HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

SEMIOTIC APPROACH IN ENGLISH CLASSES AND ITS EFFECT ON STUDENTS' ACHIEVEMENT AND ATTITUDE IN SPEAKING

İrem ARICAN

Master's Thesis

Ankara, (2020)

With leadership, research, innovation, high quality education and change,

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İNGİLİZCE SINIFLARINDA GÖSTERGEBİLİMSEL YAKLAŞIM VE YAKLAŞIMIN ÖĞRENCİLERİN KONUŞMA BAŞARISI VE TUTUMLARINA ETKİSİ

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **İREM ARICAN** and entitled "SEMIOTIC APPROACH IN ENGLISH CLASSES AND ITS EFFECT ON STUDENTS' ACHIEVEMENT AND ATTITUDE IN SPEAKING" has been approved as a thesis for the Degree of **Master/** in the **Program of Foreign Language Education** in the **Department of English Language Teaching** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 25/06/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of Foreign Language Education** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. Selahattin GELBAL

Director of Graduate School of Educational Sciences

Abstract

Speaking skills in a target language has been considered as one of the most difficult skills by learners and ways of increasing the success and creating a convenient learning environment are seeking for decades. Recently, the use semiotics in learning has been discussed; therefore, this study aims to find the effect of using semiotic approach on students' speaking achievement and their attitude towards speaking English and the semiotic approach application. The study is held at a state university preparatory school in Turkey with 32 participants. Mixed method is used. The quantitative data is collected by experimental research method, using one control (n=14) and one experiment group (n=18) to compare pre-test and post-test results of speaking success. Also, an adapted questionnaire is applied to experiment group to reveal their attitudes towards English speaking and the use of semiotic approach. Experiment group's speaking skills development is observed and a teacher journal is kept by the researcher for each week's application to collect the qualitative data for having a deeper understanding of the classroom atmosphere and participants' attitudes towards the semiotic approach use. The results demonstrated that the use of semiotic approach in class has a significant influence on students' achievement in speaking and students who the semiotic approach applied has a positive attitude towards speaking English and using semiotic approach classroom. The classroom atmosphere is also enjoyable and comfortable with the use of semiotic approach in order to create a suitable environment for stress-free speaking area for language learners.

Keywords: semiotics, semiotic approach, foreign language learning, speaking skills, achievement, attitude

Öz

Yabancı dilde konuşma öğrenenler tarafından en çok zorlanılan beceri olarak değerlendirilmekte ve uzun süredir başarıyı yükseltecek ve uyumlu bir öğrenme ortamı yaratacak yollar aranmaktadır. Son zamanlarda, göstergebilimin öğretimde kullanımı üzerine tartışmalar sürmektedir. Bu çalışma, göstergebilimsel yaklaşımın üniversite öğrencilerinin konuşma başarıları ve İngilizce konuşma, aynı zamanda göstergebilimsel yaklaşımına olan tutumlarının etkisini bulmayı amaçlamaktadır. Çalışma Türkiye'deki bir devlet üniversitesinin hazırlık sınıflarında 32 katılımcıyla uygulanmıştır. Bu çalışmada karma yöntem kullanılmıştır. Nicel veri gerçek deneysel araştırma metoduyla bir kontrol grubu (n=14) bir deney grubu (n=18) kullanılarak konuşma başarı ön-test ve son-test sonuçlarını karşılaştırmak amacıyla toplanmıştır. Ayrıca, adapte edilmiş bir anket de İngilizce konuşmaya ve göstergebilimsel yaklaşımın kullanılmasına yönelik tutumlarını ortaya çıkarmak amacıyla deney grubuna uygulanmıştır. Sınıf atmosferi ve öğrencilerin göstergebilimsel yaklaşım kullanımına tutumları hakkında daha derin bir anlayışa sahip olmak amacıyla nitel veri toplanmıştır. Nitel veri toplamak için, deney grubunun konuşma becerisi gelişimi göstergebilimsel yaklaşım uygulama süreci boyunca gözlemlenmiş ve her haftanın uygulaması için öğretmen günlüğü tutulmuştur. Göstergebilimsel yaklaşımın sınıf içi kullanımının öğrencilerin konuşma becerisi başarısı üzerinde kayda değer bir etkisi olduğu ortaya çıkmıştır ve göstergebilimsel yaklaşım uygulamasının öğrencilerin İngilizce konuşmaya ve göstergebilimsel yaklaşım kullanımına karşı olumlu tutum sergilediği sonucuna ulaşılmıştır. Dil öğrenenler için stressiz konuşma ortamı için elverişli bir ortam yaratmak için göstergebilimsel yaklaşım kullanımının sınıf içi atmosferin eğlenceli ve rahat olmasını sağladığı şeklinde sonuçlandırılmıştır.

Anahtar Kelimeler: göstergebilim, göstergebilimsel yaklaşım, yabancı dil öğrenimi, konuşma becerisi, başarı, tutum

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Symbols and Abbreviations

EFL: English as a Foreign Language

EIL: English as International Language

ELT: English Language Teaching

CLT: Communicative Language Teaching

GTM: Grammar Translation Method

TPR: Total Physical Response

CEFR: Common European Framework of Reference for Languages

SPSS: Statistical Package for the Social Sciences

ES: Experimental Group Students

CS: Control Group Students

Chapter 1

Introduction

According to some EFL scholars, speaking is one of the most difficult skill to require in language learning process. However, as cited by Hosni (2014), Ur (1996) "speaking as the most important skill … because people who know a language are referred to as speakers of that language". Considering the vitality of speaking as the building stone of any language, speaking as a productive skill should be given the credit and importance it deserves in order to provide "good language learners" to the education system. Humans are social beings and an effective communication skill is nothing less than a survival skill in social life. Breen and Candlin (1980) stated that "Language learning is learning how to communicate as a member of a particular socio-cultural group" (p. 90). It is strictly connected to social human interaction, therefore, interaction skills are needed to be improve to have a successful communication process.

Semiotics as a study of signs is an inseparable part of our lives even if we do not realize we use signs and symbols in every corner of our daily life. In education, it should be benefited from the use of semiotics as well in order to gain learners the perspective and understanding of signs and symbols and raising the awareness of how to use them efficiently. Using semiotic approach is a way of implementing more effective styles and methods to language teaching because communication is not just through verbal structures, non-verbal elements are also undeniable to convey the intended meaning and healthy communication. "Semiotics is a science which examines how sign structures cause meaning effects" (Pikkarainen, 2011, p.1137), therefore using non-verbal communication tools such as body language, gestures, mimicry, pictures, audio tracks, drama methods are crucial in addition to verbal elements such as audio tracks, pitch, intonation and so on. Danesi states that the use of body language has a crucial importance in the acquiring a languages, especially verbal skills such as speaking (Danesi, 2000, p.22). Implementation of semiotics and semiotic approach in class has the advantages for both learners and teachers and also for the education system because of having the nature of comprehending the core of the information and

teaching how to learn and discover by yourself, it makes the learners autonomous and independent individuals which is a necessary skill for 21st century.

When taking into consideration the purpose of this study, using semiotic approach in classroom in extra-curricular activities and in activities adapted to semiotic approach based ones might be advantageous for the students so as to develop their speaking skills and indirectly, their achievement on speaking. It is also aimed to have positive perspective, attitude and feeling towards speaking English and using semiotic approach in language classroom by giving cultural items and signs in an enjoyable way.

Statement of the Problem

Speaking is considered as the most difficult skill for L2 learners to develop. Mostly, learners have limited opportunity to expose foreign language outside of the classroom in countries such as Turkey which is English is taught and learnt as a foreign language and not used outside of the classroom very commonly. From this perspective, understanding a foreign language with its core elements such as vocabulary, pronunciation, grammar structure, intonation, cultural components and references etc. may be challenging for foreign language learners, and therefore it is obvious that students cannot be expected to produce the language while they cannot understand it at all.

Regarding those reasons, EFL teachers need to create an environment for his/her students to expose to foreign language as much as possible. In addition, teachers also should give students opportunity to produce and practice the language they are learning. In order to practice speaking skills, and because of the difficulty and stressful situation of speaking skills, teachers may benefit the use of semiotic approach while practicing speaking such as using different tone of voice and intonation, using body language effectively, benefiting contextualized and target cultural related text, using visuals and audio and implementing drama activities to the classroom curriculum.

Aim and Significance of the Study

This study aims to find out the effect of using semiotic approach in English preparatory school classes on students' speaking achievement and to have a better understanding of their attitudes towards using semiotic approach based activities and

methods in foreign language teaching. To find out the effect of using semiotic approach in English preparatory school classes on students' speaking achievement, research questions below was written. No such study held in Turkish preparatory school context could be found by the researcher herself, hence, this study might be a significant one to fill in the gap in the foreign language teaching and learning scope. Applying pre-test and post-test is also another difference of this study which distinguishes this study from the others, data will be collected experimentally, so, the results of the tests students will take will have the chance to be compared by the researcher, and therefore, the effect of using semiotic approach on students' speaking achievement will be unfolded. As it is a mixed-method research, in addition to quantitative data, qualitative data will also be collected to measure students' attitudes towards the use of semiotic approach in classroom.

Research Questions

On the purpose of investigating the impact of the semiotic approach in class on students' speaking achievement and their attitudes towards the use of semiotic approach, research questions below is intended to be asked.

1) Does the use of the semiotic approach in class have an effect on students' speaking achievement?
2) What are the students' attitudes towards the use of semiotic approach in class?
3) How does the use of semiotic approach affect the relationship between attitude and success of students in the experiment group?

In the light of those questions stated above, this research aims to find out the effect of the use of semiotic approach in English classrooms on speaking achievement and attitude towards using English as a foreign language.

Assumptions

It is assumed that using semiotic approach in English preparatory class is a fruitful way for learners to develop speaking skills and it is highly possible that it will affect their achievement on speaking skills will increase. What is more, it is expected students to have positive attitude towards the use of semiotic approach. In addition to

positive attitude and success of students' speaking skills, it is also expected that there may be a positive correlation between positive attitude and higher achievement.

Limitations

This study will be a reflection of just Turkish preparatory school context, therefore, the result may not match with other countries and context such as primary or secondary schools. In different countries the results may be different. At a different educational level, also the result may differ. The university that the study held is a state university and it reflects state university group and results. A different university or a different kind of university, such as a private university, may lead different results.

Furthermore, the number of the students participated in the study is limited, thus, as a further suggestion and for the reliability of the data, it could have been more effective to take a larger group as a participant.

Moreover, the effect of semiotic approach usage was just investigated on the speaking skills, hence, the impact of it on other skills such as writing, reading and listening was analyzed, as an improvement of this study, other skills may also be focused in order to see the effect of the use of semiotic approach.

Definitions

In order to help the reader to understand the concept and theme better, other than literature review, definition of some frequent words are also given in this part. Keywords of the research in abstract section is mentioned. In addition to that, prominent features and related definitions are also mentioned. To make the meaning, the scheme of the research and focal points clear, the definition of some of the keywords is given below.

Semiotics/Semiosis: "Semiotics is a science which examines how sign structures cause meaning effects" (Pikkarainen, 2011, p. 1137)

Semiotic approach: "It is … dealing with the communication with regard to the meaning in the context observes verbal, non-verbal and visual communication in

language teaching and learning … [and also] … in relation to semiotics which studies the sign language to provide the interchange of messages while communicating" (Şenel, 2007).

Semiotic competence: "[It is] an intrinsic characteristic of language itself rather than descriptive of sign-users' learning possibilities. Such holistic views on language, where instances of linguistic performance are restricted by the language itself" (Olteanu & Stables, 2018, p.425).

Sign: "A sign is something that makes think" (quoted by Radford, 2013, p.187, in Meier-Oeser, 2011).

Icon: "Icon is a mode in which the signifier is perceived as resembling or imitating the signified" (Sert, 2006, p.110).

Index: Index is a mode in which the signifier is not arbitrarily, but directly connected to the signified" (quoted by Sert, 2006, p. 110, in Chandler, 2002).

Symbol: a)".. simply a sign" (Chandler, 2007, p. 262). b) "a perception which, by its own nature, is more or less the content that it expresses as a symbol" (Hegel, 1830).

Achievement: "A thing that somebody has done successfully, especially using their own effort and skill" (Oxford Learner's Dictionaries, 2019).

Attitude: "A set of beliefs developed in a due course of time in a given sociocultural setting" (Verma, 2005).

Education: "Promotion of the ability to think" (Cunningham, 2007, p.1).

Learning: "Social, embodied, and sign-mediated process of creatively and critically discerning and getting acquainted and conversant with historical, cultural forms of expression, action, and reflection" (Radford, 2013, p. 194)

Teaching: "Direction and guidance … implies an interference with the learner's free action and thus a certain kind of coercion" (Pikkarainen, 2011, p.1140).

Communication: "Communication is a mutual relationship between the speaker/writer and the hearer/reader" (Hişmanoğlu, 2005, p.52).

Context: "A section of the real world in which some events or the discourse takes place, and is often intertwined and confused with another meaning, namely knowledge about the same thing" (Christiansen & Dahl, 2005, p. 100, cited by Nouraldeen, 2015, p.13).

Interlocutor: "One who takes part in dialogue or conversation" (Merriam-Webster Dictionary, 2019).

Foreign language: "A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs" (Moeller & Catalano, 2015, p.327).

Second language: "A second language implies that the learner resides in an environment where the acquired language is spoken" (Moeller & Catalano, 2015, p.327).

Conversation: "Conversation is a progression of exchanges among participants" (Dubberly & Pangaro, 2009, p.1).

Non-verbal communication: "The aspect of communication that is not expressed in words" (Hess, 2016, p.208).

Short term memory: "The store of memory that is initiated by a sensory perception and maintains approximately 8 items of information for a range of 0-18 seconds" (Atkinson & Shiffrin, 1968, cited by Ellison, 2017, p.5).

Long term memory: "A vast store of knowledge and a record of prior events" (Cowan, 2008, p.2).

Meaning: "… is a way in which an object (thing, event etc.) in the environment affects the subject's action" (Pikkarainen, 2011, p. 1137).

Competence: "Competence is something virtual which is actualised and realised in performance" (Pikkarainen, 2014, p.626).

As seen above, focused keywords' definitions are given in order to provide a comfortable reading opportunity to the reader of this study. Those keywords consist of the ones used in Abstract's keyword section and the terms most commonly used in this research and this field.

Chapter 2

Literature Review

Since the beginning of the human kind, people are communicating with each other in different ways. Language is a social phenomenon, therefore, people need to share information, and experience and they also need to communicate with each other. People may interact with each other verbally or non-verbally. As known, verbal communication is the way we communicate via words and sounds, namely, speaking. "Vocal communication has proven highly efficient and constitutes a considerable survival advantages of humans" (Olteanu & Stables, 2018, p.416). On the other hand, non-verbal communication might consist of mimics, gestures, using body language to send the intended message to an interlocutor (person you send the message), tone of voice, pitch, proxemics which is the study of the use of distance in language according to Arias (1996), and making eye contact.

Semiotics, as the study of signs, also includes "… visual and verbal as well as tactile … signs as they form code systems which systematically communicate information or messages" (Tobin, 1990, p. 4) as cited by Sert in his article in 2006. Using semiotics in classroom when paying regard to the wide range of different techniques and ways to implement language learning might have fruitful ways to be benefitted from. Students should be given the necessary resources to learn better and teacher should have the capacity and ability to use different educational methods, approaches, and techniques. Education is defined by Kant (1992, p.6) "as a transfer from natural existence to human and cultural existence" (cited by Pikkarainen, 2011, p.138). Considering the relationship of semiotics and education, and the use of semiotic features in educational context, "the semiotic approach to education, …, is indispensable for an appropriate foresight of the 'zones of proximal development' of … learner[s]" as Ponzio stated in 2002 (p.308).

According to Zamani (2016), "nature of language is based on signs" (p.294). In order to learn a language permanently and to use it accurately, fluently, and effectively, it should be a must to teach and learn how to comprehend and interpret the signs in foreign language learning classroom. In that point, the use of semiotic approach helps

instructors, teachers and institutions a lot in many ways. It guides teachers and instructors to use more variety of materials and helps them address more than one sense of the learners such as hearing, touching, seeing and so on. Moreover, institutions may integrate the approach to their language curriculum and syllabus, and design appropriate materials for the implementation of semiotic approach in language classes for the benefits of the students.

Speaking as a productive skill. Speaking is regarded as the most critical skill to start and maintain a conversation, therefore, the effect of speaking on students' communication and expressing themselves in a foreign language cannot be underestimated. "Language is for communication. Linguistic competence, the knowledge of forms and meanings are, just parts of communicative competence" (Freeman, 1983, p. 133). However, no matter how important speaking is in social life and in foreign language education, students face difficulties while trying to use that skill in the target language. Most of the students do not feel comfortable while communicating orally, hence, it cannot be anticipated that students achievement level is going to be high on speaking. As Tercan and Dikilitaş mentioned and quoted from Melouah (2013) in 2015 "speaking anxiety, one of the most important affective variables that influences foreign language learning, often has a detrimental effect on the students' oral performance of English". Considering the speaking anxiety and lack of exposure to the target language, it is quite normal that students may not be as successful as it is expected in speaking. To accelerate the achievement level, there are several techniques and methods used by teachers over years, and one of the efficient way to practice on speaking is to use semiotic approach in English language classrooms.

"Communication is a mutual relationship between the speaker/writer and the hearer/reader" (Hişmanoğlu, 2005, p.52). Some scholars argue that cognition is related to communication because communication is socially and culturally bonded. Harré and Gillet remarks that "idea that the mind is, in some sense, a social construction is true in that our concepts arises from our discourse and shape the way we think" (1994, p. 22, cited by Radford, 2013, p.192). Taking into consideration that communication is a social construct and requires being in interaction with other individuals, it requires performing. Knowing a language means being able to perform it well enough to convey the intended

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messages and actions. Therefore, being able to speak in a target language is essential for knowing and using that language.

To be able to be sure that students fully comprehend the topic, we need to see outcome. Writing and speaking, as the productive skills of the language, give us the chance to see and evaluate not only how much new information was received by the students but also how much of it was meaningful for them and whether they can process and store it in their long-term memory or not. Thus, using speaking skills in this study reflects both the level of the skill alone and it also demonstrates that whether the input was turned into intake and outcome or not in all skills. To understand it clearly, the difference between performance and competence should be clarified. According to Pikkarainen "every active behavior … is performance. … Performances are made possible by the subject's special features, called competences." (2018, p.443)

The use of semiotic approach provides a comfortable environment, henceforth, it helps students to demonstrate their performance at the maximum level. After defining the competence, definition of semiotic competence should also be given. Semiotic competence is defined by Pikkarainen (2011, p.1138) as "the ability to experience certain meanings". According to Olteanu and Stables (2018), semiotic competence stems from literary competence which is originated from the linguistics influenced by the ideas and theories of Noam Chomsky and Ferninand de Saussure. As mentioned by Nöth (1995, pp.315-316), the perception of Chomsky's competence is intertwined with the basics of grammar, it has rather an internal relationship between the grammar learning, not a "descriptive of sign user's learning possibilities" (Olteanu & Stables, 2018, p.425). Semiotic competence is explained by Danesi (2000, p.42) as "the ability to interrelate the underlying structure of concepts to the surface grammar and vocabulary that reflects them". As a known theory of Chomsky, principles which all languages have the similar grammar rules and parameters which can be signified as having different parts and rules of a language from the others of languages have also strong ties with semiotic competence. Grammar rules and the alphabets of languages, structures and word trees of languages can be taken as instances of the use of sign, basically semiotics. Furthermore, comprehension and production of a language may

differ because of social and cultural discrepancies, and it also related with how an individual interpret those signs in that particular language and culture. Olteanu and Stables (2018, p.426) comment that this process is "more learner-centered, … [and it admits] a higher degree of subjectivity… [and] a higher degree of freedom in sign-use" taking into consideration that perception, interpretation and comprehension of languages as a sign system is based on culture and experiences an individual has been through.

Semiology/Semiotics. *Semiotics* or *semiology* is considered as the study of sign. The word is used interchangeable, however, in this study, it is held as semiotics. The etymological root of the word semiosis comes from the Greek word *semeion* which means sign. According to Danesi (2004) a sign is "something that stands to somebody for something else some respect or capacity". According to Pikkarainen (2011), semiotics is "study and theory of signs, meanings and communication" (p.1165). Ferdinand de Saussure (1857-1913) who is a pioneering semiotician in the field used the word semiology to demonstrate it as a scientific field as the other branches end with –logy, nevertheless, the term semiotics is used in nowadays, Danesi states (2004). He also remarks that "semiotics pays more attention to *what* messages mean, and on *how* they have been together with signs." (Danesi, 2004, p.10)

Mentioning about the concept of "sign", what is a sign? "Signs are based on life, they are that of which the environment … of living beings consists of" (Von Uexküll, 1982, quoted by Pikkarainen, 2011, p.1136), signs are affected by the environment, culture and society and also it affects them. Peirce states that "universe is perfused with signs, if it is not composed exclusively of signs" (*CP* 5.448) and continues "a sign is nothing unless it is interpreted as a sign" (*CP* 2.308). Cunningham (2007) comments on that as:

"… signs are everywhere, but they only impact us if we take notice of them in some way, if they are a part of or can be integrated within the structures we build to represent the world. Learning to take notice is a key component of an education semiotic". (Cunningham, 2007, p.3)

There are two most known models of "sign" suggested by Saussure and Peirce. Saussure's sign model consists of the *signifier* which is "the form that the sign takes and the *signified* is the concept that the form represents" (Sert, 2006). On the other hand, Peirce's model has three elements: the *representment* which it form of the sign, the *interpretant* which is the perception of the sign and the *object* which is what the sign associates in our minds as put forward by Chandler in 2002. Moreover, there is another categorization that sectionalize the term *sign* into three dimensions: symbol, icon and index. In a symbol, there is no similarities between signifier and signified, such as languages and letters of any language. In an icon, there may be some similarities between signified and signifier such as the sounds of nature (onomatopoeic sounds like dogs barking etc.), and lastly, in an index, the signifier reminds us, gives us the signal of the signified item, for instance, when a person sees dark clouds, they can guess it may rain. All those categorizations and dimensions give the EFL teachers the clues that we can use and adapt the methods to provide better learning environment for the students of the target language.

Definition of *sign*, on the other hand, differs from scholar to scholar, for example, 2 scholars in the semiotics field defined signs and mentioned the concept and perception of sign differently: Ferdinand de Saussure (1857-1913) and Charles Sanders Peirce (1839-1914). As Sert commented (2006, p. 107), Saussure defined it as "sign as a part of social life", on the one hand, Peirce argued that it is a "formal doctrine of signs related to logic" (Chandler, 2002) (cited by Sert, 2006, p.107).

Morris who is an American semiotician (1901-1979) sectioned semiotics into three categories as 1) *syntactic* which is "the study of the [relationship] between a sign and other signs" (Danesi, 2004, p.9), 2) *semantics* which includes the connection of a sign and its meaning(s), and 3) *pragmatics* which covers the signs and their functions. Linguistically, semiotics consists of different layers and parts of the field, therefore, understanding the semiotic signs has a tremendous noteworthiness meaning to figure out not only the structural features of the language but also the meaning, function and appropriateness of the language use and language itself as well.

"Human beings are sign-users" (Semetsky, 2007, p.180). That's why learning how to comprehend and interpret the sign are crucial for language learning and the way

to learn differs from person to person because of individual differences and uniqueness of each person. According to Semetsky (2007), "… the one in which sign-based conceptualizations, language, and the acquisition of skills are intrinsically intertwined processes" (p.181). Therefore, raising the semiotic awareness of both teachers and learners are significant to have better education atmosphere and it helps the language learning environment to be more fruitful. Not only the learners but also the teacher take maximum efficiency from the input. "Semiotic consciousness is the explicit awareness of the role of the sign" as Deely and Semetsky stated in 2016 (p.211). Raising semiotic consciousness is advantageous perspective to be gained to the learners in order to learn better, easier and more permanently because when you learn with signs and know how to perceive signs, you can easily understand the other concepts and make connections between new schemas and with the old ones as well.

According to Jean Piaget, "language … is one of the semiotic mechanisms to which individuals resort to overcome the perceptual immediacy of the objects; through language and the semiotic function concrete objects become evoked objects that can now be handled in hypothetical situations" (Radford, 2013, p.191). As Piaget puts forward, semiotic function is "the ability to represent something by a sign or symbol or another object" (Piaget, 1970, p.45). Semiotic function works to make it possible to understand and interpret the signs around us.

Semiotics and speaking skills. Importance of communication for surviving in a society developing healthy social relationships cannot be underestimated to become self-actualized individuals. In order to communicate, an individual is expected to receive signs correctly and code them culturally appropriate to create a meaningful sharing. "Communication is the primary concern of semiotics" (Erton, 2006, p.75). Danesi explains communication theory as (2004, p.11) "the study of how messages are put together so that they can be exchanged effectively". If the ultimate aim of semiotics is to provide the parties have a healthy conversation, to help them understand each other easily, to convey the meaning as intended, it can be put forward that studying the effect of semiotic approach on speaking skills has a lot to contribute to the speech and conversation process. Understanding culturally and socially bounded codes and interpreting the signs and symbols during the conversation aids the interlocutor to

deduce what is coming next. "Semiotic process prepare the future speakers for entrance into meaning and signification (the symbolic)" (Kristeva, 1987, p.136). Two parties of the ongoing speech get the signals during the conversation by encoding the symbols. They can deduce the flow of speech and act accordingly, they can interpret the conversational cues. In other words, when they have the capability of reading the signs, they will possibly have the maximum control of the conversation. There is no doubt that the level of consciousness during the conversation leads the learner to speak the foreign/second language better, accurate and fluent.

Culture is an indisputable part of human interaction and communication. Integrating culture items is vital for education, especially for human sciences such as language teaching and learning. Umberto Eco stated that (as cited in Piper, 1992) "language learning cannot be understood independently from its interplay with other cultural codes, including those which carry social understanding" (as quoted by Sert, 2006, p.109). According to Baur and Grzybek (1990, p.199), "the ability to understand culturally molded actions [signs and symbols] and to perform them in such a manner that they are or can be understood and accepted by members of the target culture". Culture and language cannot be separated from each other, henceforth, they must be regarded as intertwined elements of communication. Learning a new language necessitates learning the target culture as well. Learning target culture does not only mean understanding the actions, the learner should also be able to act accordingly and appropriately to that culture when it is necessary. Morris (1946, p.327) propounds that as:

"Training in the flexible use of signs means gaining the ability to enter into fruitful interaction with persons whose signs differ from one's own, 'translating' [I prefer interpreting because each individual understands and puts into action the understood item in a relation with its own culture, background knowledge and experience] their signs into one's vocabulary and one's own signs into their vocabulary, adapting discourse to the unique problems of diverse individuals interacting in unique situations"

Speaking without understanding is not a realistic scenario, thus, using any kind of signs and symbols help students not only to understand the concepts better and easier, but also it provides a more likely chance to produce language related concepts. "[Semiotics] helps the individual to develop his cognitive facilities at all levels of perception" (Natsir, 2016, p.2). He also remarks that most of the signs to communicate in class "are used unconsciously by the students and teachers" (2016, p.2).

Semiotics and Competence Relation. "Learning is acquiring new or modifying existing knowledge, skills or behaviours" (Abdullah, Bakar & Mahbob, 2012, p. 517). While learning a language or new information about that language, schemes and symbols in our mind and lexicon are used in order to build new information by adding or shaping the existing one. In order that learners acquire a knowledge, they need to understand the sign and what they tell them first.

