with respect to the results, it can be thought that teachers are aware of the significance of sound patterns but do not consider them as the sole ingredients while measuring students' spoken interaction. In this respect, according to the data analysis of the questionnaire item 17 in part II (83.9%= 58.9% *agree*+ 25.0% *strongly agree*) displays that assessing students' communication skills solely through the components of language, such as *grammar*, *vocabulary* and *pronunciation*, would not be enough according to teachers' points of view. Since testing the oral communication performance of students is considered to be the most important aspect of language testing (the questionnaire item 16 in part II) (53.6%= 42.9% *agree*+ 10.7% *strongly agree*), it is worth considering teachers' appreciation of *contextual* and *interactional* factors as important as the appropriate and accurate use language components.

The *socio-cultural conventions of language use (appropriateness)* is seemingly highly valued by most of the teachers (65.4%= 41.8% *agree*+23.6% *strongly agree*) when compared with the significance given to *grammar (accuracy)* and *adequacy of vocabulary* (the questionnaire item 9 in part II). It may be considered as the opposite of what has been said so far, but it is not exactly in that teachers' consideration may seem to devalue the importance of *grammar* and *vocabulary* in a speaking test, but they (*grammar* and *vocabulary*) are not regarded as *unimportant*, may be less important. As 'socio-linguistic competence' along with the other competency levels ('*grammatical*' competence, '*textual*' competence, '*illocutionary*' competence) precipitates '*language competence*' (Bachman, 1995: 87), the exclusion of one these areas may affect students' language performance in situations where communicative skills are required. Therefore, teachers' considering *socio-cultural conventions of language use* as more important than *grammar* and *vocabulary* indicates their awareness of the significance of the *contextual* factors which manipulates the process of speaking in a general point of view. As Dubin and Olshtain (1986: 69) stated,

“Sociolinguistics views any language as inseparable from its sociocultural context. Therefore, most of the theoretical work in sociolinguistics has been directed towards constructing hypotheses concerning the nature of this connection between language and society or culture.”

The result of the questionnaire item 6 in part II indicates that *fluency* is more important than *accuracy* according to teachers' perceptions (76.8%= 48.2% agree+ 28.6% strongly agree) while testing students' speaking skills. Although teachers consider *fluency* as more important than *accuracy*, in CLT they are both equally important and putting more emphasis on, namely, *fluency* may cause the 'decline' of *accuracy* (Brown,2001: 268; Brown, 2004: 144).

According to the research results concerning the questionnaire item 14 and the questionnaire item 15 in part II, teachers regard *discrete point* tests as necessary to comprehend students' proficiency level (39.3% agree). Thus, grammar, vocabulary and pronunciation are the parts which must be taken most into consideration, and testing students' *linguistic competence*, according to the teachers, would be sufficient (43.6%) . Although most of the teacher participants appreciate the importance of *interactional* and *contextual* factors while testing speaking skills, their regarding *discrete point* tests as well as testing *linguistic competence* of students as adequate can be inferred as the traditional approach to language testing is accepted in that teaching and testing only grammatical structures are regarded as an acceptable , but the *communicative* perspective of language is seemingly discarded.

The course books used are highly *communicative* and the tasks presented in the course books are *interaction* based. Language skills/components are integrated with one another, such as reading-listening-speaking, or vocabulary-reading-listening-speaking, or reading-grammar-vocabulary-speaking, and most of the teachers think that the course books used are *communicative-grammar* (41.8%) and *communicative* (38.2%) based (the questionnaire item 11 in par I). The 'key' term existing in both results is *communicative*, which consists of the four dimensions of language competence, as Hymes (1971) stated, 'possible', 'feasible', 'appropriate' and 'done' (as cited in Elder, et al., n.d. : 13). However, the results of the data analysis regarding the questionnaire item 12 in part I shows that *grammar* (39.3%), *vocabulary* (39.3%) and *reading* (30.4%) appear to be the language skills/components that have received the most emphasis, and this result supports the data received from the questionnaire items 14 and 15 in part II concerning the importance given to the components of language (except reading) in the educational process (teaching-testing) by the teachers. A wide variety of speaking tasks, such as *turn taking*, *role plays*, *interview*, *group talk*, *group discussion*, *pair discussion*, *information gap tasks*, *flow-charts*, *controlled or free interviews*, *picture-cued tasks*, etc., or topics that may require *oral interviews*, exist in the course books. Most of the speaking tasks are intermingled with *listening activities*, which can also be considered as an implication for the 'reciprocal condition' that underlines the significance of *interaction*.

