



**A CONSTRUCTIVIST APPROACH TO MULTIDIMENSIONAL
ELICITATION:
AN ATTAINMENT BASED PERSPECTIVE THROUGH
COMMUNICATIVE CONCEPT CHECKING**

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Checking

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**ÇOK BOYUTLU SÖYLETİM YÖNTEMİNE YAPILANDIRMACI
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ÖZ

İngiliz dili öğretiminde, konuşma becerisinin öğretimi önemli bir yer oluşturmaktadır. İngilizce becerilerini çeşitli yaklaşım, metot, müfredat ve teknikler aracılığıyla etkili bir şekilde öğretmek ve öğrencilerin dili iletişimsel bir şekilde kullanmasını sağlamak için çok büyük çabalar olmasına rağmen, sınıflarda karşılaşılan birçok problem vardır. Üretici ve iletişimsel bir beceri olan konuşma, yabancı dil öğretiminde en problemli alanlardan birisidir. Bunun en önemli sebebi öğrencilerin yeteri kadar pratik fırsatı olmamasıdır. Daha iyi konuşma becerisi için, İletişimsel Dil Öğretimi metodu son dönemlerde oldukça önem kazanmıştır. Söyletim (çıkarım) ve anlam kontrolü bunun kilit noktalarındandır. Fakat, eğer iletişimsel modlar bunlara entegre edilmezse kullanışlı olmayabilirler. Bu çalışma, konuşma becerisi açısından erişim seviyesini yükseltmek için Söyletim (çıkarım) yöntemini iletişimsel anlam kontrolü ile desteklendirerek tekrar yapılandırmayı amaçlamaktadır. Bu amaç doğrultusunda, bu çalışma Türkiye’de kırk altı lise (devlet okulu) öğrencisi ile 2018-2019 akademik yılının ikinci döneminde yapılmıştır. Kontrol grubu (öğrencilerin yirmi üçü) derslerine önceki moda benzer bir şekilde devam ederken; deney grubu (öğrencilerin yirmi üçü) çok boyutlu söyletim yönetimini denemiştir. Her iki grubun üyeleri de ön-test ve son-teste katılmıştır ve sonuçları nicel veri almak için SPSS ile analiz edilmiştir. Ayrıca, gözlem ve görüşme yöntemleri de nitel veri toplamak için kullanılmıştır. Görüşmeler kodlar ve içerik analizi ile analiz edilmiştir. Çalışmadan önce

yapılan ilk görüşmenin sonuçları öğrencilerin derslerde konuşmadan kaçınmalarına sebep olan problemin nedenlerini ortaya çıkarmıştır. Pilot uygulama ve uygulamadan sonra, çoklu söyletim yönteminin eğer anlam kontrolü için iletişimsel aktiviteler ile desteklenirse, konuşma becerisi erişim seviyesi üzerinde olumlu etkiye sahip olduğu sonucuna varılmıştır. Dahası, söyletim (çıkartım) yönteminin çoklu modu konuşma beceresini desteklediği son-test sonuçları ile kanıtlanmıştır. Konuşma becerisi erişim seviyesindeki artış tablolar ile gösterilmiştir. Bunun yanı sıra, uygulama sonrasında yapılan görüşme sonuçlarına göre, bu yeni modun öğrencilerin kelime ve işlevleri hatırlaması üzerinde iyi bir etkisi olduğu sonucuna varılmıştır. Bunlara ek olarak, konuşma sınavı sonuçları ve analizleri, görüşme analizleri ile tutarlıdır.

Anahtar Kelimeler : Konuşma becerisi, yapılandırmacı yaklaşım, çoklu çıkartım yöntemi, erişim seviyesi, iletişimsel anlam kontrolü
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ABSTRACT

Teaching speaking skill constitutes an important place in English language teaching. Even if there have been great efforts to teach English skills in an effective way via various approaches, methods, curriculums and techniques and make the learners use the language communicatively, there have been some problems faced in the classes. Speaking, a productive and communicative skill is one of the biggest problematic areas of target language teaching. The underlying reason behind the problem is that there is not enough chances for practice. For better speaking skill, Communicative Language Teaching (CLT) method has gained importance recently. Elicitation and Concept Checking are key points of the method. However, if communicative modes are not integrated into them, they may not be useful. This study aims to reconstruct the elicitation aspect with supporting it with communicative concept checking to raise the attainment level in terms of speaking. In line with this aim, the study was conducted with 46 learners of an upper-secondary school (a state school) in Turkey during the second semester of the 2018-2019 academic year. The experimental group (twenty-three of the learners) was exposed to the multidimensional elicitation technique; while the control group (twenty-three of the learners) maintained the courses alike the previous mode. Both of the group members took pre-and post-test and their results were analyzed to get a qualitative data with SPSS. Moreover, observation and interviews were used to obtain qualitative data.

Interviews were analyzed with codes and content analysis. The basic results of the first interviews done before the treatment revealed that the reasons of the problems which caused them to wriggle out of speaking during courses. After piloting and treatment, it was concluded that the new multidimensional elicitation technique had positive effect on their attainment level in speaking if they were supported with communicative activities for concept checking. Furthermore, multimode version of the elicitation promoted their speaking skill which was proved by the post-test results. The increase in their attainment level in speaking was presented with the tables. Moreover, in accordance with the results of the interviews done after the study, it had a good effect on learners' recalling the words or functions. Additionally, the analyses of the speaking tests and the scores obtained from them were consistent with the analysis of the interviews.

Key Words : Speaking skill, constructivist approach, multidimensional elicitation, attainment level, communicative concept checking

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LIST OF ABBREVIATIONS

CCQ	Concept Checking Questions
CEF	Common European Framework
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
MEB	Milli Eğitim Bakanlığı
MoNE	Ministry of National Education
S	Student

CHAPTER I

INTRODUCTION

English language has been used as a universal tool for global communication all over the world. It is broadly used by both native speakers and non-native speakers from all around the world. The language is for communication and the most effective way of communication is through speech. Fulcher (2003) defined speaking as “the verbal use of language to communicate with others for innumerable purposes” (p. 23). That’s why, speaking, without doubt, is one of the most crucial skills in language teaching because it is the active use of the language so the importance of improving speaking skills is unquestionable. Therefore, there have been great efforts to teach English as a Foreign Language and, various methods and curricula have been applied to develop learners’ skills. However, there have been certain drawbacks associated with the teaching methods and techniques.

Previously, teachers regarded grammar as the most important part of the language teaching and they provided all the rules explicitly which made all the learners ready for grammar-based tests. Moreover, Grammar instruction was not generally integrated into skills and it was taught in isolation. Littlewood (1983) expressed that “Structural view of language is not sufficient on its own to account for how language is used as means of communication” (p. 1). After the introduction of approaches based on communication in the target language, English teaching has undergone various changes and English language curricula were revised in the light of communicative approach. According to

Ministry of Education in Turkey, English curriculum is designed according to the principles of The Common European Framework of Reference for Languages (MEB, 2017). This program aims to make the learners fluent and self-directed users of English. In accordance with the 9th- 12th Grades English curriculum, English language learners are expected to use the language actively and communicatively (MEB, 2017). After these recent changes, teaching English has gained a new perspective and language teaching based on the principles of CLT.

Moreover, Howatt (1984) stated that “language is acquired through communication” (p. 279). What is clear about CLT is the great emphasis on using the language in different contexts and on learning functions and notions in target language. Furthermore, mediation has key role in language teaching. The Common European Framework (CEF) (2001) describes mediator, as a person rather than a tool, as “the language user not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly –normally (but not exclusively) speakers of different languages” (p. 87-88). Mediation is regarded as a tool for help in English as a Foreign Languages (EFL) classes by many scholars. Then, Dendrinos (2006) emphasized that the mediator may be spoken, written, interactive activities or even visual with little or no verbal text like pictures, charts etc. Furthermore, contextualization is one of the most significant parts of the mediation. Besides, elicitation is a key concept in language teaching, too.

According to the Constructivist Approach, learners should learn by constructing their own knowledge and taking responsibility of their own learning. It includes not covering the language but constructing it with active learning. Therefore, to learn and use the language, learners should have effective context and a mediator to elicit the meaning, construct the knowledge and learn the language. This study will be conducted to promote learners’ speaking skills via applying multidimensional elicitation in sight of

constructivist approach. This process will be maintained on the basis of attainment based perspective.

1.1. Statement of the Problem

Speaking is defined by Chaney (1998: 13) as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (as cited in Nuraini, 2016, p. 7). Speaking is a productive skill which demands combining and using different competences from learners. Zhang (2009) stated that;

(...) in addition to being an important skill, speaking, is also a great challenge for foreign language learners, and students must master several difficult microskills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions (p. 32).

Speaking skill requires both knowing and turning the knowledge into conversation with suitable words, uses and usages including stress, intonation and even pronunciation. Therefore, it is one of the most important and problematic area in EFL classes. In this problematic area, researchers investigate the reason behind the problems faced in EFL classes. Zhang (2009) expressed that many researchers think the reason is excessive stress given to traditional teaching of grammar and vocabulary and teaching of all four skills separately without speaking. Overemphasis on the grammar and vocabulary teaching may prevent teaching and learning speaking in EFL classes.

There is increase in the usage of English language around the world and a lot of new approaches focusing on communication are used in teaching the language so these have increased the demands of good language learners with developed communication skills but some feelings of learners may prevent them from using the language effectively (Tanveer, 2007). Learning and knowing a language means being able to communicate in the language, so learners should promote their speaking skills. In communicative EFL classes, speaking has priority because of the nature of the method, but it may be ignored, too. Zhang (2009) emphasized that, in speaking classes, learners may not have any

opportunities to talk as teachers speak all the time and do not create chance for learners to speak. In CLT context are used to supply enough input just for reading comprehension, and vocabulary and grammar teaching but not for to improve speaking skill. However, using these authentic contexts may be very beneficial for speaking, too. To promote oral communication skills, learners should learn and use the language in real or real-like communicative environment.

There are some other reasons which block the speaking skill and learners become passive learners who do not want to participate in speaking activities. Boonkit (2010) expresses that “speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue” (p. 1305). As cited above, the use of English in oral communication is very important but complex so it is probably the most neglected skill in language teaching by teachers or students. Even if teachers create different activities and contexts for learners to support learning speaking, for some reasons learners do not participate and communicate. Nuraini (2016) emphasized some internal and external elements which block learning speaking; mother tongue, age, level of exposure, capability of producing sounds, some feelings, motivation and anxiety levels, learner autonomy, and crowded classes.

Even if there are various approaches, methods, and techniques to enhance speaking skill, it is one of the most ignored one in EFL classes. In language teaching, contextualization plays a key role as it is putting target language items to a meaningful context which aims to create communicative value. It gives learners necessary and enough language items and they get a chance to elicit the language in a real context. So, contextualization which presents the new language material in a discovery fashion is the most important part of mediation. In this vein, elicitation is a main concept in learning by discovery fashion. However, contextualization may not function smoothly at all times. Technically, many attainment imperfections may occur. All sorts of mediation activities are followed by elicitation exercises of various types in order to support the learner brainwork required in the perception of the concepts presented in contextualization. At this stage Concept

Checking Questions (CCQ) become one of the most effective parts of learning activity. Concept checking is an alternative way of checking learners' understanding new language items and it can be done in various ways. However, concept checking also may yield inadequacies if communicative modes are neglected. Concept checking is generally done isolated and it includes simple questions just to check understanding of a single function or a vocabulary item. Furthermore, it is done generally just with yes/no questions or questions with one-word answer. Thus, even if there is a well-designed context, learners may have difficulty to understand the language items and the context may not serve to use the language in a communicative way.

1.2. Purpose of the Study

This study attempts to regenerate the elicitation aspect to increase the effectiveness of the speaking skill through better introduction, teaching and recycling of the new language material that will expand the interlanguage. Elicitation may play a key role in increasing the learner attainment in Communicative Language Teaching (CLT) and concept checking questions are inseparable part of elicitation.

In order to attain the desired foreign language proficiency, a constructivist approach to elicitation in a multidimensional mode will be experimented. One- dimensional mode in elicitation may not be enough to understand the context as a whole and construct knowledge to use in communication. Therefore, multiple modes of elicitation based on Constructivist Approach will be applied to enhance speaking skill. In the study the term elicitation is normally conceptualized as a complete entity which covers all language aspects including vocabulary and grammar through speaking. To elicit vocabulary items and grammatical functions appropriately, communicative concept checking questions will be used. It is aimed to reconstruct the elicitation in language teaching thanks to communicative concept checking activities.

According to the stated problems, the study will test the applicability of the multidimensional elicitation with communicative concept checking. The present study is conducted to answer the following research questions:

1. How does the learning procedure occur in terms of elicitation in EFL classes? What is the problematic part of the elicitation process?
2. What are the underlying reasons of learners' avoidance of speaking in EFL classes?
3. Does the multiple elicitation with communicative concept checking have any remarkable effect or difference on the results of the experimental group in terms of pre and post-tests?
4. Is there any difference in the pre-test and post-test speaking results between control and experimental group?
5. Is the multidimensional elicitation form applicable for increasing the attainment level in speaking? Is communicative concept checking based on multiple elicitation an effective way to deal with the problems faced in EFL classes and promote speaking?

1.3. Hypothesis

In CLT, elicitation is a key concept from cognitive perspective and elicitation must be redesigned in accordance with the constructivist needs of learners in order to meet the requirements of ever evolving methodology. Elicitation should not be separated from communicative perspective of the language teaching. If elicitation is not done isolated and just with the help of the written context, it may not contribute learners in terms of speaking. If elicitation is applied in multidimensional mode and is supported with communicative concept checking, it will provide significant support to promote speaking skills. It is hypothesized that the new redesigned elicitation atmosphere will have a better effect on teaching speaking.

1.4. Assumptions

It is assumed that the volunteer learners of two groups participate in the pre- and post-tests and take it seriously. Participants of the experimental group are assumed to participate in the activities during the treatment enthusiastically. Another assumption is about answering the interview questions sincerely because getting true and sincere answers are really important to realize and reveal that the way of teaching is applicable or not.

1.5. Limitations

This study includes offering ways of multidimensional modes of elicitation to teach new language materials in the syllabus using CLT. In this study, the term ‘language material’ should normally be understood as the grammar point to be presented. However, it is not restricted with grammar points. Another limitation is that the study is conducted with two groups and twenty-three participants in each group in an upper-secondary school. This means that, the study is limited with forty-six learners and in one state school. Because of the time limitation, the piloting process was completed in two weeks and the real treatment lasted six weeks. Interviews were conducted just twelve volunteer learners and this is another limitation of the study.

CHAPTER II

REVIEW OF LITERATURE

The following review of literature elucidates the history of Teaching English as a Foreign Language, Communicative Language Teaching and Attainment-Based Perspective in Language Teaching. Elicitation, mediation and concept checking questions are emphasized in the part.

2.1. Teaching English as a Foreign Language

Broughton, Brumfit, Flavell, Hill and Pincas (1980) claimed that “It is arguable that native speakers of English can no longer make strong proprietary claims to the language which they now share with most of the developed world” (p. 4). English is spoken by many speakers all around the world. In addition to the native ones, a lot of people use it as a second language or as a foreign language. Broughton et al., (1980) stated that “So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in social life” (p. 6). English, a world language, is taught at schools or institutions as a foreign language but there is approximately no role in people’s social life in foreign language teaching environment.

In language teaching, several methods and approaches have been applied till now. The teaching process started with Grammar Teaching Method in the 19th century with no communicative purpose. After many different attempts to teach English, all newly

emerged and tried methods were based on the communicative purposes in language teaching.

The Grammar-Translation Method, once it was called as Classical Method, aimed to support learners to read and understand the foreign language literature. Moreover, it was expected that it would be beneficial for learners to read and write the target language as a result of learning the grammar of it. Because of its nature, the most crucial part of the method is translation and students are expected to translate the language into the other. Learning the form of the language is one of the main purposes and explicit teaching of grammar points is very important. In this method, learners are expected to memorize the native language equivalents of the words and know the rules of grammar points. Patel and Jain (2008) mentioned that “The unit of teaching is word, not a sentence. It means vocabulary is taught in the form of isolated words” (p. 74). Deductive teaching and translation are essential in the method. Grammar rules provided explicitly and vocabulary teaching is done isolated by giving native language equivalents. Larsen-Freeman (2000) added that “studying a foreign language provides students with good mental exercise which helps develop their minds” (p. 17). However, Larsen-Freeman (2000) expressed that communication ability is not an aim of language teaching in this method and speaking was neglected generally.

The Direct Method emerged because of the lack of importance in teaching listening and speaking skills in the Grammar-Translation Method. The method emerged with the theory of teaching the target language like mother tongue acquisition (Patel & Jain, 2008). The method emphasizes the usage of the target language communicatively so there is no room for native language in classes. Culture is seen very crucial in learning process, so learners are expected to learn the geography, history, culture and daily life of the people speaking this language as native speakers. Translations and explanations are not allowed in teaching process, and the teachers are wanted to use demonstrations and object to make the meaning clear of the unknown words. Patel and Jain (2008) stated that

“Teacher shows the meaning of the sentence with help of gestures, postures and action. It enables students to establish direct bond between words and expressions” (p. 80). Inductive grammar teaching is one of the most significant principles of the method. Besides, Larsen-Freeman (2000) stated that even if the teacher is the manager of all classroom activities, the students are more active than in the Grammar-Teaching Method and the interaction between both learner-student and student-student are observed in classes.

The Audio-Lingual Method was an oral-based approach like the Direct Method. Moreover, natural order of language acquisition comprises the basic principle of the method. Thornbury (1999) expressed that “The Audio-lingual syllabus consisted of a graded list of sentence patterns, which, although not necessarily labelled as such, were grammatical in origin” (p. 21). These patterns are really crucial for drills and learners induce the grammar rules through drills and examples presented in dialogues. Dialogues are seen and used as a context which includes new grammar patterns and words. Larsen-Freeman (2000) also expressed that learners should overlearn the language and speak it without thinking and they should form new habits. New habits of the target language are aimed to create via drills. Native language is not included in the method because it is believed that each language has its own unique system so they should be kept apart. Imitation and repetitions are integral parts of the teaching method. Teacher is a guide, a director, and also a model of the target language especially in pronunciation. Teaching of the grammar rules explicitly is refused. In Audio-Lingual Method, teaching everyday language is emphasized and so daily life and behaviours form the culture.

Afterwards, in 1960s, habit formation lost his reputation in language teaching and learning actively became popular. Till these years, errors were generally thought as bad habit formation but they are natural outcomes of the learning process. Learners are believed to learn best if they discover the language. The Silent Way method was emerged after these developments and it has some mutual principles with Cognitive Approach.

Caleb Gattegno's language teaching method, the Silent Way, came up with an idea of serving for teaching process (Larsen-Freeman, 2000). This method aims both to teach students how to express themselves in target language and to teach being independence from teacher in learning process. This method suggests that the teacher should start from what the learners know. Larsen-Freeman (2000) stated that teaching cannot occur by repeating a model and learners should develop their 'inner-criteria' to take the responsibility of the learning process. Silence is used as a tool in this method and teacher speaks only s/he is necessary in the process so learners have a chance to learn by trusting themselves and their peers and to use the language. Gattegno (2010) expresses that the teaching method is not a functional or situational (or any other) and in some master teachers' hands teaching material may lose its power, the teacher may lose its primary role and the teaching target language process may lose its being in the centre. Then, he adds that anything and anybody included in the teaching process should serve learners to make them the most qualified one (Gattegno, 2010). As a result, this method both aims to teach learners how to express themselves and being independent from teacher during the learning process.

Even if in the Silent Way method learners' emotions are given importance, Georgi Lazanov claims that we build some barriers to learning and explains that we fear about being incapable of doing, this limits our learning capability and as a result we fail (Larsen-Freeman, 2000). So, this method aims to reveal full-mental potential of learners through desuggesting the barriers and to make them willing for the learning. Teaching occurs in an entertaining environment and if learners count on the proficiency of the teacher, they will learn better. Bancroft (1999) stated that double-planeness which includes both the role of the characteristic of the teacher and the role of the environment has an important effect on learning. Learning occurs both consciously and unconsciously in the method. Classroom setting should be relaxing for learners to desuggest the psychological barriers and there are posters which include target language patterns or words. These are other significant materials which enable learners to learn the target

language without any effort and it is called as ‘peripheral learning’. “Peripheral learning, is based on the idea that human beings perceive much more in our environment than that to which human beings consciously attend” (Gezer, Şen & Alcı, 2012, p. 19). Peripheral learning, comfortable and entertaining classroom set up, choosing a new identity and using native language to make the meaning clear are some techniques used in the Desuggestopedic course. All of the techniques are aimed to eliminate the learners’ barriers and to make them more open to learning.

