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YÜKSEK LİSANS TEZİ**

**THE ROLES OF COMPREHENSIBLE OUTPUT ON
ENHANCING LEARNERS' SPEAKING SKILL IN ENGLISH
AS A FOREIGN LANGUAGE**

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MASTER'S THESIS**

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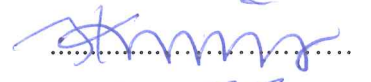
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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.



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ÖZET

Anlaşılabilir Çıktının Öğrencilerin Konuşma Becerisini Geliştirme Üzerindeki Rollerini

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Türkiye’de okullarda verilen İngilizce eğitiminin iletişimde kendini ifade edemeyen, daha çok yazıp okuyabilen fakat konuşma becerisi sergileyemeyen bireyler ile sonuçlanması probleminin yıllarca engellenememiş olması sebebi ile konuşma becerisini kazandırmada yetersiz kaldığı gözlemlenmektedir. Konuşma becerisinin öğretimi ve değerlendirilmesinin diğer dil becerilerine kıyasla biraz daha karmaşık bir yapıya sahip olması bu becerinin öğretiminin, değerlendirilmesinin ve bu alanda yapılan araştırmaların daha kısıtlı olmasına sebep olmuştur. Bu çalışma bir Anadolu lisesinde 10. Sınıf öğrencilerinin girdi ve çıktı odaklı verilen eğitim sonunda konuşma becerisi üzerindeki gelişimi ve anlaşılabilir çıktının konuşma becerisi üzerindeki rolünü göstermeyi amaçlamaktadır. Bu araştırma 2018-2019 eğitim yılında gerçekleştirilmiştir. Araştırmada ön-test ve son test deseni ve deneysel araştırma modeli uygulanmıştır. Araştırma 4 hafta eğitim süreci ve 1 hafta ön test ve son testi uygulamak sureti ile toplam beş hafta sürmüştür. Kontrol grup girdi grubu, deney grubu olan ikinci grup girdi-çıkı grubu ve üçüncü grup ise çıktı-girdi-çıkı grubu olarak belirlenmiştir. Katılımcılar 47 kişiden oluşan 10. Sınıf öğrencileridir. Girdi grubu ve çıktı-girdi-çıkı grubu 16 kişiden oluşmuştur. Girdi-çıkı grubu ise 15 kişiden oluşmuştur.. Her grupta kazanımlar aynı fakat dersin işleniş biçimleri farklıdır. Araştırmanın verileri öntest ve son test yolu ile toplanmıştır. Testlerde katılımcılardan konuşma etkinliklerini gerçekleştirmeleri istenmiş ve konuşmalar kayıt altına alınmıştır. Konuşmalar sözel beceriyi değerlendirme ölçeği ile değerlendirilmiş ve öntest ile son test sonuçları SPSS 25 sürümü, Mann-Whitney U, Kruskal Wallis, Dunn-Bofferoni ve Wilcoxon Signed Ranks testleri ile karşılaştırılmıştır. Araştırma sonucunda, girdi grubunun gelişiminde çok az ilerleme görülürken deney gruplarında önemli derecede ilerleme gözlemlenmiştir.

Anahtar Kelimeler: Konuşma becerisi, sözel üretim, girdi, anlaşılabilir girdi, anlaşılabilir çıktı.

ABSTRACT

The Roles of Comprehensible Output on Enhancing Learners' Speaking Skill in English as a Foreign Language

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In Turkey, it has been observed for many years that there exist many inadequacies in the acquisition of speaking skill. The problem of ending up with learners who can read and write to some extent but who cannot express themselves and demonstrate speaking skills at the end of the teaching processes of English courses at schools has not been solved. The fact that the teaching and evaluation of speaking skill has a slightly more complex structure when compared to other language skills has led to much more limited teaching and evaluation of this skill. This study aims to indicate the role of comprehensible output on speaking skill and the development of speaking skill of 47 10th grade students in an Anatolian high school at the end of the input and output based instruction. The study was conducted in 2018-2019 academic year. Experimental research model with pre and post-test design was utilized in the study. The research lasted five weeks in total with four weeks' implementation and one week for the pre-test and post-test. Participants were 47 10th grade students and they were placed randomly to three groups. In input-group and input-output-input group, there were 16 participants. In input-output group, there were 15 participants. The control group was defined as input group whereas experimental groups were defined input-output group and output-input-output group. The targeted objectives were the same for each group. On the other hand, the implementation in each group differed from each other. The data were collected through pre-test and post-test. The participants were assigned to produce the language in tests and the whole speech was audio-recorded by the researcher. The speech of learners was assessed through oral production rating scale. In data analysis, using SPSS 25.0 statistical package, Mann-Whitney U, Kruskal Wallis, Dunn-Bofferoni and Wilcoxon Signed Ranks tests were utilized. The results of the study indicated that input group achieved a slight progress whereas a significant progress in enhancing speaking skill was observed in the experimental groups.

Key words: Speaking skill, oral production, input, comprehensible input, comprehended output.

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CHAPTER I: INTRODUCTION

This chapter involves introduction, statement of the problem, the purpose of the study, research questions, significance of the study, assumptions, and limitations of the study.

“Why can't I speak what to think a lot in English? I'm so bitter, trying hard. I'd like to speak a lot; however, I can't. Finally, I think my basic abilities of English ran short. I'm disgusted with myself” (Foss & Reitzel, 1988, p. 437).

The comment written above is quoted from a learner's journal in an EFL class and it typifies the learners' pitiful dispiritedness in language learning process. For many language instructors, teaching speaking is like a challenging match and again for many language learners, enhancing speech production is like a nightmare. Proving this, research results indicate that speaking is considered as a neglected skill in foreign language education and accepted as the most complicated and pivotal skill to acquire (Ur, 1996; Hughes, 2002; Lazaraton, 2014).

Despite the fact that learners are exposed to long English education processes at the end of the long years of their school lives, they end up in a speechless world in targeted language. Nonplussed by the occasion that some of them are not pushed even once to produce the language in the classroom setting by their language instructors. Regarding this paucity, Yaman (2018) asserts that:

No matter how well-designed your curriculum and textbook. If your teacher doesn't act the way the program wants it, your system means it is not working. Because language training will be done with people and dialogue and will manage this process in the classroom teachers in person (p.167).

It is an undesirable fact that the functions are disregarded or observed to be practiced through wrong teaching techniques in language teaching in the classroom setting although the English curriculum designed by the government stipulates that four language skills are integrated and practiced in English courses. This faulty practice causes unsuccessful teaching and learning experience in SLA in Turkey. Unfortunately, learners suffer from lack of essential skills that will assist them to communicate in English properly. Upon this issue, Arslan (2013) argued that even pre-service English language teachers lacked basic communication skills in English despite long years of English training due to limited instruction on components of English in classrooms. However, Arslan (2013) added that after the course that was planned to see the effects on communication skills in the study, a

proper English training of participants were found to develop their communication skills remarkably.

The Economic Policy Research Foundation of Turkey (TEPAV) shared some data on teaching English in Turkey in 2011. The study carried out by a leading special education company reported that Turkey became 43 out of 44 countries in English Proficiency Index. As it is seen from the rate, Turkey is not successful in teaching a foreign language. It was added that the biggest factor is considered to be probably the quality, length and investment of education provided by the state according to the study of TEPAV. Hereby, one may consider the quality of education at schools in terms of many sub-units such as the quality of curriculum, quality of textbooks, quality of teachers or the method of the teaching implementation in classroom. In this study, the method of teaching practice in classrooms will be assessed in terms of pushing learners to produce language.

1.1. Statement of the Problem

There has been a great deal of research about language skills, namely reading, listening and writing while less attention has been paid to speaking skill and the issue of roles of input and output in speaking (Paker, 2012; Dinçer & Yeşilyurt, 2013). Moreover, concerning speaking skill, some controversial results that output tasks promote better learning situations than non-output tasks have appeared so far (Krashen, 1985; VanPatten & Cadierno, 1993; Nobuyoshi & Ellis, 1993; Cadierno, 1995). It is a pity to assert that many English teaching programs have failed to enable learners to enhance oral production. In this study, to be able to shed light on the long-running debate over the input and output tasks in learning environment of Foreign Language Acquisition (FLA), an experimental research on the effects of input and output tasks on speaking skill is conducted.

1.2. The Purpose of the Study

As an attempt to address the problem of unsuccessful English teaching in Turkey, this study aims to indicate whether input alone is sufficient for efficient learning processes, what effect the output has on the learning process and the implementation of first output has what kind of effects on learners' learning processes in oral production. Some empirical studies need to be carried out to be able to reduce this problem. Data to be obtained at the end of this study can provide effective and prominent clues to the individual's ability to use the language effectively. It is considered that in the light of this data, language education and

training programs can be designed in a much more efficient way to assist learners to acquire the language.

1.2.1. Research Questions;

- 1) Is only input enrichment sufficient for the acquisition of oral production?

Hypothesis 1: Only input is not the only contributor of language acquisition.

Thus, input group will have lower levels of speaking proficiency when compared to output groups.

- 2) What are the effects of comprehensible output in enhancing the speaking skill in FLA?

Hypothesis 2: Pushing learners to produce language in communication in each course systematically will foster the speaking skill adequately in learners' development of speech.

- 3) What is the effect of implementation of variables in subsequent order: prior output, then input enrichment and again output in enhancing speaking skill?

Hypothesis 3: Learners prompted to produce output at the beginning of the implementation will gain higher levels of proficiency in oral production in targeted linguistic structure and communicative function than non-output groups.

1.3. Significance of the Study

Today's technologically enriched world brings people together from all over the world so simply that learning a second language keeps on gaining importance as becoming lingua franca among foreign people. People need to communicate, put their messages across, travel and trade internationally. Hence improving speaking skills bears crucial importance. Nunan (1999) and Burkart & Sheppard (2004) put forward that a person's competence in speaking and communication is the benchmark for the measurement of his/her proficiency in target language. In a similar vein, Ur (1996:120) remarks that "of all the four skills, speaking seems to be intuitively the most important: people who know a language are referred to as speakers of that language".

The importance of the speaking skill in FLA is beyond dispute that nearly all the countries in the world place English into their school curricula to teach. Not surprisingly, much of the instruction is carried out in classrooms. Numerous linguists argued that an influential way of fostering proficiency in second language in class is to make sure that learners are provided with the chances to produce the language, get involved in

conversations and transferring the information (Swain, 1985; Prabhu, 1987). These arguments on teaching a second language in a class support the idea that effective second language instruction springs from comprehensible input and output.

In this study, I try to figure out how input and output-based instruction affected learners' progress in speech production. The significance of this study is that findings of it may take on the responsibility of a pathfinder about the efficacy of the input and output-based instruction as well as the ways of fostering speech production for other English teachers. They can have opportunity to search, assess, compare and contrast their personal teaching skills in classrooms in light of the findings of this study. Furthermore, curriculum developers may benefit from the findings in respect of designing a well-balanced curriculum in terms of the rate of input and output involvement.

1.4. Assumptions of the Study

In this study, the following assumptions are made:

1. The learners participate in tasks with high motivation, perseverance and sincerity.
2. The learners have similar English proficiency according to the achievement tests.
3. The data collection tools are designed well enough to assess learners' speech production.

1.5. Limitations of the Study

This study was administered in 2018-2019 academic year in an Anatolian High School in Denizli. The first and most salient limitation of this was the differences of groups in pretest. The students were selected according to their English achievement test scores that ranged between 70 and 80 out of 100 points with the aim of getting results that are more reliable through comparing and contrasting learners who had a similar level of English competence. However, it was observed in the pretest scores that even though they were selected according to their achievement test results, the Input Group (IG) participants had relatively low level of English competence when compared to Output-Input Group (OIG) and Output-Input-Output Group (OIOG). This difference in IG may have stemmed from the possibility that the achievement scores of IG learners given by their English teacher at school may not have reflected learners' actual level of English proficiency. Since the treatment had begun, it was not possible to change the IG participants in the ongoing process.

Secondly, one of the OIG learners desisted from taking part in the treatment in pretest period. Therefore, the OIG involved 15 participants while the IG and OIOG included 16 learners.

Thirdly, the study is limited to only 47 10th grade participants in this high school. To be able to elicit much more well-grounded results, it could involve more participants to generalize.

Moreover, this study and learners' official English curriculum courses authorized by the Turkish Ministry of National Education were conducted concurrently. Thereby, it remains incapable to comprehend and assess where progress of the learners is just the result of the implementation of this study or not. Learners may have benefited from their officially run English courses to some extent and reflected it to their performance in the post-test.

1.6. The Definitions of the Abbreviations and Meanings of Terms 'Input and Output' in the Study

Readers may encounter the following abbreviations that are utilized in the paper to ease the writing process and avoid substantial repetitions of the same words:

- TL: target language
- IL: Interlanguage
- IG: Input Group (Only Input-Based Instruction)
- IOG: Input Output Group
- OIOG: Output Input Output Group (Prior Output Group)
- TEPAV: The Economic Policy Research Foundation of Turkey
- council: The Common European Framework of Reference

What is meant by input and output in this study?

- In this study, the most frequent terms encountered are *input* and *output*. This study is designed to be able to indicate that in ordinary language teaching settings such as classrooms, a language can be taught appropriately and functionally if the correct and precise teaching conditions are pedagogically enhanced and maintained.
- *Input* in this study signifies the authentic language that learners are exposed to classrooms. This exposure may come from multifarious sources but in the first place, it is language instructor or teacher who brings it to class, and then, other learners in class, environment, books, information technology devices, videos,

songs, stories may be the sources of input in the class. Learners see, watch and hear or even smell the input in some contexts in classes. In this study, learners were exposed to the authentic language use primarily through videos, songs, a news broadcast, public service announcements and a story. In all these sources of input, it was meant to provide learners with real and authentic English with its all components such as pronunciation, rhythm, intonation, stress, communication, facilitators, interactional clues and daily life speech, together with reading texts, lyrics of songs or stories.

- *Output* refers to spoken or written language production by learners using the targeted language in classrooms. Writing a short story, a letter or advertisement, talking about physical appearance of a celebrity, ordering a meal in a restaurant orally may be samples of output tasks in classrooms. In this study, learners were assigned to make role-plays and dialogues and play games using English.

CHAPTER II: LITERATURE REVIEW

In this chapter, the theories about input and output will be presented to get a general idea of input and output in literature. In addition to theories, the studies conducted on input and output based instruction in teaching English will be discussed.

2.1. The Theoretical Background of Input and Output

2.1.1. Krashen's Input Hypothesis

There have been many favored models of L2 acquisition so far and one out of them is Stephen Krashen's Input Hypothesis. It is the central point of an overall theory of second language acquisition that contains five other hypotheses; namely, The Acquisition-Learning Process, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis and Affective Filter Hypothesis. In *The acquisition-learning hypothesis*, Krashen (1985) posits these two terms into two distinct learning processes; conscious and subconscious process. "Acquisition" is a subconscious process as learners do not pay conscious attention to language form whereas learning is a conscious process since learners turn their attention to language form and learning. *The monitor hypothesis* puts forward that the acquired language system acts as a monitor device that lets learners make alterations, corrections or throw overall output of the acquired system before speaking or writing and instead replace it with newer output. In *The Natural Order Hypothesis*, Krashen (1985) argues that acquisition of language ensues in a predictable order, some rules are disposed to be acquired early and some of them late. Moreover, the order of the rules does not seem to be determined by only the simplicity of rules. *The Input Hypothesis* asserts that humans acquire language by understanding input that is comprehensible and that contains language structures that are slightly beyond the current level of competence. Put it another way, Krashen (1985) uses the metaphor "I+1" in which 'I' represents the level of language competence acquired and '+1' signifies that new language data is just one-step beyond current level. The acquisition previously occurs in line with the developmental patterns of natural order. Learners understand the available input through their previously acquired knowledge of language and that extra-linguistic input in I+1 is inferred with the assistance of the context and already acquired linguistic knowledge.

In addition, Krashen (1985) utilizes the terms *caretaker speech* and *teacher talk* to exemplify that they serve for the similar purposes in L1 and L2. Krashen (1985) suggests that the children are exposed to caretaker speech that is simplified language for the

acquisition in L1. Similarly, learners of a second language are exposed to language of classroom instruction. Additionally, *foreigner talk* is the speech that the speakers of L1 direct to the speakers of L2 containing simplified versions of language. As mentioned earlier, these three terms prove that language learners need to be provided with comprehensible input in all learning environments. In summary, comprehensible input is the core element of second language. The other factors that are considered to trigger acquisition work only when the constant comprehensible input flow is insured. The last hypothesis of Krashen's (1985) Input Hypothesis *Affective filter hypothesis* (AFH) as one of the prerequisites of successful language acquisition in Krashen's views, Krashen (1985) puts forward that learners with high motivation and self-confidence with a low level of anxiety gain more success in SLA rather than learners with low motivation and low self-esteem. In other words, *affective filter* (AF) is a mental block that prevents comprehensible input from being utilized for acquisition when it impedes language acquisition. Therefore, Stevick (1976) points out that AF is high when learners consider the language class to be a place where his weaknesses will be revealed. The affective filter is down when the learners are not coping with stress that they will fail in SLA.

2.1.2. Swain's Comprehensible Output Hypothesis

It appears to be universally admitted that SLA is largely dependent on input (Krashen 1985 in Shehadah 2003). Krashen (1985) suggested that only input comprehensible is sufficient for language acquisition to occur. However, in opposition to Krashen's views about language acquisition, the originator of 'comprehensible output hypothesis' Swain (1985) proposed that comprehensible input may not be sufficient alone to lead to completely native-like accuracy and fluency in the target language.

In a study carried out with Canadian immersion learners, Swain (1985) called attention to the point that although learners had been exposed to a great deal of comprehensible input in French and had somewhat competence in the use of target language (TL), specifically better in reading and listening skills, they had continued to make noticeable grammatical errors in TL. Swain (1995) argued that input should be complemented with output and hence suggested the output hypothesis that claims input cannot be regarded as the only causative of input but production of the language by a learner is a fundamental prompter of the target language acquisition. Additionally, Swain (1995) puts forward three roles for output in second language learning: *the noticing function, the hypothesis testing, and the metalinguistic function*. Upon the function of output, Swain

(1995) remarks that in producing the target language (vocally or sub-vocally) learners may notice a gap between what they *want* to say and what they *can* say, leading them to *recognize what they do not know*, or know only partially. In other words, under some circumstances, the activity of producing the target language may trigger second language learners to recognize some of their linguistic problems consciously; it may bring to their attention something they need to discover about their L2.

2.1.3. Levelt's Theory of Speech Production

Speaking is specific to human-species. All healthy and normal people acquire the language(s) they are exposed to. The question of how humans acquire languages remained unanswered until the 1900s. Then, linguistic study emerged as a need to elicit the answer of the question above. For that purpose, study of linguistics focused on lexical access in the first place.

Levelt's theory of speech production is one of those studies that concern lexical access. At the core of this theory, the underlying idea is that the human brain is a system that processes linguistic data throughout its subcomponents. Levelt (1989) introduces three modules, *conceptualizer, formulator and articulator*, and a system for the speech production along with a store of declarative knowledge called the Lexicon. Speech recognition system acts in to monitor the resulting speech.

