

T.C.
SELÇUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI

**HOW TO DEVELOP ORAL FLUENCY, SOME
MISAPPLICATIONS WHICH OBSTRUCT ORAL FLUENCY
AND EVALUATION OF TECHNIQUES BY THE STUDENTS**

Faruk TÜRK

YÜKSEK LİSANS TEZİ

Danışman

Doç. Dr. Hasan ÇAKIR

KONYA-2009

T.C.
SELÇUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI

**HOW TO DEVELOP ORAL FLUENCY, SOME
MISAPPLICATIONS WHICH OBSTRUCT ORAL FLUENCY
AND EVALUATION OF TECHNIQUES BY THE STUDENTS**

Faruk TÜRK

YÜKSEK LİSANS TEZİ

Danışman

Doç. Dr. Hasan ÇAKIR

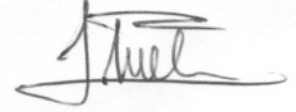
KONYA-2009

	T.C. SELÇUK ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	
---	---	---

BİLİMSEL ETİK SAYFASI

Bu tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını bildiririm.

Faruk TÜRK



	T.C. SELÇUK ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	
---	---	---

YÜKSEK LİSANS TEZİ KABUL FORMU

Faruk TÜRK tarafından hazırlanan **‘How To Develop Oral Fluency, Some Misapplications Which Obstruct Oral Fluency And Evaluation Of Techniques By The Students’** başlıklı bu çalışma 27/03/2009 tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

Doç. Dr. Hasan ÇAKIR

Başkan

Yrd. Doç. Dr. A.Kadir ÇAKIR

Üye

Öğr. Gör. Dr. Fahrettin ŞANAL

Üye



ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to my advisor, Assoc. Prof. Dr. Hasan ÇAKIR, the head of ELT Department at Selçuk University. This thesis would not have been possible without his constant academic guidance, support, and endless patience.

I am also grateful to Assistant Prof. Dr. Abdulhamit ÇAKIR, Assistant Prof. Dr. A. Kadir ÇAKIR and Assistant Prof. Dr. Ece SARIGÜL for their support and invaluable guidance during my MA studies. I also thank to my best friend, Dr. Harun Şimşek, for his contribution to this thesis with the materials and proof-reading. I thank all instructors working for the English teaching department at Selçuk University and who taught me from 1994 to 1998.

I am thankful to Assistant Prof. Dr. Mustafa ÖZGEN who encouraged and supported me to get this privileged job of language teaching.

I would also like to express my thanks to Diana HICKS from Cambridge University, who allowed me to incorporate her innovative ideas on teaching in my thesis.

Finally, I am grateful to my beloved family for their continuous support, constant encouragement, patience and love at every stage of this study. Without the support and the endless patience of the people mentioned above, this thesis would never be completed.

	T.C. SELÇUK ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	
---	--	---

Öğrencinin	Adı Soyadı	Faruk TÜRK	Numarası	064218021007
	Ana Bilim / Bilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı/ İngilizce Öğretmenliği Bilim Dalı		
	Danışmanı	Doç. Dr. Hasan ÇAKIR		
Tezin Adı		Konuşmada Akıcılık Nasıl Geliştirilir, Konuşmada Akıcılığı Engelleyen Bazı Yanlış Uygulamalar ve Tekniklerin Öğrencilerce Değerlendirilmesi		

ÖZET

Günümüzde herkes öğrenim hayatının bütün kademelerinde yabancı dil dersi almasına rağmen birçok kişinin paylaştığı ortak sorun, öğrenilen yabancı dilin konuşulamamasıdır. Bu konuda bir yabancı dil sınıfında yapılması gerekenler, karşılaşılan güçlükler ve uygulamada yapılan hatalar, bu çalışmanın esasını teşkil etmektedir. Bu tez beş bölümden oluşmaktadır.

Birinci bölüm konunun önemi, hipotez, çalışmanın amacı ve çalışmanın yöntemi, varsayımlar, sınırlılıklar ile alakalı bilgiler içermektedir.

İkinci bölümde konu ile alakalı detaylı bir literatür taraması yer almaktadır. Bu bölüm konu ile alakalı uzmanların görüşlerini ve günümüzde dil öğretiminde kullanılan strateji ve yöntemleri ele almaktadır.

Üçüncü bölüm, İngilizce öğretiminde yanlış kullanılan veya kullanılmayan bazı stratejiler ve bu stratejilerin nitelikleri, doğru kullanımları ile alakalı bilgileri kapsar.

Dördüncü bölüm tez yazarının görev yapmakta olduğu Karaman Anadolu Öğretmen Lisesi 9. sınıf öğrencilerine konu ile alakalı olarak hazırlanan ölçme araçları yardımıyla yapılan anketler ve bu anketlerin sonuçlarını içermektedir.

Beşinci ve son bölümde ise elde edilen veriler ışığında değerlendirme yapılmakta, yabancı dil öğretimi konusunda bireylere ve kurumlara tavsiyelerde bulunmaktadır.

	T.C. SELÇUK ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	
---	--	---

Öğrencinin	Adı Soyadı	Faruk TÜRK	Numarası	064218021007
	Ana Bilim / Bilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı/ İngilizce Öğretmenliği Bilim Dalı		
	Danışmanı	Doç. Dr. Hasan ÇAKIR		
Tezin İngilizce Adı		How To Develop Oral Fluency, Some Misapplications Which Obstruct Oral Fluency And Evaluation Of Techniques By The Students		

SUMMARY

Foreign language courses are compulsory in all stages of education in Turkey. However, a common problem shared by many people is the inability to speak the foreign language being taught. What to do in language classrooms for teaching speaking, problems faced and misapplications are the essentials of this study. This thesis consists of five chapters.

First chapter involves information about the importance of the subject, hypothesis, goal and type of the study, assumptions and limitations.

Second chapter includes a comprehensive review of literature related to the subject. Views and opinions of some experts and methodologist about developing oral fluency and strategies and methods in use today are introduced in this chapter.

Third chapter deals with some misapplied or misused strategies to develop fluency. Furthermore this chapter also gives the correct use and qualities of the strategies to develop oral fluency with some examples.

Fourth chapter includes the application and results of two questionnaires prepared as the measuring devices on the students at 9th grade in Karaman Anadolu Öğretmen Lisesi, where the writer of this thesis is actually a teacher of English.

In the fifth (last) chapter there are some evaluations and discussions with the help of the data collected through the questionnaires and some suggestions for individuals and institutions related to foreign language teaching.

TABLE OF CONTENTS

BİLİMSEL ETİK SAYFASI	i
YÜKSEK LİSANS TEZİ KABUL FORMU	ii
ACKNOWLEDGEMENT	iii
ÖZET	iv
SUMMARY	vi
TABLE OF CONTENTS	viii
ABBREVIATIONS	xiii
APPENDICES	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xviii
 CHAPTER 1 – INTRODUCTION	 1
1.1 Background to the Study	1
1.2 Statement of the Problem	2
1.3 Hypothesis	3
1.4 Purpose Of The Study And Importance	3
1.5 Method of the Study	4
1.5.1 Questionnaire	4
1.6 Assumptions	5
1.7 Limitations	5
 CHAPTER 2 - LITERATURE REVIEW	 6
2.1 Teaching Speaking	6
2.2 Developing Speaking Activities	8
2.3 The Nature of Teaching Speaking	10
2.4 Goals and Techniques for Teaching Speaking	11
2.4.1 Structured Output Activities	14
2.4.2 Communicative Output Activities	15

2.5 Strategies for Developing Speaking Skills	17
2.5.1 Using language to talk about language	17
2.5.2 Using minimal responses	18
2.5.3 Recognizing scripts	18
2.5.4 The Use of the Mother Tongue	19
2.6 Cross-Curricular Language Teaching For Mixed Ability Classes	19

CHAPTER 3 - SOME MISAPPLICATIONS WHICH OBSTRUCT ORAL FLUENCY 22

3.1 Introduction	22
3.2 Accuracy or Fluency	22
3.3 Decide Exercises	28
3.4 Errors and Error Correction	28
3.5 Evaluation	29
3.5.1 Alternative Assessment	30
3.5.1.1 Alternative assessment methods	31
3.5.1.1.1 Checklists	31
3.5.1.1.2 Rubrics	33
3.6 Feedback	35
3.7 Group work	35
3.8 Inductive Grammar	37
3.9 Learning strategies	37
3.10 Mixed Ability	38
3.11 Pace	39
3.12 Participation	40
3.13 Speaking	41
3.14 Vocabulary	41
3.15 Student involvement	43
3.16 Problem solving	44

CHAPTER IV - EVALUATION OF TECHNIQUES BY THE STUDENTS 46

4.1 Introduction	46
4.2 Subjects	46
4.3 Data Collection	46
4.4 Data Analysis	47
4.4.1 Comparative Evaluation of the Data Collected from the Control Group and the Experimental Group	48
4.4.1.1 Decision Making Process about what to do during a lesson	55
4.4.1.2 What to do to motivate students	55
4.4.1.3 Feedback	56
4.4.1.4 Sharing Strategies for Learning	57
4.4.1.5. Oral Drills	58
4.4.1.6. Accuracy Exercises	59
4.4.1.7. Vocabulary Learning	60
4.4.1.8. Type of Classes (Student or Instructor centred)	61
4.4.1.9. Fluency Exercises	65
4.4.1.10. Lesson Medium	67
4.4.1.11. Multiple Intelligences	70
4.4.1.12. Final Comparative Evaluation of the Data Collected from the Control Group and the Experimental Group	72
4.4.1.12.1. The reason of studying English at school	75
4.4.1.12.2. Ability to speak before the application of new techniques	76
4.4.1.12.3. Ability to speak after the application	77
4.4.1.12.4. The reason of success and failure in developing oral fluency	78
4.4.1.12.4.1. We do not only do accuracy exercises but also fluency ones	79
4.4.1.12.4.2. My teacher does not correct my mistakes immediately during fluency exercises	80

4.4.1.12.4.3. I learn vocabulary with their meanings in phrases and sentences	80
4.4.1.12.4.4. I learn what part of speech a vocabulary is; its frequently accompanying words, synonyms and antonyms together	80
4.4.1.12.4.5. Since we share learning strategies in classes, I do not have difficulties in learning new vocabulary and structure	80
4.4.1.12.4.6. The teacher wants us to study for accuracy in the first half of the lesson and communicative exercises in the second half	81
4.4.1.12.4.7. We frequently do speaking exercise in pairs or groups	81
4.4.1.12.4.8. Our teacher does not only speak and tell the lesson in the classroom but rather he/she evaluates our study and guides us	81
4.4.1.12.4.9. Extra time is spent for communicative exercises	81
4.4.1.12.4.10. The teacher evaluates our practice performance rather than classical written examinations	82
4.4.1.12.4.11. Everybody in class has feedback opportunity by the teacher	82
4.4.1.12.4.12. After the topics or units, we evaluate the achievement level we have performed which we determined at the beginning of each topic or unit	82
4.4.1.12.4.13. I can easily differentiate the exercises we do in classes whether they are related to accuracy or fluency	82

CHAPTER 5 - CONCLUSIONS, DISCUSSION AND SUGGESTIONS 83

5.1. Introduction	83
5.2. Conclusions and Discussion	83
5.2.1. Conclusions and Discussions Related to the First Questionnaire	83
5.2.2. Conclusions and Discussions Related to the Final Questionnaire	85
5.3. Suggestions	88
 BIBLIOGRAPHY	 90
ÖZGEÇMİŞ	109

ABBREVIATIONS

A: Agree

AÖL: Anadolu Öğretmen Lisesi

CA: Completely Agree

CCLT: Cross-Curricular Language Teaching

CCTI: Cross-Curricular Thematic Instruction

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

DIS: Disagree

EFL: English as a Foreign Language

ELT: English Language Teaching

MA: Master of Arts

NCLRC: National Capital Language Resource Center

PA: Partly Agree

TBL: Task Based Learning

APPENDICES

Appendix 1. Pre-Questionnaire in Turkish	93
Appendix 2. Pre -Questionnaire in English	96
Appendix 3. Shopping list: Different kinds of Cognition from Bloom's Taxonomy	98
Appendix 4. What happens in the classroom?	99
Appendix 5. Unit 3 from New Bridge to Success 10 th Grade	100
Appendix 6. Some materials used in classes on Experimental Group	104

LIST OF TABLES

Table 4.1 The percentage of the students in the experimental group (9/C) involved in marking the best alternative for the questionnaire statements	49
Table 4.2 The percentage of the students in the control group (9/B) involved in marking the best alternative for the questionnaire statements	52
Table 4.3 The students also participated in the decision making process about the lessons	55
Table 4.4 The students were asked about the things they knew or didn't know about the subject which would be studied in the lesson	55
Table 4.5 The students were given the feedback opportunity at the end of the lesson about the subject studied	56
Table 4.6 The students were asked to express their opinions about what they liked or disliked about the subject studied in the lesson	57
Table 4.7 After the group work, each member of a group evaluated the work he/she performed and the work of the other members	57
Table 4.8 The strategies students used to study or learn new vocabulary were evaluated and shared in the lessons	57
Table 4.9 The exercises were mostly imitation type of a model given	58
Table 4.10 The exercises done in the classes were ones which required the students to perform a task and usually started with the verb "do"	58
Table 4.11 The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc.	59
Table 4.12 The exercises were generally designed to test how they expressed the things they wanted to say	59
Table 4.13 Grammar topics were given like mathematics formula and they were the most important part of the lesson	60
Table 4.14 The teacher focussed on sentence structure mostly in grammar lessons	60
Table 4.15 Vocabulary was introduced one by one or in isolated lists	60
Table 4.16 The meanings and use of the vocabulary were introduced in	

sentences and expressions	61
Table 4.17 The teacher explained everything in classes	61
Table 4.18 The students worked in the lessons and the teacher mostly helped them when necessary	62
Table 4.19 The teacher used to speak more than the students	62
Table 4.20 The students were more active than the teacher in classes	63
Table 4.21 The students used to work individually and they were passive	63
Table 4.22 The students used to study in pairs or groups, and they produced something actively	64
Table 4.23 First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject	64
Table 4.24 The students were more active in grammar lessons; they made discussions related to the structures and their use	64
Table 4.25 The exercises were mostly related to what they said rather than how they said	65
Table 4.26 The exercises done in the classroom were ones which required to be initiative, creative, and generally produce something new and usually started with the verb “make”	65
Table 4.27 The teacher focussed on the use rather than the structure in grammar lessons, that’s to say which function a structure represents was more important	66
Table 4.28 The exercises required the students to express their own opinions and feelings with their own words and sentences	66
Table 4.29 Extra time was allocated for oral fluency exercises	67
Table 4.30 The teachers did not interfere with the students during speaking exercises; he/she did not directly correct the mistakes	67
Table 4.31 The lessons were introduced in the target language all the time	67
Table 4.32 Both the mother tongue and the target language were the medium of the classes, yet the reports of the tasks were prepared and presented only in the target tongue	68
Table 4.33 When the lessons were always introduced in the target language, it was difficult for me to understand the subjects, adapt to daily life	

and transfer to the mother tongue	68
Table 4.34 Using the mother tongue in the lessons when necessary comforted me	69
Table 4.35 When the target language was always used in the lessons, I couldn't understand some sentences and it really made me anxious	69
Table 4.36 The students were usually offered monotype exercises	70
Table 4.37 Various types of exercises were offered to the students with various skill types	70
Table 4.38 The percentage of the students in the experimental group (9/C) involved in marking the best alternative for the final questionnaire statements	72
Table 4.39 The percentage of the students in the control group (9/B) involved in marking the best alternative for the final questionnaire statements	74
Table 4.40 I would like to learn it voluntarily	75
Table 4.41 I have to learn it because it is in the school curriculum	76
Table 4.42 I had had difficulty in spoken English	76
Table 4.43 I had already been able to speak English fluently	76
Table 4.44. I can speak English fluently	77
Table 4.45. I can speak English quite well	77
Table 4.46. I can speak English only a little and I think it is not enough	77
Table 4.47. I cannot speak English anyway	78
Table 4.48. I can/cannot speak English fluently now because	78

LIST OF FIGURES

Figure 2.1 Skill-using / skill-getting	6
Figure 2.2 The communication continuum	12
Figure 3.1 Characteristics of Accuracy and Fluency Focussed Tasks	23
Figure 3.2 Common Exercise Types in Course books	24
Figure 3.3 Samples of Fluency Focussed Tasks	25
Figure 3.4 A Sample Checklist	27
Figure 3.5 A Sample Rubric	32
Figure 3.6 A Sample Oral Presentation Rubric	33
Figure 3.7 Characteristics of Group work Activities	34
Figure 3.8 Vocabulary Learning Strategies	36
Figure 3.9 Criteria for Student Involvement	42
Figure 3.10 Materials and Task Analysis	44

CHAPTER I

INTRODUCTION

1.1 Background to the Study

ELT is based on four basic skills by the methodologists. These are divided into two groups as the productive and receptive skills. The productive skills are writing and speaking, and the receptive skills are reading and listening. In the present study, we will dwell on the productive skills but especially on speaking; a problematic area in the world of EFL teaching as language is there for communication.

Many students consider being able to speak a language as knowing the language. Thus learning the language can be defined as learning how to speak the language. Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the target language." Lawtie (2004) claims "if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning." If the right activities are preferred in accordance with the level and conditions, speaking in the target language in class can be a lot of fun, raise general learner motivation and make the classroom a fun and dynamic place.

Lawtie (2004) says that "speaking is fundamental to human communication. Just think of all the different conversations you have in one day and compare it with how much written communication you do in one day. Which do you use more?" In our daily lives most of us speak more than we write. However, many language teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Is it a good balance? If our goal of language course is to enable our students to communicate in English, then we should teach and practise speaking skills in the classroom.

Some methods and techniques used in teaching EFL, pay attention to only some of these skills and ignore the rests instead of applying a holistic approach.

Although there have been some modern methods like CLT and TBL which aim to build up all four skills together, the result is not sufficient enough in developing especially the speaking skill because of lacking course materials and books, or the philosophy of these methods not being understood by language teachers, or for some reasons such as learner necessities. Though everybody is to have foreign language courses in all stages of their education lives today, a common problem shared by many people is the inability to speak the foreign language being learnt. Problems faced in this subject and misapplications are the essentials of this study.

As the students do not have enough opportunities for oral practice in the classroom which is the only place where they can speak English although it is an artificial environment, they cannot express themselves and their opinions freely for fear of making too many mistakes, being ridiculed and a bit shy. So, they usually prefer to be silent. Moreover the students can be given only a little time to express themselves when they are called on to speak in large classes. They have limited vocabulary knowledge and they have to practice the same speaking exercise over and over again, which they find too dull. The researches in the field of oral fluency usually reflect the views of some famous methodologists, but disregard the most important element of teaching, the learners, their opinions, choices and experiences.

I personally think that the opinions of learners about the efficiency of techniques are of high importance and they can be forerunners in the field of ELT.

1.2 Statement of the Problem

It is definitely true that Turkish students have difficulty in developing oral fluency in English. As a teacher of English, I usually witness people here and there who are not able to speak English despite taking courses for many years ranging from primary school to higher education. I have had ten years of experience in teaching English and I also hear the confession even from my colleagues that we, as English teachers, are not efficient enough in teaching spoken English.

1.3 Hypothesis

When meaningful oral communicative (fluency) activities are applied in language classes as much as accuracy exercises, the students will be more successful in developing oral fluency. To this end, learner expectations and interests should be taken into account because they are the main element of learning and teaching process. Thus a student centered approach is adopted. Discovery technique is preferred to keep the students busy with the language themselves and find out the necessary structures, vocabulary and phrases. Errors are not corrected directly during fluency exercises, yet they may be corrected regularly during accuracy exercises. Thus the students easily get rid of their fear of making mistakes and the feeling of insecurity about the ability to speak English since fluency can be supplied only through practice. They are going to have significant improvement in oral production, especially in their pronunciation and vocabulary knowledge.

1.4 Purpose Of The Study And Importance

Teaching foreign language should not provide excessive amount of information by giving structures to be practiced, words to be memorized and dialogues to be learnt. (Vertaç, 1995: 14) Knowing a language is the ability to speak it communicatively. One of the most significant problems in teaching languages in Turkey is the inability of students in oral practice despite their competence in English grammar. In a globalising world and Turkey's aim to get integrated to European Union since the late sixties, we strongly need individuals who are able to communicate efficiently in one or more foreign language/s. In order to compete within the global world, everybody should learn and be able to speak at least one foreign language.