Community Language Learning is Charles A. Curran’s method which bases on the principle of ‘whole person’ which considers a person’s intellect and feelings together. Larsen-Freeman (2000) explains that “Whole-person learning means that teachers consider not only their students’ intellect but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn” (p. 89). Language is seen as a vehicle for communication and for improving creative thinking. Moreover Larsen-Freeman (2000) added that the method aims learners both to learn how to use the target language and to learn their own learning, taking responsibility of the language learning process. One of the basic principles of the method is building a relationship between the teacher and the learner bases on security. According to this method, when learners dependent to their teachers, they should feel safe so good relationship between them can be linked to it. Then, the learners become more independent as their abilities develop. At the end of the process, they become individuals who are aware of their abilities and speak the language effectively. The method draws attention to the learners’ emotions and feelings and intents to create safe and secure language classrooms. Therefore, teachers create safer and less threatening classroom atmosphere where learners are parts of a community. Teachers are counsellors in the method and they stand behind the learners not to cause anxiety because their superior knowledge and power may be threatening. Learners’ conversation circle helps them to decrease the anxiety level. Koba, Ogawa and Wilkinson (2000) stated that learners feel safer in the conversation circle even if some of them feel a little anxious

when they face other learners. However, Koba, Ogawa and Wilkinson (2000) concluded that their anxiety level go down as they proceed. Besides, according to the Curran, there are six requirements for success in a secure classroom atmosphere. Larsen-Freeman (2000) mentioned that the six elements are security, aggression, attention, reflection, retention, and discrimination. In the method, to make the learners feel safe during classes, mother tongue is used. The teacher explains the instructions in their mother tongue, translates what the learners say into target language and says mother tongue equivalents of the words at first. As a result, they become independent learners and use the target language.

James Asher's Total Physical Response method basically depends on an idea of the first language acquisition. Asher (1969) stated that "This approach has some similarity to how children seem to learn their first language" (p. 4). There is a natural order of the language acquisition (listening, speaking, reading, and writing) and this method emphasizes the same order in learning, too. Asher (1969) added that "If a high level of listening fluency is achieved, there may be a "perceptual readiness" to begin making the foreign utterance"(p. 17). The method suggests that language learning should be in the natural order so speaking skill can be postponed until comprehension is enough. Larsen-Freeman (2000) expressed that "The students listen to the teacher using the target language communicatively from the beginning of instruction. They do not speak at first" (p. 107). It gives much more importance to the listening. Asher (1969) expressed that "The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action" (p.4). The teachers use imperatives verbs for the language input and they support their commands with actions to help them to understand. The teacher is both model and the director of the lessons, and the learners are imitators of the model. Larsen-Freeman (2000) stated that before introducing the new command, the teachers should be satisfied about understanding of the first command. Feeling of achievement will be helpful for learners in the process and low anxiety level promotes learning. This method put excessive emphasis on the

enjoyable experiences and reduced stress level during learning. It is a humanistic approach; it deals with reducing the stress level which has great effect on learning. Errors are seen as inevitable part of the learning process. Larsen-Freeman (2000) expressed that the teachers should tolerate the errors at first and correct only the major ones in a kind way which may cause fossilization. However, the method has been criticized about teaching abstract lexical items and inactive students who are not volunteer to join kinaesthetic activities.

Communicative Language Teaching is a method which bases on the premise of learners' using the language communicatively. The paramount of importance given to teach the target language communicatively and communicative competence was developed and introduced by Dell Hymes. Patel and Jain (2008) expressed the Communicative Approach and mentioned that "This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim" (p. 94). This means that knowing grammatical patterns and words are not sufficient to communicate. The approach focuses on the functional use of the target language and ability of the learners to speak about their own opinions, feelings, beliefs, ambitions and wishes (Metin, 2017). Learners learn the target language to express themselves briefly and to be able to do this; they should enhance their communicative competence. Larsen-Freeman (2000) stated that everything carried out in the classes are done with a communicative purpose and it is the main feature of the method. In the approach activities including real communication are involved as it is believed to facilitate and supports the learning process. Larsen-Freeman added that "Students use the target language a great deal through communicative activities such as games, role plays, and problem solving tasks"(p.129). Moreover, teachers are facilitator of the learning and learners are responsible of their own learning, too. Learners are expected to have the knowledge of functions, meaning and the usage together. All of the skills (reading, writing, listening and speaking) are emphasized and fluency is seen over accuracy.

Content - Based Instruction is another teaching method based on Communicative Approach in which target language is used as a vehicle for learning. Lyster and Ballinger (2011) defined Content Based Language Teaching as “an instructional approach in which non-linguistic curricular content such as geography or science is taught to students through the medium of a language that they are concurrently learning as an additional language” (p. 279). The content of another academic subject becomes a context for language learning. Larsen-Freeman (2000) stated that the exceptional addition of the method is that it combines the learning of a target language with learning of any other content. Exchanging the information and learning the content provides learners communication in the target language. The method provides relevance between the language and learners’ academic subject and it is strongly believed that this relevance motivate learners to learn the target language more effectively. Learners have a chance to learn via authentic materials in a meaningful context and use the language communicatively.

Task-Based Instruction is another method which bases on the principle of bringing natural and real-life contexts to the classes to communicate. The method put the tasks at the centre and has the purpose of using the target language communicatively. Nunan (1989) defines the tasks as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than a form” (p. 10). Tasks should provide a basis for meaningful communication and promote target language learning. Tasks should be designed with meaningful and communicative purposes. Tasks are the main element in the method and they should provide the learners a purpose both to complete the task and learn the target language. Learners should be engaged into the tasks to complete but the main focus in here is not on the result but on the process. Richards and Rodgers (2001) expressed that tasks are used both for input and output and they help the learners to conclude the tasks and achieve the goal. Larsen-Freeman (2000) mentioned that the teachers’ giving feedback according to the level of success in

concluding the tasks is another key point in the method. To sum up, all of the features of the tasks draw attention to create communicative and meaningful reasons to foster language teaching.

Larsen-Freeman (2000) expressed that Participatory Approach has some common features with the Content-Based Approach in terms of starting with meaningful content for learners and each form worked upon comes out from the content. The content is related to the learners' interests and real-life issues. The approach deals with the contents which are appealing and impressive for the learners. Larsen-Freeman (2000) emphasized the difference between the two approaches as a nature of the content and added that "It is not the content of subject matter texts, but rather content that is based on issues of concern to students" (p.150). Even if the two approaches depend on the content, Content-based Approach teaches the target language through contents which draw learners' attention; while Participatory Approach teaches the content through the target language. The content should be parallel to the real-life situations so teachers create discussion sessions to understand what is happening in learners' real-life. Auerbach et al. (1996) stated that "One of the central aspects of a participatory approach to adult literacy instruction is that teaching is context specific: curriculum content arises from the needs and interests of each group of participating learners as much as possible" (p.77). The approach put the learners' experiences to the centre and designs the curriculum and lesson according to them. Berlin (2005) expressed teachers' role in the approach that "In other words, the teacher in the classroom and the person outside of the classroom are not two distinct individuals, but one and the same"(p.63). Moreover, Larsen-Freeman (2000) stated that "Teachers are co-learners, asking questions of the students, who are the experts of their own lives"(p.154). Teachers create a problem solving and collaborative environment in the approach. Learners work together to find solutions to the issues and the problem-solving process is productive stage of the learning. Dealing with the linguistic parts of the target language appears during the classes when learners concentrate on the content. The focus is on the communication and the meaning.

Learning strategy training emerged in 1975 by Rubin and she explained the strategies as methods or tools learners use to learn the information (as cited in Larsen-Freeman, 2000). If learners are educated about learning strategies, they use their cognitive and even metacognitive skills to learn and they may go on learning even if there is a formal teaching process or not. In the method, there is great emphasis on learners' previous knowledge and experiences in the process. Teachers provide learning both for the target language and the learning process itself. Larsen-Freeman (2000) expressed that learners should be free and self-regulated learners and self-assessment may be beneficial for learner autonomy. Oxford and Crookall (1989) explained that "Strategies are referred to as learning techniques, behaviours, or actions; or learning-to-learn, problem solving, or study skills" (404). The strategies are used to make the learning process more effective, competent, valuable and useful. Oxford and Crookall (1989) expressed seven different strategies; "cognitive, memory, compensation, communication, metacognitive, affective, and social"(p.404). These strategies contribute to the teaching and learning process and learners become more active and responsible.

Cooperative Learning is also known as collaborative learning and aims to use cooperative activities and interactions very much for fostering learning. Larsen-Freeman (2000) mentioned that while in Learning Strategy Training teachers support learners how to acquire the information more effectively, in Cooperative Learning they teach learners how to cooperate and work together to learn more effectively. Kohonen (1992) stated that "Cooperative learning can provide a means of working towards such goals, with a significant part of learning taking place in small, mixed-ability teams consisting of two or four learners"(p.37). Working as groups and collaboratively provides opportunity for communication and promotes communication and interaction between learners. This way of studying creates an environment in which each of the learners learns something from another and they learn how to interact with the people. Kohonen (1992) emphasized that "The work in the teams is structured so that there is positive interdependence and individual accountability among the learners, with each participant contributing to the

team product and the team being in charge of helping its teammates to learn” (p. 37). It supports not only cooperative work but also interactions in natural setting. Cooperation rather than cooperation is aimed to enhanced via group work and group interactions. The method gives a new responsibility to the learners that they are not responsible of their own learning but they are responsible for their peers’ learning, too.

From the very beginning of English teaching methods up to now, various approaches, methods and techniques have been tried to teach the language effectively. Each of them has different aims, some strengths and weaknesses in terms of applicability. Developments and changes in language teaching are required to know in order to learn how to implement, experience different approaches and methods, and create personal eclectic approach according to the needs and purposes of the classes. Larsen-Freeman (2000) explained “When teachers who subscribe to the pluralistic view of the methods pick and choose from among methods to create their own blend, their practice is said to be eclectic” (p. 183). Taking into consideration of all these techniques, methods and approaches, people develop and try new ways of teaching the target language efficaciously. Each learning environment is unique, so teachers choose, adapt, use or make some changes according to the qualities and needs of their settings.

2.2. Communicative Language Teaching

Communicative Language Teaching method emerged in the sight of the Communicative Approach by putting the communication in the target language to the centre. Since the Communicative Language Teaching was first introduced, there have been various definitions for it. Ho and Binh stated that “Unlike the former methods, Communicative Language Teaching is learner-centered, emphasizes communication and real-life situations” (2014, p.74). Communication is seen the main issue of the method. Spada (2007) reports that the method is mainly meaning based, learner-centered approach in which fluency is seen over accuracy and the principle is understanding and creation of

messages, not the instruction of language forms. In this method learners are given chance to communicate and to convey the intended messages because the scholars emphasized the communicative and practical use of the language. Savignon (2017) defined the Communicative Language Teaching as “an approach that understands the language to be inseparable from individual identity and social behaviour” (p. 5). This means that language does not consist of knowing or learning language items like vocabulary, grammar etc. Canale and Swain (1980) stressed the aim of the communicative approach as responding communicative requirements of the learners. The method creates opportunities for learners to learn how to communicate in the target language. Brown (1994: 42) emphasizes that;

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for ‘real-life’ communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance ‘out there’ when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

This doesn’t mean that accuracy is totally ignored in the CLT. Spada (2007) expressed that in the 1970s, in North America, Hymes’ theory which bases on communicative competence and the idea that learning a language involves more than learning the grammar rules (linguistic competence) but also learning the rules of language use (communicative competence) has great effect on Communicative Language Teaching. This means that, having the knowledge of grammar rules is not sufficient to learn the target language and communicate effectively in the target language. Littlewood (1983) expressed that “Just as a single linguistic form can express a number of functions, so also a single communicative function be expressed by a number of linguistic forms” (p. 19). Knowing several different forms is not enough to communicate in the target language because learners need to know how and where they use these forms. Learners’ using

learned forms in appropriate situations and in various contexts forms the basic theory of the method. This emphasizes the communicative forms rather than the linguistic forms. Moreover, the learners should be aware of the unity of both the meaning and the usage. There are three main goals of the Communicative Language Teaching method. Larsen-Freeman(2000) expressed them as to make the learners to communicate in the target language, to make learners know that variable forms can be used to express a function and a single form may serve many different functions, and to make them achieve the process of negotiating the message with their interlocutors. Nunan (1991) expressed basic principles of the method:

- 1) Focus on learning how to communicate in the target language via interaction
- 2) Integrating authentic texts to the learning process
- 3) Learners' attention should be not only on the target language but also on the learning process itself.
- 4) Learners broaden their personal experiences and this make substantial contribution to the classroom learning.
- 5) Learners make attempts to relate the classroom language learning with the use of the language outside the class.

While teaching the language with communicative purposes, authentic materials which are related to the real life or real context of the language are primary resources of the target language. Authentic materials which are highly related to the daily life are integral part of the method because teachers' intent to create a real like communication context in EFL classes. Larsen-Freeman (2000) expressed that "Whenever possible, 'authentic language'- language as it used in a real context- should be introduced" (p. 125). This type of materials should provide real-like contexts for learners to teach them how to communicate appropriately in the target language. Marcella (1998: 7) mentioned the characteristics of the authentic instructional materials in CLT classes:

- The materials are learner-centered and carter for the needs and interests of the student.

- The texts place greater emphasis on social function of the communication than on grammatical correctness. In other words, the language activities in the texts lead to free communication.
- The texts provide practice with natural and meaningful communication.
- The texts enhance real life language practice.
- The texts allow for a great deal of learners' interaction, for example group work and pair work, role plays, problem solving tasks.
- The texts are usually accompanied by tapes for listening. (as cited in Mugimu and Sekiziyivu, 2016, p. 63).

Tomlinson (2012) stated that “For me, authentic text is one which is produced in order to communicate rather than to teach, and authentic task is one which involves the learners in communication in order to achieve outcome, rather than practice the language” (p. 162). Authentic texts are useful for the communicative purposes of the CLT and they are advantageous and valuable to make learners communicate in the target language. Both materials and activities should base on communication in the target language to promote learning. Larsen-Freeman (2000) stated that the teachers should give the instructions of the activities in the target language so the target language becomes a tool for classroom communication. This means that the main tool for exposure to the target language is the target language itself. Savignon (2017) expressed that Communicative Language Teaching does not merely deal with face-to-face communication and added that “communicative principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning; the goals of learning depend on learners needs in a given context”(p.5). The method gives equal importance to all of the skills and spare enough time to all to study on them effectively. Larsen-Freeman (2000) expressed that from the very beginning of the courses, learners have a chance to spend time on all four skills.

While teaching the language with communicative purposes, teachers have a role of facilitator and assistant because as Spada (2007) mentioned one of the fundamental principles of the method is that learners should have control and autonomy in the language learning process. Teachers bring authentic texts and tasks to the class and foster learning and they support learners to take their own responsibilities in learning. Mugimu

and Sekiziyivu (2016) stated that “In addition to the use of authentic instructional materials, the teacher in a CLT classroom has to design tasks and activities that also reflect the actual use of language in real-life situations” (p.62). Designing authentic tasks with real-life communication purposes and bringing them to the EFL classes are among the responsibilities of the teacher. Larsen-Freeman (2000) emphasized that the main responsibility of the teacher is to create situations to promote learners’ communication. Teacher’s role is becoming less dominant as an instructor in Communicative Language Teaching but it is becoming more important as a guide, a monitor or an advisor. As learners’ language learning proceeds, teachers’ role becomes more passive. Remache (2016) expressed that teachers’ attention in the communicative classes should be not only linguistic knowledge but also communicative competence which refers to the capability to use the language in actual communication context. Teachers of the CLT classes design the teaching process according to both linguistic and communicative needs. Moreover, the lessons should be learner-centered because they are the active users of the target language and learners should have meaningful purposes to participate in the learning process. Jeyasala (2014, p. 167) expressed four elements to be effective teachers in the communicative lesson;

Real interaction in the classroom requires a teacher (1) to facilitate students and be in the background; (2) to monitor students closely; (3) to provide complete authority to students in developing and carrying out activities; and (4) to accept all kinds of opinions and be tolerant of errors made by students while they are attempting to communicate.

With the introduction of the method, learners are considered active participants of teaching and they are engaged into the learning and teaching process. Furthermore, they are responsible for their own learning process and as they learn they turn into independent learners. Thus, teachers are not seen as resource of the information anymore. Canale and Swain (1980) stated that learners of the target language must have a chance to involve in the realistic, meaningful and communicative activities. Learners should feel the need to communicate while learning the target language via activities designed by the teachers. Groupwork is another important issue of the method and Spada (2007) gave

examples about conducted studies about its positive effect and concluded that “...instructions in Communicative Language Teaching classrooms has been characterized by an almost exclusive focus on the exchange of messages and meanings in groupwork interaction” (p. 278). Groupwork tasks are integral part of communicative activities in communicative classes. They give chance to learners to communicate in the target language. Savignon (2017) emphasized that group tasks are beneficial in many contexts because they provide expanded opportunity and motivation to communicate and he warned about their being not suitable in all contexts. Pair or group work activities may be crucial to be communicative but they should be well-prepared according to the context.

Therefore, learners should have chance to express their opinions and believes and they will not be demotivated even they are mistaken. Errors are tolerated and immediate correction has no place in communicative classes because they are seen as natural outcomes of their improvements. However, they may be noted down if they are vital ones to give lessons to prevent the mistakes from turning into fatal errors. Even error correction form indicates that fluency is seen over accuracy in the method. Richards (2006) emphasized that “Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns” (p. 14). Learners are communicators so activities should be both authentic and communicative like games, role plays, various activities which includes information gap, etc. Nunan (1989) mentioned qualities of a “good communication lesson”:

- derive input from authentic sources
- involve learners in problem-solving activities in which they are required to negotiate meaning
- incorporate tasks which relate to learners’ real-life communicative needs
- allow learners choices in what, how and when to learn
- allow learners to rehearse, in class, real-world language tasks
- require learners and teachers to adopt a range of roles, and use language in a variety of settings in and out of the classroom
- expose learners to the language as system

- encourage learners to develop skills in learning how to learn
- integrate the four macroskills
- provide controlled practice in enabling microskills (reading, listening, speaking and writing)
- involve learners in creative language use (p. 132).

In the method, creating communicative competence is seen very crucial to make the learners communicate the target language. Language is for communication and learners are active users of it. The aim of the method is create a communicative competence for learners. Canale and Swain (1980) defined the term that “Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and communication strategies, or what we will refer to as strategic competence” (p. 27). Communicative competence refers to the capability of using the language correctly, appropriately and effectively. Richards (2006) expressed that communicative competence was needed to use the target language communicatively and it was much deeper term than grammatical competence and it contained being aware of what to say and how to say it properly according to the situations, interlocutors and their roles and aims. Communicative competence is essential in the method in that it aims communication in the target language and appropriate communication is more than using grammatical patterns and word. Hymes (1972) expressed how a child acquire a language and noted that “He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (p. 277). When children acquire the native language, they acquire how and where they will use the expressions and this is same for the CLT because learners should learn how to use the expressions in the context. Remache (2016) stated that communicative competence is more than the linguistic competence and added that “It includes, in addition to the knowledge of the language structures, the ability to use these in instances of social interaction appropriately in concrete situations” (p. 187). Communicative competence is more than the grammatical or linguistic competence and it is the ability to use the linguistic items productively and appropriately. It enables learners to use the suitable forms in appropriate contexts. Hymes (1971) empathized that to communicate appropriately in the target language requires

more than the linguistic competence as it need communicative competence which is being familiar with the suitable usage in different contexts (as cited in Larsen-Freeman, 2000). CLT aims to communicate so communicative competence is highlighted and it becomes the aim of the method. Remache (2016) expressed that even learners claim that knowing inadequate word is the problem in communication in the target language; the main problem is that they do not know which words are appropriate in sentences to be communicative. This means that learners master only linguistic competence. Communicative competence includes not only grammatical knowledge but also other necessary information to communicate. Canale (1983) detailed fundamental parts of the communicative competence such as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is related to the linguistic part of it and it deals with the knowledge of vocabulary and grammar. Canale (1983) expressed that this part of the competence is pertinent to the language code and it includes vocabulary knowledge, word and sentence formation, punctuation, spelling, and semantics. Sociolinguistic competence is the ability to know the social rules of the language. Canale and Swain (1980) explained, “This component included both sociocultural rules of the use and rules of discourse” (p. 30). This type is related to being aware of social rules and norms, and nonverbal acts. The other component of the communicative competence is discourse competence and it is relevant to how ideas are linked each other. Canale (1983) stated “This type of competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres” (p. 9). Cohesion and coherence which are the parts of organization is fundamental to have the unity in spoken or written language. The last component is strategic competence and it deals with the techniques or methods to achieve fluency, achieve effective communication and make up the failures in communication. Canale (1983) detailed the competence and added that this concerns both verbal and non-verbal strategies needed in two conditions; if there are breakdowns during conversation and if there is need for enhancing the efficacy of the conversation. The four

components of the communicative competence have the same significance and none of them is seen more or less than the other components. Canale (1983) explained the aim of the communicative approach as to combine all four components.

The method enables learners to use the target language effectively and it gives opportunity to enhance their skills with providing meaningful classroom activities similar to the real contexts.