Competence can be put forward as our knowledge about that language. However, Canale and Swain (1980) (as cited by Canale in 2014) broaden the competence term into communicative competence with a high degree of prioritizing Communicative Language Teaching (CLT) trend. Habermas (1970) defined communicative competence as "[it] means the mastery of an ideal speech situation" (p. 367). Considering Canale and Swain's categorization, there are four sub-categories of communicative competence which are;

1. *Grammatical competence:* Having the structural and grammatical knowledge can be named as grammatical competence. It is referred as Chomsky's linguistic competence. Hymes (1972) defined linguistic competence as "linguistic competence is … concerned with the tacit knowledge of language structure, that is, knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say" (p. 54).

2. *Sociolinguistic competence:* "[It] deals with the social rules of language use, which involve an understanding of the social context in which language is used" (Alptekin, 2002, p.58). Social norms affect people's behavior and they also have an influence on language. People's perception of language

and interpreting statement are strongly related with in which context they are in.

3. *Discourse competence:* "[It is] the ability to deal with the extended use of language in context" (Alptekin, 2002, p.58). It can be referred as the way interlocutor use the language in a specific context, situation and occasion.

4. *Strategic competence:* It is the competence that the parties can cope with the problems occurred in communication such as misunderstanding and communication breakdowns. It is important to recognize the problems by understanding and interpreting the signals and signs giving the problem news and take the necessary precautions in order to solve the communication problem with minimum damage to the flow of the conversation.

"Target language-based communicative competence to be essential in order for foreign language learners to participate fully in the target language culture" according to Alptekin (2002, p.58). Learning target language means also learning the culture and cultural of that target language requires. To know how to communicate with other participants of the conversation and minimize the breakdown arises from cultural differences is essential for mutually understandable conversation and healthy flow of communication. Intercultural communicative competence, on the other hand, is having the capacity and performance of communicating without breakdowns and misunderstanding with people from different cultures and also understanding their references comes from target culture. Kobayashi and Samimy quoted in their article in 2004 (p. 256) as:

"Intercultural communicative competence should be developed among EIL [English as International Language] learners by equipping them with linguistic and cultural behavior which will enable them to communicate effectively with others, and also by equipping them with an awareness of differences, and with strategies for coping with such differences" (Hyde, 1998).

Selecting appropriate words are essential for communication between two people. Determining the utterance or sentence an interlocutor is going to use is related to pragmatic competence in an illocutionary act. "The inferences from the discursive and situational context at the time of the utterance on the basis of which elements are selected from among the available linguistic choices" is defined by Paradis (1998) as pragmatic competence (p.5). Ifantidou takes pragmatic competence as two different domains (2011, p.327):

a) *Pragmatic awareness:* "The ability to identify pragmatically inferred effects in the form of implicated conclusions, e.g. irony, humour, ridicule, contempt, high esteem, favouring, incriminating, hostile attitudes conveyed by authors".

b) *Metapragmatic awareness:* "The ability to reflect on and explicate (describe by metalinguistic discourse) the link between linguistic indexes and pragmatic effects retrieved by readers".

Considering the idea of Ifantidou, having pragmatic awareness is crucial in language usage because it allows the speakers to have a fully-understanding of culturally and socially related referrals and implies comes from the other parties such as jokes and trope. Moreover, they also can comprehend and use the pragmatic itself with that consciousness in order to have a better understanding of each other. It can also be deduced that pragmatic competence and intercultural communicative competence are highly related to each other because of their nature of selecting and determining the correct usage considering the society and culture they are in and the person they are talking to belongs to. Participants in a speech need to decide what words or structures they are going to use considering and measuring the other participant(s). They need to take into account the cultural, linguistic and social factor and cultural differences as well. In order that, increasing the awareness and efficacy of pragmatic and intercultural communicative competence may aid them to maintain the conversation.

Semiotic competence, on the one hand, "is an intrinsic characteristic of language itself rather than descriptive of sign-users' learning possibilities" (Olteanu & Stables, 2018, p.425) and they continue as "this is a more learner-centered, rather than language-centered, perspective on competence, admitting a higher degree of

subjectivity and, implicitly, a higher degree of freedom in sign-use" (p.426). Semiotic competence consist of the ability of using all tools of language including letters, symbols, grammar rules, vocabulary knowledge and each non-verbal speech act as a way of using the language itself. Having semiotic competence and its application to educational level has remarkable importance for learners to be active participants of their learning process and build effective communication skills when they are interacting in the target language.

Culture is an unbreakable part and the junction point of communication and all the competence types mentioned above. Danesi states that "the ability to interconnect verbal and conceptual structures in speech" should be taken into consideration in "culturally appropriate ways" (2000, p.14). In the light of the statement, it can be contended that semiotic competence embodies intercultural communicative competence and pragmatic competence. It consists of the cultural and social elements of the target language with verbal and non-verbal communication tools, signs and symbols. Furthermore, it also has the interpretation of the signs of the interlocutor(s) in a speech so as to decide what to do or what not to do as next step in a culturally appropriate way in order to maintain the speech with minimum damage and problem. Therefore, learning semiotic competence with the support of pragmatic and intercultural communicative competence has a considerably positive influence on language learners' communication skills.

Semiotics and Constructivism. It is recently discussed that a line between semiotics and constructivism should be drawn. According to Olteanu, Kambouri and Stables (2016), "semiotics and constructivism are compatible and complementary" (p.624). "Knowledge cannot be taught but must be constructed by the learner" (Candy, 1991, p.252). Considering Vygotsky's social constructivism, the knowledge is affected by the social environment and culture and learnt by the society's members, "… knowledge is not transmitted directly from one knower to another, but is actively built up by the learner" (Driver et al., 1994, p.5). In semiotic approach and constructivism, learners are active participants of the language learning process, they interpret signs as new knowledge items (they interpret them in the perspective of their understanding of the world shaped by the culture and society they belong to/live in). They do not passively

learn, teacher does not transmit the information, it is a mutual learning environment because teacher also learns from them and adapts his/her teaching style according to students' involvement, participation and learning capacity. The aim of the learner should "expand [himself] as sign, as a self-aware phenomenon of signification" (Olteanu et al., 2016, p.626).

Scaffolding students can also be mentioned as a part of semiotics nature of the language. Nothing comes from zero, we already have some knowledge because of previous learnings and background (Olteanu et al. 2016, p.624). We can use semiotics so as to give scaffolding to students. For instance, teachers may give implicit feedback (indirect feedback) by using eye contact, body language, gestures and mimics, or even brow movements. In listening, for example, she can point with hand to the topics she wants them to pay attention. In writing, using error correction codes such as writing *"sp"* for spelling, or putting a question mark for referring unclear meaning can be used as semiotic signs in giving feedback.

Constructivism aims that students should be active participants of the learning process. They do not passively listen or teacher does not transfer information to them, on the contrary, they become a part of the process, they mutually learn and teach each other with the other students and teacher while constructing new concepts and meaning them. "Constructivism emphasizes that the learner is an active 'maker of meanings'" (Olteanu et al., 2016, p. 627) and that leads them to be "autonomous and independent" learners (Steffe and Gale, 1995). Teacher should guide students to actualize themselves by interpreting signs and learning new methods to be better learners, to understand the environment and culture meaningfully by contextualizing the language and using authentic and culturally related texts/visuals/audios and educational materials.

Semiotics/Semiotic approach in language education. Cunningham (1992) defines semiotics as "Semiotics is the study of semiosis. Semiosis is the building of structures of experience via signs" (p. 173). Using verbal and nonverbal language is crucial to have a better understanding and ability to express oneself in a language, especially if it is not the person's native language. "Semiotics emphasizes the functions of signs

which we use in order to communicate verbally, non-verbally and visually", as Şenel stated in his article in 2007. Those signs that he mentioned can be visuals, audios, kinesthetic elements such as body movement, gestures, mimics, the use of drama, tone of voice/intonation and proxemics which is the distance changes from culture to culture and according to status relationship between people, and all can be used in class as semiotic approach implementation. In order to implement semiotics and semiotic approach in our language classrooms, it should be focused on "the relationship between text, image, and pedagogic task(s) within the framework of an activity … to understand how they invite or make possible certain interpretations" (Sahraee, 2018, p.49).

Perception of the world and ideas around it are shaped by the social, cultural, economic and ecological context which is the environment we are in around us. As Augustyn stated in 2012 "understanding of the learner as a socially embedded organism that emphasizes the ecology of the learner" (p.524) and it is mostly affected by the society and cultural situation where the learner belongs to. "Language is the most highly developed and culturally most important for all semiotic systems" (Nöth, 1995, p.227). Each symbol and sign are perceived, coded and interpreted according to the cultural and social codes in the environment we live in. The society we participate in shapes the way we understand the concepts as the theoretical basis of this notion, Vygotsky's socio-cultural theory of language learning can be presented as a proof. Considering the active participant as a must for language learning and accepting the undeniable effect of the society and culture, it is stated that in the language learning process there may not be "acquisition" anymore, "participation" is more preferred instead (cf. Sfard, 1998) as cited by Augustyn (2012, p. 524).

The impact of semiotics as the study of sign should not be ignored because of its efficacy on how we receive the messages and inputs around us. Without understanding the cultural and social signs and implications, it is not a realistic scenario that the meaning is fully understood. As cited by Olteanu (2016), Peirce puts forth that "we only learn by experience, we learn because we are immersed in infinite semiosis" (p.64), and those experiences are influenced by the cultural and environmental factors. "… semiotics regards learning as a matter of interpretation" (Olteanu & Stables, 2018,

p.415). With the effects and marks of the things we have experienced, we construed the signs and symbols in our life and we interpret their meanings considering our background knowledge, experiences, culture and society's notions about those particular signs. According to Danesi (2000, p.35), the problem second/foreign language learners face is that they do not study the culture and social elements of the target language, that's why they cannot comprehend the meaning and produce the language fluently, appropriately and accurately. "[They do not] encode concepts and [signs] on the basis of the culture's signifying order" (Danesi, 2000, p.35). He explains the effect of using semiosis on language learning and the relationship of semiotic features with culture and language learning as:

"Culture is a system of shared and interconnected meanings that have been organized over time into codes (language, gestures, music, etc.). These make *signs* available for the construction of culturally appropriate *texts* (conversations, narratives, musical compositions, etc.), and *figural assemblages* (groups) (metaphors, metonyms, etc.), through which concepts are communicated on a routine basis." (Danesi, 2000, p.35)

As can be understood from the script from Danesi, learning a foreign language is not just about and through verbal communication. Sebeok's view of point about semiotics reveals that communicative approach cannot meet the expectation of foreign/second language learning process because he expresses that a language does not just consist of or depend on written/oral communication elements "since it is foremost a modeling system; and communication […] happens predominantly in the domain of non-verbal" (Augustyn, 2012, p.528).

Cultural awareness of students should be raised by the language instructors and teachers. Sert (2006) suggests that culture related activities should be implemented to curriculum and the use of semiotic approach should be increased. Curry contends that "although the focus of English language instruction generally points learners to language and less to image and sounds…it is important to consider how non-linguistic messages produce cultural meanings" (1999, p.30).

It is known that in order to remember or retrieve information, it should be located in long term memory. A successful learning means that the learner stores the new knowledge in the long term memory, s/he successfully transfers the knowledge from short term memory to long term one. Sert states in his article in 2006 that "If the target language item is coded to the long term memory systematically through adequately frequent repetition in meaningful contexts with correct 'signs', the outcome will obviously be automaticity" (p.108).

Automaticity is a fruitful and useful part in language production, especially when you produce the language by speaking. Meaningful contextualization and the use of authentic materials help to improve learning ability and ease the process of transfer from short term to long term memory. Activating students' memory by using authentic visual helps the production of process, continues Sert (2006, p.109). What is more, non-verbal behaviors has efficacious contributions to build a bridge between known to unknown, as it is accepted the correct way of teaching in the field with the theory put forward by Krashen (1985), henceforth, it provides learners a safer, more comfortable environment to express themselves by using the target language.

"Semiosis is a process of applying signs to understand some phenomena (induction), reasoning from sign to sign (deduction) and/or inventing signs to make sense of new experience (abduction)" (Cunningham, 2002, p.20) and continues "teaching methods that encourage the creation of genuine doubt and promote abductive modes of inquiry should be emphasized" (Cunningham, 1992, p.191). About learning throughout an individual's entire life, researchers contends that:

"Learning is continuous throughout an organism's life and it is circular (or rather spiral, as it evolves by repetition). By deducing and inducing something new [information], and thus expanding its phenomenal world (environment), a living being also inevitably performs abduction". (Olteanu et al., 2016, p.625).

Interpreting and ascribing a meaning to a sign is culturally-bonded. Perception of a sign is shaped by that society's features and culture, therefore, different cultures may comprehend signs differently. Signs, gestures, mimics and the use of body

language is also affected by the social and cultural norms. For instance, congregating your five fingers and moving them up and down means delicious in some cultures, however, it may be interpreted as an obscure meaning in a different one, for some cultures you need to congregate your thumb and index finger so as to convey the meaning delicious. Proxemics is also a different issue to discuss about in terms of cultural connections and interpretation of the meaning. Physical distance between you and the other interlocutor(s) can be defined as proxemics. To illustrate, in Middle Eastern cultures it is okay to be close or sometimes touch the interlocutor while talking, on the other hand, this movement can be construed as harassment in another culture, henceforth, it is crucial to learn about the cultures and cultural differences and teach them to the learners of a foreign language, because learning a foreign language is not just learning how to say or write something in a different language, it requires to understand the cultural cues and use of them at the same time and level.

The use of semiotic approach in classroom. Debates on "what is the best approach or method to use in language teaching in order to provide students a great opportunity to develop their target language knowledge?" is done for decades. Finally, after years of studies and experiences, researchers in the field and teachers/instructors build consensus that there is no ideal method or approach to use. Teachers start to use different methods and approaches as much as needed and according to the activity or topic. Apart from conventional methods like Grammar Translation Method (GTM), Direct Method and more humanistic methods like Suggestopedia, Total Physical Response (TPR) and Communicative Language Teaching (CLT), teacher of foreign/second language may also benefit from a relatively brand new approach like integration of semiotics into curriculum and language class. As Sert (2006) suggested, teacher of foreign/second language should find "ways to adapt the semiotic codes of the target culture combined with semiotic signs in the curriculum" (p.110). Integrating cultural elements into curriculum by using semiotic signs help to prevent the cross-cultural failure. Hodge and Kress emphasizes the cruciality of using semiotics to teach and transfer necessary knowledge of the target culture and society (quoted by Natsir, 2016):

"Students of cross cultural communication know how often misunderstanding arises because of different assumptions in different cultural groups. Undoubtedly, it creates heavy demands to extend semiotics in this way, to include the description and analysis of the stock of cultural knowledge in a given society" (Hodge and Kress, 1988, p.26.).

Although it was not studied quite much in the literature and did not put forward "living and learning [is] semiotic engagement" (Stables, 2005), There is an "increasing inclusion of diverse semiotic modalities in class" according to Augustyn (2012, p.526). From the 1950's, the scope of "semiotics" and "education" are approached together and in an interconnected way and it is called "edusemiotics" by the researchers of this relatively new area. Edusemiotics might be taken into consideration as the juncture point of linguistics and education. The term "edusemiotics" coined by Danesi (2010) to the field of language education as the combination and relation of "the nature of signs [with] educational philosophy and theory" (Semetsky, 2015, p.1). Cited by Semetsky (2015), Danesi stated that "until recently, the idea of … signs with learning theory and education to establish a new branch, which can be called *edusemiotics,* has never really crystallized, even though the great Russian psychologist Lev S. Vygotsky had remarked… that the 'very essence of human memory is that human beings actively remember with the help of signs.'" (Danesi 2010, p. vii; italics in original).

A group of researchers established a community called "Network for Semiotics and Education" in 2008 so as to study the relationship of education and semiotics. Edusemiotics aims "to explore alternative research methodologies in education, including but not limited to phenomenology and hermeneutics with a future-oriented task of presenting recommendations derived from its foundational principles" (Deely & Semetsky, 2016, p.208). Edusemiotics has a goal so as to "enrich experience with meaning and significance. … [It] creates a novel open-ended foundation for knowledge which is always already of the nature of a process", therefore, learners are just requested to learn how to discover already existed signs and meanings (Deely & Semetsky, 2016, p.216).

EFL teachers may benefit from semiotic approach in language classes in many different ways. They may use different methods based on semiotic approach. For instance, using effective tone of voice may help teacher to provide an influential classroom management process. Using body language and eye contact also increases the efficacy of the teachers' control in class. Teachers also may give feedback to the students by using their gestures and facial expressions (Şenel, 2007). It creates more comfortable language learning environment for the students, especially for the ones who are not desperate to learn and take part in speaking skills activities.

Giving feedback to students' writing by using semiotics is also possible. Teacher may use Willis' (1981) symbols to indicate the mistakes of the students writing rather than correcting them verbally or in written form.

Furthermore, using signs and pictures may be useful for teaching new vocabulary to students. In the article by Hişmanoglu (2005), it is suggested that semiotics can be used to teach vocabulary such as color names (each color represents something different and they are culturally bonded), proverbs/idioms (they gain their meanings from the culture and society they are used and created, they are fixed and most of them may not have their literal meaning), onomatopoeic words (they are related to the sounds, therefore, they can be regarded as a part of semiotics). Semiotic approach can also be used to teach literature. Because of the nature of the literature, it consists of cultural elements, metaphors and implications, hence using semiotic approach can be fruitful to discover the metaphors and culturally dependent and related features of belles-lettres.

As Altay and Ünal explained in their article in 2013, methods such as Silent Way, Total Physical Response (TPR) and Direct Method can be used in class to implement semiotic approach based activities. Grammar topics might be taught by using the semiotic approach through the use of intonation, audio and drama to contextualize the topic. Besides, Natsir (2016) put forward the idea of that Communicative Language Teaching (CLT) which he investigates in three sub-categories might have a great combination with semiotic approach. Those three sub-categories merge with CLT and semiotic approach are: 1) Text-based 2) Task-based and 3) Realia. In text-based materials, students focus on reading the dialogues, starting a new conversation related

to topic. In task-based materials, students use and benefit from tasks, as a group or with a pair work, they try to complete a task by communicating with each other and using the target language at the same time. Lastly, realia use can be categorized as using visuals, symbols and signs which is the basis of the semiotics, culturally related authentic materials and so on. Briefly, the combination of Communicative Language Teaching and semiotic approach look like a great duo for motivating students to be active participants of the language learning process. In term of the advantageous points of use of semiotic approach, Şenel (2007) indicates that using semiotic approach also helps maintaining discipline in class. It enables the teacher has the skill of classroom management by using body language, intonation, eye contact with the students and sometimes pauses and silence, and use the semiotic approach techniques efficiently to keep the balance in class.

According to Şenel (2007), teacher is the manager of the class while conducting semiotic approach activities and using methods. The teacher uses body language effectively, demonstrates and explains cultural items and differences between the native language and target language and their societies. The teacher should also have the ability to use visual and verbal communication tools, such as drama techniques, pictures, realia etc. in an effective way. Aim of the teacher in class should help learners to actualize themselves as independent individuals. Moreover, teacher should contextualize the texts and use authentic materials in class to provide students real life materials and real-life like situations in order to teach them the culture of the target language.

In the study conducted by Unal and Altay in 2013, the data revealed that the candidate (pre-service) teachers do not use non-verbal communication efficiently and adequately, therefore, considering the significance of non-verbal communication in language education, more attention should be paid and non-verbal communication should be implemented into classroom activities and methods used by the teacher. The current study, in the light of the previous studies and in order to fill in the gap in the field, investigates the use of semiotic approach and its effect on students' achievement on speaking and their attitude towards using the semiotic approach in language teaching classroom.

Taking into consideration some of the research background to look for the use of semiotics and semiotic approach in language classrooms, not many have been done so far. However, there are some qualified and enlightening research in this field. Most of the research are about cultural awareness context and the representation of the target language's culture. To illustrate, Aliakbari (2005) conducted a study about the cultural representation of English books in Iran, and the results show that they do not reflect the culture enough to raise their intercultural competence. Also, García (2005) had a similar investigation in Spanish context and had similar outcomes at the end of the study. What's more, another study carried out by Shin, Eslami and Chen (2011) revealed that the cultural awareness raising activities do not represent the real life as it should be, knowledge-based information is given more to teach the target culture.

On the other hand, semiotic approach has some lack points in terms of applying it in a class or integrate it to the curriculum may not be so easy and realistic sometimes when considering the conditions the teacher and the students are in. Limitations of semiotic approach to improve speaking skills may be listed as class size, technological conditions, and time construction. Using semiotic approach may not be suitable for the crowded classes because of lack of opportunity to give the students to speak. Technological devices may be constraining force, for instance, there may not be a projector, interactive white board, or more simply not even a speaker to practice pronunciation or listening skill to develop better speaking skills in the target language. What is more, adapting the activities may be challenging for the teacher because of the heavy work load they have and the curriculum they are obliged to follow. It seems not possible to provide an unproblematic and smooth application of semiotic approach in classroom. Integration of the approach with other techniques and approaches may be a solution to apply semiotics in class appropriately and successfully.

Chapter 3
Methodology

In this part, information about the place research was conducted, participants and their profiles, instruments were to use to collect the data, and the methods and ways to analyze the data is given. In theoretical framework, general scheme of the research followed is mentioned. In setting and participation section, some graphics in order to visualize the demographic information of the participants, such as gender and age is given. The methods used to collect data for this research are mentioned in data collection section and how to collect data, what kind of different instruments used to collect it is given as information in instruments section. How to analyze the quantitative and qualitative data of this study is told in data analysis part. Lastly, a general table is given as a summary of how to collect and analyze the data so as to answer each research question.

Theoretical Framework

Experimental research design is used in this study to uncover the impact of using semiotic approach based activities in English classes on students' speaking skills. As the experimental research design, this research can be named as a quasi-experimental research with one experiment and one control group. The main difference between true experimental research and quasi experimental research is the feature of the sampling. In quasi experimental research type, there is not a random sampling (Rogers & Révész, 2020). In true experimental research, the participants that the research focuses on are randomly selected. However, in this study, students have already grouped by the institution according to their proficiency level as a result of the exam score they had in the beginning of the term. Even though the researcher has not chosen them intentionally, they were still not random participants, therefore, it cannot be mentioned about a random sampling in this study. Henceforth, this study is based on quasi experimental research design. Students are given a pre-test to determine their achievement level and see their grades on speaking suitable for their level of proficiency. Questions of the pre-test as speaking exam are chosen from the questions prepared by Hacettepe University School of Foreign Languages Examination Unit and

used in previous years. The aim of using the previous years' questions is that the post-test results were the results of the preparatory classes' speaking exam notes they took at the end of the semester. It is aimed that pre-test and post-test question types should be parallel that's why the pre-test questions are also chosen and used within the previous years' speaking exams (see Appendix -F). After the pre-test, creating and implementing those semiotic approach based activities and activities in the course book which has been adapted to semiotic approach are put into application. All participant students attend and practice some activities used semiotic approach for 8 weeks (see Appendix – B). During eight weeks, teacher of the class observes the class and the activities and keeps a teacher journal during and after each implementation (see Appendix – D). Finally, participant students are given a post-test which is also their speaking exam for the fall semester to see the difference between the starting point and ending point of their speaking skills and in order to compare their speaking exam scores to reveal the difference in their achievement in speaking (see Appendix – F for the questions and Appendix - E for the speaking rubric).

Pre-test and post-test are similar to recent years' speaking exams and topics given to each student to talk about are appropriate for their level and the interest range of the topic is chosen carefully according to their age, level of proficiency. Post-test, as the pre-test and the process, is close to them in terms of difficulty level. At the end of the research, students' pre-test and post-test results/grades are compared to reveal whether there was any difference in terms of achievement of the students speaking skills. Data are collected quantitatively to provide more concreteness and increase the reliability and validity of the study.

In addition, students are given a questionnaire (an adapted version Bouchra Kachoub's modified attitudes test, 2010 & selected questions from R. C. Gardner's Attitude/Motivation Test Battery, 2004) and it is asked to fill in by them (see Appendix – C for Turkish and English version of the questionnaire. The questionnaire itself is in English, however, in order to collect trustable data considering the students' English level, the questionnaire is given in Turkish. The data about students' ideas, feeling, attitudes and their suggestions for the process are collected with this questionnaire as quantitative data as well. Lastly, teacher journals are used in order to provide qualitative

data for gaining an inner perspective of the process. Qualitative method is used to conduct this study because of meeting the expectations of the topic area. Qualitative method has been considered as the "source of well-grounded, rich descriptions and explanations of processes occurring" (Miles and Huberman, 1984, p. 15). Qualitative method gains the research the insight of undiscovered part of the data and perceptions of going beyond, therefore, collecting qualitative data in this study by analyzing the teacher journal is expected to reflect an undeniably fruitful perspective to the researcher.

Setting and Participants

This research is conducted in a preparatory school at Hacettepe University in Ankara, Turkey in fall term 2019-2020. The department of the preparatory school which the study is held is the Basic English Unit. All students are enrolled twenty hour English course per week and they are repeat classes which means they failed last year at preparatory school, so they needed to retake the preparatory English classes for one more year in order to continue their departments. The focus is on four integrated skills, grammar and vocabulary development and a course book is followed. 32 participants are taken part in the research, 18 are from the experiment group (8 female - 10 male) and the rest 14 (8 female - 6 male) are from the control group. All participants are selected from the two classes of the researcher teaches as their instructor at the state university in Ankara, Turkey. Students also are selected from the same two classroom to ensure that they have the same/similar English proficiency level according to the proficiency exam had been held by the preparatory school of the chosen state university. Their age range was from 19 to 27. Participants' gender and age range in graphics;
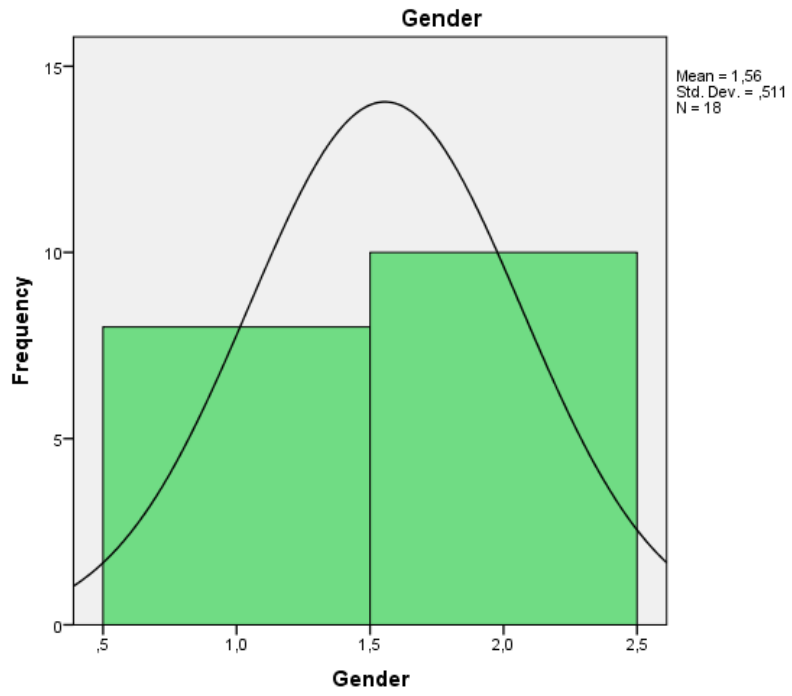
Figure 1. Gender
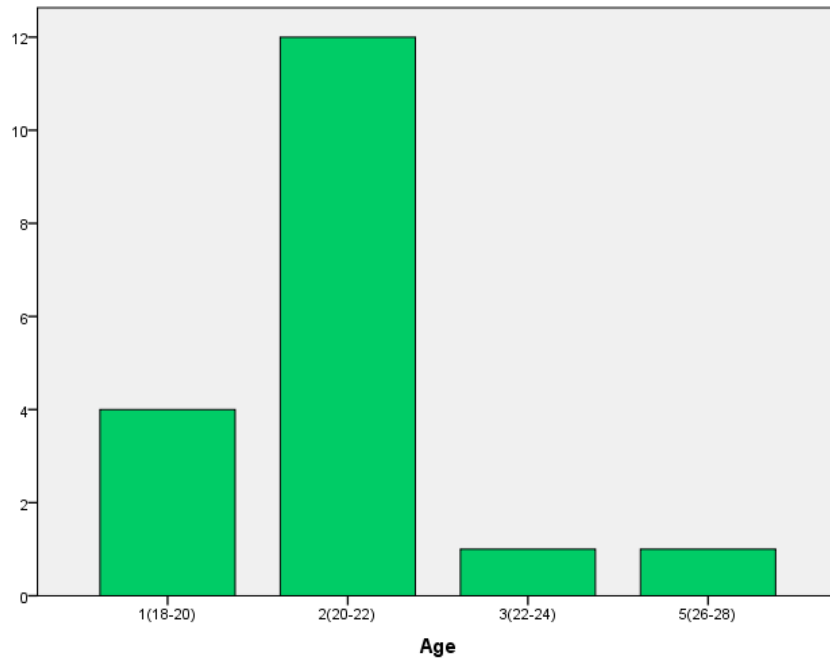
Figure 2. Age

Their proficiency level of English was B1 according to Common European Framework of Languages (CEFR) as considering the results of the proficiency exam had been held and scored by the state university they are student at. The choice of using CEFR based system has several advantages not only for the institution but also for the students because it aims to "assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts" (Council of Europe 2001a: 5f.) (quoted by Little in 2006). Setting certain language levels and suitable goals for each level draws a roadmap to both students and institutions to follow, to see their weaknesses and strengths so that the students can actualize themselves, as the basic purpose of the Council of Europe and CEFR system.

