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USING SITUATION BOUND UTTERANCES AS SUPPLEMENTARY
MATERIALS TO IMPROVE STUDENTS' SPEAKING SKILLS AT ABANT IZZET
BAYSAL UNIVERSITY PREPARATORY SCHOOL

M.A THESIS

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Ankara - 2008

Sosyal Bilimler Enstitüsü Müdürlüğü'ne

Hacer Nilüfer Gündoğdu'ya ait **"Using Situation Bound Utterances as Supplementary Materials to Improve Students' Speaking Skills at Abant İzzet Baysal University Preparatory School"** adlı çalışma jürimiz tarafından İngiliz Dili Eğitimi BölümündeYÜKSEK LİSANS tezi olarak kabul edilmiştir.

Başkan:……………………………………

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ÖZET

Bu çalışma, İngilizce dil öğreniminde öğrenciler ve öğretmenler tarafından diğer beceriler içinde en zoru olarak nitelendirilen konuşma becerisinin daha etkin ve daha doğal öğrenebilmesini kolaylaştırmayı hedeflemiştir. Öğrencilerin İngilizce konuşurken kendilerini daha rahat hissedebilmesi için mevcut Duruma Bağlı Sözceler (DBS) temel alınarak, konuşma becerisi ders içeriğinde hali hazırda bulunan DBSler tespit edilmiş ve bunların vurgulandığı destek aktivitelerle konuşma becerisinin daha etkin, daha doğal ve daha akıcı hale getirilmesi hedeflemiştir.

Çalışmaya, Türkiye'deki Bolu Abant İzzet Baysal Üniversitesi Bolu Hazırlık Sınıflarından 5 İngilizce Öğretmeni ve başlangıç seviyesinde 5 sınıf (93 öğrenci) katılmıştır. Katılımcı öğrencilere, DBSlerin daha etkin öğretilmesini hedefleyen aktiviteler uygulanmıştır. Katılımcı öğretmenler, bu aktivitelerin uygulama esnasında gözlem yapmış ve ertesine aktiviteleri değerlendirmişlerdir. Çalışmanın sonucunda, DBSlerin vurgulandığı bir ders içeriği hazırlandığı takdirde, öğrencilerin konuşma becerisi dersinde ve diğer beceri derslerinde daha etkin olacağı, konuşma becerisinde özgüvenlerinin artacağı ve daha akıcı ve anlaşılır konuşacakları sonucuna varılmıştır.

Bu çalışmadaki bulgular Abant İzzet Baysal Üniversitesi, Hazırlık okulundaki 5 başlangıç seviyesindeki sınıf ve toplam 93 öğrenciyle sınırlıdır. Bu araştırmayı genellemek uygun olamayabilir, ancak bulgular, DBSler kullanılarak nasıl daha etkin konuşma becerisi dersi verileceği ve bu ders için nasıl bir içerik ve bu içeriğe bağlı ne tür aktiviteler hazırlanması gerektiği ile ilgili fikir verebilir.

ABSTRACT

This study aimed to make speaking skill, which is considered to be the hardest of four skills in English Language Learning by both teachers and learners, more effective and more natural. The Situational Bound Utterances (SBUs), which already exist in the course syllabus were found out, and a series of supplementary activities focusing on these SBUs were designed to make speaking in English more effective, more natural and more fluent.

Five preparatoty classes in beginner level with 93 students in total and 5 English language instructors from Abant İzzet Baysal University Bolu, Turkey participated in the study. Participant students were asked to participate in the activities, each of whose effectiveness was evaluated aiming to teach the SBUs and the participant instructors were asked to observe the activities. At the end of the study, it was concluded that, when a syllabus based on SBUs is designed and when such a syllabus is supplemented by activities to make SBUs more permanent, students will speak more effectively, more fluently and native-like and will have more self-confidence not only in speaking skill courses but also in other skill courses.

Since the findings in this study are limited to 5 preparatory classes, 93 students with beginner level and 5 instructors in Abant İzzet Baysal University, Bolu, Turkey, it may not be completely true to generalize the results of this research. However; it may give a general idea about how to design a speaking skill syllabus based on SBUs and what kind of supplementary activities should be designed depending on this syllabus.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

"Speaking in a second language (L2) has occupied a peculiar position throughout much of the history of the language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse" (Carter and Nunan, 2001: 14). "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak" (Ur, 1996: 120). Therefore, in language teaching much attention has to be given to teaching speaking since knowing a language is being able to communicate in the target language. This study focuses on teaching speaking effectively. The aim is trying to find a better way for students which makes the communication easy and appropriate by a syllabus focusing on Situation-Bound Utterances (SBUs).

1.2 Background of the Study

It is believed that repeating the utterances in the target language is learning it; however, in real life this had no use. "Speaking the target language in order to solve real-life tasks is a complex, sometimes daunting experience for the L2 learner. We have to function on-line and attend to several demands simultaneously: we search for mental schemata into which we can fit the content that is being talked about so that we can make a relevant contribution" (Uso-Juan and Martinez-Flor, 2006:187). However, until 1970s linguists did not realize this event. Although speaking in L2 involves a kind of communication skill, they thought that this could be succeeded by traditional approaches such as Grammar-Translation. The important thing was pronunciation then. "Most of the focus in teaching oral skills was limited to pronunciation" (Carter and Nunan, 2001: 14).

Audiolingualism changed the belief of speaking from pronunciation to habit formation because of the effects of behaviourism."Its proponents believed that repetition was central to learning, since this has been shown to help memorization, automaticity and the formation of associations between different elements of language, and between language and contexts of use" (Carter and Nunan, 2001: 15).

"Language, meaning, and social context gained importance after 1970s. In the 1970s, language teaching became increasingly influenced by cognitive and socio-linguistic theories of language and learning" (Carter and Nunan, 2001: 15). As a result, communicative approaches developed. Nevertheless these were interested in identification of speech acts. They were not interested in naturally occurring oral interactive discourse. Recently, Task-Based approaches gave importance to such situations. The tasks involved real-life situations which promote learning. "The role of these meaningful activities was valuable in teaching. Engaging learners in task work provides a better context for the activation of learning process than form-focused activities, and hence ultimately provides better opportunities for language learning to take place" (Richards and Rodgers, 2001: 223).

In teaching a foreign language, many methods have been presented to develop speaking skill. According to Asher (Demirel, 1993: 52) physical reaction is superior to oral reaction. Asher considers the success of second language learning parallel to first language learning. "When learning a second language, the more frequent learning takes place, the easier it gets remembering what has been learned. Total Physical Response asks students to respond physically to the language they hear" (Harmer, 2001: 91). To make learning permanent, it is important to involve TPR activities.

"Language use is typically a constant blend of the formulaic and the generative, speakers being unable to rely exclusively on either one or the other in the vast majority of situations" (Kaplan, 2002: 33). In order to solve this problem, linguists began to include situations and related formulaic language in the teaching process. "The on-line processing conditions produce language that is grammatically more fragmented, uses more formulaic (pre-fabricated) phrases, and tolerates more easily the repetitions of words and phrases within the same extract of discourse" (Carter, and Nunan, 2001: 17).

Automaticity is a very significant aspect in speaking. SBUs are vehicles to manage it. They can be used in any situation with the same function where they sound

appropriate. " SBUs are freely generated phrases which have become delexicalized to a particular extent during their frequent use in certain predictable social situations" (Kecskes, 2006: 79).

Learning a language is not only learning its structure but also the socio-cultural system because the concepts and the implications of these concepts may be different in different cultures. Hence, while expressing their opinion learners may be misunderstood because they may translate or use the utterance in a wrong way. However, the use of SBUs can help to overcome this problem. "SBUs are reflections of expectations of the socio-cultural system" (Kecskes, 2006: 79).

A speaking skill syllabus designed on the basis of SBUs may ease the speaking process as it will focus on ready-made expressions. The tasks organized by SBUs may promote life-long learning and using.

1.3 Statement of the Problem

One and perhaps the most important objective of learning a second language is to be able to speak that language in a fluent and proper way. Speaking skill for Turkish students is the most challenging of the four skills because it is limited to classroom practice only. "Speaking in a second language has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning" (Celce Murcia and Olshtain, 2000). In countries like Turkey where English is not a second but foreign language, it is common to observe that despite years of language education most students are not able to communicate orally in a proper way. "Speaking is not the goal, and oral practice is limited to students reading aloud the sentences they have translated. These sentences are constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication" (Richards and Rogers, 2001: 4).

It can be stated that one of the reasons of students' inefficiency is that they do not have the chance to practice the language in a natural environment and there is probably not enough time to practice speaking in the limited course hours. It is almost impossible for students who do not have the chance to develop their speaking skill out

of the class. "Speaking will not be possible until a fair degree of receptive skill has been attained" (Postovsky, 1976).

The other reason may be unfamiliarity with the target language's culture, hence while communicating there may be misunderstandings. To prevent such problems, grammar teaching will not be sufficient. Learners must be made aware of the pragmatic meanings of the sentences they use. "Pragmatic competence involves speakers' knowledge of the function or illocutionary force implied in the utterance they intend to produce as well as the contextual factors that affect the appropriacy of such an utterance" (Uso-Juan, and Martinez-Flor, 2006: 149).

The last, perhaps the most important reason is the design of a syllabus. Besides reading and writing skills, speaking skill is not assigned enough importance in terms of time and practice. Most classroom practices involve structural and grammatical studies and fluency is probably not the main aim of these practices. If the main function of a language is facilitation of communication, then it would be appropriate to use effective activities which will facilitate speaking rather than giving only structural and grammatical instruction in classroom practice. "The implication for teaching is that oral skills and oral language should be practiced and assessed under different conditions from written skills, and that, unlike the various traditional approaches to providing oral practice, a distinct methodology and syllabus may be needed" (Carter and Nunan, 2001: 17). One of the best ways of practising oral skills, free from grammatical and structural practice, is to focus on fixed expressions that are commonly used in spoken language and including these fixed expressions, which are known as Situational Bound Utterances (SBUs) in speaking syllabus.

"SBUs are pre-fabricated units whose occurrences are very strongly tied to conventional and frequently repeated situations" (Kecskes, 2003: 7). When a speaking syllabus based on SBUs is designed, even students at beginner level language proficiency in preparatory classes will be able to gain speaking skills which are usually delayed.

This study aims to design a 14-week speaking skill syllabus for Abant İzzet Baysal University Preparatory School, based on SBUs. The study consists of developing activities and applying them in the classes of Abant İzzet Baysal University Preparatory School (AİBUPS). The effectiveness of the activities is observed and according to the

results the syllabus is proposed to the administration of the school. AİBUPS students are involved in the research. Before designing the syllabus, the SBUs included in the speaking syllabus of the university are determined. The means of supplementing the syllabus by SBUs are searched and after creating activities related to the use of SBUs, the effectiveness of the activities is tested. By doing such a study it is believed that students will be able to overcome the problem of speaking. Using SBUs, students will be able to be more confident and fluent.

1.4 Research Questions

This study aims to find a solution to the problem of teaching speaking in AİBUPS. So as to be successful in this issue, some questions have to be answered. Hence, this study addresses the following questions:

1- What are the SBUs included in AİBUPS speaking syllabus?
2- How can speaking syllabus be supplemented by means of SBUs?
3- How effective are the supplementary activities for SBUs?

1.5 Significance of the Study

When the syllabus of speaking skill in AIBU preparatory classes is analyzed, it is found out that there is no syllabus designed according to speaking production. It only aims to practice the grammar structures that they have learned. Such a syllabus is not very helpful for the students whose aim is communication.

It is also observed that the current speaking skill syllabus does not meet the needs of the language learners. This study aims to develop oral communicative competence of the AİBU students in general, taking SBUs into consideration. It is believed that SBUs have got utmost importance in terms of teaching the speaking skill. Hence, SBUs can be involved in the speaking syllabus from the beginner level and speaking skill lessons can be started from the start of the term with the convenient content and techniques.

1.6 Limitations of the Study

The suggested syllabus will be applied only in five classes of AİBUPS. Therefore, it may not be possible to generalize it to the whole programme of all preparatory classes of universities in Turkey. In addition, because of time limitation, it may not be possible to apply every subject in the syllabus with necessary techniques. The effectiveness of only two activities are tested, being unable to pilot all the supplementary activities designed.

Due to the fact that there were no proper instruments which meet the research questions of the study, the instrument of the study was formed by the researcher, which may raise reliability concerns. Students' responses to questionnaire items may not reflect reality or they may only reflect partial truths.

1.7 Definitions of terms

The following terms are central to the study:

Speaking: An interactive process of constructing meaning that involves producing and receiving and processing information (Burns and Joyce, 1997).

Beginner Level: The beginning level of a study or course. It is the level which concerns with the basic parts of realism.

Syllabus: A framework involving which activities can be used and a facilitating tool for learning (Widdowson, 1984; 26).

SBU: Pre-fabricated units whose occurrences are very strongly dependent on conventional and frequently repeated situations (Kecskes, 2003: 7).

Total Physical Response: A language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity, developed by James Usher, a professor of psychology at San Jose State University.

Lexical Approach: An approach in language teaching referring to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions
or some other unit of planning and teaching but lexis, that is, words and word combinations (Lewis, 1993).

Task-Based Language Teaching: An approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards, Rodgers and 2001: 223).

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

"Teaching speaking has been the last perhaps the least important aim of teaching a language throughout the history of teaching. The importance of speaking has been ignored because of some reasons. Speaking in a second language has occupied a peculiar place throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse. There are three main reasons for the fact speaking did not take the attention it deserved in the history of ELT" (Carter and Nunan, 2001: 14). The first is tradition: influence of grammar-translation approaches to language teaching, marginalising the teaching of communication skills. The second is technology: tape-recording became cheap after 1970s. The third reason is other approaches that influenced teaching.

After teaching speaking gained the importance it deserved, it was not easily acquired by the speakers. The cause was in the system of its teaching. Teachers tried to teach it in the same way as they do in writing and reading. "Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns" (Carter and Nunan, 2001: 14).

The problem was seen by the linguists and solution was on the syllabus according to them. "The implication for teaching is that oral skills and oral language should be practised and assessed under different conditions from written skills, and that, unlike the various traditional approaches to providing oral practice, a distinct methodology and syllabus may be needed" (Carter and Nunan, 2001: 17).

This review consists of four parts. In the first part, language and the factors of language learning will be analyzed to understand how it is learned. In the second part, teaching and its components will be explained. Third part will deal with teaching speaking. The approaches that influenced teaching and the view of speaking in the history of teaching will be summarized with the appropriate activities. In the last part,

SBUs will be introduced and the importance of preparing a syllabus on the basis of SBUs will be discussed.

2.2 Language

All the people in the world talk about language, language learning, language teaching the importance of it; however, the meaning of it is what language is should be clear first. "It is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (Richards and Schmidt, 2002: 283). According to Demirel (1993: 3-4 translated by Gündoğdu), language is a system with certain structures and rules having its own coding; it consists of sounds in which every sound has different symbols and meanings; it is a communication and thinking means to express people's feelings and thoughts; it is used in societies that people form.

People communicate through language throughout the world, so a great emphasis is put on it. "Language is the most important medium of human communication" (Els et al, 1977: 15).

2.2.1 What is to Know a Language?

"To know a language either acquired or learned consists of some elements. First of all, it requires meaningful interaction in the target language- natural communication- in which speakers are concerned not with the form of their utterances but with the message they are conveying and understanding" (Krashen, 1981: 1). From the explanation it is understood that for the form of utterances, sentence constructors, parts of speech, noun types, verb types and forms; and for the meaning, language functions, words together: collocations, pronunciation are needed. This is also illustrated in Figure 2.1

Linguistic input

Phonemic procedure	Word procedure	constituen procedure	sentence procedure	textual procedure	

Linguistic output

Figure 2.1 Hierarchical description of language behaviour (Els, Bongaerts, Extra, Os, Dieten, 1984: 18).

Since language is accepted as a means of communication, some abilities have to be included to communicate well. These are linguistic competence and communicative competence. Before understanding what they are it will be better to learn what competence is. "It is a term developed by Chomsky to describe the knowledge possessed by native users of a language that enables them to speak and understand their language fluently" (Finch, 2005: 17). "There are two kinds of competence as mentioned. The first one is concerned with linguistic abilities, the rules for forming questions, statements, and commands, which is the knowledge as a grammatical system. The second one is concerned with the use of this internalised knowledge to communicate effectively, which means the ability to apply the rules of grammar appropriately in the correct situation. Vocabulary knowledge, recognition of correct grammatical structure, reading comprehension, dictation, translation, and so on: these may be termed knowledge about mechanics of language and reflect what some linguists currently call linguistic competence. The latter is influenced by presumably non-linguistic factors such as inattention, limited memory, time pressure, emotional involvement, and so on" (Jakobovits, 1970: 48).Consequently, to know a language requires being competent in linguistic and communication. Before learning to be competent, how it is learned is important, which will be dealt with in the next subsection.

2.2.2 How is Language Learned?

Language learning is mostly tried to be understood by looking at how a child learns a language. "Language acquisition is very similar to the process children use in acquiring first and second languages" (Krashen, 1981: 1). Acquisition and learning are different concepts; however, there is no difference in using both of them for some years. "Several years ago it became customary to talk about language acquisition in preference to learning; especially to a reference to a first language" (Stern, 1983: 19).The important thing is to understand the psychologies which affected the way of teaching. The first one is behaviourism, which was founded by B. F. Skinner. He was influenced from Russian Pavlov's classical conditioning theory and constructed a system of principles. "Learning was the result of environmental rather than genetic factors" (Williams and Burden, 2000: 9). When this theory is applied to language learning, language is seen as behaviour to be taught. However, it was not as easy as that because it did not take into consideration the learner.

In contrast to behaviourism, cognitive psychology was interested with the learner. It was concerned with how the mind thinks and learns. "In a cognitive approach, the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned" (Williams and Burden, 2000: 13). Piaget's works in the field is valuable for the teachers as they put emphasis on the stages the learners pass while learning; however, he ignored the social environment they live. "At the same time, Piaget's emphasis upon individual development caused him to overlook the significance of the social environment for learning" (Williams and Burden, 2000: 24). Bruner, on the other hand, took the viewpoint of classrooms. He argued that learning should be any act which serves for the future use. "For Bruner the most general objective of education is the cultivation of excellence, which can only be achieved by challenging learners to exercise their full powers to become completely absorbed in problems and thereby discover the pleasure of full and effective functioning" (Williams and Burden, 2000: 25).

After 1970's humanistic approaches gave importance to the inner world of the learner and constructivist psychology placed cognitive psychology. Maslow and Rogers are the key people to understand the psychology. They point to the importance of establishing a secure environment and the subject to be taught to be of personal relevance involving active participation of the learner. "Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive" (Williams and Burden, 2000: 35).

Having all these in mind there are some popular ideas about how languages are learned. One of these is that 'languages are learned through imitation'. "Children do not imitate everything they hear, but often selectively imitate certain words or structures which they are in the process of learning" (Lightbrown and Spada, 2003: 161). It was influenced by behaviourism psychology. 'Students learn what they are taught' is another one. "Learning a language not only consists of linguistic competence but also communicative one, so the only way to learn it is being exposed to it. Students also need to deal with 'real' or 'authentic' material if they are eventually going to be prepared for language use outside the classroom" (Lightbrown and Spada, 2003: 168). This idea has its roots from constructivism in that they are able to use their own internal learning mechanisms to discover many of the complex rules and relationships which underlie the language they wish to learn. This leads to the need of knowing the factors affecting learning, which will be explained in the next part.

2.2.3 What Are The Components of Language Learning?

"Individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations" (Williams and Burden, 2000: 168). From the definition, four components of language learning can be understood, which are learners, teachers, tasks, and contexts. All of them are crucial for learning process. "We believe that worthwhile learning: is a complex style; produces personal change of some kind; involves the creation of new understandings which are personally relevant; can take a number of different forms; is always influenced by the context in which it occurs" (Williams and Burden, 2000: 61).

2.2.3.1 Learners

Taking the learners, they bring different characteristics such as age, gender, personality, motivation, self-concept, life experience and cultural background to the task of learning with great influence.

While describing learners, age is a very important factor in deciding how and what to teach. "People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought" (Harmer, 2001: 37).

"Anxiety and aptitude of the learners are related to their gender and personality. Feeling of apprehension and fear associated with language learning and use is subjunctive in a broader definition of anxiety. Aptitude, on the other hand, is the natural ability to learn a language. A person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal" (Richards and Schmidt, 2002: 284).

That motivation is essential to success is accepted for most fields of learning. "At its most basic level, motivation is some kind of internal derive which pushes someone to do things in order to achieve something" (Harmer, 2001: 51). "There is a distinction to be drawn between "being interested" and "being motivated". Interest usually refers to the condition where the source of the drive to study lies in the student; the latter sees the intrinsic value of the effort to be expanded and the goal to be achieved" (Jakobovits, 1971: 243). Therefore, it is necessary to emphasize that motivation is more than simply arousing interest. "It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals" (Williams and Burden, 1997: 121). "Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit" (Brown, 2000: 72). There are different definitions of motivation according to psychologies. While behaviourists think it is the anticipation of reinforcement, constructivists see it as making one's own choices. Abraham Maslow's hierarchy of needs views how motivation influences one.

Being Needs

Self-actualization

Esteem Needs

Belonging Needs

Safety Needs

Physiological Needs

Deficit Needs
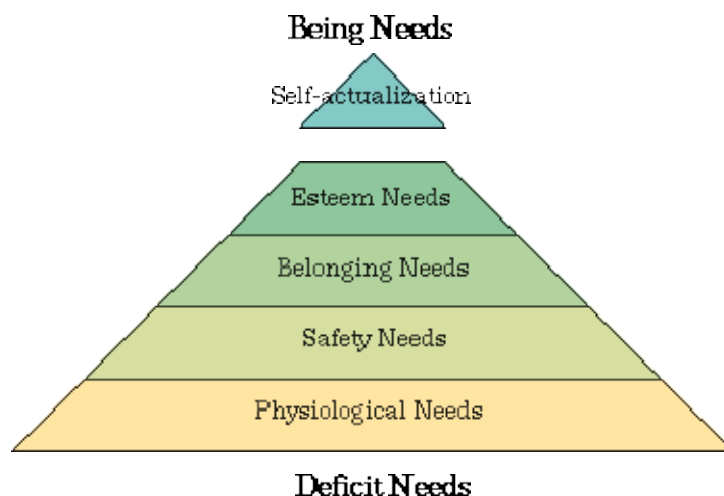
Fig. 2.2. Maslow's hierarchy of needs (Brown, 2000: 74).

Maslow's theory tells us that if people fulfil lower-order needs, they can pave way to meeting higher-order needs. It means if students are hungry, it will be difficult for them to concentrate on the subject the teacher is explaining. Another example can be given as: if they are not accepted in the peer group, which is very important for them, they may not feel that they belong to the class and therefore they can not feel confident. As a result, they can not participate in the activities in the class.

"Motivation is classified into two groups as intrinsic and extrinsic. Intrinsic motivation is enjoyment of language learning itself, extrinsic is driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments" (Richards and Schmidt, 2002: 343).

