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**AN INVESTIGATION INTO THE EFFECTS OF TASK-BASED AND
TOPIC-BASED ACTIVITIES ON THE PARTICIPATION OF ADVANCED
LEARNERS OF ENGLISH IN SPEAKING LESSONS**

MA THESIS

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*'An investigation into the effects of task-based and topic-based activities
on the participation of advanced learners of English in speaking lessons'*

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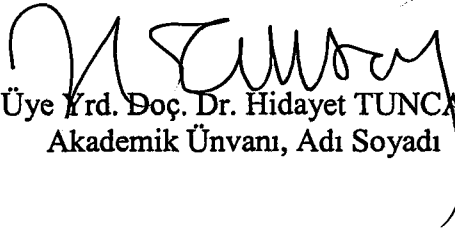
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ABSTRACT

Learners of a foreign or second language are considered successful if they can communicate effectively in that language. Since oral practice leading to automatised is a pre-requisite of communicative competence, one of the challenges of teaching speaking is to provide sufficient opportunities and encouragement for learners to participate in speaking lessons. An effective way of increasing the speaking time available is to organise learners in small groups, but the question still remains as to what type of activities should be used to facilitate learner participation and ensure the production of high quality interaction. Activities fall into two categories – those which are task-based and require a specific outcome, and those which are topic-based, in which the emphasis is on conversing on a particular topic.

The purpose of this study was to investigate the effect of these two categories on student participation in speaking lessons. It was carried out with two intact monolingual classes of young adults studying English in the prep year of two departments at Çanakkale Onsekiz Mart University. Data was collected by means of tape recording a series of lessons, each of which required the learners to carry out either a task-based or a topic-based activity. The data was then transcribed and analysed in an attempt to answer questions regarding the quantity and quality of oral interaction during both types of activity.

The findings indicate that task-based activities were overall more beneficial than topic-based ones. A larger volume of target language speech and interaction was apparent during task-based activities and the quality of the language produced was found to be higher, especially with regard to fluency. It would therefore seem appropriate to include such activities in speaking lessons in order to increase learners' communicative competence.

ÖZET

Yabancı ya da ikinci dil öğrenenler eğer o dilde etkin bir şekilde iletişim kurabiliyorlarsa, başarılı kabul edilirler. Konuşma pratiğiyle birlikte ortaya çıkan otomatizasyon, iletişim becerisinin önkoşulu sayıldığından dilin konuşulmasını öğretirken üzerinde durulması gereken sorunlardan biri de, dil öğrenenlere bu konuyla ilgili yeterince fırsat tanınması ve konuşma derslerine katılımlarının teşvik edilmesidir. Öğrencileri küçük gruplara ayırmak konuşma süresinin artırılması için etkili bir yoldur. Ancak öğrencilerin konuşmalara katılımı ve kaliteli bir etkileşim oluşturmak için ne tür etkinliklerin kullanılması gerektiği bir sorun olarak karşımıza çıkar. Etkinlikler, belli bir sonuca götüren görev-merkezli ve konuşmaların belirli bir konu üzerinde yoğunlaştığı konu-merkezli olarak iki kategoriye ayrılır.

Bu çalışmanın amacı, bu iki kategorinin konuşma derslerine katılan öğrencilerin üzerindeki etkisini araştırmaktır. Çalışmalar, Çanakkale Onsekiz Mart Üniversitesi'ndeki iki bölümün İngilizce hazırlık sınıflarında okuyan ve aynı anadili paylaşan öğrenci grubuyla sürdürüldü. Öğrencilerin görev ya da konu merkezli konuşma etkinliklerinin yer aldığı bir dizi dersin teybe kaydedilmesiyle veriler toplandı ve elde edilen bu veriler her iki tür etkinliğin konuşma sürecindeki niteliği ve niceliğinin ne olduğu sorusuna yanıt bulmak amacıyla çözümlenip yazılı hale getirildi.

Elde ettiğimiz sonuçlar genel olarak görev-merkezli etkinliklerin konu-merkezli etkinliklere oranla daha verimli olduğunu göstermektedir. Görev-merkezli etkinlikler süresince öğrenilen dilin konuşma ve etkileşim oranı ile konuşulan dilin kalitesi de özellikle akıcılık anlamında daha yüksek bulundu. Görev-merkezli etkinliklerin konuşma derslerinde yer almasının, öğrencilerin iletişim yetilerini arttırmada yararlı olacağı düşünülmektedir.

CONTENTS

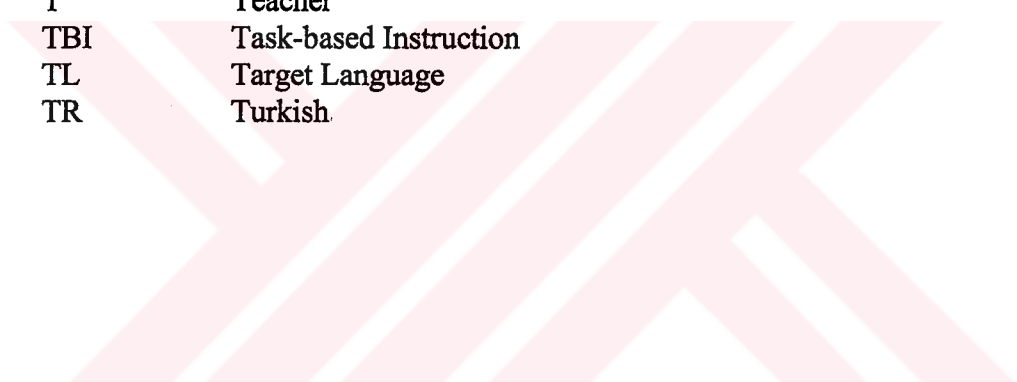
ABSTRACT	i
ÖZET	ii
CONTENTS	iii
ABBREVIATIONS	vi
LIST OF TABLES	vii
1. INTRODUCTION	1
1.1. Introduction	1
1.2. Background to the Study	1
1.3. Aim of the Study	3
1.4. Significance of the Study	4
1.5. Assumptions	5
1.6. Scope and Limitations	6
1.7. Organisation of the Thesis	7
2. THEORIES OF SECOND LANGUAGE ACQUISITION	8
2.1. Introduction	8
2.2. Difference between First and Second Language Acquisition	8
2.3. Comprehensible Input and Comprehensible Output	9
2.4. Social Interaction	10
2.5. Cognitive Processes	11
2.6. Skills Development	12
2.7. Summary of the Chapter	14
3. SPEAKING	15
3.1. Introduction	15
3.2. Productive Language Skills	15
3.3. Speaking and Communication	17
3.4. Communicative Competence	18
3.5. Oral Skills Required for Communication	19
3.5.1. Motor Perceptive Skills	19
3.5.2. Interaction Skills	19
3.5.3. Strategies	20
3.6. Summary of the Chapter	20
4. TEACHING SPEAKING SKILLS	21
4.1. Introduction	21
4.2. Teaching Oral Skills	21
4.3. Difficulties of Teaching Speaking	22
4.3.1. Reluctance to Speak	22
4.4. Group Work	23
4.5. Types of Activity	24
4.5.1. Topic-based Activities	25
4.5.2. Task-based Activities	25
4.6. Task-based Teaching	26

4.7. Communicative Language Teaching and Tasks	26
4.8. Defining Tasks	27
4.9. Task Components	29
4.10. Types of Task	29
4.11. Role of Teacher and Learners	30
4.11.1. Role of Teacher	30
4.11.2. Role of Learners	30
4.12. Groupwork in Task-based Teaching	31
4.13. Research into Task-based Teaching	31
4.13.1. Benefits of Task-based Teaching	32
4.13.2. Criticisms of Task-based Teaching	33
4.14. Summary of the Chapter	34
5. METHODOLOGY	35
5.1. Introduction	35
5.2. Objectives	35
5.3. Research Design	36
5.3.1. Classroom Observation	36
5.3.2. Rationale for Experimental Design	36
5.4. Pilot Study	38
5.4.1. Setting	38
5.4.2. Participants	38
5.4.3. Materials and Instrumentation	39
5.4.4. Procedures	39
5.4.5. Data Transcription and Analysis	41
5.4.6. Observations	42
5.4.7. Transcription Problems	43
5.4.8. Findings	44
5.4.8.1. Student Participation	44
5.4.8.2. Analysis of Types of Turn-taking	45
5.4.8.3. Pauses	46
5.4.8.4. Quality of Interaction	47
5.4.8.5. Student Reactions	48
5.4.9. Implications for Main Study	48
5.4.9.1. Technical Aspects	49
5.4.9.2. Procedural Aspects	49
5.4.10. Transcription Reliability	51
5.4.11. Data Analysis	51
5.5. Main Study	52
5.5.1. Setting	52
5.5.2. Participants	52
5.5.3. Materials and Instrumentation	54
5.5.4. Procedures	55
5.5.4.1. Small Group Activity Lessons	55
5.5.4.2. Whole Class Lessons	56
5.6. Transcription and Data Analysis	56
5.6.1. Transcription Difficulties	56

5.6.1.1. Reliability	57
5.6.2. Data Analysis	57
5.6.2.1. Number of Participants	58
5.6.2.2. Number of Turns Taken	59
5.6.2.3. Comparison of Sessions	59
5.6.2.4. Non-linguistic Features	59
5.6.2.5. Types of Turns	60
5.6.2.6. Word Count and Range of Vocabulary	60
5.7. Summary of the Chapter	60
6. FINDINGS AND DISCUSSION	61
6.1. Introduction	61
6.2. Research Questions	61
6.2.1. Research Question 1	62
6.2.2. Research Question 2	63
6.2.2.1. Session 1: Small Group Task	63
6.2.2.2. Session 2: Small Group Topic	66
6.2.2.3. Comparison of Sessions 1 and 2	68
6.2.2.4. Session 3: Whole Class Topic	69
6.2.2.5. Session 4: Small Group Task	70
6.2.2.6. Comparison of Sessions 3 and 4	72
6.2.2.7. Session 5: Small Group Task	74
6.2.2.8. Session 6: Whole Class Topic	75
6.2.2.9. Comparison of Sessions 5 and 6	77
6.2.2.10. Session 7: Small Group Topic	77
6.2.2.11. Session 8: Small Group Task	79
6.2.2.12. Comparison of Sessions 7 and 8	82
6.2.2.13. Comparison of all Sessions	82
6.2.3. Research Question 3	86
6.2.4. Research Question 4	90
6.2.5. Research Question 5	95
6.2.6. Further Observations	96
6.3. Discussion of the Findings	98
6.4. Summary of the Chapter	101
7. CONCLUSION AND IMPLICATIONS	
7.1. Conclusion	102
7.2. Implications for Teaching	103
7.3. Implications for Methodology	104
7.4. Suggestions for Further Research	105
REFERENCES	106
APPENDICES	114
1. Lesson plan	114
2. Lesson Handouts	119
3. Transcript of Task-based Activity	122
4. Transcript of Topic-based Activity	133

ABBREVIATIONS

ACT	Adaptive Control of Thought
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
ESL	English as a Second Language
L1	First Language
L2	Second Language
NL	Native Language
S	Student
SLA	Second Language Acquisition
Ss	Students
S?	Unidentified student
T	Teacher
TBI	Task-based Instruction
TL	Target Language
TR	Turkish



LIST OF TABLES

Table 1: Gender Distribution of Participants	39
Table 2: Quality of Recorded Material in Pilot Study	43
Table 3: Participation by Students in Pilot Study	45
Table 4: Types of Turn Taken by Students in Topic-based Activity	46
Table 5: Types of Turn Taken by Students in Task-based Activity	46
Table 6: Experimental Programme	50
Table 7: Themes to be Covered in Lessons During Main Study	51
Table 8: Gender and Departmental Distribution of Students	53
Table 9: Number of Participants and Groups per Lesson	53
Table 10: Themes Covered and Type of Activity used in Lessons	55
Table 11: Number of Participants in all Activities	62
Table 12: No. of Turns per Student in Task-based Session 1, Group A (Decorating a House)	64
Table 13: No. of Turns per Student in Task-based Session 1, Group B (Decorating a House)	64
Table 14: No. of Turns per Student in Topic-based Session 2, Group C (Decorating a House)	66
Table 15: No. of Turns per Student in Topic-based Session 2, Group D (Decorating a House)	67
Table 16: No. of Turns per Student in Topic-based Session 3, Whole Class (ClassI) (Healthy Living)	69
Table 17: No. of Turns per Student in Task-based Session 4, Group E (Healthy Living)	71
Table 18: No. of Turns per Student in Task-based Session 4, Group F (Healthy Living)	71
Table 19: No. of Turns per Student in Task-based Session 5, Group G (Swearing)	74
Table 20: No. of Turns per Student in Task-based Session 5, Group H (Swearing)	75
Table 21: No. of Turns per Student in Topic-based Session 6, Whole Class (ClassII) (Swearing)	76
Table 22: No. of Turns per Student in Topic-based Session 7, Group J (Ambitions)	78
Table 23: No. of Turns per Student in Topic-based Session 7, Group K (Ambitions)	78
Table 24: No. of Turns per Student in Task-based Session 8, Group L (Ambitions)	80
Table 25: No. of Turns per Student in Task-based Session 8, Group M (Ambitions)	81
Table 26: Total Number of Student TL Turns per Theme and Activity	83
Table 27: Number of Turns Taken per Class	84
Table 28: Non-linguistic Features of Turn-taking by Students	87
Table 29: Types of TL Turns Taken by Students	90
Table 30: Amount of English Used by Students in Activities	95

CHAPTER 1: INTRODUCTION

1.1. INTRODUCTION

This study aims to investigate the effect of task-based and topic-based activities on student participation in speaking lessons. In this chapter, the background to the study is presented and an outline given of the aims of the investigation. These are followed by a discussion of the significance of the study and the next section deals with the assumptions of the investigation. The scope and limitations of the study are then presented and the chapter finishes with an outline of the organisation of the thesis.

1.2. BACKGROUND TO THE STUDY

In the context of language learning, the phrase “to speak a language” generally covers all the skills needed to function in that language (Ur, 1996). Success is measured by the degree of communicative competence displayed by the learner (Riggenbach and Lazaraton, 1991) and the goal of many learners is to reach a high level of communicative competence. In order to achieve this goal, learners must develop the ability to function in the language by acquiring the various skills necessary for successful communication.

The purpose of language teaching, therefore, is to assist learners to develop those skills. An understanding of the processes underlying them is obviously an asset, providing teachers with a framework that will enable them to be of assistance to learners trying to acquire the necessary skills.

Research into language acquisition has shown that learners do not acquire their first and second languages in the same manner (Ellis, 1994). Second language acquisition seems to take place systematically without reference to the learners' first

language (Larsen-Freeman and Long, 1991), and learners gradually build up a store of linguistic items, which is known as interlanguage.

Krashen (1982) hypothesised that the input received by learners played a decisive role and needed to be comprehensible in order for second language acquisition to proceed. In addition to comprehensible input, Swain (1985) argued that comprehensible output was also a requisite of language development. Learners must be engaged in active language production, involving both comprehensible input and comprehensible output, which will push them to overcome their inadequacies in order to communicate.

Williams and Burden (1997) maintain that language is learned through meaningful social interaction. Both internal and external factors contribute to the learning process and knowledge is gradually built up or constructed as a result of conscious processing of information extracted from the input available to learners. Processing is at first controlled and then becomes automatic (McLaughlin, 1987), at which stage learning can be said to have taken place. This automatic processing, or automatisisation, reflects the development of skills necessary to perform an action successfully.

In the case of oral communication, one of the greatest challenges for learners is to develop the ability to process information and perform within very narrow time constraints, which is a very complicated procedure (Bygate, 1987). The development of this cognitive skill leads to fluency (Gatbonton and Segalowitz, 1988) and mastery can be achieved only through a great deal of practice (Ur, 1996).

In order for learners in a classroom setting to receive a sufficient amount of practice to develop their oral communication skills, a suitable approach to teaching must be adopted. In a situation in which learners interact only with the teacher, the time spent speaking by each student will be very limited (Long & Porter, 1985). There are also other obstacles to overcome, especially the reluctance shown by some students to speak in front of the whole class (Tsui, 1996). Ur (1996) suggests that

practicing in small groups with peers while carrying out an appropriate activity is a good solution to these problems.

The types of activity which lend themselves to small group oral communication practice are quite varied but all are encompassed by two broad categories which Ur (1996) terms topic-based and task-based. A task is an activity carried out by students, which has a specific outcome and in which the focus is on meaning rather than form (Nunan, 1989). A topic-based activity, on the other hand, focuses on the discussion itself (Ur, 1996). Task-based activities would therefore seem to be ideal to promote interaction and communication in the classroom (Willis, 1996).

Research into task-based second language teaching has resulted in a variety of conclusions by different scholars, but the majority seem to think that using tasks is an appropriate technique to achieve the goals of communicative language teaching, in which the primary concern is to develop the learners' communicative competence.

The researcher did not, however, come across any studies in which task-based and topic-based activities were compared directly with each other and, in order to discover whether task-based activities were in fact more beneficial than topic-based ones, the study described in this thesis was undertaken.

1.3. AIM OF THE STUDY

The main purpose of this study was to study the effect on student participation of using different types of activities in speaking classes and to show that different kinds of lessons affect both the quantity and the quality of English spoken in the classroom. The intention was to investigate the level of student participation and whether the distribution of turns taken by students was more or less even with different activities. Another feature to be considered was the volume of speech produced by learners. Factors affecting the quality of interaction were also to be

examined and it was hoped that the conclusions obtained from the findings would indicate what kind of a syllabus would lead to increased student participation of a higher quality in these classes and therefore be appropriate to maximise student oral practice.

The specific research questions to which answers were sought were as follows:

Research Question 1: How many of the students present during the activity actually participate in the activity?

Research Question 2: To what degree does each student participate in the session and to what degree is use made of the TL?

Research Question 3: What can be concluded about the general quality of the interaction by considering some non-linguistic features?

Research Question 4: What can be concluded with regard to the quality of the interaction when considering the types of turns used by students in different kinds of activities?

Research Question 5: Does one type of activity result in the students producing more of the TL and using a wider range of vocabulary?

1.4. SIGNIFICANCE OF THE STUDY

If learners are to be considered successful L2 communicators, then the development of oral fluency and communicative competence is of paramount importance. Many of the participants in this study are intending to become teachers of English and, at the very least, will need to use the L2 for classroom communication and be required to teach oral skills to their own students, an impossible task if they do not themselves possess communicative competence. It is often the case that learners have had no previous training to develop the necessary skills and very little speaking practice either inside or outside the classroom before

attending university. Consequently, their performance in this area is sometimes extremely poor.

Since there are only limited opportunities for these learners to practice speaking outside the classroom, it is necessary to optimise the time and possibilities available inside the classroom, to ensure that learners are able to develop their oral skills. All students must be given an equal opportunity to spend as much time as possible in interactive communication in the L2. This study investigated which type of activities would be the most appropriate to achieve these goals and draws conclusions regarding the type of syllabus which would be suitable for the teaching situation outlined here.

1.5. ASSUMPTIONS

The main hypothesis in relation to this study is that task-based activities generate more learner talk overall than discussion topics, due to the fact that students are concentrating on getting their meaning across in order to complete the task and already know at the beginning of the activity what kind of things they must discuss, which saves them spending too much time thinking about what to say next.

Another assumption is that activities in which students are not required to perform in front of the whole class result in a larger number of students interacting with less inhibition and willing to risk making more mistakes in order to get their meaning across. Due to the increase in practice time, learners become more fluent and learn to manipulate the language better.

Successful participation in and completion of an activity results in learners becoming more self-confident when speaking the foreign language. They are then more willing to contribute to subsequent lessons and there may be a snowball effect as further participation leads to a further increase of self-confidence.

A further assumption is that the ratio between the amount of teacher talking time and student talking time will change in favour of the latter, with a dramatic decrease in the domination of the teacher and a shift in the roles of learners and teacher. Learners will become more responsible for their own learning and the teacher will become a facilitator and monitor.

It is assumed that all these factors taken together will result in an increase in the quality and quantity of student talk in task-based lessons and in the learners being more competent at communicating in the TL.

1.6. SCOPE AND LIMITATIONS

The study was conducted in two prep classes consisting of a mixture of students from Çanakkale Onsekiz Mart University Faculty of Education ELT Department and the Faculty of Sciences and Arts English Language and Literature Department. One of the classes was following a daytime programme and the other an evening programme. A pilot study was first of all carried out and data for the main study was collected in 4 speaking lessons with each class, taught by the researcher, over a period of 3 weeks, during the spring semester of the 2002-2003 academic year. Topic and task-based activities were alternated between the two groups, to avoid bias, meaning that data was collected in 2 lessons for each type of activity in each class. Data was collected by means of making tape recordings of the lessons. These were then transcribed verbatim and analysed to determine the quantity and quality of oral participation by the learners. The main purpose was to compare the effects on participation by students of two different types of speaking activity.

One limitation was that learners may have been affected by the presence of recording equipment. They may either have felt shy about being recorded or may have consciously tried to perform better to create a good impression with the teacher. A second limitation is that one of the classes was usually taught by the researcher, whereas the other was taught by her only for the lessons under consideration in this

study. It is also possible that learners felt that they were to be assessed on their performance. Any number of external factors may have influenced the way they behaved in any given class, resulting in an untrue representation of their usual proficiency. The ratio of male to female students was very uneven and the findings are therefore more representative of the dominant gender (female, in this case) and may not accurately reflect the performance of the other gender. Learners' previous oral experience may have also influenced the outcome. The foreign language proficiency of students entering the ELT & ELL Departments is higher than among the student population in general, so it may therefore be difficult to make generalisations from the findings.

1.7. ORGANISATION OF THE THESIS

This first chapter of the thesis introduces the study and is followed by three chapters containing background information. Chapter 2 presents some theories of second language acquisition, emphasising the way in which the learner is thought to learn rather than linguistic aspects of acquisition. Chapter 3 contains a discussion on the speaking process and the development of skills needed for oral communication. Chapter 4 discusses the teaching of speaking skills and concludes that tasks seem to be appropriate to foster communicative competence.

The methodology adopted for the investigation is described in detail in Chapter 5. This is followed by the analysis and a discussion of the findings in Chapter 6. The conclusions drawn from the findings are presented in Chapter 7, which also mentions some implications for teaching and methodology and gives some suggestions for further research.

