

**İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜNDE OKUYAN
ÖĞRENCİLERİN YABANCI DİLDE KONUŞMA
BECERİLERİNİN DİĞER DİLSEL BECERİLERE GÖRE
GELİŞİM GERİLİĞİ**

Hazırlayan: Sezgin KONDAL

Danışman: Yrd. Doç. Dr. Muhlise Coşkun ÖGEYİK

Lisansüstü Eğitim, Öğretim ve Sınav Yönetmeliğinin Yabancı Diller Eğitimi Anabilim
Dalı İçin Öngördüğü YÜKSEK LİSANS TEZİ Olarak Hazırlanmıştır.

Edirne
Trakya Üniversitesi
Sosyal Bilimler Enstitüsü
Haziran, 2009

Tezin Adı: İngilizce Öğretmenliği Bölümünde Okuyan Öğrencilerin Yabancı Dilde Konuşma Becerilerinin Diğer Dilsel Becerilere Göre Gelişim Geriliği

Hazırlayan : Sezgin KONDAL

ÖZET

Bu çalışma, İngilizce Öğretmenliği Bölümünde henüz hazırlık sınıfında okuyan öğrencilerin yabancı dilde konuşma becerilerinin diğer becerilere kıyasla daha az gelişmiş olmasının nedenlerini ortaya koyarak, bu becerinin tasarlanmış çeşitli ek çalışmalarla daha ileri bir düzeye getirebilmeyi amaçlamaktadır. Çalışma bu öğrencileri daha akıcı konuşur hale getirme, konuşurken vücut dillini kullanabilme, uygun sözcük ve dil bilgisi yapılarının seçimi ile düzgün ifadeler kurabilme, söylenenleri rahat anlayabilme ve konuşma esnasında doğru telaffuz etme gibi temel konuşma becerilerini geliştirmeyi amaçlamaktadır.

Çalışmada toplam 59 öğrenci yer almaktadır. Öğrenciler iki ayrı sınıfta toplanmıştır. Sınıflardan biri kontrol grubunu, diğeri ise denek grubu oluşturmaktadır ve bu gruplar rasgele belirlenmiştir. Her iki grupta Trakya Üniversitesi Hazırlık Sınıfı müfredatı takip edilmiştir, fakat denek grubuna konuşma becerileri dersinde 12 hafta boyunca ek çalışmalar ve uygulamalar düzenlenmiştir.

Çalışmada, her iki gruba öğretim sürecinden önce ve sonra olmak üzere CAE Testi'nin konuşma becerilerini ölçen bölümler ön-test ve son-test olarak verilmiştir. Değerlendirme Trakya Üniversitesi Yabancı Diller Yüksekokulu bünyesinde görev yapan 3 öğretim elemanının yer aldığı komisyon tarafından yapılmıştır ve öğrenci başarı notlarının istatistiksel analizi t-test ile SPSS(14.0) programında yapılmıştır.

Araştırma verilerinden elde edilen sonuca göre, deney grubunda hem kendi içinde hem de kontrol grubu ile kıyaslandığında istatistiksel açıdan olumlu yönde anlamlı fark bulunmuştur. Bu da yapılan ek çalışmaların, konuşma becerisi üzerinde olumlu etkiler yaptığını göstermiştir.

Çalışma toplam 6 bölümden oluşmaktadır. İlk bölüm çalışmanın amacını ayrıntılı biçimde irdelerken, ikinci bölümde çalışmanın kuramsal yönü ve alanyazını yer almaktadır. Üçüncü bölümde çalışmanın araştırma deseni (yöntemi) yer alırken, dördüncü bölümde ise bulgular yer almaktadır. Çalışmanın beşinci bölümünde ise sonuçların tartışması yer almaktadır. Son, altıncı bölümde ise sonuç ve öneriler yer almaktadır.

Anahtar Kelimeler: yabancı dilde konuşma becerisi, akıcılık, ek çalışma ve uygulamalar, motivasyon

Name of the Thesis : Insufficient Development of Foreign Language Speaking Skill in Comparison to the Other Language Skills of Students Studying at English Language Teaching Department

Prepared By : Sezgin KONDAL

ABSTRACT

This study aims to develop university preparatory year students' speaking skill by pointing out the reasons of insufficient development of foreign language speaking skill in comparison to the other skills. The development was planned to take place via extra designed activities, incorporated to the teaching process of the school syllabus. The study aims to develop basic components effective in students' speaking skill, such as fluency, accuracy, intelligibility and pronunciation, comprehension, and use of body language.

59 students randomly divided into two classes, one of them forming the experimental group and the other the control one, formed the subject of this study. Both of the groups covered the preparatory year syllabus designed by Trakya University School of Foreign Languages. However, the experimental group was exposed to extra-teaching designed for twelve-week period.

In the study, in order to determine whether there was progress or not, both of the groups were examined before and after the teaching by the means of pre-test and post-test applications. The applied tests were speaking sections of CAE test, which were assessed by the same jury (in both tests). The jury members are teaching staff working as English language instructors. The obtained data from the students was interpreted by using SPSS (14.0) statistics program, in which t-test was very useful to reach decisions.

According to the results obtained from the data of the study, significant development was detected in the experimental group, both between its pre-test and post-test results, and when compared to the results of the control group. These prove the positive effect of extra teaching on the speaking skill applied to the experimental group.

The study consists of six chapters. The first one is the introduction, in which the aim, the need and the significance of the study is introduced. The second chapter focuses on the literature review, as in the third one the methodology of the study is presented. Chapter four deals with the findings and interpretation. The discussion of the study was held in chapter five. And the last chapter, chapter six, is the conclusion and suggestions.

Key Words: speaking skill in foreign language, fluency, extra activities and applications, motivation

ACKNOWLEDGEMENTS

This study, as many others, was completed with the valuable support of many people, who encouraged and motivated me during the difficult stages of designing, applying, writing and correcting it.

I would like to extend my grateful thanks to my advisor, Assistant Professor Muhlise Coşkun ÖGEYİK, without whose encouragement, motivation, support and constant positive feedback I could hardly accomplish this dissertation. So, the expression “thank you” is certainly not enough.

Warmest regards to the instructors, Assist. Prof. H. Gülru YÜKSEL and Assist. Prof. Mevlüt TÜRE, who did their best to present essential knowledge, information and experience in the courses of the master’s degree program.

And I also would like to thank the administrators, Assoc. Prof. Sevinç Sakarya MADEN, Assist. Prof. Hikmet ASUTAY, Assist. Prof. Hüsnü CEYLAN, and Assist. Prof. Adil OĞUZHAN for the technical support they supplied during the research and writing processes of the study.

I can’t forget my colleagues, whose moral support was so precious when you have to study and study, so thank you all.

And lastly, I would like to thank my family, my wife and six-year old son for being so patient when I was away, in front of the computer, trying to type some other words. Thank you....

Thank You All....

Edirne, June 2009

Sezgin KONDAL

TABLE OF CONTENTS

TABLE OF CONTENTS	vi
CHAPTER ONE	1
INTRODUCTION	1
1.1. The Problem (Background of the study)	1
1.2. The Purpose of the Study	2
1.3. The Significance of the Study	3
1.4. Limitations	3
1.5. Concepts and Definitions	4
1.6. Abbreviation List	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1. Theory of Speaking	6
2.2. Speaking as a Production Skill	11
2.3. Speaking as an Interaction Skill	13
2.3.1. Routines	13
2.3.2. Negotiation skills	14
2.3.2.1. Negotiation Skills as a Facilitator to Solve Problems	15
2.3.2.2. Negotiation Skills as a Facilitator to Communicate Ideas	16
2.4. Speaking in Relation to Communicative Competence	17
2.5. Teaching Speaking	18
2.5.1. Oral Interaction Activities	18
2.5.1.1. Littlewood’s Oral Interaction Activities	18
2.5.1.2. Harmer’s Oral Interaction Activities	23
2.5.1.3. Rivers and Temperley’s Oral Interaction Activities	26
2.5.1.4. Penny Ur’s Oral Interaction Activities	28
2.6. Language Learning Strategies	34
2.7. The Role of the Teacher in Second Language Learning Process	37
CHAPTER THREE	39
THE RESARCH	39
3.1. Research Methods	39
3.1.1. Action Research	39

3.1.2. Interview Method.....	40
3.1.3. Participants.....	40
3.2. The Research Question, Hypothesis and the Aim.....	40
3.2.1. The Research Question.....	40
3.2.2. Hypothesis.....	42
3.2.3. Aim	43
3.3. Data Collection	43
3.3.1. The Oral Interview	43
3.3.2. The Oral Examinations	43
3.3.2.1. The Application Procedure of the Oral Examination	44
3.3.2.2. Marking	45
3.3.2.3. Interviewers	46
3.4. The Teaching Process	47
3.4.1. The Contents of the Prep-Year Courses.....	47
3.4.2. Speaking Course Design	51
3.5. Data Analysis.....	66
CHAPTER FOUR.....	67
FINDINGS AND INTERPRETATION.....	67
4.1. Results of Descriptive Statistics	67
4.2. Findings of control group performance.....	68
4.3. Findings of experimental group performance.....	69
CHAPTER FIVE	72
DISCUSSION	72
5.1. Discussion	72
CHAPTER SIX	79
CONCLUSION AND SUGGESTIONS	79
6.1. Conclusion	79
6.2. Suggestions	82
BIBLIOGRAPHY	84
APPENDICES	87
APPENDIX A.....	87
APPENDIX B	88

APPENDIX C	89
APPENDIX D	90
APPENDIX E	92
APPENDIX F	94
APPENDIX G	95

CHAPTER ONE

INTRODUCTION

1.1. The Problem (Background of the study)

Every living being is obliged to carry through same basic functions in order to stay alive. When performing these functions, living beings undertake many complicated actions, either consciously or programmed by nature, intuitively or acquired, all accustomed to the rules of nature or current environmental circumstances. For instance plants stay alive if the climate, the environment around them, and the sun-light and water sources are sufficient. Many animals survive in a similar way, depending on the food and water sources, and environmental conditions, as well. However, human beings, compared to the other living beings lead a more successful life. The most striking reason for this phenomenon is that human beings are social beings having the ability to communicate in various ways, and live in harmony with the environment by using many types and means of communication. Of course communication is not unique for human beings. There are some claims that plants and animals have some obscure forms of communication. However, the language that human beings use as a basic element for communication can be used to form an infinite set of phrases and sentences when thoughts and feelings are transferred. Moreover, no system for communicating, which is more complicated than human language has been found yet. Fay (2005) states that human beings communicate by articulating some sounds. However these sounds are not like door creaks or sounds of low-ranking animals. Human beings' speech points out something by using signifiers. In some other words, it is symbolic and has different characteristics.

Multilingualism and multiculturalism are inevitable results of rapid globalization of the world. Many people try to learn one or more foreign languages beside the native one, and many who do not have time or opportunity have also a desire to learn a foreign language. Nowadays English is one of the languages, which is taught everywhere in the world and many people learn or make efforts to learn it as a foreign or second language.

Lazaraton, 2001 (in Marianne Celce and Murcia, 2001: 103) states that people think that to know a language is to be able to speak it. However, Bailey and Savage,

1994, (in Marianne Celce and Murcia, 2001: 103) explain that when a language is learned as a second or foreign language, speaking skill is the most demanding one out of the four language skills for learners.

Thus, when learning something leads to know it; however it does not mean to be able to perform it. Many people who learn English say that their grammatical knowledge is efficient, have enough storage of vocabulary, and also have no difficulties when reading a text in English but when they are asked to speak (start an oral interaction) they have problems and are not fluent in transferring their thoughts in spoken forms. Moreover, it is observed that fluency is the main problem of the students who are going to become teachers in the near future and this is a kind of insufficiency that will disturb their professional life. Therefore, overcoming such an insufficiency during the university years of education or minimizing it to the acceptable level can be valued as an essential result in the field.

1.2. The Purpose of the Study

This study aims to develop university preparatory year students' speaking skill at the level of the other language skills they possess. Their present language competence will be determined and the level of speaking skill will be reflected in comparison to the others. Students' speaking skill is aimed to be developed by well designed activities materials, positive encouragement, and raising awareness in terms of learner autonomy.

Lazaraton, 2001 (in Marianne Celce and Murcia, 2001: 106-109) has proposed some activities to develop students' speaking skill in classroom setting. These are;

- Discussions
- Prepared Speeches (Presentations)
- Role plays
- Conversations
- Audio-taped Oral Dialogue Journals
- Other Accuracy-Based Activities

So, by the use of the mentioned and some other added activities, students' speaking ability is aimed to be promoted so that:

- students will be able to speak fluently and use body language when speaking
- students will be able to choose suitable vocabulary and correct grammar structures
- students will have a good command on comprehension and pronunciation
- students will be able to handle the assigned oral task successfully

Another aim of the study is to enable students, who pass the preparatory year, reach the desired speaking level, which will be in constant need during the remaining eight mid-terms of the academic period and later on in professional life.

1.3. The Significance of the Study

Foreign language teachers are continuously confronted to use the target language they teach. The word “use” comprises four of the skills thought in language teaching process. Hence, the subject or structure to be taught is held by applying different methods and approaches. And if the four language skills are considered in general, it can be said that the speaking skill in target language is one that teachers mostly use during the teaching-learning process. If a teacher has difficulties in speaking the target language in class and frequently switching to mother tongue when teaching something, it can be said that such a teacher can not be successful as a language teacher. Especially the students who are being taught by such a teacher may have difficulties in speaking and also in listening skill, because of not being exposed to efficient target language input.

This study, in parallel with some other ones in this field may enhance some new applications and approaches for developing speaking proficiency in our country, Turkey.

1.4. Limitations

This study is restricted with;

1. 2007-2008 academic year.
2. 59 preparatory class students at English Language Teaching Department of Trakya University School of Foreign Languages

1.5. Concepts and Definitions

Communication: message contribution between the speaker and listener; coding action in two directions (Vardar, 2002: 43)

Fluent: Someone who is fluent in one language can speak and write the language easily and correctly, with no hesitation and or inaccuracy. Cobuild, (1993: 555)

Speaking: 1. Using the word, act of speaking; transferring thought into words. 2. spoken interaction between two or more people. (Vardar, 2002: 137)

Spoken Language: Language which is opposite to written language, also used in daily conversations. (Vardar, 2002: 183)

1.6. Abbreviation List

L2: Second Language

ÖSS: Öğrenci Seçme Sınavı

ÖSYM: Öğrenci Seçme ve Yerleştirme Merkezi

YDS: Yabancı Dil Sınavı

ELT: English Language Teaching

B2: B = Independent User, B1 Threshold, B2 Vintage (Common European Framework of Reference for Languages)

CPE: Certificate in Proficiency in English

CEA: Certificate in Advanced English

FCE: First Certificate in English

KET: Key English Test

PET: Preliminary English Test

Q-A-Q-A: Question-Answer-Question-Answer

CHAPTER TWO

LITERATURE REVIEW

2.1. Theory of Speaking

Second language learners deal with four skills (speaking, writing, reading and listening) during their L2 learning process, to become proficient. However, Ur (1999) proposes that most of L2 learners' intention is to learn how to speak. In this sense, speaking occurs as intuitively the most important skill among the others, because speaking is the mirror of your knowledge.

Speaking as a communicative and productive skill is handled in various aspects. Scholars, who do research in this field, discuss these aspects in similar ways. Harmer, (2001) states that speaking, in the form of communicative frame, has many different aspects. Two of those are observed as major categories – accuracy and fluency. Accuracy is viewed as the correct use of vocabulary, grammar and pronunciation. It not only refers to correct use of language, but also refers to appropriate use of linguistic forms in a given situation, because speakers adapt what they say in accordance to what they want to say, and for this reason they should be aware of the grammatical rules and the selection of other components when they speak. In other words, articulating a grammatically correct sentence accompanied by a native like pronunciation would not meet the aspect of accuracy if the articulated sentence does not meet the appropriate expectance of the interlocutors in a given context.

Fluency is defined as the ability to keep the speech going, especially when the speaking process is spontaneous (Harmer, 2001). Fluency is a spontaneous and uninterrupted production of spoken language, which has to be accompanied with the accuracy and coherence; otherwise the interlocutors cannot keep the interaction process going and the interaction may fail. These two categories (fluency-accuracy) are interrelated aspects, which gain significance when they are together, since fluency without accuracy or accuracy without fluency are features that disturb or even impede the oral communication.

Bygate (1987) states that to achieve a communicative goal through speaking, two language aspects should be considered together, which are: the knowledge of language, and the skill to use it. This distinction was primarily made by Chomsky (1965, *Internet Reading*) in his competence-performance issue. For him, language production level is a much further step which should be preceded by acquiring a certain amount of knowledge. Competence is an individual's overall language storage which he/she enriches throughout his/her lifetime. Richards and Schmidt (2002) define competence as the implicit system of rules that constitutes a person's knowledge of language. The implication of that definition is that competence is the mechanism helping person understand or create new set of sentences that he/she has never created or heard before. On the other hand Richards and Schmidt (2002) define performance as the actual use of language. At that point the line dividing competence and performance becomes clearer because performance is not usually the real reflection of competence due to variety of reasons. Therefore competence can hardly be measured by the means of performance. Then if the case is so, non-observable or limited spoken performance does not mean that there is non-existence of spoken competence, which can be also delayed due to various reasons. Whereas, well performed spontaneous spoken production implies the existence of well accumulated competence, it can be concluded that in some cases performance may give an idea about competence and in others it may not.

Bygate (1987, 3) discussed the same point as:

“We don't merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.”

