SOME SUGGESTED PRACTICES TO DEVELOP SPEAKING SKILLS AND COMMUNICATIVE COMPETENCE OF B1 LEVEL EFL LEARNERS AT TERTIARY LEVEL

YÜKSEKÖĞRETİM B1 DÜZEYİNDE YDİ ÖĞRENENLERİN KONUŞMA BECERİLERİ VE İLETİŞİMSEL YETERLİKLERİNİ GELİŞTİRMEK İÇİN ÖNERİLEN BAZI UYGULAMALAR

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To the Graduate School of Educational Sciences

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APPROVAL

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Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü, tez yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında,

- tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi,

- görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu,

- başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu,

- atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi,

- kullanılan verilerde herhangi bir tahrifat yapmadığımı,

- ve bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı

beyan ederim.

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Ayhan YAVUZ

ÖZ

Tüm dünyadaki insanların, İngilizceyi doğru ve akıcı kullanmaları yönüyle iletişimsel becerilerinin yanı sıra konuşma kabiliyetlerinin de gelişmesi, Avrupa Birliği ülkelerinde AOÖÇ'nin (Avrupa Ortak Ölçüt Çerçevesi) formüle edilip şekil verilmesiyle hatırı sayılır derecede önem kazanmıştır. AOÖÇ ve onun dil öğretim ve öğrenimine getirdiği kriterler, Türk dilbilimci ve otoriteleri tarafından bu alanın temel taşları olarak kabul edilmişlerdir.

Avrupa Konseyi, AOÖÇ'nin gelişmesiyle birlikte Avrupa ülkelerinin çok yakın ilişkileri ve üye ülkelerin de sosyal ve kültürel yönden işbirliğine gitmeleri sonucu tüm kültürel değerlerine kucak açma noktasına geldi. Bunu yaparken birliğin temel dayanak noktası, çok kültürlü ve çok dilli bir birliktelik vasıtasıyla kültürel farklılıklara karşı gelişen karşılıklı anlayış ve hoşgörü olmuştur.

Bu çalışma, B1 düzeyindeki üniversite öğrencilerinin iletişimsel yeterliklerini ve buna bağlı olarak da diğer kültürlere karşı hoşgörülerini artırabilmelerine dönük bazı AOÖÇ temelli uygulamalar geliştirmeyi amaç edinmiştir. Bu uygulamaların tasarımından önce B1 düzeyi 'yapabilirlik' tanımlayıcları vasıtasıyla bir İhtiyaç Analizi anketi hazırlanmıştır. Böylece, eğitim sürecinde hangi konuların seçileceğini belirleyen araştırmacı, anketin sonuçlarının da yardımıyla uygulamaları geliştirmiştir.

İyileştirme sürecinde 44 öğrenci bulunuyordu ve bunların 25'ine, deney grubunda oldukları için söz konusu çalışmalar uygulanmıştır. Öbür 19 öğrenci ise kontrol grubunda olup kendilerine bu aktiviteler uygulanmamıştır. Uygulama süreci 5 hafta sürmüş olup çalışmaların öncesi ve sonrasında tüm öğrencilere öntest ve sontest yapılmıştır. Bu testlerin sonuçları, AOÖÇ temelli uygulamaları içeren iyileştirme sürecinin öğrencilere ait konuşma yeteneklerini ve iletişimsel yeterliklerini geliştirdiğini göstermişlerdir.

Ayrıca, iletişimsel yeterliğe odaklı bu türden etkinliklerin, derse odaklanma ve gönüllü olarak derse katılımları konusunda öğrenciye katkı sağladığı anlaşılmıştır. Araştırmacının, mülakatlar vasıtasıyla elde ettiği nitel verilerin değerlendirmesi de göstermiştir ki, öğrenciler sınıf ortamında mutlu ve kendinden emin hissettiklerinde derse etkin katılımla ilgili daha fazla motive olabiliyorlar.

Anahtar Kelimeler: iletişimsel yeterlik, AOÖÇ (Avrupa Ortak Ölçüt Çerçevesi), Avrupa Konseyi, YDİ (Yabancı Dil olarak İngilizce), İhtiyaç Analizi, 'yapabilirlik' tanımlayıcıları, motive olmuş, etkin katılım.

Danışman: Doç. Dr. Arif SARIÇOBAN, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi A. B. D.

SOME SUGGESTED PRACTICES TO DEVELOP SPEAKING SKILLS AND COMMUNICATIVE COMPETENCE OF B1 LEVEL EFL LEARNERS AT TERTIARY LEVEL

Ayhan YAVUZ

ABSTRACT

The progress of the communicative competences as well as the speaking abilities of people all around the world in terms of the correct and fluent use of English have gained a considerable amount of importance since the formulation and formation of the CEFR within the European Union countries. The CEFR as well as the criteria it has brought to the process of language teaching and learning have been accepted as one of the corner stones in this field by Turkish linguists and authorities as well.

With the development of the CEFR, the Council of Europe promoted to embosom all the cultural values of the European countries through a very close relation and cooperation of the members in terms of their social and cultural capacites. While doing so, the main anchor for the union has been the mutual understanding and tolerance for the otherness of the cultures by means of multicultural and multilingual togetherness.

This study has aimed to develop some CEFR-based speaking practices for the B1 level Turkish EFL university students so that they could enhance their communicative competence and consequently their tolerance for other cultures. Prior to the design of these practices, a Needs Analysis questionnaire was prepared with the help of the B1 level 'can do' descriptors. Thus, the practices have been developed considering the results of the questionnaire that helped the researcher specify which of the subjects to choose for the training process.

In the implementation phase the practices were applied on 44 students, the 25 of whom were the Experimental Group and the 19 were the Control Group. The process lasted for five weeks and both before and after this treatment process the

Pre and Posttests were applied on these students. The results of these tests indicated that the treatment process including the CEFR-based practices has been useful to develop the speaking skills and the communicative competence of the students.

In addition, it has been understood that the kind of activities centering communicative competence help students focus on the point and have fun while participating the class actively and voluntarily. The assessment of the qualitative data that the researcher has provided by way of the interviews indicates that students are motivated much more for active participation to the lesson when they feel happy and confident in the class.

Key Words: communicative competence, CEFR, the Council of Europe, EFL, Needs Analysis, 'can do' descriptors, motivated, active participation.

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LIST of ABBREVIATIONS

CoE: Council of Europe

CEFR: Common European Framework of References

ELP: European Language Portfolio

EFL: English as a Foreign Language

ELT: English Language Teaching

FLE: Foreign Language Education

NA: Needs Analysis

EU: European Union

SLA: Second Language Acquisition

TOEFL: Test Of English As a Foreign Language

CLT: Communicative Language Teaching

ANCOVA: Analysis of Covariance

1. INTRODUCTION

1.1. Introduction

Ever since the habitation of mankind in the world, their need to get in contact with other people has become one of the most important must-dos in every society. Social requirements have always impelled them to get better relations with people they know or the people they have just met in order to survive and improve the social conditions of the communities they live in. For this, the role communication plays in terms of the progress of their social relations has been so crucial that even the prominent people try to render the language they use really appealing so as to sustain the identity they represent.

It is seen in the course of time that communication does not only consist of speech between two or more parts of people but also the exchange of messages via writing, gestures, a piece of music, works of art, sports or activities, and even silent interactions. These all contribute a lot to the formation of a nation's culture because communication has an important role for the society. Communication is originally a skill an individual can learn and an abstract concept with its high level of yield when it is done effectively.

An undeniable and very well-known fact about how communication is carried out most effectively is through speech. As Gillis (2013) pointed out, the progress in speaking can make a learner more persuasive and more skillful in negotiating with other people. So, most people think that speaking is the most important but also the most difficult skill among the four. Communication is a learnable skill, but it is also perishable if it is not practised adequately whenever and wherever possible.

Dell Hymes' reaction against the Chomskian approach of linguistic competence which gave top priority to grammatical competence (Demirezen, 2011) can be viewed as his criticism on today's nonprogressive teachers for their uniform manner of teaching a foreign language within the limits of equipping their learners with grammatical rules. The dissatisfaction about the previous methods and techniques, the everlasting research of linguists, and the world-wide efforts of the Council of Europe (CoE) in the field of foreign language teaching paved the way

for the implementation of up-to-date methods to equip language learners with communicative competence.

Although a number of modern approaches or methods have replaced communicative approach in foreign language teaching to promote the speaking skills and communicative competences of learners, Canale and Swain's model has always been a cornerstone for linguists who try to find and improve new models and techniques in language teaching. Communicative competence plays an important role to help the learner adopt the culture in target language setting as Alptekin (2002) states.

The teaching methods equipping the learners with the standards and descriptors of the Common European Framework of Reference for Languages (the CEFR) are very important for their communicative competences. The European Language Portfolio (ELP) is mainly associated with the Common European Framework of Reference for Languages. The decriptions of four language skills according to the Common Reference Levels are given in it. Numerous language activities centering on the common European culture are presented in it, too, for the creation of a strong communication and interaction.

Language teachers have got acquainted with new language levels as A1, A2, B1, B2, C1, and C2 with the CEFR instead of the old labels like beginner, (pre/upper) intermediate, or advanced. Thus, they can determine their students' levels according to the 'can do' statements of these levels for each skill (Mirici 2000; North 2000; Little 2005). As a result of the efforts of the CoE, language teachers have been equipped with some up-to-date approaches to designate the capabilities of their learners according to the CEFR.

Within this framework, all the details of the descriptors on how much students can do in different speaking activities and strategies for different language levels are submitted to foreign language teachers as a guideline (Alonso, 2012). These activities, either in speaking or in another language skill, will contribute to students' communicative competence, their performance level in different daily life situations, or their self-confidence in communication.

1.2. Background to the Study

Native-like speaking performance can be considered as very important in communicative approach which focuses on the development of communicative competence. Hymes (1972) dissented from Chomsky in terms of competence as he considers the communicative progress of learners in all areas of speech while Chomsky mainly minds the linguistic competence of of learners. So, their progress in the areas of communication can be provided by means of Hymes' approach to communicative competence.

Reciprocal dialogues help students interact with each other to learn how to use the language differently (Gillies, 2004), so teachers should create a setting of interaction to improve the listening comprehension and communicative competence of their students. EFL teachers should provide students with real or real-like settings for real interaction and communication to take place. So, it will be the teacher's task to create situations in or out of the class so that students can have real-life communication with their class mates. For this, as Shumin (1997) points, cooperative learning strategy can be employed to improve the communicative competence of students.

Students' trying to meet the expenses of going to an L1 setting for a remarkable amount of time is just related to the wish to be exposed to the language they want to learn. While developing speaking activities in parallel with the needs of learners within the CEFR criteria, very effective preparations must be done to have them enjoy the English classes and learn how to speak and communicate with native or non-native speakers around them. Every language course should consciously be designed taking the following points into consideration:

- who to teach,

- how to teach,

- what to teach (Paradowski, 2002),

- why to teach, and

- where to teach (Saricoban, 2001).

1.3. Statement of the Problem

ELT has gained a considerable amount of importance all around Europe and the world since the formulation and formation of the CEFR within the EU countries. The CEFR and the criteria it has brought have been accepted as the cornerstones in this field by Turkish linguists and authorities as well. Yet, there has been a very slow progress in Turkey with respect to applying the speaking criteria of the CEFR into the ELT area and it has slowed down the Turkish language teaching system compared to the other European countries.

Considering the pitfalls in terms of the speaking strategies the ELT authorities in Turkey confront, it has really been necessary to put forward some suggestions to bring much higher levels to all Turkish students including the higher education. Within the context of being integrated with the European Union countries following the membership process, educational linguists and foreign language teachers in Turkey will have to work much more devotedly to overcome all possible difficulties while trying to improve students' competence levels of and let the ELT system in Turkey level up.

1.4. Purpose of the Study

Foreign Language Education (FLE) has been one of the important and challenging fields of the national education in Turkey for many years. In spite of the very long term of foreign language education, an important progress in this field has not yet been reached as Turkish learners think listening and speaking skills are considerably challenging for them. Consequently, their speaking skills and communicative competencies cannot effectively be improved because of different reasons such as an insufficient foreign language curricula, irrelevant course materials or activities and inappropriate selection of them, and even the wrong placement of students in classes considering their levels.

This dissertation, therefore, aims to suggest some practices or activities to improve and consolidate the speaking skills as well as the communicative competencies of the B1-level university students in Turkey. In trying to achieve this goal, the most important considerations will be to scrutinize the B1 level speaking and sub-speaking decriptors of the CEFR criteria and look through the foreign language teaching background of Turkey.

1.5. Research Questions

This comparative and comprehensive PhD study has been undertaken to identify, evaluate, and make suggestions about the current as well as the prospective states of the English teaching program for the EFL students at a funded university in Turkey. In doing this, the B1-level English teaching program, students' satisfactions or expectations about the program, the arrangements to be done regarding the CEFR principles will be clarified in consideration of the Research Questions below:

1- Have the activities and practices that were developed in parallel with the CEFR made a contribution to improve the students' speaking abilities?

2- Is there a significant difference between the levels of the experimental and control groups due to the speaking activities in the experimental group classes?

3- What are assumptions of the co-teachers who came to class for observation about the speaking activities?

4- What are assumptions of some students about the effect of the activities?

The results of these research questions will be linked to the Foreign Language learning process within the CEFR principles in Turkish higher education.

1.6. Scope of the Study

Educational systems of all modern and civilized countries around the world are always kept exempt from any administrative or political intervention and frequent radical changes because outstanding scholars or people of high success inherit their background from well-founded educational systems of their countries. As a country in the focal point of the political and educational instability, Turkey also needs a really consistent educational system that is free of interventions so as to get very successful language speakers and communicators within today's foreign language teaching standards of the CEFR.

Thus, some theoretically supported and research oriented suggestions for the very practical and useful activities to improve the speaking skills and the communicative competencies of university students will be very important in terms of the prestigious place of Turkey among European Union countries. Instead of changing the foreign langauge teaching system according to administrators' or

politicians' unilateral determination constantly, the language teaching system must be regulated according to the proposals or suggestions of the scholars in this field. Such a study will be done throughout this dissertation to make some contribution to the above-mentioned aim.

1.7. Assumptions and Limitations

This study is expected to contribute to students' progress in speaking skills and competence in communications by way of modern, relevant and applicable practices and activities which let the students learn and have fun while they are involved in them. In spite of such a realistic assumption some limitatations will possibly prevent attaining such an important objective.

1- One of the most important constraints to reach this aim is the timid behaviours of the students which will stonewall the full participation and the expected integration of them both in and out of the classroom environment.

2- Despite the relevance of the material and activity, mentally or physically reluctant behaviour of either the students or the instructor is another obstacle in front of achievement.

3- The managerial obligation to integrate only the B-1 level students of about 50 students at a funded university will be another important limitation for this dissertation.

4- The obstacles precluding the B-1 level students at different universities will be the limitation to prove the objectivity of this dissertation all over Turkey.

1.8. Definitions of Specific Terms

CEFR: The Common European Framework of Reference for Languages which appeared as a result of the CoE's struggles to unite all the European cultures.

CEFR B-1 Level: The language level corresponding to the intermediate level.

EFL Students: Such English learners' mother tongue is another language and they live in contexts where English is not spoken as the first language.

Communicative Competence: It is related to learners' proficiency levels in terms of the performance they show while communicating.

Interactive Skills: The verbal or non-verbal language skills that learners need to use while they are interacting with other people.

Speaking Skill: It can appear either in interactive or in productive mode, and they both point to how much the learner is effective in speaking.

Sub-Speaking Skills: These skills go towards the main goal of teaching speaking: being able to hold a steady, understandable conversation. They are often utilized in the course of the lesson when they are needed rather than as general lessons as they can only render the class to a more lively and communicative atmosphere.

2. LITERATURE REVIEW

2.1. Introduction

This study scrutinizes some beneficial and recommended activities or practices to improve the speaking skills and communicative competences of B-1 level EFL learners at tertiary level. Within this framework, it will be appropriate to get to the fundamentals of the important components that compose the propounded subject matter of this study.

In this chapter, some necessary information about Needs Analysis with reference to the constitution of some practices in the area of ELT is presented. Following this informative part about the *Needs Analysis* notion, some detailed information about the CEFR in terms of giving the relevant language education to the students in the foreign language contexts is discussed. A really inclusive study on *Communicative Competence* with very different approaches – both old and modern- is followed by the enhanced disclosure about the *Speaking Skill* being probably more important than the other three together with the most efficacious speaking activities adapted for B-1 level students.

2.2. Needs Analysis

In Educational Linguistics, the researcher approaches to a specific problem with a diagnostic manner and finds the illness, and then tries to find the best solutions to overcome that problem. Just at the point of seeking for the solution, the indisputable role of *Needs Analysis* gets on the stage and assists the researcher to determine the specific problem with a scientific approach. As a result, needs analysis which is an important phase of the research process requires a very careful attitude of the researcher about the questions of the surveys that will be applied on the students. Researchers apply to various types of instruments such as questionnaires, test scores, or interviews to determine the needs of the students.

2.2.1. Needs Analysis in ELT

Teachers or instructors, as educational linguists, should determine what they lack or what they need in terms of students' enjoying their time if this process is considered a kind of travel and they are responsible for taking students to

dimensions of knowledge in a safe, healthy and happy way. The safety of such a travel can be supplied when the driver is aware of what to use to take the target passengers to the determined destination by knowing how to overcome the difficulties and why to follow that way.

Teachers' indisputable role in developing a modern and relevant language program requires their students' and colleagues' needs being considered important. As it was also claimed by Ornstein and Hunking (1998), they have a key role in determining the needs of students and their colleagues because they know the mentioned people much better than other people. In order for them to determine the subjects they will teach and the teaching methods they will use, as Moll (1999) pointed, they will have to use different forms of needs analysis instruments.

2.2.1.1. Development of ELT Materials through NA

The important target of NA is to choose or develop the relevant materials to be used in class and to help teachers take their students to the expected destination in the challenging travel of empowering their competency level in terms of four language skills. If a learning material, as Allwright (1990) argues, cannot be the correct tool for students to learn or an important source they can refer to when they need, it cannot be claimed that it is an effective material. These materials are used in teaching to help transfer information and skills to others at places like schools, colleges and universities.

They can include textbooks, films, audios or printed and non-printed materials. Some features of learning materials stated by Nash (1999) are their practicality as well as their relevance to students' situation, their being problem-centered, logical and clear. All learning materials should be developed by considering the needs of students so that the points taught in them can serve the aim of the material. The materials chosen should address the correct group of learners with the most suitable techniques of teaching, the best solutions in case of problems and the most convincing guidance about why they are using them and to which point they will reach at the end of the process.

2.2.1.2. Development of ELT Materials for Speaking Classes

Considering the fact that there are not many speaking materials for ELT, it is a must for an English teacher to choose and develop the best possible materials for his students. Production-based materials in skills classes require him to consider the needs, levels, interests (the cultural appropriateness of his students), the intelligence types of his students. The English teacher is at the focal point of determining the suitable materials and creating the best possible extra teaching materials to use in really unexpected times for his students to promote their speaking fluency and interaction competency levels.

2.3. The CEFR

As a document which was published in English and French, the official languages of the CoE, the CEFR was put together with the intention of unifying the language teaching methods. The formation of the CEFR and the rise of some radical changes in ELT such as the adoption of new methods and approaches like functional / notional approach or the communicative approach instead of some obsolete methods like grammar-translation method or direct method. The CEFR encloses and reflects these later approaches (Principles of Good Practice, 2011) because language teaching in today's modern societies requires useful and human-oriented methodology .

Language learners, either in the classroom or in any social environment, show their competences through the use of the language they learn. Teachers need original and relevant language activities to help those learners show up such competences. Such activities can be helpful to language learners if they employ both interactive and productive skills of learners to communicate in different social structures through the use of the most useful techniques. Teachers' guidance in terms of motivating students and helping them participate the lesson will certainly let their communicative competence arise.

Learners' active participation in real or real-like social structures, as Weir (2005) puts it, will be possible to meet after they are presented the useful informative and communicative basis. The model is illustrated in the following figure:
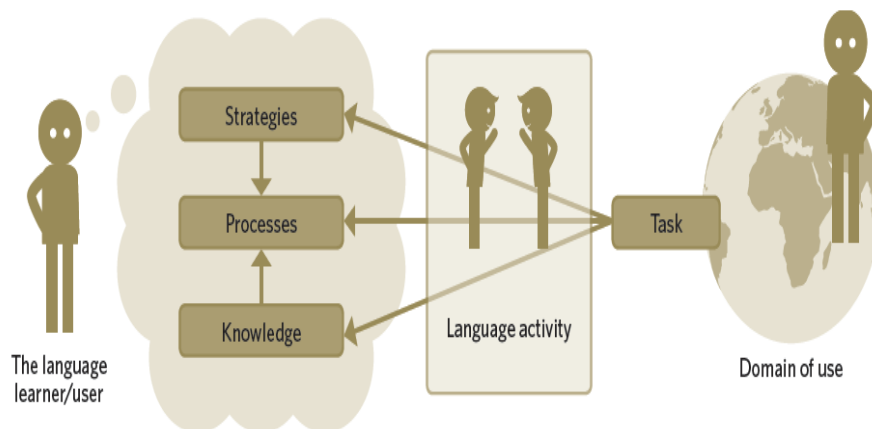
Figure 2.1. CEFR's model of language use and learning
Taken from Principles of Good Practice, 2011.

According to the diagram, the language user is exposed to the input and strategies of the teacher before he/she is actively involved in the activity that the teacher brings to the class. By the help of such an interactive activity students can learn the things they are taught better and their performance in terms of their speech will increase. Teachers can give useful formative feedback to their students when they are aware of the procedures of this activity.

2.3.1. The Purpose of the CEFR

As the CoE declared in 2001, the ultimate goal of the CEFR can be reached when the European countries attain a unity in language teaching and members of these societies have interaction and communication to get a social and cultural integrity. Besides this, a mutual understanding and tolerance is promoted, an emphasis to sustain the rich European cultural life is laid on, and the necessity of providing their citizens suitable settings to communicate in the target language is considered very important .

Strictly speaking, the CEFR has been promoted to embosom all the cultural values of the European countries through a very close relation and cooperation of the members in terms of their social and cultural capacites. While doing so, the main anchor for the union has been the mutual understanding and tolerance for the otherness of the cultures by means of multicultural and multilingual togetherness

which can solely be gained as a result of a really steady communication of the countries with each other.

The importance and value of the languages entail European citizens to consider the language learning process a really challenging mission to carry out primarily across the union countries. It is an indispensable fact that languages and cultures of different communities can best be learned through the social interaction of individuals which is considered as a very important cornerstone of communication. Language learning programs within the framework of the CEFR must be simple and clear enough to understand and have such a uniformity that can be coherent with the language education program of any EU country .

The CEFR is useful if involvement in learning, teaching or language assessment happens. By means of the CEFR, language teaching policies of countries can be renovated or up-to-date curriculum of educational institutions can be developed for each level of language learners. As Little (2010) explains, the CEFR has an important role for curriculum development, language material design and the assessment of the outcomes.

2.3.2. The Common Reference Levels of the CEFR

There are six different levels regarding learners' abilities in four language skills and they have been determined according to some global and customary capabilities of such learners. The levels with their names can be seen in the following table:

Table 2.1. Common Reference Levels

Proficient User	C	C2	Mastery
		C1	Effective Operational Proficiency
Independent User	B	B2	Vantage
		B1	Threshold
Basic User	A	A2	Waystage
		A1	Breakthrough

Council of Europe 2011: 24

The professional people who develop language curricula, design books or similar materials for teaching languages, or prepare tests to assess the progress of learners can do their jobs according to the global descriptors given in the CEFR. Learners, on the other hand, are grouped and trained considering these levels because the syllabi of each level differ greatly from each other:

1- Proficient User

C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

2- Independent User

B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

3- Basic User

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe 2001: 24).

The mentioned levels have been described in full detail and in a clear way considering the four different skills of language learning process. Students' levels can easily be determined according to these descriptors and a homogenious structure in classes can be provided when the CEFR-based assessments are put into action.

The Europass Language Passport for each student can also be designed by including the Self-assessment Grid in its entirety as a basic point of reference and taking their level into consideration. Learners' achievement/performance levels are stated and specified by using the "CAN DO" descriptors, which inform what the learner at a particular level is supposed to know or be able to do. Thus, the learner´s effective abilities are described through the statement '*I can…*', so that the learners can relate to the statements and have the opportunity to identify their own level, assess themselves, recognize their strenghts and weaknesses, set their own goals in language learning, self-manage learning, and also monitor their own progress.

The essential mind behind the student-centered approach of the CEFR is to offer prominence to the learners within the interactive process of language learning. Such a spirit will contribute so much to the progress of the language learners by always keeping them active in different contexts to benefit from the notions and functions of language and interact with the users of that language for the sake of communication.

The levels of the CEFR are often assumed to be the logical steps in the continuous process of second language learning. The underlying assumption seems to be that all learners start at A1 and then follow the route A2–B1–B2–C1–C2, with the provision that the progress of most learners ends somewhere along this line and will not reach the "ultimate" level of attainment, the C2 level. New methodological approaches are composed every single day and some administrative measures are put into action to avoid the confusion of the educational policies of governments with the principles of the CEFR.

2.3.3. B1 Level Descriptors of the CEFR

Learners in this level are supposed to interact and communicate with people from different social settings through a clear and understandable speech format. They are expected to transform their messages in an understandable manner and sustain that communication depending on the language components that appear in their levels. B1 level learners are expected to handle the basic aspects of a conversation that can appear in different social occasions and sustain the

communication they happen to take part in. They are also expected to give logical details of their experiences or give reasons for their ideas.

They can enter discussions about familiar subjects without any preparations, and keep the conversation going by means of the key languages pertaining to different social events. Learners in this level are supposed to command most grammatical and lexical points in their communication in such a way to explain their ideas well enough to be understood by their interlocutors. They can control the key language that is necessary to use about unfamiliar topics in spite of the possibility of arising some errors. Good performance of these learners is anticipated in terms of exchanging information and expressing their opinions.

2.3.4. The CEFR and Competences

Handling the comprehension problems in communications is dependent on the development of the competences, which represents the royal road to progress. Without this development, the title of teaching method will be of no use because the method in question will not be beneficial for the learner. Tasks are the necessary parts of conversations but without the needs of learners they mean nothing. Thus it is important to motivate the learners first, and then they are expected to reach a communicatively identifiable outcome by means of the most preferred teaching method for that task.

Competences within the CEFR can be categorized under three headings:

1- The Linguistic Component

a) Grammatical Competence

b) Phonological and Orthographic Competences

c) Lexical Competence

2- The Sociolinguistic Component: "Sociolinguistic competence is concerned with the knowledge and skills requiring the social dimension of language use: linguistic markers of social relations; expressions of folk-wisdom; register differences; and dialect and accent" (CEFR, 118).

3- The Pragmatic Component: "Pragmatic competence is mainly concerned with the learner's knowledge of the principles according to the given messages.
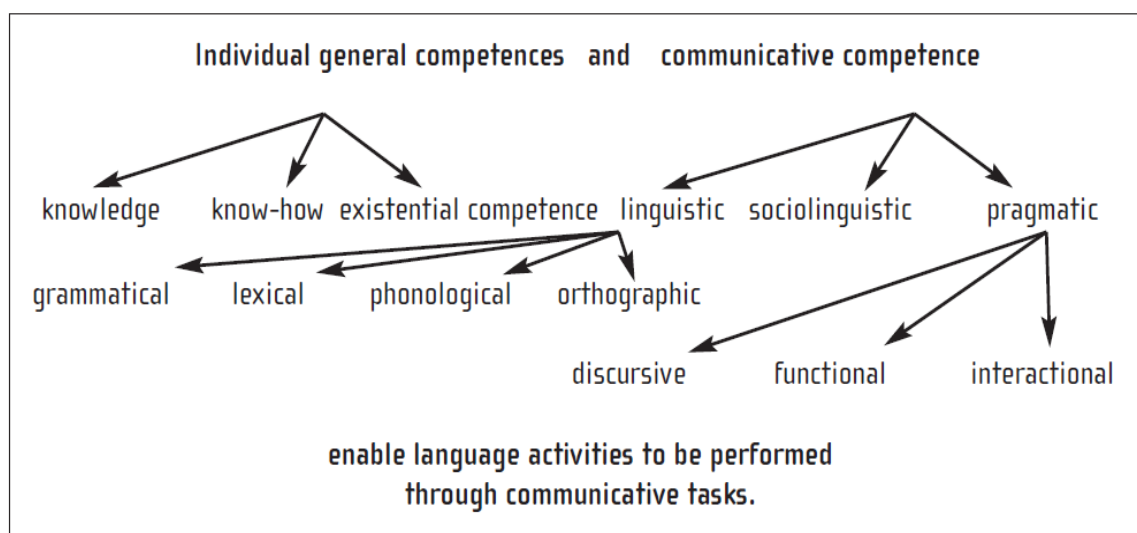
Figure 2.2. (The Pragmatic Component)

(CEFR, page 123)

Communication cannot occur without the existence of the general competences of people while the success in communication requires linguistic, sociolinguistic, and pragmatic competences to come together and all this process is called the communicative competence of a learner within the CEFR limits.

Sociolinguistic competence finds its basis within the cultural framework of the related society and cannot be attained only through the linguistic competence or without being aware of the social and cultural dynamics of that society. In terms of the linguistic competence, the sufficiency of the learner in grammar is understood and regarding the performance of native-like speakers, one can notice their accuracy and flawless fluency in speech. Therefore, the fluent speech of such speakers corresponds to grammatically accurate production unlike the common fallacy that they ignore the grammatical rules in their oral production. As for the pragmatic competence, it comprises "discourse competence", "functional competence" and "design competence" (CEFR, p. 123).

2.4. Communication & Communicative Competence

The ability of people to have good relations with others and to express themselves in all branches of language mainly depends on their communicative competence. Probably the most pervasive characteristic of human social interaction is that people talk to each other. They sometimes talk to particular persons, sometimes to anyone who will listen; and when there is noone to listen they even talk to themselves. Using the language competently does not only mean that the speaker can use his cognitive skills very well but it also means that he can control the sociolinguistic and pragmatic aspects of the language, and these three aspects all contribute to shape his communicative competence.