Bearing these aims in the mind, this research is conducted in an Anatolian High School where teaching English is of high importance and thus it will be highly useful to determine how much is done in the language classes for the sake of oral fluency by applying communicative output, or in other words fluency activities. The students

will be given brief information about language teaching; language input, oral drills or structured output activities, communicative or fluency activities, types of classes – instructor or student centered -, type of study – individual, pair or group work – and so on. Later they will be asked to evaluate the language classes they have been attending since they first started to learn English. Thus they will help us to find out the lacking parts in developing oral fluency. Assessing the views and experiences of learners on a subject which directly interests them will be helpful in future in updating the oral fluency techniques in accordance with the expectations of the students.

1.5 Method of the Study

A comparative (analytical) study is considered particularly useful in depicting a holistic portrayal of the subjects' experiences and results regarding the practice. The researcher developed this comparative study on the method and materials' successes and failures to evaluate the effectiveness of their processes, including their strengths and weaknesses.

1.5.1 Pre/Post-Questionnaires

A pre-questionnaire was applied on the students of 9/C class as the study group and 9/B class as control group at Karaman Anadolu Öğretmen Lisesi in the early weeks of the first term of 2007-2008 Education year. This survey contained some questions regarding the characteristics of cross-curricular language teaching for mixed ability classes which is a combination of ELT methods such as C-CTI, CLIL, TBL and CLT whether they had been applied on the students before. Later some necessary input was provided to the subjects in the study group using the materials some of which are in the Appendices. After the application of the materials, approximately at the end of March 2008, the students evaluated the degree of their fluency with a post- questionnaire and they also assessed the efficiency of cross-curricular language teaching and other materials which had been applied on them. The

same questionnaire was also applied on the control group to test if there were any further positive result on the study group.

1.6 Assumptions

It was assumed that all the students in the classes where this study was applied had the same level of English from the point of view of grammar and vocabulary knowledge. However, some of them might have hereditary ability and confidence to speak in public, whilst others find it difficult because they are shy. So, spontaneous corrections of grammar and vocabulary were minimal to comfort those and got most of the students to participate in oral communicative activities. Besides, some students had tendency in learning English in both experimental group and control group and their ambition was to be teachers of English, and thus they might answer all the questions of the questionnaire positively. The students in this group used to be limited in the previous years, thus they would not significantly affect the result of the research. Besides, the students are expected to determine the field they are going to choose to study in the following years until the application of the final and most important questionnaire. If the students in this group should be more than 5 students in each class, the percentages of the items would be reduced after the calculation for per extra student.

1.7 Limitations

This research is an analytical study and it was applied at Karaman Anadolu Öğretmen Lisesi, where the researcher is currently a teacher of English. The subjects of the study were the students in 9/C class, 29 students, as the experimental group and the students in 9/B class, 30 students, as the control group in 2007-2008 education year. Application of the methods, questionnaires and activities on the experimental group started in September 2007 and finished in March 2008 for final evaluation.

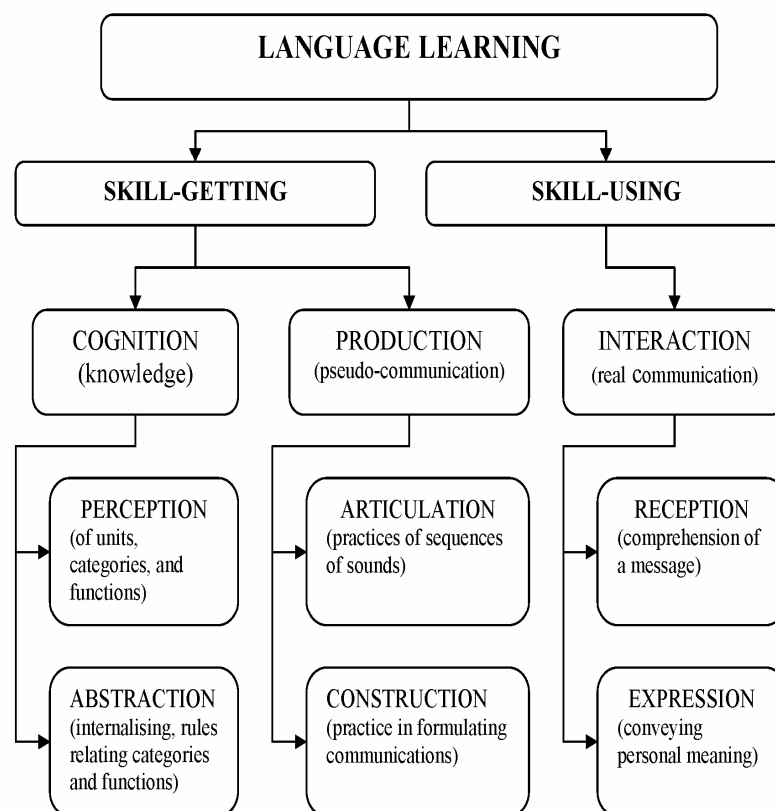
CHAPTER II

LITERATURE REVIEW

2.1 Teaching Speaking

Rivers and Temperly (1978: 4) provide a framework which represents the processes in learning to communicate. It also makes distinctions between skill -using and skill- getting.

Figure 2.1 Skill-using / Skill-getting



Resource: Zeytin, 2006: 20

According to Bygate (1987: 55) "skill-getting and skill-using do not represent successive stages in language learning: even beginners have skills they can use to communicate at least something." Moreover, there is a gap to be bridged between the two

processes: activities must be designed to help learners to make the transition. Rivers and Temperley recommend using *pseudo-communication skill-getting activities*, which they thought would lead into spontaneous communication. The use of dialogue techniques in which samples of language are presented is an example of pseudo-communication. Realia, visual aids or sequences of actions by the teacher or students usually accompanies it. (Reporter: Kocakaya, 1997: 34-35)

Later, Littlewood (1992: 43-44) clarifies skill - getting and skill - using stages to describe the characteristics of novices (i.e. beginner or elementary level learners). He points out that novices have less knowledge about what plans to select to achieve different objectives. Moreover, they do not possess a large repertoire of ready made plans which can be put into operation automatically. Thus, this leads them to apply more conscious attention to create and perform plans at lower levels which means they may have to devote much more conscious effort than native speakers do in constructing sentences, selecting vocabulary items, inflecting words or producing difficult sounds. Moreover, since their *attentive capacity* is limited, when they pay a lot of attention to the accuracy of the language production process, they will have less attention to devote to *higher-level domains* such as the formulation of ideas or the monitoring of their partner's responses. (Reporter: Kocakaya, 1997: 35)

Littlewood puts forward three possible solutions two of which overlap with *skill-getting* stage and the third with *skill-using* stage defined by Rivers and Temperley. Firstly, learners have to become aware of the key features of the target performance, so that they can create mental plans which are necessary for producing it themselves. Secondly, they have to practise converting these plans into actual behaviour, so that in due course the lower-level plans can operate automatically, in response to higher-level decisions. It involves producing grammatical structures, pronouncing new sounds, selecting vocabulary items, expressing specified communicative functions or using devices for managing conversation such as conversation gambits. Finally, they must learn to start from a higher-level plan (e.g. an idea or a reaction) and select lower-level plans which are appropriate for carrying

it out. For example, language must become capable of producing particular items of vocabulary, not only as part of a controlled activity in which their focus is on the items in question, but also in response to a particular communicative intention which arises, unpredicted, during interaction. (Reporter: Kocakaya, 1997: 35-36)

According to Littlewood (1992: 47), there are several roles on the part of teachers that should be taken into account. Firstly, the teacher has to divide the total skill into manageable components (part-skills) and order them in such a way that the learners will be able to master them in sequence. In language teaching, these operations of selection and sequencing are usually regarded as belonging to the field of syllabus design. However, it is obvious that they also have an important influence on how we try to teach in class. Secondly, the teacher has to provide the learners with a model of the performance they are expected to produce in a particular part-skill and make them aware of the essential features of this performance, so that they can produce it themselves. This is also called as *presentation phase*. Thirdly, the teacher has to organise controlled activities in which the learners practise performing part-skills (i.e. converting lower-level cognitive plans into actual behaviour). Moreover, learners should receive some kind of feedback either during or after the practice so that they know how close their performance comes to the target. Whereas the feedback is often likely to focus on formal features of the performance like its accuracy in controlled activities; there is more likelihood that the feedback will focus on the extent to which the learners have succeeded in communicating their intended meanings in communicative phase. Both kinds of feedback are possible at every stage but the dominant trend is currently towards greater focus on meanings rather than on form. (Reporter: Kocakaya, 1997: 36-37)

2.2. Developing Speaking Activities

According to Burkart (1998), in traditional classroom environment speaking practice mostly depend on the drills in which one student is required to ask a question and the other give an answer. The question and answer are presented in the book or by the teacher and the students are asked to imitate a model. The main purpose of this interaction is to demonstrate whether the students can repeat a structured and predictable pattern. On the contrary, the purpose of real

communicative activities must be to accomplish a task, such as developing a telephone conversation, obtaining information, or expressing an opinion about a subject. In real communication there is uncertainty about what the other person will say. There is an information gap; each participant has information that the other does not have. In addition, to understand each other, participants of a conversation may have to clarify their meaning or ask for confirmation. (Reporter: National Capital Language Resource Center, 2007)

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

2.3 The Nature of Teaching Speaking

According to Lazaraton the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. She claims that “discussions are probably the most commonly used activity in the oral skills class.” (Reporter: Murcia, 2001: 106) Linghtbown and Spada state that communicative instruction environments involve learners whose goal is learning the language itself, but the style of instruction places the emphasis on interaction, conversation, and language use, rather than learning about the language. (Linghtbown and Spada, 1993: 70) The most important aim of techniques used in language teaching is communicative efficiency. However, it is undeniable that the most lacking point in teaching English is unfortunately the productive skills, especially the oral creativity. That’s why the teacher development programs held by the Ministry of National Education or Higher Education Institutions should focus on oral fluency rather than other language skills. The mainstream exams do not ask for speaking competency. According to Tchudi and Mitchell, teaching speaking is not an easy job because a wide range of spoken language activities must be brought to the classroom. They must be originally expressive, done for the purposes and needs of

speaker, and productive, focused on communicating with the listener. (Tchudi and Mitchell, 1989)

According to Burkart speaking is regarded to involve three areas of knowledge:

- *Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation*
- *Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)*
- *Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.*

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- *Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?*
- *Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?*
- *Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts*

make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

- *Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? (National Capital Language Resource Center, 2007)*

Communicative competence must be the most important target of all teaching and learning processes. Languages should be regarded as the means of conveying messages among human beings and communicative devices rather than the systems which involves some grammatical rules and vocabulary. While teaching languages, the materials should be as authentic as possible to provide them situations for real-life communication.

2.4 Goals and Techniques for Teaching Speaking

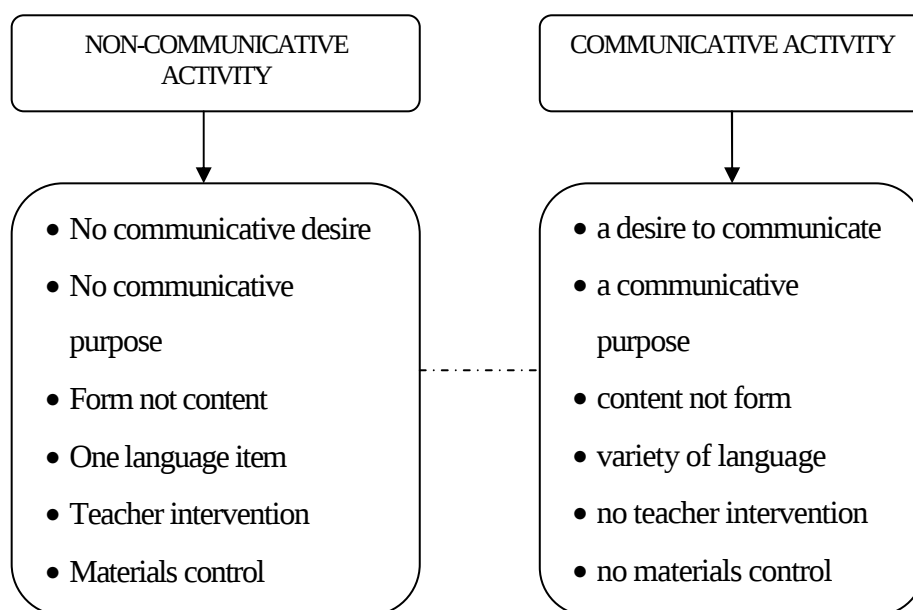
According to Burkart, developing communicative efficiency in speaking can be provided by using a balanced activities approach that combines *language input, structured output, and communicative output*.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input is limited with teacher talk, listening activities and reading passages done in an artificial environment, the classroom, for most of the students in Turkey. In real life

they can hardly have any opportunities to hear or read the target language, which is the most discouraging condition of all.

According to Harmer, all the activities done in the classroom are either 'communicative' or 'non communicative'. The difference between non-communicative and communicative activities is described in the table below.

Figure 2.2 The communication continuum



(Resource: Harmer, 1994: 50)

The introduction of new language is often an activity that falls at the 'non-communicative' end of the continuum. Often, here, the teacher will work with controlled techniques, asking students to repeat and perform in drills. At the same time he will insist on accuracy, correcting where students make mistakes. Although these introduction stages should be kept short, and the drilling abandoned as soon as possible, they are nevertheless important in helping the student to assimilate facts about the new language and in enabling him to produce the new language for the first time.

Burkart claims that structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities. (Reporter: National Capital Language Resource Center, 2007)

Practice activities, or structured output in Burkart's term, are those which fall somewhere between the two extremes of the continuum according to Harmer. While, for example, students performing them may have a communicative purpose, and while they may be working in pairs, there may also be a lack of language variety, and the materials may determine what the students do or say. During practice stages the teacher may intervene very slightly to help guide and to point out inaccuracy. Practice activities, then, often have features of both non-communicative and communicative activities.

We have enough materials for structured output since it is easy to reach them via the internet and numerous textbooks. However, they are not enough for oral production because they are too artificial and sometimes make students easily get bored.

In *communicative output*, Burkart states that the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message. In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or

eliminate the information gap. In these activities, language is a tool, not an end in itself. Communicative output activities are the best opportunities for our students who lack the opportunity to hear and read the language outside the classroom. In the balanced activities approach the teachers have the choice to use a variety of activities from different categories of input and output. The activities can be adapted to different language levels such as beginner, elementary, intermediate and advanced. (Reporter: National Capital Language Resource Center, 2007)

Harmer states that communicative activities are those which exhibit the characteristics at the communicative end of the continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy. (Harmer, 1994: 50-51)

2.4.1 Structured Output Activities

There are two common kinds of structured output activities according to Burkart. They are *information gap* and *jigsaw* activities. They include a task for the students to complete by obtaining missing information. They have activities in common with real communication. Some methodologists claim that information gap and jigsaw activities are more like drills than like communication, which also set up practice on specific items of language. These activities require the students to work in pairs to practice the target language more than just grammatical and lexical features.

Some kinds of information gap activities are:

1. Filling the gaps in a schedule or timetable.
2. Completing the picture. (Reporter: National Capital Language Resource Center, 2007)

Jigsaw activities are more also a kind of information gap activities which require a group of students, they are much more elaborate. In a jigsaw activity, each

student has a task to complete a piece of the puzzlelike activity and then the students in the group cooperate to complete a whole picture by arranging their tasks in order. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation. (Reporter: National Capital Language Resource Center, 2007)

During the application of information gap and jigsaw activities, teachers have to be conscious of the language demands they place on their students. If an activity includes language that the students have not already practiced, the teacher should preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves. (Reporter: National Capital Language Resource Center, 2007)

However, structured output activities are partly authentic and partly artificial. As in authentic communication, they consist of information gaps. Although authentic communication requires speakers to use a wide variety of language they know; in structured output activities students are to practice limited patterns of language within brief sentences, not in extended discourse. Moreover, structured output situations are more like games than real communication, and the participants' social roles are irrelevant.

2.4.2. Communicative Output Activities

Burkart claims that students practice the language using all the language items they know in situations that are quite like real life in communicative output activities. Students work together to develop a plan, resolve a problem, or complete a task. The most famous communicative output activities are *role plays* and *discussions*. (Reporter: National Capital Language Resource Center, 2007) “Role plays are activities that range from guided conversations, with participants playing themselves in specified situations with adopted roles.” (Johnson & Johnson, 1998: 281)

In role plays, students are assigned roles and put into situations that they may eventually encounter in real life situations. The range of language also varies considerably. Roleplay activities also develop sociolinguistic competence of students because they have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but some students who lack self-confidence or have lower proficiency levels may have some problems. Discussions also succeed when the instructor prepares students first. (Reporter: National Capital Language Resource Center, 2007)

Communicative output activities such as role plays and discussions encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

Harmer adds some more communicative activities. *Reaching a consensus* is a kind of activity in which students are required to determine a limited number of items given in a list for a particular situation. *Relaying instructions* is another type in which students have to give each other instructions. *Communication games* are based on the principle of the information gap. Students are put into a situation in which they have to use all or any of the language they possess to complete a game-like task. *Problem solving activities* encourage students to talk together to find a solution to a set of problems or tasks. (Harmer, 1994: 122)

According to Klippel *question and answer* activities are one of the most frequently used communicative fluency activities in the classroom. He states that "learning is more effective if the learners are actively involved in the process." (Klippel, 1984: 5) The students' curiosity can be aroused by asking questions. Learners get to know each other by cooperating and this is done by asking questions and getting answers. By involving the students communication can be facilitated.

2.5 Strategies for Developing Speaking Skills

Speaking a language is not the product of teaching activities as it is considered in classical teaching methods. On the contrary, it should be the most crucial part of teaching activities from the first day on. A language teacher should imagine himself or herself in a country where L1 is not known. Burkart points out that this strategy is called “using language to talk about language” by some linguists and it encourages students to speak the target language. While the students are using the language, they not only expand their knowledge of grammar, idioms and vocabulary, but they also gain confidence in using it. Other strategies can be defined as; “using minimal responses and recognizing scripts”. (Reporter: National Capital Language Resource Center, 2007)

2.5.1. Using language to talk about language

Misunderstanding, errors and clarification are common output of teaching and learning process. So, an instructor should assure the students that all these can be seen in any type of conversation between any speakers in any circumstances. It is quite normal that an outsider of a language is too disappointed when he/she does not understand the subject being told or embarrassed and shy to say anything because the output sounds strange and for fear that other people might laugh if he/she makes a mistake. Besides, it is a common phenomenon that the students ask whether the teacher will go on the lessons like that all the time when a teacher starts his/her course using the target language on the first day. Then it is the teacher’s job to assure the students that they may not understand everything being told at the very beginning. Moreover, misunderstanding and errors are also natural parts of learning process.

According to Burkart, by encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they

may encounter outside the classroom. (Reporter: National Capital Language Resource Center, 2007)

2.5.2. Using minimal responses

Some language learners may lack confidence in their ability to participate successfully in oral interaction. They tend to listen in silence while others do the talking. Helping them build up a stock of minimal responses, which can be especially useful for beginners, that they can use in different types of exchanges is an alternative way to encourage such learners to begin to participate. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. (Reporter: National Capital Language Resource Center, 2007)

2.5.3. Recognizing scripts

Burkart states that that greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow the same kind of patterns. So activities such as obtaining information and making a purchase should involve transactional exchanges. The relationship between a speaker's turn and the one that follows it can often be anticipated in these scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. (Reporter: National Capital Language Resource Center, 2007)

2.5.4 The Use of the Mother Tongue

One of the biggest problems in language classes is the use of the mother tongue by the students in monolingual groups during pairwork, group work or self study exercises. Although using language to talk about language is a good strategy, students sometimes seem to be unable or unwilling to take part in activities in English. Should we always discourage the use of L1?

Harmer states that if students are speaking in their own language during an oral communicative activity, then the activity is fairly pointless. If, however, the students are comparing their answers to reading comprehension questions or trying to do a vocabulary-matching exercise in pairs or groups, then their occasional use of the mother tongue need not concern the teachers. The students are concentrating exclusively on English, and if a bit of their own language helps them to do this in a relaxed way that is all to the good. Sometimes translation may be used by the teachers to check whether the students have understood the instructions they have given. (Harmer, 1994: 247)

Consequently, it is important that the students should be aware that the teacher's attitude to L1 depends on the activity in question. Students should understand that during oral activities it is not helpful to use the mother tongue. Teachers should try to get the students agree that it is essential for them to use the target language in such activities although they are difficult.

2.6. Cross-Curricular Language Teaching For Mixed Ability Classes

Cross Curricular Language Teaching may be considered as a method which is a combination of other language teaching methods such as CCTI, CLIL, CLT and TBL. It includes the sense, approaches and activities of other methods. However, it also has some innovative ideas for teaching. In Cross-curricular language teaching, the texts and lessons are topic, theme or content based. As well as learning lexis and grammatical structures, pupils are learning something else about the world. Topics and texts are rather considered as springboards to and from other curriculum areas.