Another definition comes from Harmer (2001: 51): "Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual".

In the learning process, the learner has to believe in himself. This is related with self- concept. "Self-concept is a global term referring to the amalgamation of all of our perceptions and conceptions about ourselves which give rise to our sense of personal identity" (Williams and Burden, 1997: 97). It is determined by our social relationships; therefore, it is important to be aware of our capacities.

Personal life experience is another aspect to take into consideration. Attitudes to language learning in general, to the target language, and its community and culture are very important while learning a language. So, if the learners have intrinsic motivation it will be easier to succeed. "Motivation is loosely bound up with a person's desire to achieve a goal" (Harmer, 2001: 53).

The society the learners live in determines the attitude to learning in particular. How important that certain language is considered in the society will cause its success. "Students frequently come to language learning with positive or negative attitudes derived from the society in which they live, and these attitudes in turn influence their motivation to learn the second language" (Stern, 1983: 277).

All these views of learners will affect the attitude to the language learning negatively or positively; however, to change their lives they are not alone. Teachers are major factors in the continuance of learners learning process.

2.2.3.2 Teachers

Besides learners, teachers take great responsibility in the learning process. "Teaching, like learning, must be concerned with teachers making sense of, or meaning from, the situations in which they find themselves" (Williams and Burden, 1997: 51). It is the teachers who make the process productive, enjoyable, and meaningful. "Teachers would then habitually draw the attention of their learners to the process they are going through in language learning, help them to develop an awareness of how they go about their learning, and seek, through the process of mediation, to gradually give control to their learners" (Williams and Burden, 1997: 165).

Teachers have to decide what their aim is before deciding on the procedure. They must be sure of the learning outcomes of their learners to achieve. "If their aim is to teach enough language items to pass an examination, then this will have significant implications for the way in which we teach. If, on the other hand, we see learning a new language as a lifelong process with much broader social, cultural educational implications, then we will take a very different approach to teaching it" (Williams and Burden, 1997: 60).

As a result of the changes in psychologies affecting teaching, teachers role has changed during the process. Because of the humanistic approach, a humanistic teacher now tries to help the learner to develop as a whole person by providing a supportive learning environment, which allows them to develop in their own way. "Teaching is an expression of values and attitudes, not just information or knowledge" (Williams and Burden, 1997: 63).

The principles that teachers must keep in mind while teaching are listed below:

- A sense of competence: the feeling that they are capable of coping successfully with any particular task with which they are forced;

- Control of own behaviour: the ability to control and regulate their own learning, thinking, and actions;

- Goal setting: the ability to set realistic goals and to plan ways of achieving them;

- Challenge: an internal need to respond to challenges, and to search for new challenges in life;

- Awareness of change: an understanding that human beings are constantly changing, and the ability to recognise and assess changes in themselves;

- A belief in positive outcomes: a belief that even when faced with an apparently intractable problem, there is always the possibility of finding a solution;

- Sharing: co-operation among learners, together with the recognition that some problems are better solved co-operatively;

- Individuality: a recognition of their own individuality and uniqueness,

- A sense of belonging: a feeling of belonging to a community and a culture (Williams and Burden, 1997: 69).

2.2.3.3 Tasks

In the learning process, learners learn with meaningful activities which are called tasks. Richards and Schmidt (2002: 539) put the definition of it and gives a number of dimensions of tasks influencing their use in language teaching. Task in teaching is an activity which is designed to help achieve a particular learning goal.

- Goals: the kind of goals teachers and learners identify for a task

- Procedures: the operations or procedures learners use to complete a task

- Order: the location of a task within a sequence of other tasks

- Pacing: the amount of time that is spent on a task

- Product: the outcome or outcomes students produce, such as a set of questions, an essay, or a summary as the outcome of a reading task

- Learning strategy: the kind of strategy a student uses when completing a task

- Assessment: how success on the task will be determined

- Participation: whether the task is completed individually, with a partner, or with a group of other learners

The aim of the tasks used in lessons changed due to the changes in teaching methods. According to the approach, linguistic competence was not seen enough to learn a language. New tasks put emphasis on the improvement of communicative competence. Prabhu (1987: 24) defines a task as an activity that requires learners "to arrive at an outcome from given information through some process of thought," such as deciding on an itinerary based on train timetables or composing a telegram to send to someone.

The learner's knowledge of language system develops if the used tasks include exchanging and negotiating. Only in this way they can engage them to further in the process. "Individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in the purposeful situations. Thus a task, in this sense, is seen as a forum within which such meaningful interaction between two or more participants can take place" (Williams and Burden, 1997: 168).

2.2.3.4 Contexts

The learning aim is not just speaking in the class and by taking good marks passing our exams. Instead, it is describing our environment to form an image of ourselves in relation to it. "The better we can come to understand the cultural context which gives rise to the language we are trying to learn, the more likely we are to come to understand the essential differences between the way in which that language is used and our own" (Williams and Burden, 1997: 188).

In learning a language it is important to know if it is the second or foreign language. Because if it is the second one the learner is very lucky since he will have plenty of chance to practice. On the other hand, for the other one, the learner has to rely on only to the classroom. In a typical second language context, the students have a tremendous advantage. "They have an instant "laboratory" available twenty-four hours of a day" (Brown, 2001: 116). Therefore, the classroom is a very important environment for the learners because the learning is affected by the environment in which it takes place. It is necessary to conclude this part by describing how a classroom must be in order to make the learning process effective. "Language classrooms in particular need to be places where learners are encouraged to use the new language to communicate, to try out new ways of expressing meanings, to negotiate, to make mistakes without fear, and to learn to learn from successes and failures" (Williams and Burden, 1997: 202). Thus far, learning has been explained, it will be necessary to go on with teaching.

2.3 Teaching

What is teaching and how it is achieved will be the subject of this part. Education is considered to involve a teacher standing in front of a class and transmitting information to a group of learners who are willing to learn, and a student listening and trying to absorb the information the teacher is giving. While learning is performed by the student, teacher is the person teaching. Throughout the history of teaching it has been interpreted by people differently. Making students read a text was accepted as teaching once upon a time. Having them speak parrot like was understood as teaching. By changes in approaches in teaching, the nature of it is not the same. "Teaching is an expression of values and attitudes, not just information or knowledge" (Williams and Burden, 1997: 63).

2.3.1 Components of Teaching

In order to teach, coming into class and giving information is not sufficient. Thus, this process includes some elements to succeed. The development of systematic and integrated procedures for designing courses in which key elements include needs

analysis, goal and objective setting, the selection and grading of input, methodology; including the selection of resources and learning activities, learning mode and environment, and evaluation have to be taken into consideration. "Writers and course designers have to take a number of issues into account when designing their material" (Harmer, 2001: 295).

2.3.1.1 Approach

Throughout the history of language teaching, the system used by teachers has changed because of the influence of approaches which affect teaching and learning. These psychologies formed the basis of approaches while constructing the courses. The definition of approach is made by different writers. "In language teaching, approach is the theory, philosophy and principles underlying a particular set of teaching practices" (Richards and Schmidt, 2001: 29). "An approach defines assumptions, beliefs, and theories about the nature of language and language learning" (Richards and Rodgers, 2001: 20). "Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings" (Brown, 2001: 16). From the definitions it is understood that all of them have in common is a thought.

2.3.1.2 Syllabus

The teaching activity cannot be done differently according to teachers. There has to be a system. The information must be based on some kind of written text. This text is called syllabus in teaching. "A syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content" (Nunan, 1988: 6). "Syllabuses are designs for carrying out a particular language program. Its features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing and materials to meet the needs of a designated group of learners in a defined context" (Brown, 2001: 16). A syllabus is a document which consists, essentially, of a list (Ur, 1996: 176). "The

term syllabus has been used to refer to the form in which linguistic content is specified in a course or method" (Richards and Rodgers, 2001: 25).

From the definitions, Ur's one is the simplest one to apply. Ur (1996: 177) listed the characteristics of a syllabus:

1- Consists of a comprehensive list of:
  - Content items (words, structures, topics);
  - Process items (tasks, methods).
2- Is ordered (easier, more essential items first).
3- Has explicit objectives (usually expressed in the introduction).
4- Is a public document.
5- May indicate a time schedule.
6- May indicate a preferred methodology or approach.
7-May recommend materials.

Having these characteristics in mind, designers designed different kinds of syllabuses in teaching. When behaviourism was influencing the syllabuses, product-oriented syllabuses were designed. "We saw that product-oriented syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction" (Nunan, 1988: 27). After behaviourism, cognitive psychology influenced the design of syllabuses and the importance was given to the learner. By humanism, every student was accepted as a person and syllabuses were designed as process-oriented because the process of mind in learning was considered more important than the product. "In teaching, a process syllable is a syllabus that specifies the learning experiences and processes students will encounter during a course, rather than the learning outcomes" (Richards and Schmidt, 2002: 422).

For the product-oriented syllabuses, a synthetic approach was applied. "A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up" (Wilkins, 1976: 2). In a product-oriented syllabus, all the focus is on the outcome. Grammatical, Situational, Communicative, and Lexical Syllabuses are of this kind.

On the other hand, process-oriented syllabuses have analytic approach. "Analytic approaches are organised in terms of purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (Wilkins, 1976: 13). Topic-based, Skills-based, Content-based, Procedural / Task-based, syllabuses are of this kind.

2.3.1.3 Method

Once the designer has decided on the approach and the syllabus, he has to practice it to the students in the class. How he is going to do it is the subject of method. "A method is a generalized set of classroom specifications to accomplish linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials" (Brown, 2001: 16).

It is understood that method is the level of putting into practice the content of the syllabus. "Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach" (Anthony, 1963: 65).

2.3.1.4 Technique

When students come to the class they learn with techniques. They are not aware of the method the teacher is using, as they are involved in the activities. It is defined by Anthony (1963: 66) as follows: "A technique is implementational- that which actually take place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective". Techniques must be consistent with a method, and therefore in harmony with an approach as well. Brown (2001: 16) puts it in another way. "Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives is called techniques".

A list of mostly used techniques is given as a list below:

- Reading aloud
- Question and answer

- Fill in the blanks

- Dictation

- Dialog memorization

- Backward build-up

- Repetition

- Chain drill

- Single-slot / Multiple-plot substitution drill

- Transformation drill

- Self-correction gestures

- Rods

- Peripheral learning

- Visualisation

- Role-play

- First / Second concert

- Using commands

- Authentic materials

- Scrambled sentences

- Language games

These techniques will be meaningful and worthwhile when they are used in speaking lessons while teaching speaking skill. The next part will be about explaining the importance of teaching speaking.

2.4 Teaching Speaking

The ability to speak coherently and intelligibly on a focused topic is generally recognized as a necessary goal for language learners. Because many of them aspire to professional careers in English dominant communities, in which possession of excellent skills in both speech and writing are considered very important. Therefore, speaking gained importance in learning a language, as people communicate through speaking in the society. "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Burns and Joyce, 1997). In order not to be misunderstood, people have to be careful while speaking. "Speaking involves

understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and the process involved, and how these can be developed" (Kaplan, 2002: 27). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. "The speaker has to keep in mind all these while talking; on the other hand, it is not as difficult as it seems because if the speaker knows some techniques, speaking is not unpredictable. Language functions or patterns that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work) can be identified and charted" (Burns and Joyce, 1997). For example, when a cashier asks "Can I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. "Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(*linguistic competence*)*, but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language" (Burns and Joyce, 1997).

2.4.1 Importance of Teaching Speaking

''Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak'' (Ur, 1996: 120). It is accepted that, so as to be competent in a language, people have to learn how to speak it. Çakır (1990: 65) found that students consider the speaking skill to be the most important skill to be acquired during the foreign language learning process. To make the students successful in the process, teachers have to put emphasis on teaching this skill.

2.4.2 Approaches to Speaking

"Speaking in a second language (L2) has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning"(Celce-Murcia, Olshtain, 2000). There have been many attempts to overcome the problems in this challenging skill. "In fact speaking was mainly associated with the development of good pronunciation since the mastery of individual sounds and the discrimination of minimal pairs was necessary in order to properly imitate and repeat the incoming oral input" (Brown and Yule, 1983). Environmentalist, innatist and interactionist approaches are the three to explain the place of speaking in language teaching.

2.4.2.1 Speaking Within an Environmentalist Approach

"Up to the end of the 1960s, the field of language learning was influenced by environmental ideas that paid attention to the learning process as being conditioned by the external environment rather than by human internal mental processes. Moreover, mastering a serious of structures in a linear way paramount" (Uso-Juan & Flor, 2006). "This approach is also called 'Behaviourism: Say what I say'" by Lightbown and Spada (2003: 9). "Traditional behaviourists believed that language learning is the result of imitation, practice, feedback on success, and habit formation" (Lightbown and Spada, 2003: 9). "Learning to speak a language, in a similar way to any other type of learning, followed a stimulus – response- reinforcement pattern which involved constant practice and formation of good habits" (Burns and Joyce 1997). This approach advocated the idea that with enough repetition, imitation and memorization one could master oral skills in a second language. "This instructional method emphasized the importance of starting with the teaching of oral skills, rather than the written ones, by applying the fixed order of listening-speaking-reading-writing for each structure" (Burns and Joyce, 1997). This approach, however, failed to foster the skill in terms of interaction since the activities presented in the approach were based on repeating grammar structures and patterns by the intense use of aural and oral practice. "…rather than fostering interaction

spoken, this type of oral activities was simply a way of teaching pronunciation skills and grammatical accuracy" (Bygate 2002).

Consequently, this approach to speaking could be regarded as an effective language input and facilitating memorization. This approach was interaction and discourse skill-free, though. The importance of this approach in the history is that it stressed the development of oral skills.

2.4.2.2 Speaking Within an Innatist Approach

Chomsky's theory of language development (1957, 1965) challenged the previous view of learning to speak a mechanical process consisting of oral repetition of grammatical rules. His assumption that children are born with an innate potential for language acquisition was the basis for the innatist approach to language learning. Speaker role as a memorizer and repeater in the environmental approach changed into an actively thinking one how to produce a language in the innatist approach. The assumption that regardless of the environment where speakers were to produce language, they had the internal faculty or competence in Chomsky's (1965) terms, to create and understand an infinite amount of discourse. Though this innatist view did not result in any specific teaching methodology to speaking, it led to a high interest on cognitive methods in which learners took on more important role to use the language after having been taught the necessary grammar rules. Habit formation was replaced by "…an interest in cognitive methods which would enable language learners to hypnotize about language structures and grammatical patterns" (Burns and Joyce 1997: 43). Although this approach highlighted the relevance of speaker's mental construction of the language system in order to be able to produce it, speaking was still considered to be an abstract process occurring in isolation. Moreover, functions of language, that is; language use in communication was ignored. "The innatist position has been very persuasive in pointing out how complex the knowledge of adult speakers is and how difficult it is to account for the acquisition of this complex knowledge" (Lightbown and Spada, 2003: 22).

2.4.2.3 Speaking Within an Interactionist Approach

This approach paid attention to the functions of language as well as social and contextual factors unlike the two previous ones. "During the late 1970s and the 1980s, important shifts in the field of language learning took place under the influence of interactionist ideas that emphasized the role of the linguistic environment in interaction with the innate capacity for language development" (Uso-Juan, and Martinez Flor, 2006: 142). "The interactionists' position is that language develops as a result of the complex interplay between the uniquely human characteristics of the child and the environment in which the child develops" (Lightbown and Spada, 2003: 22). "With the emergence of discourse analysis, which described language in use at a level above the sentence" (McCarthy 1991), producing spoken language was no longer seen in terms of repeating single words or creating oral utterances in isolation, but rather as elaborating a piece of discourse (i.e.; text) that carried out a communicative function and was effected by the context in which it was produced. "In relation to the former type of context, the notion of genre was developed in order to describe the ways in which spoken language was used to achieve social purposes within a culture" (Burns and Joyce, 1996). The focus on the function of language fostered the studies on pragmatics as well. "The key role of speaking skill in developing learners' communicative competence has also become evident, since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances" (Uso-Juan and Martinez- Flor, 2006: 139).

Crystal (1985: 240) defines pragmatics as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and effects their use of language has on other participants in their act of communication". From the definition, it can be interpreted that pragmatics mainly focuses both on the choices that speakers are able to make meaningful sentences and the social context in which they participate. "Pragmatics is defined as the study of the meaning of language utterances with respect to their contexts" (Demirezen, 1991: 281). When social context is taken into account, interactive view of speaking gains importance. In fact, this aspect played a very important role when dealing with pragmatics, since it was claimed that the process of

communication did not only focus on speaker's intentions, but also on the effects those intentions had on the hearer. Rather than producing grammatically correct utterances, the focus of attention in pragmatics was concerned with the speaker's appropriate use of such utterances within different social contexts. For language teaching, meaning must not be confused with semantics. "Semantics is a study of meaning which directly depends on the meaning of words and linguistic constructions themselves, whereas pragmatics handles the meaning of utterances that come from the contexts themselves" (Demirezen, 1991: 282). Preparing learners to face the typical functions of oral language and to perform a range of speech acts as well as to deal with commonly occurring real life situations is the main aim of this interactionist view . In relation to this view of language, genre approach, a particular teaching method was presented. Giving lectures, seminars are kinds of genres. Because of the influence of the cognitive psychology, and the pragmatic views of language, speaking was viewed as an interactive, social and contextualized communicative event. Then the goal of teaching speaking is not only merely manipulating meaningless sound sequences, but also sending and receiving messages in the target language. This resulted in a change in the concept of knowing a language, that is, communicative competence, which will be discussed in the following part.

2.4.3 Communicative Competence

The goal of teaching speaking which includes sending and receiving messages, directed the attention to the competence part as the proficiency implies the ability to act as a native speaker and listener. When the structure was very important in teaching, it was thought that linguistic competence was enough to learn a language. "Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is formally possible. It is the domain of grammatical and lexical capacity" (Richards and Rodgers, 2001: 160). Chomsky's (1965) distinction between competence and performance did not pay attention to aspects of language in use and performance did not pay attention to aspects of language in use and related issues of appropriacy. When it was understood that knowing a language consisted not only of grammar but also of the society and the culture, a new term was in the literature. "The

sociolinguistic emphasis is expressed by contrasting a 'communicative' or 'functional' approach with 'linguistic', 'grammatical', 'structural', or 'formal' approaches to language teaching" (Stern, 1983: 259). "Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction" (Richards, Rodgers, 2001: 160). "Hymes proposed the term communicative competence to account for those rules of language use in social context as well as the norms of appropriacy" (Martinez - Flor and Uso - Juan, 2006: 146).

Different models of communicative competence have been developed since the 1980s by specifying which components should integrate a communicative competence construct. Figure 2.3 shows how different components influence the development of this particular skill (speaking) in order to increase learners' communicative ability in the target language.

COMMUNICATIVE COMPETENCE

Linguistic
Competence

Strategic
Competence

Discourse
Competence
(SPEAKING)

Pragmatic
Competence

Intercultural
Competence
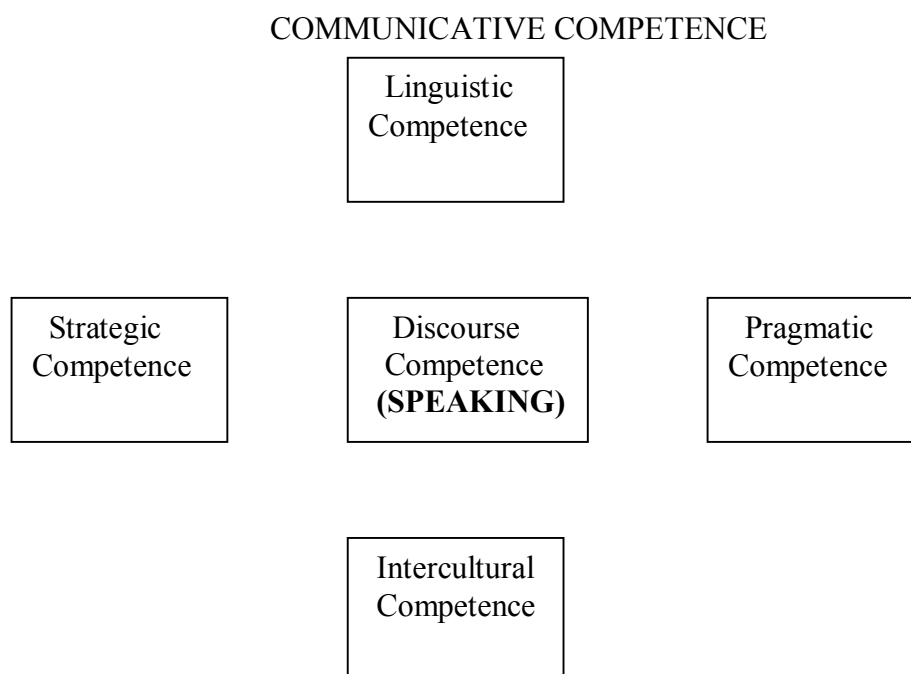
Figure 2.3 Integrating speaking within the communicative competence framework (Martinez-Flor and Uso-Juan, 2006: 147).

Discourse competence involves speaker's ability to use a variety of discourse features to achieve a unified spoken text given a particular purpose and the situational context where it is produced. Such discourse features refer to the knowledge of discourse markers (e.g., "Well", "Oh" "I see", "Okay"), the management of various conversational rules such as turn taking mechanisms, how to open and close a conversation, cohesion and coherence, as well as formal schemata. "Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text" (Richards and Rodgers, 2001: 160). Making effective use of all the features during the process requires a highly active part on the part of speakers. "They have to be concerned with the form, with the appropriacy, and they need to be strategically competent so that they can make adjustments during the ongoing process of speaking in cases where the intended purpose fails to be delivered properly" (Celce-Murcia and Olshtain, 2000).

"Linguistic competence consists of those elements of the linguistic system, such as phonology, grammar and vocabulary that allow speakers to produce linguistically acceptable utterances" (Celce-Murcia and Olshtain, 2000). Apart from being able to pronounce the words appropriately, linguistic competence also entails knowledge of the grammatical system. Thus, speakers need to know the aspects of morphology and syntax that will allow them to form questions, produce basic utterances and organize them in an acceptable word order. The mastery of these three linguistic aspects (grammar, pronunciation, vocabulary) is, therefore, essential for the success of a piece of spoken discourse since it allows speakers to build grammatically well-formed utterances in an accurate and unhesitating way (Scarella and Oxford, 1992). However, it has been claimed that it is possible to communicate orally with very little linguistic knowledge if a good use of pragmatic and cultural factors is made (Celce-Murcia and Olshtain, 2000).

