

**AIDING SPEAKING PROFICIENCY IN
YOUNG ADULT LEARNERS**

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**AIDING SPEAKING PROFICIENCY IN
YOUNG ADULT LEARNERS**

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Approval of the Graduate School of Educational Sciences

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ABSTRACT

AIDING SPEAKING PROFICIENCY IN YOUNG ADULT LEARNERS

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Speaking in a second language (L2) being acknowledged as the most challenging of the four skills gives the fact that it entails a complex process of constructing meaning (Celce-Murcia&Olshtain, 2000). The skill has been gaining intense focus in Turkey not only because it is a constituent of the Proficiency Exams or International Exams like TOEFL or IELTS, university students are obliged to pass to start the Freshman Year but also due to the fact that enhancement of speaking proficiency equips the learners with an advantage in the job market.

Under these circumstances, this study investigates the design of instructional materials, the teaching methodology and analysis of affective factors as well as error correction techniques that lead to enhanced speaking proficiency in young adult learners in Bahçeşehir University Prep School, İstanbul.

This qualitative case study aims at thorough analysis of students' perceptions of the instructors' roles to increase speaking proficiency of the young adult learners. To specify, the research will shed light to the language instructors' role to increase young adult learners' speaking proficiency as far as the affective factors, error correction techniques, instructional methods and materials are concerned in relation of the skill integrated with Reading, Listening and Writing skills.

Keywords: Speaking Proficiency, Adult Learners, Prep School

ÖZ
GENÇ YETİŞKİNLERDE YABANCI DİL KONUŞMA BECERİSİNİN
DESTEKLENMESİ

Fidanlı, Duygu

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Yabancı dilde konuşabilmenin dört dil becerisi arasında en zorlayıcı olarak kabul edilmesi konuşmanın karmaşık bir anlam yapılandırma süreci gerektirmesinden kaynaklanmaktadır. Hem İngilizce eğitim veren üniversitelerin hazırlık sınıfını geçmek için ön şart olan Yeterlik ya da uluslararası geçerliliği olan TOEFL, IELTS gibi sınavların parçası olması hem de iş pazarında adayları avantajlı konuma getirmesi dolayısıyla Türkiye’de yabancı dilde konuşma becerisinin geliştirilmesine son zamanlarda oldukça fazla önem verilmektedir.

Bu şartlar altında, bu çalışma, Bahçeşehir Üniversitesi Hazırlık Okulu’nda genç yetişkin öğrencilerin İngilizce konuşma becerilerinin gelişmesine yardımcı olan eğitici materyal ve metodların yanısıra duygusal faktörler ve hata düzeltme tekniklerini incelemektedir.

Bu nitel örnek olay incelemesi, öğrenci bakış açısından genç yetişkinlerin yabancı dilde konuşma becerilerinin geliştirilmesinde, konuşma becerisinin yazma, dinleme ve okuma becerileriyle ilişkisi de dikkate alınarak, duygusal faktörler, hata düzeltme teknikleri ve eğitici-öğretici metod ve materyaller açısından yabancı dil okutmanlarının rolünün kapsamlı olarak analiz etmeyi amaçlamaktadır.

Anahtar Kelimeler: Konuşma Yeterliği, Yetişkin Öğrenciler, Hazırlık Okulu

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Chapter 1: Introduction

An intense focus on the instruction of English speaking skills in Turkey owes its recent prominence to the globalization of English and a raising demand for proficient speakers of English in the employment market.

Brown (2002) referring to walking and talking as “species specific” highlights the fact that the natural capacity of speaking in one’s own mother tongue is inevitably taken for granted. On the contrary, learning to speak in a foreign language is undeniably the most complex and demanding of all the four language macro-skills: listening, reading, writing and speaking due to the fact that proficiency in speaking in a foreign language constitutes a framework for exchange of ideas, resourceful conversation, and the enhancement of other language skills in the foreign language.

As Nunan (1991) argues, achievement is measured in terms of the ability to make conversational exchanges in the foreign language. In addition, a Folse (2006) claim that the ability to speak a language is regarded synonymous with knowing that language since speech is the most fundamental vehicle of human communication.

Bygate (1987) highlights that to become a proficient EFL speaker, studying the knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not adequate but the ability to use this knowledge in order to communicate successfully is indispensable.

Speaking is therefore considered as a prominent skill in acquiring a second or foreign language by most language learners, and their accomplishment in learning a language is perceived and evaluated in terms of their achievement in oral communication (Nunan, 1998; Nunan, 2001). However, whether this significance of teaching speaking skill’ is reflected at most of the EFL classrooms of young adults is a debatable and controversial issue.

As Kinsella (2006) points out comprehensive oral language or speaking for both social and academic purposes is supposed to be integrated into successful literacy development. Nevertheless; it is commonly ignored by teachers who are concerned about losing classroom control.

Increasing speaking proficiency deserves continuous research due to the fact that oral interactions compose a considerable amount of our everyday communications; hence make up the fundamental mode of discourse worldwide. (Peregoy & Boyle, 2005). Consequently, speaking is a complex skill that deserves thorough analysis prior to research on how to attain proficiency of it. This includes its components, extent and relation to other receptive and productive skills of the foreign language.

As Canale and Swain (1981) point out Speaking Proficiency has four components or sub-competencies that need to be focused on: The first one is, grammatical competence which enables learners to use and understand language structures in English accurately, which in turn contributes to their fluency during speaking. The second one is “Sociolinguistic Competence”, which is how well a person speaks and is understood in different social contexts and it depends on factors such as the status of people talking to each other, the aim of the interaction, and the expectations of the interaction. The issue of concern is, how socially acceptable the person’s use of English in different contexts is. Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people interacting. Sociolinguistic competence seeks to reach which words and phrases fit this setting and topic and how a specific attitude could be expressed (courtesy, authority, friendliness, respect). The third component of “Speaking Proficiency” is “discourse competence”, which centers around cohesion and enables students to hold the communication together so that it is meaningful. Effective speakers must be equipped with a large framework of structures and discourse markers to express ideas, show relationships of time and indicate cause, contrast and emphasis. This entails pre-teaching of conjunctions and linking words to students. The last but not the least, “strategic competence” is the ability to handle unexpected problems, when no ready-made solutions are available in oral interaction. Strategic competence is how well the person uses both verbal forms and non-verbal communication to make up for lack of knowledge in the other three competencies.

Foreign language learners need to acquire proficiency in all its receptive and productive macro skills, i.e. listening, reading (receptive) and speaking, writing (productive) so that they can be considered to be proficient in that language. It is an

indisputable fact that listening is a primary receptive skill followed by speaking, which is the fundamental productive skill, though the most challenging one since it entails not only knowing the semantic and grammatical rules of the language but also simultaneously being involved in the production and process of spoken interactions, which brings along time constraints giving them no opportunities to rewind and make alterations. The other factors speakers should consider are relationships with others in terms of formality, hierarchy, distance and adaptation of their language as discussed in “The Politeness Theory” (1987) by Brown and Levinson, so that it matches the meaning they aim to get across, and their response to verbal or non-verbal contextual clues from their listeners (Thornbury, 2007).

“Speaking Proficiency” deserves continuous examination as it is the main component of the language literacy stemming from the fact that linguistic knowledge can only be transferred to new contexts and situations only when the oral competency is of an adequately proficient degree (Omaggio, 1986).

Numerous studies in ELT reveal the positive effect of speaking skill on other macro-skills of the foreign language being learned. In the first place, oral proficiency establishes the foundation for reading proficiency. To be more specific, Condelli, Wrigley, and Yoon (2009) concluded that English language learners with higher oral proficiency indicate higher performance in reading in comparison to the ones with lower oral proficiency. The implementation of the language-experience approach, the affirmation on natural language patterns in books which foreign language readers are exposed to along with the practice of reading books out loud emphasize that speaking skill has a profound effect on reading skills.

Previous research has shed light to EFL contexts concerning the factors that enhance adult learners’ speaking proficiency. Shumin (2002) suggests that adult learners will become more proficient in small talk in L2 should they be necessitated to form short utterances to make brief interactional exchanges. On the other hand, Jones (as cited in McCarthy & O’Keeffe, 2004) introduces the methodology of the ‘split story’ that entails narrating a story to students, yet stopping at a momentous point thus provoking students to produce their own artistic ending based on their own imagination. What’s more, pair work and group work are supplementary factors that enhance the amount of speaking involved in the aforementioned task (Brown, 2001; Green, 1989; Nation, 1989).

Nation (1989) stresses out that transition from individual to pair and then to group and finally to whole class activity is a fruitful process to enhance speaking proficiency. Green (1989) supports the viewpoint by stating that adult learners ought to be encouraged to collaborate during the learning experience so that the learning situation is enhanced.

Hinkel (2006), argues that in order to link the subject matter and language learning task, uses of particular grammar structures and vocabulary should be contextualized. To illustrate, debates and problem-solving tasks stimulate enhanced grammatical and lexical elaboration in the language of learners allowing students to be trained for real life communication in an EFL context.

Researchers have also emphasized the significance of the learning environment which determines the amount of initiation students take to talk in the foreign language. Green (1989) argues that due to the fact that non- native English speaking adults already feel self-conscious about using the English language, it is the instructor's ultimate responsibility to aid them in boosting their self-confidence by intense encouragement so that the learning environment has facilitating influence on oral production.

Krashen (1982) highlights that anxiety and motivation are among the major factors which make the process of language learning challenging due to the fact that second language acquisition not only involves objective factors but also affective factors functioning as a filter. People possessing low affective filter will let more input go into their language acquisition device whereas people with high affective filter will let less input go into their language acquisition device. Krashen (1982) claims in his "Affective Filter Hypothesis" that motivation, self-confidence, attitude and anxiety are these affective filters which are essential factors in second language acquisition.

According to Krashen (1982):

Our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter ... The input hypothesis and the concept of the Affective Filter define the language teacher

in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. (p. 32)

Horwitz (2008) suggests that language teachers should aid learners in identifying feasible, attainable and logical expectations of language learning. Furthermore, he recommends humor and games, pair and group work activities and gently correction of the mistakes by the language teachers as necessary tools for a relaxed and low-anxiety foreign language class environment.

1.1 Background to the Study

Children learn the language without being aware of it when they “are exposed to the right kind of auditory information” (Kuhl, 2004, p. 836). In other words, children learn the language through communication and interaction and thanks to that they acquire all the abilities they can potentially develop. On the other hand, due to their difficulty in distinguishing and producing some sounds after the so called ‘critical period’, some authors claim that adult learners cannot acquire a phonological development (Lightbown & Spada, 2006). However, other researchers defend the opposite. Wolfgang Klein (1986) stated that “the apparent facility with which children learn a second language is often attributed to biological factors, but an alternative explanation might be that, unlike adults, children have no need to fear the loss of their social identity” (Klein, 1986, p. 6). Researchers such as Klein argue that phonological facilities of children are not dependent on biological reasons, but on psychological factors. Respectively, adults have an attachment to their native identities, to their original social identities, hindering them from reaching excellence in L2 pronunciation. Klein asserts that “suitably motivated adults are capable of mastering to perfection the pronunciation of the most exotic languages” (Klein, 1986, p.10). Consequently, we can conclude that adults are also able to master a proficient use of the second/foreign language, not only in grammatical issues but also in phonological ones, which makes us believe that we can improve adult learners’ speaking skills.

A fruitful way to achieve this is to establish a community in the ESL classroom to create a safe environment in which learners can interact and experiment with the new language confidently. Students obtain feedback and comprehensible

input from each other as they interact in class (Gass, 1997). As language instructors, we are bound to create a learning environment where adult learners can learn and practice communication strategies and tools like paraphrasing for descriptive purposes, questioning for clarification, drawing on linguistic and world knowledge to be able to build meaning, and using sentence fillers (*well, I mean, you know*, and so on) in order to become proficient language users.

A prominent vehicle for students to reach “Speaking Proficiency” is to allow them to work in groups and pairs. Research has revealed that students produce more and longer sentences as they do pair and group work (Doughty & Pica, 1986). Lantolf (2006) argues that as social interaction occurs in which learners make use of the new language for social communication, language is best learned.

1.2 Purpose of the Study

This Qualitative Case Study aims at examining the routes to aid speaking proficiency of young adult learners from the viewpoint of the language learners themselves. To specify, the research will highlight and seek the answers to this question:

1. What are the students’ perceptions regarding language instructors’ roles to enhance the speaking proficiency of young adult learners in terms of
 - 1a. Methodology
 - 1b. Material development
 - 1c. Error correction
 - 1d. Affective factors

1.3 Statement of the Problem

Currently, the demand for speaking mastery in English has been strikingly rising owing to the empowering position of English as a language for global communication as it is used as the language of business in 85% of international organizations (Crystal, 1997). Furthermore, knowing English constitutes the main requirement to achieve a major position, specifically in multinational companies. These undeniable facts have encouraged an immense number of people to master English as a second or foreign language in order to be able to speak it proficiently. Graves (2008) states that there can be various reasons of learning a foreign language,

but the ultimate purpose is to learn language to be able to communicate, to upgrade one's financial prospects, to enlarge one's horizon's so that he/she can become a global citizen. Accordingly, Richards and Renandya's (2002) reveal that "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p. 201). This stems from the fact that society is inclined to perceive speaking skills as a measure of one's proficiency of English. As a matter of fact, language fluency to interact verbally with others is often regarded by many students more essential than the ability to read or write and assessment of the language acquisition is based upon the mastery of the speaking skill (Burnkart, 1998).

Bearing in mind the high significance of speaking skill in ELT programs, it is highly essential to determine and implement the most effective instructional methods, materials, activities, media, and other specifications which will aid the learners in mastering this skill. Nevertheless, in spite of numerous studies targeted to help learners master speaking skills, it is still regarded as the most challenging and comprehensive skill to master (Hinkel, 2005).

A possible explanation to the issue could be that the main concern of those studies being the linguistic aspects of second language acquisition whereas limited number of research has shed out light on students' perspectives on the learning of speaking in the ELT context, which would raise consciousness of not only the instructors but also the students' themselves, which in turn would lead to a remedial effect.

1.4 Significance of the Study

It is widely known that one of the most challenging issues for the language learners is to increase their speaking proficiency. In the light of this study, the factors which lead to enhanced speaking proficiency of young adult foreign language learners will be determined. Specifically, instructors' role to maximize students' speaking performance will be highlighted and the results of this study may help instructors make students speak more quality and quantity wise in the foreign language being learned. This paper discusses the findings of a study recently conducted to examine the perceptions of young adult learners' on English speaking

skill enhancement at the English Preparatory Program of Bahcesehir University, Istanbul.

1.5 Organization of the Study

This thesis is organized into five chapters. The very first chapter is assigned to the background information concerning the study, purpose of the study and the research questions. Subsequent to the definition of the purpose and the research question, the chapter also clarifies the significance of the study and outlines some key terms which are commonly mentioned in the thesis. Furthermore, the limitations of the study and its outline are described in this chapter. Finally, the methodology, comprising the subjects, setting and data collection instruments, is presented. The second chapter with the heading *Literature Review* targets at providing elaborate information about what core speaking skills and communication strategies are in addition to factors affecting adult learners' oral communication and the features of the adult learner. It also details relevant instructional approaches, classroom activities and practical guidelines. The next chapter outlines the methodology of the research, specifying the setting, participants, data collection instruments and data analysis. Chapter 4 is assigned to address the results of the questionnaire, interview and the observations. Finally, in Chapter 5, the findings of the research are discussed and the conclusion is presented. This chapter ends with limitations and implications for further studies. References and appendices are presented in the final part.

1.6 Operational Definitions of Significant Terms

Affective Factors: Personal, social, emotional conduct of students and teachers and the sentimental tone of the learning setting developed by the interactions of the two parties. (Ripple, 1965).

Fluency: Speakers' competence to utilize all the linguistic and pragmatic competence they possess (Faerch, Haastrup, & Phillipson, 1984).

Interaction: Interaction refers to exchanges in which there is some proof that an assertion has not been completely comprehended and participants need to interfere with the flow of the conversation so that both parties understand what the conversation is about (Gass & Selinker, 2001).

Comprehensible Input: The input that contains grammatical forms which are at 'i+1'

(i.e. are slightly more advanced than the present state of the learner's interlanguage) that allows the SLA to take place (Krashen, 1985).

Information Gap Activities: refers to activities in which one interlocutor has certain information which needs to be exchanged with others so as to resolve a problem, collect information or make decisions (Neu & Reeser, 1997).

Communicative Language Teaching: refers to language teaching being based on a perspective of language since communication as language is viewed as a social tool which speakers utilize to create meaning (Berns, 1990).

Chapter 2: Literature Review

2.1 Fundamental/Core Speaking Skills in L2 Instruction

Not only linguistic knowledge entailing grammar, vocabulary, pronunciation and discourse but also the proceduralization of this linguistic knowledge via increasing utilization of it in a variety of communicative contexts is a necessity of speaking proficiency (Johnson, 1996). Hence, language teachers should focus on these core speaking skills while conceptualizing their lessons so that their learners can be equipped with the knowledge of language and communication which is put into action during speech production (Goh & Burns, 2012). Due to this fact it is vital to know what each core speaking skill is concerned with:

1. **Pronunciation:** Pronunciation entails the clear articulation of the vowels and consonants in addition to the mixed sounds of English and the usage of a variety of intonation patterns and word stress to communicate meaning.
2. **Speech Function:** For pragmatic competence purposes, being able to express and interpret speech functions like complaints, requesting, approval in a socially acceptable manner during interpersonal communication is of vital importance to avoid misunderstandings and communication breakdown.
3. **Execution of the Interaction:** A proficient speaker should be able to manage the interaction process by being able to begin, sustain and terminate a conversation, offer turns, clarify the meaning, change the subject as well as acknowledge and utilize verbal and non-verbal indications.
4. **Organization of the Discourse:** This skill encompasses the cohesion and coherence in a spoken text by structuring the talk using linking words (discourse markers) and pronouns to highlight different sections in the text during the course of the message as it unfolds.

2.2 Communication Strategies for Second Language Speaking

As Goh and Burns (2012) highlight “Communication Strategies” allow the learners to cope with lexical gaps, fix communication breakdowns, communicate the meaning and improve the discourse among the interlocutors who are collectively

producing the spoken language. Hence, the speaking lessons for adults should take into account these strategies as the adult learners who are endowed with these strategies can maintain an interaction going as a reflection of their strategic competence.

Communication strategies mainly target two purposes: The first one is “reduction purposes”, through which speakers try to narrow down the scope of communication by refraining from speaking too much to save face. The second purpose is to enable the speakers to convey the message by utilizing whatever source is available, which is also called “achievement strategies”, thus they maximize their engagement in the interaction while conveying their message. There are mainly three communication strategies:

2.2.1 Cognitive Strategies. Also called psycholinguistic strategies (Kellerman & Bialystok, 1997) they are used for mental manipulation of the information being transmitted and refer to the strategic competence of speaking proficiency. One way to do is paraphrasing as in the description of an object, person or situation to communicate the meaning of a specific word when it does not come to mind or not known. Another cognitive strategy is approximation as it is the case when an alternative term is used for an unknown word. To illustrate, using squirrel for chipmunk. The third cognitive strategy is the usage of formulaic expressions to utilize some processing time to find the right expression like “What I am trying to say is.....” Lastly, message frames are a fruitful cognitive strategy as to set the global context for the thing described prior to description of it.

2.2.2 Metacognitive Strategies. Metacognitive Strategies involve mental operations to govern thinking and language during the process of speaking and they pertain to planning, self-monitoring and self-evaluation. To exemplify, learners might plan what they will say prior to the interaction to avoid being unprepared. Before having a telephone conversation, a learner might get prepared by noting down some words or expressions or he/she can self-monitor himself by noticing the listener had problems understanding him/her due to misarticulating or he/she might do self-evaluation after the conversation is completed to enhance his/her performance in the upcoming ones (Goh & Burns, 2012).

2.2.3 Interactional Strategies. Interactional Strategies refer to strategic action taken to negotiate meaning among a variety of interlocutors. They consist of exemplification for clarification purposes, asking whether the listener has comprehended the message through questions or paraphrasing to ensure comprehension, repetition of what has been said to enhance one's self understanding, requesting the speaker to explain something further or tell it again in addition to requesting exemplification and assistance with challenging words (Goh and Burns, 2012).

In order to increase the “strategic speaking competence” of adult learners, interactional strategies need to be focused on thoroughly in the ELT context.

Doff and Thaine (2014) suggest that to learn to speak effectively, adult learners need to be endowed with these communication strategies which are usually not integrated into speaking lessons. They exemplify three activities that could be implemented in the adult speaking classes to practice these interactional strategies. In the first activity, they suggest that the first step is finding teaching material containing examples of interactional strategies which could be a dialogue from the text book or listening material. Another option is the language teacher writing his/her own dialogue including examples of interactional strategies. Then, as a second step, learners are asked to determine the context in which the relevant language shows up and focus on the meaning of the strategic language being used within that context. Afterwards, the teacher highlights any key grammatical form like “expression+ noun phrase” followed by a controlled exercise like a mini gapped activity or a guided dialogue to be used as an oral practice. Lastly, the learners can be required to perform a role play or a discussion scenario through which they can produce the strategic language more freely.

In the second activity, in order to enhance the strategic speaking competence of adults, the teacher can give a series of facts about himself/herself on PowerPoint and require the learners to pick the ones they find surprising and the teacher could elicit how these facts could be responded with all purpose phrases like “Really?” or echo questions like “Have you?”. Then, the intonation could be focused on. As a next step, the students could write a few surprising facts about themselves and tell them to their partners and be responded with phrases of surprise. The same activity could be

used to show interest, sympathy, finding mutual points, reacting to an idea or checking whether someone has understood you.

As a third activity, a listening text which has a dialogue containing interactional strategies could be used by pausing after each line requiring the students to predict the next line to be said by the other interlocutor. Then, in order to check their prediction, the next line can be played and the students could be asked why the other person tells that sentence like being unsure, surprised, in need of an extra time to think. After transferring the dialogue onto a handout with gaps to be completed by learners, their answers could be checked by playing the full text without stopping this time.

2.3 Factors Influencing Adult Learners' Oral Communication

There are many factors that should be considered whilst instructing adult learners in ELT.

2.3.1 Age or maturational constraints. Age is one of the most influential factors of achievement in foreign language acquisition. Seliger, Krashen, Ladefoged's (1975) research involved interviewing 394 adults of a variety of ages and countries of origin, who were immigrants in the USA and Israel. The objective of the study was to see whether age of immigration played a role on the perception of the immigrants on whether they thought they were a native speaker of the target language or not. They were asked questions about country of birth, age and age of immigration to the USA and Israel. The examinations of the interviews pointed out that the subjects who had immigrated to these countries at or under the age of 9 thought they were native speakers of the target language whereas the ones who had emigrated above the age of 16 believed they had a foreign accent.