According to the results of the questionnaire items 15 (83.9%= 32.1% almost always+ 26.8% usually+25.0% always) , 16 (91.1%= 42.9% almost always+ 23.2% usually+ 16.1% always+ 8.9% often) and 17 (92.9%= 41.1% rarely+ 30.4% sometimes+ 21.4% never) in part I, it is important to take the aims presented in the course books into consideration while designing speaking test tasks, or testing students' speaking skills. If the speaking task types existing in the course books are taken into account, the speaking test tasks designed to test students' speaking abilities are interconnected with each other. For example, *role plays, turn-taking activities, information gap activities, picture-cued tasks, controlled-interviews* , which are designed to test students' speaking skills by University A, University B and University C also exist in the course books they use as speaking tasks. Although teachers consider *discrete point tests* as adequate for indicating students' language proficiency and *linguistic competence* as an important approach for apprehending students' language use performance, all the speaking test tasks are positively communicative, which require not only the '*grammatical competence*' but also '*organizational*' and '*pragmatic*' competence.

The rubrics designed to evaluate students' language ability indicates the importance given to *grammar (accuracy)/grammatical accuracy/grammatical range & accuracy* ('*grammatical competence*'), *discourse management* ('*textual competence*'), *fluency/pronunciation* ('*grammatical competence*'), *vocabulary range/adequacy of vocabulary/vocabulary source* ('*grammatical competence*') and *comprehension/turn-taking (listen and respond)*, which deal with students' ability to interpret messages received and utterances made (the interconnection between listening and speaking indicated). Thus, as it can be understood, the criteria for measuring students' speaking skills focuses on not only students' *knowledge of language structures* but also their '*knowledge of language*', which are all, along with the 'context', necessary for apprehending students' *communicative competence*, or as Bachman (1995: 82-90) termed '*communicative language ability*', which requires all the components of '*language competence*' (Bachman, 1995: 87). The speaking tasks and speaking test tasks are both form and meaning focused, linguistic and functional aspects of language use are meant to be significant according to the analyses of tasks in the course books , speaking test tasks designed and the criteria existing in the rubrics.

Hence, speaking as a language skill, with reference to the data received from the questionnaire items 1 (58.9%),2 (42.8%= 35.7% agree+ 7.1% strongly agree),8 (94.4%= 48.1% agree+ 46.3% strongly agree), 21 (73.3% agree) and 16 (53.6%= 42.9% agree+ 10.7% strongly agree) in part II is necessary for comprehending students' language ability and is one of the most important aspects of language testing (35.7% agree, 35.7% disagree, 7.1% strongly agree), yet the most challenging one, and it is important for providing a profile of students' ability in the target language.

6.2. Implication for Further Study

This study investigates the value of speaking skill and speaking tests conducted in the context of university preparatory schools in accordance with teachers' perceptions of the speaking tests applied to test/assess students' oral communication performance. It can be recommended that speaking skill be investigated along with the other language skills/components. For instance, the relationship between speaking and listening can be studied. The search population can be expanded, such as teachers' and students' perceptions about the speaking tests administered in educational context is worth studying. Furthermore, teachers' and students' perspectives can be compared and contrasted with each other with respect to their views about the speaking tests conducted.

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APPENDIXES

APPENDIX I

Assessing FL Speaking Skills in Contexts with Specific Reference to Prep-Schools in Universities

Dear Prospective Instructors,

The purpose of this questionnaire is to investigate the place of Speaking Skills in Foreign Language examinations. I regard the answers to be given as a valuable contribution to my study. The answers you are to give will be kept confidential, and no one will know your specific answers you give to this questionnaire.