2.4.1. Models of Communication

Considering the fact that communication is a complex and difficult process to handle, it is necessary to determine where it starts and ends. When students know the functions of communication, they can show a better performance in their prospective communication. Thus, they can obtain the knowledge about these functions through different models of communication.

Communication is a process between at least two people as also described by Adler and Towne (1978) and it occurs when someone as the sender of the message wants to get in touch with someone else as the receiver. The sender of the message uses symbols of langauge to convey his message to the receiver. So, words are these symbols and they are very important for a communication to happen. The success of the communication depends on how effectively the sender can encode it and the receiver can decode in terms of matching of the image on both sides during the transmission process.

SENDER	ENCODES	→Channel→	MESSAGE	→Channel→	DECODES	RECEIVER
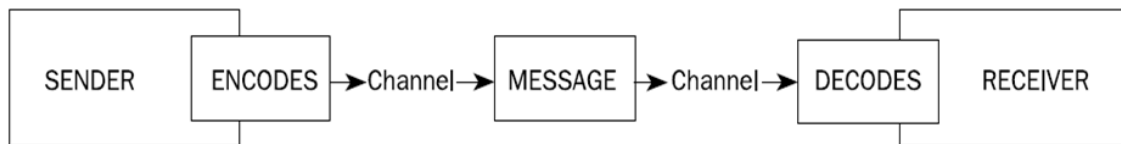
Figure 2.3. The Communication Model

2.4.1.1. Transmission Model of Communication

In this model of communication, the initiator of the communication consciously sends a message to the receiver and as Ellis and McClintock pointed (1990), the receiver, as one of the parts of the conversation, is not considered as important as the sender.

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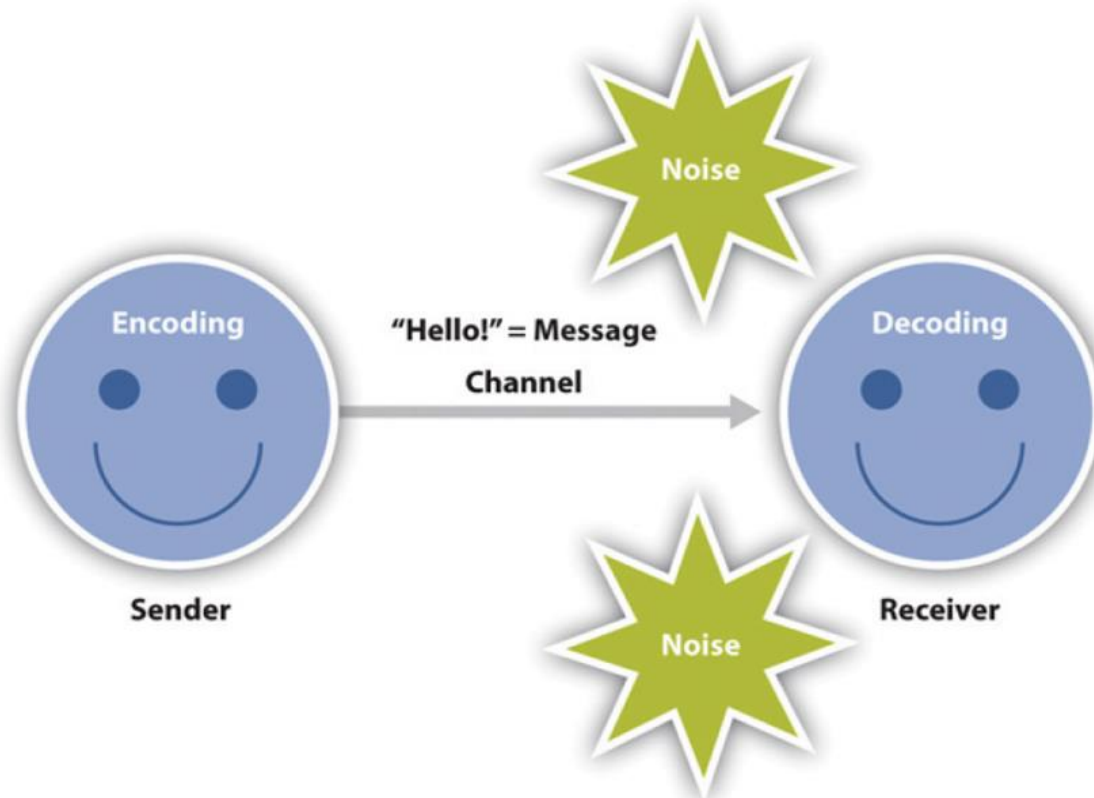
Figure 2.4. The Transmission Model of Communication

The secure way of conveying the message is the duty of the sender of the message in this model. Knowing that this model is sender and message oriented, responsibility is mainly put on the sender to help ensure the message is successfully conveyed. For the successful transmission of the message to the sender, it must be clear enough for the receiver to understand it easily. Noises of any kind within this framework cause a breakdown or a failure in understanding the real meaning of the messages the sender is trying to send to the receiver during their conversation. And as a result, the realisation of an efficient communication becomes impossible in all respects.

2.4.1.2. Interaction Model of Communication

As it is understood from its name, this model of communication mainly depends on the interactive relationship of the sender and the receiver, as explained by Sage (1997). That is to say, the sender and the receiver of the message become also the receiver and the sender alternately because this model of communication has an interactive-based process. The transmission model deals with how the

message is transmitted but the interaction model is deals with the communication process much more.
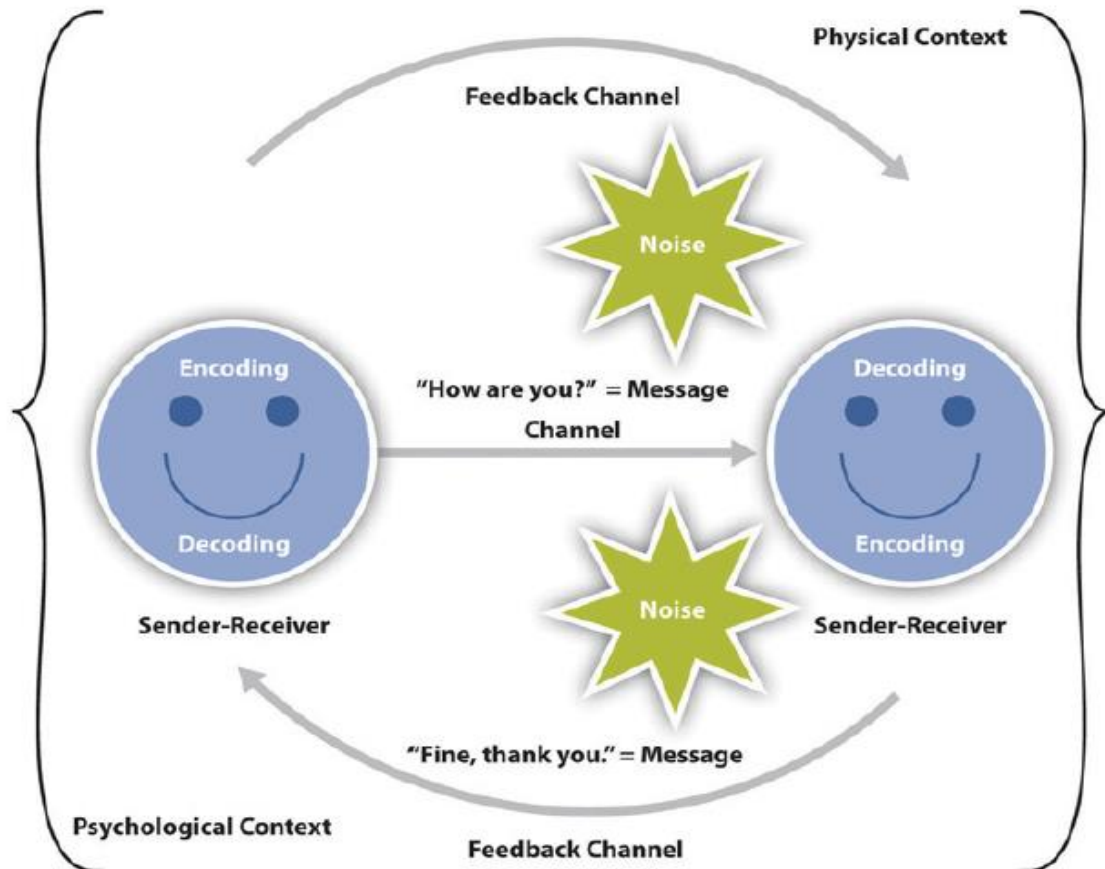
Figure 2.5. The Interaction Model of Communication

2.4.1.3. Transaction Model of Communication

Depending on what Harper and Row (1970) indicated, it is understood that this model of communication does not only deal with people's exchanging messages but also their creating new relationships through communication. In this model, people do not communicate about their realities, but communication helps them build their realities. This model of communication suggests that people are simultaneously senders and receivers. The context in this model exhibits a more complex form and it has such an effect to improve or hinder communication.
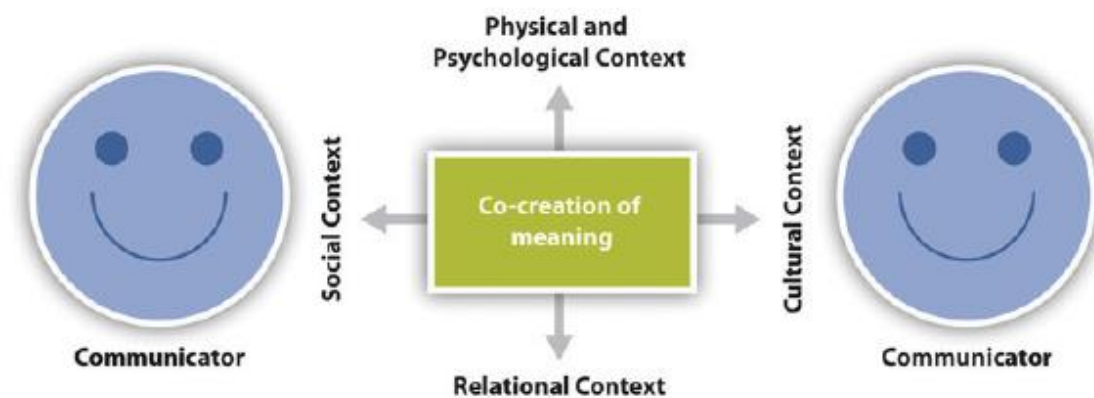
Figure 2.6. The Transaction Model of Communication

2.4.2. Types of Needs that Communication Meets

Communication has a more important role than the transfer of the messages as this action does not only help them for their needs but it also helps them to cope with the physical and instrumental needs. An efficient communication is able to meet four types of needs: *Physical Needs, Instrumental Needs, Relational Needs,* and *Identity Needs.*

1- Physical Needs: People try to inform other people of what they physically need and ask their help to meet their needs. The crying of babies when they need food is an effective kind of communication with their mothers. Having a social aspect in their lives people communicate to maintain their relationships with other people nd their interpersonal communication helps them cope with everyday problems.

2- Instrumental Needs: People use various means to fulfill their goals and such means are treated as the instruments used to meet people's other needs. So they are labelled as instrumental needs. People such as politicians or bosses use communication as a means of influencing other people to achieve their goals.

3- Relational Needs: People communicate to sustain their relationships with other people and this kind of needs are in the category of relational needs. Nonverbal communication as well as verbal communication has an important role in people's lives to sustain their relations with other people. So, nonverbal communication takes on as much responsibility as verbal communication does to supply the communicators with a success in terms of meeting their social or relational needs.

4- Identity Needs: People's way of being known in the society constitutes their identity and it can vary depending on the social circumstances. They make use of effective communication to fulfill their identity needs as a way of placing their identities in people's minds.

2.4.3. Communicative Competence

The speaking performance of people in different social circumstances can show their communicative competence as communication and interaction are interrelated with each other. All humans develop a perfectly formed grammatical competence – unless there is some kind of pathological problem. The variation among speakers in their ability to use language, by contrast, has been attributed to differences in 'performance' (Whong, 2011). Therefore, people's performance levels in their communication with others will be a very important indicator of their communicative competence.

Spitzberg defined communication competence as "the ability to interact well with others" (1988, 68). He points out that "the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness" (p. 68). Interaction with other people requires being able to use the verbal and nonverbal communication components accurately, clearly and coherently enough to be understood appropriately by the other person and being able to interact with people successfully.

Competence has been one of the important subjects of interest in the field of general and applied linguistics. Chomsky (1965) was the first to distinguish between a speaker's competence and his/her performance: *Competence* is what one knows and *Performance* is what one does. Competence is generally related to the implicit knowledge a native speaker has of linguistic rules (usage) of his/her language. This knowledge has been internalised in childhood and it enables a native speaker to produce and understand grammatically correct sentences. Performance, on the other hand, is related to the way people use the language. They use their experience to raise the limits of their performance and enhance their communicative competence.

Advocates of the communicative competence contrasted Chomsky's way of thinking about competence and believed that Hymes's approach to the

communicative competence was more realistic as Bagaric explains (2007). During communication, neither the social nor the cultural backgrounds of the speakers can be ignored because their identities have been shaped by their social and cultural prosperity and must be taken into consideration so that the interaction and communication can take these individuals to the safe learning environments. Widdowson (1983) is known to be the first giving more attention to competence and performance. His approachincludes the efforts of the speakers to use the appropriate conversation components to convey the meaning of what they want to say in an effective and competent way.

Communicative competence is seen as the reflection of what people know or can do for successful communication by Canale and Swain (1980) and Canale (1983). Savignon (1972) treated competence as a prominent capacity of people to communicate well with others while she explained performance as the way of a person's distinguishing himself/herself through competence. Without the communicative performance of the learner, his/her competence will mean nothing because only through the perfect use of the knowledge the learner will be competent enough in terms communication.

Bachman (1990) considered language use as very important because people can attain their goals related to communication by means of the conduct they have for the use of language. She also claimed the idea of the integration of competence and performance so that a perfect communication can come into existence just like Savignon. It is a very healthy approach to communicative competence especially for foreign language learners because they might seem to have a sound linguistic background which is not supported by the practical aspect of their linguistic bacground and they dramatically fail to interact and communicate in a real life setting.

According to the familiar ''inverted pyramid'' which was presented by Savignon (1983), learners can expand the communicative competence through practice and experience in different kind of communicative contexts and events, including *grammatical competence*, *discourse competence*, *sociocultural competence*, and *strategic competence*.

1- Grammatical Competence does not have any relation with grammatical knowledge of a learner but shows the person's knowledge about lexical items and rules of morphology, syntax, etc. (Canale and Swain 1980). This coincides with Hymes' grammatical aspect and about the communicative competence.
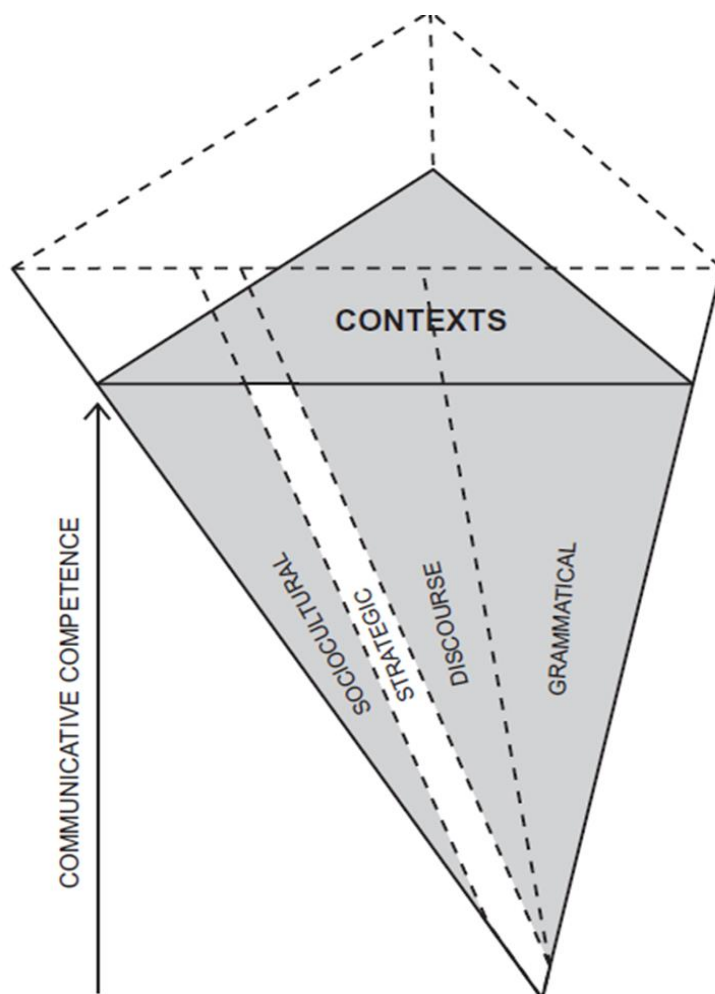
Figure 2.7. Components of Communicative Competence

2- Discourse competence is the proficiency level of learners to form sentences which make a whole in a context as a sign of a strong communicative message. One of its main figures, Widdowson (1978) proposed a distinction between the concepts of use and usage, where usage finds its definition as the professional knowledge of a language system, and use as a practical aspect of the language system communication. Another thing to know about discourse competence is that the unity of a text is achieved through cohesion in form and coherence in meaning.

3- Sociocultural competence is a crucial part of communicative competence and sociocultural status of the speakers must be known before and taken into consideration while interacting and communicating with them. Otherwise, all the struggles for attaining a socioculturally competent communication will be a false hope.

4- Strategic Competence is mainly related to a speaker's skillful command of the language to make the communicative partners understand and show tolerance especially when problems arise in the communication process. Clearly put, it is the quit wit of the speaker that lets keep the conversation going in a desired manner.

2.4.4. Developing Communicative Competence

Communicative competence can be observed in terms of people's skillful command of the verbal and the nonverbal elements of the language while they are having communications with other people. They need to have a strong inclination and skill to communicate in a social context and this inclination will lead them to try to make their speech free of errors each time they speak. The more they attend a communication willingly the more they will be conscious of their inefficient or weak sides in speech and their unconscious incompetence level will rise into an unconscious competence level (London: Routledge, 2011).

It is a pretty common social reality that people cannot reach a cognitively perfect level in terms of thje language learning process. Learner's making very simple mistakes at the very beginning of this process is really normal and they fall into such mistakes in an unconscious manner. The more such a learner struggles to use the language correctly, the more his competence level increases and he gets rid of his mistakes consciously. But the point where the learner uses the language just like his mother tongue without having any difficulty shows that the learner has reached the level of unconscious competence. However, there is not any guarantee for such a learner to always stay there because this competence requires the learner to be active in any communication form.

2.4.4.1. Verbal Communication

Teachers use most of the talking time in EFL classes and let problem students use very little part of that time. If students are allowed to talk more than the teacher by questioning, problem solving or attending the speaking activities, they will be able

to use verbal communication more effectively and their level of competence will rise automatically. As Richards (1983) implies, the growth of student talking time will provide the students with a better verbal communication together with a better communicative competence. Such a competence can best be reached when the format of the speaking classes becomes an activity and interaction-based structure.

2.4.4.2. Nonverbal Communication

Meaning is conveyed not only by what is said or how it is said, but also by actions or by what is not stated. Body movements, gestures, facial expressions, eye contact, etc as forms of nonverbal communication are the inseparable and indispensable components of human communication and they can even be more influential from time to time when the communicator wants to give an important message to the other person. The skill of nonverbal communication is acquired when people are children and through the unconscious socialisation.

Nonverbal communication components play the most important role of the learning process because most of the students love learning through playing games as an important reflection of kinesthetic learning from VAK learning styles. And it is a proved fact that the learning activity happens perfectly when the learner participates in the class willingly which can be provided especially through the use of games. It must always be kept in mind that people can convey what they mean to say through the use of nonverbal communication and learners can participate nonverbal communications more voluntarily probably because of the fact that they do not have confidence to speak in class.

2.4.5. Models of Communicative Competence and Performance

A number of perspectives about communicative competence and performance have revived in language teaching history and they will be examined in detail so that the communicative competence can be understood from the points of view of different scholars.

2.4.5.1. Dell Hymes' Model

The theory of Communicative Competence was first used by Dell Hymes (1972) to depict his discontent with Chomsky's (1965) terms, *Competence* and *Performance*. Chomsky used the terms *'grammaticality'* and *'acceptability'* in order

to elaborate his notions of competence dealing with 'grammaticality' of language and performance dealing only with 'acceptability'. While opposing Chomsky's stand, Hymes (ibid) contend that the consideration of the socio-cultural aspects is imperative in any study of language use and accordingly increases the number of the parameters from two to four: Possibility, Feasibility, Appropriateness and Occurrence.

2.4.5.2. M. A. K. Halliday's 'Meaning Potential'

Michael Alexander Kirkwood Halliday is a scholar who considered that the social and cultural aspects of language is very importantand was influenced by Whorf, Malinowski and Firth (Kress, 1976). As a prominent linguist looking at language from 'functional' point of view, he thinks that learning a language is learning the 'meaning potential' of it. He maintains that the term 'language acquisition' is misleading in that nobody acquires language; what are acquired are the functions of language.

Therefore, he prefers the term 'language development' to 'language acquisition'. Language development sounds more realistic because people can acquire only their mother tongue in their childhood by means of a number of compelling reasons that make them the native speakers of that language. Second or third languages can only be learnt or developed competently but not in the same level of a native speaker.

2.4.5.3. Munby's Theoretical Framework

Munby (1978: 22-27) basically gives impġortance to the design of teaching material for EFL students. His framework of Communicative Competence is thus an attempt to provide rationale to the curriculum design on the basis of the current thinking about the construct of Communicative Competence. He reviews the contributions of different linguists and theoreticians to the model of Communicative Competence and elaborates his own framework. His framework of Communicative Competence consists of three major constituents, which are further divided into different parts.

1- Socio-Cultural Orientation: According to Munby, Communicative Competence has socio-cultural orientation, in that language is essentially a socio-cultural phenomenon and as such this orientation should be kept in mind whenever

language is used for any communicative purpose. This constituent consists of three parts:

a) Competence and the Community: Munby (ibid) suggests that it is wrong to think of speech community as homogenous with the perfect competence of every member.

b) Contextual Appropriacy: Following Hymes, Munby (1978: 23) suggests that the knowledge of what is syntactically possible is not sufficient for effective communication.

c) Communication Needs: The socio-cultural orientation emphasizes that language is used for social function.

2- Sociosemantic Basis of Linguistic Knowledge: This constituent consists of two components:

a) Semantic Options deriving from the Social Structure: Taking the concept of 'meaning potential' as the starting point, Munby asserts that linguistic knowledge has sociosemantic basis which reflects in its meanings.

b) A Communicative Approach: Munby praises the semantic or notional approach of Wilkins (1976), because it ensures the consideration of the communicative value of linguistic content. Thus, the communicative approach, according to Munby, is helpful for the acquisition of Communicative Competence.

3- Discourse Level of Operation: Munby proposes that Communicative Competence is essentially a matter of discourse, which is present in both the written and the spoken communication. Discourse is understood as 'a level between grammar and non-linguistic organization' (1978:25).

2.4.5.4. Widdowson's Theory of Communicative Competence

With the rise of the Communicative Competence theory, Widdowson has supported it and assessed its applicability to language teaching. He (1978) discourses the binary oppositions between such terms as 'Usage' vs. 'Use', 'Cohesion' vs. 'Coherence', 'Knowledge' vs. 'Ability for Use', etc. to register his position in accordance with the theories of Communicative Competence. He (1989: 130) maintains that Hymes' theory of Communicative Competence consists of two parts: 'knowledge' and 'ability for use'. He defends the idea that

Communicative Competence does not mean knowing the rules of the language for making sentences skillfully and being able to employ such rules to combine expressions when required. Rather, it is the ability to make adjustments when necessary according to the contextual demands.

2.4.5.5. Canale and Swain Model

Canale and Swain (1980) are basically concerned to prepare and apply their model to second language teaching and testing contexts. Thus, this model of Canale and Swain is specifically important for second language teaching, testing and syllabus designing. This model seems to be accepted by almost all the subsequent theorists as the starting point of their respective elaborations.

Canale and Swain discuss in details the meanings of the 'Competence and Performance' terms in both stronger and weaker senses, and elaborate the importance of Sociolinguistic Competence in the study of Language Competence. They give equal importance to both 'Grammatical' Competence and also to 'Socio-cultural' Competence and both of these competences constitute the Communicative Competence.

In their framework there are three basic competencies: *Grammatical Competence*, *Sociolinguistic Competence*, *and Strategic Competence.*

2.4.5.6. Canale's Adaptation of Canale and Swain Model

Canale clearly states that 'Communicative Competence refers to both knowledge and skill in using this knowledge when interacting in actual communication' (1983: 5). Thus, the framework of Communicative Competence and Communicative Performance should take into account not only the contextual variables but also the psychological factors that influence 'actual communication'.

2.4.5.7. Van Ek's Model of Communicative Ability

As a supporting member of the Communicative Competence theory in the Council of Europe, Van Ek (1986) claimed that Foreign Language Teaching deals not only with the rise of the communicative competence of learners but it also aims to develop the learners socially and culturally.

2.4.5.8. Bachman's Communicative Language Ability

Bachman clearly distinguishes between 'knowledge' and 'skills' and such a distinction is not found in the previous models.

1- Language Competence (Knowledge):

2- Pragmatic Competence

3- Strategic Competence

4- Psycho-physiological Mechanisms

5- World Knowledge
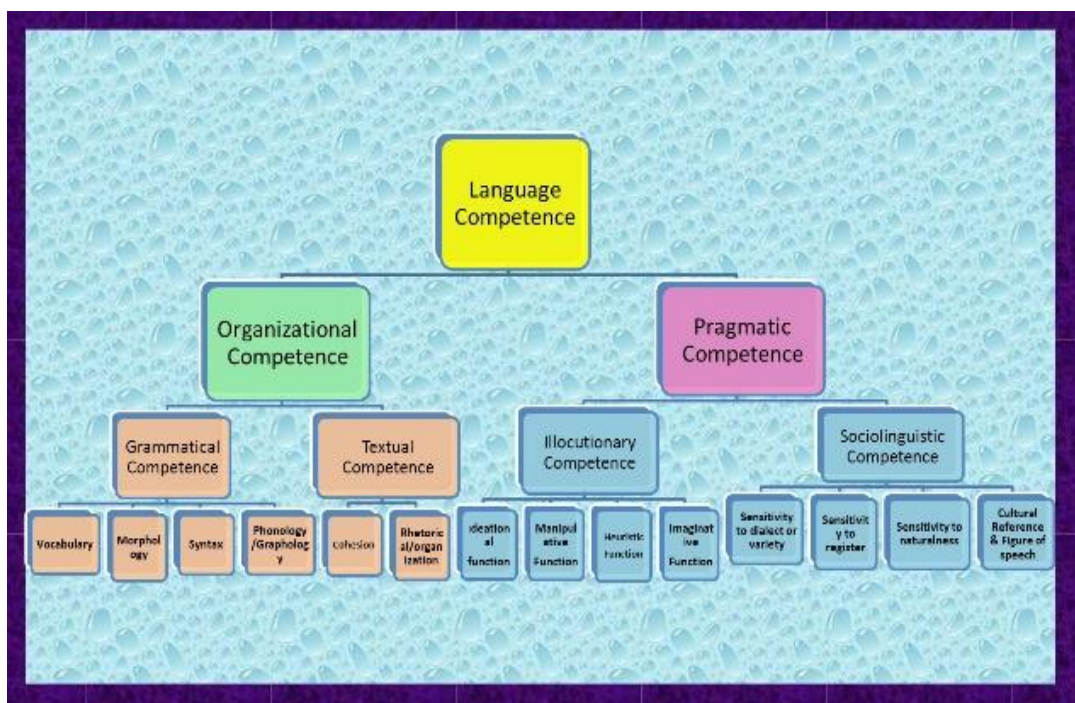
Figure 2.8. Components of Language Competence (Bachman, 1990:87)

2.4.5.9. Celce-Murcia Model of Communicative Competence

Celce-Murcia provides an elaborated and more advanced model of Communicative Competence which gives 'central role to formulaic language and to the paralinguistic aspects of face-to-face oral communication' (2007:45). The model has the following six components:

1- Socio-cultural Competence

2- Discourse Competence

3- Linguistic Competence

4- Formulaic Competence

5- Interactional Competence

6- Strategic Competence
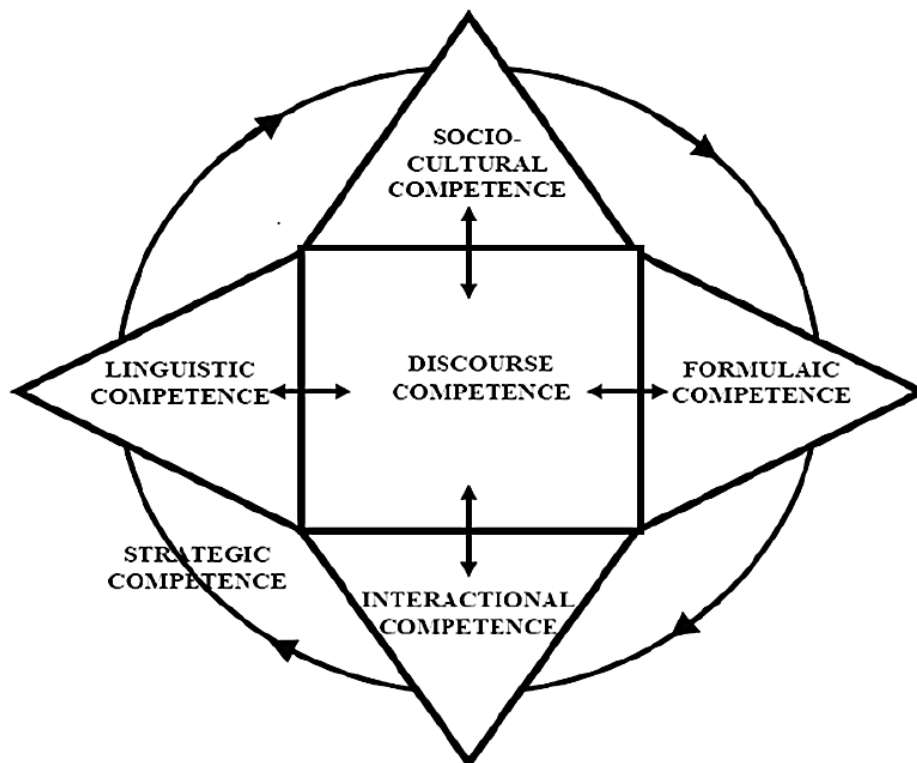
Figure 2.9. Model of Communicative Competence (Celce-Murcia, 2007: 47)

The 2007 model of Communicative Competence elaborated by Celce-Murcia is more sophisticated than the earlier models because it covers almost all the aspects that need to be covered in any discussion of communication.