Conceptualizer is the stage in which the ideas intended to be transmitted emerge in the speaker's mind. The cognitive activities that occur in the speech require the person's conscious attention, picking up the relevant information to be conveyed, monitoring one's own process and productions. Levelt (1989) calls these cognitive activities as conceptualizing. At the end of this conceptualizing process, the product is preverbal message that is then transferred to the module called the Formulator. *Formulator* acts in and converts this preverbal message into linguistic structure that is composed of lexical items and forms governed by grammatical and phonological rules. Lexical items are composed of two parts including semantic and syntactic information about lexical items, and morpho-phonological forms. Morpho-phonological forms refer to the semantic and syntactic properties of selected lemmas and the phonological forms or phonological encoding, in other words, they refer to designing a phonetic plan in utterance. The output of the formulator in the form of phonetic plan provided by the phonological encoding then becomes the output of the articulator. *Articulator* module undertakes the task of converting the speech plan into actual speech. Thus, articulatory movements come out as speech. *The speech comprehension system* is the

last module that acts in. In a speech, humans can utter 150 words per minute. However, the errors in a speech of a normal person occur in the rate of one error in every 1000 words (Levelt, 1989). The scarcity of the errors in humans' speech denotes that there must be a speech-monitoring system that traces the mistakes made by the speaker and repair them internally or overtly; or checks the appropriateness of words or phrases for the communication purposes. To execute this purpose, the speech comprehension system has access to the form and lemma in the lexicon.

Levelt's (1989) speech production system is distinct from the other models that claim speech production is linear. It claims that speech production process does not operate in a linear direction. Instead, it recycles among its subcomponents by checking the grammatical encoding or phonological encoding when required. The detection of speech may be internal or external monitoring. Internal monitoring refers to the idea that it is covert monitoring of production that occurs just before the articulation. In contrast, external monitoring refers to the idea that monitoring occurs after the speech production i.e. to detect the auditory mistakes. Levelt (1989:460) states this issue as "the speaker can directly monitor the messages he/she prepares for expression and he/she may reject a message before or after its formulation has started". This suggestion provides a valuable insight to the functions of output. It can be deduced that the speech monitoring that occurs before or after production strengthens the claims that language production is not solely the consequence of acquisition but also it is the cause of it.

2.1.4. Gass' Model of SLA

Gass' (1988, 1997) framework of SLA contains a sequence with the stages of Apperceived Input, Comprehended Input, Intake, Integration and Output.

The first stage of input processing begins with *apperceived input*. Learner notices a gap in his/her L2 knowledge with an urgent need to carry out a meaning a message. In other words, it is the process of noticing the newly met input and connecting it to the previous input in the experience. When the learner understands this connection cognitively, he/she prepares the input for further analysis at the stage of apperceived input that learner notices and selects the incoming data in some way due to some particular features that mean not all incoming data is noticed. Then, what are the factors that help to select the new incoming data?

A crucial factor that affects the apperception is *frequency*. The frequent element in the input raises the possibility of its being noticed in the flow of input. Another factor that

influences apperception is 'affect'. The term *affect* refers to the notions such as motivation, anxiety degree of comfort, social distance, attitude and so on. A third factor that may shape apperception is *prior knowledge*. Prior knowledge assists learner whether the new incoming data is meaningful or not. Hence, learning contains integration of new knowledge with previous knowledge in the mind. Lastly, another factor to state is *attention*. Throughout the attention process, learner recognizes the gap in L2 knowledge and mismatches between the new data and the previous knowledge.

When the term *Comprehended Input* is used, another term that is widely known may come to one's mind, Comprehensible Input of Krashen. However, Gass (1987) draws some distinctions between them. The first one is that the input producer controls comprehensible input, sometimes it is a native speaker of the language, sometimes the instructor to teach the target language, whereas the comprehended input is controlled by the learner, that is it is the learner who is in charge of the activity to comprehend. Moreover, it could be asserted that comprehensible input is comprehended or not comprehended in a certain way. However, comprehended input may be multi-staged. In other words, one may understand a linguistic structure on the level of meaning by getting something in general however, one may analyze the linguistic structure syntactically and phonologically. It is worth mentioning that there is a distinction between apperceived and comprehensible input, as well. Apperceived input gives the signs that learner is getting ready to subsequent analysis of linguistic structure. Comprehended input is the stage that follows apperceived input by doing that analysis.

Intake is the stage where psycholinguistic processing occurs. That is, learners associate new knowledge with the previously existing knowledge that is already internalized. How does intake occur in learners' mind? It is a process that learners form hypothesis in the first place and then test that hypothesis. After testing it, they may refuse the hypothesis or modify it with their previous knowledge and finally confirm the hypothesis. It could be added that it is the first stage that structures internal to the learner begin to be altered.

Following the language intake, a learner either develops the language knowledge or stores it. That means *integration* is the development and storage of changes that occur in the learner's grammar as a result of accommodation or restructuring. Gass & Selinker (2001:405) identified four possibilities of this level. The first includes the acceptance or rejection of an existing interlanguage hypothesis; the second involves the use of in-taken feature to strengthen on existing interlanguage (IL) hypothesis; the third involves "storage" which is treated as an item and placed in the learner's lexicon. Later, if the learner has gathered more evidence, he/she may be able to utilize this item to confirm or disconfirm on

interlanguage hypothesis. The fourth possibility is that the learner makes no use those in-taken features.

Regarding *Output*, Gass (1987) considered output as a clear display that acquisition and a new internalized framework to test hypothesis in outgoing acquisition process in language learning occurred in output stage. Although Gass (1988, 1997) model of SLA has been criticized by sociocultural theorists, it still stands for a strong model to shed light on the production of language skills.

2.1.5. Mclaughlin's Information Processing Model

Human beings are nevertheless the only living-being having speech ability; they are limited-capacity processors of the language. Evolving out of this reality, Mclaughlin developed Information Processing Model in the late 1980s. Mclaughlin (1987) suggested that learners have limited brain capacity to process linguistic information at once. They are not capable of attending to all the information in the flow of input since some parts of it cannot be transmitted to long-term memory from the short-term memory. Mclaughlin (1987) furthers that for the information processing to be maximized, learners need to practice the sub-components of language acquisition. At the initial stages of learning a skill, it is not surprising to see that learners have controlled processing. Even a simple sentence *I am from Turkey* requires a great deal of controlled processing for beginners in language learning process.

However, controlled processing exerts considerable pressure on learners. Thus, the learner cannot process the information rapidly. Mclaughlin (1987: 134-135) asserts automatic processing is a rapid process and once it occurs it is difficult to suppress or alter. Controlled processes are thus tightly capacity-limited, and require more time for their activation. However, controlled processes have the advantage of being relatively easy to set up, alter, and apply to novel situations.

As it is seen, learning L2 involves transmission from controlled to automatic processing through practice. In this framework, practice of production is the central part of high demanding cognitive skills. Throughout the constant practice, a learner's interlanguage is being restructured as linguistic information is transmitted from short-term memory to long-term memory. To put it another, controlled knowledge is automatized through enough practice and repetitions in the language acquisition process.

Given the idea of brain's not attending to all the information in the flow of input enrichment, educational implication in this model to be inferred for the teaching in foreign

language settings is that input enrichment needs to be designed in applicable learning magnitude to be mastered. Yet the short-term memory will not be able to process all the information, instructors of teaching foreign language must give learners enough time to digest the linguistic structure before teaching them new structures.

One critique of Mclaughlin's premise that practicing plays a big role in automatization has emerged by Lightbown (1985). Lightbown (1985) recorded that learners had overlearned the progressive, nonetheless the usage of -ing form forms declined after they had come across -s forms of verbs.

However, Kellerman (1985) shed light on this phenomenon by proposing that it was the U-shaped behavior that learners went through. Kellerman (1985) puts forward that learners may seem to gain mastery of the linguistic data at an early stage. Once they have started to restructure the data, that error-free performance blurs by performing some errors and finally they achieve mastery of the data. Taking Kellerman's U-shape behavior suggestion and Mclaughlin's (1987) Processing Model into consideration, we can infer that through practicing output in L2 settings, we may assist learners to demonstrate mastery in targeted linguistic data in time.

2.1.6. Anderson's Adaptive Control of Thought Model

Anderson (1976) sketches his model on two different terms: declarative and procedural knowledge. Anderson (1976) identifies three marked distinctions for his mode:

- Declarative knowledge seems to be possessed in an all or none manner, whereas procedural knowledge seems to be something that can be partially possessed;
- One acquires declarative knowledge suddenly, by being told, whereas one acquires procedural knowledge gradually, by performing the skill;
- One can communicate one's declarative knowledge verbally, but not one's procedural knowledge.

In Anderson's model, learners undergo three learning stages. The first stage is *Declarative* stage in which learners store the information as facts and interpret them. Performance is not rapid and open to errors quite simply. Since learners are in need of revising for the correct sequence of facts and requirements to fulfill. They may talk about a rule that governs the formation of lexis but be unable to utilize it correctly in their speech.

The second stage is *Associative* stage. As declarative knowledge burdens too much on working memory to be able to rehearse the correct sequence of facts, learners seek a way to compile and sort them to be able to use them quickly in the production of language in two

ways: *composition* and *proceduralization*. *Composition* assists learners to classify discrete production to one whereas *proceduralization* is the condition of being able to apply the established linguistic criteria in production to new instances.

The third stage is the *Autonomous* stage. At this stage, it could be said that generalization of facts or discriminating facts from each other serve as significant subskills. In addition to these subskills, learners are capable of modifying the facts over the confronted complex linguistic structure.

Anderson (1980) emphasized the importance of grasping the difference between learning L1 in a natural environment and learning L2 in classroom settings:

We speak the learnt language (i.e. the second language) by using general role-following procedures applied to the rules we have learnt, rather than speaking directly, as we do in our native language. Not surprisingly, applying this knowledge is a much slower and painful process than applying the procedurally encoded knowledge of our own language (pp. 224).

With this idea on his mind, Anderson (1980) states that while L1 learners achieve the full mastery of the language; L2 learners cannot perform the same performance in the targeted language. However, one can induce from his statements that learners' shifting from declarative to procedural knowledge occurs with the substantial practice.

2.1.7. Bialystok's Theory of L2 Learning

Bialystok (1978) draws a model based on two differing knowledge; *implicit knowledge* and *explicit knowledge*. Little (1994) states that "implicit knowledge is the unconscious knowledge of a much larger body of information that is the basis of automatic, spontaneous use of language" (p. 103).

As many native speakers of a language do, learners are not aware of linguistically governed rules as the linguistic knowledge processed unconsciously and this knowledge is mentioned as *implicit knowledge*. On the other hand, *explicit knowledge* means working on grammatical rules consciously, that may be the consequence of formal and deliberate instruction. Learners are capable of interpreting the linguistically governed rules when they are asked what they know about the language. However, in real-life communication, explicit knowledge fails to be accessed at a rapid pace. Due to this kind of deficiencies in relying on only one type of knowledge, Bialystok's model is drawn on interface between the two types of knowledge. Under the light of both explanations of knowledge, it is useful to clarify that implicit knowledge is not analyzed.

Apart from these two knowledge types, Bialystok (1978) differentiates between two types of output, namely Type I and Type II. Type I output is spontaneous and immediate; in

contrast, Type II output is deliberate and occurs after a delay. If the model examined carefully, one may notice that Type I output is nourished from implicit knowledge, while Type II output is nourished from explicit knowledge.

There may be some problems with Bialystok's premises. However, in instructional settings of SLA language-teaching instructors utilize explicit or implicit knowledge to present input and then expect to observe the learners' progress in the form of output. It is useful to grasp the underlying notions of these terms in the light of Bialystok's model.

To sum up, many researchers have conducted various studies probing into the effects of output in language learning. Nevertheless, the results have not been conclusive for instance, while Izumi and Bigelow (2000) stood for the positive impact of output, Cadierno (1995), Song and Suh (2008) and Horibe (2003) stood against the belief of positive impact of only output. It is ultimately worth noting that many studies so far have investigated the impact of input and output-driven instruction and reached controversial results about them.

2.1.8. Van Patten's Input Processing Instruction

VanPatten (1993) touches on the point of teaching grammar by suggesting that input processing (IP) is an approach that seeks perspectives for how learners retrieve the forms in input to construct meaning.

VanPatten (2004a) defined some principles in two main principles and some sub-principles as theoretical foundation for the model. *The privacy of meaning principle* is the first main principle and it claims that learners process input for meaning before they process it for form. One of the sub-principles of this main principle is *The Privacy of Content Words Principle*. It suggests that learners retrieve content words in input before the other elements in input. Another sub-principle is *The Lexical Preference Principle*. Learners are inclined to process lexical items when compared to grammatical items. *The Preference for Non-redundancy Principle* is that learners prefer to process non-redundant meaningful grammatical morphology before they process redundant ones. *The Meaning Before Non-meaning Principle* puts forward that learners tend to process meaningful grammatical elements rather than non-meaningful elements. *The Availability of Resources in Principle* is suggested as another sub-principle. It states that a complete comprehension of a phrase, sentence or chunk must not drain overall processing resources as the capacity of short-term memory is limited. Last sub-principle of the first main principle is *The Sentence Location Principle*. It argues that learners are proposed to process initial elements in a sentence rather than final elements.

Second main principle is *The First Noun Principle*. It states that learners are liable to process first noun in utterance. The first sub-principle of this main principle is *The Lexical Semantic Principle* in which learners are seemed to process signs of lexical semantic in lieu of word order in an utterance. The second sub-principle is *The Event Probabilities Principle*. Learners count upon event probabilities in lieu of word order in a sentence. The third sub-principle is *The Contextual Constraint Principle*. Learners might count upon less The First Noun Principle if they have opportunity to find a clue in context to process elements in an utterance.

VanPatten (2004b) debates over that IP assists learners to process data through comprehension practice and it may be more effectual than output in which learners are required to produce the language without maturing in the skills of language. However, VanPatten (2004b) does not ignore the output completely after all attaching value to its existence, as it may be a facilitative factor in learning.

It is important for language teachers to gain awareness of how learners process information and guide them in that process by providing them with effective principles when their strategies fall short to handle the breakdowns in their interlanguage.

2.1.9. Processability Theory

Pienemann (1998) attempts to endeavor to find out what grammatical structures can be processed by an L2 learner at a given competence of development.

Pienemann (1998: xv) points out that “This capacity to predict which formal hypotheses are processable at which point in development provides the basis for a uniform explanatory framework which can account for a diverse range of phenomena related to language development” Thereby, Pienemann (1998) seeks an explanation for the reason why interlanguage grammatical structures develop in predetermined sequence and also why some hypotheses are not processed. Pienemann (1998: 4) demystifies this issue as “For linguistic hypotheses to transform into executable procedural knowledge the processor needs to have the capacity of processing those hypotheses”. To put it simply, Pienemann (1998) claims that learners can comprehend solely the linguistic structures, which the available level of language processor can cope with.

The process is activated by *lemma access* in which learners have access to lemmas and words. The first procedure is *Category Procedure* in which learners use inflections on lexical items but there may be no agreement with the other words. For instance, learners may add plural –s to nouns but they seem to have mastery of applying the pluralizing rules for

auxiliary words. The following procedure is *Phrasal Procedure* in which learners are capable of coping with the rules of phrasal constituents, i.e. they can utilize inflections, plural agreement, and articles. However, whereas exchange of grammatical information is seen in a phrase, it is not observed between structural phrases. It occurs in s-procedure in which learners have a variety of standard word order, and exchange of structural phrases such as inflecting the verb with –s for the third person or utilizing an adverb of the initial part of a sentence. In the final procedure, *The Subordinate Close Procedure*, exchange of information is carried across clause boundaries such as the subordinate phrase ‘She told what I bought’.

Upon this theory, the logical problem of language acquisition draws the attention on how children or language learners of L2 come to master a language with its all-complex linguistic data. It is observed that children of L1 or learners of L2 seem to acquire some linguistic data through despite the lack of cognitive schemas or insufficient input. A possible answer to this question is regarded as the effect of Universal Grammar (UG) of Chomsky (1957). UG encapsulates two presumptions: the first is that human beings possess a special ability for language acquisition; the second is that this ability is innate. Although the possible answer is considered as UG, it nevertheless provokes the controversy about whether UG operates in second language learning as in first language acquisition.

In a similar vein, UG sparks debates on the sequence of acquisition, to wit, it sparks debates on developmental problem of L2 acquisition addressing the query about why learners follow universal stages of language acquisition. It is observed that learners acquire some linguistic components before others. Similar to logical problem, it is considered that UG may have an effect on the developmental stages of acquisition. Ellis (2008:596) asserts this effect in subsequent possibility in his book “UG interacts with other cognitive mechanisms to determine developmental patterns”.

Felix (1984) put forward that UG depends upon the maturation with various principles becoming functional as acquisition proceeds. Felix (1984) argues that the principles of UG depend on innately pre-determined process. UG is a boundless research area but it is beyond the focus of this study. It is essential to draw conclusion out of this phenomena that learners will gain some grammatical and linguistic data before other linguistic and grammatical data occur. It may be due to the markedness of the data, frequency of the knowledge or the simplicity of data. As language instructors, we already follow a predetermined English teaching curriculum. The thing that needs to be borne in mind, learners may produce some linguistic structures in time and that is normal. Language

instructors should not approach this process with impatience. Maturation in language will come in time.

2.1.10. Interface and Non-Interface Position

Building upon the knowledge about implicit and explicit knowledge, there has been ongoing debate about the turbulent relationship between implicit and explicit knowledge, stated in other words as interface position. By interface, it is implied that there is an overlap between two types of knowledge.

The non-interface position holds the view that explicit knowledge cannot convert to implicit knowledge. Well-known researcher Krashen (1981) argues that language is so complex that this complexity holds language in non-interface position. Krashen (1982) draws a distinction between explicit knowledge and implicit knowledge. The former is the consciously learnt knowledge whereas the latter is subconsciously acquired knowledge. Conscious learning cannot result in ultimate acquisition of a language. The benchmark sign of knowing a language is the extempore speech and the communication rests on acquired rules and knowledge. Hence, implicit knowledge can only be acquired by means of sufficient comprehensible input that centers upon meaning rather than form and it is the causative of spontaneous speech and communication. Non-interface position bestows priority upon fluency rather than accuracy presuming fluency comes from the acquired knowledge rather than the consciously learned knowledge (Krashen, 1981). Thereby, language instruction must lead learners to utilize language fluently with the least attention on accuracy.

In stark contrast, interface position is in favor of the cogitation that there exists a direct interaction between implicit and explicit knowledge. To put it another, practice transforms explicit knowledge directly into implicit knowledge. Practice involves giving opportunities to produce the targeted language for learners and L2 learning partakes in explicit focus on forms (linguistic structures). According to DeKeyser (1998), skill-learning theory exemplifies the strong interface position in which a conscious process that the declarative knowledge is the crux of learning. Learning occurs within some stages starting from the declarative stage in which learners form a factual understanding of knowledge; then, a procedural stage in which learners form (knowledge how) and the final stage automatization in which procedural knowledge is spontaneous and cognitively less-demanding. The proceeding of procedural knowledge may be regarded as the process of transformation of explicit knowledge to implicit knowledge.

Another position of interface is weak interface position in which explicit knowledge is considered to be converted directly and indirectly to the implicit knowledge (Ellis, 1993). The basic construct of weak interface position is that explicit knowledge may help where implicit knowledge fails. Learners may learn targeted language structures with either explicit rule provision or acquiring implicitly. Thereby, weak interface position is the moderate of the non-interface and interface position. The type of instruction that is suggested by Long (1991) in weak interface position is focus on form since this approach to grammar instruction is based on the notion that drawing learners' attention to linguistic elements must focus on the meaning in the first place.