I already thank you so much for your lenient co-operation in performing this questionnaire. While answering each of the queries, please take the students who are in Pre-Intermediate or Intermediate level into consideration.

Berna ŞİŞLİ

QUESTIONNAIRE PART I

1. What is the department you graduated from?

.....

2. Do you have an MA degree?

Yes No

3. If 'Yes', in which subject?

.....

4. When you were a student at university, did you have difficulties in speaking English?

Yes No

5. If you had had any difficulties in speaking English while you were a student at university, could these difficulties you had affect your teaching and testing habit(s) in any sort?

<input type="radio"/> Always	<input type="radio"/> Sometimes
<input type="radio"/> Almost always	<input type="radio"/> Rarely
<input type="radio"/> Usually	<input type="radio"/> Never
<input type="radio"/> Often	

6. Could you please put the language skills/components (*grammar, vocabulary, listening, speaking, reading, writing*) into order from the most difficult to the least? in teaching

Least difficult ← Most difficult

.....

.....

.....

.....

.....

.....

7. Could you please order *grammar, vocabulary, reading, writing, listening* and *speaking* in terms of their communicative significance from the most important to the least?

Least important ← Most important

.....

.....

.....

.....

.....

.....

8. Does your perception of the above- mentioned significance affect your perspective of teaching and testing?

- | | |
|-------------------------------------|---------------------------------|
| <input type="radio"/> Always | <input type="radio"/> Sometimes |
| <input type="radio"/> Almost always | <input type="radio"/> Rarely |
| <input type="radio"/> Usually | <input type="radio"/> Never |
| <input type="radio"/> Often | |

9. To which parts (*grammar, vocabulary, reading, writing, listening, speaking and pronunciation*) do you give importance in your course books most? Could you please order these parts from the most important to the least?

Least important ← Most important

.....

.....

.....

.....

.....

.....

.....

10. Could you please order the following exam parts (*grammar, vocabulary, reading, writing, listening speaking, and pronunciation*) in terms of the significance given by your prep-school from the most important to the least?

Least important ← Most important

.....

.....

.....

.....

.....

.....

.....

11. The course book(s) used in your prep-school is/are

- Communicative
- Grammar-based
- Both
- Other

12. Could you please order the language skills/components; *grammar, vocabulary, reading, writing, listening, speaking* and *pronunciation* covered in the Course Book(s), in view of emphasis given?

Least important ← Most important

.....
.....
.....
.....
.....
.....

13. Which language skills/components (*grammar, vocabulary, listening, pronunciation, writing* and *reading*) are mostly integrated with speaking skills while teaching it?

Least important ← Most important

.....
.....
.....
.....
.....
.....

14. Could you please put *pronunciation, stress, intonation, grammar, vocabulary, fluency* and *content* into order in terms of the significance given by your prep-school or testing office from the most important to the least while testing students' speaking ability?

Least important ← Most important

.....
.....
.....
.....
.....
.....
.....

15. While testing speaking skills of your students, do you consider the points covered in the Speaking sections in your course-books?

- | | |
|-------------------------------------|---------------------------------|
| <input type="radio"/> Always | <input type="radio"/> Sometimes |
| <input type="radio"/> Almost always | <input type="radio"/> Rarely |
| <input type="radio"/> Usually | <input type="radio"/> Never |
| <input type="radio"/> Often | |

16. Do you make decisions on the things you are going to test in a speaking exam you are conducting according to the aims presented in your course-book(s)?

- | | |
|-------------------------------------|---------------------------------|
| <input type="radio"/> Always | <input type="radio"/> Sometimes |
| <input type="radio"/> Almost always | <input type="radio"/> Rarely |
| <input type="radio"/> Usually | <input type="radio"/> Never |
| <input type="radio"/> Often | |

17. I do not consider much the aim(s) covered in my course-book(s) while testing students' speaking ability.

- | | |
|-------------------------------------|---------------------------------|
| <input type="radio"/> Always | <input type="radio"/> Sometimes |
| <input type="radio"/> Almost always | <input type="radio"/> Rarely |
| <input type="radio"/> Usually | <input type="radio"/> Never |
| <input type="radio"/> Often | |

APPENDIX II

QUESTIONNAIRE PART II

Please put a cross (X) into the box which is appropriate for you.