CHAPTER 2: THEORIES OF SECOND LANGUAGE ACQUISITION

2.1. INTRODUCTION

The purpose of this chapter is to consider some of the hypotheses regarding second language acquisition (hereafter SLA) and begins with a consideration of the differences between first and second language acquisition. This is followed by a discussion of some features thought to be significant for language development, namely, the roles of comprehensible input and comprehensible output, social interaction and cognitive processes. The final section then looks at the question of how language skills are acquired and developed.

2.2. DIFFERENCE BETWEEN FIRST AND SECOND LANGUAGE ACQUISITION

Some SLA hypotheses, such as those based on behaviourist principles, attempted to explain the acquisition of a second language (hereafter L2) from the results of controlled experiments or as comparable to first language (hereafter L1) acquisition (Mitchell and Myles, 1998; Williams and Burden, 1997). However, it was observed that L2 acquisition was not comparable to L1 acquisition, nor could it be explained by linguistic theories alone (Ellis, 1994). Research into the language produced by L2 learners showed that they acquired linguistic items systematically, suggesting that learners of a second language are guided by internal processes independent of their L1 (Larsen-Freeman and Long, 1991). This gradually developing store of linguistic knowledge known as interlanguage reflects learners' current understanding and knowledge of the target language and is changed and modified as they acquire new items (McLaughlin, 1987).

In an attempt to understand and explain this phenomenon, some researchers thus became interested in other features, such as cognitive processes, interaction and

social aspects, which are involved in learning (for example, Doughty and Pica, 1986; Long, 1981; Long and Porter, 1985; McLaughlin, 1987; Pica, Young and Doughty, 1987; Pienemann and Johnston, 1987; Swain, 1985).

Although many hypotheses have contributed to the understanding of how learners acquire linguistic knowledge and competence, in order to provide a framework for this study it may be useful to consider some especially relevant themes, such as the role of comprehensible input and comprehensible output, social interaction, and the cognitive processes used while processing language.

2.3. COMPREHENSIBLE INPUT AND COMPREHENSIBLE OUTPUT

In an attempt to explain SLA, Krashen (1982) developed the Monitor Model, in which one of the most significant claims was that comprehensible input was necessary and sufficient for language development and that second language acquisition would take place in a naturalistic environment which provided input just beyond the current level of a learner's competence (Scovel, 2001; Skehan, 1998). Other researchers, while agreeing that input was an important factor in language learning, doubted whether on its own it was a sufficient prerequisite for language development. Long (1985) maintained that interactive input in which modifications of the language occur is more important than non-interactive input for facilitating acquisition (Ellis, 1994).

While acknowledging that it was necessary for learners to be exposed to comprehensible input, Swain's (1985) comprehensible output hypothesis maintained that, in addition to receiving comprehensible input, it is also essential for learners to produce comprehensible language in order for acquisition to take place (Mitchell and Myles, 1998; Skehan, 1998). If learners are pushed to be more explicit in order to facilitate understanding then the output will become more comprehensible. Learners must be active participants in the process of language production, that is, interaction which results in both comprehensible input and comprehensible output as a result of

negotiated meaning and use of communication strategies to overcome language inadequacies will result in acquisition (Ellis, 1994). It can be seen that both internal processes and external influences are considered to be of significance in the learning process.

Skehan (1998), however, states that negotiation of meaning and strategies do not in themselves lead to linguistic development, since the learner's focus may be on meaning rather than form. While information is being processed there is usually not enough time available to concentrate on both these aspects, which is obviously detrimental to the one being ignored. However, if learners can make use of items stored in their long-term memory and also have sufficient time for planning, it may then be possible to achieve a balance between meaning, accuracy and complexity, all of which Skehan considers to be essential elements in language development.

2.4. SOCIAL INTERACTION

Another factor believed by some scholars to influence learning is social interaction. Williams and Burden (1997) maintain that interaction is a necessary condition for learning to take place. People are born into a social world and through interacting with others they learn to understand and make sense of the world around them. Social interactionism is a dynamic force, represented in the language classroom by the interplay between teachers and learners and learners and their peers. Language is learned as a result of meaningful interaction, a proposition which provides a suitable theoretical basis for the communicative approach to language teaching.

Such a view takes a more holistic approach to language learning and emphasises the importance of the learner. It regards the learning process as being dependent on a variety of external as well as internal factors. Williams and Burden (1997:42) cite the importance of work by such scholars as Vygotsky and Feuerstein who emphasised "the social context...and...the concept of mediation as a key element

in this (learning) process". The social environment provides experiences for the learner which should aid both emotional and cognitive development, for then learning will be more lasting. In this context, the mediator (parent, teacher, peer) plays a crucial role in providing relevant learning experiences.

2.5. COGNITIVE PROCESSES

Research from the field of cognitive psychology has provided theories concerning the internal mental processes involved in thinking and learning. Such theories are not restricted to language learning but reflect ideas about learning in general, although some researchers have drawn on these hypotheses in an attempt to explain SLA. Skehan (1998) argues that cognitive psychology should be taken more seriously in the field of second language acquisition, since it attempts to explain how humans absorb, construct and organise knowledge.

Williams and Burden (1997) cite the work of Piaget which suggests that the learning process is constructive in nature. According to this hypothesis, learners actively try to extract meaning from their experiences and the input available to them. In doing so, they construct knowledge for themselves by assimilating new information and accommodating such information by modifying what is already known. When applied to language learning, this theory seems to explain the phenomenon known as interlanguage very well, in which learners are perceived to develop their linguistic knowledge as they acquire new items. Learning, then, occurs as a result of concrete experiences and subsequent conscious processing of those experiences (Kohonen, 1992).

The question of how such processing of information takes place is addressed by McLaughlin (1987) in his information processing model. He divides the process into two stages: controlled and automatic processing, and learning occurs when the learner progresses from the former to the latter and becomes skilled at processing information (Mitchell and Myles, 1998). This concept is discussed in a little more

detail in section 2.6, which considers how skills are developed. In order to process information, learners must pay attention to and perceive the information and make use of both their short-term and long-term memory to store the information (Williams and Burden, 1997). By understanding these processes it is possible to perceive how learners develop the skills necessary to perform an action successfully.

2.6. SKILLS DEVELOPMENT

In order to become proficient at any activity it is necessary to develop certain skills and may take a long time to do so. Bygate (1987) gives the example of learning to drive a car. The learner may know the function of all the controls and even be able to get the car to move, but until he is able to drive under normal traffic conditions, he cannot be said to be a proficient driver. Likewise when learning a language. The learner must first acquire knowledge of linguistic items and then learn how to produce them. Finally, the items must be internalised so that language development takes place and the items can be recognised or produced at will, as necessary for comprehension or communication. Once this has been achieved, the items are sometimes said to have been automatised. Gatbonton and Segalowitz (1988) consider automatisisation to be a key component of fluency and describe it as the ability to produce rapid, smooth speech without drawing attentional resources away from other cognitive processes.

In considering the processes involved in automatisisation, Mitchell and Myles (1998) describe Anderson's ACT (Adaptive Control of Thought) model from cognitive psychology which shows how declarative knowledge (or knowledge about something) becomes procedural knowledge (or knowledge of how to do something).

In Anderson's model, possession of declarative knowledge does not imply mastery of procedural knowledge (Mitchell and Myles, 1998). The process of advancing from the former to the latter takes place in three stages, termed as follows:

1. cognitive stage
2. associative stage
3. autonomous stage.

At the first stage, a description of the procedure in question is learned, which is followed by working out a method of performing the skill. Finally, as the skill is repeated it becomes more rapid and automatic, and may no longer even be performed consciously.

Ur (1996) makes use of a similar division with respect to the development of language skills, which she terms

1. verbalisation
2. automatisisation
3. autonomy

and which approximate to the three stages proposed by Anderson. The first of these corresponds to Anderson's cognitive stage, when in language learning a new structure or other item may be presented and explained to the learner. Ur says that this corresponds roughly to what is known as the 'presentation' stage of a lesson.

Automatisisation occurs following controlled practice of the feature with guidance from the teacher and once learners can perform without thinking about the procedure too much. At the last stage, learners practise on their own, becoming more rapid and skilful the more they practise until they have the skill to perform independently and accurately, when they can be deemed as autonomous. In order to reach this level of skill, it is necessary for a great deal of practice to be carried out and Ur thus concludes that practice which leads to mastery of a skill is one of the most important stages of learning a language (p 19-20).

O'Malley and Chamot (1990) equate these three stages with second language processes in learners. At the first stage, the learner is attempting to find meaning in the new language, whether it is encountered in a classroom or informal context. The second stage corresponds to a learner's interlanguage, when skill in the second

language is still imperfect and the learner is in the process of modifying his linguistic knowledge to accommodate the new information. At the last stage, learners have reached a level of skill in which their performance comes close to that of a native speaker, and the language can be used for functional purposes.

McLaughlin (1987:133) applies a similar argument when he describes second language learning as 'the acquisition of a complex cognitive skill' consisting of various sub-skills. In order for a fluent performance to be produced, these various sub-skills must become routine and coordinated. As they do so, the learner's language system is being constantly restructured to improve performance. Like Anderson, McLaughlin divides the processing of information by learners into two stages: controlled and automatic processing. Controlled processing involves the use of short-term memory and precedes automatic processing. It requires the attention of the learner as it is not yet learned and such processes can only be carried out one at a time without interference, since there is a limitation on attention available at any one time (O'Malley and Chamot, 1990). Automatic processing occurs once procedures have been learned and become routinised and transferred to long-term memory, thus requiring little or no attention during production.

2.7. SUMMARY OF THE CHAPTER

This chapter looked briefly at the differences between L1 and L2 acquisition and some important factors in the process of language learning and skills development. The following chapter focuses on the characteristics and processes involved when using language for oral communication and discusses the skills required to attain communicative competence.

CHAPTER 3: SPEAKING

3.1. INTRODUCTION

In this chapter, first of all, some features of productive language and the ways in which spoken language differs from written language are considered. This is followed by a discussion of the process of speaking and the characteristics of communicative speech. The various aspects of communicative competence are mentioned and finally the oral skills required to become a fluent speaker are explained.

3.2. PRODUCTIVE LANGUAGE SKILLS

In normal conversation, speakers do not use a form of language which sounds as though a written text is being spoken (Bygate, 1987). If they did, it would probably sound odd to their listeners. Due to the time constraint, which does not usually allow for the formulation of sentences of such complexity as would be normal in writing, “speakers often do not speak in complete sentences” (Chastain, 1988:275). Conversation analysis reveals that L1 speakers rely heavily on phrases or other chunks of language during spoken interaction (Brown and Yule, 1983). The priority is to get the meaning across, and speakers are busy concentrating on the interaction itself, which leaves no attention to be spared for revising and polishing the text, as in writing. In addition, once the speech has been uttered, it cannot be amended in any way, unlike with written texts, when the opportunity exists to rewrite what has been produced, maybe choosing different or more complex structures or vocabulary. Brown and Yule (1983) also found that information was much less densely packed in speech than in writing, in fact the information is often repeated more than once. The priority is to get the meaning across at the moment of speaking and too much information given together could lead to a lack of comprehension on the part of the listener. With written language, it is usually possible to include much

more densely packed information since it can be read and absorbed slowly (it is not necessary for instant processing to take place) and there will generally be an opportunity to read the text more than once.

These features cause many people to believe that speech is therefore totally unstructured. However, Dörnyei and Thurrell (1994:40-41) maintain that “all conversation follows certain patterns. We now know that conversation is a highly organized activity”. To illustrate this, they list the following features:

1. **Openings:** There are several different ways of opening a conversation, such as greetings, asking a question or commenting on some general or present feature of the situation.
2. **Turn-taking:** In a conversational exchange, the participants must take it in turns to speak. The taking of turns is governed by subtle signals and conventions. Brown and Yule (1983) distinguish between short and long turns. Conversations generally consist of short turns, which are often less than a sentence. Long turns tend to be more structured and demanding for the speaker, as they consist of a string of utterances.
3. **Interrupting:** This is a special case of turn-taking, and must be handled carefully, to avoid sounding rude. To achieve this, there are a certain number of set phrases which are often used.
4. **Topic-shift:** Some conversational routines are useful for changing the subject or returning to a previous one.
5. **Adjacency pairs:** These are pairs of utterances, in which the first one requires an immediate response.
6. **Closings:** There is a range of formulaic utterances used to signal the end of a conversation without sounding too abrupt.

(summarised from Dörnyei & Thurrell, 1994:40-41)

Bygate (1987) refers to such features as constituting “management of interaction”. The responsibility for managing the interaction and also the decision-making is shared by the participants. Another factor ensuring that understanding is reached is “negotiation of meaning”, in which communication strategies often have a role to play and which is a prerequisite of communicative competence. In written communication, of course, there is usually no opportunity for either of these features to occur, since the writing and the reading are carried out at separate times and are not conducted face-to-face, as with oral communication.

3.3. SPEAKING AND COMMUNICATION

With very few exceptions, spoken language is used by all people for communication. We communicate in order to exchange information, sustain social relationships and impart knowledge. Taylor (1983) lists five characteristics of the language used in real-life communication:

1. Participants deal with language above the level of the sentence.
 2. One main purpose of communication is to bridge an information gap.
 3. Speakers decide what to say and how to say it.
 4. Speakers usually have a goal in mind, which determines what they will say and how they respond to the other speaker.
 5. Both participants must concentrate on many factors simultaneously and at speed.
- (Taylor, 1983: 73-74)

Chastain (1988) states that not all speakers engage in communication at the same level of proficiency. However, in their first language, speakers have all developed enough skills to communicate at a level satisfactory for their requirements and much of the process of speaking is carried out at a subconscious level, or, in other words, automatically. The concept of automaticity is described in section 2.6. of the previous chapter.

The process of speaking involves a number of factors. Bygate (2001) lists four features of speech proposed by Levelt (1989, cited on p 16).

1. Conceptualisation, which concerns the planning of the message to be conveyed.
2. Formulation, the process by which the words and phrases to be spoken and the sound patterns are chosen.
3. Articulation is the actual production of the sounds which convey the message, by controlling airflow and movement of the articulatory organs.
4. Self-monitoring refers to the ability to identify and correct mistakes during these processes.

Fluent speakers carry out these procedures virtually simultaneously and at a very high speed, since they have developed the skills necessary for automatization, without which speech and interaction would be very slow. To consciously think through these processes would require much more time.

3.4. COMMUNICATIVE COMPETENCE

Learners of a foreign or second language are considered successful if they can communicate effectively in that language (Riggenbach and Lazaraton, 1991) and such a goal is now widely regarded as the desirable outcome of language learning (Mitchell and Myles, 1998). Learners who wish to communicate in the second language will therefore need to develop the skills necessary to engage in oral interaction. In order to acquire this “communicative competence” they will need to become proficient in both linguistic and non-linguistic features of communication.

Communicative competence is regarded as consisting of a number of competencies. Linguistic competence refers to the knowledge of the structure of a language, whereas sociolinguistic competence is concerned with appropriate use of the language in social interaction. Discourse competence implies the ability to produce cohesive language and strategic competence is necessary to sustain communication (Alptekin, 2000; Riggenbach, 1999). Speakers who have mastered a language possess a store of linguistic knowledge which they are able to manipulate accurately and appropriately according to the context; they can participate in sustained conversation or written communication and have means at their disposal to overcome any difficulties of understanding or expression of meaning which may arise. Communication is thus an extremely complex process requiring a wide variety of skills to be employed almost simultaneously.

3.5. ORAL SKILLS REQUIRED FOR COMMUNICATION

In the case of oral communication, Bygate (1987) states that, in addition to linguistic knowledge of grammatical structures, vocabulary and the sound system of a language, two categories of oral skill are needed by speakers for effective communication: motor-perceptive skills and interaction skills.

3.5.1. MOTOR-PERCEPTIVE SKILLS

Bygate (1987) states that this refers to the ability to activate linguistic knowledge to form and produce utterances. The possession of this skill alone, however, does not imply the ability to communicate, since such utterances can be performed out of context, as when learners use oral practice drills to create sentences. However, they are not always able to transfer this knowledge to an unsupervised language situation. In order to do so, they must develop interaction skills.

3.5.2. INTERACTION SKILLS

In order for communication to take place, speakers (or writers) must interact with listeners (or readers). Interaction skills are needed to transform motor-perceptive skills into oral communication. These include deciding what to say and how to say it, how to respond and adjust the message and strategies to ensure comprehension and the maintenance of social relations with other participants in the communicative process. Bygate (1987) divides interaction skills into those necessary for satisfying two types of conditions: processing conditions and reciprocity conditions.

1. Processing conditions: The time available for planning what is to be said has a significant effect on the outcome. In planned speech, such as an oral presentation, the speaker has time to consider and revise what is to be said. However, most oral

interaction takes place under pressure of time, and the speaker must formulate the message at the same time as speaking. Under such conditions it is very difficult for learners to produce speech which is both fluent and accurate, as they cannot yet process language at such high speed (Bygate, 1987: p 11).

2. Reciprocity conditions: These refer to those features which affect the flow of conversation when there is more than one participant. Both the speaker and the listener are involved in the exchange and the listener's comprehension of the talk or the level of formality, for instance, may mean that adjustments must be made by the speaker. These conditions affect the conversation as it unfolds, so the interlocutors must be flexible and prepared for unexpected developments (Bygate, 1987: p 12).

3.5.3. STRATEGIES

Another important aspect of speech is that both L1 and L2 speakers employ strategies during interaction, to facilitate planning or monitoring, or compensate for deficiencies. Communication strategies include such things as paraphrasing or circumlocution, clarification measures, use of fillers to gain time for formulation of the message, avoidance or change of topic. Many authors have compiled lists of strategies used during communication, among them Dörnyei and Thurrell (1994), Oxford (1990), Rubin (1987) and Tarone (1977).

3.6. SUMMARY OF THE CHAPTER

In this chapter, we have looked at the characteristics of speaking and the oral skills required for successful communication. The next chapter considers how these skills can be taught to L2 learners and discusses the context in which such skills development may be achieved.

CHAPTER 4: TEACHING SPEAKING SKILLS

4.1. INTRODUCTION

In the first half of this chapter, the necessity for teaching oral skills is discussed and some of the practical difficulties faced when doing so are mentioned. The arguments in favour of learners working in small groups or pairs are then presented, followed by a consideration of the types of communicative activities that can be included in a classroom setting. The second half of the chapter deals with task-based teaching and its suitability for teaching oral communication. The role of tasks in communicative language teaching is considered and then an attempt is made to define the term “task” as a language teaching tool. There follows a discussion of task components and types of task which can be used for communicative purposes and the role of teachers and learners during task-based activities. Results and conclusions of some research into the benefits of task-based teaching are presented and finally some criticisms of this approach are mentioned.

4.2. TEACHING ORAL SKILLS

Rudder (1999) states that one of the most important goals in language teaching is to develop learners’ communicative oral skills. From all the foregoing, it is obvious that the teaching and learning of oral skills for communication requires an approach specifically suited to the acquisition of the necessary skills. Although it may be possible to integrate the teaching of speaking with other skills, learners need opportunities for practicing oral communication in the classroom.

4.3. DIFFICULTIES OF TEACHING SPEAKING

Brown and Yule (1983) mention some of the difficulties which attend the teaching of speaking, especially in large classes. Since each speaker needs to speak himself, and to have someone to listen and respond to him, and if the teacher talks to each learner separately, there will be only a very limited amount of time for each learner to speak. Because of this, learners are often required to answer with complete grammatically correct sentences, for more production practice, but Brown and Yule find this unreasonable, as it is not the pattern of speech of native speakers of a language. It is also doubtful whether learners in such a setting would be able to learn the skills needed for effective communication. In addition, it has been calculated that such a system would provide an average of only one hour's speaking practice per learner per year, which is hardly enough to become proficient (Long and Porter, 1985).

4.3.1. RELUCTANCE TO SPEAK

A further problem with regard to speaking is that some learners are extremely reluctant to speak in front of the whole class. According to King (2002), "the less anxious and more relaxed the learner, the better language acquisition proceeds". Ur (1996) states that inhibition can be due to a number of factors such as shyness, fear of criticism or simply not finding anything to say. Tsui (1996) identifies five factors which affect students' willingness to speak:

1. Perceived low proficiency in English
2. Fear of mistakes and derision
3. Teachers' intolerance of silence
4. Uneven allocation of turns
5. Incomprehensible input

Tsui comes to the conclusion that it is necessary to create a low-anxiety atmosphere in the classroom in order to encourage learners to participate more in oral activities. Riggenbach and Lazaraton (1991) also emphasise the importance of a classroom “in which students feel comfortable and confident, feel free to take risks, and have sufficient opportunities to speak”.

4.4. GROUP WORK

Group or pair work is one form of classroom organisation the teacher can make use of to counter some of the above-mentioned problems encountered when teaching speaking. For one thing, the amount of time available to each learner to practice speaking increases dramatically (Ur, 1996). For another, it removes the necessity of performing in front of the whole class, thus contributing to the lowering of anxiety amongst learners. Long and Porter (1985) state that there are both pedagogical and psycholinguistic arguments for employing such an approach. They list five pedagogical arguments:

1. Increase in the quantity of language practice opportunities. Long and Porter calculate that working in small groups leads to at least a 500% increase in the time available for each individual to speak.
2. Improvement in the quality of student talk. Learners have the chance to produce a wider variety of responses than in a traditional teacher-fronted lesson.
3. It helps individualise instruction. There is more flexibility for individual students to participate according to their own knowledge and skills.
4. Promotion of a positive affective climate. As the small group is less public, learners experience less stress and possibly a more supportive environment. Small groups thus approximate more closely to communicative situations outside the classroom.
5. Increase in motivation. Long and Porter cite research by Littlejohn (1982) and Fitzgibbon and Reay (1982) which claims that group work leads to increased motivation.

(summarised from Long and Porter, 1985: p 207-212)

The psycholinguistic rationale is based on research into comprehensible input in SLA and the role of non-native speaker/non-native speaker interaction, also known as interlanguage talk. Citing studies by Chaudron, Long, Varonis and Gass, and Porter, amongst others, Long and Porter (1985) concluded that group or pair

work provides opportunities for comprehensible input and interlanguage talk, especially with regard to negotiation of meaning.

Ellis (1994:601) also discusses these and other research studies and states that small group work appears to be beneficial for learners, especially in cases of a two-way exchange of information. "(Learners) will have more opportunity to speak, to negotiate meaning and content, and to construct discourse collaboratively."

In the case of monolingual classes, Hampshire and Anoro (2004) warn that learners working in pairs or groups can still manage to communicate successfully using inaccurate forms of the target language – in fact, they claim, learners appear to communicate more easily in this way. There is also a danger that they will lapse into the L1, therefore it is very important to choose appropriate activities that will encourage interaction in the TL (Ur, 1996).