As pragmatics is defined by Demirezen (1991: 281) as "the study of the meaning of language utterances with respect to their contexts, pragmatic competence has to deal with the meaning of the context". "Pragmatic competence involves speaker knowledge of function or illocutionary force implied in the utterance they intend to produce as well as the contextual factors that affect the appropriacy of such an utterance" (Martinez-Flor and Uso- Juan, 2006:149). Sociopragmatics and pragmalinguistics are two crucial

elements to have this competence. Both of these terms are defined in Richards and Schmidt (2002: 411) "the interface between linguistics and pragmatics, focusing on the linguistic means used to accomplish pragmatic ends is called pragmalinguistics". For example, when a learner asks "How do I make a compliment (or a request, or a warning) in this language?" this is a question of pragmalinguistic knowledge. This can be contrasted with sociopragmatics and sociopragmatic knowledge, which concern the relationship between social factors and pragmatics. For example, a learner might need to know in what circumstances it is appropriate to make a compliment in the target language and which form would be most appropriate given the social relationship between speaker and hearer. These politeness factors and the way speakers may use them save face play a paramount role in successful communication (Celce-Murcia and Olshtain, 2000).

"Intercultural competence refers to the knowledge of how to produce an appropriate spoken text within a particular sociocultural context. Thus, it involves knowledge of both cultural and non-verbal communication factors on the part of the speaker" (Celce-Murcia and Olhstain, 2006: 150). For the culture, when a person passes away in a Turkish culture, people visit the family and send their condolences with a sad face. If the learner of Turkish experiences such a condition, she has to obey the rules to avoid miscommunication.

Strategic competence is the last one. Communicative competence suggests, besides grammatical and sociolinguistic competences, which are obviously restricted in a second language user, a third element, an additional skill which the second language user needs, that is, to know how to conduct himself as someone whose sociocultural and grammatical competence is limited, i.e., to know how to be a foreigner. "This skill has been called by Canale and Swain as strategic competence" (Stern, 1983: 229). "Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication" (Richards, and Rodgers, 2001: 160). In order to have this competence, the learner has to pay attention to both learning and communication strategies. Otherwise, he can cause breakdowns in communication.

2.4.4 The view of Speaking throughout the Language Teaching History

In their daily lives most of the people speak more than they write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. "If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom" (Murphy, 1991: 52).

When the literature is reviewed for the teaching of speaking, it is found that in Grammar Translation Method, no attention was given to speaking or listening activities at all. "Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening" (Richards and Rodgers, 2001: 6). In the time of Audiolingualism, students repeated and orally manipulated language forms which was accepted as speaking a language. "The focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation or talking about the language" (Richards and Rodgers, 2001: 64).The Direct Method and Situational Language Teaching made teachers do most of the talking while students engage in many controlled, context-explicit, speaking activities. The Comprehension Approach emphasized listening and reading comprehension; whilst, the Natural Approach initially emphasized listening comprehension, and later reading, while leaving room for guided speaking activities. "Audolingual approaches aimed to develop speaking only in terms of pronunciation and fluent, accurate manipulation of grammar" (Bygate, 2002: 36).

"In Total Physical Response, students rarely spoke but were challenged to physically demonstrate listening comprehension. Speech and other productive skills should come later" (Richards and Rodgers, 2001: 74). During The Silent Way years, teachers rarely spoke, while student speaking was focused upon grammatically sequenced language forms. "Learning tasks and activities in the Silent Way have the function of encouraging and shaping student oral response without direct oral instruction from or necessary modelling by the teacher" (Richards and Rodgers, 2001: 85). Looking at Suggestopedia, it was the time of very controlled speaking activities, which are based upon lengthy written scripts and dramatic teacher performances. The theory of learning is to deliver advanced conversational competence quickly. "Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding, not memorisation" (Brown, 2001: 34).

Community Language Learning was a different method in which many learners interacted in a fear free atmosphere that contribute to a community spirit among students occurred. The spoken forms incorporated into the syllabus were generated by students themselves. Instead of speaking, translation was emphasized. "Translation is an intricate and complex process that is often "easier said than done"; if subtle aspects of language are mistranslated, there can be a less than effective understanding of the target language" (Brown, 2001: 26).

Communicative Language Teaching (CLT) was an innovation. In this method, many peer-to-peer, guided, and free speaking activities which are organized around notional, functional, and/or linguistic considerations were applied. Task-Based Approach activities are centred upon practical tasks for students to perform that can be weighted to emphasize oral communication. "The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse" (Richards and Rodgers, 2001: 161).

Because of humanistic approach, learners became the interest of course designers; as a result, the shift went from syntactic to analytic syllabuses. By the help of process-oriented syllabuses speaking gained the importance it deserved. From these teaching methods, Task-based Language Teaching is more suitable to teaching speaking. "Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place" (Richards and Rodgers, 2001: 223).

It is believed that if the learners are engaged in more activities during the class, they will speak more and learn more. "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course" (Ur, 1996: 120). "Tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning" (Richards and Rodgers, 2001: 228).

When it comes to the definition of task, Richards and Rodgers (2001: 224) define it as "an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy". In another one

given by Ur (1996: 123) " a task is essentially goal-oriented: it requires the group, or pair, to achieve an objective that is usually expressed by an observable result, such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary."

Thinking of the definitions above, it is not so difficult to understand that using tasks learners will be in the language and belong to the society the language is used in. "Tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language, they have well defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learners' past experience, and they tolerate and encourage a variety of communication styles" (Richards and Rodgers, 2001: 229).

2.4.5 Types of Classroom Speaking Activities

"Speaking in a second language involves the development of a particular type of communication skill" (Carter and Nunan, 2001:14). In teaching oral communication, different micro-skills of speaking were offered by different linguists. In this study micro-skills offered by Brown (2001: 272) will be taken into consideration. His list is presented below:

1- Produce chunks of language of different lengths.
2- Orally produce differences among the English phonemes and allophonic variants.
3- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonational contours.
4- Produce reduced forms of words and phrases.
5- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6- Produce fluent speech at different rates of delivery.
7- Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9- Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentences.

10- Express a particular meaning in different grammatical forms.

11- Use cohesive devices in spoken discourse.

12- Accomplish appropriately communicative functions according to situations, participants, and goals.

13- Use appropriate registers, implicature, pragmatic conventions, and other socio-linguistic features in face-to-face conversations.

14- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15- Use facial features, kinesics, body language and other nonverbal cues along with verbal language to convey meanings.

16- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The L2 literature is rich in resources for engaging students in speaking activities such as rehearsing dialogues, completing information-gap activities, playing interactive games, discussing topical issues, problem solving, role playing, and completing speaking tasks. ESL speakers at lower levels of proficiency will probably feel more comfortable when they are provided with opportunities for expressing themselves in dyads and small groups since these formats are less intimidating than ones that require individual students to take turns speaking in front of an entire class.

Seven principles are listed for designing speaking techniques by Brown (2001: 275).

1- Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2- Provide intrinsically motivating techniques.

3- Encourage the use of authentic language in meaningful contexts.

4- Provide appropriate feedback and correction.

5- Capitalize on the natural link between speaking and listening.

6- Give students opportunities to initiate oral communication.

7- Encourage the development of speaking strategies.

By the help of principles and micro-skills, linguists prepared and classified activities. From those studies, Littlewood's is very close to the education given in our university. Hence his categorization will be taken into account in this study. In his categorization, he divides the activities into two, pre-communicative activities and communicative activities, and then subdivides each into two. Thus, he suggests four major kinds of language learning activities (see Figure 2.4).

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┌─────────────────────────────────────────────┐
│         LANGUAGE LEARNING EXERCISES          │
└─────────────────────────────────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Pre-communicative    │   │ Communicative        │
│ activities           │   │ activities           │
└──────────────────────┘   └──────────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Structural activities│   │ Functional           │
│                      │   │ communication        │
│                      │   │ activities           │
└──────────────────────┘   └──────────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Quasi-communicative  │   │ Social interaction   │
│ activities           │   │ activities           │
└──────────────────────┘   └──────────────────────┘
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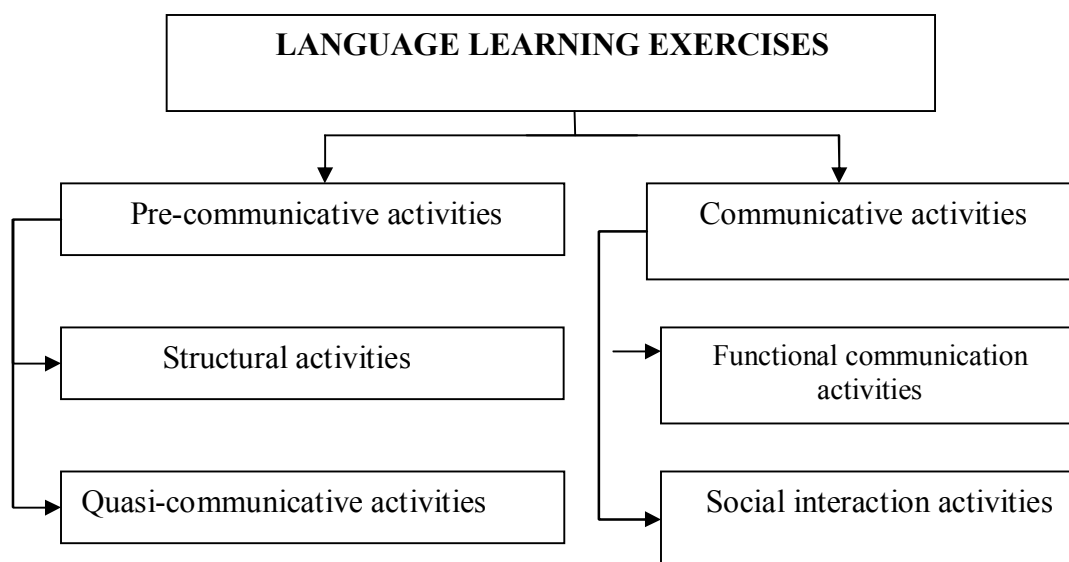
Figure 2.4 The Language Learning Exercises Diagram

Pre-communicative activities can be called as preparatory activities which prepare the learners to communicate. Their target is making the students use the language with desired fluency without thinking of giving the message accurately.

''In pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practise them separately. The learners are thus trained in the part – skills of communication rather than practising the total skill to be acquired (Bygate 1991: 61).

Pre-communicative activities are divided into two. Structural activities focus on grammar and the ways in which the linguistic items can be combined. Quasi-

communicative activities consist of one or more typical conversational exchanges. Here are three examples:

- A: Shall we go to the cinema?

  B: No, I'd rather go to a concert.

  A: What kind of concert?

  B: I'd like to hear some jazz.

- P: By the way, has John written that letter yet?

  S: Yes. He wrote it yesterday.

  P: Has he seen the film yet?

  S: Yes, he saw it yesterday.

- (working from a plan)

  P: Excuse me, where's the post Office?

  S: It's near the cinema

  P: Excuse me, where's the bank?

  S: It's opposite the theatre.

  (Littlewood, 1981: 10 -13)

Bygate (1991) states these quasi-communicative activities help the students to relate forms and structures to the three typical kinds of sentence meanings.

1- Communicative function: how to apologize, how to complain about a situation or how to use question forms to make suggestions, request or invitations… etc.

2- Specific meaning: the use of language for real things, for example for real information, real facts or the learners' real ideas… etc.

3- Social context: making and accepting invitations, polite conservations, exchanging opinions or planning for going out … etc.

He also says "drills and dialogues can be combined so as to provide a bridge from formal exercises to communicative use" (1991: 63). Three ways of doing this are:

a- A four line dialogue, with particular substitutions to be chosen by both speakers.

b- A timetable, statistical table, map, consumer's comparison chart or price list. Student's roles are to ask for or give specific information.

c- Situational dialogues allowing repeated use of the same structure, for example buying from a list over a shop counter.

Communicative activities are designed to alter the pre-communicative knowledge and skills into communicating meaning, which Littlewood calls "whole-task practise".

> In considering how people learn to carry out various kind of skilled performance , it is often useful to distinguish between (a) training in the part-skills of which the performance is composed and (b) practise in the total skill, sometimes called '' whole-task practise''. […] In foreign language learning our means for providing learners with whole-task practise in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability (1991: 61).

Communicative activities are also divided into two. Functional communication activities help the students use the language they learned effectively to get meanings. In other words, they are related only to the communication of information. In these activities, ''students have to overcome an information gap, get information from someone or somewhere else, or solve a problem'' Bygate (1991:63).

> Social interaction activities are role-playing and exploiting simulation. [These create] a wider variety of social situations and relationships than would otherwise occur. Success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the social acceptability of the forms that are used. (1991:64)

Littlewood suggests two types of interaction activities. The first one is functional communication activities and the second is social interaction activities. There are four basic kinds of functional communication activities (Bygate, 1991:67):

1- Sharing information with restricted co-operation

- Identifying a picture from a set
- Discovering identical pairs
- Discovering sequences or locations
- Discovering missing information
- Discovering missing features
- Discovering secrets

2- Sharing information with unrestricted co-operation

- Communicating patterns and pictures
- Communicating models
- Discovering differences
- Following directions

3- Sharing and processing information.

- Reconstructing story sequences
- Pooling information to solve a problem

4- Processing information

- Problem solving tasks

Littlewood's second type of interaction activities are social interaction activities. They are divided into two:

1- The classroom as a social context

- Using the target language for classroom management
- Using the target language as a teaching medium
- Conservation or discussion sessions
- Basing dialogues and role-plays on school experience

2- Simulation and role-play

- Role-playing controlled through cued dialogues

- Role-playing controlled through cues and information
- Role-playing controlled through situation and goals
- Role-playing in the form of debate or discussion
- Large-scale simulation activities
- Improvisation

In order to be successful in these activities, it will be better to know the reasons behind difficulty speaking fluently and accurately.

2.4.6 What Makes Speaking Difficult?

Even though teachers prepare a classroom in which activities are done in an atmosphere without fear of making mistake, students still continue not to show a progress in speaking skill. This may be because of several reasons; however, Brown (2001: 270) listed some of the characteristics of spoken language which makes oral communication difficult:

1- Clustering: fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2- Redundancy: the speaker has an opportunity to make meaning clearer through the redundancy of language.

3- Reduced forms: constructions, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4- Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate.

5- Colloquial language: make sure that your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing them.

6- Rate of delivery: help learners achieve an acceptable speed along with other attributes of fluency.

7- Stress, rhythm, and intonation: this is the most important characteristics of pronunciation.

8- Interaction: learning to produce waves of language in a vacuum-without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.

This present study is primarily concerned with the characteristics given in number 5 above.

Ur (1996: 121) classifies the problems with the speaking activities in four:

1- Inhibition: Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2- Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3- Low or uneven participation: Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4- Mother-tongue use: In classes where all, or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue.

In order to solve these problems it is believed that SBUs will be of great value.

2.5 Situation-Bound Utterances (SBUs)

In the history of teaching a language, linguists tried different methods and techniques to make it an easy issue. "Using prefabricated chunks and patterns was one of these ways. Prefabricated routines may evolve into pattern but at the same time,

independently, the creative construction process develops. This implies that in some situations propositional language may "catch up" with automatic speech – that is, the language acquisition process may "reanalyze" patterns and routines as creative constructions" (Krashen, 1981: 84).

Regarding this explanation, it is believed that if speakers become atomized, it will be easier to communicate. "In order to manage the incredible complexity and quantity of language – the vast numbers of bits of information – both adults and children must sooner or later move away from processing language unit by unit, piece by piece, focusing closely on each, and "graduate" to a form of high-speed, automatic processing in which language forms are only on the periphery of attention" (Brown, 2001: 55). Automaticity is an efficient way to practice as it consists of stereotyped expressions such as "Thank you", "I beg your pardon" and emotional utterances which are spoken out of context.

"Audo-lingual pattern practice is based on the use of prefabricated patterns" (Krashen, 1981: 83). Patterns and routines were the expressions exercised in this method. Prefabricated routines are simply memorized whole utterances or phrases, such as "How are you?" or "Where is your hotel?" A performer may use these without any knowledge at all of their internal structure. "Prefabricated patterns are partly creative and partly memorized wholes; they consist of sentence frames with an open "slot" for a word a phrase, such as "That's a _____" (pen, knife, banana)" (Krashen, 1981: 83). By the help of these utterances, performers rely more on routines and utterances. However, this method was not very successful in teaching a language because linguists thought that this method did not take into consideration the learners' mental process when cognitive psychology was in fashion. They were only memorizing the utterances.

This perspective may be true for language learning; on the other hand, thinking the teaching of the speaking skill there are some problems. Pre-fabricated patterns are very helpful as they not only consist of grammar but also the cultural elements which is of great importance in learning a foreign language. "The use of routines and patterns is certainly a part of language, but it is probably not a large part" (Krashen, 1981: 98). It is concluded that these must be in the teaching process but all the teaching must not be done through them. "More successful teaching systems expose

second language acquirers to input in which routines and patterns play a minor, though significant role" (Krashen, 1981:99).

In teaching, situational utterances took the place of prefabricated routines. "Situational utterances are complete sentences, amenable to the regular rules of syntax and highly dependent on social context. They provide the framework for particular social interactions"(Lewis, 1993: 91). Since communicating and learning to communicate go hand in hand, situations had the influence on the syllabuses where people communicate. According to the situations, appropriate utterances gained importance. For instance if the situation is the telephone conversation, related utterances such as "This is_____", "Can I talk to_____" were taught. Before passing to the use of SBUs to teaching, it will be necessary to know what they are.

2.5.1 Definition of SBUs

When a person meets someone for the first time after being introduced, "Nice to meet you" is the expression the person uses or while serving the food telling to the guests "Help yourself" is so normal. There is no putting together and its meaning is accessible in online production. "Speakers have to decide on their message and communicate it without taking time to check it over and correct it in online production" (Carter, Nunan, 2001: 16). To use such an expression, the speaker does not need to have a certain level of language proficiency. These expressions are called SBUs.

"SBUs are highly conventionalized, prefabricated pragmatic units whose occurrence is tied to standardized communicative situations" (Kecskes, 1997, 1999). A SBU is a formulaic expression which can be used in some situations. "Formulaic expressions ease the processing overload not only because they are ready-made and do not require the speaker or hearer any putting together but also because their salient meanings are easily accessible in online production and processing" (Kecskes, 2003: 79). "Another aspect of SBUs is their being conventional. They create context rather than are created by it. They may become routine formulas and are used almost automatically" (Kecskes, 2003:95). The SBU "I am not buying this" is usually used to express that one is not willing to accept something as it was said. With this aspect, a SBU can become conventionalized no matter what the context is. However, some SBUs

can be conversational unlike conventional. "The conversational ones are created ad hoc in the course of conversational and have to be interpreted by the interlocutor" (Kecskes, 2003: 94). In other words, these SBUs are generated by a particular utterance for a particular person in a particular situation, so what is uttered can be understood since it is highly related to the conversation it is used in. For instance;

-   Anne, antika vazonu kırdım. Özür dilerim. (Mom, I have broken your antique vase. I'm sorry.)
-   Aferin! (Well done!)

The SBU "Aferin (Well done)" is usually used to express that the speaker appreciates what has been done. However, in the example the "Aferin (Well done)" is used to criticize what has been done. The SBU "Aferin (well done)" is conversational in the example. These utterances will be of great help if they are used and taught systematically in speaking lessons. The exercises arranged by focusing on them will make the learners recognize and use them more not only in classes but also in their daily lives.

2.5.2 SBUs and Speaking

In recent years, vocabulary has been considered to play a more central role in second language learning than was traditionally assumed. "Vocabulary, or lexicon, here is used to include the consideration of lexical phrases, sentence stems, prefabricated routines, and collocations, and not only words as significant units of linguistic lexical analysis and language pedagogy" (Richards and Rodgers, 2001: 227). As a result, in the teaching procedure of the classrooms, teacher talk became the major source of the language input using lexical phrases and emphasizing collocations. Linguists thought that if learners learn the words of the language, then it would be easier to use them communicatively. "Classroom procedures typically involve the use of activities that draw students' attention to lexical collocations and seek to enhance their retention and use of collocations" (Richards and Rodgers, 2001: 137). The ultimate aim was to teach basic speaking skills in which comprehension is the basis. In order to be successful, teachers used Total Physical Response (TPR) method to reach oral proficiency at a beginning level. "A TPR course aims to produce learners who are capable of an

uninhibited communication that is intelligible to a native speaker" (Richards and Rodgers, 2001: 75). Lexical approach was the influencing factor in the syllabuses. "A lexical approach would steer us away from an over-concentration on syntax and tense usage towards the teaching of phrases which show words in combination and which are generative in a different way from traditional grammar substitution tables" (Harmer, 2001:90).

The thing which was often neglected was the meaning of words. Words or other language items such as lexical items or intonation patterns can also create meaning. "The temptation is to think of a word having a fixed meaning, and assume that words are in some sort of one-to-one isomorphic relationship with reality" (Lewis, 2002: 77). "Meaning is constructed by some elements such as context, situation, thought. Meaning formation appears to be a two-way street. This is where thought and language meet" (Kecskes, 2003:28). **"It is seen that to understand the real meaning which is considered by the person, some elements have to be taken into account. These are social, political, and cultural aspects. As a consequence, the sequence may be as follows: Meaning (required to be expressed as a result of the interplay of socio-political factors and individual needs) > Lexical units (needed to express the required meaning) > Construction of a context in which the required meaning can be expressed by the selected lexical units" (Kecskes, 2003: 56).

In order to communicate, the speaker has to understand the intended meaning of the words or phrases. The problem is that the words or phrases used in a sentence may represent the literal meanings, or the figurative meanings depending on the usage. The learner has to know the literal and figurative meanings of the words as well. Giora (2003: 33) defines 'literal meaning' as follows: Literal meaning refers to what is denoted by individual words, as well as what is said by the compositional meaning of the sentence made up of these words intended nonfiguratively. Literal as defined in Webster English Dictionary (p.762), in accordance with, conforming to or upholding the explicit or primary meaning of a word or words of a text. It is explicit, referential and compositional. Figurative; on the other hand, in Longman Dictionary of Contemporary English (p 379), is defined as words, phrases used in some way other than the main or usual meaning. Understanding the intended meaning can be possible by looking at the context and the situation where the context occurred. "The hierarchy of interpretation

looks like this: Lexical interpretation > Immediate context > Extended context" (Kecskes, 2003: 66). The interpretation is called 'The Graded Salience Hypothesis' by Giora .This hypothesis claims that lexical processing takes priority over contextual processing (Giora, 2003: 93). "The Graded Salience Hypothesis needs not take the issue with a view of the lexicon as comprising of underspecified entries. It should, however, take issue with theories that assume that lexical access is not automatic but can be affected by contextual processes so that context pre-selects the appropriate (core) meaning while blocking inappropriate ones" (Giora, 2003: 98). Giora elaborates on what salience of a word is as follows:

> Salient meanings are privileged meanings stored in the mind of individuals at a given time in a given speech community. Salient meanings can be either literal or figurative or both. In language processing, the meaning we first attend to is the salient meaning of lexical units in the utterance, regardless of contextual bias. Salient meanings are first accessed automatically and are then revised in the case of a mismatch with context. The most salient meaning of a specific word, expression or utterance is the most conventional, frequent, familiar or prototypical interpretation. For instance, at the present time, the most probable interpretation of the word *gay* is 'homosexual' rather than 'merry' or 'lively'. Salience is based on prior knowledge and experience, and thus it is a function of degree of familiarity; and salience is dynamic, and ready to change if use, environment, society and speakers change.