2.3. Attainment in ELT

There have been several studies about attainment but not much about foreign language attainment. Attainment is considered as an action of achieving or concluding all the goals defined in the scope of courses in education. Birdsong (2004) conducted a study and emphasized that “L1A is uniformly successful, with all normal children attaining full competence, whereas in L2A there are various outcomes” (p. 83). The citation makes a clear equation between the attainment and success. Attainment means being successful at the end of the planned process for competence and reach the wanted level at the end of the process. Dabrowska (2012) had another study about individual distinctions in native language attainment and explained that a lot of linguists suppose, first language learners attain approximately the same level of grammar at the end of the acquisition process even if there may be some differences about their vocabulary knowledge but there are some differences in second language acquisition. She revealed the different attainment levels of the learners and this explains that even if some researchers think that attainment level is relatively similar for grammatical knowledge in native language acquisition, there are individual differences among people. Attainment is highly connected to the acquisition level and success. The term is used in order to express achievement of the functions of the language and success in the effective usage of the language. Besides, the term is related to the act of achievement or the state of being successful in different conditions. Fişne (2016) explained that “Attainment is regarded as achieving the set of goals defined

at the beginning of a course” (p. 27). All of the courses have some pre-planned outcomes from the very beginning, and attainment refers to the achievement or accomplishment these outcomes at the end of the learning process. Richard (1990) stated that “Curriculum goals are general statements of the intended outcomes of a language program, and represent what the curriculum planners believe to be desirable and attainable program aims based on the constraints revealed in the need analysis” (p. 3). Curriculums and language teaching programs have some aims and goals according to need analysis to get at the end of the course and these are particularly desirable and attainable ones. Learners are expected to attain and get these aims at the end of the curriculum. Attainment is associated with the completing and achieving desired goals mentioned in the teaching programmes, curriculums or plans.

Dabrowska (2012) stated that “...attribute education-related differences in language attainment to characteristics of participants’ prior language experience” (p. 43). Previous language experiences have great connection to the attainment level. Learners’ previous knowledge is highly related to the attainment level in learning new language and using the language effectively. Language teaching and learning process have some aims and expected outcomes, too. Learners’ individual differences, characteristics, participation willingness, readiness and previous knowledge affects the attainment in language teaching. Saito (2017) conducted a study about the relation between various types of language learning aptitude and adults’ attainment level in speaking in foreign language classes. He revealed the great connection between these two components and concluded that mentioned learning aptitudes have an effect on attainment level of speaking for adult learners. Crossley, Salsbury, & McNamara (2015) expressed that “In order to attain advanced L2 oral proficiency, learners are expected to acquire more varied and infrequent words, moving away from the repetition of frequent ones” (as cited in Saito, 2017, p. 669). Increasing attainment level is about having various and different vocabulary items. These studies have established that attainment is a term linked with achievement and improvement. As a conclusion, attainment is supposed as achieving the

pre-determined goals of courses determined at the beginning of the course or mentioned in the curriculum and fostering skills.

2.4. Mediation

Mediation is a key concept in EFL classes and it means a tool or a person to help during learning and the term has been recognized and defined in various ways. The term mediation refers to any act or activity to help the learning process in language teaching. There are several definitions of the term and there are various ways of mediation explained by scholars. In CEF (2001) stated that “Mediation strategies reflect ways of coping with the demands of using finite resources to process information and establish equivalent meaning” (p. 14). The concepts serve as an act of help to get the meaning and learn the language. Dendrinos (2013) expressed the role of the mediator as a facilitator during interaction and communication between people or assistant in dealing with the problems and conflicts etc. during communication. “In mediation activities, the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages” (CEF, 2001, 87). Mediators act as helper to fill the gaps in the communication and between speakers. Two different types of mediation are emphasized in CEF (2001): oral mediation and written mediation. All oral and written mediators assist to make the meaning more clear and intelligible. There are some oral mediation ways and CEF (2001, p. 87) stated them:

- simultaneous interpretation (conferences, meetings, formal speeches, etc.);
- consecutive interpretation (speeches of welcome, guided tours, etc.);
- informal interpretation:
 - of foreign visitors in own country
 - of native speakers when abroad
 - in social and transactional situations for friends, family, clients, foreign guests, etc.
 - of signs, menus and notices, etc.

Mediation activities consist of oral and written ways of clarification of the intended meaning. All types of activities which clarify, explain, and even translate the meaning are parts of mediation. CEF (2001: 87) expressed the written mediation activities as:

- exact translation (e.g. of contracts, legal and scientific texts, etc.);
- literary translation (novels, drama, poetry, libretti, etc.);
- summarizing gist (newspaper and magazine articles, etc.) within L' or between L1 and L2;
- paraphrasing (specialized texts for lay persons, etc.).

Mediation includes any kinds of activities to promote understanding and comprehension, and prevent the misunderstanding in spoken or written contexts. Dendrinos (2006) stated that “Not only is media a spoken, written and interactive activity, it is also an activity that may involve almost exclusively visual mode of communication – that is, very little or no verbal text (e.g., pictures, charts, etc.)” (p. 17). Mediators may be verbal, written, and even an activity which are the supporters of the learning and communicating in the target language. Dendrinos (2013) defined the term as understanding the meaning from visual or spoken contexts in a language, code, idiom, accent or phrase etc. to help the communication. Mediator is an assistant to facilitate communication with providing meaning and extract the message from the existing context. Donato and McCormick (1994) stated that “For Vygotsky, the source of mediation was either a material tool (for example, tying a string around one’s finger or using a computer); a system of symbols, notably language; or the behavior of another human being in social interaction” (p. 456). Taking all the above into consideration, a mediator may be a person, a text, visuals, pictures, tables, charts, and videos.

Mediators are integral part of the foreign language classes and they may take place in various kinds. Moreover, they all provide enough support and help in the learning process. Dendrinos (2006) had three different explanations for mediator as a person; a social actor to assist the conversation, a facilitator to fix a serious breakdowns in communication, and a meaning negotiator to make the meaning clear during conversations. From this point of the view, a mediator is a person who clarifies the meaning and helps people to rebuild the conversation when there is a serious breakdown

in communication; thus teachers may be mediators of the classes. Žindžiuvienė and Szlaužys (2015) stated that "...a mediator is a professional translator who changes the writing into another language and the one who fills the gap between two cultures and languages and who favors the understanding of the different groups involved" (p. 57). This means that, mediators are key elements for the interactions because they help to construct true understanding between interlocutors. Translation or translator may act as mediator under certain circumstances. Some scholars regards the mediator as a person who translates and supply enough information, but on the other hand some consider them as helpers to deal with the problems occurred in the learning environment.

Brown (2002) explained briefly mediated learning experience that in language learning process language teacher is a human mediator in interplay between the learners and the learning setting. Instructors and teachers are integral in language teaching as to help learners. Teachers are facilitator in the communicative approach so they can be mediator in the process, as well. Widdowson (1990) regarded the teachers "...in the role of mediator between theory and practice" (p. 66). Teachers as mediators are bridges between the theory and the practice because they both design the learning activities and help learners to participate in the activities to promote learning. Mediators are generally thought as helpers or assistants, therefore teachers definitely act as mediators in language classes. Mediation-based methodology enables learner better exercise with the control of the teacher (Widdowson, 1990). Mediators are vital to enhance the quality of the communication and language learning. They are helpful in the process in case of learners may encounter any problems occurred during courses. Nurhasanah (2014) supported the idea with that teachers being competent and great mediators contribute the learning process effectively. Teachers as mediators create an environment and give learners opportunity to practice the target language both for learning and practice. Teachers should be cautious enough to be good example of mediation and create more effective learning. Hamamorad (2016) conducted a study and emphasized the role of teachers as mediator and their responsibilities to create an interactive and interesting learning

environment for the learners. In communicative classes, teachers are both organizer and mediator to create and conduct communicative tasks. Teachers act as mediators because they are the helpers of the breakdowns during communication and communicative tasks.

Except from the teachers, learners may function as mediator in communicative classes with student-student interactions. Lantolf, Thorne & Poehner (2015) expressed that “On one occasion a learner may respond only to explicit mediation from a teacher or peer to produce a specific feature of the L2...” (p. 10). In language teaching and learning process, both teachers and learners may be a mediator to develop the language skills to practice the language. In Communicative Language Teaching, learners are responsible for their own learning and they are active users of the language in learning process. Therefore, to master their language abilities and skills peer-mediation may be an effective way because it creates more opportunities for learners to communicate and help each other during activities. Teachers are mediators in the classes and they should support pair and group work (Hamamrad, 2016). Participation and interactions between learners boost the learning because they serve as mediators to each other.

Certain scholars discuss that the language learning strategies act as mediators in the language learning process (Donato and McCormick, 1994). In language teaching the activities and learning strategies may mediate the learning and enhance quality. Žindžiuvienė and Szlaužys (2015) carried a study about the issue and emphasized that “Mediation plays an important role in EFL classes: mediation activities are useful for developing many skills in foreign language learning, such as expanding students’ vocabulary and speaking skills, applying their grammar knowledge in practice and developing students’ mental skills” (p. 51). The tasks or activities conducted in language classes may function as a mediator, too. In the same study, Žindžiuvienė and Szlaužys (2015) concluded that learners find mediation beneficial if educators give them chance to use various spoken and written mediation exercises, since these activities promote their communicative competence and the capability to mediate between different cultures and

languages. In Communicative Language Teaching mediation may be the teacher who leads the teaching process or the context that provides all the necessary language items to teach. The contexts should provide enough knowledge to act as mediator, and their tasks and activities support the learning and cope with the problems. CEF (2001) mentioned that except from the mentioned types of mediation activities, there are some others which require learners to make textual inference to a textual stimulus. In that case, texts play an important role as mediators and even the activities related to the texts. CEF (2001) explained “The text stimulus may be an oral question, a set of written instructions (e.g. an examination rubric), a discourse text, authentic or composed, etc. or some combination of these” (p. 99). Authentic texts have great contribution to the target language learning process to supply enough input to learners according to the principles of CLT. As mentioned above, the texts may have a function of mediator, as well. The texts, and questions and exercises designed for the texts may be mediator in the EFL classes. Lantolf, Thorne and Poehner (2015) stated that according to the principles of mediation, it should be explicit enough to draw learners attention but not too explicit because it may prevent learners from making effort for improvement. The contexts are meaningful and authentic resources of the target language so they are very crucial mediators in language learning. Briefly, mediation is the contextualized technical and social circumstance or dimension where learning takes place.

2.5. Elicitation

Elicitation is one of the most significant concepts of foreign language teaching discourse since it is a process that enables learners to get the meaning of a word or to understand the function of a grammar unit with the help of guidance or mediation. This enables learners to construct their own knowledge and take responsibility of their learning process. Taking responsibility of the learning and constructing the knowledge are among the main principles of CLT. Thus, elicitation becomes an integral part of the

communicative classes. Alsubaie (2015) refers elicitation as an “art of thought provoking questions” which is a crucial instrument to make learners take part in the teaching process and promotes participation in a lesson (p.30). This means that it is a technique used by EFL teachers by asking questions to get learners’ responses in order to make the learners discover the language. It is a technique which enables teacher to create a discovery context. Teachers do not give all the information explicitly to the learners but they make learners access the information with elicitation. These types of learning provoking questions assist not only for elicitation of the meaning or function but also for creating an environment for oral practice. To create an effective elicitation, EFL teachers need well-designed context which presents necessary input and information. Contextualization is the most integral part of elicitation. The context should give learners chance to analyze and get the clear meaning by elicitation questions. Jafari (2014) stated that “an utterance which expects a linguistic response of supplying a piece of information is characterized as an elicitation” (p. 3). Elicitation creates learner-centered environment in EFL classes and learners totally become active participants of the language learning. Nunan (1999) defined the term elicitation as a process which enables teacher to encourage learners to produce sample of the grammar rules, vocabulary meaning and functions of the grammar usages. Elicitation is a board term which means deducing and discovering. It is used for discovery of the meaning or function but not for giving directly meaning or function of a language unit. It is generally done with questions which arouse curiosity for learning. Scrivener (2012) stated that “It leads to greater involvement, encourages thinking and nudges the learners towards making discoveries for themselves” (p. 139). Thus, it becomes one of the most crucial parts of the discovery fashion in foreign language education. The technique is not a standard process of providing all the necessary information explicitly but it is creative and active procedure of learning because learners use their abilities, skills and previous knowledge to get the meaning. Scrivener (2012) explained the aim of eliciting “to draw language, information and ideas from students, rather than telling them everything” (p. 139). In EFL classes, present information, giving

grammatical rules with all details, and explaining the meaning of the words is a standard, easy and fast way of teaching but elicitation encourages learners to discover all the necessary information they need. Elicitation support learners to deduce the information instead of giving the information explicitly. Scrivener (2012) explained that although presenting the information that learners need to know by explaining simply and briefly may be regarded as the quickest and the most impressive way of teaching, if elicitation is used for a while repeatedly or exclusively, learners get much more permanent information because when things are explained and presented there is no guarantee of understanding and learning without motivation and involvement. Besides, elicitation done by questions leads being active and responsible in the learning and in this discovery fashion they have to communicate in the target language and this encourages learners for speaking. Walsh (2013) stated that “Elicitation techniques are the strategies used by (normally) teachers to get learners to respond. Typically, elicitation entails asking questions” (p. 33). Elicitation questions are asked to draw attention of the learners to the context to get the answers for learning and involving them to the process instead of explaining the context to the learners. Alsubaie (2015) emphasized elicitation that “It involves learners in the process of understanding and discovering language” (p. 30). Learners are not passive receivers of the information presented by the teachers with elicitation because they become actively engaged in the learning process.

Tsui (1995) mentioned six subcategories of elicitation: “1) Elicit: inform, 2) Elicit: confirm, 3) Elicit: agree, 4) Elicit: commit, 5) Elicit: repeat and 6) Elicit: clarify” (as cited in Jafari, 2014, p. 3). Tsui (1995) explained the subcategories:

- 1) Inform as a subcategory of elicitation is about creating opportunity for learners to supply a piece of information,
- 2) Confirm as a subcategory of elicitation is related to the affirming the speaker’s inference or supposition and it deals with confirming learners’ understanding the teaching material,
- 3) Agree as a subcategory of elicitation is about approving the speaker’s inference which is self-evidently correct,

- 4) Commit as a subcategory of elicitation is regarded a little bit different from the above three subcategories in terms of eliciting more than a verbal response from the learner because this kind of elicitation requires a kind of commitment,
- 5) Repeat as a subcategory of elicitation and
- 6) Clarify as a subcategory of elicitation are much more different because they are metadiscoursal subcategories and mention the discourse itself, (as cited in Jafari, 2014).

Elicitation is a technique which facilitates learning by asking questions and creating opportunity for learners both for discovery and communication. In vocabulary and grammar teaching, elicitation is used to deduce the meaning and function of a grammar unit. Harmer (2007) stated if learners can elicit the new language form adequately, teachers do not need to show and explain them again and again, and make learners reproduce the target language correctly with drills. Elicitation is inferring the information rather than giving the information directly to learners. While introducing the new vocabulary items, learners need to have a context to recognize how the words are used (Harmer, 2007). These contexts are the main resources in elicitation because the meaning and the functions are hidden in them, which allow teachers to make the learners discover them with guidance via questions. Sanchez and Borg (2014) conducted a study about teachers' preferences of pedagogical techniques in grammar teaching and stated that one of the teachers used elicitation as a teaching technique "to guide the learners in the process of discovery learning and help them construct the meaning of new grammar items" (p. 50). The technique includes questions to promote learning and discovering the new items by using previous knowledge and connecting them to the new learning. Elicitation forms the important part of the interactions in classes and it is frequently used by the teachers to involve learners actively in the teaching and learning activities and to promote speaking skills because it has a great contribution for learners to have a chance to practice in classes (Usman, Ayouni, Samad, & Fitriani 2018). Asking and getting answers for elicitation of the language item creates an environment for speaking and communicating in the target language, too. Scrivener (2012) explained the techniques for effective elicitation:

- 1) Make sure the class can hear.

- 2) Use a natural-sounding 'slightly puzzled' intonation.
- 3) Elicit, then give feedback.
- 4) Wait a bit.
- 5) You can't elicit things they don't know and can't guess.
- 6) Be careful of asking too many hypothetical questions.
- 7) Ask questions that move learners forward.
- 8) Remember that you have options in who you ask.
- 9) Avoid over-eliciting. (p. 140-141).

Elicitation is important for getting learners to participate in the learning process done by questions. Therefore, elicitation should be done cautiously in language classroom discourse. Well-designed questions are integral part of elicitation and waiting after these questions for a while allows learners to think and use previous knowledge to discover the new one. Scrivener (2012) warned teachers about not doing over elicitation which means asking questions continuously and related to every single unit of the context and this harms productivity of it.

There may be advantages and disadvantages using the techniques according to the scholars. Students become more enthusiastic, teachers have a chance to analyze the practice of the language in terms of used grammar rules, functions, vocabulary items and pronunciation in speaking, opportunities for speaking arises, and teachers can check the learners' understanding of the language units (Usman et al., 2018). One of the most important principles of the CLT is making learners active learners and elicitation technique serves to this principle in terms of involving learners to the process with questions. Passive learners get the knowledge directly presented in the courses and they have almost no chance to use the things they learn. However, eliciting improves the chance of taking part actively in the process. On the other hand, Phipps and Borg (2009) conducted a study and concluded that some of the teachers may consider elicitation as time-consuming even if it has beneficial sides. To do effective elicitation in EFL classes, well-designed contexts and well prepared elicitation questions are very important and preparing or finding them may take a long time, so some scholars and teacher find it

time-consuming. Case's 2009 study (as cited in Usman et al., 2018) expressed some disadvantages of elicitation;

- 1) It may be time-consuming,
- 2) If an active learner answers all the questions, passive ones may not have a chance in the class,
- 3) If learners do not have enough previous knowledge, they may not answer the questions and become silence, and
- 4) If teachers ask same kind of questions, learners may get bored.

Although teachers intend making learners active in learning through elicitation, some unwanted application of it may backfire and cause problems. In that case, learners will turns into passive learners, they might not want to participate in the activities and they may not answer the questions. As a result, elicitation may fail.

2.6. Concept Checking Questions

Concept checking questions are the questions which are designed to check understanding of a newly introduced language item. Choudhury (2010) had a study about teaching vocabulary and expressed that "...to ensure that learners understand the underlying concept of a lexical item, appropriate Concept Checking Questions need to be asked" (p. 313). These types of questions are deliberately asked to the learners from the contexts they work on to check their understanding. Teachers have a chance to recognize the understanding of the items through concept checking questions and construct the knowledge with guidance via these questions. Florkowska (2017) expressed that concept checking questions are used to express the meaning of a language unit during classes and check the understanding of newly introduced vocabulary items, grammar use and usages, and even instructions. CCQs are used to check the understanding the meaning and the function; moreover they may contribute the speaking skill, too. Barghi (2014) described the term that they are indirect questions asked to check the understanding of the meaning

of desired vocabulary item to prevent misunderstandings. The questions direct learners to be active and guess the meaning; if qualified questions are asked learners get the right answer and find the meaning of a word.

Choudhury (2010) warned that CCQs are so important that the teachers should avoid the questions which are not truly related to the understanding of the items. The questions can be highly related to the context and they should be effective which need deeply understanding to answer them. Preparing the questions with familiar vocabulary and grammar and with simple and meaningful words, may be beneficial. They are used to check understanding of a new concept; thus teachers may have chance to understand what the learners know and to have a teacher-student interaction. Florkowska (2017) explained in her thesis display and referential questions as different types of CCQS. Gonzales and McDonough (2015) mentioned "...display questions allow instructors to determine whether students understand the information that they have previously conveyed" (p. 22). These types of questions are seen a kind of concept checking questions and they help teachers about checking understanding. However, Wright (2016) expressed that display questions are "...lack of meaningfulness in communication and hinder turn taking so negotiation for meaning" (as cited in Florkowska, 2017, p.14). These types of concept checking questions are simple and non-communicative ones which require just simple and one-word answers. Walsh (2011) described them as questions which need to show the learners what they acquired and their responses are generally brief, easy, limited and consist of one or two words. These are mostly asked to evaluate the understanding and check the learning. "Display questions serve a range of functions, including: eliciting a response, checking understanding guiding learners toward a particular response, promoting involvement, and concept checking" (Walsh, 2011, p. 11-12). They do not support communication in the target language but they are helpful to check learners' perceptions and comprehension. Gonzales and McDonough (2015) drew a conclusion that referential questions supersede the display questions because display questions are used much more rarely in terms of creating a conversation

and get the unknown information from learners and they are not used frequently in daily conversation in real life. The questions are generally Yes/No questions which have limited answer and they do not promote speaking. Mercer and Dawes (2008) stated that in most of the classes there is particular process: teachers ask questions with restricted answers and they create limited environment for learners to communicate, discuss and express in the target language.

On the other hand, referential ones are the actual questions faced in daily life and promote real communication. Gonzalez and McDonough (2015) mentioned that “In term of their elicitation of language, referential questions have been associated with greater quantity of student talk than display questions” (p. 22). The questions provide an opportunity for learners to communicate in the target language while eliciting the information. Walsh (2011) expressed that teachers in some cases ask real, flexible, unrestricted questions created to encourage learners to debate, talk, be more active in learning. They are generally open-ended questions and learners will respond more freely and actively. While asking concept checking questions to check real understating, teachers should avoid easy and closed question. Choudhury (2010) supported the idea that to make sure that the learners comprehend the hidden and fundamental concept of a vocabulary item, asking suitable CCQs is really essential. CCQs need to support learners to understand the concept exactly. Nevertheless, choosing display or referential questions is related to the purpose of the course and the teacher; if the reason is checking the comprehension immediately, display questions are perfect and if the aim is to enhance speaking and interaction, referential questions are great choice.

