

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ATTITUDES TOWARDS TESTING SPEAKING AT GAZI
UNIVERSITY PREPARATORY SCHOOL OF ENGLISH AND
SUGGESTED SPEAKING TESTS

M.A. THESIS

By

Özge Güllüoğlu

Thesis Supervisor

Assist. Prof. Dr. Abdullah Ertuş

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ABSTRACT

Speaking is an important part of language learning. However, generally it is not integrated in curricula of most schools, and hence it is not focused on in classes. A language is a whole and has components each of which is important and necessary while one is learning a foreign language. Speaking is one of the components which should not be neglected. Otherwise, the process of learning a foreign language will not be complete.

This study serves to demonstrate whether speaking is given the necessary emphasis at Gazi University Preparatory School of English. This is realized through the questionnaires given to both the instructors and students at prep school. The results yield that grammar, reading and vocabulary are the skills that are mostly emphasized whereas the students want speaking skills to be given the most weight in class.

Afterwards, speaking tests are prepared in line with the coursebook ‘Cutting Edge’ used at prep school. Three classes took the test. The teachers of these classes also participated in the test as raters. The students who took the test and their teachers were delivered questionnaires in order to get feedback about the given speaking test. Having completed the data collection process, all the questionnaires are analyzed and the results were interpreted. The analysis of the questionnaires illustrate that both the instructors and the students take positive attitudes towards the speaking test conducted. Moreover, they think that a speaking course and speaking tests should be a part of the curriculum of prep school.

To sum up, the thesis is proved to be successful in demonstrating the lack of emphasis on speaking in class at prep school. The instructors and the students’

positive attitudes towards the speaking tests comprise the most significant result of the questionnaires applied after the test, which indicates the necessity and usefulness of a speaking course and speaking tests at Gazi University Prep School.

ÖZET

Bu tezle Gazi Üniversitesi İngilizce hazırlık okulunda konuşma becerilerine ne kadar yer verildiği araştırılmıştır. Bunun için hem okutmanlara hem de öğrencilere konuşma becerisi ve sınıftaki uygulamalarla ilgili sorular içeren anketler verilmiştir. Anketlerde konuşma sınavları ile ilgili sorulara da yer verilmiştir. Sonuçlar, konuşma becerisine yeteri kadar önem verilmediğini göstermektedir. Okutmanlar ankette sınıfta konuşma aktiviteleri yaptıklarını belirtmişlerdir; ama aktivitelerin yeteri sıklıkta yapılmadığı görülmüştür. Kısaca anketler hazırlık sınıflarında konuşma becerilerinin öğretimi konusunda bir eksiklik olduğunu ortaya koymuştur.

Hazırlık okulunda öğrencilerin , ağırlıklı olarak dilbilgisi, okuma becerisi ve kelime bilgisi az da olsa yazma ve dinleme becerileri ölçülmektedir. Fakat konuşma becerilerini ölçen sınavlar bulunmamaktadır. Bu tezin asıl amacı hazırlıkta okutulan kitap doğrultunda konuşma sınavları hazırlanması ve uygulanmasıdır. Kitaba uygun olarak sınavlar hazırlanmıştır ve üç sınıfa uygulanmıştır. Sınavda, o sınıflara giren okutmalar da görev almıştır ve diğer iki okutmanla ile birlikte öğrencileri performanslarına göre notlamışlardır. Sınavdan bir gün sonra öğrencilere notları açıklanmıştır ama notlar açıklanmadan önce sınava katılan öğrencilere girdikleri konuşma sınavı ve konuşma sınavları ile ilgili bir anket verilmiştir. Sınava katılan okutmanlara da sınavla ilgili bir anket uygulanmıştır. Anketlerin sonuçlarına göre, hem okutmanların hem de öğrencilerin konuşma sınavına karşı olumlu bir tutum sergiledikleri ortaya çıkmıştır. Ayrıca, hazırlıkta ayrı bir konuşma dersine ve konuşma sınavlarına ihtiyaç duyulduğu anketlerce ortaya konulan önemli bir bulgudur.

Sonu olarak, bu tez, hazırlıkta konuşma becerileri konusundaki eksikliği ortaya ıkardığı ve kitaba uygun sınavlar hazırlanıp uygulandığı ve de bu sınavlar hakkında olumlu geri bildirim alındığı için amacına ulaşmıştır.

APPENDIX 7

MAP OF CUTTING EDGE PRE-INETERMEDIATE

Module	Grammar	Vocabulary	Reading and Listening
Module 1 Leisure and lifestyle page 6 Do you remember? page 14	1) Question forms 2) Present Simple Pronunciation: weak forms in questions	Vocabulary: leisure activities WB Vocabulary booster: sports	Reading: <i>My idea of fun!</i>
Module 2 Important firsts page 15 Do you remember? page 22	1) Past Simple 2) Time phrases often used in the past (in, on, at, ago) Pronunciation: pronunciation of Past Simple forms	Vocabulary: words to describe feelings Pronunciation: stress in adjectives Wordspot: feel	Listening: <i>The first time I ever saw your face</i> (song) WB Listen and read: <i>The magic of movies</i>
Module 3 The best way to learn page 23 Do you remember? page 30	1) <i>Can, can't, have to, don't have to</i> 2) <i>Should/Shouldn't</i> Pronunciation: weak forms of can/can't	Vocabulary: studying new vocabulary WB Vocabulary booster: things in a school	Reading: <i>What's the secret of successful language learning?</i>
Module 4 Special occasions page 31 Do you remember? page 38	1) Present Continuous (and Present Simple) 2) Present Continuous for future arrangements	Vocabulary: dates and special occasions Pronunciation: th /θ/ or /ð/ Wordspot: day WB Vocabulary booster: special occasions	Listening: <i>New Year in two different cultures</i> WB Listen and read: <i>Religious festivals around the world</i>
Module 5 Appearances page 39 Do you remember? page 46	1) Comparatives and superlatives 2) Describing what people look like Pronunciation: schwa /ə/	Wordspot: look Pronunciation: counting the number of syllables WB Vocabulary booster: parts of the face and body	Reading: <i>You're gorgeous!</i>
Module 6 Time off page 47	1) Intentions and wishes (going to, planning to, would like to, would prefer to) 2) Predictions (will and won't) Pronunciation: contractions of I am and I would Pronunciation: contractions of will	Vocabulary: holidays WB Vocabulary booster: things you take on holiday	Listening: the holiday from hell WB Listen and read: holiday advertisements
Consolidation Modules 1 – 6 (pages 54 – 55)			
Module 7 Fame and fortune page 56 Do you remember? page 64	1) Present Perfect and Past Simple with <i>for</i> 2) Present Perfect and Past Simple with other time words Pronunciation: contractions and weak forms	Vocabulary: ambitions and dreams Wordspot: know	Reading: <i>Before they were famous</i>
Module 8 Countries and cultures page 65 Do you remember? page 71	1) Using articles 2) Phrases with and without <i>the</i>	Vocabulary: geographical features Pronunciation: geographical terms WB Vocabulary booster: things you find in cities	WB Listen and read: <i>Volcanoes</i>

WB Exercises to be found in the Workbook (not including grammar and vocabulary)

Task and Speaking	Writing	Functions and Situations
Preparation for task: read a fact file from a website Task: compile a fact file about your partner (extended speaking)	Optional writing: write your fact file WB Improve your writing: punctuation (1)	Real life: questions you can't live without Pronunciation: stress and intonation in <i>-wh</i> questions
Preparation for task: people describe the first time they did something (listening) Task: tell a first time story (extended speaking)	Writing: linking ideas in narrative WB Spelling: <i>-ed</i> endings	
Preparation for task: teacher talking about her class contract (listening) Task: make a list of guidelines for a language class (extended speaking)	Optional writing: write the classroom guidelines WB Improve your writing: writing a paragraph WB Spelling: finding mistakes	Real life: making requests and asking for permission Pronunciation: polite intonation
Preparation for task: important dates (listening) Task: prepare and talk about a personal calendar (extended speaking)	Writing: a letter of invitation WB Improve your writing: a letter of invitation WB Spelling: <i>-ing</i> forms	Real life: phrases for special occasions Pronunciation: friendly, positive intonation
Preparation for task: description of a crime Task: describe a suspect to the police (extended speaking)	Optional writing: write a description of a suspect WB Improve your writing: writing a description WB Spelling: double letters	Real life: social chit-chat Pronunciation: intonation for sounding interested
Preparation for task: holiday words and phrases Task: plan your dream holiday (extended speaking)	Writing: write a postcard WB Improve your writing: more postcards WB Spelling: words with <i>-ed</i> and <i>-ing</i>	
Preparation for task: discuss questions to ask famous people Task: prepare an interview (extended speaking)	Optional writing: write your interview WB Improve your writing: a mini-biography	Real life: checking that you understand Pronunciation: stress in questions
Preparation for task: Quiz <i>How much do you know about New Zealand?</i> (extended listening) Task: complete a map of New Zealand (extended speaking)	Writing: formal and informal letters WB Improve your writing: formal letters and informal notes WB Spelling: plural nouns	

Module	Grammar	Vocabulary	Reading and Listening
Module 9 Old and new page 72 <i>Do you remember?</i> page 80	1) <i>May, might, will definitely</i> , etc. 2) Present tense after <i>if, when, before</i> and other time words <i>Pronunciation: won't</i>	Vocabulary: modern and traditional Wordspot: <i>change</i> Vocabulary booster: technology	Reading: <i>The changing face of shopping</i>
Module 10 Take care! page 81 <i>Do you remember?</i> page 88	1) <i>Used to</i> 2) Past Continuous <i>Pronunciation: weak and strong forms of be</i>	Vocabulary: accidents <i>Pronunciation: stress on medical vocabulary</i>	Reading and listening: <i>Health problems: how much do you know?</i> Listen and read: <i>The secrets of sleep</i>
Module 11 The best things in life ... page 89	1) Gerunds (<i>-ing</i> forms), verbs of liking and disliking 2) <i>Like doing</i> and <i>would like to do</i> (gerunds and infinitives) <i>Pronunciation: weak and strong forms of to</i>	Wordspot: <i>like</i> Vocabulary booster: <i>-ed</i> and <i>-ing</i> adjectives	Reading: <i>When an interest becomes an obsession ...</i>
Consolidation Modules 7 – 11 (pages 97 – 98)			
Module 12 Must have it! page 99 <i>Do you remember?</i> page 106	1) Passive forms (past, present, future) 2) Sentences joined with <i>that, which</i> and <i>who</i> <i>Pronunciation: stress and weak forms with the passive</i>	Vocabulary: objects	Listening: designer goods Listen and read: <i>Diamonds are forever</i>
Module 13 The right kind of person page 107 <i>Do you remember?</i> page 115	1) Present Perfect Simple and Continuous with the 'unfinished past' 2) <i>How long ...?, for, since</i> and <i>all</i> <i>Pronunciation: contractions and weak forms</i>	Vocabulary: jobs and personal characteristics Wordspot: <i>how</i> Vocabulary booster: jobs	Reading: <i>Jobsearch.com</i>
Module 14 Building your dreams page 116 <i>Do you remember?</i> page 123	1) <i>Some, any</i> and quantifiers 2) Describing where things are <i>Pronunciation: linking</i>	Vocabulary: describing houses and apartments Vocabulary booster: things in a house	Reading: <i>Building your dream ...</i>
Module 15 Money, money, money page 124 <i>Do you remember?</i> page 130	1) Past Perfect 2) Reported speech <i>Pronunciation: contractions of had and will</i>	Vocabulary: verb phrases to do with money Wordspot: <i>make</i>	Listen and read: <i>The history of money</i>
Module 16 Imagine ... page 131	1) Conditional sentences with <i>would</i> 2) <i>Will</i> and <i>would</i> <i>Pronunciation: contractions of will and would</i>	Vocabulary booster: people in politics, religion and public life	Reading: John Lennon and Martin Luther King Listening: <i>Imagine</i> (song) <i>Pronunciation: stress in nouns and adjectives</i>
Consolidation Modules 12 – 16 (page 138)			
Communication activities (pages 142 – 148)			

Task and Speaking	Writing	Functions and Situations
Preparation for task: discuss entering a competition Task: decide on five improvements to your school or office (extended speaking and listening)	Optional writing: competition entry form	Real life: shopping in a department store
Preparation for task: description of a rescue Task: describe a rescue and decide who is Hero of the Year (extended speaking)	Writing: using adverbs in narrative WB Improve your writing: adverbs	
Preparation for task: discuss the most important things in life Task: make a list of the most important things in life (extended speaking)	WB Spelling: words ending with <i>-ion</i>	Real life: finding things in common Pronunciation: Stress
Preparation for task: people discussing what to take on a trip (listening) Task: decide what you need for a trip (extended speaking)	WB Improve your writing: joining sentences with <i>which, who, and, because</i> and <i>but</i> WB Spelling: silent <i>-g</i> and <i>-gh</i>	Real life: making suggestions Pronunciation: intonation in suggestions
Preparation for task: description of two candidates for mayor of Queenstown (listening) Task: select a new mayor for Queenstown (extended speaking)	Writing: an application for a job WB Improve your writing: error correction	Real life: an application for a job
Preparation for task: people talking about their favourite room (listening) Task: describe a favourite room (extended speaking)	Writing: giving directions WB Improve your writing: notes giving directions WB Spelling: same pronunciation, different spelling (homophones)	Real life: giving directions
Preparation for task: <i>Is this man Britain's unluckiest criminal?</i> (reading) Task: find the differences between two stories (extended listening and speaking)	WB Improve your writing: punctuation in direct speech	Real life: dealing with money Pronunciation: intonation in questions and requests
Preparation for task: discussing the new planet Hero Task: choose people to start a space colony (extended speaking)	Creative writing: write a letter to a friend on Earth WB Improve your writing: error correction WB Spelling: silent 'w'	
Irregular verbs (page 148) Language summary (pages 149 – 157) Tapescripts (pages 158 – 169)		

APPENDIX 8

MAP OF CUTTING EDGE INTERMEDIATE

Part A Language			
Module	Language focus	Vocabulary	Speaking
Module 1 About you page 6	1) Questions and answers (auxiliary verbs) <i>Pronunciation: stressed and weak forms in questions and answers</i> 2) Present Simple and Continuous	People around you (best friend, acquaintance, classmate, etc.) Wordspot: have (and have got)	Mini-task: find five things you have in common with a partner Talk about the changing state of the family
Module 2 Memories page 17	1) Past Simple and Continuous <i>Pronunciation: -ed forms / weak forms of was, were</i> 2) Comparing past and present (used to, still, not ... any more / longer)	Remembering and forgetting (remember, learn, remind, forget, recognise, lose) Wordspot: time	Talk about ways of remembering Mini-task: describe an important meeting in your life
Module 3 Around the world page 26	1) Comparatives and superlatives (slightly higher than, one of the biggest ... in the world, etc.) 2) Comparing things in different ways (not as ... as, fewer / less than, similar to, etc.) <i>Pronunciation: /ə/ in comparative phrases</i>	Wordspot: place Describing towns and cities	Do a geography quiz Mini-task: describe similarities and differences between two countries
Module 4 Life stories page 36	1) Present Perfect Simple (and Past Simple) <i>Pronunciation: strong and weak forms of have</i> 2) for, since and ago (and Present Perfect Continuous) <i>Pronunciation: weak form of been /bin/</i>	Life experiences (leave home, start work, move house, etc.) Wordspot: get	Mini-task: find three things that you and a partner have both done
Consolidation Modules 1–4 (pages 46–47)			
Module 5 Making plans page 48	1) Future plans and intentions (Present Continuous, will, going to, intend to, due to, etc.) <i>Pronunciation: future forms and phrases</i> 2) Future clauses with if, when, etc.	Wordspot: work Training and work (well-paid, challenging, stressful, etc.)	Discuss how organised you / people you know are Mini-task: talk about the plans and ambitions of friends / family
Module 6 News and media page 59	1) -ing / -ed adjectives 2) Passive forms <i>Pronunciation: was /wəz/ and were /wə/ in passive sentences</i>	Television (advertisements, sports coverage, thrillers, etc.) Wordspot: by	Mini-task: talk about stories in the news

Part B Task

Reading / Listening

Reading: *A quiet revolution?*
(the changing state of the family)

Task

Preparation for task: listen to people meeting for the first time

Task: interview another student using a pie-chart (extended speaking)

After the task

Task link: how you spend your time
(*I absolutely love ..., I'm not very good at ..., etc.*)

Real life: writing an informal letter

Do you remember?