	STRONGLY DISAGREE	DISAGREE	NO IDEA	AGREE	STRONGLY AGREE
1. Speaking skill in our prep-school is important while assessing students' language ability.					
2. Testing speaking is the most important aspect of Foreign Language Testing.					
3. While testing speaking skills, a wide range of assessment tasks should be provided.					
4. Speaking is the most important skill of <u>communication in language teaching programs</u> ; therefore, testing speaking is as well.					
5. While testing speaking, it is important to create real-life situations in conversing, asking and answering questions, clarifying information, and giving information, etc...					
6. While testing speaking skills, fluency is more important than accuracy.					
7. While testing speaking skills, assessment tasks should reflect the objectives of the course.					
8. Testing speaking is a necessary part of language testing.					
9. While testing speaking skills, " <u>appropriateness</u> " (socio-cultural conventions of language) is more important than accuracy (grammar) and adequacy in vocabulary.					
10. While testing speaking skills, <u>intelligibility</u> concerning rhythm, intonation, and pronunciation is important.					
11. Contextual and interactional factors are important as well as grammar, vocabulary, fluency and pronunciation while testing speaking.					
12. It is important for teachers to decide on the speaking skills proper for the language program conducted and create various / appropriate assessment tasks accordingly.					
13. While testing students' speaking ability, <u>exchanging information (interaction)</u> , <u>managing the interaction</u> , and <u>improvisational skills*</u> are very important and should be taken into consideration.					
14. Testing the "linguistic competence"(scientific approach to language					

usage) of students is adequate while testing students' speaking skills.					
15. "Discrete Point"(the smallest unit in a language) tests are sufficient for indicating the language proficiency of students; therefore, grammar, vocabulary and pronunciation must be the parts taken most into account while testing speaking.					
16. Testing oral communication performance of students is the most important aspect of language testing.					
17. Testing the components of a language (grammar, vocabulary, pronunciation) is not enough to evaluate the students' communicative skills.					
18. "Interaction" is the key feature while testing speaking.					
19. Listening is prerequisite for testing speaking skills of students.					
20. Pronunciation is the most important language component in understanding students' language ability while testing speaking.					
21. Testing speaking skills provides a profile of students' ability in the target language.					
22. More emphasis should be put on grammar, vocabulary and pronunciation than it is on contextual and interactional factors while testing students' speaking ability.					

GLOSSARY:

***Improvisational skills:** A talent for keeping a conversation flowing, changing topics, taking turns and bringing clarification into the situation

APPENDIX III

PILOTING QUESTIONNAIRE

1. How long did it take you to answer the questionnaire?

2. Were the instructions clear?

() Yes () No

3. Were the questions/sentences obscure or unclear?

() Yes () No

4. If so, will you please write down which one/s ? **(Please answer this question if the answer of the question above (q/4) is “YES”).**

5. Are there any words or expressions which you want to be clarified? If so, will you please write them down.

6. Did you have any objections to answering any of the questions which you think is biased? If so, which one/s is/are? Why?

() Yes () No

7. Was the layout of the questionnaire clear/agreeable?

() Yes () No

8. In your opinion, are any important topics excluded? If so, will you please write down which topics should be consisted in the questionnaire?

9. Do you have any other comments on this questionnaire?

I thank you very much for your benign and compassionate co-operation in settling this piloting questionnaire.

Berna Şişli

APPENDIX IV

THE SPEAKING ASSESSMENT CRITERIA FOR UNIVERSITY A

TURN TAKING (LISTEN and RESPOND)	
5	Very active in development of conversation and very flexible. When necessary stops to listen to the other speaker and responds very effectively. Very effective listen and respond (turn taking) strategies.
4-3	Active in development of conversation and quite flexible. Sometimes, stops to listen to the other speaker and responds sufficiently. Somewhat effective listen and respond (turn taking) strategies.
2	Somewhat active in development of conversation, OR rarely stops to listen to the other speaker and responds somewhat sufficiently. Listen and respond (turn taking) strategies can be improved.
1	Generally passive in development of conversation. Very limited flexibility. Ineffective listen and respond (turn taking) strategies because the speaker doesn't respond very much, but listens most of the time.
0	No assessable language.