Attending to this research was on a volunteer basis, thus, the attendance of the research had no effect on students' grades. No extra points were given to students because of their participations to the research and students were informed about it at the beginning of the research. Written consent of the participants were taken if the participants show the voluntariness to be part of this study. Participants were given the information that there would not be a risk emerging from participating in this research. Data were kept private and their names were not used in the research, they were mentioned as anonymous.

Data Collection

Students took a pre-test in class to determine their achievement level and saw their grades on speaking, they took the test and be graded individually. While the activities created in the light of semiotic approach such as using visuals, drama, effective body language and intonation strategies, audios etc. were used on experiment group, control group did not practice those activities. Semiotic approach related activities of the experiment group were held in class hour during 8 weeks. Each activity time range was different, however, they were between 15-45 minutes. Lastly, both groups took the post-test, they had a speaking exam which is similar to the pre-test in terms of topic, level and familiarity of the students. During the activities, teacher kept a teacher journal by depending on her notes and observation during and after each

activity session for this research by using the table and categorization she created for the study.

Instruments

Instrument 1. Speaking Pre-test and Post-test. A pre-test and a post-test were used in this research to see the difference in students' marks and achievement on speaking before and after integrating semiotic approach based activities in the language learning curriculum. Pre-test and post-test topics were distributed to students at a similar difficulty range. Both tests were audio-recorded and transcribed to secure the data and ease the analysis of the collected data. Activity types and topics were chosen as familiar as possible with students' previous experiences to make it applicable for the teachers and achievable for the students. Students were given enough time to think about the questions (see Appendix-F) in the speaking exam and complete both tests and activities were applied during the semester. One of the test (pre-test) were applied at the beginning of the semester, and the post-test were given to the participant students at the end of the term. Grades are given according to the speaking rubric prepared by the intuition (see APPENDIX-E).

Instrument 2. Questionnaire for the Effect of Semiotic Approach on Speaking Skills Attitude. As the second phase of collecting quantitative data, an adapted version of Bouchra Kachoub's modified attitudes test (2010) (the name is given by herself) which was a mixed questionnaire combined and adapted by regarding:

- Gardner's (1985) 'Attitudes and Motivation Test Battery'
- Dornyei and Csizer (2002) and Csizer and Dornyei (2005) 'L2 Self-Concept Dimension'
- Lasagabaster's (2005) 'multilingualism questionnaire of attitudes' and selected questions from R. C. Gardner's Attitude/Motivation Test Battery (2004) was used and handed out to the participants to measure their attitude towards using semiotic approach in English classroom curriculum. Questionnaire was adapted to reveal answers for the use of semiotic approach and speaking achievement relationship. On the purpose of answering the questions easily and increasing

the chance of collecting honest answers of the participants, questionnaire's language level was arranged appropriately for them and it was be so long to prevent irrelevant answers and quibbles. All the items in the questionnaire was relevant with the topic and served the aim of the study. Because there was no such study held before with the purpose of finding out the effect of semiotic approach use on student's speaking and attitudes, a naturally-related questionnaire could not be found by the researcher, therefore, she combined two questionnaires. Furthermore, at some points, she adapted the questions to make them relevant to the topic, no questions could not be found related to the use of semiotic approach in classroom. Lastly, researcher herself also created new questions related to the topic because of the reasons mentioned above.

Instrument 3. Teacher Journal. Keeping a teacher journal was also another method for this study. In order to understand the activities in detail and consider the process of the activities held in classroom, using a qualitative data collection method was a must, thus, teacher journal was kept to keep the record of the incidents in the class during the activities. Teacher of the class (the researcher) made observations and kept a journal during the activities for 8 weeks. In addition, after each activity-done class, teacher also reviewed the notes and made the corrections on them. A table related to the topic was created, and categorization, in order to ease the note-taking process and analysis part, was made by the researcher. Points might be faced were written down on the tables.

Semiotic approach based activities applied experiment group. As a part of data, implication of semiotic approach based activities were used in the study and the observation of the teacher while the implication of the activities during the class hour were noted, in later sections, analysis of the observation reports/teacher journals' will be given in details. In this part, semiotic approach based activities will be explained in terms of the process, topic, used materials, steps of the activities. In total, 8 activities were used in the class during a semester in a state university's preparatory classroom in Turkey. While the experiment group used the activities as the integration to their curriculum, control group did not use it. Activity times varied according to the activity type and the topic, but in general, they were not longer than 15 minutes. However, even

in this limited time, it is aimed to see the difference and benefits of using the semiotic approach in classroom and classroom activities.

Most of the signs in language classrooms are used unconsciously. "Since semiotics is the combination of signs and symbols to communicate the information, students and teachers make use of a number of signs" (Zamani, 2016, p.294) and in his article in 2016, he continues:

"Semiotic not only offers different models of teaching but also broadens the scope of language teaching by offering tools to consider visual communication in a given context. To illustrate, non-verbal and visual communication, cultural elements in semiotics … and signs and symbols are used actively in language classrooms" (p.294)

Activity-1: This activity was chosen as a parallel one to the course book of the students (Empower B1 Pre-intermediate, Cambridge University Press, 2015). In Unit 3D part 1 (page 34) there were pictures of the charities in some countries and after listening to information, students are expected to match the information and titles they see in the page with the pictures of the charities which give them clue about the purposes of the charities (see Appendix-B). First, students are asked to whether they know the given charity names, and they are expected to deduce the purposes of the charities by looking at their names. After that step, they see the speaker symbol which refers to that they are going to listen to an audio track about the information of the charities. When they see the symbol, they interpret the sign and match the code with their existential knowledge of what it means, therefore, they get ready for listening. While listening, they also look at the pictures of the charities and try to understand the clues. For instance, they can look at the trees in one picture and say "this may be a clue for an environmentalist charity". In the end, after filtering the audio track, pictures, names and their background knowledge, students are expected to match the names of charities with the pictures correctly. In this activity, teacher uses the power of visuals to help students understand the topic quicker and easier. Moreover, before the listening activity, knowing that they are going to listen helps students to prepare themselves for the upcoming activity. No need to mention, however, as the most known one and basis

of the sign, also the letters in the titles help students to match the charities with the pictures correctly by interpreting the signs and making connection with their background knowledge and experience.

Activity-2: This activity is an extra-curricular activity designed by the teacher of the class. This activity aims to raise the cultural awareness of the students. As a preparation of the activity, teacher put a poster of different hand movements, gestures and mimics on the wall in order to provide unconscious learning with visual aids. At the beginning, students are asked to guess the meaning of the gestures and mimics. Those mimics, gestures, body and hand movements, and eye contact examples are dramatized by the teacher as a model and also are seen in the pictures on the board. After students' guesses, teacher opens them a video about differences in body language from culture to culture (see Appendix-B) for the presentation and video). Students learn the meaning of the signs by seeing and listening from the examples and they also see the comparison of them with different cultures. After the video, teacher asks the meaning of the body movements again and this time, expects them to guess correctly. Next, teacher explains each movement by showing and also by supporting with a picture and example to make the meaning more clear (see Appendix-B). In this activity, students learn the gestures and mimics' meanings, similarities and differences in different cultures. Using body language, visuals and audios as semiotic approach based methods and techniques help them to understand and interpret the meaning easier and more permanently. By using more than one stimulus, such as using body language (kinesthetic), pictures (visual), listening (auditory), they can learn better. Furthermore, individual learning differences may be taken into account by benefiting from more than one way to transfer the information.

Activity-3: In order to speak fluently, foreign language learners should use correct pronunciation. Sometimes, wrong pronunciation may cause trouble and also it does not sound natural. In this activity, teacher tries to point the minimal pairs and differences in pronunciation of minimal pairs. First, they try to guess how to pronounce the words such as merry-marry, bed-bad, pick-peak, tap-top and so on. After guesses, teacher opens a website to listen to the correct pronunciation and also she model those words, especially by emphasizing the parts that have difference (e.g. short and long /i/

difference). She also uses her hands to show whether the sound is long or short. At the same time, teacher writes down the words on the board with their IPA (International Phonetic Alphabet) versions (see Appendix-B for the IPA chart). Students try to pronounce them again, if they are mistaken this time, teacher uses body language to demonstrate that whether they are right or wrong, therefore, no direct feedback will be given to students and more comfortable and safe learning environment is likely to be created. The aim of the activity is to provide a comfortable language learning environment for the learners especially for a difficult skill as speaking. It is also another goal that learning the correct pronunciation so as to speak fluently. Using semiotics to teach pronunciation is an easy and useful way not only for the learners but also for the teacher. Listening, using body language to give indirect feedback for a safer learning atmosphere is significant elements of an English class where pronunciation is taught. What is more, students see the IPA letters and IPA forms of the words as symbols, and then they can interpret the next similar word they see and the possibility to articulate it correctly is increased. For example, when *bit* and *beat* are taught to them in IPA, it is highly likely that they are going to guess how to articulate *hit* and *heat*.

Activity-4: In this activity, learners are given some words in both British English and American English and asked them to guess which version is American English and which one is British. Firstly, they try to guess and when they guess correctly, flag of the country is shown (American or British flag). In addition, teacher also pronounce the words and explains their meaning in target language. Later, some spelling difference instances are given such as colour-color, programme-program, metre-meter, and again, they are asked to guess which of the words belong to British English or American English. When they see one example and guess one of them correctly, they discover the rule and can guess the rest easily. Moreover, for further steps and lessons, they learn the rules, therefore, they are expected to remember how to spell the words easily. To see the flag of the country that the words belong may help the vocabulary learning permanent because of the support by visuals. When students cannot remember words' meaning, teacher uses body language to help them to discover what it means. The aim of this activity is to teach learners cultural and linguistic difference even if it is the same language. Every dialect or accent may have their own sayings, idioms, vocabulary or

even spelling rules. Learning a language is learning its culture and its specific elements, thus, it is crucial to teach different versions of vocabulary in different dialects and accents to foreign language learners so that they can internalize the culture and may overcome the problems to use the language, especially when communicating with others. Using pictures, body language, and cultural items may be regarded as semiotics. Furthermore, as a code system of language, letters are the fundamentals of semiotics, henceforth, spelling difference is substantially related to semiotics.

Activity-5: In the fifth activity, falling and rising intonation are introduced to the learners. To start the activity, teacher gives them information about what is intonation and what are the intonation types and exemplifies the types and also she imitates the moves (hands up and down) to refer different intonation types. After, teacher show students some different sentences like statement, question etc. and ask them to guess the intonation type. After some trying, teacher opens a video (see Appendix-B for the presentation and video) about intonation types. After video, they are asked to guess again and then, teacher reads the sentences by showing the intonation type using the hands again (up for rising intonation and down for falling intonation). It is important to learn the correct intonation while speaking in the target language in order to transfer the intended meaning. Using body language and hand movements, video as visual and audio material can be regarded as the use of semiotic elements in this activity.

Activity-6: As the sixth activity, the combination of two activities in course book is taken (Unit 11C part 2 and 5, page 112-113) (see Appendix-B for the activities) (Empower B1 Pre-intermediate, Cambridge University Press, 2015). As the first part of the activity, students are asked to guess the meaning of the signs to indicate direction before they match the signs with the statements. After guesses, teacher exemplifies the signs by stating some utterance. After that, students listen to a dialogue from the book as an example of using those signs in order to give direction in a real conversation. Students are expected to match the signs of directions with the statements. As the second part of the activity, students move on to fifth part of the same chapter of the unit (see Appendix-B for the activities). In this activity, plan of a building is given with numbers on the rooms and students are expected to give directions to their partner as asked by teacher. In this activity, they work as pairs. For instance, teacher asks one of

them to go to the meeting room, and they start a conversation. One student asks for direction and the other one gives direction. Students dramatize the dialogue and practice speaking. In this activity, signs and pictures can be regarded as semiotic elements. They also use their body language to support the communication as another semiotic element of the conversation.

Activity-7: This activity is designed by the teacher. Teacher prepares a presentation (see Appendix-B for the presentation) about word stress and how the stress' position changes according to word formation. First, teacher asks students the pronunciation of the words and where to put stress (they have already known what stress is from previous activities). Teacher encourages them by using her body language and mimics, therefore, students can receive positive indirect feedback and it creates a safe and comfortable learning environment. After guessing, the correct stress point of the words according to whether they are noun or verb are shown to the students by underlining the stressed part and they also see it in IPA form and they listen to it, at the same time teacher uses her hands and head to show the stressed part of the words. They imitate the sounds and repeat the words. They know most of the IPA form of the letters, and by using that background knowledge, they can easily decode the IPA signs and understand how to pronounce the words correctly. Knowing the word forms (verb, noun etc.) is crucial for speaking fluently. Henceforth, learners need to be aware of those forms and their differences. Giving indirect feedback with the help of body language, listening the pronunciation, using body language to indicated the stressed part of the word (by the teacher) and seeing the IPA form of the words can be regarded as the semiotics implementation of this activity.

Activity-8: In the eighth activity, students are expected to dramatize a dialogue in shopping. Firstly, teacher invites a student to the board and they read a conversation of shopping by adding some moves, hand movements, gestures and mimics. After that, students are given some symbols which of warmth, currency and measurement on the board, such as Turkish lira symbol (₺), Euro symbol (€), Pound Sterling symbol (£) and U.S. Dollar symbol ($), kilogram (kg.), Pound (lb.), Fahrenheit (°F) and Celsius (°C). Students are asked to write a dialogue based on shopping with their partners by using one symbol of each category (warmth, currency and measurement) and after that they

are going to present it like a real conversation in front of the other students at home. They are asked to prepare some fake goods and products such as vegetables, dairy etc., price tags for each product and fake money. They can also prepare weighing machine and cash box so as to measure the weight and show the price of each product at the end of the shopping. When the acting time comes, students come to class with their materials and come to the board as peers and prepare it as if it was a stage in order to act out their dialogues. They are encouraged to use their body language and mimics during dramatization. While they are acting out, they use the symbols and terms related to the shopping and measurement as it was told (for an example dialogue, see appendix). They also use their body language effectively. For instance, when they want to show the weather is hot, they wave their hands to make wind, or in order to demonstrate they think the price is higher than they expect, they make a surprised or disagreed face.

Data Analysis

As the first step of data collection, pre-tests and post-tests were held and graded by the researcher and with a colleague of her who did not know the students to eliminate the subjectivity and prevent a possible bias she might had. Quantitative data obtained from pre-test and post-test were analyzed in IBM SPSS Statistics Program version 20.0. Descriptive statistics which was applied to experiment and control group was conducted. Hypothesis of normal distribution of the data (Goodness-of-Fit Test) was verified by Kolmogorov-Smirnov Test. With the purpose of seeing the difference between pre-test and post-test clearly, tables and graphics which were created for each student and each group were used. In order that the researcher could compare the pre-test and the post-test results of both classes and the difference within and between them, IBM SPSS program was used. The data was analyzed by using Paired Sample T-test for the same group's different exam scores, for instance, pre-test and post-test results of experiment group were analyzed by Paired Sample T-test. On the other hand, when it comes to the comparison of two different groups which were experiment and control group, Independent Sample T-test was used to see the difference of their pre-test and post-test results between them.

As the last part of the quantitative data, for analyzing the questionnaire which was designed in likert scale, IBM SPSS software program (version 20.0) was used to demonstrate the rates, percentages and distributions of the answers to interpret the data easily and concretely. Descriptive statistics which was applied to experiment group was conducted. Correlation test was used to examine the data obtained from the questionnaire applied to the experiment group in order to check whether there was a correlation between section 2 and section three in the questionnaire.

Considering the qualitative data, which was collected by the teacher journal, was analyzed by using thematic analysis. The research had created a table for the expected points encountered during the observation and some parts for additional information and written down the observation notes there. At the end of each session and as an overall evaluation, the table and the items in the tables were divided into codes and categories in order to find a meaningful pattern for the use of the semiotic approach in class. In order to analyze teacher journals, common points were found and categorization was created for the pattern observed during the activities. After the categorization and defined patterns, codes were created to reflect common points and the conclusion were written as an overall analysis.

As another part to mention and describe in terms of qualitative perception, the difference between grades of pre-test and post-test of the experiment group was compared with the student's answers in the attitude questionnaire. What's more, so as to bring a deeper understanding of the attitude of the students and the process of the implication of the activities, teacher journal notes' common points with attitude questionnaire were considered as the ultimate comments of the data analysis part.

Table 1

Data Analysis Summary

	Research Question	Instrument	Data Collection Sample	N	Data Analysis	Statistical Analysis
RQ 1	Does the use of the semiotic approach in class have an effect on students' speaking achievement?	Speaking pre-test (oral exam) Speaking post-test (oral exam)	Experiment Group – Preparatory School Students Control Group - Preparatory School Students	*E:18* *C:14* 32	Quantitative	Descriptive Statistics Normality Test Levene Test Independent Sample T-test Paired Sample T-test
RQ 2	What are the students' attitudes towards the use of semiotic approach in class?	Adapted & Developed Attitude Questionnaire	Experiment Group - Preparatory School Students	18	Quantitative	Descriptive Statistics Correlation Test
RQ 3	How does the use of semiotic approach affect the relationship between attitude and success of students in the experiment group?	Speaking pre-test (oral exam) Speaking post-test (oral exam) Adapted & Developed Attitude Question-naire Teacher Journal	Experiment Group- Preparatory School Students Teacher of the class (researcher)	18	Qualitative	Descriptive Statistics Paired Sample T-test Thematic Analysis

Chapter 4

Findings

In this part, raw data of the study will be mentioned. Quantitative and qualitative data was collected during the research. As quantitative data speaking pre-test and speaking post-test has been applied to participants in order to record their achievement in speaking. Furthermore, an attitude questionnaire applied to experiment group so as to find out their attitudes and ideas towards speaking English and the use of semiotic approach in class. In the second phase of the data, qualitative data was collected by the researcher as the teacher of the class observed the classroom atmosphere during the application of semiotic approach based activities in order to support questionnaire. Data aims to answer the three research questions of this study. Findings will be held in three main headlines:

I. **Research Question-1:** Does the use of the semiotic approach in class have an effect on students' speaking achievement?
   a. Experiment and Control Group Descriptive Statistics
   b. Student Based Comparison of Pre-test and Post-test Results (Experiment and Control Group)
   c. Paired Sample T-test Results (Experiment and Control Group),
   d. Independent Sample T-test Results (Experiment and Control Group),

II. **Research Question-2:** What are the students' attitudes towards the use of semiotic approach in class?
   a. Descriptive Statistics of Questionnaire
   b. General results of Questionnaire
   c. Correlation of the Questionnaire

III. **Research Question-3:** How does the use of semiotic approach affect the relationship between attitude and success of students in the experiment group?
   a. Teacher journal

32 participants took part in this study. 14 of them were in the control group while 18 of them were in the experiment group. Each of the participants showed willingness to participate in the study and they were counted as the honest and truthful contributors to the research.

I. **Research Question-1:** Does the use of the semiotic approach in class have an effect on students' speaking achievement?

   a. **Experiment and Control Group Descriptive Statistics**

   A) **Experiment Group**

   I) Pre-test Results

18 participants' pre-test results can be seen below. Grades were given by two raters to provide objectivity and the participants' final grades were taken as the average of the points given by those raters. Points are given out of 20.

Table 2

Experiment Group Pre-test Results

Experiment Group Students	Rater 1	Rater 2	Final Grade
ES-1	10	10	10
ES-2	14	14	14
ES-3	13	13	13
ES-4	14	14	14
ES-5	7	7	7
ES-6	10	9	9,5
ES-7	6	5	5,5
ES-8	8	8	8
ES-9	15	14	14,5
ES-10	15	15	15

ES-11	14	14	14
ES-12	12	13	12,5
ES-13	16	16	16
ES-14	15	15	15
ES-15	12	11	11,5
ES-16	17	17	17
ES-17	14	14	14
ES-18	12	11	11,5

Note. n = 18.   *ES: Experiment-group student*

Figure 3. Experiment Group Pre-test Results

Total of the points given by first rater are 224 while the second rater's points' total are 220, therefore the average of the points given by two raters are 222 which means the average of the groups' final points are 12.333.

Considering the results, 11 participants are above the average. However, the rest of the group (7 participants) are below the group's average. While the lowest grade is 5.5 out of 20, the highest is 17 out of 20.

ii) Post-test Results

18 participants' post-test results can be seen below. Grades were given by two raters to provide objectivity and the participants' final grades were taken as the average of the points given by those raters. Points are given out of 20.

Table 3

Experiment Group Post-test Results

Experiment Group Students	Rater 1	Rater 2	Final Grade
ES-1	10	10	10
ES-2	9	9	9
ES-3	19	18	18,5
ES-4	14	13	13,5
ES-5	16	13	14,5
ES-6	18	18	18
ES-7	15	15	15
ES-8	9	9	9
ES-9	13	13	13
ES-10	15	15	15
ES-11	17	17	17
ES-12	20	20	20
ES-13	18	18	18
ES-14	13	13	13

ES-15	10	8	9
ES-16	10	10	10
ES-17	20	20	20
ES-18	12	13	12,5

Note. n = 18.   *ES: Experiment-group student*
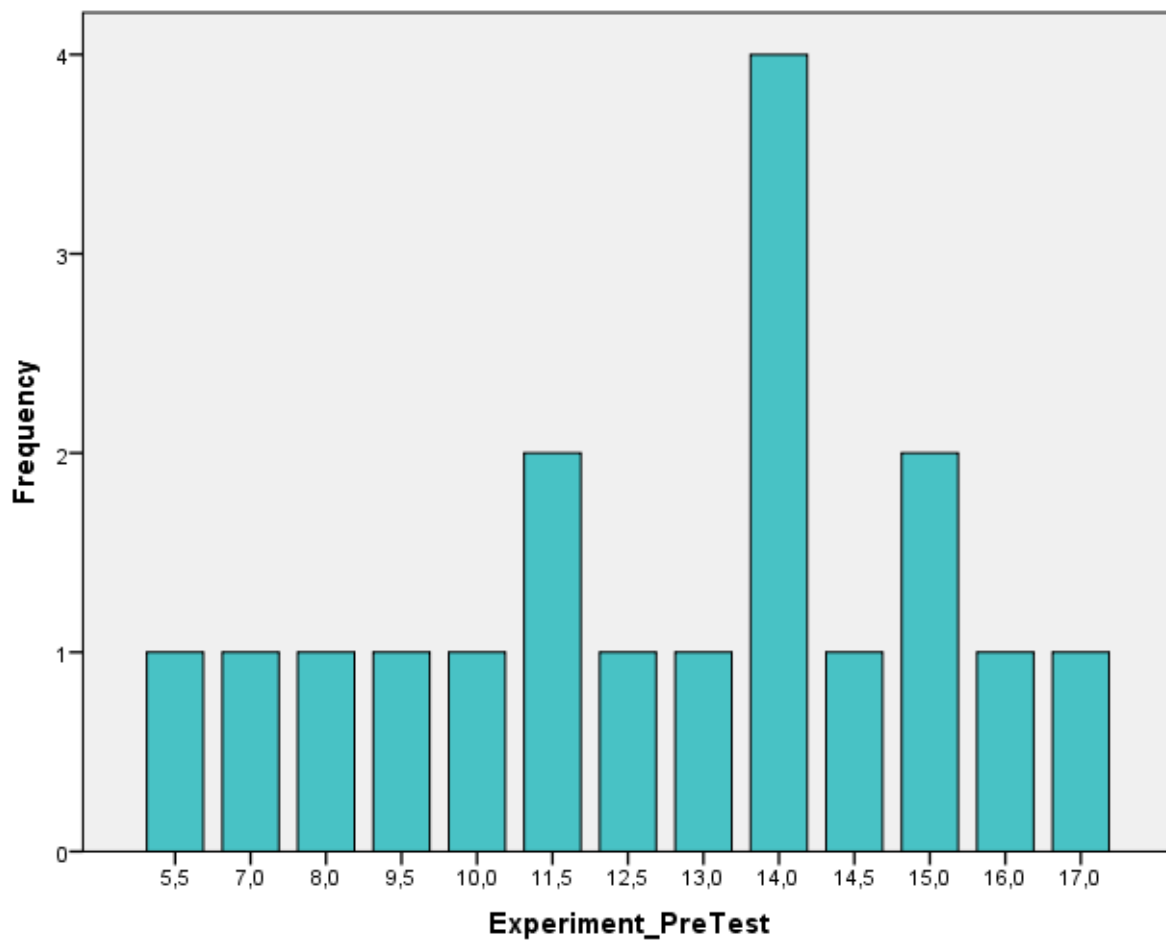

Figure 4. Experiment Group Post-test Results

Total of the points given by first rater are 258 while the second rater's points' total are 252, therefore the average of the points given by two raters are 255 which means the average of the groups' final points are 13.944.

Considering the results, 9 participants are above the average. However, the rest of the group (9 participants) are below the group's average. While the lowest grade is 9 out of 20, the highest is 20 out of 20.

B) Control Group

I) Pre-test Results

14 participants' pre-test results can be seen below. Grades were given by two raters to provide objectivity and the participants' final grades were taken as the average of the points given by those raters. Points are given out of 20.