Reading: *All in the memory*

Preparation for task: listen to two descriptions of childhood memories

Task: describe a childhood memory (extended speaking and writing)

Task link: short questions

Pronunciation: using intonation to show interest

Do you remember?

Listening: geography quiz

Reading: *Amazing cities!*

Preparation for task: listen to recommendations for a tour of Ireland

Task: plan a tour of your country or region (extended speaking and writing)

Task link: recommending and advising

Pronunciation: intonation for giving recommendations

Do you remember?

Reading: *Twin lives*

Preparation for task: discuss / read about famous people

Task: design a set of stamps of famous people (extended speaking and writing)

Task link: describing people
(*He's the sort of person who ..., She's always ..., etc.*)

Real life: filling in an application form

Reading: *Quiz – how organised are you?*

Listening: working in something different (people talking about their jobs)

Preparation for task: listen to a conversation describing a job vacancy

Task: select the best candidate for a job (extended speaking)

Real life 1: writing a covering letter

Real life 2: making a formal telephone call

Pronunciation: connected speech

Do you remember?

Listening: television (people talking about types of television programmes)

Reading: newspaper articles

Preparation for task: listen to radio extracts

Task: prepare a review or entertainment guide (extended speaking and writing)

Task link: 'extreme' adjectives
(*brilliant, tragic, furious, etc.*)

Do you remember?

Part A Language

Module	Language focus	Vocabulary	Speaking
Module 7 Social matters page 68	1) Polite requests <i>Pronunciation: polite intonation in requests</i> 2) <i>will</i> (instant decisions and responses)	Social occasions (bow, wave, bring flowers, etc.) Wordspot: go	Talk about young people's social habits in your country Mini-task: talk about common requests
Module 8 Things of importance page 79	1) Defining relative clauses 2) Quantifiers (<i>a few, a lot of</i> , etc.)	Machines (press, plug in, switch on, etc.) <i>Pronunciation: stress in compound nouns</i> Wordspot: something	Mini-task: guess what objects your partner has in his / her bag, pocket, desk
Consolidation Modules 5–8 (pages 88–89)			
Module 9 Society and the future page 90	1) Making predictions (modal verbs and other phrases: <i>likely to, may well, probably won't</i> , etc.) 2) Real and hypothetical possibilities with <i>if</i> <i>Pronunciation: I'll / I'd</i>	Society and change (get worse, decrease, go up, etc.) Wordspot: make	Talk about changes that are happening in society Mini-task: talk about how you would behave in difficult situation
Module 10 Another story page 101	1) Past Perfect and Past Simple 2) Reported speech and reported questions	Wordspot: say and tell	Mini-task: discuss phone conversations you have had
Module 11 Rules and freedom page 110	1) Obligation and permission (have to, should, are allowed to, etc.) <i>Pronunciation: weak forms and contractions of modal verbs</i> 2) Obligation and permission in the past (had to, couldn't, were allowed to, etc.)	Rules and behaviour (let, punish, tell off, etc.) Wordspot: do	Mini-task: discuss rules and regulations in different places / situations Discuss parents' attitudes to rules / children's behaviour
Module 12 Dilemmas and decisions page 120	1) <i>could have, should have, would have</i> <i>Pronunciation: /əv/ in could have, should have, would have</i> 2) Past sentences with <i>if</i> (If I'd been in her position, I would have ..., etc.)	Problems and solutions (sort out, do something about it, change your mind, etc.) Wordspot: think	Mini-task: talk about important life decisions
Consolidation Modules 9–12 (pages 130–131)			
Communication activities (pages 132–139)			

Part B Task

Reading / Listening

Reading: *Going out around the world*

Task

Preparation for task: listen to a description of social customs in Thailand

Task: draw up a list of tips for visitors to your country (extended speaking and writing)

After the task

Task link: making generalisations
(*Quite a lot of people ... / It is quite common for ... / People tend to ..., etc.*)

Real life: making a social arrangement

Do you remember?

Reading: *How to be a successful inventor*

Preparation for task: listen to people describing a personal or ideal possession

Task: describe a personal or ideal possession (extended speaking and writing)

Task link: describing objects (*it's round, made of leather, makes a noise, etc.*)

Real life: writing 'thank you' letters

Reading: *The Lucky Generation*
(life in the year 2050)

Preparation for task: listen to appeals for lottery money

Task: decide how to spend lottery money (extended speaking)

Task link: ways of saying numbers

Real life: dealing with money

Do you remember?

Reading and listening:
The Knightsbridge Safe Deposit Robbery

Preparation for task: find objects in pictures telling a story (speaking)

Task: invent a story using pictures (extended speaking and listening)

Task link: adverbs for telling stories
(*eventually, surprisingly, strangely, etc.*)

Do you remember?

Listening: school rules

Preparation for task: read article about controversial laws around the world

Task: discuss the advantages and disadvantages of different laws (extended speaking)

Task link: linking words
(*also, although, besides, etc.*)

Real life: agreeing and disagreeing

Do you remember?

Preparation for task: read letters to a problem page

Task: find solutions to problems (extended speaking)

Task link: verbs to describe behaviour and reactions (*deny, threaten, admit, persuade, etc.*)

Creative writing: a letter / a story / a soap opera script

Language summary (pages 140–151)

Irregular verbs (page 152)

Tapescripts (pages 153–167)

APPENDIX 9

SET 1 (CLASS D3)

Points/Functions	Cutting Edge
if questions -talking about hypothetical situations – if clause type 2	Int. Mod. 9
opinion questions – agreeing and disagreeing	Int. Mod. 11
talking about jobs	Int. Mod. 5
interviewing people/asking personal questions	Int. Mod. 1
comparing and contrasting the pictures – pre. simple/ pre.cont. tense	Int. Mod. 1
defining objects /giving definitions– defining relative clause	Int. Mod. 8
talking about where things are – prepositions of place	Pre-Int. Mod. 14
answering questions about a picture – pre. simple/future/may	Pre-Int. Mod. 1,6,9
describing people’s feelings, behaviours and reactions	Pre- Int. Mod. 2 Int. Mod. 12
talking about one’s holiday	Pre- Int. Mod. 6
giving advice – should	Int. Mod. 11
asking the names of people using def. relative clause/pre. cont. tense	Int. Mod. 1, 4, 8
describing a past event/past narration – past continuous	Pre-Int. Mod. 10
talking about possibilities – may/telling the most necessary one-sup. adj.	Pre-Int. Mod.5, 9
describing hometown	Pre-Int. Mod. 3
talking about rules-can/can’t, must, don’t have to	Int. Mod. 11
comparing past and present – used to/pre. simple tense	Int. Mod. 2
talking about how the people’s lives may change – may	Pre-Int. Mod. 9
whose life is going to change most – going to	Pre- Int. Mod. 6
making predictions – going to	Pre - Int. Mod. 6
talking about what has happened/has been going on- pre. pref. (cont.)	Int. Mod. 4
comparing things and people-comparative adjectives	Int. Mod. 3
comparing two pictures- pre. cont. tense/there is/are	Pre-Int. Mod. 4
making polite requests	Int. Mod. 7
talking about what have people been doing – pre. perfect cont. tense	Int. Mod. 4
talking about offices in terms of their being tidy or not	Int. Mod. 5
describing what people look like	Pre-Int. Mod. 5
talking about what was done – passive	Int. Mod. 6
describing jobs – defining relative clause	Int. Mod. 8
making a social arrangement	Int. Mod. 7
prepositions of place and movement	Pre-Int. Mod. 14

SET 2 (CLASS D32)

Points/Functions	Cutting Edge
expressing what one should do – should	Int. Mod. 11
giving directions	Pre-Int. Mod. 14
comparing two ways of cooking and eating – comparative adj/noun	Int. Mod.3
comparing two pictures- pre. cont. tense/there is/are	Pre-Int. Mod. 4
asking personal questions/asking for and talking about plans	Pre-Int. Mod. 1 Int. Mod. 5
talking about what have people been doing – pre. perf. cont. tense	Int. Mod. 4
describing places – defining relative clause	Int. Mod. 8
making predictions – going to	Pre- Int. Mod. 6
asking the names of people using def. relative clause/pre. cont. tense	Int. Mod. 1 ,4, 8
talking about news and media	Int. Mod. 6
interviewing people/talking about health	Pre-Int. Mod. 1,10
making polite requests	Int. Mod. 7
describing jobs – defining relative clause	Int. Mod. 8
talking about habits and daily routines- present simple tense	Pre-Int. Mod.1
describing what people look like	Pre-Int. Mod. 5
describing pictures – pre. cont. tense / comparing pictures - comparative	Int. Mod. 1, 3
talking about school	
defining objects /giving definitions– defining relative clause	Int. Mod. 8
giving advice – should	Int. Mod. 11
talking about possibilities – may	Int. Mod. 9
describing pictures- pre. cont. tense / pre. simple tense	Int. Mod. 1
talking about how the people in the pictures feel	Pre-Int. Mod. 2
answering questions about a picture – past simple and past continuous	Int. Mod. 2
making a social arrangement	Int. Mod. 7
talking about rules-can/can't, must, don't have to	Int. Mod. 11
comparing past and present – used to/pre. simple tense	Int. Mod. 2
talking about where things are – prepositions of place	Pre-Int. Mod. 14
talking about jobs	Int. Mod. 5
talking about a social arrangement	Int. Mod. 7

SET 3 (CLASS D9)

Points/Functions	Cutting Edge
talking about special occasions	Pre-Int. Mod. 4
comparing two pictures- pre. cont. tense/there is/are	Pre-Int. Mod. 4
talking about what was done – passive	Int. Mod. 6
asking questions about things /dealing with money	Pre-Int. Mod. 1, 14
talking about what have people been doing – pre. perfect cont. tense	Int. Mod. 4
defining objects /giving definitions– defining relative clause	Int. Mod. 8
describing pictures- pre. cont. tense / pre. simple tense	Int. Mod. 1
talking about how the people in the pictures feel	Pre-Int. Mod. 2
giving directions	Pre-Int. Mod. 14
talking about where things are – prepositions of place	Pre-Int. Mod. 14
asking personal questions/asking for and talking about plans	Pre-Int. Mod. 1 Int. Mod. 5
giving advice – should	Int. Mod. 11
talking about rules-can/can't, must, don't have to	Int. Mod. 11
talking about how the people's lives may change – may	Pre-Int. Mod. 9
whose life is going to change most – going to	Pre- Int. Mod. 6
comparing past and present – used to/pre. simple tense	Int. Mod. 2
talking about a social arrangement	Int. Mod. 7
making polite requests	Int. Mod. 7
talking about jobs	Int. Mod. 5
describing what people look like	Pre-Int. Mod. 5
comparing things and people-comparative adjectives	Int. Mod. 3
making predictions – going to	Pre - Int. Mod. 6
talking about what has happened/has been going on- pre. pref. (cont.)	Int. Mod. 4
talking about one's holiday	Pre- Int. Mod. 6
describing places – defining relative clause	Int. Mod. 8
describing pictures- pre. cont. tense / pre. simple tense	Int. Mod. 1
making predictions – going to	Pre- Int. Mod. 6
describing a past event/past narration – past continuous	Pre-Int. Mod. 10
describing jobs – defining relative clause	Int. Mod. 8
answering questions about a picture – pre. simple/future/may	Pre-Int. Mod. 1,6,9
asking the names of people using def. relative clause/pre. cont. tense	Int. Mod. 1, 4, 8
talking about possibilities – may/telling the most necessary one-sup. adj.	Pre-Int. Mod.5, 9

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APPENDICES

CHAPTER 1

INTRODUCTION

1.0 Statement of the Problem

Learning a foreign language is a complex and ongoing process. While learning a foreign language, one has to deal with a number of components such as grammar, vocabulary, reading, writing, listening, speaking, pronunciation and so on. Each skill and sub-skill is important while one is learning a foreign language and they should be given emphasis in line with needs and aims. Nevertheless, in most cases, grammar, reading and vocabulary are weighed more than the other skills. Speaking is also regarded as one of the important skills, but this is not the case in practice. Since it is difficult to teach and test speaking skills, it is not attached importance in practice, hence it is not a part of the curriculum; however, people usually need to speak to each other in order to communicate. Suppose that a person went to a foreign country and his/her grammar and vocabulary were good enough, but how would s/he communicate if s/he were not good at speaking in English? This does not mean that the other components are not necessary. Nonetheless, the skills separately mean nothing if they do not complete and contribute to each other.

Even though people learn English to use the language and to communicate, the least valued element at schools is speaking. This is not, however, only the teachers' fault. Students also do not use the opportunity to use the language in class. Even though they have the knowledge to ask a simple question, they ask it in their native language. Even school administrations do not include the component of speaking in their curricula. Consequently, the teachers should create opportunities and promote their students to use English as much as possible. Of course having a

speaking course is better to have the students speak in English. If a speaking course exists in a curriculum, speaking tests will exist naturally. A speaking course and speaking tests can be a part of the curriculum. Otherwise, it would be hard for the teachers to get the students to talk English in class.

This thesis aims to provide speaking tests for Gazi University Prep School students. The title of the thesis is as follows: *Attitudes towards Testing Speaking at Gazi University Preparatory School of English and the Suggested Speaking Tests*.

1.1 Background and Aim of the Study

This study is conducted in and for Gazi University Preparatory School of English. There are nearly 73 instructors of English at Prep School. There are four levels ranging from beginner to upper intermediate. However, this study deals with B, C and D level students. The questionnaires before the speaking test were delivered to the students from all levels (B, C and D). The questionnaires conducted after the test, on the other hand, involved only D level students because D level students are the ones that took the suggested speaking tests.

This thesis aims to demonstrate the lack and need of teaching speaking skills, hence speaking tests at Gazi University Preparatory School of English and suggests speaking tests in line with the course book used (Cutting Edge) so as to assess the students' speaking skills at Preparatory School.

This study generally serves to provide answers to the following questions:

1. What do instructors think of teaching and testing speaking skills?
2. What do students think of being taught and tested of speaking skills?
3. Is speaking attached the importance it deserves at prep school?