The speaker has to pay attention to the meaning intended before replying. This requires the knowledge of literal and figurative meanings which means the speaker has to be competent in discourse and pragmatic. By this way, he/she can select the appropriate meaning from the two; semantic or pragmatic. "Words operate as devices which initiate the construal of some possible context for their interpretation. This device is usually so powerful that the appropriate conditions for interpretations are created even if initially they are neither in the linguistic nor the extralinguistic context. This is why it is possible to interpret a word introduced into a discourse even when all the semantic features of the word are potentially cancelled by the perceived context" (Kecskes, 2003: 62). The interaction is defined by Çakır (1997, translated by Gündoğdu) by means of the structures which provide the change from semantic meaning to pragmatic meaning,

which he calls Semantico-Pragmatic Operators. These can be composed of a word or a phrase. For example:

> <u>Aman</u> uyandırma! (Don't wake up!)
> Semantic Meaning: Bırak uyusun; Pragmatic Meaning: Sen onun uyandırılmamasını istiyorsun ama senin bu isteğine katılmıyorum, hatta protesto ediyorum (Semantic Meaning: Let her / him sleep; Pragmatic Meaning: You want her / him not to be waken up but I don't agree with you even I'm protesting).

> <u>Gel de şimdi</u> kitap oku. (Come now and read the book.)
> Semantic Meaning: Şimdi gelmeni ve kitap okumanı istiyorum; Pragmatic Meaning (Konuşmacıyı rahatsız eden bir durum ertesinde) Bu durumda kitap okuyabileceğimi sanmıyorum ya da Bu durumdan sonra kitap okuma hevesim kalmadı (Semantic Meaning: I want you to come now and read the book; Pragmatic Meaning: (After an unwanted situation of the speaker) I don't think I'm going to read the book or I don't want to read the book after this)

These utterances may seem the same as others; however, although they have similarities, there are also some differences. These peculiarities will be dealt in the next part.

2.5.3 Distinguishing Features of SBUs

"The equivancy of SBUs in different languages is not the matter of semantics. Explanation must be sought in the socio-cultural and conceptual rather than in the linguistic domain" (Kecskes, 2003: 83).In order to learn the meaning and true use of words, concepts are the milestones. Regarding to child language acquisition, words are learned as labels without the concepts they represent. However, after a time it is seen that they can communicate without misunderstanding by the hearer. This means concepts in the L1 are not learned rather they grow. Influence of input and the

environment plays a great role in the conceptualization process. The input is facilitated in L1 by exposure since the environment is a great source for child to grow concepts. "The more frequently the learner is exposed to a certain word in the input, the more firmly the concept becomes established in the minds" (Kesckes 2003:23).

Since foreign language learners are not sufficiently exposed to the target language and are not facilitated by the environment, the process of learning a word is limited to the lexical level. When a learner learns the dictionary meaning of 'bagel', he refers to the L1 to find the equivalent concept and 'simit' seems to be the best choice. This process is called "reconceptualization" (Kesckes 1995; Kesckes and Papp, 2000a), which shows very well that the linguistic (word) level and the conceptual level are two sides of one and the same phenomenon, but to equate them would be a mistake. Two basic dilemmas of an L2 learner are that, first, there is no one-to-one relation between words and concepts and, second, the semantic domain of words also contains specific properties which are not in the concept. As a result communication is damaged.

"SBUs are "windows" to the culture, thought patterns, social values, communication structures and institutions of the society in which the source language is used" (Kecskes, 2003: 2). SBUs are used in certain situations in every culture; however, the use of them may change from culture to culture. These SBUs usually have a very specific meaning. Kecskes (2003: 184) defines the situation as follows: The gap between 'what is said' and 'what is communicated' is quite wide. What makes the use of these SBUs difficult for non-native speakers (NNSs) is the fact that these expressions receive their specific pragmatic charge from the situation. Their figurative meaning sometimes is so remote from their literal meaning that NNSs can hardly recognize the metaphorical use. For instance:

- OK, shoot (Go ahead)

- Piece of cake (Easy)

- Get out of here (Don't fool me)

When asked to interpret these utterances NNSs generally rely on the literal meaning and compositional structure of the expressions which led to misunderstandings. What makes the interpretation of these SBUs even more complicated is that they are widely used in their literal meaning as well. For instance:

-I hope I am not disturbing you.
-Get out of here. Don't you see that I am busy?

Reluctance of NNSs to use these expressions can be explained by the fact that cognitive mechanisms responsible for the metaphorical or figurative meaning of these phrases prove to be too culture-specific for NNSs. For instance, it would be hard to find another culture in which 'easiness' of an action is compared to a 'piece of cake' as in American-English.

"SBUs can differ from culture to culture. This leads to the gradual development of a conscious awareness of how another culture is different from one's own culture, the ability to reflect upon this difference in language production, and the development of an identity that is the reflection of the dual culture" (Kecskes, 2003: 11). That is; one fixed expression may not mean the same thing in another culture. The core of the cultural concept can be the same but generally there is some knowledge domain attached to this core concept which is unique and characteristic only to the given culture (Kecskes and Papp2000a). "For instance; "Sıhhatler olsun." is a SBU in Turkish to address someone who has just taken a bath. However; the translation of this SBU "May it be healthy" may not mean anything to a native speaker of English since in English there is no such a similar SBU for such a situation" (Kecskes, 2003: 113).

"Language learners often make the mistake that they think what is expressed in their language should also be expressed in the target language" (Kecskes, 2003: 84). When the translation equivalent of the expression is sought, these two expressions may possibly be different both linguistically and pragmatically. "Japanese expression "o-genki desu- ka" is usually given as an equivalent to American "how are you?". When a Japanese person spends some time in America, s/he soon will discover that this expression is not always used the same way as in his/her language". (Kecskes, 2003:82). For example, when s/he goes to a supermarket, this expression is used in a similar way

with "Hello" by a cashier. However, that Japanese will respond to the question with reference to his/her own culture by giving detailed answer to the question which will probably seem strange to the cashier. This can be an example to demonstrate how same SBUs may differ pragmatically from culture to culture.

Though translating some SBUs would be awkward, some SBUs may be transferred from language to language. Although they may be lexically different, the same meaning can be conveyed from the two different transfer of the SBU. For instance the SBU to express something is easy to be done "piece of cake" can be transferred into Turkish as "çantada keklik". These two SBUs are lexically has no relation whereas they can be used in the same way pragmatically.

"Unlike idioms, SBUs have some distinguishing features. SBUs create their own frame and are hardly used outside their usual context" (Kecskes, 2003: 106). All the items except those which form a part of the idiom can be changed without destroying the idiomatic meaning. "The idiom "pull someone's leg" in usage can be changed as "I pulled down Jack's leg"; "Henry is pulling my leg about my new bike." (Kecskes, 2003: 106). Here, whereas the idiomatic meaning stays the same, other parts can be changed accordingly. However, a SBU is usually one single unit which functions as an utterance. Within the unit, changes are impossible and generally the immediate environment is almost predetermined.

- Don't you have to finish your homework and then tidy up room?
- Give me break, mom.

The SBU "Give me a break" here, functions as an utterance. Any change within the unit will destroy the meaning. Other features are listed by Kecskes (2003) as:

1. SBUs can have more than one salient meaning.

2. SBUs may originate from both other types of fixed expressions or freely generated expressions. If they derive from freely generated expressions they may often keep their original compositional meaning. This is one of their unique features that distinguish them from other idioms.

3. SBUs are more context-sensitive than other idioms.

Now that their distinguishing features have been discussed, their types are explained in the next part.

2.5.4 Types of SBUs

"SBUs are classified according to their content into two groups as situation bound rituals and situation bound routines. Situation bound rituals usually relate the situation to other situations, events or agents. They are especially frequent in tradition-oriented cultures such as Japanese, Arabic, Chinese and Turkish" (Kecskes, 2003: 112).

"Şeytan kulağına kurşun" ("have the teed in the devil's ear") is used to address someone to protect from the evil eye and not to bring bad luck.

This formulaic expression is mostly used when someone is in good condition such as a lorry driver who has not had an accident and does not want to have.

In contrast to situation bound rituals, situation bound routines generally do not sound sincere, and both the speaker and the interlocutor are aware of this. They are standardized solutions to coordination problems where no negotiations are necessary. "Future-oriented cultures (like the American culture) as opposed to tradition-oriented cultures prefer the use of situation bound routines to situation bound rituals" (Kecskes, 2003: 113).

"Fine, thanks"; "See you soon"; "Take care of yourselves";" Have a nice day" are some of the situation bound routines used in those societies. Knowing this will help the learners to interpret the meanings and use them in appropriate situations where necessary as translating a SBU may sometimes be awkward.

What is said and what is communicated can be different on the discourse level. SBUs play a significant role in reflecting the difference. The meaning must be chosen from their literal or figurative meanings. "A SBUs compositional meaning usually differs from their situated meaning so we need to take the literal-figurative dichotomy into account when we want to explain their use" (Kecskes, 2003: 120). Plain, charged, and loaded SBUs are the types according to their pragmatic extension. These are explained by Kecskes (2003) as follows:

1. Plain SBUs usually have a compositional structure and are semantically transparent.

Bill: -Is that you, Jim?

Jim: - Oh, hi Bill. It's so good to see you.

The SBU "It's so good to see you" is used in the most salient meaning. There is no need to look for the figurative meaning because it is apparent.

2. Charged SBUs meanings cannot be understood without the context because they can be used both literally and figuratively:

- Come on, Mary, we must catch the bus.

- I don't think I can help you with the homework.

- Come on, you know the subject well, you can help me.

It is difficult to distinguish the intended meaning of the SBU "Come on" without the context.

3. Loaded SBUs are generally used in greetings, closings, apologies. These are "loaded" with their new function which remains there, and is not dependent on the situation because it is encoded in the expression as a whole (Kecskes, 2003: 122).

"Welcome aboard"; "You are welcome" are some of the loaded SBUs whose meanings can be understood without the contexts.

SBUs are used frequently in conversations due to some reasons. The reasons are given by Kecskes (2003). "These formulaic expressions ease the processing overload not only because they are "ready-made" and do not require the speaker or hearer any "putting together" but also because their salient meanings are easily accessible in online production and processing which leads to speech economy" (Kecskes, 2003: 79).

Phatic communion is another reason to use SBUs. Especially in tradition-oriented cultures these are used as tools which establish personal bounds among the members of a speech community. People think the feelings of the hearer while talking. "Söz meclisten dışarı" is an expression used when the speaker tells a bad event but thinks that the hearers are not included in such an event.

Reducing the complexity of the situation is the effect of use of SBUs. "SBUs represent standardized ways of organising interpersonal communication and as such

their use ensures an appropriate and accepted way of language behaviour in certain recurring situations" (Kecskes, 2003: 80).

Acting as fillers is the last reason to use SBUs. "Well"; "um..."; "err..." are accepted as fillers used to give time to the speaker to find the appropriate words to express their ideas.

SBUs are very valuable for learners to become fluent and accurate in speech. When these are emphasized in class they will help speakers to be appropriate as they are used in different situations.

2.5.5 SBUs in Classroom

The most important problem among the Turkish students learning a language appears in communication. They have the opinion that they can understand what is said but they cannot talk. There may be several reasons for this problem including the learner differences; however, understanding the intended meaning and interacting like a native speaker requires the knowledge of culture and salience of the words. "What is salient for individuals belonging to the target language community will not necessarily be salient for the 'newcomers', the L2 learners. When acquiring and/or using another language, learners do two things. First, they rely on prior knowledge that is the knowledge of the first language and the socio-cultural background knowledge that the L1 is based upon. Second, they also give priority to certain meanings they encounter in the target language. So the primary meaning that emerges in the mind of an L2 learner as the most salient meaning of a lexical unit in the target language is the result of experience with two languages and cultures. Consequently, it may significantly differ from what the native speakers of that language consider as the most salient meaning of that particular lexical item or expression. This may cause misunderstandings in communication" (Giora, 2003: 93).

" SBUs carry not only meaning but also information about the life, history and thinking of people who have developed them to help communication in their language community. Therefore, SBUs can play a very important role in language acquisition and education" (Kecskes, 2003: 199). If the aim of education is creating an atmosphere in which communication is the basis, SBUs will be a great source for improving speaking

skill. The situations in the textbooks and the visuals used in them "are static and they address general student type, they are ready-made productions; therefore, their applicability is limited according to their education environment. On the other hand, SBU materials and activities are home-made and they can be regulated according to the education conditions (Çakır, 2004: translated by Gündoğdu).

In our country, learning a language is considered as learning the structure of syntax and most of the syllabuses are arranged according to this belief. However, this may not be the truth. When speakers are able to communicate in the target language, it is accepted that they learned the language. To be successful in teaching the speaking skill, a different kind of syllabus has to be applied. SBUs can be the one of the central components in designing such a syllabus because they show the way of thinking and the value system of the target society. "SBUs are powerful communicative means because they are not only required by institutionalized contexts but also can create contexts since the choice for the speakers from among possible communicative actions is much more restricted than in informal contexts" (Kecskes, 2003: 198). The SBUs used in most frequently faced situations and contexts in daily life can form the syllabus and to overcome the limitations of the methods giving more importance to semantics and pragmatics, a ProContext Language Teaching Method can be applied (Çakır, 2004: translated by Gündoğdu).

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter will provide information on the problem of the study, the setting, the participants, the instrument, procedures followed to collect data, and ways to analyse the collected data.

3.2 Problem

This study focuses on the preparation of supplementary activities for a speaking skill syllabus on the basis of SBUs for the AİBUPS and an the testing of effectiveness of the activities designed for the syllabus. Three major aims of the study are :

a) documenting the SBUs in the speaking skill syllabus of AİBUPS
b) designing activities focusing on these SBUs
c) evaluating the efficiency of the activities to be used in all classes.

This research addresses the following questions:

I. What are the SBUs included in AİBUPS speaking skill syllabus?
II. How can speaking skill syllabus be supplemented by means of SBUs?
III. How effective are the supplementary activities for SBUs?

3.3 Setting

The questionnaire which was used as the instrument for this study was conducted for the English preparatory classes of Abant İzzet Baysal University. There are three levels at the school: level C (highest level for students of the AİBUPS), level B (second highest level for students of the AİBUPS), level A (the third lowest English level classes for students of theAİBUPS). Level C students start the school from intermediate level and finish it with upper-intermediate level. They study English 24 hours a week. Level B students start school from pre-intermediate level and finish it with intermediate level. They study English 28 hours a week. Level A students start from beginner level and finish it with intermediate level. They

study English 30 hours a week. In the school there are students from faculties of science and letters, engineering and architecture, physical education, and economic and administrative sciences. However, only in science and letters faculty the medium of instruction is 100 % English. The others are 30 % English. This is a limitation for the syllabus of AİBUPS because all of the students cannot be said to be enthusiastically interested in learning English.

3.4 Participants

93 preparatory class students participated in the study. These students were from A level classes. Level A students are the slowest learners of English in the school and for some faculties, their future professions are not directly related to English. This level was chosen to see if they can use SBUs and be confident while talking as they are accepted as the lowest level to be successful. Table 3.1 illustrates the distribution of the participants by their faculty:

Among the participants, 4 students are from the faculty of physical education, 1 student is from the faculty of engineering and architecture, 34 students are from the faculty of economic and administrative science, 54 students are from the faculty of science and letters (Table 3.1).

Table 3.1 Distribution of Participants According to Faculty

	N	%
Faculty of physical education	4	4.30
Faculty of engineering and architecture	1	1.07
Faculty of economic and administrative science	34	36.559
Faculty of science and art	54	58.06
Total	93	100

When English backgrounds of the participants were examined, it is found that all the participants did not have an English background.

3.5 Instrument

The aim of this study is to find the effectiveness of the activities designed by SBUs. In order to do this, the book that is studied in the AİBUPS is searched to find the SBUs. The name of the book is Conversation Book 2. This book was chosen because of the goals of the Preparation School. It was found that the students of university wasn't able to speak therefore, it was necessary to choose a book whose aim is to make the conversation easy. The activities in this book are about everyday life and the vocabulary is given in contexts to make it understandable. However, it was not enough for the students to speak confidently. Some other things have to be done to be successful in achieving this and it was thought by the researcher that SBUs would help this problem. The first thing done was finding the SBUs in the book which will be focused on. After the SBUs were determined, it was time to prepare the activities. So as to evaluate the effectiveness of the activities, the researcher believed that it would be necessary to prepare two instruments. One will be about the teachers, and the other will be about the students. As a result, a checklist and a questionnaire were prepared.

In this study, two instruments were used to collect data. Since a previously administered instrument for our research problem was not available for us, questions in the questionnaire were formed by the researcher. Each item in the questionnaire finds its basis in the literature review of the study.

The first instrument used, in fact, consists of three sections: Activity 1, Evaluation of Activity 1, and Activity 2. In the first section, which is in appendix 1, five teachers were asked to do the activity and answer the questions in the checklist according to their observation.

The second instrument is composed of questions about the use of SBUs. Students are asked to answer the questions after they have practiced the activities which can be seen in appendix 2.

Section 1: This part was designed to find out the efficiency of Activity 1. The items in this part are questions about the instruction, the parallelism of the course content, and use of appropriate SBUs in Activity 1. While teachers are observing Activity 1, they are asked to fill in the checklist.

Section 2: This part was designed to check whether students are able to use the SBUs they had learned in Activity 1. The items in this part are questions about production of SBUs by students.

Section 3: This part was designed to find out the efficacy of Activity 2. The items in this part are questions about group participation, negotiation in the target language, and producing different situations for the related SBUs.

The items in the second instrument are statements about the opinions of students for SBUs and their usage. This part was designed to find out the effectiveness of a syllabus designed by SBUs from the perspective of students. Their opinion is very important because if they believe it is working, it can be concluded that they learn better.

As shortly summarised above, the first instrument consists of two parts. The initial part consists of seven questions. The second part consists of six questions, and the last part is of eight questions. The second instrument consists of ten statements. The questionnaires were translated into Turkish by the researcher and the translated questionnaires were checked by four colleagues to make sure the equivalence between the English and the Turkish versions of the questionnaires (see Appendix A for the English version of the questionnaire; see Appendix B for the Turkish version of the questionnaire). The Turkish version of the questionnaire was piloted with thirty preparatory class students at AİBUPS to minimize the possible problems before the actual study was conducted. These students were level B students and they did not participate in the actual study. They were encouraged by their teachers to ask any questions about the items which they found not clear and report any problems or difficulties they faced while answering the questionnaire. The wording of some items and the format of the questionnaire were modified due to the pilot participants' comments and questions.

3.6 Data Collection Procedures

In November, 2007, permission for application of the activities was requested from Abant İzzet Baysal University Preparatory School. The vice director granted permission and determined five A level classes for the second term of the year. The syllabus was taken from the vice director and after the SBUs were found, they were added to the syllabus. Activities were designed accordingly and the coordinators and other listening speaking teachers were asked for their opinions about the activities. The speaking syllabus and the activities will be presented in the next chapter. Before piloting them, the questionaire was prepared for the students and were implemented in another class which will not participate in the study with the activity one. Also in this stage, one of the listening-speaking course teacher observed the class and a checklist was prepared by the help of the results of the obsrevation. When these

were ready, five teachers were asked to observe the class while the activities were pilotted. They filled the checklists in. After the second activity was pilotted, the students were given the questionnaire to fill in.

3.7 Data Analysis

There were basically five steps while analysing the data obtained from the questionnaire of the students. First, the questionnaires and the items in the questionnaires were coded. Secondly, codes were entered into Statistical Packages for Social Sciences (SPSS), which was used to analyse the data. Then, the frequencies, percentages and means of each item were determined by frequency tests. Results of the frequency tests were used to form an ordinal scale to show participants' opinions about SBUs.. Then, frequency rates for the items were examined and commented accordingly.

For the checklists of teachers, an analysis was done by the researcher and the effectiveness of the activities was discussed. The results of the study will be presented in tables in Chapter Four.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 Introduction

This study investigates the effectiveness of the activities designed to supplement on the basis of SBUs the speaking skill syllabus of English preparatory class students at Abant İzzet Baysal University. The study also aims to find out whether SBUs will help the students to speak more confidently or not if the activities are focused on SBUs.

4.2 Data Analysis

There are two main parts under this section. In the first part the speaking syllabus and the activities are presented. In the second part the data analysis is presented. Because of the fact that the instrument is composed of two parts, the second part will be in presented in two parts: checklist for the teachers and questionnaire for the students.

4.2.1 Speaking Syllabus

When the speaking syllabus of AİBUPS, was analyzed, the following language functions and SBUs were identified. Chart 4.1 illustrates the weekly speaking skill syllabus. The first column shows the weeks, the second shows the material, the third shows the units and the names of the chapters, the forth shows the funtions and the fifth shows the SBUs.

Speaking Skill Syllabus

There will be 2 lessons in one week. Each lesson will be 50 minutes long and include one unit and one activity.

WEEK	MATERIAL	LISTENING and SPEAKING	COMPETENCY OBJECTIVES	SITUATION-BOUND UTTERANCES (SBUs)
1	A conversation Book 2 (ACB2)	**UNIT 1: Social Communication** Lesson A- Introductions and Greetings Lesson B –More About You Lesson C- Congratulations	-Introducing self and others; -Understanding and using formal and informal introductions and leave takings. -Asking and telling about basic personal information. -Extending congratulations in different situations	-I would like you to meet… -It's my pleasure to introduce you.. -See you soon -It was nice to meet you -Have a nice day! -I guess so. -You know,… -I see! -I appreciate your saying that.
2	A conversation Book 2 (ACB2)	Lesson D- Apologies Lesson E- Good and Bad Manners Lesson F- Congratulations Lesson G- Expressing Sympathy	-Extending apologies in different situations. -Comparing and contrasting im/polite behaviors across cultures. -Extending congratulations in different situations. -Extending sympathy in different situations	-Sorry! -I bet. -Let's see. -Don't say that -No Problem. -Unbelievable! -That's it! -Go ahead! -I don't want to bother you. -OK, sure! -Would you mind? -My condolences. -How awful.
3	A conversation Book 2	**UNIT 2: Personal Life** Lesson A- Daily	-Comparing and contrasting different life	-Is everything OK? -Really?