In elicitation, teachers need to have a well-designed context and qualified concept-checking questions. Widdowson (1998) mentioned that in language teaching context, teachers should have or create a context in which planned and desired language items and usages included. Meaning must be clear in these contexts because they provide an input for learners to figure out the intended meaning or function. For vocabulary teaching,

Harmer (2007) stated that “Students need to see words in context to see how they are used” (p. 229). Learners need contexts to understand the words and their usage communicatively where and how. This creates opportunity for learners in terms of language input and they have a chance to see how the words are used in the context. In his book about grammar teaching, Thornbury (1999) emphasized that “This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase” (p. 69). He emphasized the necessity of the context to discover the meaning. Nunan (1998) mentioned inductive approach to teach grammar and explained it as a given chance to learners to get the rules, meaning and usages because if learners figure out the things, the learning will be much more permanent than passive learning. In that case, elicitation and concept checking questions have a great role in the teaching and learning process in discovery fashion.

CHAPTER III

METHODOLOGY

3.1. The Research Design

In the present study the mixed method research design was applied to collect, analyse, interpret and combine data in order to get more reliable results. Mixed method research design includes phases of both quantitative and qualitative data. Creswell and Clark (2011) emphasizes that a research based on mixed method is a process which contains collection and analysis of the data by mixing both quantitative and qualitative research techniques in a particular study. Creswell (2012) explains some characteristics of qualitative and quantitative studies and states that quantitative studies “describes a research problem through a description of trends or need for an explanation of the relationship among variables”(p.13) while qualitative studies “explore a problem and develop a detailed understanding of a central phenomenon” (p. 16). Combining both qualitative and quantitative research methods enables understanding the problems in a detailed way. Creswell (2012) supports this idea with a statement that “the core argument for a mixed method design is that the combination of both forms of data provides better understanding of a research problem than either quantitative or qualitative data by itself” (p. 22). Therefore, the combination of both quantitative and qualitative studies enables researches to comprehend the research problem better and to get better and more reliable results. Ostlund, Kidd, Wengström and Owa-Dewar (2011) conducted a study about mixed method research design and concluded that if the data collected from both

qualitative and quantitative studies are not combined during the data collection and analysis process, the results should be combined at the stage of clarification and conclusion.

3.1.1. Data Collection Instruments

The instruments used in the study are observation, semi-structured interviews and pre and post-tests. Observation was used at the very beginning of the study, in the piloting part. During the piloting process, the learners of experiment group studied with the researcher; while the control group studied with the teacher of the school. The courses of the control group were observed in terms of elicitation and speaking activities. Interviews were conducted both at the beginning and the end of the study to gather qualitative data. On the other hand, pre and post-tests (in the real treatment part) were conducted to get quantitative results of learner's attainment. All of the speaking tests were recorded to analyse. After post-tests, interviews (after treatment) were conducted to see the differences between the techniques; elicitation and multidimensional elicitation.

3.1.1.1. Observation

Cohen, Manion and Morrison (2007) explains that “the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations” (p. 396). It enables researcher to get evidences about real process of the study and real attitudes of participants. This method gives influential data to interpret the results of the whole study. There are different types of observation techniques and researchers consider and decide carefully on the most appropriate type of the observation and recording (Cohen et. al., 2007). In the study Non-participant observation technique was applied and Dörnyei (2007) described that “...the researchers is usually not or only minimally involved in the setting and therefore he/she can be described as a ‘nonparticipant-observer’” (p.179). The researcher should

consider all the aspects of observation process such as the time, the place, the participants, the research design etc. As well, Cohen et. al., (2007) emphasizes that a researcher should plan the observation cautiously and take into account “when, where, how and what to observe” (p. 412). Participants are another important aspects of observation and they should know that they will be observed in the process and what will be observed during the research process. The observation form can be found in Appendix 2. It was developed by the researcher and asked for experts’ opinion to secure validity. They are teacher trainers in English Language Teaching departments.

In the observation process, both the teacher of the class and learners were informed about the process. There was an observation form and all of the participants including teacher and learners were aware of the form and its content. The courses of the control group were observed in order to get data about elicitation and speaking activities in the classes before the treatment.

3.1.1.2. Interviews

Interviews are conducted to get richer and detailed data about the studies. Cohen et. al., (2007) expressed that “The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (p. 349). Interviews reveal rich and detailed data, and deep understanding for research studies. Seidman (2006) expressed that “The researcher has to conceptualize the project, establish access and make contact with participants, interview them, transcribe the data and then work with the material and share what he or she has learned” (p. 12). Interviews are used as a data collection tool for qualitative data and it is a complex, detailed and time-consuming method from the very beginning to the end. The purpose of the interviews may be various as Cohen et al. (2007) mentioned and in the study, it was used to get deeper data about the reasons of learners’ avoidance of speaking in EFL classes and gather data about learners’ opinions and thoughts to evaluate the treatment.

The interviews used in the study were semi-structured and this type of interviews is relatively better in better understanding of the problems or cases. Dörnyei (2007) defined semi-structured interviews that even if there are some questions prepared before the interview, there is an open-ended format which creates a chance for participants clarify the issues and added that this is very common among the applied linguistic researches. According to the Berg (2001) this type of interviews are situated between the limits of totally standardized and unstandardized ones and added that even if there are some pre-determined and ordered questions, the interviewers are free to deviate from its normal path. Contrary to the quantitative data collection methods, qualitative ones do not provide numerical data but they are helpful to dig into the topic and understand the reasons behind the results. The questions of the interview were asked in the same order to all interviewees and the answers were recorded to analyze later. Qualitative data analysis has both pros and cons; it is time consuming and hard. On the other hand, it is beneficial to investigate the issue in a deeper way. Berg (2001) expressed that “Qualitative analysis cannot be undertaken quickly, neatly, or lightly, but this should never be viewed as a liability or limitation. Instead, this characteristic of qualitative analysis is perhaps its greatest strength” (p. 102). Cohen et al. (2007) expressed that after the data collection in interviews, the next thing to do is to analyze the data and the data analysis is generally done with coding and scoring. Code in qualitative study is generally a word or a phrase which is helpful to categorize the text we get in the interview. Saldaña (2013) described code as “...a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). With the help of coding, the results of the interviews will be analyzed more easily.

In the study one of the interviews was used in order to get detailed information about the process before the treatment and find out the problems and the reasons behind them. Furthermore, in the second one it is advantageous to understand whether the new trial is effective and applicable or not. The interviews were conducted in the native language and

translated into English because the level of the learners was not enough to carry out the study in the target language. Before the treatment, twelve volunteer students from experiment group were interviewed and the answers of the learners were analyzed in order to understand their problems faced in the speaking classes. The questions of the first interview can be seen in Appendix 3. Moreover, the first interviews were helpful to understand the elicitation technique and how it is done during classes before the treatment. After the treatment, the second phase of the interviews was conducted with the same participants to evaluate the treatment process and get their opinions about the new applied version of the elicitation. Kvale and Brinkmann (2009) stated that “The interview is usually transcribed, and the written text and sound recording together constitute the materials for the subsequent analysis of meaning” (p. 27). Learners’ interviews were recorded to be analysed. The questions of the interview done after the treatment can be found in Appendix 4.

3.1.1.3. Pre- and Post-Tests

Pre- and the Post-Test were conducted to see the level of speaking and whether there is a statistically difference between two groups. These tests revealed the differences between before and after treatments of the participants of the experiment group. These tests base on four different language skills and components because all of the courses are designed according to the four skills. Pre-test was applied to assess the level of learners before the treatment and post-test was applied after the treatment to see whether there is an increase in the attainment level of their English Language attainment. The results gave a chance for understanding the increase in the level of speaking skill. The tests were designed to assess four skills, grammar and vocabulary knowledge because the researcher maintained the courses instead of the previous language teacher. However, the speaking results were analysed primarily. In the tests, learners were shown pictures and they are expected to choose and speak about one they desire. The two tests included same kind but different

pictures. All of the pictures were selected with the help of a colleague who was a regular teacher before the treatment. The writing and speaking parts of the exam evaluated and graded with the colleague from the same school to increase reliability. The recordings of the speaking exam and multidimensional elicitation parts of the courses are other resources for data collection and evaluation. The recordings helped the researcher to check the attainment level of the learners in terms of speaking. The rubrics of the speaking and written exams were other important parts of the evaluation process. Furthermore, the rubrics were designed with two colleagues from the school and according to the principles and functions defined by the Ministry of National Education (MoNE) and asked for experts' opinion. Speaking test rubric is found in Appendix 5.

3.1.2. Subject Groups

The researcher planned and carried the study at an upper secondary school (a state school), in Ordu during 2018-2019 academic year. In the study to promote speaking skills, participants recruited from the learners of 9th grade. The sample of the study was composed of two different groups; the experiment group and the control group. The participants of the study were volunteer and the average level of the learners was elementary level according to the CEFR at the beginning of the study. In the following weeks, some of them passed to pre-intermediate level. The two groups were determined by the school director and given to the researcher. One of the classes was assigned as the control group and the other one formed as an experimental group by the school management. These groups were included in the research after receiving permissions from the MoNE. Currently used English Language Curriculum offers learners to have two-hour selective/additional English classes in a week. The researcher utilized two-hour selective/additional EFL classes. At the very beginning of the study, learners were volunteers but a little bit nervous. Almost all of them were shy to participate because the

study due to the speaking ability. To break the ice in the classes and decrease the anxiety level, learners decided to use nicknames in the classes during the experiment.

Both the Control and Experimental groups were composed of 23 learners. Because of the numerical balance between the classes, it was easy to compare the average results in tests. All of learners attended the courses and pre- and post-test, on the other hand just twelve volunteer learners participated in the interviews. This means that a total of forty-six learners participated from the groups in quantitative part; twenty-three of them had courses with the researcher designed with multiple elicitation and communicative concept checking activities. In qualitative part of the study, twelve learners were volunteer to participate both in the interviews conducted before and after the treatment.

3.2. Research Methodology

One of the most crucial points in CLT classes is enabling learners to be active in learning process. To create effective teaching classes, learners should be integrated to the process and give them chance to practice the language. Just for this, building communicative competence is critical. Teachers should create opportunities for learners to participate actively during classes and tasks should be more communicative, learner-based, and encouraging.

The study of Alsubaie (2015) emphasizes that elicitation, the art of understanding prompting questions, is very useful technique to engage learners to participate. In general, elicitation is done with the help of provoking questions which allow learners to get information by deducing. This type of elicitation questions is facilitator for learners while discovering the language. In CLT classes, these are generally Yes/No questions with limited communication. These are easy and they do not make learners communicate in the target language. On the other hand, for open-ended questions if learners just give one-word answers, these may not lead them to speak, too. This shows that these questions may not be enough for learners to get the information or to lead them to speak and

communicate in the target language. In that case, teachers need more communicative strategies for better elicitation. According to the learners' level, these questions may start from basic Yes/No questions and go on with more communicative questions. Besides, after basic elicitation part, Concept checking may be done with more communicative activities. Here are some new alternatives to promote language learning thanks to elicitation. The study attempts to regenerate the elicitation to make it more effective and useful for promoting speaking skill. On the basis of constructivist approach, elicitation is experimented in multidimensional mode and supported with various communicative alternatives.

In this part of the study, newly constructed and experimented versions of the elicitation techniques are explained and clarified. All of the presented multimode types of elicitation are experimented in the study and these are all designed to support the elicitation process if there are any problems faced in EFL classes or the written contexts do not support the process smoothly and learners have difficulty. Even if well-designed and effective resources are used as a context, learners may have difficulty in understanding the text and this may harm the elicitation process because learners' comprehension affects answering concept questions. The new adaptations of the elicitation techniques are designed to help deducing the functions or meaning of language items in order to make the process multidimensional. Visuals, auditory materials, and videos are among the commonly used materials in EFL classes. Moreover, drama and peripheral learning are parts of language teaching and they are used frequently according to the needs of the language classes. However, in the study, all of the previously mentioned materials and teaching ways were used to make the elicitation 'multimode' or 'multidimensional'. Besides, all of the elicitation techniques support the written context for better instruction and understanding and they are supported with communicative activities immediately after elicitation to promote speaking skill.

3.2.1. Visual-elicitation

Visuals are very commonly used instruments in the teaching in EFL classes. It is defined by Clark & Lyons (2011) as a “pictorial expression of information designed to promote learning and improve performance in work settings” (p. 3). Visuals are generally used in vocabulary teaching part because they have great contribution to the vocabulary items and they make the words easy to remember. Bazeli & Olle (1995) expressed that using visual aids in the teaching process have considerable effect on learners’ lives and they are very important to develop vocabulary and promote reading comprehension in the teaching process. To enhance vocabulary acquisition and develop reading skills, visuals are great contributors. Bazeli & Olle (1995) emphasized that “the use of visuals, combined with cooperative learning groups, provides an especially effective environment for the development of vocabulary and reading comprehension” (p. 376). There are different versions of the visuals like pictures, photographs, signs, drawings etc. Mashadi & Jamalifar (2015) stated that “By using visual items, students’ attention was drawn to different aspects of a given input, students noticed the differences of meanings, integrated them in their interlanguage and successfully recalled them when it was needed” (p. 305). Visuals draw learners’ attention and they make a major contribution to the learning process. Learners find them catchy, interesting and helpful for the learning process. Moreover, they may be helpful to remember the previous learning. Akar (2010) drew attention to the visual techniques to practice meaning for vocabulary and expressed various kinds; “...cutouts, posters, flashcards, charts, graphs, grids, puppets, street maps, floor plans, models, pictures, photos, drawings... (p. 27). These are among the commonly used materials in teaching in the EFL classes.

In the study, the visual aids were used in the elicitation part of EFL classes to support the context because these are valuable resources for learners to make the meaning more clear and support the understanding of the vocabulary items or grammar functions. To sum up, using visuals for elicitation can be a new technique in which these visual materials are used to make the elicitation process more effective and multidimensional in that learners

elicit the language unit from the context presented by visual aids. It is aimed their being helpful for the elicitation because they help learners to deduce the meaning of a word or a function of a grammar unit if the reading contexts are challenging or if they do not serve smoothly in the learning process.

3.2.1.1. Picture-elicitation

Pictures are a kind of visual materials used in the classes to help the learning and the teaching process. Hill (1990, p. 1) describes pictures as “images of reality into the unnatural world of the language classroom” (as cited in Joklová, 2009, p. 15). Pictures are one of the most important and common visual aids used in the classes while teaching a language. These materials bring reality to the classes, they support learners’ understanding and they get their attention in the process. Wright (1989) emphasized the usage of the pictures as an important way in language teaching because they are accessible; teachers can get them easily, they are appealing, and also they are great authentic materials to support the understanding. They may be used in language teaching effectively because they support meaning and they help learners to understand the texts, vocabulary items or functions. They motivate learners for learning and if teachers use well-designed and effective pictures they may attract learners. Moreover, they are impressive materials in learning for all ages and groups. Wright (1989) stated that pictures may be used for teaching of all the skills; reading, listening, speaking and writing, and they are advantageous in vocabulary and grammar teaching, too. Wright (1989) stated that these visual kind of materials have a great impact on developing reading and listening skills and emphasized that “The meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom” (p.136). From this point of view, they are effective both in creation and in interpretation. In the study, pictures were used as a new context to elicit the meaning of words or grammar functions. Picture elicitation is a new term that

refers to the process of multidimensional elicitation of meaning or function which is supported with pictures. Picture elicitation depends on the multimode elicitation which is done both with picture and also a context. It promotes learning with deduction if learners have difficulty in understanding the text for elicitation. Moreover, pictures may serve as a context itself for elicitation.

3.2.1.2. Photo-elicitation

Photos (photographs) are a kind of visuals which are taken by the people to store the memories and Azoulay (2010) defines the term that “In the press and in archives in general, photographs are shown or stored as reference to an event...” (p. 9). These are the indicators or images of a moment and they may be integrated to the learning process. Photos serve as authentic materials and they promote learning. They provide numerous advantages both in learning and practicing process. Birdsell (2017) revealed that “The visual cues acts as a scaffold by providing the learner a familiar and concrete reference to a more unfamiliar verbal text” (p. 9). These kinds of visuals serve as a bridge between the known and the unknown because they provide enough support to understand the new items. These may be used in the pre- activities to understand the topic, in the teaching process to support the context, and in the post- activities to practice. They take learners’ attention and they may be more motivated for the learning process or the opinion gap or information gap activities may be created with the help of them in communicative activities. Furthermore, useful and effective photos may act as a context for learning. Polášková (2015) expressed that photos are among the visual aids and these bring outside of the classroom to the class. Providing that teachers find or take effective, purposeful and practical photos related to the study carried on in the classes, they may contribute to the process.

In the present study, photos were used to elicit the meaning of some words related to the topic. Learners deduce the meaning with questions asked by the teacher from the photos

which create a context for the topic. From this aspect, these photos were used as a context which is authentic in its own nature. Consequently, it is necessary here to clarify exactly what is meant by photo-elicitation and it can be defined as a multimode of elicitation in which photos are used as assistants to deduce the meaning or the function presented with them.

3.2.1.3. Realia-elicitation

Learning the target language via realia is very common in EFL classes and it has great effect on the dynamics of education. Richards and Schmidt (1985) defined realia as “(in language teaching) actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching” (p. 445). The term realia refers to any kind of real object that is used in the classes and they bring outside world to the classes. These are actual items and they contribute to the learning process because they make the learning more realistic and permanent. They help learners to take responsibility of learning, to be active in the process, and to understand and remember what they have learnt. TasnubhaBably and DilNusrat (2017) expressed that language is indispensable part of our lives and while learning a language, it is highly essential to go beyond the activities in the course books in order to turn the activities into the real-life experiences. Realia engage learners into process and connects the classroom activities to the real life as they are real images from the real life. They may make the input more comprehensible and meaningful for learners because they are a part of daily life. Smith (1997) stated that using realia supports and contributes both cultural and language knowledge which are the fundamental parts of real communication. Using realia in EFL classes makes great contribution to the learning in terms of comprehension. TasnubhaBably and DilNusrat (2017) argued the necessity of the usage of realia in classes and pointed out that realia may be a bridge between the classroom activities and real life, and they have many opportunities like creating different contexts for learning,

being effective and motivator for learners to participate, making learners active and motivated for the classes, and relating the classroom to the real world.

Within the scope of the study, realia created a context for learners to elicit a function and the difference between two functions. Some contexts may not achieve to make learners ready for real life. In terms of language teaching, these contexts may fail to prepare learners to use, produce and communicate in the target language. Realia was used to support and promote understanding the language items and create opportunity to increase proficiency. Accordingly, realia-elicitation may be defined as a multidimensional elicitation technique which provides aid for better comprehension of the language items with using realia as a context and with asking questions related to the context created by them.

3.2.2. Peripheral-elicitation

Peripheral learning known also as incidental learning is a process in which learners learn without any intention or plan. It is one of the principles of Desuggestopedia developed by Lazanov in the 1970's. Its main principle is learning unintentionally. Larsen-Freeman (2000) gave example of a Desuggestopedic class and there were posters on the wall which are included some grammatical points and added that "Students can learn from what is present in the environment, even if their attention is not directed to it"(p.78). Learners are engaged with different activities and materials during the classes and they learn from these intentionally. However, in peripheral learning learners may focus and learn from the environment unconsciously. Rokni (2014) has a study about improving spelling with peripheral learning and defined the peripheral learning process and stated that "Students absorb information effortlessly when it is perceived as a part of environment, rather than material 'to be attended'" (p. 63). In peripheral learning learners do not pay attention to the things that they learn from. Fatemipour (2013) expressed that "Peripheral learning is encouraged through the presence in the learning environment of

posters and decorations featuring the target language and different grammatical information” (p. 1395). It is concluded that learners may learn from the posters or pictures hanging around the class unintentionally. Rokni (2014) expressed that “...putting posters containing some language features and grammatical information about the target language on the classroom walls, will enable learners to absorb the necessary facts effortlessly” (p. 63). In some studies, it is regarded as a part of implicit learning, too. Reider (2003) stated that this unintentional way of learning is highly related to the implicit learning which occurs when there is no awareness, plan and intention to learn. Bhamani, Pazhakh and Sharif (2012) conducted a study about the effectiveness of peripheral learning on vocabulary with eighty participants and revealed that peripheral learning is an extremely effective method about learners’ acquisition, retention and recall of the vocabulary items. Gezer, Şen and Alcı (2012) conducted a study about learning idioms with peripheral learning and tested whether it is effective or not and concluded that it is found effective and entertaining technique to learn the idioms. As we conclude, there are several example studies studied on the peripheral learning both related to the vocabulary, grammar, and even spelling. They all expressed that it is very beneficial and effective technique in language teaching process.