Table 4

Control Group Pre-test Results

Control Group Students	Rater 1	Rater 2	Final Grade
CS-1	14	14	14
CS-2	13	13	13
CS-3	8	8	8
CS-4	13	13	13
CS-5	8	7	7,5
CS-6	9	9	9
CS-7	7	7	7
CS-8	12	12	12
CS-9	7	7	7
CS-10	14	14	14
CS-11	11	11	11
CS-12	14	14	14
CS-13	12	13	12,5
CS-14	9	8	8,5

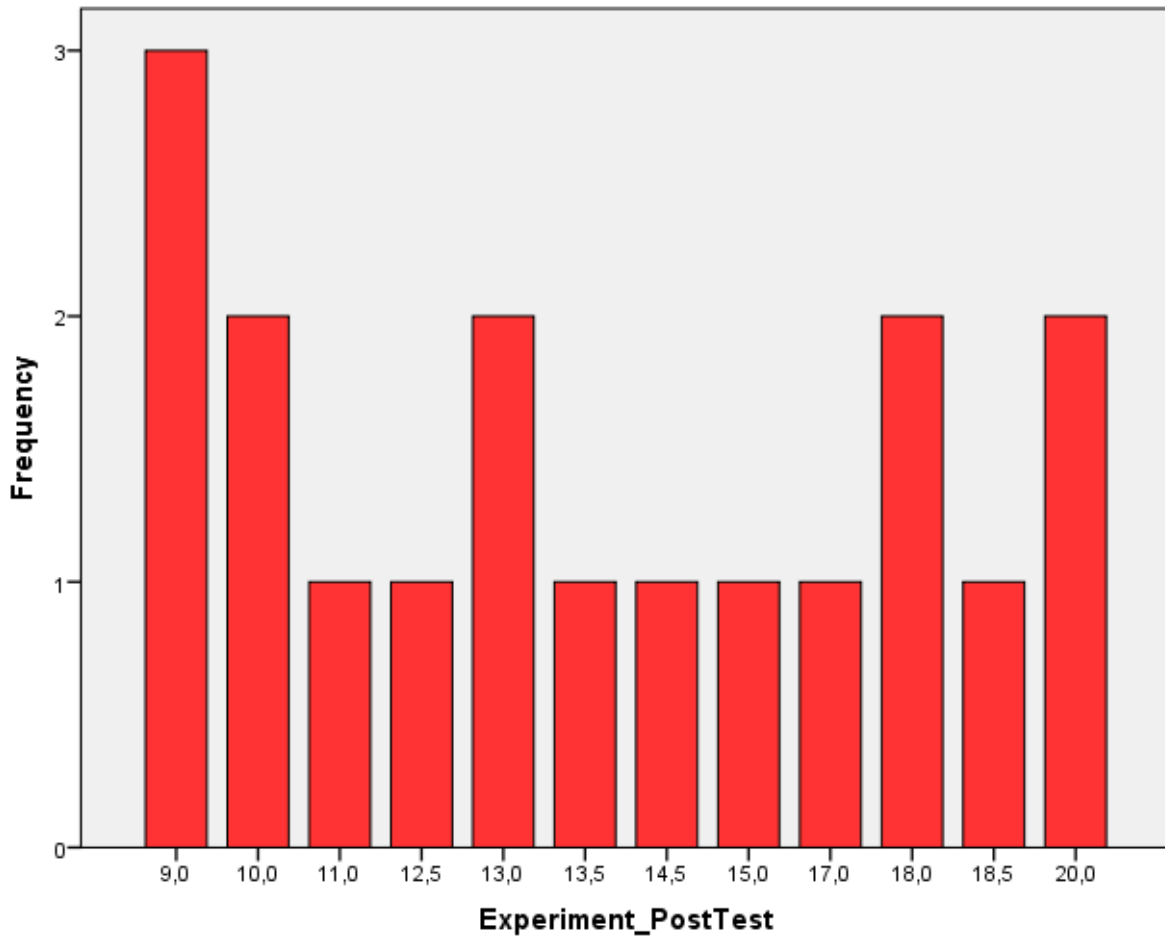*Note. n = 14.*   *CS: Control-group student*

Figure 5. Control Group Pre-test Results

Total of the points given by first rater are 151 while the second rater's points' total are 150, therefore the average of the points given by two raters are 150.5 which means the average of the groups' final points are 10.75.

Considering the results, 8 participants are above the average. However, the rest of the group (6 participants) are below the group's average. While the lowest grade is 7 out of 20, the highest is 14 out of 20.

ii) Post-test Results

14 participants' post-test results can be seen below. Grades were given by two raters to provide objectivity and the participants' final grades were taken as the average of the points given by those raters. Points are given out of 20.

Table 5

Control Group Post-test Results

Control Group Students	Rater 1	Rater 2	Final Grade
CS-1	15	15	15
CS-2	12	12	12
CS-3	6	6	6
CS-4	16	14	15
CS-5	8	8	8
CS-6	10	10	10
CS-7	8	4	6
CS-8	10	10	10
CS-9	7	7	7
CS-10	18	16	17
CS-11	13	13	13
CS-12	15	15	15
CS-13	13	15	14
CS-14	5	7	6

Note. n = 14.   *CS: Control-group student*
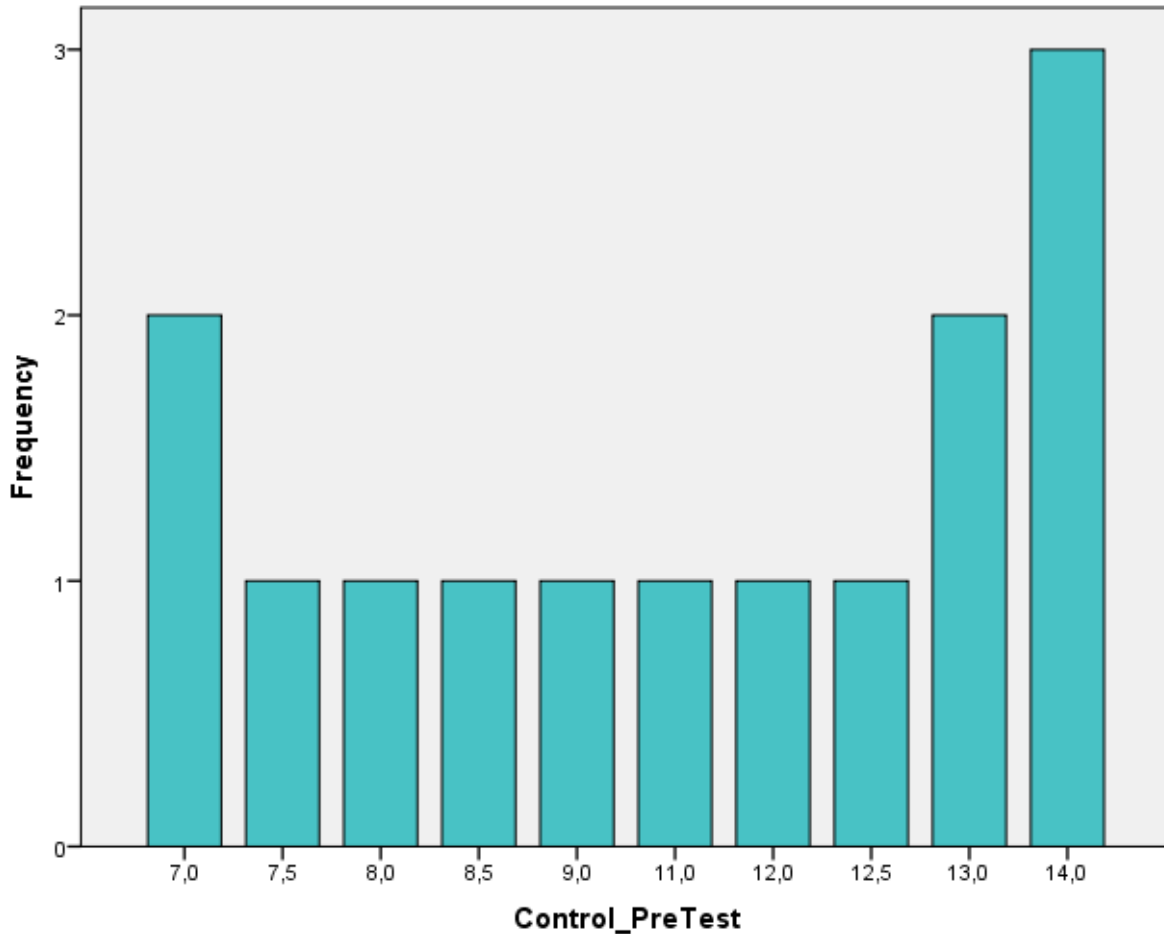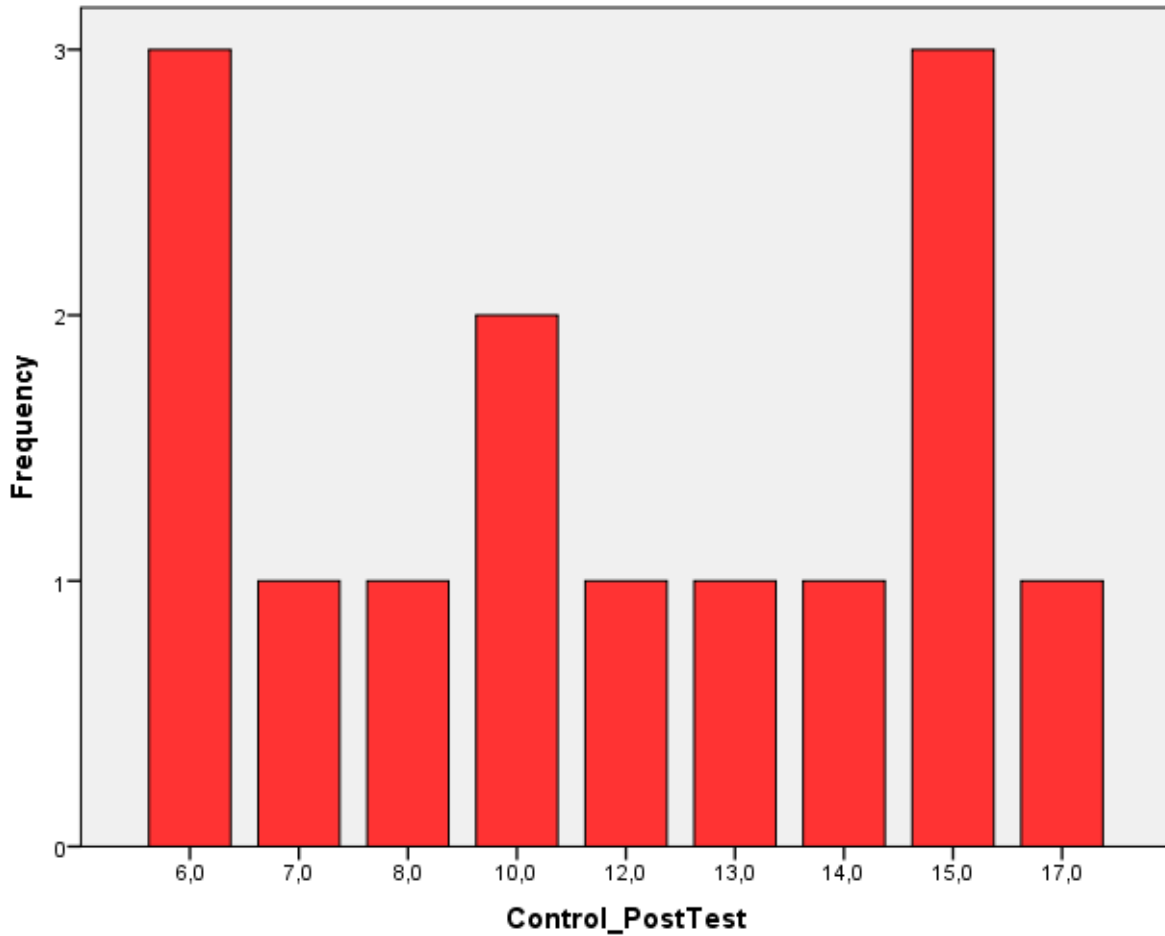
Figure 6. Control Group Post-test Results

Total of the points given by first rater are 156 while the second rater's points' total are 152, therefore the average of the points given by two raters are 154 which means the average of the groups' final points are 11.

Considering the results, 7 participants are above the average. However, the rest of the group (7 participants) are below the group's average. While the lowest grade is 6 out of 20, the highest is 17 out of 20.

Table 6

Descriptive Statistics

Variables	Control Pre-test	Control Post-test	Experiment Pre-test	Experiment Post-test
Participants	14	14	18	18
Mean	10,750	11,000	12,333	13,944
Standard Deviation	2,7856	3,9223	3,2039	3,8726
Minimum Score	7	6	5,5	9
Maximum Score	14	17	17	20

Note. n= 32 (18 experiment group participants, 14 control group participants)
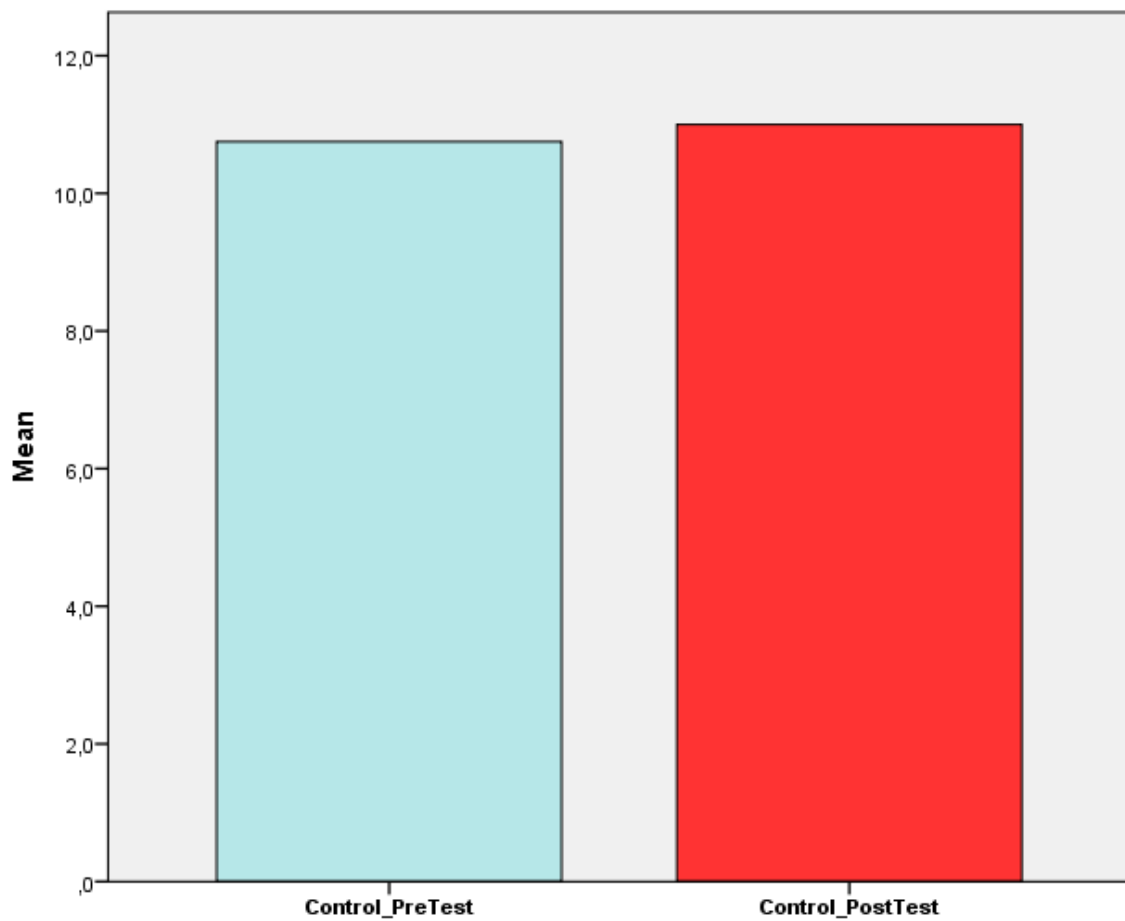
Figure 7. Descriptive Statistics of Control Group

According to the data, control groups' pre-test grade average is 10.75, standard deviation is 2.78. While the lowest score is 7, the highest one is 14. Considering the control group's post-test, average of the grades is 11, standard deviation is 3.92. While the lowest score is 6, the highest score given by the raters is 17.
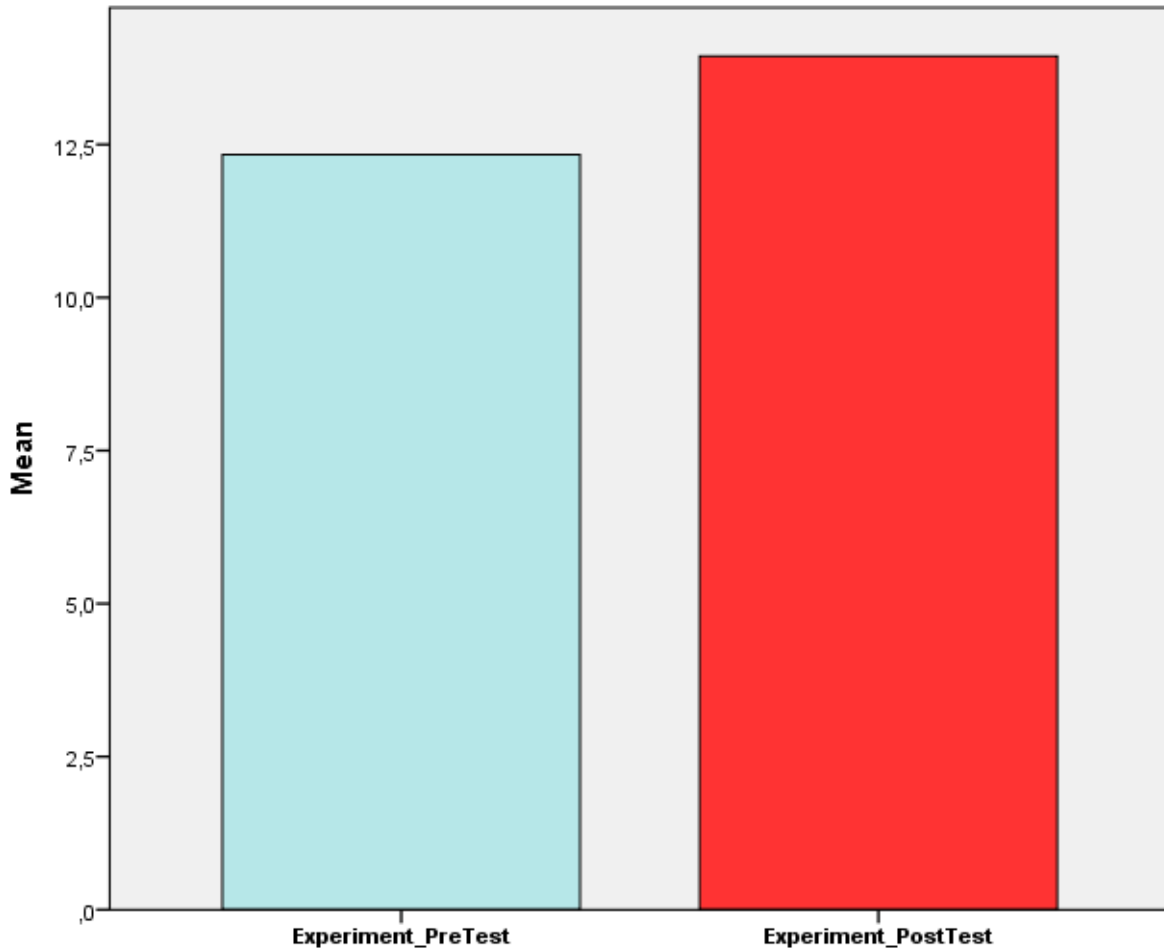
Figure 8. Descriptive Statistics of Control Group

On the one hand, experiment group's results are different from the control group. When the data is analyzed, experiment groups' pre-test grade average is 12.333, standard deviation is 3.20. While the lowest score is 5.5, the highest one is 17. Taking into consideration the analysis of the experiment group's post-test, average of the grades is 13.944, standard deviation is 3.87. While the lowest score is 9, the highest score is 20.

b. Student Based Comparison of Pre-test and Post-test Results (Experiment and Control Group)

In this section, each participants' pre-test and post-test results are compared so as to have an individual comparison between students' pre-test and post-test results and each group's dynamic. Scores are given out of 20 by two raters for each test and the change between pre-test and post-test is given by mathematical symbols. If there is an increase in terms of participant's scores, plus (+) is used with the number. If there is a decrease minus (-) symbol is used. If there is no difference between pre-test and post-test scores, zero (0) is used for that participant. Scores in tables for experiment and control group;

Table 7

Experiment Group Pre-test and Post-test Comparison

Experiment Group Students	Pre-test	Post-test	Difference
ES-1	10	10	0
ES-2	14	9	-5
ES-3	13	18,5	+5,5
ES-4	14	13,5	-0,5
ES-5	7	14,5	+7,5
ES-6	9,5	18	+8,5
ES-7	5,5	15	+9,5
ES-8	8	9	+1
ES-9	14,5	13	-1,5
ES-10	15	15	0
ES-11	14	17	+3
ES-12	12,5	20	+7,5
ES-13	16	18	+2
ES-14	15	13	-2

	Pre-test	Post-test	Difference
ES-15	11,5	9	-2,5
ES-16	17	10	-7
ES-17	14	20	+6
ES-18	11,5	12,5	+1

Note. n = 18.   *ES: Experiment-group student*

Taking the table above on board, it can be propounded that 10 participants out of 18 increased their speaking scores while 6 participants' scores were lower than pre-test results, and 2 participants' scores are the same with their pre-test results.

Table 8

Control Group Pre-test and Post-test Comparison

Control Group Students	Pre-test	Post-test	Difference
CS-1	14	15	+1
CS-2	13	12	-1
CS-3	8	6	-2
CS-4	13	15	+2
CS-5	7,5	8	+0,5
CS-6	9	10	+1
CS-7	7	6	-1
CS-8	12	10	-2
CS-9	7	7	0
CS-10	14	17	+3
CS-11	11	13	+2
CS-12	14	15	+1
CS-13	12,5	14	+1,5
CS-14	5	6	-2

Note. n = 14.   *CS: Control-group student*

Regarding the control group's pre-test and post-test results, it can be remarked that there is an increase in 8 participants' (out of 14) scores, on the other hand, there is a decrease in 5 participants' scores. Also, 1 participant's score is the same with their pre-test results.

It must be added into information that the plus scores of control group is from +0.5 to +3 while experiment group plus scores are ranged from +1 to +9.5. Taking into consideration this numerical change in scores, it can be implied that there is greater change in the grades of students in experiment group comparing to control group who did not take semiotic approach based activities during the term.

c. Paired Sample T-Test Results (Experiment and Control Group)

In Paired Sample T-test, the same group's data is taking into consideration in two different times and reveals whether there is a significant difference between the means of two data. It can be done only if the normality hypothesis is provided. Below, as a concrete frame, group statistics are given.

Table 9

Groups' Statistics for Paired Sample T-test

Test	Group	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	Control	14	10,750	2,7856	,7445
Post-test	Control	14	11,000	3,9223	1,0483
Pre-test	Exoeriment	18	12,333	3,2039	,7552
Post-test	Experiment	18	13,944	3,8726	,9128

Note. N= Number of participants

In control group ($M_{pre-test}$ = 10.75, $SD_{pre-test}$ = 2.7856 / $M_{post-test}$ = 11, $SD_{post-test}$ = 3.9223), there are 14 participants while experiment group ($M_{pre-test}$ = 12.333, $SD_{pre-test}$ = 3.2039 / $M_{post-test}$ = 13.944, $SD_{post-test}$ = 3.8726) consists of 18 participants. In total, there are 32 participant in this study. Both pre-test and post-test were applied to each group.

Two hypotheses (*null hypothesis* which refers to no significant difference between two data and *alternative hypothesis* which means there is a significant

difference between two data) has been written for this test for the probability of the results. Those hypotheses are;

Hypothesis 1:

$H_0 =$ *There is not a significant difference between control group's pre-test and post-test.*
$H_a =$ *There is a significant difference between control group's pre-test and post-test.*

Hypothesis 2:

$H_0 =$ *There is not a significant difference between experiment group's pre-test and post-test.*
$H_a =$ *There is a significant difference between experiment group's pre-test and post-test.*

Table 10

Paired Sample T-test Results

		Paired Differences		t	df	Sig. (2-tailed)
		Mean	Standard Deviation			
PAIR 1	Control Pre-test	-,2500	1,7069	,-548	13	,593
	Control Post-test					
PAIR 2	Experiment Pre-test	-1,6111	4,9781	-1,373	17	,188
	Experiment Post-test					

Note. *n*= 32 (18 experiment group participants, 14 control group participants)

According to Paired Sample T-test, when comparing control group's pre-test and post-test score means (*SD* = σ = 1,7069), because significance level is greater than .05, it is regarded as null hypothesis in hypothesis 1 (*p* = 0,593 > α = 0,05). Therefore, it can be stated with the 95% Confidence Interval of the Difference that there is no significant difference between control group pre-test and post-test.

On the other hand, because significance level of experiment group ($SD =$ 4,9781) is ,188 and significance level is greater than .05, it is regarded as null hypothesis in hypothesis 2 ($p = 0,188 > α = 0.05$), thus, it can be put forward with the 95% Confidence Interval of the Difference that there is no significant difference between experiment group's pre-test and post-test ($p > α$) .

d. Independent Sample T-test Results (Experiment and Control Group)

In Independent Sample T-test, different group's data is taking into consideration in the same time or same time periods and reveals whether there is a significant difference between the means of two data/groups. It can be done only if the normality hypothesis is provided. Below, as a concrete frame, group statistics are given.

Table 11

Group's Statistics for Independent Sample T-test

Test	Group	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	Control	14	10,750	2,7856	,7445
Pre-test	Experiment	18	12,333	3,2039	,7552
Post-test	Control	14	11,000	3,9223	1,0483
Post-test	Experiment	18	13,944	3,8726	,9128

Note. N= Number of participants

In control group ($M_{pre-test} = 10.75$, $SD_{pre-test} = 2.7856$ / $M_{post-test} = 11$, $SD_{post-test} = 3.9223$), there are 14 participants while experiment group ($M_{pre-test} = 12.333$, $SD_{pre-test} = 3.2039$ / $M_{post-test} = 13.944$, $SD_{post-test} = 3.8726$) consists of 18 participants. In total, there are 32 participant in this study. Both pre-test and post-test were applied to each group.

Two hypotheses (*null hypothesis* which refers to no significant difference between two data and *alternative hypothesis* which means there is a significant difference between two data) has been written for this test for the probability of the results. Those hypotheses are;

Hypothesis 1:

H₀ = There is not a significant difference between control group's pre-test and experiment group's pre-test.

Hₐ = There is a significant difference between control group's pre-test and experiment group's pre-test.

Hypothesis 2:

H₀ = There is not a significant difference between control group's post-test and experiment group's post-test.

Hₐ = There is a significant difference between control group's post-test and experiment group's post-test.

Table 12

Independent Sample T-test Results

	Levene's Test for Equality of Variances		T-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Pre-test	,030	,863	-1,467	30	,153	-1,5833
			-1,493	29,573	,146	-1,5833
Post-test	,060	,809	-2,122	30	,042	-2,9444
			-2,118	27,915	,043	-2,9444

Note. n= 32 (18 experiment group participants, 14 control group participants)

According to the table, when comparing control group's pre-test and experiment group pre-test score means, the significance level is .153. Because significance level is greater than .05, it is regarded as null hypothesis in hypothesis 1 ($p = 0,153 > α = 0,05$). Therefore, it can be stated that, with the 95% Confidence Interval of the

Difference, there is no significant difference between control group pre-test and experiment group's pre-test. It should be added that the alpha level were tested at a significance alpha level of 0.05 taking the risk of committing 5% Type I error.