He defines the skill of speaking as being able to say something on the spot of interaction. However, not just saying something but also saying it clearly and conveniently at the period of conversation. In some other words, that is the ability to use the knowledge “in action”. By the term “in action” Bygate (1987) suggests that the interlocutors keep in tact with the ongoing interaction and have the ability to initiate new points when the process of interaction is about to be over or they may decide

themselves when and how to bring the interaction to an end, which is also a feature of using the knowledge “in action”. All these mentioned features reflect how a lively and changeable process is oral interaction. Moreover, many variables determine the size, the length, the content, and the quality of the interaction and what is outstanding here is these factors may differ every time even the circumstances are similar. To make the point more concrete, the mentioned point above can be explained by a specific example. Two students sharing the same desk may hold similar oral pair-work tasks differently on different days due to various reasons (not being in good mood, not being able to concentrate because of some private life issues, being nervous, etc).

Gatbonton and Segalowitz (1988) put forward the theory of a “creative automatisisation” process by which learners can develop the automaticity component of fluency in second language production in a classroom setting. In their views the concept of fluency can be divided into two separate skills. One of the skills is concerned with the speaker’s ability to select utterances, and the other one is concerned with the actual production of these utterances. The selection of utterances is related to the speaker’s knowing what to say, to whom, how and when. And the actual production is related with the speaker’s ability to produce the selected utterances fluently and rapidly, without any pauses. The development of utterance selection skills does not imply, in parallel, the development of utterance production skills. They illustrate the fact that one can mentally form utterances in L2 as a result of stimulus in a carried on conversation, monitor the formed utterances but still be unable to produce them rapidly and smoothly when they are actually needed. That is why this production component of fluency involves automaticity, which is considered as not having difficulties in handling utterances at their normal speed. They also state that great automaticity enables speaker to achieve faster recognition and production of grammatically correct and communicatively appropriate utterances. The emphasis here is on speaker’s ability to respond in a particular time in order to formulate an utterance and to understand and produce sentences without hesitations and pauses. As the point is to mention how automatisisation is to be taught, Gatbonton and Segalowitz (1988) suggest that communicative activities should be designed to achieve that goal. They propose two-phase automatisisation process. The first one is the main activity. It aims to create a need in the learner, a need concerning the use of target utterances again and again. Besides,

the repeated utterances are assumed to convey genuine messages. The second phase is considered as a follow-up activity. It aims to provide more controlled but still communication based exercises. The exercises focus on target utterance that were already mentioned and elicited in the main activity. Kirkland (1984; (in Gatbonton and Segalowitz, 1988)) points out a potential benefit of automatization early in L2 development. He suggests that learner's smooth conversation with a native speaker may provide the learner with increased access to native input. Thus, the access to native-like input during L2 development will lead the learner to hold smooth conversations by responding immediately to the received stimuli. Therefore, it seems that learners who are exposed to more native or native-like input when learning a foreign language are more likely to develop the desired and above mentioned speaking automatization.

Bygate (1987) handles the speaking skill in two different components: production skills and interaction skills. These two skills are considered to be affected by two conditions: firstly by processing conditions, in which speech occurs under pressure of time; secondly, reciprocity conditions, which are related to mutual interaction between the interlocutors. Processing conditions cannot be underestimated because while the process of speaking takes place, the speaker is allowed by the listener(s) to take his/her/their time and at the same time the listener(s) expect to receive something valuable, which can attract his/her/their interest. Therefore, the speaker's speaking time is limited by many factors and the existence of pressure is inevitable. Reciprocity conditions are also affected by the context, length, speaking mood, speaking tension and many other factors, which can be named as destructors and initiators. Examples for destructing factors can be: speaking to a severe authority, public speaking or speaking anxiety in general. Whereas, some examples for initiating factors can be: speaking to a close friend, to a boyfriend/girlfriend or a family member.

Harmer (1993) makes a distinction on the elements of speaking that are required for a fluent oral production. They are; knowledge of language features, and the ability to process information on the spot, he refers to that as mental/social processing.

Language features, required for spoken production, comprise of: connected speech, expressive devices, lexis and grammar, and negotiation language. In order to

have a clearer view on these language features implied by Harmer (1993) it is better to handle them separately.

- a. Connected Speech: in connected speech native speakers modify sounds (assimilation), omit sounds (elision), link sounds (linking *r*), and weaken/stress some sounds.
- b. Expressive Devices: change in pitch and stress, which is not done randomly but only in particular parts of utterance variation of the volume and speed, is changed and also non-verbal and physical means are used to show how they are feeling.
- c. Lexis and grammar: students should be thought a variety of phrases for different functions like agreeing, disagreeing, expressing surprise, approval, disapproval, and shock etc.
- d. Negotiation language: mutual understanding of what is said by the speaker and what is comprehended by the listener is very essential in the communication process.

In order to hold a successful interaction, language features should be taken into consideration through mental/social processing. Harmer (1993) identifies this as the rapid processing skill.

“Mental/social processing” covers three features - language processing, interaction with others, and on-the-spot information processing (Harmer, 1993). These three features can be shortly explained as follows:

- a. Language processing: This process involves selecting words from memory, and organizing them into sequences which are syntactically and proportionally appropriate.
- b. Interaction with others: comprises listening, understanding how the other

interlocutors feel, knowledge of how to take turns linguistically and let the others do so.

- c. On-the-spot information processing: this feature focuses on processing the conveyed information the listener gets simultaneously at the moment he/she receives it.

(Harmer 1993, 271)

2.2. Speaking as a Production Skill

Four language skills - speaking, writing, listening, and reading – are classified in two groups as production and comprehension skills. Speaking and writing are production skills, while reading and listening are comprehension skills.

a. The Difference between Written and Spoken Form

Bygate (1987) points out that the constructed sentences in spoken and written form are different. No matter what language it is (Turkish, English, German), oral expression differ from written ones. This may be surprising but this variation is an observable phenomenon in many fields in our daily and professional life. For example, in painting oil paints, canvases, various brushes, easels etc. are used to produce the work of art, but every painter is working in a particular style (baroque, cubism, expressionism, symbolism etc.), which definitely makes difference in expressing the same theme in different styles. So it can be concluded that no matter the same tools and equipment are used the style certainly determines the form and features of outcomes. As Bygate (1987) states, a similar variation in the types of output is detected between spoken and written language and the reason of that is referred to the time constraints under which the language production occurs. These constraints are called “processing conditions”.

b. Processing Conditions and Compensation

Oral production is limited or modified in certain ways by the processing conditions (time pressure). That leads speakers to feel the pressure and use devices which enhance them to make the oral production possible or easier. Moreover speakers can use easier words avoiding difficult ones by the means of compensation (Bygate, 1987). Compensation is not only choosing the easiest way of expressing yourself but also rephrasing the already said by correcting it or make it clearer and more comprehensible. The reason why the speakers do compensation is the above mentioned time pressure. When speakers are in need of altering, correcting or changing what they want to say, they will refer to using compensation devices. These devices cover components such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation (Bygate, 1987). Therefore, it can be concluded that compensation devices can not be avoided when holding a conversation and due to them the speakers feel the convenience to restate utterances in case they think they are misunderstood or add more details to the conveyed message to be better understood. The situation in teaching learning process is similar. Students should be helped when they are in the process of oral production by the use of these devices so that they can easily overcome the speaking barriers and handle the process in the way they can carry it out. Features like facilitation and compensation may help learners speak, which, in time, will enable them to learn how to speak. Moreover, these facilitation features may lead learners to sound normal when they speak (Bygate, 1987). And it can not be denied that the more you sound natural the more you are relaxed and keen to speak. This is so because when learners use their mother tongue they do not normally pay attention to how they speak, and they also do not usually monitor themselves as they do when speaking a foreign language. So, when delivering a speech in a foreign language, learners often monitor themselves aiming to be as accurate as possible, and try delivering the message more or less in a comprehensible way. Krashen (1981) suggests that monitoring is not beneficial until learners become fluent because in a way it makes the speaker think about the rules before perform and when the fluency is not at the desired level monitoring may be viewed as a feature slowing down the language production. In fact learners, probably the ones that Krashen (1981) defined as having no

problems in fluency, and who monitor their speech are valued as good learners (Rubin, 1975). This is so because consciousness rising is quite important, especially with adult learners, where monitoring is much more common. It can also be concluded that monitoring is hardly to be avoided, since it is a period when learners can assess his/her language production. So as Rubin (1975) mentioned above, successful learners monitor themselves and do their best to compensate their learning.

2.3. Speaking as an Interaction Skill

Processing spoken words should be accompanied with being a good communicator (Bygate, 1987: 22). In some other words, it is being able to carry on the interaction so that both sides (the listener and the speaker) should have the desire to keep on the already started interaction. Interaction skill is also divided into two groups. They are routines and negotiation skills.

2.3.1. Routines

Routines according to Widdowson (1978) are patterns by which speakers organize what they aim to communicate. These routines form the framework of interaction. Depending on them, the interlocutors' communication can be a kind of formal conversation, friendly chat, story telling, etc. Routines have also two types: information routines and interaction routines.

a. Information Routines

Information routines cover information structures such as stories, descriptions, comparisons or instructions. In general, information routines may be defined as expository ones. Expository routines are those which engage factual information depending on identity of the subject. Their types can be narration, description, and instruction.

b. Interaction Routines

Interaction routines, which are the second type, are slightly based on information content. Moreover, their focus is more on turn taking during the interaction. There are

various kinds of interaction, so every type requires typical routines (Bygate, 1987). By using those routines speakers organize logical patterns to construct the order of parts in a conversation. They can be observed in telephone conversations, interviews, conversation at a party (Bygate, 1987).

In terms of the above mentioned routines, in which Bygate (1987) described how speakers organize their aims to communicate, Bailey ((2003) in Nunan, 2003:56) describes speakers' communication aims as transactional and interactional. She classifies these aims in two speaking types – transactional speech and interactional speech. The first one, transactional speech, involves communicating to get something done, for example exchanging goods, giving directions, or asking for help and services. Nunan (1991:42) argues that this type of speech is quite predictable because the context is previously determined. However, the second one, interactional speech, is based on starting a communication for social purposes (Bailey, (2003) in Nunan, 2003:56). Here the purpose is to establish and maintain a social relationship. According Nunan (1991:42) interactional speech is much more fluid and unpredictable than the transactional one.

2.3.2. Negotiation skills

Negotiation skills can facilitate to solve problems and be used to communicating ideas (Bygate, 1987). Another point of view is discussed by Long (1983), who conducted a research and obtained data from an interaction between non-native speakers and native speakers. He concluded that native speakers modify their language by using simple grammar and vocabulary, and also by requesting clarification. Long (1983) argues that native speakers use two sets of interactional strategies. One is to avoid conversational trouble. These include the selection of brief topics, checking if the listener understands, choosing really interesting and important topics. The other one (the second set) is tactics for repairing trouble when there is trouble. Here Long (1983) describes this set as asking for clarification, confirming comprehension, and tolerating ambiguity.

2.3.2.1. Negotiation Skills as a Facilitator to Solve Problems

As routines form the typical patterns of conversation, negotiation skills facilitate to solve communication problems and enable speakers to make them clearly understood. Bygate (1987) states that negotiation skills are directly related to management of interaction and negotiation of meaning. He also points out that management of interaction is the first aspect of negotiation skills, because this aspect is the one which defines the order of turn taking during the process of interaction. In some other words, it is a kind of mutual agreement on who is going to speak next, and what the speaker is going to talk about. These two mentioned features are separately handled as agenda management and turn taking.

a. Agenda Management

Bygate notes that agenda management controls participants' choice of topic; its delivery; its length; knowing how to bring a new topic as an extension to the previous one; how to switch topic; how to open or close a conversation.

b. Turn Taking

However effective turn taking comprises of five abilities. They are: how to signal that one desires to speak, knowing the right moment to take a turn, how to organize appropriate turn structures to perform a proper turn and not lose it before finishing what is desired to say, detecting other interlocutors' signals showing desire to speak, and the final one is being able to let others have a turn, as well (Bygate, 1987, 35-40).

However Ellis (2004) discusses that, two kinds of negotiation of meaning and content can be determined. This determination is done on whether the source of communication problem lies in something the learner has said or something that learner's pair (interlocutor) has said.

2.3.2.2. Negotiation Skills as a Facilitator to Communicate Ideas

The second feature of negotiation skills is the skill of communicating ideas clearly, and responding signals of understanding or misunderstanding at the time when the communication takes place (Bygate, 1987, 27). He reveals two factors that ensure understanding while the oral communication is proceeding. They are: the level of explicitness and the procedures of negotiation (Bygate, 1987, 29).

a. The Level of Explicitness

The level of explicitness is adapted by the speaker's choice of expressions. That choice is affected by the interlocutor's knowledge, or what he/she wants to know or needs to know (Bygate, 1987). However, "Is that always possible and desired?" is the question which may highlight the situation. It can be argued that the explicitness level is not even perfect even when any speaker communicates in his/her native language and often mutual misunderstanding can occur, so it can be generalized that the level of explicitness is not expected to be perfect, moreover it is not necessary to be. On the other hand lack of explicitness may sound arrogant, aggressive or maybe pretentious, (1987, Bygate). In such cases the listener is left too much to do to get the message across and perhaps make him/her feel lost in the interaction.

b. Procedures of Negotiation

Regarding to the procedures of negotiation of meaning, this point involves the use of paraphrases, metaphors, and the use of vocabulary range, with which speakers communicate. The speaker refers to them to be sure that he/she is being understood (1987, Bygate). Negotiation of meaning concentrates not only on how much of decoded information is comprehended, but also on how concrete speakers are in what is said. So the above mentioned strategies of communication such as paraphrases, metaphors and the use of vocabulary range are used to convey clear and comprehensible messages.

Various types of interactional strategies have also been proposed. Rost and Rose (1991) classified different kinds of listener responses which are common during the negotiation of meaning. They suggest that response strategies have different effects on

the duration of the discourse. They state that when lexical or global reprise occurs, a partial or total repetition of the utterance may be required.

2.4. Speaking in Relation to Communicative Competence

Communicative competence comprises four types of competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Alptekin, 2002).

The first one, which is grammatical or formal competence, resembles Chomskyan linguistic competence. Linguistic competence is the knowledge of syntactic, lexical, morphological and phonological features of the language which the native speaker possesses. All these are accompanied with the speaker's capacity to manipulate the mentioned features to create well-formed words and sentences (Alptekin, 2002). The idea that can be concluded from the argument of Alptekin is that, grammatical rules are essential and speakers should have grammatical competence in order to be able to create sentences in a language. Cook (2001) suggests that a speaker of English can easily identify a grammatically wrong sentence without referring to a grammar book. This is so because a native speaker knows the system of the language. This kind of knowledge is called as implicit, which is below the level of consciousness (Cook, 2001). Hatch (1978: 404) suggests that by the use of communicative competence one learns how to interact, which entails to the process of learning grammar.

Sociolinguistic competence is based on the social rules of language use where social context of language is the factor under consideration. In some other words, social conditions govern the interaction process. Some factors such as the role of the participants in a given interaction, their social status, the information type they share, and the function of interaction can be given as examples (Alptekin, 2002). It can be said that social conditions are really affective in the type and quality of language production. These conditions may even hinder or vice versa, enhance the communication depending on the way speaker(s) are interacting.

Discourse competence deals with the ability to use extended language in context. The achievement here is formed by combination of meaningful sentences or utterances. The combination here is done in an implicit way, such as linking ideas on the basis of general knowledge of the world (Alptekin, 2002). Without that kind of competence it is hardly to maintain deep conversations, long presentations, interviews, etc.

Strategic competence is related to being able to cope in authentic communicative situations and keeping the communicative channel open. The speakers are expected to know the communication strategies that one can refer to compensate for imperfection knowledge of rules (Alptekin, 2002). To sum up it can be said that without strategic competence most conversations and communicative interactions would be interrupted because of misunderstanding or even offending the interlocutor(s). Hymes (1972: in Cook (2001) suggests that sheer knowledge of language is useless unless speakers can use it appropriately in all the situations they would like to participate – complaining, arguing , persuading, writing love letters, and so on.

2.5. Teaching Speaking

The most effective way to teach speaking is by the use of designed oral activities, which make learners active participants in teaching - learning process. Below, there are the views of some scholars who proposed the applicable oral activities aiming to improve learners speaking skill.

2.5.1. Oral Interaction Activities

Oral interaction activities have various characteristic features and many scholars who work in the field language teaching have proposed their views and applications.

2.5.1.1. Littlewood's Oral Interaction Activities

Littlewood (1981) makes a division of oral activities as: pre-communicative activities and communicative activities. By that division he enables the switch from less communicative application to more communicative ones.

- a. **Pre-communicative Activities:** they also have two different types: the first one is structural activities, and the second quasi-communicative activities.
- **Structural activities:** they are preparatory activities that warm-up learners to communicate. They aim to reinforce students use the language fluently rather than accurately. Bygate (1991:61) states that in pre-communicative activities the teacher plays an important role by selecting some isolated elements of knowledge or skill that leads to communicative ability. This selection provides the students an opportunity to practice the chosen elements in isolation. Learners in that way only practice the part-skills of communication and that practice could enable them acquire the total skill, when it is switched to communicative activities. Hence, this kind of isolated training can be pointed out as an artificial language practice which lacks real-life application and context.
 - **Quasi-communicative activities:** they are organized by one ore more conversational exchanges. Here are some examples;
 1. A: Shall we have something to eat?
B: Oh no, I'd rather have something to drink.
A: Would you like some orange juice?
B: Yes, that's fine.
 2. (Drilling from a map)
A: Excuse me, is the post office near here?
B: Oh yes, it's over there next to the swimming pool.
A: Excuse me, where is the bank?
B: It's opposite the hospital.
 3. C: By the way, has Marry posted the letters yet?
D: Yes, she posted them yesterday afternoon.
C: Have they seen the film yet?
D: Yes, they saw it last night.