4.5. TYPES OF ACTIVITY

There are various types of activity which are used in classes to promote oral communication. They include such things as discussion, debate, speeches, dialogues, information gap activities, role-play, games and simulations (Harmer, 2001; Ur, 1981 and 1996). Seedhouse (1999) cites Duff who divides activities into those which are divergent (such as discussion and debate) and those which are convergent (in which the participants must come to some common understanding or a convergence of ideas). Ur (1996:123) uses the terms topic-based and task-based activities to describe different types of oral fluency practice, and these are the terms which are adopted in this study. As can be gathered from these terms, there is a difference in emphasis in the two types of activity.

4.5.1. TOPIC-BASED ACTIVITIES

Topic-based activities require participants to engage in a discussion about a particular subject of interest and the emphasis is on the process of discussion itself. It may be considered necessary for learners to practice the language needed in order to be able to talk about certain topics or indeed to practise certain structures (for example, past tenses for narrating past events). Such activities can obviously be carried out either by the whole class or in small groups, and Ur (1996) considers they can be useful, as long as there is full and even participation by all members of the group. Hawes and Thomas (1994) believe that general discussion does not seem to be very beneficial for improving learners' communicative competence and it must not be assumed that it can be developed by using just any kind of speaking activity;

4.5.2. TASK-BASED ACTIVITIES

In the second type of activity, the discussion process is merely a means to an end, since the participants are required to perform some other action at the same time. Learners are obliged to communicate with each other in order to complete the activity successfully. Ur (1996) concludes that generally task-based activities score higher on all the criteria she considers must be fulfilled in order for a speaking activity to be termed successful. These criteria can be summarised as follows:

- A large part of the time is occupied by learner talk, rather than teacher talk or pauses
- All learners have the opportunity to speak and participation is fairly even, not dominated by a few individuals
- There is a high level of motivation, learners are interested in what they are doing and eager to speak
- The language used by learners is relevant, comprehensible and reasonably accurate

Ur (1996:124)

Hawes and Thomas (1994) also believe that an approach using realistic tasks leads to active participation by learners.

4.6. TASK-BASED TEACHING

In recent years, the notion of requiring learners to carry out tasks which will enable them to learn through interaction and acquire the skills necessary to express their own meanings has been widely discussed. Nunan (1999) says that CLT (communicative language teaching), learner-centred instruction and task-based teaching are interrelated. Willis (1996) believes that task-based instruction can promote learning by incorporating natural language learning processes into the classroom, and giving learners the opportunity to communicate with each other. Task-based teaching, therefore, would seem to be especially suitable for helping learners to acquire communicative competence.

4.7. COMMUNICATIVE LANGUAGE TEACHING AND TASKS

Communicative language teaching arose with the perceived need to teach learners how to communicate in a second language, and not merely to learn about the language. Richards and Rogers (2001) describe it as an approach based on principles which include the following:

- Learners learn a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities
- Fluency is an important dimension of communication
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error.

(Richards and Rogers, 2001; 172)

Task-based activities would seem to be extremely compatible with these principles, since learners must communicate with each other in order to reach the goals set by the task and need to use meaningful language in order to do so. Seedhouse (1999) states that in recent years there has been a shift towards a focus on interaction in the classroom and at the same time the concept of 'task' has increased in significance in L2 teaching methodology. Tasks are concerned with the communicative use of language and focus on meaning rather than structure (Nunan, 1989).

4.8. DEFINING TASKS

When considering whether tasks are beneficial to the development of oral communication skills, it is first of all necessary to define the meaning of the term 'task'. As with many other terms occurring in ELT, the term 'task' does not convey the same meaning to all scholars and has a wide variety of definitions, depending on the writer and the context in which it is used.

From the common meaning of the word with which everybody is familiar, it is understood that a task is a definite activity with limits – that is, it has a beginning and an end. Nunan (1989) points out that it is sometimes difficult to establish such boundaries, since tasks can overlap or a larger task can also encompass subsidiary tasks.

In the field of language learning, tasks are activities which are carried out by language learners. Breen (in Carter and Nunan, 2001) mentions two types of task: communicative and metacommunicative. The former focuses on an exchange of meaning, whereas the latter is more concerned with the form of language.

According to Willis and Willis (2001), to include metacommunicative activities in the definition of tasks would mean that almost any activity undertaken in the language classroom would be encompassed, and they therefore do not find such a

definition useful in the context of communicative language teaching. No communicative purpose is served by activities which are designed to enable learners to practice linguistic forms (Willis, 1996).

If metacommunicative activities are not included, tasks are then activities in which the target language is used for communicating (Willis, 1996). There is no restriction or control with regard to linguistic features and learners are required to use all the language at their disposal in order to complete the non-linguistic aspect of the task successfully. Language is only a vehicle for reaching the goals of the task (Willis, 1996). Skehan also (1998) tells us that when language is learned for communication, meaning is primary and a task-based approach is an appropriate form of instruction.

For the purposes of this study, Nunan's (1989) definition of tasks, emphasising the role of meaning over form in communicative language use, would seem to be an appropriate working definition:

“a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

(Nunan, 1989; 10)

This is not to say that form can be ignored completely, since “meaning and form are closely related”. Without the latter, it is difficult to achieve the former, and sufficient attention must be given to developing learners' ability to express themselves fluently, accurately and with sufficient complexity, while emphasising communication as the main purpose of instruction (Skehan, 1998). There must be a balance between fluency and accuracy, because overemphasis on one will be to the detriment of the other.

4.9. TASK COMPONENTS

Given that a task should enable communication and that communication is usually carried out for a particular purpose, it follows that tasks are also required to have an outcome if they are to be considered successful (Ur, 1981; Nunan, 1989; Willis, 1998). This outcome should only be achievable as a result of interaction (Ur, 1996), thus ensuring that learners must communicate in the target language. Ur (1981) also recommends that tasks be open-ended, with no single or 'right' answer, so that learners do not just guess the outcome, but are compelled to discuss various alternatives.

Nunan (1989) states that tasks contain some verbal or non-verbal input data which will provide an impetus for the activity to be carried out. This activity indicates what the learners are required to do with the input in order to achieve the goals. In addition, the input provides a setting for the task and roles for the teacher and learners, either implicitly or explicitly.

4.10. TYPES OF TASK

According to Rubdy (1998), communicative tasks include information gap activities, in which each learner is in possession of different information which he must then share with the group or partner in order to complete the task; problem-solving tasks; decision-making tasks, in which learners must negotiate an outcome; role-plays and simulations; jigsaw activities; discussions and project work.

If the task is to be of maximum benefit to learners, other factors must also be taken into consideration. Even if the learner's linguistic capability is sufficient for understanding and completing the task, the topic covered by the task must be of sufficient interest to hold the learner's attention and should not assume any background knowledge which the learner is unlikely to possess (Ur, 1996). In such a case, the learner would not be able to communicate in a meaningful way, since the

subject matter of the task is outside his range of experience or knowledge and there would be little chance of completing the task successfully.

4.11. ROLE OF TEACHER AND LEARNERS

In lessons in which learners are engaged in task-based activities, the roles of teacher and learners and the relationship between them is obviously quite different from that of a traditional teacher-fronted classroom, in which all activities and interaction are initiated by the teacher.

4.11.1. ROLE OF TEACHER

During task-based instruction, the teacher is required to relinquish some power to the students and plays a less dominant role. He or she no longer controls all linguistic production nor initiates all the exchanges (Nunan, 1989). Indeed, when students are working in groups, the teacher does not even hear all the language being used. It is thus not possible for every error to be corrected. The role of the teacher is that of a facilitator and monitor, helping the students when they request assistance and monitoring the activity by circulating amongst the students (Willis, 1996). The most successful task could be considered as one in which there is no interference from the teacher and the students manage to communicate with each other and complete the task unaided.

4.11.2. ROLE OF LEARNERS

Conversely, learners are given more responsibility, and a greater degree of control over the language used and over the interaction (Nunan, 1989). They need to organise the linguistic knowledge they possess and themselves choose which items they will make use of in order to convey their meaning, without being led by the

teacher (Nunan, 1999). It is not possible for them to remain passive as they must also initiate and sustain exchanges, thus becoming more active participants in the communication process (Willis, 1996).

In comparison to more traditional teaching methods, therefore, task-based learning is more learner-centred, with some responsibility and control over language produced and content of the interaction passing from the teacher to the learners.

4.12. GROUPWORK IN TASK-BASED TEACHING

In communicative language teaching, groupwork is often considered to be an indispensable feature, since it promotes communication and provides learners with plenty of opportunities to practice in an interactive context (Ellis, 1994). Courtney (1996) considers groupwork and task-based teaching to be inevitably linked together. In task-based teaching, it is difficult to imagine how lessons could be conducted without using group-based activities. Although some activities, such as class surveys, in which all members of the class mingle with each other, can be carried out without dividing the class into groups, most of the activity types mentioned above lend themselves to pair or groupwork. In fact, it is often a requirement that learners work in pairs or small groups in order to achieve a successful outcome to the task. Care must be taken, however, to select suitable and relevant tasks, otherwise the benefits to be gained from groupwork will be negligible (Long and Porter, 1985). If Ur's (1996) criteria for successful speaking activities outlined in section 3.5. are to be realised, tasks should be comprehensible and of interest to the learners.

4.13. RESEARCH INTO TASK-BASED TEACHING

Research into task-based teaching has resulted in scholars coming to both positive and negative conclusions regarding the use of these types of activity in the classroom. Some of these conclusions are mentioned in the following two sections.

4.13.1. BENEFITS OF TASK-BASED TEACHING

From the research into task-based teaching which has been carried out to date it is difficult to draw general conclusions, although some tendencies seem to be apparent (Ellis, 1994). The nature of the task affects the quality and quantity of interaction resulting from it, with two-way tasks (in which both or all participants have information to exchange) producing a greater quantity of learner talk, more even participation and more negotiation of meaning (Ellis, 1994; Long and Porter, 1985, Skehan, 1998). Long and Porter (1985) also report a wider diversity of language used than with other types of activity, since there is the opportunity for a greater variety of responses. It was also noted that more interaction and negotiation of meaning occurred in mixed-ability groups, especially those in which the weaker participant was required to impart information (Ellis, 1994). Overall, the interaction between non-native speakers resulted in more negotiation of meaning, which is thought to facilitate SLA (Long and Porter 1985).

The repetition of tasks is also thought to be beneficial. Skehan (1998) maintains that repeating tasks leads to greater accuracy and fluency on the part of the learner. Other factors, such as allowing planning time, also have an effect on the process and outcome. Prabhu (1982) believes that learners will also develop linguistic competence as a result of engaging in communication.

Much of the research cited in this section was carried out in ESL settings, and not always with monolingual groups of learners. There appears to be very little research into the use of task-based teaching in EFL settings, especially with reference to Turkey, for which no instances were found.

4.13.2. CRITICISMS OF TASK-BASED TEACHING

Seedhouse (1999) criticises the lack of available classroom transcripts to verify the benefits claimed for task-based teaching, although he acknowledges that tasks appear to be useful for training learners to use the L2 for practical purposes.

The emphasis on meaning inherent in tasks may not be conducive to focussing learners' attention on the form of language, and intended pedagogic outcomes may thus not be achieved (Bruton, 2002; Murphy, 2003). Skehan (1998; 2002) states that recent work emphasises the need to focus on form as well as meaning, but that this can be achieved by using suitable tasks. Willis (1996) advocates the use of post-task instruction to clarify problematic linguistic elements. Hampshire and Anoro (2004) disagree with both Skehan and Willis's viewpoints, claiming that tasks can only serve as practice to increase fluency and wondering where the input is to come from for other types of task in the TBI framework.

One aspect of communicative competence which may not be fostered by the use of tasks is sociolinguistic competence, especially in monolingual classrooms, since the learners cannot provide each other with a suitable role model in this context (Ellis, 1994).

In general, task-based teaching seems to be viewed favourably, although more research is required in order to establish conclusively which aspects lead to SLA and communicative competence. There seems, however, to be general agreement that tasks offer an opportunity to increase fluency. It was thus thought that task-based learning would be an appropriate framework on which to base the study under consideration in the next chapter of this paper.

4.14. SUMMARY OF THE CHAPTER

This chapter first considered some of the difficulties inherent in teaching oral skills and then introduced some techniques which can be used to overcome such problems. In this context, the use of group work and pedagogic tasks was discussed and important features of task-based teaching were presented. The roles of the learners and teacher in this kind of situation were touched upon and the chapter concluded with a brief summary of the research. The following chapter presents a study into the effect of task-based and topic-based activities on learner participation in speaking classes.



CHAPTER 5: METHODOLOGY

5.1. INTRODUCTION

In this chapter, the methodology adopted for the investigation is presented. First of all, the objectives of the study are stated and then the rationale for the research design is discussed. There follows a description of the pilot study and then a discussion of the main study. Finally, questions relating to the transcription and analysis of the data are discussed.

5.2. OBJECTIVES

The main objective of this study was to consider the effects of different types of activities on student participation in speaking lessons. Both quantitative and qualitative aspects of student interaction were considered. The specific research questions which the investigation sought to answer were as follows:

Research Question 1: How many of the students present during the activity actually participate in the activity?

Research Question 2: To what degree does each student participate in the session and to what degree is use made of the TL?

Research Question 3: What can be concluded about the general quality of the interaction by considering some non-linguistic features?

Research Question 4: What can be concluded with regard to the quality of the interaction when considering the types of turns used by students in different kinds of activities?

Research Question 5: Does one type of activity result in the students producing more of the TL and using a wider range of vocabulary?

5.3. RESEARCH DESIGN

In order to ascertain which type of activities encouraged students to talk more in class, information was to be gathered during normal timetabled lessons. The main methods of data collection available for this purpose are classroom observation or experiments.

5.3.1. CLASSROOM OBSERVATION

Classroom observation can be used to record either the interaction during a lesson involving the whole class or the speech generated by groups of students during small-group activities. Bell (1993) says that observation can be structured or unstructured. In this investigation, unstructured observation was not appropriate, as the answers to specific research questions were being sought. Neither was structured observation suitable, as only one group of students could be observed at a time during the small-group activities, thus limiting the possibilities of comparison, and the researcher also intended to be a participant (i.e. teach the lessons) rather than a non-participant. The purpose of the lessons was to enable as many students as possible to participate, with several interactions occurring concurrently, making it difficult if not impossible for an observer to record an adequate volume of data.

5.3.2. RATIONALE FOR EXPERIMENTAL DESIGN

In this study, the aim was to attempt to answer the research questions using a controlled method of investigation in the classroom, while at the same time causing as little disruption to normal classes as possible. In a learning context, it is impossible to control all variables (Nunan, 1992; McDonough & McDonough, 1997). In order to try and ensure that the results obtained did not reflect behaviour peculiar to a particular group of students, it was decided to investigate two classes and compare the results. Differences caused by variables other than those under

consideration could be kept to a minimum by alternating the methods to be applied between the two classes. To achieve the aim outlined here, it was felt that an experimental design was appropriate, as it would yield data that could be analysed both quantitatively and qualitatively.

Larsen-Freeman (1991) states that for a true experiment two criteria must be met. There must be both experimental and control groups and participants must be randomly assigned to one of these. Although the first of these criteria could be met, the second could not, as it was only possible to include intact classes of students in the study. It was thus decided that a quasi-experimental research design would be most suitable for this investigation.

Of the two groups participating in the study, one followed a daytime programme, and the other an evening one. In order to minimise the effect of variations in the time of day and other potential variables, it was decided to alternate the activities between the two groups, with the result that both classes were each given an equal number of lessons involving either topic-based or task-based activities. One limitation which was insurmountable was the fact that one of the classes is usually taught by the researcher, whereas the other was taught by her only during those lessons in which data was collected for this study.

It was further decided to study the effect of small-group and whole-class lessons. For this purpose, only topic-based lessons were used, since it was anticipated that students would speak one at a time in the whole-class topic-based lesson. It was considered to be unrealistic to try and collect data from a session in which the whole class was involved in a task-based activity, since the intention of such activities is generally to encourage as many learners as possible to participate at once, and the speech of individuals would therefore be indistinguishable on an audio or video cassette recording of the whole class.

Before conducting the main study, a pilot study was carried out to determine the feasibility of the method of data collection and analysis and to try and discover and rectify problems which might emerge.

5.4. PILOT STUDY

In the following sections, the procedures adopted for the pilot study and the outcomes of that study are recorded.

5.4.1. SETTING

The pilot study was conducted in the ELT Department of Canakkale Onsekiz Mart University with two prep classes, each consisting of students from both the Faculty of Education English Language Teaching Department and the Faculty of Sciences and Arts English Language and Literature Department. The pilot study was carried out on two consecutive days during the winter semester of the 2002-2003 academic year. The lesson with the daytime class (Class I) took place at 11.00 am and with the evening class (Class II) at 6.30 pm. Class I is taught by the researcher and Class II by another teacher. The researcher had previously been introduced to this Class II, but was not well known to them. On this occasion, both classes were taught by the researcher.

5.4.2. PARTICIPANTS

The prep classes consisted of upper intermediate level students about 18-19 years of age, all of whom have Turkish as their mother tongue. Class I (daytime students) consisted of 20 participants and Class II (evening students) of 19. There were 7 absentees from each class, attributable to the fact that the previous week had

been a holiday and students had not yet returned to university. The distribution of participating males and females is shown in Table 1.

Table 1: Gender Distribution of Participants

	FEMALES	MALES
Class I	17	3
Class II	16	3

Permission had previously been sought from the students to record lessons for research purposes. On this occasion they were reminded that the data to be collected was intended for research purposes only; would be kept confidential and would have no bearing on assessment of the course.

5.4.3. MATERIALS & INSTRUMENTATION

Each class was divided into three groups of 6 or 7 students, who were required to form a circle with their chairs. A portable cassette recorder with a built-in microphone was placed on a chair in the centre of each group, since there were no tables available. For the supply of electricity, it was necessary to make use of extension cables due to the lack of suitably located wall sockets in the classrooms. The tape recorders were switched on at the beginning of the lesson and left running for the whole period.

5.4.4. PROCEDURES

Students were asked to ignore the recording equipment and continue the lesson as normal. The subject chosen for the pilot study was 'Characteristics of a good teacher', a subject which was familiar to the students (teachers and teaching).

The intention was to avoid, if possible, the introduction of anything too unfamiliar to the students, apart from the recording equipment.

Class I was given a topic-based lesson and Class II a task-based one. In both lessons, the teacher introduced the subject in a similar way to the class as a whole and students were asked whether they thought they would make good teachers and whether they themselves had had any good teachers, or those who they thought were better than others, and then asked why they considered those teachers to be good. A pre-activity brainstorming session was held, in which students were required to think of characteristics which might be suitable for a good teacher. The teacher made use of prompt questions, and words and phrases which were unfamiliar to some of the students or caused difficulty in some way were written on the board.

Following the introductory phase, students were instructed to work in groups, and told that they were to select a moderator, a note-taker and a spokesman in each group. They were also informed that they would be required to report back to the class orally following the groupwork activity.

In Class I, the groups were not given any additional material, but asked to discuss the characteristics of a good teacher amongst themselves. They were not asked to produce a list or come to any agreement regarding suitable characteristics. One student in each group was to take notes and the contents of their discussion would be reported to the whole class later. The groups in Class II were handed the following list of possible characteristics and told to rate them in order of importance, following discussions amongst themselves:

intelligent	pleasant to look at	consistent
moral in private life	fair	honest
authoritative	flexible	has sense of humour
loves children	makes lessons interesting	knows subject well
teaches subject well	speaks clearly	

(taken from Ur, 1981)

While these activities were being carried out, the teacher circulated amongst the groups, monitoring the activities and answering questions put by the students. Some groups were also reminded that they should not interfere with the cassette recorders in any way, and that they should try to conduct their discussions in English.

Once the activity was completed, a spokesperson from each group reported back to the whole class. In the topic-based lesson, they were asked to summarise their discussion, whereas in the task-based lesson, students listed the order of importance of characteristics, which were written on the board for comparison between the groups.

5.4.5. DATA TRANSCRIPTION & ANALYSIS

Once the recording sessions had been completed, the data collected was transcribed for ease of analysis. The following symbols were used in the written transcripts:

- (?) : incomprehensible/ indecipherable word, phrase or remark
- : inaudible
- () : extended pause
- = : overlapping speech
- [] : interruption
- S : student
- Ss : students
- S? : unidentifiable student
- T : teacher

For this report, the transcribed data from one group in each class was analysed to establish the following:

- The number of participating students in each group

- The number of turns taken by each student
- Each student's participation as a percentage of the whole
- The types of turns taken by each student

For this final item, the categories used can be defined as follows:

1. Turkish – utterances made entirely in the mother tongue
2. Monosyllabic – yes, no, OK
3. Single word/phrase – no attempt to form a sentence
4. Incomplete sentence → sentence started but not finished
5. Short sentence – single clause, complete sentence
6. Longer sentence/statement – compound/complex sentence or sequence of sentences
7. Question

The number of significant pauses occurring during the discussion was also considered.

5.4.6. OBSERVATIONS

Due to the time needed to set up the equipment, and the fact that at least one of the classrooms to be used could not be occupied for any length of time either before or after the lesson, the actual recordings made lasted about 40 minutes, slightly less than the 45 minutes of a normal lesson.

Since the recordings of the lessons were to be transcribed, the quality of the recordings needed to be at a satisfactory level of comprehensibility. However, it was found that the quality was very varied, with the result that it was possible to transcribe only some of the groups' speech. Table 2 summarises the quality of recordings.

Table 2: Quality of Recorded Material in Pilot Study

	1st Group	2nd Group	3rd Group
CLASS I	No recording	Audible	Audible
CLASS II	Audible	Inaudible	Audible

The recordings made with two of the tape recorders seemed to be satisfactory, but at the end of the topic-based lesson, it was found that the 1st group's cassette was blank. This was explained when one of the students remembered having caught her foot in the extension cable near the beginning of the lesson. On closer investigation, it was discovered that the plug had been pulled out slightly. As it was very difficult to see the cassette inside the machine, the students had not realised that it was not turning. However, the quality of the recording made with the same machine in Class II was found to be very poor, with some sections and voices incomprehensible, so that even if the tape recorder had not been disabled in Class I, it is doubtful whether the recording would have been usable.