Texts and tasks encourage initiation rather than response and imitation. This way of teaching has educational validity. It also has broader lexical base. Topics and tasks encourage classroom inclusion. This method proposes wider vocabulary. Focus is on fluency rather than accuracy and this gives the students confidence. It develops integration among skills. It is inclusive- draws strength from other curriculum areas. It supplies more memorable activities, topics and themes. ⁽¹⁾

However, traditional lesson plans have the same outline; Presentation, Practice and Production (3 Ps). Usually the lesson begins with the presentation of the subject, then the teacher wants them to do some exercises using the language being introduced and finally the students have to produce something by using the language being presented. The teacher is the most active part during the lessons. What happens to those who have not understood the subject or with different abilities? They are what Diana Hicks calls, *dead soldiers*. She claims that in order not to have dead soldiers in classroom, the teacher should;

- Have a good contact with the students
- Always start from the students; what do they know, what do they wonder
- Write an agenda for the day on the board and decide with the students how much time should be spent on each activity
- Use kneejerk questions- they don't require students to think very much- or indirect questions which will not intimidate the students instead of asking them direct questions about the subject of the day. "What do you know about?" versus "What don't you know about?"
- Give enough feedback for each student
- Share the students' experiences on vocabulary learning strategies they used to learn new words in the classroom
- Balance the types of exercises, 50% accuracy and 50% fluency
- Ignore any types of mistakes during fluency exercises

¹ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

- Use cognitive exercises beginning with “make” or “create” as well as mechanical exercises beginning with “do”
- Pay attention to the learning process in the classroom not only the product
- Prefer descriptive grammar instead of prescriptive grammar
- Use mother tongue whenever it is necessary
- Prepare grammar discussion activities
- Never preteach or decontextualize, always start from the students
- Not only use the reading texts to talk about grammar or to teach vocabulary, but also use them to develop the skills of reading
- Ask the students to make an exercise for their partners such as a vocabulary puzzle, word search grid, split puzzle or an acrostic

This new approach requires the students to be busy all the time in the classroom. They are to prepare their own reading or grammar activities. Cognitive development of the students is very important. Lessons are not considered as isolated branches; on the contrary, they include subjects of other branches. That’s why this approach is called cross-curricular language teaching. This method also suggests the teachers to prepare different types of activities for students with different abilities to choose.

CHAPTER III

SOME MISAPPLICATIONS WHICH OBSTRUCT ORAL FLUENCY

3.1 Introduction

Up to now I have tried to explain the philosophy of language teaching, some strategies or methods which are currently being applied in language classes. Anyway, we should examine the reasons of our failure or logginess in teaching languages and oral fluency. This will help us to revise the techniques we use or don't use in classes, and update our methodology with the ideas of the 21st century.

3.2 Accuracy or Fluency

When we examine the language books, even recently published ones, we obviously see that the nature of the exercises is in favour of accuracy rather than fluency, which really obstruct the development of oral fluency among language learners. Here, I don't claim that accuracy exercises are useless; on the contrary, we should achieve a balance between accuracy and fluency exercises. If fluency is much more important for the learners, the focus should be on fluency type of exercises.

The below table shows the difference between accuracy focussed and fluency focussed tasks. Instructors should think about the balance and decide the exercises to do in classroom accordingly.

Figure 3.1 Characteristics of Accuracy and Fluency Focussed Tasks ⁽²⁾

Speaking skills in the secondary school classroom

Diana Hicks

<i>1 Speaking tasks can be divided into two types:</i>	
<i>Accuracy focussed tasks</i>	<i>Fluency focussed tasks</i>
<i>Getting it-right</i>	<i>Getting it out</i>
<i>Repeating presented forms/vocabulary</i>	<i>Using own words to express given ideas</i>
<i>Close modelling on presented forms/vocabulary</i>	<i>Using own words and ideas</i>
<i>2 Examples: Closed tasks</i>	<i>Open tasks</i>
<i>1 repetition drills</i>	<i>1 Reaching consensus</i>
<i>2 practising a dialogue</i>	<i>2 Moral dilemmas</i>
<i>3 guessing games (Hangman etc)</i>	<i>3 role plays</i>
<i>4 Describe and draw/spot the difference</i>	<i>4 simulations</i>
<i>5 information gap</i>	<i>5 relaying instructions</i>
<i>6 responding to closed questions</i>	<i>6 communication games</i>
	<i>7 problem solving</i>
	<i>8 debates</i>
	<i>9 jigsaw listening/reading sharing</i>

3 Work with a partner.

A One of you remembers for a minute and writes down examples of different tasks types you have used with your classes since September.

B The other looks through the materials and writes down examples of each kind of task type.

<i>Closed/accuracy speaking tasks</i>	<i>Open/fluency speaking tasks</i>
---------------------------------------	------------------------------------

² In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

--	--

Discuss with your partner.

Fluency focussed tasks are ones which require initiation and creativity. However, accuracy focussed tasks usually require imitation. Look at the chart below to distinguish the types of tasks.

Figure 3.2 Common Exercise Types in Coursebooks (³)

Is it different in another unit?
Diana Hicks

Unit 11: Look at the tasks and fill in the charts

Task	Initiate	Respond	Imitate
<i>P 85 Ex 1 Copy and complete</i>			
<i>Ex 2 Listen and repeat</i>			
<i>Ex 3 Copy and complete. Ask & answer</i>			
<i>Ex 4 Listen and repeat</i>			
<i>P 86 Ex 1 Study the chart</i>			
<i>Ex 2 Read and answer questions</i>			

³ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

<i>Ex 3 Complete and answer questions</i>			
<i>P 87 Ex 4 Fill in the gaps</i>			
<i>Ex 5 put words in 2 groups</i>			
<i>Ex 6 Study questions and answers</i>			

According to A. Littlejohn and D. Hicks, many language learning tasks focus on accuracy. These are often 'closed' exercises in which there is only one correct answer. Fluency tasks, on the other hand, are more open. They encourage the learners to take risks and be more creative with the language because there is no 'right' or 'wrong' answer. At lower language levels, language teaching has traditionally emphasised accuracy, believing that fluency comes once the grammar has been mastered. Developing fluency is important in building up the student's confidence and maintaining a sense of achievement in being able to say something meaningful. Many students also learn more naturally through tasks which focus on *using* the language, rather than learning *about* the language.

Figure 3.3 Samples of Fluency Focussed Tasks ⁽⁴⁾

Examples Of Fluency Focussed Tasks

Diana Hicks

A. Mr Ibrahim's own car has broken down and the garage mechanic has said that he will have to wait over a month for spare parts. He decides to hire a car. Mr Ibrahim has a wife and three children, a boy of 18, a girl of 14 and another boy of 10, and he will be using the car for driving to work and for going on long trips at the weekend.

Which car do you think he chose? And how much do you think he paid? Look at this table.

⁴ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

<i>Rates</i>			<i>Per day (inc 100 km)</i>	<i>Per week</i>	<i>Per month</i>	<i>XS km at</i>
<i>A</i>	<i>MAZDA 323 2 door</i>	<i>A/C, Seat belts, Radio</i>	<i>150</i>	<i>945</i>	<i>3900</i>	<i>0.50</i>
<i>B</i>	<i>MAZDA 626 4 door</i>	<i>A/C, Seat belts, Radio and cassette player</i>	<i>150</i>	<i>975</i>	<i>3900</i>	<i>0.60</i>
<i>C</i>	<i>MAZDA 626 2 door Coupe</i>	<i>A/C, Seat belts, Radio and cassette player</i>	<i>170</i>	<i>1105</i>	<i>4420</i>	<i>0.70</i>
<i>D</i>	<i>MAZDA 929 4 door Station Wagon</i>	<i>A/C, Seat belts, Radio and cassette player</i>	<i>190</i>	<i>1235</i>	<i>4940</i>	<i>0.80</i>
<i>E</i>	<i>VOLVO 244 GL 4 door</i>	<i>A/C, Seat belts, Radio, cassette player and Automatic transmission</i>	<i>230</i>	<i>1495</i>	<i>5980</i>	<i>0.90</i>
<i>F</i>	<i>MERCEDES 230 4 door</i>	<i>A/C, Seat belts, Radio, cassette player and Power steering</i>	<i>270</i>	<i>1755</i>	<i>7020</i>	<i>1.00</i>
<i>G</i>	<i>MERCEDES 250 4 door</i>	<i>A/C, Seat belts, Radio, cassette player, Automatic transmission and Power steering</i>	<i>310</i>	<i>2015</i>	<i>8060</i>	<i>1.10</i>

B. You are going hiking and camping in the mountains for the weekend. Your rucksack will hold 15lbs weight only. Work in a group and decide which items you will take.

L i s t

6 lb sleeping bag

3 lb pack

1 lb pillow

6 oz small book to record what you see

8 Oz swimming suit

4oz soap

4 oz toothpaste

2oz toothbrush

1 lb pot to cook in

1 lb flashlight

1 lb rain jacket

3 lb extra pair of shoes
 6 lb water container (full of water)
 4 lb camera
 6 lb 3-day supply of food
 12 oz plate, fork Knife, spoon
 12 oz insect repellent
 1lb extra set of clothing
 1lb fishing rod 6 oz towel
 1 oz matches

16 ounces = 1 pound; oz = ounce; lb = pound (1 oz = 28.35g) (1 lb = 0.454 kg)

Figure 3.4 Materials and Task Analysis (⁵)

Materials and tasks analysis

Diana Hicks

' Doing things with a different (new) awareness seems to have more effect than doing things with the same (well-established) awareness'(Underhill: 1989)

1 Tasks:

How can we encourage this in the classroom? Encourage students to ask:

- 1 Why? (am I doing this?)
- 2 How ? (can I do it?) (will it help me understand?)
- 3 How ? (long have I got to do it?)
- 4 Who ? (can I work with?), (will see it?)
- 5 What ? (will be the outcome?)
- 6 Which ? (references/skills/language do I need?)
- 7 Where? (will this take me?)

What would be the results if you gave them this task?

⁵ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

3.3 Decide Exercises

In classical way of teaching there are limited exercises for the students to do. They don't have the right to decide on an interesting exercise. They have to do all the exercises in their coursebooks which the teacher wants them to do and some students may find them boring. The students are not included in the decision making process about what to do in the classroom.

However, in modern sense exercises should allow the students to choose one/ones to do. They give the students a choice of what they can do next. One option is usually to let them decide what they want to do. The students can do the "Decide Exercises" alone, in pairs or in small groups. The exercises are designed as a first step in the students taking responsibility for their own learning. (Reporter: Cambridge English Language Teaching, 2008)

"Decide Exercises" strategy will definitely play a positive role in motivating the students since they will think that their opinions are also important in decisions about the lessons. This strategy is something new which is not applied in language classes and worth being used.

3.4 Errors and Error Correction

Making errors is an inevitable and necessary part of language learning. It is only through making errors, and hearing the correct forms, that students can develop their own understanding of how English works. It is thus important that students have as much opportunity as possible to produce language and, with the focus on using English creatively rather than simply repeating language, the number of errors that students make will inevitably rise. Teachers thus need to think carefully about how they will respond to these errors. The process of absorbing a new language structure takes considerable time. Teachers can not, therefore, expect that simply correcting an error will produce immediate results. Some errors can remain even up to very advanced levels. A strong emphasis on error correction cannot be expected to

produce students who make few errors. In fact, an over-emphasis on error correction is likely to be counter-productive as students become deterred from using - and experimenting - with new language and vocabulary. But students do need to have their errors pointed out to them. The key is to limit correction to a small number of points at a time and to judge when the right moment for correction is. Correcting students when they are in the middle of saying something may produce students who are afraid to talk. (Reporter: Cambridge English Language Teaching, 2008)

I think that most teachers today spend their time in class with error correction. We should not forget that errors are inevitable parts of language classes. Moreover, correcting errors immediately will have a negative effect on students especially during oral practice activities.

3.5 Evaluation

Assessment at the end of the lesson used to be considered to ask the students some questions related to the subject being studied. However, in modern sense, it should also include some more such as likes and dislikes about the subject, the materials and even the way teacher use to tell the lesson. This type of evaluation will raise students' interest in the subjects and facilitate learning since they are to carry out evaluation.

According to A. Littlejohn and D. Hicks, there are two main ways in which evaluation is important in learning. The first way is in relation to *what* and *how much* students have learned - such as through tests and quizzes. The second way, however, is in relation to *how* the students have been learning - whether groupwork, for example, is effective, whether they receive enough guidance, and so on. The first aspect of evaluation is the most common in language teaching. The second aspect is not often considered in much depth, although it is obviously extremely important. The aim through this kind of evaluation is to involve the students more in thinking about how they are learning, to encourage them to take more control over their

learning and to give you, the teacher, an insight into how the students see their English classes. (Reporter: Cambridge English Language Teaching, 2008)

3.5.1 Alternative Assessment

Testing oral fluency is impossible with written examinations and thus we need something new to evaluate the level our students have reached in oral fluency.

Alternative assessment uses activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. As alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes. Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes. Alternative assessment thus gives instructors a way to connect assessment with review of learning strategies. (Reporter: The National Capital Language Resource Center, 2003-2004)

Features of alternative assessment:

- *Assessment is based on authentic tasks that demonstrate learners' ability to accomplish communication goals*
 - *Instructor and learners focus on communication, not on right and wrong answers*
 - *Learners help to set the criteria for successful completion of communication tasks*
 - *Learners have opportunities to assess themselves and their peers.*
- (The National Capital Language Resource Center, 2003-2004)

Instructors need to prepare students for the use of alternative assessments and allow time to teach them how to use them, so that alternative assessment will make an effective contribution to the learning process. As students benefit from evaluating themselves and their peers, the instructor can expand the amount of alternative assessment used in the classroom.

3.5.1.1 Alternative assessment methods

Effective alternative assessment relies on observations that are recorded using checklists and rubrics.

3.5.1.1.1 Checklists

Checklists are often used for observing performance in order to keep track of a student's progress or work over time. They can also be used to determine whether students have met established criteria on a task. To construct a checklist, a teacher should identify the different parts of a specific communication task and any other requirements associated with it. He/She should create a list of these with columns for marking yes and no. Checklists can be useful for classroom assessment because they are easy to construct and use, and they align closely with tasks. At the same time, they are limited in that they do not provide an assessment of the relative quality of a student's performance on a particular task. (Reporter: The National Capital Language Resource Center, 2003-2004)

Figure 3.5 A Sample Checklist**ORAL PRESENTATION CHECKLIST***Checklist for High School: Grades 9-12*

Content	Resources	Organization	Presentation Aids	Delivery
<i>I used an effective and appropriate attention-getting device.</i>	<i>I stayed focused; I did not stray off my topic.</i>	<i>I organized ideas in a meaningful way.</i>	<i>Presentation aids were used during the speech.</i>	<i>I maintained eye-contact most of the time.</i>
<i>I used vocabulary that the audience could understand, or I defined unfamiliar terms.</i>	<i>I was well informed on my topic.</i>	<i>A clear thesis statement was present in the introduction.</i>	<i>Presentation aids were relevant.</i>	<i>I spoke to the entire audience, not just one or two people.</i>
<i>My vocabulary was strong and unambiguous.</i>	<i>I presented information that others didn't know.</i>	<i>I included necessary background information.</i>	<i>Presentation aids enhanced the speech or reinforced main points.</i>	<i>My pronunciation was clear and easy to understand.</i>
<i>I used logical appeals where appropriate.</i>	<i>I was able to answer questions from the audience.</i>	<i>A clear introduction was present.</i>	<i>Presentation aids did not distract the audience.</i>	<i>My rate of speech was not too fast or too slow.</i>
<i>Logical appeals included sound factual information.</i>	<i>I stayed focused; I did not stray off my topic.</i>	<i>The introduction included a statement of the main points.</i>	<i>Presentation aids were creative.</i>	<i>My volume was not too loud or too soft.</i>
<i>I used emotional or persuasive appeals where appropriate.</i>	<i>I was well informed on my topic.</i>	<i>The audience could predict the presentation's basic structure from the introduction alone.</i>	<i>Visual aids were easily viewed or read by the entire audience.</i>	<i>My body language was not too relaxed or too tense.</i>
<i>I used supportive details.</i>	<i>I used interviews with others as a resource.</i>	<i>The body of the presentation contained support for the main points.</i>	<i>Audio aids were easily heard by the entire audience.</i>	<i>My voice varied in pitch; it was not monotone.</i>
<i>The information I gave was useful to others.</i>	<i>Prominent resources were referred to in the speech.</i>	<i>I used helpful transitions between main points (e.g.: "First of all ..." or "Similarly ..." etc).</i>	<i>Presentation aids contained no spelling or grammar errors.</i>	<i>I used meaningful gestures.</i>
<i>The information and arguments were easy to follow.</i>	<i>A bibliography was available.</i>	<i>I used logical connectors (e.g.: "On the other hand ..." or "Therefore ..." etc).</i>	<i>Presentation aids were used during the speech.</i>	<i>I used notes sparingly; I did not read from them.</i>
<i>I stayed focused; I did not stray off my topic.</i>	<i>I was able to answer questions from the audience.</i>	<i>Ideas flowed logically from one point to the next.</i>		<i>I used standard grammar.</i>
<i>I was well informed on my topic.</i>		<i>A strong conclusion was present.</i>		<i>I didn't hesitate or lose my place.</i>
<i>I presented information that others didn't know.</i>		<i>The conclusion had a clear call to action or belief.</i>		<i>I didn't use filler words (uhm, uh, ah, mm, like).</i>
		<i>The audience could distinguish the introduction, body, and conclusion.</i>		<i>I didn't call attention to errors by apologizing.</i>
				<i>I didn't fidget, rock back and forth, or pace.</i>
				<i>I maintained good posture.</i>
				<i>I maintained eye-contact most of the time.</i>
				<i>I spoke to the entire audience, not just one or two people.</i>

				<i>My pronunciation was clear and easy to understand.</i>
				<i>My rate of speech was not too fast or too slow.</i>

<http://4teachers.org/projectbased/912pre.shtml>

3.5.1.1.2 Rubrics

Whereas a checklist simply provides an indication of whether a specific criterion, characteristic, or behavior is present, a rubric provides a measure of quality of performance on the basis of established criteria. Rubrics are often used with benchmarks or samples that serve as standards against which student performance is judged. Rubrics are primarily used for language tasks that involve some kind of oral or written production on the part of the student. It is possible to create a generic rubric that can be used with multiple speaking or writing tasks, but assessment is more accurate when the instructor uses rubrics that are fitted to the task and the goals of instruction. There are four main types of rubrics: (Reporter: The National Capital Language Resource Center, 2003-2004)

Figure 3.6 A Sample Rubric

SAMPLE RUBRIC

Student Name:		Evaluator:
Criteria	Did Student Demonstrate Skill?	Brief Evaluator Comments
A. Basic Phonetic Skill Development		
Use of consonants		
Use of long vowels		
Use of short vowels		
Use of silent "e" rule		
B. Use Of Simple Endings To Words		
"ed"		
"es" and "s"		
"ing"		
C. Use Of Special Types Of Words		
compound words		

<i>Contractions</i>		
<i>Prefixes</i>		
<i>sight words</i>		
<i>Suffixes</i>		

Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Evaluator Comments:

Because alternative assessment depends on direct observation, instructors can most easily begin to use it when evaluating students' writing assignments and individual speaking tasks such as presentations. Once an instructor has reached a level of comfort with checklists and rubrics, they can also be used when observing students interacting in small groups. When doing this, however, the instructor needs to be aware that group dynamics will have an effect on the performance of each individual. (Reporter: The National Capital Language Resource Center, 2003-2004)

Figure 3.7 A Sample Oral Presentation Rubric (⁶)

RUBRIC FOR AN ORAL PRESENTATION

<i>Criterion</i>	<i>Quality</i>		
<i>Gains attention of audience.</i>	<i>Gives details or an amusing fact, a series of questions, a short demonstration, a colorful visual or a personal reason why they picked this topic.</i>	<i>Does a one- or two-sentence introduction, then starts speech.</i>	<i>Does not attempt to gain attention of audience, just starts speech</i>

⁶ Understanding Rubrics by Heidi Goodrich Andrade originally published in *Educational Leadership*, 54(4), 1997

3.6 Feedback

Feedback may focus on the form of what the students have done like spelling, grammar, neatness or on its *content*, its message, the opinions and ideas expressed. As teachers, we typically respond to the form aspect, but it is only through the content aspect that we can really recognise our students as individuals with their own ideas.