Based on theoretical foundation of interface position, it is crucial to be acutely aware of the interface position that learners are expected to go through. Since English is the second language that is being learnt, there will be an interface that their knowledge of English partially controlled and partially automatic. After proper and adequate education in language in time, learners will gain automaticity and confidence in language and hopefully communicate precisely and functionally.

2.2. Are Input and Intake the Same?

The first scholar who distinguished between input and intake was Corder (1967). In his report, Corder (1967) claims:

The simple fact of presenting a certain linguistic form to a learner in the classroom does not necessarily qualify it for the status of input, for the reason that input is what goes in not what is available for going in, and we may reasonably suppose that it is the learner who controls this input, or more properly his intake (p.126).

The lack of precision of intake sparked debates among researchers. Some of them claimed that intake meant product whereas some of them stated that intake was needed to be considered as a process. After all, another definition about intake was a synthesis of process and product.

Reviewing research on intake, Corder (1967), Sato and Jacobs (1992) and VanPatten (2002) recorded intake as a product. They imply that intake is a controlled and selected part of input that is processed. For instance, they performed less knowledge and control of complex advanced grammar, less exactness in their use of lexis or lack of some lexis and morpho syntax, prepositional usage and gender making on articles. Therefore, Swain (1985) claimed that hearing and understanding new structures is not sufficient and learners need to be provided with the chance of producing them through meaning pushed output. Swain

(1985) theorizes that output is the required stage to push learners to increase control over their learning and surmount the fossilization stage that occurred in immersion program learners. In the course of production stage, learners notice the gap in their linguistic knowledge and that gap in linguistic knowledge obliges learners to search for the meaning in TL to express for communication. Swain (1985) points out:

Simply getting one's message across can and does occur with grammatically deviant forms and sociolinguistically inappropriate language. Negotiating meaning needs to incorporate the notion of being pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Being pushed in output, it seems to me, is a concept parallel to that of I+1 comprehensible input (pp.248).

Corder (1967) views that not all parts of the input will be processed since learners require checking and figuring out what objects, parts of the input to take in their language developmental stages. Sato and Jacobs (1992) rendered intake as the product of information processing on input. Differentially, Ying (1955) asserted that intake is a cluster of input that is absorbed by learners at the end of processing.

In contrast, other researchers perceive intake as a process. Faerch and Kasper (1980: 64) define intake as "the subset of the input which is assimilated by the IL (interlanguage) system and which the IL system accommodates to". Similarly, Chaudron (1985: 1) sees intake as "the mediating process between the target language available to the learners as input and the learner's internalized set of L2 rules and strategies for second language development".

One more point to discuss within the definitions of intake is Alcon's proposal. Alcon (1998) claims that intake is the combination of the product and process, stating that product of process. To put it another, intake is both part of the input that learners attend to and process as well as product gained after processing is complete.

As far as it is discussed above, it is not surprising to say that intake is not created only through exposure to input; input requires processing for intake and it may be furthered that intake is a stage between input and acquisition.

2.3. Acquisition of Skills

It is widely recognized that language skills are divided into two types; receptive and productive skills. Receptive skills are reading and listening and learners receive the language and decode the meaning in these skills. Productive skills are writing and speaking as learners convey a meaning through speech or written material.

In a well-designed language class, all four skills are integrated and practiced in teaching environments for a pedagogically viable teaching approach. However, it is seen that teachers concentrate much more on practicing listening but less on speaking skill or on practicing much more reading but less on writing skill in mostly teacher centered classes (Oktay, 2014; Kırkgöz, 2006). It is not surprising that this malpractice causes to create a type of learners who can listen but cannot express their ideas in their speech. In this study, mainly productive skills will be discussed while receptive skills will be touched on briefly.

2.3.1. Teaching Receptive Skills

As aforementioned, receptive skills are listening and reading skills that assist learners to reach the information, knowledge or understand contents, works and documents by reading or listening to them in daily life. Many English teachers consider that receptive skills are dealt with more easily when compared to productive skills in the classroom.

It is widely admitted that learners tend to enhance receptive skills first with less affective filter as they have more time to process the language input when compared to productive skills since in speech production speakers are expected to produce language spontaneously for the flow of communication. The development of receptive skills in SLA may be considered as bearing a resemblance to the silent period in first language acquisition. In silent period, babies tend to listen to, store, and analyze the language they are exposed to by environment and only after gaining a general perspective of the language, they begin to come up with words and chunks. They seem to comprehend much more than they produce. In a similar vein, the silent period in SLA comes into being in processing the discourse in language by receptive skills. Broadly speaking, this is a period, usually at the very beginning of language acquisition, during which the learner does not even attempt to speak. When learners are exposed to the targeted language with the authentic materials such as letters, stories, songs, movies they concentrate more on listening and comprehension but less on speaking. Language instructors are expected to be aware of this stage and not to force learners to speak until learners feel confident in that skill.

For the development of receptive skills, instructors need to bring authentic materials that present the language into the classroom. For the ease of processing discourse, instructors are advised to teach some subskills that will assist learners in grasping and processing the language input adequately. The listening skill shines out with its being most addressed language skill in real life. Richards (1983), as cited in Omaggio (1986), suggests eminent micro and macro skills for listening comprehension as follows:

Micro skills;

- ✓ Retain chunks of language in short-term memory.
- ✓ Discriminate among the distinctive sounds in the new language.
- ✓ Recognize stress and rhythm patterns, tone pattern, and intonation contours.
- ✓ Recognize reduced forms of words.
- ✓ Distinguish word boundaries.
- ✓ Recognize vocabulary.
- ✓ Recognize typical word-order patterns.
- ✓ Detect key words, such as those identifying topics and ideas.
- ✓ Guess meaning from the context.
- ✓ Recognize grammatical word classes.
- ✓ Recognize basic syntactic patterns.
- ✓ Recognize cohesive devices.
- ✓ Detect sentence constituent, such as subject, verb, object, and preposition.

Macro skills;

- ✓ Recognize cohesive devices in spoken discourse.
- ✓ Recognize the communicative functions of utterances' according to situations, participants, goals.
- ✓ Infer situations, participants, goals using real-world knowledge.
- ✓ From events, ideas, etc. described predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalizations and exemplification.
- ✓ Distinguish between literal and implied meanings.
- ✓ Use facial, kinesic, body language, and other nonverbal clues to decipher meaning.
- ✓ Develop and use a battery of listening strategies such as detecting keywords, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof. (p.126)

Richards (1983) sketches the micro and macro skills by implying that micro skills occur at the sentence level while macro skills are pertinent to discourse level. This distinction signs that it is simple to purport that micro skills refer to bottom-up processing whereas macro skills denote top-down processing.

In bottom-up processing, readers attend to discern the elements of language structures such as letters, morphemes, words, phrases, grammatical patterns (Goodman, 1970; Eskey, 2005). On the other hand, top-down processing embodies deducing meaning, selection of the required data to process, procure, and retain. Nuttall (1996: 16-17) verbalizes bottom-up processing in an exemplification such “a scientist’s magnifying a cell to examine whereas top-down processing is looking at a scene in a bird’s eye”. In addition to bottom-up processing and top-down processing, it would be necessary to add that it is worth mentioning that pre- listening/reading activities, while listening/reading activities and post listening/reading activities are needed to be manipulated in courses.

Teaching receptive skills is a boundless research case that contains vast amounts of topics, however in this study as productive skills are the research case, receptive skills will be discussed briefly. It is crucial to acknowledge that despite the separation of skills into two categories, skills are inextricably related to each other in most contexts of human

communication and cannot be separated strictly. Bearing this knowledge in the mind, most researchers handle skills in two categories for the ease of dealing with them.

2.3.2. Teaching Productive Skills

It is widely acknowledged that the demonstration of knowing a language among people is the ability to speak that language. Together with oral production, speakers are expected to demonstrate written production in the targeted language.

Production of the language requires having competences such as grammar, lexis, phonological knowledge, communication strategies, writing strategies and so on by placing a burden to master the aforementioned premises on learners of the language. For many language learners, when compared to listening and reading, speaking and writing are more difficult to acquire in this respect. At this point, language instructors are meant to eliminate the difficulty of these skills by enlightening how to acquire them effectively. Under the following title, some details about how to ease the acquisition of speaking will be explained.

2.3.2.1. Teaching speaking. In this part, some of major issues in research area relating to teaching speaking skill will be demonstrated.

Communicative competence is an issue that has been the subject of interest since the early 1970s. In 1970s, Hymes (1972) and Paulston (1974) drew a distinction between linguistic and communicative competence. They shed light on the concepts between knowledge about language forms and competences that lead learners to communicate functionally. The term communicative competence was used by Hymes (1972) referring to aspect of competence that assists people to put message across, comprehend the messages and negotiate meaning interpersonally.

Canale and Swain (1980: 29) defined communicative competence under four sub-competences. *Grammatical competence* “Knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology”; *Discourse competence* was defined as mastery of rules that connect sentence in stretches of discourse coherently to achieve a meaningful unity of spoken or written texts; *Strategic competence* was defined as the ability to use verbal and non-verbal communicative strategies to compensate for breakdowns in communication. This strategy involves paraphrasing, circumlocution, guessing, repetition, avoidance of words, changes of messages; *Sociolinguistic competence* is composed of the ability to follow socio-cultural rules of language. This competence means that learners need to understand the social context in which language is used.

In later modifications of Communicative Competence Models, Bachman (1990) suggested a reclassification of Canale and Swain's (1980) model. In 1996, Bachman and Palmer (1996) offered with slight alterations that language knowledge is composed of two essential components: organizational knowledge and pragmatic knowledge that reinforce each other in achieving a functional communication. In this model, organizational knowledge refers to the mastery of language structures; grammatical and textual knowledge. Pragmatic knowledge refers to competence to form and interpret discourse. It contains two types of knowledge: knowledge of pragmatic conventions for maintaining appropriate language functions and for interpreting the illocutionary functions of knowledge in discourse and knowledge of sociolinguistic aspects as formality, metaphor, politeness, and culturally recognized sides of language.

In addition to Canale and Swain (1980) and Bachman (1990), Littlewood (2011) put forward a readjustment for the communicative competence. Two new competencies, pragmatic competence and sociocultural competence are interpolated in the model of Littlewood. Littlewood (2011:546) asserts *pragmatic competence* as the condition "to use linguistic resources to convey and interpret meanings in real, including those where they encounter problems due to gaps in their knowledge". Regarding *sociocultural competence*, Littlewood (2011) remarks that culturally known and shared meanings provide learners to communicate.

Pedagogical investigations into teaching speaking skill have allowed scholars to define some specifications (Lazaroton, 2014). It is clarified by those specifications that language instructors must be aware of teaching conversation rules; how to initiate a conversation, to maintain it, to fix communication breakdowns, to help learners to take turns and negotiate for meaning. Moreover, sociolinguistic aspects of spoken language must be integrated into language courses. Thereby, learners will be able to produce language that will assist them to flow into real life speeches.

Upon the language proficiency of learners in a foreign language acquisition, The Common European Framework of Reference provides an international standard for describing language competences on a six-point scale. Thereby, the Framework presents levels of proficiency, which allows learners' progress to be measured at each stage of learning and on a life-long basis. The scale includes levels ranked by "A" meaning beginners in the targeted language to "C" meaning getting mastery in targeted language to refer to the stages at which the learners perform in line with their language competence. Each stage has its own descriptors beginning from simpler language competences to complex language

competences. The descriptors of CEFR is stated with can-do statements and specifically the descriptors for overall oral production (see Appendix D) and the descriptors for overall spoken interaction (See Appendix E) guide curriculum designers and language instructors into a basic blueprint for teaching oral production. If we consider these descriptors in terms of the participants in this study, they belong to A2/B1 level so that they are expected to give information about themselves and ask for information about people and things fluently. Furthermore, if the point is speaking, it would be missing to take only speaking skill descriptors into consideration but since speaking requires interaction as well, one must recognize the following descriptors of interaction in speeches, as well. The participants in this study are expected to keep the conversation maintaining and ending through active communication on a simple level. Keeping the specifications of CEFR in mind, it is pivotal to state that language instructors need to keep a balance between all four language skills rather than just teaching for the exams by practicing grammar. To sum up, learners seem to need gaining some mastery of language structures and transferring them into mutual communication by developing and sustaining the communication functionally.

2.3.2.1.1. Basic constitutes of teaching speaking skill. It is widely acknowledged that one needs to know the rules and structures of a language to utter rational and functional sentences. At this point, *teaching grammar* is a noteworthy constitute of teaching speaking. Learners need to have acquired some linguistic structure to comprehend the upcoming meaning in a speech. They must penetrate how words cluster in a sentence and how those sentences are formed of and articulated. Richards & Renandya (2002) suggest that proficiency in grammar contributes to learners' fluency. It is inferred that for a good fluency, learners must have acquired the linguistic structures. In addition to grammar, *teaching discourse* is another issue to mention. Knowing grammar is not sufficient to articulate a phrase but learners need to know that what phrase suits to in what discourse. People recognize whether a sentence is suitable for a context socially and culturally. Gee (2001) defines 'Discourse' with a capital D to give the message that discourse assists people to have an identity in communication by interacting, considering, believing and cherishing. Moreover, *Intelligibility and teaching pronunciation* draw attention in teaching settings. Linguists have mixed attitudes towards teaching pronunciation in language classes due to the belief that non-native learners are incapable of gaining native like pronunciation in a foreign language (Levis, 2005; Lane, 2010; Murphy, 2013). However, it is useful to provide learners with authentic materials that present good pronunciation opportunities for

intelligibility in speeches. Furthermore, *accuracy and fluency* are two topics that compel linguists' attention. For many learners, the acquisition of both accuracy and fluency in target language and maintaining it successfully make speaking more difficult and complex when compared to other language skills. *Accuracy* means correct language patterns in terms of grammar and phonology. On the other hand, *fluency* means oral production that flows smoothly and naturally. The former requires instructors and learners work on repetition of targeted linguistic structure whereas the latter warrants attention on the communication aspects of spoken language. The aim of many language-teaching curricula is to have learners acquire and utilize language functionally and communicatively. If the aim is to produce successful communicators of the language at the end of education process, instructors must practice both components in classrooms. Stern (1991) accentuates that instructors implementing solely accuracy-based instruction complained about inefficacy of this instruction. Nakano et al (2001) stated some indicators to check and foster the fluency of learners; namely,

- The total number of words spoken in affixed time.
- The number of silent pauses for thinking.
- The number of repetition of words, phrases or clauses.
- The number of repair or reformulation for correction.
- Mean length of utterance (MLU).

2.3.2.1.2. Speaking activities in classroom. Teaching a language in a classroom is a tough process when compared to the first language acquisition. Pushing learners to produce the language is another challenging point in language classes. However, through well-prepared classroom speaking activities, instructors may lead learners to produce the language. According to Brown and Lee (2015), speaking performance is examined under six main classroom performance;

In *Imitative* performance, learners practice the new learnt structure rather than practicing it for the aim of meaning. Tasks of imitative performance can be exemplified as repetition and drills of language forms, minimal pair repetition. Learners listen to the instructor and repeat the words or phrases such as; -flower –flower...

In *Intensive* speech is one-step further than imitative speech practicing the language phonologically and grammatically. Completing sentences, dialogues, reading aloud, directed response might be given as intensive speech tasks in classroom. For instance;

-What did the dog eat? (Beef)

-It ate beef.

Responsive speech tasks contain interaction and comprehension. However, it is restricted to short dialogues, greetings. For instance;

Teacher: How are you?

Student: Fine, thanks, and you?

Question and answer, telling directions or giving instruction may be other samples of responsive speech performance.

Transactional performance requires learners to put a message across and exchanging particular data. Thereby, it is the expanded form of responsive speech tasks. The distinction between them is the length and complication of the speech and interaction. In these tasks, negotiation for meaning is encountered much more when compared to the responsive tasks, i.e.:

A: What is the gist of the listening text?

B: Family member needs each other.

A: How did you understand it?

B: The son failed to set up the tent alone.

In *Interpersonal* activities tasks, it is aimed that learners will have the basic skills for enhancing social relationships rather than just transferring some factual knowledge. Interviews, role-plays, games can be good example of interpersonal speech tasks. For instance;

SUE: Hi, Dan. What's up?

DAN: Well! How about you?

SUE: Eh, it could be better, I guess.

DAN: What is the problem?

SUE: Sally misunderstood what I had said to her and she didn't believe in me.

DAN: Oh, don't worry. I will talk to her about it. She will understand.

SUE: Eh, I don't think so, whatever, I need to bounce. See you!

As it seen in the example, learners transmitting some real information and some interpersonal conversation traits can be traced in the dialogue such as 'I need to bounce' the word 'bounce' is used for a ball that immediately moves up from a surface after hitting it but here in this context, learners need to grasp it with socially functional meaning.

Extensive speech performance involves oral presentations, storytelling in a setting that listeners are restricted in giving responses to speakers. Language patterns are usually

contemplated before the performance. An undergraduate student's presenting the task based language teaching to their classmate can be given as an example for extensive monologue.

2.3.2.1.3. Principles for successful speaking skills. Brown and Lee (2015) sketch eight principles for teaching speaking skills:

The first principle is to *focus on both fluency and accuracy*. Developing accuracy and fluency skills together is possible in language classes. Language instructors guide learners to practice accuracy targeting acquisition of linguistic component and fluency assuring meaningfulness in each task. Second principle suggests *ascertaining the complexity of techniques* is appropriate. Pedagogically, learners fall into the feeling of failure when they encounter the task that is too complicated for their language level of competence. Instructors must recognize the learners' language level and select appropriate tasks. The third principle is to *provide techniques that spark the interest of students*. Psychologically, all humans tend to focus on things once they found them meaningful and interesting. Creating an interesting and joyful language environment in line with learners' preferences will accelerate the acquisition of the targeted objectives. The fourth principle is to *encourage the use of Authentic Language in meaningful contexts*. Learners must be exposed to authentic language use through songs, movies, stories and educational videos. Hence, they will have an idea about authentic language use in meaningful contexts. Isolated practice of linguistic structure deteriorates rather than being beneficial. The fifth principle is to *provide appropriate feedback*. Research on feedback has equipped language instructors with the notion that effective and constructive feedback raises the effectiveness of learning language (Williams, 2005). Language instructors must seize the opportunities to provide constructive feedback for the sake of effective learning. It is important to note that the moment of feedback and the way of incorporating it into class matter a lot for learners. It is useful to keep in mind that the only source of immediate feedback in second language for learners is the instructors in the classroom. The sixth principle is to *capitalize on the natural link between speaking and listening*. Separating these two skills is impossible in real life so in language classes, instructors must design tasks that will harmonize listening and speaking skills as in real life format. The seventh principle is to *give students opportunities to initiate oral communication*. In classes, the starters of speeches are usually the instructors who ask questions and present information. However, learners must be equipped with the strategies to initiate a conversation, maintain it, bring up new topics to discuss and have the control

over their conversations and speeches. The eighth principle is to *encourage the development of speaking strategies*. Concerning the strategic competence, learners must be cognizant of keeping conversation alive and active. Some sort of communication strategies are designated to overcome the challenges. Brown and Lee (2015) suggest these communication strategies as follows:

- Asking for clarification (what?)
- Asking someone to repeat something (Huh? Excuse me?)
- Using fillers (Uh, I mean, Well) in order to gain time to process
- Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Him)
- Getting someone's attention (Hey, Say ,So)
- Using paraphrase for structures one can't produce
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at survival stage) (How much does it cost? How do you get to the pharmacy?)
- Using mime and nonverbal expressions to convey meaning. (pp. 356-358)

These eight strategies that are proffered by Brown and Lee (2015) may steer language teachers towards maintaining much more efficient methods of teaching speaking skill in classrooms. In summary, while focusing on fluency, one must not ignore the accurate usages of forms or vice versa. Throughout the practice of fluency and accuracy work, complexity that learners encounter in learning environment is an important issue. A good way of specifying the appropriateness of complexity of techniques may be the reactions of learners in the implementation process. The language instructor needs to observe, guide and facilitate the courses for learners. If the techniques are seen to be complex or boring, instructors should come up with a different technique that will spark the interest and increase the motivation. Another issue to consider is authentic language provision for learners through the songs, movies, games or stories in meaningful contexts. In addition to authentic language use, giving appropriate and constructive feedback plays a significant role on the improvement of learners' progress since they will have opportunities to recognize their gaps or shift to a proper utilization of language functionally. Feedback may be given by instructor or instructor may organize some tasks that learners may provide feedback to each other orally so that the natural link between speaking and listening may be strengthened by dint of these tasks. Hence, while learners are giving feedback to each other, they may experience the opportunity to initiate a conversation, maintain it, negotiate for meaning and end the conversation appropriately. In the occurrence of breakdowns in communication, instructors must encourage learners to use some strategies in lieu of letting them quit the progress over speech due the communication breakdowns. As far as it is discussed, there is not only one

rule for teaching speaking but there seems an urgent need to synthesize all principles eclectically in classrooms.