5.4.7. TRANSCRIPTION PROBLEMS

The quality of the speech of some groups was such that the recordings could not be satisfactorily transcribed. In some cases it was found that students were speaking very quietly, or whispering even, and that the louder noise from livelier groups would sometimes drown them out. When students lapsed into the mother tongue, they tended to lower their voices and speak very rapidly, thus reducing comprehensibility. Other noises, such as chairs being scraped on the floor, also made some sections inaudible. In one group of Class I, students were also found to be interfering with the tape recorder, mistakenly believing they were to pause the tape when they were not actually speaking.

A further problem encountered during transcription was the difficulty of distinguishing individual voices, since quite a few were very similar to each other, especially in the case of all-female groups. This problem was more acute in the class which was unfamiliar to the researcher. However, by listening to the recording several times, it was possible to identify the speaker in most cases.

5.4.8. FINDINGS

The data obtained from the pilot study seemed to indicate that there were some differences between groups and classes, but whether this was due to differences between the classes themselves, the degree of familiarity with the teacher and procedure or the type of activities carried out was impossible to determine at that stage.

During the introductory phase of the lesson, in Class I, student responses to the questions put by the teacher were quite numerous, whereas those in Class II were slower to respond. This was possibly due to students being shy of the unfamiliar teacher or not being used to her accent or speech.

For the purposes of this report, transcripts of the activities carried out in the pilot study by one group from each class are presented. Once the activities had been transcribed, the number of statements made by each individual student was calculated and is shown in Table 3.

5.4.8.1. STUDENT PARTICIPATION

In both classes, all students seemed to make some contribution to the activity, even if only fairly briefly. This may be because the teacher had reminded them that everyone should express their opinion on the subject.

Table 3: Participation in Activities by Students in Pilot Study

TOPIC-BASED/Class I/ Group 3			TASK-BASED/Class II/Group 3		
Speaker	No. of turns	% of total turns	Speaker	No. of turns	% of total turns
S1	26	35.7	S1	87	31.3
S2	19	26.0	S2	50	18.0
S3	6	8.2	S3	25	9.0
S4	9	12.3	S4	43	15.5
S5	4	5.5	S5	32	11.5
S6	2	2.7	S6	12	4.3
Several Ss in chorus	3	4.1	Several Ss in chorus	5	1.8
T	4	5.5	T	9	3.2
Indecipherable	-	-	Indecipherable	15	5.4
TOTAL	73	100.0	TOTAL	278	100.0

From Table 3, it is clear that some students took a much more prominent part in the proceedings than others. The student in each group who spoke the most was in both cases the moderator.

In Class I (topic-based activity), the majority of the talking was carried out by just two students, who between them initiated over 60% of the turns. The same two students also made a large number of longer statements and asked most of the questions, so it is obvious that they dominated the discussion. In Class II (task-based activity), apart from the moderator, the distribution of statements between the other students is a little more evenly spread.

5.4.8.2. ANALYSIS OF TYPES OF TURN-TAKING

In order to compare and contrast the quality of the speech used in the two different activities, Tables 4 and 5 show a breakdown of the types of turns taken by students in the topic-based and task-based activities respectively. The final three categories of Table 3 (several students in chorus, teacher and indecipherable) have not been included, hence the discrepancy in the totals between Table 3 and Tables 4 and 5.

Table 4: Types of Turn Taken by Students in Topic-Based Activity

TYPE OF TURN	S1	S2	S3	S4	S5	S6	TOTAL
TURKISH	1	0	0	0	0	0	1
MONOSYLLABIC	2	1	0	1	0	0	4
SINGLE WORD/PHRASE	6	1	1	1	1	0	10
INCOMPLETE SENTENCE	1	0	2	3	0	0	6
SHORT SENTENCE	5	4	1	3	1	0	14
LONGER SENTENCE/STATEMENT	4	7	1	1	2	1	16
QUESTION	7	6	1	0	0	1	15
TOTAL	26	19	6	9	4	2	66

Table 5: Types of Turn Taken by Students in Task-Based Activity

TYPE OF TURN	S1	S2	S3	S4	S5	S6	TOTAL
TURKISH	17	10	2	4	1	1	35
MONOSYLLABIC	3	4	1	1	3	0	12
SINGLE WORD/PHRASE	16	10	10	18	7	2	63
INCOMPLETE SENTENCE	13	9	5	4	3	2	36
SHORT SENTENCE	12	10	5	6	9	5	47
LONGER SENTENCE/STATEMENT	4	1	2	2	4	1	14
QUESTION	22	6	0	8	5	1	42
TOTAL	87	50	25	43	32	12	249

From Table 5, it can also be seen that the majority of turns taken by students in Class II were shorter than those made in Class I. From the transcript, it is clear that there were many more exchanges and a more conversational tone in Class II. This accounts for the vast difference in the total number of turns between the two groups.

5.4.8.3. PAUSES

The number of significant pauses was found to be as follows:

Class I: 12 Class II: 6

This indicates that there were relatively more frequent pauses in Class I, given the much lower figure for the number of turns taken altogether.

5.4.8.4. QUALITY OF INTERACTION

In general, students participating in the topic-based lesson tended to take longer turns. One student would utter several sentences in succession, while other students listened patiently. It was also notable that there were many quite long pauses while students considered what to say. Students seemed to be attempting to produce long sentences and although the speech of some students was very inaccurate, their classmates did not seem to experience many difficulties in comprehending them, even sometimes suggesting a word or phrase when the speaker could not express herself, as in the following example:

S1: And when person whose job teacher have a lot of different features, er, features for her or his students are affected him, or his. He or she should be brill(i)ant and, em, clever, er, it is expected that, it is expected him or her that sample for students so he or she before coming to lesson, er, take...
 S2: Should take some notes.
 S1: Should take some notes and preparing perfectly.

In the task-based lesson, it was noted that more controversy was apparent when students were attempting to establish the order of importance of the items to be listed. For example, one student sounded quite petulant when asking

S: Why don't you listen *me*?

Students also lapsed into the mother tongue much more frequently, especially when wishing to be more forceful or to express a more complicated argument. However, there were not so many pauses between turns and these tended to be shorter. Students also tended to take shorter turns, with more interaction and

interruptions. Utterances seemed to be more accurate, though this is perhaps because they were also shorter, thus leaving less scope for inaccuracies.

5.4.8.5. STUDENT REACTIONS

On being requested to participate in such a lesson, students had previously stated that they had no objections. However, their reactions during the lesson were not always the same. In Class I, most students spoke quite clearly, and one group was observed to be performing or 'acting' to the tape recorder. This involved quite a lot of noise and hilarity. The other two groups seemed to be having a serious discussion on the subject.

In Class II, learners displayed much more anxiety concerning the recording equipment. In two of the groups, students seemed to be whispering to each other and were requested to speak with normal voices. The third group was somewhat livelier, but seemed to be dominated by one or two students and this group was reminded that all members of the group should be given an opportunity to express their opinions. In addition, this group seemed to hold a lot of the discussion in L1.

Without exception, all the groups wanted to listen to the recordings of themselves once the lessons were over.

5.4.9. IMPLICATIONS FOR MAIN STUDY

The following points revealed by the pilot study needed to be taken into consideration when planning for the main study.

5.4.9.1. TECHNICAL ASPECTS

1. The necessity of locating enough reliable recording equipment to produce recordings of a satisfactory quality.
2. Ensuring that students did not interfere with the recording equipment in any way, either intentionally or unintentionally.
3. Care to be taken when setting up recording equipment and constant monitoring to ensure satisfactory results.
4. Since the students now had experience of what was expected of them and were very willing helpers, it was anticipated that it would not take so long to organise the classroom in future and also that the quality of the data collected would be more uniform and satisfactory overall.
5. Emphasising to students that they should behave and speak as they would do in any other lesson, neither speaking inaudibly nor creating an excessive amount of noise, continuing the lesson as if there were no recording equipment present.

5.4.9.2. PROCEDURAL ASPECTS

In the main study, in order to make comparisons between different types of lessons both within and between classes, it was planned that some lessons in each class would be topic-based and some task-based. Some topic-based lessons would be carried out with small groups and some with the whole class, whereas all the task-based activities would be carried out with small groups. The experiment was to be spread out over two weeks and comprise four lessons for each class. Table 6 shows the planned programme for the main experiment.

Table 6: Experimental Programme

Week		CLASS I (Daytime)	CLASS II (Evening)
Week 1	Lesson 1	small group task	small group topic
	Lesson 2	whole class topic	small group task
Week 2	Lesson 1	small group task	whole class topic
	Lesson 2	small group topic	small group task

As can be seen from the table, the intention was to compare both task and topic-based lessons, with the classes divided into small groups for the purpose, and also small group and whole class topic-based lessons with each other, in order to try and ascertain whether it is merely the fact of being in a small group or that of performing a task which increases participation by learners.

In lessons in which small-group activities were to be carried out, the class would be divided into groups of equal size, with students allocated randomly to a group. There was to be a tape recorder allocated to each small group, which would be switched on at the beginning of the lesson and left to run for the whole period. In lessons in which a whole-class discussion was held, only one tape recorder would be used, but again, the whole lesson was to be taped. In these lessons, there were first of all some introductory activities, then a discussion activity followed by summing-up activities.

It was planned that Class I and Class II would each be taught a lesson on the same theme, but the activities were structured to conform with the programme in Table 6. The themes to be covered in these lessons are set out in Table 7.

Table 7: Themes to be Covered in Lessons during Main Study

Week/Lesson	Theme
Week1, Lesson 1	Decorating a house
Week 1, Lesson 2	Healthy Living
Week 2, Lesson 1	Swearing and using bad language
Week 2, Lesson 2	Ambitions

5.4.10. TRANSCRIPTION RELIABILITY

In order to ensure that the data analysis was reliable, a colleague would also be asked to analyse a portion of the tape recordings and the researcher would also analyse the same portion at two different times. The transcription methods used in the pilot study were found to be satisfactory and were also to be used for the main study.

5.4.11. DATA ANALYSIS

In the main study, it was intended that the analysis of the recorded data would encompass the following:

- The total number of students participating
- The number of turns taken by participants
- Comparison of task-based and topic-based lessons
- Non-linguistic features: interruptions, overlapping and pauses
- The types of turns used by students
- Amount of English and range of vocabulary used by students

It was hoped that this analysis would reveal implications with regard to the usefulness or otherwise of the implementation of certain types of activity in speaking lessons.

5.5. MAIN STUDY

The procedures used in the execution and analysis of the experiment for the main study are presented in the following sections.

5.5.1. SETTING

The main study for the experiment was carried out in two prep classes at Çanakkale Onsekiz Mart University. Each class consisted of students from both the Faculty of Education English Language Teaching (ELT) Department and the Faculty of Sciences and Arts English Language and Literature (ELL) Department. One class was following a daytime programme and the other an evening programme. The recording sessions for the study were conducted during normal timetabled teaching periods.

The main study was carried out over two weeks during the spring term of the 2002-2003 academic year. Recordings were made of four speaking lessons with each class. Class I was normally taught by the researcher, and Class II by another teacher. For the purposes of the study, both classes were taught by the researcher.

5.5.2. PARTICIPANTS

The prep classes consisted of upper intermediate level students of about 18-19 years of age. All had Turkish as their mother tongue. The distribution of male and female students and their departments is shown in the table below. There was a large

proportion of female students in both classes, and the ELT students outnumbered the ELL students in each case. The total number of students in each class was almost the same.

Table 8: Gender and Departmental Distribution of Students

DEPARTMENT		DAYTIME CLASS	EVENING CLASS
ELT Dept.	Female	13	15
	Male	2	5
ELL Dept.	Female	11	5
	Male	1	1
TOTAL		27	26

Table 9: Number of Participants and Groups per Lesson

WEEK/LESSON	CLASS I		CLASS II	
	No. of students present	No. & size of groups	No. of students present	No. & size of groups
W1/L1	26	4 (2 x 7, 2 x 6)	20	4 (4 x 5)
W1/L2	23	Whole class	15	3 (3 x 5)
W2/L1	22	4 (2 x 6, 2 x 5)	13	Whole class
W2/L2	18	3 (3 x 6)	12	2 (2 x 6)

Table 9 shows the attendance figures for both classes during the study. It can be seen that the figures for Class II were very low, and consequently fewer small groups could be recorded during those sessions. An attempt was made to discover the reasons for the poor attendance through informal discussion with the students and their teacher. It seems as if some students were embarrassed and reluctant to be recorded and others were absent for a variety of other reasons unconnected with the study.

5.5.3. MATERIALS AND INSTRUMENTATION

In the sessions in which students were required to work in groups, each class was randomly divided into small groups of between 4 to 7 students, depending on the level of attendance at each particular session. They were required to form circles with their chairs and portable cassette recorders with built-in microphones were placed on chairs in the centre of each group, as there were no tables available. For the electricity supply, it was necessary to make use of extension cables due to the lack of suitably located wall sockets in the classrooms. The tape recorders were switched on at the beginning of the lesson and left running for the whole session.

The technical problems pinpointed during the pilot study were kept in mind, and attempts were made to ensure the quality of the recording equipment used was satisfactory. However, on one occasion, it was not possible to obtain enough equipment to make recordings of all the groups, due to the high demand for tape recorders by other members of staff. In this case, one of the groups was not recorded, although they were just as actively involved in the lesson as other students.

On another occasion, one of the students interfered with the controls of the tape recorder, with the result that no recording was made of one of the small groups.

For the whole class topic recordings, students sat facing the teacher. A single cassette recorder was placed on a chair at the front of the classroom and again the whole lesson was recorded.

In the lessons in which students were required to carry out task-based activities, handouts containing relevant information were distributed before the commencement of the activity. In topic-based lessons, no handouts were used.

Table 10 summarises the themes and types of activity used in the recorded lessons.

Table 10: Themes covered and type of activity used in lessons

Week/Lesson	Subject	Type of Activity	
		CLASS I	CLASS II
W1/L1	Decorating a house	Small-group task	Small-group topic
W1/L2	Healthy Living	Whole-class topic	Small-group task
W2/L1	Swearing and bad language	Small-group task	Whole-class topic
W2/L2	Ambitions	Small-group topic	Small-group task

5.5.4. PROCEDURES

Students were reminded that the data obtained during the recording sessions would in no way be used for assessment purposes and would remain confidential. They were asked to ignore the recording equipment and to continue the lesson as normal.

Each lesson began with an introduction by the teacher and a brainstorming session was held in order to remind students of or familiarise them with relevant vocabulary and help them to focus on the subject under consideration. Useful or unknown items were written on the board, and questions could be asked either by the teacher or students.

5.5.4.1. SMALL GROUP ACTIVITY LESSONS

Following the introduction, students were instructed as to how to carry out the activity in the next part of the lesson and, if they were to be used, handouts were distributed at this point. Groups were asked to make notes during the activity, in order to be able to report back to the class later, and a spokesman and, if necessary, a moderator was chosen.

While students carried out the group activities, the teacher monitored the groups and assisted students when called upon to do so. Students were warned when the activity period was drawing to a close, in order for them to arrive at a satisfactory conclusion within the time allowed.

Following the completion of the activity, a spokesperson from each group gave an oral report to the whole class and during the summing up period, the conclusions reached by the different groups were compared.

5.5.4.2. WHOLE CLASS LESSONS

In the lessons in which a theme was discussed by the class as a whole, the main subheadings of the topic were established during the introductory session, and the discussion centred around these. Students were encouraged to contribute their own ideas, opinions and experiences to the discussion by means of questions and other prompts by the teacher, who also acted as the moderator.

5.6. TRANSCRIPTION AND DATA ANALYSIS

Once the data collection was completed, the taped lessons were transcribed verbatim, as far as was possible, and the planned measures for establishing the reliability of the transcription were carried out.

5.6.1. TRANSCRIPTION DIFFICULTIES

Despite having established during the pilot study the potential problems which might arise with regard to the recorded material and its transcription, it was still found that not all of these had been overcome. Some of the recordings were rendered unusable due to malfunctioning of the equipment, or even possibly

interference by students during the recording process. In one case, due to the number of small groups in the class being greater than the number of tape recorders available, it had not been possible to record one of the groups, although these students obviously continued to participate in the lesson. It was decided that the usable data should be analysed, since it would have been extremely difficult, if not impossible, within the time period available, to schedule more sessions in which all the groups were recorded and in which all the recordings would be of a high enough quality.

During the transcription process, use was made of the symbols and structure described in section 5.4.5., and which had been used in the pilot study. The main difficulties were similar to those encountered during transcription of the pilot study. The level of background noise was very high in some cases, resulting in poor audibility, and some students tended to speak so softly that they were not always comprehensible, especially if they lapsed into L1.

5.6.1.1. RELIABILITY

In order to ensure reliability, a colleague was requested to analyse a section of the data, and the researcher also analysed one section a second time after a few weeks' break. These results were then compared with the original findings and found to be consistent, indicating that the results obtained from the data analysis would be reliable.

5.6.2. DATA ANALYSIS

Following transcription, in order to try and answer the research questions presented in section 5.2., an analysis of the data was undertaken. From each small-group lesson, the transcripts of two groups were analysed. The reason for selecting two groups per class was to ensure consistency and balance between the classes. In cases in which the data of more than two groups were available, it was decided to

analyse the best quality recordings, in order to minimise the probability of including transcription inaccuracies in the data analysis. Only the sections of the lesson dealing with the small-group activity were included in this analysis, whereas the whole lesson was analysed in the case of whole-class activities, since there were no other definable limits to the activity. The sections of the lessons included in the analysis, whether a small group activity or a whole-class lesson, are termed “session” in this study.

The analysis of the data was carried out as follows:

- The number of students present, and the number of those making a contribution to the activity was established.
- The number of turns taken by each student during the activity was determined.
- In the case of small-group activities, the two groups doing the same activity were compared with each other.
- The two sessions covering the same theme were compared and contrasted.
- A comparison was made of all sessions, with regard to student turn-taking.
- The prevalence of some non-linguistic features (interruptions, overlapping and pauses) was determined.
- The extent to which different types of turns were used by students was established, according to the following categories: monosyllables, short turns, long turns and questions. It was considered that this categorisation would be more useful than the one used in the pilot study.
- The number of TL words and the range of vocabulary used by students were determined.

5.6.2.1. NUMBER OF PARTICIPANTS

The number of students attending each session and the number of those who made any contribution to the activities was established. The results for different types

of activity were compared to ascertain whether the activity affected the overall number of participants.

5.6.2.2. NUMBER OF TURNS TAKEN

The total number of turns contributed by each participating student was calculated and a comparison made of the distribution of the turns taken by the groups in a particular session, in order to establish the degree of participation by each individual and whether any patterns of turn-taking could be established. The mean number of turns per student was also calculated, to determine whether a particular activity type led to a greater number of interactions.

5.6.2.3. COMPARISON OF SESSIONS

Sessions covering the same theme were compared with each other and a comparison was also made of all the sessions, in order to determine whether any patterns of turn-taking could be established for different types of lesson or activity. Results from different sessions of the same activity type and from the two different classes were also compared, in order to establish whether the level of participation varied with the type of activity and whether there was a great deal of variation between the classes.

5.6.2.4. NON-LINGUISTIC FEATURES

The frequency with which some non-linguistic features occurred was determined, namely interruptions, overlaps and pauses, since such markers are an indication of the quality and fluency of the interaction.

5.6.2.5. TYPES OF TURNS

The number of monosyllabic, short, long and question turns taken by students in each session was established, and results for different activities compared, since conclusions can be drawn from these figures regarding the quality of the interaction during activities.

5.6.2.6. WORD COUNT AND RANGE OF VOCABULARY

The total number of English words and the range of vocabulary used by each group was established and comparisons made between topic-based and task-based activities, in order to determine whether one activity type had resulted in the production of more speech in the TL and the use of a wider vocabulary, indicating a higher quality of interaction.

5.7. SUMMARY OF THE CHAPTER

In this chapter, the methodology of the experimental programme was described. Following a discussion of the objectives of the investigation and the rationale for adopting a quasi experimental research design, a detailed explanation of the procedures used during the pilot and main studies was given. Finally, a description of the data transcription and analysis was presented. The findings obtained from the data analysis outlined above and a discussion of the results are presented in detail in the next chapter.

CHAPTER 6. FINDINGS & DISCUSSION

6.1. INTRODUCTION

In this chapter, the findings obtained from the analysis of the data are presented. The discussion accompanying these results demonstrates their relevance in answering the research questions posed at the outset of the study.

6.2. RESEARCH QUESTIONS

As stated in Chapter 5, this study addressed the following research questions, the findings of which are presented in this chapter in the order in which the questions are posed.

Research Question 1: How many of the students present during the activity actually participate in the activity?

Research Question 2: To what degree does each student participate in the session and to what degree is use made of the TL?

Research Question 3: What can be concluded about the general quality of the interaction by considering some non-linguistic features?

Research Question 4: What can be concluded with regard to the quality of the interaction when considering the types of turns used by students in different kinds of activities?

Research Question 5: Does one type of activity result in the students producing more of the TL and using a wider range of vocabulary?

6.2.1. RESEARCH QUESTION 1: How many of the students present during the activity actually participate in the activity?

In order to answer the first research question, concerning the number of students who took any active part in each session, the total number of students present at each session and the percentage of those present who made a contribution to the activity were calculated. These results are presented in Table 11.

As illustrated in Table 11, in all the sessions in which students were required to carry out activities in small groups, it was found that there was a 100% participation rate i.e. all the students present made some kind of contribution to the activity. This was true both of task-based and of topic-based activities and is in line with statements by many scholars (Long and Porter, 1985; Ellis, 1994 and Ur, 1996) to the effect that small group work fosters learner participation.

Table 11: Number of Participants in All Activities

SESSION	Type of session and activity	No. of students present during activity	No. of students participating in activity	% of students participating in activity
1	Small group/task	13	13	100
2	Small group/topic	10	10	100
3	Whole class/topic	23	20	87
4	Small group/task	10	10	100
5	Small group/task	11	11	100
6	Whole class/topic	13	10	77
7	Small group/topic	12	12	100
8	Small group/task	12	12	100

The sessions in which students were asked to take part in a whole-class topic-based activity, however, resulted in a lower rate of participation (87% and 77%), with some students remaining silent for the whole period. Of those that participated, some spoke voluntarily while some only did so in direct response to a question from the teacher.

The reason for the lack of participation in the whole-class activities may be attributable to factors such as anxiety or lack of anything to say (Ur, 1996), or fear of making mistakes or being criticised (Tsui, 1996) which are discussed more fully in section 4.3.1.

6.2.2. RESEARCH QUESTION 2: To what degree does each student participate in the session and to what degree is use made of the TL?