According to A. Littlejohn and D. Hicks, one of the most important factors in learning is a feeling that you are getting somewhere. For some students, learning at school can seem like endless lists of exercises, in which they move from one task to the next. This can lead to a lack of a sense of direction in their learning or a feeling that there is no value in it. It is important, therefore, that students receive feedback on what they have done and that their effort is recognised and valued. (Reporter: Cambridge English Language Teaching, 2008)

3.7 Groupwork

Group work is based on the idea that students can learn language and information from each other. The principle of co-operative learning is basic to classroom education. It also allows teachers the opportunity to help with individual problems, stronger and weak students to work at the own pace and more students to get more practice.

Before students begin groupwork, instructors should make sure the students know exactly what they are expected to do. They should make the focus clear with a definite outcome. During the lesson note which students are working together so that instructors can encourage them to work with different people next time. After working in groups, students can be cross-grouped. This involves groups re-forming with represent of the other groups. In their cross groups, students can compare ideas. Three or four are probably the best numbers for groupwork. (Reporter: Cambridge English Language Teaching, 2008)

Figure 3.8 Characteristics of Groupwork Activities (⁷)

Group work activities: Position in lesson

<i>Position</i>	<i>Purpose</i>	<i>Outcome</i>
<i>Beginning</i>	1 brainstorm- gather ideas 2 raise questions. 3 plan 4 sort and choose 5 share information 6 find information on CD ROM, internet, library, classroom resources Working spoken language: MT Resource language: MT and L2	Provide starting point for lesson - 1 ideas 2 information 3 outline 4 strategy/plan 5 questions Outcome language: MT and L2
<i>Middle</i>	1 consolidate - knowledge/skill 2 practise/experiment 3 expand 4 prepare Working spoken language: MT Resource language: MT and L2	1 completed charts/grids 2 presentation[poster/powerpoint] 3 role play/simulation 4 design Outcome language: MT and L2
<i>End</i>	1 assessment of learning 2 consolidation 3 combination of range of skills and knowledge	

⁷ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

3.8 Inductive Grammar

Grammar may be approached in two main ways: *deductively*, in which students are given a rule which they then practise, or *inductively*, in which they work out rules for themselves. Teachers usually prefer the former; however, according to Littlejohn and Hicks, inductive grammar teaching is useful for a number of reasons. It can involve the students more fully as thinking people with ideas of their own and increase motivation. It can involve them more fully in understanding the language as they work out different rules for forming and using English and it can also help clear up misconceptions they have and make it clear to you, the teacher, what ideas they have about how grammar works. (Reporter: Cambridge English Language Teaching, 2008)

Some aspects of English grammar may be similar in the students' mother tongue. Students can be asked to think about how things are expressed in their mother tongue and when they use certain words, etc., before they are asked to think about English. Students can be given simple tables and asked to complete them. Students can briefly work in small groups/pairs to work out a rule before instructors ask for their ideas. If their ideas are incorrect, teachers can then present the correct rule or give some more examples which make them think about the rule further. (Reporter: Cambridge English Language Teaching, 2008)

3.9 Learning strategies

Learning strategies are the techniques individual students use to help themselves learn. Strategy sharing is a good solution for the weaker students and thus vitally important for learning. There are three main types of strategies according to Hicks:

1. *Meta-cognitive strategies, such as planning, evaluating and monitoring language use;*

2. *Cognitive strategies used in actually 'doing the learning', such as guessing words, repeating, learning things by heart, and working out rules;*
3. *Social strategies, such as working with others, asking for help and so on.* (Reporter: Cambridge English Language Teaching, 2008)

All students come to their English lessons with their own learning strategies. They learn many of these through their other school work, through watching people, and by being told what to do. Learning strategies are very personal - what works for one person may not work for another person. Since the strategies students use are influenced by teaching and by others, students may not be using the best strategies for them. Teaching tends to emphasise particular approaches to learning. Students are unlikely to be aware of what the alternatives might be and may assume that the way they learn and are taught is the only way. Hicks claims that “learning about learning is part of the process of education and provides an understanding which is transferable to other subjects, other areas of life and beyond school. It is also important in bringing about student involvement.” (Reporter: Cambridge English Language Teaching, 2008)

Learning strategies generally take place inside the students' head, so it is very difficult to find out precisely what strategies they are using. However, there are ways to get a better picture and to determine if you think the students are using the most effective strategies. At the end of each lesson instructors should ask students to note down what they thought the main point of the lesson was, what they learned from the lesson, which exercise helped them the most/least and what they found easiest/most difficult. (Reporter: Cambridge English Language Teaching, 2008)

3.10 Mixed Ability

The most important common aspect of all classes which is usually ignored is that they consist of students who have 'mixed ability'. All classes consist of individual students with different personalities and interests. All students also,

themselves, have 'mixed abilities'. For example, some students may find writing easier than speaking or vice versa. Some students find one particular task or approach more appealing than other tasks or approaches. Hicks claims that there are two types of abilities to distinguish: *language ability* and *language learning ability*. The first aspect refers to how much language the students actually know or understand at a particular point in time. The second aspect refers to their ability to learn. A student may be weak in English, for example, but given appropriate support may be able to learn quickly. This suggests that some 'mixed ability' classes may be the result of particular approaches to teaching. For this reason, teachers need to adopt a flexible methodology that allows for a variety of learning styles and abilities. (Reporter: Cambridge English Language Teaching, 2008)

One key principle in teaching mixed ability groups is *transparency*. Instructors should try to make sure that all students understand what is happening in the lesson, for example by overviewing before beginning the lesson or a new task. There are a number of ways in which an instructor can approach teaching groups of mixed language and learning ability. Stronger, average or weaker students can be given completely different tasks at different levels of difficulty. Or students can be given tasks on the same topic at varying levels of difficulty. Or else students can be involved in open-ended tasks which allow them to respond at their own level of ability. (Reporter: Cambridge English Language Teaching, 2008)

3.11 Pace

The timing and pace of any lesson are linked together. Timing is concerned with the management of the time available for each class, that is, when certain things happen. Pace is more concerned with the rate at which the students work. All students work at a different pace and they thus need to be allowed to work at a rate at which they feel comfortable. A language teacher or material should provide a number of ways of preventing some students from falling behind because the pace is too fast and of preventing others from getting bored because the pace of the lessons is too slow.

In large mixed ability classes, different students can work on different tasks at the same time at their own pace. Certain parts of the course should allow students more opportunity to have direct control over their learning and thus their pace. If certain students are working at a very slow pace, you will need to ask yourself why this is and if you can or should do anything about it. For example, they may be tired, they may be confused, they may not understand the task, and they may be bored, they may have things on their mind. You will then need to decide if you should intervene for example by encouraging them to work faster or by explaining things to them again. (Reporter: Cambridge English Language Teaching, 2008)

3.12 Participation

Some students may seem reluctant to participate orally and contribute to the lessons particularly in large classes. There may be a number of reasons for this. There may, for example, be a number of negative factors such as being afraid to make mistakes in front of others, feeling that they will appear stupid, fearing that they will be corrected, or otherwise lacking in confidence in front of a large group. On the other hand, many students naturally say very little. They may feel that they learn best through listening and observing - silence is their preferred learning strategy. There are a number of things that teachers can do to improve the chances of students participating.

Hicks states that some students may dominate the class by being over-noisy or always answering questions first. If this is a problem a teacher could divide the class into four quarters and say that he/she will accept an answer from each group in turn. Some students may be reluctant to 'act out' in class. Instructors should not force students to speak out loud if they are not willing or ready. They should make sure that the students understand that many of the activities are open-ended so that a variety of answers are acceptable and 'right'. They had better encourage students to understand the importance of everyone's contribution in group work and that the work that the quiet students do often supports the work of the more dominant ones. (Reporter: Cambridge English Language Teaching, 2008)

3.13 Speaking

One of the main aims of language teaching must be to give students confidence in expressing themselves orally. The emphasis is therefore, on spoken fluency rather than on spoken accuracy. This should encourage students to be confident and creative in their spoken English.

Littlejohn and Hicks suggest that an instructor should consider whether a spoken error could lead to misunderstanding before correcting it. If not, there may be little reason to correct it. Too much error correction can inhibit the students' desire to speak. There is no need to insist on whole sentences - they may only manage a phrase or even a word. A teacher had better try to react to *what* the students have said rather than *how* they have said it. He/She should allow space and time for the students to speak. Students often find it difficult to provide a rapid spoken reply to a question without time to process an answer. Sometimes it may be useful to give the students in advance the questions you will ask them so they can prepare. At the beginning, it may be better to let students volunteer a reply rather than insist that they answer in turn. A teacher should try to ensure that different people speak each time. He/She can suggest that different people do the reporting back after groupwork. (Reporter: Cambridge English Language Teaching, 2008)

3.14 Vocabulary

Vocabulary is possibly the single most important area in language learning. A person can communicate effectively even though he/she may be very weak in grammatical knowledge with a large vocabulary. It can be expected, however, that the students' *passive* knowledge of vocabulary will always be greater than their *active* abilities - what they are able to produce. Then what should the instructors and learners do?

According to Hicks, writing vocabulary puzzles for their partner gives students time to absorb new words. A teacher can encourage students to compare new words with translations in the mother tongue. He/She may encourage students to guess new

words in texts. The students should be shown how to use a dictionary. This will help them build up their vocabulary outside of class time. He/She could encourage the students to keep a vocabulary notebook in which they note down words/phrases new to them daily and their meaning in their language. Students can be put into small groups to test each other on vocabulary or to devise a vocabulary test for the class. (Reporter: Cambridge English Language Teaching, 2008)

Although above strategies are possibly applied in classes, it is far easier to learn vocabulary in 'chunks' of meaning than as isolated words. This gives a context with which the students can associate language and thus makes it more memorable. Instructors can try a similar experiment with remembering 'chunks' of text.

Figure 3.9 Vocabulary Learning Strategies ⁽⁸⁾

Revision of vocabulary

Diana Hicks

"Revise your new vocabulary for a test on Friday" or

"Make a puzzle/exercise to revise your new vocabulary for a test on Friday. You could..."

1 Read the text on page 53 and make an accrostic with clues

2 Make a circle puzzle with clues

3 Copy a paragraph of the text. Make a gap fill exercise. Leave it two days and come back and fill in the gaps.

4 Make sentences which use a noun and a verb: eg,

i An archaeologist discovers things

ii A wheel travels

iii Snow melts: doesn't melt

5 Make a story using as many words as you can

⁸ In-Sercice Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

6 Make 'odd one out' groups :eg,

i steam crop ice snow

ii axe coat bow arrow

iii body jewellery coat boot

7 Make a split word puzzle

1 Arch	A lery
2 Jewel	B dy
3 Arr	C der
4 Bo	D al
5 bor	E aeologist
6 met	F ow

8 Draw a picture of the story in the unit. Label all the things

9 Divide the words into different syllable lengths

One syllable	Two syllables	Three syllables
Axe	Border	

3.15 Student involvement

Student involvement is probably the single most important factor in language learning. One of the greatest causes of drop out and student failure in learning is that they do not feel part of their course. For this reason, the encouragement of student involvement is one of key principles in language teaching. The aim is to involve the students as fully as possible in their English course, such that they feel it is *theirs* and one which is personally relevant to them.

Littlewood and Hicks advise instructors to start from the students. Instructors should find out what the students already know and would like to know about a new topic when introducing it. They should encourage regular evaluation of how they are learning. They should provide choices between tasks. Students should be provided

creative tasks which draw on the students' imagination, experience and personal views. Providing larger tasks where students can feel freer to work in their own way is better. Students should be involved in the production of tests and make tests less threatening. (Reporter: Cambridge English Language Teaching, 2008)

Figure 3.10 Criteria for Student Involvement

Inclusivity means

Diana Hicks

- 1 offering every pupil in the class an equal chance to participate in the task*
- 2 accepting that every class is 'mixed ability'*
- 3 recognising that each pupil will bring different strengths to the task*
- 4 understanding that the process of making meaning is more important than the 'done' product*
- 5 allowing each pupil to make decisions and choices*
- 6 trusting the pupils decisions and choices*
- 7 seeing individual progress as signs of 'success'*
- 8 constructing opportunities for involvement*

What are the characteristics of inclusive tasks?

*choice cogNitive Creative related to lives fIUency based
transparent initiate
eValuable opEn*

(In-Sercice Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008))

3.16 Problem solving

When the instructor tries to teach everything to the students by telling the lesson on his/her own, the students will soon get bored because listening is one of the

most difficult tasks. That's why students should also participate and explore something in the target language classes.

Littlejohn and Hicks claim that the benefits of a problem-solving approach to teaching and learning can be significant for a number of reasons. Firstly, involving the learner in thinking things through requires more involvement and produces greater depth of understanding. This kind of 'experiential knowledge', gained through the experience of *doing* something, often lasts longer and is more significant to the learner than knowledge which is simply 'transmitted' by the teacher or the book. The students become involved in constructing their own *individual* systems of learning and understanding. Secondly, some recent research has suggested that where students are involved in using language to understand and formulate meanings, then language may be acquired more naturally, in much the same way as infants learn their first language. (Reporter: Cambridge English Language Teaching, 2008)

CHAPTER IV

EVALUATION OF TECHNIQUES BY THE STUDENTS

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected through two questionnaires.

4.2 Subjects

The participants of the study were 59 students in the 9th grade at Karaman Anadolu Öğretmen Lisesi during 2007-2008. The following factors were taken into consideration in the selection of these subjects:

a) Class 9/C was selected as the experimental group, and 9/B class as the control group. The main factor for the determination of the control and experimental group was that the teacher of class 9/C was aware of the novel techniques for the development of oral fluency whereas the teacher of 9/B was not.

b) The focus of the study was the 9th level as the students who have had English classes for five years previously are still unable to communicate using foreign language. Moreover they have to decide an area of study possibly lessening the importance the importance of EFL in the upcoming grades. This grade is the only one in which students are exposed to a foreign language 10 hours a week and hence the only chance to build up their oral fluency for their future lives.

4.3 Data Collection

The aim of our study was to identify contemporary methods, approaches and exercise types and their efficiency for the development of oral fluency in high school students. Our study was motivated by the assumption that contemporary communicative exercises, language teaching materials and approaches which will be applied in classes positively affect their oral competence.

Our major research question in this study is “Are fluency exercises, introduced in the previous chapters, affect the success in oral fluency development?” To find out whether foreign language teachers at primary level had already used the same type of oral fluency exercises described in this study as much as they can, a questionnaire regarding the application of contemporary language teaching and oral fluency developing techniques at primary level was applied on both experimental and test groups including 9/B and 9/C classes at Karaman Anadolu Öğretmen Lisesi in the early weeks of the first term of 2007-2008 Education year. This survey contained some questions regarding the opinions of students about some necessary techniques to be applied in order to provide oral fluency whether they had been applied on them or not at primary school, and the researcher applied those techniques to supply oral fluency in the classes he taught. At the end of March 2008 the students in both experimental and test groups evaluated the degree of their oral fluency with another questionnaire and they also assessed the efficiency of techniques which had been applied on them.

It was especially aimed to provide possible solutions to the teachers of English who are in need of updating their way of teaching techniques and materials. Because it is believed that there has to be initial and urgent change in teachers' teaching styles which influences learners' attitude and motivation in developing oral competence in English.

It should be noted here that questionnaires for students which are designed and adapted for the present study are valid and reliable. Therefore, the validity and reliability of the questionnaires were approved by some field experts. It is also assumed that the answers reflect the real and sincere opinions of the participants.

4.4 Data Analysis

In this study, data was analysed mostly by using percentage and frequency distribution in computer environment for both questionnaires. SPSS 14.0 is used to analyze the questionnaire output. Also, since questionnaires were applied on both

experimental and control groups, scales were prepared for analysis whether a significant rise has been observed in developing positive progress about oral competence and self confidence on experimental group or not. These graphs helped the researcher to analyse and evaluate the items comparatively.

The items in the first questionnaire will be analysed below and interpreted, and then a general evaluation of the results will be made.

4.4.1 Comparative Evaluation of the Data Collected from the Control Group and the Experimental Group

This part of the study presents the analysis of the data collected from students at 9/C and 9/B classes.

Table 4.1. The percentage of the students in the experimental group (9/C) involved in marking the best alternative for the pre-questionnaire statements.

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
1. The students also participated in the decision making process about the lessons.	51,7	27,6	17,2	3,4
2. The students were asked about the things they knew or didn't know about the subject which would be studied in the lesson.	62,1	24,1	13,8	-
3. The students were given the feedback opportunity at the end of the lesson about the subject studied.	17,9	64,3	10,7	7,1
4. The strategies students used to study or learn new vocabulary were evaluated and shared in the lessons.	44,8	20,7	27,6	6,9
5. The students were asked to express their opinions about what they liked or disliked about the subject studied in the lesson.	41,4	34,5	20,7	3,4
6. The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc.	6,9	24,1	41,4	27,6
7. The exercises were generally designed to test how they expressed the things they wanted to say.	6,9	6,9	55,2	31
8. The exercises were mostly related to what they said rather than how they said.	39,3	25	17,9	17,9
9. Grammar topics were given like mathematics formula and they were the most important part of the lesson.	10,3	13,8	27,6	48,3
10. Vocabulary was introduced one by one or in isolated lists.	-	6,9	44,8	48,3
11. The meanings and use of the vocabulary were introduced in sentences and expressions.	44,8	31	20,7	3,4
12. The exercises were mostly imitation type of a model given.	-	10,7	64,3	25
13. The exercises required the students to express their own opinions and feelings with their own words and sentences.	41,4	51,7	3,4	3,4
14. The exercises done in the classes were ones which required the students to perform a task and usually started with the verb "do".	3,4	20,7	4,8	31
15. The exercises done in the classroom were ones which	62,1	31	3,4	3,4

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
required to be initiative, creative, and generally produce something new and usually started with the verb "make".				
16. The lessons were introduced in the target language all the time.	6,9	20,7	62,1	10,3
17. Both the mother tongue and the target language were the medium of the classes, yet the reports of the tasks were prepared and presented only in the target tongue.	37,9	31	17,2	13,8
18. When the lessons were always introduced in the target language, it was difficult for me to understand the subjects, adapt to daily life and transfer to the mother tongue.	7,1	3,6	42,9	46,4
19. Using the mother tongue in the lessons when necessary comforted me.	10,3	3,4	10,3	75,9
20. When the target language was always used in the lessons, I couldn't understand some sentences and it really made me anxious.	17,2	3,4	24,1	55,2
21. The teacher focussed on sentence structure mostly in grammar lessons.	7,4	3,7	55,6	33,3
22. The teacher focussed on the use rather than the structure in grammar lessons, that's to say which function a structure represents was more important.	51,7	37,9	10,3	-
23. The teacher explained everything in classes.	3,4	3,4	44,8	48,3
24. The students worked in the lessons and the teacher mostly helped the students when necessary.	58,6	37,9	-	3,4
25. The teacher used to speak more than the students.	-	6,9	34,5	58,6
26. The students were more active than the teacher in classes.	62,1	31	6,9	-
27. The students used to work individually and they were passive.	3,4	24,1	44,8	27,6
28. The students used to study in pairs or groups, and they produced something actively.	58,6	31	10,3	-
29. After the group work, each member of a group evaluated the work he/she performed and the work of other members..	79,3	13,8	3,4	3,4
30. First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject.	3,6	10,7	64,3	21,4

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
31. The students were more active in grammar lessons; they made discussions related to the structures and their use.	46,4	46,4	7,1	-
32. The students were usually offered monotype exercises.	6,9	10,3	37,9	44,8
33. Various types of exercises were offered to the students with various skill types.	75,9	17,2	3,4	3,4
34. The teachers did not interfere with the students during speaking exercises; he/she did not directly correct the mistakes.	58,6	24,1	17,2	-
35. Extra time was allocated for oral exercises.	58,6	34,5	3,4	3,4

Table 4.2. The percentage of the students in the control group (9/B) involved in marking the best alternative for the pre-questionnaire statements.