However, regarding the control group's post-test and experiment group's post-test score means, it can be seen that the significance level is .042. Because of being less than .05 significance level, it is stated that null hypothesis is denied in hypothesis 2 (p = 0,042 < α = 0,05). Henceforth, it is found out that, with the 95% Confidence Interval of the Difference, there is a significance difference between control group's post-test scores and experiment group's post-test scores ($p < α$).
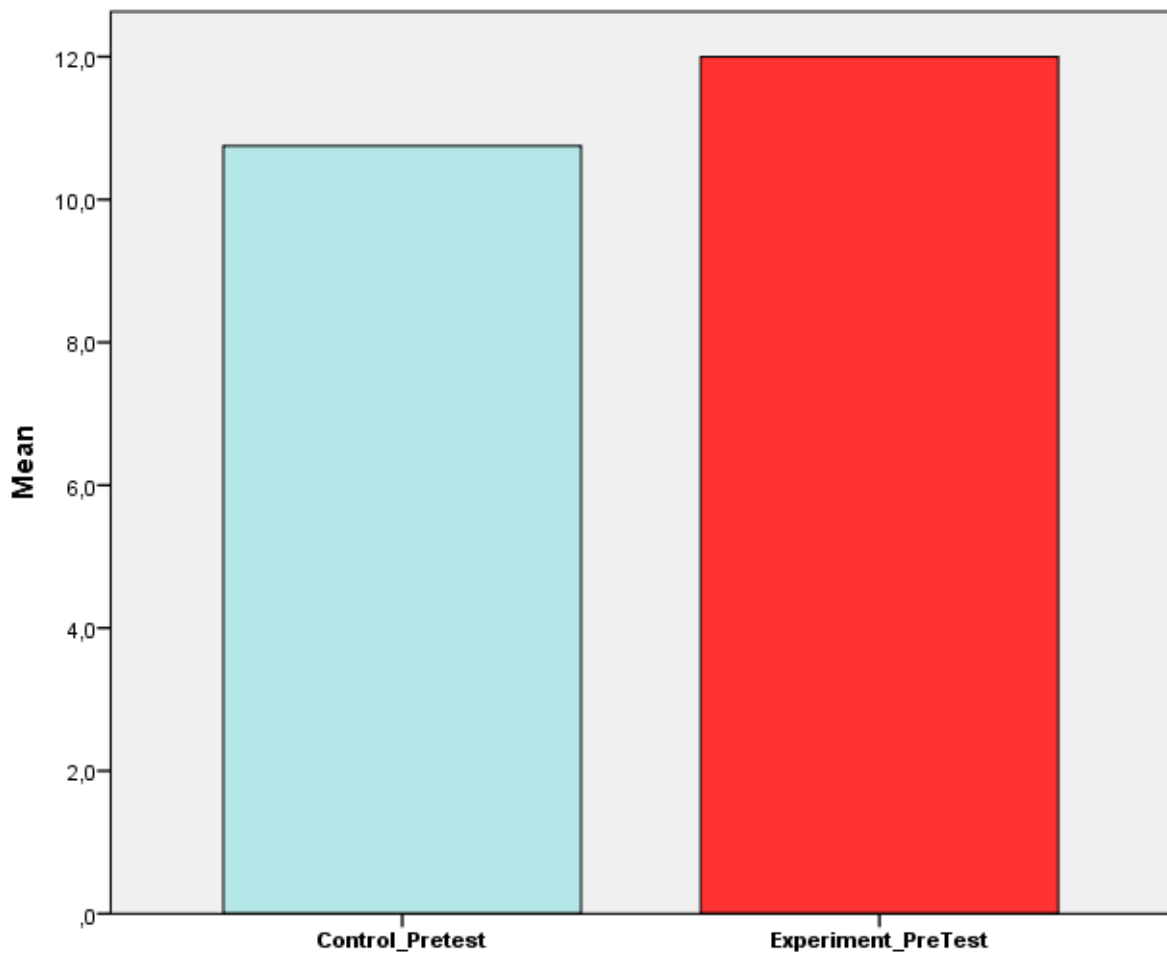

Figure 9. Comparison of Experiment and Control Group's Pre-test Results

Considering the means of control group's pre-test and experiment group's pre-test, it is found out that the control group's pre-test score mean is 10.75 while experiment group's pre-test score mean is 11 ($M_{Control\ pre\text{-}test}$ = 10.75, $M_{Experiment\ pre\text{-}test}$ = 11). As mentioned above, there is no significance difference in term of two different group's pre-test score means.
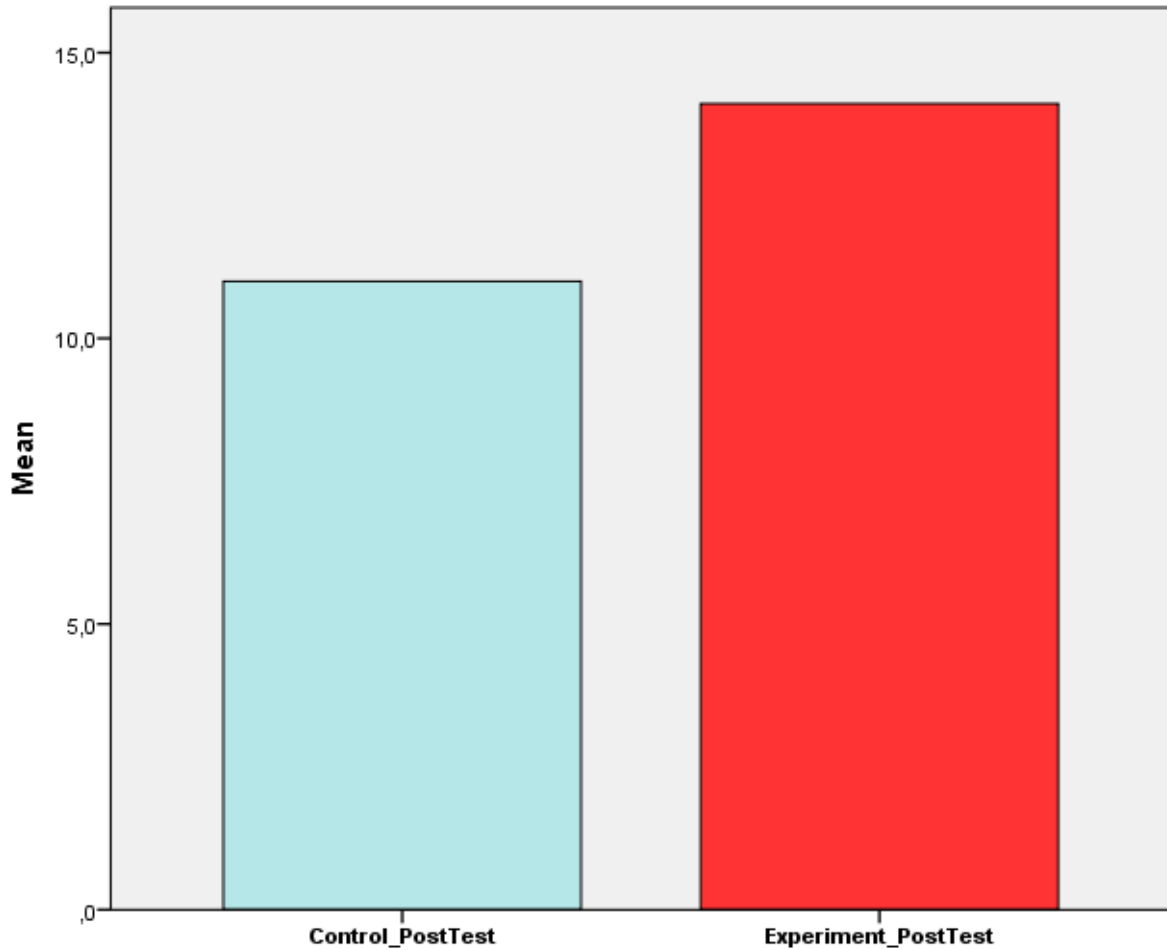
Figure 10. Comparison of Experiment and Control Group's Post-test Results

The means of control group's post-test and experiment group's post-test was analyzed and it is revealed that the control group's post-test score mean is 12.333 while experiment group's post-test score mean is 13.94 ($M_{Control\ post\text{-}test}$ = 12.333, $M_{Experiment\ post\text{-}test}$ = 13.94). Thus, it can be remarked that there is a significance difference in term of two different group's post-test score means.

II. Research Question-2: What are the students' attitudes towards the use of semiotic approach in class?

    a. Descriptive Statistics of the questionnaire

      i) Section-1: *Demographics*

        - General Demographics

        -Gender

        -Age

        -Year of Learning English

     -General English Proficiency Level

     -Spoken English Proficiency Level

    ii) Section-2: *Attitudes towards English language and speaking English* & Section-3: *Attitude towards teaching methods and activities in classroom* Descriptive Statistics

     b) General results of questionnaire

     c) Correlation of questionnaire

a) Descriptive Statistics of Questionnaire

The questionnaire applied to 18 participants of experiment group is titled as "Questionnaire for the Effect of Semiotic Approach on Speaking Skills Attitude" which aims to find out whether the participants attitudes are positive or negative towards semiotic approach use in class and their opinions about its effect on speaking skills. There are 30 items in the questionnaire which are expected to be scored honestly with 5 point Likert scale. Each number equals to an agreement level. To illustrate, 5 point equals to 'strongly agree', 4 point equals to 'agree', 3 point equals to 'neutral', 2 point equals to 'disagree' and 1 point equals to 'strongly disagree'. There are 3 sections in the questionnaire: section 1 includes demographic information of the participants, such as gender, age, year of learning English, General English and Spoken English Proficiency Level. Section 2 which is titled as "Attitudes towards English language and speaking English" consists of 13 items in 5 point Likert scale. This section has the purpose to measure the participants' attitude towards English language and speaking

skills in English as the name suggests. The last part of the questionnaire, section 3 is named as "Attitude towards teaching methods and activities in classroom" and there are 17 items in this part. It aims to figure out whether the participants have positive or negative – or even neutral- attitude towards the classroom activities which was designed to implement semiotic approach for speaking activities in English classroom. 18 participants completed the questionnaire in experiment group. All sections are completed without any lack of information and score. Henceforth, in section 2, 234 answers were given while 306 answers are given in section 3, in total, 540 answers were given by the participants in 5 point Likert scale in the questionnaire. In addition, reverse coding has also been used in this questionnaire's data analysis phase. Item 6 and 10 in section 2 and item 27 in section 3 were reverse-coded because of being negative statements in order to maintain the meaningful and related results.

i) Section-1: Demographics

General demographics. In order to examine and explain the data easily, age range, level of English and English proficiency level (general and spoken) is numbered by categories.

Table 13

Questionnaire Data Categorization Table

Age	Year of Learning English	General English Level	Spoken English Proficiency Level
1: 18-20	1: 1-5 years	1: A1 (Breakthrough)	1: A1
2: 20-22	2: 5-10 years	2: A2 (Waystage)	2: A2
3: 22-24	3: 10-15 years	3: B1 (Threshold)	3: B1
4: 24-26	4: 15-20 years	4: B1+	4: B1+
5: 26-28	0,907	5: B2 (Vantage)	5: B2
			6: C1

Table 14

Demographic Information

Variables	Age	Year of English	General English Level	Spoken English Level
Participants	18	18	18	18
Mean	2 (20-22)	2,83	3,44	2,67
Minimum	1 (18-20)	1	3	1
Maximum	5 (26-28)	4	4	5
Standard Deviation	0,907	0,618	0,511	0,907

Note. n = 18

According to table, 18 participant's age range is between 20-22 (sectioned as 2nd group). Likewise, year of learning English's mean is 2,83 which means it is in the section 3 (10-15 years of English learning background). General English Proficiency Level is 3,44 which means in average, General English Proficiency Level is considered as B1 by the participants. Furthermore, they have a similar perception of their Spoken English Proficiency Level, mean of the data is 2,67, thus, it can be said that the participants classify their Spoken English Proficiency Level as B1 according to Common European Framework of References for Languages (CEFR). However, considering the mean of General English Proficiency Level (3,44) and the mean of Spoken English Proficiency Level (2,67), the difference can be seen clearly even though they belong to the same category (section-3, B1 level). It reveals that more participants have the perception that their Spoken English Proficiency Level is lower than their General English Proficiency Level.

Gender. Even though gender was not regarded as variable, it still was given as demographic information.

Table 15

Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	8	44,4	44,4	44,4
Male	10	55,6	55,6	100,0
Total	18	100,0	100,0	

Note. n = 18

According to table, in the experiment group who is applied the questionnaire, there are 8 female participants while there are 10 male participants. Group's total population is 18. In graphics;
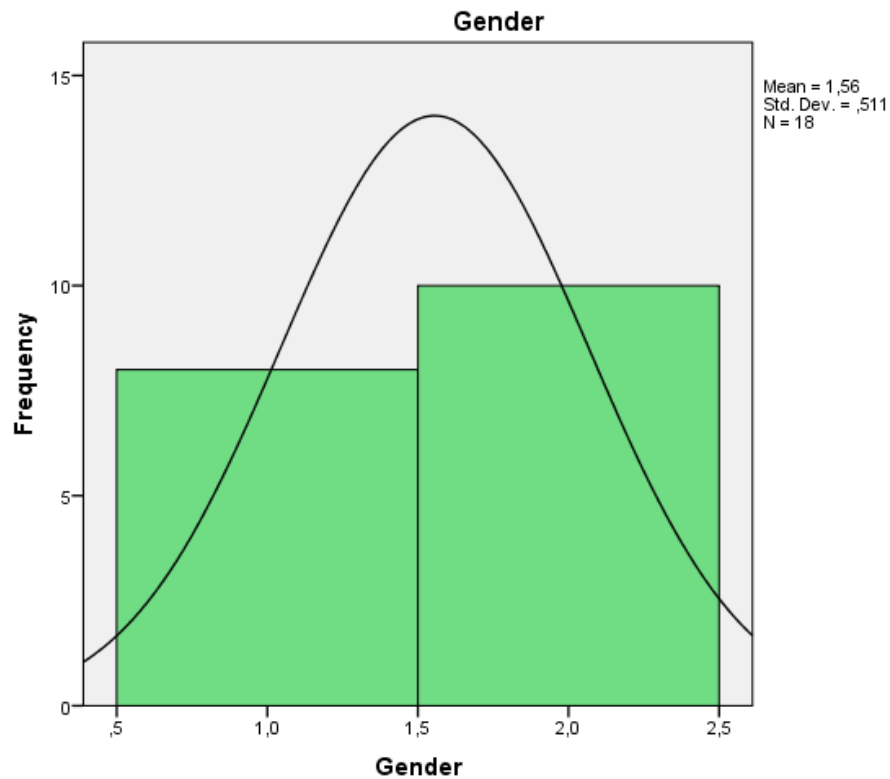

Figure 11. Gender

Age. Although age was not regarded as variable, it still was given as demographic information.

Table 16

Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	4	22,2	22,2	22,2
20-22	12	66,7	66,7	88,9
22-24	1	5,6	5,6	94,4
26-28	1	5,6	5,6	100,0
Total	18	100,0	100,0	

Note. n = 18

According to table, in the experiment group, there are 18 participants. Among those 18 participants, there are 4 participants in the age range of 18-20. On the other hand, it can be said that majority of the participants' ages are from 22-24 with 12 participants. There is only one participant in the group of 26-28 age range. In graphics;
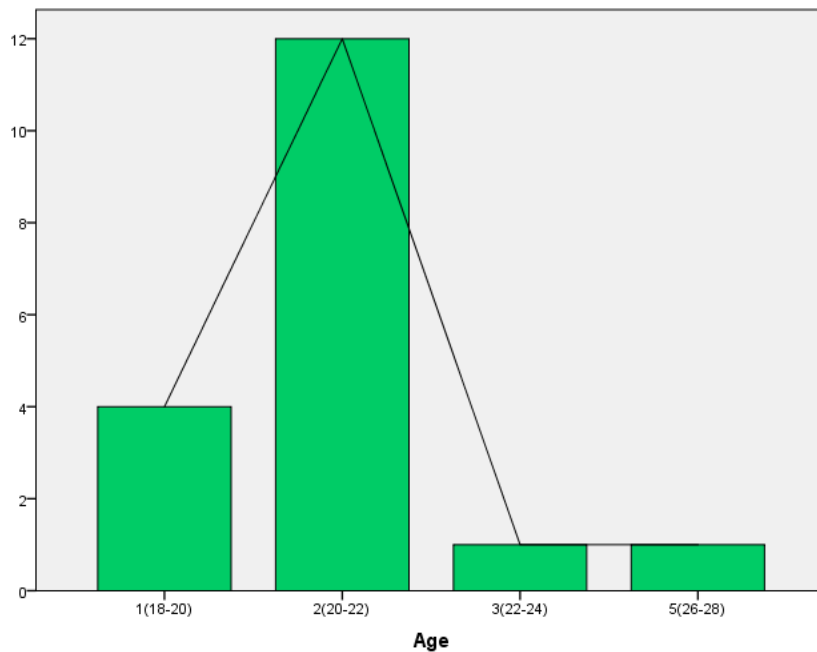

Figure 12. Age

Year of English Learning. Even though year of English learning was not taken into consideration as variable, it still was given as demographic information. However, it will

be included and mentioned in the discussion part because of having an impact on the speaking achievement and attitude.

Table 17

Year of English Learning

Year of Learning English	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	1	5,6	5,6	5,6
5-10 years	2	11,1	11,1	16,7
10-15 years	14	77,8	77,8	94,4
15-20 years	1	5,6	5,6	100,0
Total	18	100,0	100,0	

Note. n = 18

According to table, in the experiment group, there are 18 participants. There is one participant (for each section) who has 1-5 years and 15-20 years of English learning experience and there are 2 participants who has 5-10 years of English learning background. However, it can be unraveled from the table that there are 14 participants who has been learning English for 11-15 years. In graphics;
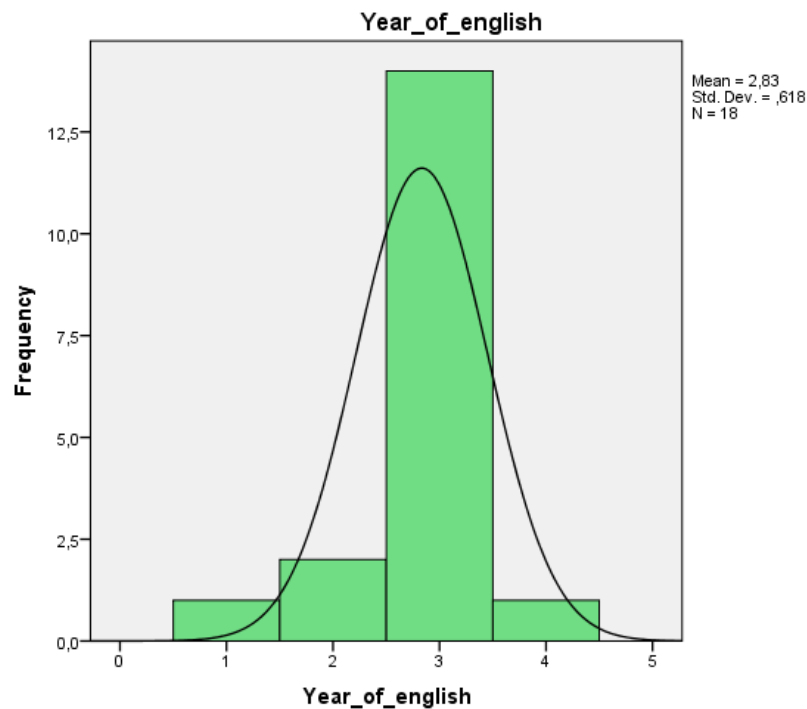

Figure 13. Year of Learning English

General English proficiency level. Even though General English Proficiency Level was not taken as variable, it still was given as demographic information. However, it will be included and mentioned in the discussion part because of having an impact on the speaking achievement and attitude.

Table 18

General English Proficiency Level

General English Proficiency Level	Frequency	Percent	Valid Percent	Cumulative Percent
A1	0	0	0	0
A2	0	0	0	0
B1	10	55,6	55,6	55,6
B1+	8	44,4	44,4	100,0
B2	0	0	0	0
C1	0	0	0	0
Total	18	100,0	100,0	

Note. n = 18

According to table, there are 10 participants who regard their General English Proficiency Level as B1 (Threshold) while there are 8 participants who have the idea that their General English Proficiency Level as B1+ according to Common European Framework of References for Languages (CEFR) standards. There are no participants at the other proficiency levels (A1, A2, B2, C1). It should be noted that according to the proficiency exam held by the state university's preparatory school English department which the students took at the beginning of the term, all the participants both in experiment and control group were regarded as B1 level (Pre-intermediate/Threshold) by the institution and placed into the classes accordingly. In graphics;
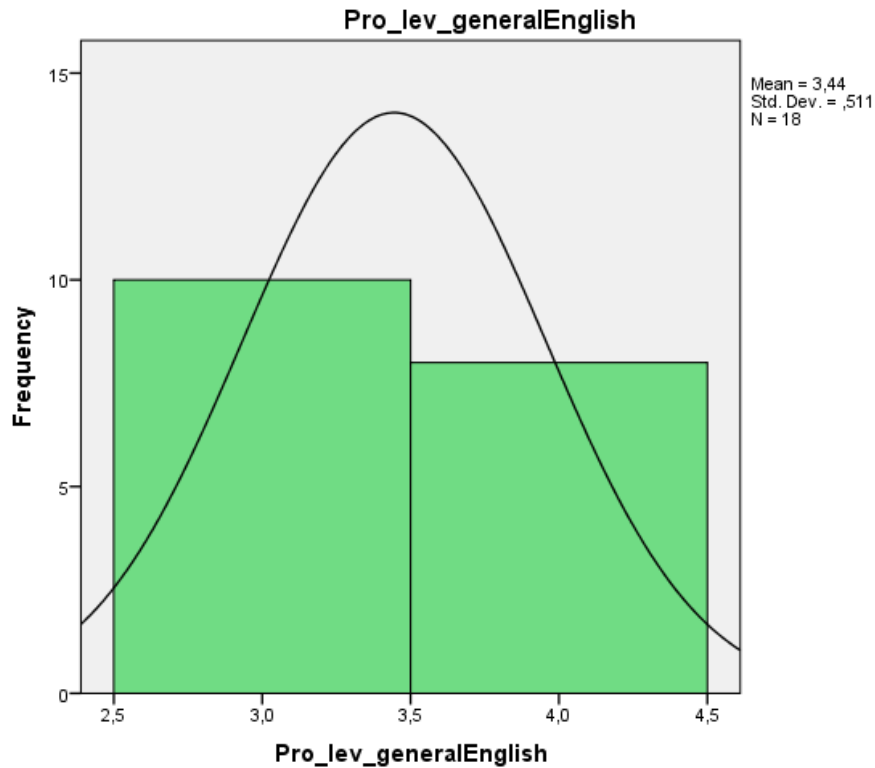
Figure 14. General Proficiency Level

Spoken English proficiency level. Although Spoken English Proficiency Level was not regarded as variable, it still was given as demographic information. However, it will be included and mentioned in the discussion part because of having an impact on the speaking achievement and attitude.

Table 19

Spoken English Proficiency Level

Spoken English Proficiency Level	Frequency	Percent	Valid Percent	Cumulative Percent
A1	1	5,6	5,6	5,6
A2	7	38,9	38,9	44,4
B1	8	44,4	44,4	88,9
B1+	1	5,6	5,6	94,4
B2	1	5,6	5,6	100,0
C1	0	0	0	0
Total	18	100,0	100,0	

Note. n = 18

According to table, 1 participant considers his/her Spoken English Proficiency Level as A1 (Breakthrough). However, majority of the participants (15 participants out of 18) evaluate their Spoken English Proficiency Level as A2 (Waystage), 7 participants, and B1 (Threshold), 8 participants, in the experiment group. There is 1 participant in B1+ and 1 participant in B2 (Vantage) level. There is no participant in level C1 (Effective Operational Proficiency). In graphics;
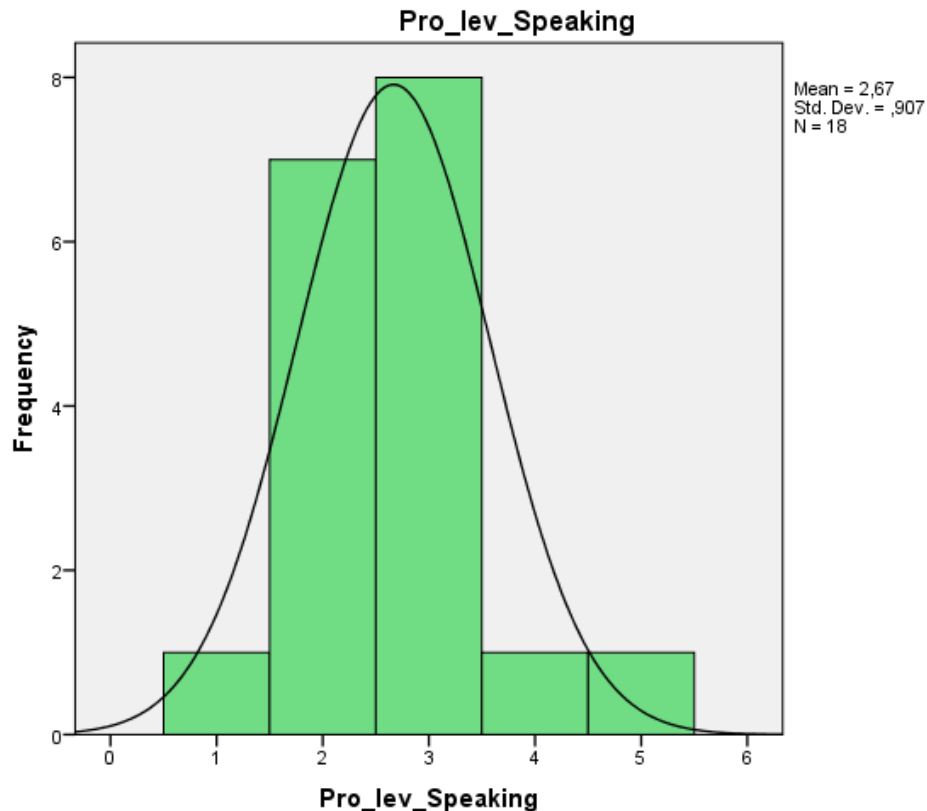

Figure 15. Spoken English Proficiency Level

ii) Section-2: "*Attitudes towards English language and speaking English*" & Section-3: "*Attitude towards teaching methods and activities in classroom*" Descriptive Statistics

In this part, the descriptive statistics of section 2 and section 3 are going to be mentioned and tables/graphics will be given. Mean, standard deviation for each section will be included in this part as statistical data. Section 2 is titled as "Attitudes towards English language and speaking English" and Section 3 is "Attitude towards teaching methods and activities in classroom". In section 2, the main purpose is to find out

participants attitudes and ideas towards English and spoken English. On the next part, section 3, they answer questions about the method used in class which is semiotic approach. They are not asked directly about semiotic approach, instead, they are asked their ideas and opinions about semiotic elements in speaking skills activities such as using body language, visuals, audio tracks, mimics, gestures, eye contact, cultural elements and so on.