1.2 Methodology

First, questionnaires are delivered to 73 instructors of English and 127 students at Gazi Preparatory School to gather data concerning what they think on speaking skills and speaking tests. The instructors are asked to express their opinions about teaching and testing speaking skills while the students are asked what they think about whether speaking skills should be taught and tested at prep school. The questionnaires are analysed and the results are interpreted in a descriptive fashion. According to the results of the questionnaire, the need of teaching speaking skills and hence speaking tests at Gazi University Preparatory School of English is yielded and the tests are prepared and then applied to 3 classes of D level students (60 students). After the test, the students and their teachers are given a questionnaire to get feedback about the applied speaking test. The results are computed and interpreted descriptively.

1.3 Significance of the Study

Speaking is not the oral production of written language. It requires a mastery of using a variety of sub-skills which constitute an overall competence in the spoken language. Therefore, speaking is a hard skill to promote and teach especially in EFL situations. Although it was undervalued for some time in the past, it has gained its

popularity with Communicative Language Teaching. Moreover, there has been clearly a need for many learners to speak English in a wide range of situations recently. Some need for their professions, some for travel, some for intellectual reasons, and some for business. It is of great importance to state that speaking is “the skill upon which a person is judged at a face value” as McDonough and Shaw (1993) express (p.151). Despite its importance, there have not been plenty of materials for speaking courses and speaking tests.

Speaking is as important as other language skills. It should be attached equal importance in both learning and testing process as the other skills. Ur asserts if speaking is taught in the classroom, it has to be tested as well (as cited in Çaykan, 2001). However, there have not been many studies and materials concerning speaking in the field. It is obvious that preparing materials and tests for speaking is much more difficult than preparing materials and tests for other skills. That is why this study is of great importance in EFL situations.

First, this study will guide teachers of English in terms of the kinds of speaking tests. In the next chapter, a variety of speaking tests will be presented, so it will help teachers to select the appropriate tests in line with their classes and syllabi and hence they can assess their students’ speaking skills.

Additionally, if the learners are tested through speaking tests, they will endeavour more to improve their speaking skills because “It is believed that the students tend to attach more importance to developing oral skills when they expect an oral test than when they do not ”as Çaykan (2001) mentions (pp.14-15). If the learners succeed in these tests, they will feel more confident of themselves and they will see that they are able to use the language communicatively and thus they will not

miss any opportunities to speak English both in and out of the classroom. If they fail these tests, they will see their weaknesses and try to get over them by studying harder in order to pass these tests.

This study also guides teachers and testers while developing materials for speaking activities and tests. Moreover, the results of these speaking tests can display the success of the course and the teacher along with the adequacy and quality of the materials and books used in the classroom.

1.4 Scope of the Study

This study is conducted at Gazi University Preparatory School of English since it questions whether speaking is placed emphasis at prep school. The subjects of this study were undergraduate prep school students and the instructors of English working for Gazi University Preparatory School of English. The students are engineering, architecture, medicine, and administration students studying English at prep school (127 students). Initially, 73 instructors were delivered questionnaires. The questionnaires were conducted in seven classes, 2 D level, 2 C level and 3 B level classes. The tests were administered in 3 D level classes (60 students) and afterwards the students who took the test along with their teachers were asked to fill out the questionnaire about the speaking test.

1.5 Definition of the Terms

The following terms and abbreviations are used throughout the study:

1.5.1 Terms

Administration: involves the delivery of a set of test tasks to a group of candidates under specified conditions (Davies, Brown, Elder, Hill, Lumley & McNamara, 1999, p.4).

Appropriacy: is the relationship between language, the language users and the context of use and it is an assessment category or criterion reflecting sociolinguistic competence (also **appropriateness**) (Davies et al., 1999, p.10).

Assessor: is a person who listens to a learner in an oral test and makes an evaluative judgement on what s/he hears (also **examiner** and **tester**) (Underhill, 1987, p.7).

Battery of tests: are a group of several tests which are given together to a student or group of students. The results of such tests can be combined to produce a single score (also **test battery**) (Mousavi, 1987, p.8).

Candidate: is a person undertaking a test or examination (Davies et al., 1999, p.19).

Cloze test: measures the reader's ability to decode 'interrupted' or 'mutilated' messages by making the most acceptable substitutions from all the contextual clues available (Heaton, 1990, p.16).

Completion item: is a test item or question which requires testees to complete a sentence with a word or phrase (Mousavi, 1987, p.18).

Criterion-referenced test: is a test designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks (Gronlund & Linn, 1990, p.14).

Dictation: is an exercise where a passage is read aloud in fragments with sufficient pauses and at such a speed so as to allow proficient candidates to write it down with complete accuracy. The passage may be read once or more than once (Davies et al., 1999, p.44).

Direct test: is a test which requires the candidate to perform precisely the skill which we wish to measure (Birjandi, Bagheridoust & Mossalanejad, 1999, p.2).

Examinee: is another term for a candidate.

Interlocutor: is a person who talks with a learner in an oral test, and whose specific aim is to help and encourage the learner to display, to the assessor, his oral fluency in the best way possible (Underhill, 1987, p.7).

Interviewer: is a person who talks to a learner in an oral test and controls to a greater extent the direction and topic of the conversation (Underhill, 1987, p.7).

Learner: is another term for a candidate.

Marker: is the judge or observer who observes a rating scale in the measurement of oral proficiency (also **rater** and **scorer**) (Davies et al., 1999, p.44).

Psychometrics: is the science of the measurement of cognitive abilities (McNamara, 2000, p.14).

Register: refers to linguistically distinct varieties in which the language is systematically determined by the context (Davies et al., 1999, p.144).

Reliability: is the consistency of evaluation of results (Gronlund & Linn, 1990, p.48).

Speaking/Oral test: is a repeatable procedure in which a learner speaks, and is assessed on the basis of what s/he says. It can be used alone or combined with other tests of other skills (Underhill, 1987, p.7).

Style: is variation of speaking and writing in terms of social and contextual factors (Davies et al., 1999, p.190).

Subject: is another term for a candidate.

Testee: is another term for a candidate.

Transformation item: is a test item in which the testee manipulates sentences to demonstrate knowledge of specific structures. The testee is given a stimulus sentence, usually in writing, and is asked to transform it into different grammatical pattern (Mousavi, 1987, p.150).

Validity: deals with whether a test measures what it is supposed to (Underhill, 1987, p.9).

1.5.2 Abbreviations

ALM: Audiolingual Method

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

L1: First Language

L2: Second Language

SPSS: Statistical Program for Social Science

TL: Target Language

TOEFL: Testing of English as a Foreign Language

TPR: Total Physical Response

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

The skill of speaking is examined in detail in the first part of this chapter. First, the characteristics of spoken language and why people speak are focused. Second, what comprises speaking is analysed. The following part compares and contrasts speaking with the other macro skills. In the next part, how each language teaching method conceives speaking is examined. Afterwards, testing speaking is studied comprehensively. It presents detailed information concerning speaking tests ranging from its components to the administration and evaluation processes. The last part provides a variety of speaking tests along with their characteristics.

2.1 What is Speaking?

2.1.1 Nature of Speaking

There are four main skills in language such as reading, writing, speaking and listening. Although these skills are often considered and taught as separate skills in language teaching, in everyday life they are interconnected and inseparable.

Valette (1977) notes that speaking is a social skill. One can read and write in private or listen to the radio or watch television alone; however, it is rare for a person to speak without an audience of some sort. In brief, oral communication is the goal of speaking and it requires a speaker, a listener and interaction (p.119).

According to Byrne, oral communication is a two-way process between a speaker and a listener (more than one listener is also possible). It consists of the *productive* skill of speaking and the *receptive* skill of listening with understanding.

The figure below demonstrates how all four skills are connected. One should bear in mind that the receptive does not mean passive. In other words, language users are actively involved in the process of interpreting and negotiating meanings both in listening and reading (1989, p.8).

	<i>productive/active</i>	<i>receptive/passive</i>	
<i>aural medium</i>	speaking	listening/understanding	<i>spoken language</i>
<i>visual medium</i>	writing	reading	<i>written language</i>

Figure 2.1 (Byrne, 1989, p.8; Widdowson, 1985, p.57)

Analyzing this process simply and shortly, the speaker has to encode the message to be conveyed in appropriate language and the listener has to decode (interpret) it (Byrne, 1989, p.8). It seems simple at first; nonetheless, it is a complex process because learning to speak a language involves developing a number of complex skills and different types of knowledge about how and when to communicate (Burns & Joyce, 1999, p.2).

2.1.2 Reasons for Speaking

McDonough and Shaw define speaking as a skill which enables us to produce utterances. It is communicative and purpose-driven. To put it in other way, it enables us to communicate something so as to achieve a particular end. In everyday language, we speak to achieve particular ends, that is, for many kinds of reasons. These may involve exchanging information, seeking a particular outcome, expressing ideas or feelings, expressing a wish or desire to do something and so on.

Consequently, one has to be communicatively competent to fulfill all these functions (1993, p.152). A comprehensive list of functions is provided in Appendix 1.

As Brown and Yule (1988) state,

In each function, language is used for a somewhat different purpose and hence takes on a somewhat different form. There are appropriate 'styles' for different functions, different 'registers' – different typical selection of vocabulary and type of structure, different conventions of organization of information etc. (p.10)

Brown and Yule express that if the aim of the communication is to convey information, this is called 'Transactional' function of the language as in the examples of making an appointment for an optician, discussion about promotion and asking for directions. On the contrary, if one aims to maintain social relationships, this is 'Interactional' function of the language (1988, p.11). A chit-chat with a neighbour and a discussion about yesterday's football match with colleagues are examples for this kind of interaction (Burns & Joyce, 1999, p.5).

2.1.3 Components of Speaking

As Harris (1969) states "Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates." (p.81). Six components are identified in the analysis of a speech process as follows:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency

- e. Discourse
- f. Language Skills
- g. Comprehension (Harris, 1969, pp. 81-82, Harmer, 1992, pp.11-12)

These components are examined in the following:

2.1.3.1 Pronunciation

Pronunciation is the knowledge of how to say a word – that is how to pronounce it. This component consists of three elements which are *sounds*, *stress* and *intonation*.

2.1.3.1.1 Sounds

Harmer mentions that on their own, sounds of a language may be meaningless; however, they end up with words if we put them together in a certain order. All the words are made up of sounds and learners need to know these sounds if they want to be understood and they want to understand what is said to them (1992, p.11). So they are supposed to know how to articulate, recognize and differentiate between these sounds (p 21).

2.1.3.1.2 Stress

Harmer (1992) defines stress as the knowledge of giving emphasis to a certain part of a word while one is uttering it. Students should know how to use rhythm and stress correctly provided that they want to be understood (p.11). As teachers, we have to make sure when they learn new words, the students know which syllables are stressed and they are able to utter them with appropriate stress. They

should also know how stress can change the meaning of sentences, questions and phrases (Harmer, 1992, p.12).

2.1.3.1.3 Intonation

Intonation can be described by Harmer (1992) as “the tune/pitch you use when you are speaking and the music you use to change that pitch” (p.12). It is the music of speech in short. Using a high, medium or low pitch and your voice’s falling or rising all have to do with intonation. Intonation also indicates involvement of a participant in a conversation. Thus students again should know how to use and recognize intonation. Furthermore, they should be trained what meaning intonation can attach to a sentence, how one can change the meaning of a sentence, question or phrase by using it in different ways (Harmer, 1992, p.12).

2.1.3.2 Grammar

In terms of speaking, grammar is regarded as ‘Accuracy’. Grammar is how a language works, that is, it is the knowledge of putting words together in order to make a sentence. There are numerous rules in English grammar, so it is nonsense to expect students to know all the grammar rules in detail. What should be done is “to ensure that students are communicatively efficient with the grammar they have at their level.” as Harmer (1992) asserts (p.23). In other words, we should make sure that they can use what they know.

2.1.3.3 Vocabulary

Harmer (1992) suggests one of the components students also need to know is the lexis of the language. Vocabulary is as important as grammar in this respect. Hence students need to be taught not only what words mean and but also how they are used. The latter involves stretching and twisting the words (p.23). If we really aim to teach students what words mean and how they are used, we need to demonstrate how words are used together with other words, in context. At this point, students comprehend that words do not exist on their own and they need other words and they depend on each other. Moreover, if students learn words in context, they are more likely to remember and retrieve them (Harmer, 1992, p.24).

The knowledge of how words are used covers several points such as collocation, connotation, word formation and literal and metaphorical meanings.

As stated before, students need to know which words go with which words. For instance, they should know the noun *suicide* is used with the verb *commit* if the meaning is one's killing one's self. Students are also taught how to change the words they learn. For example, they are supposed to know how to make the word *interest* *interesting*, *uninteresting* and *interested* or how to make *possible* *possibility* and *impossible*.

As Harmer (1992) asserts, students should also know that the words they learn have both literal and metaphorical meanings, which requires an advanced level of knowledge for EFL students (p.14).

2.1.3.4 Fluency

Fluency is the ease and speed of the flow of the speech. Fluency does not exist when there are a number of hesitations, repetitions and pauses in a speech. The less hesitations, repetitions and pauses take place in one's speech, the better one's fluency is. It is of importance to remember that being fluent promotes interaction and hence speech. It is a great mistake to expect our students to be fluent in English all of a sudden. Even the native speakers cannot be fluent at times. To conclude, fluency needs practice and time to improve.

2.1.3.5 Discourse

Brown (2000) defines discourse analysis as “the analysis of relationship between form and functions of language” adding that “it encompasses the notion that language is more than a sentence-level phenomenon” (p.253). A single sentence sometimes contains certain presuppositions (serving as a number of functions) that are not revealed overtly, but are clear from the context (Brown, 2000, p. 254). Some examples are provided in the following:

Examples

A: Got the time? B: Ten fifteen.	A contains the presupposition of how to ask what time of the day it is. (Brown, 2000, p.254)
A: More coffee? B: I'm okay.	B contains the presupposition of how to say no more coffee. (Brown, 2000, p.254)
A: Shall we go to the movies tonight? B: I'm busy.	B contains the presupposition of how to reject an offer. (Brown, 1994, p.42)
A.: It's cold in here.	A contains the presupposition of how to ask someone to turn on the heating or to close the window or to ask for a blanket etc. (Harmer, 2003, p.23)

A: This is a non-smoking area.	A contains the presupposition of how to ask someone to put out his/her cigarette. (Harmer, 2003, p.23)
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As Brown cites, a stand-alone sentence can serve as an agreement, disagreement, complaint, apology, insult, argument or only a comment depending on the context (2000, p.254). Therefore, a second language learner should know how to start a conversation and how to respond to a person trying to start a conversation. A second language learner with perfect pronunciation and grammar might fail to comprehend and communicate certain functions in the middle of a conversation if s/he has no knowledge of discourse.

2.1.3.6 Language Skills

If oral communication is examined closely, it is easy to identify certain language skills that are used. Harmer (1992) argues that very often language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may well read something and then answer their questions orally (pp.16-17). There are also sub-skills engaged during oral communication. All four skills have sub-skills and language users decide which sub-skills to use in different situations (Harmer, 1992, p.18). For instance, during oral communication, one of the participants may listen to the other participant just to extract specific information about a topic or just for the gist of a subject. It is of significance to keep in mind that oral communication itself has also micro skills. A list of these micro skills is presented in Appendix 2.