According to Bygate (1991) such quasi-communicative activities help students to relate forms and structures to some language functions like how to use interrogative sentence forms to ask questions, how to apologize and complain, how to make requests. By the use of quasi-communicative activities learners may start to use the language to convey more specific meaning like using the language to communicate real information, real facts or learners' real thoughts. Moreover, he states that quasi-communicative activities enhance learners to use the language in social contexts, such as polite conversations, exchanging ideas, planning trips, parties, outings etc., making and exchanging invitations.

b. Communicative Activities: they are tasks designed to integrate learner(s) into the full activity of communicating meaning on the basis of his/her pre-communicative knowledge and skills. They are called as "whole-task practice". He also states that whole-task practice in language classrooms is very important because through it various types of communicative activities, which are structured to the learners' skills and level, are held successfully (Littlewood, 1981).

Littlewood (1981) makes a differentiation between two sets of communicative activities. They are: functional communication activities and social interaction activities.

- Functional communicative activities: they focus on the communication of information. Four types of these activities are presented as follows:

1. Sharing information with restricted co-operation:

- Identifying a picture from a set: student A has a set of pictures, B has just one of the pictures that A has. A has to discover which one B is holding.
- Discovering identical pairs: one student has to find which of four other students have the same picture as the one he has.
- Discovering sequence of location: A has a particular sequence of pictures, and B has to arrange his set in the same sequence.

- Discovering missing information: two learners have incomplete tables in which the missing information in one is presented in the other. Each has to get the missing information from the other.
- Discovering missing features: one learner has a picture and his partner has the same picture with some parts missing. The learner with the complete picture has to find the missing parts in his partner's picture.
- Discovering secrets: guessing games which can be arranged in any type or rules.

2. Sharing information with unrestricted co-operation:

- Communicating patterns and pictures: A and B both have shapes /pictures, possibly with a reference frame or grid. A arranges his shapes/pictures in a pattern and gives instructions to be so that he also achieves the same arrangement.
- Communicating models: as it is in the previous activity, students use bricks or pieces of Lego.
- Discovering differences: A and B have pictures which have several very slight differences. Students communicate to find them.
- Following directions: A and B use identical maps, but A knows the destinations so he gives instructions to B to reach the pre-set destination.

3. Sharing and processing information:

- Reconstructing story sequence: each member of the group has a picture from a story; without seeing other pictures they construct the story by taking turns in the correct sequence of the story's flow.
- Pooling information to solve a problem: A has some information (trains from X to Y), B has compatible information (trains from Y to Z), and together they decide on the solution (for instance the quickest journey from X to Z).

4. Processing information:

- Problem solving tasks (for instance placing items in order of importance, creating a story from randomly sequenced pictures etc.).

Functional communication activities lead learners to use the language they have learned as efficiently as they can. Being able to deal with the communicative demands of the immediate situations is the implication of being successful (Littlewood, 1981:20, in Bygate 1991: 61). Here the aim of the activities is to reinforce the communication of information. Dealing with functional communicative activities learners have to overcome an information gap or solve a problem in order to reach a final decision or solution, in which the single right answer was recorded while the task was being designed. It can be concluded that functional communication activities reinforce students' language production and creativity, and make them active language users in a quite natural way.

- Social Interaction Activities

Littlewood's (1981) other set of activities, the social interaction activities, have two types. They are the classroom as a social context and, simulation and role playing.

1- The classroom as a social context.

- Using the language being thought to establish the classroom management
- Using the language being thought as teaching medium
- Conversations or discussion sessions
- Forming dialogues and role plays on school experience.

2- Simulation and role playing

- Role playing controlled through cued dialogues: students practice the language in turns by cuing on individual role cards.
- Role-playing controlled through cues and information: individual cards containing guided information, and prompts of things to say, tables of information.

- Role-playing controlled through situation and goals: background information and individual cards leading for task achievements in which “drama-like” dialogues are created in single situation.
- Role-playing in form of debate or discussion: background information and individual cards leading to debate.
- Large-scale simulation activities: extended role play lasting over several sessions
- Improvisation: unscripted dramatization based on individual role cards, but no aims. Let on the flow of the creativity and role-playing ability of the students.

Social interaction activities aim to engage students in simulations and role-playing. Littlewood (1981) suggests that such activities enable students encounter a wider variety of social situations than in any other activity type occur. Success here is valued both in terms of functional effectiveness of the language and the social acceptability of the forms that are used. Therefore the social interaction activities may be taken from the same task as functional communication activities. However, here the social context must be clearly defined.

2.5.1.2. Harmer’s Oral Interaction Activities

Harmer (1993) divides the interaction activities in two types as: practice activities, and communicative activities.

a. Oral practice activities

1- Oral drills

They give learners a feeling a safety because they are highly controlled. Referring to such activities should not be so frequent because the creativity demand in them is limited, and individual language production is avoided. The following features resemble the characteristics of oral drills, (Harmer, 1993):

- Four phase drills: these drills have four stages. These stages are: question-answer- question- answer (Q-A-Q-A), which is the most specific example of them. Such drills are really useful when revising the pervious lesson in the new one.
- Mixed question and answer drills: these are similar to Q-A-Q-A drills but here the number of the questions is exceeded and the order is not of importance.
- Talking frequency of activities: the controlling role of the teacher in such activity is decreased, so students are active during the process, feeling free to interact. In this type the class is divided into groups. Each group is formed by four or five students. The teacher delivers flashcards on which everyday activities are pictured. The students ask each other how often their group members do these activities. In case there is nobody actually doing the activity, the question is paraphrased by asking how often does another person they know is doing the activity in question.
- Chain drills: they are repetition drills where the practiced structure is repeated over and over. The students enjoy such drills because they are game-like in which being quick and remembering previously said structures determines both the students' and activity's success.

Harmer (1993) points out the usefulness of oral drills as he stresses that oral drill work provides opportunities for students to practice a piece of language in the most controlled way. However, he also reminds that such drills have limitations and they should cover limited time in the classroom activities, just using them sparingly.

2- Information gap Activities

Students work in pairs. Each student has a card which has missing information that is recorded in his partner's card. They communicate to complete the missing information and achieve the goal of the task.

3- Games

Language games are very useful tool in teaching a foreign language. Students enjoy them, practice new structures and become active participators in the learning process. Mostly via games students are not conscious that they are in fact doing

something for the sake of learning, but just having fun. However, games decrease the tension of formal teaching and gave students the opportunity to relax and have fun while in fact the language practice process goes on.

4- Personalization and Localization

By using the recently learned vocabulary and language structures, students describe themselves, places and people they know. Students usually have ideas about people and places they know so in such tasks students have to make connections between the newly covered language and the reality which is to be practiced in an authentic way.

5- Oral Activities

Students work with cards, some prompts, or a questionnaire in which there are questions directed to his classmates. The students interact with different classmate each time and find out information about his partner's likes, dislikes, family and daily habits.

b. Communicative activities

1. Reaching a consensus

The aim of the task is to reach a consensus on which choices out of many are the ones that meet the conditions to achieve a given goal. Ten or more choices are presented and students in groups discuss the order of importance in terms the case presented. Then they decide which two or three are the most essential for the given situation.

2. Relaying instructions

One group completes a task in which the group members learn to do something by accomplishing the instructions in the task guidance. After the task is over the students in the group try to give the same instructions to another group without referring to the original instructions that they had at the beginning of the task. If the students in the group that get the instruction can achieve the task that is guided by the students who instruct, that means this type of activity works.

3. Communication games

Communication games are generally based on completing missing information. By using the target language students try to complete the task which can be of various types as: describing and drawing (for instance, students work in pairs and give instruction to his partner to draw some details on a ready picture), finding similarities or differences (students work in pairs and without looking at each other's picture try to find what is common and what is different in the picture they have), describe and arrange (student A has a set of picture in a certain order and student B has to arrange his pictures in the same sequence), story construction, etc.

4. Problem solving

Students work in groups. Each group is given a problem situation for which students have to find some solutions in which they propose what can be done with limited possibilities. The limitations are given as instructions and students start to interact in order to find what to do.

5. Story construction

Students work in groups to construct a story out of the pictures they have. The pictures may be gathered from different sources so the students have to try and create a link in order to make a whole. This activity later may be converted into whole-class story by trying to combine each story into one.

6. Simulation and role play

In this activity students are asked to role-play a real-life situation. The students may work in pairs and groups and depending on the instruction they have for the situation, they create an authentic interaction.

2.5.1.3. Rivers and Temperley's Oral Interaction Activities

Rivers and Temperley (1978, in Bygate 1987) suggest fourteen categories of use, which learners have to deal in order to develop autonomous interaction skills. They state that teachers using these categories can keep in touch with the learning process and be aware of the students' engagement in appropriate activities. That is a kind of

application meeting directly learners' needs and leading students to practice activities which will help their learning go one step further in a controlled and guided way. Rivers and Temperley (1978, in Bygate 1987: 72) suggest that the teacher who is aware with learners' current level will select applicable activities from these categories so that the desired communication can be achieved even in the earliest levels. Being aware of learners' growing capacity, the appropriate tasks will be chosen and that selection will encourage the students who are involved in the language learning process. If an impossible task is included in the process, the learners can be discouraged or even bewildered because of not being able to achieve the task. In this aspect, it can be concluded that encouragement and motivation are so essential features that accumulate learners be engaged in the process of learning and task achievement. And moreover, the more learners are involved, the more they practice and develop their language skill.

The activities for each category of use suggested by Rivers and Temperley are as follows (1978, in Bygate 1987):

- Establishing and maintaining social relations: short dialogues based on small situations: making a phone call; answering the door; giving birthday greetings; interacting at a party; welcoming visitors, customers.
- Expressing reactions: situations reacting to TV shows, painting/photographic exhibition, or slide shows.
- Hiding one's intentions: students are given a mission to carry out, but they must not reveal it under any provocations; for instance, the group decides on a spying mission, and individual group members are questioned by other groups to find out the mission.
- Talking one's way out of trouble: students are asked awkward or embarrassing questions which they must answer or avoid without making any revelation.
- Seeking and giving information: interviews, surveys, questionnaires, small projects, involving class members or outsiders.
- Learning or teaching how to make or do something: for example, a sport, a hobby, a craft, a dance, a game.
- Conversing over the telephone: social calls or enquires about goods, services, or timetables.

- Problem solving: guessing games, interrogation games, logical puzzle-solving, project study.
- Discussing ideas: arising from readings, stories, films; projects; controversial debating topics; short texts.
- Playing with language: crossword puzzles; spelling games; nonsense rhymes; charades, word histories.
- Acting out social roles: dramatic improvisations, based on simple situations and character descriptions.
- Entertaining others: through producing a show, or concert, a TV or radio-type programme or show.
- Displaying one's achievements, after another activity such as project report.
- Sharing leisure activities: participation in typical national meals, festivities, celebrations, or pastimes.

2.5.1.4. Penny Ur's Oral Interaction Activities

According to Ur (1981), discussion is the vehicle which leads language learners to use the language creatively, purposefully and individually. The word 'discussion' used by Ur has a very broad concern including anything from the simplest question-answer guessing process, through exploration of situations by role-play, to the most complicated forms of discussion like political and philosophical debates. As it is reflected above, discussion gained quite a broad concern.

She suggests that some sort of dynamic, individual and meaningful oral practice should be added in the English lessons right from the beginning, in terms of small bits of oral communication. Dealing only with controlled drills and language practice activities in which the creativity aspect of language is not revealed will cause problems in verbal communication when students learn a great deal of language. She states that even though communication practice is one of the most fundamental components of language teaching/learning process, it is also the most problematic one. This is so because it is much more complicated to get learners express themselves freely than getting the right answers in a controlled exercise.

It is pointed out that the main aim of discussion in a foreign language classroom is to give students the chance to practice efficient fluency. Ur implies that we never use language for its own sake except in the language classrooms. The language is always used to achieve an objective or perform a function like persuading, informing, apologizing, inquiring, etc. Here we come across with the idea that we use language on purpose in order to achieve a goal which has a reasonable end. Therefore holding discussion on purpose and achieving the objective must form one another aim. Learning from content is also one of the aims because in many discussions there is lots of information to be learned from what is said. In learning from content process, the information may be acquired or new ideas gained. And the final aim of learning can refer to a bit different type of learning. That is learning which depends on practicing constructively and cooperatively in a discussion. Here two components play an essential role. They are clear, logical thought and debating skills. Clear logical thought is crucial because the speaker or listener is reaching generalizations through solid and clear examples which help to draw analogues, judge priorities, infer causes, etc. Debating skills on the other hand comprise of listening and respecting what the other says or may say or even has to say, waiting patiently and getting ready to direct secondary questions to make the ideas clear and comprehensible. That kind of learning, learning through the debate, is really one of the most authentic types because the process here resembles the one which is the closest to the real life situations.

Ur (1981) points out some principles which she defines as elements that are essential for a good discussion. She states that these elements are: interesting topics, group-work, role-play, and the task as focus and organization of the process. To have a better understanding it is better to study them one by one:

1. The topic

Since there is a growing emphasis on communicative abilities, the problem of getting students express themselves freely in a foreign language gained importance. However, encouraging fluency through conversation is a very old idea. One of the methods of doing this as Ur (1981) stated is “conversational class”, where a group of students sit together with the teacher, much better if he is a native one, and talk with him. But often this conversation ends up with loss of concentration and motivation of

the students because as Ur states there is lack of defined and interesting topic. That is why in order to develop fluency the presence of an interesting topic is in the very first place. Teachers, who are aware of this, hold topic-centered discussions and for enhancing their success there are many books designed with well chosen subjects. However, Ur adds that there is something which comes before the topic. She defines that feature as the crux because by choosing a topic the teachers usually decide what to talk, but why you need to talk about it is more intriguing. That is so because by the question “why” the learners are led in the discussion. When they are aware that they will accomplish something essential which was previously accelerated by the directed question “why”, they will put a lot of effort to achieve their goal. And also it is argued that the lack of purpose in genuine discourse results in lack of interest and motivation. Therefore, what students need is a reason why to speak rather than what to speak. And it is well known how important it is to make learners interested and motivated in the teaching learning process.

2. Group-work

One of the problems in speaking classes is not being able to give every student the chance to speak in forty/fifty minutes class when the discussion is held in the full class forum. The solution of this problem is to divide the class into groups between two and eight participants. In speaking classes there are many advantages when working in groups. These advantages can be listed and clarified as follows:

- Increased participation: if you have five or six groups in class, the amount of talking time will be five or six times more in comparison to whole-class activity. Also students who are shy of saying something in front of the whole class or to the teacher, or less willing to participate in class discussions find it easier to communicate in smaller groups.
- Motivation: motivation is something which increases when students work in small groups. Communicating ideas with group members who are close to you is much easier because you and the others are just a small distance away, being face to face and addressing personally. If any visual or additional materials are to be used, they are close to you and using them is much comfortable and affective. Another feature,

which is closely related to the concept of motivation, is that group-work activities can easily be converted into game-like tasks either consciously by the teacher's instruction or naturally due to the activity's peculiarity. So the possibility of all these factors is closely increasing the motivation affect of group-work activities.

- Changing in the teacher's role: group-work frees the teacher from his usual role of instructor-corrector-controller and allows him to wander freely round the classroom, giving help where needed, assessing the language performance of individual students, noting language mistakes for future remedial work, and devoting a little more time to slower learners.

- Opportunity for Peer-teaching: in the course of group discussion students will learn from each other that may occur consciously or unconsciously. Students may correct each other's mistakes, help the one speaking with a needed word; and also they will teach each other some non-linguistic material.

3- Role-play

Role-play is a little less important than the components mentioned above (the topic and group-work), but it can add a significant dimension to the standard discussion. For role play, the class is divided into small groups, usually pairs. The students are given situations and roles to act out. This acting is done for the sake of the language, not for exhibition. However, some students may enjoy acting in front of the class or showing off some successfully prepared scenes. Students are let free, so that they can work at their desks, move round the classroom, or standing in a convenient place in the classroom.

Some advantages of role-plays that Ur (1981) suggests are listed below:

- The use of role plays adds a tremendous number of possibilities for communication.
- Role-play exercises are usually based on real-life situations: the speech they require is close to genuine discourse.
- Many students find this type of practice easier and more attractive than ordinary discussion.

- Many students find it easier to express themselves from behind the mask of being someone else; others may find it simply more stimulating and exciting.

4- The Task: Giving discussion a purpose

It is stated that when a group of students is given a task to perform through verbal communication, all the speech during the interaction becomes purposeful and in accordance, more interesting. The theoretical factors, which have to be considered in task design and construction are as follows:

a. Thought

Using a language implies thought; and a task involving talking must also involve thinking out. The kinds of thinking involved can be described in logical relationships and processes: generalizations, exemplification, analysis, evaluation, contrast, analogy, comparison, priority, cause, reason, purpose, result, inference, implication, interpretation, summary, amplification, alternativity. This is not the total list of possible thinking processes. There are some others that can be added.

b. Result

Every task consists of a thinking process and its outcome in the form of tangible result. Thinking of the problem to be dealt in the task is not enough; the result must be written down, ticked off, listed or sketched in some way - some form of conclusion must be presented to the rest of the class. Having a result serves for several purposes.