In the study, peripheral learning was used to make the elicitation part multidimensional in a course in the treatment process. The same poster with vocabulary items and pictures about the words of a unit according to the scope of the curriculum hung to the walls of the class. After three weeks, in the elicitation part, these posters were used to guess the meanings of the words. In this context, peripheral elicitation refers to the latest version of the elicitation which includes using posters of the peripheral learning in the elicitation part both as a context and helper for the authentic context.

3.2.3. Video-elicitation

With the integration technology to the teaching process, various new materials emerged and course books were not considered enough resources and they were supported with extra materials. Videos are one of them and Ilin, Kutlu, and Kutluay (2013) expressed that “a widespread multimedia tool that has both visual and audio content is video” (p. 273). They are easy to find, appropriate both for young and adult learners, and entertaining and creative to arise interest. Macknight (1983) emphasized that to teach separate language skills at different times videos are good resources. Videos are used to enhance vocabulary and grammar knowledge, and promote all of the skills. Furthermore, it is a valuable resource in terms of being an authentic material. They provide learners effective and vivid support to make the meaning clear and learn better. Zhu (2012) expressed that videos make the abstract efforts related to the language like learning vocabulary items and phrases or grammatical rules more concrete and vivid by affecting visual and auditory senses together. Videos address to both eyes and ears, in this way it helps learners during the teaching and learning process and draws learners’ attention if there is just course books in EFL classes. It is very effective in making abstract things more concrete. Watching video may be beneficial for extra learning. For instance, while learners watch a video about a grammar pattern, it may be a great resource for pronunciation at the same time, too. They may integrate learners to the learning process and they take an active role in learning. Macknight (1983) emphasized that “...video is considered useful for stimulating the ability to interpret the interaction of receptive and productive skills within a total context and to act appropriately” (p. 8). Videos as authentic materials present various and rich source in EFL classes, thus it appeals to learners’ attention and they engage in the process more enthusiastically and actively.

In the scope of the study, Video-elicitation is a newly-designed multidimensional elicitation part which encourages learners with authentic videos in learning if the context may not serve communicatively in language teaching. To have a better understanding and comprehension of the context, make the elicitation part easier and purposeful. In video-

elicitation, the video may be applied as a real authentic context to deduce the meaning or a function presented in it. In short, the major objective of this type of elicitation is to support the learning process in discovery part with videos which are used as a context itself or as an assistant the context. In this regard, video-elicitation is a new type of elicitation which directs learners to the words or functions with videos via concept checking questions to discover them.

3.2.4. Drama-elicitation

Davies (1990) pointed out that drama activities may be conducted without any control or guidance among the learners or with directions or regulations of a teacher, thus they have a chance about what, where and how to express their ideas and speak. Drama activities require active involvement and communication like in the real life. In language classes, its effect on speaking cannot be estimated when it is used as a communicative activity. Zafeiriadou (2009) expressed that drama is a learner-centered process and it is thought attractive among learners because it includes entertainment, cooperation, creativity and communication. It may be used in all stages of teaching language because if it is well designed or well-chosen one, it is really helpful in the process. It may supply a good context for teaching and also it may act as a communicative activity in the production stage. Davies (1990) stated that miming, simulations, role play activities, drama activities with definite script, developing and writing the script for dramatization, and improvisation technique can all be used in EFL context both for teaching and practicing. If these various activities used as a context, it provides authentic material for learners and they can learn vocabulary items or grammar functions in the context. On the other hand, if these are used to promote productive skills, these may act as communicative activities, as well. In the context of the Communicative Approach, they may be used as great resources or activities. It requires active involvement and this promotes communication in the target language via drama activities. Mwangi, Nyagah, Kibui, and Odundo (2015)

carried a study about effects of using dramatization technique in teaching English in their country and concluded that drama activities act as an educational promoter in terms of language learning because it creates an active environment for teaching and it encourages and support learners in terms of developing language skills, mental skills, language competence, and creativity. It has many advantages if it is used properly and appropriately in EFL classes. Sam (1990) expressed the advantages of the using drama in language education and emphasized that it encourages learners for authentic communication, it promotes fluency, it is an alternative choice except from the written materials like course books, and it is a good way of dealing with the unexpected dialogs like in daily life. Drama activities are similar version of daily communication in real life so it brings the out of classroom communication to the classes and give learners opportunity for real-like communication.

According to the context of the study, drama was used in the presentation stage as a context including the new language item planned for teaching. The context created via dramatization acted as a great authentic resource for learning which also makes the process more understandable because of its nature. Drama context was used to elicit the meaning because it includes both language and acts which help learners for better comprehension. The main purpose of the study is developing speaking skill with providing better understanding of the vocabulary items and grammar functions in the elicitation part. As a result, drama-elicitation is a new style of elicitation in which a dramatization is used as a context to deduce the meaning of words and functions of the grammar patterns.

3.2.5. Auditory-elicitation

Authentic listening materials are the ones which include real-life conversations, news, speeches etc. and there are many studies proving that these have numerous benefits in language teaching. Richards and Schmidt (1985) defined authentic material that “in language teaching, the use of materials that were not originally developed for

pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs”(p.42) and emphasized that authentic materials are regarded as real examples and they are not designed for course books or textbooks. Authentic auditory materials address to the listening skills so lots of the studies are conducted to test whether they are effective or not to promote it. News, radio programmes, phone messages, songs, conversations, recordings, and podcasts etc. are notable and well-known examples of auditory materials which are authentic, too. Ahmed (2017) mentioned auditory materials as any kind of dialogues, speech and oral communication like interviews, news and weather forecast, a speech about an event, phone conversations, radio programmes etc. including vocabulary and grammar items of the language. These all include real use and usage of the language patterns. Aina (2016) expressed that if authentic auditory materials are integrated into the learning sessions in language teaching, learners have a chance to see the real usages of the words in natural context, to realize different accents, to understand stress and intonation, and even various vocabulary and grammar patterns. In short, these materials provide opportunity to listen and be aware of real communication in the target language. Ghaderpanahi (2012) emphasized efficacy of the authentic aural materials on language learning because these supply aural comprehensible input for learners, and claimed that it should be done in the early stages of the learning because of its significant role.

According to the principles of the study, authentic auditory materials were used as an authentic context which is used for deducing or eliciting the words or functions in the units. These contexts may also be very beneficial to support the written context to make it more understandable for the learners. These kinds of materials contain real usage of the language patterns and these are excellent resources as real communication example. Considering the study, auditory-elicitation refers to a new elicitation technique in which the context used for elicitation is presented with an aural/auditory material. The concept checking questions are asked from the auditory material and make the learners deduce the meaning or function of a presented language item. This is done to make the elicitation

process multidimensional, which includes authentic aural material to support the elicitation process except from the written context presented in the course books.

3.3. Procedure

In this part, the piloting and real treatment processes are explained. The study was planned and completed in ten weeks; the first and second week was conducted for piloting, the two weeks were separated for the tests and interviews, and the other six weeks were planned for real treatment of the experimental study. The learners of the experimental group were from the 9th grade students and the study was conducted in the 2nd Term/2018-2019 Academic Year. The vocabulary items, grammatical functions and activities carried out in the study was planned according to the curriculum of the 9th Grade English Language Course. The learners were informed about the process after the permissions taken from the Ministry of Education and all of the learners participated in the process were volunteers. The learners decided some new names or nicknames for themselves in the study and they expressed that they would feel safer in that way. After the acquaintance meeting, learners were informed about the process and the phases of the study. Before the piloting part, volunteer learners participated in the interviews to present information about the elicitation process, speaking activities and the problems faced in these activities.

In the treatment process, learners studied some vocabulary and grammar items which are supported with new elicitation techniques and communicative activities for concept checking, and these were listed in the tables below. There were semi-structured interviews both before and after the treatment in the study and only twelve of the learners of the experimental group participated in them. Moreover, pre- and post-tests were applied before and after the treatment and all of the learners in both groups were participated in them. In these tests, all of the language skills (reading, listening, writing and speaking) and components (vocabulary and grammar) were included because the

researcher followed all the functions of the curriculum with the learners in these classes and she was the teacher of the class. In each test, twenty points out of 100 was separated for speaking. For the control group, the teaching process was not planned and there were no changes in the way of teaching.

3.3.1. Piloting

Table 1

The Weekly Programme of the Experimental Group for the Piloting Part

Week / Date	Function of the Unit	Elicitation Technique
Week 1 (March, 25, 2019)	Talking about the actions happening now (Present Continuous Tense)	Picture-elicitation
Week 2 (April, 1, 2019)	Talking about future plans and arrangements (The Present Continuous for Future)	Video-elicitation

3.3.1.1. 1st Week (March, 23, 2013)

This was the first week of the treatment in the study and it was conducted as piloting. Before the course, the first interview was conducted with the volunteer learners to understand the underlying reasons of problems faced in speaking, the procedure of the elicitation carried on before the study and speaking activities in the classes. Because of its being the first lesson followed with the researcher/teacher, everybody introduced themselves. However, each of the learners had a new name or a nickname for themselves to decrease the anxiety level. Then, the teacher started with a pre activity both to break the ice in the class and make the learners engage the process smoothly. Learners had an envelope in which there were a puzzle and they were expected to do the puzzle and construct the whole picture. The picture was the one that would be used in the elicitation part. After this pre activity, learners showed on the board the picture they had in the puzzle and the teacher wanted them to look at the picture carefully. The learners were asked to express what they see in the picture and this process was supported with some basic Yes/No questions to assist the elicitation process. This was done to prevent

misunderstandings about the picture because there is no written context. The teacher explained some details about the picture like the time, the date etc. to create a context for the picture. The explanation of both the learners and the teacher served as a context because it helped learners to answer the questions. Then, the teacher asked some one-word-answer and open-ended questions about the picture. Because of the learners' level, they generally preferred one or two words for the answers at the beginning of the study. The picture used for the visual elicitation was presented in Figure 1.



Figure 1. Picture used for Visual-elicitation. Taken from <http://valmeenglishcorner.blogspot.com>, on May, 10, 2019.

After the Visual-elicitation, learners read a passage about a live broadcast (the written version of the broadcast) which includes lots of example sentences about the function. The elicitation was supported with some questions about the passage and the use of the grammatical function was deduced. For the concept checking and to have a meaningful activity, a communicative activity was conducted. Learners were distributed some parts of different pictures which are similar to the one used in the beginning of the lesson. Learners walked around the classroom, to find the other parts of the picture and match them. They asked questions about their friends' parts of the pictures and after they found all the pieces, they explained what the people are doing as a group. There were also listening activities, writing activity and revision of some words because the two classes of

the week were planned according to the curriculum. However, they were not included in the study because they were out of the scope of the study.

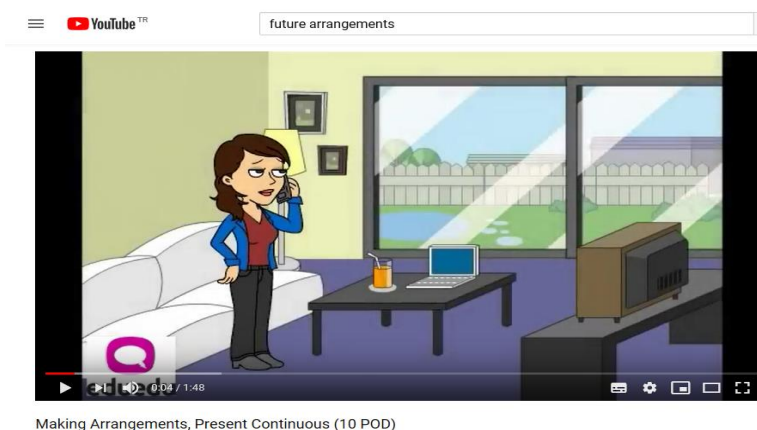
On the other hand, in the courses of the control group, the teacher of the group had the lessons with the same functions and grammar points. The teacher was observed for two weeks (1st and 2nd weeks) in terms of elicitation technique and speaking activities.

3.3.1.2. 2nd Week (April, 1, 2019)

Again, the courses were planned as a whole and began with a pre activity. Besides, all of the weekly-plans had listening, reading, writing and speaking activities. Even though the procedure was all the same for all of the treatment weeks, the activities that are out of the scope of the study were not included and stated in the study.

For the second week, learners have the same grammatical use with different function. Learners were familiar with the use but this time they would encounter with a different usage. This week, the elicitation process was supported with a video elicitation. This time, learners did not need any further explanation, because videos have context in it because of their both audial and visual nature. In the video, two friends are making a plan for having coffee after a long time. Each of them, have other plans and arrangements for the week. The conversation between them goes on talking about their plans for each day and they find a free-time to have coffee together. The questions to summarize and check understanding (some of which were elicitation questions) were distributed to the learners. Learners were expected to watch the video for three times. Immediately after watching the video, learners answered the questions and the teacher asked some different but related questions to the ones they had. The pictures given for answering the some of the questions made the context more concrete for the learners in the elicitation part. The teacher wanted to show the difference between two functions of the grammar structure and asked the questions which were easy to answer but make the learners think and

compare the function of the week with the previous one. The screenshot of the video may be seen in the Figure 2.



Making Arrangements, Present Continuous (10 POD)

Figure 2. The screenshot of the video used for Video-elicitation. Taken from <https://www.youtube.com/watch?v=FyxKv7nqtzo>, on May, 12, 2019.

After the elicitation of the function, learners needed to see the use of the function even if they were aware of that kind of use was all too familiar. This time, the written version of the dialogue was used to show them the structure and they had a chance to check the use. Besides, as a communicative activity, learners were expected to have a phone call similar to the one they watched. While one of the learners was in the classroom, the other was out of the classroom and they had a real-like conversation and made a plan for dinner, for cinema, for a coffee etc. There were twenty-three learners in the group, so one of the learners accompanied to the last learner voluntarily.

3.3.2. Treatment

Table 2

The Weekly Plan for the Treatment Part

Week / Date	Function of the Unit	Elicitation Technique
Week 3 (April, 8, 2019)	Pre-Test	-----
Week 4 (April, 15, 2019)	World Heritages (Vocabulary)	Photo-elicitation
Week 5 (April, 22, 2019)	Talking about past actions and events	Realia-elicitation
Week 6 (April, 29, 2019)	Talking about health problems and injuries	Drama-elicitation
Week 7 (May, 6, 2019)	Asking and giving advice	Auditory-elicitation
Week 8 (May, 13, 2019)	Talking about travel and tourism	Peripheral-elicitation
Week 9 (May, 20, 2019)	Invitations and celebrations	Visual-elicitation
Week 10 (May, 27, 2019)	Post-Test & Interviews	-----

This is the program for treatment process with dates, functions of the unit and elicitation type. It covers a timetable for courses and functions of the unit to conduct them properly. There was no setback in the plans and all of the procedure was completed on time without any drawback in terms of implementation.

3.3.2.1. 3rd Week (April, 8, 2019)

In the third week, pre-test was applied in both control and experiment group. The test was prepared with the colleague who is English teacher of both classes before the treatment. The pre-test included a reading passage with questions (T/F and reading comprehension questions), vocabulary questions, and grammar questions (find mistakes and correct), writing part, listening part, and also speaking part. According to the scope of the study, only speaking results were included in the results part. The speaking part of the exam was evaluated out of twenty points. Learners were given pictures related to the topics and units they had learned, they were asked to speak about the picture they choose. The teachers asked some questions about the topic to make the speaking test communicative. The rubric was also prepared and used with the English teacher who is responsible of

English language teaching of the 9th grades in the school. In the speaking test, both of the teachers graded the rubric and the average of the two points was the real speaking test grade for each of the learners.

3.3.2.2. 4th Week (April, 15, 2019)

After pre-test, the treatment process started with vocabulary teaching. It was the unit of ‘World Heritage’ and learners were expected to learn some words related to the old buildings, old cultures, ruins, and museums. The two lessons were planned as if the classroom was a real museum. The walls of the class were filled with photos taken by the researcher and they belong to a museum in Turkey. All of the learners had a ticket before entering the class to visit the museum. They walked around the class and they saw the photographs. To create a context from these photos, the teacher asked some questions and informed the learners about the pictures. After that, with the help of the questions the teacher wanted learners to guess the words from some of the photos and the elicitation was done with the help of the photographs. After that, learners had a brochure about the topic and they had a chance to see the words in a written context. Due to the proficiency level of the learners, almost all of them wanted to see the words and grammatical patterns in a written context. They were accustomed to do the elicitation from a reading context and they did not feel safe since the implementation were too new and different from their learning habits. Then, learners found themselves in a communicative speaking activity. Learners were free to collect the photos whichever they want as a group of four and they would create a story about a civilization or a tribe with them. Learners were forbidden to write these stories. After that learners walked around the class and listened to the stories of the other groups and asked questions about their stories and find the best story according of them. At the end of the course, learners were expected to tell the story they choose. Even if their English proficiency level was not good enough, they tried to ask questions to their friends. For instance; for the word ‘ruin’, one of the learners wondered

and asked about what happened to the country and what kind of ruins they left behind. These kinds of questions make the other learners make some additions to their stories and make them speak more.



Figure 3. The photograph of a little statue which represents the religious belief of the civilization. Taken by the researcher in Amasya Archaeology Museum, April, 2019.



Figure 4. The photograph of tombs. Taken by the researcher in the Amasya Archaeology Museum, in the Open-air Exhibition part, April, 2019.

3.3.2.3. 5th Week (April, 22, 2019)

For the classes of the week, learners were expected to learn ‘talking about past actions and events’ according to the curriculum. The grammar point of this week was highly related to the words of the previous week. After a pre-activity, in the elicitation parts realia were used. Realia-elicitation is a process in which learners understand the function

presented context with the help of realia. There were old and modern versions of the things we used in daily life such as a telephone, a pencil, a typewriter, a spoon etc. Learners were expected to understand the function and realize the difference between past and present. With the help of realia, a new context was created about how the old people, civilizations or tribes lived. The teacher expressed how the old people lived and used these devices or tools. After that, the teacher asked questions about the realia and the context. Learners understood the function and then they read a passage about old people lives and their inventions. The written context helped them to realize the use of the grammatical function worked on it.



Figure 5. The photo of the realia brought to the class in the 5th week. Taken by the researcher, April, 2019.

As communicative concept checking an information gap activity was done. There was a time-machine in the classroom and all of the learners pretended like travelling with it and they picked up an envelope on it. In each envelope, there were some information and pictures about the old people, old life styles, civilizations and equipment they used and some missing information, too. They tried to find the missing information with asking and answering questions. Learners were expected to talk about past actions, even if they had some difficulty in speaking activities.

3.3.2.4. 6th Week (April, 29, 2019)

In this week, some vocabulary items related to health problems and injuries were presented in a drama activity. Guests of the class performed drama about the illnesses and injuries including words such as headache, cut, emergency etc. The drama had a context so learners both had fun and felt safer. After the drama, learners answered questions asked for deducing the meaning of the words. Learners were expected to learn the difference between illnesses and injuries, so some of the questions were simple Yes/No questions to get their attention to this difference. In the elicitation part, the words were studied with the help of some pictures. After answering the questions, learners showed the pictures distributed them before the activity. Learners performed better and they were really enthusiastic about the communicative activity. As communicative concept checking, learners played a game like 'taboo'. The class was divided into two groups. There were some forbidden words for each of the words on the card. Each of the students talked about the word and made his/her friends guess the word. In this game, the learners who guessed the words were free to ask questions to the teller. Everybody joined the activity and had a chance to talk about a word. To make the process more competitive, the group whose members guess had just three chances to know the word.

<u>Headache</u>		<u>Symptom</u>		<u>Cut</u>	<u>Rash on hand</u>
pain		illness		wound	red
eye		helpful		knife	spot
ear		doctor		blood	scratch
ill		understand		red	skin

Figure 6. Example words for taboo game.

3.3.2.5. 7th Week (May, 6, 2019)

The function of the week was the grammar part of the ‘Emergency and Health Problems’ theme. After revision of the vocabulary items of the previous week, learners had an auditory material for elicitation of the function ‘asking and giving advice’. In the recording, people give advice for common health problems like headache, toothache in terms of their cultural remedies. Learners were given a chart with the questions and they took some notes. By asking questions, the teacher directed them to find the words ‘should’ and ‘shouldn’t’ and the function of them. At the end of the elicitation part, learners had the written text of the recording to see the grammatical use of the function. As the communicative concept checking activity of the week, learners picked up a piece of a paper from a box. In some of the papers, the health problem of the character was written while; in the others there were the names of some herbals or recipes for some health problems. These traditional recipes belong to the different countries or nations around the world. After choosing the card, the herbalists sat and waited for the ill people. On the desks of the herbalists there were the names of the countries. Learners walked around the class to ask for advice and find the cure for their health problems. If there were more than one health problem, learners had to find cures to all of their illnesses.

<u>CHINA</u>	<u>POLAND</u>	<u>TURKEY</u>
<u>Lizard Soup</u>	<u>Onion Juice</u>	<u>Linden Tea</u>
Dried lizard	onion	linden
Rice	sugar	honey
Lemon	honey	lemon
(for flu)	(for cough)	(for stomachache)
<u>Health Problem</u>	<u>Health Problem</u>	
Severe stomachache	flu and fever	

Figure 7. Examples for the cards of communicative activity.