2.1.3.7 Comprehension

At least two participants take place in a conversation. To have a meaningful conversation, comprehension is essential. Comprehension involves listening, understanding and background information about the topic being talked. If participants can comprehend each other, they can provide feedback to continue their conversation. Sometimes communication breakdowns take place and hinder comprehension, but participants can use some particular strategies to try to understand what is meant. These strategies will be mentioned in part 2.2.1.8.

2.1.4 How Speaking is Related to Listening

As one can presume, participants engage both the speaker and listener's roles interchangeably. Even though these two skills are considered as separate skills while teaching a foreign language, people have to be both speakers and listeners at the same time in everyday life. These skills are dependent on each other.

As Burns and Joyce (1999) mention, the speaker should choose the appropriate language which corresponds to the listener's current knowledge and point of the view on the topic (p.5). The speaker also has to deal with the listener's feedback to understand whether the message is interesting to the listener and whether it is clear or misunderstood because the message may contain redundant information (Burns & Joyce, 1999, p.5; Byrne, 1989, p.8). Therefore, if the listener does not follow with the maximum attention or does not analyze the message to get the necessary parts, his/her interpretation may not be the exact message to be conveyed, so this may lead to some misunderstandings and communication breakdowns. As a result, Burns and Joyce (1999) state the speaker has to repeat, clarify or extend the message according to how we assess the feedback (p.5). The speaker and listener are

actively engaged in matching the various kinds of knowledge such as the knowledge of

- a. the way language works
- b. the current situation (where it takes place, who is involved, what is being discussed)
- c. the way interactions generally proceed in such situations
- d. the world in general (cultural and social information)

(Burns & Joyce, 1999, p.6)

In short, both the speaker and listener have responsibilities to build up the meanings together in an oral communication.

The figure in the following sums up this section:



Figure 2.2 The Nature of Communication (Harmer, 1992, p.48)

2.1.5 Spoken vs. Written Language

As stated before, the four skills are interconnected and inseparable in everyday life; nevertheless, they differ from each other in terms of nature. Spoken and written languages are completely different from each other as expressed by Burns and Joyce (1999):

The scripted dialogues which appear in many language teaching resource books are typically based on grammars of English derived from written language. However, speaking in real-life interactions is not a matter of producing a spoken version of written language. Speech is a way of achieving a range of communicative purposes which are different from those achieved through writing. (p.8)

Brown and Yule differentiate spoken and written languages in many ways. First of all, written language is the language of literature and scholarship whereas spoken language is simply the art of producing sentences of the language. Therefore, the former has rules which are well-known and well-described. They do not vary greatly over a couple of centuries (1983, p.1). However, the latter has a lot of variety in itself. In simple terms, it differs from one dialect to another and it does have no influential description of spoken English unlike written language with a descriptive nature (1983, p.3). Consequently, both of them are used in different kinds of situations and they use different kinds of resources.

The second difference is pointed out by Burns and Joyce. The spoken language is context dependent while written language is context independent. The former is generally used to communicate with people at the same time and/or in the same place. Hence it relies on shared knowledge between the participants making reference to the shared context. In other words, it is tied to immediate context, which makes it concrete at that moment. Not to our surprise, it generally accompanies action. On the contrary, written language is used to communicate across time and distance, which makes it formal and abstract in terms of nature. Since it can't rely on the non-existent shared knowledge and the interaction, it has to recreate the context it

is describing for the readers. It has to reflect action to be self-explanatory (1999, pp. 9, 13).

Next, speaking is dialogic in nature because it involves two or more than two participants who create spoken texts together. In contrast, written language is monologic in nature due to the fact that it is written by one person to an audience (Burns & Joyce, 1999, p.13).

Moreover, when we speak, the language we produce is unrehearsed, spontaneous and unpredictable (Burns & Joyce, 1999, p.13). Since it occurs at that moment (its spontaneous feature), it is unplanned. Casual conversations ranging over a number of different topics and utterances leading to others make it difficult for participants to predict what comes next (Burns & Joyce, 1999, p. 9). Needless to say, the language produced is informal (everyday) language. Conversely, written language can be edited and redrafted any number of times and it has a structure with beginning, middle and conclusion parts. As a result, it is easy to predict the content (Burns & Joyce, 1999, pp.9-10).

As stated before, written language has a structure. Burns and Joyce state that these parts are orientation, record of events and reorientation. Orientation part gives information on the context of the event. The second part presents a record of the events as they occurred in sequence and the last part makes a closure or conclusion to the events. That is why written language is fixed. Unlike written language, spoken language is open-ended, dynamic and unscripted. This nature of spoken language leads to hesitations, repetitions, overlaps and incomplete sentences in speech. That is why spoken language is ungrammatical (1999, pp.9-10). Harmer states that even native speakers make mistakes while speaking, which is so natural. All the same, this

is not the case in written language. Unlikely, written language is permanent and it requires accuracy (grammaticality), clarity and a logical organization. A piece of writing with mistakes and half-finished sentences is judged as illiterate. Consequently, there is often a greater pressure for accuracy in written language than in spoken language (1992, p.53).

Harmer (1992) mentions another difference which is speaking's advantage to written language in terms of expressive possibilities. Intonation and stress (tone of voice); the chance to rephrase, speed up and slow down; facial expressions, gestures and body language help to convey the message and promote interaction. In short, one can get immediate feedback by means of these expressive possibilities while speaking. However, this is not the case with written language. No immediate feedback and expressive opportunities are possible in written language (p.53).

Lastly, the language is simple with loosely organised syntax in spoken language. It contains less highly structured information and less specific vocabulary. In contrast, written language has a complex syntax with densely packed information and it contains specific vocabulary (Brown & Yule, 1983, pp. 4, 7).

The following diagrams sum up this part clearly:

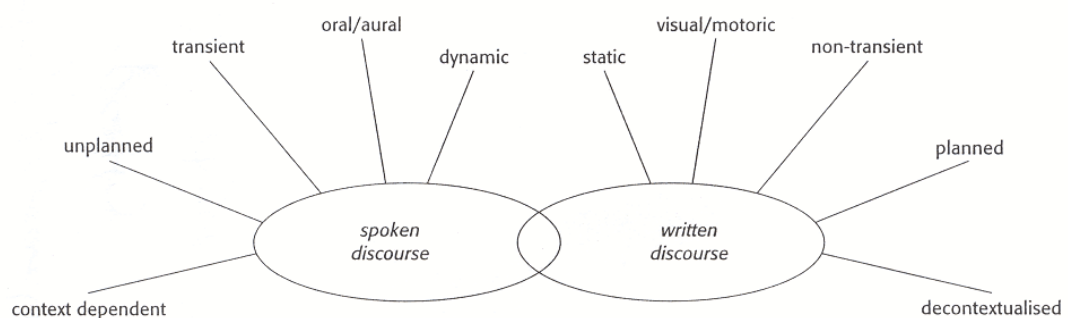


Figure 2.3 Aspects of Production (Hughes, 2002, p.10)

2.2 Teaching Speaking

2.2.1 Language Teaching Methods

Throughout years, several methods have been suggested as regards how to teach a foreign language. Each has different emphases, principles and techniques. Some of them attach importance to grammar and vocabulary whereas the others focus on speaking and listening. There is no perfect method of teaching a foreign language. Therefore, an eclectic approach is preferred and applied in class by most language teachers. How each method conceives speaking is presented as follows:

2.2.1.1 Grammar-Translation Method

The goal of this method is to learn a foreign language “in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study” as Richards and Rodgers state (1990, p.3). This method emphasizes the foreign language grammar which is taught deductively. The main practice technique is translation from and into the target language. For this reason, reading and writing are the major focus. Little or no systematic emphasis is given to speaking and listening (Stern, 1984, p.453; Larsen-Freeman, 1986, p.10).

2.2.1.2 Direct Method

This method aims to use the target language as a means of instruction and communication in language classroom. The syllabus is based on situations and topics, not linguistic structures (Stern, 1984, p.457). Everyday speech and vocabulary are taught. Accordingly, oral communication skills are built up through conversational activities. New teaching points are introduced orally; that is, grammar is taught inductively (Richards & Rodgers, 1990, pp.9-10). While attention on all four skills is paid from the very beginning, oral communication is seen as basic (Larsen-Freeman, 1986, p.25).

2.2.1.3 Audiolingual Method

According to Larsen-Freeman (1986), this method is characterized by the use of the target language communicatively. Learners achieve this by forming new habits in the target language and overcoming the old habits of their native language (p.43). Learners are supposed to acquire certain structural patterns through certain practice techniques such as mimicry, memorization and pattern drills and grammar is induced from the examples (Stern, 1984, p.464). Emphasis is mainly on speech in this method. Reading and writing are not neglected; however, listening and speaking are given priority. In short, the natural order of skill acquisition (listening, speaking, reading and writing) is followed during the teaching process (Larsen-Freeman, 1986, p.43).

2.2.1.4 Silent Way

Richards and Rodgers define the main objective here as to provide beginner students with oral and aural facilities in basic elements of target language. It emphasizes near-native fluency and correct pronunciation in the target language and prosodic elements of the target language (1990, p.103). However, “Silent Way is the behaviour of the teacher who, rather than entering into conversation with the students, says as little as possible” as Harmer (2003) expresses (p.88). Silence is considered as a tool helping to foster autonomy or the exercise of initiative (Larsen-Freeman, 1986, p.59). Because it is believed that learner can learn better if s/he discovers or creates rather than s/he remembers and repeats what is to be learned (Richards & Rodgers, 1990, p.99).

2.2.1.5 Suggestopedia

Brown (2001) defines Suggestopedia as “a method for learning that capitalized on relaxed states of mind for maximum retention of the material” (p.27). Speaking communicatively is emphasized and teachers try to accelerate this process by lowering their affective filter – the psychological barriers learners bring with them to the classroom. Grammar is dealt with explicitly but minimally (Larsen-Freeman, 1986, pp.81,83). Grammar and vocabulary are taught from the dialogues. Memorization of vocabulary pairs and lexical translation are given importance (Richards & Rodgers, 1990, p.147). Larsen-Freeman also adds that imitation, asking and answering questions, role-playing, listening activities, drama and dialogues are the activities that are commonly used in classroom. Art (music, art and drama) is also integrated into teaching process (1986, p.79).

2.2.1.6 Community Language Learning

This method has its roots from Carl Roger's view of education, but has also reflections of basic principles of counselling. Teacher is a counsellor and students are clients according to this method. Teacher, as a counsellor, deals with students' needs and helps to promote independence and self-assurance in students. Group interaction and interpersonal relations facilitate learning process in a context (Brown, 2001, pp.25-26). CLL aims to teach language to be used communicatively. Native language and translation are used to make the meaning clear. Understanding and speaking are given emphasis over reading and writing. What the students have already learned are worked on in reading and writing. Free conversation, translation, group work, analysis, listening, recording and transcription are the activities commonly used in the classroom (Larsen-Freeman, 1986, pp.99, 101).

2.2.1.7 Total Physical Response

Brown (2001) notes the creator of this method based it on the assumption that adult second language learning could have similarities with child language acquisition. Children do a lot of listening and before they speak and they respond physically to the language they hear. That is why TPR is a method in which students do a great deal of listening and acting. It attaches importance to right-brain learning as well (p.30). Like Suggestopedia, TPR tries to lower the affective filter by organizing physical actions in the classroom (Harmer, 2003, p.90). What is aimed is to teach oral proficiency at a beginning level, but students are allowed to speak only when they are ready. In short, understanding the spoken language is followed by its production (Richards & Rodgers, 1990, p.91; Larsen-Freeman, 1986, p.115).

Moreover, Larsen-Freeman (1986) points out language is presented and taught through the use of action-based drills in the imperative form. The spoken language is emphasized over written language. However, this method can only be appropriate for beginning level students, not for advanced ones (p.114).

2.2.1.8 Communicative Approach

This method is also known as ‘Communicative Language Teaching’. Language teaching methods have been discussed above. Although they claim that their aim is to get the students to use the TL communicatively, they cannot claim to be successful at their aim. Communicative Approach differs from the other methods at this point. It stresses the significance of language functions rather than focusing solely on grammar and vocabulary. It considers TL as a vehicle for classroom communication, not just the object of the study. It aims to develop communicative competence which is defined by Hymes as “that aspect of competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts” (as cited in Brown, 2000). Canale suggests that communicative competence consists of four components. These components are defined as follows:

a. Grammatical Competence

This is the aspect of the competence that covers knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology. It is also referred to as ‘Linguistic Competence’.

b. Discourse Competence

Discourse competence is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.

Grammatical competence is at sentence level while discourse is at intersentential level.

c. Sociolinguistic Competence

This type of competence is the knowledge of sociocultural rules of language and discourse and it requires an understanding of the social context in which language is used: the roles of the participants, the information they share and the function of the interaction.

d. Strategic Competence

Competence of this sort involves using verbal and non-verbal strategies that are utilized in order to compensate for breakdowns in communication due to performance variables or insufficient competence. Paraphrase, circumlocution, repetition, hesitation, avoidance and switching register and style are some of the major ones. (as cited in Brown, 2000)

According to CLT, students learn to communicate by communicating; therefore, everything is done with a communicative aim in the classroom and it finds the social context of the communication which is essential in giving meaning to the utterances. Communicative interaction is promoted and communicative activities such as games, role-plays, simulations and problem-solving activities are used in class (Larsen-Freeman, 1986, p.131; Harmer, 2003, p.85).

The teacher's roles vary ranging from advisor, facilitator to co-communicator and teachers prefer inductive, student-centred routes rather than explicit and teacher-

led explanations. They place the learners at the centre of the learning process and assess their progress (Larsen-Freeman, 1986, p.131).

As stated before, the activities used in the class try to replicate real communication. For real-like communication, there has to be three components. These are information-gap, choice and feedback. An information gap exists if a person in an exchange knows something that the other person does not. For example, if two people know where the post office is and if one asks “Where is the post office?” and the other answers “It is on Main Street between the bank and clothes shop.”, this cannot be called real communication (Harmer, 2003, p.84; Larsen-Freeman, 1986, p.132). Also, a speaker should have a choice of what to say since real communication is spontaneous and one cannot predict what will come up next. However, if an activity is a controlled one such as chain drill, the speaker has no choice, which means this exchange is not communicative. It would be impossible to have a meaningful communication without feedback (Larsen-Freeman, 1986, p. 132). The participants check whether what s/he is trying to say is understood by the other side in a real communication and this is possible only through the information s/he receives from the listener. That is why it is impossible to separate listening skills from speaking skills.

Littlewood utter there are two major kinds of activities applied in the classroom. These are pre-communicative and communicative activities. The former one is utilized to isolate specific elements of knowledge or skill which compose communicative ability and provide the learners with opportunities to practise them separately and to be trained in the part-skills of communication. The majority of the activities to be found in course books such as drills and question and answer practice

are of this kind. These activities also enable the learners to create links between the language forms and their potential functional meanings. The latter is the kind of the activities through which the learners have to activate and integrate their pre-communicative knowledge and skills. These are the activities in which the learners are engaged in practising the total skill of communication (1983, pp.85-86).

Hughes (2002) states that communicative approach has been a backbone in modern ELT since the 1970s. Techniques such as pair and group work, task-based learning, the concept of language awareness all appeared after this method was introduced (p.24).