	(ACB2)	Life Film Session: A Beautiful Mind	styles. -Learning new vocabulary and group discussions about the film	-That's for sure. -How so? -That must be difficult.
4	A conversation Book 2 (ACB2)	Lesson B- Favorite Food Lesson C- Personality Characters Lesson D- Friends	-Comparing and contrasting food preferences -Identifying and discussing different characteristics of personality -Talking about the negative and positive aspects of friendships	-Great idea! -I don't think so. -That's really great! -What's wrong? -No sweat! - That's wonderful! -Gee -Good for you. -What's the matter?
5	A conversation Book 2 (ACB2)	Lesson E- A Childhood Memories Lesson F- Cultural Identity Lesson G- Life Story	-Asking and answering questions about childhood memories. -Talking about cultural differences and heritage -Asking and answering questions about personal experiences; sharing personal stories. -Talking about the changes in one's lifetime	-It seems so silly! -To tell the truth, .. -I sure hope! -This is a breeze. -Are you kidding? -No way! -I don't think so. -It was so dreadful.
6	A conversation Book 2 (ACB2)	Lesson H- Future Plans, Hopes and Dreams Lesson F- Learning Styles Conducting a survey of "learning styles" and analyzing the	- Explaining and asking about future goals and ways of reaching them. - Discussing the characteristics of various	-I'm so bored. -That would be nice. -I guess not. -I guess you are right. -Sounds like you need… -You are kidding.

		results.	learning styles. -Collecting data through a survey about their peers and conveying result to the whole class.	-Thanks for being so..
7	A conversation Book 2 (ACB2)	**Unit 3: Family** Lesson A- Families Lesson B- Falling Love	-Discussing the roles of family members; sharing personal family memories -Talking about the cross-cultural perspectives on love. - Chatting about memories at different stages of one's life. -Planning a daily trip	-I bet. -Well.. -Funny, you should ask. -Actually,… -No kidding!
8	A conversation Book 2 (ACB2)	Lesson C- Marriage Lesson D- Having baby Lesson E- Growing up	-Discussing common milestones in marriage. -Talking about common preparations for having a baby. -Comparing experiences as adolescents.	-How about..? -Time is up! -We are in trouble! -I guess so. -When is your baby due? - I'm so worried. -We are so grateful.
9	A conversation Book 2 (ACB2)	Lesson F- Parenting Lesson G- After school Lesson H- Divorce	-Talking about problems of parenting -Sharing after-school experiences -Discussing causes for divorce -Sharing	-You see,.. -Our baby is due.. -I'm at my Witt's end. -Don't panic! -I'll do that! -That's really too bad. -That's thoughtfully

			experiences at different stages of life.	ridiculous. -How can that be?
10	A conversation Book 2 (ACB2)	Lesson I – Growing Old **Unit:5 Staying Healthy** Lesson A: Taking care of yourself Lesson B: Staying healthy outdoors	-Discussing problems and pleasures of growing old - Comparing and contrasting good and bad health habits -Identifying and discussing outdoor health hazards, precautions and remedies	-Long time, no see! -Don't be foolish! -Gee! -What did you have in mind? -That's nothing! -Don't be foolish! -It's like furnace! -I'm sick as a dog. -No wonder! -Talk to you later.
11	A conversation Book 2 (ACB2)	Lesson C- Home remedies Lesson D- Medical care Lesson E- Emergency care	- Asking and telling about home remedies - Telling about an experience with a health problem - Discussing procedures and experiences with health care for emergencies	-No wonder. -Take care! -What is going on? -My back is killing me! -It is time to…. -I understand!
12	A conversation Book 2 (ACB2)	Lesson F- Pharmacy Lesson G- Poisons Lesson H- Counseling	- Comparing and contrasting various items sold at a pharmacy - Identifying and discussing common household poisons and procedures for dealing with a poison emergency - Identifying and discussing problems which	-What a day! -Winter is here! -Just a second! -It didn't do any good! -Oh, my goodness. -Sure! -Fine! -Great! -I'm so glad! -Let's get started. -What about…?

			counseling can help solve	
13	A conversation Book 2 (ACB2)	**Unit:10 In the news** Lesson A- Weather and natural disasters Lesson B- Sports news	- Identifying different kinds of severe weather and natural disasters - Identifying and discussing issues related to sports in the news	- It was so terrifying. - How terrible! - I guess. -A word to mouth.
14 Final Exam	-------------- --	---------------- -----	---------------- ----	

Table 4.1 Speaking Syllabus

4.2.2 Checklist for the Teachers

After documenting the SBUs was completed, effectiveness of some activities was evaluated. After the activities were implemented, checklists were given to teachers to fill in.

As presented in Chapter 3, the first part of the instrument is the checklist, which is about the activities prepared for the teachers. The initial part consists of seven questions to evaluate the effectiveness of Activity 1 which is Activity 2 in the speaking syllabus. These statements reflect the students' interest in the activity.

In Activity 1, SBUs are written on the board and students are asked to distinguish which ones are positive and which ones are negative. After the distinguishing stage, they are asked to tell some situations where they can be used. In addition, they are asked to give optional SBUs if they can. Then they are grouped in two and every group choose one of the SBUs or the situations from the pile. In the given time they are asked to match the situations with the appropriate SBUs.

Afterwards, they act out the diologues they have formed by matching. In the last part, they are asked to create some other situations in order for other students to use the appropriate SBUs.

Question 1- Are the instructions clear enough?

All the teachers said "yes" to this one.

Question 2- Is the allocated time enough for the activity?

All the teachers said "yes" to this one.

Question 3- Is the activity age appropriate?

All the teachers said "yes" to this one.

Question 4- Are the students able to use appropriate SBUs?

All the teachers said "yes" to this one.

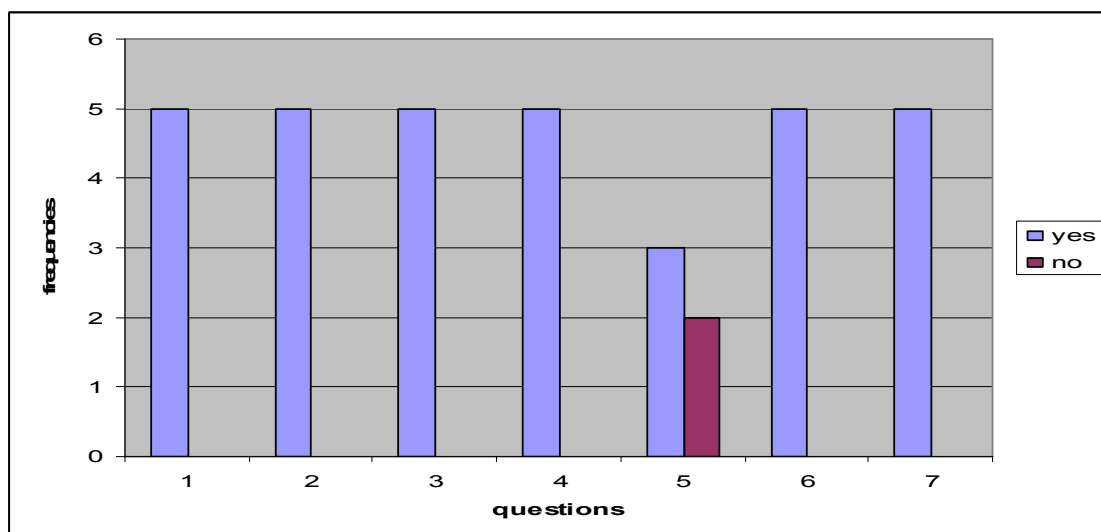**Question 5- Are the students able to give optional SBUs?**

Three of the teachers said "yes" to this one, while two of them said "no".

Question 6- Is the activity parallel to the course content?

All the teachers said "yes" to this one.

Question 7- Is the material easy to manage for the students?

All the teachers said "yes" to this one.

Graph 4.1 Results of Checklist 1

The second part of the checklist is about the Post Activity of 1, which is done to test whether the SBUs in the first activity has been learned or not.

In this Post Activity of 1, students are asked to remember the SBUs for positive and negative situations by responding to the situations the teacher is giving. Afterwards, they are given pictures and asked to create dialogues accordingly. In the next stage, they are asked to act out the dialogues they have created. To evaluate this, the questions and the results of the observations are as follows:

Question 1- Are the students able to recall the positive and negative SBUs practiced in the previous lesson?

All the teachers said "yes" to this one.

Question 2- Are the students able to distinguish between the good and bad situations in the given pictures?

All the teachers said "yes" to this one.

Question 3- Are the pictures clear enough for the students to make such differentiation?

All the teachers said "yes" to this one.

Question 4- Are the students able to create appropriate dialogues accordingly?
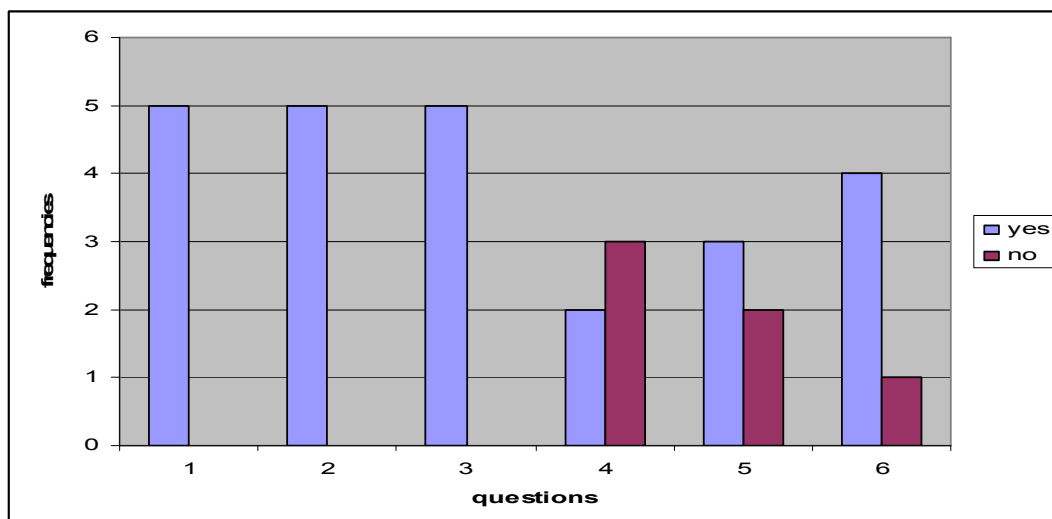
Two of the teachers said "yes" to this one, whereas three said "no".

Question 5- Are the students able to use appropriate SBUs while creating the dialogues?

Three of the teachers said "yes" to this one, while two said "no".

Question 6- Are the students able to act out the dialogues using proper SBUs?

Four of the teachers said "yes" to this one, only one teacher said "no".

Graph 4.2 Results of Checklist 2 (Post Activity of Activity 1)

In the third part of the checklist, teachers are asked to evaluate Activity 2 which is Activity 3 in the speaking syllabus. The aim of the activity is to introduce the SBUs which will be studied in Unit 2. They are given a worksheet which has six dialogues with one line missed and some of the sentences are underlined. First, they are asked to guess the SBUs and the meanings of them used there in groups. In order to do this, they are given time. After this, they are asked to guess the situations these can be used and fill in the missing lines in pairs. While negotiating on these they are asked to speak in the target language. The discussion continues with the class after the allocated time while the pairs act out the dialogues. Finally, they are asked to produce different kinds of situations where these SBUs can be used. The evaluation questions for the teachers are as follows:

Question 1- Are the instructions clear enough?

All the teachers said "yes" to this one.

Question 2- Are the students able to make correct guesses about the underlined phrases?

Two of the teachers said "yes" to this one and three of them said "no".

Question 3- Is the time given for negotiation enough?

All the teachers said "yes" to this one.

Question 4- Do all the students in the groups attend the negotiation?

Three of the teachers said "yes" to this one while two said "no".

Question 5- Do the students use target language during negotiation?

All the teachers said "yes" to this one.

Question 6- Is the time given enough for the activity?

All the teachers said "yes" to this one.

Question 7- Are the students in the other pairs able to produce different situations for the related SBUs?

All the teachers said "yes" to this one.
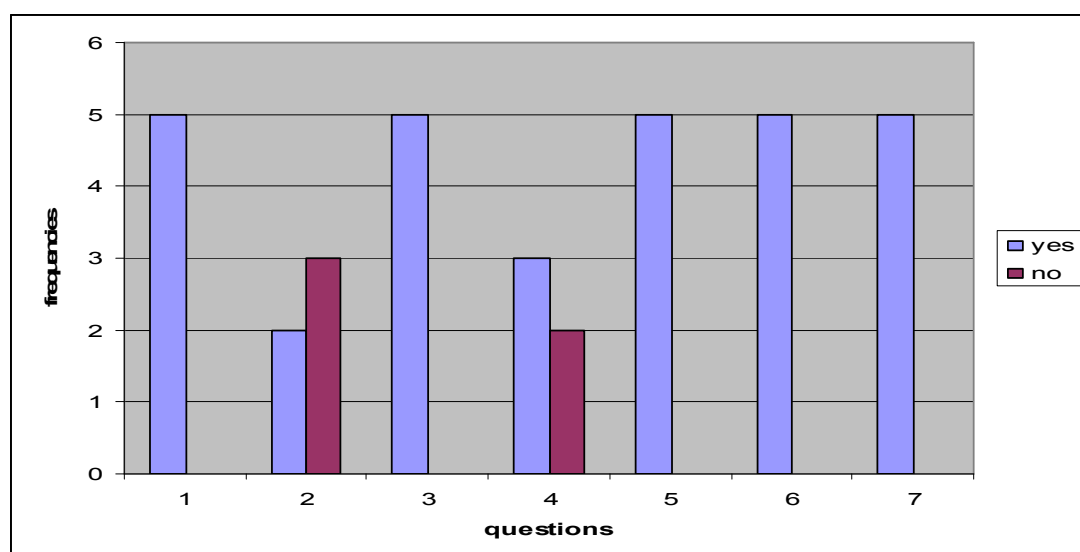
Graph 4.3 Results of Checklist 3

4.2.3 Questionnaire for the Students

The second part of the instrument is the questionnaire prepared for the students after the activities have been performed in the class. It aims at finding out the students' reactions to SBUs-based activities and their use in the long run.

There are ten statements in the questionnaire. The statements and the results are as follows:

Statement 1- I find speaking in English difficult.

Question 1

N	Valid	93
	Missing	0
Mean		3,6989

Table 4.2 Frequences and Percentages of the Responces Given to Item 1

Question 1

		Frequency	Percent	Valid Percent
Valid	totally disagree	2	2,2	2,2
	disagree	8	8,6	8,6
	neutral	25	26,9	26,9
	agree	39	41,9	41,9
	totally agree	19	20,4	20,4
	Total	93	100,0	100,0
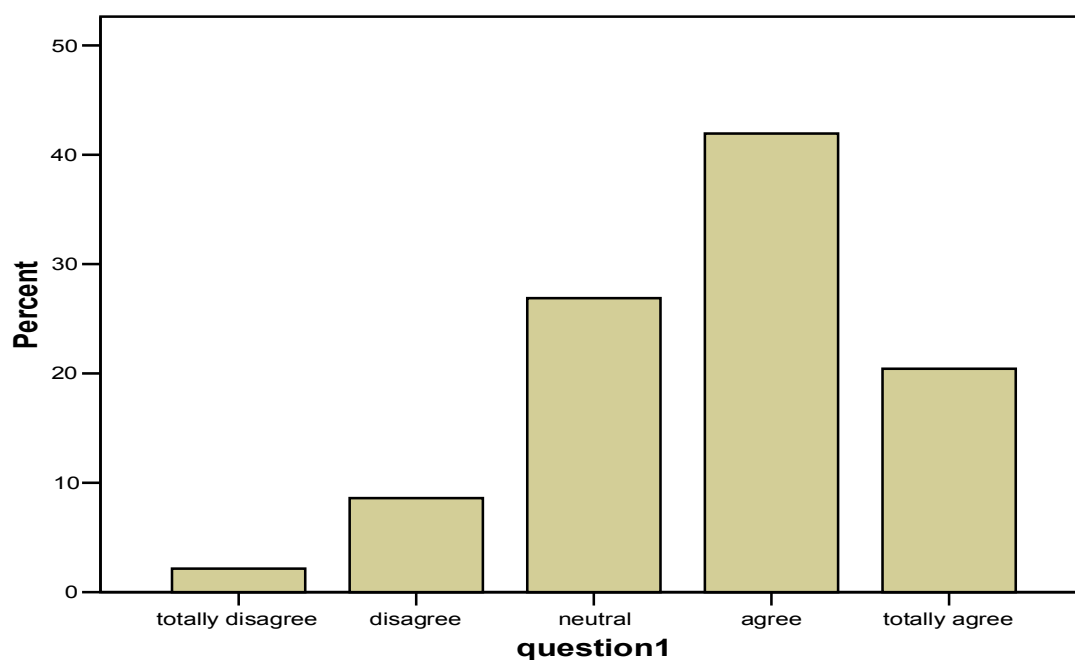
Graph 4.4 Frequences and Percentages of the Responces Given to Item 1

Two of ninety three students answered as "totally disagree" with 2.2 %, eight circled "disagree" with 8.6 %, twenty five circled "neutral" with 26.9 %, thirty nine circled "agree" with 41.9 %, and nineteen circled "totally agree" with 20.4 %. It can be seen from the results that majority of the students find speaking in English difficult.

Statement 2- Activities are more effective when backed up with SBUs.

Statistics

Question 2

N	Valid	93
	Missing	0
Mean		3,4946

Table 4.3 Frequences and Percentages of the Responces Given to Item 2

Question 2

		Frequency	Percent	Valid Percent
Valid	totally disagree	8	8,6	8,6
	Disagree	14	15,1	15,1
	Neutral	20	21,5	21,5
	Agree	26	28,0	28,0
	totally agree	25	26,9	26,9
	Total	93	100,0	100,0
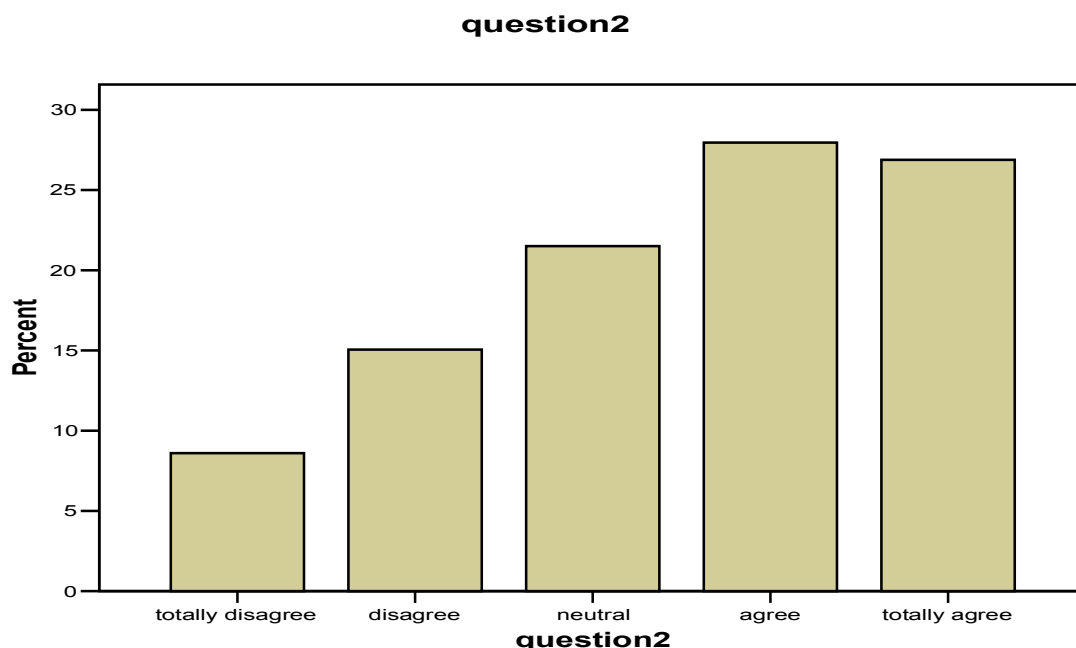
Graph 4.5 Frequences and Percentages of the Responces Given to Item 2

Eight of ninety three students answered as "totally disagree" with 8.6 %, fourteen circled "disagree" with 15.1 %, twenty circled "neutral" with21.5 %, twenty six circled "agree" with 28 %, twenty five circled "totally agree" with 26.9 %. The results indicate that most of the students agree that if the activities are backed up with SBUs, then they will be more effective.

Statement 3- The extra activities given in speaking lessons improve speaking skill.

Statistics

Question 3

N	Valid	93
	Missing	0
Mean		4,1828

Table 4.4 Frequences and Percentages of the Responces Given to Item 3

Question 3

		Frequency	Percent	Valid Percent
Valid	,00	1	1,1	1,1
	totally disagree	7	7,5	7,5
	neutral	10	10,8	10,8
	agree	23	24,7	24,7
	totally agree	52	55,9	55,9
	Total	93	100,0	100,0

question3
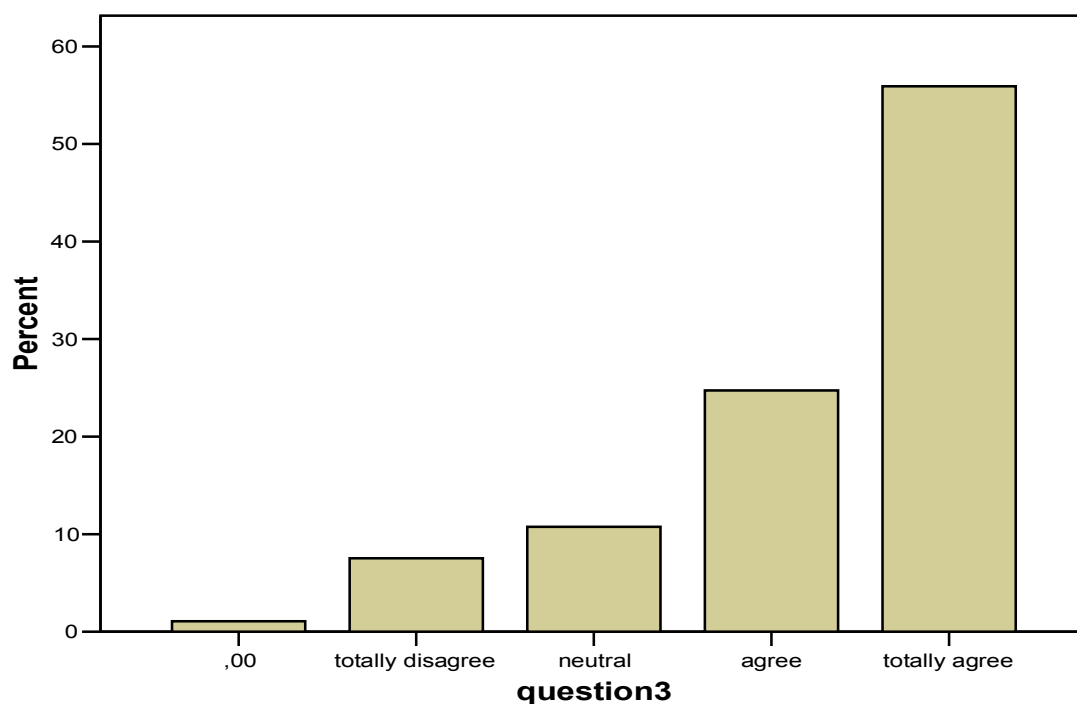
Graph 4.6 Frequences and Percentages of the Responces Given to Item 3

None of ninety three students answered as "totally disagree" with 1.1 %, seven circled "disagree" with 7.5 %, ten circled "neutral" with 10.8 %, twenty three circled "agree" with 24.7 %, fifty two circled "totally agree" with 55.9 %. It can be

concluded from the results that majority of the students find extra acticities given in speaking lessons improve speaking skill.

Statement 4- SBUs help students communicate more fluently.