3.3.2.6. 8th Week (May, 13, 2019)

This week, a vocabulary study about the words about airports such as gate, boarding pass, check-in desk, etc. The posters including drawings of the words were hung on the walls three weeks ago. Learners were expected to learn the words peripherally and unintentionally. For eliciting the vocabulary items, a context was created with the drawings and when the teacher asked questions about the related word, learners were expected to understand, and remember them. Via questions asked for elicitation, learners guessed the words. To check the understanding again, the drawings or pictures of the words were hung on the walls and when they listened to the explanation of a word, they found the picture of it and pointed. Then, they had a reading passage including the words and activities about them. As a communicative activity, learners were divided into four groups, and each of them had a list of words with numbers and also another list just with numbers. Each group was divided into two, too. Some of the learners were tellers and the others would understand the words and fill in the table. The group who completed the empty list with given words correctly, were the winners.

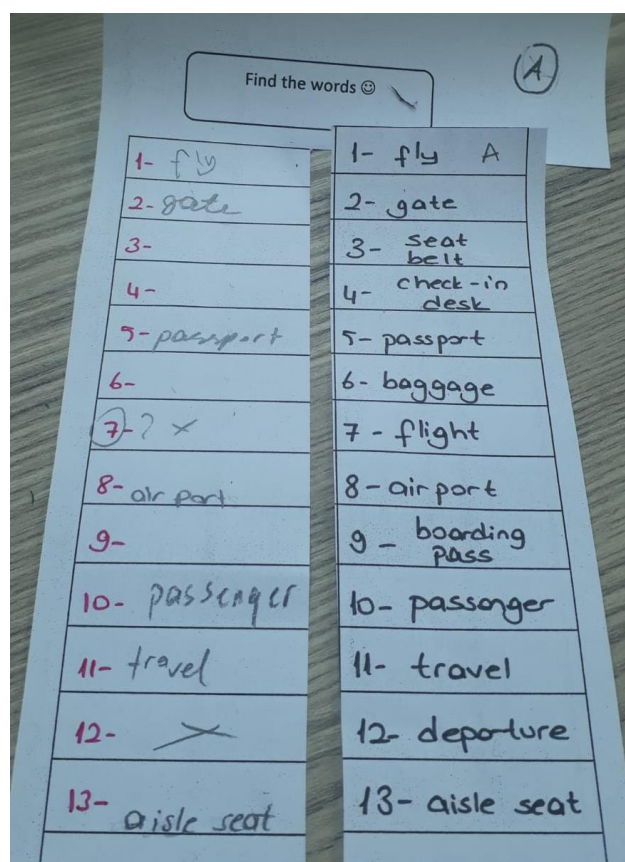


Figure 8. The photo of the activity paper of the learners. Taken by the researcher, May, 2019.

3.3.2.7. 9th Week (May, 20, 2019)

The function of the week is learning the party types and some related vocabulary items about the parties and party invitations. As a part of visual-elicitation, there were party invitation cards prepared by the teacher on the board. The learners had knowledge about the party types so they were revised in the pre-activity; as a result the activities were planned for the related words like beverages, decorations, banners, candles etc. Questions related to the pictures on the board assisted learners to discover the vocabulary items. Self-discovery was the main principle of the task. Learners did not have the written context for elicitation at the beginning of the lessons; thus they had a chance to discover the items in different contexts of the pictures unlike their previous learning habits.



Figure 9. One of the visual examples. Taken from <http://newsphonereview.xyz/birthday-celebration-cartoon-images/>, on May, 12, 2019.

After eliciting the vocabulary items, learners have an invitation card with details to see the words in a context. As a communicative activity, each of the learners made a plan for a party and walked around the class, told about their party details and persuaded their friends to come to his/her party. At the end of the activity, we chose the party which had more guests than the others. While learners were taking about their parties, they were expected to use the vocabulary items they had studied.

3.3.2.8. 10th Week (May, 27, 2019)

In the tenth week, the post-test was conducted in both of the classes. The procedure, grading, and the questions were similar to the pre-test. Because of its being an experimental study, pre- and pots-tests were the main data collection method and they showed the differences in the proficiency level between the groups and also their first and last attainment levels. It was helpful to check the effectiveness of the newly designed approach and control if there was any significant or drastic improvement on the speaking skill of the learners thanks to the approach.

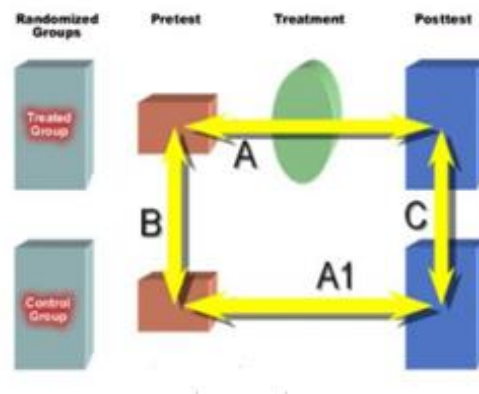


Figure 10. Two group control group design. Taken from <https://explorable.com/pretest-posttest-designs>, June, 30, 2019.

This figure explains how the pre- and post-tests help researchers to compare the results of both the control and the experimental group. Via pre- and post-tests, researchers have a chance to evaluate and have the information of;

1. The proficiency level of the learners of both groups before the treatment,
2. The progress or development of the learners at the end of the process,
3. The comparison of the two groups' proficiency levels after treatment,

In the post-test, learners were given some pictures about the topics they had studied on. Each of the learners chose one of them and talk about it and their speech was directed with some questions by the two teachers (the researcher and the colleague). Their speeches were recorded to analyse. The speaking test results of the learners were the average of the points from both teachers.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The chapter presents the results obtained from the data collected during the study with their discussions. This part of the study covers pre-test and post-test scores and their statically analysis. The statistical analyses and comparisons of both of the groups and the test results are presented with the help of tables. The results of the semi-structured interviews were analysed both quantitatively and qualitatively with the help of codes, content analysis and SPSS. The results and the findings of both qualitative and quantitative data presented in the chapter are discussed in accordance with the research questions presented above and similarities between the previous researches are pointed out. However, the new multidimensional mode of elicitation is a newly-designed attempt. There are no similar studies to support the findings of its applicability and effect on speaking skill.

4.1. Analysis of the First Interview (Before the treatment) (Research Question-1/2)

The first interview was related to understand what kind of speaking activities have been conducted in the EFL classes, as well as the learners were active during the speaking classes or activities, the underlying problems of their avoidance from speaking English, the process of the elicitation and the materials used in the elicitation process. Twelve volunteer learners participated in the interview and they were recorded to analyse. In the

analysing process, codes were key elements. Percentages of the codes were analysed in the SPSS program and they are presented in the tables.

The first interview question was asked to reveal the speaking activity types they have encountered in the EFL classes in the school before the treatment. According to the learners' answers, all of the speaking activities were conducted from the course book. In the course book, there are some questions for speaking and learners answer these after they take some notes about them because the responses to the questions are given one by one. Sometimes, learners came to the board and the teacher or friends asked some questions about the topic of the day and they answer them. The activities were generally related to giving examples from their own lives or expressing ideas about a topic etc. According to the codes deduced from the learners' answers, there were almost no speaking activities including real communication in the classes.

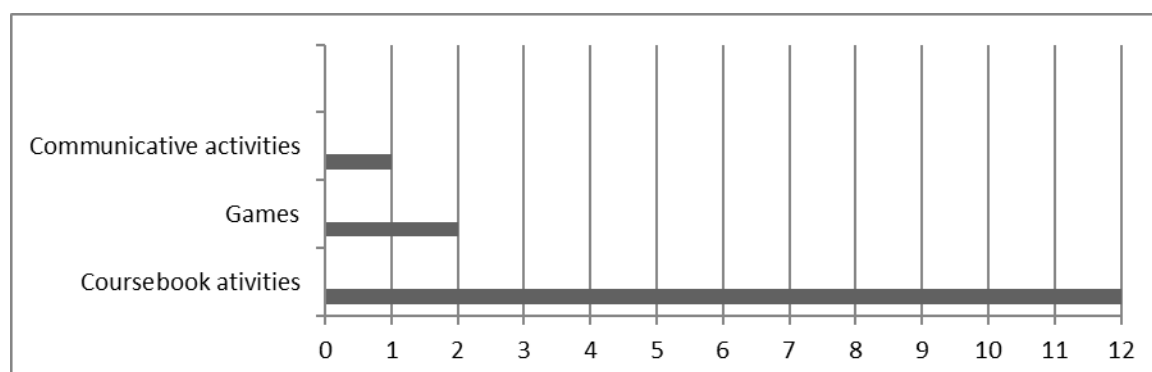


Figure 11. The frequencies of the speaking activity types used in the classes

This table clearly shows that, almost all of the activities conducted in the classes are among the course book activities. According to the learners' responses, speaking activities of the course book are the most common ones with 100% (12/12), games with 16,7% (2/12) are very rarely used, and communicative activities based on real communication in the target language with 8,3% (1/12) are used almost never in the classes, as shown in the Figure 11.

It is evident from the table presented above that the speaking activities are always conducted with some questions from their course book – speaking part. These speaking

activities do not include communicative aim and as a result learners have difficulty in speaking. Zhang (2009) stated that speaking is among the most problematic areas in language teaching and learners are not competent in communicating orally. Even if these speaking activities are aimed to enhance speaking skill, they do not promote the speaking skill in a communicative way.

The second question of the interview is ‘Do you think that you are active enough in the speaking activities? If you are not, what are the problems and difficulties you encounter during speaking in the target language?’. According to the learners’ answers, 41,7% of them which means five out of twelve are active in the speaking activities. The learners’ answers reveal that they are active because they feel safe when they have written notes on their hands. On the other hand, they expressed that even if they participate in the activities actively, they have some problems, too. The other seven learners with 58,3% were hesitant and feel nervous in the speaking activities so they prefer not to join the activities. The problems and the reasons of their avoidance are shown in the table below.

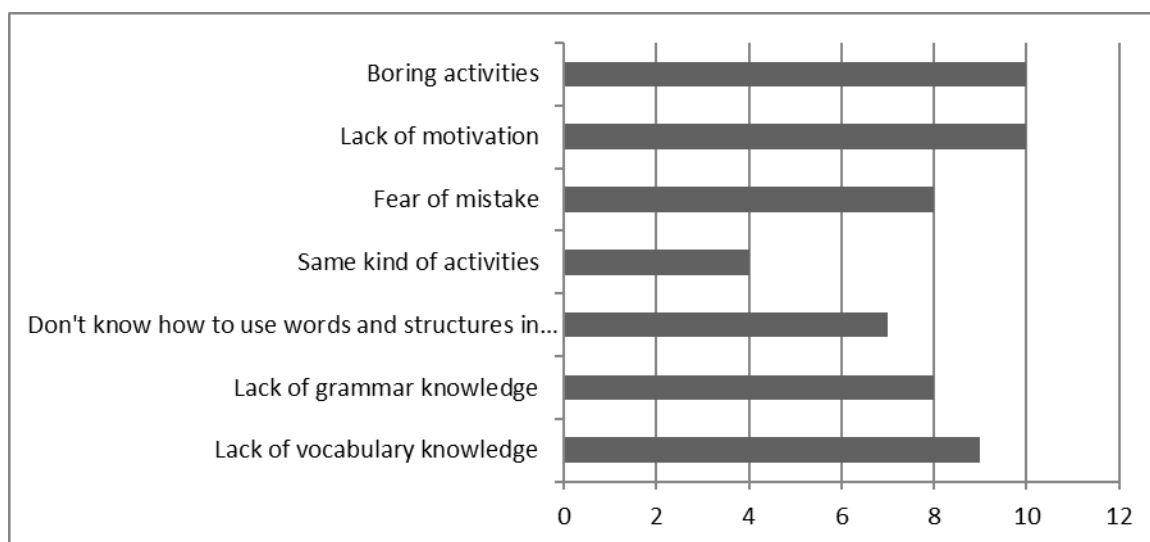


Figure 12. The frequencies of the reason underlying the learners’ avoidance in speaking activities

The biggest percentage belongs to both codes; boring activities and lack of motivation with 83,3% and this reveals that learners find the activities boring and not motivating so

they do not participate in them. 75 (9/12) percent of the learners believed that they had very limited vocabulary knowledge. Moreover, 66,7 (8/12) percent of the learners claim that they had limited grammar knowledge to speak. Learners expressed that they did not have enough competence to speak in the target language. Besides, they stated that even if they learn new vocabulary items and grammar points they have difficulty in remembering them while speaking. 58,3% (7/12) of the learners claimed that they do not know how to use the vocabulary items or structures while speaking. This means that, even if they learn new language items, they do not have enough knowledge about where and how they can use them in real communication. Fear of mistake is another code with 66,7 (8/12) percentage and they stated that they do not feel secure so they do not join the activities and it is one of the most problematic issues. 33,3 (4/12) percent of the learners believe that the activities used in the classes are very similar to each other and for this reason they get bored and do not prefer to participate in them.

Figure 12 summarizes the learners' problems and reasons for avoidance of speaking in EFL classes. Interviews were conducted in their native language and all the recordings were translated into English by the researcher. One of the learners stated that *"I am active in speaking activities but I get bored during them. I just participated in the activities to have a better grade."* This idea supports the percentage of the boring activities and also it is evidence for lack of motivation because they just joined them to get high grades in the course. Another learner expressed that *"I am not active because I have many mistakes in English. I have difficulty in using the words and grammar rules in sentences. As a result, fear of mistake makes me unwilling in the activities."* This response is another data including two codes of the question; do not know how to use words and structures, and fear of mistake. These reasons make the learners reluctant for the learning and practicing. Another participant told *"I am passive during the speaking activities. I do not prefer to join them. I think I can speak English well and my exam results are okay but we always do the same kind activities and these are generally boring. There are some questions asking our believes and ideas in the book and we answer them generally, or if we have a*

game there are some missing information in a chart and we try to complete it.” This expression reveals that the activities of the course book are very common because there are lots of similar expressions in the interview for the first question. Moreover, this affects the answer to the second question in that these activities make the courses monotonous and boring thus they do not want to speak.

The third question is “What kind of materials used in the elicitation part of the lessons? How is the elicitation is conducted?” All of the learners expressed (100%) that they only use course book and the workbook as materials and the process is done just with asking and answering Yes/No questions. However, learners’ statements revealed that they have difficulty in elicitation process since they cannot answer the questions even easy ones. They expressed that they need native language support in the process because they have difficulty in deducing the meaning or the function of the words from a reading text. By the way, this question reveals that reading passages of the course book are not interesting and they do not get their attention so they do not contribute the elicitation process. After the elicitation process, there are some mechanic and meaningful activities in the worksheets prepared by the teacher or presented in the book and they do these exercises. The researcher asked another question related to the previous one after their explanations; “Are there any activities or materials to support the understanding the passage?” One of the learners expressed that *“We have a brainstorming part and we try to say some words related to the topic, this may sometimes help us to understand the passage if there are similar words in it”*. Another learner stated that *“There are some pictures near the reading passages related to the topic, these can be helpful maybe”*. These support the finding that there are only course books and workbooks in the classes as materials in the classes and there is nothing done to support the reading comprehension in terms of facilitating the understanding for better elicitation. After the elicitation part, learners engage in some mechanical and meaningful exercises relevant to the words or grammar points studied. These finding concluded from the learners’ responses revealed the conduction of the elicitation process, materials and activities. The elicitation procedure is always the same

in all courses and it is done just with a reading passage and questions. There is no communicative perspective in the elicitation process. The crowded classes and lots of unit to be finished may be the reasons.

The other question is about the problems faced during eliciting the meaning of a word or a function of the grammar structure. Learners' responses were analyzed and there are some codes obtained from them. The problems and the frequencies of them are presented in the Figure 13.

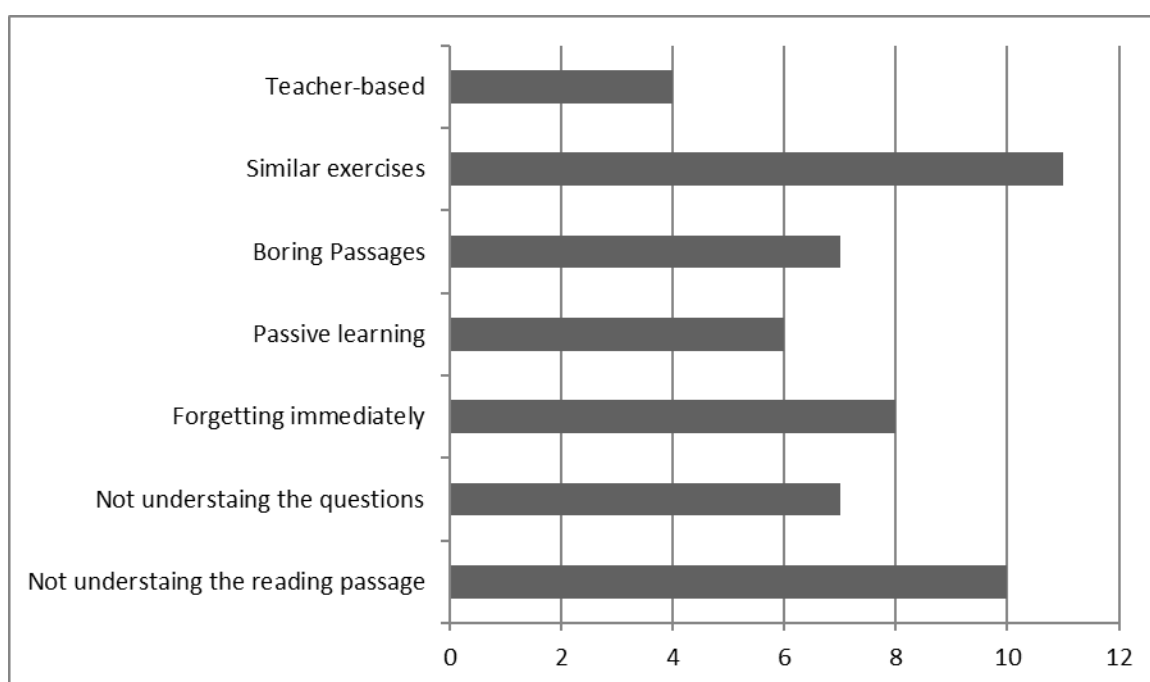


Figure 13. The frequencies of the problems faced during elicitation process

As understood from the learners' responses, they have some problematic issues about the elicitation process. Similar kind of exercises with 91,7% (11/12), not understanding the reading passages with 83,3% (10/12), and forgetting immediately the words and functions after the elicitation process with 66,7% (8/12) are among the frequently repeated problems faced during the problems. In accordance with the findings after the analysis of all the interviews, it can be said that learners forget vocabulary items and grammar points immediately after the courses because they always do the same kind of activities based on books or worksheets. Furthermore, the passages are always similar to each other like

activities and as a result they find the passages boring with 58,3% (7/12) and this makes them unwilling for the learning the target language. One of the learners stated that *“If I do not understand the reading passage totally, I cannot answer the questions about it and I cannot understand the meaning of a word from the text. This affects me in a bad way”*. According to the learners’ expressions, it may be concluded that when learners have difficulty in understanding some parts of the reading context, they have difficulty in understanding the questions and answering them, too. On the other hand some of learners have difficulty in understanding the questions teacher asked for elicitation and its percentage is 58,3 (7/12). A student from the interview group expressed that *“Teachers asks questions but I do not understand them so I do not answer them so I do not learn”*. This code is highly related to the other two codes presented in the table; passive learning and teacher-based classes according to the analysis of the interview. Learners do not understand the questions and cannot participate in learning, thus they find the classes teacher-centered with 33,3 (4/12) percentage and they feel passive in the learning process with 50,0% (6/12). One of the learners expressed that *“I do not understand the teacher sometimes and I feel lost during elicitation. So, I wait for the teacher’s explanation for the words or grammar rules. In this way, I become passive and the teacher becomes active”*. The bad habit formation of the learners is that they always expect the teacher to express the words or functions after the elicitation part.

As the last question of the interviews conducted before the treatment, the researcher asked them to define the elicitation process with a few words. The learners’ responses were analysed and the similar answers were coded together;

- “boring and unnecessary” with 50,0% (6/12),
- “difficult but good for learning” with 33,3 (4/12) percentage,
- “difficult and boring” with 8,3% (1/12),
- “boring and not effective way of learning” with 8,3% (1/12).

As it is evident from the codes and their percentages, learners define the elicitation as a boring process and they generally think that it is not good or effective in the target language teaching and learning process. These are the findings of the interviews carried out before the study and these are presented with tables, frequencies or percentages. Some of the learners' sentences were translated into English by the researcher and added to the chapter to support the findings.

4.2. Findings of the Piloting Process

4.2.1. Observation

In order to gain better understanding of the speaking activities and elicitation process, this type of data collection method was used in the study. The observation form was developed by the researcher and expert's opinion was taken to ensure validity. After necessary revisions, the English teacher of the class and learners were informed about it. The learners in the control group found some nicknames for themselves like the experimental group to decrease the affective filter. After the two-week observation process, it was analysed to get the results.