2.2.2 Role of the Teacher

A language teacher's task is to "create the best conditions for learning" as Byrne mentions (1989, p.1). In order to promote students' speaking skills, the teacher has to play a number of roles during the speaking activities. The roles the language teachers need to play are discussed in the following:

First, Byrne (1989) expresses that the teacher has to be *informant*. S/he should select the new material to be learnt and present the prepared material to the learners appropriately. Furthermore, it is also the teacher's responsibility to devise and provide maximum amount of practice that should be both meaningful and memorable at the same time (p.2).

The second role the teacher has to perform is a *conductor* and *organiser*. As a conductor, the language teacher should conduct an orchestra, grouping or pairing the learners when necessary and giving each of the learners a chance to participate (Byrne, 1989, p. 2; Byrne, 1991, p.13).

Thirdly, the teacher should act as a *monitor*. S/he needs to check whether what the learners are doing is satisfactory or not (Byrne, 1989, p. 2).

The next role is being a *prompter/stimulator*. The language teacher, at times, may need to help and lead the learners overtly who get lost, lose fluency or cannot think of what to say next (Byrne, 1991, p.13; Harmer, 2003, p.275).

As Harmer (2003) asserts, being a *participant* is the next role to be mentioned. Language teachers participate in some activities so as to encourage the learners to interact covertly, ensure continuing student engagement and maintain a creative and friendly environment. However, the teachers should not participate too much in order not to dominate the speaking (p.276).

Lastly, the teacher can act as a *guide and feedback provider*. As a guide, the teachers give advice to their students and answer their questions. The teachers also give feedback to their students concerning how well they have performed in speaking activities (Byrne, 1991, p.13; Byrne, 1989, p.2; Harmer, 2003, p. 276).

2.2.3 Summary of Speaking Activities

There are a number of speaking activities which can be used in English classes; however, they are not studied in this part. Speaking activities and speaking tests are similar. Since speaking tests are dealt with in detail in part 2.4, only a figure summarising and categorising speaking activities is provided in this part as follows:

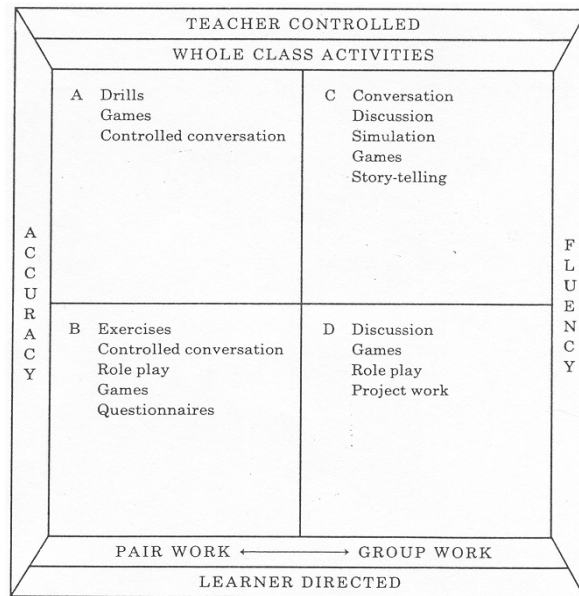


Figure 2.4 Summary of Speaking Activities (Byrne, 1991, p.106)

2.2.4 Guidelines for Speaking Activities

1. Let the students know the purposes of the speaking activities they do in class.
2. Use techniques that cover the spectrum of learner needs.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage development of speaking strategies.
8. Monitor the learners while they are speaking. (Brown, 2001, pp. 275-276)

2.3 Testing Speaking

2.3.1 Aims

As Underhill states “Giving a test is like asking a question – it is a request for information. If you ask the right sort of question, you get the right sort of answer” (1987, p.12). Consequently, testers have to know what kind of information they want or need before developing a test. Speaking tests can be developed to answer four basic questions.

The information being sought here is the learner’s general level of language ability. This can be achieved by a proficiency test. Burns and Joyce (1999) mention the aim of a proficiency test as “to assess a person’s level of language in relation to a specific future use” (p.103). A well-developed speaking test including a number of different test techniques can give a quick and quite accurate measure of general proficiency.

The second one answers the question “Where does this learner fit in our teaching programme?” A placement test helps “to place students into an appropriate level within an institutional or an overall course of study” (Burns & Joyce, 1999, p.103). According to Underhill (1989), the interviewer should know which classes or levels are available in order to allocate the students properly. It is better if the interviewer is one of the teachers who knows the nature and syllabus of the class. (p.12)

The next one aims to diagnose the learners’ strengths and weaknesses. The learners are supposed to use certain language elements such as functions, structures or vocabulary. According to their performance, it is yielded at which parts s/he is good, and at which s/he is bad, so the result of these tests diagnose specific learning

difficulties the students may have and also determine the points which need remedial work (Underhill, 1987, p.13).

“How much has the learner learnt from a particular course?” is the question this kind of tests try to answer. According to Underhill (1987), “An achievement test takes a sample of the language elements or skills that have been covered on the course and aims to test how well the learner has mastered those elements” (p.13). The result of this kind of tests demonstrates whether the course has been successful and the course contents have been learnt. The results can also be used for the future course planning (Underhill, 1987, p.13).

2.3.2 Resources

Not only the preparation but also the administration and evaluation phases of speaking tests are difficult and they all require proper preparation, organization and time. Without the proper resources, it is impossible to give a speaking test. The resources necessary for a speaking test are studied as follows:

2.3.2.1 Materials and Tests

First of all, speaking skills have to be taught in class. Only what is taught in the classroom can be tested through these tests. Obviously a speaking course and test have some requirements. Beforehand, a needs’ analysis should be done to determine what will be covered in the speaking class. A proper book which is selected in accordance with the syllabus of the course and the learners’ needs is also necessary. Next, some materials apart from the book are also needed for activities to be done in the classroom.

Secondly, tests in line with the syllabus and nature of the learners should be prepared. This is the most difficult phase on the grounds that preparing speaking tests requires competence to develop materials, knowledge on testing along with a good command of English.

2.3.2.2 People

The most important resource of all is human being. People participate in every phase of speaking tests. As Underhill states experienced and competent English teachers are required to develop and try out the speaking tests in the first place. Second, organizations such as getting the learners to the right place at the right time, announcing the results in the desired form, keeping their records should be made properly. Lastly, there should be experienced English teachers who will involve in evaluation phase. They are supposed to mark or re-mark the learners' performance. It is better if different people with different qualifications and skills take place in each phase. Nevertheless, in most cases all of these are done by the same person (1987, p.15).

2.3.2.3 Time

This is the most difficult one to arrange among the others because testing the learners orally takes more time than pencil-paper tests. Each subject is tested individually or in pairs. In consequence, the tests should be prepared so appropriately that it should not take ages to test each learner. Shorter and fewer techniques should be preferred. The markers can also be affected adversely if this process takes long.

They may give high or low marks when they get tired, which has a great impact on the consistency of the markers and hence the reliability of the tests.

2.3.2.4 Equipment and Facilities

At first, Underhill mentions (1987) that the choice of the room and the arrangement of furniture should be given enough thought. The learners should be given the test in a room – a familiar room if possible – where they are not disturbed and distracted by the noise and other people. The furniture should be arranged beforehand in a way that reduces the students' feeling of being questioned by his/her teacher (and observed by another teacher) (p.17).

Sound or video recording systems are also of importance provided the performances of the subjects are recorded or the subjects listen to something during the test. The appliances have to be good quality and user-friendly. Teachers who know how to run these devices should be giving the test. Finally, if pictures or some kind of texts are embedded into the tests, they should be duplicated in adequate numbers with legible writings or pictures on them (Underhill, 1987, p.17).

2.3.3 Needs

According to Underhill, aims are institutional while needs are personal. There will be a better education if the aim and syllabus of the program should match the needs of the learners. People's needs differ from one to another both at a professional and personal level. Firstly, a needs analysis should be done and then the learners can be classified as clearly distinct groups by certain criteria. Afterwards, a program can be prepared accordingly (1987, pp.18-19).

2.3.4 Difficulties Confronted in Speaking Tests

There is no doubt that the oral skills are one of the most important ones; however, “testing command of spoken language in any systematic or realistic way is extremely difficult” as Morrow claims (1991, p.56). For this reason, many schools and teachers do not even try to measure the speaking skills. Even if schools have an oral component in their curriculum, they often attach less weight to it than they do to others. Testing speaking is considered as the most challenging of all language exams in its every phase, preparing, administrating and scoring (Madsen, 1983, p.147). A list of problems that can be confronted in oral testing is presented below:

2.3.4.1 Problem of Administration

2.3.4.1.1 Time

As Morrow states, oral testing is very time-consuming. Testing large numbers of students is usually impossible due to the limited time involved. Suppose a class of 30 students will take a speaking test and the assessment will be done at the time of their performance. If 5 minutes is given minimally, it will take 150 minutes, 2.5 hours totally (1991, p.56).

If the students’ performances are recorded and then assessed, it will take longer than the first alternative mentioned above. Valette (1977) points out this subject as “Not only must the actual playing be taken into account, but also the time needed to rewind the tape, take it off the machine, and thread the next tape” (p.120).

2.3.4.1.2 Materials, Equipment and Physical Conditions

The resources required in a speaking test are grouped in one of the previous sections. Learners' speaking skills cannot be tested efficiently unless necessary resources are used properly. It is crucial to bear in mind that the human factor is the most essential one among the others.

The first problem is cited by Perren (1968), "Too often at present the selection of materials for tests of spoken language appears arbitrary or based on old-established and now unfashionable teaching conventions" (p.108). For instance, there are not sufficient and appropriate test materials to assess speaking communicatively. Even though FL is taught communicatively in most cases, it is tested through structural techniques such as reading out and phoneme discrimination. At this point, the validity of these tests is in question. Testing techniques should correspond with the teaching techniques and methods (Çaykan, 2001, p.18).

Lado states another problem, "Efficient and reliable tests of spoken language are likely to be too long and too expensive for general use" (as cited in Perren, 1968). Even some available objective speaking tests cannot satisfy the testers and teachers inasmuch as they are criticised to be invalid, unreliable, too long, too short, too difficult to score or harmful in terms of backwash effect on teaching (Perren, 1968, p.108).

The second one is to do with sound or video recording equipment. The institution has to have sufficient and good quality equipment if the interactions during the tests are recorded. It is obvious that the quality of the equipment may affect the raters and assessment poorly or favourably.

There is no need to mention the importance and the possible impacts of physical conditions both on the testees and assessment.

2.3.4.2 Problem of Reliability

Reliability refers to the consistency of measurement – that is, how consistent test scores or other evaluation results are from one measurement to another. In other words, a test cannot measure anything well unless it measures consistently. In order to have confidence in a measuring instrument, we need to be assured that approximately the same results are obtained on different occasions.

2.3.4.2.1 Criteria for Assessing Spoken Language

As Perren cites, speaking's being a difficult skill to define and having limited or no guidelines make it difficult for the testers to establish criteria to assess the subjects orally. Firstly, it is important to specify what is being tested – pronunciation, auditory comprehension, commons sense or what? (1968, p.112) A learner, for example, can produce all the sounds, combine words and sentences with appropriate stress and intonation, but s/he cannot say something relevant or appropriate to the context s/he is given. On the other hand, another learner can make a number of errors in phonology and syntax but succeeds in getting his/her message across (Heaton, 1990, p.88). The problem is according to which criteria should these learners be evaluated. There is disagreement among the teachers and testers on what to include in criteria and how much weight each should be given. Grammar, vocabulary, pronunciation, fluency, appropriacy and listening comprehension are some of the criteria which are included in rating scales. Madsen mentions an international survey

of speaking tests to indicate this disagreement. It was carried out by Randall L. Jones and here are the results, “of 74 exams evaluated, 81 percent measured grammar, 71 percent fluency, 67 percent vocabulary, 66 percent pronunciation, 63 percent appropriateness, and 37 percent other matters” (Jones, as cited in Madsen, 1983).

Madsen argues (1983), for example, even if fluency as one of the criteria is agreed on, another problem comes up. What is going to be assessed under the heading of fluency, quickness of response, amount of information conveyed per minute or simply a general impression of fluency? In short, there are a number of elements of speaking, so it is difficult to identify them (pp.147-148).

Another problem about assessing speech reliably is stated by Ur, “When answers to a test are written, assessors can check them carefully at their leisure; but speech flits past and is very difficult to judge quickly, objectively and reliably” (as cited in Çopur, 2002). Moreover, there are too many things to evaluate at once, so it is better to have at least two raters for the oral tests.

2.3.4.2.2 Rater Objectivity

Reliability can be defined simply as “stability of test scores”. What is focused here is the stability of the oral test results when the same raters score the same test at different times or when different raters score the same test. This concept is known as “Rater Reliability”. It can be defined as “the consistency of scoring by two or more scorers” or “a scorer’s consistency on different occasions”. Despite having established criteria for assessment of spoken language, raters may vary in the assessment process. For example, a rater may stick to the criteria whereas the other may not as much as the first one does while assessing the subjects orally (Ur, as cited

in Çopur, 2002). Therefore, subjectivity is inevitable in scoring procedure as long as human being is involved in the process. The best solution to this problem is having more than one rater for each performance. The scores of each rater can be correlated to see if the results are consistent. Consequently, this may prevent subjectivity and enable the raters to depend on the rating scale and hence to be as objective as possible. In addition, better results can be yielded if each learner's performance is scored immediately and that score is recorded onto a scoring sheet (Çopur, 2002, p.15).

2.3.4.3 Problem of Validity

Validity means that whether a test serves its purpose / a test works properly or not. For a speaking test to be valid, it has to include the skills, functions, vocabulary, structures, and activities that are studied in the classroom. In other words, the questions of the test should be parallel with what is taught in class. To do so, a clear notion of what is going to be tested should be specified and an adequate sampling should be done accordingly (Perren, 1968, p.109). This is really hard to do due to the nature of speaking skill. No language skill is harder than speaking skill to assess precisely as it involves the simultaneous use of a wide variety of different abilities that often develop at different rates (Harris, 1969, p.81). Why the problem arises is pointed out by Madsen (1983) "the nature of speaking skill itself is not usually well defined" (p.147). What to include in an oral test and sampling is a great problem that testers and teachers have to cope with. It is suggested that topics, functions, vocabulary, situations and structures should be specified in light of the syllabus, learners' needs and levels in order to have an appropriate sampling and

hence a valid test. Teachers, learners, administrators, raters and interlocutors should all involve in this process. It is important to bear in mind that this process is a really complex one requiring experience and competence and it should be given a lot of thought. Heaton (1990) mentions face validity which concerns with whether a test looks right to other testers, teachers, interlocutors and testees. Since the testers are so involved in the test, they cannot stand back and evaluate the test objectively; therefore, it is often useful to show the test to colleagues and friends. They can help with their comments to avoid ambiguities and absurdities (p.159).

2.3.4.4 Problems concerning Speaking Skill

2.3.4.4.1 The Complex Skill Speaking

As mentioned by Perren (1968), ability to speak and understand a language requires the generalized use of highly complex skills, but it is probably the most highly rated and widely useful aspect of language proficiency. Therefore, speaking skills cannot be assessed through producing and distinguishing the phonemes or reading aloud. Testing oral skills is comparatively easy at beginning level, yet it gets difficult and difficult in advanced levels since competence increases (pp.107-111).