Fathman's (1975) study was another indicator of debilitating factor of age on foreign language accent acquisition. In the study, the experimental group consisted of Italian originated immigrants in the USA, who had learnt English at varying ages and had been in the USA for various years. Their pronunciation of English was assessed from two speech examples, a short paragraph read aloud and story narration of a dangerous experience followed by two native speakers of English evaluating the 45 second excerpt from each one of the passages on a five point scale from no accent to

heavy accent. The findings revealed that the age of arrival in the USA was a better indicator of accent rather than the amount of years spent there.

In addition to this research, another study which indicates a link between the age at which a learner first encounters the target language and whether or not he acquires an authentic pronunciation was conducted by Oyama. Oyama (1976), in his study, tried to find out whether age of arrival in the United States was a better predictor of accent than the number of years spent there. Oyama's (1976) subjects were 60 Italian originated USA immigrants who had learned English in varying ages and had been living in the USA for a wide range of years. Their English pronunciation was assessed after they read two speech samples out loud by two native speakers on a 5 point scale from no accent to heavy accent. The results indicated that rather than the number of years spent there, age of arrival to the USA was a better indicator of the accent.

Oyama's (1976) study highlighted that adults cannot acquire a near native proficiency in a foreign language due to a process called "fossilization" which is accountable for adult learners' progress leveling off at a certain level hence leading to perpetual discontinuance of foreign language development, which is an indicator that aging is a debilitating factor for an adult to pronounce the second language as fluent as a native speaker.

Krashen, Long and Scarcella (1982) reveal that child acquirers who start to learn a second language earlier in their childhood via natural exposure reach higher proficiency than those who start to learn the foreign language as adults. Despite being able to utter words and sentences with flawless pronunciation, problematic prosodic elements like intonation, stress, and other phonological features can still be accountable for communication failures due to the fact that adult learners are not endowed with inborn language-specific natural capacity which results in fluency and naturalness in spoken language during second language acquisition.

2.3.2 Auditory medium. It is an undeniable fact that listening comprehension has a fundamental role in the L2 or foreign language acquisition especially in the development of speaking abilities. Listening skill precedes speaking skill; hence, listening skill is a prerequisite of it as speaking lives on listening. Interaction is a dual process where interlocutors act as both listeners and speakers. "While listening,

learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information” (Mendlsohn and Rubin,1995, p. 35). Unless what was told is understood, the listener would be unable to respond. Consequently, speaking is inextricably intertwined with listening, which triggers the mechanism that allows the rules of language being internalized. Syntax that is loosely organized in the spoken language, the short nature of the speech, incomplete structures, false beginnings, and the usage of fillers, inevitably block EFL learners' understanding and influences the development of their speaking abilities, too.

Richard (2008) asserts that learners need to take part in activities which necessitate them to attempt to use and explore recently noticed language forms in listening exercises in order for recently learned items to become ingrained into their linguistic reserves so that not only comprehension but also acquisition is achieved. Listening texts and materials should first be analyzed as the basis for understanding and awareness and then as the base for acquisition. Linking listening tasks to speaking tasks offers opportunities for students to become aware how language is used in different communicative contexts. They can then practice using some of the language that appeared in the listening texts.

According to Richards (2008), there are two classroom strategies are that are suitable for listening for acquisition to take place; which are noticing activities and restructuring activities. Noticing activities require going back to the listening texts that served as the base for comprehension activities and utilizing them to point out language awareness. To specify, students can re-listen to a recording so that they can point out differences between what they hear and a written version of the text, complete a cloze test of the listening text or sentence stems excerpted from the listening text or mark entries from a list of expressions which appeared in the text.

On the other hand, restructuring activities are oral or written tasks which require productive usage of certain items from the listening text, which could be: reading of the listening scripts in conversational texts, written sentence-completion tasks involving usage of expressions and other linguistic items which appeared in the texts, practicing dialogues which utilize items from the text or role plays in which students are asked to make use of key language forms from the listening texts.

2.3.3 Sociocultural factors. Cultural aspects of a language has a profound influence on foreign language learning due to the fact that linguistic communication takes place as a socially contextualized and structured interpersonal exchange leading to a meaning that is socially regulated (Dimitracopoulou, 1990). Hence, speaking a language necessitates knowing the utilization of the language in a social context since every language has its own rules of usage concerning when, how, and to what extent a speaker can exert a level of imposition of verbal behavior on his/her conversational pair (Berns, 1990).

"Shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language" (Carrasquillo, 1994, p. 55). Owing to the intervention of their native cultural norms, it is challenging for non-native speakers to pick the forms socially suitable to specific contexts. To illustrate, in Chinese culture, after being complimented on, a person is obliged to reply in a negative manner like "No. It is not so good." as to display "modesty" while in North American culture such a reply would be culturally very improper and bizarre.

Oral communication also entails a very significant nonverbal communication system, which might conflict with the messages communicated through the verbal listening medium. As EFL learners are deprived of familiarity with the nonverbal communication cues of the target language, they may not be able to comprehend nonverbal cues like facial expressions in the communicative context. Consequently, incomprehension of the nonverbal message results in misunderstanding.

2.3.4 Affective factors. "The affective side of the learner is probably one of the most important influences on language learning success or failure" (Oxford 1990, p. 140). Feelings, self-esteem, empathy, anxiety, attitude, and motivation are affective factors that needs to be dealt with in L2 or foreign language learning, which is a comprehensive task vulnerable to human anxiety, feelings of uneasiness, disappointment, self-suspicion, and apprehension (Brown, 1994). Speaking a foreign language provokes intimidation and anxiety sometimes leading to situations where the language learner get tongue-tied or lost for words resulting in downheartedness and inadequacy. The judgment of others is a major source of concern for adults in contrast to children, which results in them being overly cautious about making errors in their utterances as making errors would be a public demonstration of incapacity

leading to evident situation of "losing face". Consequently, the susceptibility of adult learners to making errors, or the worry of "losing face" accounts for their inhibition to speak English fluently.

2.4 The Features of the Adult Learner in the ELT Classroom

Even if they have differing backgrounds, adult learners have certain mutual features that affect the process of learning another language and separate them from younger ESL learners (Bernat, 2004). Consequently, it should be acknowledged by language instructors that:

1. Adults have a lot of experience to bring into classroom and to fall back on: Adults possess a large collection of experience they bring into the classrooms. It is of critical importance to give recognition and acknowledgement to the large collection of experience adult learners bring into the classroom and make use of it as a resource which can be either socio-cultural or linguistic knowledge in an ELT context. To acknowledge adult learners' experience, teachers should not present themselves as the unique and ultimate source of knowledge and authority in their lessons to avoid assistance from the learners. Speaking tasks and activities should be designed so that the adult learners' experiences could be drawn on.

2. Adults have entrenched learning styles/preferences: Horwitz's (1987) research revealed that not being able to understand the prepossessed beliefs and attitudes of learners about second language acquisition can lead to adverse pedagogical conclusions since not all language teaching methodologies & strategies can cater the needs of all learners. The "one size fits all" strategy will be resisted by the learners if they are forced into a drastic change. Despite the need for making a change in the learners in adult education, language teachers should make sure that it is achieved without imposition. To avoid any resistance from students, classroom based enquiry/survey could be conducted for the identification of learners' attitudes and beliefs about second language acquisition. Thus, adult learners can be contributors to the instructional strategies and take pride in it.

3. Adults take pride in their independence whereas one of the major features of childhood is dependence. Adults, on the contrary, are appreciative of their independence. If someone treated their adult learners as if they were not utterly independent, their pride in themselves would be challenged. ESL teachers of adults

have to take this issue into consideration and acknowledge their independence by providing them self-autonomy and responsibility for their own learning.

4. As far as the affective factors are concerned, language teachers have to boost the learners' self-confidence and motivation as well as creating a non-threatening learning environment as some of adults might have had an adverse learning experiences or some might not believe they are effective language learners, yet others might be apprehensive and anxious about the expectations of the new language environment. Lam's (1973) research sheds light to the desirable teacher characteristics that lead to success in learning situations, which can be beneficial to yield low-level anxiety foreign language classes. Lam lists the characteristics of a good teacher as follows:

a) Relaxation: A relaxed teacher transmits this quality to the class learning environment, which in turn positively influences the communication between the teacher and the students.

b) Openness: A frank teacher knows himself/herself better and is more capable of communicating with his/her students to seek info that can help the learning environment.

c) Originality and Spontaneity: An original and spontaneous teacher is efficient at creating clear communication situations.

According to Lam (1973), the learner is in favor of an "adult friend" whose role is to support and assist the learner. To motivate learners to involve in learning process, minimum tension is sought for (Robens, 1977).

Horwitz concludes that:

Foreign language anxiety can probably be alleviated, at least to an extent, by a supportive teacher who will acknowledge students' feelings of isolation and helplessness and offer concrete suggestions for attaining foreign language confidence, but if we are to improve foreign language teaching at levels of education, we must recognize, cope with, and eventually overcome, debilitating foreign

language anxiety as a factor shaping students' experiences in foreign language learning. (p.132)

Sparks and Lipka (1992) revealed that due to the fact that emotional factors of learning are essential, teachers should enhance a trusting relationship with their students through honest and decent attitude which will yield high level of readiness and students with enhanced self-esteem.

Abu-Rabia (1999) argued that the learning material plays a significant role, too. It should be lively, meaningful, appealing to the language learner.

Dörnyei (2002) lists the things a teacher should do to create an anxiety-free zone language classroom as follows:

Avoid social comparison, even in its subtle forms, promote cooperation instead of competition, help learners to accept the fact that they will make mistakes as part of the learning process and make tests and assessment completely transparent and involve students in the negotiation of the final mark. (p. 92-94)

Horwitz (2008) suggests that language teachers should aid learners in identifying feasible, attainable and logical expectations of language learning. Furthermore, he recommends humor and games, pair and group work activities and gently correction of the mistakes by the language teachers as necessary tools for a relaxed and low-anxiety foreign language class environment.

5. Adults may be preoccupied with their personal issues and challenges when they come to class. To exemplify, immigrant adult learners might be concerned with finding employment equal in status to the one they had in their native country, deprivation of support from family or friends and responsibilities hard to cope with. The remedial solution to such a situation is the warm greeting of the adult learners with some soothing music, a warm smile so as to make them feel welcomed and relaxed. To sustain learner attention, the usage of varied visuals, building a lot of participation and including various fun activities are fruitful.

6. Adults possess deeply ingrained attitudes. Therefore, their behaviors in class, including how they speak and think rely upon their attitudes to life. Based on this

perspective, for any permanent learning to take place, the attitudes of the adult learner needs to be altered. In a case where the adult considers ESL classes as a waste of time, attitude of his/hers will be reflected in his/her behavior in class, which would be indifference. Despite it being very challenging to change attitudes, the language teacher needs to persuade the adult learner that making such a change in attitude with the new ways of behavior will result in more productivity than the previous one.

7. Adults utilize selective filters, which process filtering mechanisms that enable them to omit worrying, troublesome or unappealing things. Consequently, it is quite imaginable for an adult learner to sit through a whole session and not perceive a word of the lecture. Namely, adults hear what they would like to hear. They attend to issues which are pertinent, compelling or captivating. They pay attention to informative stimulus which is relevant and appealing, the remaining is screened out. Therefore, language teachers should design their lessons so that the content of the teaching material is evidently related to the needs of the adult learners so as to sustain their attention effectively.

8. Adults have specific objectives/need for learning. When adults join a language course it is because they need to cater to a specific need. In the case of migrants, adult learners usually join ESL courses to have more employment opportunities and to enable themselves to communicate within their community self-reliantly. Therefore, language teachers should cater the needs of the adult learners by focusing on the urgency of the learners' application.

9. Adults are more strongly encouraged by internal pressures rather than external rewards. "In second language teaching, studies have shown that integratively motivated learners (who desire to identify with the culture or community that speaks the language) will do better than instrumentally motivated learners (whose drive to learn derives from the desire to acquire another language for money, career, or power)" (Bernat, 2004, p. 6). Despite the fact that adults appreciate incentives like higher salaries or better jobs, emotional aspects like enhanced self-esteem and higher job satisfaction tend to be much more significant to the majority adult learners.

10. Anxiety is a crucial component of the affective state of the adult language learner and needs attention by the language instructor. The sources of adult foreign language anxiety as well as the solutions to overcome them are as follows:

a) Adults are concerned about losing their dignity and perceived as ridiculous by others as they want to situate themselves as being in charge of the situation, dignified, accountable and capable in the minds of others. Adult ELT learners should be communicated that making mistakes in speaking is a normal occurrence in the course of learning not an exposition of weakness or fault so that their students could be sheltered against the probability of insult and intimidation. Furthermore, it should be assured by the teacher that everyone is treated with respect, and that he/she is an effective model of tolerance and sense of humor.

b) Learning requirements and expectations imposed on the adult learners can lead to uncertainty and apprehension as they might feel they are bound to fail or incapable of accomplishing the tasks or requirements of a course. To overcome this source of anxiety of the adult learners, language teachers have to make sure that all the learning objectives, requirements and expectations should be clearly explained to the adult learners. The tasks should be described clearly and precisely, and the participants should also take part in the process by setting their own standards. The focus of adult ELT education should be on personal development rather than the notion of failure.

c) Adults feel concerned about having the usage of their first language banned. Allwright and Bailey (1991) highlight that not allowing the usage of the first language in the classroom deprives the learners as human beings as their chances of normal means of communication are terminated. In this research, learners revealed that one of their main concerns is that when obliged to use the language they are learning, they continuously feel that they are presenting an adverse image of themselves, displaying only a small portion of their real identity and competency. As letting or banishing the usage of the first language both entail pros and cons in terms of the administration of the learning process, teachers should take into account the scope to which it would be allowed and the functions and purposes for which it will be serving if they allow the use of the first language.

When all the points mentioned above are taken into consideration, the affective factors play a central role in the language environment of the adult learners as they possess numerous characteristics that make them unique like having some firmly entrenched ideas and preferences about their learning, abundant experience to rely on in addition to some concerns that can influence their involvement in, commitment to, and accomplishment of L2. ESL teachers need to take into consideration of sensitive awareness of these elements and integrate this knowledge into their instructional strategies.

2.5 Instructional Approaches Supporting Second Language Proficiency in Adults

Florez and Burt (2001) point out guidelines ELT teachers instructing adult learners can refer to:

1. Recognizing who your students are and identifying their needs: The adult learners' profiles and background including their skills, past experiences, expectations and goals as well as their proficiency levels should be identified and recognized to tailor the teaching program to suit their needs.
2. Using visuals to strengthen instruction: The learning process should be contextualized by the usage of gestures, facial expressions, pictures, and realia which allows the language teacher to consolidate words and concepts as more concrete and solid as well as making connections more evident and memorable. Adult learners should also be encouraged to make use of the same means as they try to convey meaning.
3. Modelling tasks prior to expecting the learners to do them: Tasks should be demonstrated to students before they are demanded to do the same so that they can become familiar with activity formats and content regarding lexical items, conversational exchange and grammatical structures.
4. Promoting a safe classroom environment: Allowing time for activities through which learners can get to know each other will enable the instructor to foster a safe classroom environment and will make the adult learners become familiar with classroom tasks and expectations of the language

teacher preventing the adult learner to overgeneralize the consequences of his/her adverse learning experiences.

5. Being cautious about teacher talk and writing: Teacher talk entails directions, explanations, and general comments and conversations which a teacher may involve in during the lesson. The teaching message could be reinforced by the usage of pictures, gestures, demonstrations and facial expressions while keeping the teacher talk basic and clear.

In the same way, teacher writing could be lessened by the usage of print letters, with adequate space between letters and words preventing the board from overloading with too much or disorganized text.

Furthermore, it is not always suitable or attainable to supply the learners especially beginners with comprehensive explanations of vocabulary and grammar; thus, language teachers do not have to explain everything at every point lest learners are overwhelmed with abundant information.

6. Using scaffolding techniques to aid in performance of the tasks: Incorporation of sequencing, structure, and support in learning activities facilitates the performance of students. Some such scaffolding strategies are asking learners to fill in words in a skeletal dialogue and then asking them to produce a dialogue of a similar context, or supplying key vocabulary before requiring learners to complete a form, recycling vocabulary, structures, and concepts in the course of instruction as well as building redundancy into the teaching programme to aid learners in practicing learned vocabulary or skills in new contexts or for varying objectives.

7. Utilizing authentic materials to the classroom: Making use of authentic materials such as newspapers, signs, sale flyers, telephone books, and brochures in the classroom makes the learning environment engaging and motivating. Preparing learners prior to exposure like by pre-teaching of vocabulary and structuring lessons suitable to learner needs by selecting pertinent, manageable chunks of the authentic material will enable the language teacher to achieve the learning aims.

8. Avoiding overloading of learners: Sustaining a balance in each activity between elements which are familiar and grasped and those that are new to the learners is of crucial importance. To exemplify, demanding learners to use both new lexical and a new grammatical items in a role-playing activity where they have to create an original dialogue may be too overwhelming for them to accomplish.

9. Maintaining a balance between variety and routine in teaching activities: Patterns and routines allow familiarity and security and aid learners as they cope with new items, yet English language learners have a wide range of preferences to process and acquire information. To maintain their motivation, they should be given ample opportunities to experience and display their proficiency of language in various ways. The best way to do is challenging them with activities which concern their lives, problems, experiences and goals as adults.

10. Recognizing and Appreciating Progress: Despite the fact that improvement for language learners can be gradual and incremental, learners need to be given feedback that they are progressing. What's more, expectations should be set realistic and the goals should be determined for both short term and long term. While opportunities for accomplishment are created for the adult learners, they should also be aided in identification and acknowledgement of their own progress.

2.6 Classroom Activities for Adult Learners to Enhance Their Speaking Proficiency

The spoken language serves interactional and transactional purposes. The interactional role is concerned with sustaining social relationships whereas the transactional role entails conveying information and ideas. As the majority of daily communication is interactional, being able to interact in a language is of vital importance and language instructors are obliged to equip their learners with ample opportunities for meaningful communicative behavior about pertinent topics via learner-learner interaction as communication is derived from interaction (Rivers, 1987). Communication in the classroom should be ingrained in meaning-focused activity necessitating teachers to adapt their instruction meticulously to the needs of

learners and teach them how to listen to others, how to speak to others, and how to negotiate meaning in a shared context. Owing to interaction in the below mentioned activities involving the give and take exchanges of messages, learners will be enabled to form discourse which communicates their purposes in real-life communication (Shumin,2002).

2.6.1 Small talk. The capacity to get on well with people in society might correspond with how well a person can involve in short, informal conversational exchanges with others on topics like weather conditions, rush hour traffic, occupations, and sports events etc. In spite of seeming not much meaningful, these exchanges serve the purpose of creating a sense of social rapport between interlocutors. Consequently, at the former stage, adult EFL learners should enhance speaking skills in brief, interactional exchanges in which they are necessitated to make only one or two utterances at each time like:

a) A: I really do not like rush hour traffic. B: Neither do I.

b) A: Oh, my God. The weather is depressing, today. B: Yeah. I hope it will stop drizzling, soon.

During the course of different learning experiences, as learners get more practice, they will be able to utilize some of the basic exchanges and know how to commence conversations.

2.6.2 Interactive activities. A major factor in L2 or foreign language speaking enhancement is the opportunity provided to learners to speak in the language promoting interaction through which teachers trigger an eagerness and urge to speak in the learners.

One of the most fruitful ways to stimulate learners to talk is providing them with abundant exposure to authentic language via audio-visual stimuli and with opportunities to utilize the language. Similarly, teachers should integrate communicative strategy instruction into interactive activities to increase learners' awareness about their own learning approaches so that learners are able to adapt their strategies to the necessities of learning tasks.

Whilst designing activities, teachers should take into consideration all the skills integratively as the learners interact with each other in natural context in real

life as in the classroom and majority of tasks of any complexity entail more than one macro skill (Nunan, 1989). Interactive activities for speaking class should be devised so that they are meaningful, and communicative requiring learners to use English for a variety of communicative purposes. Particularly, (1) authentic or naturalistic source materials should be utilized to trigger speaking activities; (2) interactive speaking activities should allow learners to utilize and rehearse specific features of language and communicative skills they need in the real world and (3) interactive speaking activities should trigger psycholinguistic processes of learning.

Based on these criteria, interactive activities below seem to be particularly related to produce spoken language as they equip the learners with chances to learn from auditory and visual experiences, which enable them to develop flexibility in their learning styles and also display the efficient use of a variety of learning strategies and behaviors for various tasks.

2.6.2.1 Auditory speaking activities. Authentic auditory materials such as news reports on the radio can be tweaked to a level accessible to specific groups of learner to trigger productive activities while being used as input for interaction. Students are instructed to listen to taped dialogues or short texts followed by performing them in a variety of ways. Jigsaw listening is one of the ways it is implemented. A story is recorded into several sections on an audio cassette tape and then the instructor splits the class into small groups and assigns each group a different segment. After each group listens to the segment they are responsible for, students are given a worksheet of comprehension questions concerning the story. Afterwards, students work together in groups cooperatively on an information gap task. The meaning of the story is negotiated and a compromise is reached and questions are answered cooperatively thanks to the motivation of students to speak.

2.6.2.2 Visual oral activities. Due to the shortage of opportunities in foreign language settings to communicate with native speakers, exposure to a variety of scenes, situations, contexts, accents, voices is of crucial importance for adult foreign language learners, which can be met by audiovisual materials such as level suitable films, videotapes, and soap operas providing (a) the motivation accomplished by basing lessons on appealingly informative content material (b) the exposure to a wide range of authentic speech having varying registers, accents, intonation, rhythms, and stresses; and (c) language used in the context of real situations, which contributes

relevance and appeal to the learning process (Carrasquillo, 1994). During viewing, students have the opportunity to recognize the levels of formality and social and contextual appropriateness. Likewise, they can notice the nonverbal cues and kinds of exclamations and fillers which are used as an ingredient of speaking proficiency. Additionally, how people commence and maintain interactive exchange as well as how they end a conversational episode can be observed by adult learners through authentic films and soap operas. Practices of dialogues being observed, role-playing based on the visual material and dramatizations will result to internalized and memorable learning. Visual stimulus is a great source to trigger interaction among students. To exemplify, short pieces of films can be utilized to provide "eyewitness" narrations. An anecdote from a movie is a fruitful source to elicit opinion-expressing activity. Similarly, nonverbal videos are an influential source to elicit the description of what they have observed from students. While watching, students can give their attention on the content and impersonate the "model's" body language. Through these activities, students will be situated in a variety of experiences with the target language. During the course of learning process, they will internalize the verbal and nonverbal messages and communicate natural way.

2.6.2.3 Reading based oral activities. Level suitable and pertinent reading materials adapted by the teacher and structured with comprehension questions trigger creative speech output. Story-telling can be elicited by cartoon-strips and sequences of drawings. Oral reports or summaries can be produced from articles in newspapers or from some academic textbooks like *Culturally-Speaking*, written by Genzel and Cummings (1994). Similar material input or realia like hotel brochures can be utilized to practice how to make reservations; menus can be utilized to practice shopping in a supermarket or to order in a cafe or a restaurant. In short, language input for oral activities can be taken from a variety of sources that form the basis for communicative tasks modelling real life situations that the learners tend to come across with in the future.