In this part of the study, the lessons of the control group were conducted by the regular teacher, not by the researcher. Thus, the researcher had a chance to observe and analyse the teaching process. Through the observation for two weeks, in piloting part, it was noticed that elicitation was always done from the reading passages of the course book and it has 100,0% (2/2) percentage and after the elicitation some meaningful activities were carried out. The questions asked for elicitation was generally simple Yes/No questions and the table below shows the frequencies of questions.

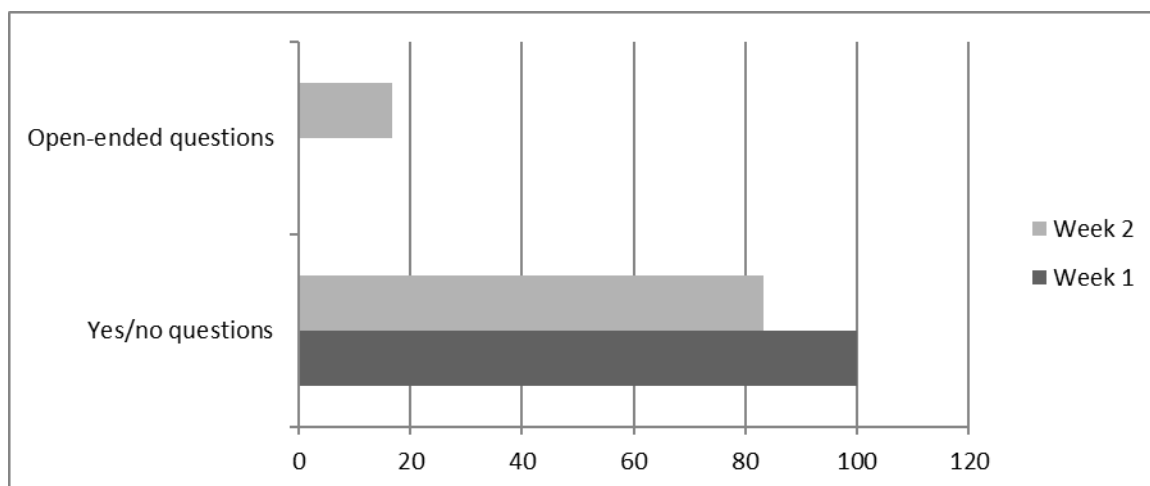


Figure 14. Frequencies of the question types for elicitation in terms of weeks

The table clearly shows that for the first week, all of the concept checking questions are Yes/No questions with 100,0% (5/5) percentage and there are no open-ended questions. In the second week, Yes/No questions have 83,3 (5/6) percentage and Open-ended questions have 16,7% (1/6) percentage. This reveals that Yes/No questions are very common for concept checking and elicitation; while there are no questions or activities requiring communication. These findings support the finding of the interviews. However, it was observed that because of the intensity of the curriculum of the 9th grades, the teacher had a time limitation and there was no extra time for other materials and activities. The functions presented in the curriculum and plans had to be completed in definite time so this affects the process. In line with the interview responses, when learners did not understand the passages because of their proficiency level, the teacher had to manage the process and sometimes the teacher answered the questions and explained the vocabulary items or functions, which directed the lessons from communicative one to a teacher-based class. In the first week (two-lesson was allocated to finish the function of the unit in each week), the level of the participation is 56,5% (13/23). In the second week the participation level decreased to 39,1% (9/23). When new function of a grammar rule was elicited from the reading passage, learners' participatory

level was high; on the contrary when new vocabulary items were elicited the level decreased.

For the speaking exercises done during the observation, it is concluded that 75,0% (3/4) of the activities were from the course book. The speaking activities were done in isolation at the end of the courses and they included no communicative purpose. The activities in the course book include questions asking for ideas, beliefs or personal experiences about the topics. As learners mentioned in the interviews, learners take some notes on their books or notebook, then volunteer learners do not speak actually, they read the sentences they write. This way of practicing does not serve to promote learners' speaking skill. Only one communicative speaking activity was done in the last lesson of the observation part. Learners were expected to work in pairs; one of them was a customer and one of them was a waiter and they performed a dialogue. Only 8/23 (34,8% percentage) learners were willing to perform and because of the time limitation the others did not have a chance to perform their dialogue.

4.2.2. The Two-week Treatment

The first two weeks were conducted as piloting with the experimental group and the two versions of the newly-designed elicitation techniques were adapted to the classroom environment. The lesson with new multidimensional mode of elicitation were recorded to analyse in terms of its applicability. Visual-elicitation and video-elicitation were applied in these two weeks in the lessons of the experimental group, while there was routine learning process in the lessons of the control group. In the process, the lessons of the experimental group were recorded and they were analysed. According to the recordings, the researcher concluded that learners did not trust their language competence and this made them hesitant about both elicitation and communicative concept checking. They did not want to contribute to the elicitation process at first. Then, the researcher helped them to be more relaxed and believe in their potential thus they were a little bit more ready to

participate. According to the data obtained from the recordings and observation, learners of the experimental group were compared to the learners of the control group and it can be said that, reading passages made the learners nervous in the learning process and if they are supported with a different material, they could have better understanding of the functions or words. The process started with a pre-activity which they were accustomed to and this made them think that the courses would be the same and one of them expressed that. However, in the elicitation part, the researcher wanted them to close their books and they were surprised. The teacher showed the pictures for the elicitation (for the first week) and they watched a video (for the second week). They became more enthusiastic and the visuals and videos got their attention. They were more active in the second week because in the first week they had some barriers to the language learning. Both of the communicative activities of the two weeks were designed to make all the learners active. In the first week only eleven of the learners were volunteers at first but the researcher wanted them to join the activity and explained that they were free to communicate via one or two words. Even if they joined the whole-class activity, they preferred to be silent. Contrary to the first week, seventeen volunteer learners joined the communicative activities. The figure shows the frequencies of the learners participated in the elicitation and communicative activity.

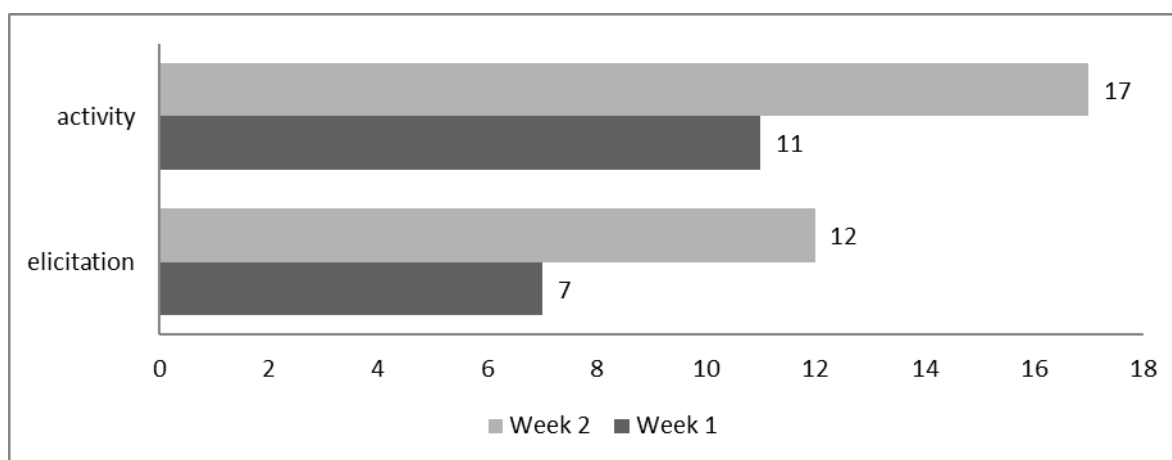


Figure 15. The frequencies of the active learners in elicitation and communicative concept checking activities

In the first week there were seven active learners with 30,4% percentage and in the second week there is an increase in the numbers of the active learners with 52,2%. For the communicative concept checking, the first week active learners have 47,8% percentage and in the second week their percentage increased to 73,9%. In Figure 15 there is a clear trend of increase in the numbers of the active learners in the second week. However, the figure reveals that in the elicitation part, learners are more passive. The other finding of the piloting process is about learners' answers to the elicitation questions. Even if learners become more active in a week, their responses to the questions were very limited. Even in open-ended questions, learners' answers were restricted to few words. Besides, in the communicative concept checking activities, the communication was limited, too. The habits for learning and their attainment level affected the communication of the learners.

4.3. Analysis of the Pre-Tests and Post-Tests (Research Questions 3-4-5)

4.3.1. Pre-test Scores of the Experimental Group and the Control Group

In 3rd week of the study, both of the experimental and control groups were administered a pre-test. The speaking part of the test was graded according to the rubric prepared before the test and by the two teachers. The speaking part of the exam was graded out of twenty points and the speaking grade for each of the learners was the arithmetic average of the grades given by the two teachers. The analysis of the pre-test results was done with the help of SPSS statistically. For the analysis of the differences between the experimental and the control group and the differences between their pre- and post-test results t-test was applied. The scores were analysed and the following table presents the statistical analysis.

Table 3

Comparison of the Pre-test Results of the Experimental and Control Groups

	Mean	N	St. Deviation	t	Significance
Experimental	9,13	23	3,429	-0,041	,311
Control	9,17	23	4,529		

*p>0,05

The table shows the results of the pre-test for both groups and the findings indicate that there is no statistically significant difference (,311) between the attainment level of the learners in terms of speaking in the two groups. As the table makes it clear, the mean scores and the significance level prove that there is no critical and significant difference between the attainment levels of learners included in both groups before the treatment. The findings have a proof that the attainment levels of the learners show similarity and this is expected for the start of the study. The table is evident for similar attainment level in speaking for both of the groups.

4.3.2. Pre-test and Post-test Results of the Control Group

Learners of the controlled group followed the same units with the experimental group but they had no new techniques and materials for the elicitation process. Moreover, they followed the same kind of speaking activities they were accustomed to before the study. As learned in the observation part, the classes had no communicative activity or any activities including communicative concept checking. Thus, there was no addition to their ordinary lesson style. The table shows the difference between their proficiency level in terms of speaking of the learners in the control group according to the pre-test and the post-test. The following table shows the level of progress of the group in terms of promoting speaking skill.

Table 4

Pre-test and Post-Test Results of the Control Group

	Mean	N	St. Deviation	T	Significance
Pre-test	9,17	23	4,529	-3,147	,004
Post-test	11,65	23	3,485		

*p<0,05

According to the findings and the analysis of pre-test and post-test results of the control group, there is an evidence that there is significant difference between the tests results. The significance level in the table is ,004 ($p < 0,05$) is a proof of the significant difference. Furthermore, as the above table illustrates the mean scores (9,17-11,65) of the tests of control group presents the progress in the learners' speaking level in the control group. The table clearly shows the summary statistics for the development in the attainment level in terms of speaking skill. According to the analysis table the control group has improvement in the attainment level in speaking with common elicitation technique.

4.3.3. Pre-test and Post-test Results of the Experimental Group

Experimental group had the courses with the researcher/teacher to test the applicability of the multidimensional ways of elicitation. They distinctly had different lessons from the control group because the elicitation process was done in multimode and all of the elicitation sessions were supported with a communicative concept checking activity. These activities were done immediately after the elicitation process. The multidimensional elicitation and concept checking technique was new to the learners. The effects of the new elicitation techniques and communicative activities were expected to make a difference in their attainment level. In order to reveal the effect of the new technique on speaking performance of the learners, both pre and post test scores was analysed with the help of the paired samples t-test. The table below compares the results of the pre- and the post-test of the experimental group.

Table 5

Comparison Results of the Pre- and the Post-tests of the Experimental Group

	Mean	N	St. Deviation	t	Significance
Pre-test	9,13	23	3,429	-6,045	,030
Post-test	13,61	23	3,367		

*p<0,05

It is apparent from this table that the significance level of ,030 ($p < 0,05$) illustrates the meaningful difference in speaking proficiency level of the learners included in the experimental group. As the table presents, there is significant difference ($t = -6,045$, $p = ,030$) between the two tests. The mean score for pre-test is 9,13; while the mean score of the post-test is 13,61 and these make it evident that there is considerable progress in their speaking attainment level. From these results, it may be concluded that the new multimode elicitation has a positive effect on learners' speaking skill. As the findings make it evident, the research question about the effectiveness of the newly-designed elicitation technique has an answer and it has a positive effect on their speaking ability.

4.3.4. Post-test Scores of the Experimental Group and the Control Group

The post-test results of the groups were analysed to compare the progress in their speaking ability. The analysis was done to see the difference between two groups; one of which had a-eight-week treatment process to make the learning more effective and promote their attainment level in speaking. The post-test results were analysed through paired samples t-test and the results are shown above in the Table 6.

Table 6

Comparison of the Post-test Results of the Experimental and the Control Group

	Mean	N	St. Deviation	t	Significance
Experimental	13,61	23	3,367	1,778	,394
Control	11,65	23	3,485		

* $p > 0,05$

Table 6 compares the post test results of the groups after the treatment and the analysis of them provides the significance level of ,394 ($p > 0,05$) which shows there is not a statically meaningful difference. Due to the fact that the significance level proves any significant difference between post-test results of the groups, the finding oriented the researcher to analyse the mean scores. The mean score of the experimental group is 13,61 and the mean score of the control group is 11,65 which proves the difference between the groups. There is a meaningful difference between the two groups in terms of mean scores.

4.4. Analysis of the Second Interview (After the treatment) (Research Question 5)

The second phase of the interviews was conducted after the treatment and it was done to evaluate the process in terms of elicitation and communicative concept checking. It was conducted to evaluate the process in terms of its effectiveness and applicability. These interviews conducted after the treatment with the same learners participated in the interviews before the study. The first question of the interview is "What are the differences between the new elicitation techniques and the previous one?" The answers are listed with the frequencies in the following figure.

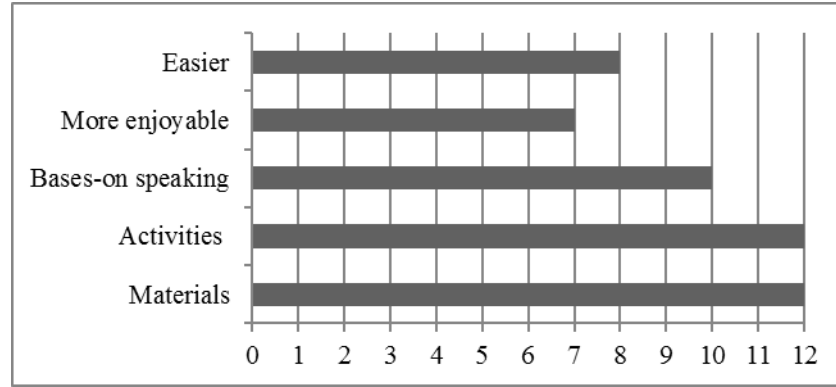


Figure 16. The frequencies about the differences between tested and previous elicitation types

Figure 16 presents that materials and activities with 100,0% percentage are different from the previous elicitation mode. Moreover, learners think that the multimode elicitation type is based-on speaking (which means all of the procedure includes speaking) and it has 83,3 percentage. Learners stated in the interviews that this type of the elicitation is easier than the previous one with 66,3% (8/12) and more enjoyable with 58,3% (7/12).

The second interview question is “What are the pros or cons of the new design of the courses (multidimensional elicitation)?” Learners mentioned generally positive sides of the study but some negative aspects were mentioned, too. There are some responses of the learners exemplified below:

S7: “*Bu tür dersleri tercih ederim ama bu süreçte hep biz aktiflik ve konuyu anlamak için öğretmenin daha çok açıklamasına ihtiyaç duyarım*”.

S7: “*I prefer this kind of lessons but in this process we were active all the time and I need more teacher explanation to understand the topic*”.

S5: “*Bence bu iyi. Fakat öğretmen bize kelimelerin anlamını söylemeli ve gramer kurallarını açıklamalı çünkü öğrendiklerimden emin değilim*”.

S5: “*I think, it is good. However, teacher should give use the meaning of the words or explain the grammar rules because I am not sure about my learning*”.

These expressions claim that the hardest and the most challenging part of the study is to change learners’ habits about language learning. In the analysis of the interviews, it is concluded that some of the learners find “being active” in the lessons as a negative side

of the study because they also want teacher explanations, too. Figure 17 presents the negative sides of the study.

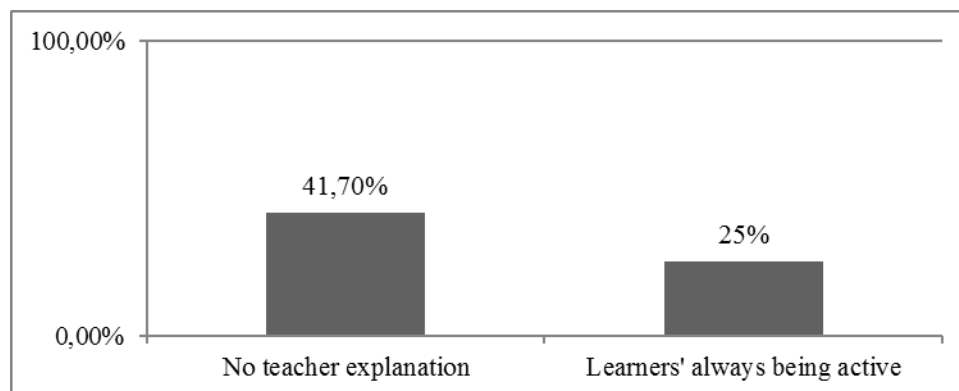


Figure 17. The frequencies of the negative sides of the multimode elicitation

This table shows the frequencies of the negative sides of the multidimensional elicitation mode concluded from the learners' interviews. As presented with the frequencies in Figure 17, learners expect teacher explanation after the elicitation process before the activities (41,7% - 5/12) and they perceived being active as a negative aspect of the study with 25,0 (3/12) percentage.

In accordance with the analysis of the interviews, there are many good sides of the study. Learner's expressions were analyzed with the help of coding to see their frequencies. Learners generally find the elicitation process more enjoyable and easier even if they think that elicitation is very difficult. One of the learners stated

S11: "*Parçadan bir şey çıkarmak zor bir şey ama materyallerin yardımı ile bu biraz daha kolay*".

S11: "*Deducing something from a text is a hard thing but with the help of materials it is a little bit easier*".

This kind of statements proves its positive effect on learning. Figure 18 shows the frequencies of the good sides of the study in terms of elicitation.

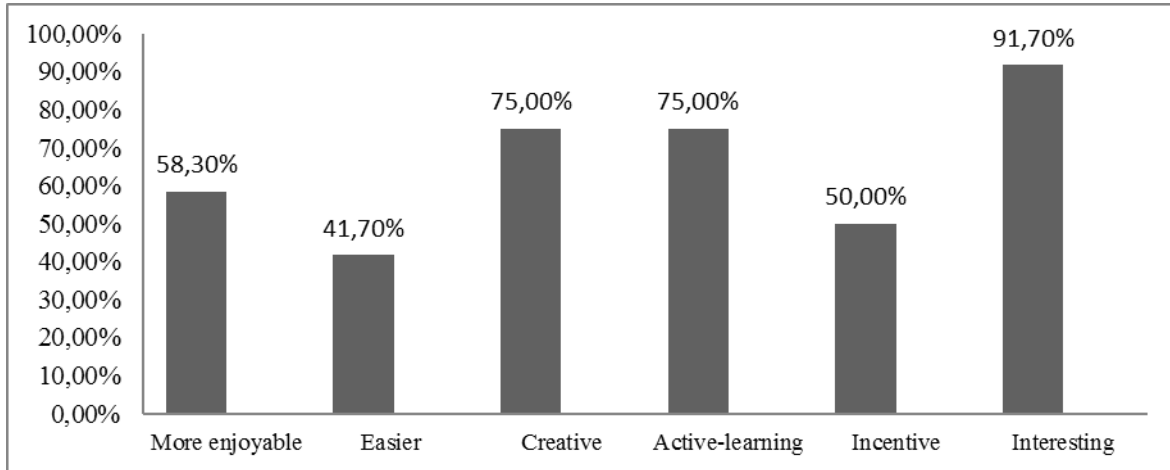


Figure 18. The frequencies of the good sides of the new elicitation mode

The table presents the frequencies of the good sides of multidimensional elicitation and it reveals that the process is more enjoyable than the course book because of the materials used for elicitation and it has 58,3% (7/12). Learners claimed that multimode approach is easier because materials make the things more comprehensible and it has 41,7% (5/12). 75 percent of the learners claimed that it is creative and it needs active participation. With respect to the learner responses, 91,7% of the learners think that the new mode of elicitation is more interesting and this make them more volunteer to be active in the process. 50,0% of them find this mode more incentive. The learners' responses are exemplified below:

S3: “Kitaptaki okuma metinleri ve bunlara bağlı alıştırmalar sıkıcı ama bu yeni öğrenme şeklimiz daha eğlenceli. Derslerde kullanılan video, fotoğraf, poster gibi materyaller de daha ilginç. Bu şekildeki dersler daha iyi”.

S3: “Reading passages in the book and the exercises related to the passages are boring but this new learning way is more enjoyable. Materials such as video, photograph, poster are more interesting. Lessons are better in this way.”

S21: “Sıkıcı ders kitabından sonra farklı materyaller ile ders daha eğlenceli ve keyifli bence. Parçadan çıkarım yapmaktan da daha yaratıcı bir şey bu. Hep konuştuk ve hep aktif katıldık, güzeldi.”