2.3.4.4.2 The Nature of Spoken Language

The nature of spoken language constitutes the next problem. Perren (1968) suggests that “Spoken language is fugitive. It cannot be re-scanned and reassessed in context like writing unless the performance is recorded as it occurs” (p.108). Recording the tests still has some drawbacks. First of all, the tape-recording is not adequate enough to provide an accurate means of assessment since it cannot cover

the full context of the actual situation which is essential for efficient assessment of spoken language (Heaton, 1990, p.88; Perren, 1968, p.108). Moreover, as stated before, such processes take longer and the institutions have to pay for the necessary equipment. The equipment also may yield poor results. Even in some cases, testees are given another test for the second time.

2.3.4.4.3 Speaking and Listening

Another problem in the testing oral skills is pointed out by Hughes (2002), “the degree to which it is possible to isolate speech from other skills in test design” (p.83). As mentioned before, auditory and oral skills are so closely involved that they cannot be separated. Therefore, in testing oral production it is impossible and undesirable to isolate speaking skills from listening skills as well as mentioned by Heaton. Obviously, these two skills are interdependent in everyday situations. It does not seem possible to go on conversing meaningfully without listening and understanding what is being uttered and without making oneself understood at the same time. Nevertheless, this interdependence is the thing that increases the difficulty of speaking tests in terms of testees because they are both tested on speaking and listening skills simultaneously (1990, p.88). At this point, Douglas (1997) makes a suggestion,

I recommend that serious consideration be given integrating them, both methodologically and psychometrically. That is, I believe we should consider an oral/aural skills test, where the test taker uses his or her communicative language ability to produce and comprehend

meanings in a variety of tasks and receives a single score reflecting the performance. (pp. 25-26)

Language learners especially in EFL situations have difficulty in listening due to some reasons. According to Brown (2000), the first one is the message which is listened to. The content of the message may be difficult for the listener because of its content which may include unfamiliar linguistic features, different areas of social life such as idioms, slang and colloquial language. Redundant utterances which are inevitable in a communication such as pauses, repetitions, self-correction, and false starts prevent the comprehension of the listener as well (pp.252-254).

The speaker is the second one. The way, nature and accent of speakers vary from person to person, which may create difficulty in understanding the speaker for the listener. The rate of delivery is also of importance (Brown, 2000, p.254). For instance, second language learners think that native speakers speak too fast. The learners need to comprehend language delivered at varying rates of speed. Finally, Çaykan (2001) points out that physical setting or the place where the conversation takes place is also of significance. If the place is noisy or the speaker cannot be seen, this affects comprehension adversely (pp.11-12).

2.3.4.5 Problems concerning Subjects

It is very difficult to get learners to speak appropriately in the TL in a non-authentic situation. It is important to bear in mind that the learners may not only be reluctant to speak, but also they cannot think of anything relevant to say to that situation given by the tester. Since they may be anxious, nothing threatening the subjects should take place during the sessions. On the contrary, the arrangement of

the furniture, the choice of the room and the testers should be as relaxing as possible. Of course, the subjects are not expected to have brilliant conversations, but they are supposed to tell something relevant to the task or question given. The testees should know what is going to be tested in advance. The testers will surely get better results if they prepare the similar activities done in the classroom. Finally, it is essential that authentic speech tasks be prepared with realistic goals in a realistic context as much as possible.

2.3.5 Approaches to Language Testing

Several methods have emerged up to now so as to how to teach a foreign language. Techniques and materials have been used in relation to the method engaged and it is natural that if something is taught by means of a particular method, it should be tested through the tests that are prepared according to the method applied. Therefore, testing techniques have been developed in consistent with each method. As Farhady, Jafarpour and Birjandi cite (1995) “Language testing has followed the trends in language teaching which have been, in turn, influenced by the theories in linguistics and psychology” (p.164). There are four main approaches concerning language testing presented as follows:

2.3.5.1 Essay- Translation Approach

The era in which this approach took place is called ‘Pre-scientific Era’. It is called so due to the fact that there did not use to be a well-established theory of teaching. The Grammar-Translation method, which solely stresses the importance of reading and writing skills, was employed in foreign language teaching in that era.

Therefore, “No special skill or expertise in testing is required: the subjective judgement of the teacher is considered to be of paramount importance” as Heaton stated (1990, p.15). The learners were tested through subjective tests such as translation, open-ended written examinations, essays and grammatical analysis.

2.3.5.2 Structuralist Approach

This approach was influenced by structuralist linguistics, which defines knowing a language as knowing its elements and components and being able to put them into use through speaking, reading and writing skills and by behaviourism, which claims that learning is possible through systematic acquisition of a set of habits (Farhady et al., 1995, p.164; Heaton, 1990, p.15). ALM in teaching and discrete-point tests in testing emerged as a result of structuralism and behaviourism. Such tests tend to atomize and decontextualize the knowledge to be tested, and to test aspects of language in isolation, which is based on their principle “One thing should be tested at a time” (McNamara, 2000, p.14). Multiple-choice questions, completion and transformation items are the ones utilized in this kind of tests. TOEFL is an example for this kind of test. Discrete-point tests are analysed in terms of their merits and demerits below:

Merits

1. They are good for diagnostic purposes. That is, the students’ weak or strong points are going to be made clear since one skill or one aspect of a skill is gauged at a time in these tests. As a result, their results can be used for remedial instructions.

2. They are objective tests and they have only one possible answer; therefore, they are extremely practical and facilitate test administration and scoring procedures.
3. Since they are objective tests, they can utilize statistical apparatus, so they can furnish results, which are readily quantifiable.
4. They would help the educators to design effective programs.
5. They offer reliable information on candidates' abilities.

(Birjandi et al., 1999, p.102)

Demerits

1. Language elements are not additive, language should be tested as a whole.
2. It does not involve much production of language.
3. It is extremely difficult to construct pure discrete-point items.
4. It cannot measure learners' language proficiency and cannot portray the subjects' ability to use language in real life situations.
5. The (sum of the) scores on various elements could not be considered as a valid indication of one's language ability. (Farhady et al, 1995, pp.166-167)

2.3.5.3 Integrative Approach

Unlike structuralist approach, this approach emphasizes testing language skills in a context simultaneously. Integrative tests are concerned with a global view of proficiency and highlight communication and authenticity. Cloze test and dictation are the techniques developed in accordance with this approach. Oral interviews, translation, and essay writing are also included in many integrative tests (Heaton, p.16). However, there are some shortcomings of these tests which are listed below:

Demerits

1. These tests are expensive and time-consuming to develop and administer.
2. Reliability and validity of these items are under question.
3. These tests of this sort are difficult to score; therefore, they require trained raters.
4. Scores on a dictation test are affected by two factors; one is the ability to understand the spoken discourse and the other is the ability to speed write what is understood. Consequently, it is not clear what dictation really assesses.
5. The items in dictation and cloze tests are contextually dependent on one another, so performance on one item will influence the performance on other items.
6. Cloze and dictation tests do not meet the criterion of predicting or assessing a unified and integrated underlying linguistic competence. Cloze tests on the whole seem to measure the same kind of things as discrete-point tests of grammar and vocabulary (Birjandi et al., 1999, pp.104, 114; Farhady et al., 1995, p.169; McNamara, 2000, pp.15-16).

As Farhady et al. mention, since integrative tests are difficult to develop, administer and score, pragmatic tests were suggested. These tests are also integrative tests, but they differ in some points. What makes an integrative test pragmatic is the extent to which the test involves the testees in the communication act. Pragmatic tests measure the ability to recognize relationships holding between linguistic and extralinguistic contexts in which the elements are appropriately used. As said before, a pragmatic test is integrative; however, an integrative test may not be pragmatic. For instance, provided a test only demands the employment of the four skills, it is considered as integrative. Pragmatic tests include question and answer, translation, composition writing, oral interview and paraphrase recognition. Pragmatic tests also

have some demerits. Tests of this sort are criticised due to the fact that they do not measure the ability to communicate in language because communicative competence is so global that pragmatic tests cannot adequately gauge it (1995, pp.168-169).

2.3.5.4 Communicative Approach

Communicative tests deal with the ability to use language communicatively, that is competence and demonstration of the ability to use this competence (performance). Communicative approach is linked to the integrative approach in language testing at times. McNamara (2000), however, cites that some features of communicative approach distinguish it from integrative approach. Even though both approaches emphasize the necessity of assessment in which the learners should be involved in the act of communication, either receptive or productive, or both, communicative approach attaches importance to the social roles the testees are supposed to assume in real world during the assessment as well. Furthermore, communicative approach suggests needs of the subjects be specified in detail (pp.16-17).

As stated before, Heaton (1990) describes the major aim of communicative approach as to measure the examinee's performance in real life situations and success is judged in terms of the effectiveness of the communication rather than formal linguistic accuracy. Since developing tests for every single pattern of communication is impossible, a two-dimensional test is suggested. The first one is 'Usage Test' which assesses the testee's ability to handle the formal patterns of the TL. 'Use Test' is the second one. It measures how testees actually use TL for a multitude of different purposes. In communicative approach, use tests are emphasized over usage ones (p.19).

The Divisibility Hypothesis enables testers to measure different skills in communicative tests. Communicative testing attempts to obtain different profiles of a learner's performance in the TL. For instance, a learner may be bad at using the spoken language in informal conversations, but may be good at the tests of reading comprehension. In short, tests of this kind give different profiles of the subjects in a qualitative manner (Heaton, 1990, p.19).

The phases of communicative test construction are summarized with a table in the following by Carroll (1982):

Phase 1: Design	(1) description of the participant(s); (2) analysis of communicative needs; (3) specification of test content.
Phase 2: Development	(4) realization of tests; (5) trial application; (6) validation and test analysis.
Phase 3: Operation	(7) full-scale application; (8) operational use; (9) revision of test system.

Table 2.1 Test Construction Phases (p.13)

How a communicative test can be distinguished from the other tests is stated by Davies (1995) as “It is more likely to be more integrative and less discrete point; more direct and less indirect; more criterion-referenced and less norm referenced” (p.6).

The guiding principles of communicative tests are provided below:

1. These tests should be as direct as possible because they attempt to reflect real life situations and tasks the examinees have to perform.

2. In such tests, meaningful and realistic interaction is required. At least two participants, comprehension, feedback and use of all four skills are all essential.
3. The use of language should take place in a context. Otherwise, it will lack purpose or real-like tasks and it will not be meaningful.
4. The authenticity of the tasks or texts is of great importance.
5. Communicative language testing relies on the assessment which is qualitative.
6. Such tests are criterion-referenced; that is, the testees are assessed according to their performances; whether or not they have performed a certain task properly, not in accordance with other testees' performances.
7. A communicative test should be devised in line with the learners' communication needs and interests.
8. This testing approach should go hand in hand with a communicative language teaching program. The learners should be provided with a communication-oriented foreign language program in order that they can be tested communicatively. Via this program, the learners can have the opportunity to practise and to have experience required to meet their needs in the TL.

(Tunçel, 1995, pp.34-35; Çaykan, 2001, pp. 36-37; Davies, 1995, pp. 9-10)

2.3.6 A Framework for a Speaking Test

2.3.6.1 Operations

Operations can be defined as the activities or skills that are involved in an oral interaction (Weir, 1993, p.30). Operations can be classified under two headings and they are dealt with below:

2.3.6.1.1 Routines

Bygate (1987) defines routines as “conventional ways of presenting information” (p.23). Its feature of being conventional helps to predict what to come next and ensure clarity. Routines are of two types.

The first one is ‘Information Routines’. It is defined by Weir (1993) as follows:

Information routines are the recurring types of information structures such as description, comparison, instruction, presenting information and telling stories. They can be identified as either expository or evaluative. Expository routines involve factual information which is typically concerned with questions of sequencing or identity of subject. (p.32)

Bygate (1987) suggests that comparison, narration, description and instruction are examples of this routine (p.22). On the other hand, evaluative routines are often based on expository routines. They involve the drawing of conclusions which require expression of reasoning. Major examples are explanation, prediction, justification, preference and decision (Weir, 1993, p.32).

What comes next is ‘Interaction Routines’. These routines are interactional and they are based on the sequences of kinds of terms occurring in typical kinds of interactions. These interactions, for example, involve telephone conversations, interviews, meetings, casual encounters and discussions (Weir, 1993, p.32).

Speakers build up a repertoire of the routines which involve types of information structure and types of interactional sequence. However, at times

something may go wrong with the communication of these established routines and such a situation requires using negotiation skills (Bygate, 1987, pp.22-27).

2.3.6.1.2 Negotiation Skills

Weir suggests that communication problems can be solved through negotiation skills. These skills consist of two major skills. 'Negotiating of meaning' is the first one that helps to contribute to understanding during an interaction. It includes the procedures in which speakers ensure that comprehension takes place. The procedures involve conversational adjustments, to maintain contact and knowledge of clarification procedures (1993, p.33).

The second one we are concerned with is 'Management of interaction'. As described by Weir (1993), it is to do with the business of agreeing who is going to speak next and what s/he is going to talk about. There are two skills to be mentioned under this heading: *Agenda Management* and *Turn-taking*. The former refers to the control over content and covers the speakers' right to choose, introduce and alter the topic along with the control over the development and duration of the topic. The latter concerns with who speaks when and for how long. It involves the procedures of knowing how to signal that one wants to speak, recognising the right moment to get a turn, and knowing how to let or not to let the other person to have a turn (p. 33).

Weir provides a table summarizing the operations as follows:

Routines

Informational – frequently recurring patterns of information structure: conventional ways of organising speech:

expository: narration, description, instruction, comparison, story-telling, giving directions, explanations, presentations.

evaluative: drawing of conclusions, justifications, preferences.

Interactional – typical ordered sequences of turns as in: telephone conversations, service encounters, meetings, discussions, interviews, conversations, decision making.

Negotiating Skills

Negotiating of meaning

Use of discourse processing strategies to evaluate communicative effectiveness and make any necessary adjustments in the course of an event.

Speaker may: check understanding, ask opinion, respond to clarification request, check common ground.

Listener may: indicate understanding through gestures or summarising, indicate uncertainty, use elicitation devices to get topic clarified, express agreement/disagreement.

Management of Interaction

Agenda management: choice of a topic, introduce topic, develop topic, bring it to a close, change topic.

Turn-taking: who speaks, when and for how long.

Table 2.2 Summary checklist of operations (1993, p.34)

To conclude this section, it is asserted by Morrow (as cited in Bygate, 1987) follows:

What you say to somebody depends not only on what he has said to you (though this is obviously very important) but also on what you want to get out of the conversation. These strategies and tactics involved in using language this way are of fundamental importance in communication. (p.22)

2.3.6.2 Conditions

The conditions under which the tasks are performed play an important role as well. There are five factors under this heading as follows:

2.3.6.2.1 Processing Conditions

Weir expresses that processing conditions deal with how oral communication is affected by time limitations. Speech takes under time pressure. For instance, it is usually expected that the participants respond to each other immediately, without silence between turns. In England, only a limited amount of silence is tolerated. Longer period of silence between turns may be tolerated in other countries. In short, normal time processing should be provided in language tests, which encourages (more) practice in operating under this condition in the language classroom (1993, p.35).