Statistics

Question 4

N	Valid	93
	Missing	0
Mean		4,1935

Table 4.5 Frequences and Percentages of the Responces Given to Item 4

Question 4

		Frequency	Percent	Valid Percent
Valid	totally disagree	6	6,5	6,5
	disagree	3	3,2	3,2
	Neutral	12	12,9	12,9
	Agree	18	19,4	19,4
	totally agree	54	58,1	58,1
	Total	93	100,0	100,0

question4
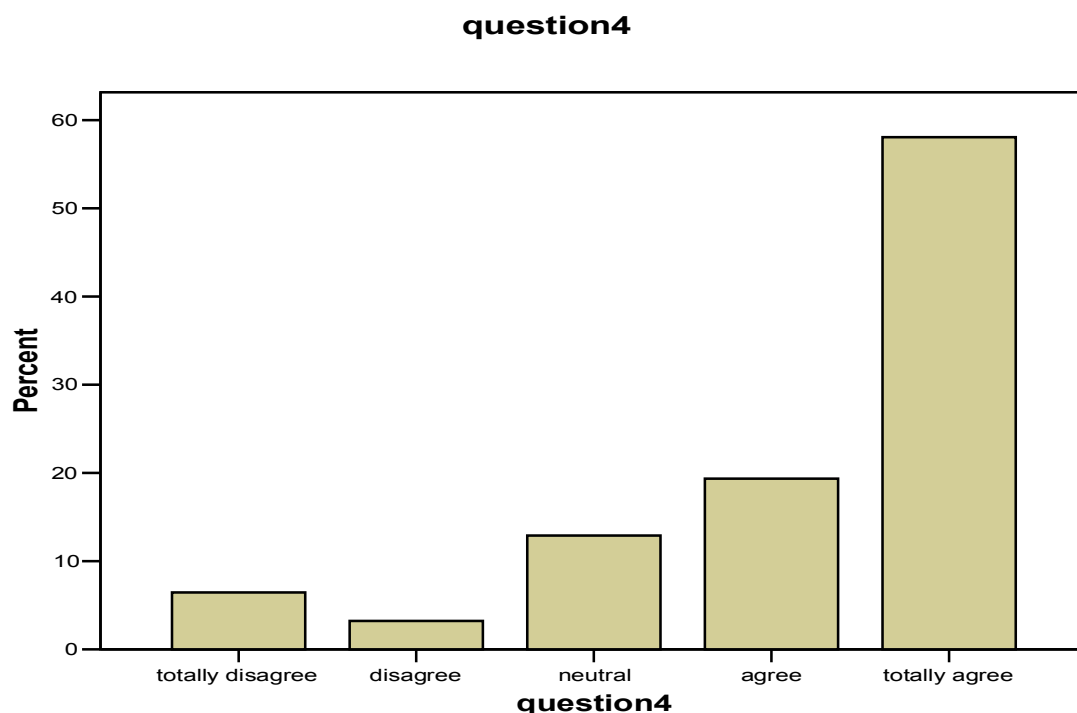
Graph 4.7 Frequences and Percentages of the Responces Given to Item 4

Six of ninety three students answered as "totally disagree" with 6.5 %, three circled "disagree" with 3.2 %, twelve circled "neutral" with 12.9 %, eighteen circled "agree" with 19.4 %, fifty four circled "totally agree" with 58.1 %. The results indicate that that majority of the students believe that SBUs help them to communicate more fluently.

Statement 5- SBUs help students communicate easier.

Statistics

Question 5

N	Valid	93
	Missing	0

Table 4.6 Frequences and Percentages of the Responces Given to Item 5

Question 5

		Frequency	Percent	Valid Percent
Valid	totally disagree	6	6,5	6,5
	disagree	2	2,2	2,2
	neutral	8	8,6	8,6
	agree	25	26,9	26,9
	totally agree	52	55,9	55,9
	Total	93	100,0	100,0

question5
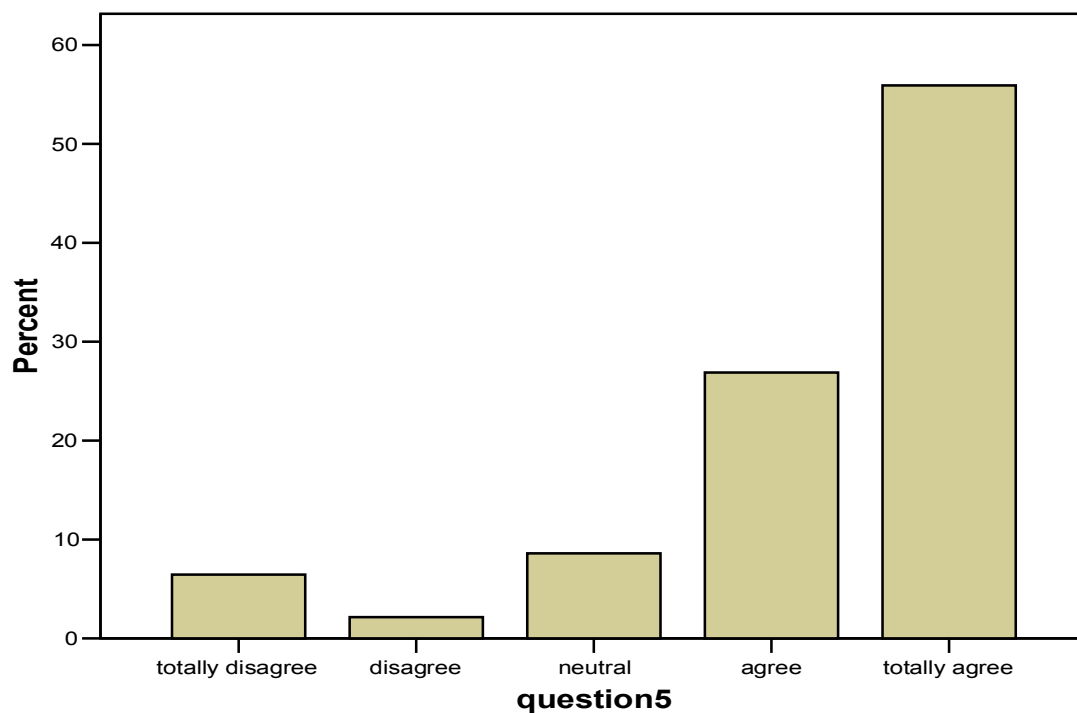
Graph 4.8 Frequences and Percentages of the Responces Given to Item 5

Six of ninety three students answered as "totally disagree" with 6.5 %, two circled "disagree" with 2.2 %, eight circled "neutral" with 8.6 %, twenty five circled "agree" with 26.9 %, fifty two circled "totally agree" with 55.9 %. It follows from the results that majority of students believe that SBUs ease communication.

Statement 6- SBUs help students to be more confident in speech.

Statistics

Question 6

N	Valid	93
	Missing	0
Mean		4,1398

Table 4.7 Frequences and Percentages of the Responces Given to Item 6

Question 6

		Frequency	Percent	Valid Percent
Valid	,00	1	1,1	1,1
	totally disagree	6	6,5	6,5
	disagree	1	1,1	1,1
	neutral	10	10,8	10,8
	agree	28	30,1	30,1
	totally agree	47	50,5	50,5
	Total	93	100,0	100,0

question6
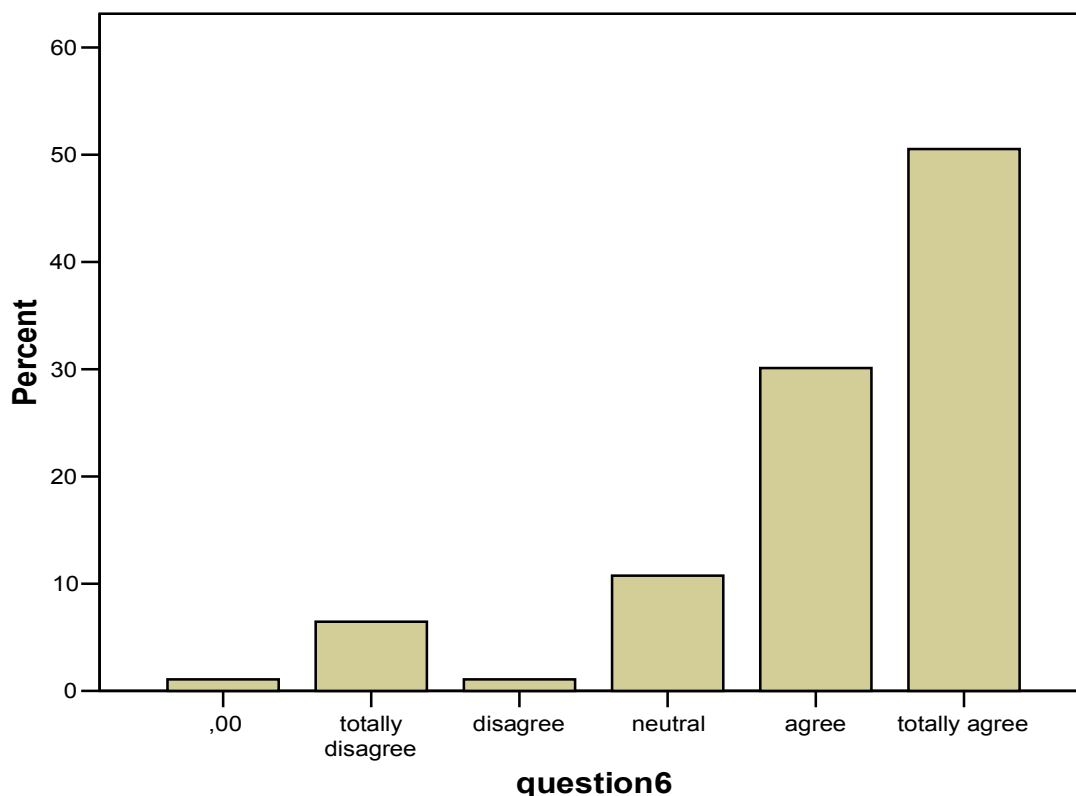
Graph 4.9 Frequences and Percentages of the Responces Given to Item 6

One of ninety three students "did not have any idea". Six students answered as "totally disagree" with 6.5 %, one circled "disagree" with 1.1 %, ten circled "neutral" with 10.8 %, twenty eight circled "agree" with 30.1 %, fourty seven circled "totally agree" with 50.5 %. The results show that majority of the students believe that SBUs help them to be more confident in speech.

Statement 6- There should be more acticities focusing on SBUs.

Statistics

Question 7

N	Valid	93
	Missing	0
Mean		4,2581

Table 4.8 Frequences and Percentages of the Responces Given to Item 7

Question 7

		Frequency	Percent	Valid Percent
Valid	totally disagree	4	4,3	4,3
	disagree	6	6,5	6,5
	neutral	8	8,6	8,6
	agree	19	20,4	20,4
	totally agree	56	60,2	60,2
	Total	93	100,0	100,0

question7
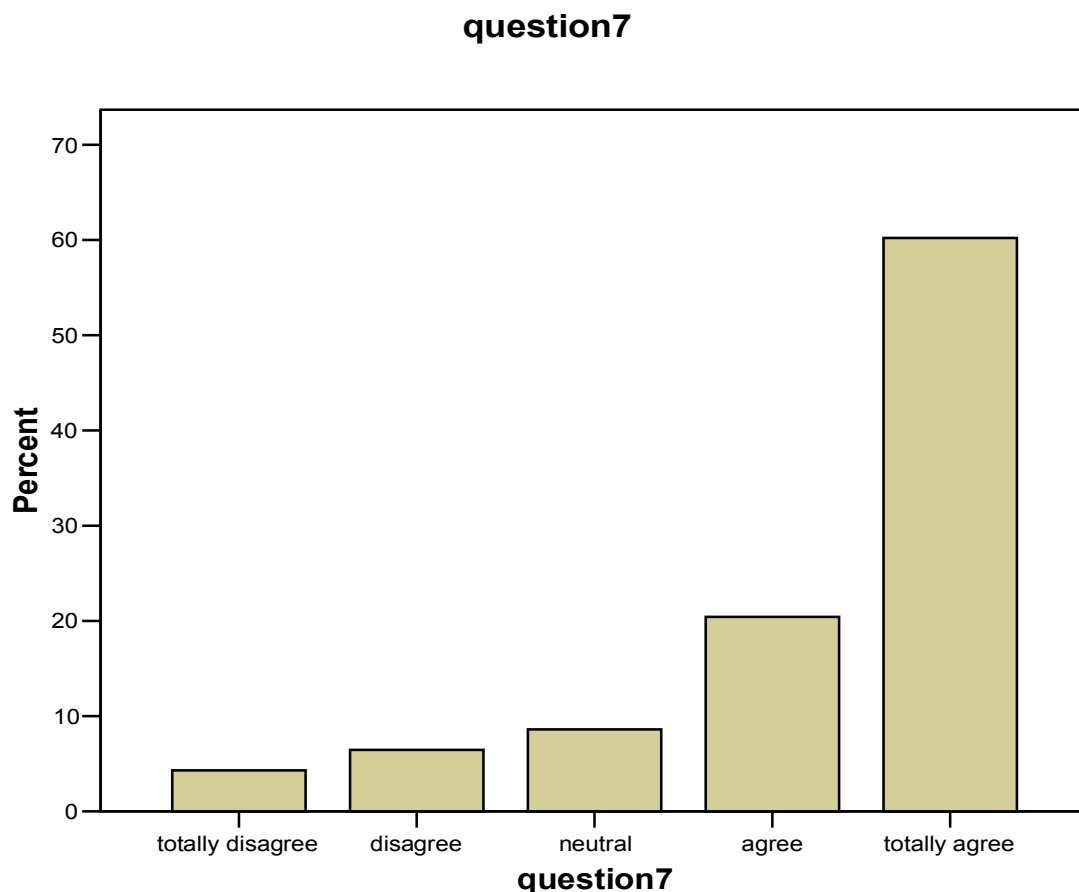
Graph 4.10 Frequences and Percentages of the Responces Given to Item 7

Four of ninety three students answered as "totally disagree" with 4.3 %, six circled "disagree" with 6.5 %, eight circled "neutral" with 8.6 %, nineteen circled "agree" with 20.4 %, fifty six circled "totally agree" with 60.2 %. The results reveal that majority of the students totally agree that there should be more activities focusing on SBUs.

Statement 8- I believe I will be able to use the SBUs I have learned in the long term.

Statistics

Question 8

N	Valid	93
	Missing	0
Mean		4,0968

Table 4.9Frequences and Percentages of the Responces Given to Item 8

Question 8

		Frequency	Percent	Valid Percent
Valid	totally disagree	8	8,6	8,6
	disagree	2	2,2	2,2
	neutral	11	11,8	11,8
	agree	24	25,8	25,8
	totally agree	48	51,6	51,6
	Total	93	100,0	100,0

question8
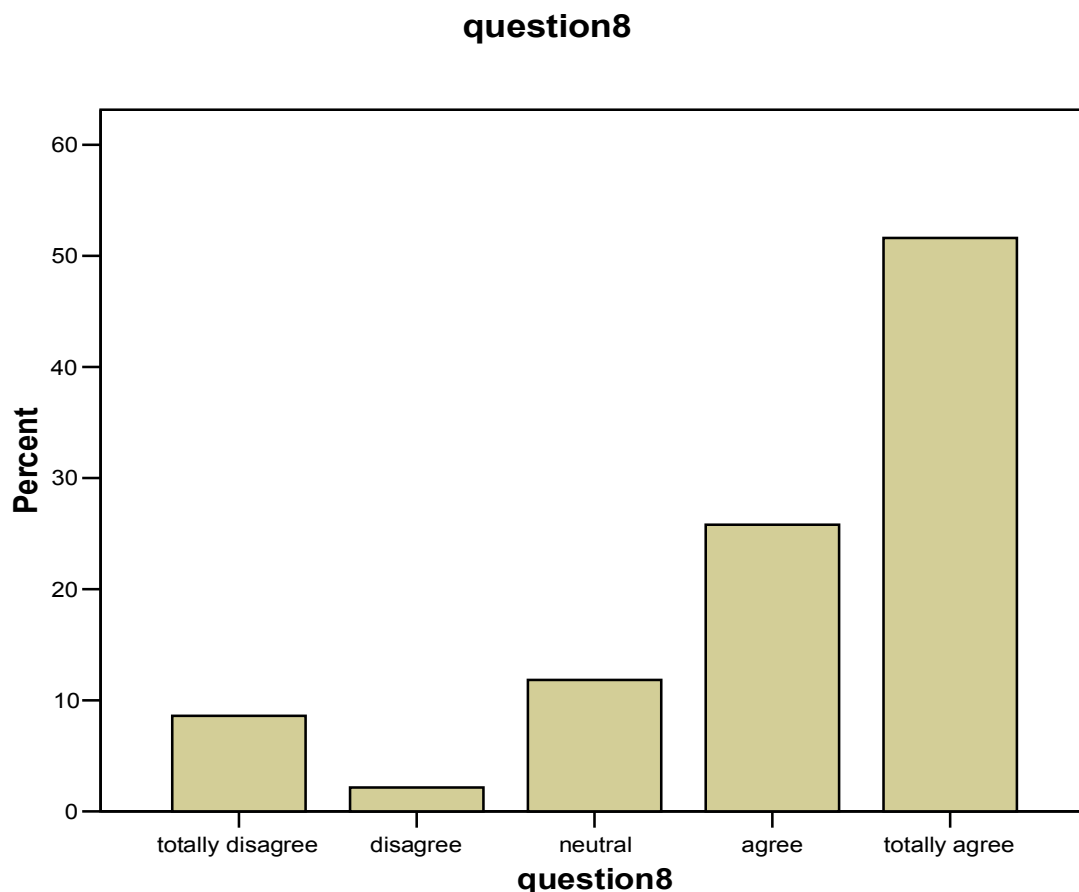
Graph 4.11 Frequences and Percentages of the Responces Given to Item 8

Eight of ninety three students answered as "totally disagree" with 8.6 %, two circled "disagree" with 2.2 %, eleven circled "neutral" with 11.8 %, twenty two circled "agree" with 25.8 %, forty eight circled "totally agree" with 51.6 %. We can conclude from the results that majority of the students totally agree that they will be able to use the SBUs they have learned in the long run.

Statement 9- SBUs are means for understanding the culture of the target language.

Statistics

Question 9

N	Valid	93
	Missing	0

Table 4.10 Frequences and Percentages of the Responces Given to Item 9

Question 9

		Frequency	Percent	Valid Percent
Valid	totally disagree	9	9,7	9,7
	disagree	2	2,2	2,2
	neutral	11	11,8	11,8
	Agree	25	26,9	26,9
	totally agree	46	49,5	49,5
	Total	93	100,0	100,0

question9
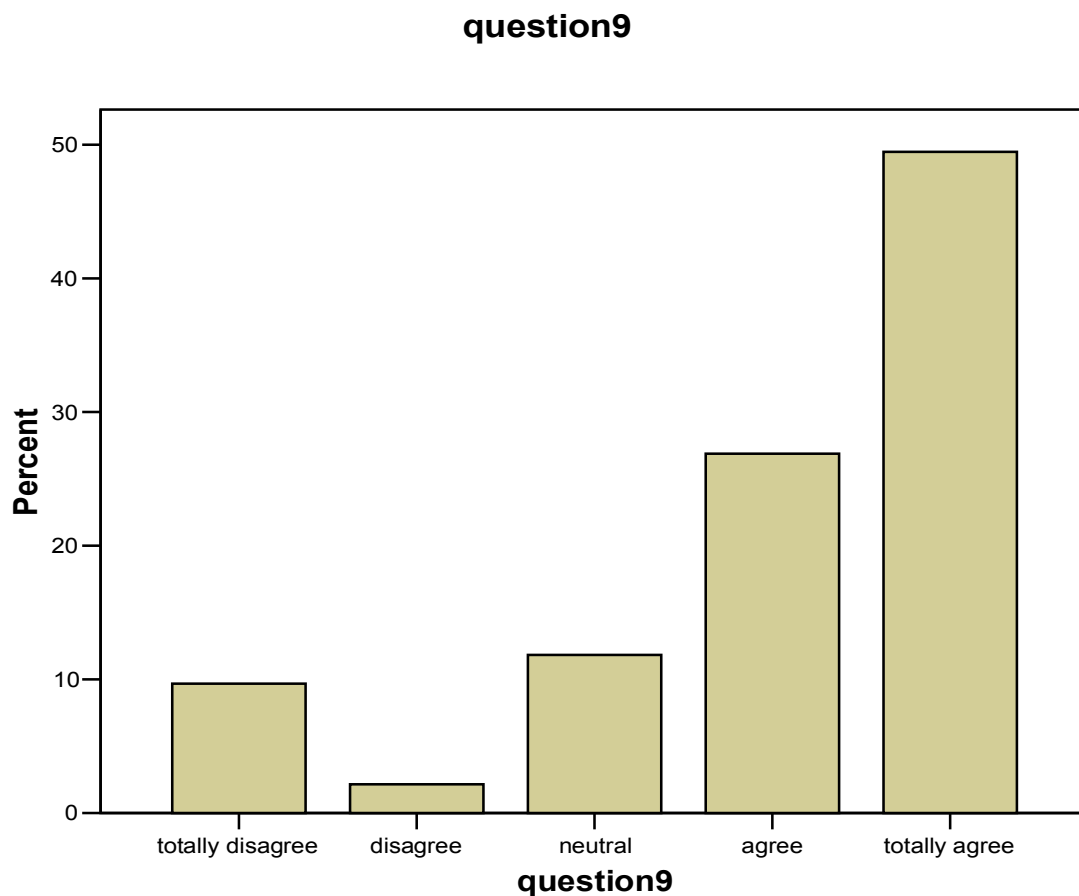
Graph 4.12 Frequences and Percentages of the Responces Given to Item 9

Nine of ninety three students answered as "totally disagree" with 9.7 %, two circled "disagree" with 2.2 %, eleven circled "neutral" with 11.8%, twenty five circled "agree " with 26.9 %, forty six circled "totally agree" with 49.5 %. It can be seen from the results that majority of the students totally agree that SBUs are means for understanding the culture of the target language.

Statement 10- SBUs will help students improve not only speaking but other skills as well.