Once the overall level of student participation in the activities had been established, each session was looked at separately in order to determine the extent to which each student had contributed to the activity. This was done by calculating the number of turns taken by each student. In order to ascertain the degree to which the TL had been used, the number of turns which were wholly or partly in the TL was then determined. In the case of small group activities, a comparison was then made between the two groups included in the analysis, who were carrying out the same activity at the same time. Each session was first considered separately, and then the two sessions dealing with the same theme were compared and contrasted. Finally, all the sessions were considered as a whole in order to determine whether any patterns in turn-taking could be discerned and to establish whether there was a difference in the patterns of turn-taking between task-based and topic-based activities.

6.2.2.1. SESSION 1: SMALL GROUP TASK (THEME: DECORATING A HOUSE)

Tables 12 and 13 show the results obtained for student turn-taking in Session 1, in which the students of Class I were required to carry out a task-based activity. The two groups analysed for this session, A and B, consisted of 7 and 6 students respectively. The transcripts show that both groups completed the task successfully.

**Table 12: No. of Turns per Student in Task-based Session 1, Group A
(Decorating a House)**

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	139	31.59	136	32.00	3	20
S2	36	8.18	35	8.24	1	6.67
S3	59	13.41	59	13.88	0	0
S4	16	3.64	15	3.53	1	6.67
S5	36	8.18	36	8.47	0	0
S6	52	11.82	52	12.24	0	0
S7	52	11.82	52	12.24	0	0
Ss (A)	31	7.04	24	5.64	7	46.66
S? (A)	4	0.91	1	0.23	3	20
T	15	3.41	15	3.53	0	0
TOTAL	440	100.00	425	100.00	15	100.00
Mean per student	56.29		55.14		1.14	

**Table 13: No. of Turns per Student in Task-based Session 1, Group B
(Decorating a House)**

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S8	107	24.77	105	27.49	2	4.00
S9	45	10.42	40	10.47	5	10.00
S10	69	15.97	41	10.73	28	56.00
S11	65	15.05	63	16.49	2	4.00
S12	78	18.05	75	19.63	3	6.00
S13	35	8.10	32	8.38	3	6.00
Ss (B)	19	4.40	17	4.45	2	4.00
S? (B)	11	2.55	6	1.57	5	10.00
T	3	0.69	3	0.79	0	0
TOTAL	432	100.00	382	100.00	50	100.00
Mean per student	68.83		68.66		8.00	

In Session 1, the number of turns taken by the students in Group A was 440, whereas for Group B it was 432. Although the total number of turns was not very different, the mean per student in Group B was higher, since there was one student less in this group.

When we consider the number of turns taken in the TL, Table 12 indicates that the figure for Group A decreases a little to 425 turns, meaning that 15 turns were in the NL. No student in Group A was found to have used the NL very much. However, Table 13 shows that, in Group B, the figure for turns taken in the TL drops by 50 from 432 to 382, indicating that a larger number of turns were in the NL. A large proportion (56%) of these NL turns were taken by a single student (S10). The mean figure for turns taken per student is once again higher in Group B (68.66) than in Group A (55.14), due to the lower number of students in the group.

With regard to the distribution of turns in the TL amongst the participants, it can be seen that, in both groups, one of the students was more dominant than the others, with S1 in Group A taking 32% of the turns and S8 in Group B taking 27.49%. In Group A, one student took a very low number of turns (S4, 3.53% of all TL turns). The percentages of the other students varied between 8.24% and 13.88%, so there was not a very large variation in the level of participation by these students. In Group B, apart from the dominant student, another two students (S11 and S12) took a good proportion of the turns at 16.49% and 19.63% respectively. The lowest rate of participation in this group was S13 with 8.38% of the turns.

Overall, there was some difference in the level of participation, which was less marked in Group B than in Group A, indicating that turn-taking was distributed more evenly amongst the students in Group B. In contrast, a similar percentage of the turns (approximately 46-47%) was shared by the two most dominant students in each group (S1 and S3 in Group A, S8 and S12 in Group B), with the degree of participation by the other students thus being correspondingly lower.

6.2.2.2. SESSION 2: SMALL GROUP TOPIC (THEME: DECORATING A HOUSE)

The analysis of the number of turns taken by students of Class II participating in topic-based Session 2 is presented in Tables 14 and 15. The two groups in this session, Group C and Group D, consisted of 5 students each. From the transcripts, it is obvious that both groups changed the nature of the activity somewhat, by reaching a consensus rather than holding a discussion about their own preferences. The activity thus became more like a task than a topic-based discussion activity.

In Session 2, Group C produced a total of 451 turns, whereas the figure for Group D was 240. The mean for students in Group D (44.2) was thus approximately half of that for Group C (88.2). This difference can be explained by the fact that the students in Group C merely seemed to be compiling a list of lexical items for the house, whereas the students in Group D appeared to be having more of a discussion, thus using longer structures, which obviously occupied more of the time available.

Table 14: No. of Turns per Student in Topic-based Session 2, Group C (Decorating a House)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	121	26.83	42	21.65	79	30.74
S2	120	26.61	46	23.71	74	28.79
S3	46	10.19	33	17.01	13	5.06
S4	68	15.08	27	13.92	41	15.95
S5	82	18.18	36	18.55	46	17.90
Ss (C)	3	0.67	2	1.03	1	0.39
S? (C)	4	0.89	1	0.52	3	1.17
T	7	1.55	7	3.61	0	0
TOTAL	451	100.00	194	100.00	257	100.00
Mean per student	88.20		37.00		51.20	

**Table 15: No. of Turns per Student in Topic-based Session 2, Group D
(Decorating a House)**

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S6	94	39.16	42	36.22	52	41.94
S7	25	10.42	14	12.07	11	8.87
S8	25	10.42	15	12.93	10	8.06
S9	55	22.92	25	21.55	30	24.19
S10	19	7.91	7	6.03	12	9.68
Ss (D)	7	2.92	1	0.86	6	4.84
S? (D)	3	1.25	0	0.00	3	2.42
T	12	5.00	12	10.35	0	0.00
TOTAL	240	100.00	116	100.00	124	100.00
Mean per student	44.20		20.60		23.60	

However, when we consider only those turns in the TL, it can be seen that there was a large decrease in the number of turns taken and widespread use was made of the NL. In Group C, of a total of 451 turns, only 194 were wholly or partly in English and the figure for Group D fell from 240 to 116 turns. The mean number of TL turns per student was thus 37.0 and 20.6 respectively.

With regard to the distribution of TL turns amongst the students, in Group C, two students (S1 and S2) dominated, together taking 45.36% of the turns. In Group D, however, there was only one very dominant student (S6), who alone produced 36.22% of the turns, almost twice as many as student S9 with the next highest percentage (21.55%). Thus, the two most dominant students together took 48.29% of the turns.

Apart from the dominant students, the percentage of turns taken by students in Group C varied between 13.92% and 18.55%. In Group D, these figures varied between 6.03% and 21.55%. It can thus be seen that there was a much larger variation in the level of participation by students in Group D, when compared with Group C.

The analysis of Session 2 produced two striking features. Firstly, students made extensive use of their NL. Secondly, although this was a topic-based session, students tended to treat the activity as if it was a task-based activity in which they had to reach a consensus.

6.2.2.3. COMPARISON OF SESSIONS 1 AND 2: SMALL GROUP TASK AND SMALL GROUP TOPIC (THEME: DECORATING A HOUSE)

In a comparison of Sessions 1 and 2, it can be seen that the groups exhibit different patterns of turn-taking. The biggest difference between the two sessions concerns the use of the NL, with both groups in Session 2 speaking in Turkish for more than half of the turns taken, whereas the groups in Session 1 made much less use of the NL, especially Group A. The only exception was S10 in Group B. The number of turns in the TL, therefore, is much greater in Session 1 than in Session 2.

One feature common to all groups is the fact that one, or two, students play a more dominant role in the proceedings. In both types of activity, there is an uneven distribution of turns between the participating students, with the most equal distribution occurring in Group C. However, the mean number of turns per student for both groups in the topic-based activity is lower than for the task-based activity, despite the fact that the groups were smaller, indicating that there was a greater degree of interaction in the TL between students participating in the task-based activities.

When considering qualitative aspects of Sessions 1 and 2, there were considerable differences displayed by students in the two types of activity. These features are discussed more fully in sections 6.2.3., 6.2.4. and 6.2.5. of this chapter.

6.2.2.4. SESSION 3: WHOLE CLASS TOPIC (THEME: HEALTHY LIVING)

The results for Session 3, a whole-class topic-based discussion lesson conducted with Class I, are displayed in Table 16. In this case, the session covers the whole lesson, since the activity was not limited to a certain section of the lesson.

Table 16: No. of Turns per Student in Topic-based Session 3, Whole Class (Class I) (Healthy Living)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	46	6.45	45	6.41	1	9.09
S2	43	6.03	41	5.84	2	18.18
S3	12	1.68	12	1.71	0	0
S4	12	1.68	12	1.71	0	0
S5	6	0.84	6	0.85	0	0
S6	72	10.09	66	9.40	6	54.55
S7	3	0.42	3	0.43	0	0
S8	32	4.49	32	4.56	0	0
S9	5	0.70	5	0.71	0	0
S10	8	1.12	8	1.14	0	0
S11	3	0.42	3	0.43	0	0
S12	3	0.42	3	0.43	0	0
S13	12	1.68	12	1.71	0	0
S14	14	1.96	14	1.99	0	0
S15	5	0.70	5	0.71	0	0
S16	8	1.12	8	1.14	0	0
S17	2	0.28	2	0.29	0	0
S18	4	0.56	4	0.57	0	0
S19	18	2.52	18	2.56	0	0
S20	1	0.14	1	0.14	0	0
S21	0	0	0	0	0	0
S22	0	0	0	0	0	0
S23	0	0	0	0	0	0
Ss(Wh. C. I)	63	8.84	63	8.97	0	0
S?(Wh. C. I)	21	2.95	20	2.85	1	9.09
T	316	44.32	315	44.87	1	9.09
TOTAL	713	100.00	702	100.00	11	100.00
Mean per student	14.52		14.09		0.43	

In the whole-class session, the number of students actively participating in the discussion was 20 out of the 23 who attended class that day. Thus, some students made no contribution to the discussion at all. The total number of turns taken by

participants was 713, only 11 of which were in the NL. Thus, the vast majority of interaction was in the TL. However, it must be borne in mind that this session also included the teacher, who led the discussion and took 315 (44.87%) of the turns, meaning that the students shared between them 387 turns. The mean number of turns per student is therefore 14.09.

The distribution of turns amongst the students was very uneven, with S6 much more dominant than the rest, taking 66 (9.40%) of the turns. This was followed by S1 and S2 who produced 6.41% and 5.84% of the turns respectively. Only two other students, S8 and S19, contributed more than the mean number of turns. The remaining students generally took very few turns, the lowest being S20 with just one turn. It was striking that the three most active students in the whole-class activity were all male – in fact, the only three males in the class.

In addition to the quantitative features mentioned here, some qualitative aspects of the session were also addressed. These are presented in sections 6.2.3., 6.2.4. and 6.2.5. of this chapter.

6.2.2.5. SESSION 4: SMALL GROUP TASK (THEME: HEALTHY LIVING)

The results for Session 4, which entailed a task-based activity carried out by Class II, are presented in Tables 17 and 18. The two groups consisted of 5 students each. It is clear from the recordings that students did not carry out the task as instructed, even when it had been explained again by the teacher and it was obvious that the students had understood the instructions.

As can be seen from the tables, the total number of turns was 185 for Group E and 210 for Group F. Despite being reminded by the teacher on more than one occasion that they should try and speak English, students persisted in speaking in the NL, with the result that the number of turns in the TL for Group E fell from a total of 185 to 90 and for Group F from 210 to 106. Thus, only approximately half the turns

in this session were in English. The mean number of TL turns for Groups E and F were 15.2 and 18.4 respectively.

Table 17: No. of Turns per Student in Task-based Session 4, Group E (Healthy Living)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	2	1.08	1	1.11	1	1.05
S2	23	12.43	15	16.67	8	8.42
S3	47	25.41	22	24.45	25	26.32
S4	41	22.16	18	20.00	23	24.21
S5	49	26.49	20	22.22	29	30.53
Ss (E)	4	2.16	2	2.22	2	2.11
S? (E)	7	3.78	0	0	7	7.37
T	12	6.49	12	13.33	0	0
TOTAL	185	100.00	90	100.00	95	100.00
Mean per student	33.80		15.20		18.60	

Table 18: No. of Turns per Student in Task-based Session 4, Group F (Healthy Living)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S6	40	19.05	14	13.21	26	25.00
S7	44	20.95	20	18.87	24	23.08
S8	45	21.43	25	23.59	20	19.23
S9	31	14.76	14	13.21	17	16.35
S10	34	16.19	18	16.98	16	15.38
Ss (F)	1	0.48	1	0.94	0	0
S? (F)	2	0.95	1	0.94	1	0.96
T	13	6.19	13	12.26	0	0
TOTAL	210	100.00	106	100.00	104	100.00
Mean per student	39.20		18.40		20.80	

When we consider the distribution of the turns amongst the participants, 4 students in the all-female Group E are grouped fairly close together with percentages between 16.67% and 24.45%. S1 made hardly any contribution because she was ill,

as is clear from the transcript. None of the other four students was excessively dominant, though the highest number of turns (22) was taken by S3.

In Group F, an all-male group, S8 was the most dominant with 23.59% of the turns. The next highest contribution was by S7 (18.87%), and the other members of the group were not very far apart, with the lowest number of turns taken by S6 and S9 (13.21% each). Thus, participation by the students in this group was fairly evenly distributed.

The pattern of turn-taking between Groups E and F, therefore, is not dissimilar, since both groups made much use of the NL and the distribution pattern of TL turns between the students is quite even.

6.2.2.6. COMPARISON OF SESSIONS 3 AND 4: WHOLE CLASS TOPIC AND SMALL GROUP TASK (THEME: HEALTHY LIVING)

Although it may be difficult to draw direct comparisons between Sessions 3 and 4, due to the fact that one session was carried out with the whole class, and the other with small groups, it is possible to comment on some aspects of the activities.

First of all, it is noticeable that, in Session 3, not all students were willing to speak in front of the whole class, whereas all students in the small groups in Session 4 made some contribution to the activity. Ur (1996) and Tsui (1996) mention the reluctance of some learners to speak when all their classmates are listening.

The second point concerns use of the NL. In the whole-class Session 3, use of the NL is negligible, with only 11 of a total of 713 turns being in Turkish. These turns were generally very short and concerned with the clarification of unfamiliar vocabulary items. In Session 4, approximately half the turns taken by the small groups were in L1. This vast difference between the two sessions can be attributed to the fact that the whole-class activity was led by the teacher, and students thus only

responded if they had something they could say in the TL, whereas in small-group Session 4, the teacher was not directly involved in the discussion and could only occasionally overhear the students in a particular group while circulating in the classroom. The transcripts seem to indicate that students were aware they should speak in the TL, since they sometimes reminded each other, or switched to English without difficulty when the teacher was nearby. Some examples of this are given below.

SESSION 3 (WHOLE CLASS)	SESSION 4 (SMALL GROUPS)
<p>S6 = Some parts of (?). We are, can love some, somebody. They () karşılık vermek nasıl?</p> <p>S? Karşılık vermek.</p> <p>T If they don't love you back.</p> <p>S6 If they don't love me, often don't love me back, er we become depression and</p>	<p>Group E</p> <p>S5 (Turkish)</p> <p>S2 Please only speak English.</p> <p>S5 Pray</p> <p>S2 Teacher said (...)</p>
<p>S6 İç yağı nasıl diyeceğiz?</p> <p>T Suet.</p>	<p>Group F</p> <p>S10 (Turkish)</p> <p>T You are talking English, aren't you?</p> <p>S9 Yes.</p> <p>S6 After that, (Teacher moves away)</p> <p>S7 (Turkish)</p>

When considering the distribution of TL turns amongst the participants, some differences are apparent. Chief amongst these, of course, is the fact that the whole-class session is dominated by the teacher, whereas she only has a minor role in the small-group activity. If only the turns taken by students are considered, there is a very uneven distribution in the whole-class activity, while in the small-group activity it is fairly even. However, the mean number of turns per student does not differ widely, being 14.09 turns in whole-class Session 3 and 15.20 and 18.40 per student for Groups E and F respectively in Session 4.

6.2.2.7. SESSION 5: SMALL GROUP TASK (THEME: SWEARING)

The results for turn-taking by Groups G and H of Class I, carrying out a task-based activity in Session 5, are displayed in Tables 19 and 20. There were 6 and 5 students in Groups G and H respectively. The groups were deemed to have successfully carried out the task, although they did not require the whole time which was available for them to do so, resulting in fewer turns being taken than if they had made use of all the time available.

In Session 5, the total number of turns taken was 204 by Group G and 165 by Group H. Students made almost no use of the NL – 1 turn for Group G and 5 turns for Group H, resulting in 203 and 160 turns being produced in the TL by Groups G and H respectively. Although there is quite a difference in the total number of turns taken by the two groups, the mean number of turns per student is not dissimilar – 31.83 for Group G and 29.40 for Group H – due to the groups consisting of a different number of students.

Table 19: No. of Turns per Student in Task-based Session 5, Group G (Swearing)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	29	14.22	29	14.26	0	0
S2	33	16.18	33	16.26	0	0
S3	50	24.50	50	24.63	0	0
S4	23	11.28	23	11.33	0	0
S5	29	14.21	28	13.80	1	100
S6	27	13.24	27	13.30	0	0
Ss (G)	7	3.43	7	3.45	0	0
S? (G)	1	0.49	1	0.50	0	0
T	5	2.45	5	2.47	0	0
TOTAL	204	100.00	203	100.00	1	100
Mean per student	32.00		31.83		0.17	

Table 20: No. of Turns per Student in Task-based Session 5, Group H (Swearing)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S7	19	11.52	18	11.25	1	20
S8	16	9.70	16	10.00	0	0
S9	43	26.06	43	26.88	0	0
S10	42	25.46	41	25.63	1	20
S11	26	15.76	26	16.25	0	0
Ss (H)	11	6.66	10	6.25	1	20
S? (H)	5	3.03	3	1.87	2	40
T	3	1.81	3	1.87	0	0
Total	165	100.00	160	100.00	5	100
Mean per student	30.20		29.40		1.00	

From Table 19 it can be seen that, in Group G, one student (S3) was very dominant, taking 24.63% of all TL turns. The distribution of the remaining turns amongst the other students was fairly even, ranging from 11.33 % to 16.26%. Table 20 indicates that two students in Group H (S9 and S10) were almost equally dominant, taking 26.88% and 25.63% of the turns respectively. The rest of the turns were distributed slightly less evenly than in Group G, with the lowest number produced by S8 (10%).

In Session 5, therefore, the pattern of turn-taking in the two groups was not very dissimilar, with little use of the NL and the distribution of turns not very uneven, except for the dominant students.

6.2.2.8. SESSION 6: WHOLE CLASS TOPIC (THEME: SWEARING)

Session 6 was a whole-class topic-based activity carried out by Class II. Thirteen students attended the lesson, of whom 10 actively participated in the discussion. The results of the turn-taking analysis for Session 6 are given below in Table 21.

Table 21: No. of Turns per Student in Topic-based Session 6, Whole Class (Class II) (Swearing)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	42	10.50	38	9.85	4	28.57
S2	6	1.50	6	1.55	0	0
S3	30	7.50	27	6.99	3	21.44
S4	8	2.00	7	1.81	1	7.14
S5	15	3.75	14	3.63	1	7.14
S6	8	2.00	7	1.81	1	7.14
S7	16	4.00	16	4.15	0	0
S8	3	0.75	3	0.78	0	0
S9	19	4.75	18	4.66	1	7.14
S10	13	3.25	11	2.85	2	14.29
S11	0	0	0	0	0	0
S12	0	0	0	0	0	0
S13	0	0	0	0	0	0
Ss(Wh. C. II)	15	3.75	15	3.89	0	0
S?(Wh. C. II)	20	5.00	19	4.92	1	7.14
T	205	51.25	205	53.11	0	0
Total	400	100.00	386	100.00	14	100.00
Mean per student	13.85		12.77		1.08	

Table 21 shows that a total of 400 turns were taken by all participants in Session 6. Of these, only 14 were in the NL, with 386 in the TL. The low incidence of NL use can be attributed to the fact that the teacher was a participant in the discussion. As the teacher was leading the discussion, she took a large proportion (205) of these turns herself, meaning that 181 turns were taken by the students. The mean number of turns was thus calculated at 12.77 turns per student.

The transcript of this session shows that the students were sometimes very quiet, not always responding to the teacher and that participation by the students during the discussion was very uneven. As can be seen from Table 21, S11, S12 and S13 didn't speak at all during the activity. The most dominant student was S1, who took 9.85% of all the turns and the second most active student was S3 with 6.99%. All of the other students produced less than 5% of the turns, with the fewest taken by S8 (0.78%).

6.2.2.9. COMPARISON OF SESSIONS 5 AND 6: SMALL GROUP TASK AND WHOLE CLASS TOPIC (THEME: SWEARING)

In Sessions 5 and 6, two different types of activity were carried out, one involving small groups and the other involving the whole class. The use of the NL was minimal in both sessions, with most of the interaction in the L2.

In each session, some participants were more dominant than others. Tables 19 and 20 show that either one or two students dominated in the small-group activities, but that the distribution of turns among the other students was not very uneven. The teacher was the most dominant participant in the whole-class activity in Session 6 and the contributions made by the students were distributed very unevenly.

Despite the fact that the whole-class activity was conducted for a whole class period of 45 minutes, the mean number of turns per student was much lower at 12.77 turns than for the small-group activity in Session 5, in which the mean for Groups G and H was 31.83 and 29.40 respectively.

Other features concerning the qualitative aspects of the interaction are analysed and discussed in sections 6.2.3., 6.2.4. and 6.2.5. below.

6.2.2.10. SESSION 7: SMALL GROUP TOPIC (THEME: AMBITIONS)

Tables 22 and 23 present the findings of the analysis for Session 7, a topic-based activity carried out by Groups J and K from Class I. In this session, there were 6 students in each group and, although they managed to hold a discussion on the topic in question, they could not find a great deal to say. Both groups completed their discussion before the allotted time was finished and Group K required some assistance from the teacher in order to keep the discussion going.