COMMUNICATIVE STRATEGIES / FLUENCY	
5	Communicates effectively, responds well to the topic. Contributes fully and effectively to the communication.
4-3	Some hesitation which disturbs flow but does not matter much. Responds to topic.
2	Speech halting and lack coherence. Frequent hesitation, needs prompting but shows attempt.
1	Speech disconnected and difficult to follow. Unable to respond topic even when prompted.
0	No assessable language.

GRAMMATICAL ACCURACY	
5	Good use of variety of structures with topic even in complex ones.
4-3	Basic structures accurate but complex ones cause little difficulty.
2	Basic structures often inaccurate, more complex ones not even attempted.
1	Basic structures always distort and no awareness of any grammatical rules.
0	No assessable language.

VOCABULARY SOURCE	
5	Appropriate range and flexibility of vocabulary to deal with topic, enough to express ideas.
4-3	Range of vocabulary adequate, though experiences difficulty expanding on the topic.
2	Limited vocabulary makes communication difficult, though shows some attempts.
1	Vocabulary not adequate even for minimal communication.
0	No assessable language.

PRONUNCIATION	
5	Individual sounds sufficiently well articulated, easy to understand and follow.
4-3	Some individual sounds poorly articulated but does not disrupt comprehension.
2	Poor pronunciation puts strain on listeners and causes misunderstanding.
1	Impossible to understand at all.
0	No assessable language.

APPENDIX V

THE SPEAKING ASSESSMENT CRITERIA FOR UNIVERSITY B

..... Preparatory School

Speaking Exam Evaluation Sheet for the Assessor

ST'S NAME:

DATE:

F2:

CLASS:/.....

		Fluency & Pronunciation		Vocabulary Range		Grammatical Range & Accuracy		Task Completion		Comprehension		TOTAL: (Assessor 1)		TOTAL: (Assessor 2)		AVERAGE:	
GRADE		.....	5	.....	5	.....	5	.....	5	....	5	.....	25	.....	25	.....	25
	Fluency & Pronunciation	Vocabulary Range				Grammatical Range & Accuracy				Task Completion				Comprehension			
A2	<i>Adequate oral production</i> Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction Uses a limited range of pronunciation features	<i>Adequate range</i> Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice Rarely attempts paraphrase				<i>Adequate range</i> Produces basic sentence forms and some correct simple sentences but subordinate structures are rare Errors are frequent and may lead to misunderstandings				Both tasks dealt with comprehensively & relevantly with appropriate details				Student understands most everything said, yet repetition & clarification necessary			
5																	
3	<i>Limited oral production</i> Speaks with long pauses. Has limited ability to link simple sentences Mispronunciations are frequent and cause some difficulty for the listener	<i>Limited range</i> Uses simple vocabulary to convey personal information Has insufficient vocabulary for less familiar topics				<i>Limited range</i> Attempts basic sentence forms but with limited success, or relies on apparently memorized utterances. Makes numerous errors except in memorized expressions.				Moderate success in at least one task & limited success in the other task, some irrelevant data/ideas				Student has difficulty in understanding what is said & requires frequent repetition			
1	<i>Very limited oral production</i> Pauses lengthily before most words Little communication possible Mispronunciations are frequent	<i>Little knowledge of English Vocabulary</i> Communication impaired from inadequate vocabulary				<i>Little knowledge of sentence construction rules, does not communicate</i> Cannot produce basic sentence forms				Limited success in both tasks, very few details; no effort to complete both tasks. Both tasks include irrelevant data.				Student barely understands instructions and simple utterances			

- If the speaker makes no attempt to respond OR response is **IRRELEVANT** to the topic, the speaker will get **1**