- It defines what the group has to do.
- It provides a clear signal that the group has finished.
- It provides a basis for feedback.

c. Language Practice Efficiency

When design a task teachers want to create the optimum conditions for their students to talk to each other. There fore some components play an essential role on the efficiency. These components are:

- The kind of task the teacher sets

- The teacher should control the time and at the same time the progress of pairs in the interaction
- Problem-solving tasks are valued as good stimulus for talking but sometimes they can be accompanied with long pauses due to the task's design, not directly entailing language use.

d. Simplicity

It is suggested that the simpler the task is the more chance of success it has. On the other hand if it is too complex, valuable decision time will be wasted on teacher-explanations, and there is a danger that groups may lose the thread of what they are doing. Also, there is another possibility that the teacher may set a task which has easily comprehensible instructions but which involves complicated discussion procedures. Since such tasks (complicated ones) initiate students in the process and the students know what they are doing, the level of complexity does not matter. The main point in task design is that the final aim should be sufficiently simple, so that it is clear for all of the participants.

e. Preparation

The task should be simple in terms of its preparation as well. An activity with a great deal of complex preparation may be useful – if it ever takes place (Ur, 1981)! For many teachers such regular preparation is seriously discouraging. The key point here is that the teacher should be able to hold discussion activities at regular and frequent intervals.

f. Interaction

There should be an organizational process that forces participants to interact. Most open-ended tasks (tasks that are not limited by one predetermined “right” result) enhance interaction. This is because the imaginative production and capacity of a group is always greater than the resources of only one student. Convergent or closed-ended problem is less likely to be efficient in terms of interaction because when one group member lights on the right answer, the interaction comes to an end.

g. Interest

Every individual interested in language-teaching knows or at least is aware that a language learning activity should be interesting. But it may be useful to deal with the features which exactly make a task interesting.

- The challenge of performing the task: the task must be hard enough to demand an effort on the part of the group members, but easy enough for it to be clear that success is within their grasp.
- Interesting subject matter: two schools of thought have different claims: while the one maintains that the closer discussion material or role-play situations are to the students' own circumstances, the more interested they will be; and the other one claims that the more imaginative and exotic the subject is, the more interested, excited and stimulated the participants will be. Ur (1981) states that both theories have truth.
- Role-play: it is another feature that increases the interests and its contributions have been mentioned.
- The use of physical focus: to keep students' attention focused on the subject and target ideas. And also object based discussions with the object physically presented; pictures, graphic representations, and other materials.
- Writing down the results or ideas: this also helps to focus attention.
- Group contests: they immediately raise the tension and motivate students during the activity.

As a final remark it can be proposed that the discussion should not be made too interesting. The level should be arranged in terms of providing learners motivation to speak. In case it is too stimulating it may cause overheated debate which is not desired in the teaching-learning process. However, on the other hand it can be summarized that discussion has an extremely important role in the teaching learning process in case the above mentioned features are carefully designed and applied.

2.6. Language Learning Strategies

As speaking is one of the language skills that is taught and learned in language classrooms, there are some language learning strategies and techniques, which teachers should be aware of in order to be successful in teaching any of the skills.

Rubin (1975) suggest the following seven learning strategies and techniques:

1. Good language learners are willing and accurate guessers.

Students use all the clues which the setting offers. Language teachers can help students become willing and accurate guessers. The first thing to do is to encourage students to learn the art of guessing. The students must be conscious of the fact that guessing is not done in a vacuum, but is based up on specific information such as a clue in a grammatical structure, in a lexical item or even in a non-verbal context. At the same time a guessed answer may be incorrect but may still be based upon specific clues, perhaps wrongly interpreted.

2. Successful language learners have strong motivation to communicate.

Successful language learners will do many things to communicate-including using circumlocution, paraphrasing, gestures etc. Therefore the teachers must take the responsibility as motivators because the importance of motivation in language learning is well known. Personalizing instructions is one of the ways that is motivating students. It is proved that students, no matter whether they are motivated or not, like talking about themselves and their recent experiences. In some other words, sentences starting like “As I was in..., I used to ..., I am ..., I have ... etc.” are the type that makes students really get motivated from the very first stage of their oral production.

3. Successful language students are often not inhibited.

Such students do not mind making mistakes while communicating. Here the teacher can help inhibited students by structuring learning activities geared to potential and interest of the students, and by setting a favorable classroom climate. In such climate every student may feel the freedom to make mistakes and tend to create oral utterances as much as he/she can.

4. Good language learners are prepared to attend to form.

Such learners are constantly looking for patterns in the language. These students constantly analyze, categorize, and synthesize materials that comfort them. Foreign language teacher can point out form whenever feasible and thus

make students aware of patterns. Moreover, students can monitor each other's speech and seek correction from his classmates rather than regarding that as a function of the teacher.

5. Good language learners practice.

They seek the opportunities to use the language. The teachers can help the unsuccessful language learners by establishing the kind of classroom climate in which the students are eager to speak and motivated by personalized and creative teaching. The interview technique is a good way to accomplish this goal. Students work in pairs and ask each other questions to find out something new about his partner. The students may be asked to take notes while listening and later report to the rest of the class some of the interesting peculiarities of his partner.

6. Good language learners monitor their own speech and that of the others.

Such students are concerned that their speech is well received and meets the performance standards. Monitoring is handled as a function of active participation. Successful learners are accepted to be constantly processing information, and due to that they can learn not only from their own mistakes but also from the ones made by others. The teacher can help by letting more time for students communicate in pairs or groups and make students take an active part in their language learning. Nerenz (1979) suggests that when a student delivers a speech and makes errors and the teacher all the time provides instant correction, other students are unlike to monitor the communication. However, at certain times the teacher may interrupt the speech and state that the preceding statement was incorrect and ask students to do the correcting. At other times students that do the mistake can be asked to explain the reason for their own mistake.

7. Good language learners to attend to meaning.

Good language learners know that paying attention to the grammar of the language is not sufficient to understand the message (Rubin, 1975). The teacher may often come across to students who give correct answer of the asked question and yet have very little idea of the message. Reiss (1981) suggests that the

successful language learner attends to the context and mood of the speech act, to the relationship of participants, and to the rules of speaking. Reiss (1981) proposes that the teacher can not help by making all presentation of materials meaningful, avoiding translations, but rather by circumlocution, paraphrasing, using synonyms and antonyms.

2.7. The Role of the Teacher in Second Language Learning Process

According Harmer (1993), teachers need to play several different roles meanwhile the speaking activities. But if the aim is to observe fluency (of course expected in higher levels), there are three different roles, which have particular relevance, and which teachers must undertake. The first one is the teacher's role as prompter. In fact it was previously mentioned that students may sometimes get lost and experience a situation in which they cannot think of what to say next. Harmer (1993) is also concerned with this problem. He states that due to this reason learners lose fluency. In some cases, as Harmer suggests, we can leave them to experience this situation and let them find out the solution. Of course this is just one of the options than can be applied and it can be an effective one. Another action that can be taken is providing some suggestions, which can arise some new discussion points so that immediately the sense of frustration may disappear and students' thinking stream may go on creating. The second role, mentioned by Harmer, which the teacher must undertake is to be a participant. He states that teachers should be good animators, use the body language and be able to create a convenient setting full of enthusiasm. On the other hand teachers may participate in some of the activities such as discussions and role plays. That is way by which teachers can introduce new information so that the activity continues its flow. Hence, creative atmosphere can easily be established by the guidance of the teacher. However, teachers should be careful not to participate too much and let the learners to be dominant speakers during the activity. The third role of the teacher as Harmer (1993) suggests is the one as feedback provider. It can't be said that a proper timing is the best for giving feedback. Here the most efficient timing effect must be considered then act. For example, when students are in the middle of an activity, over-correction may negatively affect them and take the communicativeness out of the activity. On the other hand, helpful and gentle error corrections may help students' production positively and

keep the hesitations on distance. But everything depends on the right timing and sufficient supportive feedback, which can also play an important role on motivation and further encouragement.

CHAPTER THREE

THE RESEARCH

In this chapter the research method, the research setting, the subjects and the duration, the research question, the hypothesis, the aim of the research, the process of data collection, the teaching, and statistical analysis will be described in a chronological order.

3.1. Research Methods

This study is conducted by using action research by which quantitative data was obtained and interview method by which significant qualitative data was obtained.

3.1.1. Action Research

Since action research aims to find out how people can improve their skills, techniques, and strategies, this study aims to put forward some efficient suggestions and strategies which can be used in teaching speaking. It is known that good teachers are, in a way, students themselves. And that is the reason why they often try to find new ways to expand their present knowledge, which can be conducted via action research. Moreover, the focus of this type of research is mainly on students, so that educators can benefit to develop or change their teaching. To be more specific, the researcher in the action research starts by planning action to address a problem or issue in his/her own context. That is followed by recording the outcomes of the action, collecting data, observing and examining the results and planning another action in accordance to the conducted analysis.

Additionally, as to the action research as it is mentioned above, to develop students speaking skill, a change in the teaching learning process was applied on an assigned period of time and the development factor was detected via a pre-test, which determined the students beginning speaking level, and a post-test, which aimed to identify the efficiency of the changes applied in the designed extra activities.

3.1.2. Interview Method

In this method students are individually asked series of open ended questions in a kind of face to face meeting. By the application of this method it is aimed to obtain relevant information about students' previous experience in speaking (as a school course or another type of practice), and to have a clear idea about their attitudes towards speaking.

The reason why these two research models were selected can be explained by the nature of the study. Since the study aims to improve prep year students' speaking skill, we needed to know what was previously done to teach students speaking, so students were interviewed to obtain the relevant information.

3.1.3. Participants

Participants of this study are upper-intermediate level undergraduate Preparatory Program ELT students. 59 upper-intermediate Turkish speakers of English from the same educational and linguistic background form the subject of this study. They are preparatory program ELT students at the School of Foreign Languages of Trakya University in the fall term of 2007 - 2008 academic year. They are at the ages of 17, 18 and 19. The students were randomly divided into two classes by the school administration. But since the majority of the students were females, an important issue was taken into account. That was to have equal number of male and female students in both classes. Therefore, there were two quite randomly formed classes consisting of 30 students each. Again randomly, one of them was chosen to be the control group, and the other one as experimental. The study was carried out in twelve-week period during which four-hour speaking courses – per two hours and on two days – were held.

3.2. The Research Question, Hypothesis and the Aim

3.2.1. The Research Question

In this study, answers to the following questions were sought:

- Are the students enrolling at foreign language teaching departments competent at speaking skill?
- How can their speaking skill be promoted?
- How can they be encouraged to speak English?

Speaking skill is the last emerging language skill since it is the outcome of long lasting acquisition and learning process. Producing a speech is a very complex task. Bock K. and Levelt W. (1994) clarify the language production as a process which consists of four main levels, starting from the intention to speak and reaching the last level, which is the language output. These levels are:

- the message level
- the functional level
- the positional level
- phonological level.

That complex sequencing gives a general idea about how difficult it is to speak. Even though the difficulty level of producing a spoken language is high and hardly achievable by elementary level learners, most foreign language learners aim to become fluent one day in the foreign language, which they are learning. Therefore they spend a lot of time and money in order to learn a language properly. However, the learning purpose, the learning way, the learning strategy and the teaching methodology may cause some deviations and insufficiencies in the language outcome of the learners. For instance, Turkish students who get ready for the university entrance exam, (ÖSS: for all students who take the exam and YDS: obligation for the ones who will make language-oriented department choices) which is prepared and held by ÖSYM, do not practice any speaking or listening skills due to the content of the language test (YDS) that they have to do. The development of these two skills is let to the choice of the students, so that the ones who want to develop themselves in those skills do some extra and individual work.

Preparatory programs are very common in undergraduate programs in Turkey. Students who are to get education in foreign language oriented programs usually have to study for one year in the preparatory program. However, if some students are successful in the proficiency test held at the beginning of the academic year, they do not have to

attend the preparatory program, which is usually held in a separate school called School of Foreign Languages.

ELT students are placed to the university programs due to their YDS scores, but although they are placed in accordance to their success in English most of them can not pass the English proficiency test having level of B2. Their failure is mainly due to the difference of the test contents between YDS and proficiency exemption test prepared by the Schools of Foreign Languages.

3.2.2. Hypothesis

The hypothesis of this study is “Speaking skill is a language skill which is probably the most complicated and demanding skill in comparison to the others”. Lazarton A. in Celce – Murcia, M. (2001), states that speaking English as a foreign language is quite complicated process of interaction because there is a need of an interlocutor with whom the communication gains an authenticity. Moreover while this interaction takes place, he clarifies that a variety of demands emerge simultaneously: monitoring and understanding the other speaker(s), thinking about ones own language production, producing that production, monitoring its effect and so on.

It was mentioned in the previous part that undergraduate level preparatory program ELT students at Trakya University School of Foreign Languages are placed by ÖSYM regarding their scores obtained in English Language Test (YDS). However, this test has neither sections to evaluate any productive skills such as speaking and writing, nor the receptive skill listening. It tests vocabulary knowledge, reading comprehension, dialogue completion, translation and some other testable features of language usage which are away from the communicative and creative aspects of language.

As mentioned before, when ELT department students first come to the universities as undergraduate students their speaking skill is quite undeveloped in comparison to the other language skills. However, there might be a similar problem with the listening skill since the attitude and application towards it during high-school education period in Turkey is similar.

3.2.3. Aim

The aim of this research is to identify the benefits of extra assigned work and extra motivation on how to acquire speaking skill. This study is assumed to be helpful for language teachers to have an idea about the efficiency of extra held speaking activities in class, and whether they have a positive effect on learner autonomy and encourage students during the teaching learning process.

3.3. Data Collection

The data in this survey was mainly collected via oral examinations, which were held in two phases (before and after the teaching process), and oral interviews, which aimed to obtain information about the students' previous experience in the speaking course. The oral exams were used as pre and post tests. The aim was to test students' progress in speaking skill.

3.3.1. The Oral Interview

The oral interview was conducted to obtain information about speaking skill in general. At that point it was aimed to extract information whether the speaking skill was previously taught explicitly or not. Besides it was also aimed to observe the attitude of students towards speaking skill in order to organize the teaching process more efficiently in a way meeting the students' needs and achieving the aimed goals of the course.

3.3.2. The Oral Examinations

The oral examination as Hughes A. (2003) states is the most frequently applied format for the testing of oral interaction. Besides, he implies that it has some serious drawbacks because usually the relation between the testers and the students during the interview is a complex one. In some other words, the students are to speak to a superior which leads to an unwillingness to take the initiative in the interaction process. And these are the reasons to reveal the negative side of such testing. However, in this study all the testers were familiar instructors to the students, people with whom they had

previously confronted many times. Before the interview, one of the principles in the exam application was to treat students in a positive and friendly way aiming to decrease the level of anxiety, which is assumed to be quite common before oral exams.

The applied oral exam was a Certificate in Advanced English—CAE speaking test in which the questions were taken from CAE testing books. The question type consists of pictures, photos and related instructions guiding students to produce oral interaction and prompts related with each picture to activate students' cognitive schemata. The students attended the exam in pairs and each pair had a common topic, that is to say they had to speak about the same pictures but their questions and prompts were different. The paired test was first used with FCE and CPE as a format having an optional characteristic during the 1980s, (Saville and Hargreaves, 1999). However, when CAE was first introduced in 1991, the paired format became an obligation feature for tests of this kind like KET, PET, and FCE. In this study, although students participated in the examination in pairs, pair interaction was not required but in case pair interaction or discussion emerges, the pairs were not interrupted, moreover a three way interaction process was led.

3.3.2.1. The Application Procedure of the Oral Examination

- First, a pair enters the classroom where the oral exam is held and chooses its question pictures with the prompts attached (the pictures are upside down so the students don't have the chance to pick out one which may appeal them more or less than another one, since when one question may appeal to one of the students in the pair more than the other, and also by this way dispute is avoided).
- Then they have two minutes to get ready (in that time they generate ideas and organize their thoughts by referring to the prompts in the questions).
- After the preparation time is over the students start speaking.
- If serious exam anxiety is observed in a student, some warm up and relaxation questions are directed to that student to make him/her relax, and then the exam procedure is carried on.
- The oral exam for each student lasts from 6 to 8 minutes per student.

- In case any student is too brief in his/her speech, some additional questions are directed by the instructors in the jury (the instructors have previously ready questions for each of the questions in the exam).
- The interaction is not one-way (the interviewers actively take place as active listeners and direct some further question to stimulate further language production). However, the interviewers do not interfere when they do not agree with the ideas of the students, and moreover when any errors are observed when the exam is going on. The students are not corrected because such interferences while students are speaking may seriously be discouraging. On the contrary, in some cases, positive reinforcement is supplied.
- Since 30 students are interviewed (in one session: morning/afternoon), the duration of the interview is estimated to be about 180-200 minutes. Therefore after the 90-minute exam time the jury takes a 15 minutes break.
- The grade awarding is done just after the students leave the classroom. Each instructor has an analytic marking sheet previously copied separately for every pair on which they mark the assessment.

3.3.2.2. Marking

Coombe C., Folse K., Hubley N. (2007) state that English has become a global language and many people are studying it to develop proficiency in speaking. They also clarify that international communications are so important in the aspect of globalisation so there is an essential need to recognize the importance of spoken English by testing learners' oral progress. Harris D. (1977, p. 81) points out that speaking itself is a complex skill to be produced because it requires simultaneously the use of different abilities such as pronunciation, grammar, vocabulary fluency and comprehension and moreover these abilities often develop at different rates. However, Coombe C., Folse K., Hubley N. (2007) propose that nowadays when speaking skill is assessed the attention is mainly on contextual and interactional factors but of course the abilities motioned by Harris above still underline the assessment of speaking.