Table 22: No. of Turns per Student in Topic-based Session 7, Group J (Ambitions)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	17	12.31	17	12.70	0	0
S2	27	20.77	27	21.43	0	0
S3	12	9.23	11	8.73	1	25
S4	21	15.38	21	15.87	0	0
S5	26	19.23	25	19.05	1	25
S6	16	12.31	16	12.70	0	0
Ss (J)	10	7.70	8	6.35	2	50
S? (J)	3	2.30	3	2.38	0	0
T	1	0.77	1	0.79	0	0
Total	133	100.00	129	100.00	4	100
Mean per student	19.83		19.50		0.67	

Table 23: No. of turns per student in topic-based Session 7, Group K (Ambitions)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S7	9	10.97	9	11.11	0	0
S8	10	12.20	10	12.35	0	0
S9	16	19.51	16	19.75	0	0
S10	13	15.85	13	16.05	0	0
S11	1	1.22	1	1.23	0	0
S12	8	9.76	8	9.88	0	0
Ss (K)	6	7.32	6	7.41	0	0
S? (K)	2	2.44	1	1.23	1	100
T	17	20.73	17	20.99	0	0
Total	82	100.00	81	100.00	1	100
Mean per student	9.83		9.67		0.17	

In Table 22, we can see that the total number of turns taken by Group J was 133, of which only 4 were in the NL, and 129 in the TL. The figures for Group K are much lower, with a total of 82 turns, 81 of which were in the TL. Both groups thus made only negligible use of the NL. However, in Group K, 17 of the turns (20.99%) were taken by the teacher, thus reducing the number of turns produced by students to

64. The mean for Group J is therefore 19.50 turns per student, whereas for Group K the figure is 9.67 turns.

In Group J, two students (S2 and S5) were dominant to an approximately equal extent, taking 21.43% and 19.05% of the turns respectively. In Group K, apart from the teacher, the most dominant student was S9, who took 19.75% of the turns – fewer, in fact, than the teacher. The second most talkative student, S10, took nearly as many turns (16.05%).

The distribution of the remaining turns ranged between 8.73% and 15.87% in Group J. In Group K, the other students contributed between 1.23% and 12.35% of turns to the discussion. The lowest value of 1 turn for S11 cannot be satisfactorily explained from the transcript. There is no obvious reason for the failure of the student to participate more, unless she felt inhibited by the presence of the teacher attempting to assist this group.

The distribution of turn-taking amongst students in both groups is therefore quite uneven, with Group J exhibiting somewhat more equal distribution than Group K, in which the degree of turn-taking was very low generally and the levels of participation by different students were very unbalanced.

6.2.2.11. SESSION 8: SMALL GROUP TASK (THEME: AMBITIONS)

The results of the analysis of Groups L and M in task-based Session 8, carried out with Class II, are presented in Tables 24 and 25. The two groups, consisting of 6 students each, exhibited different reactions during the role-play activity. Group L seemed to have difficulties in sustaining the interaction, with the conversation carried out chiefly by S1, especially at first. For this reason, assistance was sought from the teacher, with the result that she became much more involved in the activity than had been intended. Group M, on the other hand, threw themselves into the role-play and it was performed with much hilarity and melodrama – so much so, that the

neighbouring group could at times not understand each other and called for a little less noise, as is clear in this excerpt from the transcript:

S6	I think (.....)	
S4	(.....)	(Drowned out by rest of class)
S2	(.....)	
S1	Hallo! Be quiet, please! (To other group)	
(Group L, Session 8)		

Although Group M carried out the task quite successfully, neither group made full use of the time available to them for the activity.

As can be seen from Tables 24 and 25, the total number of turns for Groups L and M were 103 and 111 respectively. Only very few turns were in the NL, resulting in 96 turns taken in the TL by Group L, and 109 turns by Group M. The mean number of turns per student was calculated as 17.50 for Group M, compared with 10.50 turns for Group L. This difference is attributable to the fact that the teacher took a large portion of the turns in Group L.

Table 24: No. of Turns per Student in Task-based Session 8, Group L (Ambitions)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S1	31	30.10	30	31.25	1	14.29
S2	13	12.62	13	13.54	0	0
S3	1	0.97	1	1.04	0	0
S4	12	11.65	9	9.38	3	42.84
S5	6	5.83	5	5.21	1	14.29
S6	5	4.85	5	5.21	0	0
Ss (L)	2	1.94	1	1.04	1	14.29
S? (L)	0	0	0	0	0	0
T	33	32.04	32	33.33	1	14.29
Total	103	100.00	96	100.00	7	100.00
Mean per student	11.33		10.5		1.16	

Table 25: No. of Turns per Student in Task-based Session 8, Group M (Ambitions)

Speaker	Total no. of turns	% of total turns	No. of TL turns	% of TL turns	No. of NL turns	% of NL turns
S7	27	24.32	26	23.85	1	50
S8	20	18.02	20	18.35	0	0
S9	33	29.74	32	29.36	1	50
S10	13	11.71	13	11.93	0	0
S11	8	7.21	8	7.34	0	0
S12	4	3.60	4	3.67	0	0
Ss (M)	2	1.80	2	1.84	0	0
S? (M)	1	0.90	1	0.92	0	0
T	2	1.80	2	1.84	0	0
Total	111	100.00	109	100.00	2	100
Mean per student	17.83		17.50		0.33	

Table 24 shows us that, apart from the teacher, S1 was overwhelmingly dominant in Group L, taking 31.25% of the TL turns. The distribution of turns amongst the other students was generally low, the highest value being for S2 with 13.54% of the turns. The lowest figure was for S3, who took only one turn (1.04%).

Table 25 shows us that the most dominant student was S9, with 29.36% of the TL turns, followed by S7, who was responsible for 23.85% of the turns. The distribution of the remaining turns was very uneven, ranging from 18.35% for S8 to a mere 3.67% for S12.

The general pattern of the distribution of turns for the two groups is very uneven, ranging from a very low to quite a high level of participation. This irregular distribution is even more marked for Group L than for Group M.

6.2.2.12. COMPARISON OF SESSIONS 7 AND 8: SMALL GROUP TOPIC AND SMALL GROUP TASK (THEME: AMBITIONS)

A comparison of Sessions 7 and 8 reveals some similarities in the features under consideration in this study. First of all, in both sessions, students took less than the available time to complete the activity and in some cases had difficulty in finding relevant things to say. One group in each session required a considerable amount of assistance from the teacher in order to be able to complete the activity, although the other groups did not seem to experience difficulty in this respect. It is possible that students did not find the theme of the sessions conducive to the production of a lot of interaction. However, Group J (Session 7) and Group M (Session 8) overcame this obstacle more successfully than the other groups, independently of the type of activity being carried out.

In these two sessions, very little use was made of the NL, with the vast majority of turns being produced in the TL. The difference in the number of turns taken by two groups was greater in Session 7 than in Session 8, as Group K especially had more difficulty in finding things to say about the topic. In each session, the mean number of turns per student was a lot higher for one group than for the other, reflecting the extent to which the teacher had been involved in the activity.

In both sessions, the distribution of turns between the students in all groups was quite uneven, especially in those groups in which the teacher was involved in the interaction. In all groups, it can be observed that one or two students dominated the activity, with the most marked incidence of domination occurring in Group L, Session 8.

6.2.2.13. COMPARISON OF ALL SESSIONS

In order to try and determine whether there is any consistency in the patterns of turn-taking and interaction, all the sessions included in this study must be

considered as a whole and the different aspects of turn-taking mentioned in the foregoing sections need to be summarised. Table 26 presents the total and mean number of turns taken per theme by students for task-based and topic-based activities.

Table 26: Total Number of Student TL Turns per Theme and Activity

THEME	TASK-BASED TURNS		TOPIC-BASED TURNS	
	TOTAL	MEAN	TOTAL	MEAN
Decorating a House	807	62.08	310	31.00
Healthy Living	196	19.60	324	14.09
Swearing	363	33.00	181	13.92
Ambitions	205	17.08	210	17.50
TOTAL	1571	34.15	1025	17.67

When the totals for all activities of the same type are considered, it can be seen that task-based turns, of which there are 1571, far outnumber topic-based turns, with a figure of 1025. The mean is 34.15 for task-based activities and 17.67 for topic-based activities, indicating that overall students took approximately twice as many turns in the task-based sessions than they did in those which were topic-based.

With regard to the total number of TL turns produced by the students during the individual activities, the figures varied widely. The highest value was for Session 1, Group A, with 425 turns, and the lowest for Group K, Session 7, at 81 turns. Taking only the task-based activities into account, the figures for the number of TL turns per group varied between 90 and 425, whereas those for the topic-based activities varied between 81 and 387 turns taken during all the topic-based activities. If only the small-group topic-based activities are considered, then the figures range from 81 to 194 turns per group.

Thus, the range of number of turns taken during task-based activities is a little higher than for topic-based activities, but it is not necessarily the case that task-based activities always produced more turns than topic-based activities on the same theme.

For two of the themes, the task-based activities produced more turns than the topic-based ones (807 as opposed to 310 for 'Decorating a House' and 363 compared with 181 for 'Swearing'), whereas, for the other two themes, the topic-based activities produced more turns (324 as opposed to 196 for 'Healthy Living' and 210 compared with 205 for 'Ambitions'). Regarding the mean number of turns per student, three of the themes resulted in a higher figure for task-based activities than for topic-based ones, with only the final theme, 'Ambitions', producing a slightly lower value for the task-based activity (17.08) than for the topic-based one (17.50).

If we consider the number of turns taken on the basis of the classes taking part in the study, then a different picture emerges. Table 27 shows the total and mean number of turns per theme for Classes I and II, rather than according to the type of activity.

Table 27: Number of Turns Taken per Class

THEME	CLASS I		CLASS II	
	TOTAL	MEAN	TOTAL	MEAN
Decorating a House	807	62.08	310	31.00
Healthy Living	324	14.09	196	19.60
Swearing	363	33.00	181	13.92
Ambitions	210	17.50	205	17.08
TOTAL	1704	28.88	892	19.82

Table 27 indicates that overall Class I produced a far greater number of turns (1704) in comparison to Class II (892). The overall mean for students in Class I was also much higher, at 28.88, while the figure for Class II was 19.82 turns per student.

In all the themes covered, Class I produced a greater number of turns than Class II, irrespective of the type of activity being carried out. For the first three themes, the difference was large, and only for the last theme were the figures for the number of turns very similar (210 and 205). Considering the mean number of turns, Class II produced a higher figure for one theme, 'Healthy Living', but for the other three themes, the mean was higher for Class I. From these results, it seems that Class I was generally more talkative than Class II in the sessions recorded for this study. Any explanation for this is purely speculative, but the reason could be that Class II was not used to the unfamiliar teacher, or were less accustomed to recording equipment being used in the classroom. The teaching methods employed may also have been different from those used by their own teacher.

Turning to the question of the use of the NL in the classroom, Class II spoke a lot of Turkish during the first two sessions that were recorded with them (Sessions 2 and 4), but otherwise the interaction was chiefly in the TL. This may be because Class II had not yet become familiar with the teacher and methods during the first part of the study.

One feature common to all sessions and activities is that one or two students were considerably more dominant than their classmates. This seems to be a reflection of real-life communication, in which some speakers tend to be able to hold the floor and express themselves more easily than others (Brown and Yule, 1983), and may be attributable to variables other than the learning situation.

With regard to the level of participation amongst students that were not dominant, in some sessions the distribution of turns is quite even and in others very uneven. Five of the eight groups taking part in the task-based activities achieved an even or fairly even distribution of turns amongst most participants, whereas in only one of the topic-based groups was this distribution even. The task-based activities, then, seem to be more successful in encouraging all participants to make a more equal contribution to the activity.

To summarise then, overall the task-based sessions produced a higher total number of turns than the topic-based sessions and a greater mean number of turns per student were produced for tasks than for topics with three out of the four themes. Despite these indications that task-based activities were more productive than topic-based ones, there does not seem to be an easily discernible pattern of participation for the types of activity included in the study, although a fairly even distribution of turns amongst participants was found to be quite often the case with task-based activities but rarely with topic-based ones.

6.2.3. RESEARCH QUESTION 3: What can be concluded about the general quality of the interaction by considering some non-linguistic features?

In order to answer this research question, the frequency with which some features of the interaction occurred was calculated. The features under consideration are as follows:

- Total number of turns
- Number of interruptions
- Number of overlapping turns
- Number of pauses

An interruption was taken to mean an occasion when a turn taken by one student while another student was still speaking was decisive enough to cause the first student to stop speaking. An overlap refers to a situation in which two students continued to speak at the same time. The findings for these categories are presented in Table 28.

The significance of the total number of TL turns per student is discussed in the previous section, but the figures are included here for purposes of comparison. A high incidence of interruptions and overlapping was considered as an indication of

students' willingness to speak and as evidence of a higher level of automatised, which Gatbonton and Segalowitz (1988) consider to be a key component of fluency.

Table 28: Non-linguistic Features of Turn-taking by Students

Theme	Session/Group	Type of Activity	Student TL turns		Interruptions		Overlaps		Pauses	
			Total	Mean	Total	Mean	Total	Mean	Total	Mean
Decorating a House	1 / Group A	Task	425	55.14	4	0.57	18	2.57	7	1.00
	1 / Group B	Task	382	68.66	12	2.00	33	5.50	7	1.17
	2 / Group C	Topic	194	37.00	1	0.20	26	5.20	25	5.00
	2 / Group D	Topic	116	20.60	1	0.20	8	1.60	12	2.40
Healthy Living	3 / Whole class	Topic	387	14.09	3	0.13	48	2.09	25	1.09
	4 / Group E	Task	90	15.20	2	0.40	2	0.40	17	3.40
	4 / Group F	Task	106	18.40	0	0	6	1.20	6	1.20
Swearing	5 / Group G	Task	203	31.83	6	1.00	29	4.83	4	0.66
	5 / Group H	Task	160	29.40	2	0.40	14	2.80	5	1.00
	6 / Whole class	Topic	181	12.77	0	0	6	0.46	40	3.08
Ambitions	7 / Group J	Topic	129	19.50	2	0.33	13	2.17	31	5.17
	7 / Group K	Topic	81	9.67	1	0.17	7	1.17	10	1.67
	8 / Group L	Task	96	10.50	0	0	1	0.17	21	3.50
	8 / Group M	Task	109	17.50	0	0	14	2.33	7	1.17

In Table 28, it can be seen that students did not generally interrupt each other very often, the highest incidence of this feature occurring in Group B, Session 1, when 12 interruptions, or 2 per student, were recorded. Some examples of interruptions are illustrated in the following examples.

1.	S2	Tom?	
	S5	Because Tom	
	S2	[Who is Tom?]	
			(Group G, Session 5)
2.	S12	Bedrooms will be	
	S8	[Bedroom will be blue]	
	S10	Pink.	
			(Group B, Session 1)

The figures for overlapping speech are more varied and generally higher, with the highest incidence found in the whole-class Session 3, in which overlapping occurred 48 times, with a mean of 2.09 per student. This figure may be due to more than one student wishing to respond to a question or remark of the teacher. The highest figures per student occur in Groups B (5.50), C (5.20) and G (4.83). Since B and G are tasks and C is a topic-based activity, there does not seem to be a clear pattern with regard to overlapping. Some examples of overlapping are given below.

1.	S9	Want what?	
	S8	TV. TV.	
	S12	We don't have a TV = because we don't like.	
	S10	= Necessary, but we haven't got enough money.	
	S11	= What about?	
	S8	= I see.	
			(Group B, Session 1)
2.	S3	What can you advise to us for him?	
	S2	= I think you paid,	
	S6	= You must	
	S2	= you paid some attention your son.	
	S6	= I think you must prepare, prepare a room for him especially,	
	S2	= You give more attention	
	S6	= and you must give him a lot of toys.	
			(Group G, Session 5)
3.	S6	Once a week we must do sport.	
	S2	At least, maybe, = once a week.	
	S6	= But every day we must do exercise.	
			(Session 3, Whole Class)

There is no clear pattern with regard to the level of interruptions and overlapping, to indicate whether a particular type of activity results in these features being used to a higher degree.

Pauses are also considered to be another indication of fluency with a higher number of pauses reflecting a lower level of fluency (Skehan, 2001). Table 28 shows that the most pauses (40) occurred during whole-class topic-based Session 6. The

highest incidences of pauses were observed in topic-based lessons (Groups C and J and whole-class Sessions 3 and 6) and the lowest in task-based lessons (Groups F, G and H). The highest means per student were once again found in Groups C and J (5.00 and 5.17 respectively) and the lowest in Group A (1.00), Group G (0.66) and Group H (1.00). These results indicate that students generally seemed to perform more fluently in task-based activities. Some examples of this feature are presented below.

1.	S4	We need furniture	
	S1	Such as	
	()		
	S2	Such as? Table.	
(Group C, Session 2)			
2.	T	Tell me what kind of situations mm would make you swear? And in which kind of situations wouldn't you swear? () What makes you swear? Or use bad language?	
	()		
	T	In what kind of situations do you use bad language?	
	()		
	S3	Usually, because of my brother, angry.	
(Session 6, Whole Class)			
3.	S6	But it's not possible for them, I think	
	()		
	S2	They always want to much more, () more successful er things than we do.	
	S?	Yes	
	()		
	S3	Sometimes their ideas is impossible because, for example, my mother wants me to a er lawyer and it, but it is impossible because I don't like speaking too much. Sometimes their ideas is absurd.	
	()		
	S5	= Er	
	S4	= Their expectations, their expectations are different from their children's, I think	
	()		
(Group J, Session 7)			

In conclusion, considering the non-linguistic features mentioned here as a whole, student performance seems to have been more fluent in several of the task-based activities, although not all, and less fluent in most of the topic-based sessions.

6.2.4. RESEARCH QUESTION 4: What can be concluded with regard to the quality of the interaction when considering the types of turns used by students in different kinds of activities?

The transcripts were analysed to determine what kind of turns the students had used during the recording sessions, in order to discover whether there were different patterns of turns in different types of activity. The results of this analysis are presented in Table 29.

Table 29: Types of TL Turns Used by Students

Theme	Session/Group	Type of Activity	Mono-syllable		Short Turn		Long Turn		Question	
			Total	Mean	Total	Mean	Total	Mean	Total	Mean
Decorating a House	1 / Group A	Task	52	7.43	261	37.29	41	5.86	50	7.14
	1 / Group B	Task	53	8.83	238	39.67	15	2.50	68	11.33
	2 / Group C	Topic	11	2.20	166	33.20	0	0	10	2.00
	2 / Group D	Topic	6	1.20	81	16.20	11	2.20	6	1.20
Healthy Living	3 / Whole class	Topic	80	3.48	214	9.30	63	2.74	7	0.30
	4 / Group E	Task	2	0.40	65	13.00	0	0	11	2.20
	4 / Group F	Task	6	1.20	79	15.80	7	1.40	1	0.20
Swearing	5 / Group G	Task	10	1.67	121	20.17	32	5.33	35	5.83
	5 / Group H	Task	24	4.80	91	18.20	35	7.00	15	3.00
	6 / Whole class	Topic	47	3.62	92	7.08	37	2.85	3	0.23
Ambitions	7 / Group J	Topic	24	4.00	65	10.83	37	6.17	3	0.50
	7 / Group K	Topic	6	1.00	38	6.33	19	3.17	2	0.33
	8 / Group L	Task	3	0.50	42	7.00	14	2.33	4	0.67
	8 / Group M	Task	2	0.33	75	12.50	21	3.50	9	1.50

For the purpose of this analysis, turns were allotted to one of the following categories.

1. Monosyllables such as “yes”, “no”, “OK”, “oh” and “ah”, indicating merely agreement or disagreement, or understanding or puzzlement, with reference to another speaker.
2. Short turns. Included in this category were single words or phrases, short simple sentences and incomplete sentences or chunks of language.
3. Long turns. This category covered compound and complex sentences or strings of sentences uttered in an uninterrupted sequence.
4. Questions. Included were all questions, whether long or short, simple or complex, as an indication of the existence of interaction and negotiation.

Monosyllables: The largest number of monosyllabic turns occurred in topic-based Session 3 (80). The other whole-class session also had a high incidence of this category (47), although fewer than Groups A and B (52 and 53 respectively), which also recorded the highest means per student (7.43 and 8.83 monosyllables respectively). The lowest incidence of monosyllables can be seen in some task-based sessions (Groups E, L and M with 2, 3 and 2 respectively). The frequency with which such turns occur does not generally seem to depend on the type of activity, rather, Class I (Sessions 1, 3, 5 and 7) seems to have used them more overall, except during theme 3, ‘Swearing’. Frequent use of such monosyllables provides feedback for the other participants in the exchange, thus a higher incidence of such turns seems to indicate that more affirmation of comprehension and two-way communication is taking place (Riggenbach, 1999).

Short turns: The second category considered the use of short turns. The highest incidences of these were to be found in Groups A (261) and B (238) in Session 1, and the next highest in whole-class Session 3 (214). The fewest number of short turns occurred with Group K (38). If we look at the mean number of turns, the highest values, once again, are for Groups A and B, at 37.29 and 39.67 respectively, carrying out a task-based activity. Brown and Yule (1983) state that interaction in the L1, even by highly educated individuals, relies heavily on short turns, therefore, if students make heavy use of them, then their conversation will be more similar to real-life communication. In all the themes except for ‘Healthy Living’, there were

more short turns taken in the task-based than in the topic-based activities, which would seem to indicate that task-based activities tend to foster interaction which resembles more closely the interaction of real-life situations. Some examples of short turn exchanges are as follows.

1.	S3	Living room? I don't think so
	S1	I don't like this idea. What about you?
	S5	I think my bedroom certainly must be dark red.
	S4	Dark green
	S5	Red
	S3	What?
	S2	Dark for bedroom is good, but what about living room?
	S3	Mm, living room can be
	S7	Light blue
	S3	Light blue, yes.
(Group A, Session 1)		
2.	S3	But it's not a solution.
	S2	Because my son is affect very much.
	S3	I think you are a very selfish parent. Selfish parent
	S1	Yes, it's true
	S3	You think only = your child.
	S2	= But otherwise, otherwise our son
	S3	Our child is affected from this situation
(Group G, Session 5)		

We can conclude, therefore, that in this study the higher level of short turns in task-based activities represents a higher level of communicativeness than in topic-based activities. Students using a lot of simple or incomplete sentences or chunks of language are behaving in a similar manner to speakers using English as their L1. The resulting frequent changes in turn-taking indicate the presence of negotiation of meaning, which is required for detailed comprehension and exchange of ideas (Bygate, 1987).