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
1. The students also participated in the decision process about the lessons.	73,3	23,3	3,3	-
2. The students were asked about the things they knew or didn't know about the subject which would be studied in the lesson.	36,7	30	16,7	16,7
3. The students were given the feedback opportunity at the end of the lesson about the subject studied.	41,4	20,7	31	6,9
4. The strategies students used to study or learn new vocabulary were evaluated and shared in the lessons.	60	26,5	6,7	6,7
5. The students were asked to express their opinions about what they liked or disliked about the subject studied in the lesson.	43,3	36,7	13,3	6,7
6. The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc.	6,7	10	36,7	46,7
7. The exercises were generally designed to test how they expressed the things they wanted to say.	-	10	60	30
8. The exercises were mostly related to what they said rather than how they said.	41,4	31	20,7	6,9
9. Grammar topics were given like mathematics Formula and they were the most important part of the lesson.	6,7	36,7	-	56,7
10. Vocabulary was introduced one by one or in isolated lists.	3,3	10	40	46,7
11. The meanings and use of the vocabulary were introduced in sentences and expressions.	58,6	24,1	3,4	13,8
12. The exercises were mostly imitation type of a model given.	10,3	-	62,1	27,6
13. The exercises required the students to express their own opinions and feelings with their own words and sentences.	66,7	26,7	6,7	-
14. The exercises done in the classes were ones which required the students to perform a task and usually started with the verb "do".	-	13,3	53,3	33,3
15. The exercises done in the classroom were ones which	79,3	13,8	6,9	-

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
required to be initiative, creative, and generally produce something new and usually started with the verb "make".				
16. The lessons were introduced in the target language all the time.	20	30	43,3	6,7
17. Both the mother tongue and the target language were the medium of the classes, yet the reports of the tasks were prepared and presented only in the target tongue.	16,7	46,7	13,3	23,3
18. When the lessons were always introduced in the target language, it was difficult for me to understand the subjects, adapt to daily life and transfer to the mother tongue.	3,3	-	50	46,7
19. Using the mother tongue in the lessons when necessary comforted me.	3,3	6,7	30	60
20. When the target language was always used in the lessons, I couldn't understand some sentences and it really made me anxious.	-	3,6	53,6	42,9
21. The teacher focussed on sentence structure mostly in grammar lessons.	-	14,3	57,1	28,6
22. The teacher focussed on the use rather than the structure in grammar lessons, that's to say which function a structure represents was more important.	60	16,7	16,7	6,7
23. The teacher explained everything in classes.	3,3	20	40	36,7
24. The students worked in the lessons and the teacher mostly helped the students when necessary.	70	23,3	3,3	3,3
25. The teacher used to speak more than the students.	3,3	3,3	46,7	46,7
26. The students were more active than the teacher in classes.	76,7	23,3	-	-
27. The students used to work individually and they were passive.	13,3	6,7	56,7	23,3
28. The students used to study in pairs or groups, and they produced something actively.	73,3	16,7	6,7	3,3
29. After the group work, each member of a group evaluated the work he/she performed and the work of other members..	80	6,7	10	3,3
30. First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject.	6,7	23,3	40	30

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher	Don't Agree	Partly Agree	Agree	Completely Agree
31. The students were more active in grammar lessons; they made discussions related to the structures and their use.	63,3	30	3,3	3,3
32. The students were usually offered monotype exercises.	20	10	46,7	23,3
33. Various types of exercises were offered to the students with various skill types.	86,7	10	3,3	-
34. The teachers did not interfere with the students during speaking exercises; he/she did not directly correct the mistakes.	46,7	36,7	13,3	3,3
35. Extra time was allocated for oral exercises.	50	33,3	10	6,7

4.4.1.1 Decision Making Process about what to do during a lesson

Below statistics show the frequencies of both experimental and control groups related to their preferences about the decision making process before each lesson.

Table 4.3. The students also participated in the decision making process about the lessons.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	51,7	27,6	17,2	3,4
2. Control Group (9/B)	73,3	23,3	3,3	-

51,7 % of the students in the experimental group disagreed on the statement that their opinions were effective in the decision making process about what to do during the lessons. 27,6 % of the students ticked the choice “Partly agree”. The cumulative percentage is 79,3 %.

A significant rate, 73 %, of the students in the control group stated that they did not agree that their opinion was effective in the decision making process about the lessons. 23,3 % of the students ticked the choice “Partly agree”. The cumulative percentage is 96,7 %. This means that the students in both groups think that the students in language classes are not included in the decision making process. Thus the classes are mostly teacher centered.

4.4.1.2 What to do to motivate students

Table 4.4. The students were asked about the things they knew or didn't know about the subject which would be studied in the lesson.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	62,1	24,1	13,8	-
2. Control Group (9/B)	36,7	30	16,7	16,7

This statement was involved in the survey to have a general idea about the preparations for the topics before each lesson. The students in the experimental group

disagreed on the statement at a significant rate, 62,1 %. They ticked the choice 'partly agree' at 24,1 %. The cumulative percentage for the choices of 'Disagree' and 'Partly agree' is 86,2 %.

The students in the control group ticked the choice of 'Disagree' at 36,7 %. They preferred the choice 'Partly Agree' at 30,0 %. The cumulative percentage for the choices of 'Disagree' and 'Partly agree' is 66,7 %. The results show that the students in both groups believe that they weren't prepared before the lessons with interesting questions to raise attention to the topic.

4.4.1.3 Feedback

Table 4.5. The students were given the feedback opportunity at the end of the lesson about the subject studied.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	17,9	64,3	10,7	7,1
2. Control Group (9/B)	41,4	20,7	31	6,9

17,9 % of the students in the experimental group disagreed on this statement. Moreover, 64,3 % of the students ticked the choice, 'Partly Agree'. The cumulative percentage is 82,1, which is really significant.

The students in the control group mostly ticked 'Disagree' choice for this statement with the rate 41,4 %. 20,7 % of the students in this group preferred 'Partly Agree'. The cumulative percentage is 62,1.

Table 4.6. The students were asked to express their opinions about what they liked or disliked about the subject studied in the lesson.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	41,4	34,5	20,7	3,4
2. Control Group (9/B)	43,3	36,7	13,3	6,7

Cumulative 75,9 % of the students in the experimental group and 80 % of the students in the control group stated that they were not asked to evaluate the likes and dislikes about the subject studied in the lesson.

Table 4.7. After the group work, each member of a group evaluated the work he/she performed and the work of the other members.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	79,3	13,8	3,4	3,4
2. Control Group (9/B)	80	6,7	10	3,3

Cumulative 93,1 % of the students in the experimental group disagreed on this statement. Cumulative 86,7 % of the students in the control group also disagreed on this statement. This result shows that the classes are either in the classical form and the students sit and work individually or the evaluation is not adequate after the groupwork.

4.4.1.4 Sharing Strategies for Learning

Table 4.8. The strategies students used to study or learn new vocabulary were evaluated and shared in the lessons.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	44,8	20,7	27,6	6,9
2. Control Group (9/B)	60	26,5	6,7	6,7

Cumulative 65,5 % of the students in the experimental group stated that the strategies they used to study or learn new vocabulary were not shared in the classroom. Cumulative 86,7 % of the students in the control group also stated that the strategies they used to study or learn new vocabulary were not shared in the classroom. The students were not given the chance to be aware of other strategies to learn.

4.4.1.5 Oral Drills

Table 4.9. The exercises were mostly imitation type of a model given.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	-	10,7	64,3	25
2. Control Group (9/B)	10,3	-	62,1	27,6

Cumulative 89,3 % of the students in the experimental group stated that the exercises done in the classroom mostly required them to repeat or imitate an example given before. 89,7 % of the students in the control group stated that the exercises done in the classroom mostly required them to repeat or imitate an example given before.

Table 4.10. The exercises done in the classes were ones which required the students to perform a task and usually started with the verb “do”.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	3,4	20,7	44,8	31
2. Control Group (9/B)	-	13,3	53,3	33,3

This kind of exercises does not require the students to think or create something. They want them to imitate a model. Cumulative 75,8 % of the students in the experimental group stated that the exercises they had done in the classroom were

in this category. Moreover, cumulative 86,6 % of the students in the control group also stated that the exercises they had done in the classroom were in this category.

4.4.1.6 Accuracy Exercises

Table 4.11. The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	6,9	24,1	41,4	27,6
2. Control Group (9/B)	6,7	10	36,7	46,7

Cumulative 69 % of the students in the experimental group stated that the exercises they had done in the classroom were usually grammar focussed like fill in the blanks and correct the mistakes exercises. Cumulative 83,4 % of the students in the control group also stated that the exercises they had done in the classroom were usually grammar focussed like fill in the blanks and correct the mistakes exercises.

Table 4.12. The exercises were generally designed to test how they expressed the things they wanted to say.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	6,9	6,9	55,2	31
2. Control Group (9/B)	-	10	30	60

Cumulative 85,3 % of the students in the experimental group agreed that their teacher paid attention to the form of the sentences when the students were required to talk, whether the sentence structure they used was related to the subject they just studied; right or wrong. In the control group 90 % of the students agreed that their teacher paid attention to the form of the sentences when the students were required to talk.

Table 4.13. Grammar topics were given like mathematics formula and they were the most important part of the lesson.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	10,3	13,8	27,6	48,3
2. Control Group (9/B)	-	6,7	36,7	56,7

Cumulative 75,9 % of the students in the experimental group agreed that the grammar topics had been introduced like mathematics formulas and they were the most important part of the lessons. In control group cumulative 93,4 % of the students also agreed that the grammar topics had been introduced like mathematics formulas and they were the most important part of the lessons.

Table 4.14. The teacher focussed on sentence structure mostly in grammar lessons.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	7,4	3,7	55,6	33,3
2. Control Group (9/B)	-	14,3	57,1	28,6

Cumulative 88,9 % of the students in the experimental group agreed that their teachers mostly had paid attention to sentence structures without regarding their use and function in daily life situations. 85,7 % of the students in the control group also agreed that their teachers mostly had paid attention to sentence structures disregarding their use and function in daily life situations.

4.4.1.7 Vocabulary Learning

Table 4.15. Vocabulary was introduced one by one or in isolated lists.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	-	6,9	44,8	48,3
2. Control Group (9/B)	3,3	10	40	46,7

Cumulative 93,1 % of the students in the experimental group stated that new words had been introduced one by one or in isolated lists disregarding the importance of the use in sentences, synonyms or antonyms. In control group cumulative 86,7 % of the students also stated that new words had been introduced one by one or in isolated lists disregarding the importance of the use in sentences, synonyms or antonyms.

Table 4.16. The meanings and use of the vocabulary were introduced in sentences and expressions.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	44,8	31	20,7	3,4
2. Control Group (9/B)	58,6	24,1	3,4	13,8

A significant cumulative rate of the students in the experimental group, 75,9 %, disagreed that the new words had been introduced in sentences and expressions, but rather in isolated lists or just with their dictionary meaning. Cumulative 82,8 % of the students in the control group stated that the new words had not been introduced in sentences and expressions, but rather in isolated lists or just with their dictionary meaning.

4.4.1.8 Type of Classes (Student or Instructor centered)

Table 4.17. The teacher explained everything in classes.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	3,4	3,4	44,8	48,3
2. Control Group (9/B)	3,3	20	40	36,7

This statement was produced to test whether the students' participation in classes was enough. Cumulative 93,1 % of the students in the experimental group agreed on the statement above, which shows that the students were mostly passive and the teacher was the most active element in classroom as in the classical way of

teaching. Besides, cumulative 76,7 % of the students in the control group also agreed on this statement.

Table 4.18. The students worked in the lessons and the teacher mostly helped them when necessary.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	58,6	37,9	-	3,4
2. Control Group (9/B)	70	23,3	3,3	3,3

This statement in the questionnaire was produced with the aim of testing whether the students were responsible for their learning in modern sense and became the most active part of the classes, and the teacher as a counselor or a guide. Cumulative 96,6 % of the students in the experimental group disagreed on the statement above, which means the teacher was the most important actor in the classes. Cumulative 93,3 % of the students in the control group also disagreed on this statement.

Table 4.19. The teacher used to speak more than the students.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	-	6,9	34,5	58,6
2. Control Group (9/B)	3,3	3,3	46,7	46,7

Cumulative 93,1 % of the students in the experimental group agreed on this statement. Cumulative 93,4 % of the students in the control group also agreed on the above statement. These results show that the teachers are still considering themselves as the dominant element inside the classroom.

Table 4.20. The students were more active than the teacher in classes.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	62,1	31	6,9	-
2. Control Group (9/B)	76,7	23,3	-	-

This item checks the reliability of the previous item because it has an opposite meaning. 62,1 % of the students in the experimental group refused this statement by ticking the choice “Disagree”, and also 31 % of the students ticked “Partly agree”. The cumulative percent of the students who believe that the teachers were more dominant parts of the classes is 93,1. In control group 76,7 % of the students refused this statement by ticking the choice “Disagree”, and also 23,3 % of the students ticked “Partly agree”. None of the students ticked “Agree” or “Completely agree” choices, which means that nearly 100 % of the students believe that the teachers were more dominant parts of the classes.

Table 4.21. The students used to work individually and they were passive.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	3,4	24,1	44,8	27,6
2. Control Group (9/B)	13,3	6,7	56,7	23,3

Cumulative 72,4 % of the students in the experimental group agreed on this idea that the students had worked as individuals and they had been required to listen to the teacher all the time rather than taking part in discussions related to the subject. Cumulative 80 % of the students in the control group also agreed on this idea that the students had worked as individuals.

Table 4.22. The students used to study in pairs or groups, and they produced something actively.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	58,6	31	10,3	-
2. Control Group (9/B)	73,3	16,7	6,7	3,3

This statement has an opposite meaning to the previous one that the students were more active working in pairs or groups, and trying to decide on something or making discussions during the lessons related to the topic. Cumulative 89,7 % of the students in the experimental group disagreed on this item while only 10,3 % agreed on it. In control group cumulative 90 % of the students disagreed on this item while only 10 % agreed on it.

Table 4.23. First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	3,6	10,7	64,3	21,4
2. Control Group (9/B)	6,7	23,3	40	30

Cumulative 85,7 % of the students in the experimental group agreed on the statement that grammar explanations were first made by the teacher and the students were required to do some exercises like filling in the blanks, correcting the mistakes and etc. Also cumulative 70 % of the students in control group agreed on this statement.

Table 4.24. The students were more active in grammar lessons; they made discussions related to the structures and their use.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	46,4	46,4	7,1	-
2. Control Group (9/B)	63,3	30	3,3	3,3

Cumulative 92,9 % of the students in the experimental group refused this statement that even in grammar lessons the students were active discussing the uses and functions of grammatical structures rather than listening and imitating the teacher. In control group also cumulative 93,3 % of the students refused this statement.

4.4.1.9 Fluency Exercises

Table 4.25. The exercises were mostly related to what they said rather than how they said.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	39,3	25	17,9	17,9
2. Control Group (9/B)	41,4	31	20,7	6,9

Cumulative 64,3 % of the students in the experimental group disagreed on the idea that the students' ability to express what they want to say in the target language was more important than the form whether the structure they used was right or wrong. In control group cumulative 72,4 % of the students disagreed on this statement.

Table 4.26. The exercises done in the classroom were ones which required to be initiative, creative, and generally produce something new and usually started with the verb "make".

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	62,1	31	3,4	3,4
2. Control Group (9/B)	79,3	13,8	6,9	-

Most of the students in the experimental group, cumulative 93,1 %, stated that the exercises they had done in the classrooms were rather rare and they did not

require them to be creative and initiative. In control group also cumulative 93,4 % stated that this kind of exercises were quite rare.

Table 4.27. The teacher focussed on the use rather than the structure in grammar lessons, that's to say which function a structure represents was more important.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	51,7	37,9	10,3	-
2. Control Group (9/B)	60	16,7	16,7	6,7

To check the security of the item 21 that the teacher focussed on sentence structure mostly in grammar lessons, this item was created in the survey and cumulative 89,7 % of the students in the experimental group disagreed on it. Thus this item strengthens the validity of the item 21 with a high rate that the teachers paid little or no attention to the use and function of the grammatical structures. Cumulative 76,7 % of the students in the control group also disagreed on this statement.

Table 4.28. The exercises required the students to express their own opinions and feelings with their own words and sentences.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	41,4	51,7	3,4	3,4
2. Control Group (9/B)	66,7	26,7	6,7	-

Cumulative 93,1 % of the students in the experimental group agreed that the exercises they had done in the classroom did not require them to be initiative and creative, but rather imitate a model given. In control group cumulative 89,9 % of the students agreed that the exercises they had done in the classroom did not require them to use any vocabulary or structure they knew to express their opinions and feelings.

Table 4.29. Extra time was allocated for oral fluency exercises.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	58,6	34,5	3,4	3,4
2. Control Group (9/B)	50	33,3	10	6,7

Cumulative 93,1 % of the students in the experimental group disagreed on this statement that each lesson had some time for oral fluency exercises. In control group cumulative 83,3 % of the students disagreed on this statement.

Table 4.30. The teachers did not interfere with the students during speaking exercises; he/she did not directly correct the mistakes.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	58,6	24,1	17,2	-
2. Control Group (9/B)	46,7	36,7	13,3	3,3

Cumulative 82,8 % of the students in the experimental group disagreed on this statement. Thus it shows that the students were usually discouraged to speak the target language by continuous interference in case of mistakes. In control group cumulative 83,3 % of the students also disagreed on this statement. Thus it shows that the students were usually discouraged to speak the target language by continuous interference in case of mistakes.

4.4.1.10 Lesson Medium

Table 4.31. The lessons were introduced in the target language all the time.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	6,9	20,7	62,1	10,3
2. Control Group (9/B)	20	30	43,3	6,7

Cumulative 72,4 % of the students in the experimental group agreed that the teacher used to speak in the target language all the time during the lessons. Cumulative 49,9 % of the students in the control group agreed that the teacher used to speak in the target language all the time during the lessons..

Table 4.32. Both the mother tongue and the target language were the medium of the classes, yet the reports of the tasks were prepared and presented only in the target tongue.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	37,9	31	17,2	13,8
2. Control Group (9/B)	16,7	46,7	13,3	23,3

37,9 % of the students in the experimental group disagreed on this statement. 31 % of the students ticked the choice 'Partly agree'. Only 40 % of the students agreed on it.

16,7 % of the students in the control group disagreed on this statement. 46,7 % ticked the choice 'Partly agree' whereas 36,6 % of the students agreed on it.

Above statistics mean that either the medium of all the activities in classes was the target language or the students had to work individually rather than in pairs or groups performing a task.

Table 4.33. When the lessons were always introduced in the target language, it was difficult for me to understand the subjects, adapt to daily life and transfer to the mother tongue.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	7,1	3,6	42,9	46,4
2. Control Group (9/B)	3,3	-	50	46,7

Cumulative 89,3 % of the students in the experimental group stated that they had problems in understanding the subjects, adapting to daily life and transferring to the mother tongue when the lessons were always introduced in the target language. Cumulative 96,7 % of the students in the control group stated that they had problems in understanding the subjects, adapting to daily life and transferring to the mother tongue.

Table 4.34. Using the mother tongue in the lessons when necessary comforted me.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	10,3	3,4	10,3	75,9
2. Control Group (9/B)	3,3	6,7	30	60

Cumulative 86,2 % of the students in the experimental group agreed that they did not feel anxious when the mother tongue was used in the lessons when they had difficulty in understanding any subject. Cumulative 90 % of the students in control group also agreed on this statement.

Table 4.35. When the target language was always used in the lessons, I couldn't understand some sentences and it really made me anxious.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	17,2	3,4	24,1	55,2
2. Control Group (9/B)	-	3,6	53,6	42,9

This statement was included in the survey to check the reliability of the previous item. Cumulative 79,3 % of the students in the experimental group had some anxiety about misunderstanding some sentences or expressions, which sometimes make the other students laugh. In control group cumulative 96,5 % of the students had some anxiety about misunderstanding some sentences or expressions.

4.4.1.11 Multiple Intelligences

Table 4.36. The students were usually offered monotype exercises.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	6,9	10,3	37,9	44,8
2. Control Group (9/B)	20	10	46,7	23,3

This item means that the students have varying interests and intelligences. If all the students are required to do the same kind of exercise which requires only one type of intelligence, this means that most of the students in the class with various intelligence types will easily get bored and refuse to do them. Cumulative 82,8 % of the students in the experimental group agreed on this statement. Moreover, in control group cumulative 70 % of the students agreed on this statement.

Table 4.37. Various types of exercises were offered to the students with various skill types.

Classes	Percentage (%)			
	Dis.	P.A	A.	C.A
1. Experimental Group (9/C)	75,9	17,2	3,4	3,4
2. Control Group (9/B)	86,7	10	3,3	-

This item is converse of the previous item in meaning to test its reliability. Cumulative 93,1 % of the students in the experimental group disagreed on this statement. Cumulative 96,7 % of the students in control group disagreed on this statement. These results strengthen the result of the previous item that the students were usually offered mono-type exercises for everybody in the classroom.