2.6.2.4 Culture awareness oral activities. Culture has an influential role in shaping speakers' communicative competence, which is pertinent to the suitable usage of language (e.g., how native speakers perform a speech act like apology or request and the form the speech act is to take). Appropriateness of the speech act is defined by the shared social and cultural conventions of a particular group of

speakers. Therefore, it is essential to recognize different sets of culturally determined rules in communication. Brown and Yule (1983) point out that "a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures" (p. 40). Due to this fact, cultural learning demonstrated by activities and empowered through physical involvement as it is the case in role play and dramatization is a great source of motivation for students.

Teachers can present situations in which there are misunderstandings and communication breakdowns due to cultural differences resulting in people to become resentful, upset, and perplexed followed by thought provoking information, comprehension questions and class discussion. In this way, students are prompted to examine and conclude what went wrong as well as its reasons, which will aid them to acknowledge how people in the target culture behave and perceive things, unavoidably providing a more comprehensive understanding into that culture. Such an activity can create a healthy balance between the necessity of teaching the target culture and validation the students' indigenous culture while increasing students' cultural awareness.

In short, the utilization of audiovisual stimuli enables sight, hearing, and kinesthetic involvement into the classroom; thus, makes a vivid connection between imagination and real experience. Task-oriented speaking activities provide the learners with an aim to speak and adequate language input with authentic materials with speech promoting activities aid adult learners in speaking more fluently and socially appropriate.

2.7 Practical Guidelines for English Teachers Teaching Speaking Classes to Adults

Folse (2014) in his book "The Art of Teaching Speaking" compiled and highlighted numerous points for reflection based on 20 case studies of Native Speaker English Teachers teaching conversation classes to adults in universities in a variety of foreign countries all over the world, which could shed light to teaching the spoken language to adults in Turkey as well:

1. An early needs assessment to indicate the approximate level of students to identify what potential they have to accomplish within the course is crucial.

2. It is an advantage to be able to speak the L1 of the learners. Some people may argue that it is a disadvantage as the learners may expect the teacher to talk to them in L1, yet the teacher should limit it. The common language could be used for explaining a really difficult word or grammatical structure. Nevertheless, for communication purposes like explaining directions, English should be used.
3. The instructions for the speaking activity should be clear and unambiguous to ensure the willingness of the students.
4. Pair work and group work can increase the amount of speaking practice to a great degree. Role plays can trigger the motivation of even the quietest students. Group work is an essential component of a speaking class as the stress of making errors is reduced due to two reasons. The first reason is that there are less people who will witness the mistake and students will have more individual time to practice talking as the teacher walks around to scaffold them with communication strategies. Role play activities like making doctor's appointments or parent-teacher interviews address to immediate real life-needs and make the lessons pleasurable lessening foreign language speaking anxiety.
5. Realia gets students interested in the speaking activity. Actual menus from a restaurant can be used while practicing food ordering or advertisements can be used while clothing is being discussed.
6. As vocabulary growth is crucial in enhancing oral proficiency, new vocabulary could be written on the board so that the students could be trained to note them down as they come up. Grouping vocabulary by their theme helps the learners to set up a mental framework for the words and aids the learners in visualizing a real situation where these new words can be utilized.
7. Prior to practicing conversational exchanges, going over the pertinent vocabulary and grammar, practicing conversation models and modelling are practical to get the other students perform the task.
8. If the students' proficiency level is adequate, then they can be challenged with a movie. The wise activity to do is spreading a movie out over a few

classes and discussing it in a few sessions so that the learners can respond to not only what they see but also to what they listen to.

9. Students can be allowed to choose the class topics so that they have a feeling of ownership and know in advance the topic of the upcoming lesson and plan accordingly like looking up words that they can make use of in the next speaking class.

10. Teaching speaking necessitates a delicate balance between accuracy and fluency as the two are interwoven in the activities.

11. A brief, yet productive warm-up activity at the beginning of class triggers an appealing and motivating fluency activity like a simple basic question like “If you had a magic wand, what would be the first thing you would change in your life and why?” During attendance taking, after his/her name is said a student can answer a question like this to start a motivating class.

2.8 Error Correction in Adult Speaking Classes

For the majority of language teachers, correcting students’ speaking errors is one of the most challenging tasks since it has more capacity for subjectivity owing to individual variables like background knowledge, pronunciation, and spontaneity as influential components (Cohen, 1990; Hughes, 2002).

Edwards (2000) argues that in ESP learning environments despite being demanded, strict error correction should be avoided as it would hinder the efficiency of the speaking performances of adult learners. Likewise, peer correction is a sensitive topic in adult speaking classes since it leads to clear conflict among students who could be competitive in nature and who could feel resentful in case they lost face. Instead, careful notes of the errors made by the students during the speaking practice can be made and could be summarized at the end of the lesson for students to self-correct themselves. Tape-recording of class discussions and role plays simulating a real life event can be used to require students to evaluate themselves as far as speaking skills are concerned. A video recorder would also be fruitful for student self- evaluation during role plays, presentations and class discussions.

Tedjaatmadja and Wijaya (2008) point out the below guidelines regarding error correction to be referred to while teaching adult speaking classes:

1. Error correction should be constructive and selective owing to the fact that correcting too many errors can demoralize the learners. However, ignoring their errors will result in fossilization. A 'small' error should also be highlighted if it can bring negative impacts when it keeps occurring. Taking the individual variables such as contexts, pronunciation, vocabulary, and spontaneity as influential components in speaking, error correction in speaking is considerably comprehensive and possibly confusing and there are numerous elements to recognize like learners' proficiency level as well as what types of errors to be corrected, when, and how to correct. These assessment factors should clearly be identified and outlined prior to the assessment of the students and should be clearly communicated to them. Not only teachers but also learners need to be aware of the significance of constructive corrections by bearing in mind that making mistakes is one of the indicators of the learning process and that should not be ridiculed.

2. Conducting an initial examination into the adult learners' learning profile such as a quick questionnaire or a preliminary session at the beginning the class will enable both teachers and adult learners to negotiate and recognize the most appropriate method to handle the participants' mistakes in speaking providing the learners the opportunity to see for themselves if they can handle the selected correction method. The focus should be to make the learners secure and anxiety free with the error correction strategy used in the classroom. If the adult participants have a positive attitude toward the learning process, they will not be demoralized by a lot of corrections made by the teacher. In addition, how far students can cope with error correction is also dependent on their level of proficiency and prior knowledge. Therefore, it is an obligation for teachers to find out about learners' level and previous knowledge to refrain from discouragement on the adult learners' side.

Level of proficiency plays a significant role in error correction since if the explanation of errors is beyond their level of competence, it will bring constricted or no advantages to learners (Cohen, 1990).

3. Encouraging adult learners to keep an error correction notebook which would have error entries along with corrections made and explanation or background knowledge underpinning the correction would aid teachers and adult learners to watch the errors and revise the corrections made. The pertinence of the error correction notebook relies on how the teacher will utilize the notebook. It can be checked occasionally or extra speaking exercises pertinent to the errors made can be given to the students giving learners the opportunity to make reflections on their speaking errors and minimize them.

4. Providing positive feedback and recognizing adult learners' improvement in L2 speaking enhances participants' self-confidence. Whereas a teacher's reaction of 'That is wrong!' will lead them to center their attention on the errors and increased anxiety, constructive comments like 'Do you mean _____?' and genuine compliments such as 'This is interesting' or 'What a clear description' will contribute to participants' eagerness to progress and revise. In summary, if participants' improvement is pointed out by teachers, the adult learner can neutralize the negative feelings produced by the corrections on fluency, grammar, pronunciation, and vocabulary.

Chapter 3: Methodology

This study explores the students' perceptions of English speaking skill enhancement at the "English Preparatory Programme of Bahçeşehir University, İstanbul".

This chapter is comprised of information detailing the research design, data collection instruments and procedures in addition to participants of the study, and the analysis of the data comprehensively along with the justification of why specific research methods are utilized to evaluate the data.

3.1 Philosophical Paradigm

Aligned with the aims of this study, "Qualitative Case Study" was conducted to collect data since the purpose of the study, setting and participants as well as the context were more suitable to qualitative study. Albert Einstein highlights, "Not everything that can be counted counts, and not everything that counts can be counted" (Cochron & Patton, 1995, p.35). Relevantly, qualitative methods aim to answer questions about the 'what', 'how' or 'why' of a phenomenon rather than 'how many' or 'how much', which are answered by quantitative methods.

Denzin and Lincoln (2000) define "Qualitative Research" as:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. . . . This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them. (pp. 4-5)

From the definition above, the following guidelines could be derived: (Richards, 2009)

Qualitative Research is locally stationed and examines human participants in natural settings and conditions, avoiding artificially formed contexts. In addition, it is participant-oriented as it investigates to explore participants' perspectives on their world. Furthermore, it is holistic since it is context conscious and does not explore isolated facets independently of the context in which they arise. Last but not least, it is inductive as it relies on a process of interpretation which entails involvement in diversification of the data and draws on a variety of perspectives.

Due to the fact that students' opinions, experiences, feelings, attitudes and beliefs were examined in this study, the qualities of qualitative study matched precisely with it so that the research question could be enlightened in the natural context of the participants within their own learning situations. All embracing, qualitative research methodology was the most applicable one for conducting a more thorough examination on theoretical and practical presumptions in the classrooms concerning speaking proficiency.

As the theories and concepts of concern in this study were related to the social world, I collected data through four different data collection methods: interviews (semi-structured and focus), classroom observations, and Likert Scale questionnaire and questionnaire with open-ended questions. Participants were surveyed, observed, interviewed in their natural environment to comprehend and interpret the phenomenon within the context. The study constructed on the ideas, beliefs and personal experiences making "Qualitative Research" well matched with the aims of it.

Guba and Lincoln (1994) define paradigm as follows:

A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. It represents a worldview that defines, for its holder, the nature of the "world", the individual's place in it, and the range of possible relationships to that world and its parts. (p.107)

The term 'paradigm' is also defined as "the philosophical objective or motivation for conducting a study" (Cohen & Manion, 1994, p.38) or "a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research" (Bogdan & Biklen, 1998, p.22). According to the definition of Mac Naughton, Rolfe and Siraj-Blatchford (2001), a belief about the nature of

knowledge, a methodology and criteria for validity are the three elements that comprise the definition of paradigm.

It is believed that there are four paradigms: positivism, post-positivism, critical theory and constructivism. Constructivist approaches aim to shed light to "the world of human experience" (Cohen & Manion, 1994) asserting that "reality is socially constructed" (Mertens, 2005, p.12). The constructivist researcher depends on the participants' perspectives of the situation being examined (Creswell, 2003) and acknowledges the effect on the research of their own background and experiences. Constructivists do not usually start with a theory (as with post positivists). Instead, they "generate or inductively develop a theory or pattern of meanings" (Creswell, 2003, p.9) throughout the research process. The constructivist researcher fall backs on qualitative data collection methods and examination or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be used in a way that confirms, elaborates or broadens upon qualitative data and influentially deepens the analysis. Data collection tools are generally interviews, observations, document reviews and visual data analysis, which were in alignment with my study. Furthermore, in the framework of constructivism, the data can be collected as the investigation proceeds owing to the fact that the object of research and researcher are connected to each other in an interactive way (Guba& Lincoln, 1994). Accordingly, this study gathered data throughout the research interactively through interviews and observations in addition to questionnaires. Thus, deeper questions were able to be asked relevant to "why's and "how's of the attitudes and instructional practices on the issue researched.

To support the findings of my Qualitative Research, Quantative Data research findings were also utilized to support the findings of the qualitative findings. The student participants were given a Likert Scale Survey for triangulation purposes; hence the integration of the findings of the quantative and qualitative studies complemented each other with increased reliability and validity. Many researchers including Krathwohl (1993), Creswell (2003), and Thomas (2003) assert that qualitative and quantitative methods complement each other as appropriate methods for the investigation. Whereas some paradigms may seem to lead a researcher to favor either qualitative or quantitative approaches, in practicality no one paradigm actually specifies or bans the usage of either methodological approach. Unavoidably,

in each paradigm, for the researcher to be fully effective, both approaches need to be implemented.

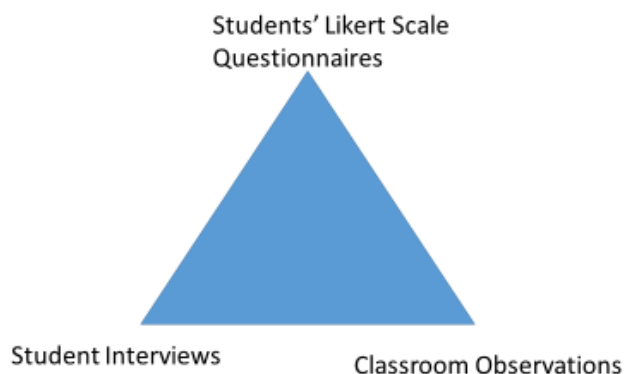


Figure 1. Triangulation in the Research.

3.2 Research Design

Merriam (2009) lists six types of qualitative research: phenomenological study, ethnography, grounded theory, narrative analysis, critical research and qualitative case study. This study utilizes qualitative case study as its research design since it fits well to the objective of it “Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts” (Baxter & Jack, 2008, p.544). It enables the researcher to gain insights of individuals or institutions via communicative interaction and supports the deconstruction followed by the reconstruction of a variety of phenomena (Yin, 2003).

As Yin (2003) highlights qualitative case study is a research methodology that promotes exploration of a phenomenon within its context utilizing varied data sources while assuring that the issue is not analyzed through a single lens, but through a variety of lenses which permits the researcher to gain insights to multiple facets of the phenomenon to be uncovered and comprehended. Hence, the lenses through which focused on were instructors as well as students and the variety of facets were individual interviews, surveys and a focus group interview.

Merriam (2009) highlights that, case studies are featured as being particularistic, descriptive, and heuristic. This study was more particularistic due to the fact that it focuses on a specific context, situation or phenomenon. Hence, the case itself illustrates the main focus of the research.

Case Study Approach was utilized in this study since the emphasis of the study was to be able to answer “how” and “why” questions. In addition, the behavior of the participants involved would not be able to be manipulated while the researcher uncovered the contextual conditions related to the phenomenon investigated. Last but not least, the boundaries among the context and phenomenon were vague.

This study fell in first two categories: intrinsic and instrumental case study. It was an intrinsic case study due to the fact that I am also an instructor in this private university’s language preparation department and I wanted to examine comprehensively how foreign language speaking proficiency could be enhanced in the university classrooms based on my own inquisitiveness on my teaching practice. Besides that fact, it was instrumental since the findings could influence other instructors on the most effective methods and instructional strategies in designing and implementing speaking classes at the university level (Stake, 1995).

To ensure the credibility of the study, methodological triangulation was utilized via multiple data collection procedures, specifically, Likert Scale Questionnaire, interviews and class observations so that the precision of identifying and describing the participants of the study was achieved (Brown, 2001).

3.3 Participants

A total number of two-hundred and thirteen (213) students and fifteen (15) experienced instructors from a private university in Turkey took part in this study. This section provides some background and educational information on the language instructors and the participant learners.

3.3.1 The learners. The participants for the student Likert Scale Questionnaire were two-hundred and thirteen (213) B2 Level students at “Bahçeşehir University English Preparatory School” each of who were Module 3 students of 2014-2015 Educational Year. Majority of them started the programme in September 2014 as A2 level students in Module 1, proceeding with B1 and B2 respectively. (Appendix 1) A minority of them were repeat students, who had an extended module of Module 1 studying B1-B2 combined and couldn’t reach an average of 65 to enter the Proficiency Exam in January 2015, thus had to repeat the B2 level. There were 94 male, 110 female student participants; majority of whose first language was Turkish. (193 students), in the study. On the other hand, a minority of participants (20

students) were international students, with the country of origins like Iran, Iraq, Somalia, Syria, etc.). Although they had been learning English as a foreign language in the Preparatory School, the students were from a variety of departments ranging from Engineering to Educational Sciences as well as Business and Social Sciences. The level of proficiency of the participants was B2-Intermediate. (See: Appendix 1) The students had 24 hours of English classes each week; 15 of which were Integrated Skills (Main Course) focusing on mainly grammar along with listening, reading and vocabulary practices. Speaking was not a skill mainly taught in this lesson. Nevertheless, it was somehow integrated to the instruction of the other skills as the medium of instruction is English at the Preparatory School.

The course book that was used in this course was “New Language Leader Intermediate” in addition to the weekly course packs tailored to the curricular needs of the students.

The students also had 9 hours of skills (writing-speaking) class which focused on speaking and writing only. Only 2 hours were weekly assigned to speaking activities. In A2 level, students were required to perform an in-class speaking activity which was performing a dialogue suggesting, agreeing, disagreeing, accounting for 5 % of their overall average. In addition, they had to perform online speaking tasks in which they had to answer a theme related question in 1.5 minutes. That accounted for 5 % of their overall average as well. In the end of the module exam, 20 % was assigned for speaking and again this time, they answered 2 theme related questions in an oral exam environment. All in all, 18% of their module average was assigned to speaking solely.

In B1 level, the assessment for speaking consisted of the same components adding up to 18% again. However, this time the speaking task was giving an individual presentation on an academic topic for five to seven minutes.

In B2 level, during the course of this study, the distributions of the lessons were the same; 15 hours of Main Course and 9 hours of skills (writing and speaking) with 2 classes a week allocated to speaking activities in order to focus on debates; mainly giving opinions, justifying them for or against an idea revolving around academic themes like education, languages, advertising, etc. Throughout the model, the students would be assessed on 3 speaking tasks which would account for 10% of their overall average. Two of these speaking tasks would entail running discussions with 2 of classmates on a specified academic topic and one of them would be

answering 2 theme related questions in an oral exam format. In the end of The Module Speaking Exam, 20 % will be allocated to speaking performance again in which students would answer two theme-related questions, thus accounting for 7% of their module average. The reason I chose B2 level is that, the speaking component of the module average is more dominant this time compared to A2 or B1 levels, accounting for 27% of their grade. The passing grade from A2 to B1 and from B1 to B2 was 65. Consequently, the language proficiency of the students were fairly similar in B2 level.

For the interviewing processes of the student participants, seven (7) students from both my B2 classes and would be selected on voluntary basis making sure there is equal number of low, moderate and high speaking proficiency students based on my perception as their instructor. In addition, a focus group interview with five (5) students of varying speaking proficiencies would be conducted, again on voluntary basis of students who say they would be more comfortable expressing their opinions in a group.

3.3.2 The instructors. On voluntary basis, three instructors teaching “speaking” in B2 level, who considered their classes to be of higher, lower and moderate proficiency levels were observed during their speaking lessons.

In addition, open-ended questions to obtain insights into the instructor’s perspectives on aiding students’ speaking proficiency allowed the participants the opportunity to respond in their own words, rather than being compelled to pick from fixed responses, as is the case with quantitative methods. Open-ended questions were asked to the participant instructors to trigger responses which were:

- Meaningful and relevant to the participant’s teaching experience
- Unforeseen by the researcher
- Comprehensive, informative, demonstrative and elaborate in nature rather than being superficial

The open ended question surveys were given to 15 instructors out of 20 teaching B2 level. 12 of the participating instructors were Turkish in origin while two were Americans and one was Australian. They all had 24 hours of teaching per week; 12 hours of Main Course and 12 hours of Skills. Their seniority in the institution varied from 7 months to 10 years. What’s more, their overall teaching experience ranged from 4 years to 28 years.

In order to sustain confidentiality, the participants and administration of the institution were informed clearly for whom the research was being conducted and what its purposes were. At the start of the level meeting, the instructors were distributed the open ended questions without requiring to write their names, thus they were assured that data gathered from them could not be declared deliberately or accidentally in a way that may uncover the individuals. In order to keep the data private, the participants were ensured that they would be anonymized individuals and their answers would be coded in the study, hence no personalized information could be revealed.

3.3.3 Setting. The setting of the present study was a private university in Istanbul, Turkey where the medium of education is English. The university is renowned for its international power as it has 193 international partners and campuses abroad in Berlin, Washington D.C., Toronto, Silicon Valley, Hong Kong, Rome, Köln as well as international students from a variety of countries like Iran, Syria, Iraq, Somali, etc. The target of the university is to take its place at the top 500 universities list by the year 2023 when we celebrate the 100th anniversary of our Republic.

Moreover, the university aims to devote teaching, service and research to our society by providing education to the prospective work force equipping them with an inquisitive mind so that they become critical thinkers with the sensitivity to local and global subject matters along with an international standard by contributing to scientific, technological and cultural knowledge. The university, located at a very central location in Istanbul, at the intersection of Europe and Asia, has become a global university hosting students from 48 different countries and cultures and has the reputation of being a university that endows students with an educational environment that is exclusively qualified for enhancing intercultural relations enabling the students to become global citizens. The university offers a variety of programs and services for achieving this goal, and one of the most challenging programs is the Language Learning Program.

In alignment with the requirements of the globalizing world, at The Preparatory School, the students enjoy the opportunity to improve their intercultural skills by studying English in the same classes with students from all over the world. The main goal of the English Preparatory School is to provide the students with the

essential English language and skills needed for higher education at international standards in order to qualify them for their studies in their departments in addition to their forthcoming careers. Prep students can also enjoy the opportunity of participating the Study Abroad Program (BESL).

The English Preparatory Year Programme is compulsory to students who are not able to pass the Proficiency Exam by getting 60% or above. The students are placed into different levels like A1, A2, B1-B2 extended based on their performance in the English Placement Exam (see Appendix 1), which is carried out before the English Proficiency Exam, which assesses students' proficiency in reading, grammar, listening, vocabulary and speaking. Passing the English Proficiency Exam is regarded as having successfully completed the English Preparatory Programme, thus exemption from the programme. All students registered to the university, based on their University Entrance Exam scores are obliged to take the "English Placement Exam". Students who get 60% or above are eligible to take the Proficiency Exam. On the other hand, if they fail to do so, they are assigned to a specific level of Prep Program based on their score like A1, A2, B1-B2, etc.

3.3 Procedures

Purposeful sampling along with a variety of data sources enabled a comprehensive procedure of this study.

3.3.1 Sampling. Sampling is the procedure as to how a group of people to address the survey or interviews to are determined. In Patton's view (1990), all kinds of sampling in qualitative research may be categorized under the broad term of "purposeful sampling". He argues that "qualitative inquiry typically focuses in depth on relatively small samples, even single cases, selected purposefully" (p. 169).

In this study, "Purposeful Sampling" was used owing to the definition of it which matches with my research objectives. Patton (2002) defines purposeful sampling as follows:

The logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling studies information rich cases

yielding insights and in-depth understanding rather than empirical generalizations. (p. 230)

3.4.2 Sources of data. The data will be gathered through a focus group interview with Bahçeşehir University B2 level students (5), semi-structured interviews with B2 level students (7), Likert Scale questionnaires filled by 214 B2 level students, open ended questions filled by B2 level instructors (15) and (3)classroom observations of various classes with differing levels of speaking proficiency. The participants of the observation will be 3 preparatory classes in Bahçeşehir University, each of which consists of 22 students with varying educational backgrounds, in B2 (intermediate) level studying English as a Foreign Language. The results will reveal the guidelines for the language teacher on how to handle affective factors during speaking activities in the classroom, designing ideal speaking classes with the most effective instructional methods and materials integrated with the optimum error correction and feedback. In addition, it will aid the students in raising their consciousness on what their individual needs are to increase their speaking proficiency.