2.3.6.2.2 Reciprocity Conditions

According to Weir (1993), these conditions are to do with the dimension of interpersonal interaction, the relation between speaker and listener. The question of who has speaking rights and the sharing responsibility in the maintenance of the conversation constitute the main concern here. In a conversation, the participants should adjust vocabulary and message taking each others' reactions into account to maintain a meaningful interaction. Reciprocity conditions should be included in oral tests to have a valid test. The testees should engage in interaction rather than merely answer questions and this is possible through paying attention to the other participant and adjusting vocabulary and message accordingly (pp.35-36).

2.3.6.2.3 Purpose

The examinees should know why they are taking this test and why they are doing the given task during the test. The purpose helps the speakers to define the structure and focus of the interaction as well as the functions and vocabulary they are going to use during the test. To sum up, there should be a real or real-like purpose for the activities or tasks (used both in the classroom and tests) that matches very closely what they are supposed to do in real-life situations, so that the examinees will take these oral exams seriously and make practice (Weir, 1993, p.37).

2.3.6.2.4 Interlocutors

Interlocutors are the people who make and help the subjects talk during a speaking test, yet they are not assessors. They just try to encourage the subjects to

display their communicative competence (Underhill, 1987, p.7). There are four formats in which interlocutor(s) play a different role in speaking tests.

In the first one, the roles of interlocutor and assessor are combined. This is the most common and economical one; however, it is difficult for one person to involve in an interaction with the testee and try to assess him/her at the same time (Underhill, 1987, p.29). A figure of this format is presented in the following:

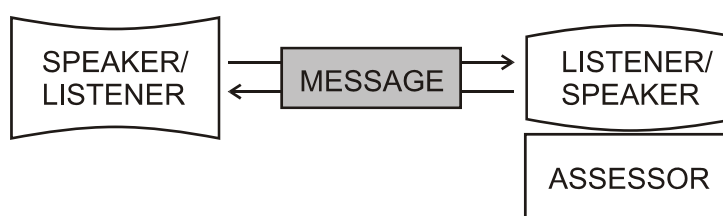


Figure 2.5 Learner-interviewer/assessor (Underhill, 1987, p. 28)

The second one calls for an interlocutor apart from an assessor. The interlocutor manages the interaction and encourages the testee to speak as fluently as possible with his/her full attention while the assessor tries to assess the testee. If the testee sees the interlocutor as the assistant of the assessor rather an independent person trying to help, the testee may get anxious. If the interlocutor is a native speaker, the testee will feel at a disadvantage because s/he will be aware that s/he is not as fluent and accurate as the interlocutor (Underhill, 1987, p.29). Additionally, there may be a gender effect on the testee. Most students seem to interact with female interlocutors more easily since they are usually better at keeping a conversation going rather than interrupt as male ones are likely to do (Weir, 1993, p.37; Harmer, 2003, p.24). Furthermore, studies on this subject characterize “female conversation style as concessive, supportive, collaborative, co-operative and

symmetrical whereas its male equivalent is portrayed as controlling, un-co-operative, asymmetrical and unsupportive.” (O’Loughlin, 2002, p.170).

The figure below demonstrates this format:

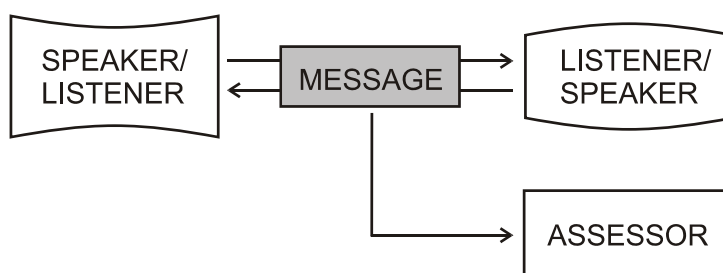
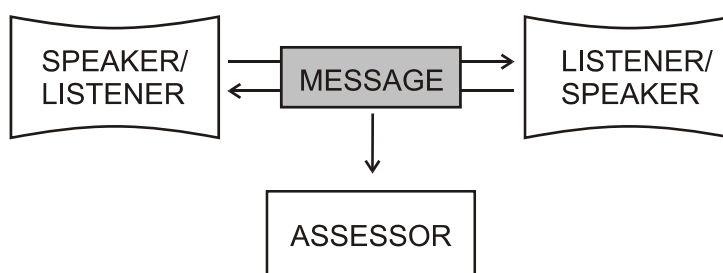


Figure 2.6 Learner-interlocutor (Underhill, 1987, p. 29)

The interlocutors are the subjects in the next one. They are speaking to each other during the test while the assessor is listening and assessing without intervening. It can be easier for the testees to talk to someone familiar in the test such as a peer rather than an unknown authority figure (Weir, 1993, p.37). In this format, the testees feel they are talking to someone of the same level and interests. The more relaxed a testee is, the better they can perform in a speaking test. It is vital that appropriate pairing be done, strong with strong, weak to weak, both for linguistic level and personality (Underhill, 1987, p.30). Below is given the figure of this format:



2.7 Learner-learner (Underhill, 1987, p.29)

The last one requires a group of examinees from three to six. They are expected to carry out a task together, so the interlocutors are themselves again. As expected, the assessor keeps silent during the interaction and assesses them.

Naturally, the examinees are likely to feel less inhibited and more spontaneous and courageous among their peers. Authentic interactions, spontaneity and group creativity are more likely to come up in such a format (Underhill, 1987, pp.30-31).

The figure belonging to this format is provided as follows:

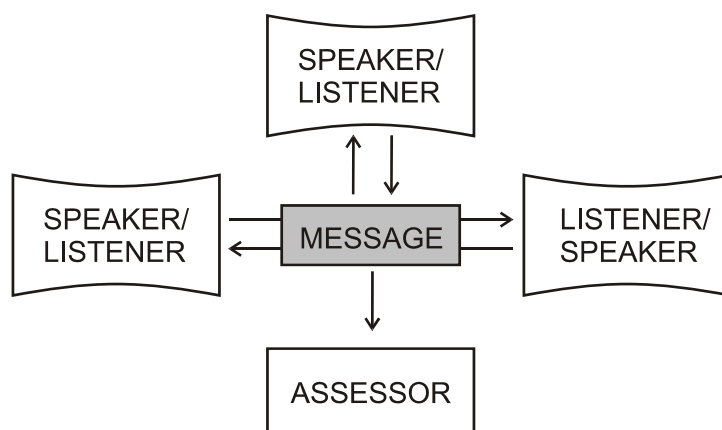


Figure 2.8 Learner-group (Underhill, 1987, p.30)

2.3.6.2.5 Setting

As mentioned by Weir, the setting should also be given careful consideration. Role, topic and channel comprise the heading of setting. The roles and the tasks the subjects are supposed to perform in a speaking test are important as well. The roles and tasks should be developed in a way that they should reflect possible and authentic language -using situations in which they are likely to involve in the future. It is also significant to bear in mind that the roles should be allocated to the subjects in accordance with their age and culture (1993, p.38).

Moreover, Harmer (2003) mentions the important role of channel playing in communication as speaking is influenced by the situation we are in. Whether we are speaking face to face or on the phone or through a microphone to an unseen audience or standing up in a lecture hall in front of a crowd makes a difference. Each channel leads to different uses of language (p.25).

2.3.6.2.6 Input Dimensions

In this part, Weir concerns with the interlocutor's contribution to the interaction to be processed by the testee. The testee is influenced by what s/he is said to by the interlocutor(s), so the interlocutors should standard their accent, rate of utterance, clarity of articulation and length of discourse as much as possible in order to avoid variance in the testees' performance (1993, p.38).

The performance conditions discussed above are summarised by the table below:

Processing under normal time constraints
Tolerance of silence in short turns. Planning time in long turns
Degree of reciprocity/ participation in developing interaction
Equal speaking rights. Shared responsibility for continuance of the interaction.
Purpose
Reason for doing it (beyond demonstrating xyz features of spoken language)
Interlocutors
<i>Number of participants in the interaction:</i> dialogue, group discussion.
<i>Status:</i> the social/professional status in real life of those involved: student, teacher, examiner, etc. Register: formal/informal
<i>Familiarity:</i> participants known or unknown to each other
<i>Gender:</i> female examiners/interlocutors
Setting
<i>Role:</i> realistic and appropriate to age and experience
<i>Topic:</i> specificity, familiarity, interest
<i>Channel:</i> face to face, telephone, in front of an audience
Input Dimensions
<i>Interlocutors:</i> standard accent, rate of utterance, language used, topics covered

Table 2.3 Summary of checklist of performance conditions (Weir, 1993, p.39)

2.3.6.3 Criterial Levels of Performance

As mentioned, criteria comprise an important aspect of a speaking test. It is essential that criteria be prepared in accordance with the task or activity assigned to the testees. The regular components involved in criteria are accuracy, vocabulary, pronunciation/ intelligibility, fluency, appropriacy, flexibility, relevance and adequacy of content, size and complexity, and listening comprehension.

Accuracy deals with grammatical and lexical accuracy.

Vocabulary/Range refers to the testees' adequacy and variety of vocabulary and structures employed in an interaction and expressing themselves without overtly having to search for words.

Pronunciation/ Intelligibility concerns with how well the testees articulate the words and how well they stress and intone the sentences and words they utter and whether what they say can be recognised.

Fluency is the ability of speaking without hesitations, pauses and repetitions. It is the smoothness of execution.

Appropriacy is the use of language appropriate to the function, role, task, and setting.

Flexibility is to do with being initiative in a conversation, adapting to new topics or changes of direction, negotiating meaning and managing interaction.

Relevance and adequacy of content/Comprehensibility is the relevant and adequate response (given by the testee) to the task, activity or role assigned. In other words, it deals with whether it is possible to understand the message that a learner has transmitted.

Size and complexity indicates how long and how complex the utterances produced by the testee are.

Listening comprehension is concerned with whether the testee has listened to the other participant and comprehended what is uttered.

(Hughes, 1989, p.102; Weir, 1993, p.42; Ellis, 1984, p.39)

2.3.7 Test Administration

The preparation and development phases of an oral test are of paramount importance; however, these efforts will be considered vain if well-prepared oral tests cannot be administered properly. There are some factors without which the administration of a speaking test is not complete and possible. These major factors are dealt below.

2.3.7.1 Time

The first factor to be examined is time. Time is one of the most important dimensions of this procedure. The tests should be devised in a way that it will not take too long and each candidate can be allocated the more or less the same period of time during the test. Besides, the time needs to be adequate to test each subject decently. Carroll and Hall (1985) comment on this point as, “It is wise to keep the test as short as possible...recent experience suggests that a ten-minute interview gives just about as good an assessment as one lasting half an hour” (p.65).

2.3.7.2 Setting

It is important to select an available place deprived of noise and distraction in order to assess each testee properly. A quiet room with good acoustics should be preferred (Underhill, 1987, p.17; Hughes, 1989, p.106). Another room should be provided for the testees waiting for their turns. The place for the test may be a classroom, somewhere familiar with the testees. As mentioned, the arrangement of the furniture can reduce the testees' feeling of being tested by an authority figure. The testee and assessor can sit at an angle rather than facing each other on the opposite sides. For instance, if the testee is supposed to deal with a picture, they can sit side by side looking at the same picture. If the test is administered by an assessor and an interlocutor, it is suggested that the assessor should take a seat a bit further away, so that s/he cannot be seen by the testee and cannot disturb him/her. If it is a group test, the testees can be seated in a circle (Underhill, 1987, p.17).

2.3.7.3 Assessors and Interlocutors

Due to the difficulty of conducting a speaking test, having more than one assessor is suggested. This increases the rater reliability. The problem is finding experienced and trained assessors. Furthermore, if an interlocutor involves in the test with the assessor(s), it will be better for the assessment (Hughes, 1989, p.106).

2.3.7.4 Individual or Group Testing

Whether the test is conducted in pairs, groups or individually is of importance. Setting tasks to pairs or groups have some advantages. First of all, it saves time and money and a number of subjects can be evaluated simultaneously.

Secondly, this enables the testers to listen to the subjects in their own peer group rather than inferior to superior (Heaton, 1991, p.67; Morrow, 1991, p.57). The next one is stated as the fact that, “Pairings give the subjects a better opportunity to produce their best and they are interactionally at ease and relaxed, so they perform better under these conditions than they do with an adult interviewer” (Brown & Yule, as cited in Együd & Glover, 2001). Equally important, some sort of interaction takes place when the test is conducted in pairs or groups. What is more, grouping and pairing should be done properly as pointed out before.

2.3.7.5 Guidance to Testees

The testees should be informed about the tasks/activities to be performed along with their pairs or group members, so clear instructions are required. The instructions should include the information concerning the purpose, time allocated and the parts of the test. The testers have to ensure that the testees have understood the instructions and what they are supposed to do in the test. As an alternative to ensure understanding, conducting familiar tasks or activities in the test is suggested by Carroll and Hall (1985, pp.64-65). For better understanding or preparation, necessary materials including role cards, task/activity cards and question cards should be provided for the testees. If the subject still does not understand what s/he is expected of, the instructions can be given in his/her native language (Underhill, 1987, p.40).

2.3.7.6 Atmosphere

Creating a relaxing and friendly atmosphere is crucial in order to ensure better performance during the assessment process. Therefore, it is the raters' or interlocutors' duty to relax the subjects. They can do so by smiling, using the subjects' names, being pleasant and giving the instructions clearly (Underhill, 1987, pp.42-43). In addition, the testers should avoid constantly reminding the subjects that they are being evaluated. It is also of significance not to interrupt the testees as far as possible. Otherwise, they may be puzzled and forget what to say (Hughes, 1989, p.106).

2.3.7.7 Live or Recorded Test

Speaking test can be live or recorded. If the test is live, it means that testees are evaluated as they perform. Heaton (1991) warns the raters not to mark in front of a student adding that "Nothing is more discouraging for a student than to enter into conversation with someone who is constantly breaking off to enter marks and comments" (p.67). Otherwise, they may get worried and embarrassed, which affects their performance adversely. If the testees are recorded, the recording equipment and facilities should be complete. Recorded performances take longer time to assess, yet the consistency between the scores can be checked for a high correlation of reliability in this way (Çaykan, 2001, p.94).

2.3.8 Assessment of Oral Skills

One of the great difficulties in testing speaking is the assessment of speaking skills. Assessment phase comes after the development and administration of the test.

It involves assessing the subjects' speaking skills in line with their performance on the test. Scoring procedure requires two components. The first one is scoring and marking systems and they are mainly of four kinds. The other involves the people whose duty is to assess the subjects using one of those marking systems; they are called assessors, raters or scorers.

2.3.8.1 Scoring and Marking Systems

Scoring speaking tests is a challenge for the testers and teachers. It is essential to devise a system of assessment which can be applied as objectively as possible, though it is probably never possible to avoid some subjectivity in assessment. However, there are ways to make it easier. Rating scales can help the assessors while evaluating speaking skills. Kitao and Kitao comment on this issue as

The scales can be one general scale for overall speaking ability, or it can be divided between several aspects of the skill of speaking, such as pronunciation, grammar, organization, etc. The scale also depends on the speaking task that is used for the test. (2001, Assessment section, para.1)

Some considerations on rating scales are dealt with below.