To sum up, the students in both groups stated that they had not participated in the decision making process about the lessons. Little attention was paid to raise motivation for the students. They were not asked about the things they knew or didn't know about the subject which would be studied in the lesson. They were not

given the feedback opportunity about the subject studied at the end of the lesson. The strategies they used to study or learn new vocabulary were not evaluated and shared in the lessons. They were not asked to express their opinions about what they liked or disliked about the subject studied in the lesson. The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc. The exercises were generally designed to test how they expressed the things they wanted to say. The exercises were not related to what they said rather than how they said. Grammar topics were given like mathematics formula and they were the most important part of the lesson. Vocabulary was introduced one by one or in isolated lists. The meanings and use of the vocabulary were rarely introduced in sentences and expressions. The exercises were mostly imitation type of a model given. The exercises did not require them to express their own opinions and feelings with their own words and sentences. They did the exercises which required to perform a task and usually started with the verb “do”. They did not do the exercises which required to be initiative, creative and started with the verb “make”. The lessons were usually introduced in the target language all the time. Both the mother tongue and the target language were not the medium of the classes. When the lessons were always introduced in the target language, it was difficult for them to understand the subjects, adapt to daily life and transfer to the mother tongue. However, using the mother tongue in the lessons when necessary comforted them. When the mother tongue was always used in the lessons, they couldn’t understand some sentences and it really made them anxious. The teacher focussed on sentence structure mostly in grammar lessons. The teacher did not focus on the use rather than the structure in grammar lessons. The teacher explained everything in classes. The teacher used to speak more than the students. The students were not more active than the teacher in classes. The students used to work individually and they were passive. The students did not use to study in pairs or groups, and they did not produce something actively. After the group work, each member of a group did not evaluate the work he/she performed and other group members’ work. First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject. The students were not more active in grammar lessons; they did not make discussions related to the structures and their use. The students were usually offered monotype exercises. Various types of

exercises were not offered to the students with various skill types. The teachers interfered with the students during speaking exercises; they did directly correct the mistakes. Extra time was not allocated for oral exercises.

4.4.1.12 Final Comparative Evaluation of the Data Collected through Post-Test from the Control Group and the Experimental Group

Cross-Sectional Comparative Study Design was selected for the final evaluation after enough input was supplied in accordance with the hypothesis of this study. A questionnaire was developed involving the characteristics of the techniques described in the hypothesis and literature review parts of this study. 15 students from each group were randomly selected as every other student in the class lists so as to test the efficiency of the methods and techniques applied on the experimental group. At the end of March, on 28 March 2008, the questionnaire was applied on both experimental and control groups. The data were evaluated by comparison of the groups.

Table 4.38. The percentage of the students in the experimental group (9/C) involved in marking the best alternative for the final questionnaire statements.

Dear Students,

The questions in this survey are related to language classes you have been attending in this school. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Tick the most appropriate boxes for you.

Faruk TÜRK
Researcher

1. Why do you learn English?

☒ I would like to learn it voluntarily. **80 %**

☒ I have to learn it because it is in the school curriculum. **20%**

2. Before I started to study at this school;

☒ I had had difficulty in spoken English. **93,3 %**

☒ I had already been able to speak English fluently. **6,7 %**

3. Because of the English classes I have attended in this school so far;

☒ I can speak English fluently. **60 %**

☒ I can speak English quite well. **33,3 %**

☒ I can speak English only a little and I think it is not enough. **6,7 %**

☐ I cannot speak English. -

4. I can/cannot speak English fluently now because:

Statements		Disagree	Partly Agree	Agree	Completely Agree
1	We do not only do accuracy exercises but also fluency ones.	-	20	46,7	33,3
2	My teacher does not correct my mistakes immediately during fluency exercises.	6,7	20	26,7	46,7
3	I learn vocabulary with their meanings in phrases and sentences.	6,7	6,7	53,3	33,3
4	I learn what part of speech a vocabulary is, frequently accompanying words, synonyms and antonyms together.	6,7	6,7	46,7	40
5	Since we share learning strategies in classes, I do not have difficulties in learning new vocabulary and structure.	6,7	13,3	46,7	33,3
6	The teacher wants us to study for accuracy in the first half of the lesson and communicative exercises in the second half.	6,7	13,3	46,7	33,3
7	We frequently do speaking exercise in pairs or groups.	13,3	-	53,3	33,3
8	Our teacher does not only speak and tell the lesson in the classroom but rather he/she evaluates our study and guides us.	-	13,3	40	46,7
9	Extra time is spent for communicative exercises.	-	20	33,3	46,7
10	The teacher evaluates our practice performance with alternative assessment methods rather than classical written examinations.	13,3	6,7	40	40
11	Everybody in class has feedback opportunity by the teacher.	6,7	13,3	40	40
12	After the topics or units, we evaluate the achievement level we have performed which we determined at the beginning of each topic or unit.	6,7		20	66,7

13	I can easily differentiate the exercises we do in classes whether they are related to accuracy or fluency.	6,7	13,3	26,7	53,3
----	--	-----	------	------	------

Table 4.39. The percentage of the students in the control group (9/B) involved in marking the best alternative for the final questionnaire statements.

Dear Students,

The questions in this survey are related to language classes you have been attending in this school. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Tick the most appropriate boxes for you.

Faruk TÜRK
Researcher

1. Why do you learn English?

☒ I would like to learn it voluntarily. **33,3 %**

☒ I have to learn it because it is in the school curriculum. **66,7%**

2. Before I started to study at this school;

☒ I had had difficulty in spoken English. **86,7 %**

☒ I had already been able to speak English fluently. **13,3 %**

3. Because of the English classes I have attended in this school so far;

☒ I can speak English fluently. **6,7 %**

☒ I can speak English quite well. **6,7 %**

☒ I can speak English only a little and I think it is not enough. **26,7 %**

☒ I cannot speak English. **60 %**

4. I can/cannot speak English fluently now because:

Statements		Disagree	Partly Agree	Agree	Completely Agree
1	We do not only do accuracy exercises but also	53,3	40	6,7	-

	fluency ones.				
2	My teacher does not correct my mistakes immediately during fluency exercises.	53,3	26,7	13,3	6,7
3	I learn vocabulary with their meanings in phrases and sentences.	60	26,7	6,7	6,7
4	I learn what part of speech a vocabulary is, frequently accompanying words, synonyms and antonyms together.	53,3	33,3	13,3	-
5	Since we share learning strategies in classes, I do not have difficulties in learning new vocabulary and structure.	53,3	26,7	13,3	6,7
6	The teacher wants us to study for accuracy in the first half of the lesson and communicative exercises in the second half.	66,7	20,0	6,7	6,7
7	We frequently do speaking exercise in pairs or groups.	46,7	33,3	13,3	6,7
8	Our teacher does not only speak and tell the lesson in the classroom but rather he/she evaluates our study and guides us.	46,7	33,3	6,7	13,3
9	Extra time is spent for communicative exercises.	53,3	26,7	13,3	6,7
10	The teacher evaluates our practice performance with alternative assessment methods rather than classical written examinations.	60	20	13,3	6,7
11	Everybody in class has feedback opportunity by the teacher.	60	20	6,7	13,3
12	After the topics or units, we evaluate the achievement level we have performed which we determined at the beginning of each topic or unit.	53,3	20	13,3	13,3
13	I can easily differentiate the exercises we do in classes whether they are related to accuracy or fluency.	40	46,7	13,3	-

4.4.1.12.1 The reason of studying English at school

Table 4.40. I would like to learn it voluntarily.

Classes	Percentage (%)
1. Experimental Group (9/C)	80
2. Control Group (9/B)	33,3

Above statistics show that 80 % of the students in the experimental group ticked this statement whereas only 33,3 % of the students in control group did it. It is

possible to claim that if we change the way we teach, it will definitely affect the motivation and desire of the students to learn English.

Table 4.41. I have to learn it because it is in the school curriculum.

Classes	Percentage (%)
1. Experimental Group (9/C)	20
2. Control Group (9/B)	66,7

Whilst only 20 % of the students in the experimental group preferred this statement, a significant 66,7 % of the students in the control group ticked it. The statistics proves the reliability of the survey statements that the students are straightforward enough in expressing their ideas and feelings.

4.4.1.12.2 Ability to speak before the application of new techniques

Table 4.42. I had had difficulty in spoken English.

Classes	Percentage (%)
1. Experimental Group (9/C)	93,3
2. Control Group (9/B)	86,7

The percentage for this item in both groups is highly remarkable. Most of the students believe that they were not able to speak English fluently before they started to study at Karaman AÖL.

Table 4.43. I had already been able to speak English fluently.

Classes	Percentage (%)
1. Experimental Group (9/C)	6,7
2. Control Group (9/B)	13,3

Only one student in the experimental group stated that he/she had already been able to communicate in English fluently whereas two students in the control group

stated that they had been able to speak fluently when they started to study at Karaman AÖL.

4.4.1.12.3 Ability to speak after the application

Table 4.44. I can speak English fluently.

Classes	Percentage (%)
1. Experimental Group (9/C)	60
2. Control Group (9/B)	20

9 students (60 %) in the study group stated that they are able to speak English because of the lessons they attended in Karaman AÖL whereas 3 students (20 %) in the control group ticked this choice. Since one student in the study group and two students in the control group ticked the choice “**I had already been able to speak English fluently**” before I started to study at Karaman AÖL, valid percent for the study group is 57,1 % and the control group is 7,7 %.

Table 4.45. I can speak English quite well.

Classes	Percentage (%)
1. Experimental Group (9/C)	33,3
2. Control Group (9/B)	6,7

33,3 % of the students (5 students) in the study group ticked this choice whilst only one student (6,7 %) in the control group preferred this choice.

Table 4.46. I can speak English only a little and I think it is not enough.

Classes	Percentage (%)
1. Experimental Group (9/C)	6,7
2. Control Group (9/B)	13,3

Only one student in the study group ticked this choice, which equals to 6,7 %. However, in the control group two students preferred this choice, which means 13,3 %.

Table 4.47. I cannot speak English anyway.

Classes	Percentage (%)
1. Experimental Group (9/C)	-
2. Control Group (9/B)	60

None of the students in the study group ticked this choice while 9 students in the control group believe that they are not able to speak English, which is really remarkable.

To sum up, above statistics show a positive effect on the study group after a balanced and student centered approach was conducted on them with the characteristics of CCLT. 14 students out of 15 in the study group have had the confidence to speak English well since fluency exercises were conducted as much as accuracy ones, and errors were neglected during communicative exercises or corrected afterwards. However, in control group, only 4 students out of 15 stated that they are able to speak English fluently. Moreover, two of them had already been able to speak English before they started Karaman AÖL.

4.4.1.12.4 The reason of success and failure in developing oral fluency

Table 4.48. I can/cannot speak English fluently now because

Statements	Classes	Disagree	Partly Agree	Agree	Completely Agree
1. We do not only do accuracy exercises but also fluency ones.	9/C (Study)	-	20	46,7	33,3
	9/B (Control)	53,3	40	6,7	-
2. My teacher does not correct my mistakes immediately during fluency exercises.	9/C (Study)	6,7	20	26,7	46,7
	9/B (Control)	53,3	26,7	13,3	6,7
3. I learn vocabulary with their meanings in phrases and sentences	9/C (Study)	6,7	6,7	53,3	33,3

	9/B (Control)	60	26,7	6,7	6,7
4. I learn what part of speech a vocabulary is, frequently accompanying words, synonyms and antonyms together.	9/C (Study)	6,7	6,7	46,7	40
	9/B (Control)	53,3	33,3	13,3	-
5. Since we share learning strategies in classes, I do not have difficulties in learning new vocabulary and structure.	9/C (Study)	6,7	13,3	46,7	33,3
	9/B (Control)	53,3	26,7	13,3	6,7
6. The teacher wants us to study for accuracy in the first half of the lesson and communicative exercises in the second half.	9/C (Study)	6,7	13,3	46,7	33,3
	9/B (Control)	66,7	20,0	6,7	6,7
7. We frequently do speaking exercise in pairs or groups.	9/C (Study)	13,3	-	53,3	33,3
	9/B (Control)	46,7	33,3	13,3	6,7
8. Our teacher does not only speak and tell the lesson in the classroom but rather he/she evaluates our study and guides us.	9/C (Study)	-	13,3	40	46,7
	9/B (Control)	46,7	33,3	6,7	13,3
9. Extra time is spent for communicative exercises.	9/C (Study)	-	20	33,3	46,7
	9/B (Control)	53,3	26,7	13,3	6,7
10. The teacher evaluates our practice performance with alternative assessment methods rather than classical written examinations.	9/C (Study)	13,3	6,7	40	40
	9/B (Control)	60	20	13,3	6,7
11. Everybody in class has feedback opportunity by the teacher.	9/C (Study)	6,7	13,3	40	40
	9/B (Control)	60	20	6,7	13,3
12. After the topics or units, we evaluate the achievement level we have performed which we determined at the beginning of each topic or unit.	9/C (Study)	6,7		20	66,7
	9/B (Control)	53,3	20	13,3	13,3
13. I can easily differentiate the exercises we do in classes whether they are related to accuracy or fluency.	9/C (Study)	6,7	13,3	26,7	53,3
	9/B (Control)	40	46,7	13,3	-

4.4.1.12.4.1 We do not only do accuracy exercises but also fluency ones.

Cumulative 80 % of the students in the study group agree that fluency exercises were done as much as accuracy exercises and they were effective for them to develop oral fluency. Only 20 % of the students ticked the choice “partly agree”. However, in control group, cumulative 93,3 % of the students stated that fluency exercises were not done as much as accuracy ones. Only 6,7 % of the students agreed on this statement in control group.

4.4.1.12.4.2 My teacher does not correct my mistakes immediately during fluency exercises.

Cumulative 73,4 % of the students in the study group agreed on this statement. 20 % ticked the choice 'partly agree'. Only 6,7 % preferred 'disagree'. Yet, cumulative 80 % of the students disagreed on this idea, which means that the students were immediately corrected when they made errors during exercises.

4.4.1.12.4.3 I learn vocabulary with their meanings in phrases and sentences.

53,3 % of the students in the study group agreed on this statement. 33,3 % students ticked the choice 'completely agree'. This means that the students agreed on this statement at 86,6 %. 6,7 % ticked the choice 'partly agree' and also only 6,7 % ticked the choice 'disagree'.

On the other hand, cumulative 86,7 % of the students in control group disagreed on this statement. Cumulative 13,4 % of the students agreed on this statement.

4.4.1.12.4.4 I learn what part of speech a vocabulary is; its frequently accompanying words, synonyms and antonyms together.

Cumulative 86,7 % of the students in the study group agreed on this statement. 6,7 % ticked the choice 'partly agree'. Only 6,7 % preferred 'disagree.' However, cumulative 86,7 % of the students in control group disagreed on this statement. Only 13,3 % agreed on it.

4.4.1.12.4.5 Since we share learning strategies in classes, I do not have difficulties in learning new vocabulary and structure.

Cumulative 80 % of the students in the study group agreed on this statement whereas 13,3 % ticked the choice 'partly agree' and 6,7 % preferred 'disagree'. On the contrary, cumulative 80 % of the students in control group disagreed on this statement while cumulative 20 % agreed on it.

4.4.1.12.4.6 The teacher wants us to study for accuracy in the first half of the lesson and communicative exercises in the second half.

Cumulative 80 % of the students in the study group agreed that the lessons were divided into two halves in the first half of which accuracy was studied and in the second fluency was focussed. However, 86,7 % of the students in the control group disagreed on this idea. This result shows that fluency was disregarded in language classes or students are not aware of what they do in the classes.

4.4.1.12.4.7 We frequently do speaking exercise in pairs or groups.

Cumulative 86,7 % of the students in the study group agreed on this idea whereas cumulative 80 % of the students in the control group disagreed on it. The result shows that either speaking exercises are disregarded or the students are not informed about the importance of speaking exercises.

4.4.1.12.4.8 Our teacher does not only speak and tell the lesson in the classroom but rather he/she evaluates our study and guides us.

The role of the teacher in a language classroom is very important. Teachers should not be the dominant part, speaking and telling the lesson in the classroom while the students are just sitting and listening. Unfortunately, above statistics show that while cumulative 86,7 % of the students in the study group agrees on this statement, cumulative 80 % in the control group disagrees on it.

4.4.1.12.4.9. Extra time is spent for communicative exercises.

This statement was developed in order to test the reliability of the items 7 and 8 about fluency. Cumulative 80 % of the students in the study group agreed on this statement; however, the same proportion of students in control group disagreed on it. The result shows that fluency is usually disregarded in classes; that's why the students are not able to speak foreign languages communicatively.

4.4.1.12.4.10. The teacher evaluates our practice performance with alternative assessment methods rather than classical written examinations.

In classical way of teaching, evaluation is done only through written examinations and quizzes. Yet, in modern sense, some new evaluation techniques are applied to test oral communication ability of students such as checklists and rubrics. The researcher tried new techniques to test fluency of students in study group. Cumulative 80 % of this group agreed on this statement; however, cumulative 86,6 % of the students in control group disagreed on the statement.

4.4.1.12.4.11. Everybody in class has feedback opportunity by the teacher.

If the students don't have feedback by the teacher about their output immediately, they soon lose interest. 40 % of the students in study group ticked the choice 'agree' and 40 % preferred the choice 'completely agree'. However, 60 % of the students in control group ticked 'disagree' and 20 % preferred 'partly agree'.

4.4.1.12.4.12. After the topics or units, we evaluate the achievement level we have performed which we determined at the beginning of each topic or unit.

Along with the feedback by the teacher, student to student evaluation about the achievement level the students have performed is really important. Cumulative 86,7 % of the students in the study group agreed on this statement whereas cumulative 73,3 % of the students in control group disagreed on it.

4.4.1.12.4.13. I can easily differentiate the exercises we do in classes whether they are related to accuracy or fluency.

The students should be aware of the goals and techniques applied in language classes. First of all teachers should state in class that the main function of a language is oral competency. S/he should share with the students what to do to achieve that goal. If our focus is fluency, we should raise attention of the students to the exercises which require fluency and which do accuracy. Cumulative 80 % in study group agreed on this statement; however, 86,7 % in control group disagreed on it.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND SUGGESTIONS

5.1. Introduction

In this chapter of the study, Conclusions and Discussions related to the results that are yielded by the data collecting instruments, questionnaires, are highlighted. Finally, suggestions for further research are presented.

5.2. Conclusions and Discussion

The first part of this section shows the findings of the questionnaires applied on the study group and control group, and the second part involves suggestions to the institutions responsible for language education and people who wish to make further research.

5.2.1. Conclusions and Discussions Related to the First Questionnaire

According to the findings obtained from the first questionnaire which was applied on both study and control groups on 19 September 2008;

The students in both groups claimed that they were not included in the decision making process about what to do during the lessons at a high average proportion of 88 % in their previous English language education.

They also claimed that the questions prior to the lessons for the sake of raising motivation were not adequate at an average proportion, 76,45 %. Besides, feedback at the end of each lesson is also very important for motivation; however, average 72,1 % of the students claimed that they did not have sufficient feedback. Moreover, 77,95 % of the students stated that they were not asked about likes and dislikes about

the subjects studied in the lessons. Another way of raising motivation in language classes is student to student evaluation after pair or group work; however, a significant 89,9 % of the students in both groups claimed that this kind of evaluation was not conducted in language lessons at primary school.

Strategy sharing is another important factor in learning in modern sense. Yet, average 76,1 % of the students in both groups claimed that they were not asked about how to study to learn new vocabulary and structures in classes.

Average 89,5 % of students stated that oral drills which required them to repeat or imitate an example given before were applied in classes. However, oral drills are activities in which accuracy is much more important than fluency. They usually start with the verb 'do' and do not require the students to initiate or create something new. Average 76,2 % of the students agreed that the exercises done in the classes were generally accuracy ones.

The most significant aspect of a language class should be student centered which requires the students to work all the time, and the teacher just monitor and guide. On the contrary, both groups stated that the teacher was the domineering character of language classes in primary school with a high average proportion of 84,9.

Fluency exercise must be an inevitable part of each lesson if fluency is aimed to build up as a result of language courses. Unfortunately, average 68,35 % of the students in both groups stated that the exercises they had to do in classes were not appropriate to the characteristics of real fluency exercises the details of which were explained to both groups prior to the application of the questionnaire.

If the students are to do monotype exercises, the mixed ability aspect of classes are disregarded. It reduces the motivation among the students with different intelligences and thus various types of exercises for varying intelligence types should be offered to the students to keep their motivation alive all the time. Otherwise, they

soon lose interest in the language lessons and the result may be negative to develop oral fluency.

5.2.2. Conclusions and Discussions Related to the Final Questionnaire

After the application of the techniques described in the hypothesis and literature review parts, the final questionnaire was applied on both the study and control groups on 20 March 2008. According to the findings obtained from this questionnaire;

The reason why the students learn English was questioned. 80 % of the students in the study group claimed that they want to learn it voluntarily; however, the proportion of control group is only 33,3 %. Thus we can say that if a student centered approach is conducted in a relaxed atmosphere, the students are also included in the decision making process about the lessons, and their likes and dislikes were considered important with positive feedback; their curiosity and interest to learn and study a foreign language will increase.