2.4. Communicative Language Teaching (CLT)

A plethora of linguists have borne out the idea that communicative language teaching (CLT) serves significantly well to its purpose; teaching a language functionally and communicatively. CLT is considered as an approach to teaching a language (Richards & Rodgers, 2001). The major goal of CLT is to enhance communicative competence (Hymes, 1972).

Many people in language teaching field misconstrue the nature of CLT. In simple terms, it has not a syllabus, methods or techniques prescribed to apply for language instructors. It acknowledges utilizing a variety of materials, methods and techniques that will promote communication. Savignon (2005:247) ventilates the aim of CLT “meaning-focused self-expression found to be more effective way to develop communicative ability”. It is prominent to specify that CLT regards second language learning process as manifesting identical characteristics with the first language acquisition process. To be precise, second language is acquired in a similar way that babies learn their first language (Kennedy, 2006). Thereby, an urgent need to pin down arises that a meaningful input environment in classes such as in the environment of babies bears ultimate significance. By achieving the properties of language that makes sense for learners, then can learners come up with production in the language that is enunciated by Lee & VanPattern (2003:18) as “the ability [...] to produce utterances in real time”.

All the explanations reach at the same conclusion that classroom activities in CLT must signify the real-life properties. Language instructors must help learners connect the setting of learning to real life environment. It is not stiff to assert with our storehouse of knowledge in pedagogical research that expressing agreement, relaying a message to friends, shopping in a mall or telling the symptoms of an illness to a doctor can enrich the learners’ acquisition of language functionally. Numerous materials that are utilized in real life occasions may constitute the materials of CLT classes (Richards & Rogers, 2001). One of the simplest examples of this variety, based up on my own experience as an English language teacher, in a 10th graders class in a high school in one of my classrooms, was the biscuits on which some illustrations were drawn such as an umbrella, a ring, the sun, a box. In the class, those biscuits were utilized to practice the objective of talking about future events in a

fortune-telling task in which learners were assigned as a fortune-teller and a group of friends sitting by the shore.

Brown (2014) expands the characteristics of CLT as follows:

- Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p.236)

It is crucial to focus attention on the phrase ‘in unrehearsed context’ in the fourth item above. This phrase draws attention to the reality that people usually do not rehearse the real life speech in advance. Drawing on this characteristic of CLT, in this study, I asked learners to perform the classroom activities immediately in the class period. They were not given the chance to get ready for the activities out of the class since the aim was to foster their speaking skill but not mentioning.

To sum up, CLT is an effective approach to foster communicate competence, to increase the success and to create an atmosphere with high motivation in classes. Language instructors in Turkey must not dither over the incorporation of CLT into classrooms but enjoy the benefits of it.

2.5. Empirical Studies on Input and Output

Language learning includes learning two prerequisite skills; receptive and productive skills. The category of receptive skills is demonstrated by reading and listening. It is commonly recognized by most people and researchers that many language learners begin learning a language by observing, listening and reading. As it is seen, receptive skills do not push learners to produce language actively. The category of productive skills is demonstrated by writing and speaking. Learners need to utilize the concepts, structures and forms that they have learnt in receptive skills to produce the language so productive skills are more practice-demanding when compared to receptive skills.

It is beyond dispute that one needs to be exposed to receptive skills to learn a language. However, many teaching and learning language are aggravated by huge focus on receptive skills occupying most of the courses. Curriculum developers, instructors, teachers and learners arrive at a consensus that receptive and productive skills should be in balance in order for efficient language learning.

Apart from the distinction of skills, one other prominent figure of learning a language is input. In the process of acquiring a language, input is the language learners are exposed to in the language-learning environment. It is commonly admitted that language learning requires input in the first place. Krashen (1985) was an important figure whose input hypothesis once exercised powerful influence on SLA. According to his input hypothesis, SLA takes place when the learner understands input that contains grammatical structures that are one step beyond the learners' available language level that is called 'i+1' in SLA. In order for language learning to occur, Krashen (1985) puts forward that teachers provide learners with 'comprehensible input' to facilitate the learning. If the 'i+1' is put in action in the classroom, it can be defined as 'i' is the level that the learner has already been at and 1 refers to the next step he or she is to reach. It is the responsibility of teachers that they ensure learners reach the next step throughout comprehensible input. In his hypothesis, Krashen (1985) neglects the role of output and suggests that language learning takes place if the continuity of comprehensible input is ensured.

Swain (2000) countered this argument and proposed comprehensible output hypothesis. Swain (2000) argues that solely input enrichment is not sufficient for language learning since it prevents learners from practicing the language. Learners need to be given the chance of producing the language; namely the output in the hypothesis. In the process from effective input to output, learners practice the input information stored in their brain repeatedly, and finally apply it fluently.

Studies concerning the roles of input and output in learning process largely focused on the cognitive processes underlying the production of output. A study by Izumi, Bigelow, Fujiwara, and Fearnow (1999) focused on the noticing function of output, initially proposed by Swain (1995). The main research question of this study was whether a target-language production activity promoted the noticing of the target linguistic form - the past hypothetical conditional in English. The results supported the Output Hypothesis. The results indicated that the difference between the two groups was statistically significant only for the production part of the posttest. Izumi et al. (1999) argue that it is important to consider not only how the task facilitates the noticing and immediate intake of the form, but also how further processing of the noticing and immediate intake stages can be encouraged by the task.

Zhang (2009) conducted another research in the second language acquisition (SLA) with its focus on the role of input, interaction and output in the development of oral fluency in the EFL context from both a theoretical point of view and a case study. Two instruments

were used: tests of oral fluency and face-to-face interviews. The findings showed that non-native oral fluency could be obtained through efficient and effective input, interaction and output in EFL while on the other hand they suggested answers to the question why most Chinese English learners failed to speak English fluently, namely lacking effective input and output, having no real need for interaction, attaching too much importance to language forms and written tests.

In a similar vein, Song and Suh (2008) carried out research that investigated the role of output and two different types of tasks, reconstruction task and picture cued task in noticing and learning of the English past counterfactual conditional. In the experimental study, fifty-two adult learners participated. Learners were told to underline for noticing. It was observed that there were not differences in noticing the target form in the results. In the point of acquisition point, it was found that participants who had the opportunity to produce language when compared to those who did not produce language outperformed the non-output group.

Another good example of studies in the field is VanPatten and Cadierno (1993). In this research, VanPatten and Cadierno (1993) examined whether input-based instruction had an effect on output-based instruction in Spanish verb-pronoun structure. VanPatten and Cadierno (1993) achieved a result that input-based instruction surpassed the output-based instruction. On the other hand, De Keyser and Sokalski (1996) and Salaberry (1997) obtained the results that output-based instruction was superior to input-based instruction.

To be able to further the study of VanPatten and Cadierno (1993), Cadierno (1995) carried out a different research. Three groups were composed; the input group that was exposed to only input enhancement, the output group was engaged in solely the output treatment and control group received no treatment. The results of this study did not show remarkable differences from the study of VanPatten and Cadierno (1993); the input group performed a better performance than the output and control group on listening and written production tasks. Out of these results, Cadierno (1995) concludes that input-based instruction may assist learners to be equipped with the knowledge for comprehension and production whereas output-based instruction nurtures the knowledge for only production.

DeKeyser and Sokalski(1996) administered a study in which Spanish conditional structures were selected to teach through input-based instruction and output-based instruction with the presumption that learners would find conditional sentences difficult to produce as the word order is different from that of English. Hence, input-based instruction was considered to be better for comprehension and to lead improvement in production.

DeKeyser and Sokalski (1996) concluded that input-based instruction promotes comprehension while output-based instruction fosters the production skill.

Salaberry (1997) did a further research of VanPatten's and Cadierno's (1993) study and VanPatten and Song' (1995) study. The groups that participated in the study were control group, production group and input group. Salaberry (1997) claimed that groups made a similar progress in comprehension tasks. However, neither of the groups proceeded in progress in production. Hence, Salaberry (1997) expostulated with the study of VanPatten and Cadierno (1993) and VanPatten and Sanz (1995) who put forward that input enrichment led to considerable gains since no indicator for the superiority of input enrichment was observed in the study of Salaberry (1997).

More recently, the questioning point of researchers has veered in the direction of questioning the cognitive and psychological processes of output put forward in Swain's Output Hypothesis. Widely known researcher on this issue, Izumi and his colleagues examined the noticing function of output in a series of studies (Izumi, 2002; Izumi and Bigelow, 2000; Izumi et al. 1999).

To shed light on whether the output might be beneficial for SLA Izumi and Bigelow (2000) conducted a study that compared an experimental group, which was enhanced by written input and engaged in output tasks with a comparison group, which was provided with the same input but not engaged in output tasks. Results of this study did not indicate much difference between the two groups. Izumi and Bigelow (2000) attached this inconsistency to the nature of the task that might be too demanding for learners. Upon this case, Izumi and Bigelow (2000) carried out a similar study design but included less-demanding tasks. In the study, four experimental groups and a control group were compared to each other in respect of output or input based instruction. Text reconstruction task was applied to the output group while extension questions were applied to the input groups. As for the results, the participants in the output groups succeeded to use the target structure in tasks and surpassed non-output groups on post-test scores.

Another study conducted by Nobuyoshi and Ellis (1993) obtained results in favor of output-based instruction providing support that comprehensible output-based instruction leads to considerable improvement of learners. Six EFL learners were engaged in a jigsaw task in which they described actions in pictures in the study. Nobuyoshi and Ellis (1993) pushed learners to produce the past tense forms of verbs. When participants in experimental group forgot to produce past forms of verbs or used the incorrect past forms of verbs, the learners were provided with requests for clarification. On the other hand, control group was

provided with only basic requests that did not imply any incorrect usage in their sentences. As for the results, Nobuyoshi and Ellis (1993) reported that pushing learners for output may be grounds for fostering production in language.

In a similar vein, Leeser (2008) examined the use of past simple and imperfect in a dictogloss task carried out by Spanish learners. In the study, learners were scheduled to take part in output-input cycle in a closed task to be able to see whether learners would benefit from the noticing effect of output. Leeser (2008) reported that pushed output did not assist learners to notice the past forms. However, Leeser (2008) added that they were progressing in the target form when compared the results of pre and post-tests in the study.

Horibe (2003) compared two groups, input group and input + output group with a control group that had no instruction to investigate the effect of output on targeted structures. Think-aloud-protocol interviews were administered to analyze the learners' thinking processes. The results demonstrated 18 non-significant differences between the input group and the output group as to utilization of the targeted structure. Horibe (2003) reported that it might have been arisen from the too much cognitive load in the tasks.

Finally yet importantly, Kwon (2006) conducted a research on the effect of input and output on developing vocabulary learning. In the study, three groups, namely a control group, input group and output group were designed in which thirty-one or thirty-two students registered, respectively. While the control group did not receive vocabulary instruction, the input group received instruction that included input enrichment. The output group was sub-categorized within itself in terms of two variables: the task performance mode and the task sequence. That is, the output group consisted of 1) a group completing vocabulary tasks in the sequence of input output in the non-interaction mode (N=16), 2) a group completing vocabulary tasks in the sequence of output - input in the non-interaction mode (N=17), 3) a group completing vocabulary tasks in the input-output sequence in the interaction mode (N=15), and 4) a group completing vocabulary tasks in the sequence of output-input in the peer-interaction mode (N=16). The study lasted for two months in which pretest and posttest design was utilized with the two-week treatment. The results indicated that learners who received vocabulary instruction outperformed the others who did not. Moreover, the input treatment was more effective in developing short-term learning gaining whereas the output treatment fostered the long-term retention of words. Furthermore, it was found out that the task sequence, the output prior to input and the input prior to output task, did not have significant effect on improving vocabulary learning.

BavaHarji, M. Gheitanchian, M. Letchumanan, K. (2014) conducted a study in which the effects of web page usage in promoting oral production were investigated. The study contained 57 adult participants performing 12 tasks in 16-week-practice. The speech of learners were assessed in terms of fluency, accuracy and complexity. BavaHarji et al. (2014) revealed that with the opportunity in which learners were able to speak and share their personal experiences and thoughts, the tasks that promoted production in classroom settings enabled learners to improve their speaking in terms of the three sub-units that they were assessed.

Among more recent researches, it has been seen that there is a scarcity of study in input and output based instructions. It may stem from the troublesome and complex nature of researching on these topics. Especially national studies that are administered in Turkey on these topics are ultimately limited. A more recent study that was administered by Buitrago Campo (2016) focused on oral and written production through task-based learning approach due the lack of opportunities given to learners to produce the language. Buitrago Campo (2016) recognized scant chances given to learners use language to communicate and based up on this problem and searched the effectiveness of using tasks that can promote speaking skill. Buitrago Campo (2016) concluded that throughout the exposure to the language and frequently given chances to use language in communication, learners improved their speaking skill remarkably.

To sum up, previous research on input, language learning and output shed light on several roles of output and learning perspectives. However, very little research has put forward that output plays a central role on improvement of speaking skill regarding the sequence of output tasks in the process. In this paper, an empirical study will be administered to see what the roles of output in learning process and to see the effect of the sequence of output tasks.

CHAPTER III: METHODOLOGY

This chapter describes the research design, setting, participants, data collection procedures and data analysis of the research.

3.1. Research Design

The study was designed as experimental research including pre- and post-tests. The procedure lasted for five weeks employing pretest in the first week and posttest design in the fifth week. The implementation of courses was conducted in two sessions per week for each group in four weeks in total. Hence, each group received the instruction of eight sessions in total at the end of the study procedure and the present researcher was the instructor of the courses. All group members signed the consent form to demonstrate their willingness to take part in the study (see Appendix G).

3.2. Setting

The research was conducted in an Anatolian High School in the province of Denizli in Turkey in the spring term of 2018-2019 academic year. The high school is among the schools that admits its learners according to the results of the high school entrance exam of the country. The English courses at the school is designed as four compulsory hours per week by the Ministry of National Education. In addition to compulsory courses, learners prefer having two-hour-optional-English courses in one academic year. Hence, they are exposed to six-hour-English-courses per week in total. The classes consist of maximum 34 students in Anatolian High Schools and in this high school, 10th graders' classes consist of 30-32 students on average. The English curriculum of the country aims to foster four skills in the process of teaching rather than solely focusing on grammar (Ministry of National Education, 2018:5).

3.3. Participants

The participants were forty-eight (N=47) Turkish EFL learners registered in the 10th grade at a state Anatolian high school in the province of Denizli in Turkey. They were at the age of 15-16 years. The participants had been receiving English education for six years four hours English instruction per week on average. In 2018-2019 academic year, they were to take 4 hour-compulsory English courses with two-hour-optional English courses so that they

were scheduled to take 6 hours English courses in total in a week. They belonged to four different classes in which they were registered randomly at school.

In the study, subjects were placed into three groups. Two groups consisted of 16 learners and one group consisted of 15 learners. The researcher asked the English teachers of learners to select 47 learners whose achievement test scores were between 70-80 out of 100 points. Hereby, all participants were considered to demonstrate similar levels of English proficiency as they were selected according to the results of the English achievement tests prepared and carried out by their English teacher in that term. Their achievement test scores were between the same range of score so that after teachers' notifying the researcher of the list of the learners' with the scores between 70-80 points in English, groups were randomly determined as the input group (N=16) as the control group, input-output-group (N=15) and output-input-output group (N=16), as the experimental groups.

In Table 3.1., the descriptive statistics of the demographic characteristics of the learners are included.

Table 3.1. *Descriptive Statistics*

Descriptions		N	%
Gender	Female	27	57.4
	Male	20	42.6
Group	IG	16	34.0
	I OG	15	31.9
	OIOG	16	34.0

When Table 3.1. is examined, it is seen that the sample of the study consisted of 27 (57.4%) females and 20 (42.6%). Furthermore, it is seen that in the control group, there were 16 (34.0) participants; in the input-output group, there were 15 (31.9 %) participants; in the output-input-output group, there were 16 (34.0 %) participants.

All of the study was managed in pedagogically well-designed foreign language courses, as the aim of the study is to gain higher language proficiency in foreign language learning settings. The subjects were enrolled in classroom activities in the course time and requested to perform spontaneously rather than arriving at the class prepared beforehand with the aim of evaluating the effect of output eliminating the other variables such as repetition, frequency of encountering the language outside the classroom.

3.4. Implementation of the Study

The study lasted for five weeks employing pretest in the first week and posttest design in the fifth week. Hereby, the implementation lasted for four weeks between the dates of April the 24th and May the 22nd 2019. It was determined that the study would last for five weeks firstly because of the nature of experimental design as it is beyond time and effort to extend the time for the researcher and secondly because of time limitations of public schools due to the official courses schedule.

In the study, subjects were placed into three groups namely, input group, input-output group and output-input-output group. In all groups, the same topics were covered in the implementation aiming to teach targeted linguistic structures and communicative functions; however, the variables such as incorporating only input, input-output together or prior output and subsequent input output cycle again were differed.

In input group (IG), learners were exposed to input and they were not assigned to produce the language. Input enrichment was provided through videos that learners watched and listened to the usage of linguistic structures accompanied by the communicative functions such as negotiating of meaning, mimicry, stress and tones. It is important to note that IG was exposed to input enrichment more than IOG and OIOG. Only variable of IG was to test the effect of continuous input enrichment. Regarding this point, IG was not required to practice and produce the newly gained structures. Rather than production, they were provided with larger amount of input enrichment through videos, PowerPoint presentations, or reading texts.