Chomsky (1957, 1965)	Hymes (1967, 1972)	Canale and Swain (1980)	Canale (1983)	Celce-Murcia et al. (1995)
Linguistic Competence	Linguistic Competence	Grammatical Competence	Grammatical Competence	Linguistic Competence
	Sociolinguistic Competence	Strategic Competence	Strategic Competence	Strategic Competence
		Sociolinguistic Competence	Sociolinguistic Competence	Sociolinguistic Competence
				Actional Competence
			Discourse Competence	Discourse Competence

Figure 2.10. Chronological Evolution of Communicative Competence

(Celce-Murcia, 2007)

The discussion focusing on the Communicative Competence models has shown the interest and enthusiasm of the scholars who proposed them. It also indicates the popularity and the requirement of Communicative Competence models. The discussion also underlines the need of a model of Communicative Competence to assess the linguistic achievement of the learner because Communicative Competence has been set as the ultimate goal of language learning and teaching all over the world for about 40 years or so. It is interesting to note that models of Communicative Competence help world-wide educational institutions to test the abilities of the learners. The tests like TOEFL and others are explicitly based on the principles of such models.

2.4.6. Classroom Activities in Communicative Language Teaching

Various kinds of classroom activities are prepared to help the learners attain the level of communicative competence, involve them actively in activities for real communication to occur, and use their communicative competence out of the classroom settings to realise multicultural and intercultural conversations.

2.4.6.1. Design of the Classroom Activities

The design of the classroom activities for the development of students' communicative competence levels is seen as a very important step because a number of factors will be considered while designing the activities. The teacher is assumed to count every detail that can be related to the *learners*, *teachers*, and *teaching materials*.

1- Learner roles: Participant forms of students in or out of the class in terms of the realisation of communication and interaction is a very important aspect.

2- Teacher roles: As the organiser of the activities, the teacher is supposed to keep in mind that the activities he will prepare should appeal to the students as they will have a student-centered content.

- Needs Analyst: The teacher has to determine the needs and interests of students by the help of needs analysis instruments to such as those exemplified in Savignon (1983).

- Counselor: The teacher will try to guide and motivate his students as much as possible for the maximum benefit of students through the activities.

- Group Process Manager: As suggested by Littlewood (1981), Finocchiaro and Brumfit (1983) the teacher monitors and encourages his class to use the necessary components of speech as the group process manager, but also uses his comments for later communicative practice.

3- The Role of Teaching Materials: Teaching materials have a prominent role to enhance the participation of students in the interaction-based activities that the teacher prepares for them. The kinds of materials currently used in CLT are *text-based*, *task-based*, and *realia*.

2.4.6.2. Forms of the Classroom Activities

Materials development has been one of the most important aspects of the CLT studies. Prospective teachers in ELT departments of universities in Turkey are given the course of materials development and experienced teachers attend seminars and workshops to learn new techniques in materials development area. Teachers caring their professions and students very much consider such activities

important because they will help the students enhance their communicative competence level through these activities.

1- Accuracy Versus Fluency Activities: Through these activities, fluency practice can be contrasted with accuracy practice.

2- Mechanical, Meaningful, and Communicative Practice

3- Information-Gap Activities

4- Jigsaw activities

5- Task-completion activities

6- Information-gathering activities

7- Opinion-sharing activities

8- Information-transfer activities

9- Reasoning-gap activities

10- Role plays

2.4.6.3. CLT as a Paradigm Shift

In the last quarter of the twentieth century important changes have taken place in the field of foreign language teaching. These changes have been seen much more than ever especially with the development of internet, mobiles, and other technological instruments that make the human life easier and practical. The benefits of such steps in technology have been reflected in English language teaching as it became the most widely used language in the world.

The classical teaching methods in the field of foreign language learning have been replaced by really modern methods and techniques which is called a real paradigm shift. Mainly the communication and interaction-based methods have recently been preferred to use either in the class or in the real-life settings because language learners in today's world have a lot of chances to use their learnings in real settings of the target languages they are learning. The role of the CEFR within this framework cannot be denied because CoE supports all beneficial attempts in this field for the sake of a sound unity of different cultures.

Some of the changes in the area of foreign language teaching are:

1- Learner autonomy: Providing learners with the chance of choosing the best for their own learning.

2- The social nature of learning: The opportunity of letting students interact with others as a component activity of their classes is offered.

3- Curricular integration: Language activities are designed in a way to guide students to improve their speaking ability by means of different subjects.

4- Focus on meaning: Especially in content-based teaching approach students are guided to learn the subject focusing on the meaning.

5- Diversity: Teachers present differences into the class so that learners can have different strenths.

6- Thinking skills: Critical and creative thinking styles help learners acquire the language beyond the language classroom.

7- Alternative assessment: Modern assessment forms take the place of the classical ones to see how much they progressed in language learning.

8- Teachers as co-learners: The role of the teacher in the class has changed a lot so that learners can feel more motivated and eager to participate.

2.4.7. Current Trends in Communicative Language Teaching

English Language Teaching has recently gained new dimensions with respect to the more modern forms of the communicative approach. The inrease in the technological improvements paved the way for novelties in language teaching methodology, and this kind of novelties have appeared especially in communicative language teaching because it centers students and their success in foreign language teaching. As Richards (2000) explain, novelties have accompanied communicative language teaching and the diverse but favorable mode of the practices have become the components of current communicative language teaching.

2.4.7.1. Content-Based Instruction

Content-based instruction, as Krahnke (1987, 65) defines, is "the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught." Instead of determining the suitable content according to the syllabus it will

be much better to choose the most appropriate content according to the students' portfolios, the anticipation of the teacher considering the students' learning styles and intelligences, or any criterion that can contribute to students' communicative competence.

Content-based instruction embodies a number of benefits it has brought to language learning and it has become one of the most preferred teaching techniques because of this. Teachers prefer to use this technique much more because students can learn the language more successfully as they see that they can find solutions for their needs through the use of this technique.

2.4.7.2. Task-Based Instruction

In recent years, task-based instruction has been more commonly used by English teachers as a result of the need of learners to use the language within the borders of their interactive and productive skills. When students use the language in such kind of interactional processes they feel more motivated and confident resulting in a more enjoyable class environment. Teachers pay special efforts to prepare such activities so that students enjoy their class time and improve their communicative competence level in the desired way. Teachers develop such interactional activities to equip their students with socio-cultural or pragmatic competence forms rather than the linguistic competence component of the communicative competence (Richards, 2006).

Involvement of students in classroom interaction or communication activities is the single target of the language teachers through a task-based curriculum regardless of the success level of the students. But for this aim, the teacher must be able to design a class with motivation, confidence, reward, respect, mutual understanding, awareness, and tasks chosen according to the current and expected level of students in order for them to get the communicatively competence level. The researcher has also used task-based instructions in the implementation process of the suggested activities because they mainly involve interactional and productive instructions for the benefit of students' language learning process.

2.4.7.3. Product-Based Approaches

This kind of instruction is more suitable for higher level classes because the teacher leaves the decion taking mechanism into the hands of learners in terms of

making the necessary changes on the teaching material which will provide them with the chance of interacting and communicating with the class better. Instead of teaching them by giving the input, it will be much better and pedagogically more preferable to supply them with the teaching material, telling the instructions and making the necessary arrangements in the classroom, and guide them when necessary so that they can interact and communicate by following the instructions in a good way.

2.4.7.4. Text-Based Instruction

Text-based instruction is mainly preferred in higher level of classes to help them get to the point of communicatively competent users of English and the main materials for the teacher to present in the class will be texts that have structured sequences of language used in specific contexts.

2.4.7.5. Competency-Based Instruction

This language teaching approach has appeared in 1970s specifically for adults to learn the language which is widely used in their working place. When people learn the language through such materials that give the specific patterns peculiar to their working environment, they become more willing and motivated to learn the language better. However, some critics argue that such a learning approach cannot be as beneficial as the approaches centering the interaction and production-based competences of language learners.

2.4.8. Problems with the Use of CLT in EFL Contexts

The goal of teaching with this method is to use the language as a medium of communication (Adi, 2012) but in most classes in EFL contexts, it cannot be practical to use communicative language teaching. It is not practical because most of the classes at universities are not designed according to the success levels of students, and this results in a dramatic failure when the teacher tries to apply CLT in such a class. Most of the class environments are not suitable for a communication and interaction-based activities and because of the lively view of the class, school administrations can stand against this teaching approach (Huda, 1999; Alptekin, 2002).

The incompatiblity of classes with CLT has led to many debates together with the loss of the English teachers' motivation.This picture of the method caused the

practices of it not to be so successful (Koosha & Yakhabi, 2013). The authors provided a comprehensive list of difficulties and problems EFL learners and teachers may experience in implementing this method in EFL classes:

1- EFL learners have low motivation to communicate in foreign language: Without the native environment of the target language, as Campbell (2004) implies, trying to stir up the interest of students becomes a useless effort. So, language teachers must be competent enough to produce authentic and real-life activities that can motivate their students for interaction.

2- CLT teaching method is not compatible with University Entrance Exam: English language teachers try very hard to harmonize their subjects with this exam to let their students pass it.

3- CLT lacks clear cut assessment procedures: Assessing the success of students depends on the success and competence of the language teacher in this area. If the teacher lacks this professional quality, qualified assessment of the students becomes a real challenge for that teacher as Norris and Ortega (2000) mentioned. Most EFL teachers are not competent to assess accuracy, complexity, and fluency as the qualities of task performance (Ellis, 2008). Such teachers must try to improve their proficiency level in terms of assessing their students' communicative competences.

4- CLT is not always compatible with EFL home culture and values: Innovations, as Rogers and Everett (1971) claim, are always needed in the area of language teaching because new trends in teaching always break some barriers and make the education more enjoyable and easier. Trying to make the coursebook and the CLT approach compatible with the sociocultural values of the societies (Lamie, 2004) will make the learning and teaching procedures be in a good agreement all the time. When the cultural and social values of a community do not harmonize with the inclusion of a coursebook, not only the students but the teacher also will have a fight with it and the pedagogy of the book will not be able to work at all.

5- There are not enough teacher training courses to promote awareness of teachers: CLT and the new trends accompanying it force English language teachers to be all the time innovative and aware of their responsibilities in terms of creating situations for lively activities to appear. Teachers must always keep

themselves ready for in-service training courses, seminars or workshops to follow the innovations closely. But teachers in EFL contexts do not have enough chance to attend such activities.

6- Creating the right kind of interaction is a major challenge for teachers: Interaction of students with each other through the interactive activities the teacher prepares has a great importance because when they do it willingly they will enjoy the activity and that class hour, too. So, the teacher is supposed to prepare the right kind of activities for each class if he he is applying the CLT in his classes.

7- CLT compared with other approaches places greater demands on the teacher: The burden of the English teacher in terms of his responsibilities to carry out the requirements of CLT approach has always been much more than the teacher who prefers to follow a classical teaching method in his classes. This approach tires the teacher a lot but lets him enjoy the pleasant atmosphere it causes to appear in the class with his students.

8- CLT-based language classes can disturb other teachers because the view of the communication classes can be disturbing in terms of the participation of pupils in the activities actively (Larsen-Freeman, 1986).

2.4.9. Solutions for the Problems

English teachers do have a lot of difficult goals associated with CLT, but these problems generally direct the teacher to the right path of finding the suitable solutions for these problematic states. The teacher can even change the flow of the lesson for the sake of a better practice of the lesson if he sees there is no good insisting on what does not work. Lots of solutions for problems in class can be found by the teacher himself and one of the most effective solutions is to let students use the technological instruments to get fun out of the lesson(Blake, 2000; Lightbown and Spada, 1999). Teachers should be able to find ways to attract the interest and attention of their students to the class environment and one of them can be the use of technological tools that students mostly love.

English teachers should be supported by the educational system of the country so that they can follow every novelty and try to apply it in his classes. They should be allowed by the authorities to attend in-service trainings, seminars, workshops to be aware of everything in ELT field. The teacher should have the awareness of

vindicating his students so he should try to use the best teaching methods for his EFL learners. CLT cannot be applied on the EFL students but it is really a practical approach for ESL students (Ellis, 1994, 1996). EFL teachers should be dynamic enough to follow the innovations in the area, and the necessary adaptations and innovations should be done on the communicative language teaching (Blake, 2000).

2.5. Speaking Skill

Learning a foreign language requires the learner to overcome any kind of difficulty in terms of one of the four skills of the language by means of a high degree of patience and determination because he/she is trying to discover a completely new and different place where it will be very difficult to get used to the changing rules of the society. While learning a foreign language, the lessons for each skill will be very difficult of course, but, undoubtedly, the most difficult of these four skills will be speaking because people consider those who can speak a foreign language fluently as the masters of that language. As Nunan (1991) pointed out, Most people think that being able to handle the art of speaking means knowing every single detail of a language but it is a known fact that those who can deal with most of the aspects of speaking may have difficulty in other skills.

2.5.1. The Lexical Aspect of Speaking

Among the other three, speaking skill is considered as the most important but also the most challenging skill to develop. Unless the language learnt is the mother tongue of the speaker, it will certainly be very difficult to acquire that language like a native does and really necessary for the learner to get through very long and hard times – which can be considered as a process – to be able to speak it skillfully. It is such a competence that even native-like speakers find it very difficult to coin a phrase extemporally in a way to make a good impression in an actual communication. In other words, "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts is called speaking", as Chaney (1998) explained. As understood, speaking a language well can make a person competent in terms of conversation.

The skill to handle the linguistic details of a language in the form of daily conversation is called speaking which stands out as a subtlety both engraving the

sentences in oral forms and elaborating the fluency, accuracy, and comprehensibility elements as Heaton (1989) explained. The most frequent form of speaking is dialogues which require at least two people to interact with each other. Thus, as real-life interaction forms of speaking, special care is paid on dialogues by language teachers so that the students will not have much difficulty in coping with the art speaking.

2.5.2. The Linguistic Aspect of Speaking

Speaking takes place between at least two people who transfer their messages to each other in the oral form. The oral form of messages can take the ideas of a person to the other side, but more important than that, they can transmit the feelings people have. Bygate (1998), Eckard & Kearny (1981), Florez (1999) and Howarth (2001) put that for such a sharing between at least 2 people to happen, an interaction should start and continue for some time in a real setting or in an English class where the important points of communications are taught to learners.

There must be a speech situation, as Hymes (1972) points out, a speech event, and a speech act so that speaking happens between at least two people. The speech situation is the place where speaking takes place, such as a restaurant, a meeting hall, a seminar, a hotel, and so on. Without the utterance of words, or the speech event, the speech situation alone means nothing. So, people come together in a place and transmit their messages to the other side, but for what reason? The reason why they speak in a place (sometimes there cannot be specific places because they can speak on the phone or on internet) will be explained in the course of the speech. Hymes also used a mnemonic device of SPEAKING grid to show which factors affect the act of speaking. The mentioned factors are 'Setting', 'Participants', 'Ends', 'Act sequences', 'Key', 'Instrumentalities', Norms of Interaction, and 'Genre'.

Interaction of the learners is deemed as the best way of teaching speaking through numerous speaking activities in EFL classes. Although L2 learners are deprived of the real communication settings, their teachers should try very hard to create real-like settings where they can interact with their classmates by means of authentic and to-the-point activities with meaningful tasks. Consequently, they will be able to

show a good performance in terms of the collaborative learning which is accepted as a very important component of communicative language teaching.

2.5.3. The Social Aspects of Speaking

Social aspects of the speaking skill need to be examined well as they pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life social situations. As is known, socio-linguistic competence is a very important component of communicative competence and language students can acquire this competence when they are exposed to lots of authentic activities which force the students to interact and communicate with each other using the target language.

The point to bear in mind in this respect is that during the interaction classes some challenges like conflict of cultures may arise and they can cause loss of motivation in students. So, such activities should be chosen or created by the teacher meticulously so that the acquisition of the competence will not be interrupted. The mentioned challenges and solutions in terms of the speaking skill must be understood well so that the speakers of the target language can perform their oral interactions or oral productions especially in real life situations as native-like, or, at least, as near native-like speakers. The social aspects of the speaking skill can be explained under three headings:

1- Speaking is face to face: Communications generally happen in an interactive form and they allow the interactants to receive their answers in a very short time (Cornbleet &Carter, 2001). People do not waste a lot of time while interacting with each other and keep the conversation going in a flow of speech.Communication and interaction of people with each other using the same language is very important as it removes the obstacles of any kind that could cause some misunderstandings when a conversation takes place.

2- Speaking is interactive: Interactive communication can allow speakers to articulate what they want to say about the thing they are discussing and to prevent the possible words or utterance causing some problems for that communication.

3- Speaking happens in real time: As Miller (2001) explains, speakers may sometimes forget to say the things they had decided to utter, so they repeat themselves so as to clarify the confusing points in their speech. There is and

should be always a way for a speaker to make up for the possible mistakes during the speech and learners of foreign languages should always be taught these practicle ways in their communications.

2.5.4. Why is Speaking Difficult?

Speaking is assumed to be a very challenging skill for language learners to acquire throughout their educational lives in EFL settings. Most people accept this reality that it cannot be learnt even consciously unless a considerable amount of time is spent on it. Until the mid-20th century teachers ignored such an important skill in their classes and pushed their students to learn other skills together with the grammatical points to memorise. In most EFL settings in the world today, the picture is the same without any change and students in such settings are even scared of interacting with people using the target language because they cannot speak. Therefore, conscious people want to learn foreign languages with their spoken forms knowing that it is a must and one day they will necessarily interact with someone using that language.

As it is expressed by Bailey & Savage (1994: 6-7), speaking is a central skill for many people and it combines many subskills which make it a really challenging process to overcome by means of a number effective methods. Teachers apply these methods in speaking classes so that students can manage to overcome all the difficulties that show up throughout the learning process. Never ending efforts to speak their target language will first be real by way of interaction either in the class or in the native speaker environment. But for this, they must always be careful about following or applying the speaking strategies that their teacher shows them.

Every single factor of the speech seems to be a barrier a language learner has to face and such factors requires the cooperative and devoted study of both the teacher and also the learner to overcome the difficulties. Pronunciation of words, intonation, stress and pitch as very important components of phonology show their importance in an authentic speech. Native speakers, for example, can vary their intonation and stress which help them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too (Harmer, 2007). Thus, learning

how to use the nonverbal elements of communication provides the speaker with the advantage of guiding the conversation in any way to be understood well.

2.5.5. The Importance of Speaking Skill

Language is a very important and an all-purpose tool for communication and the underlying reason of this fact is people interact with others to convey their ideas, and get feedback about others' ideas as well. Communication takes place if speech happens to show up and in case of the lack of speech people cannot communicate competently enough. Thus, communication of people by way of speech is of vital importance for the learners of that language. A learner needs to be proficient in each of the four language skills, to become an effective communicator, however, the speaking ability provides the learner with several advantages:

1- Ability to inform, persuade, and direct: Improving speaking skills makes one outstanding in terms of using the language well and being able to penetrate into other's brains and persuade them about anything.

2- Ability to stand out from the rest: One's outstanding speaking skill can provide them with the benefit of addressing people in mass and gaining their appreciation because a skill-oriented and sophisticated speech will give rise to a real communication between the two sides.

3- Ability to benefit derivatively: The more an L2 learner practises what they learn in oral interaction or oral production forms, the better and higher degree of competence they attain in speaking the language.

4- Career enhancement: Learners of a language can attend language courses to improve their level in that language and to pursue the novelties that happen in their occupations.

2.5.6. Communicative Tasks and Teaching Speaking

As Dinapoli (2000: 1) expresses, very short dialogs happening between the teacher and the students in most EFL classes cannot be evaluated as communications as the information sent by the student is the result of the display question the teacher asks. Therefore, a speech happening as a result of ingenuine speech acts will not be of any value in language teaching methodolgy and will not

add anything important to the experiential learning background of the student. On the other hand, if teachers help their learners be ready for not display but real questions in interactive-based activities the result will certainly be a genuine communication (Liao, 2001: 38).

Taking this point into consideration it can be said that very important changes took place in the field of language education in the last quarter of the 20th century. First of all, the old teacher-centered form of language education was replaced by a student-centered and task-oriented structure that is accepted as in favor of students and their progress in language learning. The grammar-based habit of mind disappeared with the approval of the modern approaches and more communication and interaction-based opinions flourished. Interaction of students became the essential part of the communication classes. According to Krashen (1981, 1982), when the input presented to the student is thought to be short of their competence level, extra activities including interaction and production will be given so that they will enhance their competence level through practice.

2.5.6.1. Theoretical Rationale for Tasks

The only opportunity for most EFL learners in Turkey to practice the input they get in the class environment is the interactional instructions that gather them in groups for interaction and production-based communications. Most of these students, as Kasper (2001) implies, have never experienced an L2 setting interaction and such practices for the improvement of their communicative competence is very important for them.

These practices are carried out around specific tasks so that students can reach the results of them more easily and this process is supported by Swain (1985) in her *Output Hypothesis*. For her, constant practice facilitates the learner to be conscious of his/her production which is closely related to the output. In fact, learners reach the output as a result of their continuous practice but the what is important here is how much the learner contributes to this output, not the output itself. Adams (2003, 248) also supported this idea saying that the output produced in tasks is not the result of the language learning process, but rather a step in the process.

Long (1996) also supported task using process in communication classes by means of his *Interaction Hypothesis* claiming that learners often negotiate meaning through their interaction to achieve a mutual comprehensin. Vygotsky's (1978) socio-cultural theory is another but strong basis that the task-based interaction and communication practice finds a support from. For a successful learning to take place the mentioned three concepts by Myers (2000) as *interaction, activity and mediation* as strong parts of task-based learning must be integrated to the process of education because the lack of one of these items will invalidate all the efforts exerted.

2.5.6.2. Advantages of Tasks in Speaking Instruction

There are various tasks to take the students to the destination of competence in a safe and enjoyable way although students are supposed to be active throughout this journey. The said tasks keep students active for different kinds of speech events and communication actions. As Kasper (2001) and Ellis (2003) explain, the pragmatic and sociolinguistic skills of students are supported through these tasks for interpersonal encounters of them outside the classroom. So, these tasks can be assumed as long term projection instruments students make use of in case of their future encounters in real language settings. Communication tasks may also be employed by language teachers to support students' discourse competence in terms of producing coherent and fluent utterances (Sayer, 2005: 14 & Slimani-Rolls, 2005: 196). The teacher should design these tasks in such an intelligent way that during the interaction each interactant will necessarily give long answers in return for the questions they are asked (Ur, 1996: 131 & Zacarian, 1996).

2.5.6.3. Classifications of Communicative Tasks

There are different types of tasks that make a big contribution to the communicative competence of students and they have been listed below:

1- Pair/Group tasks: As Scarcealla & Oxford (1996: 159) explain, in pair tasks a student works with another student in class and every student should have a pair in such activities. Group tasks, however, involve at least four students so that they can distribute the roles among each group member.

2- Closed/Open tasks: For communication classes open tasks are much more preferred because the answers or feedbacks of the interactants will be more

loosely structured and not specific while in closed tasks just a single correct answer appears (Nunan, 1999: 53 and Willis, 1996, a: 28).

3- Information gap tasks: During the task if one of the interactants has the information about what they are discussing and the other does not, the information gap task starts. The questions asked by the one who does not know the answer start the conversation (Nation, 1990; McDonough & Mackey, 2000).

4- Opinion gap/reasoning gap tasks: If one of the students shares or gives detailed information about his/her personal preferences or feelings about a topic, this is called an opinion gap task and the ones who participate the task are expected to give true information or justify their opinions.

5- Information processing tasks: The interactants of this kind of task are supposed to use the same information and then speak about their own idea but they should also contribute to the task using their cognitive or emotional skills.

6- Social interactive tasks: Role-plays, dramas, and interviews are the most frequent forms of this task and the interactants in this kind of tasks perform their role in a way to be understood from their roles.

2.5.7. The Purpose of Speaking

Considering that the spoken language used in transactional discourse is message-oriented (Nunan, 1989: 27), the accuracy and the intelligibility of the message in the communication is very important. With no preparation before taking turns in such conversations that are supposed to consist of long, sophisticated, accurate and intelligible sentences, the destination of the communication can never be reached and the type of the message will certainly be tangled.

On the other hand, there happen to be some communication types having interactants who try to establish or maintain a relationship. Such conversations include the interpersonal use of language and play an important role in terms of continuing the communication in a fluent manner (Yule, 1989: 169). Greetings, small talks, or compliments can be some examples of this type of language and the language the interactants use is listener-oriented.

The main goal of languages is to constitute the relevant kind of communication and the immediate aim of speaking in a language context is to promote the

communicative efficiency. For this, teachers always try to enhance their own level of teaching efficiency to motivate their students towards being competent speakers and guide them for the awareness of how important speaking is for the real communication to take place.

Thus, the role of teachers as the source of student motivation, integration and confidence is very important in terms of persuading students not to have any anxiety about their possible mistakes they can make and their cooperation with the other members of the class so that a good integration and interaction can happen that will all contribute to their communicative competence.

2.5.8. Teaching Speaking

Speaking is a kind of natural talent most people do not have and feel admiration for but a great majority of those people are not aware of the fact that it is an improvable skill. If someone with no speaking talent tries hard and participates communication classes regularly, it is most probably for that person to improve his/her speaking skill. The opportunity of university students in EFL contexts to improve their speaking skill is much more than other people if they have specific speaking classes.

Students very often need the guiding and motivating attitude of their teachers so that they can be aware of which directions to follow or what steps to leave behind to be competent in speaking and to improve their self-confidence. The success of a teacher in this respect can be explained within the framework of a talented trainer, a counsellor, an impartial evaluator, or the center of rapport. All these characteristic points can make a teacher very effective and indispensible.

Speaking skill becomes a whole together with its subskills such as the pronunciation of words, intonation, fluency, etc. The diversity of the subskills in a person's speech is an important sign of his ingenuity in speaking but his attention about the correct use of the grammatical segments, or, in other words, accuracy is as important as fluency for the comprehensibility of the speech as Tarone (2005) implied. When the speech of a native speaker is analyzed carefully, it will be seen evidently that everything in terms of the subskills are in a perfect unity and there is an ideal accuracy which means the belief native speakers do not care accuracy in their utterances is a fallacy. Communicative competence of the L2 speakers is

mostly up to the emergence of a real situation for conversation as well as the accomplishment of the subskills which is a prerequisite for a real oral production in the second language.

As is known, interaction and production are very important phases of communication which is indeed a challenging process for L2 learners. If they try hard for the quality of their communication it can be achievable on condition that the quality level of their production is high as McCarthy & O'Keeffe (2004) implied. From this point of view, it can be said that the spoken production of an L2 learner depends very much on the appropriacy of the subskills in his speech.

2.5.9. General Outline of a Speaking Lesson

Speech production of an EFL learner has a great importance as it is a good indicative of his performance level in the target language. The quality level of the learner's speech production must be closely followed by his teacher so that his strong and weak aspects in terms of speaking can be determined. Different solutions should be found to improve his weak aspects under the supervision of his English teacher. The first and the most important of these solutions is the good preparation of his teacher for the lesson. This preparation, as Bailey and SavageÕs (1994) indicates, also means that he designs the speaking activities according to the level of his students and in line with the speaking subskills.

Considering the fact that interaction and production are very important phases of the speaking skill, the teacher should *prepare* his materials in line with the students' needs, interests, abilities and levels. They must be in full conformity with the CEFR descriptors and include speaking task so that students will know which direction they will follow to be successful. The teacher *presents* the class everything he prepared before so that the students can learn the subject better and understand how to arrange things in a good order in the production phase. Students are supposed to be involved in activities in this phase so that there will be no questions left in their minds about the language use.

Students will be more active in the *practice* phase because it will be their work to use the materials and produce their own parts by using the language they have observed. This part is very important also because of psychological factors like motivation, self-confidence, anxiety, shyness, etc. which directly influence the

students' performance in a positive or negative way. In a sense, this phase can be regarded a confrontation with their performance and as it is observed by every student it is also an *evaluation* phase of their performance.

So the teacher lets students evaluate their performance after he draws their attention on the skill that they are supposed to learn. And in the final phase, the teacher extends the activity and asks learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

Teachers' role in communicative competence process of students is an undeniable fact if the teacher has carried out that role thoroughly. That is, the teacher's preparation phase for the activity may be the most important and difficult one in the teaching process but the following phases are also as important as it. The methods or skill the teacher will exhibit while presenting the prepared material will either enhance its value or just the opposite.

2.5.10. Speaking Activities

Many students equate being able to speak a language as knowing it and therefore view learning the language as learning how to speak the language, or as Nunan (1991) gave it out, "Success is measured in terms of the ability to carry out a conversation in the target language." For this, the suitable teaching activities to raise the level of speaking in the class environment will make students learn while enjoying their time or having fun, and make them try to get rid of their mistakes by practising what they learn.

Speaking activities should include a content of real-life situations and be able to promote the fluency-raising involvement of students. While doing this, the teacher should be careful about not correcting the students' mistakes during their interactions, otherwise the interactive fluency and accuracy levels of students can be affected in a negative way. Using different conversation strategies to improve the speaking skills and communicative competences of students should be one of the important roles of the teacher while it is his other role to try to change the boring atmosphere of the class by jumping into another strategy.

Speaking activities are the indispensible times of speaking classes so they need to have a rich and enjoyable content to make learners take part in the communication. Activities are the most important assistants of teachers to motivate their pupils and involve them in the dexterously prepared activity. Activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Numerous kinds activities happen to exist for the teacher's use during the speaking hour:

1- The use of authentic materials: Different kinds of authentic materials are submitted to the learners in this activity.

2- The scrambled sentences: Learners are given a short story with scrambled sentences. They are asked to unscramble them. Inserting sentences in the right sequence gives them a real understanding of the language.