3.4.2.1 Classroom observation. Observations allow the researcher to describe existing situations utilizing the five senses, supplying a "written photograph" of the situation being studied (Erlandson, Harris, Skipper, & Allen, 1993). Brown (2001) argues that "observations are often appropriate for providing direct information about language, language learning, or language learning situations" (p. 4).

Based on these perspectives, classroom observations were exploited to obtain deeper understanding of instructors' instructional practices. The objective of the classroom observations was to collect information about the following issues:

1. Course conduct/teaching-learning process
 - a) Materials utilized
 - b) Teacher behavior
 - c) Student behavior
 - d) Tasks and activities

2. The observer's reflections concerning issues listed above

My objective in choosing classroom observation was to gain a thorough insight into contexts, relationships, behavior that can supply me crucial information not known previously for project layout, data collection, and analysis of other data.

Total of 90 minutes observation in two 45 minutes-sessions was done for each of the three classes chosen on the voluntary basis of three instructors who believed their classes were a good sample of a weak, moderate and higher speaking proficiency B2 classes. The class observation framework was semi-structured allowing issues to emerge from the observation. While classes were observed, textual field notes were recorded by me, under some broad categories like learning resources, interaction among students, interaction among the instructor and students, learning environment and instruction giving along with my thoughts and feelings about the experiences and observations that would allow me to be reflexive.

Neither video recording nor audio recording was not much preferred due to the fact that it would be intrusive and artificial. Nevertheless, the observed teachers were informed beforehand about the topic of the study as I relied on the teachers' judgment as to whether the class they were teaching was a low, moderate or high speaking proficiency B2 level.

Before the observation, in order to have an observable lesson in terms of speaking proficiency, the researcher and the teachers made a schedule so that the teachers could have a speaking lesson instead of a writing one. If observation hours had not been arranged previously, it could have been waste of time for the researcher when there was no speaking lesson. Upon student enquiry about why the lesson was being observed, it was told them that it was just peer observation among colleagues not to exert superficiality on students and to maintain the authenticity.

3.4.2.2 Questionnaire for the teachers. To ensure data collection convenience and privacy of the participants, open-ended questionnaires comprising the sub-questions of my research question was distributed to 15 voluntary B2 level teachers at the beginning of the level meeting and they were asked to answer each question with a few sentences so as to see what has worked for them the best while they were teaching speaking to young adults in the Prep Program in terms of aiding students' speaking proficiency with the intention of analyzing their attitudes and practices

deeper to have additional information apart from the student data and to see whether there was an overlap with the students' perspectives.

3.4.2.3 Student questionnaire. Due to the scarcity of a similar survey on increasing foreign language speaking proficiency, I prepared the survey to be handed out to students myself based on my research on the topic and having written a "Literature Review" besides having taught speaking at the same university in addition to my 12 years of teaching experience rather than adopting it from another source. For confirmation purposes and to write the introduction part of the questionnaire detailing the objective of it, I utilized Erozan's (2005) survey. The student questionnaires were distributed to 20 B2 level instructors in the level meeting and the aim of the thesis was explained by me in detail. The instructors were asked to go through the questions in order to see whether they had any questions or needed any clarifications about any items or questions. After a small session of answering questions, they were kindly invited to distribute them in their next classes to be answered by the students. They were also requested to clarify and answer the questions the students needed help with.

The student questionnaire was comprised of 5 questions which actually reflected the sub-questions of my research question. The wordings of the interviews were prepared based on the questionnaire items. The first question was directed to find out the debilitating factors of speaking proficiency so that remedial strategies can be devised while the second question referred to the facilitating factors in increasing speaking proficiency. The third question referred to the influence of error correction in increasing speaking proficiency whereas the fourth question involved affective factors. Lastly, the features of the instructors' were focused on to see their effects on increasing speaking proficiency of the young adult learners.

The questionnaire of the learners (Appendix 2) was controlled and guided for convenience and practicality purposes and had only one open ended question, which was optional in case students had a preference other than the items specified for the question

3.4.2.4 Student interviews. Student interviews were conducted based on the questionnaire data. After they completed the questionnaires, further interviews were carried out to be able to examine their attitudes and insights more elaborately.

Individual semi-structured interviews were organized with seven students among the survey participants who volunteered to detail their opinions. Brown (2001) highlights the difference between individual interviews and group interviews and argues that the benefit of arranging individual interviews is the interviewer being able to form rapport, confidentiality and trust with the respondents resulting in genuine views of the respondents not allowed by group interviews. Having individual semi-structured interviews with 7 volunteer students with varying speaking proficiencies, as confirmed by me, allowed me to ask questions about the details of the most effective instructional methodologies and materials that lead to enhanced speaking proficiency. They were first asked exactly the same questions on the Likert survey then were required to elaborate by answering “Why?” and “How”, “In what instances?”, “Can you describe further?” (Appendix:6)

A focus group interview was also conducted with five (5) B2 level students, with the same questions in semi-structured individual interviews (Appendix:6) who pointed out that rather than being interviewed individually, they would be more comfortable expressing their opinions in a group and who had varying speaking proficiencies, thus it was possible to exploit the advantages of a focus group interview and make up for the cons of individual interviews. “The uniqueness of a focus group is its ability to generate data based on the synergy of the group interaction” (Rabiee, 2004, p. 2).

The interviews were conducted in students’ mother tongue, Turkish, since it was more convenient for them to express themselves in Turkish, which also led to more reliable information from the researcher perspective. Besides that, it enabled the researcher to form a bridge of confidentiality with the interviewees and triggered a friendly atmosphere.

Due to the fact that the interview questions were derived from the questionnaire, they were required to provide some actual examples from their classrooms relating to the answers they had supplied to gain a deeper understanding of their perception in speaking proficiency enhancement.

3.4.3 Data collection procedures. With respect to its procedure, this study entails three preliminary stages indicated below:

Stage 1: Pre-Observation

- a) Following the examination of literature and research concerning the topic, relevant questions were prepared and reviewed based on the supervisor's feedback.
- b) As the researcher, I, obtained necessary permission to conduct this research from the Administration of the University, collected data from the learners and teachers through the relevant questionnaires.
- c) Questionnaires were handed out to the learners and instructors and data gathered was examined.
- d) Classroom observations were arranged with the English instructors who volunteered.

Stage 2: Observation

- a) Prior to the classroom observations, the teachers were informed individually about the purpose of the study in general. However, they were not fully aware of the sub elements of the research question of the study. They were also informed that their lesson observation notes would not be used in an area apart from the research.

Stage 3: Post-Observation

- a) The observational notes were analyzed and interpreted in accordance with the items in the teacher and student questionnaires.
- b) After analyzing the data, interview schedules were arranged with the students and each student was interviewed based on the items in the teacher and student questionnaires. The aim of the interview was to obtain deeper insights on the issues.
- c) After the interviews were transcribed, the interview responses were shown to the students in order to obtain member check and confirm the content.

3.4.4 Data analysis procedures

Students' questionnaires were analyzed using SPSS for quantitative data analysis in order to find out the most effective factors that trigger increased speaking proficiency.

Data analysis consisted of transcriptions, member checks, scanning the whole data numerous times, identifying key words, conducting content and conversation analysis to count and code occurrences of a variety of instructional strategies used during classroom observation as well as ongoing comparison among data sets. Preliminary data questionnaire examination during data collection was utilized to devise the interview questions.

The whole data sets were thoroughly examined by the utilization of content analysis technique (Hancock, 1998), and made use of

Revisiting the data and review the categorization of data until the researcher is sure that the themes and categories used to summarize and describe the findings are a truthful and accurate reflection of the data. (p. 18)

During the classroom observations, detailed notes regarding error correction, materials, instructional techniques and the involvement of affective factors were detailed and interpreted afterwards. The class observation framework was semi-structured allowing issues to emerge from the observation. While classes were observed, textual field notes were recorded by me, under some broad categories like learning resources, interaction among students, interaction among the instructor and students, learning environment and instruction giving along with my thoughts and feelings about the experiences and observations that would allow me to be reflexive.

The student interviews were also analyzed in a way that their responses revealed the factors of enhanced speaking proficiency. What's more, interviews gave the researcher the opportunity to ask some further questions about their beliefs on the most effective practices for speaking proficiency. In short, interviews allowed the researcher to ask "why" questions about their beliefs and experiences of their lessons on speaking that may not have been included in the questionnaire.

Teachers' questionnaires not only investigated teachers' attitudes but also examined which error correction technique, instructional method, activity or material triggered the best results for increased speaking proficiency.

Consistent and perpetual comparison among data sets allowed the researcher to compare and contrast the gathered data both from learners and teachers and categorize them accordingly.

Table 1 summarizes the research questions and the corresponding features:

Table 1

Overview of Research Questions and Corresponding Procedures

Research Question	Data Collection Instrument	Data Analysis
1. What are the students' perceptions regarding language instructors' roles to enhance the speaking proficiency of young adult learners in terms of:	Likert Scale Student Questionnaire (Quantative)	SPSS
a.methodology?	Semi-structured interviews	Content Analysis
b.material development?	Focus group Interviews (Qualitative)	Technique (Hancock, 1998).
c.error correction?		Content Analysis
d.affective factors?	Classroom Observation (Qualitative)	Technique (Hancock, 1998).

3.4.5 Trustworthiness. Despite the fact that many critics are unwilling to acknowledge the trustworthiness of qualitative research, schemas to assure rigor in this form of work have existed for many years. Guba (1981) highlights four criteria that he believes should be taken into consideration by qualitative researchers in search of a trustworthy study (Shenton, 2004):

- a) Credibility (internal validity)
- b) Transferability (external validity/ generalizability)

c) Dependability (reliability)

d) Confirmability (objectivity)

Internal validity, which is also called credibility seeks to ensure that the study measures or tests what is actually planned to. In order to ensure this, the study adopted well-established research methods in qualitative investigation. Hence, the particular procedures utilized, such as the line of questioning followed in the data gathering sessions and the methods of data analysis, were derived, where possible, from those that have been successfully implemented in previous comparable projects. There was also development of an early familiarity with the culture of participating organization prior to the first data collection dialogues took place as I had been working in the institution for six months. Lincoln and Guba (1985) are in favor of “prolonged engagement” between the researcher and the participants in order to achieve a sufficient understanding of the institution and to establish a relationship of rapport between the parties. Furthermore, member checks were utilized, which Guba and Lincoln (1989) consider the single most significant provision that can be made to boost the research’s credibility. Member checking strategy entails giving feedback to participants about their data, interpretations and conclusions to prevent misunderstanding and confusion. According to Krefting, (1989) this technique allows researcher to project participants’ viewpoints to the data.

Dependability and confirmability criteria were targeted to be achieved through triangulation in this study. According to Guba and Brewer and Hunter (1989), the usage of different methods together makes up for their individual limitations and utilizes their respective benefits. Krefting (1991) argues “the triangulated data sources are assessed against one another to cross-check data and interpretation” (p. 219). Consequently, I used three different methods integratively during data collection, observation, interviews and questionnaires, to ensure triangulation.

As Onwuegbuzie and Leech (2006) argue, rich and thick description refers to “an important way of providing credibility of findings is by collecting rich and thick data, which correspond to data that are detailed and complete enough to maximize the ability to find meaning” (p. 244). To assure transferability, rich and thick description of the study setting and participants is supplied with a comprehensive

representation of the institution, and elaborate background information about the participants.

3.4 Limitations

It must be emphasized that there are some limitations in this study:

First of all, as the teachers were informed of the fact that they were being observed on the issue of increasing speaking proficiency they might have made paid overly special efforts to conduct theoretically and practically well-structured lessons in which they would also alter their natural conduct. To put it differently, they might not have reflected their natural classroom environment of their usual lesson flow.

Secondly, each level classroom observations were examined comprehensively; however, each three classes were observed for only 90 minutes in two sessions of 45 minutes. Future research could observe classrooms for longer hours and sessions and this would aid the researcher in observing more genuine lessons.

Thirdly, in this research, I was the main instrument of data collection and analysis. Nevertheless, this could have had some drawbacks in the data collection procedure. I was working in the institution where the data was collected from and I was either the main course or speaking teacher of all interviewees and unavoidably had some previous contact. Consequently, some students could have supplied biased data to gladden the researcher. In other words, they might not have been truly reflective or objective while answering the interview questions.

Chapter 4: Results

4.1 Overview

This chapter comprises the results regarding students' perceptions on language instructors' roles to enhance the speaking proficiency of young adult learners in terms of methodology, material development, error correction and affective factors. Results also indicate some additional notes on the instructors' own perceptions of their roles to improve the speaking proficiency of young adult learners in terms of the above factors involved. Data were obtained respectively via questionnaires, semi-structured and focus group interviews and observation.

4.2 Student Interview Findings

Student interview findings revealed valuable information regarding perceptions of adult learners on how to design speaking activities considering significant factors specified by students.

4.2.1 Student interview findings regarding young adults perception of what makes speaking in English challenging for them. The five survey questions that were asked to collect quantitative data (*See: Appendix 5*) were asked to seven interviewees in semi-structured interviews and five interviewees in focus group interviews to collect more in depth information. For the question regarding what made speaking in English challenging for them, the most common answer was "problems with the vocabulary". Students either did not have sufficient vocabulary or couldn't fit in the vocabulary they already know.

'We are learning too much vocabulary. That is a negative effect on our speaking. We are overwhelmed with new vocabulary; thus cannot use them productively in our speaking.' (Student 3, Individual Interview)

'Not having enough vocabulary knowledge makes it challenging for me to speak. I try to use the newly learned vocabulary while I am speaking. Because of thinking time, I lose fluency and speak slowly. Sometimes not having an idea about the subject matter makes it challenging for me to speak in English.' (Individual Interview, Student 6)

‘I try to use the grammar precisely, then however I mix up all the vocabulary. Speaking is hard for me due to inadequate vocabulary. I cannot figure out the word that would fit in meaningfully. We memorize the vocabulary, we do not learn them.’ (Focus Group Interview, Student 2)

The second most common answer as to what made speaking challenging for them was some affective issues.

‘My friends talking English fast makes me feel panicky, so peer pressure is a concern for me.’ (Individual Interview, Student1)

‘My mood prevents me from talking. Sometimes, I just do not feel like talking. My personality, being shy and personal problems makes it challenging for me to speak.’ (Individual Interview, Student 7)

‘I am concerned whether the person I am speaking to understands me. The fear of not being understood puts me under pressure. I also feel concerned about my pronunciation and emphasis.’ (Focus Group Interview, Student 3)

The third common answer was not being able to think in English.

‘Thinking in Turkish and then trying to translate what I am thinking of to English arises time issues; consequently I cannot speak fluently.’ (Individual Interview, Student 1)

My difficulty is thinking in Turkish and then trying to translate it into English. (Focus Group Interview, Student 4)

4.2.2 Student interview findings regarding young adults perception of what facilitates/would facilitate their performance in speaking activities. Seven students in individual interviews and five students in focus group interviews were asked the second question in the survey (Appendix 5), which was “What facilitates/would facilitate your performance in speaking activities?” to find out in depth information about the issue.

The most common answer was found to be interesting topics.

‘Talking about topics that are interesting to me such as TV series and my hobbies facilitates my performance. If we talked about a popular daily life issue, which we had an idea or opinion on like about a celebrity or current

news/affairs, it would be easier for us to talk.’ (Individual Interview, Student 5)

‘Talking in a small group about a current popular topic such as music, hobbies, university life would facilitate our speaking performance. However, when we are asked to talk about an academic topic like “Global warming”, we cannot come up with ideas. It is even difficult for a Science major student to talk about that in English.’ (Individual Interview, Student 6)

‘We should be speaking about topics that everybody can have ideas about like sports or the traffic problem in the world.’ (Focus Group Interview, Student 3)

The second most popular answer was interactive and interesting activities.

‘Games, having competitions and discussions facilitate/would facilitate our performance in speaking activities.’ (Individual Interviews, Students 2 and 5)

‘Activities like presentations, story narration and reading a book and talking about it facilitate/would facilitate our performance in speaking activities.’ (Individual Interview, Student 7)

‘Games like scrabble played in groups would facilitate our speaking performance.’ (Focus Group Interview, Student 3)

Being provided vocabulary that students can use in speaking activities, watching videos beforehand, group work and English being the medium of communication in the classroom at all times were also mentioned as facilitators.

‘Watching a video about the topic of the speaking activity helps with our speaking performance. (like the English Central videos we watch)’ (Individual Interview, Student 1)

‘English being the language of instruction and communication in class as well as pair and group work facilitates my performance in speaking activities.’ (Individual Interview, Student 3)

‘Being provided some vocabulary and structures I can use facilitates my performance.’ (Individual Interview, Student 4)

4.2.3 Student interview findings regarding young adults perception of what kind of error correction during speaking activities are/would be effective in increasing their speaking proficiency. Seven students in the individual interviews and five students in the focus group interviews were posed the third question in the student survey (Appendix 5) which was “What kind of error correction during speaking activities are/would be effective in increasing your speaking proficiency?” The answers and comments were too varied to derive to a conclusion and there was not a very common answer.

Some preferred instant correction.

‘I prefer instant error correction as I can only effectively fix my mistakes that way.’ (Individual Interview, Student 1)

‘Unless the teacher corrects my mistake instantly during my speaking, I will easily forget about it.’ (Individual Interview, Students 2 and 5)

Some students, on the other hand, preferred delayed error correction by the teacher.

‘The error correction of the teacher shouldn’t be instant. Otherwise, I get so tense.’ (Focus Group Interview, Student 1)

‘The teacher should never interrupt us to point out our mistake as it would block my thinking. Instead, she should take notes on the paper when I am speaking and when I am done with my speaking, she should tell me what my mistakes were.’ (Focus Group Interview, Student 3)

Peer correction was also a controversial issue among students.

‘I actually prefer my close friends correcting me. To illustrate, when I make a mistake, Bilge, my close friend, whispers the correct version to me and I like it more rather than the teacher correcting me. I am not as sensitive about that.’ (Focus Group Interview, Student 1)

‘If a peer I do not like or I am not close with told my mistake ridiculing me, I would be so offended and upset.’ (Focus Group Interview, Student 3)

As to what kinds of errors to be corrected during speaking, the answers were also varied.

‘Only very basic mistakes that could be disruptive to the meaning should be corrected by the instructor. I wouldn’t like it if the error correction explanations were too detailed as that would be discouraging.’ (Individual Interview, Student 1)

‘Pronunciation and vocabulary mistakes should be corrected by the instructor after the student has completed speaking while the grammar mistakes should be corrected instantly.’ (Individual Interview, Student 3)

‘All kinds of mistakes whether grammar, pronunciation or vocabulary should be corrected when the student has completed his/her speaking.’ (Individual Interview, Student 4)

Self-correction was also pointed out as an effective error correction technique.

‘Self-correction can be used as a method of error correction during speaking with young adult learners.’ (Individual Interview, Student 2)

‘The teacher should give the student some time to correct his/her mistake so implicit error correction is effective.’ (Focus Group Interview, Student 2)

4.2.4 Young adults’ perceptions of what classroom activities (would) enable them to enhance their motivation and engagement in speaking activities.

The fourth question in the student survey (Appendix 5) which was “What classroom activities enable/would enable to enhance your motivation and engagement in speaking activities?” were posed to seven (7) students in the individual interviews and five (5) students in the focus group interviews to get detailed information on the issue.

The most common activity creating engagement and motivation was being exposed to visual and authentic audiovisual materials like films, videos and soap operas.

‘Visual aids are motivating for us. For example, seeing pictures on a PowerPoint slide and talking about it.’ (Individual Interviews, Student 2 and 5)

‘Being given pictures to make up a story is a motivating activity for us to speak.’ (Individual Interview, Student 4)

‘Videos also trigger good speaking activities as they integrate sound and visuals making learning memorable.’ (Individual Interview, Student 7)

‘Watching authentic materials like a video, or an episode of TV series, like an episode of Simpsons and discussing it would motivate us so much as it would be very entertaining.’ (Focus group Interview, Student 3)

Interactive activities like games and discussions were also very popular.

‘In one university, as far as I have learned from my friends, every two students are assigned a film. The students watch the film they are assigned and then they tell about it to their classmates and do a discussion about it. That should be made obligatory in our school as I think it is effective and motivating.’ (Focus Group Interview, Student 1)

‘All students being assigned to read the same book at home then allocating class time to discuss the book in class works. We used to do that at the beginning of the module. The teacher should be forcing us to do that. At first, we were forced, but not anymore. I liked that activity.’ (Individual Interview, Student 1)

‘In England, our teacher told us to create a game with a partner and draw it on a piece of paper. Then, we were supposed to play the game with the other groups in the class. It created so much speaking in class. Even the quietest ones were motivated to talk.’ (Focus Group Interview, Student 3)

‘Having debates is undoubtedly the most motivating activity. Role plays related to everyday daily life issues like planning a holiday, family relations or friendship would also be very effective in increasing students’ speaking motivation.’ (Focus Group Interview, Students 1, 2, 3, 4, 5)

4.2.5 Young adults’ perception of what features of the instructor in their English lessons (would) aid them in increasing their speaking proficiency. Seven students in individual interviews and five students in focus group interviews were asked the fifth survey question which was “What features of the instructor in your English lessons (would) aid you in increasing your speaking proficiency?” (See: Appendix 5).

The most common answer was the instructor being cheerful and encouraging.

‘The teacher smiling and being supportive and encouraging boost my morale.’ (Individual Interview, Student 1)

‘The instructor being cheerful and encouraging helps me.’ (Individual Interview, Student 4)

‘The mood of the teacher entering the class is reflected on us. For example, you enter the classroom very cheerful. You tell us “Good morning” and “We will do this today” very enthusiastically and you smile at each and every of us that helps us with our speaking.’ (Focus group Interview, Student 1)

The students also pointed out that the instructor should boost the morale and confidence of the students by praising them.

‘Praising and boosting the confidence of student even though the student is not doing very well is helpful.’ (Individual Interview, Student 1)

‘I also like being praised. The other day you called me “My superstar”. I really liked that.’ (Focus Group Interview, Student 1)

‘You praise us. That helps, especially when you say “You are one of my best students.”’ (Focus Group Interview, Student 3)

Some other qualities that were mentioned were the teacher being gentle.

‘The instructor should be gentle. A teacher snapping at a student is discouraging and puts the student off from the lesson. Respectfulness and being gentle should be the most important qualities of an instructor to increase the speaking proficiency of the students.’ (Individual Interview, Student 7)

‘The teacher having a good balance of authority and friendliness along with kindness is the key factor.’ (Focus Group Interview, Student 4)

4.3 Findings Concerning Perceptions of Instructors Regarding Their Roles in Increasing Young Adult Learners’ Speaking Proficiency

Instructors’ open ended questionnaire findings revealed valuable information regarding their perceptions of on how to design speaking activities.