S21: “After boring course book, to me, lesson with different materials is more enjoyable and pleased. This is something more creative than deducing from a text. We always spoke and we were active, it was good”.

The third question is related to the evaluation of the communicative concept checking. Learners evaluated the communicative activities and the following table shows the frequencies of their ideas about the activities.

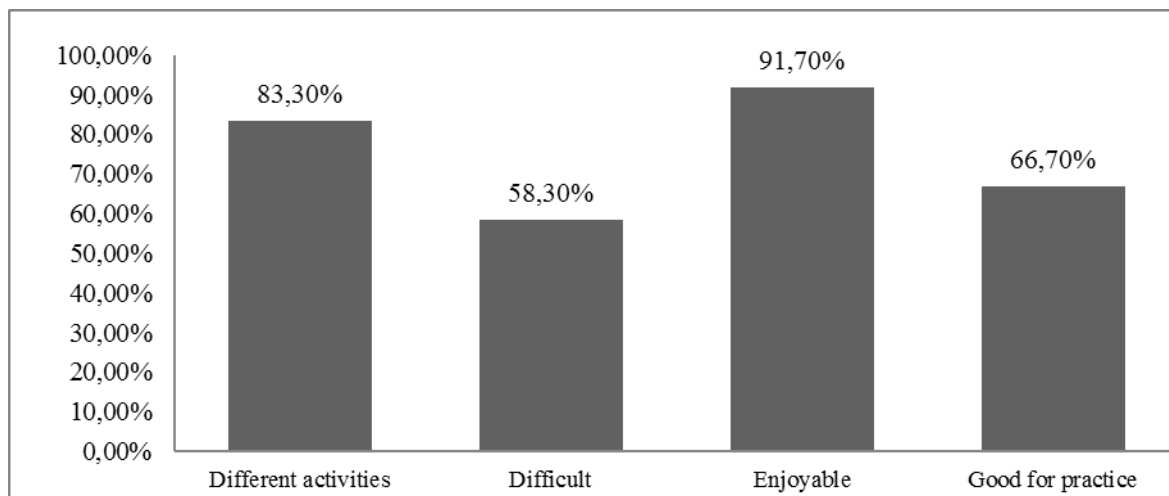


Figure 19. The frequencies of the learners' ideas about communicative concept checking activities

Figure 19 gives frequencies of learners' ideas about the communicative activities conducted for concept checking. Almost all of them found the activities enjoyable and it has 91,7% (11/12). 83,3% (10/12) of the learners expressed that the activities are different from the previous speaking activities. In addition, 66,7% (8/12) of them think that it is good for practice. Seven interviewees of the total twelve (58,3%) found the communicative activities difficult because these activities were different and new to them.

Some learners responses are below:

S11: “Bu aktiviteler bize yeni ve farklı. Biz daha klasik aktiviteler yapmıştık. Ayrıca bu aktivitelerde kâğıda not alamıyoruz konuşmada önce. Bu biraz zordu.”

S11: “*These activities are new to us and different. We did more classical activities. Besides, in these activities we cannot take notes to the paper before speaking. This was a little bit difficult.*”

S23: “*Açıkçası bu şekilde öğrenmek ve aktiviteler daha eğlenceli ama daha zor. Not almadan konuşuyoruz bu yüzden katılmak istemedim.*”

S23: “*Actually learning in this way and activities are more enjoyable but more difficult. We speak without taking notes, so I did not want to join.*”

The fourth question is about their preferences. Learners were asked “Would you prefer your lessons to be conducted in multimode with communicative activities? Why?” Learners’ responses were analysed and Figure 20 shows their frequencies of their preferences.

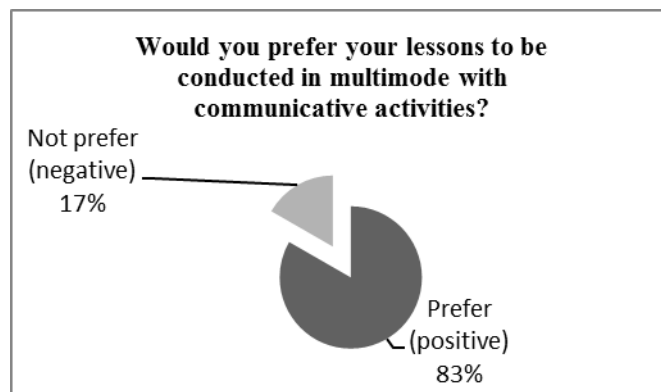


Figure 20. Learners’ preferences about the multimode elicitation with communicative activities

Figure 20 illustrates the preference frequencies about lessons with multimode elicitation and communicative concept checking. Ten learners out of twelve expressed that they prefer this new kind of lessons with 83,3% and two of them do not prefer this one and they want lessons to be done how they were followed before the study with 16,7% percentage. If we dig into the reasons of their preferences, learners’ expressions are similar to each other. Some of them are shown as examples:

S11: “Ben tercih etmem. Eğlenceli ve farklı olabilir ama daha zor. Özellikle konuşma aktiviteleri çok zor.”

S:11 “I do not prefer. It may be enjoyable and different but it is more difficult. Especially, speaking activities are very difficult.”

S21: “Yeni yöntemi tercih ederim. Konuşurken ve çıkarım yaparken zorlanıyorum ama eskisiyle karşılaştırırsam daha aktifim. Derste kullanılan diğer kaynaklar ve materyaller anlamaya çok yardımcı. Gerçek konuşma aktivitesi var.”

S21: “I prefer the new technique. I have difficulty in speaking and deducing but if I compare with the old one, I am more active. Other sources and materials used in the lessons are very helpful for understanding. There is real speaking activity.”

S23: “Ben bu şekli tercih ederim. İngilizce konuşmak için birçok fırsat var ve bu tür aktivitelerde konuşurken hata yapma korkumu unutuyorum. Bu yöntemle kelime ve kuralları daha kolay hatırlıyorum.”

S23: “I prefer this type. There are many chances to speak in English and I forget about the fear of making mistake in this kind of activities. I remember the words or rules more easily with this technique”.

Figure 21 presents the frequencies of the reasons.

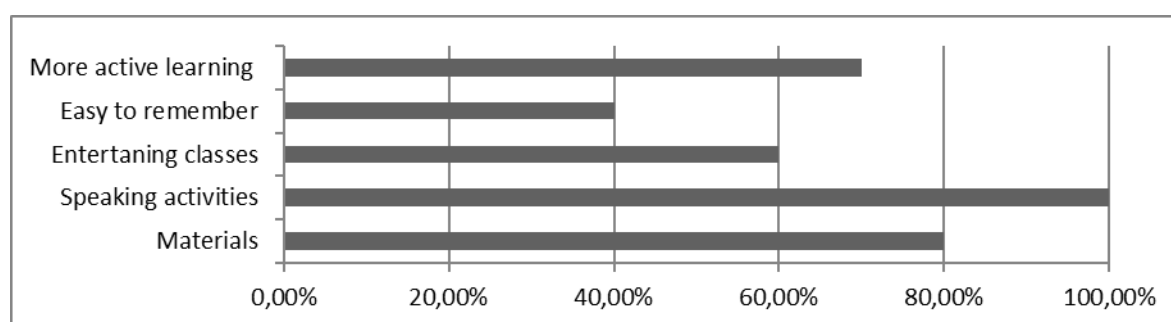


Figure 21. The frequencies of the reasons of learners' preferences

The figure reveals that all of the learners participated in the communicative activities and because of they find them beneficial for their language learning so they affect their preferences. With respect to the learners responses, 80,0% of the learners believe that

materials used to make the elicitation multidimensional have a positive effect on their preferences. Seventy percent of the learners like being more active in the classes and this is another crucial reason of learners' preferences. Learners think that with the materials and activities they become more active in the classes which has a good effect on them (60,0%) and they have a chance for better practice. Interestingly, 4 of the learners (40,0%) expressed that with this type of elicitation they can remember the words and rules and they have a chance for practice immediately after learning with communicative activities.

As the last question of the interviews conducted after the treatment, learners were asked to define the process with a few words in English. In accordance with the learners' definitions it may be concluded that the process is hard for teachers because it needs more materials than before but this is enjoyable for learners. Learning with the new multimode of the elicitation is new, fresh, entertaining, creative but hard process according to learners' definitions. Some of the definitions are exemplified below:

S3: *"I think, the process is like a new technology in English lesson."*

S4: *"In fact, it is like fresh air in the classroom."*

S9: *"Enjoyable and modern."*

S21: *"Necessary and creative process."*

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

In this chapter, conclusions derived from the findings and discussions are retouched, and suggestions and implications for teaching are presented above.

5.1. Conclusions

According to the basic findings and results of the study, all research questions are replied and the conclusions are given in line with them. The first question is for understanding the process of eliciting the meaning of the vocabulary items and functions of the grammar points in EFL classes. According to both the interviews and observation part conducted in the piloting, the elicitation is done with questions which required one-word answers like yes or no. Besides, because of the intensity of the curriculum and the crowded classes the lessons are generally maintained with course books. After simple concept checking questions and mechanical-meaningful activities learners are mostly expected to speak in the target language with some follow-up questions presented in the book. These findings show that in general the elicitation is done in isolation and it is not supported with any kind of communicative activities.

The second question aims to unveil the reasons behind the speaking problems in classes. With respect to the findings from the interviews, the possible problems can be listed as boring activities, lack of motivation, fear of making mistake, same kinds of activities, not knowing how to use the grammar patterns and vocabulary items in sentences in speaking,

and lack of grammar knowledge and vocabulary knowledge. After the analysis of the interviews, it is concluded that learners have very similar problems and the method used in the courses is not capable enough to solve the problems. According to the content analysis of the interviews, the learners think English just as a course and they study for the exam to get better scores. They do not want to participate in the speaking activities because of the mentioned reasons, and this has negative effect both on their motivation and attainment level in terms of speaking.

With research question three, this study attempts to find out the differences between the pre-test and post-test speaking scores of the experimental group. It can be concluded from the test results that, they performed better in the post test requiring the active use of the words or functions they worked on. While pre-test scores are really low, the post-test are evidence for the progress and improvement on their speaking attainment level. Another crucial point about the tests is that during the pre-test learners were reluctant and hesitant. This affected their performance in a negative way and their speeches contained very long pauses. Their speeches were limited to some words and simple structures. The repeated words or functions in their speeches signalled interlanguage problems. Post-test results show a meaningful increase in their attainment level for speaking and fourteen out of twenty-three with 60,9 percentage has crucial improvement. Five (out of twenty-three) of the learners with 21,7 percentage have little changes in their speaking while there is no change and improvement in the speaking skill of four learners with 17,4% percentage. Another important conclusion is that learners used more complicated structures and variety of vocabulary items in their speeches after the treatment which is a clue for better interlanguage and improvement of the skill.

With respect to the fourth research question, it is found that the increase level of the experimental group in speaking test results is higher than the control group. This finding proves that experimental group has better performance in the post-tests. In the beginning of the study, the mean of the pre-test scores of control group and the experimental group

were very similar to each other; control group had 9,13 and the experimental group had 9,17. At the end of the study, the mean of the experimental group is higher than the control group; control group had 11,6 while the experimental group had 13,6. When the results are compared, it is seen that there is significant difference between the pre- and post-test results of the experimental group. On the other hand, the learners of the control group made a progress but the increase approximately equals to the as much as half of the increase in the experimental group. These findings indicate that the multidimensional mode of elicitation has better effects on speaking and it develops the speaking skill.

The last question is about the overall evaluation of the results because this study was carried out to test the multimode of the elicitation. To see whether it is applicable in EFL classes and whether it is an effective way to deal with the problems in speaking skill becomes crucial. The results of the test and interviews prove that the multimode elicitation may be effective way to improve interlanguage. As result of better interlanguage, their attainment level in speaking skill increased and they had better communication in the target language. Learners prefer to have classes with multimode elicitation and they find it more effective because they can remember the language units more easily in communication. Communicative activities done for concept checking have a good effect on the interaction in the target language because they create real-like transaction. To sum up, it can be said that multidimensional elicitation which is supported with communicative concept checking affects the speaking skill in an advantageous way.

5.2. Implications and Suggestions

Speaking skill is one of the most crucial but problematic areas even if there have been great efforts to improve it. That's why each of the implementations and research studies about it has influence on the promotion of the speaking skill. In the study, problems are diagnosed and presented and then, a new implementation was utilized with a complicated

way of elicitation to deal with the problems. To improve a better speaking skill, the study was conducted to practice the new attempts and test their effectiveness.

The current study revealed the underlying reasons for the speaking problems and the procedure of the common elicitation process. It was expected to make learners have better interlanguage development for better speaking skill and increase the attainment level in this productive skill. In accordance with the results, the study has better effects on learners' speaking skill and the new multimode elicitation may be applied in EFL classes.

On the other hand, there are some drawbacks of the study because of the limitations mentioned previously. Firstly, because of the limited time, the study was conducted in ten weeks but eight week of the study was separated for the treatment part. The piloting process was completed in two weeks. Prospective teachers and researchers may supply longer period of time to try the new elicitation techniques in order to increase the attainment level in speaking. This study was limited with a state school and twenty-three learners in the experiment group. Interviews were very limited with twelve learners from the learners among the experimental group. Prospective studies may include more schools and learners for having better feedback for the application of the newly suggested elicitation technique.

Teachers need to create better learning environments which include better conditions in order to have richer interlanguage to speak the language communicatively and more fluently. Even if the learners believed that the multidimensional mode of elicitation is effective for better speaking skill, in the treatment part more creative activities may be carried out. These lesson plans should be developed according to the curriculum and designed not to fall behind the functions of the curriculum. Due to the English proficiency level of the learners, some problems occurred during the communicative activities. At the very beginning of the study, if the proficiency level of the learners is

low, easier activities may be planned. Besides, teachers should plan creative communicative activities apart from the common speaking activities.

For further studies, the study may be planned as a project and may be applied in different schools to test its applicability in the state schools. Furthermore, it may be standardized and added to the English Language Teaching Programme. This study may offer some important insights to the skill-oriented lessons in language classes in Turkey.

Lastly, the study was carried out to enhance speaking skill but the multidimensional elicitation technique creates better interlanguage in terms of vocabulary and grammar teaching. Moreover, pre- and post-test scores of the experimental group may be evaluated according to the subparts (content, grammar, vocabulary etc.) to see which part improved the most.

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APPENDICES

Appendix 1. Araştırma İzin Yazısı



T.C.
ORDU VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 18802389-44-E.4140298
Konu : Araştırma İzni

26.02.2019

VALİLİK MAKAMINA

- İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22.08.2017 tarihli ve 12607291 sayılı yazısı (Genelge 2017/25)
b) Gazi Üniversitesinin 02.01.2019 tarihli ve 25 sayılı yazısı.

Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı ve İngilizce Dili Eğitimi yüksek lisans öğrencisi Kübra DEMETGÜL'ün "A Constructivist Approach To Multidimensional Elicitation: An Attainment Based perspective Through Communicative Concept Checking" adlı çalışması Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından ilgi (a) genelge hükümleri doğrultusunda incelenmiş olup uygulanmasında sakınca görülmemiştir.

Söz konusu çalışmanın; Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı ve İngilizce Dili Eğitimi yüksek lisans öğrencisi Kübra DEMETGÜL tarafından; eğitim öğretim faaliyetlerini aksatmamak, uygulamalarda olur ekinde yer alan mühürlü formun kullanılması, öğrencilere ait çalışmaların veli izni doğrultusunda ve elde edilen verilerin herhangi bir haber, resmi özel web sayfaları, yerel ve ulusal basında paylaşılmaması kaydıyla, İlimiz, Altınordu İlçesi Atatürk Anadolu Lisesinde öğrenim görmekte olan öğrencilerine 2018 - 2019 Eğitim Öğretim Yılı içerisinde okul ve kurum müdürlüğünün sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde Olur 'larınıza arz ederim.

Mustafa ÖZTÜRK
Müdür a.
Şube Müdürü

Ek : Anket Formu (2 Sayfa)

OLUR
26.02.2019

Fahri ZAİMOĞLU
Vali a.
İl Millî Eğitim Müdür V.

Adres: Saray Mah. Ulu Konak Cad.No:5 52089 Altınordu/ORDU
Dahili : 1431
Elektronik Ağ: ordu.meb.gov.tr
e-posta: stratejigelistirme52@meb.gov.tr

Bilgi için: Mustafa KURUL VHKİ (Strateji Geliştirme Şub.Müd.)

Tel: 0 (452) 223 16 29
Faks: 0 (452) 225 01 44

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 6682-92c3-38bd-883e-105d kodu ile teyit edilebilir.

Appendix 2. Observation Form

CLASSROOM OBSERVATION FORM

Date:	/...../.....
Time:	
School:	
Class and Teacher:	
Observer:	
Unit and Subject:	

Elicitation Process, Materials, Concept Checking Questions and Speaking Activities	Comments and Opinions

Appendix 3. Interview Questions (Carried out before the Study)

(The questions were asked in their native language.)

1. What kind of speaking activities are conducted in your classes? Could you explain the speaking activities?
2. Do you think that you are active enough in speaking activities? If you are not, what are the problems and difficulties you encounter during speaking activities?
3. What kind of materials are used in the elicitation part of the lessons? How is the elicitation conducted?
4. Are there any activities or materials to support the understanding the context in the elicitation part?
5. Do you have difficulty in elicitation? What are the problems faced during elicitation?

Appendix 4. Interview Questions (Carried out after the Study)

1. What are the differences between the new elicitation techniques and the previous one?
2. What are the pros or cons of the new design of the courses (multidimensional elicitation)?
3. How do you evaluate the communicative concept checking? What are the good and bad sides of them?
4. Would you prefer your lessons to be conducted in multimode with communicative activities? Why?
5. How do you define the new process with a few words?

Appendix 5. Speaking Test Rubric

SPEAKING TEST RUBRIC

Learner's Nickname;

Date;

Teacher's Name / Surname;

CATEGORY	1 (Needs improvement)	2 (Fair)	3 (Good)	4 (Excellent)
Content & Stay on the Topic	Learners do not seem to understand the topic and there is not well-designed sentences related to the topic.	Learners show a little understanding of the topic. They talk about some parts of the topic. Sentences are a little bit related to the topic.	Learners have good understanding of the topic and stay on the topic most of the time. Sentences are generally related to the topic.	Learners have full understanding about the topic. Sentences are completely related to the topic and there is a perfect cohesion among the sentences.
Vocabulary	Learners use very simple words or phrases and the words are generally repeated in different sentences. Some problems occur during the test because of the lack of vocabulary.	Learners use some different but general words or phrases. Learners use limited vocabulary items to express themselves.	Learners use different and varied words and phrases. They have moderate level of vocabulary. Some minor problems may occur because they may not use the words in appropriate meaning or they have lack of some vocabulary items.	Learners use various different phrases or words to express themselves effectively. They use all the words or phrases in the proper places in the sentences.
Structure & Grammar	There are many problems in sentences which stem from the lack of grammatical knowledge. There is almost no grammatical correct sentence in the speaking. Learners use very simple and the same structure in their sentences.	Some problems may occur in the conversation because there are many mistakes in terms of grammar. These errors cause breakdowns in the communication.	Learners perform few sentences including complex sentence structure. There are some small mistakes in the conversations.	Learner use very complex sentence structure in their speaking. The speech never breakdowns.
Pronunciation	Learners have many serious pronunciation errors.	Learners may have some problems and meaning can be problematic because of the errors. They have some clear pronunciation of the words.	Learners maintain the conversation and the meaning is clear in their speech. There are some small mistakes in their speech in terms of pronunciation.	Pronunciation is very clear in learners' speech. There is no or almost no small mistake.
Fluency	There is no ongoing speech. Learners talk about the topic just with some vocabulary items. They cannot maintain the conversation. There are many long pauses during speech.	There are some long pauses but there is an effort to maintain the speech.	There are some short pauses and learners maintain the speech with some well-designed sentences.	Learners have no long pauses during the speech. If there are any small pauses, these may be tolerated. The pauses are because of the hesitation or thinking about what to say.

Appendix 6. Pre-test and Post-test Scores of the Control Group (Out of 20 Points)

LEARNERS	Pre-test Scores	Post-test Scores
A	11	13
B	11	12
C	0	13
D	7	11
E	6	12
F	8	10
G	8	9
H	18	10
I	10	11
J	12	13
K	10	12
L	10	11
M	3	10
N	8	10
O	13	15
P	9	10
Q	9	13
R	15	16
S	17	20
T	5	13
U	11	12
V	10	12
W	0	0

Appendix 7. Pre-test and Post-test Scores of the Experimental Group (Out of 20 Points)

LEARNERS	Pre-test Scores	Post-test Scores
1	10	11
2	9	11
3	6	13
4	5	12
5	12	16
6	8	19
7	12	14
8	9	15
9	6	13
10	6	14
11	13	13
12	7	7
13	5	10
14	9	14
15	13	13
16	9	14
17	7	11
18	5	10
19	19	20
20	13	13
21	9	11
22	7	19
23	11	20



GAZİLİ OLMAK AYRILICALIKTIR..