Statistics

Question 10

N	Valid	93
	Missing	0
Mean		3,7419

Table 4.11 Frequences and Percentages of the Responces Given to Item 10

Question 10

		Frequency	Percent	Valid Percent
Valid	totally disagree	9	9,7	9,7
	disagree	5	5,4	5,4
	neutral	21	22,6	22,6
	agree	24	25,8	25,8
	totally agree	34	36,6	36,6
	Total	93	100,0	100,0

question10
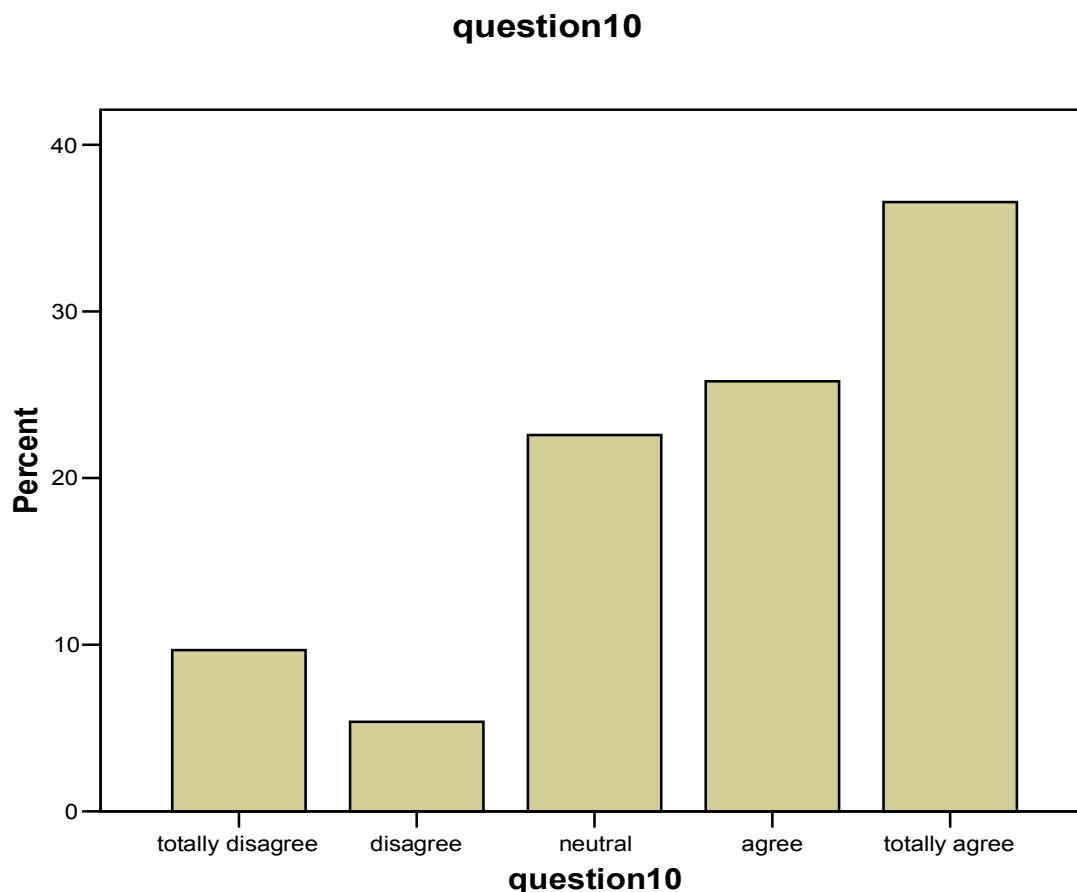
Graph 4.13 Frequences and Percentages of the Responces Given to Item 10

Nine of ninety three students answered as "totally disagree" with 9.7 %, five circled "disagree" with 5.4 %, twenty one circled "neutral" with 22.6 %, twenty four circled "agree" with 25.5 %, thirty four circled "totally agree" with 36.6 %. It is understood from the results that three-fifths of the students agree that SBUs will help them in all other skills along with the speaking skill.

4.3 Discussion

This section of the study discusses the results which have been presented in the previous section in detail. This section is composed of two parts: discussing the research questions by the help of checklist results of teachers and SPSS results of questionnaire.

Research question 1: What are the SBUs in the speaking skill syllabus of AİBUPS?

Since it is required by the first research question to find out the SBUs in the speaking skill syllabus, the research was done to obtain them by analyzing it. It was unfortunately found that there was no aim to teach the SBUs. Instead, the aim was to practice the grammar that they had learned or the subjects that had been learned in reading and writing lessons. Because of this, while students were talking it was a bookish talk. They could not create their own speech in different situations if the book did not cover that situation. The result was they found speaking in English difficult. "Development of a text or conversation needs a qualitatively different, more complex type of creativity which has grammatical, logical, and socio-cultural aspects" (Kecskes 2000a). In addition, it was also found that, while they were talking they could not fill the places of hesitation. The extra activities given helped them in filling those places which resulted in being more confident and communicating easily, naturally and fluently. Therefore the book was first analyzed and the SBUs in the units were found. The related SBUs were added to the syllabus. The SBUs found were mostly plain SBUs such as: "What's wrong?; What's the matter?; That is great news! ; Great idea! ; It seems so silly". There were also charged SBUs such as: "That must be difficult!; Congratulations; How awful, terrible, nice!" Loaded ones were as follows: "Nice to meet you.; It was my pleasure to introduce you …; My condolences; Gee; Oh my God; I bet; Unbelievable!; See you later". In the speaking syllabus, some fillers also took place. "Well; I guess; Really? ; You know; I see" were some of the SBUs practiced. For every activity, nine or ten SBUs were decided to be practiced which were thought to be of great help to the students.

Research question 2: How can speaking skill syllabus be supplemented by means of SBUs?

When the SBUs were added to the syllabus, it was searched whether there were activities studying these or not. The result was predictable. Thus, for supplementing these SBUs, activities focusing on them were created by the researcher. The activities designed aimed to improve their speaking skill and to give information about the target culture in order to make them speak appropriately in

different situations. "The situational obligatoriness of SBUs varies across cultures. This means that certain situations require the use of SBUs in a certain culture, which might not be the case in another culture" (Kecskes, 2003: 160). The SBUs used in the activities were organized to be able to be used in the long term. "The content of the language production is expected to give information about metalinguistic awareness, interactional style, knowledge base, and multicultural attitude" (Kecskes, 2003: 157). The results were positive when the questionnaires were analyzed. The activities designed were on the basis of daily life. The situations created were like everyday situations. The order of them were determined according to the speaking syllabus. To illustrate, when the students learned to introduce themselves, the related SBUs found before, were practiced by the help of activities. This method was necessary, because the activities had to be based on the learned subjects to be understood and used appropriately. One activity was done before the unit was learned in order to test if it would work; however, most of the students could not guess the meanings of the SBUs appropriately. Thus, after they have learned the subjects in the units, it is more useful to do the activities.

Research question 3: How effective are these supplementary activities for SBUs?

In order to evaluate the effectiveness of the activities the researcher was not enough; hence, five other listening speaking course teachers were asked to participate in the evaluation stage. With the help of a checklist, they tried to evaluate the activities. According to the results, the students participated in the activities enthusiastically because they thought that they were learning them for their own use which was surprising for the observers. The belief that these SBUs would help them to speak more fluently in the long term was noticed by the observers. As the activities were appropriate for their age, they were performed without difficulty. The first activity was about the positive and negative situations they can confront everyday. At the end of the lesson, they were telling each other "Oh, that's wonderful news or Oh, sorry to hear that", which was very surprising. In the post activity for activity 1, which was designed to test the first, students became so aware of the importance that they tried to find other situations where SBUs could be used. They were very relaxed as they were not the students anymore; they were the people in the pictures.

In the third activity, they saw some other SBUs in which they could find in the reading passages. They were not aware of their meanings and the situations they were used until then. After learning them they understood the usage of them better. Therefore, they concluded that these might be useful in other skills as well. For instance in the activity, there were some SBUs as "You look miserable today. You look cheerful today. It sounds like you won't help me." These SBUs were usually seen in their course books or reading passages; however, they did not even notice them before. SBUs carry not only meaning but also information about the life, history and thinking of people who have developed them to help communication in their language community. Therefore, SBUs can play a very important role in language acquisition and education. "The analysis of their compositional meaning, origin and use can give language learners invaluable knowledge about social values, the past and present of the target language community" (Kecskes, 2003: 199)

CHAPTER FIVE
CONCLUSION

5.1 Introduction

In this part, the overview of the study will be presented. It is followed by instructional implications and finally, suggestions for further study will be presented.

5.2 Overview of the Study

"If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom" (Murphy, 1991: 52). This statement is very important for the education since the goal of teaching a language is understood differently by the people in the system of education; namely teachers.

Mostly it was thought that if students are using the sentences accurately, then they learned the language which is called linguistic competence. However, it was seen that this was not enough to communicate because learners could not use appropriate sentences every time they speak. Although throughout the history of teaching linguists tried to overcome this problem, they were not be able to solve the problem. Since they believed that speaking was just pronouncing the words accurately or repeating the utterances to form a habit. In reality this was not speaking, it was doing exercises. In addition the way to teach and assess it, was difficult and subjective, whereas reading, writing, and grammar was objective by means of tests. Moreover, in order to speak, the speaker had to understand the other's words which requires being good in listening. "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak" (Ur, 1996: 120).

It is accepted that, so as to be competent in a language, people have to learn how to speak it. Çakır (1990: 65) found that students consider the speaking skill to be the most important skill to be acquired during the foreign language learning process. To make the students successful in the process, teachers have to put emphasis on teaching this skill.

Four components of language learning, which are learners, teachers, tasks, and contexts, are crucial for the learning process. All the elements of learning have some roles in the process. "Individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations" (Williams and Burden, 2000: 168).

"From the learners perspective, "being interested" and "being motivated" are the needs to be filled in. Interest usually refers to the condition where the source of the drive to study lies in the student; the latter sees the intrinsic value of the effort to be expanded and the goal to be achieved" (Jakobovits, 1971: 243). Therefore, it is necessary to emphasize that motivation is more than simply arousing interest. "It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals" (Williams and Burden, 1997: 121). Hence, learners will affect the attitude to the language learning negatively or positively; however, to change their lives they are not alone. Teachers are major factors in the continuance of learners learning process.

"Teaching, like learning, must be concerned with teachers making sense of, or meaning from, the situations in which they find themselves" (Williams and Burden, 1997: 51). Teachers are in the role of making the process productive, enjoyable, and meaningful. "Teachers would then habitually draw the attention of their learners to the process they are going through in language learning, help them to develop an awareness of how they go about their learning, and seek, through the process of mediation, to gradually give control to their learners" (Williams and Burden, 1997: 165).

Tasks are the third component of the process. The learner's knowledge of language system develops if the used tasks include exchanging and negotiating. Only in this way they can engage them to further in the process. "Individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in the purposeful situations. Thus a task, in this sense, is seen as a forum within which such meaningful interaction between two or more participants can take place" (Williams and Burden, 1997: 168).

Without the context, which is the fourth component, learning will not be complete. The learning aim is not just speaking in the class and by taking good marks passing our exams. Instead, it is describing our environment to form an image of

ourselves in relation to it. "The better we can come to understand the cultural context which gives rise to the language we are trying to learn, the more likely we are to come to understand the essential differences between the way in which that language is used and our own" (Williams and Burden, 1997: 188).

The cultural context is very important to be able to speak appropriately. The teaching materials such as course books and skills books try to pay attention to this aspect; however, they can not put emphasis on them very much, since they are prepared to teach grammar or the other skills. Learners can not communicate easily with those materials. With the help of Lexical Approach, words gained importance besides grammar. Collocations, pre-fabricated routines started to be seen in the syllabuses. They were useful for communication; on the other hand, they were not enough for integrating culture to teaching.

Situational utterances took the place of prefabricated routines. "Situational utterances are complete sentences, amenable to the regular rules of syntax and highly dependent on social context. They provide the framework for particular social interactions" (Lewis, 1993: 91). Since communicating and learning to communicate go hand in hand, situations had the influence on the syllabuses where people communicate. According to the situations, appropriate utterances gained importance. Situation Bound Utterances were the utterances used for this goal.

"SBUs are highly conventionalized, prefabricated pragmatic units whose occurrence is tied to standardized communicative situations" (Kecskes, 1997, 1999). A SBU is a formulaic expression which can be used in some situations. "Formulaic expressions ease the processing overload not only because they are ready-made and do not require the speaker or hearer any putting together but also because their salient meanings are easily accessible in online production and processing" (Kecskes, 2003: 79).

Because they are formulaic, if they are used mostly in the speaking lessons, learners can speak without much difficulty in terms of pragmatics and semantics.

"The situations in the textbooks and the visuals used in them are static and they addressee general student type, they are ready-made productions; therefore, their applicability is limited according to their education environment. On the other hand, SBU materials and activities are home-made and they can be regulated according to the

education conditions" (Çakır, 2004: translated by Gündoğdu). Preparing such a syllabus and activities accordingly was the aim of the researcher to help the students of AİBUPS who are suffering that they can not speak although they have speaking lesson in their university.

Speaking skill syllabus and ways of improving it was investigated in this study. The aim of the investigation was to improve the speaking skill of students in English. There were three research questions:

1- What are the SBUs in the speaking syllabus of AİBUPS?

2- How can speaking syllabus be supplemented by means of SBUs?

3- How effective are these supplementary activities for SBUs?

So as to answer these questions, SBUs used in the book and listening scripts were determined first. Having determined the SBUs, the researcher designed a syllabus by adding them into the already existing one. During the investigation, it was found out that the SBUs were not the focus in the syllabus and thus should be supplemented by a serious of activities. For this reason, ten activities were designed to supplement the SBUs. Three of the activities were observed and evaluated by a checklist in terms of effectiveness by five instructors during the implementation. After the implementation, ninety three students were given a questionnaire in order to understand whether focusing on SBUs would ease the communication or not. The findings were analyzed with SPSS and commented.

5.3 Instructional Implications

This study handles the teaching of speaking skill in Abant İzzet Baysal University Preparatory School. It is found that the speaking lessons were used only to practice the knowledge taught in the other skills or basic lessons. Therefore, the students found speaking in English difficult, and when they talk it was bookish. On the other hand, when the activities focused on SBUs were piloted in the classes, students became more confident and fluent. They started to talk more naturally. Since SBUs do not require rearrangements and are pre-fabricated units to be practiced, an overall understanding of a situation is enough to use them. The activities designed in this study,

can not stand for a course book, but can be used as a supplementary material in the adaptation stage of a course book. It was observed that these types of activities, may also be helpful in overcoming the prejudices of the difficulty of speaking skill. As the application was done in a beginner class, it could be concluded that, no matter what the proficiency level of the students is SBUs are teachable and applicable in all proficiency levels.

5.4 Suggestions for Further Research

This study could be expanded to include other universities in Turkey to improve the speaking skill of the students. Also, the instrument used in the study could be supported by interviews and observations to gain a more complete understanding of SBUs, and activities to back up them. In this study SBUs were only taken as a guide to speaking skill lesson; however, they may be applicable in other skills as well.

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APPENDICES

APPENDIX 1

EXTRA ACTIVITIES FOR SBUs

Week 1

Unit 1 "Introductions and Greetings"

Activity 1

The aim of the activity is matching the suitable SBUs with the appropriate situations**.**
Approximate time for the activity: 20 minutes

The SBUs focused on are:

- It's my pleasure to introduce you …

- see you soon

- have a nice day

- It is nice to meet you

- It was nice to meet you

Students will watch a DVD including 7 different extracts taken from old British movies within the contexts of introductions and greetings.

1   Ask students several questions such as;
"Do you like movies? How often do you go to movies?"
Then, inform students briefly that they will watch 7 different extracts from different movies without sound. Tell the students that they will note down the focused utterances from the unit where they think necessary. Then they will try to use those utterances adding more statements about the context other than the given ones by vocalizing the scenes.

2   Have the students watch the film and take notes. As they watch it for the second time tell the students to think about the details. Then arrange the students in groups of two or three and give each group one of the extracts. While watching the film, have the students vocalize their given extract by using their notes that they have taken individually on the board simultaneously with the TV.

3   Let the students watch the extracts with the original sound and have them comment on their own conversations.

Week 2

Unit 1 "Introductions and Greetings"

Activity 2

The aim of the activity is having students distinguish the positive and negative utterances and use them accordingly.

Approximate time for the activity: 30 minutes

The SBUs focused on are:

> -Congratulations!
>
> -Glad to hear that!
>
> -Oh, sorry to hear that!
>
> -What's wrong?
>
> -Oh, that's too bad
>
> -That's great news!
>
> -Unbelievable!
>
> -I'm sorry to hear that!

-How nice!

-My condolences!

-That's wonderful news.

1   Cut the following material into sentences and put them into two different bags, as sentences   and SBUs.

Pile 1	Pile 2
I got promotion.	Congratulations!
I am going to get married.	Glad to hear that!
I lost my granddad last month	My condolences.
I am not in a good mood these days?	What's wrong?
I've learned that my cousin is suffering from cancer.	Oh, that's too bad.
I have been accepted to the job as a manager!	That's great news!
We are expecting a baby!	Unbelievable! When is it due?
My son has got a scholarship from a European university!	How nice!
We got divorced.	I'm sorry to hear that!
My mother is going to have an operation.	Oh, sorry to hear that.
We finally bought a house with a garden!	That's wonderful news. I know you wanted that so much.

2   Divide the class into two. Each student from group one chooses a paper from pile one and each student from group two chooses a paper from pile two.

Give students 15 minutes. Have the students walk around the class and match the sentences with an appropriate SBU. One sentence can match different SBUs from the list.

After matching the pairs, students perform the dialogue aloud.

If there is any mismatch, teacher asks the class for possible SBUs.

3 Ask the class to give good news or bad news about themselves and have the others use appropriate SBUs to what has s/he said.

Post Activity for Testing Activity 2

The aim of the activity is to test the SBUs which had been taught the previous week.

Approximate time for the activity: 15 minutes

The SBUs focused on are:

-Congratulations!

-Glad to hear that!

-Oh, sorry to hear that!

-What's wrong?

-Oh, that's too bad

-That's great news!

-Unbelievable!

-I'm sorry to hear that!

-How nice!

-My condolences!

-That's wonderful news.

1 Tell some situations so that the students can use SBUs. Make them remember the situations they are used.

2 Divide the class in pairs and give the students some pictures. Tell them that they are going to write dialogues related to the pictures by using SBUs in 10 minutes.

3 After the given time, students are wanted to act out the dialogues they have written.

Week 3

Unit 2 "Personal Life"

Activity 3

The aim of the activity is to introduce to the students some of the SBUs used in Unit 2, "Personal Life"

Approximate time for the activity: 30 minutes

The SBUs focused on are:

-Congratulations!

-Is everything OK?

-Oh, sorry to hear that!

-What's wrong?

-Oh, that's too bad

-That's great news!

-Unbelievable!

-I'm sorry to hear that!

-How nice!

-My condolences!

-That's wonderful news. I know you wanted that so much.

- Really?

-That's for sure.

-How so?

-That must be difficult

1- A: What are you thinking about?
   B: Oh, _____
   A: Wow. It sounds like you're in love.

2- A: What are you doing after work?
   B: _____
   A: Oh my God, that must be very tiring.

3- A: What's the matter? You look miserable.
   B: I am. _____
   A: Oh, I'm sorry to hear that.

4- A:_____
   B: <u>No way!</u> I don't have time to go to the movies!
   A: <u>Gee,</u> you sure are irritable today.
   B: Sorry, I'm having a bad day.

5- A: <u>You look</u> cheerful today. Why are you smiling?
   B:_____
   A: <u>Good for you</u>. Have a good time.

6- A: <u>What's wrong</u>? You look worried about something.
   B._____
   A: <u>I'm sorry to hear that.</u>

   Suggested answers

   1- I'm thinking about my girlfriend. She is so great! I want to be with her all the time.

   2- First I'm going to the gym to get some exercise, then I'm going to go out dancing.

   3- I just lost my job and I feel really bad about it.

   4- Do you want to go to the movies with me?

   5- I'm going on a vacation with my family today. I think it is going to be a lot of fun.

   6- I feel really stressed right now. I have a lot of work to do and my mother is sick.

1 Copy the activity for every student and hand them out.

2 Ask them why some of the words are underlined and discuss the usage of them.

3 Ask them to fill out the gaps by negotiating what could have been said in the gaps in groups of three or four in five minutes.

4 Have each group act out one of the dialogues and all the class can discuss on the other options after the performance.

Week 5

Unit 2 "Personal Life"

Activity 4

The aim of the activity is to use and practice the newly learned SBUs in Unit 2 (Personal Life) in an appropriate situation by creating a dialogue with the given contexts.

Approximate time for the activity: 40 minutes.

Contexts:

- Favorite foods (deciding on what to eat at home/restaurant, choosing what to cook)

- Personality Characteristics (two optimists making a plan, two pessimists making a plan, an optimist and a pessimist making a plan)

- Friends (asking for help, asking for opinion, telling opinion)

- Future plans, hopes and dreams (talking about future career, talking about immediate plans, asking opinions about plans)

- Learning Styles (two parents talking about their children's learning styles, a conversation between a lazy and a hard-working student about how to study)

The SBUs focused on are:

- Great idea!

- I could never do that

- How so!

- You know…

- That must be difficult

- What about

- I don't think so

- No sweat!

- I'm so bored

- I guess you are right

- You are kidding

- No problem

- Come on!

- I bet

- No doubt

- Nothing I can't handle

- I got you…

- Don't be silly

- No way!

- This is a breeze

- It sounds like…

1   Write the SBUs on the board and ask the students about the contexts

related to unit 2 where they can be used. Elicit the answers and write them on the

board as well.

2   Tell the students that they are going to work in pairs. Organize the pairs.

3   Ask each pair to choose a context they want, so they can write a dialogue

accordingly including at least two related SBUs in 15 minutes.

4   As a final step, tell them to act out their dialogues in front of their friends.

Week 8

Unit 3 "Family"

Activity 5

The aim of the activity is to practice how to respond to good, bad, unexpected events in about family relations and events.

Approximate time of the activity: 30 minutes

The SBUs focused on are:

-Congratulations!	-Oh, sorry to hear that!
-Glad to hear that!	-What's wrong?
-Oh, that's too bad	- That's wonderful!
-That's great news!	-Gee
-Unbelievable!	-Good for you.
-Great idea!	-What's the matter?
-I don't think so.	-I'm sorry to hear that!
-That's really great!	-How nice!
-What's wrong?	-My condolences!
-No sweat!	-That's wonderful news.

Listening Script

Abby: Hi everyone, sorry I am late.
Charlie: No problem. Nice to see you.
Abby: You too Charlie. Hi Orla. You look great.
Orla: You too.
Abby: Thanks. Hi Nick.
Nick: Nice to see you, Abby.
Abby: So how was your week, Nick.
Nick: Well it was quite interesting. I talk to my manager on Tuesday and he told me some news.
Abby: What?
Nick: My company is going to move to Ireland.
Orla: To Ireland! What are you going to do?
Nick: I am not going to move to Ireland. I am going to find a new job.

Charlie: Well I am glad you are going to stay here.

Nick: Me, too, and I was bored in that job so it's OK really. How was your week, Abby?

Abby: Awful, Someone stole my mobile phone.

Orla : Where? When?

Abby: Yesterday. On the train I think.

Nick: Did you go to do police?

Abby: No I didn't I am so busy. I am going to go tomorrow.

Charlie: My week was busy, too. Louise and I moved to a new flat on Monday?

Nick: Oh great. How is it?

Charlie: It's OK but we are not going to stay there long. We're going to buy a house next year.

Orla: Well my week was very exciting. Daniel asked me to marry him.

Abby: He asked you to marry him! I don't believe it!

Nick: What did you say?

Orla: I said yes!

Charlie: Wow! Congratulations.

Abby: That's really exciting. When are you going to get married?

Orla: Oh, next year, I think, maybe in the summer. And you're all going to come to my wedding, of course…

1   Ask students if they have received any good or bad news about their family recently?

(Has anyone in your family had a baby? Has any one lost a relative? Have they received any exciting news? etc.)