4.3.1 Materials the instructors' have been using in teaching speaking to young adults that have worked well in terms of increasing speaking proficiency of their students. Through the first question in the open ended survey completed by instructors, instructors were asked what materials they have been using in teaching speaking to young adults that have worked well in terms of increasing speaking proficiency of their students in order to have supplementary information in addition to the findings that have been collected from students. Upon analyzing the data derived from the open ended questionnaire completed by the 15 B2 level university prep instructors (Appendix 3), it was concluded that the material most claimed to be effective in increasing the speaking proficiency of students were videos as 7 out of 15 instructors gave "videos" as the most effective material for speaking activities. Some comments regarding this item was "Discussion of videos", "Sample videos employing useful language aimed at developing a particular skill" and "Using videos to prepare them for the speaking task" and "In terms of academic English, we study with the videos our school provides us which functioned OK for them to grasp some vocabulary and language items". One additional comment was "Videos when used as a preliminary speaking material arouses interest and motivation and useful to derive some useful expressions and vocabulary".

The second most popular answer to this question was "materials related to role-plays" as it was mentioned by 5 out of 15 instructors. More specific responses regarding role play materials were situational dialogues, spontaneous role play, role cards and handouts for role plays.

"Visuals" was also the second popular answer as 5 out of 15 instructors mentioned it. Some specific comments were "Images from magazines to create discussion" "Authentic pictures (cut out pictures from magazines and newspapers)" "using pictures to make students to create a picture story" "Visuals like the images of vocabulary to be used in a speaking activity helps them with the content and fluency of their speaking."

The third most popular answer as far as the materials were concerned was reading texts as it was mentioned by 4 instructors out of 15. Some specific answers were "*Reading texts have proven to be fruitful in my classes for vocabulary and ideas to be used in the upcoming speaking activity especially when it is not a very familiar topic to my students.*", "*Not for most of the time but from time to time, I*

exploit our reading passages as pre-speaking activities. My students summarize them paragraph by paragraph.”

Discussion/Debate topics were another popular item mentioned by 4 instructors. One instructor referred to it as *“Speaking Lines through which students speak about a topic for one minute and then rotate.”* One instructor exemplified by saying discussion topics related to the weekly theme and personalized discussion topics.

The fourth popular answer was games as 3 instructors mentioned them. Some specific answers mentioned were *“games such as Taboo, Hot Seat, Vampire”, “situation games like “You are stranded on an island”.*

TV series and movies were also mentioned as an effective material to increase speaking proficiency of young adult learners by two instructors. Some specific comments were *“Some TV series, episode by episode can be assigned to watch and can be discussed in class. That is really interesting for them because they want to learn more everyday speech than academic one.”* Another comment was *“making them watch a movie and having a classroom discussion afterwards”.*

Some items mentioned only once as an effective material was:

- The Speaking Booklet (which we provide to our students and which includes useful vocabulary and expressions related to a topic and has pre-speaking video and listening activities about an academic topic)
- Materials concerning communicative activities which are targeted at grammar items.
- Paper slips: *“What would you do if*”
- Info-gap materials
- Presentations
- Note taking listening materials

4.3.2 Methodology that has worked for the instructors’ in teaching speaking to young adults in terms of increasing speaking proficiency of their students. The teachers were posed the second question in the open ended survey (Appendix 3) to have an additional perspective of effective methodology in increasing student speaking proficiency to support the data collected from students.

The most popular answer was “Communicative Language Teaching” mentioned by 4 instructors, followed by “task based learning” mentioned by three instructors.

Some individual responses mentioned once was:

- Creating a stress free classroom atmosphere
- Teacher guided discussion
- Conducting speaking activities based on reading
- Open ended less controlled situation games
- Praising and giving encouragement to speak
- Using English in class as much as possible
- Gentle correction of errors
- Providing language input (reading passages and videos)
- Providing structured output (useful language)
- Trying to increase student speaking time
- Giving students topics they are interested in.

4.3.3 Error correction techniques that have worked well for the instructors in teaching speaking to young adults in terms of increasing speaking proficiency of their students. The teachers were posed the third question in the open ended survey (Appendix 3) to have an additional perspective of effective error correction technique in increasing student speaking proficiency to support the findings of the data collected from students. Postponed error correction was specified six times, being the most popular answer. Some comments were:

‘Writing the errors on the board (without giving the names of the students) and inviting everyone in the class to correct them. In this way, I do not pose a threat to the student who is talking. He is not intimidated during the speaking period and I do not distract them while they are fully concentrated on the task. Doing the error correction at the end anonymously helps them understand their mistakes.’ (Teacher 1)

‘Sometimes I write speaking mistakes on the board and have the whole class correct all of their mistakes.’ (Teacher 2)

‘Taking notes of errors while students are speaking and giving feedback by having students correct mistakes on the board after the speaking task.’ (Teacher 3)

‘Grammar correction at the end by giving different example sentences on the board to have the students see the problem.’ (Teacher 4)

‘I note down their errors and correct them on the white board anonymously.’ (Teacher 5)

‘As fluency and encouraging the students to speak is my priority, I correct the major mistakes, not the minor ones after the student has completed speaking.’ (Teacher 6)

On the spot error correction was also specified by instructors. Some comments were:

‘On the spot error correction of grammar and pronunciation’ (Teacher 7)

‘Selective error correction on the spot’ (Teacher 8)

‘Pronunciation correction on the spot’ (Teacher 9)

‘Spontaneous error correction is better than correcting mistakes later on. The most important mistakes should be given and corrected with prompts.’ (Teacher 10)

Recasts as an effective speaking error correction technique was specified by two instructors. One comment was:

‘I repeat the sentence/error back to the student and ask him/her to find the error and correct the sentence.’ (Teacher 10)

Peer correction was also mentioned by only two instructors.

Individual items that were mentioned by only one instructor were:

- Giving general feedback
- Selective correction
- It depends on the individual student. Some prefer being corrected instantly, some do not prefer it.
- Self-correction

- Using correction table for common errors
- Correction symbols employed by the teacher to signal there is an error
- The first point for me is to increase the fluency so I keep error correction minimized.

4.3.4 Classroom activities that enable the instructors’ to enhance the motivation and engagement of their students in speaking activities. The teachers were posed the fourth question in the open ended survey (Appendix 3) to get the instructors’ perspective on what activities could be influential in obtaining enhanced motivation and engagement in speaking activities. The most popular answer for their most motivation and engagement generating speaking activity was debates and discussion, followed by games and any activity using a popular subject and role plays. Debates or discussion was mentioned by 6 instructors. Some specific comments were:

‘Free discussion let them be relaxed and takes the stress of mistakes. I find I get the most motivation and engagement this way.’ (Teacher 1)

‘Pair & Group discussions about current popular topics.’ (Teacher 2)

‘Classroom debates that help generate ideas.’ (Teacher 3)

‘Students have fun agreeing and disagreeing with each other as if it was a competition and they feel more relaxed when discussing in groups of three.’ (Teacher 4)

‘Debates about interesting topics.’ (Teacher 5)

As far as games are concerned, 4 instructors mentioned them, making it the second popular answer. One specific comment was:

‘The game called Survivor helps them to talk about their ideas about the people who they do not want to live with on the same island.’ (Teacher 6)

Speaking activities generated by visual clues like pictures and videos or other authentic materials was also mentioned by 4 instructors.

As far as role play was concerned, 3 out of fifteen instructors mentioned them as an effective way to create motivation to speak. One specific comment was:

‘Role-play activities in which they employ pragmatics.’ (Teacher 7)

It was also pointed out by three instructors that any activity making use of real life topics which students can relate to or topics chosen from their interest area or popular subjects created the most motivation and engagement for speaking activities.

Some individual responses mentioned once were:

‘Group work/solving alibies (detective stories)’ (Teacher 8)

‘Completing a story which the teacher starts (students each have turns to change the flow of the story.)’ (Teacher 9)

‘Working on role plays and dialogues which include target vocabulary and related reading.’ (Teacher 10)

‘Mingling activities which require them to walk around the class and ask/answer different questions to each other.’ (Teacher 11)

‘I want them to google a subject and inform us. They feel thrilled to search for it and share the most important info with the rest of the class.’ (Teacher 12)

‘Post-reading activities’ (Teacher 13)

‘Post-listening activities’ (Teacher 14)

It is noteworthy that there is an overlap between the instructors’ and young adult learners’ view that materials effective in aiding young adult learners’ speaking proficiency were stated to be videos, other (audio)visuals and discussion/debate topics which also was claimed to promote motivation and engagement along with games. As teachers stated CLT and Task Based learning have worked for them best coincides with the student’ perspective that they need interaction to trigger their receptive knowledge of vocabulary and grammar.

4.4. Results of the Classroom Observations

Classroom observations enabled me to record textual field notes under some broad categories like learning resources, interaction among students, interaction among the instructor and students, learning environment and instruction along with my thoughts

and feelings about the experiences and observations that would allow me to be reflexive.

4.4.1 Classroom observation 1. Three classroom observations in speaking classes of lower, moderate and higher level of B2 level were carried out in order to support the findings of the interview data derived from students concerning the materials, methodology, error correction and features of the instructors that aid the speaking performance of the students.

The most evident conclusion that can be derived from the observation of the speaking class of the weaker proficiency class is that whole group discussion could be discouraging for a weaker level speaking class. Upon asking the whole class about the advantages of “*Celebrity Advertising*” the teacher almost got no response. When the topic was more related to students own lives and current topics, participation increased. Upon asking a specific question like “*Can you tell me about any celebrity endorsements and what kind of products celebrities endorse?*”, the students were more willing to answer and talked more in detail about Ronaldho’s, David Beckham’s and some Turkish stars’ advertisements. The engagement and the motivation of the students increased more when they were put into pairs to discuss “*Imagine you own a company. Decide what you produce in your company. Think of a celebrity to advertise your product. Why would you choose him/her? Explain.*” This was a very effective strategy as making the topic personalized and putting them into pairs enhanced student involvement and motivation. Upon working in pairs, students shared their ideas with the rest of the class. The teacher’s role was that of an initiator, to trigger interaction among students by asking “*Do you think it was a good idea? Why? Imagine you were a mother? Would you buy that product just because Gulben Ergen endorsed that product? Why/Why not?*” Using real life figures and making examples personalized were effective in increasing the speaking performance of the students.

Leading students to use structured output enabled students to practice the language that was both written on the board and were on their worksheet. (Appendix: 4 Page 2, part B) When pairs sharing their ideas with the rest of the class were over, the teacher attempted to turn the discussion more into a whole group discussion which seemed not to increase student performance. Use of real life commercials,

videos and visual aids, I believe would have increased the involvement and enhancement of the students. Instead, the teacher tried to trigger responses from students by asking questions like “*Does Christina Ronaldho playing in clothing adverts have a message for customers? What is the hidden message? Do you think Çağla Sikel appearing in dress commercials a good match? What happens when a celebrity endorses too many products? What do you think of Beren Saat, one of the most famous actresses in Turkey, appearing in Rexona, Duru and Doritos adverts? What about the credibility, reliability? What is the purpose in Messe and Kobe Bryant endorsing Turkish Airlines? What does the motto/slogan “Globally yours” signal? So what are the advantages/disadvantages of celebrity endorsements?*” The questions seemed to trigger some ideas and speaking of students. Nevertheless, showing the real commercials one by one would have triggered more responses with higher quality, thus would have limited teacher talk.

4.4.2 Class observation 2. The most evident factor that was a facilitator to increase the engagement and motivation of the students in speaking activities in the class that was claimed to be of moderate level of speaking proficiency was “*humor and friendliness*” of the instructor. He kept his warm smile and friendly attitude the whole time. At the beginning, he initiated the lesson by asking the students how their weekend was. Upon getting the answer “*My brother broke his arm*”, he tried to get more response by asking “*How? What happened?*” and when the student got stuck, he was lively and animated and commented “*Oh! One day, he just got up and his arm was broken, strangely enough!*”, which made everyone smile, yet the student stuck was not ridiculed but he felt more relaxed and was able to proceed with his narrative. The teacher went on to tell about how his weekend was with funny incidents the students can relate themselves to, which enhanced students’ focus at the beginning of the lesson. The topic of the lesson was “*Giving reasons for or against something.*” (Appendix 5) The teacher commenced with referring to the specific date July 3,2011, on which Fenerbahçe, the most popular football team of Turkey was accused of match fixing and bribery and he continued by saying that he walked on the Bosphorus Bridge to protest it as he was “against” it. Again, the obvious consequence of the teacher referring to a recent current issue combined with his own personal experience was increased student motivation. A second incident where the teacher combining humor and his own real life experience on the topic of “smoking in public places” was when he was narrating the incident when he was on the ferry

feeling very sick. An “*amca*”, the word for uncle in Turkish, also used to call an older unfamiliar man, exhaled all the smoke of his cigarette on to his face, making him feel even sicker and very uncomfortable. Narrating the issue, integrating just one single Turkish word caught students’ attention. Furthermore, the instructor was very lively, energetic and animated using a lot of facial expressions and gestures, which attracted quite a lot of student attention.

The second contributor factor was usage of pictures. (Appendix 5) Asking questions to the students about the pictures like: What is she doing? Where is she sleeping? The teacher elicited descriptions of the pictures from the students. Again, usage of visuals facilitated student speaking performance and motivation and the instructor using irony as a way of humor created a friendly atmosphere as was the case with the second picture, which depicts students using their cell phones to text while the teacher is teaching them, which is a common occurrence in the university the research is conducted in. After eliciting the answer, they are texting their friends, the teacher’s response was “*Oh, no! They are actually using their on-line dictionaries*”, which was sarcastic as this is the excuse students give us at the university. Relating to students’ lives was the key of this instructor’s increasing speaking student performance.

The first listening was utilized to elicit useful language while expressing opinions for or against an issue. Elicitation increased student involvement instead of the teacher just lecturing them from the chart on page 2. (Appendix: 5) Going over the chart after getting the answers of the Listening: 1 exercise was just a matter of review. However, the second listening was not as effective as the first one as it was too long and hard to follow and consequently, the instructor had to stop it in the middle. Thus, it can be deduced that the listening texts should be concise and should focus on only useful language for structured output purposes rather than using a complicated listening exercise which makes it challenging for students to understand who is the first, second or the third speaker putting students off from further speaking exercises.

As far as error correction process is concerned, he utilized self-correction technique by asking implicit questions to students to allow them to self-correct. If a student was unable to correct himself, the teacher supplied the correct answer. The teacher implied that making mistakes is a normal occurrence by saying after a

student has made a mistake “*That is OK. That is normal.*” after saying the correct version.

One effective strategy of the instructor was enabling the students to do physical exercise, which triggered vitality to students who have been sitting down for more than half an hour. From one side of the class, they started counting from 1 to 4 and then each group of 1s, 2s, 3s and 4s were assigned a spot in the classroom which enabled to do a little exercise and was a good reenergization prior to group discussion. Three topics given in Appendix: 5, Page 4 were assigned to students according to their group numbers.

While students were getting prepared for their discussions to be performed to other students in the next period, the teacher’s role was that of a scaffolder and guide as he helped students with vocabulary and grammar in a friendly manner and also made sure they got the instructions correctly. He also praised the first group who volunteered to perform first by saying “Thank you for your courage and bravery”. During discussions, if a student got stuck, first the group members tried to help him by providing a word, if not the teacher was in the scene providing the correct version.

At the end of the second lesson, the striking point was the teacher allowing the students to make decisions on what to discuss about instead of imposing them subjects. To illustrate, three volunteer students came up to the front of the classroom to do a discussion. However, instead of the teacher assigning them topics, they were asked what topics they wanted, offering them some topics like education, language, technology, etc. They were given 4 minutes to think about a specific question they were given and had a discussion for six minutes. At the end of the discussion, the teacher asked the other students to give feedback and whether the performers had any mistakes. The students were reluctant to answer. The focus was on fluency, not accuracy so the teacher never interrupted the flow of the discussions. His main role was of an encourager, supporter and strategy trainer. As he said: “*It will get better*”. “*Good, very good!*” when the expressions from the worksheet were used in addition to “*Make sure you talk equally for about 2 minutes each. Do not give every piece of information at once. Provide details gradually and think about your partners.*” Upon the completion of a discussion, each performer chose another friend from the class to perform next. That was an effective strategy involving and engaging students more.

4.4.3 Class observation 3. The most evident factor that was a facilitator to increase the engagement and motivation of the students in speaking activities in the

class that was claimed to be of higher level of speaking proficiency was “*praisal and appreciativeness*” of the instructor. After each individual or group performance, she made sure to say “*Congratulations!*” and “*Thanks for your performance*” “*You have performed very well.*” “*Thanks*” “*It was good to hear something different*” “*Good ideas.*” enthusiastically. In addition, after each group performance, the rest of the class and the teacher applauded the performers.

As far as error correction was concerned, fluency was more of a focal point. While students were getting ready for their discussions, the teacher walked around to scaffold the students and she took notes of the mistakes she had heard on a PowerPoint slide to be shown to the students later. Upon the group discussion performance of all groups, the PowerPoint slide was projected to all students without saying who made the mistake and what the correct version was and the students were asked “Do you think these sentences are correct?” The sentences were “*I am support this idea. I for this idea. There are a lot of reason. I am not support. They can be learn vocab.*” The students were invited to correct them. They accomplished this successfully.

Another factor that had a positive influence on their speaking performance and motivation was that they were given the autonomy to choose the topic they were going to discuss from the worksheet. (Appendix: 5, Page 4) The use of music whilst student preparation was magical. The students had the autonomy to stand up to pick an instrumental song from the teacher’s computer on the Internet after a song was over, which created a very relaxing atmosphere and seemed to be a classroom tradition.

It was clear from the moderate level and higher level classes that in addition to usage of structured output and comprehensible input, giving students preparation time to perform, letting them work in a group while the teacher’s role being one of a guide and scaffolder had a positive influence on the speaking performance of the students.

While they were working in their groups discussing, the teacher walked among groups, answering students’ questions with grammar and vocabulary, guiding them to use the useful expressions on their worksheet. (Appendix 5), modelling the exercise if needed, and reminding how much time was left.

4.5 Student Likert scale questionnaire findings concerning perceptions of young adult learners regarding their instructors' roles in increasing their speaking proficiency

The quantitative part of the study was composed of questions about students' preferences and concerns about their improvement on speaking skills among with collecting their demographical information. For understanding undergoing reasons of obstacles and facilitators in the improvement of English speaking skills, five questions were directed to the B2 level Language Preparatory School students of Bahcesehir University.

The participants were 213 students ($N_{male}=94$, $N_{female}=110$, -nine students did not select gender-), with same English proficiency level and attending the preparatory school at Bahcesehir University. After their verbal consents were taken, surveys were given to the students. No personal information was collected except basic demographics. The survey was composed of two parts. The first part was about demographical information which was age, gender, country of origin, department, and being a repeat student or not; while the second one consisted of questions about speaking proficiency and related factors as detailed explanation is provided below.

The speaking proficiency and related factors section had five question groups. The first question group was developed to understand the challenges in English speaking. This part contained factors like anxiety, insufficient vocabulary, grammar, peer pressure, fear of being corrected etc. (*see*: Table 3). The second question group was about the facilitators for speaking activity. Some of the factors rated for this part were topic, classroom environment, visual aids, supportive peers, provided vocabulary, etc. (*see*: Table 4). The third group, which was composed of the factors about error correction that might increase their speaking skills, included factors like explicit- instant correction by the instructor, implicit- anonymous correction by the instructor, peer correction, and self-correction (*see*: Table 5). The fourth part covering the items that might enhance motivation and engagement in speaking activities had items like group debates, games, presentations, role plays etc. (*see*: Table 6). The final part was about the features of instructor and covered factors like clear instructions, encouragement, gentle corrections etc. (*see*: Table 7). Each item was rated in 5 point Likert scale (in general, rating was as follows: 1= less important; to 5= most important) (*see*: Appendix 2)

Prior to the data analysis, data cleaning was done and missing values were coded so that they were not accounted for the further analysis. Also, outlier cleaning procedures were done. For the analysis of the data, frequencies of the responses were evaluated for each individual item. In the demographical data, it was seen that participants mostly belonged to 18, 19, and 20 age old groups ($N_{18}=72$, $N_{19}=73$, $N_{20}=30$) and they form 85.4% of the total participants.

Almost all participants' (94.6%) country of origin were Turkey ($N=193$). Original departments of the participants were distributed to 37 departments. Also, 12% of participants were repeat students. All of the participated students were from the same level of English classes. (B2)

The first part of the survey was concerned about the factors that made speaking challenging for the students and they were rated by the participants. According to the results, it is seen from the mean scores of the items that the major accepted challenge for speaking were "high levels of anxiety" ($M= 3.03$) and "complex grammatical structures" ($M=3.02$); whereas, "peer pressure" is found less challenging among other items ($M=2.25$).

Table 2

Descriptive Statistics of the Challenge-Related Questions

Item Group	Items	N	Minimum	Maximum	Mean	Std. Deviation
	High levels of anxiety	209	1.00	5.00	3.03	1.22
	Insufficient vocabulary	207	1.00	5.00	2.97	1.03
	Complex grammatical structures	212	1.00	5.00	3.02	1.06
	Peer pressure	207	1.00	5.00	2.25	1.20
	Fear of being corrected	203	1.00	5.00	2.33	1.23
	Feeling self-conscious	208	1.00	5.00	2.51	1.21
Challenges	Insufficient background knowledge about the topic	209	1.00	5.00	2.86	1.16
	Not knowing the correct pronunciation	211	1.00	5.00	2.62	1.14
	Not having prepared for the lesson	208	1.00	5.00	2.54	1.26
	Not having enough knowledge about the subject matter	210	1.00	5.00	2.63	1.24

It is also found that most rated items as equally or higher than moderate levels of challenging (those items are rated within 61-68% band) were “insufficient vocabulary” (69%), “high levels of anxiety” (68%), “complex grammatical structures” (68%), and “insufficient background knowledge about the topic” (61%). In addition to these findings, items found in 41-48% rating band, were “not having

prepared for the lesson” (48%), “feeling self-conscious” (45%), “peer pressure” (41%), and “fear of being corrected” (41%) seen equally or higher than moderate levels of challenging. According to the results, it is seen that students find peer pressure and fear of being corrected as being less important factors that make speaking in English challenging (see: Table 3). As it is seen from the quantitative data findings, affective factors are of crucial importance in order to increase the speaking performance of students as high levels of anxiety is found to be the most challenging inhibitor of speaking performance. As the data indicates, as complex grammatical structures and insufficient vocabulary are also challenging for students to speak, teachers should find ways to design activities and methodology that would make use of interaction, communicative context and more student involvement such as task based learning and role-play so that the students can transfer their receptive knowledge of vocabulary and grammar into speaking in a productive way, which would also lessen anxiety.

One of the highest ratings of the survey belongs to the second question group. This part was arranged to explore the facilitators on increasing students’ speaking activities. According to the analysis, it is seen from the mean scores of the items that the major accepted facilitator for speaking was “Brainstorming” ($M=3.81$); on the other hand, “having prepared for the lesson beforehand” ($M=3.23$), “pre-speaking activity (like watching a video/ reading a text)” ($M=3.25$), and “anxiety free classroom environment” ($M=3.28$) items were found less facilitating.