The marking sheet used for assessing and scoring the students in this study is still used as a marking tool in the ELT department of Anadolu University Open Education Faculty. The six categories in that marking sheet are the same ones as Brown

(2001, pp 406-407) defined. They are: vocabulary, grammar and structure, fluency, intelligibility and pronunciation, comprehension, and task achievement. However, bearing in mind the importance of body language during the communication, the assessment of body language was added to the categories mentioned above. In a scale developed by Cummings (1992) for the evaluation of oral presentation, there is a separate section where body language is scored. There is no doubt that assessing body language is more sensible in oral presentations because in presentations the speaker is standing, pacing, maintaining eye-contact with the audience, etc. Since using body language effectively when speaking a foreign language is welcomed and appreciated by language teachers and instructors, the assessment of body language is common in oral presentations. As Uchida (2003) states, non-verbal communication has a purpose that is to give signals to other participants in the conversation. She also states that there are cultural factors influencing the body language, so when some non-verbal signals work in one culture they may not work in another, and moreover that difference may lead to misunderstanding. She claims that body language points should be taught especially to youngsters who have not yet started to use their native body language when speaking a foreign language. Knowing these points leads to developing habits that support the flow of English in natural way. Therefore, the added category to the evaluation scale is of equal importance to both, efficiency in speaking, and success in communication. (See appendix A for the marking scale)

3.3.2.3. Interviewers

To increase the reliability of the evaluation process three experienced English language teachers were asked to take part as members in the jury of the both oral interviews (before and after the teaching process as a pre-test, and after as a post-test). The same jury members held the oral exams in order to keep the reliability level as high as possible.

3.4. The Teaching Process

The teaching period of the study covers a twelve-week time interval. There are 4 speaking courses each week. These four courses are held in twos on two different days of the week. However, the ELT students, attending preparatory class at Trakya University the School of Foreign Languages, have various subjects. Therefore, in addition to the speaking course both of the groups did the other skill based courses like reading, writing and listening as well as some other additional language courses like grammar and language development.

3.4.1. The Contents of the Prep-Year Courses

- Language Development Course

As it was previously mentioned course subjects are held for two days a week-two hours each day- but language development course is held for two hours on three days-total 6 hours a week. The goal of this course is to combine all skills and grammar in one subject, in which students have opportunities to master their reading, writing, listening and speaking skills together. Aiming to achieve the course's goal, the course instructor uses a course book which was previously selected by a commission. The course book is "Upstream Advanced C1" published by Express Publishing. It is a kind of modular secondary-level course for learners at CEF C1 level. Some of the outstanding features of the book are as follows:

- It systematically develops the for language skills through realistic, challenging tasks which encourages the learners' personal engagement.
- Various lexical exercises: practicing and activating all essential vocabulary areas including collocations, idioms, phrasal verbs, fixed phrases, word formation.
- Includes a varied range of reading texts from authentic contemporary sources, with exercises encouraging learners to read excessively and intensively.
- A wide range of speaking activities is adapted to every unit.
- Includes some stimulating reading and listening tasks.
- Has realistic, stimulating dialogues which are featuring people in every day situations.

- Self-assessment sections at the end of each module.
- There is practice in exam-style exercises for all five papers in the CAE exam.
- There are grammar sections covering major grammatical areas and more advanced grammar points.
- There is a variety of cross-cultural topics.

- Writing course

It is held two days, for two courses on each. The goal of the course is to promote students' writing strategies and supervise them to practice writing for academic success. However, this guidance is proceeded step by step, starting writing from generating ideas, to drafting and revising, to proofreading and editing. To achieve the course's goal the instructor covers the book "Reason To Write, Strategies for Successes in Academic Writing-Advanced", which was selected by a commission before the academic year started. The book leads students to write five-paragraph essay, so that they can reach academic standards. Studying the book the students find opportunities to receive in-depth instruction on a variety of essay types. Also some essential writing skills as summary and response, proper citation of sources, use of quoted material, and synthesizing multiple sources are explored. Some other features of the book are as follows:

- The units are theme-based and grounded in academic content.
- Incorporated reading texts having thought provoking character to challenge students to think analytically.
- Wide range of writing topics appealing to diverse student populations.
- Step-by-step writing activities build towards a central structured writing task.
- Integrated grammar and vocabulary sections help students improve accuracy and gain fluency.

- Listening Course

It is held two days per two courses in a week, in a way similar to the other courses. The goal of the course is to promote students' listening strategies starting from general interest topics to mastering academic content. The covered book is "Quest 2". The book is quite academic oriented, focusing on different areas of university study -

anthropology, art, biology, business, ecology, economics, history, literature, psychology, or sociology. Some main features of the book are as follows:

- It guides students to develop effective academic listening and note-taking skills, and encourage them to interact meaningfully with their pairs.
- Critical thinking and test-taking strategies teach students to use inferencing, synthesizing, and other skills to deal with complex issues.
- Gradual curve in each chapter from social language, to broadcast English, and then academic listening supports students as they engage in more difficult material.

- Reading Course

The goal of the course is to promote the overall use of language by involving students in the reading process more actively, and make students become more engaged, thoughtful, and confident readers of English. Moreover, the reading materials and activities covered in the course aim to enrich students' vocabulary base and build reading skills. The book covered in the course is "For Your Information 4, Reading and Vocabulary Skills". It is a high-intermediate level course book, helping students practice vocabulary and comprehension via various activities presented for reading and vocabulary-building skills. Some outstanding features of the book are:

- Updated reading selections motivate students to develop a range of critical thinking skills.
- Expanded reading comprehension and skill building exercises help prepare students for academic competency.
- A variety of new vocabulary-building skills and word-attack activities increase students' vocabulary.

- Grammar Course

The goal of the course is to make the students active users of the grammatical rules by combining the previous learning with the new material, and develop students' efficiency in language structure and language functions. To achieve the course's objective the book "Advanced Language Practice" is covered. The book is chosen by a

commission as are the other courses' books. The book is intended for a use at the level of CAE. Some striking features of the book are:

- CAE and CPE skills and language development through a range of informal and formal texts.
- Focus on lexical problem areas such as collocation, idioms, word formation and phrasal verbs.
- Advanced grammar systematically revised and consolidated through a variety of exercises.
- Regular consolidation units.

- Speaking course

The aim of the speaking course is to develop students speaking skill and communication abilities in the target language and to make students speak confidently, fluently and accurately in a given context through various speaking tasks. This course shapes the main frame of the study because via the applications conducted in the course students are expected to develop their proficiency in speaking, which is observed as insufficient. Moreover, by the means of this course valuable data was obtained to be able to fulfil the study. To achieve that goal, a course book and previously designed speaking tasks, materials and activities were used. As it was previously mentioned the survey covers a 12-week interval and the teaching applications were designed in accordance. The course book that was used in the course is "College Oral Communication 3" a book chosen by a commission before the academic year had started. This course book is designed as series for comprehensive program of the Houghton Mifflin English for academic success. The fundamental of the series is to prepare students who are not native speakers of English for academic success in U.S. college degree programs. College Oral Communication-3 consists of comprehensive coverage of academic subjects, in which it is easy to follow structure. There are helpful ancillary materials enclosed, which make it a package worth considering for teachers who want to help students prepare to participate in mainstream academic courses. Some outstanding features of the book are as follows:

- Assisting students identify their needs and plan their learning.
- Engaging students in various activities to practice both academic listening and academic speaking.

- Developing of academic vocabulary and grammar required by students for academic speaking/listening, reading and writing.
- Topics and readings that represent a variety of academic disciplinary areas so that students learn the language and content of the social sciences, the hard sciences, education and business as well as the humanities.
- Assessment tools at the end of each chapter so that instructors have easy-to-implement ways to assess student learning and students have opportunities to assess their own growth.

In other words it can be stated that the book *College Oral Communication* is not only a material to develop students' speaking skill and speaking competence but also a material providing students to master their listening skill for academic purposes.

In this study, the teaching of speaking was designed as a 12-week application. To have a clear overview of the implemented procedures it is better to see the application week by week.

As it was previously mentioned there are 4 speaking courses in a week, but these are held separately on two different days. On the first course-day the activities from the chapters of the book were covered, and on the second, which was activity-day (activities put in practice from teachers agenda); selected speaking activities, topics, and tasks from various sources were adapted to the process. These sources are mainly books designed to develop students' speaking skill and use of English. These books aim to make students practice English to develop fluency. They are: *Clockwise Advanced* by Amanda Jeffries, *Ideas and Issues* by Lisa Gerard-Sharp, and *Timesaver Newspaper Articles to Get Teenagers Talking* by Peter Dainty. But, since there were two groups - one control and one experimental - some additional or varied activities or applications were designed for the experimental group. So the extra adapted applications would be reflected as an extra feature in the weekly plan described below.

3.4.2. Speaking Course Design

- Week-1

Course-book day: (2 hours)

Chapter-1

Topic: How Did Movies Get Started?

Aims: -introducing note-taking and note-taking strategies, -identifying number of syllables, -recognizing and using signal words, -how to make clearer notes, -how to transfer notes on a time line chart.

Activities: Discussion on effective note-taking strategies and analysing the effective ones, -vocabulary activity (using context to learn word meaning), -recognizing syllable number and stress in academic vocabulary (learning the pronunciation of new words), -recognizing and using signal words of time to organize information from a reading or lecture, -taking notes from a lecture, -listening for the organisation in the lecture (listening task for identifying and noting main ideas and signal words that signal time), -taking notes from the lecture, -making a graphic organiser (horizontal timeline, vertical timeline, chart drawing), -clarifying information in your notes (to make the scribbles obvious).

Extra feature: -most of the students found it difficult and a bit boring to handle the activities, so closer and friendlier teaching-instructing attitude was kept while the activities were in progress by revealing explicitly the relevance of the covered material to everyday life (raising awareness).

Activity-day: (2 hours)

From Teacher's agenda

Topic: Why do we argue at home?

Aims: - to make students speak and practice everyday language, -focus on some collocations and expressions for controversial situations.

Activities: -whole-class brainstorming about what the everyday home arguments may be, -pair-work activity on the question "what do people usually argue about in a family?", -role-play activity (in created situation one of the students becomes father/mother and the other acts as the problem child), in which firstly the role-play activity was held in pairs and later volunteers were asked to perform in front of class (quite difficult one, because such activities require drama skills, creative language use and self confidence), -whole-class discussion "Generation gap is not a problem with permissive parents, agree or disagree?".

Extra feature: Since people usually do not feel relaxed to speak about family matters especially when these are especially negative, the sincere attitude of the instructor encouraged students to feel eager to speak about the arguments in their families. The extra activity was held in pairs so students could confess any rows that they come across at home. When the pair work went on, the teacher was walking around the desks to make students feel that he cares what they do.

- Week-2

Course-book day: (2 hours)

Chapter-1 (second part of the chapter)

Topic: How Did Movies Get Started?

Aims: -How to express opinion (agreement and disagreement), -how to prepare for group discussion, -how to respond to short answer questions

Activities: -review on note taking by practice activity, -activity on expressing agreement and disagreement (focus on specific phrases and idiomatic expressions that are used when agreeing and disagreeing), -taking roles in group discussions (as group leader, reporter, and participants), -activity focusing on how to respond short answer questions by using lecture notes and previously practiced phrases.

Extra feature: an extra activity: students were asked to perform a dialogue by using phrases of agreeing and disagreeing, however they were told to exaggerate so that the interaction gets funnier and livelier. The aim was to increase the rate of fluency and eagerness to speak.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Commercials

Aims: -Make students speak and practice everyday language.

Activities: -whole-class brainstorming about what the place of commercials in our daily-life is, -pair-work on the discussion question "what is your favourite commercial and what do you like in it?", -role-play activity (students work in groups of 4 or 5 and write scripts about a

product/thing/service... etc they would like to advertise, they practice it in groups then present it in front of the class), -whole-class discussion on the topic “Many countries ban TV advertising for alcohol and tobacco. Do you agree with that approach?”

Extra feature: vocabulary teaching activity was held: enriching students’ vocabulary knowledge on advertising by writing phrases and idiomatic expressions on the board (ex. To advertise on TV/on Radio/in the Media) and asking students to create sentences in a brief context by using the vocabulary on the board.

- Week-3

Course-book day: (2 hours)

Chapter-2

Topic: How’d They Do That?

Aims: -How to write down key content, signal, and classroom instruction words when listening to a lecture, -how to abbreviate when taking notes, -recognise language that signals processes, -how to use recall column.

Activities: -recognizing different word families (whether they are nouns, verbs, adjectives or adverbs), -recognising types of key-words in sentences (content words, signal words, classroom instruction words), -practice activity on how to use abbreviations in lecture notes and creating abbreviations for key content words, activity focusing on recognising signal words of process (Firstly, Secondly, To begin (with), Afterwards, Moving on, etc.), -strategy presentation on why we need and how a recall column is made and brief practice activity via listening to a lecture from a CD player.

Extra feature: during the theoretical instructions of the course some students were observed to loose concentration since they were more eager to be active and speak in class, so when concentration loss observed, a guessing game was incorporated into the process by giving a 5-10 minutes break to the formal procedure of the course. However, when the activities to be covered are many in number such breaks lead to time problems because the previously planned activities can not be completed within the course

time, but on the other hand usually games, when well applied, stimulate learning by decreasing the tension caused by the learning burden.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Friends and friendship

Aims: -Focus on phrases about friends and friendship, -read an article about friends and discuss it, -describe the ways we make friends, -discussing the difference between close friend and just a friend.

Activities: -whole-class brainstorming about words, phrases, idioms and proverbs about friends and friendship, -pair-work on the prompt "talk about your best friend", -reading a newspaper article about friendship and discuss the comprehension questions first in pairs then as a whole-class discussion, brainstorming activity on the ways we make new friends and noting them down, -in pairs discussing the point "Do we choose our friends or are we chosen by them?", -whole-class discussion on the question "what is a close friend and how do we treat him/her differently from our other friends?"

Extra feature: when students work in pairs, the instructor walked around the classroom and kept an eye on each pair to make students feel that they really should take the tasks seriously. In case some pairs did something different rather than the task, the instructors joined those pairs and completed the task with them. Even working with one of the pairs, the instructor looked around for the ones who might disobey. When there were some students complaining that they could not generate ideas, the instructor helped them to refresh their schemata without forcing the process, by giving positive feedback and smiling.

- Week-4

Course-book day: (2 hours)

Chapter-2 (second part of the chapter)

Topic: How'd They Do That?

Aims: -Give a short “how-to” presentation; -make students prepare a presentation -grammar focus on pronunciation of final –s in academic speaking.

Activities: -pronunciation practice and instructions on pronouncing final –s in speaking (i.e. plural nouns, possessives, simple present verbs in third person, and contractions), -introducing students the organisation patterns of presentation by handling each step in detail, -outline preparation activity (outline format and its usage), asking students to prepare an oral presentation on a process (choose a topic, focus questions/brainstorming to narrow topic, purpose, main points, conclusion, introduction), - as a follow up all students were asked to practice and develop their presentations at home and be ready to present it in front of the class.

Extra feature: when preparing the presentations students were particularly asked to pay attention on topic choice, since even a topic which seems interesting may cause a lot of trouble if it is not familiar and convenient to their interests and background knowledge. Moreover, since they got ready for the presentation at home, they were asked first to record themselves, and then listen and improve what sounds unnatural and more specific to correct the mistakes made when presenting. They were told that the more they practice the better they present.

Activity-day: (2 hours)

From Teacher’s agenda

Topic: Presentations

Aims: -preparing students to present a previously prepared topic in front of the class, -increasing students’ self confidence for a better presentation, describing anxiety decreasing techniques.

Activities: - students come to class prepared and ready to present, they sit in groups of 4 or 5 and choose one chairman. That chairman is the group leader and lets each student in the group present his/her presentation; the others listen and take notes about the weak and strong points and record any errors they detect. - students present in front of the class (since the time is limited only one third of the class may come to the stage)

Extra feature: the instructor announced in the control group that students who want to get feedback may see him in the break, as for those of the experimental the instructor invited each of those who presented and let them know their strong and weak points when presenting.

- Week-5

Course-book day: (2 hours)

Chapter-3

Topic: Can You Hear Me?

Aims: -recognise and use signal words of comparison, -use symbols to note keywords, -predict reading focus from diagrams and text, -use signal words of comparison to include graphic organisers in notes

Activities: -warm-up (preparing) for the content of a lecture (discussing and defining some new concepts), -using dictionary for stress and meaning, -predicting the focus of reading, -activity focusing on words that signal comparisons (e.g. also, in contrast, whereas etc.), -listening for signal words to draw charts, -sharing useful symbols with the other students (drawing the symbol and clarifying its meaning).

Extra feature: since there were frequent listening activities in the procedure of the course, some students often lost their consecration, and grumbled that they were in a speaking course. At that point they were told that listening and speaking can not be separated, and all the listening activities enhance their speaking skill, as well. They were reminded that the more they listen, the better speakers they become.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Addictions

Aims: -practice reading for detailed understating, -study and practice verbs and expressions connected with addiction, - role play.

Activities: - practice reading for detailed understating of a newspaper article on addiction, -comprehension check activity, -discussion activity on drinks and drugs (whole-class activity), -to act out situations reflecting different

cases concerning addiction, -act out the practiced in pairs role plays in front of the class.