3- The language games: The language games that are amusing and also very communicative according to Morrow (Johnson&Morrow, 1981) have three features of communication: *information gap, choice and feedback*.

4- The picture strip story (picture narrating): A student holds the picture-strip and shows the first picture to the rest of the students and asks them to predict what the second picture will be like to develop their speaking skill.

5- Picture Describing: Students in each group discuss the picture they are given with their groups, and a student in each group describes the picture to the whole class. This activity develops the creativity of the learners.

6- Role-play: The students are divided into different groups and two students in each group are selected for two different roles (Harmer, 1984). They pretend they are in various social contexts and have a variety of social roles. Later on the spectator students give them their feedback. This helps improve not only their interpersonal relations, but also their collaborating aspects.

7- Discussions: A discussion can be held depending on various reasons. The students will try to reach a conclusion, share their ideas, or find solutions for problem. Critical thinking and quick decision-making improves via discussions.

8- Simulations: They are similar to role-plays but more elaborate than them. In simulations, items are brought to the class to create a realistic environment.

9- Information Gap: Students work in pair one of them will have the information that the other partner does not. They will share their information.

10- Brainstorming: Learners come together to produce ideas in a limited time. The good aspect of brainstorming is that nobody is criticized for their ideas.

11- Storytelling: A story is briefly summarized by the learners, so it improves creative thinking and helps students express their ideas.

12- Interviews: The teacher provides a rubric to students so that they know what type of questions they can ask during the interview.

13- Story Completion: The teacher starts to tell a story, but shortly after he or she stops and students try to narrate from the point where was stopped.

14- Reporting: Students are asked to read a newspaper or a magazine before school and they report the most interesting news to their friends in the class.

15- Find the Difference: Students work in pairs and they will talk about the differences in two different pictures they are given.

2.6. Conclusion

The communicative competence of language learners constitutes the main goal of the CEFR because a real integration of the cultures either within the EU or around the world can be provided through the intercultural communication and interaction of all the countries. While trying to promote the integration of the cultures, the main point not to be forgotten is the development of individuals' communicative competence which includes their fluent and accurate way of speaking as well as their awareness of the social rules of the environment where the communication is taking place.

3. METHOD

3.1. Introduction

In the present study, the effectiveness of some CEFR-based speaking practices as the instruction tool in the improvement of learners' speaking abilities and communicative competences was tested in a quasi-experimental research design with an experimental group and a control group. While the control group followed their current speaking syllabus, the experimental group had two hours of their four-hour speaking classes based on CEFR-based instruction with speaking exercises created by the researcher. The learners were given a structured non disguised questionnaire prior to the start of the instruction process so as to design the practices according to the needs of the learners.

The study lasted 8 weeks including the design of the practices, pre-testing, the actual instructional period and post-testing. This chapter elaborates on the research design, the participants, the screening of the problematic CEFR speaking descriptors, the instructional environments, the data collection tools and validation procedures of these tools. Finally, it ends with an explanation of how the collected data was analysed.

3.2. Research Design

As a study aiming to form some Suggested Practices for B1 Level EFL Learners at Tertiary Level, this research is a combination of a descriptive and a quantitative study as it is composed of a questionnaire, its analysis, a pre-test, a five-week speaking material development, and a post-test with their data analysis. Based on the problematic CEFR speaking descriptors for B1 level EFL learners in a funded university, the present study follows a mixed mode quasi-experimental research methodology with a treatment and a control group of B1 level university students.

After the conduct of a structured non disguised questionnaire on 95 students, the most problematic CEFR-based topics were fixed to develop five spoken interaction and production materials, and the participants were provided a five-week instruction on the developed practices. As the first step of the quantitative aspect of this study, the results of the questionnaire have been analysed through SPSS applications. The second step is composed of the results that the experiment and

control group students obtained in a pre-test before the five-week practices and in a post-test after them.

To sum up, being a combination of quantitative and qualitative aspects of a quasi-experimental research design, this dissertation aims to develop some suggested spoken practice materials. While doing this, the data analyses gained from the results of the questionnaire, the pre-test, and the post-test have been used to base the content of the practices developed to a scientific authenticity. The interviews just after the treatment process shed light on the fine details which were not very easy to notice through the questionnaire or the analyses of the tests. They let the researcher reach to fruition about a better understanding of the feelings of the control group students who were given the five-week treatment education to develop the spoken interaction and spoken production skills or the communicative competence they had.

3.3. The Participants

The practical aspect of this study is composed of two phases; the former, as the Needs Analysis phase, has been applied on 95 engineering students of varied success levels and the latter, as the implementation phase of the Suggested Practices, has been applied on 44 students, the 25 of whom were the Experimental Group and the other 19 were the Control Group. The Needs Analysis phase has been applied on all the B1 level students of the Engineering Faculty so as to reach more reliable results for their weak aspects in terms of the speaking ability and the communicative competence.

The five-week implementation phase of the Suggested Practices has been fulfilled in the class of the Experimental Group in the company of five different co-teachers for each week of the process. They observed the two-hour speaking performances of the researcher and the students in the class each week and reported his strong and weak aspects so that he could remove the problematic aspects of his teaching career and be reasonable enough to fulfill his performance having a good rapport with the students. At the end of this implementation process of the practices, the researcher carried out an interview with some students who were included in this implementation process and also with the co-teachers who observed and took the process from the viewpoint of a critic. Lastly, the Manager of the Foreign

Languages Department gave an interview to the researcher as she gave support to the idea of improving the students' speaking and communicative skills all the time.

3.4. Research Questions

This study aims to focus on and acquire academic data for the reserach questions below:

1- Have the activities and practices that were developed in parallel with the CEFR made a contribution to improve the students' speaking abilities?

2- What are assumptions of the observant teachers about the activities developed for the speaking classes?

3- What are assumptions of some students about the effect of the activities?

4- Is there a significant level of difference in the progress of the experiment and control groups following the practice of the speaking activities in experiment group classes?

3.5. Data Collection Instruments

Considering the fact that data collection procedure constitutes a very important part in an academic study, gathering the data in this doctoral research either by way of the questionnaires, or the pre-test / post-test instruments, or even the interviews plays a really inevitable role in getting to a result for administering the development of B1 level spoken interaction and production practices for university students. The questionnaire and the pre-test / post-test results of the experimental and control groups constituted the quantitative data while the interviews formed the qualitative ones.

3.5.1. Needs Analysis Questionnaire

The items in the questionnaire were chosen from the CEFR can-do statements in terms of speaking interaction and speaking production scales. It was adapted from Holt & Van Duzer's (2000) intermediate level can-do list for self-assessment questionnaire. 20 items were chosen from the said can-do statements and they were designed on a five-point Likert-scale and assessed with values ranging from 1 to 5. Mean values from 2.58 to 3.09 were considered negative, values from 3.09

to 3.20 were considered neutral, and values from 3.20 to 4.06 were considered positive for the purpose of the questionnaire analysis.

To scrutinize the reliability coefficient for the scale used, *reliability analysis* is as follows:

Table 3.1. Reliability Statistics

Cronbach's Alpha	N of Items
,932	20

The results shows that the scale has a cronbach alpha value of ,932 which confirms a high reliability level in condition of α > ,70.

3.5.2. Order of the Subjects in the Treatment Process

Depending on the analytic results of the questionnaire, five activities with spoken interaction and production bases were prepared. Those activities would be based on the CEFR-based 'Can do' statements which the researcher had written on the questionnaire by obtaining from the B1 Global scales for speaking and reprioritised in accordance with the difficulty level determined by the analytic results mentioned above. From this point of view, the activity that was formed by the combination of:

1- The *third* and the *fourteenth* items would highlight the *Expressing Opinions* function,

2- The seventh and the fifteenth items: the Expressing Hobbies function,

3- The fourth and the eighteenth items: the Comparing and Contrasting function,

4- The eleventh and the tenth items: the Advantages and Disadvantages function,

5- The *thirteenth* and the *nineteenth* items: the *Talking about past habits* function.

3.5.3. Pretest / Posttest Questions and Marking Charts

Just after the assessment of the questionnaires, the questions of the pre-test were prepared by considering the chosen subjects to be taught and one week before the start of the practicising classes, both the experimental and the control group students were all given the test. Each student was alloted ten minutes to answer the questions in the test and the assessment of the testees were done in

conformity with the Oral Proficiency Criteria and the Marking Charts The questions in the pre-test and the post-test were similar in context and they were given to the testees in the company of two English teachers for each student in both groups so as to reach an objective result in terms of the reliability and validity of the tests.

3.5.4. The Treatment Process Instruments

The treatment process includes a proposed program designed by the researcher in the light of CEFR-based speaking instruction that aims to increase the experimental group students' speaking skills and communicative competences. The researcher used a number of educational instruments in order to reach the determined goal of raising the success levels of the students in terms of speaking and communicating.

3.5.4.1. Voluntary Participation Forms

The experimental group students were distributed voluntary participation forms in Turkish declaring they did not have to attend the suggested speaking practice classes for 5 weeks although two hours each week would be useful for the development of their speaking skills and communicative competences. When the teacher can appeal to his learners' senses efficiently enough, they will be motivated easily and participate in the lesson eagerly and voluntarily. On the contrary, they will not help the teacher to fulfill his performance in a positive mood of the class when they are pushed for the participation.

3.5.4.2. Lesson Plans

During the implementation of the suggested speaking materials, the researcher made use of some instruments to enhance the educational standards of the classes and to contribute to the determined aim of these practices. One of these instruments, though it seems to be very classical, is the lesson plan format which has been designed by the British Council. Before introducing this format of lesson plans that the researcher used in his Speaking Practice hours, giving some useful and brief information about them will be really necessary for self-disciplined, responsible and idealistic teachers.

Lesson planning, as Jensen (2001) suggests, is related to constituting an effective teacher view. It gives teachers the chance of thinking about their choice of objectives, the types of activities that will meet these objectives, the sequence of

those activities, the materials needed, how long each activity might take, and how students should be grouped. Such a perspective of lesson plans require skills teachers to prepare lesson plans very carefully as there should be a number of dictinct activities, and frequent groupings of students for the activities.

3.5.4.3. Teacher Performance Evaluation Forms

Another instrument the researcher used during Speaking Practice classes was the Teacher Performance Evaluation Form to be filled by his colleague at the end of their peer observation process. Peer observation (in other words collaborative supervision) is a very different and influential approach in which the observer and the teacher work together posing problems, stating hypotheses, seeking solutions. The observer does not prescribe in peer observation, but collaborates with the teacher in a sharing relationship (Poumellec, Parrish, Garson 1992). On the other hand, it seems to have little value for active teacher development, since the focus is on being developed, rather than on self-awareness and self-development (Cosh, 1998).

3.5.5. Interviews

The interviews as the qualitative data of the study were applied on the students, the English instructors and the administrators by the researcher and they set the last step in data collection procedure. The questions directed in each interview were different and the answers from the interviewees were taken in English. Their interviews were videotaped on condition that they would be kept confidential and each of them became a very important cornerstone in providing a healthy analysis of the qualitative data.

3.6. Data Analysis

Analyses of the quantitative and qualitative data derived from the above-mentioned data collection instruments are considered the most important phase of this academic research. Statistically precise analyses of such data let the research gain a tangible and reliable view that takes the reader to the persuasive peak of information. From this point of view, numeric clarifications go with the quantitative data and bring the research to a very reliable horizon; and educational approaches with the theoretical and experiential knowledge go with the qualitative aspect of data that bring the study to safer and more reliable settings.

3.6.1. Analyses of the Quantitative Data

In order to conduct the descriptive statistics in terms of frequency, percentage, the maximum and minimum scores, means, and standard deviations, SPSS was used and the analyses of the descriptive items and categories in the questionnaire were obtained. It is expected the selected 'Can do' statements will help learners raise their language awareness in terms of speaking skill and enhance their communicative competences at the described level. In addition to the descriptive statistics, independent samples t-tests were used to determine whether there were significant differences in the experimental group and control group students' pre-test and post-test scores following the treatment process. Analysis of covariance (ANCOVA) was also used to determine whether there were significant differences between the success levels of the Experimental and the Control Group students in the final point of the suggested speaking practices.

3.6.2. Analyses of the Qualitative Data

The qualitative data from interviews were analyzed to elaborate participants' perceptions about the speaking practices that were developed by the researcher, about the content of them, or which points to make more emphasis on, etc. The interviews were all done in English by the researcher through the use of video recording. The direct quotes which were noteworthy were chosen and interpreted to see their implications. The interpretation of the respondents' remarks on the question items depended mostly on the researcher's knowledge about the setting rather than the information gained from the quantitative data. The remarks were used later for the data analysis purposes and to validate the participants' assertions.

4. RESULTS & DISCUSSION

4.1. Introduction

How this study was designed with regard to all details and how the aforecited data were collected and analyzed through some research-based interpretations together with any instruments which had important roles in the implementation process were outlined in the previous chapter. The numeric and analytic interpretations of the data collected as well as the findings and the academic answers of the research questions will constitute the most important parts of this chapter.

4.2. Findings of the Study

This section scrutinizes the findings of the study in all respects by correlating them with the research questions that were given in the introduction chapter of this study. The descriptive statistics revealed the list of the items in the questionnaire where the items were arranged according to their difficulty levels. The independent samples *t*-test results showed that the suggested speaking implementations in Speaking Skill classes created a disctinctive success for the experimental group students in such a way that they could outperform the control group students when considered the pretest / posttest results. All the details of the findings have been given below.

4.2.1. The Needs Analysis Questionnaire

In order to determine the needs of the students to remove their insufficient aspects and give them a full support in the way of developing their level of speaking skill and communicative competence, the Needs Analysis Questionnaire that includes the CEFR-based B1 level spoken interaction and spoken production 'Can do' descriptors played a very important role. The questionnaire was applied on 95 students and 60 of them were male while 35 were female. All of them were Engineering students considering the fact that they are more skillful in speaking and more competent in communicating than the other department students. The researcher, at the same time, had Speaking Classes in the Engineering Faculty

only and these reasons required him to apply these classes and any research instrument on the Computer & Electrics, Electronics Department students.

Table 4.1. Can-do Questionnaire

Here's what I can do	*I can't do this. No way. It's much too difficult.*	*This is very difficult for me. I can only do it with a lot of help from others.*	*This is a little difficult for me, but I can do it with some help from others.*	*I do OK most of the time, except when things are complicated*	*I can do this. No problem.*
1 I CAN express opinions in simple terms like 'I don't agree' provided the question has been put clearly.					
2 I CAN respectfully listen, interact, discuss and pose questions to others during discussions.					
3 I CAN briefly give reasons and explanations for opinions, plans and actions.					
4 I CAN exchange, check and confirm information, deal with less routine situations and explain why something is a problem.					
5 I CAN initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.					
6 I CAN make short, rehearsed announcements on a topic pertinent to everyday occurrences in my field with a clear stress and intonation.					
7 I CAN sustain a straightforward description of one of the subjects in my field of interest, presenting it as a linear sequence of points.					
8 I CAN express and respond to feelings such as surprise, happiness, sadness, interest and indifference.					

9 I CAN make my opinions and reactions understood as regards solutions to problems or questions of where to go, what to do, etc.	
10 I CAN take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect.	
11 I CAN explain why something is a problem, discuss what to do next, compare and contrast alternatives.	
12 I CAN cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.	
13 I CAN exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within my field with some confidence.	
14 I CAN summarize and give my opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.	
15 I CAN manage a prepared interview, though I may occasionally have to ask for repetition if the other person's response is rapid or extended.	
16 I CAN intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	
17 I CAN ask for or make offers and advice or have negotiations through everyday language.	
18 I CAN keep going comprehensibly, though pausing for grammatical, lexical planning and repair is very evident.	
19 I CAN participate in a conversation in a casual or semi-formal situation for a short time.	
20 I CAN give a short, simple presentation on a familiar topic, or take a limited part in it.	

The above table is the Needs Analysis questionnaire which contains some of the CEFR-based B1 speaking 'Can do' statements and it was applied on students after the approval of the Dissertation Monitoring Committee. There are 20 items chosen from the 'Can do' statements and they were designed on a five-point Likert-scale starting with the *too difficult*, ending in the *least difficult (no problem)* and assessed with values ranging from 1 to 5.

In the table below, the results obtained from the questionnaire are indicated with the interpretations the researcher has done about them:

Table 4.2. The SPSS results of the NA Questionnaire

			Descriptive Statistics		
	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Q10	95	1,00	5,00	2,5895	1,04672
Q18	95	1,00	5,00	2,8526	1,04136
Q14	95	1,00	5,00	2,8632	1,13560
Q13	95	1,00	5,00	2,9158	1,11721
Q15	95	1,00	5,00	2,9368	1,03975
Q11	95	1,00	5,00	2,9474	1,08538
Q4	95	1,00	5,00	3,0947	1,01136
Q7	95	1,00	5,00	3,1474	1,15748
Q3	95	1,00	5,00	3,2000	1,12609
Q19	95	1,00	5,00	3,2000	1,12609
Q6	95	1,00	5,00	3,2737	1,15263
Q12	95	1,00	5,00	3,2842	1,13609
Q9	95	1,00	5,00	3,3263	1,13402
Q16	95	1,00	5,00	3,3684	1,09207
Q20	95	1,00	5,00	3,4211	1,07762
Q2	95	1,00	5,00	3,4316	1,14532
Q17	95	1,00	5,00	3,5053	1,10004
Q5	95	1,00	5,00	3,6316	1,14903
Q8	95	1,00	5,00	3,7263	1,18898
Q1	95	1,00	5,00	4,0632	1,17429
Valid N	95				

In the table, the difficulty level of an item is showed through the low level of the mean value of that item and as can be seen in the table, the mean values show that the subject the 95 students found the most difficult corresponded to the 10th item in the questionnaire. As a conclusion, the most difficult 10 subjects have been chosen to develop the spoken interaction and spoken production activities and materials regarding the students' needs.

Table 4.3. Statictical values for item 10

		Count	Table N %
Q10	1,00	14	14,7%
	2,00	33	34,7%
	3,00	30	31,6%
	4,00	14	14,7%
	5,00	4	4,2%
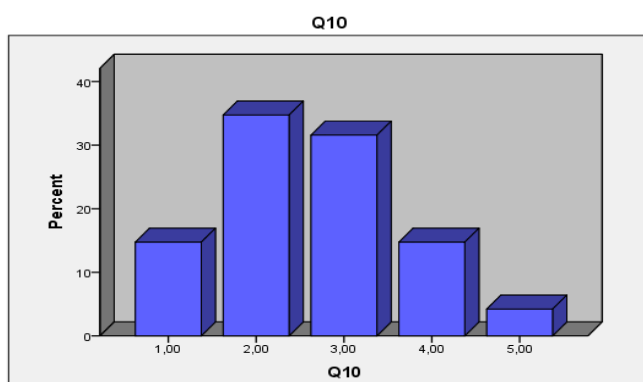
Figure 4.1 Statistical view of item 10 on graph

1- Item 10: I *CAN* take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect.

As it can clearly be seen in Table 4.3, learners showed the least performance (M=2.58, SD= 1.04) with a minimum of 1 and maximum of 5. It can be inferred here that most of the students believed their incapability of taking part in formal discussions about acquainted subjects. In fact, Table 6 also verifies this inference because approximately 80 per cent of learners, when the 3rd scale is also seen as negative, are in the category of needing a great help for this item as the graph in Figure 4.1 indicates this reality.

A very important point for Turkish EFL learners is the reality of their having a great difficulty in speaking in a formal discussion either in the class or in a real-life speaking environment because they mostly do not have the chance of using their speaking skill in the target language society or interacting and communicating with native speakers.

Table 4.4. Statistical values for item 18

		Count	Table N %
	1,00	8	8,4%
	2,00	28	29,5%
Q18	*3,00*	36	37,9%
	4,00	16	16,8%
	5,00	7	7,4%
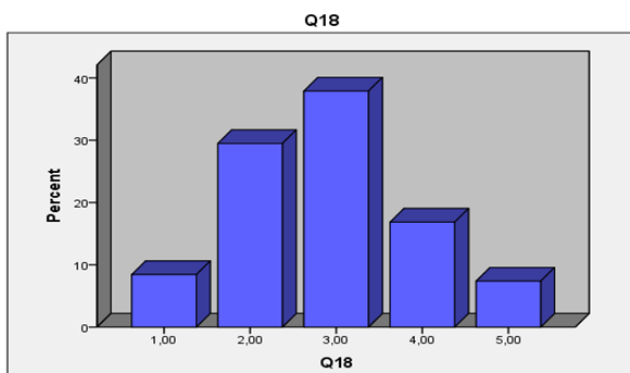
Figure 4.2 Statistical view of item 18 on graph

2- Item 18: I *CAN* keep going comprehensibly, though pausing for grammatical & lexical planning and repair is very evident, especially in longer stretches of free production.

The performance that the learners showed for this item is (M=2.85, SD= 1.04) with a minimum of 1 and maximum of 5. This means that the majority of the learners marked the first three answers as pointing out their having great difficulty in producing their own cognizable sentences to keep a conversation going.

Table 4.4. Statictical values for item 14

		Count	Table N %
	1,00	11	11,6%
	2,00	27	28,4%
Q14	**3,00**	29	30,5%
	4,00	20	21,1%
	5,00	8	8,4%
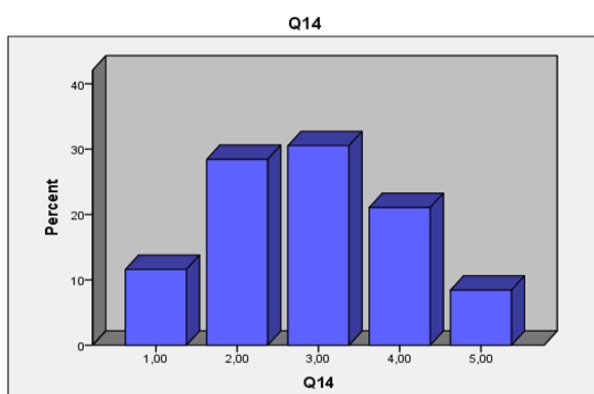
Figure 4.3 Statistical view of item 14 on graph

3- Item 14: I *CAN* summarize and give my opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.

The learners showed the performance of (M=2.86, SD= 1.13) with a minimum of 1 and maximum of 5 for this item. This means the majority of the learners still have a great difficulty in revealing their opinions briefly about a reading or a listening passage. This is verified by the number of learners as 67 in Table 4.5 (more than 70 per cent) and in by the clearly seen the graph in Figure 4.3.

Table 4.5. Statictical values for item 13

		Count	Table N %
	1,00	9	9,5%
	2,00	26	27,4%
Q13	*3,00*	34	35,8%
	4,00	16	16,8%
	5,00	10	10,5%
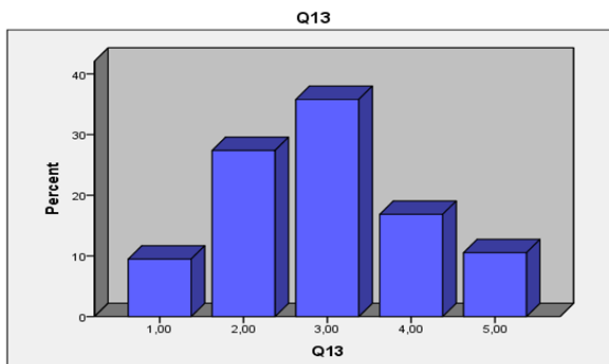
Figure 4.4 Statistical view of item 13 on graph

4- Item 13: I *CAN* exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within my field with some confidence.

The learners showed the performance of (M=2.91, SD= 1.11) with a minimum of 1 and maximum of 5 for this item meaning that nearly 70 per cent of the learners are not actually able to interact or communicate with people by relying on their background and they need the support of the teacher to improve such lack of confident speech.

The confidence of the learners is mainly dependent on the relaxed atmosphere in their classes which help them to become more active and motivated. Therefore, it must be the teacher's role to motivate his students and keep them active throughout the class hour so that they can be in the center of learning and producing. He should have such strategies that with his prepared, scholarly and friendly attitude to his learners, the class can be very enjoyable and fun for

students in a way to make them feel at home or have the synergy of participating the activities voluntarily.

Table 4.6. Statictical values for item 15

		Count	Table N %
	1,00	9	9,5%
	2,00	22	23,2%
Q15	**3,00**	35	36,8%
	4,00	24	25,3%
	5,00	5	5,3%
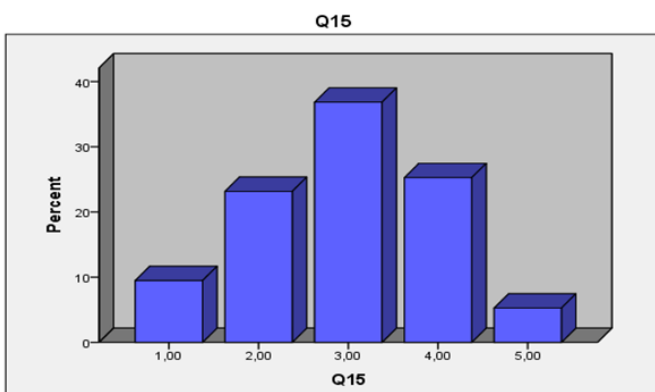
Figure 4.5 Statistical view of item 15 on graph

5- Item 15: I *CAN* manage a prepared interview, though I may occasionally have to ask for repetition if the other person's response is rapid or extended.

The performance that the learners showed for this item is (M=2.93, SD= 1.03) with a minimum of 1 and maximum of 5. Figure 4.7 points out the reality that about the 69.5 per cent of the participants need to have lots of activities to improve their communicative competence in terms of understanding and responding to other people's speeches.

Table 4.7. Statictical values for item 11

		Count	Table N %
	1,00	8	8,4%
	2,00	27	28,4%
Q11	3,00	29	30,5%
	4,00	24	25,3%
	5,00	7	7,4%
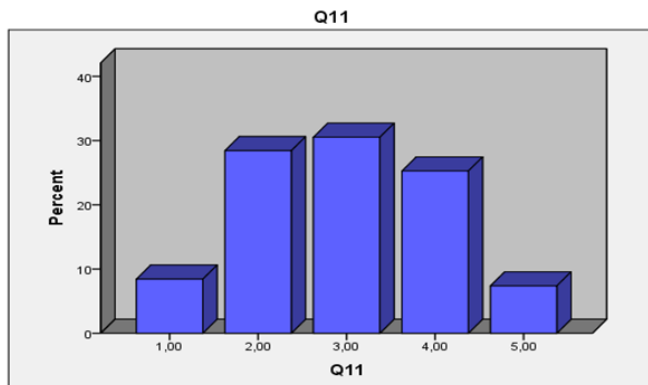
Figure 4.6 Statistical view of item 11 on graph

6- Item 11: I *CAN* explain why something is a problem, discuss what to do next, compare and contrast alternatives.

The performance that the learners showed for item 11 is (M=2.94, SD= 1.08) with a minimum of 1 and maximum of 5. It is understood through the analysis of this item that a big amount of students have still have difficulties in terms of explaining the reasons why something is a problem and using compare / contrast expressions in their discussions while over 30 per cent of students are able to do this according to Table 4.8.

Table 4.8. Statictical values for item 4

		Count	Table N %
	1,00	5	5,3%
	2,00	22	23,2%
Q4	*3,00*	34	35,8%
	4,00	27	28,4%
	5,00	7	7,4%
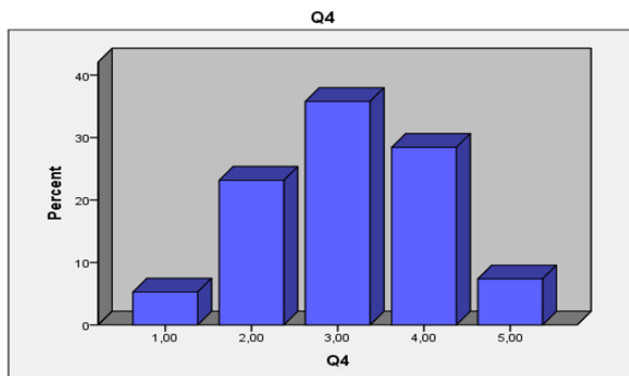
Figure 4.7 Statistical view of item 4 on graph

7- Item 4: I *CAN* exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

The learners showed the performance of (M=3.09, SD= 1.01) for this item with a minimum of 1 and maximum of 5.

Table 4.10. Statictical values for item 7

		Count	Table N %
	1,00	6	6,3%
	2,00	25	26,3%
Q7	*3,00*	27	28,4%
	4,00	23	24,2%
	5,00	14	14,7%
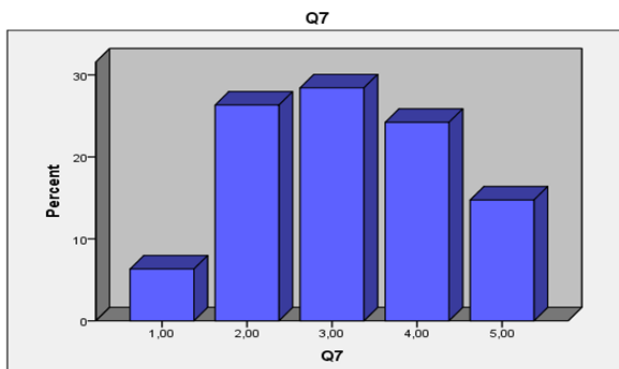
Figure 4.8 Statistical view of item 7 on graph

8- Item 7: I *CAN* sustain a straightforward description of one of the subjects in my field of interest, presenting it as a linear sequence of points.

The learners showed the performance of (M=3.14, SD= 1.15) for this item with a minimum of 1 and maximum of 5. It is obviously seen that approximately the 40 per cent of the learners believed they are able to explain anything related to their academic field in a systematic way while 60 per cent feel it seems to be difficult to do this (Table 4.10).