In input-output group (IOG), two variables were included, learners were provided with input and following the input enrichment output session to give learners a chance to produce the language. Input enrichment was carried out by videos that learners watch and listen to the conversation in real life authenticity. Following the input enrichment, learners practiced the structures from controlled to less controlled practice. At the final part of each course, they were required to produce the language in their speaking tasks for the authentic practice.

As for the output-input-output group (OIOG), learners were assigned to produce the language at the very beginning of course. The aim of requirement of production in the first place was to check if it enabled learners to notice their linguistic and communicative gaps just before the presentation of input enrichment. During the input enrichment, as a possible result of this implementation, learners were expected to select the input in accordance with their own deficiency. After the attempt of production, similar with the IOG, input enrichment

was provided with videos that learners watched and listened to the conversation in real life authenticity. Following the input enrichment, learners practiced the new learnt structures from controlled to less controlled practice manner. At the end of each course, they were required to produce the language for the second time. Hence, there existed chances of comparing the first and second results of output tasks for learners letting them make their self-assessment.

In the study, pretest and posttest design was employed to be able to analyze the effect of experimental design. The test was prepared by the researcher in accordance with the content of the courses and objectives in the implementation (see Appendix B). The content and face validity of the test was checked by four foreign language teaching experts at Pamukkale University to assure that it was a valid test for measuring what it was intended to test. The same test was conducted as pretest and posttest. It consisted of three parts. In the first part of the test, learners were asked to talk to each other with the purpose of attenuating the anxiety of talking directly to the tester in a speaking test. In their speaking task, they were required to talk to their groupmates about a bitter experience for one of their girlfriends depending on the role cards that they were given. In the second part of the test, the tester posed some questions that contained the targeted objectives. The targeted objectives were chosen in line with the 10th grade English curriculum in Turkey.

The targeted objectives were defined as;

- Giving suggestions on a given situation,
- Talking about unreal situations at present
- Talking about events in the past.
- Talking about past time activities and how they developed today.

In the third part of the test, learners were assigned to narrate some pictures. Together with the linguistic structures, the components of communicative and strategic competence in foreign language learning were provided and practiced in the courses. The learners were pushed to notice and use the components starting a conversation, the negotiation of meaning and ending up a conversation. The lesson plans of the courses were attached to the appendices (see Appendix A). The summary of the lessons were depicted in Tables 3.2., 3.3., and 3.4.

Table 3. 2. *The Summary of the Content of the Study for Input Group*

	Objective	Presentation	Practice
Week 1	*Students will be able to talk about unreal situations at present.	*A short movie video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English *A song Aim: Raising awareness of the use of targeted objective and practicing it.
Week 2	* Students will be able to talk about events in the past.	* A news broadcast Aim: Providing authentic use of English	*A song Aim: Raising awareness of the use of targeted objective and practicing it.
Week 3	* Students will be able to give suggestions on a given situation.	* Three pieces of public service announcement about safer internet Aim: Providing authentic use of English	*A poster Aim: Raising awareness of the use of targeted objective and practicing it.
Week 4	* Learners will be able to talk about past time activities and how those activities change today.	* A short video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English * A song Aim: Raising awareness of the use of targeted objective and practicing it.

Table 3. 3. *The Summary of the Content of the Study for Input-Output Group*

	Objective	Presentation	Practice	Production
Week 1	*Students will be able to talk about unreal situations at present.	*A short movie video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English *A song Aim: Raising awareness of the use of targeted objective and practicing it.	*Talking about the given situations on flashcards in groups Aim: Pushing learners to produce the targeted language objective
Week 2	* Students will be able to talk about events in the past.	* A news broadcast Aim: Providing authentic use of English	*A song Aim: Raising awareness of the use of targeted objective and practicing it.	* A task in groups- Who is the murderer? Aim: Pushing learners to produce the targeted language objective
Week 3	* Students will be able to give suggestions on a given situation.	* Three pieces of public service announcement about safer internet Aim: Providing authentic use of English	*A poster Aim: Raising awareness of the use of targeted objective and practicing it.	* Discussion in groups and oral presentation Aim: Pushing learners to produce the targeted language objective
Week 4	* Learners will be able to talk about past time activities and how those activities change today.	* A short video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English * A song Aim: Raising awareness of the use of targeted objective and practicing it.	* A board game Aim: Pushing learners to produce the targeted language objective

Table 3.4. *The Summary of the Content of the Study for Output-Input-Output Group*

	Objective	Production	Presentation	Practice	Production
Week 1	*Students will be able to talk about unreal situations at present. *Students will be able to give suggestions on a given problem	* Talking about the given situations on flashcards in groups Aim: Pushing learners to produce the targeted language objective with the intention of noticing effect	*A short movie video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English *A song Aim: Raising awareness of the use of targeted objective and practicing it.	*Talking about the given situations on flashcards in groups Aim: Pushing learners to produce the targeted language objective
Week 2	* Students will be able to talk about events in the past.	* Simple picture description Aim: Pushing learners to produce the targeted language objective with the intention of noticing effect of output	* A news broadcast Aim: Providing authentic use of English	*A song Aim: Raising awareness of the use of targeted it. objective and practicing	* A task in groups-Who is the murderer? Aim: Pushing learners to produce the targeted language objective
Week 3	* Students will be able to give suggestions on a given situation.	* Talking about personal social media accounts Aim: Pushing learners to produce the targeted language objective with the intention of noticing effect	* Three pieces of public service announcement about safer internet Aim: Providing authentic use of English	*A poster Aim: Raising awareness of the use of targeted objective and practicing it.	* Discussion in groups and oral presentation Aim: Pushing learners to produce the targeted language objective
Week 4	* Learners will be able to talk about past time activities and how those activities change today.	* Simple questionnaire to talk about the past habits Aim: Pushing learners to produce the targeted language objective with the intention of noticing effect	* A short video Aim: Providing authentic use of English	* PowerPoint presentation Aim: Raising awareness of use of English * A song Aim: Raising awareness of the use of targeted objective and practicing it.	* A board game Aim: Pushing learners to produce the targeted language objective

3.5. Data Collection Procedure

For data collection, I wrote an official petition that requested permission authorized by the governorship for the implementation in the high school from the Local Directorate of National Education and the permission was given on April the 30th 2019 for the study (see Appendix F). On April 18th 2019, pretest was conducted as a pilot test on eight learners who did not actually participate in the study. Later on, pretest was administered in groups on April 22nd and 23rd 2019. Between the dates of April the 24th and May the 22nd 2019 implementation of the courses were carried out. Finally, on May the 23rd and 24th 2019, posttest was applied.

Data collection was carried out by pre-test and post-test namely oral production test (see Appendix B). The oral speech of learners was elicited by the oral production test developed by the researcher. The test was developed in line with the specifications of planning and structuring the testing oral ability. Hughes (2003) asserted in his book that:

- ❖ Make the oral test as long as is feasible. It is unlikely that much reliable information can be obtained in less than about 15 minutes, while 30 minutes can probably provide all the information necessary for most purposes.
- ❖ Give the candidate as many ‘fresh starts’ as possible. This means a number of things. First, if possible and if appropriate, more than one format should be used. Secondly, again if possible, it is desirable for candidates to interact with more than one tester. Thirdly, within a format, there should be as many separate ‘items’ as possible. Particularly, if a candidate gets into difficulty, not too much time should be spent on one particular function or topic.
- ❖ ...If it becomes apparent that a candidate is clearly very weak and has no chance of reaching the criterion level, and then an interview should be brought gently to a close, since nothing will be learned from subjecting her or him to a loner ordeal (pp. 124-125).

Bearing these specifications in mind, the test was developed carefully by the researcher. As for the implementation of the test, the learners were split into groups of four and took the test in groups. The implementation of the test lasted 28-34 minutes for each group. The tests were conducted in a room in which only four participants taking the test existed so that other participants were not able to see the process before their turn to take the test. In addition, learners were not informed that pre-test was going to be conducted as post-test with the intention of preventing the practice of test items in the treatment procedure.

The test consisted of three parts. In each part, learners were asked to do different tasks. The tasks were *role-playing*, *question answering* and *picture narration*. In the first part of the test, learners were asked to talk to each other looking at the role-play cards with the purpose of attenuating the anxiety of talking directly to the tester in a speaking test. In their speaking task, they were asked to give suggestions to one of their friends who was in trouble. In the second part of the test, the tester posed some questions about learners’ past time activities and dreams individually. Thereby, they were required to reply the questions

individually. After individual production, in the third part, the tester showed some pictures for picture narration and asked learners to talk about, compare and contrast them. The effect of task types on speech production were not searched in this study as it was beyond the focus of the research. Learners' oral production for each task were audio-recorded, transcribed and rated according to the speech rating scale (see appendix C).

During the oral production of the pre and post-tests, whole speech of each group was audio-recorded to assure that there were no points missed due to the tough manner of speech evaluation. The speeches of learners were transcribed and analyzed by the researcher and a language instructor in SLA as the second rater after a basic training on the content of the study. For the pre- and post-tests, the average of two scores was taken to evaluate. Hence, it was considered that the inter-reliability of the test was enhanced. The rate of interrater reliability was measured via Cohen's Kappa to ensure agreement between two raters of this study.

3.6. Data analysis

The first rater was the researcher herself and the second rater was an English language teacher who has been teaching for 7 years. The second rater was trained for evaluating the speech on the determined criteria to be able to reach reliable test scores. Hence, the speech of each learner was assessed by two raters and their average score was taken as their score for the oral pre- and post-test. The speeches were assessed through oral production rating scale.

Table 3.5. *Inter-rater Reliability of Pre-Test*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.423	.060	8.423	.000
N of Valid Cases		47			

*The Kappa statistic varies from 0 to 1, where;

0 = agreement equivalent to chance.

0.1 – 0.20 = slight agreement.

0.21 – 0.40 = fair agreement.

0.41 – 0.60 = moderate agreement.

0.61 – 0.80 = substantial agreement.

0.81 – 0.99 = near perfect agreement

1 = perfect agreement.

$\kappa = 0.423$ (95% CI, .410 to .600), $p < .0005$ denotes that there is a moderate agreement between the two raters of pretest in this study.

Table 3.6. *Inter-rater Reliability of Post-test*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.485	.070	15.664	.000
N of Valid Cases		47			

$\kappa = 0.485$ (95% CI, .410 to 600), $p < .0005$ denotes that there is a moderate agreement between the two raters of post-test in this study.

Speech of learners was evaluated in respect of following descriptors in the speaking test rating scale developed:

- Content (30%)
- Organization (20%)
- Vocabulary (20%)
- Fluency (20%)
- Accuracy (10%) (Hughes, 2003; Paker & Höl, 2002)

The speaking test rating scale was adapted from a scale that was developed for assessing writing by Hughes (2003). It was utilized in The School of Foreign Languages in Pamukkale University to assess speaking (Paker & Höl, 2012). The test was adapted for the current study with some additions. Four ELT experts in ELT Department of Pamukkale University were consulted for the content and face validity of the test to assure that it was a valid test for measuring what it was intended to test, and then the test took its final version. In assessment, the percentage of the descriptors were decided by the researcher and ELT experts taking the secondary school objectives in school curricula into consideration. As the aim of the study is to foster the oral production of learners communicatively, content, organization, vocabulary and fluency have larger percentages in assessment than accuracy in this study. While rating the speeches of learners the percentage of each sub-category were divided into five as there were five grading item under each subcategory according to the rubric in Speaking Test Rating Scale, i.e. for the subcategory content, $30/5=6$, the lowest point in content part is six. The more the level of a learner increases, the more the point increases as multiples of six as his/her level of performance increases. An example of rating is shown as follows:

Table 3.7. *An Example of Rating the Subcategories (Content)*

(30points)	5. VERY GOOD: Ideas expressed fully covering all content elements with appropriate elaboration and minimal digression. Completely relevant to the assigned task. Interesting and informative.
(24 points)	4. GOOD: Ideas expressed covering all content elements with some elaboration. There may be some minor repetition or digression. Relevant to the task and require minimal effort to listen.
(18points)	3. ADEQUATE: A simple account with little elaboration or with some repetition and digression from the task. One or two content elements may have been ignored. Content may have been covered. However, not very interesting and monotonous.
(12 points)	2. INADEQUATE: Not enough information. Student is jumping from one point to the other. Noticeable digression and irrelevance to the task. Requires considerable effort to follow.
(6 points)	1.POOR: Totally irrelevant to the assigned task or information is too little to assess.

Each subcategory was calculated in line with its percentage and the scores of learners were composed out of 100 points separately for pre- and post-test. The criteria to assess the speeches were explained with detailed descriptors as in the content subcategory in the Speaking Test Rating Scale (see Appendix C).

Independent variables of the test were input that were provided for learners and output that learners were required to produce. The presentation of language, the exposure to the language that learners underwent through songs, videos and PowerPoint presentations were the sources of input enrichment. The language that learners produced in production part of the lesson in games, role-plays, group works consisted of the output of the study. On the other hand, dependent variable of the study was speaking skill performance. The confounding variable was considered as learners' official English lessons that were run by the government. It was investigated that how input and output affected speaking skill performance.

SPSS 25.0 statistical package was utilized to compare the results of the tests. Normality test was conducted to see whether the data were distributed normally or not. The test indicated that the data were not normally distributed so that non-parametric tests were utilized for analysis. In data analysis, Mann-Whitney U, Kruskal Wallis, and Dunn-Bofferoni tests were utilized to draw comparisons between groups. Wilcoxon Signed Ranks was conducted to make comparisons of pre- and post-tests in-group. Cohen's Kappa test was conducted to elicit the rate of interrater reliability.

To sum up, the study lasted for five weeks in total. Implementation of courses took four weeks and pretest and posttest application took one week. There were three groups; namely, input group, input-output group and output-input-output group consisting of 16-15

learners and 47 learners in total in the study. The effect of output tasks on oral production in foreign language learning classes was investigated based on experimental research design.

CHAPTER IV: RESULTS

In this chapter, firstly, the problems that are researched and learners' progress in oral production will be discussed. Then, some comparisons will be made among and in groups. Additionally, the statistical analysis of the findings to offer suggestions to lessen the problem of unsuccessful teaching of speaking will be explained.

First, to be able to make a reliable analysis, it is crucial to figure out whether parametric or non-parametric tests will be used in analysis according to the distribution of data in the study. With this object in the mind, normality test was conducted to investigate whether the data distributed normally or not.

Table 4.1. *Pre Test-Post Test Normality Test Results*

Tests	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	P	Statistic	Df	P
Pre-test	.206	47	.000	.911	47	.002
Post-test	.131	47	.042	.920	47	.003

In Table 4.1, according to the normality test results, Shapiro-Wilk test scores indicated that the data of pre-test and post-test ($P=.002$, $P=.003$, $P<0.05$) were not distributed normally. Thereby, non-parametric tests were utilized in deeper analysis.

After the normality test, a comparison between progress of males and females in the study was drawn in pre-test and post-test. In Table 4.2., the results of the comparison of the pretest scores of the participants in the research are shown.

Table 4.2. *Mann Whitney U Test Results of Students' Pretest Scores According to Their Gender*

		N	MR	SR	U	Z	P
Pre-test	Female	27	25.72	694.50	223.50	-1.024	.306
	Male	20	21.68	433.50			

As shown in Table 4.2., there was no significant difference between the students' pretest scores in terms of gender. ($p= .306$, $p> 0.05$), that is to say; males and females seemed to have no difference in their language competence. Males and females could manage language production in similar levels in pre-test.

Table 4.3. displays the results of comparison of posttest scores of participants in terms of gender in the research.

Table 4.3. *Results of the Mann Whitney U Test of Posttest Scores of Students According to Their Gender*

		N	MR	SR	U	Z	P
Posttest	Female	27	24.22	654.00	264.00	-.130	.897
	Male	20	23.70	474.00			

As illustrated in Table 4.3., it was found that there was no significant difference between the posttest scores of the students in terms of gender. ($p = .897$. $p > 0.05$). After the implementation, the result in pre-test about gender kept its ground and males and females seemed to yield similar results in achieving language success. Although some researchers (Boyle, 1987; Nyikos, 1990) supported that females may be more inclined to handle language forms much better than males and outperform the males in drawing on language rules, some researchers (Bacon, 1992; Ludwig, 1983) claimed that there is no difference between males and females in language learning. In my study, the results supported that there is no difference between males and females in language learning.

Furthermore, in Table 4.4., Table 4.5. and Table 4.6. descriptive statistics of the pretest scores are given. Kruskal-Wallis test and Donn-Bonferroni results are given according to comparison between groups.

Table 4.4. *Mean. Standard Deviation. Min-Max values of Students in Pretest*

Groups		N	$\bar{\chi}$	SD	Min-Max
Pre-test	IG	16	38.50	3.96	26-44
	IOG	15	50.26	8.37	40-64
	OIOG	16	43.25	8.51	32-60

Table 4.4. illustrates that learners in IOG had the highest score of speech mean score ($\bar{\chi} = 50.26$) whereas the IG ($\bar{\chi} = 38.50$) had the lowest mean score in pretest. Although the learners were selected on the criteria of range of scores between 70-80 points in achievement test results, the difference in performance in IG may lead us to think that it may have stemmed from shyness or nervousness with high affective filter that they felt during speech production phase. Another reason for this difference may be considered as their achievement test scores given by English language teacher at school did not reflect learners' actual level of language competence.

Table 4.5. *The Investigation of the Relationship between the Groups of the Pretest Students Kruskal-Wallis Test Results*

	Groups	N	MR	Df	X ²	P
Pre-test	IG	1409.11	14.63	2	17.08	.000
	IOG	14270.25	34.50			
	OIOG	15679.36	23.53			

As seen in Table 4.5., it was found that there was a significant difference between the groups of students and their pretest scores at 0.05 level ($p = .000 p < 0.05$). However, this analysis does not tell among which groups the difference existed. The Dunn-Bonferroni post hoc test was used to determine between which groups the difference existed.

Table 4.6. *Post Hoc Test Results for the Examination of the Relationship between the Pretest Students' Groups*

	Group 1-Group 2	Stats	SE	P
Pre-test	IG-OIOG	-8.906	4.73	.180
	IG-IOG	-19.875	4.81	.000
	OIOG-IOG	10.969	4.81	.068

Table 4.6. depicts that according to Donn-Bonferroni test results; IG and IOG $p = .000 p < 0.05$ indicates that there is a significant difference between these two groups. It is seen in the mean of ranks in Table 4.5. that IOG ($x=50.26$) group students' test results were significantly higher than IG ($\bar{x} = 38.56$) ($p = .000 p < 0.05$). No significant relationship was found between the other groups.

In the following part, in Table 4.7., Table 4.8. and Table 4.9., the descriptive statistics of the posttest scores in Kruskal-Wallis test and Donn-Bonferroni test results are given according to the students' groups.

Table 4.7. *Mean. Standard Dev. Min-Max values of Posttest Students*

	Groups	N	$\bar{\chi}$	SD	Min-Max
Post-test	IG	16	41.26	4.27	34-50
	IOG	15	63.86	12.08	40-80
	OIOG	16	56.50	10.94	36-80

Table 4.7. indicates that IO group had the highest mean score ($\bar{\chi}=63.86$) in post-test. IG had the lowest mean score among the groups with ($\bar{\chi}=41.26$). In addition to that,

minimum and maximum scores of learners in post-test are shown in Table 4.7. Minimum score of IG learners is 34 and maximum score of them is 50. Minimum score of IOG learners is 40 and maximum score of them is 80. Minimum score of OIOG learners is 36 and maximum score of them is 80. As it is seen, after the implementation, the range of scores in posttest for IOG and OIOG expanded which is counted as the reason for higher standard deviation values of IOG and OIOG (SD=12.08, 10.94) than standard deviation value of IG (SD=4.27). All of the groups seem to increase their mean scores in post-test that it can be rendered as implementation of the study improved all groups positively.