Extra feature: a longer warm-up activity was carried out by making students talk about the addictions they have themselves or the people around them (using mobile phones / playing computer games / drinking cola, etc.), -when role play activity was to start, the seats of some students' pairs were changed aiming to match talkative students with more silent ones, - the pairs that really did not want to act in front of the class (shy ones) were convinced to come and do it by encouraging and motivating them. They were told that they could really do it no matter how successful their performance is.

- Week-6

Course-book day: (2 hours)

Chapter-3 (second part of the chapter)

Topic: Can You Hear Me?

Aims: -use notes to create concept cards, -predict short essay exam questions, - present oral summary of lecture notes, -leave effective voicemail messages

Activities: -making concept cards to study for an exam, -summarising the lecture in study groups and understanding short exam words, -predicting short answer questions, -answering discussion question, -contacting college instructors by phone (learning helpful phone message hints).

Extra feature: since the content of the topic and the aim of the lesson were to make students more sensitive to exams (usually students are curious about what they will come across in the exams), the instructor changed the focus to another feature to increase the learning motivation. He clarified that the quality and quantity of their learning was much more important than their exam mark because exam performance does not always reveal the actual performance of an individual.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Too much TV

Aims: -read to pick out key points, -discuss issues related to TV, -group work an project, -presenting project

Activities: -reading newspaper article on the drawbacks of TV on children, -comprehension check and vocabulary practice, -whole-class discussion on issues related to advantages and disadvantages of TV, -group-work activity on a project, -presenting the project in front of the class.

Extra feature: when doing a task based pair work activity, students were let to discuss issues, which were not exactly meeting the activity's objective. If the interaction went on in the target language they were not directed to deal with what they had to do, but even encouraged to hold the conversation with more enthusiasm.

- Week-7

Course-book day: (2 hours)

Chapter-4

Topic: Do we watch TV for Free?

Aims: -developing vocabulary and expressions to discuss TV advertising, -interpret graphs and tables related to upcoming lectures, -recognizing words that signal classification, -pronounce key vocabulary words with proper syllables, primary and secondary stress.

Activities: -preparing for the content of a lecture, -understating tables and charts, -recognizing and pronouncing numbers, -guessing meaning from context, -identifying stress patterns in academic words, -recognizing secondary stress patterns, -organizing with signal words of classification.

Extra feature: the experimental group had been previously (in the second week's extra features) thought some extra vocabulary on advertising, so here they were asked to review these and discuss (first in pairs, than as a whole-class discussion) how TV adverting is different from other types of advertising.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Telling a story.

Aims: -listening to a story and pay attention to what tenses are used in story telling, -retelling story, -focus on intonation and stressed words when telling a story, -creating a one word story, -change the end of known story, -telling a story from pictures.

Activities: -listening to a story told by the instructor, -retelling the story in pairs, -discussing in pairs what they liked and what did not like about the story, -activity on what story tellers should care about when telling a story to make the telling more effective and interesting (voice fluctuations, stressing words, keeping an eye contact with the audience etc.), -one word story activity, -create a new ending to a known story, by using series of pictures (group work).

Extra feature: since story telling is not an easy skill many students feel that they are not good at telling stories. However, the instructor ensured the students that no matter they might experience failure or insufficiency in story telling if they go on practicing enthusiastically they will soon get efficient results. Also, he reminded students that the more creative they are in creating new ends to known stories, the more fun they will have with what they do.

- Week-8

Course-book day: (2 hours)

Chapter-4 (second part of the chapter)

Topic: Do we watch TV for Free?

Aims: -summarize lecture content and relate it to personal TV viewing habits, -work in groups in different roles to discuss topics related to lectures, -explaining a chart or graph.

Activities: -taking complete notes when listening to a lecture, -summarizing and paraphrasing content, -discussing topics related to the lecture, -present information from a chart or a table to classmates, -reflecting on what you have learned.

Extra feature: watching extraordinary commercial videos in class and discussing them as a whole-class discussion. Since the commercials were from different countries and in different languages, the message in them was clearly received and the discussion activity afterwards was very lively.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Parental Control

Aims: -practice reading quickly to understand the gist of a text, -discussing main points in the text, - practice telling your own relation with your parents, -practice acting out a phone conversation.

Activities: -reading a newspaper article about a famous person and his attitudes towards his children, -discussion on whether students agree with the parents' attitudes and behaviours mentioned in the newspaper article (whole class discussion), -activity on specific points that parents want to keep their children away from (drugs, TV, sex, computer games, etc) - pair work activity on how their parents try to control them and do they feel really controlled, - preparing role-play activity cards, -act out the roles in pairs or groups of three.

Extra feature: (extra activity) since the topic was the retaliation between students and their parents and parental control, students had lots of ideas which they shared enthusiastically. The instructor divided the class in two groups to started a debate: one side supporting that parents have the right to put pressure and control their teenage children, and the other one supporting that putting pressure on teenagers can not protect, but harm them.

- Week-9

Course-book day: (2 hours)

Chapter-5

Topic: Does Violence in the Media Make Us Violent?

Aims: - learn word forms, syllable stress patterns, and meanings of academic words in context, use signal notes of cause and effect to aid in note-taking, -take lecture notes on controversial topics, project work

Activities: -preparing for lecture content (whole-class discussion on discussion questions), -using context to learn meanings of new words, learning stress patterns, -scanning text for specific information, -recognising contrastive stress in responses, -recognising signal words of cause and effect, -identifying the main ideas of a lecture, - work in groups and prepare a presentation about violence in the media .

Extra feature: students were allowed longer time for their project work and they were asked to work out some solutions to the problem that they will present (a kind of problem solving activity), some groups were encouraged to prepare posters revealing the violence.

Activity-day: (2 hours)

From Teacher's agenda

Topic: Love at First Sight

Aims: -read to pick out key points, -vocabulary and expressions related to love, -practice saying compliments

Activities: -discussing the concept of love in general (whole-class), speaking about the person you are in love or you would like to fall in love (pair-work), reading a newspaper article and discussing some of the interesting points in it, -vocabulary activity: guessing the meaning of expressions, prepare and pay compliments, discussion activity (controversial discussion questions about love).

Extra feature: students were instructed how important it is to keep a vocabulary book, and they were assigned to have one and keep daily records, - they were also asked to review the covered material, and record the new words and expressions in them, -students were strongly advanced to do some individual practice out of school studies and assignments, and they were also told that practice and repetitions are the mother of learning (an old Russian proverb).

- Week-10

Course-book day: (2 hours)

Chapter-5 (second part of the chapter)

Topic: Does Violence in the Media Make Us Violent?

Aims: -identify facts and opinions, -demonstrate active listening and questioning skills in discussions, -express opinions using academically appropriate language, -use information from course material to support an opinion.

Activities: - recognizing open questions, -writing questions for group discussions, - discussing question in small groups, -summarizing opinions of group discussion, applying the information: discussing with a group.

Extra feature:- by clarifying the importance of asking question in conversations, students were taught how questions may change the course of the interaction process, - by giving explicit examples, students were taught what type of responses and attitudes, intonation, and body language (both positive and negative body language) may disturb the conversation.

Activity-day: (2 hours)

From Teacher's agenda

Topic: You can't teach an old dog a new trick

Aims: - discussing the relation of proverbs to culture, -focus on the role of proverbs in our daily life, -work out the meaning of proverbs.

Activities: -defining culture and proverbs and pointing the relation by specific samples, -when and why we use proverbs in our daily life (whole-class discussion), translating some Turkish proverbs into English, and discussion if they still keep the same literal meaning, -discussing proverbs in groups.

Extra feature: in the control group, every group (in a group work activity) was randomly given a proverb drawn from a bag to be discussed, whereas in the experimental group students were let to change the drawn one in case they feel not likely to speak about that topic. When discussing the proverb, students were asked to give more examples from their own life experience. - Students were asked to role-play some of the proverbs, as well.

- Week-11

Course-book day: (2 hours)

Chapter-6

Topic: Are They Telling the Truth?

Aims: -identify syllable number, stress, and word forms in academic vocabulary, -apply professional reading to lecture and discussion content, -review lecture's content using different strategies, -ask clarification questions during class or instructor's office hours.

Activities: - identifying words from meaning, -learning the pronunciation of new words, -preparing for a reading's content, -reading to prepare for lecture and case studies, -preparing clarification questions, applying the information from the reading,

Extra feature: -the students were given instructions on how to use a dictionary effectively (presenting symbols, parts of speech, word stress, etc), and they were told to pay attention to all these details when they look up for a word or expression. They were explicitly told that "the more conscious they are about their learning, the better learners they become".

Activity-day: (2 hours)

From Teacher's agenda

Topic: News Bulletins

Aims: -Focus on types of news, - listen to understand news, -practice giving and reacting to news.

Activities: - pair work on types of news, -focus on news bulletins, -vocabulary study and listening activity of news bulletins, - making announcement, - describing the topic of a story by studying its headline, -exchanging news on various topics (jobs, holidays, pets hobbies, courses, exams, local news, national news, etc).

Extra feature: Students were assigned to prepare pieces of different news from three different sources (local, national, and international ones) taken from the same day coverage. Students have to be ready to present them, as well.

- Week-12

Course-book day: (2 hours)

Chapter-6 (second part of the chapter)

Topic: Are They Telling the Truth?

Aims: - use your notes for discussion and outside homework assignments, - analyse case studies in discussion groups to apply lecture and reading content, -use information for different types of questions.

Activities: - identifying types of bias, -adding information to instructor's handout, - reviewing the lecture's content, -using your notes to find examples of bias, using question intonation.

Extra feature: - since the content of the course was sequenced with technical activities aiming to develop students academic skill, most students got bored and tired of doing such tasks, so language games were incorporated to the procedure (students were divided in three groups, each group had an acting member who mimed the verb collocations that the instructor lets him/her see, (guessing time is limited with 20 seconds).

Activity-day: (2 hours)

From Teacher's agenda

Topic: Language

Aims: -focus on the misuse of English as a foreign language, -raise awareness on used English words in when speaking Turkish, -focus on different usage of vocabulary and expressions in British and American English, - and practice speaking on language issues.

Activities: -discussion activity (whole-class): reasons for learning English not other languages, -reading activity (newspaper article), -comprehension activity (whole-class), -discussion activity: global English (pair-work), - practice the different usage of words and expression in British an American English, -practice useful phrases, - language game, - debate.

Extra feature: speaking strategies were taught to students by demonstrating them how they are used in authentic situations, and clearly explaining why they are used. Related explanation was added on how and when these strategies

are used. (Strategies for: agreeing, disagreeing, agreeing in part, doubting, approximating, generalising, etc.)

3.5. Data Analysis

As it was previously mentioned the data was obtained by the means of two oral exams, which were applied on 59 students, and were given as a pre-test and post test to the assigned control and experimental groups. The pre-test and post-tests were given to find out the similarities and differences of the mentioned above two groups before and after the teaching process. As the aim of this research is to identify the benefits of extra assigned work and extra motivation on speaking skill, the alternative hypothesis below are thought to be helpful to clarify the obtained results from extra curricular activities applied on the experimental group.

- students will be able to speak fluently and use body language when speaking
- students will be able to choose suitable vocabulary and correct grammar structures
- students will have a good command on comprehension and pronunciation
- students will be able to handle successfully the assigned oral task

Primarily, the pre-test results highlighted that the control group and experimental have the same starting grounds. After the designed twelve-week teaching was conducted, the post-test application and the result obtained from it were used to make conclusions about the significance of the designed extra teaching

The data were analysed by computing the results through the Statistical Package for the Social Sciences (SPSS, version 14.0). The applied test is t-test both for dependent and independent variables due to different correlation as within group evaluation and two-group evaluation. The level of significance was accepted to be $P < 0.05$.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

4.1. Results of Descriptive Statistics

Of 59 ELT students at English Preparatory Class of Foreign Languages School at Trakya University, 29 students took place in the control group. 30 students participated in the experimental group.

Both groups covered the same course book and activities from teacher's agenda, but the experimental group was exposed to extra assigned activities (extra-teaching) previously designed by the course instructor to develop their overall speaking performance.

In order to make the obtained data scientifically meaningful, t-test which is useful to point out the inter-group relation and significance, as well as, the relation and correlation between the experimental and control groups was used for statistical analysis.

Even though detailed statistical analysis was held and also recorded in tables (added in the appendices section) in term of the seven categories (vocabulary, grammar and structure, fluency, intelligibility and pronunciation, comprehension, task achievement, and body language) used for the assessment of students, only three-step statistical analyses were reflected in this chapter. The first two analyses were dependent tests for the experimental and control group, revealing the data, which clarifies the students' language proficiency before and after the extra-teaching. The third one is an independent t-test revealing the comparison of the pre-test and post test results between the experimental and control groups, in other words, the difference and similarity between the two groups. However, more detailed discussion of the results will be held in the Discussion Chapter by referring to the seven categories mentioned above.

4.2. Findings of control group performance

Table 1
Control group pre-test and post-test performance

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Control group	Pre-test	75,7816	29	5,41769	1,00604
Control group	Post-test	74,4713	29	5,89425	1,09454

		Paired Samples Test		
		t	df	Sig. (2-tailed)
Control Group	Pre-test – Post-test	2,196	28	,037

Note: * Correlation is significant at the 0.05 level (2-tailed)

P<0.05

In table 1 the pre-test ($\bar{x} = 75.78$) and post-test ($\bar{x} = 74.47$) results of the control group are compared. What is surprising is that there is a slight insignificant decrease in the post-test, which means that there is no progress in the overall speaking skill of the control group. However, when considered that the students in the control group were not thought only speaking, but also the other mentioned courses in the method chapter, reflecting no progress is a disputable topic, which will be discussed in the next chapter.

4.3. Findings of experimental group performance

Table 2

Experimental group pre-test and post-test performance

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Experimental group	Pre-test	74,2111	30	9,15029	1,67061
Experimental group	Post-test	79,6333	30	7,41302	1,35343

Paired Samples Test

		t	df	Sig. (2-tailed)
Experimental Group	Pre-test– Post-test	-7,981	29	,000

Note: * Correlation is significant at the 0.05 level (2-tailed)

P<0.05

In table 2 the pre-test ($\bar{x} = 74.21$) and post-test ($\bar{x} = 79.69$) results of the experimental group are compared. Referring to the obtained data it can be stated that significant difference was found out in the post-test results, which means that the extra held activities led to improvement in the overall speaking ability of the students. A more detailed analysis and discussion of the obtained data will be held in the next chapter.

4.4. The comparison of the pre-test and post test results of the experimental and control group

Table 3
Comparison of the pre-test post test results

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	Pre-test	30	74,2111	9,15029	1,67061
Control group	Pre-test	29	75,7816	5,41769	1,00604
Experimental group	Post-test	30	79,6333	7,41302	1,35343
Control group	Post-test	29	74,4713	5,89425	1,09454

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test.	Exper. Group	7,926	,007	-,799	57	,428	-1,57050	1,96638	-5,50810	2,36711
	Contr. group			-,805	47,392	,425	-1,57050	1,95014	-5,49282	2,35182
Post-Test	Exper. Group	,517	,475	2,954	57	,005	5,16207	1,74740	1,66296	8,66118
	Contr. group			2,966	54,980	,004	5,16207	1,74062	1,67375	8,65038

Note: *significant at the $p < 0.05$ level

In table 3 the comparison of the pre-test and post test results between the experimental and control group is revealed. Referring to the obtained data it can be stated that there is significant difference in data obtained from the experimental and control group. The means for the experimental group were found out as $(\bar{x} = 74.21)$ in the pre-test and $(\bar{x} = 79.63)$ in the post test. That is to say it can be concluded that that experimental group revealed progress, $(M=78.8, SD=9.15), [t_{(57)} = 2.10, p < .05]$, which will be discussed in detail in the following chapter.

CHAPTER FIVE

DISCUSSION

5.1. Discussion

In this chapter, the finding reflected in the previous chapter will be discussed thoroughly in terms of the teaching, the teaching materials, and the efficiency of extra assigned material. Moreover, specific applications and their usefulness, in terms of the conducted studies in the field, will be discussed, and detailed explanations will be given for every point.

Table 1 in Chapter four and Appendix A reflect the idea that the overall speaking skill of the control group did not indicate any progress. However, this result is quite disputable because those students were not only assigned to attend to the course of speaking, but also to the courses mentioned in the methodology chapter, so more or less progress at some extent was expected. Moreover, students (in a general perspective) tend to develop themselves within the learning process, and teachers aim to achieve the course goals in the syllabus. On the contrary, the overall case here points out that the control group did not record any significant process. By a detailed examination of the seven categories used to assess students' oral performance, clearly listed in the marking sheet (see appendix A), it can be concluded that there is significant development only in the body language performance of the students in the control group. The progress in the body language may be due to students' awareness of the feature as a component in the evaluation. Students were previously told about how they would be evaluated, and they were also informed about the categories according to which they would be evaluated. However, probably never have been evaluated in a similar way in their school life before, they were not so successful in the body language performance in the first exam (pre-test), and after the 12-week teaching period they practiced it (consciously /unconsciously) when speaking English, and significant progress was recorded in the mentioned category. Moreover, there may be some other factors for that progress. These can be becoming more familiar to the examiners, the physical environment, to the exam type, and perhaps the most affecting factor was that they were encouraged by the instructor to use positive body language when speaking.

Table 2 and table 3 display the progress recorded by the experimental group, and prove the significant and positive effect of extra-assigned activities on the overall progress of students' speaking skill. The statistical evaluation in appendix C reveals the fact that the alternative hypotheses assumed for the experimental group were achieved. To be more specific, it is better to study them in detail by referring to appendix C.