Table 3

Descriptive Statistics of the Items about Facilitators Questions

Item Group	Items	N	Minimum	Maximum	Mean	Std. Deviation
	Interesting topics and activities	210	1.00	5.00	3.58	1.17
	Anxiety free classroom environment	209	1.00	5.00	3.28	1.39
	(Audio)visual aids	208	1.00	5.00	3.31	1.13
	Supportive peers	211	1.00	5.00	3.39	1.15
	Being provided some vocabulary I need to use	210	1.00	5.00	3.68	1.15
Facilitators	Being provided some structures/phrases I can use	208	1.00	5.00	3.61	1.13
	Having prepared for the lesson beforehand	207	1.00	5.00	3.23	1.32
	Having worked with a partner/group members	212	1.00	5.00	3.44	1.26
	Pre-speaking activity (like watching a video/reading a text	211	1.00	5.00	3.25	1.15
	Brainstorming	211	1.00	5.00	3.81	1.20

Top percentages of items rated as “-to a moderate extent- to –to a very high extent-” (rated within 77-84% band) among facilitators of students’ performances in speaking activities were found as “interesting topics and activities” (84%), “being provided some structures/phrases I can use” (84%), “Brainstorming” (84%), “supportive peers” (83%), and “being provided some vocabulary I need to use” (83%). Whereas in 69-75% band, items that are facilitating their performances in speaking activities to moderate to very high extend were found as follows: “(audio) visual aids” (75%), “pre-speaking activity (like watching a video /reading a text)” (75%), “having prepared for the lesson beforehand” (72%), and “anxiety free classroom environment” (69%). Thus, in this question group, classroom environment was found as less facilitating factor in performances in speaking activities (*see*: Table 4). Quantative data reveals that, getting the students ready for the speaking activity by giving them some input in the form of brainstorming, which would familiarize them to the topic and providing them some vocabulary beforehand are effective facilitators that teachers could make use of in their methodology.

In the third question group, it was aimed to see the error correction type that students perceive as effective and might cause an increase in their speaking proficiency. According to the items’ mean composition, “self-correction” ($M= 3.59$) is found as effective in increasing speaking proficiency of the students to a high extent on average whereas “peer-correction” ($M=2.74$) is found less efficient.

Table 4

Descriptive Statistics of the Items about Error Correction Methods

Item Group	Items	N	Minimum	Maximum	Mean	Std. Deviation
	Explicit-instant correction by the instructor	211	1.00	5.00	2.98	1.30
	Implicit-anonymous correction by the instruction (after some time has passed)	210	1.00	5.00	3.17	1.26
Error correction	Selective error correction by the instruction	207	1.00	5.00	2.96	1.16
	All errors corrected by the instructor (pronunciation, grammar, etc.)	211	1.00	5.00	3.06	1.27
	Peer correction	210	1.00	5.00	2.74	1.22
	Self-correction	210	1.00	5.00	3.59	1.25

In the same line with the mean scores, “self-correction” is found as the most effective way of error correction for increasing speaking proficiency (82%) and the other items that were rated as “-to a moderate extent- to -to a very high extent-” (rated within 60-70% band) in effective error correction for increasing speaking proficiency were as following: “implicit-anonymous correction by the instructor(after some time has passed)” (70%), “selective error correction by the instructor” (70%), “all errors corrected by the instructor (pronunciation, grammar, etc.)” (66%), “explicit- instant correction by the instructor” (64%), and “peer correction” (60%). Herewith, in this question group, peer correction of the errors

during speaking activities was found less effective (*see*: Table 5). As the data reveals that self -correction is by far the most preferred method of error correction in speaking, the teachers could note down the mistakes students make while speaking and then might ask them to correct it after the speech is completed or the teacher could use recasting without interrupting the student too much.

When fourth group of questions were examined to find which classroom activities would enable students to enhance their motivation and engagement in speaking activities and when the mean scores for the factors were covered, while “games” ($M= 3.57$), “watching a video and talking about it” ($M=3.53$), and “teacher lecture” ($M=3.46$) items had highest ratings, “projects” ($M=3.07$), “delivering presentations” ($M=3.17$), “picture sequencing to create a story” ($M=3.19$), and “information gap activities” ($M=3.20$) received lowest ratings within this group (*see*: Table 6).

Table 5

Descriptive Statistics of the Items about Enhancing Motivation

Item Group	Items	N	Minimum	Maximum	Mean	Std. Deviation
Enhancing motivation	Having debates in a group	206	1.00	5.00	3.47	1.18
	Games	209	1.00	5.00	3.57	1.28
	Delivering presentations	207	1.00	5.00	3.17	1.16
	Role plays	207	1.00	5.00	3.28	1.25
	Information gap activities	203	1.00	5.00	3.20	1.15
	Reading a text and talking about it	210	1.00	5.00	3.40	1.21
	Watching a video and talking about it	209	1.00	5.00	3.53	1.14
	Listening to a text and talking about it	207	1.00	5.00	3.22	1.12
	Questioning by the teacher	206	1.00	5.00	3.36	1.23
	Picture sequencing to create a story	204	1.00	5.00	3.19	1.23
	Projects	207	1.00	5.00	3.07	1.30
Teacher lecture	208	1.00	5.00	3.46	1.30	

Sums of the percentages of items rated as “-to a moderate extent- to –to a very high extent-” is considered (all items are rated within 73-82% band in this group) for this section of the study and it is found that students find “having debates in a group” (82%), “watching a video and talking about it” (81%), “games” (79%), “information gap activities” (78%), “questioning by the teacher” (78%), “reading a text and talking about it” (76%), “teacher lecture” (76%), “role- plays” (74%), “delivering presentations” (73%), “listening to a text and talking about it” (73%), “picture sequencing to create a story” (73%), and “projects” (66%) as class activities that enable their motivation an engagement in speaking activities. The quantative data results indicate that language teachers should find creative ways to “gamify” the speaking material as games were found to be most motivating for students and starting the speaking lesson with a video can be really motivating and engaging for students.

The final question group had one of the other highest ratings of the survey. This part was structured to explore the features of the instructor in students’ English lessons that would aid them in increasing speaking proficiency. When mean scores of the answers of each question were examined, the major features accepted for the instructor in students’ English lessons that would aid them in increasing speaking proficiency were “giving sufficient feedback” ($M= 3.82$), “promoting a safe/relaxed classroom environment” ($M= 3.78$), and “giving clear instructions” ($M= 3.61$). However, “avoiding too much teacher talk” ($M=3.22$) was rated lower than the other items in this section for an instructor to have as a feature for increasing speaking skills.

Table 6

Descriptive Statistics of the Items about Features of the Instructor

Item Group	Items	N	Minimum	Maximum	Mean	Std. Deviation
Features of the Instructor	Giving clear instructions	210	1.00	5.00	3.61	1.22
	Praising and giving encouragement to speak	209	1.00	5.00	3.53	1.10
	Gentle correction of errors	209	1.00	5.00	3.52	1.16
	Communicating the evaluation criteria effectively	207	1.00	5.00	3.42	1.17
	Avoiding too much teacher talk	207	1.00	5.00	3.22	1.10
	Promoting a safe/relaxed classroom environment	208	1.00	5.00	3.77	1.14
	Using only English in the class	210	1.00	5.00	3.50	1.28
	Giving sufficient feedback	209	1.00	5.00	3.82	1.17

Top percentages of the items rated as “-to a moderate extent- to –to a very high extent-” (all of the items under this category were rated within 76-88% band) among the features of the instructor in students’ English lessons that would aid them in increasing speaking proficiency are found as “promoting a safe/relaxed classroom environment” (88%), “giving sufficient feedback” (86%), “giving clear instructions”

(83%), “praising and giving encouragement to speak” (83%), “gentle correction of errors” (83%), “communicating the evaluation criteria effectively” (79%), “avoiding too much teacher talk” (76%), “using only English in class” (76%). Therefore, for this part of the study, using only English in class is found as less contributing factor of the features of the instructor in students’ English lessons that would aid them in increasing speaking proficiency. The quantitative data results indicate that the teacher should be a guide and facilitator in speaking activities by giving sufficient feedback, promoting a safe and relaxed classroom environment and giving clear instructions.

Chapter 5: Discussion and Conclusions

Speaking is defined as an interactive process through which meaning is constructed by producing and receiving information (Brown, 1994; Burns & Joyce, 1997). Among the four language skills speaking is referred to be at the core of second language learning (Egan, 1999). A common criticism pointed out by English Language Learners in Turkish context is that they can comprehend what they read and write in spite of the possibility of making some mistakes in writing and misunderstanding some parts in the texts. Nevertheless, they complain about not being competent enough to express their emotions and ideas via oral language. Brown (2000) highlights successful oral communication in the target language with other speakers indicates evidence of successful language acquisition. This fact puts forward the significance of developing speaking skill. Thus, this study aimed to investigate the factors that lead to increased student speaking proficiency from the perception of young adult learners.

In this chapter, the results of the research will be analyzed and interpretations will be pointed out. Furthermore, the significance of this study will also be discussed. In the last part, some recommendations for future research will be highlighted.

5.1 Discussion of Findings for Research Questions

This study aimed at answering following research questions:

1. What are the students' perceptions regarding language instructors' roles to enhance the speaking proficiency of young adult learners in terms of:

1a. methodology?

1b. material development?

1c. error correction?

1d. affective factors?

In order to answer the first and second sub-questions, student questionnaires, focus group and individual in-depth interviews and classroom observations were utilized. To find out the methodology that works best to increase young adults

speaking proficiency, initially the factors that makes speaking challenging for them were found out and analyzed. The most important factor that made speaking in English challenging for them was their inability to transfer their receptive knowledge of grammar and vocabulary into productive knowledge in the form of speaking. The students frequently pointed out that they do not know how to fit in their knowledge into speaking. This highlights the need for methodology that would revolve around interactive vocabulary activities like in the form of a role play targeted at communicative meaning rather than just fill in the blanks vocabulary activities. The speaking activities should use such methodology that would create communicative context necessitating the usage and implementation of learnt grammar and vocabulary. Creating a communicative context as in the case of Task-Based Learning or Communicative Language teaching methodology along with drama and literature performances rather than just totally targeting academic spoken language could be remedial in this case aiming young adults to be able to think in English directly rather than them thinking in Turkish and then translating into English, which was also mentioned by students as an inhibiting factor. As a third challenging factor, affective factors like peer pressure, characteristics, fearing not being understood or the fear of being corrected, all of which will be explained further in the fourth sub-question, were listed. The quantitative data findings matched with qualitative data findings in which students labelled high levels of anxiety, complex grammar structures and insufficient vocabulary as the most challenging factors in speaking.

Interview findings also revealed that as far as the methodology that would increase speaking proficiency of students was concerned, teachers focusing on interesting topics and activities is a crucial necessity. Interesting activities such as games, competitions, discussions and debates were mentioned as speaking facilitating activities by students while interesting topics that would create their speaking proficiency were highlighted as TV series, popular daily life issues, current news, music, hobbies and sport. Being provided vocabulary they could use and English being used at all times in the classroom as the medium of communication were also found to be facilitating factors. The interview findings mostly matched with the quantitative data as the student survey findings revealed that brainstorming, being provided vocabulary they could use and interesting topics and activities were the top three facilitating factors. In addition, materials should be designed as to create appeal and enthusiasm to speak among students. Instead of using packs, compiled

worksheets or solely focusing on academic topics like “Global warming or Industrial Design”, authentic materials such as books, films, literature can aid teachers in designing more lively material and make the learning more deductive and memorable.

As far as the third subquestion is concerned, student surveys, semi-structured interviews, focus group interviews and classroom observations were utilized. The interview findings suggest that the error correction technique preferred by students were highly varied. Whereas some students preferred instant error correction, some preferred delayed error correction. In addition, while some preferred all errors to be corrected, others pointed out not all errors should be corrected. Similarly, peer correction was also a controversial issue. Self correction was also mentioned as a preferred method of error correction in speaking. It is not reliably achievable to make connections with the qualitative and quantitative data as there was not an obvious common preferred error correction in the qualitative data whereas quantitative data revealed that self correction, all errors to be corrected by the instructor and explicit-instant error correction are the most preferred by the students. Hence, the teachers’ recognition of each student’s error correction needs and conducting a survey regarding this matter is of vital importance.

As far as fourth subquestion is concerned, the students were asked survey questions, were interviewed in a group or individually and classroom observations were carried out. Two questions were posed to the students in the surveys and interviews to find out the role of affective factors in the enhancement of speaking proficiency. The first question was concerned about activities that increased their speaking motivation and engagement. The most common activity creating engagement and motivation was being exposed to visual and authentic audiovisual materials like films, videos and soap operas. Interactive activities like games and discussions were also very popular.

The quantitative data findings confirmed that games, watching a video and having debates in a group were effective factors on this issue as well.

Through the interviews, the students also highlighted the information regarding instructors’ features that aid them in the enhancement of speaking proficiency. The teacher qualities that were pointed out frequently were the teacher being supportive, cheerful, encouraging, understanding, gentle, lively and friendly. The students also

frequently pointed out that the praisal of the teacher is of crucial importance in boosting the morale and confidence of students.

5.2 Pedagogical Implications

Considering the data gathered from learners' questionnaires and interviews, the determination of interesting topics and activities is a crucial necessity for students to aid students with their speaking proficiency. This study is in line with the findings of Florez and Burt (2001) who point out the necessity of recognizing who your students are so it is worthwhile to conduct a questionnaire among your potential young adult learners to find out about their profiles and background including their skills, past experiences, hobbies, areas of interest so that recognition of learners' can be achieved and activities and topics that would create interest and motivation among learners can be accomplished.

The second crucial finding of this research is that the teachers should design activities and utilize instructional approaches that would enable their students to transfer their passive vocabulary knowledge to productive vocabulary to be used in speaking activities. This study underlines and echoes the significance of importance of students "being provided vocabulary they could use" prior to the speaking activity as also mentioned by Folse (2014), who claims that, as vocabulary growth is of vital importance to improving oral proficiency, prior to practicing conversational exchanges, going over the pertinent vocabulary and grammar, practicing conversation models and modelling are practical to get the other students perform the task. The vocabulary related to the speaking activity could be supplemented with visuals or audio-visuals, categorized according to meanings or themes. Doing this as a brainstorming activity as the results suggest could be a facilitating activity especially if it is an unfamiliar topic to the students.

This study underlines and echoes the significance of using scaffolding techniques to aid in performance of the tasks students are involved in, also highlighted by Florez and Burt (2001), who highlight that using scaffolding techniques aid in performance of the speaking tasks. They assert that, in this sense, incorporation of sequencing, structure, and support in learning activities facilitates the performance of students. Some such scaffolding strategies are asking learners to fill in words in a skeletal dialogue and then asking them to produce a dialogue of a

similar context, or supplying key vocabulary before requiring learners to complete a form, recycling vocabulary, structures, and concepts in the course of instruction as well as building redundancy into the teaching programme to aid learners in practicing learned vocabulary or skills in new contexts or for varying objectives.

Usage of authentic materials such as videos and films were frequently pointed out by students as vehicles for increased speaking proficiency. Movies that are relevant to the academic theme being covered in the weekly unit could be found and integrated into the curriculum; either as homework to be watched at home and discussed in the classroom or allocating classroom time to watch the film in excerpts and discuss. In this way, more productive usage of vocabulary and grammar could be achieved as the communicative context is utilized. Usage of vocabulary and complex grammatical structures could be analyzed not superficially, but in its natural communicative context which would lead to the productive usage of them. Theme related videos could also be utilized with the same aim of transferring receptive vocabulary and grammar into productive ones and to get students familiarized to topics they do not have much knowledge about. This finding matches the findings of Carrasquillo (1994), who highlights that learners need to take part in activities which necessitate them to attempt to use and explore recently noticed language forms in audiovisual exercises in order for recently learned items to become incorporated into their linguistic reserves so that not only comprehension but also acquisition is accomplished. Practices of dialogues being observed, role-playing based on the visual material and dramatizations can lead to internalized and memorable learning. Visual stimulus can also be utilized to trigger interaction among students. An anecdote from a movie would be a fruitful source to elicit opinion-expressing activity and nonverbal videos can be utilized to elicit the description of what they have observed from students. While watching, students can focus on the content and imitate the "model's" body language. Through these activities, students will be situated in a variety of experiences with the target language. Hence, during the course of learning process, they would be able to internalize the verbal and nonverbal messages and communicate naturally rather than superficially.

The findings of this study revealed affective factors play a prominent role in aiding speaking proficiency of the students, which is a reflection of the findings of Oxford (1990) who argues that the affective side of the learner is probably one of the

most essential indicators of language learning success or failure. Accordingly, the instructor's ultimate responsibility is to create an anxiety free classroom where safety and relaxation is ensured with motivating activities such as games and debates. As far as affective factors are concerned, this study highlights that boosting the self esteem of students is the most vital component as highlighted by many students that praisal of the students by the teacher is a facilitator with this issue. Sparks and Lipka's (1992) study which highlights the vitality of emotional factors is reflected as a facilitator of enhanced speaking proficiency in this study. Hence, we as teachers should promote a trusting relationship with our students via decent attitude to yield high level of readiness and students with enhanced self-esteem. Furthermore, we should be encouraging, friendly, supportive and gentle to cater the affective side of our learners.

We, as teachers, should also find more ways of increasing interaction in the classroom to increase speaking proficiency of our students. Group and pairwork are indispensable ways of achieving this aim as it creates synergy as also suggested by Folse (2014). Thus, the amount of time allocated to group debates, discussions, role plays and information gap activities should be increased rather than singling out a student to make him/her speak.

Error correction in speaking activities is also a component of the affective side of the language learner. As error correction technique preferred by the students is highly varied, a questionnaire conducted at the beginning of each teaching module would be very fruitful to fulfill the need of each student on what kind of error correction technique is preferred by each student as some prefer instant error correction, some prefer a different style like a delayed one or peer correction. The findings of this study is in line with the findings of Tedjaatmadja and Wijaya (2008), who recommend that conducting a preliminary examination into the adult learners' learning profile such a short questionnaire at the beginning, the class will enable both teachers and adult learners to negotiate and recognize the most suitable method to handle the participants' mistakes in speaking providing the learners the opportunity to see for themselves if they can cope with the selected correction method.

5.3 Recommendations for Future Research

The present study was conducted in the preparatory program of a foundation (non-profit, private) university. Different results might arise in different language learning settings. Replication in alternate teaching environments may provide a more comprehensive perspective.

In further research, a longitudinal study can be structured in order to collect more reliable data about not only the learners' but also the teachers' and the school administrators' view on factors to increase young adult learners speaking proficiency by conducting more interviews and longer hours of observations. With the gathered data, the researcher could be able to gain a deeper insight of ways to increase student speaking proficiency. The results of the three differing parties could then be compared and the factors that lead to the discrepancies could be analyzed. Hence, reaching a compromise could lead to more speaking proficiency of young adults.

This research was only conducted among the students of B2 level. Further research could also be replicated to see the results of other lower or higher proficiency levels like A2 or C1. As, the strategies that work between varying levels could be different.

5.4 Conclusion

Student interviews revealed that interesting topics and activities is the ultimate step to aid students with speaking proficiency. Authentic materials such as videos and films as well as books, centering around students area of interest is a prominent vehicle to achieve this aim rather than imposing unfamiliar or too academic topics on students.

The teacher assuming the role of a scaffolder and facilitator by providing the phrases and vocabulary to be used during speaking activities is vital. We, as teachers, should find ways to transfer the receptive knowledge of grammar and vocabulary of our students to productive knowledge and usage of them. Thus, speaking should not be a lesson on its own, but be ingrained to reading, grammar, vocabulary and listening lessons where authentic materials are utilized. Thus, speaking should be a natural outcome of the comprehensible input the students have received, rather than solely being a structured output. This brings timing issues. I propose that rather than

delayed speaking classes, more time should be allocated to the above mentioned skills, where they can be practiced with speaking ingrained to them revolving around themes.

Needs analysis is a crucial factor to recognize the adult learner so that their areas of interests and preferred error correction technique can be determined. The teachers should also be effective in their classroom as to cater the emotional needs of the students to boost their confidence and motivation through a trusting relationship where students can utilize high self esteem with a gentle and friendly teacher acting as a guide promoting safe and relaxed classroom environment rather than being a guard ensuring precision and strictness.

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APPENDICES

Appendix 1: Common European Framework

The Common European Framework of Reference for Languages (CEFR) performs a key role in language and education policy globally as it is referred to by language assessors and examination committees to identify language proficiency levels and determine language qualifications (Little, 2006).

The CEFR defines language competence on a scale of levels starting from A1 for beginners up to C2 for those who have mastered the language. Consequently, it is convenient for learners, teachers, teacher trainers, etc. to recognize the level of various qualifications. In addition, employers and educational institutions are able to compare qualifications and make the connection how they are related to exams already implemented in their local country (Little, 2006).

CEFR Common Reference Levels: global scale (Council of Europe 2001: 24)

Proficient User	
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences

	and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix 2: Student Questionnaire

Dear Students,

This survey has been designed in order to obtain your opinions about instructors' role in "Increasing Speaking Proficiency in Young Adult Learners".

It is certainly vital that you express your views realistically. The data to be collected through your responses will be of great value to the results of my thesis study I am conducting at Bahçeşehir University ELT Graduate Program.

Your individual responses as well as identity will be kept strictly confidential, and the findings of the questionnaire will be utilized only for research purposes.

Thank you for your participation and cooperation.

Please read the following questions/statements and put an X as appropriate or give a short response when needed.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: Male Female
3. Your Country of Origin: Turkey Other (please specify) _____
4. Your Department:
5. Are you a repeat student: Yes No

II. INCREASING SPEAKING PROFICIENCY IN YOUNG ADULT LEARNERS

1. What makes speaking in English challenging for you?

1. Is not a problem for me speaking in English at all.
2. Makes it a little challenging for me.
3. Makes it moderately challenging for me.
4. Makes it challenging for me.
5. Makes it very challenging for me.

	1	2	3	4	5
High levels of anxiety					
Insufficient vocabulary					
Complex grammatical structures					
Peer pressure					
Fear of being corrected					
Feeling self-conscious					
Insufficient background knowledge about the topic					
Not knowing the correct pronunciation					
Not having prepared for the lesson					
Not having enough knowledge about the subject matter					

If there is any other please specify:

.....

2. What facilitates/would facilitate your performance in speaking activities?

1. To no extent
2. To a little extent
3. To a moderate extent
4. To a high extent
5. To a very high extent

	1	2	3	4	5
Interesting topics and activities					
Anxiety free classroom environment					
(Audio)Visual aids					
Supportive peers					
Being provided some vocabulary I need to use					
Being provided some structures/phrases I can use					
Having prepared for the lesson beforehand					
Having worked with a partner/group members					
Pre-speaking activity (like watching a video/reading a text)					
Brainstorming					

If there is any other please specify:

.....

3. In your English lessons, what kind of error correction during speaking activities do you think is/would be effective in increasing your speaking proficiency the most?