Table 4.8. *The Investigation of the Relationship between the Groups of the Pretest Students Kruskal-Wallis Test Results*

	Groups	N	MR	Df	X ²	P
	IG	16	10.94	2	24.08	.000
Post-test	IOG	15	34.10			
	OIOG	16	27.59			

As shown in Table 4.8. there was a significant difference between the posttest scores of the students and groups of learners at the 0.05 level. ($p = .000 p < 0.05$). However, Table 4.8. does not state between which groups existed the difference. The Dunn-Bonferroni post hoc test was used to determine between which groups existed the difference.

Table 4.9 *Examination of the Relationship between the Posttest Students' Groups Dunn-Bonferroni Post Hoc Test Results*

	Group 1-Group 2	Stats	SE	P
	IG-OIOG	-16.65	4.81	.002
Post-test	IG-IOG	-23.16	4.89	.000
	OIOG-IOG	6.50	4.89	.551

According to the results of Dunn-Bonferroni test performed to determine the difference between groups as shown in Table 4.9; test results of OIOG ($\bar{x} = 56.50$) show that mean of ranks of OIOG were significantly higher than IG ($\bar{x} = 41.26$) ($p = .000 p < 0.05$). In the same way, IOG ($\bar{x} = 63.86$) students' test result was significantly higher than IG ($\bar{x} = 41.26$) ($p = .000 p < 0.05$). As there were differences among groups in pre-test as well, the differences in post-tests were expected.

In the oral production test, there were five sub-categories, namely content, organization, vocabulary, fluency and accuracy, to assess learners' speech. In following part,

learners' progress in these sub-categories are investigated. Hereby, in Table 4.10. and 4.11. the mean scores of progress and changes are shown.

Table 4.10. *The Mean Scores of the Rate of Change in Sub-Categories in Speech Progress in Students' Groups in Pretest*

	Groups	Content	Organization	Vocabulary	Fluency	Accuracy
Pre-test	IG	2.0000	1.9375	1.8125	2.0000	1.7500
	IOG	2.4000	2.8667	2.4667	2.4667	2.3333
	OIOG	2.3125	2.3750	1.9375	1.8750	2.3125
	Total	2.2340	2.3830	2.0638	2.1064	2.1277

*The assessment was made out of five points in line with speaking test rating scale (See Appendix C).

According to Table 4.10., in pre-test, IG had the highest scores in content and fluency (2.0000) and the lowest score in accuracy (1.7500).

IOG had the highest score in organization (2.8667) and the lowest score in accuracy (2.3333).

OIOG had the highest score in organization (2.3750) and the lowest score in fluency (1.8750).

It is seen that two groups, IOG and OIOG, had the highest score in organization in pre-test. It is useful to remind that the same groups' mean scores were higher than the IG ($MR=63.86 > 41.26; 56.50 > 41.26$). Masithoh, Fazuiati and Supriyadi (2018) claimed that the higher language proficiency may lead learners to use larger types of communication strategies which help them organize their conversation better. Drawing on the finding of Masithoh et al. (2018), it may be deduced that much proficient learners may perform better organization skills in their production. On the other hand, two groups, IG and IOG, had the lowest scores in accuracy in pre-test. Learners in IG and IOG seem to concern on accurate forms of language that lead them to have lower scores in pre-test.

Table 4.11. *The Mean Scores of the Rate of Change in Sub-Categories in Speech Progress in Students' Groups in Posttest*

	Groups	Content	Organization	Vocabulary	Fluency	Accuracy
Post-test	IG	2.1875	2.2500	1.8750	2.0625	1.8750
	IOG	3.1333	3.2667	3.2667	3.1333	3.2000
	OIOG	2.9375	3.1250	2.6250	2.5875	2.5625
	Total	2.7447	2.8723	2.5745	2.6170	2.5319

*The assessment was made out of five points in line with speaking test rating scale (See Appendix C).

According to Table 4.11., in post-test, IG had the highest scores in organization (2.2500) and the lowest scores in accuracy and vocabulary (2.2500).

I OG had the highest scores in content and fluency (3.2667) and the lowest score in accuracy (3.1333).

OIOG had the highest score in organization (3.1250) and the lowest score in accuracy (2.5625).

After the implementation, it was observed that all the groups had their lowest score in accuracy but their skill in fluency or organization seemed to enhance according to post-test. This finding supports the Skehan's Dual Mode System in which Skehan (1998) claims that three distinct aspects of production utilize distinct systems of language. Fluency makes use of lexicalized knowledge deploying memory-based system and when a breakdown occurs, it applies to communication strategies. On the contrary, accuracy and complexity utilize the rule-based system. By virtue of limited capacity of processing, learners may suffer from performing mastery in both aspects leading them to get mastery in one aspect but to decrease in other aspect of language. Hence, learners in this study seem to improve in fluency sacrificing their accuracy in language that is expected natural order of learning a language.

So far, the comparison of progress has been made among the groups. It is useful to make some analysis of progress of each group within itself. For this analysis, Wilcoxon Signed Ranks Test is used.

Table 4.12. *Descriptive Statistics of Pre-test and Post-test Results of Groups in Wilcoxon Signed Ranks Test*

Groups	Tests	N	Mean	Std. Deviation	Minimum	Maximum
IG	Pretest	16	38.500	3.966	26.00	44.00
	Posttest	16	41.625	4.2720	34.00	50.00
I OG	Pretest	15	50.266	8.379	40.00	64.00
	Posttest	15	63.866	12.082	40.00	80.00
OIOG	Pretest	16	43.250	8.512	32.00	60.00
	Posttest	16	56.500	10.942	36.00	80.00

Table 4.12. indicates the comparison of the mean scores of groups. It is seen that the mean scores of each group in post-test results were higher than pre-test results. Mean scores of I OG and OIOG seem to differ in larger rate when compared to mean score of IG. It may be the sign that I OG and OIOG learners benefited from the study much more than the IG. Minimum and maximum scores of learners in IG were 26.00 and 44.00 in pre-test; these scores were 34.00 and 50.00 in post-test. Minimum and maximum scores of learners in I OG were 40.00 and 64.00 in pre-test; these scores were 40.00 and 80.00 in post-test. Minimum

and maximum scores of learners in OIOG were 32.00 and 60.00 in pre-test; these scores were 36.00 and 80.00 in post-test. It is seen that whereas maximum scores of IG learners did not differ much in pre-test and post-test results (Max. 44, Max. 50), maximum scores of learners of IOG and OIOG differed remarkably (IOG Max. 64 in pre-test, 80 in post-test; OIOG Max. 60 in pre-test, 80 in post-test). It may be inferred out of this result that learners who have higher competency in language use may be amenable to benefit from output-based instruction much more in comparison with learners with lower language competency.

Table 4.13. *Ranks of Pre-test and Post-test Results of Groups in Wilcoxon Signed Ranks Test*

Groups	Tests		N	Mean Rank	Sum of Ranks
IG	Post-test – Pre-test	Negative Ranks	0 ^a	.00	.00
		Positive Ranks	7 ^b	4.00	28.00
		Ties	9 ^c		
		Total	16		
IOG	Post-test – Pre-test	Negative Ranks	0 ^a	.00	.00
		Positive Ranks	14 ^b	7.50	105.00
		Ties	1 ^c		
		Total	15		
OIOG	Post-test – Pre-test	Negative Ranks	0 ^a	.00	.00
		Positive Ranks	14 ^b	7.50	105.00
		Ties	2 ^c		
		Total	16		

*a. Post-test < Pre-test

*b. Post-test > Pre-test

*c. Post-test = Pre-test

Table 4.13. exhibits much detail of progress in groups' own progress. If it is examined, it is seen that the value of Ties (9^c) for IG means that the level of nine learners were the same before and after the study. To put it another, it may be added that there were nine learners who did not experience any improvement in IG in this study. Positive Ranks of IG (7^b) denote that seven learners in IG progressed at the end of this implementation. Thereby, it is observed that while nine learners did not affect from the study at all, seven learners could gain some competence at the end of the implementation. Only 43.7% of learners seemed to benefit from only-input-based instruction. For the IOG, it is seen that the value of Ties (1^c) represents that there was only one learner that could not exploit the implementation while 14 learners in the same group benefited from the same implementation (Positive Ranks= 14^b). 93.3% of learners in IOG underwent positive changes at the end of the implementation. Lastly, value of Ties of OIOG (2^c) indicates that there were two learners

that could not take advantage of implementation while 14 learners (Positive Ranks= 14^b) seemed to gain advantage of the implementation. 87.5% of learners were recorded to benefit from the prior-output-based instruction in OIOG.

Table 4.14. *Test Statistics of Comparison of Pre-test and Post-test Results in each Group*

Groups		Post-test – Pre-test
IG	Z	-2.371 ^b
	Asymp. Sig. (2-tailed)	.018
IOG	Z	-3.316 ^b
	Asymp. Sig. (2-tailed)	.001
OIOG	Z	-3.301 ^b
	Asymp. Sig. (2-tailed)	.001

When the variables obtained in Table 4.13. are examined to see if there is a meaningful difference in groups' progress in pre-test and post-test, the calculated statistical value of the test is (Z) -2.371^b and the corresponding significance value is 0.018. As the significance value is smaller than 0.05, there is a significant difference between the results of pre-test and post-test of IG. For the IOG, the calculated statistical value of the test is (Z) -3.316^b and the corresponding significance value is 0.001. Since the significance value is smaller than 0.05, there is a significant difference between the results of pre-test and post-test of IOG. Lastly, the calculated statistical value of the test is (Z)-3.301^b and the corresponding significance value is 0.001 for OIOG. As the significance value is smaller than 0.05, there is a significant difference between the results of pre-test and post-test of OIOG. It may be interpreted as the study affected all the groups positively. All groups were observed to develop their speaking skill. However, in IG seven learners could not benefit from the implementation while in other groups this number was one or two. This difference in groups may lead us to interpret that IG underwent slight changes at the end of only input enrichment. Hence, it can be said that output instruction is more effective than only input enrichment.

CHAPTER V: DISCUSSION. CONCLUSION and SUGGESTIONS

This chapter will include the discussion of results in this study. In addition to discussion of results, pedagogical implications and suggestions for further research will be discussed in the chapter.

5.1 Discussion

In this part, the primary findings of the study will be highlighted on the basis of the research questions.

5.1.1. Research Question 1: Is Only Input Enrichment Sufficient for Acquisition of Oral Production?

Hypothesis 1: Only input is not the only contributor of language acquisition. Thus, input group will have lower levels of speaking proficiency when compared to output groups.

The results of the pretest and post-test of input group indicate that after the implementation of the study, seven learners in IG showed minor improvement in terms of oral production. It can be deduced from this result that only input does not lead learners' available oral competence to a decline. Nonetheless, it results in minor changes in the improvement of oral production. It may be inferred that Krashen's (1985) Input Hypothesis does not lead to significant improvements in learners' oral production compared to output-based instruction in non-native like settings as in this study. Furthermore, the findings of this study are in contrast with the findings of Zhang (2009). Zhang (2009) pointed out that non-native oral fluency could be obtained through efficient and effective input but nine learners in this study could not improve themselves after the only input based instruction while only seven learners were observed to develop in terms of oral competence.

In another study carried out by Van Pattern and Cadierno (1993), it was found that input-based instruction surpassed the output-based instruction. Thereby, the results of this study are not corresponding to the study of Van pattern and Cadierno (1993). Besides, Horibe (2003) reported that there was no significant difference between input-based instruction and output-based instruction, so it may be added that this study is not parallel to the study of Horibe (2003) since there was a difference among control and experimental groups since input-based instruction did not create the same effect on learners.

5.1.2. Research Question 2: What Are the Effects of Comprehensible Output in Enhancing Speaking Skill in SLA?

Hypothesis 2: Pushing learners to produce language in communication in each course systematically will foster the speaking skill adequately in learners' development of speech.

The findings of the study support this hypothesis. When we examined the comparisons in-group, we see that number of learners who could benefit from the implementation in IOG and OIOG was higher than the number of learners in that of IG. Thereby, it may be derived out of the mean scores that output-based instruction proves its superiority in fostering oral production when compared to input-based instruction. In addition to this result, the Post-Hoc test results supported this finding: results of OIOG were found to be significantly higher than that of IG.

Experimental groups indicated considerable progress in subcategories of speech assessment in this particular study. Hence, it can be remarked that output-based instruction can be regarded as an efficacious prompter of enhancing speaking skill. IOG and OIOG Learners seemed to lack some of basic constituents of speaking in pre-test whereas in post-test they were much more confident to use the language. This finding of my study affirmed the findings of Nobuyoshi and Ellis' (1993) study in which Nobuyoshi and Ellis (1993) reported that pushing learners for output may be grounds for fostering production in language and output-based instruction providing support that comprehensible output-based instruction leads to considerable improvement of learners.

In this particular study, learners were assigned to underline the phrases that contained the new learnt language in lyrics of songs. At that point, learners were good at noticing the new learnt language. Additionally, pushing experimental group learners to produce a piece of language in each course may have led them to notice their weakness in the period of the whole study although OIOG learners were observed not to benefit from prior output practice. Practice on noticing the new learnt language was supported by the production in the language. Since learners in experimental groups achieved a steady progress in oral production, learners may have benefited from noticing effect in general to recognize their strengths and weaknesses. Song and Suh (2008) carried out a research that yielded similar results to the findings of my study and achieved a result that output-based instruction ameliorates a foreign language. However, Song and Suh (2008) reported that noticing effect did not affect learners' progress in their study. Similarly, Leeser (2008) concluded in his study that nonetheless pushed output did not affect learners' noticing the target form, such

as the finding of my study for IOIG, they indicated some progress in target form. Learners seem to ignore the noticing effect of pushed output but they continue to improve their skill in output-based instruction.

In this particular study, it was observed that only input enrichment was not sufficient to improve in speaking skill. Hereby, speaking skill is enhanced by meaningful production in targeted language. One more research that comes to partly similar result to my study in this respect was conducted by Salaberry (1997). Salaberry (1997) claimed that groups made a similar progress in comprehension tasks. However, neither of the groups proceeded in progress in production. Hence, Salaberry (1997) downplayed the superiority of only input enrichment as my study did.

In my study, all of the groups were provided with input enrichment but IG learners were presented much more input flow than experimental groups as they were not assigned to produce language. However, they did not display notable improvement in their speaking skill. This finding brings the idea into the mind that, nevertheless learners are enriched by a great deal of only input flow, it does not lead them to develop their speaking skill considerably despite the occasion that they seem to comprehend the language. Thereby, this particular study of mine is parallel to the study of Dekeyser and Sokalski (1996) in terms of being in favor of output-based instruction diminishing the value of great deal of only input enrichment.

Turning to the detailed examination of the findings of this study, it is worth mentioning that rate of change monitored in fluency among other sub-categories of speech production in post-test seemed to be the highest change in total. Even though the treatment was solely restricted to four weeks, progress in fluency indicates a good result among five-subcomponents of testing scale. Hence, Swain's (1985) pushed output theory is borne out with this particular finding that fluency is ameliorated by language production in my study. Swain (1995) disputed that only input alone cannot be the causative of output but production of the language is the trigger for language acquisition.

Another point to be touched on in the findings of this study is in all groups, accuracy undergoes the least rate of improvement. Nobuyoshi and Ellis (1993) noted in their study that output-based instruction may show its effect in accuracy *over time*. In a similar vein, Nilsson (2012) compared the effects of accuracy vs. fluency based tasks and reported that learners may get bored of accuracy based tasks, to put it another, the original fluency group found the accuracy based task very boring and soon asked to swap back to their original way of working. Another view that is extremely important is Skehan's Dual Mode System in

which Skehan (1998) argues that fluency and accuracy are distinct aspects of language learning. Former draws on the memory-based system that utilizes accessing the communication strategies to fix a communication breakdown and utilizes the ready-made chunks rapidly whereas the latter draws on rule-based system that works with generative rules that requires some time to form new propositions. Skehan (1998) demystifies these two aspects of language that learners will decrease in one aspect while prioritizing them in production as simultaneous dual working requires too much effort. In other words, if learners perform a good level of fluency in their production, performance of accuracy may be in lower levels in learning process. The finding of my study that learners performed better in fluency in inverse proportion to accuracy is supported by Skehan's (1998) exposition in Dual Mode.

Conversely, although all groups' least enhanced subcomponent of speech is accuracy at the end of the study, the finding disputing this assumption is that IOG displayed the highest rate of change in accuracy in post-test when examined in-group comparison. The reason lying under it may be presumed as that the English teacher teaching them according to the school English curriculum may have assigned them with extra accuracy-based tasks because it was intended that all the subcomponents of speaking skill were handled evenly throughout the treatment.

In this present study, in both courses and pre- and post-tests, learners were able to talk about their personal ideas and experiences. Talking about their real life seemed to encourage their willingness to produce the language and improve their speaking skill remarkably. BavaHarji, M. Gheitanchian, M. Letchumanan, K. (2014) reported similar findings to this present study. BavaHarji et al. (2014) with the help of tasks that provide occasions to speak and share their personal experiences and thoughts, learners underwent considerable improvement in their oral production. Moreover, recently, Buitrago Campo (2016) drew a conclusion that throughout the exposure to the language and frequently given chances to use language in communication, learners were recorded to improve in speaking skill. Conclusion of Campo (2016) is consistent with the finding of this particular study.

5.1.3. Research Question 3: What is the Effect of Implementation of Variables in Subsequent Order, Prior Output, Then Input Enrichment and Again Output in Enhancing Speaking Skill?

Hypothesis 3: Learners prompted to produce output at the beginning of the implementation will gain higher levels of proficiency in oral production in targeted linguistic structure and communicative function than non-output groups.

The findings of this study does not support this hypothesis. When the results of sub-categories of speech in pre-test and post-test are examined, OIOG did not outperform the IG and IOG. This might be used to imply that the noticing function of output suggested by Swain (1995) does not seem to assist learners remarkably in noticing their gaps in their interlanguage and healing those gaps in following immediate enrichment session.

This finding of the study is not consistent with the study of Izumi and Bigelow (2000). Izumi and Bigelow (2000) remarked that learners noticed their linguistic gaps in their interlanguage. However, they were incapable of transmitting that input into substantial output. In this study, it is seen that OIOG learners did not differ in their progress when compared to IOG. Therefore, prior output-based instruction did not seem to create the expected improvement in learners.

Yet, this finding of the study supports the finding of Kwon (2006) research. Kwon (2006) concluded that output-based instruction led to significantly better gains when compared to input-based instruction as my study yielded a similar result. Nonetheless, regarding the prior output order, Kwon (2006) asserted that there was no significant difference between the output-first and input-first treatment even though learners noticed the linguistic gaps in their vocabulary repertoire. Kwon (2006) noted that input enables learners to acquire lexis for short-term retention while output purveys long-term retention.