Table 20

Descriptive Statistics of Section-2 and Section-3

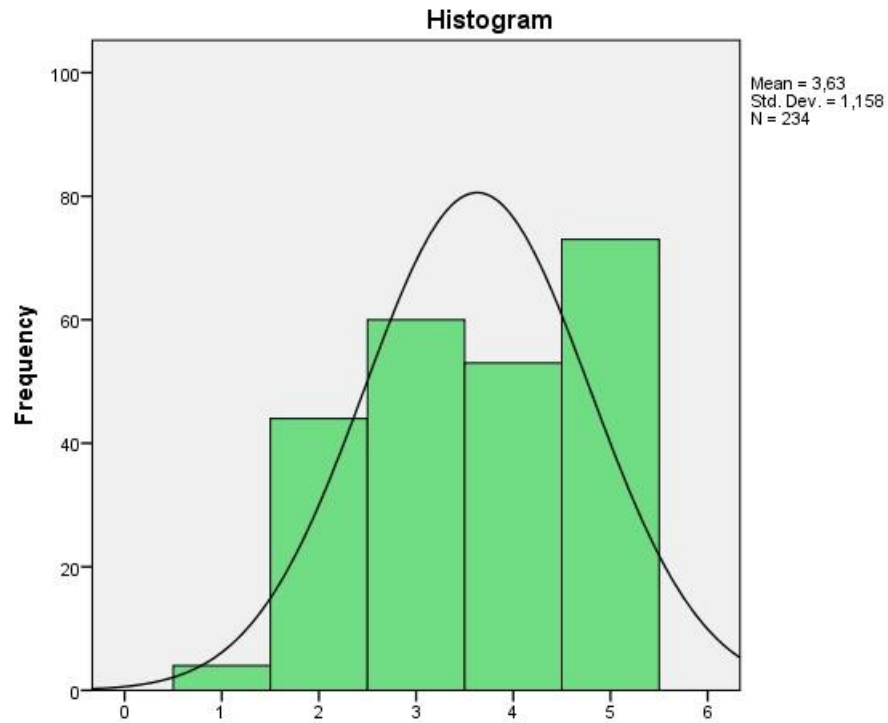| Sections	Answers	Mean	Standard Deviation
Section-2	234	3,63	1,158
Section-3	306	4,46	,738
Valid N (listwise)	234		

Note. n = 18

In graphics;

Figure 16. Descriptive Statistics of Section-2

In section-2, there are 13 questions and 18 participants answered those 13 questions, in total, 234 answers were given by the participants in section-2. The mean of the answers in section-2 is 3.63 and the standard deviation is 1,158 (*M*=3.63, *SD*=1.158). Therefore, it can be remarked that the mean of the answers of those participants which the questionnaire applied is 4 (agree) and there is approximately 1 point of standard deviation.
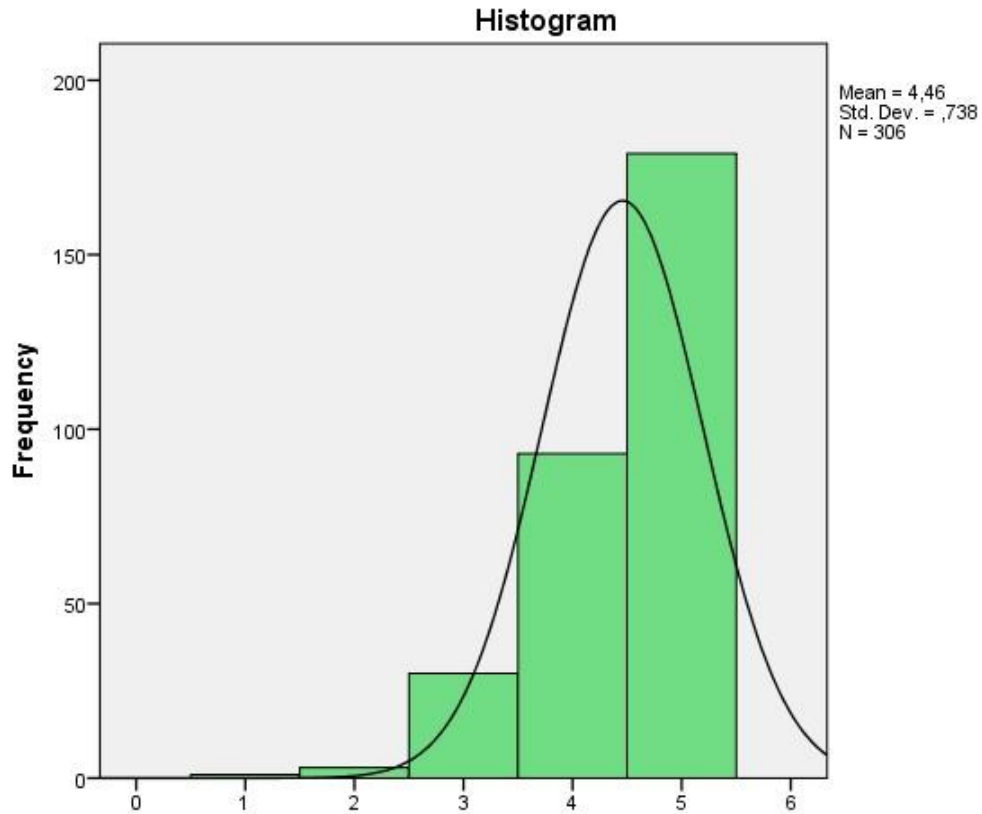
Figure 17. Descriptive Statistics of Section-3

In section-3, there are 17 questions in likert scale for participants to answer. 18 participants answered those 17 questions and 306 answers were given in section-3. The mean of the answers 4.46, standard deviation of this section is 0.738 (*M*=4.46, *SD*=0.738). Henceforth, 18 participants gave the answers between 4 (agree) and 5 (strongly agree). Standard deviation is approximately 1 point.

b) General Results of Questionnaire

Questionnaire was answered by 18 experiment group participants. In this section, the general results of the questionnaire's data will be mentioned.

Table 21

General Results of the Questionnaire

	Answers	Mean	Standard Deviation
General Results	540	4,10	1,028
Valid N (listwise)	540		

Note. n = 18

When analyzing section 2 and section 3, the answers of 18 participants are 540 in total in 2 sections (*M*=4.10, *SD*=1.028).The mean is 4.10, therefore, it can be stated that 18 participants gave the answer 4 (agree) in the questionnaire. In graphics;
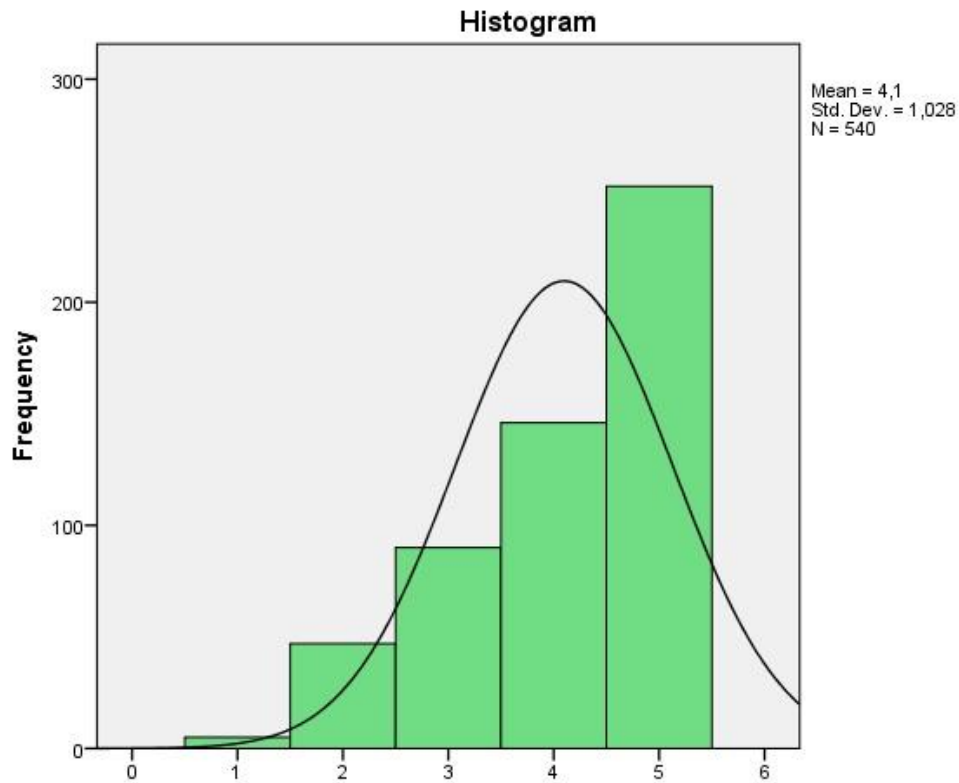

Figure 18. General Results of the Questionnaire

Highest and lowest rated items

In section 2 (Attitudes towards English language and speaking English), item 3 (I want to become fluent in English), item 7 (I think being able to speak English fluently has a lot of opportunities for me) and item 13 (I wish I were fluent in English) were the items that have the highest mean (M = 4.78 SD = ,428, M = 4.61 SD = ,608, M = 4.89 SD = ,323), respectively. On the other hand, item 4 (I can rate myself as a native-like speaker of English), item 9 (I don't get nervous when I have to speak to a native speaker) and item 11 (I feel very much at ease when I have to speak English) have the lowest mean (M = 2.28 SD = ,669, M = 2.89 SD = ,676, M = 2.94 SD = ,938), respectively. It can be concluded that participants consider English and speaking English as an important skill and qualification and they have the desire to achieve in English in general and spoken English at the same time. In table;

Table 22

Section 2 Highest and Lowest Rated Items

Items	Participants	Minimum	Maximum	Mean	Standard Deviation
S2_item13	18	4	5	4,89	,323
S2_item3	18	3	5	4,78	,428
S2_item7	18	3	5	4,61	,608
S2_item4	18	1	3	2,28	,669
S2_item9	18	2	4	2,89	,676
S2_item11	18	2	5	2,94	,938

Note. n = 18

In section 3 (Attitude towards teaching methods and activities in classroom), item 16 (My English teacher is always active during the course), item 20 (I learn English better when body language – like eye contact, gestures, mimics, drama-- are used) and item 14 (My English teacher has a dynamic and interesting teaching style) were the items that have the highest mean (M = 4.94 SD = ,236, M = 4.89 SD = ,323, M = 4.83 SD = ,383), respectively. On the other hand, item 23 (I learn English better

when audio tracks are used), item 24 (Using audio tracks helps me to understand the topic better) and item 25 (Using audio tracks increases my ability to speak) have the lowest mean ($M = 3.78$ $SD = ,808$, $M = 3.78$ $SD = ,732$, $M = 4.06$ $SD = ,639$), respectively. To conclude, it can be put forwards as the less scored items are related to using audio tracks. Participants have the idea that using audio tracks does not help them to improve their spoken English skill. However, it should be considered seriously that $M = 3.78/5$, $M = 3.78/5$, $M = 4.06/5$ respectively for each lowest item, may not be regarded as low score, they are just the lowest ones in this section. In table;

Table 23

Section 3 Highest and Lowest Rated Items

Items	Participants	Minimum	Maximum	Mean	Standard Deviation
S3_item16	18	4	5	4,94	,236
S3_item20	18	4	5	4,89	,323
S3_item14	18	4	5	4,83	,383
S3_item23	18	2	5	3,78	,808
S3_item24	18	2	5	3,78	,732
S3_item25	18	3	5	4,06	,639

Note. n = 18

c) Correlation of Questionnaire

In this part, section 2 and section 3 of the questionnaire are compared and correlation of them has been analyzed and the relation of two sections is aimed to be revealed.

$H_0 =$ *There is not a meaningful relationship between section 2 and section 3.*
$H_1 =$ *There is a meaningful relationship between section 2 and section 3.*

Table 24

Correlation of the Questionnaire (Section 2 & 3)

		Section 2	Section 3
Section 2	Pearson Correlation	1	,273**
	Sig. (2-tailed)		0,00
Section 3	Pearson Correlation	,273**	1
	Sig. (2-tailed)	0,00	

Note. n = 18

Because the alpha level were tested at a significance alpha level of 0.05 taking the risk of committing 5% Type I error and it is less than .05, hypothesis is denied ($p = 0.00 < \alpha = .05$). It is regarded that there is a meaningful relationship between section 2 and section 3. This correlation can be remarked as positive correlation with .273 correlation coefficient. However, statistically .273 value is a weak correlation coefficient (If it is greater than 0.7, it is accepted as there is a strong relationship; if it is less than 0.3, it is accepted as there is a weak relationship).

Table 25

Cross tab of Section 2 & Section 3

			Section 3			Total
			3	4	5	
Section 2	3	Count	9	20	30	60
		% within section2	15.0%	33.3%	50.0%	100.0%
	4	Count	5	19	29	53
		% within section2	9.4%	35.8%	54.7%	100.0%
	5	Count	5	9	59	73
		% within section2	6.8%	12.3%	80.8%	100.0%
Total		Count	26	70	136	234
		% within section2	11.1%	29.9%	58.1%	100.0%

Considering the cross tab of section 2 and section 3 of the questionnaire, 54.7% of the participants who scored 4 (equals to 'agree' in Likert scale) in section 2 gave the point 5 (equals to 'strongly agree' in Likert scale) in section 3. Moreover, 80% of the participants who scored 5 (strongly agree) in section 2 gave the point 5 (strongly agree) in section 3 as well. However, what is interesting is half of the participants (50.0%) who scored 3 (equals to 'neutral' in Likert scale) in section 2 gave the point 5 in section 3 which means even if participant do not have a certain idea or attitude (positive or negative) to English language speaking, they have a positive attitude to the semiotic approach implementation in English class.

III. Research Question-3: How does the use of semiotic approach affect the relationship between attitude and success of students in the experiment group?

a) Teacher Journal

In this part, I, the researcher of this study, took observation notes during 8 weeks of semiotic approach application period and analyzed the notes as qualitative data by doing thematic analysis. As cited by Vaismoradi et al. (2013), thematic analysis is "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006: 79). From the teacher notes, I kept a "teacher journal" in order to follow the positive and negative parts of each week's activities by taking notes during and after each session. The journal helped me to see the change and progress of the students and observe classroom atmosphere during the activities week by week. In order to analyze the data qualitatively, thematic analysis is used. In thematic analysis, each week's journal was deeply looked into by the researcher and all 8 week's journals compared with each other so as to find out common points which generate codes and lead me to create themes for the similar codes. Themes are divided into 2 parts: positive and negative themes that I am not sure about whether it is a correct expression – positive and negative- but it reflects the classroom environment's situation during the activities, and just like each activity in class, those activities also have advantageous and disadvantageous parts. As the first part, positive themes include enjoyment, use of semiotics, experience/background knowledge, culture, awareness raising and relationship with real life. On the other hand, as the second part, negative themes

consist of mislearned information, noise, attendance and gap in learning. Each theme in both parts has their own codes can be seen below.

Table 26

Themes and Codes of Teacher Journal (Positive)

Themes	Codes
Enjoyment	Fun, enjoy, positive approach, laugh, interaction, being interested in, liked to do something
Use of Semiotics	Using sign as hint, listening activity, video usage, reading activity, pictures, underlining, using body language, gestures, mimics, visual support, hand movement, drama, imitation, eye contact, act out, interpreting signs, demonstration, acting like something, understanding the meaning of signs, indirect feedback, getting used to symbols and signs in real life
Experience/ Background Knowledge	Experience, background knowledge usage, input, mental preparation, interpreting signs, helping discover new information, performing something similar to the experience they had, understanding the logic behind, signs and symbols they have learned before, familiarity, culturally bonded information
Culture	Raising cultural awareness, comparing cultures by interpreting signs, use of L1, using culture's flag as sign, familiarity, culturally bonded information
Awareness Raising	Understanding the information of the difference between American English and British English, understanding the logic behind the new information raising cultural awareness, practicing a real-life situation
Relationship with Real Life	Authentic example, expressing their emotions and feelings, getting used to symbols and signs in real life, real life like interaction, interaction, practicing a real life situation, pair work, peer

There are 6 positive themes written down by the researcher which are enjoyment, use of semiotics, experience/background knowledge, culture, awareness raising and relationship with life. Each theme has codes which they come into existence from. Enjoyment theme has 7, use of semiotics has 21, experience/background knowledge has 12 codes, culture has 6, awareness raising has 3 and relationship with real life has 8 codes, in total, there are 57 codes in positive themes section.

Table 27

Themes and Codes of Teacher Journal (Negative)

Themes	Codes
Mislearned Information	Wrong input, wrong intonation, misled because of the previous example by the other participants, mispronunciation, wrong sentences, use of wrong structures, mispronounced words
Noise	Noise, hard to maintain discipline, difficult to control the classroom, missing utterances because of the chaos, disconnection, not being understood, not being heard
Attendance	Not willing to attend, losing attention, not being interested in with the topic, disconnection, not participating in, getting bored, losing interest
Gap in learning	Culturally missing knowledge

Negative themes numbers are 4 which are mislearned information, noise, attendance and gap in learning. Each theme has codes which they consist of. Mislearned information, noise and attendance themes have 7 codes for each and gap in learning theme has 1 code. All in all, there are 22 codes in negative themes section.

Drawing a conclusion from the tables of teacher journal, it can be said that there are more themes (*Positive themes* = 6, *Negative themes* = 4) and codes (*Positive codes* = 57, *Negative Codes* = 22) in positive section than negative themes section. Because of not only having more positive themes but also including more positive codes

comparing to negative codes, it is statistically found out that there are more positive items in the teacher journal. It can be concluded that during the activities there is more positive atmosphere in classroom considering the statistical data.

Chapter 5

Discussion, Conclusion, Implications and Suggestions

In chapter 5, quantitative and qualitative results of the research is going to be discussed in detailed ways. In quantitative data part, pre-test and post-test results of the students will be mentioned with statistic results of the attitude questionnaire. As qualitative data discussion, teacher journal will be taken into investigation. Lastly, the relationship of achievement, attitude and classroom atmosphere observed and recorded thanks to teacher journal is going to be mentioned in the discussion part in order to draw a general frame to this study. In conclusion part, perception and understanding of overall study is going to be given in a summary for a clear understanding. Implications consist of pedagogical applications of this study and how to implement those ways applied in this study into classroom and language learning for English Language Teaching (ELT) field. In the last section of this chapter, further suggestions and some humble advice is going to be given so as to improve the methods used in this study for next research aim to follow a similar path with this one in order to open a new door to foreign language teaching scope.

Discussion

Aiming the deep understanding and reflection of raw data, quantitative and qualitative data is going to be discussed in this section. As quantitative data, more statistical results has been found and mentioned, on the other hand, as qualitative data, more subjective yet pioneering for social sciences data has been revealed and related information and the comments of the researcher is given in this part of the research.

I. Quantitative Data Discussion

After the neat analysis of the data obtained from speaking pre-test and post-test applied to both experiment group ($N = 18$) and control group ($N = 14$), information that is new and leading in our field has been found. It is believed that those results of the data will be fruitful to shape our teaching ways in order to pioneer the students of foreign language, especially in speaking skills because of the problems mentioned in Literature Review part.

As the quantitative data, pre-test and post-test results were collected from both groups so as to see achievement difference of the participants. The main question here is whether the use of semiotic approach in class has an impact on students speaking achievement or not. As another phase of quantitative data, an attitude questionnaire has been applied to experiment group students who took 8 weeks of semiotic approach implementation in classroom.

a) Pre-test and Post-test of Experiment Group and Control Group

Considering the difference between pre-test results and post-test results of both groups, it can be remarked that there is a statistically significance difference ($p = 0.042$) between experiment group's post-test and control group's post-test score's means ($p < α$). However, any statistical difference between control group's pre-test and post-test results could not be found.

The purpose of experimental research was to find out whether there is a significant difference in speaking achievement between two groups, experiment group participants who took the semiotic approach based activity application during the term while the other one, control group participants did not. The analysis of the data reveals that the use of semiotic approach has a significant positive impact on preparatory school student's speaking achievement considering the scores of two group's pre-test and post-test. It means that the use of semiotic approach based activities in classroom in order to improve speaking skills of the students' works.

However, it should be noted that the significance value is less than *.05* with the value *.042*, even if it makes the difference significant, the value is not that meaningful statistically (for the reasons and suggestions, see Suggestions section), but still, there is a remarkable difference, henceforth, it can be stated that the use of semiotic approach in classroom has an influence on student's speaking achievement.

b) Questionnaire applied to the experiment group

Questionnaire has been applied to 18 experiment group participants to find out the participants ideas and attitudes toward the use of semiotic approach in class and speaking English. The mean of the given answer is 4.10 (equals to 'agree' in Likert

scale), therefore, it can be indicated that participants have positive ideas and attitudes towards speaking English and semiotic approach use in classroom activities.

Taking into consideration the items in the questionnaire, it demonstrates that students enjoy the activities done in the classroom and have the perception that the activities help them to improve their English speaking skills. Enjoyment can be defined as "…perceived ability that reflect the human drive for success in the face of difficult tasks" (Dewaele & MacIntyre, 2006, p. 216). "Higher achievement is connected to higher enjoyment and vice versa" (Hagenauer & Hascher, 2014, p.21) and continue "success in school within a student's own performance … enhances competence and value beliefs and, in turn, enjoyment" (p.27). Hence, it can be said that there is a relation between achievement and enjoyment and it leads us the importance of having fun while learning.

The participants showed a positive attitude and positive thoughts towards the learning style and technique (use of body language, hand movements, eye contact, gestures, mimics, drama, visual aid, audio etc.) and they stated that they have fun to learn in that way. It can be unfolded that with the results of the questionnaire applied to 18 participants in experiment group whom the semiotic approach based activities applied during 8 weeks enjoyed and found them useful and beneficial for their speaking skills achievement.

II. Qualitative Data Discussion

In qualitative data phase of this research, three sections will be reviewed. Firstly, as a reflection of the classroom environment during the semiotic approach based activities, teacher journal is going to be discussed. Lastly, considering the participants achievement and attitude towards speaking English and the use of semiotic approach in class which has been detected by the questionnaire applied to the experiment group is going be discussed in details and taking into consideration with all the variables (achievement, attitude and observations in teacher journal) in this research and their relationship with each other together is going to be mentioned.

a) Teacher journal written by the researcher/teacher

Keeping teacher journal has the aim to observe and record the classroom atmosphere during the speaking activities. Data was analyzed by the researcher by using thematic analysis in order to put each code in a theme and as a larger umbrella, in categories which are positive and negative themes in this analysis.

Taking into consideration the thematic analysis of the teacher journal, it can be implied that classroom atmosphere has a positive and mild energy toward the use of semiotic approach activities to improve speaking skills. "The experience of positive emotions often does not last long, but it can have long-term effects" (Resnik & Schallmoser, 2019, p.544) and quoted [they] "do more than simply feel good in the present" (Fredrickson, 2003, p. 335). MacIntyre and Gregersen (2012b, p. 198) commented on Fredrickson's (2003) idea that "It [is] best to conceptualize emotion…, positive-broadening and negative-narrowing" as they fulfil different functions". "While negative emotions usually hinder progress, positive emotions often boost it" (Resnik & Schallmoser, 2019, p.544).

Having a positive emotions and attitude maximize learning process and the negative ones sabotage, therefore, having positive feelings while learning may have a good and undeniable impact on language learning process. Not only the learner feel good but also they are going to feel achievement and success in a safe and comfortable environment.

Ten themes were created by thematic analysis, 6 of them are positive and the rest 4 might be regarded as negative themes. Therefore, it can be stated that there is a positive learning environment rather than negative one in the classroom.

i) Enjoyment

Dörnyei and Ryan (2015) states that emotion plays a tremendous role in our lives and in language learning. Enjoying what you are doing is a significant factor to be successful in actions and decisions. Enjoy has been investigated as a positive factor affects language learning process. Hagenauer and Hascher cited and commented on that issue in their article in 2014 (p.21):

"Due to its activating its activating nature (Watson and Tellegen, 1985) it is accompanied by desirable learning behavior, such as the use of deeper learning strategies (Pekrun and Hofmann, 1999), more stable and enduring effort (Gendolla, 2003), higher self-regulation regulation (Villavicencio and Bernardo, 1985) and higher engagement (Reschly et al., 2008) which, in turn, promote students' achievement".

Regarding the teacher journal's enjoyment theme, participants enjoy during the speaking activities, they implied that they had fun and it was observed by the research that there was a positive atmosphere and a lot of laughter in the classroom. It is thought that enjoying while learning has an influence on participants speaking achievement and the results of post-test is an evidence to that hypothesis.

ii) Use of Semiotics

Use of semiotics is the prominent theme of this research and in the activities, different types of semiotic items were used. Semiotic approach was implemented to the activities with visuals, audio, symbols like IPA letters, body language, mimics, eye contact, gestures, intonation and so on. Semiotics is so integrated in our daily lives than we use it in every second even without realizing we do. Therefore, semiotics in education has an indisputable influence. In order to understand the language and to use language, to interact with other parties symbols should be understood, interpreted and used effectively. Chandler mentioned about it in his book that "We learn from semiotics that we live in a world of signs and we have no way of understanding anything except through signs and the codes into which they are organized" (2007, p.11).

Considering the teacher journal, the use of semiotic elements in the activities has a remarkable impact on participants, willingness to communicate and their speaking skills. Taking into consideration the process of 8 weeks of implementation, it can be contended that participants whom the semiotic approach based activities

given firstly started to understand the semiotic signs, after a while, they begin to use those sign efficiently to interact with the other participants.

iii) Experience/Background knowledge

Using signs as an interpretation of the other signs and symbols is important to build new information. Background knowledge and previous learning experiences are also certain determiners of what we learn, how we learn and to what extend we learn. We learn in a cumulative way and by reshaping our current knowledge to expand it with the new data. What we learn is shaped by each learning style we have and experience we had and vice versa. In this study, it is observed that students previous learning experience help them to create theme schemes in their mind. When they learn a new thing, they reshape that scheme or create a new one by connecting with the previous ones, it is only possible when the learner knows how to interpret the signs of the previous learning, hence, s/he needs to know how to use semiotics as an effective learning tool. It is seen that students benefit from their experience and background knowledge while they are practicing the language.

iv) Culture

Culture is undeniably interrelated with the language and the society that the language emerged from. There is no such a thing as human nature independent of culture (Genç & Bada, 2005, p. 73). Culture is shaped by the language, and language is also shaped by the culture itself. Therefore, learning a new language is strongly related and connected with learning its culture. Cultural elements such as gestures, mimics, body language, eye contact, social and physical distance, even intonation have a connection and response in that language. According to Dlaska, learning the culture of a language is not just improving grammatical knowledge, it also helps to develop motivation, it aids learners to become more autonomous and take part in their own language learning process (2000, p.248).

Participants of this study learn English as a foreign language in a country that English is not spoken outside of the class, so classroom is the only place they can expose to target language and culture. Semiotic approach aims to teach cultural items

of target language for a better learning of that language because without its culture, language is nothing more than words and letters. Especially for a skill like speaking which interaction is the key domain, culture is an inseparable part of the language. Activities in class has the purpose to teach target language's non-verbal communication by mostly using body language. It is observed that students benefit from learning new culture in order to communicate more authentically and fluently in the target language.

v) Awareness raising

Some of the semiotic approach based activities has the purpose to raise learners awareness towards the language and target culture. They also aim to make students aware towards social and global issues. Signs and symbols in activities were planned to raise their awareness, therefore, they are aimed to be ready for the next tasks and they are going to understand and interpret the signs easily. Awareness is also a key dimension in human communication, for a healthy interaction. With those activities, it can be said that students have an awareness towards global topics and also towards English language itself.

vi) Relationship with real life

The main purpose of language learning is to communicate, interact with other people. Speaking skills is one of the most useful skills to create a communication environment. Structure of the language is quite important, however, it does not provide a speaker full support to communicate. Speakers need to know not only what to say but also how to say it. Getting used to real-life-like situations and familiarize with authentic materials help students to get ready for real life and authentic conversation. Taking into regard 8 weeks of activity process, students become more autonomous and willing to take part in the conversation, and even sometimes they initiate a new conversation themselves. It can be propounded that the use of semiotic approach for speaking activities in class has an efficacy on getting ready for real life situations.

vii) Mislearned information

As the first theme of negative part in teacher journal, mislearned information stands for the wrong input produced by the other learners in classroom environment.