Table 4.9. Statictical values for item 3

		Count	Table N %
	1,00	7	7,4%
	2,00	19	20,0%
Q3	*3,00*	29	30,5%
	4,00	28	29,5%
	5,00	12	12,6%
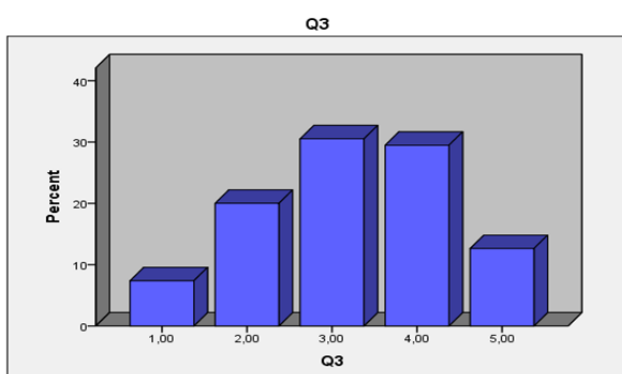
Figure 4.9 Statistical view of item 3 on graph

9- Item 3: I *CAN* briefly give reasons and explanations for opinions, plans and actions.

The learners showed the performance of (M=3.20, SD= 1.12) for this item with a minimum of 1 and maximum of 5. Turkish EFL students students mostly like speaking about their future plans and giving reasons for their opinions, however, a considerable amount of them find it difficult to do especially during a conversation and need a strong guidance and support of the teacher (See Figure 4.9).

As the most important actor of today's student-centered education, teachers should be able to cope with any difficulty he can experience in terms of guiding and supporting his students so that the education of the students can be sustained. Such a rapport of the teacher will help an EFL student be in the center of all the speaking activities and let them make a very good progress in their communicative competence.

Table 4.10. Statictical values for item 19

		Count	*Table N %*
	1,00	8	8,4%
	2,00	18	18,9%
Q19	*3,00*	26	27,4%
	4,00	33	34,7%
	5,00	10	10,5%
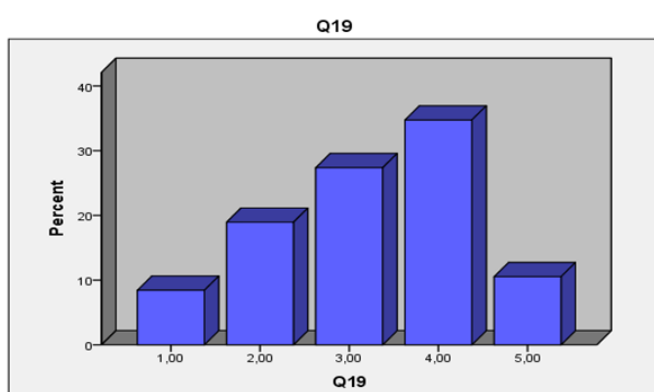
Figure 4.10 Statistical view of item 19 on graph

10- Item 19: I *CAN* participate in a conversation in a casual or semi-formal situation for a short time.

The performance that the learners showed for item 19 is (M=3.20, SD= 1.12) with a minimum of 1 and maximum of 5. Considering the percentage table of the students it can be concluded that nearly 45 per cent find themselves very successful in conversing with someone for a short period of time while the other 55 still need a serious treatment of the teacher.

Table 4.11. Statictical values for item 1

		Count	Table N %
	1,00	4	4,2%
	2,00	10	10,5%
Q1	**3,00**	8	8,4%
	4,00	27	28,4%
	5,00	46	48,4%
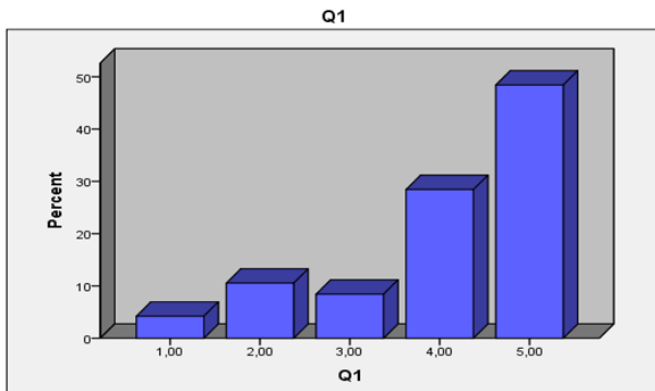
Figure 4.11. Statistical view of item 1 on graph

11- Item 1: I *CAN* express opinions in simple terms like 'I don't agree' provided the question has been put clearly.

Item 1 is the most known question for students (M=4.06, SD=1.17) with a minimum of 1 and maximum of 5 because over 70 per cent of the participants indicated that they could express their opinions when they are given the instruction in a clear way. Indeed, this item is an important evidence that Turkish EFL students need the guidance of their teachers to get involved in real life communication and interaction circumstances so as to make a good progress in CEFR-based speaking activities.

4.2.2. Pretest / Posttest Scores

As mentioned before, the researcher implemented a treatment process only on the experimental students following the diagnosis of the problematic situations related to the speaking efficiency in real life communicative and interactive situations. In order to see a tangible result of this treatment, he applied a pretest and a posttest on both the control and the experimental students before and after the implementation of the distinctive speaking activities he himself moulded.

The result of this process would encourage him to claim that Turkish EFL students at universities can really become very successful when they are exposed to the target language conditions even for a short period of time. Considering it is impossible for most of these students the researcher has tried to build a real life environment within their class for a short period of time. As a result of this process, he concluded that the Turkish EFL students at tertiary level can improve their communicative competence and level up when they are given such speaking practices throughout their academic life.

4.2.2.1. The First Research Question

1- Have the activities and practices that were developed in parallel with the CEFR made a contribution to improve the students' speaking abilities?

As mentioned above, the carefully selected and elaborate speaking activities that the researcher put at the disposal of the students have been so much important in the progress they have made. The contribution of the activities can easily be noticed when the statistical data in Figure 25 below are put into consideration carefully. The treatment process following the pretest has been applied on the experimental group students and the control group students have followed their routine class activities so that a probable difference between the success of these groups can come into being in favour of the experimental students after the posttest.

The results justified the researcher about his thesis that Turkish EFL students can improve their speaking skill and communicative competence in the expected level when they are exposed to student-centered and activity-based modern language education.
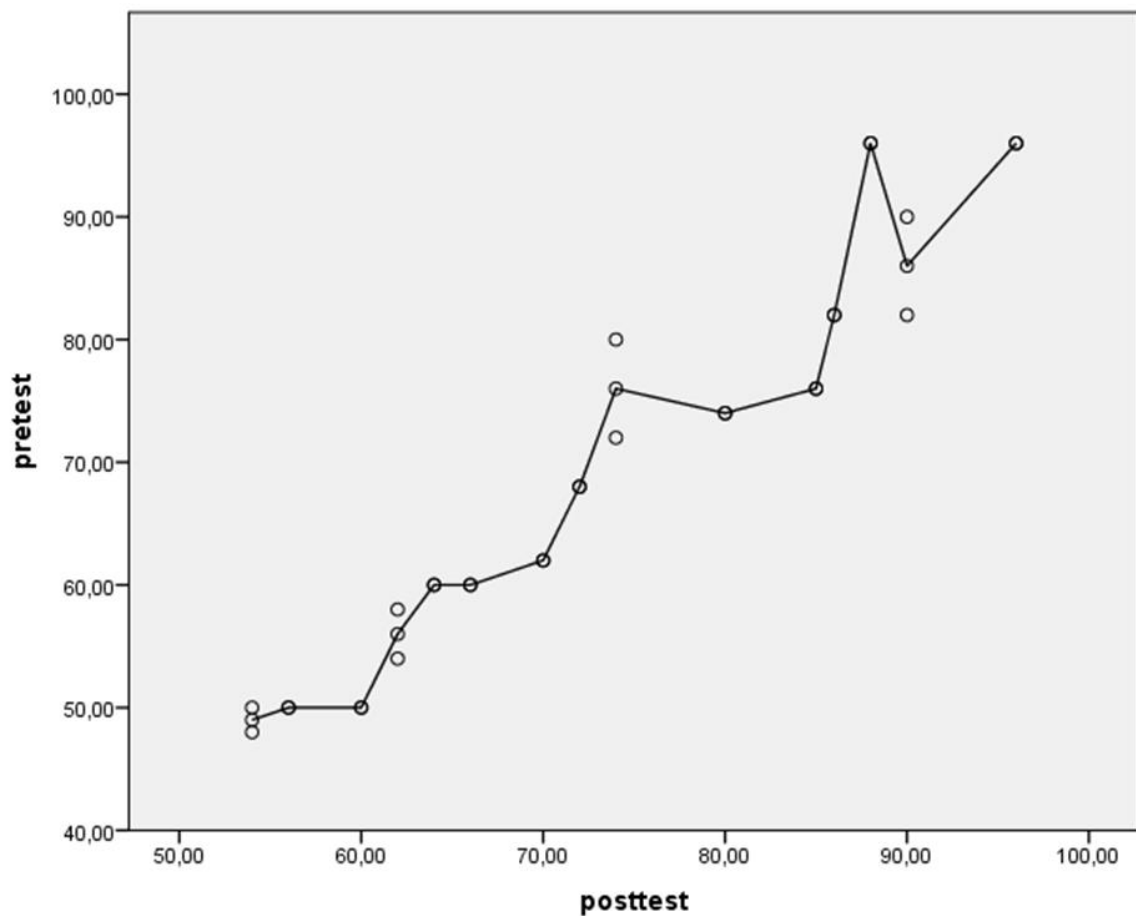
Figure 4.12. Scatter Plot For Control Group

The control group students have approximately scored the same results in both of the tests; some of them remained in the same level, some made a slight progress, and a small amount of them scored lower success in the post test. Thus, it can be deduced here that the lack of the interaction and production-based practices in speaking classes deprive the students of the chance to increase their levels in the expected way.
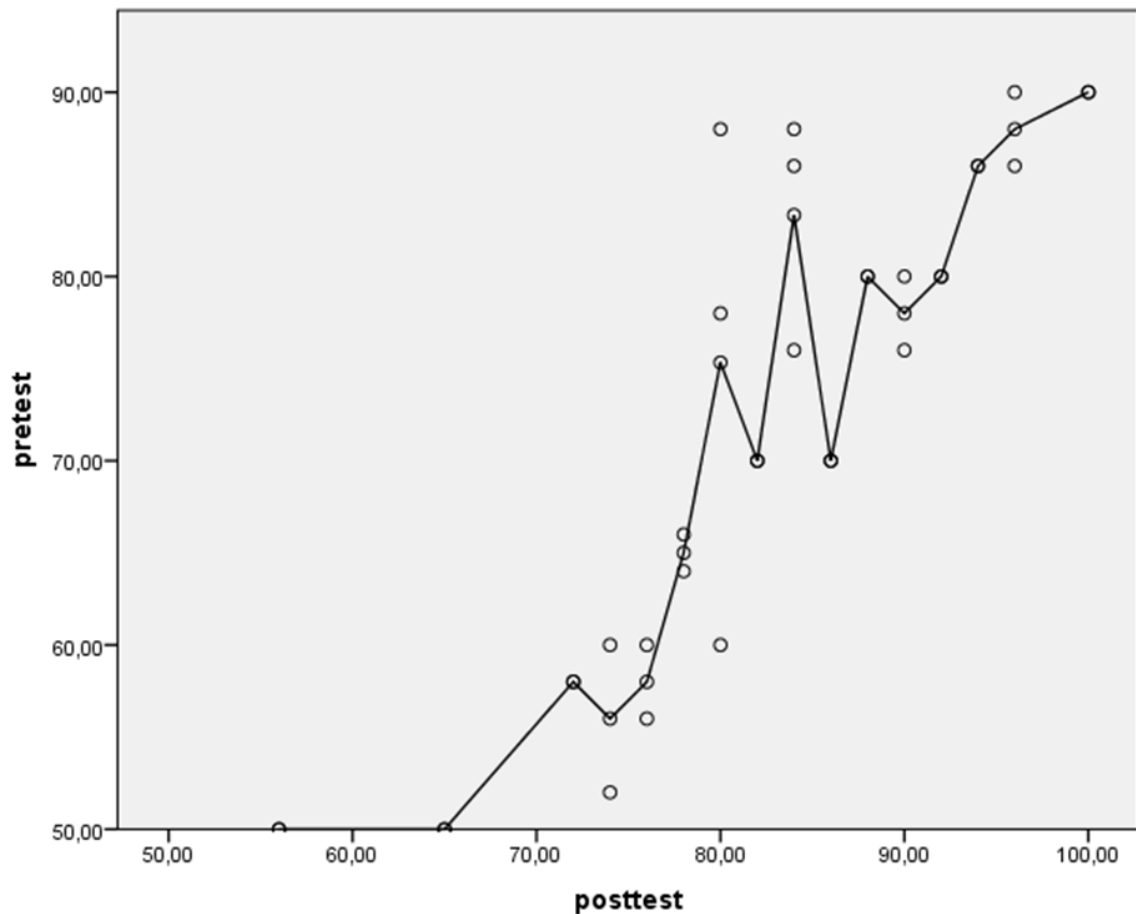
Figure 4.13. Scatter Plot For Experimental Students

Considering the large space on the left of the diagram it can be inferred that the experimental students have accomplished higher scores in the posttest than the ones in the pretest. For instance, a student in the level of 60 in the pretest has come to the level of 70 or over in the posttest, or another student in the level of 70 has gained a level of 80 or over that shows that there has been an important progress in the success level of all experimental group students.

As a result of these analyses, the researcher has concluded as the answer of the research question that the CEFR-based activities can definitely make a contribution to the improvement of the students' speaking skills. This progress can be seen much better in case such modern, enjoyable, motivating, and authentic activities are introduced to students throughout their all academic lives.

4.2.2.2. The Second Research Question

2- Is there a significant level of difference in the progress of the experimental and control groups after the practice of the speaking activities in the experimental group classes?

The answer of this research question has been received through different kinds of analyses and it has become crystal-clear that the longer such activities are practised in EFL classes the higher level of success in improving the speaking skills of the students can be attained. The table below simply shows that there is a slight difference in the levels of students in both groups regarding the pretest scores, but a notable difference has come out regarding the posttest scores:

Table 4.12. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
pretest	control	19	68,8421	15,85091	3,63645
	exp	25	72,0000	13,49074	2,69815
posttest	control	19	72,7895	13,45189	3,08607
	exp	25	82,2000	10,12423	2,02485

The researcher found out a considerable (though not really significant) level of difference in the progress of both groups especially when taking into consideration the posttest results that came after the treatment process. The implementation process of the suggested speaking activities, in other terms, has helped the researcher to reach the result that EFL students all the time need such interactive and communicative speaking activities so as to overcome their weak aspects in speaking and become very competent speakers. When they are frequently exposed to the L1 speaking circumstances, it will be really easy for them to outdo other group students whom the researcher did not give the same practices. The appearance of the experimental and the control groups in this study can be seen within the answer just given for the second research question.

The independent samples t-test results indicate that the two groups did not differ regarding the pretest. However, it is observed that experimental group progressed better and had a significantly higher score in the posttest.

Table 4.13. Independent Samples t-test Results

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% CI of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	MD	SE Difference	Lower	Upper
pretest EA	,667	,419	-,713	42	,480	-3,15789	4,42811	-12,09	5,77
posttestEA	3,279	,077	-2,650	42	,011	-9,41053	3,55095	-16,57	-2,24

When controlled the pretest scores, the experimental group scored higher than the control group at the end of the intervention (the treatment process). For this procedure, a one way ANCOVA was implemented by taking posttest scores and the dependent variable group as the fixed factor and the pretest as the covariate. By doing so, the pretest scores were controlled and kept constant for each participant while the group differences were scrutinized. When the pretest scores were controlled, the experimental group still scored significantly higher than control group in the post test. The group explained nearly 35 % of the variance in the posttest. It means that the intervention (treatment process) worked well and the experimental group learned better.

The results are as follows:

Table 4.14. One way ANCOVA Test

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5646,141[a]	2	2823,070	112,698	,000	,846
Intercept	1194,820	1	1194,820	47,698	,000	,538
pretest	4690,117	1	4690,117	187,232	,000	,820
group	540,248	1	540,248	21,567	,000	,345
Error	1027,041	41	25,050			
Total	275306,000	44				
Corrected Total	6673,182	43				

a. R Squared = ,846 (Adjusted R Squared = ,839)

According to the Table 4.17 below, the experimental group significantly scored better than the control group as the pairwise comparisons indicate:

Table 4.15. Pairwise Comparisons

					Dependent Variable: posttest	

(I) grup	(J) grup	Mean Difference (I-J)	Std. Error	Sig.b	95% Confidence Interval for Differenceb	
					Lower Bound	Upper Bound
control	exp	-7,117[*]	1,532	,000	-10,212	-4,022
exp	control	7,117[*]	1,532	,000	4,022	10,212

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Finally, the following table indicate the new adjusted mean values for each group after controlling for pretest:

Table 4.16. Dependent Variable: posttest

Estimates				
Dependent Variable: posttest				
	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control	74,093a	1,152	71,766	76,420
exp	81,210a	1,004	79,183	83,236

a. Covariates appearing in the model are evaluated at the following values: pretest = 70,6364.

For the analysis of the statistical significance between males and females, ANCOVA was implemented posttest as the dependent variable, gender as the factor variable and pretest as the covariate. Females scored higher (M=82, SD= 8.7) than male learners (M=75, SD=14.00) according to the descriptives:

Table 4.17. Descriptive Statistics

gender	Mean	Std. Deviation	N
female	82,1111	8,71030	18
male	75,3846	14,00308	26
Total	78,1364	12,45754	44

When pretest is controlled, no significant difference was observed between groups in p < .05 condition. In other words, gender did not effect scores and both males and females scored identically:

Table 4.18. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Powerb
Corrected Model	5402,765[a]	2	2701,383	87,181	,000	174,363	1,000
Intercept	1182,574	1	1182,574	38,165	,000	38,165	1,000
pretest	4921,515	1	4921,515	158,831	,000	158,831	1,000
gender	296,873	1	296,873	9,581	,004	9,581	,856
Error	1270,416	41	30,986				
Total	275306,000	44					
Corrected Total	6673,182	43					

a. R Squared = ,810 (Adjusted R Squared = ,800)

b. Computed using alpha = ,05

4.2.3. Qualitative Data Assessment

The qualitative data of this study obtained through the interviews that were applied on both students and the teachers will be really important in terms of strengthening the tangible information the researcher got through the questionnaire and the pre/post tests. The researcher also made use of the informative feedback the co-teachers wrote on the Teacher Performance Evaluation Form at the end of their peer observation processes.

The qualitative data which was taken from both interviews and co-teachers' reports were analyzed to elaborate participants' perceptions about the speaking practices or the content of these practices. The English language recorded interviews were used by the researcher to make the quantitative data-based content of the study be richer and to form an academically important document in the field of ELT speaking ability.

4.2.3.1. The Findings about The Third Research Question

3- What are the assumptions of the observing teachers about the speaking activities?

The information that can be derived from the recordings of the teachers' interviews will constitute a very important aspect of this study as the teachers who did observations in the researcher's classes have a long time experience. Their written reports on the Teacher Performance Evaluation Form and the answers they gave to the questions in the interview have been given below:

- The Oral Report of the Head of the English Department:

a) English is very important for people in their careers because when they know English, they can get promotion quickly and an important aspect of their English knowledge can be seen in their ability to speak it especially in IELTS or TOEFL exams which certify the speaking or other language skill levels they have for promotion or even for starting a job.

b) English is taught to the students in this university so that they can use it in social life, in academic life, or in their professional lives. Considering which departments they are in the form of the language education is chosen because the 'Can do's of students really differ according to their departments.

c) The aim of the university is to teach English to the students in a way to survive in any part of the globalized world by giving them the awareness of being a world citizen.

d) As the ELT Department, we are teaching English to students through receptive skills like Listening & Reading as well as productive skills like Speaking & Writing. The ELT department at this university is trying to employ the speaking minds of the students so as to make them good speakers, not masters of grammar.

e) When they successfully get this education, they will be 'meaning negotiators'; which means they will be able to communicate meaningfully or they will undertake roles in some problematic conversations to finish the misunderstandings among people.

- Her Written Report after the Observation: Although some students had problems in terms of participating the activities in the class hour, they had an enjoyable English speaking lesson because of the relaxed mood of the students that the communicative approach of the researcher supplied.

- The Oral Report of Teacher 1:

a) The most important problematic situation in Turkish EFL classes is 'motivation'. It is a general problem in most classes at tertiary level coming from different reasons like their work load, interest or needs.

b) Another important problem for an English teacher to overcome in Turkish EFL classes is students' negative feelings like fear of making mistakes, feeling insecure to create the correct utterances for communication which in fact show that they are not self-confident in the way learning how to speak English. To overcome this, teachers must undertake lots of responsibilities like teaching them the cultures of the world, rewarding rather than punishing while teaching and teaching the very important point that making mistakes is an important part of education.

c) The English teachers of the ELT department of the university should come together to form a curriculum which will centralize their basic needs about language teaching. They must develop materials, methods, techniques or principles to cope with the scope of the developed curriculum.

d) The most important skill to be developed is the speaking skill because without this skill there will be no communication and development of this skill mainly depends on the use of communicative approach in classes and in the formation of the curriculum.

- His Written Report after the Observation: Enthusiastically planned activities encouraged students to participate in the lesson. At the same time, the friendly atmosphere created by the teacher let students feel safe in terms of decreasing their anxiety for learning English. The teacher should also use more STT (student talking time) to help students improve their communicative competence.

- The Oral Report of Teacher 2:

a) The most important problem for students in English classes is that they do not think English is important in their lives and this makes them unwilling to speak English.

b) They are really fed up with studying English because they get English all along their education life but they cannot speak it despite this over loading.

c) The most difficult language skills for Turkish EFL students are listening and speaking, so teachers should find solutions to overcome the problems related to teaching listening and speaking.

d) All language skills are very important and they cannot be separated from each other in terms of their importance but what is mainly aimed in language education in Turkey is their fluent communication in the target language.

e) They are afraid of making mistakes in their speech and they try to make grammatical sentences but what their teachers expect them to do is just conveying their messages in an understandable and fluent manner.

f) The teachers of English should come together to adapt the curriculum according to the needs of students because students are given shape by means of that curriculum.

g) Students can be given the speaking classes in a task-based form to make them use what they know or have learnt in their conversations in the classes and for this, they do not need to know English grammar very well. Teaching the socio-pragmatic forms of the language will solve any problems they may face on their way of speaking English.

- Her Written Report after the Observation: For students to talk safely and comfortably in English speaking classes, the rapport of the teacher is very important. So, in a positive learning environment just like the one that the researcher supplied for this lesson hour is very important for students to improve the level of their speaking skill.

- The Oral Report of Teacher 3:

a) The most important problem for Turkish EFL students to learn how to speak English is the cultural difference because culture plays a very important role in

communicating in the target language. So the English teachers should first deal with the teaching of the most important aspects of the target language.

b) Production or articulation of the problematic sounds (which is a part of phonetics) is one of the most important aspects of learning how to speak English so the teacher must have a good educational background to teach the pronunciation of words or sentence stress correctly.

c) The most challenging skill for Turkish students is writing because they have to know the sentence structure, a wide range of vocabulary and using all the constituents of the language in a logical and meaningful way in writing.

d) Another very important problem for Turkish students is that they do not have a unity and coherence in their sentences especially in writing but not in speaking because the only problem in speaking is understanding what the other person says and producing a suitable context for it.

- His Written Report after the Observation: The biggest problem related to Turkish EFL students at this university seems to be the lack of motivation and concentration that finally lead to absenteeism in English classes. The teachers should be aware of the potential abilities their students possess in order to be able to remove their inefficient aspects related to speaking skill.

As a result of these interviews, it can be said from the viewpoint of teachers that the speaking activities designed and prepared by the researcher are suitable for the needs of the students in a way to support them to recover from their all inefficient aspects related to their speaking abilities and communicative competencies. They must be given an awareness of the benefits they can gain through their intercultural identity which the ELP will provide them in terms of the social and pragmatic as well as the professional uses of the language.

The English teacher should have a positive interaction with his students so that they can feel safe, confident, and motivated to take part in any kind of speaking activity that the teacher will bring to the class. To be able to create such a class atmosphere, the teacher should allot more STT instead of TTT (teacher talking time) and motivate them by means of their rapport with the students. From this point it can be said that teachers should try to be aware of what they lack by

means of the inservice training meetings or the arrangement of peer observation (collaborative supervision) classes.

The fluent speaking performance of students in English skills classes is the final point where teachers want to take them throughout their journey of language learning process. For this, teachers should come together very often and find the best solutions to contemplate about a curriculum to reinforce students in terms of improving their communicative competencies and their awareness of cultural differences with respect to the target language they are learning.

Universities must nominate the most efficient teachers for the CEFR-based areas of needs analysis preparation and evaluation, curriculum or syllabus design, language teaching materials, testing, and assessment so that each step taken at those institutions can be for the benefit of students. Only the teachers having devoted characters for their students can manage to do everything about education for the benefit of their students, but not for the sake of apperances. Therefore, such teachers must be nominated to the relevant authorities so that Turkish Education system can make a breakthrough in the area of English language teaching.

4.2.3.2. The Findings about The Fourth Research Question

4- What are the assumptions of some students about the effect of the activities?

- The Oral Report of the Student 1: Speaking English fluently is very important for me in terms of my future career because I will use English in all areas of my career. Self-confidence is very important for me in terms of speaking English fluently and this course helped me to gain self-confidence.

- The Oral Report of the Student 2: Speaking English in a fluent way is important for my future career plans because I will be a computer engineer and I will use English in my career. I think this course helped me to improve my level of speaking English and to have a quick thinking ability which is very important for computer engineers.

- The Oral Report of the Student 3: I think reading and speaking skills of English language will be very important for me in my future profession because I will be a computer engineer and most of my reference materials are English. To be able to read these materials it is important to have a good level of reading. At the same

time, speaking English effectively is very important for me because I can work in an international company in my field and I must be very good at speaking English. I want to gain English speaking proficiency by means of this course because it will help me to improve my English much better and pass this course easily.

Students have all along been at the focal point of both theoretical and practical aspects of this doctoral study; therefore, the student-centered approaches were used by the researcher while designing the practices. The teacher's personal information about his students was also used to determine the 'Can do' statements and the type of activity to be used during this process. The answers they marked in the questionnaire became a very important determiner to specify the items in it.

What they said in the interviews also became very important for the considerations of the researcher in terms of assessing the quantitative data provided during the process of the practices and the oral exams. As some of the students stated during the interview process, one of the most important factors that should be considered by the teacher is the student's feeling of self-confident. Such a feeling is definitely the result of personal development of the student, but the relaxing atmosphere of the class and the rapport of the teacher offer the students a secure, confident, and motivating spirit as well.

The ideal English Language Education system requires not only devoted teachers (as mentioned above), but character-wise, caring, motivated and participatory students are needed as well to actualise revolutionary novelties in language education in Turkey. Distinguished, well-trained and devoted teachers can realise major innovations in this field but without the existence of students having a high level of success, motivation and participation all the invaluable efforts of teachers will go for nothing. The high amount of such students will be provided with the sophisticated and determined stand of teachers who always do researches in their fields. They must be awarded by the authorities for their everlasting academic studies which they are trying to fulfill for the benefit of their students so that they can reach the communicatively competent level.

5. SUGGESTED SPEAKING PRACTICES

5.1. Introduction

These practices have been designed to help B1 level EFL learners at tertiary level to develop their speaking skills and communicative competences. It aims to develop the speaking skills and communicative competence of EFL learners at B1 "Threshold" level defined in the Common European Framework along a five-week instruction period. These practices mainly centralize the approaches that highlight the progress of spoken interaction & spoken production as well as the communicative competence aspects of the learners by driving them to horizons of almost native speaker contexts. Thus, the activities can be accepted as student-centered and each student or learner   is supposed to participate actively in the learning process and to undertake more responsibility in all phases of this process.

5.2. General Aims

These speaking practices are in line with the philosophy of the CEF in that they aim at developing the learner as a "whole" person. They aim to help learners move away from their previous structural orientation as well and turn into competent language learners who can use the language to communicate. Most importantly, the activities have been designed not only to increase learners' proficiency but also help them think critically, work cooperatively with the other learners and learn how to learn while helping other learners gain tolerance across cultures, and promote intercultural understanding in the final phase (Eksi, 2008).

5.3. The Order of the Subjects to be Studied

1- The *third* and the *fourteenth* items would highlight the *Expressing Opinions* function,

2- The seventh and the fifteenth items: the Expressing Hobbies function,

3- The fourth and the eighteenth items: the Comparing and Contrasting function,

4- The eleventh and the tenth items: the Advantages and Disadvantages function,

5- The *thirteenth* and the *nineteenth* items: the *Talking about past habits* function.

5.4. Practice One

- Speaking Class

- Topic: Problems and Responsibilities in Families

- Function: Expressing Opinions

- Aims: To develop fluency through a range of speaking activities

　　　　To introduce the related key language

Level: B1

A. INTRODUCTION

The teacher tries to avoid teacher-centeredness, so he lets the students take roles much more especially in speaking classes. The teacher, in this case, starts the class by using an interactive mode with the students to speak about the routine stuff. Speaking with the students in this mode just before the class relieves them and if the teacher's lead-in sentences are well-selected, they become motivated for what they will be given.

Then he asks them what they think about the statement *"Mothers should stay at home with their young children."* A short video of discussion about this topic will be shown. After the video, the ideas of a few students are taken only for an introduction to the topic.

B. PROCEDURE

- Stage 1: Should mothers stay at home with their young children?

Who	TV	Mothers	Says….
			I know loads of mothers who work just because they like to have a job, not because they need to.
			TV is part of the modern world, like computers and phones.
			Some mothers work because they want to, not because they need to.
			You can work anytime, but your children are only young once.

The teacher posts the prompts on the board. Then, the students listen to the audio and match the names of the speakers with the correct speaking points:

Who	TV	Mothers	Says….
			It's not good for them, not good at all.
			Basically, should we limit the amount of TV young kids watch?
			Are they watching too much TV these days?
			What's your name and what's your opinion?

Who	TV	Mothers	Says….
			The kids just sit there, like vegetables.
			They shouldn't watch any TV.
			I don't think my kids need to watch it now, especially when they're young,
			…. because they're missing out on the best time in their children's lives.

Who	TV	Mothers	Says….
			I never watched TV when I was a kid
			They need my love and, well, I know what they like and don't like.
			We can't hide TV from our kids, I think it's better if they know that TV is a normal thing, as normal as having dinner or whatever.
			They prefer to work rather than look after their children, and I think that's wrong, I really do.