What is more, this finding of the study is not consistent with the study conducted by Horibe (2003). In the study, Horibe (2003) compared two groups; input group and input plus output group. The result of the post-tests indicated that there was no significant difference between two groups. Under the light of this finding, Horibe (2003) refuses the positive effect of output. However, in my study, output group learners indicated more improvement than input group learners did.

5.2. Conclusion

Notwithstanding the fact that the English teaching curricula in Turkey stipulates that four main language skills be integrated and taught in classrooms, the outcome of the teaching

processes culminates with speechless learners. The purpose of the study was to investigate the effect of input, output and the order of prior output tasks in English courses among 47 10th grader learners in a high school.

The research employed experimental research design with pretest and posttest. Learners were split into three groups, namely input group, input-output group and output-input-output group consisting of 15-16 participants. The content of the courses was the same; however, the implementation of courses differed. In the IG, learners were not asked to produce language orally while in experimental groups, learners were assigned to produce language orally in pair or group works. The only difference between IOG and OIOG was that learners in OIOG were asked to speak at the very beginning of the course. The pretest was administered as posttest, as well but learners were not informed that they would take the same test as posttest to prevent them from rehearsing the content of the test during the treatment process. The oral production test that was used as pretest and posttest was the instrument to elicit data in the study. The audio-records of learners in pre-test and post-test was assessed through oral production rating scale by two raters and their mean scores were admitted as learners' scores in tests. The data analysis of the study was conducted via SPSS 25.00. Mann-Whitney U., Kruskal Wallis Test and Dunn-Bofferoni test were utilized to make comparisons between groups. Wilcoxon Signed Ranks Test was utilized to make comparisons of one group's pre-test and post-test results; in other words, in-group comparison was made via Wilcoxon Signed Ranks Test. Additionally, interrater reliability of the study was conducted via Cohen's Kappa Test.

The results of the study revealed that the learners in IG fostered their speaking skill with slight improvement. On the other hand, the learners in IOG and OIOG manifested a significant change in their speaking skill when compared to IG since in IG there were nine learners that their proficiency in language stayed the same according to Wilcoxon Signed Ranks Test. Thereby, the results of this study support the significant value of output tasks in teaching language in contrast to input alone enrichment. However, one needs to pin down and acknowledge that unless harmonizing input and output tasks in teaching a language, there will be some deficiencies in constituents of speech production. It can therefore be stated that success in teaching a language can be overshadowed due to pedagogical deficiencies based up on the researcher's experience in this study.

5.3. Pedagogical Implications

The findings of this study may assist language teachers in grasping clues for a communicative teaching atmosphere in their classes. It may shed light on their hesitations about how to teach speaking and how to assess it adequately. As speaking is a tough skill to teach, assess and analyze, there seems very limited research on oral production in language. This study may be treated as one of the pathfinders in the field and extended with further research. Language teachers and instructors who have been suffering from insufficient techniques in their classes may derive inspiration from this study and conduct new research to share their experience and compare and contrast their results with this study.

Additionally, this study may be the pioneering examination into the effect of input and output tasks for curriculum designers that they may seek an opportunity to bridge the gap between the theories or prescriptions written on a paper and their actualizations in teaching environments. Curriculum designers may design much more effective textbooks and educational web pages that are rich in oral production tasks. Stakeholders of Ministry of National Education may organize workshops for teachers and instructors in light of the findings of this study.

5.4. Suggestions

This study opens many gates for further research for researchers. To exemplify, it could be redesigned and applied with enlarged number of learners. Hence, the results will have strong implications to generalize to a larger quantity of learners. Apart from the number of participants, diverse range of age group can be included to scrutinize and see the results on different age groups. Moreover, this study lasted for five weeks so it was limited to only this period. The period of the treatment can be expanded to see the consistent effect of treatment on learners' language acquisition in a longer term. Beside the expansion of period, pretest and posttest implementations can be video recorded so that researchers can meet the opportunity to analyze the core elements of speaking such as facial expressions, discourse, conversation, negotiation of meaning, turn taking, expressive devices, and the strategies for fixing the gaps in speeches.

Furthermore, on top of everything, this study can be replicated in a different design to examine the effect of interaction among learners. Interaction among learners while learning a language is a deep area that needs detailed research for the sake of learners. Last but by no means least, types of feedback can be involved in a further study with the questions

of how and when to address feedback in language teaching environments. As it is seen clearly, yet there exist many aspects to dissect in further research.

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APPENDICES

APPENDIX A: Lesson Plans

LESSON PLAN 1A (INPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of course)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives:

- * Students will be able to get the gist of listening text.
- * Students will be able to talk about unreal situations at present.
- * Students will be able to give suggestions in targeted linguistic sentence.

Materials: A video, ppt presentation for input provision of grammatical structure, a song, two worksheets.

Anticipated Problems: Students may have difficulty in deducing the meaning of new linguistic structure. The teacher may draw a thinking balloon on the board over Fiddler's character and uses some mimicry to activate their schemata.

Lead-in Activity: The teacher comes in and greet the class. After greeting, she starts a video that will be the main material of the procedure part. As a lead in activity, she uses the music of the video that is adapted to Turkish. Hence, students will have an idea of what will be the theme of the lesson. The teacher may ask some questions such as "Do you remember the rhythm of music in Turkish? What does the singer talk about in the song?" After lead in questions, she explains that they will learn talking about unreal situations at present. In addition, she describes the general outline of the course. (3 minutes)

Pre-Procedure: The teacher checks the possible new vocabulary for students. After becoming sure that they know the main vocabulary items in the video, the teacher states that they will watch Fiddler in the short video. She wants them to focus on Fiddler's workplace and his statements.

Presentation: The students watch the video without any interruption for the first time and get a general idea of the video and its content. The teacher asks some questions "What is Fiddler talking about in the video? What does he wish? What do you hear for that wish in his statements?" Expected answers of students: If I were I wouldn't have to work hard... I would build...

Practice: After the learners have noticed the new linguistic structure, the teacher starts a PowerPoint presentation that if clause Type 2 is briefly explained with sample statements of Fiddler. Later on, the teacher distributes a paper that is written Fiddler's whole conversation and the teacher makes students underline the unreal situations in three minutes. Then they explain what they have underlined by discussing in the class. They watch the video for the second time. As this is the input group, the input enrichment session will be scattered throughout the whole course since they will not be assigned to produce the language. Later

on, learners will be told that they will listen to Lloyd Cole's song (If I were a song) and figure his wishes out. They will be given the lyrics of the song and fill the missing words.

Summary: The teacher asks whether they like the class or not. what they have liked and have disliked. She summarizes the lesson and the linguistic structure. She gives feedback on students' progress in their learning progress.

LESSON PLAN 1B (INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of course)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives:

- * Students will be able to get the gist of listening text.
- * Students will be able to talk about unreal situations at present.
- * Students will be able to give suggestions in targeted linguistic sentence.

Materials: A video. ppt presentation for input provision of grammatical structure.

Anticipated Problems: Students may have difficulty in deducing the meaning of new linguistic structure. The teacher may draw a thinking balloon on the board over Fiddler's character and uses some mimicry to activate their schemata.

Lead-in Activity: the teacher comes in and greet the class. After greeting, she starts a video that will be the main material of the procedure part. As a lead in activity, she uses the music of the video that is adapted to Turkish. Hence, students will have an idea of what will be the theme of the lesson. The teacher may ask some questions such as "Do you remember the rhythm of music in Turkish? What does the singer talk about in the song?" After lead in questions, she explains that they will learn talking about unreal situations at present. In addition, she describes the general outline of the course. (3 minutes)

Pre-Procedure: The teacher checks the possible new vocabulary for students. After becoming sure that they know the main vocabulary items in the video, the teacher states that they will watch Fiddler in the short video. She wants them to focus on Fiddler's workplace and his statements.

Presentation: The students watch the video without any interruption for the first time and get a general idea of the video and its content. The teacher asks some questions "What is Fiddler talking about in the video? What does he wish? What do you hear for that wish in his statements?" Expected answers of students: If I were I wouldn't have to work hard... I would build...

Practice: After the learners have noticed the new linguistic structure. the teacher starts a PowerPoint presentation that if clause Type 2 is briefly explained with sample statements of Fiddler. Later on, the teacher distributes a paper that is written Fiddler's whole conversation and the teacher makes students underline the unreal situations in 3 minutes. Then they explain what they have underlined by discussing in the class. They watch the video for the second time. Finally, the teacher asks the students "What would you do if you were rich/prime minister/school director?" and give them time to think and talk their dreams shortly as individual production.

Production: The teacher assigns students into pairs and give them flashcards that contain problems. They are assigned to talk about problems and give suggestions to each other. They will display the most creative and original suggestion on the class bulletin board. The teacher

writes some sentences on the board (communicatively functional sentences) want them to use (I'm sorry, I missed, can you say it again?, Repeat it? I couldn't understand "_____") During the oral production she walks around the class, assists where learners need and observes their progress. After the production phase in pairs, they present their suggestions to class. They vote for the most original/creative suffering for the display on the bulletin board.

Summary: The teacher asks whether they like the class or not, what they have liked and have disliked. She summarizes the lesson and the linguistic structure. She gives feedback on students' progress in their learning progress.

LESSON PLAN 1C (OUTPUT/INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of course)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives:

- * Students will be able to get the gist of listening text.
- * Students will be able to talk about unreal situations at present.
- * Students will be able to give suggestions in targeted linguistic sentence.

Materials: A video. ppt presentation for input provision of grammatical structure.

Anticipated Problems: Students may have difficulty in deducing the meaning of new linguistic structure. The teacher may draw a thinking balloon on the board over Fiddler's character and uses some mimicry to activate their schemata.

Lead-in Activity: the teacher comes in and greet the class. After greeting, she starts a video that will be the main material of the procedure part. As a lead in activity, she uses the music of the video that is adapted to Turkish. Hence, students will have an idea of what will be the theme of the lesson. The teacher may ask some questions such as "Do you remember the rhythm of music in Turkish? What does the singer talk about in the song?" After lead in questions. she explains that they will learn talking about unreal situations at present. In addition. she describes the general outline of the course. (3 minutes)

Pre-Procedure: The teacher checks the possible new vocabulary for students. After becoming sure that they know the main vocabulary items in the video, the teacher states that they will watch Fiddler in the short video. She wants them to focus on Fiddler's workplace and his statements.

Production: The teacher assigns students into pairs and give them flashcards that contain problems. They are assigned to talk about problems and give suggestions to each other.

Presentation: The students watch the video without any interruption for the first time and get a general idea of the video and its content. The teacher asks some questions "What is Fiddler talking about in the video? What does he wish? What do you hear for that wish in his statements?" Expected answers of students: If I were a rich man, I wouldn't have to work hard... I would build...

Practice: After the learners have noticed the new linguistic structure. the teacher starts a PowerPoint presentation that if clause Type 2 is briefly explained with sample statements of Fiddler. Later on. the teacher distributes a paper that is written Fiddler's whole conversation and the teacher makes students underline the unreal situations in 3 minutes. Then they explain what they have underlined by discussing in the class. They watch the video for the second time. Finally, the teacher asks the students "What would you do if you were rich/prime minister/school director?" and give them time to think and talk their dreams shortly as individual production.

Production: The teacher assigns students into pairs and give them flashcards that contain problems. They are assigned to talk about problems and give suggestions to each other. They will display the most creative and original suggestion on the class bulletin board. The teacher writes some sentences on the board (communicatively functional sentences) want them to use (I'm sorry, I missed, can you say it again? Repeat it?, I couldn't understand "_____") During the oral production she walks around the class. assists where learners need and observes their progress. After the production phase in pairs, they present their suggestions to class. They vote for the most original/creative suffering for the display on the bulletin board.

Summary: The teacher asks whether they like the class or not, what they have liked and have disliked. She summarizes the lesson and the linguistic structure. She gives feedback on students' progress in their learning progress.

LESSON PLAN 2A (INPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Students will be able to talk about events in the past.

Materials: A video, a broadcast text and conversation in the video, worksheet scenario cards.

Lead-in Activity: The teacher comes and greets the class. After greetings, she draws a hangman diagram for two words (past activities) on the board and tells learners they will find out what they will learn today if they can find the words without being hung.

Pre-Procedure: Lexis in news broadcast.

Presentation: The teacher gives pre-watching information about video by saying that they will watch a TV broadcast that was about blowout last night. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? What happened last night? What were people doing when the blowout happened?" This time, the teacher wants them to focus on the sentences that they stated what they were busy with when the blowout occurred. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Learners are told that they will listen to a song by John Lennon. They are expected to recognize the new learnt structure in a different context. They fill the blanks of the lyrics of the song.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the lesson and performances through some questions to see how much the new communicational function of the language is learnt.

LESSON PLAN 2B (INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Students will be able to talk about events in the past.

Materials: A video, a broadcast text and conversation in the video, worksheet scenario cards.

Lead-in Activity: The teacher comes and greets the class. After greetings, she draws a hangman diagram for two words (past activities) on the board and tells learners they will find out what they will learn today if they can find the words without being hung.

Pre-Procedure: Lexis in news broadcast.

Presentation: The teacher gives pre-watching information about video by saying that they will watch a TV broadcast that was about blowout last night. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? What happened last night? What were people doing when the blowout happened?" This time, the teacher wants them to focus on the sentences that they stated what they were busy with when the blowout occurred. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Learners are required to write a five-minute period in their homes last night in the light of three questions: What did you do last night? What was your mother doing while you were...? What was your brother/sister/father doing while your mother was...? A few of them are required to present their writing in a speech form. (5 min.)

Production: The teacher assigns learners in 4-person-groups and describes the task "Who is the murderer?" She writes on the board "Mrs. McDonald was found dead in her house on Tuesday at eight in the morning. You have to find who killed her and why. For the each group member they will make up an identity inspector, wife, sister, brother, sister-in-law.. One of them is the murderer. He/she gives herself/himself up with a lie. They are told that they are going to prepare and perform it and the groups will watch the performance and guess who the murderer is. Leading questions "Where were you? What were you doing?" They get prepared and perform their scenarios and the other groups try to guess and find out who the murderer is. In preparation part, the teacher walks around and supports if only help is needed but during the performance, the teacher's support is minimized if there is no serious breakdown in communication.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the lesson and performances through some questions to see how much the new communicational function of the language is learnt.

LESSON PLAN 2C
(OUTPUT/INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Students will be able to talk about events in the past.

Materials: A video. a broadcast text and conversation in the video. worksheet scenario cards.

Lead-in Activity: The teacher comes and greets the class. After greetings, she draws a hangman diagram for two words (past activities) on the board and tells learners they will find out what they will learn today if they can find the words without being hung.

Pre-Procedure: Lexis in news broadcast.

Production: The teacher shows learners four pictures that are connected with a theft. She asks some questions about the pictures such as ‘when did the theft happen?’ What was the mother owner of the house doing? Where was the dog of the house? What was the dog doing?

Presentation: The teacher gives pre-watching information about video by saying that they will watch a TV broadcast that was about blowout last night. She remarks that they are required to focus on the speaker’s question and people’s replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions “What is the event in the video? What happened last night? What were people doing when the blowout happened?” This time, the teacher wants them to focus on the sentences that they stated what they were busy with when the blowout occurred. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Learners are required to write a five-minute period in their homes last night in the light of three questions: What did you do last night? What was your mother doing while you were...? What was your brother/sister/father doing while your mother was...? A few of them are required to present their writing in a speech form. (5 min.)

Production: The teacher assigns learners in 4-person-groups and describes the task “Who is the murderer?” She writes on the board “Mrs. McDonald was found dead in her house on Tuesday at eight in the morning. You have to find who killed her and why. For the each group member they well make up an identity inspector. Wife, sister, brother, sister-in-law.. One of them is the murderer. He/she gives herself/himself up with a lie. They are told that they are going to prepare and perform it and the groups will watch the performance and guess who the murderer is. Leading questions “Where were you? What were you doing?” They get prepared and perform their scenarios and the other groups try to guess and find out who the murderer is. In preparation part, the teacher walks around and supports if only help

is needed but during the performance, the teacher's support is minimalized if there is no serious breakdown in communication.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the lesson and performances through some questions to see how much the new communicational function of the language is learnt.

LESSON PLAN 3A (INPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: *Students will be able to ask for suggestions.

*Students will be able to give suggestions on a given situation.

Materials: A video, a broadcast text and conversation in the video, worksheet scenario cards.

Anticipated Problems: New vocabulary may distract learners. New vocabulary will be taught in pre listening.

Lead-in Activity: The teacher comes and greets the class. She tells briefly that she has noticed that there was a strange follower in her social account and she does not have any idea about how he had started to follow her. She adds that they will learn how to talk about being safer on the net.

Pre-Procedure: Lexis in video material.

Presentation: The teacher gives pre-watching information about video by saying that they will watch short videos about safer internet. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? How does the girl feel in the video? This time, the teacher wants them to focus on the sentences. Teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Teacher tells students that they are going to see a poster about online safety. Before they see the poster, the teacher presents the possible new vocabulary items in the poster. Later on, students are told to read the eight tips for a safer internet and answer some comprehension questions, the students in this group are not asked for producing the language orally as they are control group.

LESSON PLAN 3B
(INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: *Students will be able to ask for suggestions.

*Students will be able to give suggestions on a given situation.

Materials: A video, a broadcast text and conversation in the video, worksheet scenario cards.

Anticipated Problems: New vocabulary may distract learners. New vocabulary will be taught in pre listening.

Lead-in Activity: The teacher comes and greets the class. She tells briefly that she has noticed that there was a strange follower in her social account and she does not have any idea about how he had started to follow her. She adds that they will learn how to talk about being safer on the net.

Pre-Procedure: Lexis in video material.

Presentation: The teacher gives pre-watching information about video by saying that they will watch short public service announcements about safer internet. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole videos for the first time without interrupting to get the general idea of the videos. After watching, the teacher asks some questions "What is the event in the video? How does the girl feel in the video?" This time, the teacher wants them to focus on the sentences. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Teacher tells students that they are going to see a poster about online safety. Before they see the poster, the teacher presents the possible new vocabulary items in the poster. Later on, students are told to read the tips for a safer internet and answer some comprehension questions.

Production: Afterwards, learners are split into groups in four and assigned to order the items according to the importance that they attach to each item. All of the speech they have produced must be in English so the teacher walks around the class and checks it by giving

feedback or providing support where students need. After they have discussed, they present their list to their friends orally.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the interview and performances through some questions to elicit the measure how much the new linguistic structure is acquired. She introduces some songs for further practice of new structure in a communicative and contextual form in daily life.

LESSON PLAN 3C

(OUTPUT/INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: *Students will be able to ask for suggestions.

*Students will be able to give suggestions on a given situation.

Materials: A video, a broadcast text and conversation in the video, worksheet scenario cards.

Anticipated Problems: New vocabulary may distract learners. New vocabulary will be taught in pre listening.

Lead-in Activity: The teacher comes and greets the class. She tells briefly that she has noticed that there was a strange follower in her social account and she does not have any idea about how he had started to follow her. She asks if they have an experience like this, they will talk about it with their desk mate. She adds that they will learn how to talk about being safer on the net.

Production: Teacher tells that they will speak for 3 minutes about their social media accounts, the safety on them, how they spend time on them and if they have lived unpleasant events.

Pre-Procedure: Lexis in video material via PowerPoint presentation.