The students were also asked whether they had been able to speak fluently before they started to study at Karaman AÖL. 93,3 % of the students in the study group and 86,7 % in control group stated that they had had difficulty in speaking English fluently whereas only 6,7 % in the study group and 13,3 % in control group claimed that they had been able to. The results show that language education given in primary level is not sufficient for the students to communicate in the target language. This shows that speaking is the most problem causing skill of a foreign language class.

After the application of the techniques on study group, 57,1 % of the students ticked the choice 'I can speak English fluently now'. The proportion of the students who preferred the choice 'I can speak English quite well' in the study group is 33,3 %. The cumulative percent is 93,3, which is really significant. On the other hand, the proportion of the students in control group who ticked the choice 'I can speak

English fluently now' is 7,7 %. 6,7 % of the students in control group preferred the choice 'I can speak English quite well'. Cumulative 14,4 % of the students in this group think that they are able to speak English after they have attended the English classes at Karaman AÖL. The difference in achievement proportion to speak English between study and control groups proves the efficiency of modern techniques which are applied in foreign language education.

Success is measured in terms of the ability to carry out a conversation in the target language. Thus if the language learners do not learn how to speak or do not get enough chance to practice the target language in the classroom, they may soon get de-motivated and lose interest in learning. In order to make the classroom a dynamic and a fun place, right activities should be conducted. The most popular type of learning strategy, discovery techniques, should be used in classes. Even in learning grammar, students should try to find out the rules and try to form some exercises themselves for their classmates. This will raise cognition in the brains of students and thus they are less likely to be forgotten.

After the cognition of patterns, structured output activities or oral activities should be conducted because the teaching of the speaking skill requires much practice in lexical items, morphological and syntactical patterns, and sentence types. They do not have much meaning but their aim is to repeat the grammar mechanically with repetition drills and pattern practices.

What comes next is fluency or free communicative activities. Learning oral language is related to using the skills of it. Language learning is not only a motor skill, but it is a cognitive process. Oral drills or structured output activities are not sufficient to facilitate speaking. If the students always practice the separate pieces of language, they can not be successful in using the language in real situations. Students need the experience of uninterrupted, meaningful communication if they are to learn to use the language. Then what should a language teacher do for oral competency?

1. Students should be involved in the decision making process about what to do

during a lesson.

2. We should not only give accuracy but also fluency tasks. Fluency exercises as much as accuracy ones are necessary.
3. Each student should be given enough feedback opportunity.
4. Students should be asked to express their opinions about the things they liked or did not like about the subject at the end of the lesson.
5. Students should know what is expected from them in any part of the lesson.
6. Students should be aware of the importance of fluency tasks and they could differentiate whether an exercise is about accuracy or fluency.
7. Exercises which require the students to express their opinions and feelings with their own words and sentences should be preferred.
8. Cognitive exercises beginning with 'make' or 'create' should be used as well as mechanical ones beginning with 'do'.
9. Target language should be compulsory especially during fluency tasks; however, mother tongue should not be strictly banned in classes.
10. Errors should not be corrected immediately during fluency exercises whereas they can be corrected during accuracy ones.
11. Vocabulary should be introduced in phrases and sentences.
12. What part of speech a vocabulary is; its frequently accompanying words, synonyms and antonyms should be examined together.
13. Learning strategies should be shared in classes.
14. Students should be given fluency tasks to carry out in groups for monitoring and guiding.
15. Fluency should be evaluated by means of alternative assessment methods such as checklists and rubrics.
16. Process of learning should be more important than the product.
17. Presentation, preteaching or decontextualizing should be avoided, yet the start point of a lesson should always be the students.

5.3. Suggestions

I aimed to investigate how effective the methods and techniques we have been using in classes to provide oral competency are, how successful the language students will become when appropriate methods and techniques have been applied and what the role of the students and language teachers should be in classes.

By means of the first questionnaire I have found out that the materials, exercises, class types, methods and techniques applied in classes are not appropriate for developing oral fluency. However, after applying necessary techniques and materials, the final questionnaire put forth that there was a clear distinction between the study and control groups in building up oral competency and self confidence.

One of the most important problems I have faced while implementing the methods and techniques in classes is the lack of material. Since I am a teacher at a state high school, I have to use the obligatory book “New Bridge To Success”, which was published and given out all high school students all over the country by the Ministry of National Education, in my classes although it does not provide sufficient proportion of accuracy and fluency exercises. Most of the exercises in that book are in favour of accuracy rather than fluency. ⁽⁹⁾ The design of the book is not appropriate to conduct discovery techniques. Besides, the exercises are not appropriate for group work. There are not various kinds of exercises for the students with differing intelligences. Thus, if oral fluency is aimed for students with mixed abilities with language classes, a much more comprehensive book should be prepared involving accuracy and fluency balanced activities regarding pair or group work mostly. Checklist and rubric examples for fluency achievement for each unit and topic should be prepared and given out all language teachers. Hence mainstream education placing the teacher in the role of the only “knower” and the students in the role of “learner” does not apply to foreign language classes with mixed ability level.

⁹ See appendix 5 for the activities taken from New Bridge to Success 10th Grade Student’s Book

In-service training courses should be held about the current oral fluency developing techniques by the Ministry of National Education. Teachers should be informed about alternative assessment methods. Sample lessons should be performed for better understanding of new techniques in those courses.

Although English is vital for everybody in all stages of education, there are not any questions in English in the student selection examinations for universities applied by Student Selection and Placement Center (ÖSYM). This leads to demotivation and losing interest for learning English among high school students at 10th, 11th, and 12th grades. Thus, even if the students are placed to EFL departments of various universities as a result of the mainstream ÖSS and YDS exams, they are unable to communicate in a foreign language. This may lead to demotivation and burnout in many students in the first year of their undergraduate studies.

Further researches about this study may be conducted on a large scale as local, regional or national level about the efficiency of the techniques described in previous chapters. Moreover, this study is very comprehensive and includes all strategies and methods to develop fluency in speaking. Thus all strategies and methods mentioned could be isolated research topics.

BIBLIOGRAPHY

1. Abbott, G. and Wingard, P. (1992). *The Teaching of English as an International Language*. New York: Nelson.
2. Allwright, D. and Bailey, K. M. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press.
3. Bright, J. A. and Mc Gregor, G. P. (1981). *Teaching English as a Second Language*. New York: Longman.
4. Brown, H. D. (1994). *Principles of Language Learning and Teaching*. New York: Prentice Hall Regents.
5. Burkart, G. Stovall. (1998). *Spoken language: What it is and how to teach it. Modules for the professional preparation of teaching assistants in foreign languages*. Washington DC: Center for Applied Linguistics.
6. Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.
7. Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* USA: Heinle&Heinle.
8. Curran, Charles A. (1976). *Counselling-Learning in Second Languages*. Illinois: Apple River Press.
9. Diane, Larsen-Freeman. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
10. Edge, J. (1989). *Mistakes and Correction*. Harlow, UK: Longman.

11. Finocchiaro, M. & Brumfit, C. (1983). *The Functional-Notional Approach*. New York, NY: Oxford University Press.
12. Harmer, J. (1998). *How to Teach English*. New York: Longman.
13. Harmer, J. (1994). *The Practice of English Language Teaching*. New York: Longman.
14. Klippel, F. (2004). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
15. Kocakaya, S. (1997). *Developing the Speaking Skills In Anatolian Lycees Prep Classes With Special Emphasis on Fluency*. Yüksek Lisans Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
16. Lawtie F. (2004). *Teaching Speaking Skills - overcoming classroom problems*, <<http://www.teachingenglish.org.uk/think/speak/speak-skills2.shtml>> (10 November 2005).
17. Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
18. Long, M.H. & Richards, J.C. (1987). *Methodology in TESOL*. USA: Heinle&Heinle.
19. Munday, Jeremy. (2006). *Introducing Translation Studies*. New York, NY: Routledge.
20. Nunan, D. (1991). *Language Teaching Methodology*. UK: Prentice Hall International.

21. Nunan, D. (1992). *Research Methods in Language Teaching*. New York: Cambridge University Press.
22. Nunan, D. (2002). *Performance-Based Approaches*. Madrid.
[http://www.nunan.info/presentations/performance-based approaches.pdf](http://www.nunan.info/presentations/performance-based%20approaches.pdf).
23. Richards, Jack C. & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge Language Teaching Library.
24. Rivers, W. M. and Temperley, R. S. (1978). *A Practical Guide to the Teaching of English*. New York: Oxford University Press.
25. Robinett, B. W. (1983). *Teaching English to Speakers of Other Languages*. Minnesota: University of Minnesota Press.
26. Tanner, R. & Green, C. (1998). *Tasks for Teacher Education*. UK: Addison Wesley Longman Ltd.
27. Tchudi, S. and Mitchell, D. (1989). *Explorations in the Teaching of English*. Harper and Row Publishers.
28. Zeytin, Ö. (2006). *The Effective Techniques In Teaching Speaking*. Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.

Appendix 1. First Questionnaire in Turkish

Sevgili Öğrenciler, Bu ankette sizlere sorulan sorular mezun olduğunuz İlköğretim okulundaki yabancı dil dersleri ile ilgilidir. Size göre derslerde aşağıdaki maddelerden hangisi ne ölçüde uygulanmışsa onu işaretleyiniz. Bu araştırma kesinlikle şu anda devam etmekte olduğunuz okulu ilgilendirmemektedir. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans öğrencisi olan araştırmacının, yabancı dil derslerinde konuşma öğretimi konusunda yapmakta olduğu bir araştırma için gereklidir. Lütfen araştırmanın amacına ulaşması için en doğru seçeneği işaretleyiniz. Faruk TÜRK Araştırmacı	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1- Ders ile ilgili karar verme sürecine öğrenciler de katılıyordu.				
2- Derste işlenecek konu ile ilgili öğrencilere bildikleri ve bilmedikleri sorulurdu.				
3- Ders sonunda öğrencilere işlenen konu ile ilgili geri bildirim fırsatı veriliyordu.				
4- Öğrencilerin konulara çalışırken veya kelime öğrenirken hangi stratejileri kullandıkları sınıfta paylaşılıyordu.				
5- Öğrencilere derste işlenen konu ile ilgili hem sevdikleri ve hem de sevmedikleri yönler soruluyordu.				
6- Alıştırmalar genellikle dilbilgisi (gramer) konuları ile ilgili boşluk doldurma, yanlış bulma vb. gibiydi.				
7- Alıştırmalar genellikle öğrencilerin söylemek istediklerini nasıl söylediklerini test ediyordu.				
8- Alıştırmalar öğrencilerin nasıl söylediklerinden ziyade ne söyledikleri ile ilgiliydi.				
9- Dilbilgisi konuları matematik formülleri gibi veriliyordu ve dersin en önemli ögesi idi.				
10- Kelimeler tek tek veya listeler halinde öğretiliyordu.				
11- Kelimeler cümle ve deyimler içerisindeki anlam ve kullanımı ile öğretiliyordu.				
12- Alıştırmalar genellikle verilen bir modeli tekrar şeklindeydi.				
13- Alıştırmalar öğrencilerin kendi duygu ve düşüncelerini kendi kelimeleri ve cümleleri ile ifade etmesini gerektiriyordu.				
14- Alıştırmalar genellikle verilen bir görevi yapmayı gerektiren “do” fiili ile başlayan alıştırmalardı.				
15- Alıştırmalar genellikle yeni bir ürün ortaya koymayı gerektiren, yapıcı ve yaratıcı olmayı gerektiren daha ziyade “make” fiili ile başlayan alıştırmalardı.				

Sevgili Öğrenciler, Bu ankette sizlere sorulan sorular mezun olduğunuz İlköğretim okulundaki yabancı dil dersleri ile ilgilidir. Size göre derslerde aşağıdaki maddelerden hangisi ne ölçüde uygulanmışsa onu işaretleyiniz. Bu araştırma kesinlikle şu anda devam etmekte olduğunuz okulu ilgilendirmemektedir. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans öğrencisi olan araştırmacının, yabancı dil derslerinde konuşma öğretimi konusunda yapmakta olduğu bir araştırma için gereklidir. Lütfen araştırmanın amacına ulaşması için en doğru seçeneği işaretleyiniz. Faruk TÜRK Araştırmacı	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
16- Derste öğretmen her zaman hedef dilde konuşurdu.				
17- Derste hem ana dil ve hem de hedef dil konuşulur ancak alıştırma sonuçları hedef dilde hazırlanır ve sunulurdu.				
18- Derslerde her zaman hedef dilde konuşulduğu zaman işlenen konuları tam olarak anlama, günlük hayata aktarma ve ana dile transferini güç buluyordum.				
19- Derslerde gerektiğinde ana dilin kullanılması beni rahatlatıyordu.				
20- Derslerde sürekli hedef dil konuşulduğu zaman bazı cümleleri anlayamıyordum ve bu beni tedirgin ediyordu.				
21- Dilbilgisi derslerinde öğretmenimiz cümle şekilleri üzerinde daha çok duruyordu.				
22- Dilbilgisi derslerinde öğretmenimiz şekilden ziyade kullanıma önem veriyordu, yani yapıların hangi fonksiyonu yerine getirdiği daha önemliydi.				
23- Derslerde her şeyi öğretmenimiz anlatırdı.				
24- Derslerde öğrenciler çalışır, öğretmenimiz çoğunlukla öğrencilere yardımcı olurdu.				
25- Derslerde öğretmenimiz öğrencilerden daha çok konuşurdu.				
26- Derslerde öğrenciler öğretmenden çok daha aktifti.				
27- Öğrenciler daha çok bireysel çalışırlardı ve pasif konumdaydılar.				
28- Öğrenciler ikili veya grup halinde çalışırlardı ve aktif olarak bir ürün ortaya koyarlardı.				
29- Grup çalışması sonunda grup üyeleri yaptıkları işi ve grup arkadaşlarını değerlendirirlerdi.				
30- Dilbilgisi derslerinde öğretmen konuyu açıklar, daha sonra öğrenciler o konu ile ilgili alıştırmalar yaparlardı.				
31- Dilbilgisi derslerinde öğrenciler daha aktiftiler; yapılar ve kullanımları konusunda tartışmalar yaparlardı.				
32- Öğrencilere derslerde sadece tek tip alıştırmalar sunulurdu.				
33- Farklı yeteneklere sahip öğrenciler için farklı alıştırma seçenekleri				

Sevgili Öğrenciler, Bu ankette sizlere sorulan sorular mezun olduğunuz İlköğretim okulundaki yabancı dil dersleri ile ilgilidir. Size göre derslerde aşağıdaki maddelerden hangisi ne ölçüde uygulanmışsa onu işaretleyiniz. Bu araştırma kesinlikle şu anda devam etmekte olduğunuz okulu ilgilendirmemektedir. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans öğrencisi olan araştırmacının, yabancı dil derslerinde konuşma öğretimi konusunda yapmakta olduğu bir araştırma için gereklidir. Lütfen araştırmacının amacına ulaşması için en doğru seçeneği işaretleyiniz. Faruk TÜRK Araştırmacı	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
sunulurdu.				
34- Öğretmenimiz konuşma alıştırmalarında öğrencilere müdahale etmez, yanlışları hemen düzeltmezdi.				
35- Konuşma alıştırmalarına ayrıca zaman ayrılıyordu.				

Appendix 2. First Questionnaire in English

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher				
	Don't Agree	Partly Agree	Agree	Completely Agree
1. The students also participated in the decision making process about the lessons.				
2. The students were asked about the things they knew or didn't know about the subject which would be studied in the lesson.				
3. The students were given the feedback opportunity at the end of the lesson about the subject studied.				
4. The strategies students used to study or learn new vocabulary were evaluated and shared in the lessons.				
5. The students were asked to express their opinions about what they liked or disliked about the subject studied in the lesson.				
6. The exercises were usually grammar focussed such as fill in the blanks, correct the mistakes and etc.				
7. The exercises were generally designed to test how they expressed the things they wanted to say.				
8. The exercises were mostly related to what they said rather than how they said.				
9. Grammar topics were given like mathematics Formula and they were the most important part of the lesson.				
10. Vocabulary was introduced one by one or in isolated lists.				
11. The meanings and use of the vocabulary were introduced in sentences and expressions.				
12. The exercises were mostly imitation type of a model given.				
13. The exercises required the students to express their own opinions and feelings with their own words and sentences.				
14. The exercises done in the classes were ones which required the students to perform a task and usually started with the verb "do".				
15. The exercises done in the classroom were ones which required to be initiative, creative, and generally produce something new and usually started with the verb "make".				
16. The lessons were introduced in the target language all the time.				
17. Both the mother tongue and the target language were the medium of the				

Dear Students, The questions in this questionnaire are related to foreign language lessons at the primary education school you graduated from. Tick the items which were administered to you below and to what degree. This research does not definitely interest the school you are studying at right now. It is necessary for the researcher, who is a master student in Social Sciences Institute at Selçuk University, to identify the oral fluency development practices conducted in foreign language classes at schools. Please tick the most appropriate choice in order that this research should reach its aim. Faruk TÜRK Researcher				
	Don't Agree	Partly Agree	Agree	Completely Agree
classes, yet the reports of the tasks were prepared and presented only in the target tongue.				
18. When the lessons were always introduced in the target language, it was difficult for me to understand the subjects, adapt to daily life and transfer to the mother tongue.				
19. Using the mother tongue in the lessons when necessary comforted me.				
20. When the target language was always used in the lessons, I couldn't understand some sentences and it really made me anxious.				
21. The teacher focussed on sentence structure mostly in grammar lessons.				
22. The teacher focussed on the use rather than the structure in grammar lessons, that's to say which function a structure represents was more important.				
23. The teacher explained everything in classes.				
24. The students worked in the lessons and the teacher mostly helped the students when necessary.				
25. The teacher used to speak more than the students.				
26. The students were more active than the teacher in classes.				
27. The students used to work individually and they were passive.				
28. The students used to study in pairs or groups, and they produced something actively.				
29. After the group work, each member of a group evaluated the work he/she performed and the work of other members..				
30. First the teacher explained the subject in grammar lessons, and then the students made some exercises about that subject.				
31. The students were more active in grammar lessons; they made discussions related to the structures and their use.				
32. The students were usually offered monotype exercises.				
33. Various types of exercises were offered to the students with various skill types.				
34. The teachers did not interfere with the students during speaking exercises; he/she did not directly correct the mistakes.				
35. Extra time was allocated for oral exercises.				

Appendix 3. Shopping list: Different kinds of Cognition from Bloom's Taxonomy (¹⁰)

From: Taxonomy of Educational Objectives: Bloom, B. S : 1984 Pearson

1 When planning your lessons or units of work, ask yourself 'How often am I asking my students to do these kinds of cognitive tasks?'

1 Assessing	28 Illustrating
2 Calculating	29 Integrating
3 Changing	30 Interpreting
4 Classifying	31 Inventing
5 Collecting	32 Judging
6 Combining	33 Labelling
7 Comparing	34 Linking
8 Completing	35 Listing
9 Composing	36 Measuring
10 Concluding	37 Modifying
11 Contrasting	38 Planning
12 Creating	39 Predicting
13 Deciding	40 Preparing
14 Defining	41 Quoting
15 Describing	42 Ranking
16 Designing	43 Re-arranging
17 Differentiating	44 Recommending
18 Discovering	45 Relating
19 Discussing	46 Rewriting
20 Estimating	47 Selecting
21 Examining	48 Showing
22 Experimenting	49 Solving
23 Explaining	50 Substituting
24 Formulating	51 Summarising
25 Generalising	52 Telling
26 Grading	53 Testing
27 Identifying	54 What if?

¹⁰ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

Appendix 4. What happens in the classroom?(¹¹)

1 Planning

A What bases do I use to select goals and objectives for the lesson?

B What major factors do I take into account when choosing content?

2 Implementation

A What is the relationship between the lesson plan I make before class and what happens in class?

B To what extent is my teaching a reflection of a systematic procedure of specifying objectives, selecting content and tasks and evaluating the effectiveness of the instruction and to what extent is it *ad hoc*?

C What events in the lesson cause me to deviate from my lesson plan?

Classroom management

A Some of my learners are disruptive. Is there anything in my behaviour which may account for this?

B What modifications could I make to my behaviour?

C What aspects of learner behaviour do I respond to most?

D What aspects of learner behaviour do I respond to least?

E How efficient/effective am I at

I choosing groupwork tasks?

II setting up groupwork?

III monitoring groupwork?

3 Talk

A How much talking do I do in class?

B How much on task talking do the students do in class?

C What sort of questions do I ask?

D How do I correct errors?

E What effect does my error correction have?

F What are the typical patterns of interaction between me and my students?