Learners may sometimes do not know the form or pronunciation of a word or utterance and they disorganize or mispronounce those sentences or words. In those kind of situations, even though the teacher of the class gives feedback in order to correct the mistake and model the correct form, other learners may still remember the wrong form uttered by their friend. Those kind of situations may happen in any occasion and in any kind of activity regardless of being semiotic approach based or not, however, I really want to put it here as a negative part because according to my observation I kept in teacher journal, some of the learners misuse some structure because of wrong examples created beforehand.

viii) Noise

In the nature of speaking activities, noise is an inevitable factor. I, personally, support noise if it brings interaction and healthy communication to the classroom. Nevertheless, it may sometimes cause problems. To give an example, lack of discipline, chaos, hard to manage the classroom stability, difficult to control the activity can be listed. Those problems may be obstacles for the flow of the activity.

In speaking activities, flow is a crucial need in order to make it continue for creating a real-life-like experience for the foreign language learners. As quoted by Nelson (2005, p.220) "…research with adult listeners suggests that …, the adults' ability to listen in an L2 is negatively impacted by the presence of background noise" (e.g., Bahrick, Hall, Goggin, Bahrick, & Berger, 1994; Mayo, Florentine, & Buus, 1997; Nabelek & Donahue, 1985; van Wijngaarden, Steeneken, & Houtgast, 2002). Noise sometimes creates disconnection of the learner with the activity and lesson, sometimes they even make them unwilling to participate in the exercises. Because of the noise, their utterance may be lost in the crowd of the sounds.

All in all, according to the observation during the activities, it is observed that although it is in the nature of the speaking activities, noise is a critical problem in speaking exercises. It should be diminished by the teacher in order to provide flow in the activities when it is necessary.

ix) Attendance

Attendance here is used as participation and willingness to take part in the speaking activities. "Effective learning process occurred when both instructors and students interact and actively participate in the learning activities" (Abdullah, Bakar & Mahbob, 2012, p. 516).

Active participation of the learners to the activities is necessary for a full learning process. Nonetheless, some of the factors such as noise, not interested topic may affect students' willingness to attend the exercises. It is observed that students may be discouraged to attend speaking activities when that kind of situation occurs. It is seen that unwillingness to attend is strongly related with getting bored and losing attention because of the noise in the classroom.

In order to overcome the problem, teacher of the class requires to keep the balance between the choices of topics for the students with different interest. What is more, they need to maintain discipline in the class during the activities in order that s/he needs to provide a safe and comfortable learning environment that each student may attend if they are willing to do.

x) Gap in learning

Missing knowledge in learning refers to culturally missing knowledge in the teacher journal. Teaching a different culture while teaching the target language is an outstanding priority for foreign language teachers and instructors. It is detected during the observation that some of the parts in activities did not make any sense for the learners because of the lack of cultural knowledge of the target society and culture of that language. It is a handicap that not gaining the meaning during the activities. If learner does not understand the culture, they cannot understand the language correctly because language and culture are inseparable parts of each other. Teachers of the foreign language can integrate cultural items more in language classrooms so that they can come through this problem for an effective language and culture integrated learning.

b) Relationship of Achievement, Attitude and Classroom Atmosphere

Data from pre-test and post-test speaking results, attitude towards speaking English and activities done in the classroom designed as semiotic approach based and the classroom atmosphere during the activities were collected and it is seen that participants whom applied semiotic approach based activities in the classroom achieved better considering the post-test exam of the experiment group and comparing their results with the control group who did not take semiotic approach based activities. Considering the change of participants' grades between pre-test and post-test in two groups it is found out that 10 students increased their scores while 2 of them remained stable and 6 of them decreased in experiment group. On the other hand, 8 students increased their scores while 5 of them decreased and 1 of them stayed stable in control group. It should be added that the positive change in grades in control group is between +0.5 and +3. However, the positive change in experiment group students' grades are between +1 and +9.5. Regarding the remarkable difference in score change between groups, it can be propounded that experiment group students achieved more in post-test and made a huge progress when comparing two scores of two groups. With this understanding and findings, it can be put forward that using semiotic approach in language classroom in order to improve speaking skills has a significant impact on students' achievement.

Regarding their questionnaire results, they are considered as highly motivated and have positive attitudes and constructive ideas for learning and speaking English. They also states that they have enjoyed classroom activities created under the umbrella of semiotic approach. The activities include body language use, gestures, mimics, eye contact, drama, imitation, intonation, cultural items such as traditions, vocabulary and difference in pronunciation, visual aid, audio tracks which aim to support learning. Most of the participants consider semiotic approach is a useful tool for developing their spoken English in an enjoyable and interesting way. They also contends that they believe those ways of teaching (using semiotic approach based activities) has a great influence on their interest, learning and success of the language course they take. In this circumstance, it can be propounded that students have positive attitudes towards

using semiotic approach in classroom and they believe that it helps to improve their speaking skills.

Taking account of the classroom atmosphere during the application of the semiotic approach based activities observed by the teacher of the classroom/researcher of this study, it is predicated that students enjoyed and had a great time during the activity process. Most of them were willing to participate in most of the activities. As the time goes by, they started to discover the rules themselves and started to use signs and symbols unconsciously in order to express their ideas and emotions to other participants. Interaction during the speaking activities increased thanks to semiotic approach based activities because of making the classroom environment more comfortable for the students. A comfortable environment is vital especially if the case is as fragile and sensitive as speaking skills because of showing yourself on the front side. In a nutshell, it is deduced that using semiotic approach based activities has a positive impact on classroom atmosphere and students' perception of attending to the activities related to English language speaking.

Conclusion

This part summarizes the methods, findings and discussion in order to find out whether the use of semiotic approach has an effect on learner's speaking achievement and attitudes or not. As mentioned in the previous chapters, speaking in a foreign language is a difficult concept for the learners who do not expose the target language outside of the school or classroom. In relation to this problem, most of the students are not willing to use L2 in classroom, they either use L1 or prefer not attending the lesson mostly because of not feeling safe and comfortable which are key elements provide speaking in front of a crowd.

Considering the lack of time and effort given to speaking skills in Turkish EFL classrooms, speaking still stands as a huge problem to overcome. Therefore, in this study, semiotic approach based activities are aimed to use in order to carry practicing speaking skills to a different level. Those activities consist of cultural items of the target language, visual, audial and kinesthetic elements as addressing different learning types and different signs, body language and eye contact usage for interpreting human signs,

social and cultural elements' symbols and signs which cause different interpretation and understanding in different cultures. With use of semiotic approach in speaking activities, the purpose is to lower the stress level, making foreign language learning safe and fun, increase students achievement in spoken English and lead students to have positive approach towards the use of that kind of application in classroom and English language/speaking English.

For determining participants' achievement level at the beginning and at the end of the term, pre-test and post-test speaking exam was applied to both groups. As the second phase, 8 week semiotic approach based activity use is applied to experiment group (N = 18) while the control group (N = 14) continues the regular curriculum. An attitude questionnaire adapted and designed by the researcher was also applied to experiment group in order to collect data regarding their thoughts and attitude towards speaking English and the extra application during 8 week. Lastly, the teacher of the class and the writer of this study kept notes, teacher journal, during 8 week of application by observing the experiment group participants in order to see classroom atmosphere during the activities, notes of the researcher pointed out the positive and negative parts of each activity application process. The results of quantitative and qualitative data analysis are explained briefly below:

1. Considering conclusions from the quantitative data, independent sample t-test results showed that there is a significant difference between experiment group's post-test (M = 13.944, SD = 3.8726) and control group's post-test results (M = 11, SD = 3.9223) mean statistically (p = .042). However, the same test's results put forward that there is no significant difference between control group's pre-test (M = 10.75, SD = 2.7856) and experiment group's pre-test (M = 12.333, SD = 3.2039) results (p = .153). As the other test applied to the quantitative data, paired sample t-test results demonstrated that there is a statistically significant difference neither between experiment group's pre-test and post-test result means (p = .188) nor control group's pre-test and post-test result means (p = .593). Taking into consideration the results of independent

sample t-test results, it can be stated that the use of semiotic approach has a significant effect on students' speaking achievement.

2. Drawing a conclusion from questionnaire applied to experiment group participants, the mean of questionnaire answer is *4.10* which means students tend to give the answer *"agree"* to the items. It reveals that they have positive ideas and attitudes towards speaking English and the use of semiotic approach based activities in the classroom. Considering the cross tab done to section 2 and 3 in the questionnaire, it shows that 54.7% of the participants who scored 4 ('agree' in Likert scale) in section 2 gave the point 5 ('strongly agree' in Likert scale) in section 3. What is more, 80% of the participants who scored 5 (strongly agree) in section 2 gave the point 5 (strongly agree) in section 3. Nonetheless, half of the participants (50.0%) who scored 3 ('neutral' in Likert scale) in section 2 gave the point 5 in section 3 which means even if participant do not have a solid idea or any type of attitude (positive or negative) to English language speaking, they have a positive attitude to the semiotic approach implementation in English class. All in all, it can be deduced from the statistical data of the questionnaire that students who take the implementation of semiotic approach based activities in order to improve speaking skills and achievement have positive attitudes towards speaking English and extra activities done in the classroom based on semiotic approach.

3. As the qualitative data, researcher kept a journal for 8 weeks during the activities as observation notes so as to unfold the classroom atmosphere during the semiotic approach based activities and take into consideration the positive and negative parts of each activity. After the thematic analysis of each teacher journal, 10 themes are noted. 6 of them are named as positive themes while the rest 4 are negative ones. Positive themes are *enjoyment, use of semiotics, experience/background knowledge, culture, awareness raising, relationship with real life* while negative themes are *mislearned information, noise, attendance, gap in learning*. Regarding the

codes of each theme have, it can be contended that each positive theme has more codes and there are more positive themes, henceforth, the classroom atmosphere during the activities more positive than being negative. Considering the negative themes, as in all speaking activities, noise is a disturbing issue but with the interference of the teacher, there is nothing to be solved. Some of the students are bored and lose their interest in the activity, it can be improved by additional exercises and adaptations. On the other hand, regarding the positive themes, students have fun and use how to interpret, understand and use signs, they improve themselves in terms of cultural knowledge of the target language, and their understanding of world is raised. Furthermore, they also used their previous knowledge actively in order to discover new information which makes them active participants and arbiter of their own learning process. They practice the language as in the real life situation with authentic materials and drama activities, thus, they become ready for real interaction by practicing speaking in the language classroom.

As final remarks, disclosing the quantitative and qualitative data, it is seen that speaking achievement of the participants whom the semiotic approach based activities applied has increased and their attitude is in positive way towards speaking English and the use of semiotic approach in classroom for foreign language speaking development. Moreover, regarding the observation of the teacher, it can frankly be stated that classroom atmosphere has very energetic and favorable during the speaking activities. Students enjoy the flow of the activities and different exercises developed under the umbrella of the semiotic approach. All in all, it is found out that the use of semiotic approach in speaking has a positive effect on students' speaking achievement and attitude towards speaking English and use of this approach in classroom.

As discussed in the whole study, this research has opened a new window to classroom implementation of the semiotic approach in Turkish EFL context. It gives clues about how to use semiotic approach for speaking skills at preparatory school level. Considering the limitations, it can be applied to different educational levels or

different context in order to check the benefits and availability for different contexts in order to have a new perspective. The results of this mixed method study show that the use of semiotic approach has a significant influence on speaking skills and provide positive attitude to the students in Turkish preparatory school context. Trying different methods and techniques in ELT field is an ongoing process, and it is known that there is no perfect method for any teacher or student. However, I believe that having a new perception of an approach which has not been studied in a detailed way is going to be have a marvelous impact on English Language Teaching realm for the educators, teachers, and of course, students.

Suggestions

This research is an exploratory and interpretive one and have the possibility to open new pages for ELT field through new studies. Regarding the limitations, I can suggest some improvement for further research. Considering the nature of social sciences, even the data are the same, the results may change. Here are my suggestions for further studies.

The number of students can be raised for another study in order to see if there is a difference in the data. In addition, this study only aims Turkish context, trying the approach in different context may have different results and there is nothing more natural than that. What is more, applying semiotic approach to a different educational level can reveal different data and results. For instance, the results of application of semiotic approach to young learner will probably be different from the adults. In this study, the focal point is speaking skills, however, different skills may be counted and the results may be demonstrated. To illustrate, the effect of semiotic approach may be examined in receptive skills rather than speaking as a productive skill. The application process in this research was 8 weeks because of the term's length in the intuition the research was conducted (taking into account the warm up and adaptation process of the participants), for a different study, the length of the research can be shorten or extended so as to see various results may be found.

Implications

Seeing the effect of the use of semiotic approach in classroom in order to improve speaking achievement and foreign language learners' attitudes towards English and use of semiotic approach, the application of it to language learning classroom may be benefitted from by the teachers and intuitions in Turkish and other contexts. In this research, the potential effects of the use of semiotic approach has been investigated in a specific context (a preparatory school at a state university in Turkey) and this application can be adapted to any context and any skill. For instance, applying it at a private university or another institution may reveal different results than in this research. Using semiotic approach in a broader area in different levels and different educational institutions should be encouraged to spread the effectiveness of it as it is found out in this study.

This research mainly focused on speaking skills because of researcher's thoughts and observation about practicing speaking skills and producing it in a foreign language learning context. However, using semiotics in other skills may also cause fruitful results and outcomes of the learners. To give an example, by using signs and symbols, writing skills can be enhanced. Moreover, understanding the feedback and correcting their own mistakes may be made real thanks to that and it may lead students to become active participants and independent language learners. Teachers and instructors may benefit from semiotic approach in grammar lessons, for teaching vocabulary and other skills as well. Using cultural items, body language, intonation, colors, and anything can come to your mind in the light of this research may be used as a fruitful to teach a foreign language effectively.

Using semiotic approach may have a remarkable influence in foreign language learning curriculum and practicum. Integrating semiotics and creating sign and symbol awareness for students is very crucial, especially for foreign language learning because of its culturally bonded nature with the target language's culture. Learners become aware of the target culture and their social and daily routines thanks to culturally related input and it may guide them to have a brilliant mastery of English language. Teaching culture to students is significant for them so as to learn target language and culture as

one bonded element during their language learning process. Learning a language without considering the target culture is nothing but whistling in the wind. Therefore, teachers and instructor should adapt the cultural items of the target culture as parallel elements to the owned culture of the learners in order to create an appropriate environment to learn culture with the help of semiotic approach.

In this research, the use of semiotics has been added to curriculum as extra-curricular activity. Nonetheless, it would be better and more practical to make it a part of school's curriculum in order to provide students a full understanding of what semiotics is and how they can benefit from it to develop their language skills. Considering that purpose, it should be implemented as a used method in language classrooms so as to bring a new breath to the field in a positive, enjoyable and functional way to learn a foreign language with using it in a full of proficiency.

All in all, considering all the factors and findings of this research, it can be propounded that using semiotic approach has a significant effect on preparatory school students' speaking achievement and their attitudes towards using English language and the use of semiotic approach in English classrooms. Regarding the pedagogical implications part, extending the range of the use of semiotic approach in classroom in terms of different institutions, students level, skills, making it a part of institution's curriculum, using different style while implementing it into classroom environment is crucial so that the effect and efficacy of semiotic approach can be investigated. Henceforth, in the light of those research conducted in the future, according to their findings and applications relatedly, new milestones can be built in the path of language learning journey for both students and teachers.

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APPENDIX-A: Consent Forms

……./…….../…….

Gönüllü Katılım Formu
(Deney grubu için)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırmanın amaçlarını anlatmayı ve projeye katılmanız durumunda yapılacak uygulamaları açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "İngilizce Sınıflarında Göstergebilimsel Yaklaşım ve Yaklaşımın Öğrencilerin Konuşma Başarısı ve Tutumlarına Etkisi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Çalışmada göstergebilimsel yöntem kullanımının hazırlık sınıfı öğrencilerinin konuşma başarıları üzerine olan etkisini ve öğrencilerin bu yöntemin kullanımına yönelik tutumlarını araştırmayı amaçlamaktadır.

Araştırmaya gönüllü katılım esastır. Sizden, konuşma ön-testi, konuşma son-testi ve anket aracılığıyla veri toplanacaktır. Konuşma ön-testi ve konuşma son testi tarafsızlığı arttırmak adına iki öğretmen tarafından uygulanıp testler sırasında ses kaydı alınacak ve kaydedilecektir. Aynı zamanda etkinlikler sırasında sınıf öğretmeninin gözlemleri de çalışmada yer alacaktır. Çalışma sonunda anonim olarak dolduracağınız anketin verileri de çalışmaya eklenecektir. Buradan elde edilen veriler tamamen gizli tutulacak ve 3. kişilerle paylaşılmayacaktır. Bu veriler yalnızca araştırmacı tarafından incelenecektir. Katılım durumunda, size yapılacak uygulamalarda herhangi bir yanlış veya doğru cevap bulunmamaktadır ve katılım durumunuz not verme amacı taşımamaktadır. Bu durumda sizden elde edilecek veriler akademik olarak sizi etkilemeyecektir, ders geçme, sınav notlarını, derse katılım notlarınıza olumlu veya olumsuz hiçbir etkisi olmayacaktır. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacak ancak kişilerin kimliği gizli tutulacaktır. Kişinin isteği doğrultusunda bu veriler silinebilecek ya da kişiye teslim edilebilecektir. Eğer araştırmada kişilerin isimlerinin kullanılması gerekirse gerçek adlar yerine takma isimler kullanılacaktır. Tüm oturumlar araştırmacının kontrolünde gerçekleştirilecektir. Katılım sırasında herhangi bir nedenden ötürü

kendinizi kötü hissetmeniz durumunda araştırmadan istediğiniz zaman ayrılmakta serbestsiniz. Bu durumda araştırmacıyı bilgilendirmeniz yeterli olacaktır ve sizden toplanan veriler hiçbir amaçla araştırmada kullanılmayacaktır.

Bu bilgileri okuyup araştırmaya katılmanızı ve size verdiğim güvenceye dayanarak aşağıda verilen formu imzalamanızı istemekteyim. Araştırma ile ilgili soru sormak istediğiniz bir durum oluştuğunda benimle her zaman iletişime geçebilirsiniz. Bununla birlikte, araştırma sonucu hakkında bilgi almak için aşağıda belirttiğim iletişim adresinden bana ulaşabilirsiniz. Teşekkür ederim.

*Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Katılımcı Öğrenci

Ad / Soyad:

Adres:

İmza:

Sorumlu Araştırmacı:

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Tel: 5313002552

İmza:

……./……../…….

Gönüllü Katılım Formu
(Kontrol grubu için)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırmanın amaçlarını anlatmayı ve projeye katılmanız durumunda yapılacak uygulamaları açıklamak amacıyla oluşturulmuştur.

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Bu bilgileri okuyup araştırmaya katılmanızı ve size verdiğim güvenceye dayanarak

aşağıda verilen formu imzalamanızı istemekteyim. Araştırma ile ilgili soru sormak istediğiniz bir durum oluştuğunda benimle her zaman iletişime geçebilirsiniz. Bununla birlikte, araştırma sonucu hakkında bilgi almak için aşağıda belirttiğim iletişim adresinden bana ulaşabilirsiniz. Teşekkür ederim.

*Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

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APPENDIX-B: Semiotic Approach Based Activities

Activity-1

OXFAM

National Trust

GREENPEACE

1 LISTENING AND SPEAKING

a 💬 Look at the names of the charities. What do you know about the charities? What do they do?

Match the charities with the sentences.

This charity …
1 protects animals and the environment.
2 protects historic buildings, gardens and the countrys[...]
3 helps people in poorer countries.

What other large charities do you know? What d[...] they do?

b 💬 Work in pairs. How do people raise money [...] charity? Add ideas to the list.

– collect money in the street
– sponsor someone to do a sports event, for examp[...] run a marathon
– make and sell food, e.g. cakes at work or school

c ▶1.62 Listen to four people talking about giving money to charity. Do they support a charity? Wh[...] one?

1 Shona 2 Jack 3 Jessica 4 William

d ▶1.62 Listen again. Why do/don't the people i[...] support a charity? How do they help? Listen an[...] make notes.

e Work on your own. Make notes on these question[...]
1 What charity do you prefer to give money to? Why?
2 Have you ever raised money for charity? What did y[...] do? Who gave you money?

f 💬 Work in small groups. Talk about your answ[...] to 1e.

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Activity-2

A) Presentation

What do the signs mean for you?

B) Video

Gestures Around the World

(https://www.youtube.com/watch?v=qCo3wSGYRbQ)

C) Poster

Activity-3

A) IPA Chart

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by EnglishClub.com

Activity-4

Presentation

British or American?

Look at the examples and guess which English (British/American) they belong to?

Colour – Color

Neighbour - Neighbor

Programme – Program

Catalogue - Catalog

Metre – Meter

Theatre – Theater

Litre - Liter

Apologise – Apologize

Organise – Organize

Aluminium – Aluminum

Look at the examples and guess which English (British/American) they belong to?

Football – Soccer	Rubber – Eraser
Trainers – Sneakers	Fridge – Refrigerator
Autumn – Fall	Trousers – Pants
Lift – Elevator	Holiday – Vacation
Garden – Yard	Flat – Apartment
Nappy – Diaper	Queue – Line
Post – Mail	Petrol – Gas/Gasoline

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Football – Soccer
Trainers – Sneakers
Autumn – Fall
Lift – Elevator
Garden – Yard
Nappy – Diaper
Post – Mail

Rubber – Eraser
Fridge – Refrigerator
Trousers – Pants
Holiday – Vacation
Flat – Apartment
Queue – Line
Petrol – Gas/Gasoline

Activity-5

A) Presentation

Rising & Falling Intonation

Yes/No Questions

"Are you going to school tomorrow?"
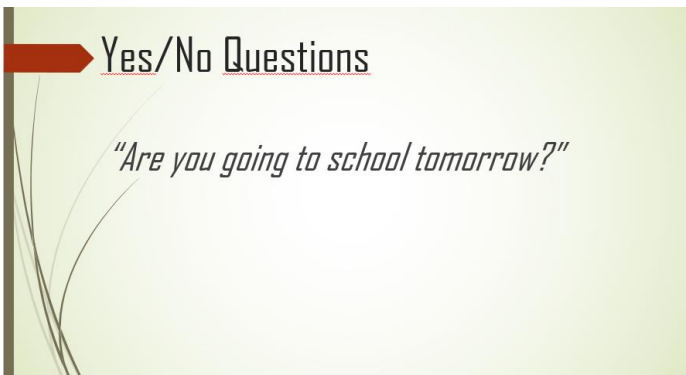
Other Questions

"Why are you going to school tomorrow? It's Saturday!"

Making statements

"I've been playing the violin for seven years."

Question Tags

*"It's a beautiful day, **isn't it**?"*

Yes/No Questions

"Are you going to school tomorrow?"

Rising Intonation

Other Questions

"Why are you going to school tomorrow? It's Saturday!"

Falling Intonation

Making statements

"I've been playing the violin for seven years."

Falling Intonation

Question Tags

*"It's a beautiful day, **isn't it**?"*

Rising Intonation

B) Video

Introduction to Intonation | English Pronunciation Lesson

(https://www.youtube.com/watch?v=tzh3Owutf5Y)

Activity-6

2 USEFUL LANGUAGE Asking for and giving directions in a building

a ▶3.41 What phrase does Annie use to ask for directions? Complete the question with the words in the box. Then listen and check.

| is | tell | you | can | me |

Excuse me, _____ _____ _____ _____ where the reception _____?

b ▶3.42 Match the phrases with the pictures. Listen and check. Repeat the phrases.
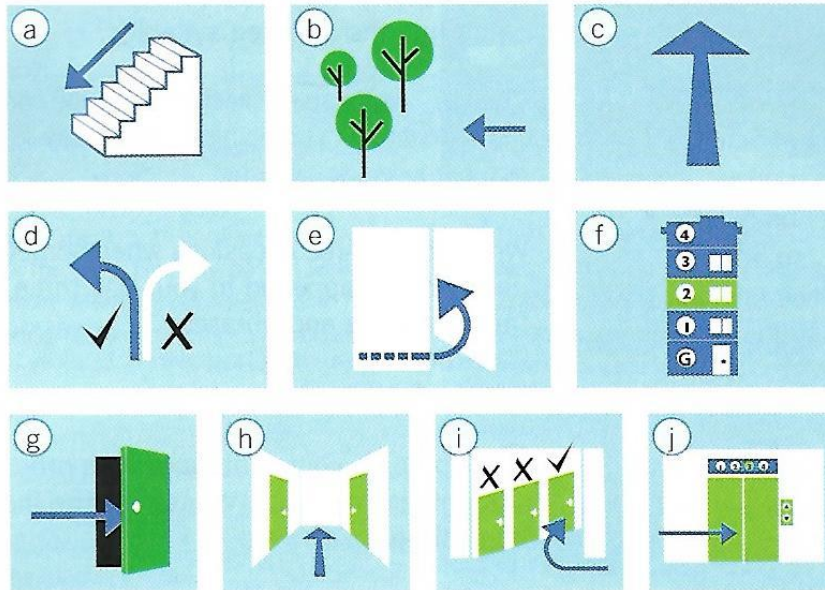
1 ☐ It's over there, by the trees.   6 ☐ Turn left.
2 ☐ It's on the second floor.   7 ☐ Go down the stairs.
3 ☐ It's straight ahead.   8 ☐ It's the third door on the left.
4 ☐ Go through the door.   9 ☐ Take the lift to the third floor.
5 ☐ Go down the corridor.   10 ☐ Go round the corner.

c Cover the phrases and try to remember the directions for each picture.

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5 SPEAKING

Look at the building. Take turns to ask for directions to different places. Give your directions from the entrance. Follow your partner's directions. Are they correct?

1	Reception	10	Meeting room 2 / Sales and Marketing
2	Meeting room 1	11	Snacks and drinks machine
3	Staff lounge	12	Buildings and maintenance
4	Lift – Ground Floor		
5	Gents toilets	13	Lift – Second Floor
6	Ladies toilets	14	Administration
7	HR / Finance	15	Director's suite
8	IT		
9	Lift – First Floor		

Unit Progress Test

CHECK YOUR PROGRESS

Activity-7

Presentation

How to pronounce them? (Noun form)

Addict (n)
Conflict (n)
Import (n)
Increase (n)
Record (n)
Present (n)
Impact (n)

How to pronounce them? (Verb form)

Addict (v)
Conflict (v)
Import (v)
Increase (v)
Record (v)
Present (v)
Impact (v)

CON-flict (N)

"They're reporting armed conflict in the area."
/kɒnflɪkt/

con-FLICT (V)

"His opinion conflicted with hers."
/kənflɪkt/

IM-port (N)

"This is a cheap import."
/ɪmpɔːᵣt/

im-PORT (V)

"They import their oil from the UK."
/ɪmpɔːᵣt/

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IN-crease (N)

"There's been an increase in the number of students."

/ˈɪnkriːs/

in-CREASE (V)

"Numbers are increasing."

/ɪnˈkriːs/

RE-cord (N)

"She always keeps a record of what she spends every month."