There are seven categories that were marked separately as sub-features of speaking skill. The significant value for six of them (vocabulary, grammar, task achievement, fluency, comprehension, and body language) is $P < 0.05$, which means that that the extra held activities led to improvement. As to the one left (intelligibility and pronunciation), the progress of students remained approximately at the same level as in the pre-test ($P > 0.05$). However, it was detected that recording significant progress in teaching pronunciation, which is thought to improve the students' performance in that sub-skill, in the period of 12-week extra applications was not possible. The main reason for that may be that the teaching activities were not designed to develop the above mentioned sub-skills separately, but to develop the students' speaking proficiency in general. And also, even though listening activities focusing on the correct pronunciation and stress pattern of the words were widely implemented, those were not sufficient enough at least for the present study or probably the covered period should be much longer.

Studying appendix D and E, it can again be seen that although the data obtained from the control group's pre-test and post test reflected no significance at the level of ($P > 0.05$), there was significant difference in the data (pre-test and post-test) obtained from the experimental group ($P < 0.05$).

At that point the success of the experimental group should be discussed on the basis of the extra designed activities and applications that were integrated in their learning process. One of the frequent referred applications was to keep students' motivation at the highest possible level, as Ur (1981) states that motivation is an essential detail in teaching speaking and she suggests that it increases when students work in pairs or groups. There are other motivation increasing factors such as

instructor's attitudes towards students, interesting materials (videos, pictures, language games, etc), which all were incorporated in the learning process of the experimental group.

Another activity that took place in the extra features designed for the experimental group was raising awareness on the studied topic. As Ur (1981) clarifies that a given topic gives students a task on "what" to talk. However, she strongly suggests that students need to know "why" they are to cover a given topic. That will enable them to have a clear vision on what will the result be when they accomplish the goal of the task. Ur (1981) also adds that the lack of purpose in genuine discourse results in lack of interest and motivation, which was just mentioned as an important detail in teaching speaking in the previous paragraph. However, Ur (1981) views role-plays as activities done for the sake of the language, and if so efficiency may not be so strong. But on the other hand she adds that they are useful because they give possibility for communication, when based on real-life situations the produced language may be close to genuine discourse, and many students find this type of practice easy and enjoyable.

Although the purpose of this study was to focus on teaching speaking, when extra features and applications were applied some vocabulary teaching was also held. The result was satisfactory because the students in the experimental group performed better (see appendix C). It can be concluded that vocabulary teaching had positive effect on the development of speaking skill, especially in the context of the discourse competence. As Alptekin (2002) states discourse competence deals with the ability to use extended language in context. The achievement here was formed by combination of meaningful sentences or utterances, which can be achieved successfully by possessing an efficient vocabulary stock and knowledge of colloquial expressions.

No matter at what age group students are, they most like playing games in classroom setting. When the point is to discuss the place of game in language classrooms, it can be said that many scholars doing researches in the field support incorporation of games at any state of the lessons. Harmer (1993) points out the usefulness of language games as referring to them as are very useful tool in teaching a

foreign language. He proposes that when playing games, students feel that they are not in the process of learning because games decrease the tension of formal teaching and give students the opportunity to relax and have fun, while in fact the language practice process goes on. So, students in the experimental group were frequently given language games, in which they were observed to be more enthusiastic and competitive in comparison to the control group. To focus on in relation to the mentioned remark for the experimental group above, an interesting and essential notice may be useful. It was observed that in the experimental group there were about 7-8 students having acting ability (some of them were not fluent in English), however the number of such students in the control group was the half 3 or 4. It is important because when playing games, students always have fun; and when there are some students with skillful acting ability, the positive reaction in the class seriously increases. The more fun students have, the more they are involved and learn. So, it can be concluded that not only the place of game in foreign language classroom is important, but also the way how students handle it, and also the students' ability to play it.

Another encouraging application for the experimental group was instructing them how to choose the right topic, how to prepare it, and how to present it. The experimental group students were intensively encouraged to study the strategy section about "how to prepare a presentation" in their course book "College Oral 3". Ur (1981) stresses that there is something which comes before you choose a topic. It is "why" you choose it. And if you really feel like you want to speak, discuss, and share that topic with your classmates, the mutual interaction can be stronger and the spoken result can be much more efficient than usual. Having obtained that valuable information, students in experimental group were more careful about topic selection, which positively affected their presentations later on.

When students in the experimental group were involved in pair-work or group work activities, the instructor endeavored persistently to make every pair or group engage in the achievement of the task. Ur (1981) explains the importance of pair and group by stating that in speaking classes every student should speak, however when the discussions are held in the full class forum few students are given the chance to speak. That is why she proposes that there are many advantages when working in pairs and

groups. What is more, the instructor acted as an assistant (prompter), looking for problematic groups to help, but never interrupting any on going spoken interaction. Harmer (1993), proposes that students should be assisted when they need help, however this help may not be just abrupt at the time they are struggling to produce a piece of language. He stated that experiencing difficulties may help students to find solutions. However, behaving as a prompter gives students the chance to generate and practice more, and that is expected to lead students to a better oral fluency. To conclude, it can be pointed out that the instructor of the course adopted similar attitude to the one mentioned by Harmer (2003).

Another remarkable application in the experimental group was the story telling activities, which were held in a more creative and enjoyable way, when compared with the control group. Here the students were asked to work in groups. In the task, first the group members reach a consensus on which a well known story is studied, then they create a different ending, better contemporary one (i.e. in which technological terms like MP3 player, mobile phone, etc. are included), aiming to create a different ending in the class. Littlewood (1981) defines such activities as social interaction activities, which enable students encounter a wider variety of social situations, whereas Harmer (1993) classified this type of activities as communicative activities ones, which enhance authentic communication.

Positive encouragement always motivates students, knowing that essential teaching strategy, the instructor endeavored to prepare the shy and more silent ones to be as attentive and active as the other ones. Rubin, (1975) suggested that inhibited students should be encouraged. This may be realized in various ways. He proposed that structuring learning activities, which are geared to potential and interest of the students is of great importance, and he also added that setting a favorable classroom climate leads to less tension and more motivation, which can be realized via positive encouragement. In this study, depending on the suggestions of Rubin (1975), the speaking course instructor managed to engage the shy and more silent students, and it was observed that those students were really satisfied with what they did.

Speaking strategies play an important role in teaching, so students in the experimental group got an extra tuition related to their (speaking strategy) types, and especially why these strategies are needed, and how they are used successfully. Strategy teaching such as for agreeing, disagreeing, doubting, approximating, etc. can be observed as teaching isolated phrases and idioms, however when they are integrated in authentic activities they really direct the course of the oral interaction, moreover keep it alive. Bygate's (1987) opinion in that context is similar. He refers to these strategies as negotiation skill of conversation. He states that those negotiation skills are directly related to management of interaction and negotiation of meaning. By their use, speakers can establish the management of interaction, which is quite essential in oral communications because the speaker gets aware if he/she is understood, if the interlocutor understands what he/she says, if there is need for further explanation, clarification, emphasizing, etc.

As it was mentioned in chapter three, grammar and structure, and intelligibility and pronunciation are the two out of six (vocabulary, grammar and structure, fluency, intelligibility and pronunciation, comprehension, task achievement) categories, which are common in scales for assessing speaking skill. Hughes (2003) combines these two under the heading of accuracy. It may be important to mention that many interviewers value the accuracy category as the most challenging one, when compared with the other four (vocabulary, fluency, comprehension, task achievement), which were proposed by Brown (2001, pp 406-407). Moreover, scholars state that to be able to achieve a communicative goal through speaking, two language aspects should be considered together. Bygate (1987) is one of those scholars, and states that these aspects are the knowledge of language, and the skill to use it. This consideration can be significant and interpreted by referring to the first indication that reflects the tendency to accuracy (grammar and structure as the knowledge of language, and intelligibility and pronunciation as the skill to use it). So, grammar and structure may be handled as the knowledge of language, and intelligibility and pronunciation, as the skill to use it. However, one of the first scholars who studied similar claims was Chomsky (1965), who deeply affected many linguists by his competence - performance issue. That is why, grammar and structure category, which reveals the competence, and intelligibility and pronunciation category, which partly corresponds to performance issue, can be

reasons to be the most striking ones out of the six categories for assessing speaking skill, reflected by Brown (2001). Since the students in the experimental group recorded development in terms of accuracy, it can hardly be concluded that the extra teaching was alone the main factor for that progress. A reasonable explanation can be that these students had 4 hours grammar courses a week, and additionally 6 hours language development in which some grammar points were covered. But “Why was similar progress not observed in the control group?” can be a challenging discussion question because they (the students in the control group) were also exposed to the same syllabus. However, the clarification of Richards J.C. and Schmidt R. (2002) can be helpful to suggest a reason for that. They stated that performance is not usually the real reflection of competence due to variety of reasons. And moreover, competence can hardly be measured by the means of performance, because non-observable or limited spoken performance does not mean that there is non-existence of speaking or language competence in general, which can be delayed due to various reasons. So it can be concluded that the students in the control group probably had the competence, however they lacked performance, which could have been affected by the extra teaching (extra motivation and practice). Or on the other hand, it can be suggested that the extra teaching positively affected the experimental group because the language performance was better.

Finally, it can be said that teaching speaking and developing students’ speaking skill is quite a complicated process, a process which can not be held in isolation, but as a part of well designed syllabus, in which all language skills are interrelated to form a whole teaching goal, which is the language. Cook (2001) suggests that the primer use of language is to form relationships with people and interrelating with them. He argues that when people use the language, they meet other people and talk to them. Therefore to meet that goal, the teaching syllabus should be adapted in the way it meets students’ communication needs and gives students the chance to practice authentic language in a classroom setting.

CHAPTER SIX

CONCLUSION AND SUGGESTIONS

6.1. Conclusion

In this study, it was aimed to develop the speaking skill of the preparatory year students studying at ELT Department of Faculty of Education at Trakya University. 59 students, randomly divided into two groups (classes), were the subjects of the study. Since they were preparatory year students, prep-year syllabus in speaking classes was followed. Besides speaking courses, the students were also supposed to take reading, writing, listening, language development, and grammar courses.

In the first chapter, the problem, the purpose, the significance, and the limitations of the study were stated. The problem was discussed in terms of the difficulty that ELT department students face while they are asked to perform fluent, coherent, grammatically correct, and intelligible oral interaction. In order to find solutions to the diagnosed problem, developing the speaking skill of the subjects was proposed; in other words, it aimed to make them speak fluently by using appropriate vocabulary and grammatical structures and having good command on comprehension and pronunciation. Another point mentioned in the introduction chapter was the significance of the study. It was stressed that English language teachers should be fluent speakers because their speaking skill will serve them as an important medium during their language teaching in future. The last point mentioned in the first chapter was the sub-title concepts and definitions.

In chapter two, the literature review of the study was presented. Firstly the theory of speaking was discussed referring to well-known scholars in the field of ELT and linguistics as Harmer, Bygate, Chomsky, Gathbonton, Segalowitz etc. The views of such scholars were used to form the basis of the study. Speaking skill was discussed in various aspects such as a tool to achieve a communicative goal, or as a source to construct infinite set of utterances in terms of creative automatisations. Then speaking was studied as a productive skill and its difference from writing, which is also a productive one, was discussed. In addition to that speaking was handled as an

interactive skill without which the interaction and communication processes can not be possible. After that, speaking was studied in relation to the communicative competence, especially under the sub-categories of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In this chapter another important point was the types of activities used to teach speaking. This was followed by the language learning strategies, which enhance successful teaching. And the last feature under consideration in this chapter was the role of the teacher in second language learning process.

In chapter three, the research part of the study was detailed. First of all the research methods were explained. Since the aim of the study was to improve prep-year students' speaking skill, two methods were used, the action research and interview method. Then the research question, hypothesis and the aim of the study were handled. These details reflected the core of the study because they clarify the reason why this study was conducted. After that the data collection procedure was described step by step. Here the oral interview and the oral examinations were detailed. The next part of chapter three was the teaching process, in which the contents of the prep-year courses and the speaking course design were described. Data analysis was the last step included in the chapter, explaining how data was interpreted.

The speaking course, explained in chapter three, was the one (out of six courses prep-year students are supposed to do) in which the subjects of this study were taken under investigation. There were two randomly formed classes, and one of these was again randomly assigned as experimental and the other as control group. The study was designed to last 12 weeks and the extra-curricular activities and applications were held in the experimental group to detect whether the students in experimental group would perform better or not by the end of the teaching. Better performance was expected in order to detect the benefits of those extra-held teaching activities and applications. To be able to put forward if there was progress, both of the groups were examined before and after the teaching. The applied test was a CAE test, which was assessed by the same jury (pre and post test). The obtained data was interpreted by using SPSS 14.0, in which t-test was very useful to reach decisions.

An important part of the study covers the extra-teaching, which again was described in chapter three. Extra teaching consisted of extra designed activities and applications aiming to enhance the speaking ability of experimental group. A brief description of the extra teaching can be classified in two groups as extra activities and extra applications.

In chapter four of the study, the results and findings were recorded. The data was analyzed by using SPSS (14.0) and presented in tables formed as a result of statistical analysis. In the first table, a pre-test and post-test performance of the control group is revealed. The second table is related to the pre-test and post-test performances of the control group. And the last table, table 3, reflects the difference between the pre-test and post-test results by comparing the average score obtained from those tests mentioned above. To sum up, the findings in this chapter pointed out that extra applications held in experimental group had a positive effect on speaking skill.

Chapter five, the discussion, is the section of the study where the obtained results were thoroughly discussed in terms of the teaching, the teaching materials, and the efficiency of extra assigned material. As a result of conducted discussions it was detected in general that extra designed activities and application led to development of the speaking skill of the prep year students who were involved in the study. An outline of extra held activities and applications is as follows.

a. extra held activities.

- story telling activities
- extra vocabulary teaching activities
- game activities
- extra held pair and group works
- real life like dialogues
- instruction and practice activities on speaking strategies

b. extra applications.

- Encouraging shy students participate
- Speaking in the target language even if not meeting the task

- Raising awareness of the on going activity (students besides “what”, they are aware of “why” they are dealing with the activity in progress)
- Course instructor spends extra effort to raise motivation in the classroom
- Students let to enjoy what they are doing
- Explain students why it is important to choose an interesting and convenient topic for the presenter when preparing a presentation
- Encourage students and assign them homework to practice the target language outside the classroom

All in all, it was concluded that extra held activities and applications had developed the speaking skill of the experimental group positively (see table 2 and appendix B for detailed information).

6.2. Suggestions

There is still a lot to do in the field of language teaching, particularly in teaching speaking. So there are a lot of expectations from language teachers because nowadays it is easier for language teachers to obtain various teaching materials which really lessen their preparation burden. In this part of the study, some suggestions and implications are presented for further applications in teaching speaking, and what other studies may be useful to conduct.

The book covered as part of the syllabus (for the speaking course), College Oral-3, was more useful at developing students’ academic language skills. However, preparatory year students lacked primal communicative ability as feeling comfortable when speaking the target language, not being able to use properly the vocabulary they already know, and mispronunciation of many words. So the chosen course book would be better to concentrate on these needs of the students, however College Oral 3 was detected not to be the right decision.

Another important suggestion is directed to high-school, and private courses teachers in Turkey. They really do their best to prepare candidate ELT students for the YDS. However, they neglect the very basic use of language, communication. Teaching

lots of grammatical features, lots of vocabulary, and doing lots of reading activities does not directly develop students' speaking and communicative skills. Most likely, here the teachers are not responsible for not doing speaking activities in class, but the YDS system's requirements. Teachers focus their syllabus on the features required by this sort of exam. However, teachers can and should incorporate some activities to help students be able to express themselves and communicate freely with the people speaking that language, after all. So when they are placed at the university, they can become better speakers (users) of the target language.

Another handicap was that many students are not used to work in pairs and groups. So, probably that is another subject to be studied. When most of the students were quite successful in individual assignments, most had troubles when group work activities were assigned.

Teachers' role in the teaching process is extremely important. Every individual student's needs may vary, so being aware of that the best teaching methodology and teaching materials should be adapted to the process if success is expected.

Lastly, positive feedback is the last feature, which a teacher should never forget to support their students, because it keeps students' learning motivation dynamic in the process of learning.

Some limitations may be suggested to clarify the borders of the study. The first one is that the study was applied to the students attending university education for the first year (preparatory year students). Another limitation can be stated for the number of the students who participated in the study, 59 students. And the final limitation can be that the speaking course was held only 4 hours, so if the number of courses was more probably the effects of the extra teaching could be deeper.

BIBLIOGRAPHY

Alptekin C. Towards Intercultural Communicative Competence, *ELT Journal* Volume 56/1 Oxford University Press.

Blanchard, K. – Root C. (2007). *For Your Information 4*. NY: Pearson Education.

Blass L. (2007). *Quest 2 Listening and Speaking*. New York: McGraw-Hill.

Bock, K and Levelt, W. (1994). *Language Production: Grammatical Encoding: Handbook of Psycholinguistics*, 945-983. Academic Press.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Second Edition. White Plains, NY: Pearson Education.

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

Celce - Murcia, M. (2001). *Teaching English as a Second and Foreign Language*. Third Edition. USA: Heinle and Heinle Publishers.

Chomsky N. (1965). *Aspects of the theory of syntax*. Cambridge: MIT Press.

Colonna, M. R. - Gilbert, J. E. (2006). *Reasons To Write*. New York: Oxford University Press.

Cook V. (2001) *Second Language Learning and Language Teaching*. NY: Oxford University Press.