2   Draw a chart on the board divided into three columns and ask students the following questions. Then, write their answers on the board

- What do people usually say when they are surprised?

-What do people say when they when they are happy?

-What do people usually say when they are excited?

3   Tell the students that they are going to listen to a conversation once and tell them to focus on how people express them selves when they are surprised, excited, happy, etc.

4   Give the students the following hand out and ask them to fill in the blanks while listening.

Abby: Hi everyone, Sorry I am late.
Charlie: _____(1)_____. _____(2)_____.
Abby: You too Charlie. Hi, Orla. _____(3)_____.
Orla: You too.
Abby: Thanks. Hi Nick.
Nick: Nice to see you, Abby.
Abby: So how was your week, Nick.
Nick: Well it was quite interesting. I talk to my manager on Tuesday and he told me some news.
Abby: ____(4) _____?
Nick: My company is going to move to Ireland.
Orla: To Ireland! What are you going to do?
Nick: I am not going to move to Ireland. I am going to find a new job.
Charlie: Well I am glad you are going to stay here.
Nick: _____(5)_____and I was bored in that job so it's OK really. How was your week, Abby?
Abby: _____(6)_____, Someone stole my mobile phone.
Orla : Where? When?
Abby: Yesterday. On the train, I think.
Nick: Did you go to do police?
Abby: No I didn't I am so busy. I am going to go tomorrow.
Charlie: My week was busy, too. Louise and I moved to a new flat on Monday?
Nick: Oh great. How is it?
Charlie: _____(7)_____ but we are not going to stay there long. We're going to buy a house next year.
Orla: Well my week was very exciting. Daniel asked me to marry him.
Abby: He asked you to marry him! _____(8)_____!
Nick: What did you say?
Orla: I said yes!
Charlie: Wow!_____(9)_____.
Abby: _____(10)_____. When are you going to get married?
Orla: Oh, next year, I think, maybe in the summer. And you're all going to come to my wedding, of course…

5   Have the students listen to the script once more to check their answers and ask them whether there are any other options they can use for such situations. They may use the chart on the board while giving optional answers.

6   Have the students work in groups of two. Give them10 minutes to practice a dialogue between two friends who haven't seen each other for sometime. They have to give one good and one bad news about themselves and their families. Tell them that they have to use the SBUs or others they have practiced during that lesson.

7   Have the students act out the dialogue in front of the class.

Week 9

Unit 3 "Family"

<div align="center">

Activity 6

</div>

The aim of the activity is to practice the SBUs that have been learned in Unit 3 and to practice the vocabulary used in family relations.

Approximate time for the activity: 40 minutes.

The SBUs focused on are:

-Congratulations!

-Glad to hear that!

-Oh, sorry to hear that!

-I guess not.

-What's wrong?

-Oh, that's too bad.

-That's great news!

-Unbelievable!

-I bet.

-No kidding

-Sounds like you need…

-I'm sorry to hear that!

-How nice!

-My condolences!

-That's wonderful news. I know you wanted that so much.

1   Show two or three pictures to the class and ask them to explain what they can see in the picture or what they think is going on in each picture.

2   Divide the class into groups of two or three. Give each group one picture. Ask the students to prepare a dialogue between / among the members of families in the pictures in 10 minutes. Ask them to use SBUs written behind the pictures in their dialogues.

3   Have each group show their picture to the class, introduce themselves or their families and then act out their dialogue in front of the class.

4   At the end of the presentations ask all students to vote for the best presentation by clapping their hands.

Week 10

Unit 4 "Staying Healthy"
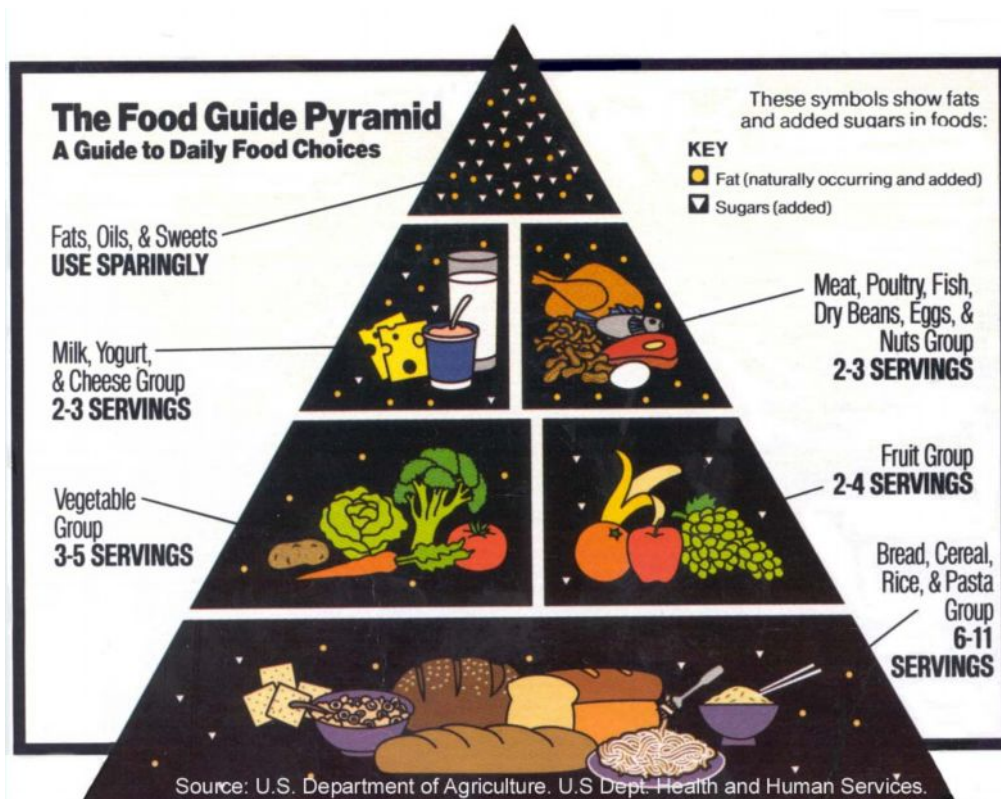
<div align="center">Activity 7</div>

The aim of the activity is to practice the SBUs that can be used to express health problems and solutions to the problems or to offer remedies.

Approximate time for the activity: 30 minutes.

The SBUs focused on are:

-Congratulations!	-That's nothing!
-Glad to hear that!	-Don't be foolish!
-Oh, sorry to hear that!	-It's like furnace!
-What's wrong?	-I'm sick as a dog.
-Oh, that's too bad	-No wonder!
-That's great news!	-Talk to you later.
-Unbelievable!	-I'm sorry to hear that!
-Long time, no see!	-How nice!
-Don't be foolish!	-My condolences!
-Gee!	-That's wonderful news.
-What did you have in mind?	-I know you wanted that so much

The Food Guide Pyramid
A Guide to Daily Food Choices

These symbols show fats and added sugars in foods:

KEY
■ Fat (naturally occurring and added)
▼ Sugars (added)

Fats, Oils, & Sweets
USE SPARINGLY

Milk, Yogurt, & Cheese Group
2-3 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS

Vegetable Group
3-5 SERVINGS

Fruit Group
2-4 SERVINGS

Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Source: U.S. Department of Agriculture. U.S Dept. Health and Human Services.

www.ediets.com

1 Divide the group into groups of three. One of the students is the dietician, other is the daughter with eating problem and the other is the parent. Give each group the picture of food pyramid.

2 Give students 10 minutes to practice a dialogue among these three people. Doctor uses the pyramid while giving advice to both mom and the daughter. Tell them to use SBUs they have learned throughout that unit.

3 Have each group act out their dialogues in front of the class.

4 Ask others to take notes during the presentation about what SBUs are used in the dialogue.

5 At the end of the presentations ask the class to comment on the use of SBUs and what other SBUs they could use.

Week 11

Unit 4 "Staying Healthy"

<div align="center">

Activity 8

</div>

The aim of the activity is to practice the SBUs in Unit 3 about health issues and reactions to health problems in daily life.

Approximate time for the activity: 20 minutes

The SBUs focused on are:

Congratulations!	-Fine!
-Glad to hear that!	-Great!
-Oh, sorry to hear that!	-Oh, that's too bad
-What's wrong?	-That's great news!
-What a day!	-Unbelievable!

-Winter is here!	-I'm sorry to hear that!
-Just a second!	-How nice!
-It didn't do any good!	-My condolences!
-Oh, my goodness.	-That's wonderful news.
-Sure!	I know you wanted that so much

1 Have the students watch the DVD from the book Channel by pausing in the instructed minutes. In each pause a SBU is used.

2 Ask the students to negotiate on the possible SBUs that might be used in the film.

3 Having reached to a common SBU, have the students hear the original SBU in the film.

Week 13

Unit 10 "In the News"

<div align="center">

Activity 9

</div>

The aim of the activity is to practice some of the SBUs in Unit 5 and to practice opening and ending an interview and practicing non verbal aspects of a communication.

 Approximate time for the activity: 25 minutes

 The SBUs focused on are:

Congratulations!	-My condolences!
-Glad to hear that!	-What a day!
-Oh, sorry to hear that!	-Winter is here!

-What's wrong?   -Just a second!

-Oh, that's too bad   -It didn't do any good!

-That's great news!   -Oh, my goodness.

-Unbelievable!   -Sure!

- How terrible.   -Fine!

-I'm sorry to hear that! -Great!

-How nice!

Role Card for student A	Role Card for student B	SBUs
Interviewer	A footballer who has just scored a goal	-I bet -Congratulations! -I'm afraid so -I doubt it -I guess
Interviewer	A car racer who has just had an accident	-How awful! -How terrible! -It was so terrifying! - I guess so
Interviewer	A person whose house has been damaged in a flood	-I'm afraid so! -What about.. - What on earth! -No doubt.
Interviewer	A person who has just experienced an earthquake	- That's too bad -Oh, dear! -It sounds as though -That's for sure
Interviewer	An old person who has witnesses a murder.	-It was just awful. -No doubt -I bet -I wonder what's wrong…

1 Have the students work in pairs. One is the interviewer and the other is the interviewee.

2 Write the following common SBUs to be used in each interview by each group on the board.

-Would you be willing to…….

-I'm sorry to interrupt you but…

-Thanks for the interview..

-Time to say goodbye'

-Here we go!

3 Have each group use the SBUs written on the board and written in their role cards in their dialogues.

4 Give students 5 minutes to practice their dialogue.

5 After 5 minutes, have them act out their dialogue in front of the class.

Week 14

Unit 10 "In the News"

<div align="center">

Activity 10

</div>

The aim of the activity is to revise all the SBUs learned throughout the term and practice them.

  Approximate time for the activity: 50 minutes

1 Have the students work in pairs.

2 Give each group a role card.

3 Give students 10 minutes to practice for their dialogue. Tell them to use at least five SBUs from which they have learned throughout the term appropriately in their dialogues.

4 Have the students act out their dialogue in front of the class.

Roles for Students

Student A

1. You are in a job interview as an interviewer. Prepare and ask questions to the interviewee.

2. You have just moved in a new house and you meet your next door neighbor. You want to have good relations with your neighbors. Talk to him/her friendly, introduce yourself, ask questions to learn about him/her.

3. You bought a new DVD player, came home, checked it, and you realized that it does not work. You have gone to the shop and you want to exchange it.

4. You are in the line to buy a film ticket. You are in the line for a long time and you are getting angry. But someone is cutting in line. Try to warn him/ her firmly.

5. You want to buy a new jacket. Ask for extra money from your mother / father.

6. When you left work in the evening, you realized that your car was stolen. So, you went to the police station. First, describe the situation then, answer the questions of the police.

7. You are a university student. Ask for permission from your father / mother to go to a Christmas party with your friends

8. You have begun to go out with a girl/ a boy. You want to learn everything about her/ him; likes/ dislikes, job, home-town, friends, etc… Ask questions.

9. You want to have a birthday party. Give a shopping list to your roommate. Your friend won't agree with some of the things in the list.

10. You are a vegetarian, and you have a healthy diet. Describe your eating style, ask questions to your friend about her/his eating style, and try to persuade your friend to eat healthy food.

11. You are a student. Your mother tells you to eat healthy food but that seems impossible. Tell your reasons.

12.You are suffering from stress. Describe the reasons of your stress, the effects of stress on you (feel sad, nervous,…) and with your friend, try to find solutions to reduce the stress.

13. You are a journalist. Make an interview with a famous pop singer. Ask questions about his / her personal life, daily routines, hobbies.

14. You want to find a job. And you have seen an advertisement is about a baby sitter. Answer the questions to get the job.

15. You are a mother. Your son/ daughter does not have any responsibilities at home. Talk to him/her about responsibilities.

16. You are a famous sports man/ woman and you are attending a TV program tonight.

17. You are going to apply for a job. But you do not know anything about how to apply for a job. Your friend knows what you can do. Ask and find the order.

18. You are applying a questionnaire ' Are you a perfect student?' Prepare the questions and ask your friend.

19. You are in the front office of a hotel. Give information to the customer about the time of breakfast, nearest underground, how to get to the Buckingham Palace, how to get to the swimming pool and gym of the hotel

20. You have some problems. These are: you can't sleep, you are addicted to the internet, and you can't find a job. Tell your friend about your problems and try to find solutions

Student B

1. You are the interviewee. Answer the questions and ask questions about the company and the salary at the end

2. A new neighbor moved in next house. You meet him/her. Welcome him/her friendly, ask questions, and answer her/ his questions.

3. You are a shop assistant. A customer wants to change the DVD player which is broken. You cannot give a refund but exchange it.

4. You are at the cinema and you want to buy two tickets, but the line is very long. You cut in line but you have an excuse; your baby is crying and you have to look after her. Apologize from the other people and ask for permission.

5. You are the mother / father. Don't give extra money to your child. Give your reasons why you can't give money.

6. You are a policeman. Someone has come because his/ her car was stolen. Listen to him/her. Then ask questions.

7. You are mother / father. You don't want your child to go to that party. Give your reasons and don't give permission.

8. You have begun to go out with a girl/ a boy. He/She wants to learn everything about you; likes/ dislikes, job, home-town, friends, etc… Answer his/her questions. Then, you can ask some questions.

9. Tell your friend that some of the things in the list are not necessary. Give your reasons.

10. You like eating meat and fast food. Describe your eating style, ask questions to your friend about her/his eating style, and try to persuade your friend to eat fast food.

11. Tell your daughter/ son to eat healthy food. Compare healthy food and fast food. Find ways to eat healthily even at school.

12. Your friend is suffering from stress. Listen to him / her and make suggestions.

13. You are a famous pop star. Answer the questions of the journalist.

14. You are looking for a baby sitter for your 5 year-old daughter. Ask questions to find the best baby sitter.

15. You are a son or daughter. Your mother complains about you. Apologize to your mother and try to persuade her.

16. You are the presenter of a TV programme. Your guest is a sportsman / woman. Ask questions about his / her life, likes, dislikes…

17. Your friend wants to apply for a job but he / she doesn't know what to do. Describe the order/ what he/ she should do.

18. Are you a perfect student? Answer the questions in your friend's questionnaire. Describe the way you study.

19. You are staying in London at the Royal Park Hotel. Go to the office and ask the secretary politely for some information such as the time of breakfast, the nearest underground, how to get to the Buckingham Palace, how to get to the swimming pool and gym of the hotel.

20. Your friend has some problems. These are: she/he can't sleep, she/he is addicted to the internet, and she/he can't find a job. Make suggestions for her/his problems and try to find solutions.

Elle

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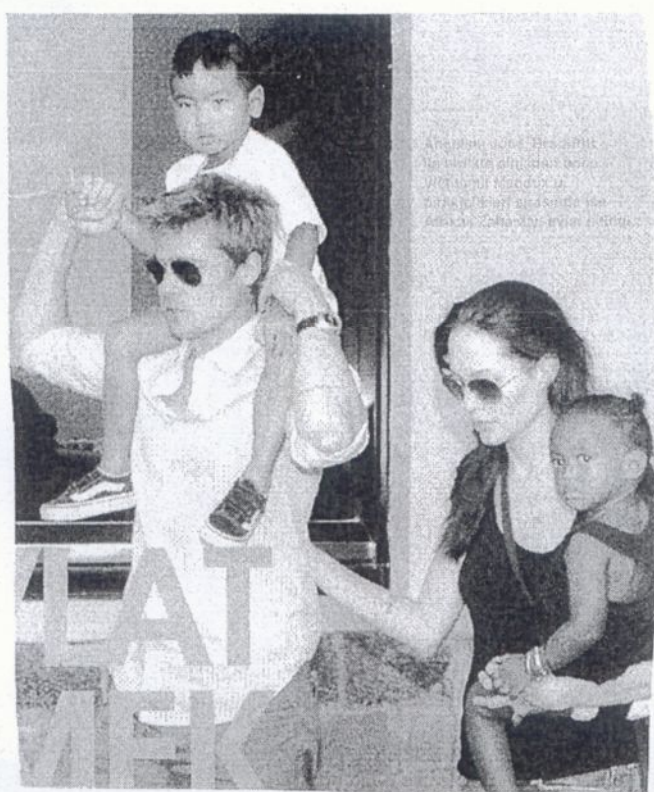

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Pathfinder

APPENDIX 2

The following checklist is for the teacher to measure the effectiveness of Activity 2

1	Are the instructions clear enough?	Yes	No
2	Is the allocated time enough for the activity?	Yes	No
3	Is the activity age appropriate?	Yes	No
4	Are the students able to use appropriate SBUs?	Yes	No
5	Are the students able to give optional SBUs?	Yes	No
6	Is the activity parallel to the course content?	Yes	No
7	Is the activity proficiency level appropriate?	Yes	No

The following checklist is for Post Activity for Activity 2 (For the effectiveness of the previous activity)

1	Are the students able to recall the positive and negative SBUs practiced in the previous lesson?	Yes	No
2	Are the pictures clear enough for the students to make such a differentiation?	Yes	No
3	Are the students able to create appropriate dialogues accordingly?	Yes	No
4	Are the students able to use appropriate SBUs while creating dialogues?	Yes	No
5	Are the students able to act out the dialogues using proper SBUs?	Yes	No
6	Are the students able to distinguish between the good and the bad situations in the given pictures?	Yes	No

The following checklist is for Activity 3

1	Are the instructions clear enough?	Yes	No
2	Are the students able to make correct guesses about the underlined phrases?	Yes	No
4	Is the time given for negotiation enough?	Yes	No
5	Do all the students in the groups attend the negotiation?	Yes	No
6	Do students use target language during negotiation?	Yes	No
7	Is the time given enough for the activity?	Yes	No
8	Are the students in the other groups able to produce different situations for the related SBUs?	Yes	No

The following survey is for the students;

1.	I find speaking in English difficult.	1	2	3	4	5
2.	Speaking skill is backed up with enough activities.	1	2	3	4	5
3.	The extra activities given in speaking lessons improve your speaking.	1	2	3	4	5
4.	SBUs help me to communicate more fluently.	1	2	3	4	5
5.	SBUs help me to communicate easier.	1	2	3	4	5
6.	SBUs help me be more confident in speech.	1	2	3	4	5
7.	There should be more activities focusing on SBUs.	1	2	3	4	5
8.	I believe I will be able to use the SBUs I have learned in long term.	1	2	3	4	5
9.	SBUs are means for understanding the culture of the target language.	1	2	3	4	5
10.	SBUs will help me improve not only speaking but other skills as well.	1	2	3	4	5

APPENDIX 3

Aşağıdaki kontrol listesi, Aktivite 2'nin etkinliğinin ölçülmesi amacıyla öğretmenler için hazırlanmıştır.

1	Yönergeler yeteri kadar anlaşılır mı?	Evet	Hayır
2	Aktivite için öngörülen zaman yeterli mi?	Evet	Hayır
3	Aktivite öğrencilerin yaşı için uygun mu?	Evet	Hayır
4	Öğrenciler uygun DBSleri kullanabiliyorlar mı?	Evet	Hayır
5	Öğrenciler alternatif DBSleri sunabiliyorlar mı?	Evet	Hayır
6	Aktivite ders içeriğiyle uyumlu mu?	Evet	Hayır
7	Aktivite öğrencilerin seviyesine uygun mu?	Evet	Hayır

Aşağıdaki kontrol listesi Aktivite 2 için hazırlanmıştır (Bir önceki aktivitenin etkinliğini ölçmek için).

1	Öğrenciler bir önceki derste öğrenilen olumlu ve olumsuz DBSleri hatırlayabiliyorlar mı?	Evet	Hayır
2	Resimler öğrencilerin böyle bir ayrım yapabilmeleri için yeteri kadar anlaşılır mı?	Evet	Hayır
3	Öğrenciler resimlere uygun diyaloglar oluşturabildiler mi?	Evet	Hayır
4	Öğrenciler diyalogları oluştururken uygun DBSleri kullanabildiler mi?	Evet	Hayır
5	Öğrenciler diyalogları canlandırırken uygun DBSleri kullanabiliyorlar mı?	Evet	Hayır
6	Öğrenciler verilen resimlerdeki iyi ve kötü durumları birbirinden ayırabildiler mi?	Evet	Hayır

Aşağıdaki kontrol listeleri Aktivite 3 hazırlanmıştır.

1	Yönergeler yeteri kadar anlaşılır mı?	Evet	Hayır
2	Öğrenciler altı çizili kelimelerin anlamlarını doğru tahmin edebildiler mi?	Evet	Hayır
4	Fikir alışverişi için verilen zaman yeterli mi?	Evet	Hayır
5	Gruplardaki bütün öğrenciler fikir alışverişine katıldılar mı?	Evet	Hayır
6	Fikir alış verişi sırasında hedef dili kullandılar mı?	Evet	Hayır
7	Aktivite için verilen zaman yeterli mi?	Evet	Hayır
8	Diğer gruplardaki öğrenciler kullanılan DBSlere uygun farklı durunlar üretebildiler mi?	Evet	Hayır

Aşağıdaki kontrol listesi öğrenciler için hazırlanmıştır;

1.	Ingilizce konuşmayı zor buluyorum.	1	2	3	4	5
2.	Konuşma becerisi yeterli aktivitelerle desteklenmekte.	1	2	3	4	5
3.	Konuşma derslerinde verilen extra aktiviteler konuşma becerimi geliştirir..	1	2	3	4	5
4.	DBSler daha akıcı iletişim kurmamı sağlar.	1	2	3	4	5
5.	DBSler daha kolay iletişim kurmamı sağlar.	1	2	3	4	5
6.	DBSler konuşurken daha kendimden emin olmama yardımcı olur.	1	2	3	4	5
7.	Daha fazla DBS odaklı aktivite olmalı..	1	2	3	4	5
8.	I believe I will be able to use the SBUs I have learned in long term.	1	2	3	4	5
9.	SBUs are means for understanding the culture of the target language.DBSler, hedef dilin anlaşılmasında araçtır.	1	2	3	4	5
10.	DBSler sadece konuşma becerimi değil aynı zamanda diğer becerilerimi de geliştirmeme de yardımcı olacaktır	1	2	3	4	5