1. To no extent
2. To a little extent
3. To a moderate extent
4. To a high extent
5. To a very high extent

	1	2	3	4	5
Explicit- instant correction by the instructor					
Implicit-anonymous correction by the instructor (After some time has passed)					
Selective error correction by the instructor					
All errors corrected by the instructor (pronunciation, grammar,etc.)					
Peer Correction					
Self-Correction					

If there is any other please specify:

4. What classroom activities (would) enable you to enhance your motivation and engagement in speaking activities?

1. To no extent
2. To a little extent
3. To a moderate extent
4. To a high extent
5. To a very high extent

	1	2	3	4	5
Having debates in a group					
Games					
Delivering presentations					
Role Plays					
Information Gap Activities					
Reading a text and talking about it					
Watching a video and talking about it					
Listening to a text and talking about it.					
Questioning by the teacher					
Picture sequencing to create a story					
Projects					
Teacher lecture					

5. What features of the instructor in your English lessons (would) aid you in increasing your speaking proficiency?

1. To no extent
2. To a little extent
3. To a moderate extent
4. To a high extent
5. To a very high extent

	1	2	3	4	5
Giving clear instructions					
Praising and giving encouragement to speak					
Gentle correction of errors					
Communicating the evaluation criteria effectively					
Avoiding too much teacher talk					
Promoting a safe/relaxed classroom environment					
Using only English in class					
Giving sufficient feedback					

Appendix 3: Questionnaire for the Instructors:

Dear Instructors,

This survey has been designed in order to obtain your opinions about the instructors' role in "Increasing Speaking Proficiency in Young Adult Learners" in terms of methodology, material development, error correction and affective factors.

It is certainly vital that you express your views realistically. The data to be collected through your responses will be of great value to the results of my thesis study I am conducting at Bahçeşehir University ELT Graduate Program.

Your individual responses as well as identity will be kept strictly confidential, and the findings of the questionnaire will be utilized only for research purposes.

Thank you for your participation and cooperation.

Please read the following questions/statements and put an X or answer in a few words or sentences as appropriate.

I. GENERAL BACKGROUND:

1. How long have you been working in this institution?: _____
2. How long have you been teaching overall?: _____
3. Your country of origin: Turkey Other (please specify) _____
4. Your Degree and Department: BA: _____
MA: _____
PHD: _____

Thank you for your participation and cooperation.

II. INCREASING SPEAKING PROFICIENCY IN YOUNG ADULT LEARNERS

1. What kind of materials you have been using in teaching speaking to young adults have worked the best in terms of increasing speaking proficiency of your students?

a)_____.

b)_____.

c)_____.

2. What kind of methodology has worked for you the best in teaching speaking to young adults in terms of increasing speaking proficiency of your students?

a)_____.

b)_____.

c)_____.

3. What error correction techniques have worked for you the best teaching speaking to young adults in terms of increasing speaking proficiency of your students?

a)_____.

b)_____.

c)_____.

4. What classroom activities enable your students to enhance their motivation and engagement in speaking activities?

a) _____ .

b) _____ .

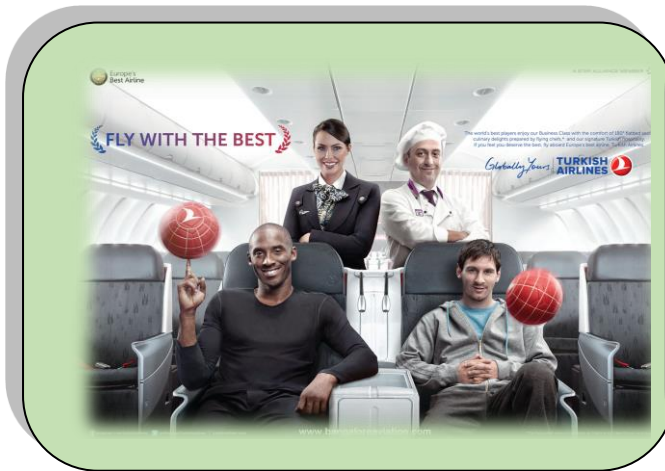
c) _____ .

Appendix 4:

Giving and supporting your opinions

UNIT 1

Celebrity endorsements



Preview the unit

1. Do you know any celebrities who have appeared in ads (or commercials)?
2. What are the advantages of having celebrities in ads?
 - What are the advantages for the star?
 - What are the advantages for the advertiser?

Listening



A. Read the conversation below. What are Hugo and Beatrice's opinions about celebrity endorsements? Are they for or against celebrity advertising?

Hugo: Hey. Look at this ad. It's got six famous people in it!

Beatrice: So what? _____ (1), they should spend less on these expensive ads and lower the price of their clothes.

Hugo: Hmm. But I like seeing famous people in ads _____ (2) it makes it kind of cool.

Beatrice: _____ (3), there are better ways to advertise things. _____ (4), they could have some facts and statistics or something. You know, some information...

Hugo: But it's an ad, right? _____ (5), an ad should get people's attention, and using famous people does that.

Beatrice: Well, I guess it's eye-catching, but I am not sure how effective it is.

B. Now, listen to the conversation and complete the blanks with the phrases you hear. Then practise the conversation with a partner.

Speaking skill: It is often useful to support your opinion by giving reasons and examples.

Here are some phrases you can use when you want to give your opinion.

Giving opinions: I (do not) think that ...
In my opinion / view,
If you ask me, ...
As far as I am concerned ...

Supporting opinions: Because / as
For example,
For instance,
To give you an example,

E.g. In my opinion, there's too much advertising on TV these days. *To give you an example*, a movie I watched last night had ads almost every ten minutes! *If you ask me*, they shouldn't show ads in the middle of movies on TV.

UNIT ASSIGNMENT

In this assignment, you are going to discuss the question, "How can advertisers change our behaviour?"

A. Consider the ideas

Form a group of three. Choose one of these topics and discuss your ideas. Use the questions to help you.

A. Celebrity advertising

- What kinds of products do celebrities advertise?
- Are they effective? Why (not)?
- What kind of people are influenced by celebrity endorsements?
- What are the advantages and disadvantages of celebrity advertising?
- Should celebrity advertising be banned?

B. Advertising and children

- What kinds of products are advertised to children?
- What types of advertising are often used?
- How are ads aimed at children different from ads aimed at adults?
- Should the regulations for ads aimed at children be different?
- Should advertising to children be banned?

C. Health ads

- What kinds of health products are advertised?
- What kind of people are influenced by health ads?
- Are you influenced by health ads?
- Should the regulations for health ads be stricter?
- Should the advertising of unhealthy products (fast food, tobacco, etc.) be banned?

B. Prepare

Gather ideas: Take notes on the topic you discussed in the Consider the Ideas activity. Write as much as you can remember from your discussion and add any new ideas that you think of.

Organize ideas

Choose the most important ideas from your notes in Activity A. Then complete the outline. Do not write exactly what you are going to say. Just write notes to help you organize your ideas.

My topic:

Main ideas we discussed:

My opinion:

Reasons for my opinion:


C. Speak

Form another group of three and have a group discussion about how advertisers can influence our behavior. Refer to the Self-assessment checklist below before you begin.

Self-assessment checklist

	I did this well ☺	I need to improve this ☹
1. I used phrases to give my opinions.		
2. I supported my opinions by giving reasons and examples.		
3. I was able to speak easily about the topic.		
4. My group understood me.		

Appendix 5

 BAHÇEŞEHİR ÜNİVERSİTESİ English Preparatory Program 2014-2015 STUDENT'S COPY	IN-CLASS MATERIAL				
	B 2	4	S	Discussion	2
	LEVEL CODE	MODULE	SKILL CODE	COURSEBOOK & UNIT / THEME	WEEK
	SOURCE (s)	Misc.			
	Adapted by	Diler Gültekin			

Giving reasons for or against something

UNIT 2

Take your stance



Review the unit

1. Are you *for* or *against* ...
 - a. starting classes at 9.30?
 - b. forbidding cell phones in the class?
 - c. using animals in medical research?
 - d. cigarette smoking in public places?
2. Why?



Listening (1)

A. Listen and write the expressions the speakers use to say they are *for* or *against* these ideas.

1. Cigarette smoking in public places

FOR / AGAINST

2. Billboards

FOR / AGAINST

3. Students bringing cell phone to school

FOR / AGAINST

4. A law that makes people recycle

FOR / AGAINST

5. Starting English lessons in school at age four

FOR / AGAINST

B. Listen again and take notes on the speakers' reasons.

Speaking skill: Sometimes people have strong opinions *for* or *against* a plan, idea, or situation. To better understand someone's point of view, you can ask the person to explain the reasons for his or her opinion. You can also help people understand your point of view by explaining your own reasons. Here are some phrases you can use to ask for or give reasons.

- Asking for reasons:** Why do you think / say that?
What are your reasons for saying that?
Can you explain why?
- Giving reasons:** Because...
Because of / due to
The reason ... is (that)
That's why ...
- Listing reasons:** First (of all),
Also / Second,
Another reason / thing is ...
Finally,

Listening (2)



a. Listen to three people discussing cigarette smoking in public places. Are they for or against smoking ban?

	<i>for</i>	<i>against</i>
Speaker 1		
Speaker 2		
Speaker 3		

b. Listen to the discussion again and take notes on the speakers' reasons.

<i>Reasons for banning cigarette smoking in public places</i>	<i>Reasons against banning cigarette smoking in public places</i>
<p>e.g. <i>not being able to enjoy food (in a restaurant or a café) because of all the passive smoke</i></p> <ul style="list-style-type: none">••••	<p>e.g. <i>smokers' freedom being constrained</i></p> <ul style="list-style-type: none">••••

UNIT ASSIGNMENT

In this assignment, you are going to discuss one of the ideas below.

A. Consider the ideas

Read the ideas below and decide whether you are for or against these ideas.

Remember to give your reasons.

Idea	My column	My partner's column
1. A rule that students must speak English all the time	<i>for or against</i>	<i>for or against</i>
	Reason 1: Reason 2:	Reason 1: Reason 2:
2. Raising the cost of parking in the downtown area	<i>for or against</i>	<i>for or against</i>
	Reason 1: Reason 2:	Reason 1: Reason 2:
3. Children and teenagers spending more and more time using electronic devices like computers, cell phones, etc.	<i>for or against</i>	<i>for or against</i>
	Reason 1: Reason 2:	Reason 1: Reason 2:

- a. Role play with a partner. Take turns saying you are *for* or *against* these ideas and fill in *My partner's column*.

B. Prepare

Gather ideas: Form a group of three people. Choose one of the ideas above and brainstorm more reasons why you are for and/or against it.

Organize ideas

Choose the most important ideas from your notes in Activity A & B. Then complete the outline. Do not write exactly what you are going to say. Just write notes to help you organize your ideas.

My topic:

My opinion (for & against):

Reasons for my opinion:

Self-assessment checklist

	I did this well 😊	I need to improve this ☹️
1. Have you given your opinions and reasons?		
2. Have you asked other members questions about their reasons?		
3. What language did you use to give your opinions and reasons?		
4. What language did you use to ask other members questions about their reasons?		

Appendix 6: Students' Semi Structured/Focus Group Interview Questions

1. What makes speaking in English challenging for you? Why? How?
2. What facilitates/would facilitate your performance in speaking activities? Why? How?
3. In your English lessons, what kind of error correction during speaking activities do you think is/would be effective in increasing your speaking proficiency most? Why?
4. What classroom activities (would) enable you to enhance your motivation/engagement in speaking activities? Why? How?
5. What features of the instructor in your English lessons (would) aid you in increasing your speaking proficiency? Why? How?

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Fidanlı, Duygu

Nationality: Turkish (TC)

Date and Place of Birth: 14 October 1977, İzmir

Marital Status: Single

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EDUCATION

Degree	Institution	Year of Graduation
BS	Koç University	1999
High School	American Collegiate Institute	1995

WORK EXPERIENCE

Year	Place	Enrollment
2014- in progress	Bahçeşehir University	Instructor
2011-2013	Özel Üsküdar SEV İlköğretim Okulu	English Teacher
2008-2011	American Collegiate Institute	English Teacher
2003-2008	Özel Bornova Lisesi	English Teacher

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

Certificate of Appreciation from the Ministry of Education İzmir/TURKEY

British Council (Teacher Development Course; Final Grade: Excellent)

İzmir/TURKEY

Ege University (Pedagogic Formation Certificate Program For Teaching English)

İzmir/TURKEY

HOBBIES

Travelling, Reading, Swimming

Turkish Summary

Giriş

İngilizce dilinin küreselleşmesi ve dili hakim bir şekilde kullanabilme becerisine sahip kişilerin işe alım sürecinde artan yoğun bir talep görmesi, bu dili konuşma becerisinin artırılmasına yönelik eğitim ve öğretime yönelik çalışmalara yönelmesinin başlıca sebeplerindedir.

Brown'a (2002) göre, bir yabancı dili konuşmayı öğrenebilmek, hiç şüphesiz konuşma, yazma, dinleme becerileri ile karşılaştırıldığında en zorlayıcı olandır. Bir yabancı dilde dilbilgisi, kelime, telaffuz bilgisi o dilde yetkin bir şekilde konuşabilmek için yeterli değildir; kişinin bütün bu bilgileri başarılı bir iletişim kurmak için harmanlayabilip, konuşmada kullanabilmesi gereklidir (Bygate, 1987).

Bu yüzden, bir yabancı dildeki başarı düzeyi çoğunlukla o dilin ne kadar iyi konuşabildiğiyle eşdeğer tutulur (Nunan, 1998; Nunan, 2001). Ancak, bu önemli konunun İngilizce yabancı dil sınıflarına ne kadar yansıtıldığı tartışmalı bir durumdur.

Kinsella (2006)'nın değindiği gibi, sınıf kontrolünü kaybetme endişesiyle, birçok öğretmen bu önemli konuyu gözardı etmektedir.

Canale and Swain (1981)'in belirttiğine göre, konuşma becerisi dört ana başlık altında toplanabilir. Bunlardan birincisi, dilbilgisi yetkinliğidir. Bu yetkinlik, konuşmada doğru dilbilgisel yapıların kullanılmasına olanarak sağlar ki bu da konuşmada ki akıcılıkta önemlidir. İkincisi, bir kişinin farklı sosyal bağlamlarda ne kadar iyi konuşabildiği ve anlaşılabilirdiğini belirleyen, toplumdilbilimsel yetkinliktir ve konuşmacıların statüleri, etkileşimin amacı ve beklentileri gibi faktörlere bağlıdır. Kısaca, kişinin İngilizce'sinin farklı ortam ve durumlarda sosyolojik olarak ne kadar kabul edilebilir olduğuyula ilgilidir ve iletişimin konusu, yeri, zamanı ve iletişim içindeki kişilerin ilgi ve yakınlık durumları ile ve nazıklık, otorite, saygı, samimiyet gibi tavırların ifade edilebilmesi ile ilgilidir. Konuşma yetkinliğinin üçüncü bir unsuru konuşma parçalarının birbirleriyle uyumluluğunu gözetten söylem yetkinliğidir. Etkin konuşmacılar, duygu ve düşüncelerini ifade ederken uygun söylem belirleyicileriyle sebep, sonuç, zıtlık, vurgu ve zaman ilişkilerini doğru bir

şekilde ifade edebilmelidir ki bu da öğrencilere bağlaçların öğretilmesini gerektirir. Son olarak, stratejik yetkinlik bir konuşma becerisi olarak sıralanabilir ve konuşma esnasında beklenilmedik problemlerle başedebilmeyi ele alır. Daha önce sayılan üç konuşma yetkinliğinin yetersiz kaldığı durumlarda sözel ve sözel olmayan yollarla konuşmanın sağlıklı bir şekilde sürdürülebilmesini sağlar.

Yabancı dil öğrenenlerin, ustalık kazanabilmek için, o dilin hem edilgen becerilerinde ki bunlar dinleme ve okumadır hem de yazma ve konuşmada olduğu gibi üretken becerilerinde yeterlilik kazanmaları gerekmektedir. Başlıca üretken beceri olan konuşma, kuşkusuz dört beceri arasında sadece anlamsal ve dilbilgisel kuralları bilmeyi değil aynı zamanda geri dönüp değişiklikler yapma fırsatının olmaması sebebinin yanısıra karmaşık işlem süreçleri gerektirmesinden ve zaman kısıtlaması olmasından dolayı en zorlayıcı olmaktadır.

Aynı zamanda, konuşmacının resmiyet, mesafe, hiyerarşi gibi faktörleri de gözönünde bulundurması gerekmektedir. Yabancı dilde konuşma yeterliliği, o dildeki dilbilimsel bilgilerin yeni ortam ve durumlara aktarılabilmesi ve kullanılabilmesini gerektirir (Omaggio, 1986).

İngiliz Dili Eğitimi üzerinde yapılan çalışmalar, konuşma becerisinin diğer becerilere olumlu etki ettiğini göstermektedir. Condelli, Wrigley, and Yoon (2009)'un yaptığı çalışma, gelişmiş konuşma becerisine sahip kişilerin o dildeki okuma becerisi performanslarının, düşük konuşma performansına sahip kişilere göre daha yüksek olduğunu tespit edilmiştir.

Yapılan çeşitli çalışmalar, yetişkinlerin konuşma becerisini artırıcı birtakım etmenlerin olduğunu ortaya koymuştur. Shumin (2002)'e göre, yetişkin öğrencilerin konuşma performansını arttıran en etkin yöntemlerden biri öğrencilerin karşılıklı etkileşime geçebileceği günlük hayatta ayaküstü sohbetleri anımsatan kısa havadan sudan sohbet edebilecekleri fırsatlar sunmaktır. Diğer bir etkili yöntem, Jones (2004) tarafından savunulan “bölünmüş hikaye tekniği”dir. Bu teknikte, öğretmen bir hikayeyi anlatmaya başlar ve önemli bir noktada durup öğrencilerin kendi hayal güçlerine ve yaratıcılıklarına dayanarak hikayeye devam etmeleri ister. Bu metodolojide, ikili veya grup çalışması konuşma performansını arttıran unsurlardandır (Brown 2001, Green 1989, Nation 1989).

Nation (1989)' e göre konuşma aktivitelerinde bireyselden, ikili ve sonrasında grup ve en sonunda tüm sınıf katılımına geçmek etkili bir yöntemdir. Green (1989) de benzer bir şekilde yetişkin dil öğrencilerinin öğrenme deneyimleri sırasında mümkün olduğunca yardımlaşma ve işbirliğine yöneltilmesinin konuşma becerisine olumlu etkisi olduğunu savunmuştur.

Hinkel (2006), konuşma aktivitesini uygun bir bağlama yerleştirmek ve çevresindeki öğeleriyle birlikte ele almanın önemini vurgulamaktadır. Özellikle, dilbilgisi yapıları ve kelime bilgisi durum ve bağlam çerçevesinde ele alınmalıdır. Örneğin, münazara ve problem çözme etkinlikleri, öğrencilerin daha kapsamlı olarak dilbilimsel ve kelime bilgilerini uyarlamalarını sağlar ve onları gerçek yaşamda iletişime hazırlar.

Araştırmacılar, aynı zamanda duygusal faktörlerin ve öğrenme ortamının genç yetişkin öğrencilerin yabancı dilde konuşma becerisine olan önemli etkisini vurgulamaktadırlar. Green (1989)'e göre, İngilizce'yi yabancı dil olarak öğrenen yetişkinler, konuşma konusunda sıkılgan ve çekingen davranabilecekleri için dil eğitmeninin cesaretlendirme, takdir ve övgü ile öğrencilerin özgüvenini artırıcı bir sınıf ortamı yaratması gerekmektedir.

Krashen (1982) endişe ve motivasyon eksikliğinin dil öğrenme sürecini negatif yönde etkileyebileceği üzerinde durmuş ve dil ediniminin sadece nesnel etmenlerden değil aynı zamanda motivasyon, kendine güven, tutum ve endişe gibi birtakım duygusal faktörleri içerdiğinin altını çizmiştir. Krashen'in (1982) "Duygusal Filtreleme Tezi" ışığı altında dil öğretmenin görevi dil edinimini sağlamak için anlaşılır dil girdisinin az endişeli bir ortamda öğrenciye sunması gerekmektedir.

Horwitz (2008) de yabancı dil öğretmenlerinin duygusal faktörleri gözönüne alarak, erişebilir ve makul beklentiler içinde olmasını, nükte ve oyunlardan faydalanmasını, nazik bir şekilde sözlü iletişim hatalarının düzeltilmesini, ikili ve grup çalışmalarını kullanarak rahat ve endişesiz bir sınıf ortamının yaratılması gerektiğini savunmuştur.

Çalışmanın Zemini

Çocuklar, dili doğru işitsel bilgiye maruz kaldıklarında öğrenirler. Diğer bir deyişle, çocuklar dili iletişim ve etkileşim sayesinde öğrenirler. Öte yandan, bazı

seslerin ayırt edilmesini ve üretimini zorlaştıran ve “kritik dönem” adı verilen süreç, yetişkin öğrencilerin fonolojik gelişimi engeller. Öte yandan Klein (1986) gibi bazı araştırmacılar bu konuyu biyolojik etmenlere değil, psikolojik etmenlere bağlar, çünkü çocuklar sosyal kimliklerini kaybetmekten korkmazlar. Oysa ki, yetişkinler sosyal kimliklerine o kadar bağlıdır ki, bu onların yabancı dili telaffuzlarında kusursuz olmalarını engeller. Bu bağlamda, Klein (1986) uygun bir şekilde motive edilebilen yetişkinlerin en egzotik dillerde bile mükemmel bir telaffuza erişebildiğini savunmaktadır. Bu araştırmanın ışığında, yetişkinlerin yabancı dilde hem dilbilgisel hem de fonolojik alanlarda konuşma becerilerinin geliştirilebileceğinin mümkün olduğu sonucunu çıkartabiliriz.

Bunu sağlayabilmenin en etkili yollarından biri, İngilizce sınıfında öğrencilerin dili deneyimleyebileceği ve diğer öğrencilerle etkileşim içine girebileceği güvenli bir sınıf ortamı sağlamaktır. Bu etkileşim ortamında öğrenci anlaşılabilir girdi ve geribildirim alabilmelidir. Dil eğitmenleri olarak; yetişkin öğrencilerin, betimleme, açıklık getirmek için soru sorma, dilbilimsel bilgilere dayanarak anlam çıkarma ve “Demek istediğim şu ki....., şey, sen de biliyorsun ki” gibi boşluk doldurma söz öbek ya da kelimelerini kullanabilme gibi iletişim strateji ve araçlarını kullanabileceği bir ortam yaratmak başlıca görevimiz olmalıdır.

Konuşma yeterliliğine erişilebilmeleri için en etkin yollardan biri öğrencilerin ikili ve grup içinde çalışmasını sağlamaktır. Araştırmalar göstermiştir ki öğrenciler ikili ve grup çalışması yaparken daha uzun ve daha çok cümle kurabilmektedir. Lantolf (2006) dilin en iyi şekilde sosyal etkileşim sağlandığında öğrenilebildiğini savunmaktadır.