Who	TV	Mothers	Says….
			They have to work.
			Why not just control how much they watch? You know, have a maximum of two hours a day or something.
			I mean, what's the point of staying at home with your kids if you can't put food on the table?
			TV is different to phones and having dinner.

Who	TV	Mothers	Says….
			Kids should be with their mother.You know, it's natural.
			The best control is to sell your TV.
			I look after my kids and I think that's best for them and for me.

The whole class interaction activity based on the Listening Text 6.5 derived from the coursebook New Language Leader Pre-intermediate.

Charts for the "*Who says what*" activity. *Prepared by the researcher.*

- Stage 2: Key Language

a) Insert the correct vocabulary into the suitable blanks.

1- ……………, I think mothers should stay at home.

2- Well, I understand her ………………, but sometimes mothers have no choice.

3- Well, that's a good ………………., but I think some mothers work because they want to.

4- I agree ………………… Sarah.

5- Well, ………………… I think is that they shouldn't watch any TV.

6- Well, personally, I …………………… disagree.

7- I think it's …………………. If they know that TV is a normal thing.

8- Well, that's an interesting …………………., but TV is different to phones.

The teacher allows the students to listen to the sentences and complete them with the suitable words. Then, they will deal with the exercise on the *Key Language*.

Listen to the text in *myenglishlab*.pearson internet material and try to find the correct expression for the blanks given in the exercise.

Key Language: Expressing opinions

Complete the discussion with the words in the box. Then listen and check.

⊕ Move

think | What | good | with | completely | should | interesting | understand

Tom: The government has suggested that people with children should pay less tax. What do you [think] of that?

Beth: Well, personally, I [⬇ DRAG ITEM HERE] disagree with that idea. It's their choice to have children, why should they pay less tax?

Tom: I [⬇ DRAG ITEM HERE] your opinion, but we need to encourage people to have bigger families. I think the government should reduce the tax for every child that a parent has.

Jess: I agree [⬇ DRAG ITEM HERE] you. So, if you have three children you pay less tax than if you have one child.

Dan: Well, that's an [⬇ DRAG ITEM HERE] idea, but don't forget that every new child means that the government actually needs more money, for schools and hospitals.

Beth Exactly. [⬇ DRAG ITEM HERE] I think is that parents should pay more tax, in order to cover the extra costs to society of a child.

Jess: That's a [⬇ DRAG ITEM HERE] point, but then people won't have bigger families, and our country needs more young people.

Tom: Well, what [⬇ DRAG ITEM HERE] we do then?

Dan: I'm not sure, but perhaps changes in tax aren't the answer.

https://myenglishlab.pearson-intl.com/activities/255106856/1/solve#!&page=0

- Stage 3: Discussion Questions:

Students work in pairs. The teacher distributes some cards that have the names of the people on the audio and the sentences they utter. *The pairs listen to the audio* again and they are asked to match the sentences with names and to state whether these people are *against* or *for* the points discussed in the auido explaining why they think so.

Who thinks what? Listen to the AUDIO and match the names with each of the opinions. Draw a line for each.

STUDENT A

Kids can watch TV.

CARLA

Kids shouldn't watch TV.

SARAH

ROBERT

BEN

HENRY

GRACE

Mothers should work.

Mothers shouldn't work.

Post-Listening Activity Sheet for Student A. *Prepared by the researcher*

Who thinks what? Listen to the AUDIO and match the names with each of the opinions. Draw a line for each.

STUDENT B

Kids can watch TV.

CARLA

Kids shouldn't watch TV.

SARAH

ROBERT

BEN

GRACE

HENRY

Mothers should work.

Mothers shouldn't work.

Post-Listening Activity Sheet for Student B. *Prepared by the researcher*

- Stage 4 Discussion around a Table:

Students work in pairs and they are asked to make sentences from step 3 by using expressions of giving opinion provided by the teacher. The teacher sets a round table, picks 5 students each time, they go to the table and discuss the prompts on the board by using their sentences. They ask questions to each other if they want more details from their friends.

- Stage 5 Discussion in Groups:

Students work in groups of 4. The teacher wants the students to write more opinions on the prompts. Then, they circle around the table and state their opinions. They ask questions to each other if they want more details about the point they have discussed.

C. PRODUCTION

The teacher divides the class into 2 groups, and one of these will be *against* doing homework whereas the other will be *for*. They are supposed to state their opinions on doing homework. All students will brainstorm about this case in their groups and each pair in the groups will be aware of the opinions of other pairs. After that, the teacher will call a pair of students from each group. As the moderator of such a communication, the teacher lets the students express their opinions and their opponents ask questions for unclear points to be explained.

The teacher expects his students to follow the same procedures that he applied in *the spoken interaction* phase of the class. He rarely intervenes their discussions only to remind them which points to be careful about. When the groups of students accomplish the mission of speaking or communicating with other students without the direct help of the teacher, it means that they perform *the spoken production* phase of the class. Within this framework, the teacher is expected to step aside and follow the productive skills of the students with his rewarding and confirmative remarks as much as possible so that the students can be motivated and can gain self-confidence. 'Students should not do homework' is only a negative instrument in the discussion but not a real suggestion.

Students should do homework.

- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....

Production Sheet for Pro-homework Students. *Prepared by the researcher.*

Students shouldn't do homework.

- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....
- ✓ ....

Production Sheet for Anti-homework Students. *Prepared by the researcher.*

D. NOTES for TEACHERS

- Stage 1: Listening to a text.

Purpose: Recognition of the connected speech and finding who said the sentences.

Interaction: Whole class interaction is expected.

Note: Students are expected to listen to the text carefully and find the correct speakers who said the sentences.

Suggested Time: 15 minutes

Expected Answers:

Who	TV	Mothers	Says….
Ben		√	I know loads of mothers who work just because they like to have a job, not because they need to.
Carla	√		TV is part of the modern world, like computers and phones.
Ben		√	Some mothers work because they want to, not because they need to.
Ben		√	You can work anytime, but your children are only young once.

Who	TV	Mothers	Says….
Henry	√		It's not good for them, not good at all.
Robert	√		Basically, should we limit the amount of TV young kids watch?
Robert	√		Are they watching too much TV these days?
Robert	√		What's your name and what's your opinion?

Who	TV	Mothers	Says….
Henry	√		The kids just sit there, like vegetables.
Henry	√		They shouldn't watch any TV.
Henry	√		I don't think my kids need to watch it now, especially when they're young,
Ben		√	…. because they're missing out on the best time in their children's lives.

Who	TV	Mothers	Says….
Henry	√		I never watched TV when I was a kid
Sarah		√	They need my love and, well, I know what they like and don't like.
Carla	√		We can't hide TV from our kids, I think it's better if they know that TV is a normal thing, as normal as having dinner or whatever.
Sarah		√	They prefer to work rather than look after their children, and I think that's wrong, I really do.

Who	TV	Mothers	Says….
Grace		√	They have to work.
Carla	√		Why not just control how much they watch? You know, have a maximum of two hours a day or something.
Grace		√	I mean, what's the point of staying at home with your kids if you can't put food on the table?
Henry	√		TV is different to phones and having dinner.

Who	TV	Mothers	Says….
Sarah		√	Kids should be with their mother. You know, it's natural.
Henry	√		The best control is to sell your TV.
Sarah		√	I look after my kids and I think that's best for them and for me.

- Stage 2:

Purpose: Listening for specific information

Interaction: Whole class interaction is expected.

Note: Students are expected to listen to the text carefully and insert the correct items into the sentences.

Suggested Time: 15 minutes

Expected Answers:

	b)
Personally	1- think
opinion	2- completely
point	3- understand
with	4- with
what	5- interesting
completely	6- What
better	7- good
idea	8- should

- Stage 3:

Purpose: Listening in detail.

Interaction: Pair-work

Note: The students are supposed to work in pairs and try to match the names of the people written on the cards with the sentences they uttered. After that, the students will decide if the people are *for* or *against* the idea propounded in the conversation.

Suggested Time: 15 minutes

Expected Answers:

1- Kids can watch TV.	Carla	For
2- Kids should not watch TV.	Henry	Against

3- Mothers should work.   Grace   For

4- Mothers should not work.   Sarah-Ben   Against

- Stage 4: Discussion around a table

Purpose: Expressing belief and opinion

Interaction: Pair-work

Note: The students are expected to express their opinions about the topic with four other students around a table.

Suggested Time: 10 minutes

- Stage 5: Discussion in groups.

Purpose: Expressing belief and opinion

Interaction: Group-work

Note: The students are expected to present more opinions in more detail to the other members of the group about the prompts written on the board.

Suggested Time: 10 minutes

- Production:

Purpose: Expressing belief and opinion to try to persuade the other people.

Interaction: Pair-work, Group-work

Note: The students are expected to present their opinions about the topic the teacher has provided or another topic they choose. The group leaders will try to follow the similar procedures the teacher has used and be careful about the fair participation of students.

Suggested Time: 25 minutes

5.5. Practice Two

Speaking Class

Topic: Celebrities and Their Weird Hobbies

Function: Expressing Hobbies

Aims:

To develop fluency through a range of speaking activities

To have the students produce the expected conversation about hobbies

Level: B1

A. INTRODUCTION

Considering that conversation classes are intended to ease students via spoken English activities, the teacher asks them '*How they spent their weekend'* to stimulate most of the students for the following activities. After letting them talk about the weekend for a few minutes the teacher asks them '*What they generally do in their free time'*.

B. PROCEDURE

- Stage 1: Guessing and matching the hobbies with the pictures

The teacher posts the pictures of *the weird hobbies* on the board. The students match the hobbies with the pictures. The teacher asks them *if they have such hobbies or any weird hobbies*.

Work in Pairs. Match the hobbies with pictures.

1.	**Synchronized Swimming**	a.	
2.	**Knitting**	b.	
3.	**Collecting Insects**	c.	
4.	**Playing World Of Warcraft**	d.	
5.	**Collecting Daggers**	e.	
6.	**Playing With Barbies**	f.	
7.	**Riding A Unicycle**	g.	
8.	**Fencing**	h.	
9.	**Collecting Coins**	i.	

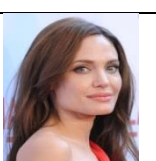*Adapted from* ***https://www.google.com.tr***

Pictures derived from internet for the matching activity.

- Stage 2: Matching the hobbies with the texts.

First of all students will be asked to tell the class which of the celebrities they know by looking at their photos and they will try to guess the hobbies of these celebrities. Then, the teacher distributes the texts about the hobbies of the celebrities to the groups and they will explain the reason why their guesses are correct or incorrect.

Work in groups. Which hobby does each celebrity take?

1.			**a.**	
2.			**b.**	
3.			**c.**	
4.			**d.**	
5.			**e.**	
6.			**f.**	
7.			**g.**	
8.			**h.**	
9.			**i.**	

Kate Moss Synchronized Swims

Kate Moss travelled to Phuket, Thailand, to do a week of synchronized swimming training. At the end, she performed for friends like Naomi Campbell and Jamie Hince. A spy reported, "The only blip in the evening was when a rather tipsy Kate tried to jump back in the pool at midnight for an impromptu solo performance. Boyfriend Jamie Hince had to physically hold her back." [I'm Not Obsessed]

David Arquette Knits

David Arquette loves a little stich n' bitch. Apparently, he is big into knitting. [Dirt]

Mila Kunis Plays World of Warcraft

Mila Kunis Plays World Of Warcraft
Mila Kunis' favorite hobby is World of Warcraft. She told Jimmy Kimmel all about it and was later quizzed by Complex magazine, who found that—surprise!—she is super knowledgable on the online game. She also claims to be a bigtime Trekkie, and Amelia is still hoping to have a trivia throwdown with her. [Bro Bible]

Claudia Schiffer Collects Insects

But her collection isn't the creepiest, crawliest we found. Claudia Schiffer gets that award. She not only collects mounted insects—she's also into insect paintings. Gross.

Angelina Jolie Collects Daggers

Of course Angelina Jolie's hobby is left of center—dagger collecting. "My mom took me to buy my first daggers when I was 11 or 12," she said. "And I've already bought Maddox some things. We take him to a special shop.'" Daggers R' Us? [W Magazine]

Johnny Depp Plays With Barbies

Johnny Depp revealed a few years back that he has an unusual pastime—playing with Barbie dolls. "I do like playing with Barbies. It's a great thing to do with your kids," he said. " Semi-related note: he also collects pigeon skeletons. [Female First, MSN UK]

Leslie Mann Rides a Unicycle

Leslie Mann once told "Ellen" that she is all about unicycling. "I'm really good at it," she said. "It's so weird now that I think about it." We like! [MSN]
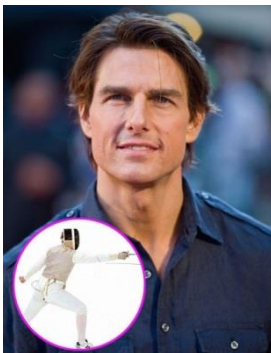
Tom Cruise Fences

Everyone knows that Tom "Top Gun" Cruise loves flying planes. But most people don't know that he's also into fencing. In 2008, he introduced Will Smith and David Beckham to his hobby. Will explains, "Tom has a room for training. David and I go to his home and just do fencing. It's a lot of fun." [Mirror UK]

Nicole Kidman Collects Coins

Coin collecting isn't a strange hobby. But it is impressively old fashioned and a little square. So I'm surprised that Nicole Kidman is so into it. Specifically, she collects ancient coins of Judea. [Glamour Vanity]

Adapted from: http://www.thefrisky.com/photos/13-unexpected-celebrity-hobbies

Pictures of celebrities from the internet for Matching the Hobbies activity.

- Stage 3: Completing the Chart

Students still work in groups of four and they are asked to complete the chart by looking at the texts the teacher has distributed them.

- Stage 4: Brainstorming

The teacher distributes the pictures of two weird hobbies to the students in groups and they try to find the names of the hobbies by looking at the pictures. He elicits various answers from the groups and writes them on the board.

LIVE ST PANCRAS STATION

NICK CLEGG: CONSERVATIVES MUST F

Pictures from the internet for matching & explaining the weird hobbies.

- Stage 5:Interacting with Other Groups

a) The teacher first distributes the texts about the two weird hobbies to the groups:

1- Playing Dead

> *Chuck Lamb, 47 also known as The Dead Body Guy probably has the world's strangest hobby: he likes to play dead. As if that's not enough, he takes it one step further: he takes photos and videos of himself playing dead and posts them on his website and he started this hobby in 2005.*

2- Appearing in the Background

> *Paul Yarrow of south London has a strange hobby: he likes to appear on television. So, whenever a news camera crew does their job in a public venue, he hangs around in the background on camera. He has appeared in the background of live news reports on BBC, ITV, Channel 4 and Sky News at random locations and at random times. It seems like if there is a camera crew about at the moment, he is there too!*

b) Then he distributes them some cards with *incomplete questions*. They will try to complete the questions about the hobbies and ask them to the members of the other groups:

What kind – see – picture?

…………………………………?

Who – he – doing?

…………………………………?

think – normal – hobby?

…………………………………?

What – name – hobby?

……………………………?

What – makes – unusual?

……………………………?

What else – say – it?

…………………………?

What – think – this hobby?

……………………………?

Your own question:

……………………………?

Your own question:

……………………………?

Cards for Completing and Asking the Questions activity.

Prepared by the researcher.

When the students in other groups answer the questions, they will have an overall idea about the hobbies they see on the board:

1- Who is the man in the picture?

2- What kind of a man can you see in the picture?

3- What does he like doing?

4- Do you think it is a normal/usual hobby?

5- What is the name of the hobby?

6- What makes this hobby unusual?

7- What else can you say about it?

8- What do you think about this hobby?

9- Your own question

10- Your own question

C. PRODUCTION

Stage 1:

The teacher will post a chart on the board for individual students to write their names for:

THE STRANGEST HOBBY	

THE MOST DANGEROUS HOBBY	
THE MOST INTERESTING HOBBY	
THE FUNNIEST HOBBY	

THE CHEAPEST HOBBY	

Stage 2:

The students will ask the same questions in Stage 5 or the questions of their own to find out what the hobby of the student is and what makes that hobby so special for him/her. The students whose names are written on the chart for the unusual hobby will answer the questions and make some explanations to have the other students guess the name of the hobby.

Stage 3:

Students will work in pairs to practise a sample dialogue between a radio presenter and a famous person about the unusual hobby he/she has. In this radio show, the presenter and the guest will try to make real-like speech by using the everyday English they have learnt up to now and they will use fillers to make their speech sound more real like.

Here is a list of some 'fillers' frequently used in English:

um..	In fact…
so..	Anyway…
you know..	Of course…
like..	Come on…
ok..	By the way…
right..	I see.
well…	Do you know what I mean?
basically…	
look…	Wow!
actually…	Tell me something.
I mean…	

Sheet for students including the useful "fllers" in conversations.

D. NOTES for TEACHERS

Stage 1: Guessing and matching.

Purpose: Making predictions about something new.

Interaction: Whole class interaction is expected.

Note: Students are expected to find the equivalent picture of the activity on the board and answer the teacher's question so as to participate in the procedure..

Suggested Time: 10 minutes

Expected Answers:

Synchronized Swimming	h
Knitting	f
Collecting Insects	g
Playing World Of Warcraft	c
Collecting Daggers	i
Playing With Barbies	e
Riding A Unicycle	a
Fencing	d
Collecting Coins	b

Stage 2: Matching.

Purpose: Making clear explanations about someone or something known.

Interaction: Whole class interaction.

Note: Students are expected to find the favorite activity of the celebrities they know with clear expressions to show how much they are sure about them.

Suggested Time: 10 minutes

Expected Answers:

1- Johnny Depp	Playing With Barbies
2- Claudia Schiffer	Collecting Insects
3- Nicole Kidman	Collecting Coins

4- Tom Cruise   Fencing

5- David Arquette   Knitting

6- Mila Kunis   Playing World of Warcraft

7- Leslie Mann   Riding a Unicycle

8- Angelina Jolie   Collecting Daggers

9- Kate Moss   Synchronized Swimming
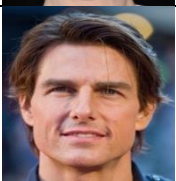
Stage 3: Completing the Chart.

Purpose: Collaboration of students.

Interaction: Group-work.

Note: Students are expected to complete the related chart fields about the celebrities by looking at the texts the teacher has distributed them.

Suggested Time: 10 minutes

Expected Answers:

1.		**a.**	
2.		**b.**	
3.		**c.**	
4.		**d.**	
5.		**e.**	
6.		**f.**	
7.		**g.**	
8.		**h.**	
9.		**i.**	

Stage 4: Brainstorming.

Purpose: Making predictions.

Interaction: Group-work.

Note: Students are supposed to brainstorm in groups about the names of the weird hobbies by looking at the pictures. After they discuss about the name of the hobbies within their groups, the spokesmen of the groups will give their answers to the teacher with the explanations.

Suggested Time: 10 minutes

Stage 5: Interacting with other groups.

Purpose: Finding the definition or meaning of something through the analysis of a text.

Interaction: Group-work.

Note: Students are supposed to interact with students in other groups to find the original names of the weird hobbies. The students in the 1st and the 3rd groups will ask questions to the students in 2nd and 4th groups and vice versa to come to a reasonable conclusion about the name of that hobby with the group members

Suggested Time: 10 minutes

Expected Answers:

The answers the 1st and the 3rd Group Students will receive:

1- Who is the man in the picture? Paul Yarrow

2- What kind of a man can you see in the picture? A middle-aged serious but curious looking man.

3- What does he like doing? Appearing on television.

4- Do you think it is a normal/usual hobby? It seems to be an unusual hobby.

5- What is the name of the hobby? Appearing in the Background.

6- What makes this hobby unusual? He has appeared in the background of live news reports at random locations and at random times.

7- What else can you say about it? If there is a camera around, Paul is there.

8- What do you think about this hobby? It is very unusual but also very funny.

The answers the 2nd and the 4th Group Students will receive:

1- Who is the man in the picture? Chuck Lamb.

2- What kind of a man can you see in the picture? A middle-aged very serious man.

3- What does he like doing? Playing dead.

4- Do you think it is a normal/usual hobby? No, it seems to be a weird hobby.

5- What is the name of the hobby? Playing dead.

6- What makes this hobby unusual? He acts like a dead guy and also takes photos and videos of himself playing dead.

7- What else can you say about it? He shares his photos and videos on his website.

8- What do you think about this hobby? It is very strange and really pointless.

PRODUCTION

Stage 1:

Interaction: Whole class.

Note: Students are supposed to write their names into the related fields of the chart about extreme hobbies:

1- THE STRANGEST HOBBY

2- THE MOST DANGEROUS HOBBY

3- THE MOST INTERESTING HOBBY

4- THE FUNNIEST HOBBY

5- THE CHEAPEST HOBBY

Suggested Time: 5 minutes

Stage 2: Interaction of students with each other.

Purpose: Guessing the extreme hobby of a student through his/her explanations.

Interaction: Whole class.

Note: Students are supposed to ask the questions to the individual students to find the original names of their weird hobbies. The students who will answer the questions of the other students will try to explain their hobby as plainly as possible so that they can come to a reasonable conclusion about the name of that hobby.

Suggested Time: 15 minutes

Stage 3: Communication through a real-like dialog.

Purpose: Acting out a radio show.

Interaction: Pair work.

Note: Students are supposed to ask questions and give answers in a real-like dialog to define their unusual hobbies. They are expected to use all the useful terminology and the frequently used fillers so that their communication can sound a real one.

Suggested Time: 20 minutes

5.6. Practice Three

Speaking Class

Topic: Bid for Hosting the Olympic Games

Function: Comparing and Contrasting

Aims:

To develop fluency through a range of speaking activities

To introduce the related key language

Level: B1

A. INTRODUCTION

In order to avoid teacher-centeredness, the teacher begins each class with some chat to warm students up and keep them talking from simple topics to the expected class topics. The teacher tries to have the class talk about the *warm-up* questions

'*What they remember about the last Olympic Games'.* and **'***When and where the next Olympic Games will be organized'.* After getting some answers from students, he posts the pictures about the last and the next Olympic Games on the board. Considering that the subject on olympic games is an interesting point for most of the students, they will probably talk about the last and the next Olympic Games more willingly:

Pictures from internet for Compare & Contrast Activity.

Stage 1: Which ones can be the best choice to organize the Olympic Games?

The teacher posts the pictures of 4 cities (including Abu Dhabi and Nairobi) on the board and asks *"Which ones can be the best choice to organize the Olympic Games?"* to the students and wants them to give the names of the cities in the pictures.

https://***images***.***google***.com/

Pictures from the internet for Choosing the Best Activity.

Stage 2 What are the important things in Olympic Games?

As the second step, he asks them to brainstorm about the important things in Olympic Games. Students work in 4 groups and render the class the important things in Olympic Games. After their guesses, the teacher writes four criteria on the board and lets the students find 2 or 3 more aspects and try to explain them to the class. The four aspects through which the activity will be carried out are:

1- Opening Section

2- Olympic Village

3- Sport Venues

4- Transport

Stage 3 Key Language

The teacher distributes every student in the class a handout on which the key language for the *Compare and Contrast Activity* is given (with sample sentences).

COMPARISON
Structure Words and Phrases

similarly,	likewise,	equally,	not only ... but also,
both ... and,	too,	**and**,	also,
the same as,	alike,	like,	just like,
just as,	comparable to		

CONTRAST
Structure Words and Phrases

but,	yet,	however,	although,
even though,	though,	unlike,	not like,
not the same as,	dissimilar,	different from,	in contrast (to),
contrary to,	compared to / with,	in comparison,	while,
whereas,	on the other hand		

http://writing.itu.edu.tr/cc3.pdf

Stage 4: Discussion around a Table:

Students work in four groups and they are asked to get ready to talk about the city they have chosen considering the 4 criteria in terms of the Olympic Games. In ten minutes the preparations will finish and the first two group spokesmen will come around the table to talk about their cities and the reasons why they have chosen those cities. After them, the other two group members will come and speak.

In this part of the activity, four students in Group A will give some information about each of the Criteria for Abu Dhabi Olympic Games (using the Key Language as well):

1- Opening Section: a truly green games, successful sport in new venues, finance guarantee.

2- Olympic Village: will be next to the olympic park, convenient for the athletes, 15.000 single rooms, buildings will be green, food from many countries.

3- Sport Venues: The Olympic Park holds all the venues, new & modern sports venues, everything will use solar power.

4- Transport: The Olympic Park is in the desert, will build excellent transport from the city to the park, use green public transport.

Abu Dhabi Olympic Games Presentation

The green Games in the desert

Opening section

Hello, everyone. Abu Dhabi is a great opportunity for the Olympic Games and the environment. We will give the world a truly green games. For example, we will use solar power for all our electricity. Our games will show the world how to use clean electricity to improve our lives, and our spectacular Olympic Park will be perfect for great sporting success. This will, of course, be expensive to build, but we guarantee to have the full 40 billion US dollars.

Sports venues
Olympic Village
Transport

And four students in *Group B* will give some information about each of the Criteria for the Nairobi Olympic Games (using the Key Language as well):

1- Opening Section: First ever Olympic Games in Africa, thecity has experience, no need to build venues, low-cost Games. .

2- Olympic Village: Just outside the city, perfect location for the athletes, 10.000 double rooms, village has everything they need.

3- Sport Venues: All the venues exist, all used before for the All-Africa Games, have everything the Olympic Games need, save a lot of money, reduce costs but keep high quality.

4- Transport: Will improve the public transport system, good transport for the athletes to the venues.

Nairobi Olympic Games Presentation

The low-cost games

Opening section

Hello, everyone. Nairobi is a great opportunity to hold the first ever Olympic Games in Africa. Nairobi is ready for the challenge. We have hosted large sporting competitions before, such as the All-Africa Games. Therefore we have the experience, and we also have the venues. This will be the low-cost Games because we do not need to build any new sports venues at all. Nairobi is already ready!

Sports venues
Olympic Village
Transport

Reading passages from Language Leader Book for speaking activity.

Stage-5 Further Discussion:

Taking all the information and criteria about these two cities into consideration, students from both groups will come to the board to keep the conversation going. While they are discussing, two students from each group will write what they say into the the chart the teacher has distributed in this phase of the activity:

	Abu Dhabi	Nairobi	Your Choice…	Why?
Opening Section				
Olympic Village				
Sports Venues				
Transport				

Chart for Students to discuss in groups. *Produced by the Researcher.*

B. PRODUCTION

The teacher divides the class into 2 groups and both groups will include 4 students who will make preparations for talking about a city they choose. The preparations will last about 5 minutes and each student from the groups will come to the stage to speak about their city considering one of the criteria of the Olympic Games. At the end of these presentations, the other members of the class will vote for the winning group and the session will finish with this competition.

Student A	Your CITY	Why?
Opening Section		
Olympic Village		
Sports Venues		
Transport		

Chart for Student A to produce their own ideas in discussion.

Produced by the Researcher.

Student B	Your CITY	Why?
Opening Section		
Olympic Village		
Sports Venues		
Transport		

Chart for Student A to produce their own ideas in discussion.

Produced by the Researcher.

C. NOTES for TEACHERS

Stage 1: Guessing and matching.

Purpose: Making predictions about something by the help of visuals.

Interaction: Whole class interaction is expected.

Note: Students are supposed to point out their preferences about the place to organise the Olympic Games by looking at the pictures of the cities. The teacher wants them to explain why they prefer that city for the Games because such an activity will enhance their level in speaking skill.

Suggested Time: 10 minutes

Stage 2: Brainstorming.

Purpose: Cooperative study of the students in groups of four for revealing the most necessary aspects of Olympic Games is required in this step of the activity.

Interaction: Group work.

Note: Students are supposed to point out what they think as the most important things for undertaking the organisation of Olympic Games. Besides the best-known four aspects of the Games as *1- Opening Section, 2- Olympic Village, 3- Sport Venues, and 4- Transport,* the teacher lets them speak about other aspects they consider important.

Suggested Time: 10 minutes

Stage 3: Reviewing.

Purpose: Students' review of the vocabulary is very important for the acquisition of new vocabulary for different contexts. So, they are supposed to learn the vocabulary about the contexts of *compare* and *contrast* as well. Indeed, such a practice makes it easier to learn new groups of words that travel together in any context.

Interaction: Whole Class.

Note: It is an important requirement for the students to try to learn the Key Language or the Useful Language for a given context so the teacher wants them to use these items in their own sentences. Practice of the newly learnt useful

vocabulary for a given context has a great importance in terms of strengthening the speaking skills of students.

Suggested Time: 10 minutes

Stage 4: Collaborative Study.

Purpose: It is necessary for the two groups to choose one of the cities as the organiser of the Games and try to give detailed information about that city by using the criteria of the Games and the key language to define their applicant city.

Interaction: Group work

Note: Spokesmen of the groups are supposed to sustain a long conversation around the table because both groups will try to persuade the jury about their applicant city.

Suggested Time: 15 minutes

Stage 5 Interaction: Group work

Note: Students are supposed to have a brilliant command of the language to keep the conversation going in front of the class because other students will assess their success in terms of communicative and persuasive performance.

Suggested Time: 15 minutes

PRODUCTION: Collaborative Study.

Purpose: Productive skills of students in terms of oral communication are expected to be highlighted.

Interaction: Group work

Note: Groups will compete with each other for completely different two cities concerning all the criteria used before and the procedures followed for a good success.

Suggested Time: 20 minutes

5.7. Practice Four

Speaking Class

Topic: Pros and Cons of Mobile Phones

Function: Advantages and Disadvantages

Aims:

To develop fluency through a range of speaking activities

To introduce the related Key Language

To let the students produce their own conversations

Level: B1

A. INTRODUCTION

As a warm-up activity, the teacher asks the students what they did at the weekend and whether they took the photos or the video of that activity on their mobiles. In connection with this, the teacher asks *'What things they like doing on their mobile phones'* and lets them watch a short video about the use of mobile phones so they will be ready and motivated for the succeeding activities in the course of the lesson.

Stage 1 Are mobile phones useful or not?