¹¹ In-Service Training Course Materials (2 Week Course For Teachers Of English At Secondary Level Focusing On Motivating Mixed Ability Classes And Cross-Curricular Language Teaching, Cheltenham the UK, 25 March - 04 April 2008)

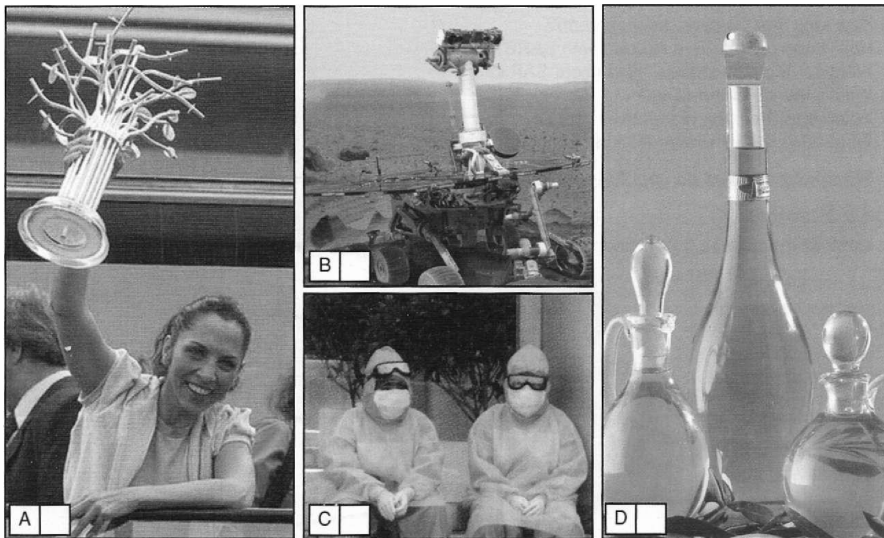
Appendix 5. Unit 3 from New Bridge to Success 10th Grade

Let's Start

- Do you know about the latest inventions, research and events?
- Are you interested in learning about the latest events?
- What do you think the most interesting invention, research or event is?

- Look at the pictures and say what you can see in each one.

e



- Read the extracts from magazines and newspapers below and decide what each of them is about.
- Match the extracts with the pictures.
- Choose a title for each one and write it under each extract.

science / music / health / space

1. Scientific research in recent years has proved the benefits of olive oil for health, particularly where the heart and arteries are concerned. Recent research has discovered fossils of olive stems and leaves

in the upper part of Miocene rock layers. This shows that the olive has been around for 25 million years. Turkey cultivates the olive in large quantities, and is one of the world's five largest producers.

2. There has been a lack of information about SARS for the last few years. The illness has infected 8,000 people worldwide since it broke out. Now the researchers say : " We

have come closer to solving the mysteries of the disease's transmission. A new study suggests the virus may spread more easily through the air than first thought."

3. The first two rovers are beginning to search for clues to Martian life. The rovers' bodies contain a computer, electronics and

batteries. The rovers' nine high-speed cameras take images of the terrain, which are beamed home.

4. Sertab Erener won first prize at the Eurovision Song Contest. She was applauded by thousands of people when she sang her song "Every

way that I can." She says: " I have been a singer since 1992. This contest has been a good step for my career."

Unit 3

WHAT'S NEW?

e. Match the questions with the answers according to the extracts.

- | | |
|---|----------------------------|
| \ ~] 1. How long has the olive been on earth? | a. For the last few years. |
|] 2. How long has there been a lack of information? | b. Since 1992. |
| 3. How long has SARS infected 8.000 people worldwide? | c. For 25 million years. |
| I J 4. How long has has Sertap Erener been a singer? | d. Since it broke out. |

f. Answer the questions.

- What are the benefits of olive oil for health?
- How long has the olive been on earth?
- How many people were infected with SARS?
- What do the new studies show about SARS?
- What's the job of the rover?
- What does the body of the rover contain?
- What does Sertap Erener think about the results of the contest?

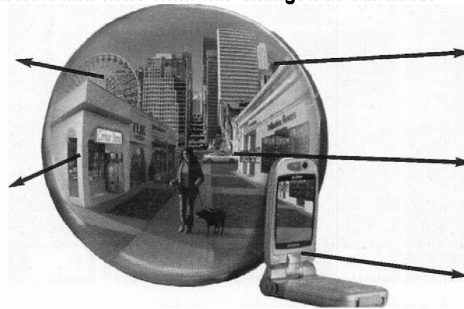
g. What kind of news do you like reading? Why?**Let's Practise****a. Look at the picture below and write what has changed in our lives.**

open / very large
amusement parks

e.g.

They have opened
very large amusement
parks.

- open / a lot of
supermarkets



2. build / skyscrapers

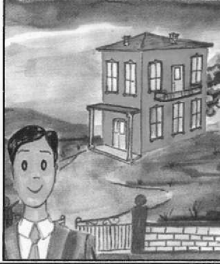
3. invent / modern cars

4. invent / various
mobile phones

b. Fill in the blanks with "since" or "for".

- I have lived here.....1992.
- They have had that car.....twenty years.
- I have improved my English.....I began to this course.
- He has been away.....a long time.
- She has not eaten anything.....the morning.

c. Ask and answer as in the example.

			
John / move / mansion / 1998		Jane / marry / 8 years	
e.g. A: What has changed in John's life? B: He has moved to a mansion. A: How long has he been there? B: Since 1998.		1) A:..... B:..... A:..... B:.....	



Çağatay / become a lawyer / 10 years

Mrs. Right / retire / 1994

2. A:.

B:.

A:.

B:

3. A:

B:

A:

B:

d. Here is the lifeline of Britney. Make sentences using Present Perfect Tense with for and since.

1990	1994	1995	1998	2002	2003	2006
The first time she wore glasses.	The last time she saw her classmates.	Her uncle Pit went to India and he is still there.	Her aunt Lisa got married.	She had a pet.	She had a mobile phone.	

e.g. She has worn glasses since 1990. / She has worn glasses for years.

Let's Remember

Present Perfect Tense with for and since.

We use for when we express the length of time,
e.g. He has played football for two hours.

We use since when we state the starting point,
e.g. I haven't seen him since Friday.

&i [LOST[IK]DK3

a. Have you ever witnessed a crime?

b. What was it?

c. Read the interview from a local newspaper and underline the reported statements.

The reporter: What can you say about the incident? Did you see the thief?

Zeynep My friend and I were playing chess in the garden. I heard Honey barking. I don't remember anyone entering the house.

Murat I remember seeing someone go into the house. I thought it was one of Zeynep's uncles.

The reporter: Really? What did he look like?

Murat He was a short fat man. He was wearing a brown jacket. Uh, one more thing; he was also wearing glasses.

The reporter: What time did you see him?

Murat At about 3 p.m.

The reporter: What about you two? Did you notice anything strange yesterday afternoon?

Ekin I didn't see anybody, but Oğuz said there was something strange about Zeynep's dog, Honey.

Oğuz After I heard him barking, I looked at the gate. I saw a short man jumping over the fence. He was wearing a brown jacket. Murat said that he remembered someone going into the house. I think it was the thief.

The reporter, Did he take anything valuable from your house, Zeynep?

Zeynep Yes, I'm afraid he did. He took my mother's precious jewels.

The reporter: Did you call the police yesterday?

Zeynep Yes, they haven't found any evidence in the house yet, but they promised to do their best to find the criminal. They also told us not to panic and to trust them._____

d. What did the people actually say? Match the names with the sentences.

A "There is something strange about Zeynep's dog."	B "Don't panic and trust us."	C "I remember someone going into the house."	_____ 1. The police _____ 2. Murat _____ 3. Oğuz
--	---	--	---

e. Answer the questions.

1. Did Zeynep see the thief?
2. How did Murat describe the thief?
3. Did the thief get anything precious from Zeynep's house?
4. What did the police want them to do?

f. Listen to the interview with another witness, Tülin. Put a tick next to the statements she made.

- | | |
|---|---|
| ☐] "I saw four young people having a barbecue." | ☐] "He locked the door as if he was the owner." |
| H] "The door was open." | Q "He went through the gate and disappeared." |
| [2 "He stayed inside about half an hour." | Q "He jumped over the fence and ran away." |

g. Rewrite the following sentences using reported speech.

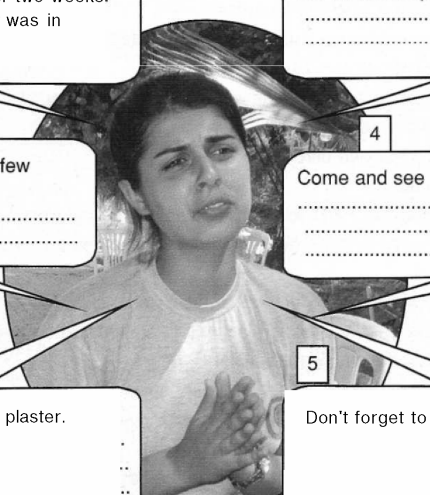
e.g. "I am Tülin Çimen." she said.

She said that she was Tülin Çimen.

1. "I live in the house opposite." she said
She said that.....
2. "We saw four young people." she said
She said that.....
3. "The boys didn't see him entering." she said.
She said that.....
4. "He can be a guest in the house." another guest said.
Another guest said that.....

Let's Practise

You met your friend Ayşe. Here are some of the things your friend told you. Write the sentences in reported speech.



e.g. My brother is in hospital for two weeks.
She said (that) her brother was in hospital for two weeks.

1 He has to stay in hospital a few weeks more.
.....

2 They put his broken leg in plaster.
.....

3 He will feel happier next week.
.....

4 Come and see me at times.
.....

5 Don't forget to call me before you come.
.....

Appendix 6. Some materials used in classes on Experimental Group

Language focus



Past simple
'be', regular verbs
Inviting and suggesting

1 When the Wollemi Pines started growing

Extra practice

The Wollemi Pines in the Australian rainforest started growing at the time of the dinosaurs. But what do you know about the dinosaurs? Are these sentences true [T] or false [F]?

- 1 Dinosaurs were reptiles.
- 2 Some dinosaurs were very small.
- 3 At the time of the dinosaurs, there was only one continent.
- 4 Dinosaurs were on Earth for more than 100 million years.
- 5 Dinosaurs died a long time before people appeared on Earth.
- 6 Birds lived at the same time as dinosaurs.
- 7 Dinosaurs lived in all parts of the world.
- 8 Some dinosaurs moved very quickly.
- 9 Most dinosaurs did not eat meat.
- 10 Some scientists think dinosaurs disappeared because a meteor crashed into the Earth.
- 11 They discovered the first dinosaur bones in England.

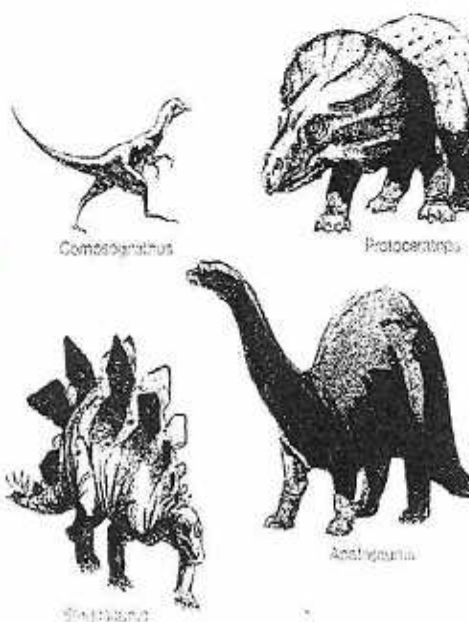


Compare your answers with your neighbour and the rest of the class. Your teacher has got the correct answers!

More dinosaur facts

Read these descriptions of four dinosaurs. Can you match them to the correct picture?

- a This dinosaur was very small. It was about 50cm long. It walked on two legs and it had a long, thin tail. It was a meat-eater. It had a lot of teeth. It moved very fast.
- b This dinosaur was very big. It was about 25 metres long. It had a long, heavy body and thick, heavy legs. It had a small head. It walked on four legs and lived near water. It moved very slowly.
- c This dinosaur walked on two legs and on four legs. It was about 2.5 metres tall and about 6 metres long. It had short legs at the front and long legs at the back. It also had triangular 'plates' along its back.
- d This dinosaur was a plant-eater. It was about 2 metres long and it was heavy. It walked on four legs. Its head was very big, almost as long as its body. At the back of its head, it had bones. They looked like a fan.



3 In the dinosaur forest

3.1 'Was' or 'were'?

When do you say 'was'?

When do you say 'were'?

Look at the sentences and complete the ones below.

You very big.
She very tall.
It 50 years old.

We

You were

They

There only one continent 150 million years ago.

There many types of dinosaurs.

Dinosaurs were reptiles.

was interested in dinosaurs.

Some dinosaurs were very small.

We were not alive 150 million years ago.

'was' and 'were'

Extra practice WB Ex. 2 Extra

practice • TB VVo. 9.1

The Compsognathus was very small. It was about 50cm long.



Say it clearly!

/wɒz/ was
/wə/ were

3.2 Spot the difference!

Look at these pictures.

Can you find eight differences between 'in the morning' and 'in the afternoon'?

In the morning



In the afternoon



Write some sentences about each picture.

In the morning

There was

There were

Some more Past tense verbs

4.1 What do you say?

Think about the Past tense in your language.

Do many verbs have the same ending? Which verbs are they?

4.2 The rainforest in Java

In Unit 8 Exercise 3.2 you read about the rainforest in Java. Read about it again but, this time, find the verbs.

Make a list of the verbs in two columns.

What do you notice about most of the verbs?

INFINITIVE

be

go

chop

.....

Past simple: Regular verbs

Exercises WB Ex

3-5

Exercises TB

Ws. 9.2

PAST TENSE

was, were

went

.....

.....

4.3 Regular verbs

Many verbs in English are 'regular'. This means that they end with '-ed' in the past. Look back at the sentences in Exercise 1. Can you find any more regular verbs?

4.4 Say it clearly!

Be careful with the pronunciation of '-ed'!

There are three ways to say it: /ɪd/ as in 'started', /t/ as in 'walked' and /d/ as in 'lived'

Listen. Match the verbs to the correct pronunciation. washed wanted

stayed played looked visited liked decided

/ɪd/ /t/ /d/

4.5 How they discovered the Wollemi Pines

Read about how they discovered the Wollemi Pines in the Australian rainforest. Complete the text with the Past tense of the verbs.

David Noble (work) for the Australian National Parks Service. One weekend in August 1994, he (visit) the Wollemi Park rainforest. He (walk) for hours and hours through thick forest. He (want) to see what was at the bottom of a valley. With a rope, he (climb) 600 metres down the rocks. There, he (discover) 42 trees. They (look) very strange. Mr Noble (collect) some pieces of the trees and then he went back to Sydney. In Sydney, he (look) carefully at the trees. He (compare) them with tree fossils from prehistoric times. The Wollemi trees and the fossils were exactly the same! They (start) growing when dinosaurs (live) in Australia. In December 1994, the Australian Government officially said that the Wollemi Pines were a new type of tree - over 150 million years old!

* You can check your answers with the cassette.

5.3 PRACTICE

Work with a partner. Imagine that you meet each other in the street. Make a conversation to invite your partner somewhere. You can change Alison and Will's dialogue.

Hello. What are you doing? Why don't you ...?

Would you like to?

I am...

Why don't we...?

Let's...

When you are ready, act out your conversation for the class.

6 *Do it yourself!*

Look back at Units 8 and 9. What practice do *you* need? What would *you* like to do?

write an exercise sing a song play a game write a letter make a puzzle
make a dialogue discuss something make a test read something ... *you decide!*

Plan by yourself or with other students what you will do after Unit 12. Make some notes in the space in the *Do it yourself* plan on page 62.

7 **Your Language Record**

Now complete your *Language Record*.

Time to Spare *Choose one of these exercises*

- 1 Write an exercise for your class *Exercise Box* (use the *Ideas list* on pages 150—1) or choose one to do. Check your answers on the back of the paper.
- 2 Design your own dinosaur! Draw a picture and write about it. (See Exercise 2 for ideas.)
- 3 These are some things that Bill did yesterday. Write a sentence for each one.



wash his car



walk to town



play football



work at home



relax at home

Language Record

Your own phrase book! SUGGESTING AND INVITING

Add more phrases. Write the meaning in your language.

Why don't you come with me? .
 Why don't we meet at my house?
 Would you like to come?
 Shall I tell...?
 Let's meet at around five.....
 See you later.....

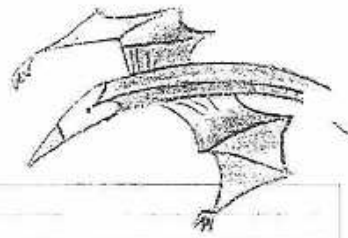
Complete the table.

I	was	
You		
He/She/It		
We	 15 years old yesterday	
You		
They		
There	 many dinosaurs in	
England	millions of years ago.	
There	 a change in the climate.	

Complete the examples.

walk: Yesterday, I walked to school.
 watch: I TV.
 play: I a game.
 visit: I my friends.
 paint: I a picture.
 help: I my sister with her homework.
 cook: My friend a meal.

Write /t/, /d/ or /id/ next to each verb to show the pronunciation.



Say it clearly!
 /wɪz/ was
 /wɪ/ were



Revision

The Present continuous

1. You use the Present continuous to talk about things that are happening now.

You're reading this!
 You're sitting in an English class.

How can you describe the Present continuous?

Subject + +
 You re reading this.

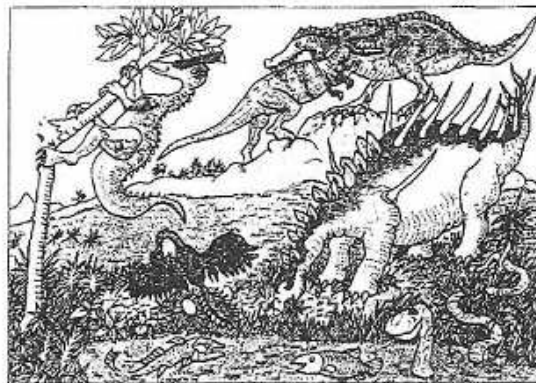
2. Play a game. Mime an action. The others in your class have to guess what you are doing.

You're driving a car! You're opening a box!

You're chopping down a tree!

3. What's happening here?

Write six sentences about the picture.



	T.C. SELÇUK ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	
---	--	---

Özgeçmiş

Adı Soyadı:	Faruk TÜRK			
Doğum Yeri:	EREĞLİ			
Doğum Tarihi:	26.08.1976			
Medeni Durumu:	EVLİ			
Öğrenim Durumu				
Derece	Okulun Adı	Program	Yer	Yıl
İlköğretim	YELLİCE KÖYÜ İLKOKULU		EREĞLİ	1987
Ortaöğretim	ATATÜRK ORTAOKULU		EREĞLİ	1990
Lise	FATİH LİSESİ		KARAMAN	1993
Lisans	SELÇUK ÜNİVERSİTESİ	İNGİLİZCE ÖĞRETMENLİĞİ	KONYA	1998
Yüksek Lisans				
Becerileri:	İyi derecede bilgisayar kullanabilir.			
İlgi Alanları:	Sosyal Bilimler, Eğitim bilimleri, Bilgisayar teknolojisi			
İş Deneyimi:	10 yıldır Milli Eğitim Bakanlığı'nda farklı okullarda görev yapmaktadır. 2002-2004 arası Karaman Fen Lisesi'nde görev yaptı. Halen Karaman Anadolu Öğretmen Lisesi İngilizce Öğretmenidir. Özel İngilizce kurslarında da görev yapmaktadır. Alanında yayınlanan dergileri ve yenilikleri takip etmektedir. Ulusal- uluslar arası hizmet içi eğitim seminerlerine katılmaktadır.			
Aldığı Ödüller:	Karaman Valiliği Takdir Belgesi (Çalışkanlık)			
Hakkımda bilgi almak için önerebileceğim şahıslar:	Muzaffer ÇİFTÇİĞLU Karaman Anadolu Öğretmen Lisesi Müdürü Tel: 0338 213 98 59 Ümit TAŞKUYU Karaman Anadolu Öğretmen Lisesi Müdür Yardımcısı Tel: 0338 213 98 59			
Tel:	0 338 217 44 52 Mobil: 0 505 523 75 53			
E-Posta:	fturk76@hotmail.com , fturk76@gmail.com			
Adres	Ev: Tabduk Emre Mah. 1606 Sok. Beyyine Sit. C Blk. Kat 1 No: 4 Karaman İş: Karaman Anadolu Öğretmen Lisesi Cumhuriyet Mah. Gazanfer Bilge Cad. No. 1 Karaman			