Çalışmanın Amacı

Bu Nitel Olay İncelemesi, genç yetişkin öğrencilerin konuşma yeterliliklerinin nasıl arttırılabileceğinin yollarını öğrenci bakış açısından incelemektedir. Bu çalışma aşağıdaki sorunun cevabına ışık tutayı amaçlamaktadır:

1. Dil eğitmeninin, genç yetişkin öğrencilerin yöntembilim, materyal geliştirme, sözlü iletişim hatalarının düzeltilmesi ve duygusal faktörler açısından konuşma yeterliliğinin geliştirilmesi için öğrenci bakış açısından rolü nedir?

Veriler, Bahçeşehir Üniversitesi B2 seviyesinde (5) öğrenci ile odak grup görüşmesi, (7) öğrenci ile açık uçlu görüşme ve (214) B2 seviyesi öğrencisiyle Likert Ölçeği Anketi doldurulması ve (15) B2 seviye okutmanı ile açık uçlu anket doldurulmasının yanısıra zayıf, orta ve iyi konuşma düzeyinde olan (3) B2 konuşma sınıfının

gözlemlenmesiyle toplanmıştır. Sonuçlar, dil öğretmeninin sınıf içi konuşma aktivitelerinin ve konuşma derslerini planlarken, en etkili öğretimsel metod ve materyallerini, optimum hata düzeltme tekniklerini ve duygusal faktörleri ele alırken izlemesi gereken yolları ele almayı amaçlamaktadır. Buna ek olarak, öğrencilerin de konuşma becerilerini arttırmada, bireysel ihtiyaçlarını farkına varma konusunda yardımcı olmayı hedeflemektedir.

Problem İfadesi

Günümüzde, uluslararası organizasyonlarının, % 85'inde iş dilinin İngilizce olması ve İngilizce'nin küresel iletişimde güçlü bir statüde olması, bu dilde konuşma konusunda ustalaşmanın büyük bir talebe yol açmasına sebep olmaktadır (Crystal, 1997). Özellikle çok uluslu şirketlerde İngilizce bilmek iş piyasasında iyi bir konuma gelmek için başlıca gerekliliklerden biridir. Graves (2008) bir dili öğrenmenin birçok farklı nedeni olabileceğinin, lakin başlıca amacın o dilde iletişim kurabilmek, ekonomik kazancın arttırılabilmesi ve kişinin küresel bir vatandaş olabilmek için ufkunu genişletebilmesi olduğunu vurgulamaktadır. Richards ve Renendya'a (2002) göre dünyadaki İngilizce öğrenenlerin çok büyük bir kısmı bu dili konuşmada ustalaşmak için öğrenmektedirler. Yine, Brukart (1998)'a göre birçok öğrenciye göre İngilizce'de akıcı bir şekilde sözel iletişim sağlamak o dilde okuma ya da yazmaya nazaran dil edinme başarısına işaret eden yegane unsurlardan biridir.

Bu araştırmalar ışığında, konuşma becerisinin, öğrenciler tarafından edinilebilmesi için, İngilizce Dil Eğitimi programlarında en etkili eğitimsel metod , materyal, aktivite ve diğer unsurların belirlenmesi ve uygulanması oldukça önemlidir. Konuşma alanında yapılan birçok çalışmaya ve konunun önemiyetinin ortaya konmasına rağmen, günümüzde halen konuşmaya en kapsamlı ve zorlayıcı beceri gözüyle bakılmaktadır.

Bunun sebebi, birçok çalışmanın ikinci dil ediniminin dilbilimsel yönlerine ağırlık verirken, sınırlı sayıda çalışmanın öğrenci perspektifinden İngilizce konuşma becerisine odaklanmasından kaynaklanmaktadır.

Konuşma yeterliliğini geliştirmenin dil öğrencileri açısından en zorlayıcı konu olduğu bilinen bir gerçektir. Bu çalışma ışığı altında, genç yetişkinlerin konuşma becerisinin geliştirilebilmesine yardımcı olacak unsurlar belirlenecektir. Özellikle, öğrencilerin konuşma performansını nicelik ve nitelik olarak en üst düzeye çıkartabilmek için İngilizce okutmanlarının rolü belirlenecektir. İşte bu çalışma, Bahçeşehir Üniversitesi Hazırlık Dil Okulu'nda genç yetişkin öğrencilerin konuşma becerisinin geliştirilmesiyle

ilgili öğrenci algılarının incelenmesi sonucunda ortaya çıkan bulguları ortaya koymaktadır.

Tartışma ve Sonuçlar

Konuşma becerisi, bilgi alışverişi ve üretiminin olduğu etkileşim gerektiren bir süreçtir (Brown, 1994; Burns & Joyce, 1997). Dört ana dil becerisi arasında “konuşma” becerisi merkezi bir görev üstlenmiştir (Egan, 1999). Türkiye’de İngilizceyi yabancı dil olarak öğrenen öğrenciler arasında ifade edilen zorluklardan biri, öğrencilerin okuduklarını anlamada ve yazmada birkaç hata ihtimaline karşılık fazla zorluk çekmezken, duygu ve düşüncelerini sözlü ifade ederken yetersiz kaldıklarını düşünmeleridir. Brown (2000) hedef yabancı dilde başarılı sözlü iletişimin yabancı dil edinime en iyi işaret eden gösterge olduğunu savunmaktadır ki bu da yabancı dil konuşma becerisinin geliştirilmesinin önemini ortaya koymaktadır.

Bu bilgiler ışığı altında, bu çalışma genç yetişkinlerin perspektifinden konuşma yeterliliğini artmasına yardımcı olacak faktörleri ortaya koymayı amaçlamıştır.

Bu bölümde, sonuçlar analiz edilmiş ve yorumlanmıştır. Ek olarak çalışmanın önemi belirtilmiş ve konuyla ilgili gelecek çalışmalarla ilgili tavsiyelerde bulunulmuştur.

Çalışma Bulgularının Tartışılması

Bu çalışma şu soruya cevap aramaya yöneliktir:

Araştırma Sorusu:

1. Dil eğitmeninin, genç yetişkin öğrencilerin yöntembilim, materyal geliştirme, sözlü iletişim hatalarının düzeltilmesi ve duygusal faktörler açısından konuşma yeterliğinin geliştirilmesi için öğrenci bakış açısından rolü nedir?

Araştırma sorusu şu alt başlıklar altında toplanabilir:

1. Genç yetişkin öğrenci bakış açısından yabancı dilde konuşma yeterliliğinin geliştirilmesinde metodoloji açısından dil eğitmeninin rolü nedir?
2. Genç yetişkin öğrenci bakış açısından yabancı dilde konuşma yeterliliğinin geliştirilmesinde materyal geliştirme açısından dil eğitmeninin rolü nedir?

3. Genç yetişkin öğrenci bakış açısından yabancı dilde konuşma yeterliliğinin geliştirilmesinde sözlü iletişim hatalarının düzeltilmesi açısından dil eğitmeninin rolü nedir?
4. Genç yetişkin öğrenci bakış açısından yabancı dilde konuşma yeterliliğinin geliştirilmesinde duygusal faktörler açısından dil eğitmeninin rolü nedir?

Birinci ve ikinci alt sorulara cevap bulmak amacıyla öğrenci anketleri, odak grup görüşmesi, detaylı bireysel öğrenci görüşmeleri ve sınıf gözlemlerinden faydalanılmıştır. Genç yetişkinlerin konuşma yeterliliğini arttıran metodolojiyi bulmak için, ilk olarak yabancı dilde konuşmalarını zorlaştıran faktörler belirlenmiş ve analiz edilmiştir. Öğrencilerin yabancı dilde konuşmalarını zorlaştıran en önemli faktörün edilgen olan kelime ve gramer bilgilerini konuşurken üretken bilgi şekline transfer edememelerinden kaynaklanmaktadır. Öğrenciler, görüşmeler sırasında birçok kez bildikleri gramer kurallarını ya da kelimeleri konuşma sırasında yerine oturdamadıklarından yakınmışlardır. Bu unsur, kelime öğretimi sırasında öğrenciyi pasif öğrenmeye iten kelime boşluk doldurma alıştırmalarındansa daha aktif olabilecekleri diğer öğrencilerle etkileşim için girebilecekleri rol yaparak öğrenmede olduğu gibi iletişimi ön planda tutan, metodoloji geliştirilmesi gerekliliğini zorunlu kılar. Bu bağlamda, konuşma aktivitelerinin öğrenilen kelime ve gramer yapılarının kullanımı hedeflenirken, bir bağlama yerleştirilmesi ve çevresindeki bağlamsal unsurlarla birlikte ele alınması gerekmektedir. “Görev Temelli Öğretme” ve “İletişime Dayalı Öğretme” tekniklerinde olduğu gibi iletişim ve etkileşime dayalı bir bağlam oluşturmak, drama ve edebiyat kullanımı; sadece akademik kelime kazanımını hedeflemektense genç yetişkin öğrencilerin konuşurken konuşmalarına ket vuran Türkçe düşünüp İngilizce’ye çevirme alışkanlığını bırakmalarına ve direkt olarak İngilizce düşünüp konuşma alışkanlığı kazanmalarına yardımcı olacaktır. Konuşmayı zorlaştırıcı üçüncü bir faktör olarak, sonuçlar akran baskısı, kişilik özellikleri, anlaşılama ya da yanlış yapma korkusu gibi duygusal faktörlerin önemini vurgulamaktadır ki bu faktörler ileriki bölümde daha detaylı ele alınacaktır. Nitel bulgulara ek olarak, nicel bulgular sonuçlara genel olarak paralellik göstermiş ve öğrenciler anket sonuçlarında, yüksek endişe oranları, karmaşık gramer yapıları ve yetersiz kelime bilgilerini sırasıyla konuşmalarını zorlaştırıcı faktörler olarak sıralamışlardır.

Öğrenci görüşmelerinde metodoloji konusunda en önemli göze çarpan noktanın, okutmanların ilginç konu ve aktiviteler üzerine yoğunlaşması gerektiğidir. Oyunlar, yarışmalar, tartışma ve münazaralar, öğrenciler tarafından ilginç konuşma aktiviteleri olarak sınıflandırılırken, ilginç konular olarak televizyon dizileri, günlük popüler konular, güncel haberler, müzik, hobiler ve spor, konuşma performanslarını arttıracak ilginç konular olarak örneklendirilmiştir. Konuşmaları sırasında kullanabilecekleri kelimelerin önceden sağlanması ve İngilizce'nin sınıfta sürekli kullanılan iletişim dili olması konuşmayı kolaylaştırıcı unsurlar olarak ayrıca belirtilmiştir. Öğrenci görüşmeleri bulgularıyla büyük oranda benzerlik gösteren nicel öğrenci anket bulguları, beyin fırtınası, konuşma aktivitesinde kullanabilecekleri kelimelerin önceden sağlanması ve ilginç konu ve aktiviteler konuşma performansını kolaylaştırıcı en önemli etkenler olarak sıralanmıştır. Konuşma aktivitesi materyallerinin hazırlanmasında aynı zamanda öğrenciler arasında şevk, heves ve istek yaratması gerekliliği gözönünde bulundurulmalıdır. Çalışma kağıtlarından meydana gelen ve “Küresel Isınma” veya “Endüstriyel Tasarım” gibi sadece akademik konulara yoğunlaşan haftalık paketlerdense, kitap, film, edebiyat gibi daha gerçek hayatın yansıması olan orijinal materyallerin kullanılması öğrencilerin daha canlı, akılda kalıcı ve varolan bir bilgiyi kullanarak sonuca varmaya dayanan daha aktif bir öğrenme içinde olmalarını sağlar.

Üçüncü altsorunun bulgularına ulaşmak için, öğrenci anketleri, yarı yapılandırılmış öğrenci görüşmeleri, odak grup görüşmeleri ve sınıf gözlemlerinden faydalanılmıştır. Öğrenci görüşme sonuçları, tercih edilen sözel iletişim hata düzeltme tekniğinin oldukça çeşitlilik gösterdiğini göstermektedir. Bazı öğrenciler, hatalarının anında düzeltilmesi gerektiğini savunurken, diğerleri ertelenmiş hata düzeltmenin daha etkili olduğu görüşündelerdir. Bunun yanında, bazı öğrenciler bütün sözel iletişim hatalarının düzeltilmesini gerekli görürken, diğerleri yaptıkları her hatanın düzeltilmemesi gerektiği görüşündelerdir. Benzer şekilde, akranların arkadaşlarının sözel iletişim hatalarını düzeltmesi de tartışmalı bir konu olarak göze çarpmakta; konu ile ilgili karşıt görüşler varolmaktadır. Bunlara ek olarak, bazı öğrenciler kendi hatalarını kendileri düzeltmelerinin en etkili yöntem olarak belirlemişlerdir. Nitel bulgular ortak bir sonuca varmayı ve nicel bulgularla bağlantı kurmayı mümkün kılmazken, nicel öğrenci anketi verileri sırasıyla, öğrencilerin kendi hatalarını düzeltmelerinin, okutmanın öğrencilerin tüm hatalarını düzeltmesinin ve anında ve açıkça sözlü iletişim hatalarının düzeltilmesinin

öğrenciler tarafından en çok tercih edilen yöntemler olduğunu ortaya koymuştur. Sonuç olarak, en etkili yöntem okutmanın her öğrencinin tercih ettiği sözlü iletişim hatası düzeltme tekniğinin farklılık gösterebileceğinin farkında olması ve konuyla ilgili modül başında ihtiyaç analiz anketi uygulamasıdır.

Dördüncü alt soruyla ilgili olarak, öğrenciler Likert Ölçeği anketi doldurmuş, aynı soru öğrencilere yarı yapılandırılmış bireysel görüşmelerde ve odak grup görüşmelerinde sorulmuş ve sınıf gözlemleri yapılmıştır. Öğrenci anketlerinde ve görüşmelerde iki soru, konuşma yeterliliğinin artırılmasında duygusal faktörlerin rolünü ortaya koymaya yöneliktir. İlk soru, motivasyon ve katılımı arttıran konuşma aktiviteleri üzerinedir. Nitel bulgularda, resimler, Powerpoint sunuları, video, film ve tv dizileri gibi görsel ve sesli materyallerin kullanımıyla gerçekleşen konuşma aktiviteleri ilk sırayı almaktadır. Münazara, rol yaparak öğrenme ve oyunlar gibi etkileşim içeren aktiviteler, bunlara ek olarak belirtilmiş ve konuşma yeterliliğini destekleyici rol oynadığı belirtilmiştir. Nicel bulgular oyunların, videoların ve münazaraların konuşma yeterliliğini arttırmada etkin rolü olduğunu teyit etmiştir.

Görüşmeler aracılığıyla, öğrenciler konuşma becerilerini geliştirmeye yardımcı olan okutman özelliklerinin altını çizmiştir. Bu özellikler şöyle sıralanabilir: destekleyici, güleryüzlü, cesaretlendirici, anlayışlı, nazik, canlı ve dostane. Ek olarak, öğrenciler, öğretmen övgü ve takdirinin öğrencinin moral ve kendine güvenini yükseltmede çok etkin bir rol oynadığını belirtmişlerdir.

Pedagojik Sonuçlar

Öğrencilerin anket ve görüşme sonuçları ve sınıf gözlemleri gözönüne alındığında, ilginç konu ve aktivitelerin belirlenmesi öğrencilerin konuşma yeterliliğini desteklemede çok etkili bir gerekliliktir. Bu bağlamda, bu çalışma Florez and Burt (2001)'in öğrencilerimizi tanımamızın önemini savunan çalışmasını teyit etmektedir. Bu yüzden, modül başında genç yetişkin öğrencilerin profillerini ortaya çıkarabilecek, geçmiş deneyim, beceri, ilgi alanları, hobiler gibi alanlarının belirlenebileceği anketlerin yapılması hem öğrenci tanınırlığına ulaşmak için hem de ilgi ve motivasyon yaratabilecek konuşma konu ve aktivitelerinin oluşturulabilmesi için oldukça yararlı olacaktır.

İkinci en önemli sonuç, okutmanların öğrencilerin edilgen kelime bilgisini konuşmada aktive edebilmesini sağlayacak ve üretken bir şekilde kullanabilecekleri aktiviteler dizayn etmesi ve eğitsel yaklaşımlardan yararlanmasıdır. Bu anlamda bu çalışma, Folse (2014)'un konuşma yetkinliğini

arttırmak için kelime bilgisini arttırılmasına yönelik ve konuşma aktivitesi öncesi kullanılabilir kelime ve gramer yapılarının ve konuşma modellerinin gözden geçirilmesi görüşünü destekler. Kullanılabilir kelimeler, görseller veya sesli görseller aracılığıyla anlamlarına göre kategorize edilerek öğrenciye sunulabilir. Kelime sunusu özellikle öğrencilerin aşına olmadığı bir konuya akıl fırtınası şeklinde de yapılabilir.

Video ve filmler gibi orjinal materyal kullanımı öğrenciler tarafından konuşma becerilerini arttıracak materyaller olarak sık sık dile getirilmiştir. Bu bağlamda, haftalık akademik temaya yönelik filmler tamamıyla ya da parça parça izlenip tartışılabilir ve böylece gramer ve kelime bilgisi iletişimsel bir bağlamda daha üretken bir kullanıma müsade eder ya da yeni yapılar yüzeysel olmadan analiz edilebilir. Bu bulgu, sesli-görsel alıştırmaların sadece anlamaya değil ikinci dil edinimi için bir gereklilik olduğunu savunan Carrasquillo (1994)'ün çalışmasının sonuçlarını bu bağlamda teyit eder. Seyredilen diyalogların tekrarının icra edilmesi ve materyale bağlı dramatizasyon etkinlikleri öğrenmenin içselleştirilmesini sağlar. Filmden bir anektod fikir ifade etme aktivitesi için kullanılabilir ya da sessiz filmler vücut dilinin gözlemlenmesi ve modellenmesi için kullanılabilir. Bu aktivitelerle, öğrenciler hedef dili farklı bağlamlarda deneyimleyebilir ve içselleştirir.

Oxford'un (1990) da ifade ettiği gibi, öğrencinin duygusal yönünün dil öğreniminde başarı ya da başarısızlığa götüren en etkili faktör olduğu bu çalışmada da ispatlanmıştır. Bu bağlamda, dil okutmanın görevi oyun ve münazaralar gibi motive edici etkinliklerle endişesiz ve rahat bir sınıf ortamı yaratmaktır. Duygusal faktörler gözönüne alındığında, öğrenci özgüvenini övgü ve takdirle desteklemek en önemli husus olarak karşımıza çıkmaktadır. Bu açıdan, dil öğretmenleri olarak görevimiz, dostane, cesaretlendirici, nazik ve destekleyici bir tavır sergileyerek öğrencilerimizle kaliteli, karşılıklı güvene dayalı bir ilişki kurmak; böylece öğrenime açık ve hazır, özsaygısı yüksek öğrencilere hitap edebilmektir. Sınıfta öğrenciler arasındaki etkileşimi sağlamak, bunu yaparken de ikili ve grup çalışmalarından faydalanmak Folse (2014)'un da belirttiği gibi sinerji yaratımı açısından son derece faydalıdır ki bu yüzden tek bir öğrenciyi seçip ayırıp konuşmasını istemektense etkileşimim olduğu grup münazara ve tartışmalarına, rol yaparak öğrenme ve bilgi ayrılığı aktivitelerine, sınıf içinde daha çok yer verilmelidir.

Sözlü iletişimde hata düzeltme tekniği de dil öğreniminde duygusal faktörleri içeren bir konudur. Her bir öğrenci tarafından tercih edilen yöntem çeşitlilik gösterdiği için her modül başında okutmanın konuyla ilgili kısa bir anket yapması Tedjaatmadja and Wijaya (2008)'nın çalışmalarında da belirtildiği gibi faydalı olacaktır.

İleriki Çalışmalar İçin Tavsiyeler

Bu çalışma özel bir vakıf üniversitesinin Hazırlık Dil Okulu'nda gerçekleştirilmiştir. Farklı öğrenme ortamlarında farklı sonuçlar ortaya çıkabileceği için alternatif öğrenme ortamlarında benzeri bir çalışma daha kapsamlı sonuçlar verebilir.

İleriki zamanlı bir çalışmada sadece öğrencilerin değil öğretmen ve idarecilerin de kapsamlı görüşleri alınarak, daha fazla sayıda görüşme ve uzun zamanlı gözlemlerle veriler toplanabilir, kıyaslanabilir ve konuya üç farklı ve detaylı perspektiften bakılabilir. Ayrıca çalışma A2 veya C1 gibi farklı seviyelerdeki öğrencilerle de tekrarlanabilir.

Sonuç

Genç yetişkin öğrencilerle yapılan görüşmeler göstermiştir ki genç yetişkin öğrencilerin konuşma becerisini geliştirmek için ilginç konu ve aktivitelerin belirlenmesi önemli bir adımdır. Öğrencilerin aşına olmadıkları akademik konularda konuşmaya yönlendirilmesinden video ve filmlerin yanısıra öğrencilerin ilgi alanlarıyla ilgili kitaplar gibi orijinal materyallerin konuşma aktivitelerinde kullanılmaları konuşma motivasyonunun artırma konusunda daha faydalı olacaktır.

Dil okutmanlarının konuşma aktivitelerinde kolaylaştırıcı, destekleyici ve rol gösterici rehberler olaraktan öğrencilerin kullanabileceği kelime ve söz öbeklerini öğrenciye sağlaması önemli bir husustur. Dil öğretmenleri olarak görevimiz öğrencilerimizin pasif gramer ve kelime bilgilerinin nasıl aktive edilip konuşma sırasında nasıl üretken kullanıma getirilebileceğinin yollarını bulmaktır. Bu yüzden, “konuşma” başlı başına bir ders olmamalı okuma, dilbilgisi, kelime ve dinleme dersleri gibi derslerin içine entegre edilmiş orijinal materyallerin kullanıldığı doğal bir unsur olmalıdır. Böylelikle, konuşma sadece yapılandırılmış bir çıktı değil, genç yetişkin öğrencilerin anlaşılabilir girdiye maruz kalmalarının doğal bir sonucu haline

gelmelidir. Doğacak zamanlama problemlerine karşılık, ertelenmiş konuşma derslerindense farklı temalarla ilgili daha çok zamanın ayrıldığı kelime, dinleme, dilbilgisi ve okuma derslerinde konuşmayı diğer becerilerin ayrılmaz bir parçası ve sonucu yapmak konuşma yetkinliğinin arttırılmasında önemli bir rol oynayacaktır.

İhtiyaç analizi, genç yetişkin öğrencilerin tanınabilmesinde ve böylelikle ilgi alanları ve tercih edilen sözlü iletişim hatalarının düzeltme tekniğini belirlenmesinde çok önemli bir rol oynar. Dil öğretmenleri, hem bu konuyu gözönünde bulundurmalı hem de öğrencilerin özgüven ve motivasyonu arttırmak, güvene dayalı öğretmen-öğrenci ilişkisi kurmak, rahat ve güvenli bir sınıf ortamı sağlamak, dostane ve nazik bir tutumla öğrenciye yaklaşım ile öğrencilerin duygusal ihtiyaçlarına cevap verebilmelidir.