/ˈrekɔːrd/

re-CORD (V)

"It's important to record how much you spend every month."

/rɪˈkɔːrd/

PRE-sent (N)

"He gave her a present."

/ˈprezənt/

pre-SENT (V)

"He's going to present his findings."

/prɪˈzent/

IM-pact (N)

"Latino singers have had a major impact
on pop music this year."

/ˈɪmpækt/

im-PACT (V)

"Rising interest rates are sure to impact on the housing market."

/ɪmˈpækt/

Activity-8

Example Dialogue

Teacher: Hello Ayşe! How are you doing?

Student: I am fine, thank you, what about you?

T: I am not so good, the weather is so hot, isn't it?

S: You're right, it's boiling. I heard that it will be even hotter tomorrow, around 40 °C, I don't know how to deal with it!

T: Are you sure? Wow! It will be much harder to handle!

S: Unfortunately. And it is not good for the vegetables and fruits as well. By the way, I need to complete my grocery shopping, my mother is waiting for me to bring something to cook.

T: Oh, sorry to keep you waiting. Goodbye!

S: Bye!

S: How much does one kilogram orange cost?

Greengrocer: 7 Turkish lira.

S: Okay, can you give me 2 kilograms orange and 1 kilogram potato please.

G: Of course!

G: It is 19 Turkish lira in total.

S: Okay.

G: Thank you and here is your change.

S: Thank you! Have a nice one!

G: Have a nice day!

APPENDIX-C: Questionnaire

Göstergebilimsel Yaklaşımın Konuşma Becerisi Tutumuna Etkisi Anketi

Bu anket, siz öğrencilerin sınıfta göstergebilimsel yaklaşımı temel alan aktivitelerin konuşma becerisine olan tutumunuzu ölçmek amacıyla oluşturulmuştur. Göstergebilimsel yaklaşım, basitçe tanımlamak gerekirse, bir konunun öğretiminde görsellerden, işitsel öğelerden, vücut dilinden - jest, mimik, göz kontağı, drama - yararlanarak, konunun daha anlaşılır bir hale getirilmesine, öğretimin daha etkili ve kalıcı olmasını hedefleyen bir yöntemdir. Anket 3 bölümden oluşmaktadır. İlk bölüm, sizinle ilgili cinsiyetiniz, yaşınız, yabancı dil olarak İngilizceyi kaç yıldır öğrendiğiniz, bulunduğunuz üniversitenin sınavından aldığınız puana göre genel İngilizce ve konuşma beceresini seviyenizi öğrenmeye yönelik olarak oluşturulmuştur. İkinci bölümde, verilen 13 cümledeki, üçüncü bölümde ise verilen 17 cümledeki ifadeleri okuyarak katılım düzeyinize karşılık gelen kutucuğu işaretlemeniz beklenmektedir (5=Kesinlikle katılıyorum, 4=Katılıyorum, 3=Tarafsızım, 2=Katılmıyorum, 1=Kesinlikle katılmıyorum anlamına gelmektedir). Size verilen ankette herhangi bir doğru ya da yanlış cevap bulunmamaktadır. Bununla birlikte, bu anketten elde edilen bulgular sizi değerlendirme veya not verme amacı taşımamaktadır. Sizlerden elde edilecek veriler kesinlikle gizli tutulacak ve 3. kişilerle paylaşılmayacaktır. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir.

Katılımınız ve katkılarınız için teşekkür ederim.

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Göstergebilimsel Yaklaşımın Konuşma Becerisi Tutumuna Etkisi Anketi

I. Bölüm: Kişisel Bilgiler

Lütfen boşlukları uygun bilgilerle doldurunuz.

Cinsiyet: ☐ Kadın   ☐ Erkek

Yaş: _____

Kaç yıldır İngilizce öğreniyorsunuz? _____

İngilizce yeterlilik seviyenizi nasıl tanımlarsınız ...?

Genel İngilizcede:

☐ A1 (Beginner/Başlangıç seviyesi)   ☐ B1+ (Intermediate/Orta seviye)
☐ A2 (Elementary/Temel düzey)   ☐ B2 (Upper-intermediate/Üst-orta seviye)
☐ B1 (Pre-intermediate/Alt-orta seviye)   ☐ C1 (Advanced/İleri düzey)

Konuşma Becerisinde:

☐ A1 (Beginner/Başlangıç seviyesi)   ☐ B1+ (Intermediate/Orta seviye)
☐ A2 (Elementary/Temel düzey)   ☐ B2 (Upper-intermediate/Üst-orta seviye)
☐ B1 (Pre-intermediate/Alt-orta seviye)   ☐ C1 (Advanced/İleri düzey)

II. Bölüm: İngilizceye ve İngilizce konuşmaya karşı tutum

Lütfen aşağıdaki ifadeleri tutumunuzla eşleşmesi oranında 1'de 5'e kadar
(1=kesinlikle katılmıyorum; 2=katılmıyorum; 3=tarafsızım/nötrüm; 4=katılıyorum;
5=kesinlikle katılıyorum) işaretleyiniz.

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
1. İngilizce favori dilimdir.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
2. İngilizce öğrenmekten her zaman keyif alırım.	(5)	(4)	(3)	(2)	(1)
3. İngilizce konuşurken akıcı olmak isterim.	(5)	(4)	(3)	(2)	(1)
4. Kendimi İngilizce konuşmada anadile yakın olarak değerlendirebilirim.	(5)	(4)	(3)	(2)	(1)
5. İngilizceyi akıcı konuşabilmek önemlidir.	(5)	(4)	(3)	(2)	(1)
6. İngilizceyi akıcı konuşup konuşmamak benim için önemli değildir.	(5)	(4)	(3)	(2)	(1)
7. Bana göre, İngilizceyi akıcı bir şekilde konuşabilmenin benim için pek çok yararı vardır.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
8. İngilizce sınıfında sorulan bir soruya İngilizce cevap vermem gerektiğinde kaygılanmam.	(5)	(4)	(3)	(2)	(1)
9. Anadili İngilizce olan biriyle konuşmam gerektiğinde gerilmem.	(5)	(4)	(3)	(2)	(1)
10. İngilizce sınıfında İngilizce konuştuğumda hiçbir zaman kendimden emin olamam.	(5)	(4)	(3)	(2)	(1)
11. İngilizce konuşmam gerektiğinde çok rahat hissederim.	(5)	(4)	(3)	(2)	(1)
12. İngilizce sınıfında İngilizce konuşmam istendiğinde özgüvenli hissederim.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
13. İngilizcede akıcı konuşabilmeyi dilerdim.	(5)	(4)	(3)	(2)	(1)

III. Bölüm: Öğretme yöntemlerine ve sınıftaki aktivitelere karşı tutum

Lütfen aşağıdaki ifadeleri tutumunuzla eşleşmesi oranında 1'de 5'e kadar
(1=kesinlikle katılmıyorum; 2=katılmıyorum; 3=tarafsızım/nötrüm; 4=katılıyorum;
5=kesinlikle katılıyorum) işaretleyiniz.

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
14. İngilizce öğretmenim dinamik ve ilginç bir öğretme stiline sahiptir.	(5)	(4)	(3)	(2)	(1)
15. İngilizce dersleri eğlencelidir.	(5)	(4)	(3)	(2)	(1)
16. İngilizce öğretmenim ders boyunca her zaman aktiftir.	(5)	(4)	(3)	(2)	(1)

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	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
17. İngilizce öğretmenim ne zaman görsel öğeler kullansa İngilizceyi daha iyi öğreniyorum.	(5)	(4)	(3)	(2)	(1)
18. Görsel öğeler kullanmak konuyu daha iyi anlamama yardımcı olur.	(5)	(4)	(3)	(2)	(1)
19. Görsel öğelerin kullanımı İngilizce konuşma becerimi arttırır.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
20. Vücut dili – göz kontağı, jestler, mimikler, drama gibi-- kullanıldığında İngilizceyi daha iyi öğrenirim.	(5)	(4)	(3)	(2)	(1)
21. Vücut dilini temel alan aktivitelerin kullanımı konuyu daha iyi anlamama yardımcı olur.	(5)	(4)	(3)	(2)	(1)
22. Vucüt dilini temel alan aktivitelerin kullanımı İngilizce konuşma becerimi arttırır.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
23. Ses kayıtları kullanıldığında İngilizceyi daha iyi öğrenirim.	(5)	(4)	(3)	(2)	(1)
24. Ses kayıtlarının kullanımı konuyu daha iyi anlamama yardımcı olur.	(5)	(4)	(3)	(2)	(1)
25. Ses kayıtlarının kullanımı konuşma becerimi arttırır.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
26. Müfredat dışı aktivite (okulun ders planı dışında yapılan aktiviteler) uygulamalarının konuşma becerime olumlu bir etkisi vardır.	(5)	(4)	(3)	(2)	(1)
27. Dönem boyunca yaptığımız müfredat dışı aktivitelerin konuşma becerim üzerinde olumlu etkisi olduğundan emin değilim.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
28. İngilizce öğretmenimiz ders kitabımızdaki bazı aktiviler üzerinde değişiklikler yaptığında konuşma becerim olumlu yönde etkilenir.	(5)	(4)	(3)	(2)	(1)
29. Konuşma becerimi geliştirecek farklı aktivitelere dahil olmaktan keyif alırım.	(5)	(4)	(3)	(2)	(1)

	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Tarafsızım /Nötrüm (3)	Katılmıyorum (2)	Kesinlikle katılmıyorum (1)
30. Sınıfta farklı yöntemler kullanmanın konuşma becerime olumlu bir etkisi olacağına inanıyorum.	(5)	(4)	(3)	(2)	(1)

KATILIMINIZ İÇİN TEŞEKKÜR EDERİM!

Questionnaire for the Effect of Semiotic Approach on Speaking Skills Attitude

Part I: Demographics

Please fill in the blanks with the appropriate information.

Gender: ☐ Female   ☐ Male

Age: _____

Years you have been learning English: _____

How do you describe your level proficiency in ...?

General English:

☐ A1 (Beginner)   ☐ B1+ (Intermediate)
☐ A2 (Elementary)   ☐ B2 (Upper-intermediate)
☐ B1 (Pre-intermediate)   ☐ C1 (Advanced)

Speaking:

☐ A1 (Beginner)   ☐ B1+ (Intermediate)
☐ A2 (Elementary)   ☐ B2 (Upper-intermediate)
☐ B1 (Pre-intermediate)   ☐ C1 (Advanced)

Part II: Attitudes towards English language and speaking English

Please rank the following statements on the scale of 1-5 (1=strongly disagree; 2=disagree; 3=neutral; 4=agree;5=strongly agree) to indicate to what extent they correspond to your attitude.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. English is my favorite language.	(5)	(4)	(3)	(2)	(1)
2. I have always enjoyed learning English.	(5)	(4)	(3)	(2)	(1)
3. I want to become fluent in English.	(5)	(4)	(3)	(2)	(1)
4. I can rate myself as a native-like speaker of English.	(5)	(4)	(3)	(2)	(1)
5. It is important to be able to speak English fluently.	(5)	(4)	(3)	(2)	(1)
6. It does not matter to me to speak English fluently.	(5)	(4)	(3)	(2)	(1)
7. I think being able to speak English fluently has a lot of opportunities for me.	(5)	(4)	(3)	(2)	(1)
8. I don't get anxious when I have to answer a question in my English class.	(5)	(4)	(3)	(2)	(1)
9. I don't get nervous when I have to speak to a native speaker.	(5)	(4)	(3)	(2)	(1)

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
10. I never feel quite sure of myself when I am speaking in our English class.	(5)	(4)	(3)	(2)	(1)
11. I feel very much at ease when I have to speak English.	(5)	(4)	(3)	(2)	(1)
12. I feel confident when asked to speak in my English class.	(5)	(4)	(3)	(2)	(1)
13. I wish I were fluent in English.	(5)	(4)	(3)	(2)	(1)

Part III. Attitude towards teaching methods and activities in classroom

Please rank the following statements on the scale of 1-5 (1=strongly disagree; 2=disagree; 3=neutral; 4=agree;5=strongly agree) to indicate to what extent they correspond to your attitude.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
14. My English teacher has a dynamic and interesting teaching style.	(5)	(4)	(3)	(2)	(1)
15. English classes are fun.	(5)	(4)	(3)	(2)	(1)
16. My English teacher is always active during the course.	(5)	(4)	(3)	(2)	(1)

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
17. I learn English better whenever my English teacher uses visuals.	(5)	(4)	(3)	(2)	(1)
18. Using visuals helps me to understand the topic better.	(5)	(4)	(3)	(2)	(1)
19. Using visuals increases my ability to speak English.	(5)	(4)	(3)	(2)	(1)
20. I learn English better when body language – like eye contact, gestures, mimics, drama-- are used.	(5)	(4)	(3)	(2)	(1)
21. Using body language based activities helps me to understand the topic better.	(5)	(4)	(3)	(2)	(1)
22. Using body language based activities increases my ability to speak English.	(5)	(4)	(3)	(2)	(1)
23. I learn English better when audio tracks are used.	(5)	(4)	(3)	(2)	(1)
24. Using audio tracks helps me to understand the topic better.	(5)	(4)	(3)	(2)	(1)
25. Using audio tracks increases my ability to speak.	(5)	(4)	(3)	(2)	(1)

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
26. The use of extracurricular activities (tasks we do other than school lesson plan) has a positive effect on my speaking ability.	(5)	(4)	(3)	(2)	(1)
27. I have doubts that extra-curricular activities during the semester have a positive effect on my speaking ability.	(5)	(4)	(3)	(2)	(1)
28. It affects my speaking ability positively when my English teacher makes changes on some activities in the course book.	(5)	(4)	(3)	(2)	(1)
29. I enjoy participating in different activities to improve my speaking ability.	(5)	(4)	(3)	(2)	1)
30. I believe using different methods in classroom has a positive effect on my speaking ability.	(5)	(4)	(3)	(2)	(1)

THANK YOU FOR YOUR PARTICIPATION!

Observed and written down by the teacher of the class/researcher

ACTIVITY NO.1	
Strong sides	They could understand the points of the charities but the number 2 was a bit problematic. Even though they have ideas about it, they could not fully comprehend it. When they see listening symbol, they know they are going to listen and they prepare themselves accordingly (being quiet and reading the statements first). They see the symbol twice so they know that it means they will listen to it twice, first to find out general idea, secondly in order to write down the details. They prepare themselves mentally by interpreting signs and by matching them with their previous experiences and background knowledge. They answered the questions accordingly, they use the cues and hints they deduced from the pictures and the names of the charities (visuals as signs, letter/language itself as sign).
Weak sides/Problems	Some of the students might not be willing to participate the activity, teacher might have supported the activity by using videos to draw their attention, and she also may have added some supportive questions to help them answer the

	questions more easily. Most of the students used incomplete sentences to answers, using full sentence may be encouraged. When the charity names they know asked, the names they said were overlapped and because of that it was not possible to talk about all of them. One student said "negro" when she saw the African American person in the picture, it refers to a missing point of knowledge in terms of cultural and historical part of language. The necessary information is given and the words can be used instead is suggested by the teacher, however, it is observed that there is a problem in comprehension and production of that kind of statement.

ACTIVITY NO.2	
Strong sides	They enjoyed the activity and they like sharing their ideas and guesses. They compare the cultures and see the differences and similarities by interpreting signs. In this activity, signs were gestures, body language, mimics, eye-contact and hand movements' examples. They try to define them in English and at the same time they use their body language to show. It was like a drama activity when they characterized

	the movements, actions and signs. Two students dramatized the actions they the whole class laughed a lot. When they think the meaning of a gesture is different from Turkey, sometimes they think that it is silly and they find those ones funny. They like videos and understand it generally.
Weak sides/Problems	There was too much noise in the class during the activity, it was difficult to control the class and catch every students' saying about the gestures, mimics etc. Sometimes the gestures had obscure meaning, therefore, they laughed a lot and maintaining the discipline in classroom was so hard for the teacher. Some of the students were not interested in different cultures, so they did not attend the activity and stay silent but still they listened to the teacher and laughed. Sometimes, they used L1 to define the gestures' meaning but with the help and instruction of the teacher, they try to explain it in English.

ACTIVITY NO.3	
	First, they tried to guess how the words are pronounced, even if they do it wrong, they had fun. Students listened to some words in order to demonstrate minimal

Strong sides	pairs such as merry and marry. After listening, teacher imitated the words and write them down on the board and show the IPA form as well. Students could pronounce the sounds and words. They were wrong, teacher used body language to show that their answers were not correct. After one example, they were able to pronounce the other correctly because under each word they saw the IPA version of the word and they knew how to pronounce ash sound and long i sound. They could interpret the signs correctly and appropriately.
Weak sides/Problems	At the beginning, they did not know how to pronounce the words, they tried to guess the correct pronunciation. Normally, they mispronounced some of them and laughed a lot, that caused lots of noise in the class. In addition, wrong input of the pronounced words may be problematic for future actions.

ACTIVITY NO.4	
	Some words were given in British English and students were asked to guess their American English version. And some of them were given in both version and students were requested to guess which version belongs to which accent. When

Strong sides	they guessed them correctly, teacher showed them the UK or the USA flag to indicate which accent that word belongs to. In some words, where the spelling difference exists, such as colour-color, programme-program or metre-meter, after giving one example, students discovered the rule and they gave more examples by using their background knowledge. Teacher also used body language to help students to guess the meaning. For instance, when she wrote down "trainers-sneakers" they cannot remember the meaning, but when she showed her shoes and acted like she was running, they understand the meaning.
Weak sides/Problems	They could not guess the meaning of some words even if they knew both British and American English version. Because of exposure to only British English in most of their books used in Turkey, especially in preparatory schools, they might not remember the American English ones. They just hear and see the American English words when they watch a foreign TV series or movie, or when they listened to a song in American English. As known, in the USA, English is the native language, therefore, students must be familiar to those words and spellings in American English as well

	because language learning is culturally bonded.

ACTIVITY NO.5	
Strong sides	Falling and rising intonation was introduced by using examples and body language (hand movements to up and down). Students were given the sentences and asked to guess the intonation type. They had some guesses, after that they watched a video about the intonation types (put the link) and teacher read the sentences by using the body language (up and down) and pitch of voice. After that teacher do the movements without reading the words and asked students to read, and according to the movements of her and they did it successfully. They enjoyed the activity and after one example, they were able to do it correctly. They understand that they sounded like a native speaker when they use the correct intonation and they understand that it is necessary to improve speaking fluently and accurately, they found the activity very useful.
Weak sides/Problems	Sometimes they guessed wrongly the sentences' intonation. They thought that there is no difference between the sentences in term of intonation. Hearing

	and saying the wrong intonation may be permanent in some students. Hearing and producing wrong pronunciation and intonation should be avoided and corrected by the teacher immediately. Some of the students tried to guess at the same time and some of them's guesses could not be understood even if they were right, this caused not only the noise but also some disconnections occurred in class.

ACTIVITY NO.6	
Strong sides	Students understood the meaning of the signs and guessed correctly. Teacher also exemplified the use of the direction statements, so they could easily understand. In addition to teacher's example, they also listened to an example dialogue from the book as well. Students successfully matched the pictures and signs with the statements. They also performed a similar example of the directions on the fifth activity. They saw a plan of a building in the fifth activity and the rooms were numbered, so they needed to describe a specific direction told by the teacher. As pairs, one of them asked a direction and the other successfully gave the direction. They

	could interpret the signs they have learned, they could dramatized it and they had fun together.
Weak sides/Problems	Teacher gave the information of the difference between American and British building floor and students did not know about it before, therefore, it was a little bit hard for them to understand the logic and difference behind it. They also learned the word difference between American and British English (flat-apartment) as a part of the raising cultural awareness activity. In the speaking part, there was a lot of noise because of dramatization, it can be regarded as the weak side of the activity and a weak side of all speaking activities in crowded classes.

ACTIVITY NO.7	
	Teacher made a presentation to the students about the stress' location and its effect on the word form (whether it is noun or verb). They were interested in the topic because they had some difficulty in understanding the form of the verb in the sentences. Firstly, they tried to guess the pronunciation and the intonation of the words. During guessing, teacher approved their answers or indicated if they were wrong by using her body

Strong sides	language and gestures, and it was a positive approach to students because of indirect feedback. After guessing, the correct stress point of the words according to whether they are noun or verb was shown to the students by underlining the stressed part and they also saw it in IPA form and they listened to it. They imitated the sounds and repeated the words and they liked to do it because they had fun. Listening to the correct spelling, seeing authentic example sentences and also seeing the IPA form of the words (as the sign and symbols they've learned before) was helpful for them to understand the topic.
Weak sides/Problems	As in every activity, there was too much noise because of the guessing the stressed syllable. Some of the students did not participant in the activity, so their silence was not good and teacher could not know whether they understood the lesson or not. While guessing the stress, some of the students mispronounced them, hence, they might misled the other students if they remembered the mispronunciation.

ACTIVITY NO.8	

Strong sides	This activity is different from the others because it is prepared as homework to perform in the classroom. This activity requires a preparation of materials and dialogues and lots of rehearsal before performing it, therefore, giving this one as homework is advantageous. Considering the preparation part (as the reflection of it can be seen during the performance), students put a lot of effort to get ready. To illustrate, they prepared materials and get used to the symbols and term related to shopping, that can be regarded as a beneficial part of this implication. They had fun while they are acting out, they also used their body language so that they could express their emotions and feelings as if they were really shopping. As semiotic approach use in this activity, symbols of currency, measurement and warmth can be seen as example. They also listened to the example dialogue of the teacher and watched the other students' performances, it can be taken as input. While they were acting out, they used their speaking skills and intonation as they have learned and practiced on the previous activities in order to express their emotions and to represent the conversation as a real-life like

	interaction. They also imitated and used some new gestures and mimics to support their role play which made the role play more real-like and the rest of the class had fun and practice a real-life situation at the same time.
Weak sides/Problems	As a common point of all speaking and act-out activities, the classroom environment was noisy. Some of the peers and students used wrong sentences structures and mispronounce some words. That may lead to learning the pronunciation of those words and some grammar points wrongly if the other students took the input 100%, but in any kind of learning it is a possibility and a handicap. Some students did not rehearse the dialogue as they should have, and teacher could observe it and the other students got bored when they were watching less-practiced role plays, it caused them to lose their attention and interest to the activity.

Prepared by Hacettepe University

School of Foreign Languages/Basic English Unit

Coherence and Task Fulfillment (5 pts.)

To what extent does the student…

- understand the task and respond to it sufficiently?
- organize ideas appropriately?
- express and justify opinions intelligibly / creatively?

Poor	Fair	Average	Good	Very good
1	2	3	4	5

Grammatical Range and Accuracy (5 pts.)

To what extent does the student…

- produce a range of simple and complex structures naturally and appropriately?
- use grammatical structures (tenses, conjunctions, clauses, etc) correctly to make meaning clear?

Poor	Fair	Average	Good	Very good
1	2	3	4	5

Lexical Resource (5 pts.)

To what extent does the student…

- use daily language and idioms for non-academic (personal) questions?
- use a range of academic vocabulary with correct combinations/ collocations to discuss opinion questions?

Poor	Fair	Average	Good	Very good
1	2	3	4	5

Fluency (2.5 pts)

   To what extent does the student…

- discuss issues without long pauses and self-repetition?
- speak smoothly without interfering with communication?

Poor	Fair	Average	Good	Very good
0.5	1	1.5	2	2.5

Pronunciation (2.5 pts)

   To what extent does the student…

- pronounce correctly (vowel & consonant sounds, final –ed, etc)?
- use sentence intonation?
- use syllable stress in words?

Poor	Fair	Average	Good	Very good
0.5	1	1.5	2	2.5

APPENDIX-F: Pre-test and Post-test Speaking Exam Questions

A) Pre-test Questions of Experiment Group

1. What is the best day of your life? Why?
2. What are the advantages of mobile phones?
3. How can you learn a foreign language by yourself?
4. What are the characteristics of a good teacher?
5. What is the last thing you bought? When? Why?
6. Where did you go on your last holiday? How was it?
7. Do you prefer sending text messages or talking on the phone? Why?
8. Can you tell us about one of your childhood memories?
9. Who is the most interesting person you know? Why?
10. Can you describe your dream house?
11. What are the advantages of using public transportation?
12. Do you think watching TV influences people's behaviors badly?
13. What do you do when you feel unhappy to feel better?
14. What are the disadvantages of using technology?
15. What foreign country would you prefer to live in? Why?
16. What are the advantages of shopping online?
17. What are the good sides of having a sister/brother?
18. What are your favorite free time activities?

B) Pre-test Questions of Control Group

1. What is the best day of your life? Why?
2. What are the advantages of mobile phones?
3. How can you learn a foreign language by yourself?
4. What are the characteristics of a good teacher?
5. What is the last thing you bought? When? Why?
6. Where did you go on your last holiday? How was it?
7. Do you prefer sending text messages or talking on the phone? Why?
8. Can you tell us about one of your childhood memories?

9. Who is the most interesting person you know? Why?

10. Can you describe your dream house?

11. What are the advantages of using public transportation?

12. Do you think watching TV influences people's behaviors badly?

13. What do you do when you feel unhappy to feel better?

14. What are the disadvantages of using technology?

C) Post-test Questions of Experiment Group

1. Do you think it is necessary to go abroad to learn English? Why? Why not?

2. Do you think everybody should use social media?

3. Do you think it is important to ban junk food from schools? Why? Why not?

4. Do you think TV has a positive or negative effect on children? Why?

5. Do you prefer to live alone or with someone else? Why?

6. What should students think about while choosing a university? Why?

7. Do you think using a credit card is a good idea? Why? Why not?

8. Do you think students should be allowed to use their mobile phones in the class? Why? Why not?

9. What should be done to save money?

10. What do you do in your free time?

11. Do you think mobile phone applications are useful while learning a language? Why? Why not?

12. Do you think students should wear uniform? Why? Why not?

13. Do you think it is better to work for a company than be self-employed? Why? Why not?

14. What job do you think it is the most interesting? Why?

15. Do you think it is easier to choose a present for a woman than a man? Why? Why not?

16. What are the advantages of working from home? Why?

17. What do you think is the best animal to keep as a pet? Why?

18. What do you think are the advantages of having a brother or sister? Why?

D) Post-test Questions of Control Group

1. Do you think it is necessary to go abroad to learn English? Why? Why not?
2. Do you think everybody should use social media?
3. Do you think it is important to ban junk food from schools? Why? Why not?
4. Do you think TV has a positive or negative effect on children? Why?
5. Do you think using a credit card is a good idea? Why? Why not?
6. Do you think students should be allowed to use their mobile phones in the class? Why? Why not?
7. What should be done to save money?
8. Do you think mobile phone applications are useful while learning a language? Why? Why not?
9. Do you think students should wear uniform? Why? Why not?
10. Do you think it is better to work for a company than be self-employed? Why? Why not?
11. Do you think it is easier to choose a present for a woman than a man? Why? Why not?
12. What are the advantages of working from home? Why?
13. Do you think having a university degree is important to earn money? Why?
14. Do you think it is important to have lots of things in common with your friends?

APPENDIX-G: Ethics Committee Approval

T.C.
HACETTEPE
ÜNİVERSİTESİ
Rektörlük

Sayı   : 35853172-101.02.02
Konu   : İrem ARICAN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 14.11.2019 tarihli ve 51944218-101.02.02/00000864553 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencilerinden **İrem ARICAN**'ın **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü "**İngilizce Sınıflarında Göstergebilimsel Yaklaşım ve Yaklaşımın Öğrencilerin Konuşma Başarısı ve Tutumlarına Etkisi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **19 Kasım 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

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