The teacher asks the class to find out whether mobile phones are useful or not and tries to elicit the answers of the students. He tries to get them to speak about a subject they are acquainted with for a short period of time and then posts pictures of mobile phone use on the board to get more satisfactory answers. They will also classify the pictures in terms of the *advantages or disadvantages of mobile phones.*

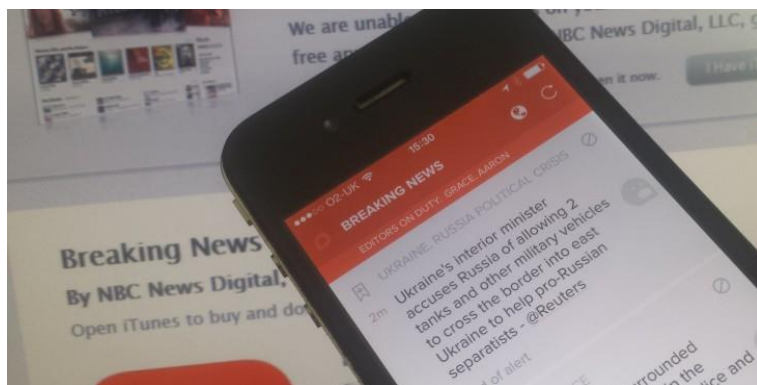Stage 2 Matching the pictures with the headings

The teacher asks the students to brainstorm in their groups about the advantages and disadvantages of using mobile phones. Then the teacher distributes the headings about advantages and disadvantages to groups and lets them match these headings with the pictures on the board.

Picture-1

Picture-2

Picture-3

Picture-4

Picture-5

Picture-6

Picture-7

Picture-8

Picture-9

Picture-10

http://www.enkivillage.com/advantages-and-disadvantages-of-mobile-phones.html

http://www.worthofread.com/advantages-and-disadvantages-of-mobile-phones-for-students

https://www.google.com.tr

1- Mobile phones cause / help students

To become sleepless very often,

To enhance their knowledge about anything,

To disturb other people in a silent place,

To take photos of anybody or anything they want,

To be negatively affected by harmful websites,

To call the police or ambulance in case of emergency

To be informed about the breaking news,

To have weaker family relations,

To clear their minds in case of ambiguity,

To be only engaged in playing games.

Stage 3: Reading Passage and the Key Language

The teacher distributes the passage about the advantages and disadvantages of mobile phones and the Key Language related to this subject so that the students can talk easily by using these terms.

- Reading Passage: Mobile Phones

Advantages of Mobile Phones for Students

1 – Very useful in emergency situations: Mobile phones came to this world for emergency purposes. If students have mobile phones, they can contact the police or other authorities immediately in case of any danger.

2 – Great equipment to improve knowledge: Students can have the whole library in their pocket as a mobile phone and they can search for anything and get explanation with the help of mobile phones.

3 – Doubts clear as soon as you get one: Today mobile phones help students find answers or further explanation via internet if they have any doubts or miss an important lecture.

4 – Get to know what happens around the world: Most students today can follow the current events that take place in different parts of the world because they can search for news and other useful stuff with their mobile phones.

5 – Adviser/Guider/Instructor/Teacher/Director: If a student has a mobile phone it means that they have everything such as an alarm clock, a reminder, or a calculator. They can also work as a camera to take photos, as a personal diary, or as a computer to search in internet.

Disadvantages of Mobile Phones for Students

1 – Playing games all the time: Many students hate everything other than mobile phones because they can play so many games there. If they always play games, their studies or useful activities can be destroyed.

2 – Changing their character: Many students can become addicted to immoral websites and their behaviour can change badly because of dirty contents.

3 – Getting tired in sleepless nights: Some students play games or chat with friends on their mobile phones until late at night and become terribly tired the next day.

4 – Disturbing other students: Mobile phones can disturb other students during an important lecture if they ring at that time.

5 – Spending little time with family: Students spend their free time with their mobiles because they don't have any idea about how much family is important in their life.

http://www.worthofread.com/advantages-and-disadvantages-of-mobile-phones-for-students/

Stage 4: The Key Language

Advantages

The main advantage of….

One advantage of…

One major advantage of…

It is often believed that…

The most important advantage of…

An additional advantage of…

It is often suggested that…

A further advantage of….

Example:

One major advantage of living in abroad is that you have better economic conditions.

Disadvantages

The main disadvantage of

One disadvantage of…..
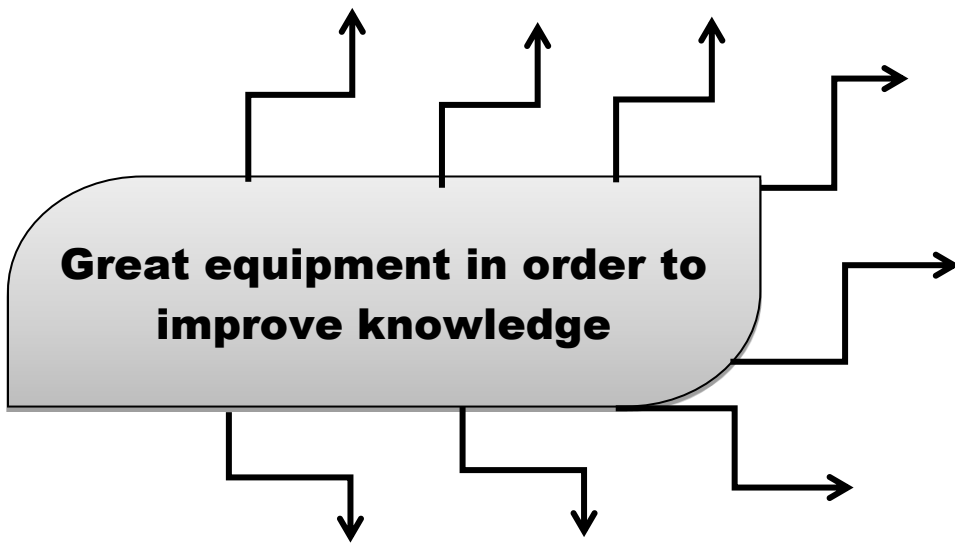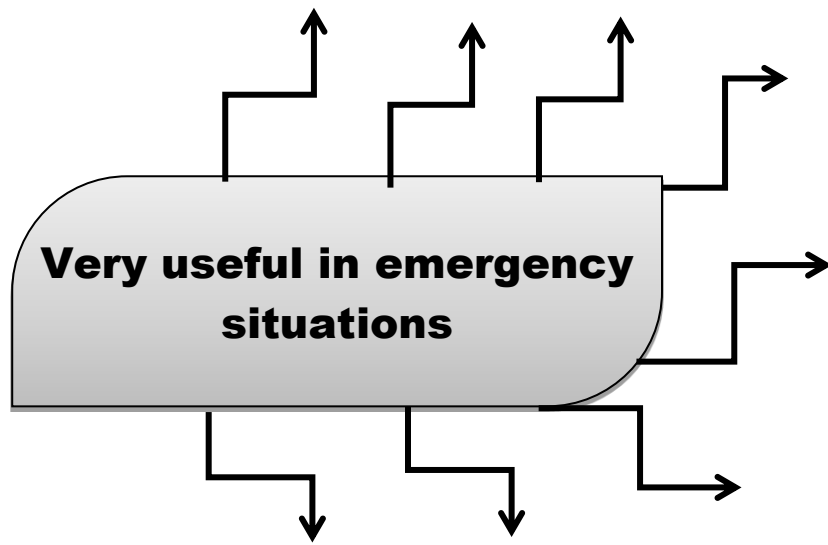
Another disadvantage of…

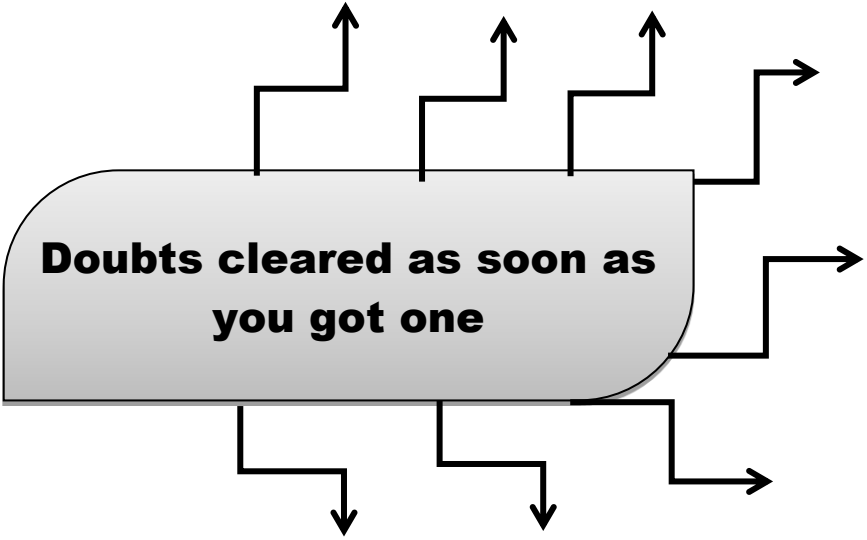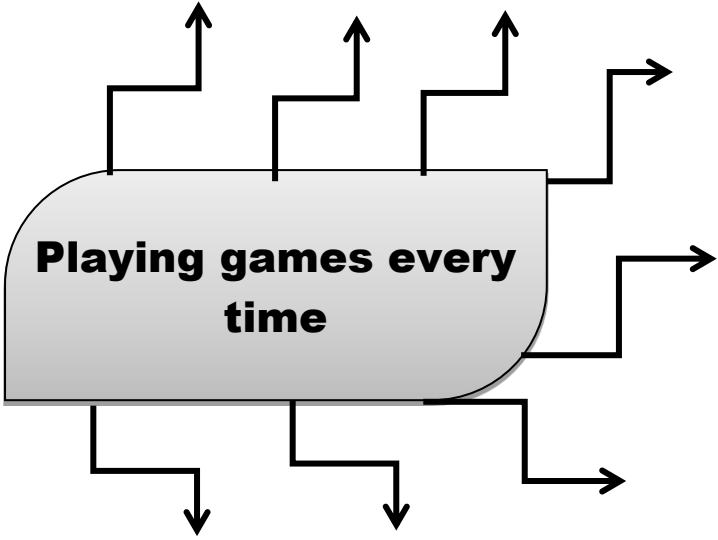The most important drawback of…

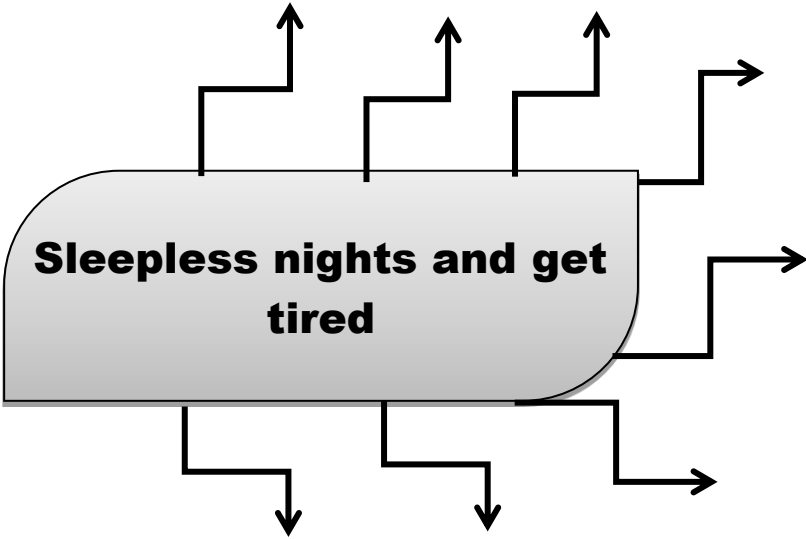One major disadvantage of….

An additional disadvantage of…..

Stage 5: Speaking About the Advantages and Disadvantages

Students still work in 4 groups and the two of them are asked to get ready to talk about *the advantages* and the other two groups to get ready *to talk about the disadvantages* of mobile phones. Within ten minutes the preparations of the groups will finish and two opponent group spokesmen will come around the table to talk about the advantages and disadvantages of mobile phones. Then the other two opponent group spokesmen will come and speak about other advantages and disadvantages.

The speakers' names and the duration of their speech will be written near one of the arrows of the related item. This technic can help the teacher determine the degree of the progress in the speaking skill or communicative competence of the students who will actively participate in the lesson.

Very useful in emergency situations

Great equipment in order to improve knowledge

Playing games every time

Doubts cleared as soon as you got one

Change their way to some unwanted things

Sleepless nights and get tired

Get to know what happen around the world

Change their way to some unwanted things

Spending little time with family

Adviser/Guider/Instructor/Teacher/Director

Cards for Groups to speak about the *pros* and *cons* **of mobiles.**

Produced by the Researcher.

B. PRODUCTION

The teacher divides the class into 2 groups and both groups will make preparations to talk about the advantages and disadvantages of an invention they choose from *the two future inventions*. If they want they can talk about a very different future invention. The preparations will last about 5-10 minutes and two spokesmen from each group will come and talk about the advantages and disadvantages of the invention they have chosen.

ROBOT HOUSE-MAIDS

FLYING CARS

https://images.google.com/

ADVANTAGES

of

ROBOT

HOUSE-MAIDS

DISADVANTAGES

of

ROBOT

HOUSE-MAIDS

ADVANTAGES
of
FLYING CARS

DISADVANTAGES
of
FLYING CARS
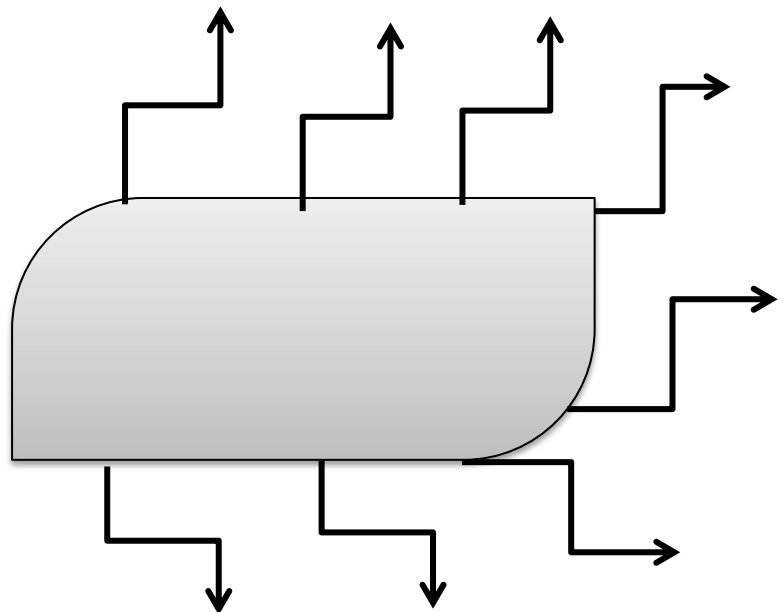
Cards for Groups to produce discussions about the *pros* and *cons* **of various technological equipments.**

Produced by the Researcher.

C. NOTES for TEACHERS

Stage 1: All students' feedback.

Purpose: Determining the good and bad aspects of the use of mobile phones.

Interaction: Whole class interaction.

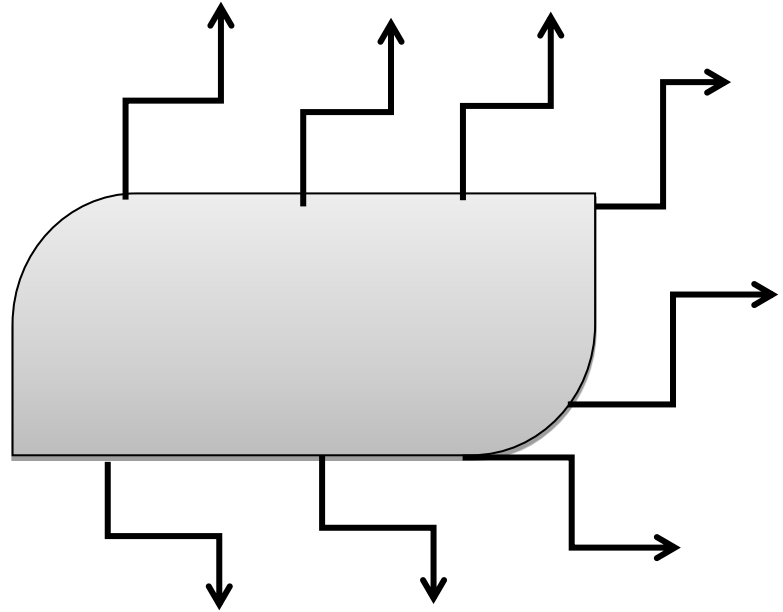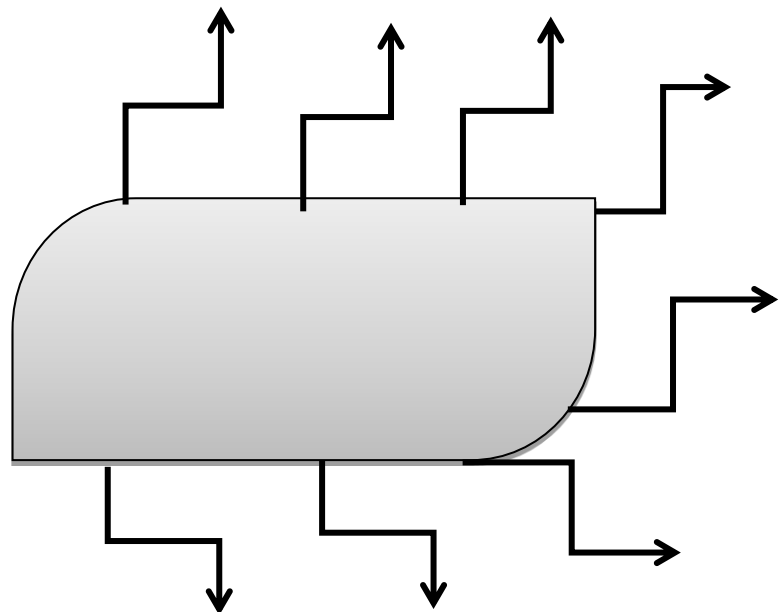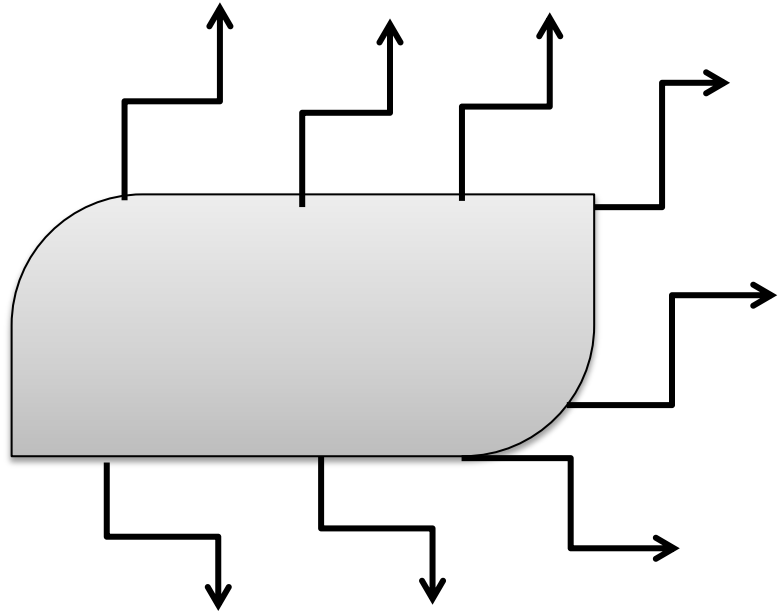Note: Students are supposed to point out the good and bad aspects of the overuse of mobile phones by giving answers to the teacher's questions willingly.

Suggested Time: 10 minutes

Stage 2: Brainstorming.

Purpose: Matching the advantages vs disadvantages of mobiles with the pictures.

Interaction: Group work.

Note: Students are supposed to match the stated advantages and disadvantages of mobile phone use with the pictures and speak about what they really think about them.

Suggested Time: 15 minutes

Expected Answers:

Picture-1	*j*	*Picture-6*	*h*
Picture-2	*e*	*Picture-7*	*a*
Picture-3	*g*	*Picture-8*	*d*
Picture-4	*i*	*Picture-9*	*b*
Picture-5	*c*	*Picture-10*	*f*

Stage 3: Reading and understanding.

Purpose: Noticing the striking facts about mobile facts.

Interaction: All students.

Note: Students are supposed to discern between the advantages and disadvantages of mobile phone use by reading the analyses of the factual information. A practice-based study of the Key Language for the acquisition of the related terms is also required.

Suggested Time: 20 minutes

Stage 4: Group discussion.

Purpose: Articulation of the advantageous and disadvantageous aspects of mobile use.

Interaction: Group work.

Note: Students of two from each of the four groups will come around to discuss about the good and bad aspects of mobile phone use after getting prepared within their groups for about ten minutes. The name of each individual and his/her duration of speech will be written in the related box which is an indicator of the good or bad aspects of mobile phones.

Suggested Time: 20 minutes

Suggested Answer:

X – 3'   Y – 2'

**Spending little
time with family**

Z – 1'
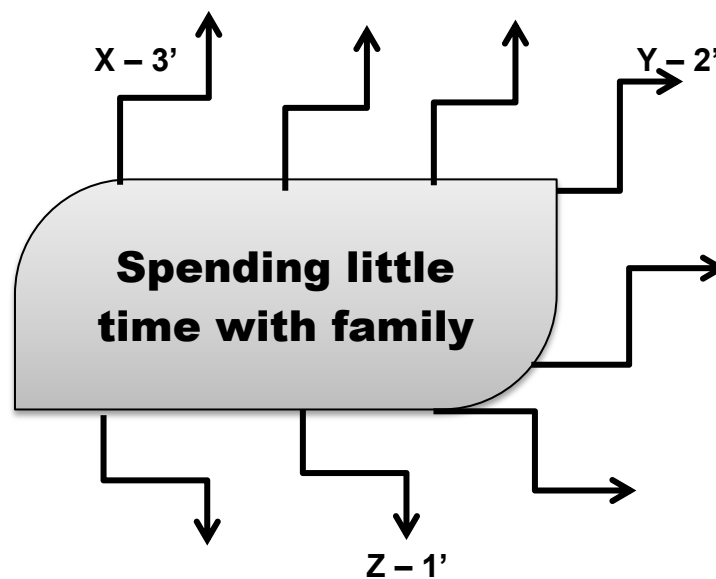
     PRODUCTION

Purpose: Articulation of the advantages and disadvantages of some new inventions.

Interaction: Group work.

Note: Students will gather in two groups of five and make preparations considering the useful expressions in talking about the advantages vs disadvantages of something and all the procedures necessary for a real discussion to happen.

Suggested Time: 25 minutes

5.8. Practice Five

Speaking Class – Exchanging information

Topic: How things *used to* be in the Past

Function: Talking about Past Habits

Aims:

To develop fluency through a range of speaking activities

To introduce related key language

To let the students produce their own conversations

Level: B1

A. INTRODUCTION

In order to bring a new dimension to the teaching profession, the teacher should always try to avoid the monotony of the class and begin the course with some positive remarks. He could try to create a warm atmosphere with some warm-up questions to keep the students active and willing to participate the class. He first asks them what their future plans are when they graduate from the university. Then he could ask them 'What they remember about their childhood or their good and bad habits of that time'.

B. PROCEDURE

Stage 1 Do you still have the same habits you used to have in your childhood?

The teacher posts the pictures of some habits on the board and asks them "Which ones they used to have when they were children" and "Which ones they still have today".

Eating junk food

Playing football in the street

Watching cartoons

Playing computer games

Playing hopscotch

Images taken from the internet to speak about the past habits.

Stage 2 What changed in humans' habits during the last 20 years?

The teacher lets the students watch a very short video about what some people used to do in the past, but they do not do any more.

https://www.youtube.com/watch?v=lmChnwqkcHs#

He also shows them some pictures of the life in the world 20 years ago and the ones belonging to today, and wants them to speak about people's habits 20 years ago comparing them to today.

Communication in the Past

Communication Today

Education in the Past

Education Today

Shopping Centers in the Past

Shopping Centers Today

Adapted from: https://www.google.com.tr

Images taken from the internet to speak about the past states.

Stage 3 Listening to a Sample Conversation

The teacher lets the students listen to the conversation between a presenter and the employees of two different companies. This audio is about the changing circumstances in their workplaces so they can have a model conversation about the use of *"used to"*. The teacher will also distribute the script of the audio so that they can see the usage of *"used to"* in a context and answer his questions about the passage.

The script of the Audio:

Consultant	Come in. Hello. It's Anita, isn't it?
Anita	That's right.
Consultant	OK, let me just have a look at the information here … you work in the Marketing Department?
Anita	Yeah.
Consultant	And you've been with the company for … six years.
Anita	That's right.
Consultant	All right, first of all let's talk about your general feelings about your job. Do you feel the same way now as you did six years ago?
Anita	Well, no, not really. I mean, I think I used to be more enthusiastic. Maybe it's because I'm older now.
Consultant	Well, you're still only twenty-eight. That's not exactly old!
Anita	No, I suppose not.
Consultant	What else has changed?
Anita	I work longer hours now. When I started, I didn't use to finish work so late. Now, I go home after seven nearly every day, but I don't think I really achieve any more.
Consultant	I see. What about the company? Is it helping you to develop new skills?
Anita	Yes, up to a point. I've done one or two management training courses in the last couple of years. I think I'm ready for promotion now.
Consultant	What about other aspects of the job? Do you get the opportunity to travel much?
Anita	No, not much. But I don't really mind that. You see, I have to look after my mother and …
Tom	Good morning! I'm Tom Carroll.
Consultant	Hello, Tom. Have a seat. Well, you seem to have the longest service record – seventeen years!
Tom	That's right.
Consultant	Well, you're obviously happy here!
Tom	I am, yes, although it used to be more fun.
Consultant	Why's that?
Tom	Well, it was more sociable. I used to go out more with my colleagues, after work and for lunch. When I first started here, we had very long lunch breaks, sometimes for two hours. Now it's more like thirty minutes. And we all used the gym together. That doesn't happen much now.

Consultant	Did you use to work more as a team?
Tom	Yes, I suppose we did. It's interesting you mention that. We're more on our own now. I also used to travel a lot more too. They've cut down on that.
Consultant	Has anything changed for the better?
Tom	Yes, there are more opportunities to learn new skills and develop your career. It's more professional now. Also, they didn't use to pay you properly. The money's much better now! That's probably why I'm still here!
Consultant	What about yourself? Have you changed at the same time as the company?
Tom	No, I don't think so. I think I'm pretty much the same person I was all those years ago.

New Language Leader Pre-Intermediate Page-71 3-A: Listening

Listen to Swift Consulting interviewing two Maxicomp employees and choose the best answer to complete these sentences:

1- Anita thinks that she is less enthusiastic now because she *started working for the company six years ago / is older / works longer hours.*

2- The company has helped her to *learn new skills / achieve more / travel.*

3- Tom was *more friendly in the past / ate more 15 or 16 years ago / does not have long for lunch these days.*

4- Tom thinks that he is still working for the company because *he can learn new skills / it is more professional / the pay is better.*

Stage 4 Key language

The teacher will hand out the Key Language that is used in dialogues including *used to* structure. The aim of the teacher here is to help the students pay attention to the important points while speaking about their past habits in case they are able to use the expected language in their communication,.

Key Language (used to)

I used to ……………………….. / in my childhood, / when I was a child (young, at school)

She used to ………………….. / ……. years ago (at that time).

I used to ………………… a lot / but now I don't.

I used to be a ………………… / now I ………

I used to …………………. very much but I don't any more.

We used to …………………… / in the past (then, until we grew up, until we left school)

I used to have short (long) hair (a dog, a cat, a bicycle), but I don't any more.

She used to not cook (study, talk a lot, go shopping a lot) but now she does.

I used to smoke (swear, gamble, drink alcohol), but I don't do it any more.

She used to teach English (travel a lot, knit sweaters, etc) many years ago.

Did you use to have a pet?

Did you use to get good grades in high school?

What used to be your favorite game to play?

How often did you use to get in trouble when you were younger?

Stage 5 Recent Changes

The students will produce sentences about the important inventions they see through the pictures on the hand-outs:

1- The students will make comparison of the life in the past with the life today after the invention of the internet.

2- The students will make comparison of the life in the past with the life today after the invention of television.

3- The students will make comparison of the life in the past with the life today after the invention of the electricity.

4- The students will make comparison of the life in the past with the life today after the invention of the plane.
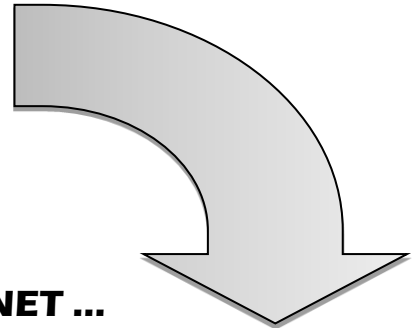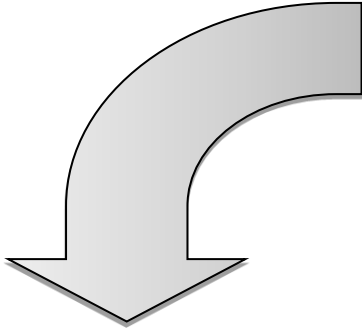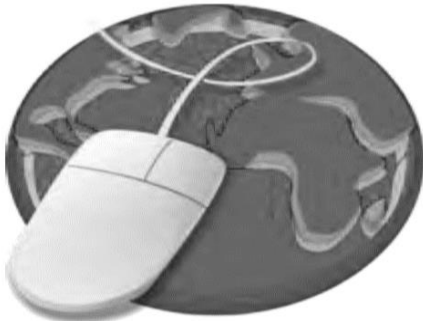
BEFORE   THE INTERNET ...