Presentation: The teacher gives pre-watching information about video by saying that they will watch short videos about safer internet. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? How does the girl feel in the video?" This time, the teacher wants them to focus on the sentences. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Teacher tells students that they are going to see a poster about online safety. Before they see the poster, the teacher presents the possible new vocabulary items in the poster. Later on, students are told to read the tips for a safer internet and answer some comprehension questions.

Production: Afterwards, learners are split into groups in four and assigned to order the items according to the importance that they attach to each item. All of the speech they have produced must be in English so the teacher walks around the class and checks it by giving feedback or providing support where students need. After they have discussed, they present their list to their friends orally.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the interview and performances through some questions to elicit the measure how much the new linguistic structure is acquired. She introduces some songs for further practice of new structure in a communicative and contextual form in daily life.

LESSON PLAN 4A (INPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Learners will be able to talk about past time activities and how those activities change today.

Materials: A video, PowerPoint presentation, posters

Anticipated Problems: learners may not have related knowledge about the past machines. They will be shown those past machines in pictures.

Lead-in Activity: The teacher comes and greets the class. She tells a memory about her childhood and asks about the past.

Pre-Procedure: Lexis in video material.

Presentation: The teacher gives pre-watching information about video by saying that they will watch a short video about Clark. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? How does Clark feel in the video? How old is he now? What does he remember about past? This time, the teacher wants them to focus on the sentences. Then, the teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: The teacher tells students that they are going to study on presentation, compare and contrast the Clark's sentences in respect of communication and linguistic structure. After that, learners listen to a song that the new language is being practiced. They are expected to recognize the new learnt language and its meaning in the song so they are addressed some comprehension questions about the song.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the interview and performances through some questions to elicit the measure how much the new linguistic structure is acquired. She introduces some movies for further practice of new structure in a communicative and contextual form in daily life.

LESSON PLAN 4B (INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Learners will be able to talk about past time activities and how those activities change today.

Materials: A video, PowerPoint presentation, posters

Anticipated Problems: learners may not have related knowledge about the past machines. They will be shown those past machines in pictures.

Lead-in Activity: The teacher comes and greets the class. She tells a memory about her childhood and asks about the past.

Pre-Procedure: Lexis in video material.

Presentation: The teacher gives pre-watching information about video by saying that they will watch a short video about Clark. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? How does Clark feel in the video? How old is he now? What does he remember about past? This time, the teacher wants them to focus on the sentences. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: The teacher tells students that they are going to study on presentation and compare and contrast the Clark's sentences in respect of communication and linguistic structure. Then, they will be required to talk about their past time activities in the past for five minutes. Expected answers are: I used to drink milk in the past but now I do not.

Production: The teacher organizes the class to play a board game (<https://www.teach-this.com/images/resources/growing-up-board-game.pdf>). They are planned to speak, ask questions and answer the questions about their childhood. The first student in each group who reaches the finish square wins the game.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the interview and performances through some questions to elicit the measure how much the new linguistic structure is acquired. She introduces some movies for further practice of new structure in a communicative and contextual form in daily life.

LESSON PLAN 4C (OUTPUT/INPUT/OUTPUT GROUP)

Targeted group: 10th class/grade (16 students)

English level: A2/Pre-intermediate / Low-intermediate B1

Time: 40x2=80 min. (2 hours of class)

Skills to Practice: Focusing mainly on speech production but integrated listening and speaking.

Objectives: Learners will be able to talk about past time activities and how those activities change today.

Materials: A video, PowerPoint presentation, posters

Anticipated Problems: learners may not have related knowledge about the past machines. They will be shown those past machines in pictures.

Lead-in Activity: The teacher comes and greets the class. She tells a memory about her childhood and asks about the past.

Pre-Procedure: Lexis in video material.

Production: The teacher writes five questions about the past habits of learners on the board and asks them to walk around the class and ask the questions to three friends of them.

Presentation: The teacher gives pre-watching information about video by saying that they will watch a short video about Clark. She remarks that they are required to focus on the speaker's question and people's replies. Learners watch the whole video for the first time without interrupting to get the general idea of the video. After watching, the teacher asks some questions "What is the event in the video? How does Clark feel in the video? How old is he now? What does he remember about past? This time, the teacher wants them to focus on the sentences. The teacher gives the written form of interviews and the learners watch the video for the second time with interruptions to focus on the linguistic structure and its functional use in a communication form.

Practice: Tell students that they are going to study on presentation and compare and contrast the Clark's sentences in respect of communication and linguistic structure. Then, they will be required to talk about their past time activities in the past for five minutes. Expected answers are: I used to drink milk in the past but now I do not.

Production: The teacher organizes the class to play a board game (<https://www.teach-this.com/images/resources/growing-up-board-game.pdf>). They are planned to speak, ask questions and answer the questions about their childhood. The first student in each group who reaches the finish square wins the game.

Conclusion: The teacher asks whether they liked/disliked the lesson. What did they like/dislike? She summarizes the interview and performances through some questions to elicit the measure how much the new linguistic structure is acquired. She introduces some movies for further practice of new structure in a communicative and contextual form in daily life.

APPENDIX B: Test for Oral Production

LANGUAGE LEVEL: A2/B1

AGE: 15-16 years old

THE OBJECTIVES TARGETED TO MEASURE BY THE TEST

1. Learners will be able to give suggestions on a given situation.
2. “Learners will be able to talk about past events and compare and contrast the topics related to the past and how they developed today.
3. Learners will be able to talk about unreal situations at present.
4. Learners will be able to talk about past time activities and how those activities change today.

The test consists of two parts. In the first part of the test, learners will be asked to talk to each other looking at the role-play cards with the purpose of attenuating the anxiety of talking to the tester in a speaking test. In their speaking task, they will be asked to give suggestions to one of their friends who is in trouble. In the second part of the test, the tester will pose some questions individually and show some pictures to make them speak.

THE TEST

The tester welcomes test-takers in groups of four. She greets them by smiling so as to create stress free environment. Then, she explains the outline of the test and replies the questions of learners if there are to eliminate the vagueness about the implementation of the test. During the test, each conversation is recorded by the tester.

PART I.

The tester distributes some flashcards. On the flashcards, there exists some situations posing a dilemma for one of the test-takers. All the candidates in the group are required to talk and discuss about a way out of the dilemma and decide on what the test-taker should do to resolve it in 5-6 minutes. The tester will not interfere in conversation to prevent breakdowns due to the interruption by the tester.

“Here are your flashcards. Your friend is in trouble and she really needs your help. You will talk and come to a decision in max 6 minutes. You may check the duration from this counter. You may give suggestions and offerings. Is there anything you would like to ask? (...) Ok. You can start.



You posted a bikini photo on the net in your social account. Even the unfriendly people are able to see your photo although you deleted it. You regret posting it on the net but you need some help so you ask for some help from your friends.

What should you do?
Is it a good idea to keep it as a secret from your family?
How can you make sure that it is not spreading any longer?

Talk to your friends and ask for some help.
You have 6 min. to decide on what to do.




Your friend posted a bikini photo on the net and even the unfriendly people are able to see her photo although she deleted it. She is very upset and needs some help. You think she should share this problem with her family because it is important to be honest with your parents.

Please give her suggestions about her problem. You have 6 min. to decide on what to do.





Your friend posted a bikini photo on the net and even the unfriendly people are able to see her photo although she deleted it. She is very upset and needs some help. You think she shouldn't share this problem with her family because they will be very angry at her.

Please give her suggestions about her problem. You have 6 min. to decide on what to do.



Your friend posted a bikini photo on the net and even the unfriendly people are able to see her photo although she deleted it. She is very upset and needs some help. You think she should inform cyber-crime department.

Please give her suggestions about her problem. You have 6 min. to decide on what to do.



PART II.

This part of the test will be composed of individually replied questions. Learners are to reply and speak for max 2 minutes for each question. Their answer will be recorded for a deep analysis.

- a. The tester poses some questions to find out what they were busy with when the earthquake happened the day before. (This occasion may be changed and updated as a latest occasion experienced by learners at the school in the period that the test is administered.)

The first question: Dear Beyza, you know the earthquake happened yesterday. What were you doing when the earthquake occurred?

The other questions may be included in line with the replies of test-takers such as what was your mother doing? What was she cooking?

- b. Let's assume that you won 1 million lottery. What would you do if you were that much rich? (max. 2 min for each candidate)
- c. If you were the school director, what would you change at school? (max. 2 minutes for each candidate)

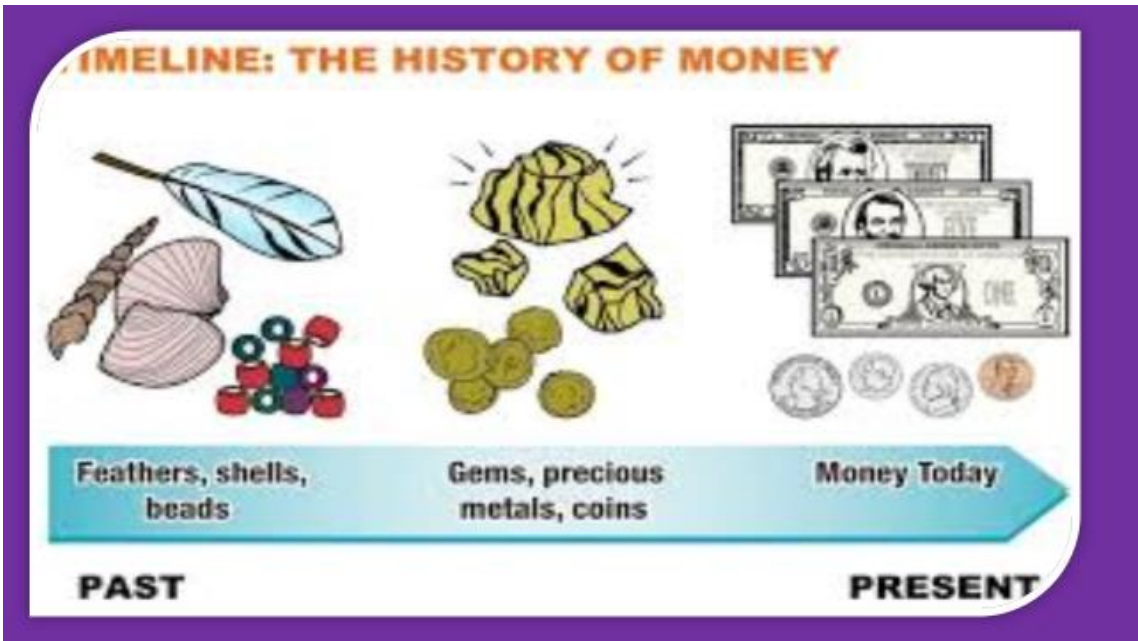
If you were the prime minister of Turkey, what would you change in our country?

PART III.

Test-takers are shown several pictures depicting past time machines, activities or routines. They are required to describe and talk about the pictures for 2 minutes after they feel ready to speak. If they signal that they do not have the relevant vocabulary regarding pictures, the researcher will provide assistance.









APPENDIX C: Speaking Test Rating Scale

CONTENT (30%)

5. **VERY GOOD:** Ideas expressed fully covering all content elements with appropriate elaboration and minimal digression. Completely relevant to the assigned task. Interesting and informative.
4. **GOOD:** Ideas expressed covering all content elements with some elaboration. There may be some minor repetition or digression. Relevant to the task and require minimal effort to listen.
3. **ADEQUATE:** A simple account with little elaboration or with some repetition and digression from the task. One or two content elements may have been ignored. Content may have been covered. However, not very interesting and monotonous.
2. **INADEQUATE:** Not enough information. Student is jumping from one point to the other. Noticeable digression and irrelevance to the task. Requires considerable effort to follow.
1. **POOR:** Totally irrelevant to the assigned task or information is too little to assess.

ORGANIZATION (20%)

5. **VERY GOOD:** Ideas clearly stated, supported by various examples, facts or details. Well-organized and developed. All communication gaps are well fixed. Fully cohesive.
4. **GOOD:** Main ideas stand out but loosely organized or somewhat supported by various examples, facts or details. Negotiation of meaning is seen when needed. Still cohesive.
3. **ADEQUATE:** Only topic sentence and some factual information have been expressed. Limited support. Non-fluent. No negotiation for meaning. Lack of cohesion.
2. **INADEQUATE:** Ideas confused or disconnected. No cohesion at all.
1. **POOR:** Ideas do not communicate. No organization or not enough to assess.

VOCABULARY (20%)

5. **VERY GOOD:** Effective word choice and appropriate usage fully relevant to the task. Wide range of vocabulary has been used and even there may be idiomatic expressions. Mutually intelligible pronunciation.
4. **GOOD:** Quite precise use of vocabulary but still occasional inappropriate usage without obscuring the meaning. Mutually intelligible pronunciation.
3. **ADEQUATE:** Adequate usage of vocabulary with some hesitation. Some repetitions and searching for a word. Student may not remember some words but replaces with the ones from L1. Pronunciation requires careful listening.
2. **INADEQUATE:** Vocabulary is focused on basic objects, places and most common words.

Frequent inappropriate usage of words. Pronunciation is mostly not intelligible.

1. POOR: Not enough usage of vocabulary to assess.

FLUENCY (20%)

5. VERY GOOD: Effortless and smooth speech covering appropriate intonation, rhythm and stress. Student can initiate, sustain and close a conversation and rarely asks for repetition.

4. GOOD: Some noticeable hesitations, repetitions but still easy to follow. Participates in conversation at a normal speed.

3. ADEQUATE: Frequent hesitation as a result of uncertainties but still at reasonable ease. Sometimes dependent on the teachers' prompt questions to carry out the task.

2. INADEQUATE: Student is often forced into silence by language limitations and needs help in handling the topic. Totally dependent on the teachers' prompt questions to carry out the task.

1. POOR: Communication frequently breaks down. Student needs a lot of encouragement to keep going and requires very slow speech.

ACCURACY (10%)

5. VERY GOOD: Good control and confident use of language including complex statements and range of structures. There may be few errors of agreement, tense, number, articles or prepositions.

4. GOOD: Effective but simple constructions including minor problems in complex structures, a few errors of agreement, tense, number, articles or prepositions.

3. ADEQUATE: Major problems in structure and sometimes require careful listening. Meaning is sometimes obscured. Several errors of agreement, tense, number, articles or prepositions.

2. INADEQUATE: Difficult to follow due to frequent grammatical errors. Poor sentence construction or so much translation of syntax from L1.

1. POOR: No mastery of sentence structure or not enough information to assess.

TOTAL: 100

APPENDIX D: The Descriptors for Overall Oral Production (CEFR, 2018:58)

C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure, which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

APPENDIX E: The Descriptors for Overall Spoken Interaction (CEFR, 2018:74)

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Pre-A1	Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

APPENDIX F: Permission from Denizli Directorate of National Education for the Study



T.C.
DENİZLİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 16605029/44-E.8622265
Konu : Anket Uygulama İzni

30/04/2019

VALİLİK MAKAMINA

İlgi : Pamukkale Üniversitesi Rektörlüğü'nün 02/04/2019 tarih ve 6694 sayılı yazıları.

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Programı Tezli Yüksek Lisans Programı öğrencisi Cansu Fidan VURAL, Tez Danışmanı Öğretim Üyesi Doç. Dr. Recep Şahin ARSLAN sorumluluğunda " The Roles of Comprehensible Output Tasks on Enhancing Productive Skills " konulu tez çalışması kapsamında hazırlanmış olduğu anket/ölçek formlarını İlgi yazı gereği Müdürlüğümüze bağlı Denizli İli Merkezefendi İlçesi Durmuş Ali Çoban Lisesinde uygulamak istemektedir.

Yukarıda adı geçen müracaat ile ilgili (Lisans/Lisansüstü/Doktora) öğrencileri ve Öğretim Görevlilerinin ilgi yazıları ekinde belirtmiş oldukları okullarda, (Ortaöğretim/İlköğretim/Okulöncesi) konuları ile ilgili anket çalışmalarının "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" Genelgesinde belirtilen esaslar gereğince; Okul ve kurumların eğitim-öğretim faaliyetlerini aksatmayacak şekilde 2018/2019 eğitim-öğretim yılı içerisinde uygulamaları Müdürlüğümüze uygun görülmüştür.

Olurlarınıza arz ederim.

Mahmut OĞUZ
Millî Eğitim Müdürü

OLUR
30/04/2019
Hakkı ÜNAL
Vali a.
Vali Yardımcısı

Güvenli Elektronik İmza
Aslı ile Aynıdır
Mahmut TUR
Memur
02.05/2019

T.C.
DENİZLİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

PAMUKKALE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Kurumunuzca Müdürlüğümüzden talep edilen araştırma isteklerine ait Makam Onayı ve Müdürlüğümüze Onay verilen anket formları ekte gönderilmiştir.

Gereğini rica ederim.

Hakkı ÜNAL
Vali a.
Vali Yardımcısı

Ek:
I-Anket Formları

Sırapıklar Mah. Saltık Cad. No: 76 20100/DENİZLİ
Elektronik Ağ : <http://denizli.meb.gov.tr>
e-posta: ab20@meb.gov.tr

Ayrıntılı Bilgi İçin : Sefa GELMİŞ - Şef
Telefon : (0 258) 234 20 92
Belgegeçer : (0 258) 265 01 69-Strateji Şb

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 4e6e-3bbf-3879-8e1f-32aa kodu ile teyit edilebilir.

APPENDIX G: Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, üretim yapılan ders içi etkinliklerin konuşma becerisini geliştirmedeki etkisi başlıklı bir araştırma çalışması olup konuşma becerisinde ders içinde düzenli ve süreklilik arz ederek dilde sözel üretim yapan bireylerin yapmayan bireylere göre konuşma becerisinde daha iyi ilerleme kaydedeceğini gösterme amacını taşımaktadır. Çalışma, Cansu FİDAN VURAL tarafından yürütülmekte ve sonuçları ile konuşma becerisini kazandırmada üretim yapmaya teşvik edilen bireylerin gelişim durumları ortaya konacaktır ve konuşma becerisini kazandırmada öğretmenlerin bu beceriyi kazandırma noktasındaki mesleki gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, sizler her hafta iki ders saati işleyerek toplam 4 haftalık İngilizce ders süreci ile ders süresinden önceki ve sonraki haftalarda konuşma testi yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak. araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- Sizden toplanan veriler şifereleme yöntemi ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı cansufidan000063@gmail.com mail adresinden ya da 0258 399 0209 numaralı telefon numarasından yöneltebilirsiniz.

Araştırmacı Adı :Cansu FİDAN VURAL
Adres :Durmuş Ali Çoban Anadolu Lisesi
İş Tel :0258 399 02 09

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza

CV

Personal Information	
Name	Cansu
Surname	FİDAN VURAL
Birth date and place	1990/Denizli
Nationality	Turkish
Address and e-mail adress	cansu_fdn@hotmail.com
Educational Background	
Primary school	Işıkveren İlköğretim Okulu
High school	Mehmet Çelikel Anadolu Lisesi
University	Pamukkale Üniversitesi
Foreign Language	
Language	English
The name of the test	YDS
Year the exam taken	2017
Score	90.0
Professional Background	
2011 – 2014	Şanlıurfa Gürpınar Ortaokulu
2015 – 2018	Serinhisar Çok Programlı Anadolu Lisesi
2018--2019	Ahmet Nuri Özsoy Ortaokulu
2019--Ongoing	Durmuş Ali Çoban Anadolu Lisesi