Long turns: Table 29 shows that the highest number of long turns were produced during the Session 3 whole-class topic-based activity. Long turns are more difficult to process, since they generally require more complex structures and vocabulary (Brown and Yule, 1983). In all cases, the students took fewer long turns than short turns. However, topic-based activities generally resulted in a higher rate of long turns than task-based activities, with the exception of theme 1, 'Decorating a House', in which, as was mentioned in section 6.2.2.2., students did not discuss the topic so much as compile a list of vocabulary items of furniture needed for their house, resulting in a change in the nature of the activity. Thus, it would seem that students generally expressed more complicated opinions and ideas in the topic-based sessions than in the task-based ones, without necessarily looking for feedback from the other participants, as is illustrated in the examples given below.

1.	S6	I play football at the weekend, sometimes basketball and in, in weeks sometimes I play table tennis.
	S1	And next week I will go to, I will try going to er body building. (Session 3, whole class)
2.	S5	I want to grow vegetables. I want to look after a garden in front of the house, my house er () That's all.
	S4	Sometimes, parents er choose their children's clothes, what they will wear. And er usually children don't want to wear the clothes which the parents choose. (Group J, Lesson 7)

In topic-based activities, therefore, we can conclude that the communication is of a different nature than in task-based activities, and that students tend to deliver opinions and ideas in one direction rather than engage in a two-way process of negotiation.

Questions: When we consider this category, we can see that, for all themes, students asked more questions during the task-based activities. The two sessions producing the largest number of questions are Sessions 1 (118) and 5 (50 questions). The highest mean values for this category were produced by Groups A, B and G, all

participating in task-based activities. Since questions are a way of obtaining information and opinions, clarification of unclear utterances and affirmation of comprehension, they can be considered as an indicator of the existence of negotiation processes and communication strategies, which are necessary for successful interaction (Bygate, 1987; Dörnyei and Thurrell, 1994). The following examples provide some illustrations of questions being used by students.

1.	S7	White is easy.
	S3	OK, white.
	S1	White is the proper colour, I think.
	S3	OK. White.
	S1	Do you agree?
	S2	What do you think about your room?
	S1	I want white, it's just enough for me
	S7	What about yours?
	S1	White, I said.
(Group A, Session 1)		
2.	S4	Where will be the television? Adeviye.
	S5	There is no television.
	S4	Where will be the television?
	S1	Sorry?
	S5	There is no television in our house.
	S2	Yees.
	S5	No.
	S4	We choose television.
	S5	We couldn't buy because we don't have er
	Ss	enough money.
(Group B, Session 1)		
3.	S5	= But it's very important er
	S6	= You understand?
	S1	= Yes.
	S3	= I can't understand. Can you please say again?
	S6	I want to mean that you must keep him from dangerous persons.
	S3	How can you?
	S6	You must prepare for him a room. You can = give him toys
(Group G, Session 5)		

In this study, therefore, there seems to have been more negotiation involving the asking of questions during task-based sessions than topic-based ones.

If all these features of turn-taking are considered together, it may be concluded that there is a higher quality of interaction between students when there is more reaction to other students' utterances, a higher level of turn-taking, and more negotiation. In this study, these features are generally displayed more prominently in the task-based than in the topic-based activities, indicating that the interaction in these more closely resembles real-life communication.

6.2.5. RESEARCH QUESTION 5: Does one type of activity result in the students producing more of the TL and using a wider range of vocabulary?

In order to answer Research Question 5, Concordance Software was used with the transcripts of the recorded sessions to calculate the total number of TL words and the range of vocabulary produced by the students. The results of this analysis are presented in Table 30.

Table 30: Amount of English Used by Students in Activities

Theme	Session/Group	Type of Activity	Total no of English words spoken	Range of vocabulary
Decorating a House	1 / Group A	Task	1858	342
	1 / Group B	Task	1175	218
	2 / Group C	Topic	348	113
	2 / Group D	Topic	661	191
Healthy Living	3 / Whole class	Topic	1856	472
	4 / Group E	Task	174	92
	4 / Group F	Task	364	163
Swearing	5 / Group G	Task	1282	266
	5 / Group H	Task	1052	246
	6 / Whole class	Topic	882	259
Ambitions	7 / Group J	Topic	962	229
	7 / Group K	Topic	524	182
	8 / Group L	Task	497	178
	8 / Group M	Task	665	195

The largest number of TL words were used in Session 1, Group A (1858) and whole-class Session 3 (1856). The lowest figures occur with Groups C, E and F (348, 174 and 364 respectively), which made extensive use of the NL, as discussed in sections 6.2.2.2. and 6.2.2.5. above.

The amount of TL produced does not seem to depend on the type of activity, but rather, on the class carrying out the activity. For all themes, Class I (Sessions 1, 3, 5 and 7) uttered a larger number of words than Class II (Sessions 2, 4, 6 and 8). If we consider the results obtained for each class separately, Class I has produced much more speech in task-based than topic-based sessions (5367 and 3342 words respectively): This does not hold true for Class II, however, for which the figures are 1700 (task-based) and 1891 (topic-based). The fact that this class made extensive use of the NL in some sessions has obviously had an influence on the outcome of this analysis.

The highest and lowest figures for the range of vocabulary used are 472 for Session 3 and 92 for Group E. Once again, there is no clear pattern with regard to the range of vocabulary used in different activities, whereas a pattern can be discerned with reference to the two different classes. For all themes, Class I has used a wider range of vocabulary than Class II, although the difference is less marked for the last two themes, reflecting again the effect of the heavy use of the NL by Class II during the activities for the first and second themes. In general, the type of activity does not seem to have had such a strong influence on the range of vocabulary produced.

6.2.6. FURTHER OBSERVATIONS

In the final section of this chapter, brief mention is made of some other features which emerged from the analysis of the transcriptions but which are not included in the discussions relating to the Research Questions in the previous sections of the chapter.

One general feature of the analysis presented here is that some aspects of the oral interaction, such as pronunciation, intonation and body language, are not included in the written transcripts, although they obviously have a significant effect on the comprehension and interaction of the students.

Another aspect which is not considered in the analysis is the question of accuracy, although, as can sometimes be seen in the excerpts given, students do not always express themselves very accurately. Some grammatical features which particularly struck the researcher were as follows:

1. absence of definite article
2. absence or misuse of auxiliary verbs
3. misuse of tenses
4. poor sentence structure
5. incorrect word order

However, the general impression gained when reading the transcripts or listening to the recordings was that such inaccuracy rarely led to a breakdown in comprehension between the students, which could be explained by the fact that these were monolingual classes. Peer correction very seldom occurred, and when it did it was often in the form of supplying or correcting an item of vocabulary. However, self-correction was much more prevalent, indicating the existence of self-monitoring (Bygate, 2001). On occasion, students also requested assistance with vocabulary or structures from either their classmates or the teacher, but the incidence of this was not high.

Although they often used inaccurate constructions, students did, however, include a wide variety of structures in their speech, such as relative clauses, indirect speech and conditional sentences. The complexity of turns is not analysed here, but is one of the three skills of oral communication, along with fluency and accuracy, which need to be developed to achieve communicative competence (Skehan, 1998).

The final comment refers to the role of the teacher and use of the NL in the classroom. When small group activities are undertaken, the teacher is a monitor and facilitator. It is obvious that it is not possible to monitor all groups at once, and even then it is sometimes difficult to decipher what students are saying if there is a high volume of noise. From the transcripts, as has been seen, it is clear that students can speak in the NL without the teacher being aware of the fact, either due to the distance or because the students are speaking in low voices. On the other hand, the teacher as monitor can be of assistance to groups in difficulties without at the same time hindering the interaction of the other students, a situation which can be observed in this study with Group K, Session 7 and Group L, Session 8.

6.3. DISCUSSION OF THE FINDINGS

The findings presented in this chapter contain the results of the analysis undertaken in an attempt to find answers to the research questions asked in section 6.2. These questions and, consequently, the findings deal with both quantitative and qualitative aspects of participation by students in task-based and topic-based speaking activities in the classroom. The quantitative aspects concern the number of students who actually participated in the studies, the degree to which each student took part and the distribution of turns amongst the participants. The qualitative aspects under consideration concern non-linguistic features indicating the presence or lack of fluency, the types of turns used by students (which reflect the quality of the interaction), and the degree to which the TL was used and the range of vocabulary produced, once again giving clues to the quality of speech in different activities.

With regard to the quantitative aspects of participation, the data analysis revealed different levels of participation in small group and whole class activities. In small group activities, all the students took at least some part, whereas a few were silent for the whole lesson in whole class discussions, a phenomenon also discussed by Ur (1996). Another important difference was that the teacher did a large proportion of the talking during whole-class activities whereas her role as a speaker

was generally very limited during small-group sessions, which is to be expected, as pointed out by Nunan (1989), since the roles of both learners and teacher are different in the different types of lesson.

The total number of turns taken by students was also determined and it was found that students had produced a much larger number of turns overall for the task-based sessions than for the topic-based ones. The range of values for task-based activities was also somewhat higher than the range for topic-based ones, although for two themes the figures were lower. However, the mean number of turns per student was found to be higher in all cases for task-based sessions than topic-based ones covering the same theme, indicating that students were stimulated to take more frequent turns by task-based activities.

An examination of the distribution of turns amongst students in the various groups revealed that in most cases either one or two students took a more dominant role than their classmates. The level of participation by the remaining students was sometimes fairly even and sometimes uneven, with a fairly even distribution of turns in more than half the task-based groups but in only one of the topic-based ones. This indicates that students carrying out tasks tend more frequently to fulfil one of the criteria mentioned by Ur (1996) which characterise a successful speaking activity – namely, that contributions are fairly evenly distributed. The same cannot be said for the topic-based activities in this study.

The qualitative analysis of the data began by looking at some non-linguistic features of the interaction, namely interruptions, overlapping and pauses. The frequency with which these occurred was deemed to indicate the degree of fluency with which the activities were carried out. Interruptions and overlaps show that students are ready to speak, whereas pauses suggest that they still require some time to formulate utterances, whether from lack of ideas or because they are still processing them. No clear pattern could be readily discerned regarding the incidence of interruptions and overlapping, but the frequency of pauses was more marked in topic-based sessions, indicating a lower level of fluency in these activities. This may

be attributable to the fact that tasks provide a more concrete framework for the speech that needs to be produced, and students do not therefore have to spend time considering what they will talk about. Such time-saving is obviously an advantage in situations where the time available for oral practice is limited.

The qualitative analysis then considered the types of turns used by students, covering four categories: monosyllables, short turns, long turns and questions. A higher incidence of monosyllables, short turns or questions seems to represent a higher level of interaction or negotiation, which Bygate (1987) considers to be indicative of successful communication.

There was no conclusive evidence that monosyllables were more prevalent in one type of activity, but questions were asked more during task-based activities for all themes, and, in three out of four themes, students produced more short turns for task-based sessions than for topic-based ones. Thus, task-based activities seem to encourage the type of interaction generally used by L1 speakers, who tend to interact mostly with short turns and chunks of language, even those who are highly educated, and may be expected to employ more academic or formal speech, according to Brown and Yule (1983). In this study, more long turns were generated during topic-based activities, and there seemed to be less feedback on comments delivered in this way, resulting in communication of a different nature, with less negotiation, from that produced in task-based activities. Since the goal of these lessons was to encourage students to communicate with each other as much as possible, it may be concluded that the task-based activities generally resulted in a higher quality of interaction than those which were topic-based.

The final phase of the analysis considered the amount of English and the range of vocabulary produced during the study. The results are not conclusive and there is no pattern to be discerned with regard to the type of activity. Rather, it could be seen that there were differences between the performances of the two classes.

6.4. SUMMARY OF THE CHAPTER

In this chapter, the research questions to be answered and the results of the data analysis were presented. The findings encompassed both qualitative and quantitative features of the study and were followed by a discussion of the results. The next chapter considers the conclusions and implications to be drawn from the findings.



CHAPTER 7: CONCLUSION AND IMPLICATIONS

7.1. CONCLUSION

This study set out to investigate the effect of task-based and topic-based activities on student participation in speaking lessons by learners of English in a classroom setting. A quasi experimental design was adopted for the study and data collection was by means of tape recordings of lessons conducted by the researcher. In these lessons, students were required to carry out activities which were either task-based or topic-based and undertaken either by small groups of students or by the whole class together. The data was then analysed to discover the answers to research questions which were both quantitative and qualitative in nature.

The quantitative aspects of the investigation examined the number of students participating, the level of participation by individuals and hence the distribution of turns amongst the students. As was expected, fewer students made any contribution to activities undertaken by the whole class than to those which were carried out in small groups. All of the latter resulted in turns being taken by 100% of the students, a situation which agrees with claims by Long and Porter (1984) and Ur (1996), that small groups provide more opportunity for participation. There were no differences to be found between task-based and topic-based small-group activities, indicating that the mere fact of being in a small group leads to students being more willing to speak.

With regard to the number of turns taken by students during an activity, it can be concluded that task-based activities in general lead to more turns being taken, although the figures for individual themes were mixed. However, in all cases, task-based activities resulted in a greater mean number of turns per student than topic-based ones, indicating that tasks were useful for increasing student participation.

An examination of the patterns of distribution of turns among students revealed that there were always some who were more dominant than others, although the degree to which they monopolised the conversation varied. The distribution of turns between participants was found to be more equal in a much larger number of task-based groups than topic-based ones, once again indicating that tasks were more conducive to encouraging all students to actively participate in the discussion.

The analysis of data relating to qualitative aspects of the speech produced revealed that the non-linguistic features under investigation indicate a higher level of fluency achieved with task-based activities. It could also be deduced that there was a higher quality of interaction in this type of activity, since students produced speech which more closely resembled that of L1 speakers, as described by Brown and Yule (1983), taking a large number of short turns and seeming to engage in a higher degree of negotiation of meaning, a feature thought to be necessary for successful communication to take place (Bygate, 1987).

To summarise, it can be concluded from the findings of this study that the majority of the features under investigation indicated that task-based activities resulted in a greater quantity of higher quality communication between students than was the case with topic-based activities. Although findings for some features were inconclusive or favoured topic-based activities, these were fewer than those which signified that task-based activities are more beneficial. It can therefore be concluded that task-based activities had a positive effect on student participation in speaking lessons.

7.2. IMPLICATIONS FOR TEACHING

Although it may not be possible to generalise from the results of this study that task-based teaching will always be beneficial in other ELT settings, the findings seem to indicate that it is of benefit for improving performance during oral activities, and the adoption of pedagogic tasks in the classroom could thus lead to an increase in

the communicative competence of learners. Besides participating more actively, students tended to produce more fluent speech in task-based activities, and many scholars report that this is often one of the main goals of learners (Nunan, 1999; Ur, 1996). Therefore, the use of tasks could be advocated to assist them in achieving this goal.

If use is made of small-group tasks, both teacher and learners will need to adjust the roles they take in the classroom. Teachers will have to relinquish some of the influence they usually exert over the class in a teacher-fronted setting and students will need to assume more responsibility for their learning. The use of the NL in monolingual classes could present a problem, but the findings of this study indicate that students still produced more TL speech when using tasks than they would in a teacher dominated situation and that they decreased their use of the L1 as they became more accustomed to the small group setting. There are, of course, many features of the activities that were not even touched upon here and further investigation into these may reveal more conclusively whether it would be best to adopt a task-based approach to teaching or to combine tasks with other approaches.

7.3. IMPLICATIONS FOR METHODOLOGY

The procedures, analysis and findings of this investigation highlight some of its limitations. With reference to the collection of data, the shortcomings of the technical equipment and physical classroom environment no doubt had an effect on the outcome. The same can also be said of the variables beyond the control of the researcher, which would, of course, not exist in a true experiment. These include such things as the time of day (Class II followed an evening programme) and the fact that the teacher was already familiar to Class I.

The analysis was based on the written transcripts of the data, which precluded any consideration of non-verbal aspects of communication and even of some features of speech, such as pronunciation. The transcription itself was rendered difficult by

the level of background noise and the data may well have been interpreted differently by another researcher. However, it is just this level of noise which may have produced the anonymity necessary for some students to become participants in the activities. A setting in which groups performed an activity in isolation from each other may well have resulted in a completely different outcome.

A large amount of data was collected during this investigation and the analysis which was carried out was by no means exhaustive. Further investigation could reveal many interesting features not mentioned here which may have further implications for teaching.

7.4. SUGGESTIONS FOR FURTHER RESEARCH

The scope of this investigation was somewhat limited, both with regard to the setting and to the way in which task-based activities were used. Similar investigations in other settings may reveal whether the conclusions of this study could be generalised, and investigations with classes concentrating on skills other than speaking could indicate how beneficial tasks would be in those cases. In addition, many other aspects of the speech produced by students could be investigated and conclusions reached regarding the effect of task-based activities, not only on fluency, but also on accuracy and complexity, the three aspects of speech which Skehan (1998) argues must be present and in balance with each other if we are to consider that successful communication has taken place.

Other methods of data collection, such as videotaping, with which non-verbal interaction could also be analysed, would give a much more accurate and all-encompassing picture of learner communication. Other possible areas of research include investigations into the effect of tasks on linguistic aspects of student speech, learner management of interaction, or the assessment of task-based teaching. In short, a wide range of research needs to be carried out before the effects of task-based teaching on learner language development are fully understood.

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APPENDIX 1

LESSON PLANS

1) GENERAL PROCEDURE

Level: Upper intermediate

Time: 45 minutes

Preparation and warm-up (10 minutes): The teacher introduces the lesson and talks about the subject for a minute or two. In order to give all students an equal opportunity to focus on the subject by recalling, revising and possibly learning relevant vocabulary and phrases, a whole-class brainstorming session is conducted, to which students are requested to contribute. If some students seem unfamiliar with any of the contributions, they are written on the board. If necessary, pronunciation of unfamiliar words or gross mispronunciations can be practised. The teacher can draw attention to important words and phrases not mentioned by the students, but which are likely to be required during the activities. During this session, students can also ask the teacher questions and vice versa. Finally, the teacher explains what the students are expected to do during the activity session.

Procedure & Activities (20 minutes): Students work in randomly assigned groups of 5-7 people, dependant upon the number of students attending class that day. One member of the group should ensure that all who wish to, have a chance to speak. Another one or two take notes, and a third will be the spokesperson for the group in the follow-up session. During the groupwork, the teacher monitors groups and assists students if requested to do so, but does not otherwise interfere much, in order not to impede or alter the flow of conversation.

Follow-up (15 minutes): At the end of the pre-appointed time, the teacher halts the conversations and asks the spokespersons to report back to the class. Following this, any problems encountered during the monitoring or reporting can be dealt with as appropriate - if necessary, in a subsequent lesson.

2) ACTIVITIES

Pilot Study Lesson :

Theme: Characteristics of a good teacher

a) Topic-based activity

Aims: To describe personal characteristics

Procedure: Students are asked to discuss the characteristics a good teacher should possess.

b) Task-based activity (from Ur, 1981)

Aims: To discuss the relative merits of various characteristics and to rate them by reaching agreement through persuasion and negotiation.

Procedure: Students are given a list of characteristics which they should rate in order of importance.

Characteristics: intelligent, pleasant to look at, consistent, moral in private life, fair, honest, authoritative, flexible, has sense of humour, loves children, makes lessons interesting, knows subject well, teaches subject well, speaks clearly.

Lesson I:

Theme: Decorating a house

a) Topic-based activity

Aims: Practice describing house furnishing and decoration, expressing opinions and preferences.

Procedure: Students are asked to discuss how they would like to decorate their house.

b) Task-based activity

Aims: Practice describing house furnishing and decoration, expressing opinion and preferences, practice negotiating, compromising and collective decision-making.

Procedure: Students are asked to imagine that they are all sharing a house and they must decide how to decorate it. Everybody should be given the chance to express preferences and a decision must be reached which is acceptable to all members of the group. Details regarding the rooms and furniture already available are given and groups are required to decide on the colours to paint all the rooms and which additional items to buy from a list with a set amount of money.

Lesson II:

Theme: Healthy living

a) Topic-based activity

Aims: To practice the language of healthy living, express opinions and beliefs about the subject.

Procedure: Students are asked to discuss their ideas about a healthy life, not in groups but as a whole-class activity.

b) Task-based activity

Aims: To practice the language of healthy living and give details of positive and negative aspects of personal lifestyles, make suggestions and discuss options for a healthier lifestyle and make a list of ideas which could be adopted.

Procedure: Students are asked to think of a few aspects of their lifestyle which they believe contribute to or detract from a healthy life, and share these with the group. The group must choose three positive features which could be adopted by the group as a whole, and three negative features which everyone in the group should abandon in order to live a healthy life.

Lesson III:

Theme: Swearing and using bad language

a) Topic-based activity

Aims: To discuss various aspects and give opinions on the subject of swearing and the use of bad language, especially with reference to children.

Procedure: Students are asked to give their opinions on the use of swearing and bad language, whether and when it is acceptable, especially in the case of children, and what its effects are. This activity is carried out by the whole class, not in groups.

b) Task-based activity

Aims: To consider the subject of children swearing from various points of view, express disapproval or worry, make suggestions and form a plan of action.

Procedure: This is a role-play in which the parties concerned discuss the problem of a child who uses bad language all the time. They must come up with suggestions and form a plan to deal with the problem.

Lesson IV:

Theme: Ambitions

a) Topic-based activity

Aims: To discuss the differences between the ambitions of young people and the ambitions which their parents have for them.

Procedure: Students are asked to discuss the similarities and differences between the ambitions which parents and children have, including references to personal ambitions or other cases known to them.

b) Task-based activity

Aims: To discuss the pros and cons of the ambitions of a particular person, and use persuasion and negotiation to reach a consensus.

Procedure: Students are required to take part in a role-play to decide whether a family will allow the child to realise a particular ambition or whether it will be possible to come to a compromise that will satisfy all parties.



APPENDIX 2 LESSON HANDOUTS

1. DECORATING A HOUSE

The students in the group are all going to share a house. It contains the following rooms and furniture:

1 living room:	a table and chairs, bookcase, 2 settees
1 kitchen:	fridge, cooker, cupboards, saucepans, cutlery, crockery
3 bedrooms:	beds, a wardrobe and desk in each room
1 bathroom:	water heater

You have some money to spend on decorating your house. There is enough money to buy any colour paint plus \$500 for other items. Other items available are priced as follows:

Washing machine	\$300	Dishwasher	\$300
Stereo system	\$300	Television	\$300
Curtains	\$150	Set of floor and chair cushions	\$150
Carpet	\$150	Nest of small tables	\$150
Table lamp	\$50	Coffee table	\$50
TV table	\$50	Rug	\$50
Bedside table	\$50	Telephone	\$50
Food processor	\$50	Set of houseplants	\$50
Shower curtain and rod	\$50	Wall clock	\$50

Discuss how you would like to decorate your house. You must ALL agree on which colour(s) to paint all the rooms and on which items you will buy with your money.