APPENDIX VI

THE SPEAKING ASSESSMENT CRITERIA FOR UNIVERSITY C

	Needs Improvement	Satisfactory	Good	Excellent	Total (5% pts)
Accuracy (1.5 pts)	<ul style="list-style-type: none"> Unable to construct meaningful sentences 	<ul style="list-style-type: none"> Speech is broken and distorted by frequent errors 	<ul style="list-style-type: none"> Some errors in use of the language and grammatical forms evident, but these do not block the comprehension. 	<ul style="list-style-type: none"> Very few grammatical errors are spotted. 	<ul style="list-style-type: none">
Discourse management (1.5 pts) Relevant/extent/complexity/coherent	<ul style="list-style-type: none"> Produces/responses which are extended beyond short phrases, despite hesitation. Contributions are mostly irrelevant, and also a lot of repetition. Do not use cohesive devices 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitations. Contributions are mostly relevant despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none">
Fluency/ Pronunciation (1 pts)	<ul style="list-style-type: none"> Speech is very slow, stumbling, nervous, and uncertain in response, except for short and 	<ul style="list-style-type: none"> Speech is slow and often hesitant and irregular. Sentences may be 	<ul style="list-style-type: none"> Speech is mostly smooth but with some hesitation and unevenness 	<ul style="list-style-type: none"> Speech is effortless and smooth. 	<ul style="list-style-type: none">

	memorized expressions difficult for a listener to understand.	left uncompleted, but the student is able to continue.	caused primarily by rephrasing and grouping for words.		
Use of Vocabulary (1 pts)	<ul style="list-style-type: none"> • Student has inadequate vocabulary to express his/her ideas properly which hindered the student in responding. 	<ul style="list-style-type: none"> • Student was able to use broad vocabulary but was lacking, making him/her repetitive and not able to expand on his/her ideas. 	<ul style="list-style-type: none"> • Student utilized the words learned in class, in an accurate manner for the situation given. 	<ul style="list-style-type: none"> • Rich, precise and impressive usage of vocabulary learned in and outside the class. 	<ul style="list-style-type: none"> •

APPENDIX VII

The Associated Examining Board Test in English for Educational Purposes

Assessment Criteria for the Oral Test

Criteria of Assessment

Appropriateness

0. Unable to function in the spoken language.
1. Able to operate in a very limited capacity; responses characterised by socio-cultural inappropriateness.
2. Signs of developing attempts at response to role, setting etc. but misunderstandings may occasionally arise through inappropriateness, particularly of socio-cultural convention.
3. Almost no errors in the socio-cultural conventions of language; errors not significant enough to be likely to cause social misunderstanding.

Adequacy of Vocabulary for Purpose

0. Vocabulary inadequate even for the most basic parts of the intended communication.
1. Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition.
2. Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.
3. Almost no inadequacies or inaccuracies in vocabulary for the task. Only rare circumlocution.

Grammatical Accuracy

0. Unable to function in the spoken language; almost all grammatical patterns inaccurate, except for a few phrases.
1. Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a telegraphic style and/or confusion of structural elements.
2. Some grammatical inaccuracies; developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances.
3. Almost no grammatical inaccuracies; occasional imperfect control of a few patterns.

Intelligibility

0. Severe and constant rhythm, intonation and pronunciation problems cause almost complete unintelligibility.
1. Strong interference from L1 in rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.
2. Rhythm, intonation and pronunciation require concentrated listening, but only occasional misunderstanding is caused or repetition required.
3. Articulation is reasonably comprehensible to native speakers; there may be a marked 'foreign accent' but almost no misunderstanding is caused and repetition required only infrequently.

Fluency

0. Utterances halting, fragmentary and incoherent.
1. Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
2. Signs at developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.
3. Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Intersentential connectors are used effectively as fillers.

Relevance and Adequacy of Content

0. Response irrelevant to the task set; totally inadequate response.
1. Response of limited relevance to the task set; possibly major gaps and/or pointless repetition.
2. Response for the most part relevant to the task set, though there may be some gaps or redundancy.
3. Relevant and adequate response to the task set.

(as cited in Weir, 1990: 147-148)

ÖZGEÇMİŞ

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