Coombe, C., Folse K. and Hubley N. (2007). *A practical guide to assessing English language learners*. USA: The University of Michigan Press.

Cunnings, M.G. (1992). *Listen, Speak Present: A Step-by-Step Presenter's Workbook*. Boston, Massachusetts: Heinle and Heinle Publishers.

Dainty P. (2006). *Timesaver: Newspaper Articles to get Teenagers Talking*. UK: Scholastic Ltd.

Delk, C. L . (2006). *College Oral Communication 3*. USA: Houghton Mifflin Company.

Ellis, R. (2004). *Task Based Language Learning and Teaching*. New York: Oxford University Press.

Evans V. – Edwards L. (2003). *Upstream*. Berkshire: Express Publishing.

Fay, B. (1996): *Çağdaş Sosyal Bilimler Felsefesi Çok Kültürlü Bir Yaklaşım*, İstanbul: Ayrıntı Yayınları.

Gatbonton, E. and Segalowitz, N. (1988) Creative automatization: Principles for promoting fluency within a communicative framework. *TESOL Quarterly* 22, 473–492.

Harmer, J. (1993). *The Practice of English Language Teaching*. New York: Longman.

Harris, D. (1977). *Testing English as a second language*. New York: McGraw-Hill.

Hatch E. (1978). *Second Language Acquisition*. Rowley, Mass.: Newbury House.

Hughes, A. (2003). *Testing for language Teachers* (2nd ed). Cambridge: Cambridge University Press.

James, L. (1969). *Prolegomena to a Theory of Communicative Competence*. (<http://www.soc.hawaii.edu/LEONJ/499f98/libed/competence/comp-perf.html>) (March 7, 2008)

Jeffries A. (2001). *Clockwise advanced*. China: Oxford University Press.

Krashen, Stephen. 1981. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Long, M. (1983). “Native speakers/non-native speaker conversation and the negotiation of comprehensible input.” *Applied Linguistics* 4:126 – 41.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall.

Nunan, D. (2003). *Practical English Language Teaching, First Edition*. New York: McGraw-Hill.

Nerenz, A.(1979). *Teaching the Basics in the Foreign Language Classroom: Options and Strategies*. Benseler: National Textbook Co.

Reis Mary-Ann. (1981). *Helping the Unsuccessful Language Learner*. (<http://www.jstor.org/stable/325589>) (10.07.2008)

Richards J.C. and Schmidt R. (2002). *Dictionary of Language teaching and Applied Linguistics*. UK: Pearson Education.

Rost, M. and Ross S. (1991). “Learner strategies in interaction: Typology and teachability.” *Language Learning* 41: 235 – 73.

Rubin J, (1975). What the Good Language Learners can Teach Us. TESOL Quartely,9.

Saville N. and Hargreaves H. (1999). Assessing speaking in the revised FCE. ELT Journal Volume 53/1 January 1999 Oxford University Press.

Sharp L. G. (1994). Ideas & Issues. England: Chancerel Publishers Ltd.

Sinclair, J. (1993): Collins Cobuild, London: William Collins Sons & Co Ltd.

Uchida, H.J. (2003). Body Language: Kids World.
(http://www.eltnews.com/features/kidsworld/2003/10/body_language.html)
(21/03/2009)

Ur, P. 2007. Discussion that work.UK: Cambridge University Press.

Vardar, B. (2002): DilbilimTerimleri. İstanbul: Multilingual.

Vince M.(2003). Advanced Language Practice. UK: Macmillan Education.

Widdowson, H.G. (1978). Teaching Language as Communication. UK. Oxford: Oxford University Press.

APPENDICES

APPENDIX A

Marking Sheet for Speaking Course

Instructor:			
Student 1.....Student2.....			
Component	Mark	S1	S2
Vocabulary (20)			
• Use of vocabulary and idiomatic expressions accurate and appropriate.	20		
• Appropriate terms used, but student must rephrase ideas due to lexical inadequacies	16		
• Communication limited from inadequate and inappropriate vocabulary.	12		
• Frequent misuse of words and very limited vocabulary.	8		
• Communication impaired from inadequate vocabulary.	4		
Grammar and Structure (20)			
• Make few (if any) noticeable errors of grammar or word order.....	20		
• Some errors of grammar or word order, but meaning not obscured.....	16		
• Some errors of grammar or word order with obscure meaning.....	12		
• Use of only basic structure and simple sentences, and frequent errors of grammar and word order which obscure meaning...	8		
• Many errors, even in basic structures, causing impaired communication.	4		
Fluency (15)			
• Speech is fluent and effortless with wide range of expressions used.....	15		
• Occasional brief hesitations or searching for words but they do not disturb the listener.....	12		
• Noticeable hesitation which sometimes disturb listener or prevent communication.....	9		
• Hesitations and fragmentary speech often demand great patience from the listener.	6		
• Fragmentary and disconnected speech results in disturbed communication.....	3		
Intelligibility and Pronunciation (15)			
• Fully understandable, with little influence from mother tongue.....	15		
• Some mispronunciations attract listeners' attention, yet do not affect understanding.....	12		
• Frequent pronunciation deviations demand listener's attention.....	9		
• Hard to understand due to pronunciation deviations.....	6		
• Not understandable due to pronunciation deviations.....	3		
Task Achievement (10)			
• Topic dealt with comprehensibly and relatively with appropriate details	10		
• Topic dealt with comprehensibly, with limited details.....	8		
• Moderate success with topics; some details; some irrelevant data / ideas.....	6		
• Limited success with topics; some details; includes irrelevant data / ideas.....	4		
• Inability to deal with topic; includes irrelevant data / ideas.....	2		
Comprehension (10)			
• Student understands everything said.....	10		
• Student understands almost everything said.....	8		
• Student has difficulty in understanding what is said.....	6		
• Student has great difficulty in understating what is said despite frequent repetitions.....	4		
• No mutual communication between the student and the listener.....	2		
Body Language (10)			
• Has excellent control on body language: hand and facial gestures, eye contact.....	10		
• Has slight problems at: hand and facial gestures + eye contact.....	8		
• Noticeable problems at: hand and facial gestures + eye contact and the vice trembles	6		
• Frequently observed problems at: hand and facial gestures, eye contact	4		
• Can't use any of the additional platform skills at all.....	2		
Total	100		

Additional Comments

.....

APPENDIX B

Detailed Statistical Analysis of the Control Group Revealing the variance before and after the teaching

Paired Samples Statistics

Average Distribution of evaluated categories		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Avr Vocabulary Pre-test	14,7356	29	1,10690	,20555
	Avr Vocabulary Post-test	13,9770	29	1,62552	,30185
Pair 2	Avr grammar Pre-test	14,2299	29	1,63081	,30283
	Avr grammar Post-test	14,1609	29	2,14110	,39759
Pair 3	Avr task achievement Pre-test	8,8506	29	,75900	,14094
	Avr task achievement Post-test	7,9195	29	,65861	,12230
Pair 4	Avr Intelligibility Pre-test	11,1609	29	1,14995	,21354
	Avr Intelligibility Post-test	11,2299	29	,75647	,14047
Pair 5	Avr Fluency Pre-test	11,1954	29	1,25836	,23367
	Avr Fluency Post-test	11,4023	29	,93171	,17301
Pair 6	Avr Comprehension Pre-test	8,3333	29	,65465	,12157
	Avr Comprehension Post-test	8,0460	29	,64071	,11898
Pair 7	Avr Body language Pre-test	7,2759	29	,80706	,14987
	Avr Body Language Post-test	7,7356	29	,55905	,10381

Paired Samples Test

	Average Distribution of Evaluated Categories	t	df	Sig. (2-tailed)
Pair 1	Avrg Vocabulary Pre-test- AvrgVocabulary Post-test	3,302	28	,003
Pair 2	Avrg grammar Pre-test- Avrg grammar Post-test	,250	28	,804
Pair 3	Avrg task achievePre-test –Avrg task achieve Post-Test	5,645	28	,000
Pair 4	Avrg Intelligibility Pre-test- Avrg Intelligibility Post-test	-,416	28	,681
Pair 5	Avrg Fluency Pre-test- Avrg Fluency Post-test	-1,099	28	,281
Pair 6	Avrg Comprehen Pre-test- Avrg Comprehen Post-test	2,248	28	,033
Pair 7	Avrg Body Lang Pre-test- Avrg Body Lang Post-test	-3,222	28	,003

Note: *significant at the $p < 0.05$ level

APPENDIX C

Detailed Statistical Analysis of the Experimental Group revealing the variance before and after the teaching

Paired Samples Statistics

Evaluated Sections of Experimental Group		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Avrg Vocabulary Pre-test	14,3333	30	2,53103	,46210
	Avrg Vocabulary Post-test	15,3889	30	2,28116	,41648
Pair 2	Avrg grammar Pre-test	14,4333	30	2,02314	,36937
	Avrg grammar Post-test	15,0556	30	1,63084	,29775
Pair 3	Avrg task achievement Pre-test	8,0333	30	,87691	,16010
	Avrg task achievement Post-test	8,5556	30	,74450	,13593
Pair 4	Avrg Intelligibility Pre-test	11,2667	30	1,52225	,27792
	Avrg Intelligibility Post-test	11,5778	30	1,15448	,21078
Pair 5	Avrg Fluency Pre-test	10,9444	30	1,79203	,32718
	Avrg Fluency Post-test	12,3111	30	1,39219	,25418
Pair 6	Avrg Comprehension Pre-test	7,9000	30	,84032	,15342
	Avrg Comprehension Post-test	8,5667	30	,66753	,12187
Pair 7	Avrg Body language Pre-test	7,3000	30	1,11880	,20426
	Avrg Body Language Post-test	8,1778	30	,69884	,12759

Paired Samples Test

Evaluated Sections of Experimental Group		t	df	Sig. (2-tailed)
Pair 1	Avrg Vocabulary Pre-test- Avr Vocabulary Post-test	-4,705	29	,000
Pair 2	Avrg grammar Pre-test- Avr grammar Post-test	-2,954	29	,006
Pair 3	Avrg task achievePre-test –Avr task achieve Post-Test	-3,510	29	,001
Pair 4	Avrg Intelligibility Pre-test- Avr Intelligibility Post-test	-1,569	29	,128
Pair 5	Avrg Fluency Pre-test- Avr Fluency Post-test	-6,997	29	,000
Pair 6	Avrg Comprehen Pre-test- Avr Comprehen Post-test	-6,437	29	,000
Pair 7	Avrg Body Lang Pre-test- Avr Body Lang Post-test	-5,249	29	,000

APPENDIX D**Detailed comparison of the pre-test results of experimental and control group**

Group Statistics

Categories	Groups	N	Mean	Std. Deviation	Std. Error Mean
Avrg Vocabulary Pre-test	Experimental group	30	14,3333	2,53103	,46210
	Control group	29	14,7356	1,10690	,20555
Avrg grammar Pre-test	Experimental group	30	14,4333	2,02314	,36937
	Control group	29	14,2299	1,63081	,30283
Avrg task achievem. Pre-test	Experimental group	30	8,0333	,87691	,16010
	Control group	29	8,8506	,75900	,14094
Avrg Intelligibility Pre-test	Experimental group	30	11,2667	1,52225	,27792
	Control group	29	11,1609	1,14995	,21354
Avrg Fluency Pre-test	Experimental group	30	10,9444	1,79203	,32718
	Control group	29	11,1954	1,25836	,23367
Avrg Comprehension Pre-test	Experimental group	30	7,9000	,84032	,15342
	Control group	29	8,3333	,65465	,12157
Avrg Body language Pre-test	Experimental group	30	7,3000	1,11880	,20426
	Control group	29	7,2759	,80706	,14987

Independent Samples Test

Categories	Groups	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Avg Voc. Pre-test	Experimental group	-,786	57	,435	-,40230	,51171
	Control group	-,795	39,989	,431	-,40230	,50575
Avg grammar Pre-test	Experimental group	,424	57	,673	,20345	,47940
	Control group	,426	55,239	,672	,20345	,47765
Avg task ach. Pre-test	Experimental group	-3,822	57	,000	-,81724	,21383
	Control group	-3,831	56,328	,000	-,81724	,21330
Avg Intellig. Pre-test	Experimental group	,300	57	,765	,10575	,35214
	Control group	,302	53,894	,764	,10575	,35049
Avg Fluency Pre-test	Experimental group	-,621	57	,537	-,25096	,40442
	Control group	-,624	52,093	,535	-,25096	,40205
Avg Compr. Pre-test	Experimental group	-2,204	57	,032	-,43333	,19657
	Control group	-2,214	54,568	,031	-,43333	,19574
Avg Bd. Lang. Pre-test	Experimental group	,095	57	,925	,02414	,25473
	Control group	,095	52,783	,924	,02414	,25335

APPENDIX E**Detailed comparison of the post-test results of experimental and control group**

Group Statistics

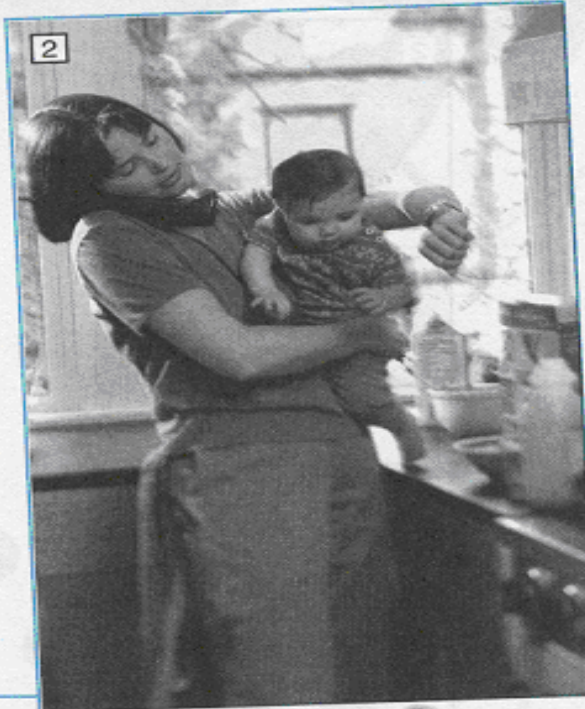
	Group	N	Mean	Std. Deviation	Std. Error Mean
Avg Vocabulary Post-test	Experimental group	30	15,3889	2,28116	,41648
	Control group	29	13,9770	1,62552	,30185
Avg grammar Post-test	Experimental group	30	15,0556	1,63084	,29775
	Control group	29	14,1609	2,14110	,39759
Avg task achievement Post-test	Experimental group	30	8,5556	,74450	,13593
	Control group	29	7,9195	,65861	,12230
Avg Intelligibility Post-test	Experimental group	30	11,5778	1,15448	,21078
	Control group	29	11,2299	,75647	,14047
Avg Fluency Post-test	Experimental group	30	12,3111	1,39219	,25418
	Control group	29	11,4023	,93171	,17301
Avg Comprehension Post-test	Experimental group	30	8,5667	,66753	,12187
	Control group	29	8,0460	,64071	,11898
Avg Body language Post-test	Experimental group	30	8,1778	,69884	,12759
	Control group	29	7,7356	,55905	,10381

Independent Samples Test

		t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
Avg Voc. Post-test	Experimental group	2,729	57	,008	1,41188	,51727
	Control group	2,745	52,473	,008	1,41188	,51436
Avg grammar Post-test	Experimental group	1,809	57	,076	,89464	,49445
	Control group	1,801	52,323	,077	,89464	,49672
Avg task ach. Post-test	Experimental group	3,471	57	,001	,63602	,18323
	Control group	3,478	56,565	,001	,63602	,18285
Avg Intellig. Post-test	Experimental group	1,364	57	,178	,34789	,25505
	Control group	1,373	50,221	,176	,34789	,25330
Avg Fluency Post-test	Experimental group	2,936	57	,005	,90881	,30950
	Control group	2,956	50,803	,005	,90881	,30747
Avg Comprh. Post-test	Experimental group	3,055	57	,003	,52069	,17044
	Control group	3,057	56,998	,003	,52069	,17032
Avg B. lang. Post-test	Experimental group	2,678	57	,010	,44215	,16511
	Control group	2,688	55,097	,009	,44215	,16449

APPENDIX F

CEA Test-Sample Pictures



APPENDIX G

CAE Test – Prompts students have during the exam

Picture 1: Women and Babies

Candidate A:

Look at the pictures. Then compare and contrast the pictures and say which situation each woman is in and how you think the woman in each picture may be feeling.

Suggested prompts for Candidate A:

Pict. 1:

working mother, career woman

needs/ wants to work; forced to leave baby at home with childminder

3. feels guilty/sad

Pict. 2:

housewife; childminder

working from home; getting ready for work; late for an appointment

harassed, rushed off her feet; stressed

Pict. 3:

modern mother; au pair

on the road; shopping; travelling

happy; content; secure; free; mobile

Candidate B:

Tell us about the advantages and disadvantages of each situation. Which situation appeals to you more?

Have you ever thought that being house wife is a very difficult job? Why/why not?

APPENDIX H

CAE Test – Prompts instructors have during the exam

Picture 1: Women and Babies

Tell us about your mother. Was she working when you were a baby?

Would you like to work when you have a baby? / would you like your wife to work when you have a baby?

Suggested prompts for Candidate A:

Pict. 1:

working mother, career woman

needs/ wants to work; forced to leave baby at home with childminder

3. feels guilty/sad

Pict. 2:

housewife; childminder

working from home; getting ready for work; late for an appointment

harassed, rushed off her feet; stressed

Pict. 3:

modern mother; au pair

on the road; shopping; travelling

happy; content; secure; free; mobile