2. SWEARING AND BAD LANGUAGE

Situation: Tom is an eight-year-old lively, intelligent boy from a loving family who have a good standard of living and don't generally use bad language themselves. However, Tom swears and uses rude language a lot. His parents and teachers have tried punishing him, but it doesn't seem to make any difference. He doesn't seem to have any problems which are causing him stress. What can be done?

Tom's teacher arranges a meeting with his parents, one or two other teachers and some parents of other children in Tom's class. They discuss the situation and try to form a plan to resolve the situation.

Each student should take one of the following roles. Essential roles are: Tom's teacher, his father, his mother and a parent of a classmate.

Tom's teacher should begin by introducing everybody to each other and explaining the purpose of the meeting.

Roles:

- a) 2 students are Tom's parents. They are very worried about the situation and don't know what to do.
- b) 2-3 students are teachers at Tom's school. They are concerned because Tom's behaviour is affecting the other children, but they feel sympathetic towards Tom's parents and want to help them and Tom.
- c) 2-3 students are parents of Tom's classmates. They believe Tom is a bad influence and are worried that their own children will start to use swear words too.

3. AMBITIONS

Susan is a university student in England and, although she has a comfortable life, she finds it rather boring. Her ambition is to travel all around the world while she is still young – maybe just hitchhiking and working somewhere for a while when she needs some money – and see many different people and places. The only reason that she hasn't done this before is that she doesn't want to upset her parents. Their ambition is to see her graduate from university and get a good job, because they were not able to go to university themselves. They would also miss Susan a lot if she were away from home for a very long time and they are worried that such a journey would be dangerous.

However, Susan's great-uncle died recently and left her some money, and she is determined to set off on her adventure. She has decided that she must now tell her parents about this. One or two friends and relations are also visiting at the time and they also have some advice and opinions to contribute to the discussion. Everybody tries to persuade the others that his or her ideas and ambitions are the ones that Susan should adopt. Will somebody persuade everybody else or will they all be able to come to a compromise?

Role play:

Each student should take one of the following roles and try to imagine how that person would speak and act in this situation and discussion.

Roles:

- Susan
- Susan's parent(s)
- 1-2 close friend(s) of Susan's
- 1-2 relative(s) of Susan's

APPENDIX 3 TRANSCRIPT OF TASK-BASED ACTIVITY

CLASS I SESSION 1 GROUP B TASK

DECORATING A HOUSE (6 students)

- S1 = We can
 S2 = We can buy (?)
 S1 TR. Stereo system. () Coffee table. Agreed?
 Ss No, no.
 S3 = Bak sana. Zaten beş yüz var
 S4 = No.
 S5 No.
 S4 Washing machine, bir sürü erkek.
 S1 (?)
 S4 I need a washing machine.
 S6 Yes, I agree
 S1 Coffee table.
 S2 (TR)
 S1 Coffee table
 Ss No, no.
 S1 ?
 Ss (Confused)
 S1 Elli dolar, arkadaş
 S3 ? TR
 S1 Yes. Washing machine.
 Ss Yes.
 S1 Washing machine?
 S4 Yes
 S3 Washing machine.
 S4 Yes. Why?
 S1 You wash (?)
 Ss Oh, ah
 S1 Yes?
 S2 = You can wash
 S4 = You can wash (?)
 S3 Bak sana, zaten toplam beş yüz dolar TR
 S5 If you buy one, you are not going to buy other things
 S3 Televizyon falan alamıyoruz.
 S6 İkinci elde olur mu?
 (Pause)
 Ss (All start speaking together)
 S5 Are we going to buy a television?
 S4 Television. What do you think?
 S1 yes, television.
 S6 Not necessary, I think.

S1 (?) you?
 S5 We are not going to buy carpet?
 S3 TR
 S1 What about wall clock, wall clock?
 S5 I think we need a telephone
 S1 Yes, we need
 S4 (?), =nur.
 S3 You learn about(?)
 S2 Are we going to buy telephone?
 S1 Yes
 S3 No!
 S5 Why?
 Ss (Confused)
 S4 = I think that we
 S3 = Ev telefonu kim (alıyor?)
 S6 Everybody has mobile
 S1 Yes
 S6 Except = Gamze
 S4 = You can use our mobile
 S5 OK
 S2 You can use = (?)
 S1 = Television
 S3 There isn't, there isn't need wall clock.
 S1 TV, do you want?
 S6 No
 S2 Want what?
 S1 TV. TV.
 S5 We don't have a TV = because we don't like
 S3 = Necessary, but we haven't got enough money
 S4 = What about
 S1 = I see
 S2 What about rug, it's cheaper than carpet?
 S1 Yes
 S5 Yes
 S1 Fifty dollar
 S3 Rug
 ()
 S5 Actually, we need curtains.
 Ss Yes.
 S2 Yes, I think so.
 S5 They are important.
 S1 I agree with you because
 S? (?)
 S1 For one carpet, we can buy three rug
 S3 Yes. (?)
 S1 The same.
 S5 Our money is finished

S2 Yes
 S4 Unfortunately
 S6 I wish we had
 ()
 S3 So, we have got
 S1 = Shall we buy
 S3 = Fifty
 S1 = shower curtain?
 S3 = Fifty dollars
 S? No
 S1 No?
 S5 No, other
 S1 Yes, yes
 ()
 S5 Television?
 S1 Nest of small tables
 S3 We will buy a washing machine?
 S2 = Our
 S5 = Our, our money has finished
 S4 Yes
 S2 Washing machine
 S3 Washing machine? Rug things? Rug?
 S6 That's all
 S5 That's all
 S1 Shower curtain?
 Ss No.
 S1 Yes
 S6 Our money finished.
 S2 So, which colour we are going to paint our house?
 Ss (confused)
 S4 = I think
 S5 = I think black and white
 S4 No, no, no
 S3 It must be blue
 S2 yes
 S1 Blue?
 S4 No
 S2 Not (?)
 S4 [I think
 S5 [No şarabi]
 S4 Pink?
 S3 TR
 S4 No,no,no
 S3 Champagne
 S? Mor
 S4 It's very dark
 S1 Yes

- S3 We must do elektrik tasarruf
 S2 Everybody should be for her room
 S5 But there are only three bedrooms
 ()
 S5 One of them must be white and black
 S2 No
 S6 Yes
 S3 Ben istemiyorum, teşekkür ederim.
 S4 I think white
 S2 Yellow is suitable for a house
 S1 What are you discussing about?
 Ss ?
 S5 It's very light
 S1 Which one?
 S5 Green
 S4 Green
 S1 Which one are you discussing about?
 Ss (confused)
 S4 (?) what colour.
 S5 Green
 S3 = Pink, pink
 S2 = Green or blue
 S3 = Pink, pink, pink, pink, pink, pink
 S1 [Blue]
 S3 = Pink, pink, pink, pink, pink, pink, pink, pink
 S5 No
 S4 Blue
 S1 Blue, blue
 S6 Green
 S5 Purple
 S6 Green
 S1 Blue
 S6 Green
 S4 Green
 S5 Purple
 S2 Yellow
 S6 Green
 S2 No purple
 S5 I don't mean very dark
 S3 TR
 Ss (confused)
 S2 Red
 (Laughter)
 S1 Yes. I agree with you. () Orange
 S3 (TR) karışma öyle.
 S ?
 S1 Yes.

- S6 Orange, yes.
 Ss (laughter, exclamations)
 S6 Do you agree?
 S5 No
 S1 Siz ona beğenmezsiniz, (?) bir şey (?). White. OK? White?
 S2 Yellow and blue
 S1 Yes?
 S2 Yellow and blue
 S1 = Yellow and ?
 S5 = No.
 ()
 S1 What do you want?
 S2 Gold and pink
 S4 Pink, pink!
 S1 What's pink?
 S3 Arkadaşlar, seçenekler söyleyin, oylamaya sunacağız.
 S4 Bright pink.
 S3 İngilizcesi (?) söylemem. Kusura bakma.
 S1 Blue, blue.
 S3 Say, say.
 S2 TR
 S3 Say your
 S1 TR, ya. Blue
 S3 Pink
 S5 White and black
 S3 Pink. Say
 S1 Blue
 S4 Blue
 S3 Blue
 S1 Blue. Orange?
 S3 Bir tane iste, kardeş.
 S? Pink
 S3 Pink, tamam.
 S1 Ben blue derim.
 S3 Sen blue diyorsun. Sen?
 S6 Green
 S1 Green? OK.
 S4 [Why do you want blue?]
 S1 OK. I'll say green. Change. Green, green.
 S5 But it is very dark colour
 S4 = Pink
 S6 = No, light green.
 S4 = Pink, pink
 S2 Bright green.
 S4 Who wants pink?
 S2 = (?)
 S5 = I will (?) light green

- S1 Yes. Who wants green?
 S5 We want.
 S6 Green.
 S1 Green, OK
 S3 Who wants pink?
 (Pause then laughter)
 S6 Change your idea.
 S5 Adeviye wants to change before her idea
 S2 I think we can er brush our (?)
 S3 [Bak sana, Erdoğan (?) kişilere ne yapmış biliyormusun?
 S5 Huh?
 S3 Her eve çamaşır makinesi almış.
 S6 Kim?
 S3 Erdoğan.
 S? TR
 S5 (?) laflar (?) (laughing)
 S4 = No,no.
 S3 = (?) çamaşır makinesi (?). No problem.
 Ss Ya
 S3 No problem.
 Ss (confused TR)
 S1 No comment.
 S3 TR
 S5 Yes.
 S4 Kitchen will be light green.
 Ss OK
 S5 Bedrooms will be
 S1 [Bedroom will be blue]
 S3 Pink.
 S? Ya.
 S5 Bir dakika. Bedrooms will be
 S3 [?]
 S1 OK. Bedroom blue
 S5 and (?) ceilings going to be, er, a ceiling's going to be
 S3 ?
 S5 light, and
 S4 So that we can = (?)
 S3 = TR çağırıyor
 Ss Yeh, yes
 S5 Ceiling's going to be light?
 Ss Yes
 S2 It's a good idea. I want to congratulate you.
 S6 And walls will be, which colour, bedrooms?
 S5 Dark.
 S4 Walls?
 S5 = I think (?)
 S6 = Er, we can, er,

- S5 going to be
 S6 Light walls
 S4 Same colour?
 S2 Light.
 S3 Spotlight, falan, lazer ışığı lambası falan yapılıım.
 S4 All white.
 (Tape interrupted/not recording for a second or two)
 Ss (confused)
 S3 TR
 S4 Are we agreed?
 S5 We can put on
 S1 OK, I agree. Anything you say
 S5 But, isn't there paint
 S1 Yes, OK.
 S3 (?)
 S1 I am an (?) Her şeye evet derim.
 S5 Shall we go on talking?
 S1 If my bedroom is blue, that's all.
 S4 OK, you know.
 S3 Sana bedroom düşmedi zaten.
 (Laughter)
 S3 Sen mutfakta yatacaksın.
 S1 (?)
 S5 We are going to have a one room. We are going to have a one room so (?)
 their own colours.
 S6 I agree
 S4 = I agree
 S2 = I agree
 S? No
 S1 I don't agree. I will say
 S5 Why?
 S1 Because I (laughing)
 S2 Ya, sana ne bundan ya. Kendin yargıç (?)
 S1 Wild, wild west.
 S3 Vahşi, vahşi batı.
 S6 Then our room will be purple and green.
 S1 Yes
 (confused)
 S1 What about our bedroom? Do you want it blue?
 S3 Yes, it would be, be nice. Because blue, if we paint blue.
 S1 What about?
 S3 [I like blue.
 S5 What are you
 (confused-two conversations at once)
 S2 We are discussing our rooms.
 S1 I don't (?)
 S5 You can discuss your walls.

(confused)

S6 We have to, I thought

S5 We have to decide erm

S1 What have you decide?

S5 What colour we er paint our er room.

S1 OK. Let's discuss about bathroom. There is only one bathroom.

(confused)

S4 Yellow is a good idea.

S1 Banyo? Will be yellow, OK. What about kitchen?

S4 Kitchen will be pink.

S1 Pink, OK.

S5 Kitchen will be green.

S1 Green.

S? Banyo (?)

S1 OK. What about living room?

T Are you still deciding the colours?

S1 Pink.

Ss Yes.

T Have you decided about the furniture as well?

Ss OK.

S4 What about our furniture?

T You have about another (?) minutes.

S5 We have decided, our money we have decided.

Ss Yes.

S5 But we need extra money.

S2 Because we must (?)

(laughter)

S? TR

S1 But there is not refrigerator.

S? Huh?

S1 Refrigerator, yes.

S5 Yes, there is a fridge.

S3 Biralarda nerelere koyacağını?

S5 There is going to be a fridge.

S2 But a fridge.

S3 Fridge (?)

S1 Where?

(confused)

S1 Aah! (?)

S6 Yes, no. I don't = like.

S5 =Ne?

S1 = Since 1880s.

S4 = I don't like too.

S1 Quality İsveç watch

S6 Ya.

S4 Yaa. Ne diyor ben anlamadım.

(confused)

- S3 Ben de anlamadım.
 S1 We are discussing about (?)
 (confused)
 S4 OK. Which colour?
 S1 (?) which colour (?)
 S2 (TR) şey, şarap.
 (confused)
 S6 I love English only.
 (confused)
 S1 I come from the centre of civilisation.
 Ss Ya, ya.
 S1 Do you know which city is that?
 S2 Ermm. Konya.
 S1 Antalya.
 S3 Konya, Konya.
 S1 Antalya.
 (confused)
 S4 Can you return our house, please?
 S1 Sorry?
 S4 = Return our house
 S5 = We have finished.
 S2 We have finished.
 (confused)
 S4 Where will be the television? Adeviye.
 S5 There is no television.
 S4 Where will be the television?
 S1 Sorry?
 S5 There is no television in our house.
 S2 Yees.
 S5 No.
 S4 We choose television.
 S5 We couldn't buy because we don't have er
 Ss enough money.
 S3 Washing machine.
 S6 Washing
 S1 [Adeviye, which ones, which ones have you decided now?
 S4 What we choose then?
 Ss Washing machine.
 S4 Yeh.
 S2 Curtains.
 S4 Yes.
 S5 And = rug
 S3 = Rug, curtains.
 S1 That's all.
 S4 That's all?
 S2 That's all.
 S5 That's all. We can't buy without money

- S1 Yes. = But
 S4 = Then, I think
 S1 If you want we can change curtains
 S2 =Washing machine
 S1 = For a curtain, we can buy three rugs.
 S5 But we don't (?) curtain.
 S6 Without a curtain we must be
 S4 I think we should buy television, not washing machine.
 S5 We talked but you
 (confused)
 S1 Yes.
 S5 Ya.
 S1 There's another = side to the question.
 S4 = Television is more important, I think.
 (confused)
 S1 Set of house plants is nice. Set of house plants.
 S3 Saksı, saksı.
 S5 No.
 S4 And we don't have music in our house.
 (confused)
 S4 We can buy stereo system.
 S2 = (TR)
 S1 = OK.
 S5 I thought
 S4 We change the washing machine. Television or stereo system.
 S6 Stereo system.
 S1 Stereo system, yes.
 S4 OK?
 S5 Adeviye
 S3 [No, I want washing machine.
 S5 Why?
 S3 Because I don't want to wash my clothes my hand.
 S4 But you = have to
 S5 = Yeh, yeh.
 S1 = You have to
 S4 But you have to wash your clothes and so er
 S5 Er, OK?
 S3 I learn but
 S1 [OK, discussion is all, all, all, all enough. = It is enough.
 S3 = It is very difficult so I don't =want to
 S2 [But I like washing, but I love washing my clothes by hand, with a hand.
 S6 I don't like
 S5 You can
 S6 = Not by hand
 S5 = by foot
 (confused)
 S5 We choose the stereo system

- Ss Yes.
S2 Curtains, stereo system
S1 Stereo system. Stereo system or TV?
Ss Stereo.
S3 Bir örümcek. Ezilecek. Aagh!
(laugh)
S4 You are writing.
S2 Stereo system.
S1 Adeviye. OK, I am writing now.
S6 We thought (?)
S1 Write down. Write down!
S3 That's all for today.



APPENDIX 4 TRANSCRIPT OF TOPIC-BASED ACTIVITY

CLASS I SESSION 7 GROUP J TOPIC

AMBITIONS (6 students)

- S1 The parents always want to er
 S2 The best for their children = I think
 S1 = Yes, yes. And er they want to finish their er their, they finish their school as soon as possible. But sometimes er children want to stay at university to make er a career.
 ()
 S3 To earn money.
 S1 To earn so much money.
 ()
 S4 To live () richly.
 S5 They
 S2 They experience er about everything
 S5 Yes
 S2 They made a lot of faults then, so they don't want to their, that their children mm do the same fault
 S4 Yes, I think like you. They have a lot of experience about the life, they know what is wrong and what is right
 ()
 S5 They always want to the best
 (small laugh)
 S4 Thing for us.
 S6 Generally, parents er want chil, their children to do father's, their father's job, jobs.
 S5 = Yes
 S6 = I think.
 S5 = You are right.
 S6 On the other hand, they want to be with their children or into their house same city.
 S5 Yes
 S6 But it's not possible for them, I think
 ()
 S2 They always want to much more, () more successful er things than we do.
 S? Yes
 ()
 S3 Sometimes their ideas is impossible because, for example, my mother wants me to a er lawyer and it, but it is impossible because I don't like speaking too much. Sometimes their ideas is absurd.
 ()
 S5 = Er

- S4 = Their expectations, their expectations are different from their children's, I think
- ()
- S1 They don't want their er children to live another country because they couldn't, er they can't see each other whenever they want so er sometimes don't permission to go abroad. ()To live abroad. Maybe = they
- S2 = Only to do a master
- S1 Yes
- S2 Degree
- ()
- S4 Yes, I think like you. Er, a lot of parents want their children er to have a job what the parents want but usually children choose the job what they want.
- S2 Yes
- ()
- S2 For example, my er my father wants me to live with them
- S4 = Near them
- S2 = By them
- Ss Yes
- S6 My family, but when I, () when I appointed er when I appointed somewhere maybe it is not near my, it is not my home town.
- S1 = It will not
- S6 = Can't be my home town. It can't be my home town.
- S3 We don't know this.
- S6 Where I will work, I will be a teacher.
- S2 Sometimes it is impossible
- ()
- S2 Some parents think that their children can't decide what is the wrong or the right.
- S? = Yes.
- S2 = Er because of their young age, and they want to help their children for this er situation.
- S4 Yes. I think like you.
- Ss = (...)
- S1 People don't want their children to work an exhausting er
- S2 = work
- S1 = work.
- S2 Especially for er girls
- S1 yes
- S5 Yes
- S4 Especially if you are smallest er child, even if you grow up you every time small, you are every time small.
- S2 Everybody in family want to er
- Ss Affect
- S2 Affect you.
- S4 Yes, I think like it.
- ()
- S5 They are always worried about us

- Ss Yes
- S5 When I went there er () they, they were worried about me, and now they don't let, let me manage the house. Living the public dormitory.
- ()
- S1 Yes, they miss us too much so they don't want far away from us
- S4 Yes, I think it too.
- ()
- S6 They miss us, we miss.
- S1 All problems are, are er like er
- S3 Are the same
- S1 Yes, are the same, are er about er stay near them
- ()
- S2 For example, my family always rely on me very much and in every decision they don't affect me but when I think I say I wish they could say their ideas.
- S3 Yes
- ()
- S2 Are you agreed er for er s
- S1 [Explaining]
- S2 My some decisions? And I wish they could affect me.
- S6 They want us er to continue er the habit, our habit er which we gained in family.
- S1 Yes
- S5 And so do I. For example, er when I have a house, er when I have a house, I do, I grow vegetables er () I
- S1 Do?
- S5 I want to grow vegetables. I want to look after a garden in front of the house, my house er () That's all.
- S4 Sometimes, parents er choose their children's clothes, what they will wear. And er usually children don't want to wear the clothes which the parents choose.
- S6 Yes
- ()
- S3 That's all
- S2 That's all for this
- S5 When their ambitions about us er are very hard to us,
- S? [Impossible]
- S5 Impossible, or impossible to us er and if we er can't do, can't do their er their er desires, their desires, we can set up
- Ss (confused)
- S3 Kurmak mı? Ne dir? Ah, disappoint
- S5 Disappoint
- S6 We can be disappoint
- S5 We can, can be disappoint
- Ss (?)
- S2 We can be disappointed
- ()
- S5 (TR) Bitmiş mi?

- S6 They try, they try to give us a good future.
 S3 Yes.
 S1 Of course
 S2 A good life
 S4 They are right, because our future is important for my, our er our family and us, because mm they bring up us and er they wait something from us. But not, er this is er for them, for us. They want something for us, I want to mean that. Did you understand me?
 Ss Yes.
 ()
 S5 Er sometimes, in the future, in our holidays, er we want to go er to another where but they want to us er to come near them.
 S6 Yes.
 S2 They always want us to near them.
 S3 Yes.
 ()
 S1 To spend our holiday with them
 Ss Yes.
 S5 Because they miss us.
 Ss Yes.
 S4 = And we miss them very much.
 S5 = In the future it will be like this. I mean that in summer holidays like er
 Ss = Hmm.
 S5 = For example
 S6 I think so.
 S4 For example, I look forward to finish school and going to my family.
 ()
 S3 Going to?
 S4 Going to my = home town.
 S5 = Home town.
 S4 And seeing my family.
 S2 Everybody
 S4 Yes
 S2 I think want
 ()
 S3 Bitti.
 ()
 S5 We finished our
 S3 Conversation
 S5 Conversation
 ()
 S4 They forbid us something, to do something, er for example, to smoke, to go out alone in the evening. But we don't want them to = forbid something for us.
 S2 = Being limited.
 S4 Yes. Being limited. And, and they are very very right Because the things which they forbid for us are harmful things you know. All of us = know.

- S6 Maybe they must have, they may have seen
Ss Yes.
S4 But they are right. We are young.
S6 We finished.
S4 And we want to do something, even it's a harmful. We are not (?)
()
T (?)
S5 We finished our conversation.
S2 We finished, we finished, we finished.
S5 Can we listen the cassette?