PEOPLE USED TO ...	PEOPLE DIDN'T USE TO...
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BEFORE TV ...
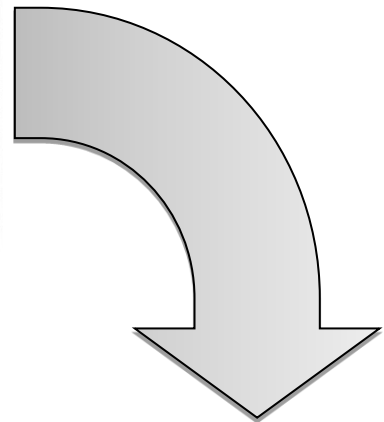
| PEOPLE USED TO ... | PEOPLE   DIDN'T   USE TO... |

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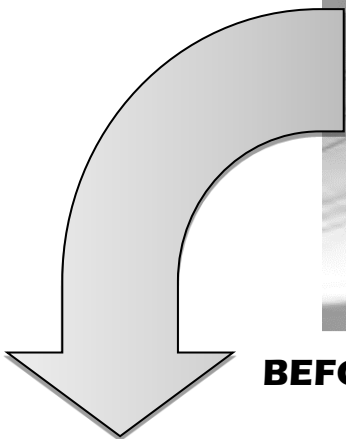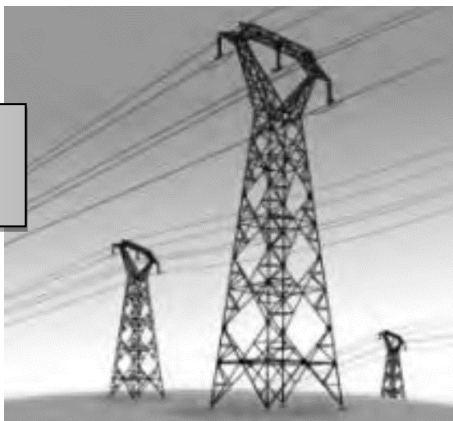
BEFORE ELECTRICITY ...

PEOPLE USED TO ...
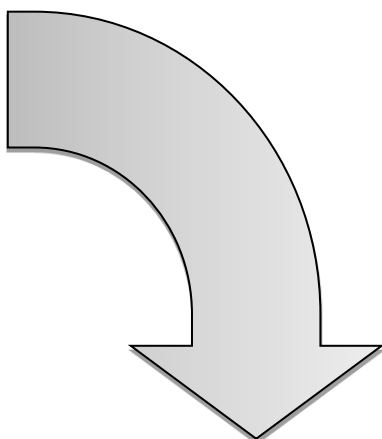
PEOPLE DIDN'T USE TO...

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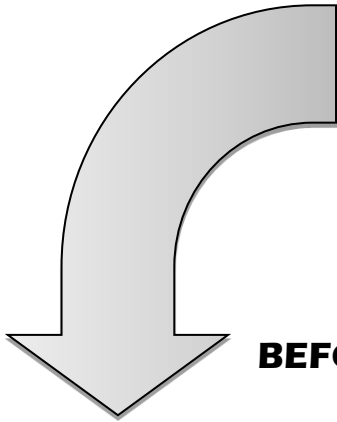..

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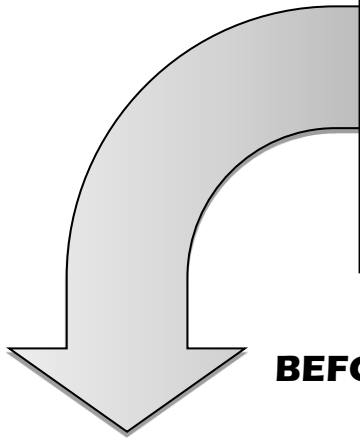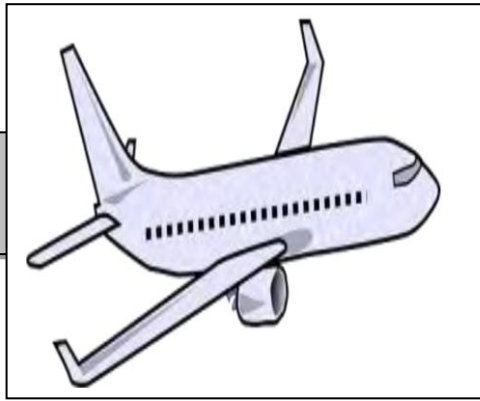
BEFORE PLANES ...
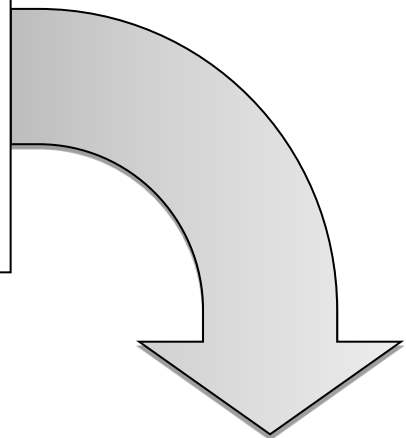
PEOPLE USED TO ...	PEOPLE DIDN'T USE TO...
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Activity Sheets to talk about the changes in life after some inventions.

Produced by the Researcher.

C. PRODUCTION

The teacher posts some signs showing *TODAY*, *5 YEARS AGO*, and *10 YEARS AGO* on the board and divide the class into 2 groups to talk about the different phases of their lives before they earned their career.

They are now engineers and 5 years have passed after their graduation.

They will do this talk just like a radio program and one of the students will be the presenter who will host two computer engineers in his/her program.

TODAY

ENGINEER

5 YEARS AGO

10 YEARS AGO

Cards for comparing past and current days.   *Produced by the Researcher.*

D. NOTES for TEACHERS

Stage 1: All students' feedback in company with related images.

Purpose: Helping the students recall and talk about their past habits.

Interaction: Whole class interaction.

Note: Students are supposed to point out what good or bad habits they had in the past and they still have today by giving answers to the teacher's questions willingly.

Suggested Time: 10 minutes

Stage 2: Whole class motivation and participation.

Purpose: Guiding the students to talk about the habits or states in the past.

Interaction: Whole class interaction.

Note: Students are supposed to utilise the '*used to'* pattern for their old habits. They will use the same pattern while comparing today's way of life with the one of the past.

Suggested Time: 15 minutes

Stage 3: Listening for gist.

Purpose: Helping the students understand and apply the correct use of the pattern.

Interaction: Whole class interaction.

Note: Students are supposed to understand the listening text which is about the working conditions today in comparison with the ones in the past. They are also expected to answer the questions about the text successfully.

Expected Answers:

1- Is older   *3- does not have long for lunch these days*

2- learn new skills   *4- the pay is better*

Suggested Time: 20 minutes

Stage 4-5: Whole class motivation and participation.

Purpose: Helping the students acquire the useful language talk about past habits.

Interaction: Whole class interaction.

Note: Students will apply the 'used to' pattern and the Key Language materials in their communications about their old habits or the way of life they had in the past contrary to the life they have today. Therefore, they are supposed to put forward some changes in life following the invention of some technological instruments.

Suggested Sentences:

1- People used to write letters to their families or friends in the past but they changed this way of communication with the invention of internet and they write e-mails today.

2- Families used to spend a lot of time together before the invention of television, but today they spend most of their time in front of it.

3- Housewives used to get exhausted everyday because of the work load in the house before the electricity was invented but this has become completely different today because the electrical household appliances have made their work much easier.

Suggested Time: 20 minutes.

PRODUCTION

Purpose: Helping the students feel that they will be interviewed on a radio program about the way of life they used to have before earning their career as engineers.

Interaction: Group work.

Note: Students are supposed to employ every bit of information they have learnt to talk about their past habits or old ways of living throughout the spoken production process. The two group students will make their preparations for ten minutes and members of the two groups will come to the board to speak about a habit or state 5 years or ten years ago. Then one of the group members will be a radio presenter of the program *'Good Old Days'* to host two students to speak about their lives in the past.

Suggested Time: 25 minutes

6. CONCLUSION & SUGGESTIONS

6.1. Introduction

This chapter revises the study that has been carried out up to this point through a concise review of what has been presented in the chapters. The general information on Needs Analysis, the CEFR which was introduced to nations by the Council of Europe and the language policies developed for the communicative competence of foreign language learners are shortly mentioned. Besides such theoretical bases, the empirical aspect of the study is also reviewed because the opinion that the speaking skills and the communicative competence of the tertiary level English learners in EFL contexts like Turkey can be raised by the help of CEFR-based speaking practices needs the support of the data results of this dissertation. Hence, the findings of the data collection process are also revised briefly here. The principles, the properties and the significant points of the suggested practices are also mentioned. Consequently, the researcher makes some recommendations for prospective studies that can be done in this field.

6.2. Conclusion

The fact that foreign language learning has become one of the basic needs of the modern societies today, people living in them are led in a way to acquire that language just like their mother tongues. Needless to say, acquiring a second language even after a specific period of life becomes very difficult especially for those who do not live in the target language environments. Trying to find solutions and develop theories for reaching them in the best possible ways has become the indispensable maxim of today's modern people and struggling against difficulties helps them sustain a successful life.

Success is the most important and favorite notion both in people's minds and in educational establishments where they want to take the steps of realising their ideals. It is a known fact that such institutions' only investment is brainpower and their only profit expectation is their success. In order for their students to reach success in the best way the teachers in those institutions try take every precaution, take any pedagogical step if necessary and do their best to renovate themselves and innovate their way of teaching.

Being such an educator, the researcher aimed to find the optimal techniques to let the students reach the success of being competent speakers of English in all areas of communication. As the first step taken is the most valuable one, he wanted to specify what the learners need most to cope with the difficulties in the way of learning English preeminently. He tried to make use of the most prominent instruments in terms of both determining the students' needs and developing up-to-date speaking practices for the sake of meeting their needs.

Before taking practical steps for this objective, he was aware of the necessity of corroborating them with a really admired philosophical background because any strong deed has a sound theoretical base indeed. Being equipped for such a sound base from the doctoral classes, the researcher referred to all the information taken in those classes and supported this with his long experience in the field of English Language Teaching. His first act was to prepare a needs analysis questionnaire for his students with a high reliability and validity.

As Allwright (1990) argues learning materials should teach students to learn, they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do. That is to say, they should be chosen or prepared in a very careful way because learning materials mean very much for students and also for teachers. Considering this fact, the researcher prepared the questionnaire by making use of the B1 level 'can do' descriptors defined in the CEFR on a likert test format which was adapted from Holt & Van Duzer (2000). The items on it were chosen in such a way to appeal to the needs of students the researcher was teaching.

The quantitative data analysis of this questionnaire showed that the students were not efficient enough in speaking with native speakers or their own friends. The main reason of this problem was that they did not have the chance of interacting in a native speaker environment. So the researcher aimed to bring the native speaker environment into the class by preparing activities and materials to enhance their communicative and interactive performance. As knowing his students and their needs, the researcher tried to determine the subjects confiding in the results of the questionnaire as well as his long and professional experience.

He aspired to enhancing students' motivation, self-confidence and will to take part in the activities by means of rapport and preparing the materials or activities by means which students would rely on themselves about success. Thus, he adhered to the CEFR principles strictly and foregrounded the communicative benefit of the students in this process. Being a result of the developments in language education, the CEFR took the new and modern teaching methods like communicative teaching forefront because even in student-centered approaches the role of the teacher is undeniable.

Before the implementation process of the carefully designed activities, the students in both groups were given an oral test as *Pretest* in company with two English teachers so as to see the initial level of them before the start of the treatment process. The said treatment process lasted for 5 weeks and in spite of all the difficulties triggering student absenteeism, the process was finished successfully. Just after the implementation of the activities a *Posttest* including the same questions in the *Pretest* was applied and it was proved by means of the quantitative data that the experimental students' success level was higher than that of pretest.

Needless to say, the rapport of the teacher also played a very important role in this process because the students were all the time motivated and very confident during the class times, and as they later said, that motivation and self-confidence influenced them positively even in other classes. Thus, the feedback from both students and the teachers by way of the interviews dominated the qualitative results in a very positive way and showed evidently that a research study especially in the area of social sciences like this can be a whole not only with the empirical results but also with the qualitative results.

The quantitative data obtained from the pre / posttest results showed that the students can be really successful if a program considering their levels and appealing to their needs can be prepared. Indeed, a five week program can never be very successful because students have participated such a program for the first time in their language education process. The success level of the experimental students according to the pretest results was not so different from the control group students. However, it has been observed according to the independent

samples t-test results that the students in the experimental students scored higher and made a better progress after the treatment process.

Finally, as the researcher applied a really communicative or task-based approach in the treatment process, the success level of experimental students visibly increased. In fact, the approaches taking the human factor to the fore have been given much more importance all around the world than the other classical ones seeing the student just like a robot. As Hymes (1972) points out, people want to be communicatively competent because they can learn or use things they need by means of an effective competence in communication in a speech community. Thus, communicative competence of people cannot only be referred as linguistic competence, but it must also be seen as the social or cultural proficiency of people in language.

6.3. Suggestions

The best education in life can be acquired when people take lessons from their weaknesses or inadequacies related to anything they deal with. Put logically, this kind of a paradigm does not change even for students because a person can be well-trained and sophisticated in the hands of a very experienced teacher if they are shown their mistakes and given awareness to deal with them. Teachers' only mission cannot be the duty of teaching the subjects in their field only, but also having good relations with their students to guide them as much as possible can be another aspect in their profesion.

Communicating with students, especially for a foreign language teacher, is a must to achieve his goals. The most important goal of a foreign language teacher is to bring the language and its complementary factors into the class as much as possible. The more he communicates with his students using the target language and showing a big tolerance in case of their mistakes the better their levels can become. Tolerance as well as passion and compassion of the teacher in times of the students' mistakes will grow a gratitude in them together with a desire to participate and be successful in that lesson.

Apart from such humanistic aspects of a teacher the professional requirements of him are also very important. When a teacher becomes a real teacher with his prepared manners or well-informed and informative aspects the students in the

class will also be real students and it will be really enjoyable for him to deal with the education process. His making regular preparations in terms of lesson plan, additional materials, activities, even the funny things he will say when the students lose focus will mean a lot for them. Such a teacher does not only become very confident but gains the respect, love and trust of his students very easily. He becomes really confident because everything will be pre-arranged and he will be able to deal with any problems to arise during the lesson much more easily. However, the respect, love and trust of his students mean so much for the teacher that he can try to do everything to win them.

Preparing extra materials or activities that are suitable for the level of the students will make the classes of that teacher the most enjoyable and valuable times in the eyes of the students. Teachers must never forget the motto of Theodore Roosevelt '*People do not care how much you know until they know how much you care*' because teachers can show they care the students with their planned way of life, prepared way of giving the lessons and really useful activities to make the lessons more living and enjoyable.

Another point to remember is that teachers must try to carry out most aspects of their career with academic support so that the things they teach can be valid in life and can take the students beyond the borders of their imagination. When the teacher shows that his students are very important for him by means of STT (student talking time), they can feel more confident and motivated for that lesson. Even the collaboration among teachers in terms of doing good in their lessons will satisfy the students more than ever. Peer observation of teachers for their classes can be a very good example to show that collaboration among their colleagues.

As one of the most important things for students at school, exams must also be prepared and applied according to the basic pedagogical approaches. In oral exams, for example, students feel over-excited and they can lose or cannot remember most of the information because of that excitement. When the teacher explains that an experienced teacher will accompany him in the oral exam for the sake of being objective, they may feel safer in that case. And a final suggestion by the researcher is about teachers' being participative for what they know as useful because such teachers who have the spirit of sharing always have an important place in the memory of their colleagues and students.

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APPENDICES

APPENDIX 1: ETHICS COMMITTEE APPROVAL

T.C.
HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Beytepe / ANKARA

YÖNETİM KURULU KARARI

Oturum Tarihi	Oturum Sayısı	Karar Sayısı
27.07.2015	31	2015-31/09

Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı'nın 23.07.2015 tarih ve 100/144 sayılı yazısı incelendi. İngiliz Dili Eğitimi Bilim Dalı **doktora** programı öğrencilerinden **Ayhan YAVUZ'un Tez Önerisinin** aşağıda belirtildiği şekilde kabul edilmesinin uygun olduğuna oybirliği ile karar verildi.

Tez Önerisi
Yükseköğretim B1 Düzeyinde YDİ Öğrenenlerin Konuşma Becerileri ve İletişimsel Yeterliklerini Geliştirmek İçin Önerilen Bazı Uygulamalar

Prof. Dr. Berrin AKMAN
Enstitü Müdürü

Yönetim Kurulu

Prof. Dr. Berrin AKMAN	(Müdür)
Prof. Dr. Süleyman Sadi SEFEROĞLU	(Müdür Yardımcısı)
Doç. Dr. Nilgün SEÇKEN	(Müdür Yardımcısı)
Prof. Dr. Ece KORKUT	(Üye)
Doç. Dr. Murat ÖZDEMİR	(Üye)
Doç. Dr. Nermin YAZICI	(Üye)
Sinan YAVUZ	(Öğrenci Temsilcisi)
Osman ERUYSAL	(Raportör)

APPENDIX 2: NEEDS ANALYSIS QUESTIONNAIRE

Dear Students,

You are kindly requested to complete this questionnaire to collect the data for developing teaching materials that students at TOU will benefit from, so your answers are very important and **they will entirely be confidential.** I appreciate your contribution.

Age	:
Gender	:
Department	:

Here's what I can do	I can't do this. No way. It's much **too difficult**.	This is **very difficult** for me. I can only do it with a lot of help from others.	This is **a little difficult** for me, but I can do it with some help from others.	I do **OK** most of the time, except when things are complicated.	I can do this. **No problem**.
1 I **CAN** express opinions in simple terms like 'I don't agree' provided the question has been put clearly.					
2 I **CAN** respectfully listen, interact, discuss and pose questions to others during discussions.					
3 I **CAN** briefly give reasons and explanations for opinions, plans and actions.					
4 I **CAN** exchange, check and confirm information, deal with less routine situations and explain why something is a problem.					
5 I **CAN** initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.					
6 I **CAN** make short, rehearsed announcements on a topic pertinent to everyday occurrences in my field with a clear stress and intonation.					
7 I **CAN** sustain a straightforward description of one of the subjects in my field of interest, presenting it as a linear sequence of points.					

8 I **CAN** express and respond to feelings such as surprise, happiness, sadness, interest and indifference.					
9 I **CAN** make my opinions and reactions understood as regards solutions to problems or questions of where to go, what to do, etc.					
10 I **CAN** take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect					
11 I **CAN** explain why something is a problem, discuss what to do next, compare and contrast alternatives.					
12 I **CAN** cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.					
13 I **CAN** exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within my field with some confidence.					
14 I **CAN** summarize and give my opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.					
15 I **CAN** manage a prepared interview, though I may occasionally have to ask for repetition if the other person's response is rapid or extended.					
16 I **CAN** intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.					
17 I **CAN** ask for or make offers and advice or have negotiations through everyday language.					
18 I **CAN** keep going comprehensibly, though pausing for grammatical&lexical planning and repair is very evident, especially in longer stretches of free production.					
19 I **CAN** participate in a conversation in a casual or semi-formal situation for a short time.					
20 I **CAN** give a short, simple presentation on a familiar topic, or take a limited part in it.					

(Adapted from Holt & Van Duzer, 2000)

APPENDIX 3: GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Ayhan YAVUZ ve Doç. Dr. Arif SARIÇOBAN tarafından "Yükseköğretim B1 Düzeyinde YDİ Öğrenenlerin Konuşma Becerileri ve İletişimsel Yeterliklerini Geliştirmek İçin Önerilen Bazı Uygulamalar" başlıklı doktora tezinin bir parçası olarak yürütülmektedir. Bu çalışma ile, yabancı dil olarak İngilizce öğrenen B1 düzeyindeki üniversite öğrencilerinin konuşma becerilerini ve iletişimsel yeterliklerini geliştirmeye dönük bazı uygulamaların önerilmesi hedeflenmektedir. İngilizcenin öğretimi kapsamında kullanılan ders materyalleri günümüzde Avrupa Ortak Ölçüt Çerçevesi kriterlerine göre hazırlanmaktadır. Bu kapsamda, B1 düzeyindeki ders kitabının içeriğine uygun olan ve öğrencilerimizin konuşma becerilerini iyileştirmeye yönelik uygulamalar geliştirilecektir. Bu uygulamalar toplamda 10 ders saati içerisinde işlenecek ve öğrencilerimizin aktivitelere aktif katılımları olduğunda derslerini daha iyi anlamalarına katkı sağlayacaklardır. Çalışma sırasında öğrencilerimizden alınan veriler tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Daha fazla bilgi almak için İngilizce Okutmanı Ayhan YAVUZ (anyavuz@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Tarih:

Katılımcı:

Adı, Soyadı:

Adres:

Tel:

İmza:

Araştırmacı:

Adı, Soyadı: Doç. Dr. Arif SARIÇOBAN

Adres: H.U. Beytepe Kampüsü Eğitim Fak. B Blok Kat:3 YDE ABD İngiliz Dili Eğitimi Bölümü Beytepe/Ankara Tel. 0 532 327 7855

E-posta: arifs@hacettepe.edu.tr

Yardımcı Araştırmacı:

Adı, Soyadı: İng.Okt.Ayhan YAVUZ

Tel. 0 505 580 3898 E-posta: anyavuz@gmail.com

1- I think [vocabulary] is better than [vocabulary]. How do you feel about that? What do you think about [vocabulary word]?

2- I don't know what to do [tomorrow/on my birthday…]. Can you give me some ideas?

a. I forgot to water my flowers. Now they are dead. Explain what happened.

b. I learned English. Now I have a good job. Explain what happened.

3- Talk about the advantages and disadvantages of living in a city and support idea with some examples.

4- You want to buy some computers for your company but you find the final price too high. How can you negotiate with the seller?

5- Talk about a habit you had/didn't have in the past. Say why you changed your way of living.

6- Your friend offers you to go to a restaurant together but your choice is something different. Use a suitable context to show your preference and persuade your friend about your choice.

7- Explain why Turkish students cannot learn or speak English very well and use the suitable connectors in your sentences.

8- "Mothers should stay at home with their young children." By using different statements accept this idea, but show a disagreement by explaining yours.

APPENDIX 5: ORAL PROFICIENCY CRITERIA

READI Oral Proficiency Criteria

These oral proficiency marking criteria are based on IATEFL criteria and the Canadian Language Benchmarks. They describe speaking ability in terms of:

1. **Range:** vocabulary, grammar.
2. **Ease of speech:** fluency.
3. **Attitude:** self-confidence, motivation, reduced anxiety/nervousness.
4. **Delivery:** volume, pronunciation, intonation, word-stress, speech-rhythm.
5. **Interaction:** body language, communication strategies, social conversation skills.

The Peer-assess charts are marked from 1 to 4, using the following criteria.

R (1): The student's low range makes communication difficult.
- Not enough range (words and phrases) for the speaking task.
- Almost no control of basic grammar (sentence structure and verb tenses)
- Communication does not continue.

R (2): The student's range almost supports communication.
- Almost enough range for the speaking task. (some vocabulary and simple phrases).
- Little control of grammar or structures.
- Information transfer problems may occur.

R (3): The student's range supports communication
- Enough range for the speaking task.
- Some control of basic grammar.
- Errors occur but communication continues.

R (4): The student's range enhances communication
- Enough range to perform the speaking task effectively and easily.
- Control of basic grammar and tenses.

E (1): The student's low fluency makes communication difficult.
- The student speaks after long delays.
- Often repeats the words.
- Depends on body-gestures.
- Uses single words or groups of 2 to 3 words.
- No connected discourse.

E (2): The student's ease of speech almost supports communication.
- Makes pauses and depends on gestures.
- Uses single words and short sentences.
- Can ask and reply to simple questions.
- Some connected discourse.

E (3): The student's ease of speech supports communication.
- Some short delays before speaking.
- Can ask and reply to WH questions.
- Evidence of connected discourse (and, but).
- Errors occur but communication continues.

E (4): The student's ease of speech enhances communication.
- Little or no delay before speaking.
- Uses a variety of short sentences.
- Clearly connected discourse (and, but, first, next, then, because).
- Communication flows at smooth pace
- Uses highly appropriate language.

A (1): The student's poor attitude makes communication difficult.
- Little or no enthusiasm for communication.
- Lack of confidence/motivation.
- High anxiety/nervousness
- Communication does not continue.

A (2): The student's attitude almost supports communication.
- Some desire to perform the task.
- Lack of confidence/ motivation.
- Anxiety and/or nervousness.
- Communication can be difficult.

A (3): The student's attitude supports communication
- Positive attitude towards communication.
- Desire to achieve the communication goal.
- Confidence/motivation/anxiety/nervousness do not prevent communication.

A (4): The student's attitude enhances communication
- Enthusiasm and positive attitude.
- The student encourages others.
- The student is confident and motivated.

D (1): The student's poor delivery makes communication difficult.
- May use first language at times.
- Pronunciation difficulties and low volume.
- The speech may be uncomfortably slow.
- The voice tends to be monotone.

D (2): The student's delivery almost supports communication.
- Some pronunciation difficulties
- Low volume, poor intonation
- Poor word stress and speech rhythm
- Communication can be difficult.

D (3): The student's delivery supports communication.
- Occasional pronunciation difficulties.
- Delivery (stress, intonation, pronunciation, volume, speech-rhythm) allows communication to continue.

D (4): The student's delivery enhances communication.
- Few pronunciation difficulties.
- Use of appropriate 'voice' (stress, intonation, pronunciation, volume, speech-rhythm) enhances communication.

I (1): The student's poor interaction makes communication difficult.
- The student speaks very little, and only in response to the others.
- No attempt to keep communication going.
- Needs much help from the other students.
- Lack of body language or communication strategies.

I (2): The student's interaction almost supports communication.
- Tries to keep the communication going.
- Needs frequent assistance.
- Can communicate in a limited way.

I (3): The student's interaction supports communication.
- Sometimes needs assistance.
- Shows an awareness of being a part of an interactive social situation.
- Uses body language and verbal cues.
- Shows interest in what others are saying.

I (4): The student's interaction enhances communication.
- Active in an interactive social situation.
- Body language is pro-communicative.
- Encourages others to communicate.
- Checks that he/she understands and that others understand him/her.

Chart 1

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Chart 2

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Chart 3

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Chart 4

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Chart 5

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Chart 6

4					
3					
2					
1					
0					
	R	**E**	**A**	**D**	**I**

Date: _ _ _ _ _ _ _ _ _ _   Total/20 _ _ _ _ _ _

Assessor's Name: _ _ _ _ _ _ _ _ _ _ _ _ _

These charts first appeared in Finch. A. E. and Sampson, K. (2004). *It's Up to You!*

APPENDIX 6: LESSON PLAN

BRITISH COUNCIL

TeachingEnglish | Lesson plan

Topic:

Aims:

Level: B1

INTRODUCTION

PROCEDURE

Stage 1 *Warm-up*

Stage 2 *Key Language*

Stage 3 *Discussion Questions*

Stage 4 *Discussion around a Table*

Stage 5 *Discussion in Groups*

PRODUCTION

Step 1

APPENDIX 7: TEACHER EVALUATION FORM

Cambridge Public Schools
TEACHER PERFORMANCE EVALUATION FORM

Teacher's Name: Position: School/Department:

Evaluator's Name: Position: School/Department:

School Year: Date:

Observation Dates/Time/Duration:

EVALUATION KEY: UL: Unsatisfactory and lack of satisfactory progress over time; **U** = Unsatisfactory; **1, 2, 3** – Low to high satisfactory performance range; **NA** = Not applicable or not observed

---

CURRICULUM AND INSTRUCTION

Planning and Preparation	UL	U	1	2	3	NA
1. Communicates high standards and expectations to students.	O	O	O	O	O	O
2. Is up to date regarding curriculum content.	O	O	O	O	O	O
3. Effectively plans instruction.	O	O	O	O	O	O
4. Curriculum reflects State and CPS frameworks and learning expectations.	O	O	O	O	O	O
5. Effectively plans assessment of students' learning.	O	O	O	O	O	O
6. Monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments where appropriate.	O	O	O	O	O	O

Comments:

Instruction	UL	U	1	2	3	NA
1. Makes learning goals clear to students.	O	O	O	O	O	O
2. Uses appropriate instructional strategies.	O	O	O	O	O	O
3. Uses appropriate questioning strategies.	O	O	O	O	O	O
4. Evaluates, tries innovative approaches, and refines instructional strategies, including use of technologies, to increase student learning and confidence to learn	O	O	O	O	O	O

Comments:

Learning Environment	UL	U	1	2	3	NA
1. Creates an environment that is positive for student learning and involvement.	O	O	O	O	O	O
2. Maintains appropriate standards of behavior, mutual respect, and safety.	O	O	O	O	O	O
3. Promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.	O	O	O	O	O	O
4. Strives to ensure equitable opportunities for student learning especially in regards to race, gender, ethnicity, class and student learning style/physical needs.	O	O	O	O	O	O
5. Demonstrates appreciation for, and sensitivity to, the diversity among individuals especially in regards to race, gender, ethnicity, class and student learning style/physical needs.	O	O	O	O	O	O

Comments:

ADDITIONAL COMMENTS:

TEACHER COMMENTS:

Evaluator's Signature:_____ Date:_____

Teacher's Signature:_____ Date:_____

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APPENDIX 7: ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Date: 30/01/2017

Thesis Title : SOME SUGGESTED PRACTICES TO DEVELOP SPEAKING SKILLS AND COMMUNICATIVE COMPETENCE OF B1 LEVEL EFL LEARNERS AT TERTIARY LEVEL

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
27/01 /2017	179	183.428	19/01 /2017	10%	763399131

Filtering options applied:
1. Bibliography excluded
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I respectfully submit this for approval.

30/01/2017

Name Surname:	Ayhan YAVUZ
Student No:	N11245672
Department:	FOREIGN LANGUAGE EDUCATION
Program:	ENGLISH LANGUAGE EDUCATION
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Arif SARIÇOBAN

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CURRICULUM VITAE

Personal Information

Name Surname	Ayhan YAVUZ
Place of Birth	TRABZON
Date of Birth	28/04/1967

Education

High School	Trabzon Ticaret Lisesi	1983
Bachelor of Arts (BA)	19 Mayıs University / ELT Department	1983-1987
Master of Arts (MA)	Atılım University / Translation & Interpretation Department	2009-2012
PhD	Hacettepe University / ELT Department	2012-2017
Yabancı Dil	English (Advanced)	

Work Experience

Instructor	Turgut Ozal University	2011-2016

Academic Studies

Publications

"MATERIALS DEVELOPMENT FOR ADULT LEARNERS IN TEACHING VOCABULARY"

Seminars and Workshops

Certificates

1- Certificate in English Language Teaching by the British Council
2- Drama for Teachers 2 by the British Council

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Jüri Tarihi	19/01/2017