In the first place, the teacher and the tester have to “have a clear idea of what is being looked for in a particular test at a particular time” as Morrow (1991) mentions (p.57). A numerous criteria have been developed for evaluating spoken language; however, not all of these may be equally relevant to all subjects at all times. Consequently, testers should devise certain criteria according to the subjects, and the purpose of the course and the exam (Morrow, 1991, p.57).

Weir (1990) argues no matter how well a set of criteria have been developed, there is always subjectivity in the assessment of oral skills, so marking should be standardised as far as possible. The purpose here is to ensure that the subjects are affected as little as possible by the particular examiner who assesses them. To do so, a meeting where the examiners can try to understand and discuss the criteria can be held. After the standardisation of the marking scheme, the examiners can assess the subjects (pp.82-83).

There are mainly four ways to evaluate the subjects in a speaking test as follows:

2.3.8.1.1 Holistic Scoring

This scoring system is also referred to as 'Impression Marking' by Underhill. Madsen (1983) defines this scoring system as the one in which the assessors score the subjects' overall performance using their judgments and impressions without picking out any special features or counting system for errors. This scoring system enables the assessors to concentrate on communication rather than its components separately. On the other hand, it is challenging and confusing to evaluate a numerous things at the same time (pp.169-170). Furthermore, it is a subjective scoring system. Holistic marking is a rough-and-ready guide for quick assessment, so they can be useful in placement or progress tests where time is limited for complicated scoring systems and errors of judgment can be corrected afterwards. Using this kind of marking calls for a lot of experience, therefore, less experienced teachers are not recommended to use this marking system (Underhill, 1987, pp.100-101).

The following scales are examples for holistic scoring:

4: Unintelligible No language produced No interaction possible
5: Hardly intelligible Very poor language produced Only simplest, fragmentary interaction possible
6: Clearly intelligible Simple language produced Interaction possible Not articulate
7: Responsive in interaction Slightly more sophisticated language produced Consistent errors: but do not interfere with fluency Strong MT interference
8: Almost effortless in expression Adequate in interaction Errors: <i>Not</i> consistent
9: Facility of expression Comfortable, initiating in interaction Sporadic mistakes
10: No limitation whatsoever Near-native

Table 2.4 Holistic Rating Scale (Shohamy, Reves & Bejarano, 1986, p.219)

Band

9	Expert speaker. Speaks with authority on a variety of topics. Can initiate, expand and develop a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and responds attitudinal tones.
7	Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively rather less flexible and fluent than Band 8 performer but can respond to main changes of tone or topic. Some hesitations and repetitions due to a measure of language restriction but interacts effectively.
6	Component speaker. Is able to maintain theme of dialogue, to follow topic switches and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language but these will not impede exchange of views. Shows some independence in discussion with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification, and similarly to be asked for them. Lacks flexibility and initiative. The interviewer often has to speak deliberately. Copes but not with great style or interest.
4	Marginal speaker. Can maintain dialogue but in a rather passive manner, rarely taking initiative or guiding the discussion. Has difficulty in following English at normal speed; lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L1 accent.
3	Extremely limited speaker. Dialogue is a drawn-out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on the discussion gist, without making a major contribution to it.
2	Intermittent speaker. No working facility; occasional, sporadic communication.
1/0	Non- speaker. Not able to understand and/or speak.

Table 2.5 Interview Assessment Scale (Carroll, 1982, p.135)

2.3.8.1.2 Analytic Scoring

Analytic scoring is the scoring system which is less subjective than the holistic one. Mousavi mentions that in analytic scoring, rating scales include levels of a person's language use which go from worst to best performance in a number of steps. They briefly describe what the typical learner at each level can do, so it becomes easier for the assessor to decide what level or score to give each learner in a test (1997, p.111). The assessors evaluate the learners by picking up the appropriate one(s) among a series of the description(s) provided in the scale unlike holistic scoring (Underhill, 1987, p.98).

There are some demerits of analytic scoring mentioned by Underhill. The first one is rating scales are built in line with a typical learner; however, only a few of or students are typical and speaking is a complex skill involving a number of skills and aspects. Developing a rating scale with several mark categories can be a solution to this problem. Secondly, it is controversial how detailed a rating scale should be. The more descriptions a rating scale has, the easier it is for the raters to match the subjects with these described levels. Nonetheless, this may pose a problem as well. It can be equally difficult for the raters to assess the subjects while they are so involved in these detailed categories (1987, pp.99). Different interpretations of the rating scales by the raters can be another problem which leads to inconsistencies in scores and hence low reliability (Bachman & Palmer, as cited in Çaykan, 2001). Consequently, the scales should be devised as clear as possible without any ambiguity and they should be reviewed by the raters before they are used. In conclusion, rating scales should be designed or adapted for each particular course or

even groups. Besides, they should be reviewed or improved by trial and error until they can be used most efficiently.

A sample rating scale is provided below:

Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective
	4	Quite flowing style – mostly easy to understand – a few complex sentences – effective
	3	Style reasonably smooth – not too hard to understand – mostly (but not all) simple sentences – fairly effective
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences
	1	Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences confusing – excessive use of 'and '
Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistakes
	4	A few minor mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes but a few minor ones
	2	Major mistakes which lead to difficulty in understanding – lack of mastery of sentence construction
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired – use of appropriate synonyms, circumlocution, etc.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on a few occasions
	2	Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning
	1	Very restricted vocabulary – inappropriate use of synonyms – seriously hinders communication
Spelling	5	No errors
	4	1 or 2 minor errors only (e.g. ie or ei)
	3	Several errors – do not interfere significantly with communication – not too hard to understand
	2	Several errors – some interfere with communication – some words very hard to recognise
	1	Numerous errors – hard to recognise several words – communication made very difficult

Table 2.6 Analytic Rating Scale (Heaton, 1991, p.111)

2.3.8.1.3 Additive Marking

According to Underhill, additive marking requires the raters to prepare a list of features for the speaking test. The subjects start a score of zero and earn each mark one by one by producing necessary features correctly defined by the rater beforehand. Additive marks can be awarded to content features including mention of the particular events, actions or attributes which are vital to a story or description; the use of social formula in situations where they are necessary; the use of introductory, summarising, and closing remarks in a formal presentation. Grammatical structures or sentence patterns, specific vocabulary items, pronunciation, stress or intonation are the categories which are assigned points on their basis. This marking technique is simple to operate or and very reliable when it is possible to prepare and restrict a list of features (1987, pp.101-102).

2.3.8.1.4 Subtractive Marking

According to Underhill, this is the approach used to mark the testee's speaking ability in which the tester subtracts one mark from a total for each mistake the testee makes, down to a minimum of zero. A distinction should be made between a major (1 mark off) and a minor error (0.5 mark off). Errors should be identified and classified to use this system. However, it is impossible to predict every error. For this reason, it is essential to formulate simple rules describing the how to determine what is an error and how to use this system effectively for particular tests and subjects. This system can be regarded as a negative one since it concentrates on the errors rather than the accomplishment of the testees. This system of scoring becomes more useful as long as it is combined with another scoring technique (1987, pp.102-103).

2.3.8.2 Assessors

As stated by Underhill (1987), assessing spoken language is hard work and it requires experience and training. By organising assessor training programmes and exercises, setting standards of inter- and intra-marker reliability, we can ensure that we have the best assessors available. These training programmes involve the discussion concerning the learners and teaching programme, how and why tests are developed, aspects of the testing procedures and assessment exercises, observing and conducting of live tests (pp.90-91).

2.3.9 Guidelines for Developing Speaking Tests

In order to have a functional, reliable and valid test, there are some guidelines that testers should consider before and while designing speaking tests. These guidelines are presented as follows:

1. Before any test or testing instrument is used or developed, the purpose for which it is to be used must be clearly established. In other words, the instrument should fit the need (Jones, 1985, p.79).
2. Include as wide a sample of specified content as possible in time available. Selecting what is regarded as a representative sample of the specified content is of great importance. The content of the oral test should cover the points that are in the syllabus of the course (Hughes, 1989, p.105; Çaykan, 2001, p.126).
3. Decide in advance on interview methods and scoring systems along with the rating scales to be used (Harris, 1969, p.91).
4. The tests should be easy to conduct and the rating scales should be set so clearly that it will not cause any ambiguity among the raters.

5. Detailed and objectified rating scales should be utilized. Moreover, the rating scales should be revised and improved; however, the rating scales should not be too analytic since it tends to distract the examiners (Berkoff, 1985, p.99).
6. The raters should be sympathetic and flexible characters with a good command of language (Hughes, 1989, p.106).
7. Training examiners may help to have a greater reliability (Berkoff, 1985, p.99).
8. No test can be considered valid unless the aims and marking scale of the test are clearly stated and given to the subjects before the test (Berkoff, 1985, p.99).
9. Group tests save time and money. They also enable the students to perform a task and demonstrate their ability to use language naturally for a real purpose (Heaton, 1991, p.67).
10. Conduct the test in some quiet place with suitable acoustics (Harris, 1969, p.91).
11. Reserve sufficient time for each subject (Harris, 1969, p.91).
12. To have dependable scores, use at least two raters for each subject and obtain each examinee's final score by pooling and averaging the ratings given because the average of two ratings represent a better appraisal of the subjects' performance than any single rater's judgment (Farhady et al., 1995, p.241).
13. Rate the examinees without reference to the other test scores (Harris, 1969, p.92).
14. At the beginning of the speaking tests, put the subjects at ease by asking simple questions (Farhady et al., 1995, p.241).
15. Rate the subjects after the interview. No effort should be made to score during the test as stated before since putting a mark down after each utterance tends to upset and worry the subjects and hence affects their performance badly (Harris, 1969, p.92; Madsen, 1983, p.173).

16. Use a scoring sheet while evaluating the exam takers. This helps raters to recall the exam takers' performance (Madsen, 1983, p.173).
17. Using clear pictures, diagrams, tables and task or role cards may help the testees to get familiar with the tasks or topics involved in the test and comprehend them better (Carroll & Hall, 1985, pp.64-65).
18. The activities included in the oral test should be in line with the ones carried out in class. Consequently, they will not experience the problem unfamiliarity (Çaykan, 2001, p.126).
19. Set tasks, topics or activities that are not above their abilities, competence and levels (Hughes, 1989, p.106).
20. The scorers or interlocutors should not talk too much. They usually tend to talk too much, not giving enough talking time to the subjects (Hughes, 1989, p.107).
21. The speaking tests should have an influence on teaching spoken language and encourage the teachers to promote speaking skills and students to practise their spoken language (Davies, 1968, p.169).
22. Techniques used in the oral tests should vary. A test, for example, should include at least two or three techniques. A subject may be good at interviews but may not be successful at role-plays (Çaykan, 2001, p.127).

2.4 Kinds of Speaking Tests

There are various techniques which are used to assess speaking skills. Speaking tests can measure different sub-skills of speaking. Speaking tests can be classified into two major groups. The first group deals with pronunciation and comprehension while the focus of the other is on speaking and communication skills.

2.4.1 Pronunciation Tests

As Heaton (1991) points out, “The importance of listening skills in almost all tests of speaking should never be underestimated. It is impossible for students to pronounce a word correctly unless they first hear and recognise the precise sound of that word” (p.59). Pronunciation tests can be grouped into two: Recognition and Production Test.

2.4.1.1 Recognition Tests

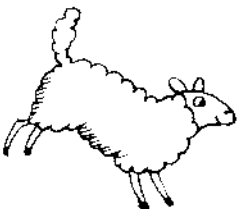
The tests of this kind are to do with the recognition of sounds, intonation and stress. They can also be called tests of auditory discrimination. Mostly these aspects of speaking are tested through multiple-choice or true-false items. Three types of tests under this heading are examined as follows:

2.4.1.1.1 Sound Discrimination

Sounds can be tested in isolation or in a context (in sentences). The former one can be accomplished through pictures shown or answer sheets provided.

Example 1

(Baker, 1992, p.7)

<i>examinee hears:</i>	<i>On the answer sheet, the examinee circles the correct picture.</i>	
It is a ship.		
It is a bean.		

Example 2

examinee hears: sheep	On the answer sheet, the examinee circles the correct word : a. shop b. ship c. sheep d. shape
---------------------------------	---

(Farhady et al., 1995, p.20)

Example 3

examinee hears: 1. eat-it 2. ship-sheep 3. law-law	On the answer sheet, the examinee circles S for the same or D for the different : 1. S D 2. S D 3. S D
--	--

(Harris, 1969, p.33)

Example 4

examinee hears: 1. it-eat-eat 2. ship-sheep-ship 3. law-law-love	On the answer sheet, the examinee circles the same two words : 1. 1 2 3 2. 1 2 3 3. 1 2 3
--	---

(Harris, 1969, p.33)

The latter one requires discriminating sounds in a context, usually in a sentence.

Example 5

examinee hears: 1. Are you going to sail your boat? 2. Do you like this sport? 3. He is full.	On the answer sheet, the examinee circles the correct word : 1. sell/sail 2. sport/spot 3. fool/full
---	--

(Heaton, 1991, p.60)

Example 6

examinee hears: 1. Is that sheet over there clean? 2. Is that seat over there clean? 3. Is that sheet over there clean?	On the answer sheet, the examinee circles the same sentences : 1 2 3
---	--

(Heaton, 1990, p.66)

Example 7

examinee hears: bud-bud	On the answer sheet, the examinee circles the correct definition : 1. a part of a tree or flower 2. a creature with wings 3. something to sleep on 4. not good
-----------------------------------	---

(Heaton, 1990, p.67)

Harris states that these tests are useful at beginning and intermediate levels, but not at higher levels because general comprehension of complete utterances and sequence of utterances are of concern at higher levels (1969, p.34).

2.4.1.1.2 Stress Recognition

Stress is tested either in isolation or in a sentence like the previous type of test. The subjects are expected to recognise the stress in a word or sentence they hear.

Example 1

examinee hears: a. Énglish b. Láboratory	On the answer sheet, the examinee circles syllable that is stressed : a. 1 2 b. 1 2 3 4 5
---	---

(Farhady et al., 1995, p.202)

Example 2

examinee hears: a. I've just given THREE books to Bill. b. My FATHER will help you do it.	On the answer sheet, the examinee circles syllable that is stressed : a. I've just given three books to Bill. () () () () () () () b. My father will help you do it. () () () () () () ()
---	---

(Heaton, 1990, p.68)

Example 3

examinee hears: Good bóys and girls study hard. Good boys ánd girls study hard.	On the answer sheet, the examinee circles S for the same or D for the different : S D
---	---

(Farhady, et al., 1995, p.202)

2.4.1.1.3 Intonation Recognition

Recognising intonation patterns is an important ability. There is a wide range of possible intonation patterns varying from person to person; however, understanding what the person intends to say, what s/he has said is ironic or serious, is necessary in everyday life.

Example 1

examinee hears: 1. ²Why did he ³leave¹? 2. ²Is he ³there³? 3. ²What are you ³doing¹?	On the answer sheet, the examinee circles the sentences which have the same intonation pattern: 1 2 3
--	--

(Farhady et al., 1995, p.203)

Example 2

<i>examinee hears:</i> You will send me a couple of tickets.	<i>On the answer sheet, the examinee circles the correct alternative:</i> This is probably a. a request b. a command c. an expression of disbelief
--	--

(Heaton, 1990, p.69)

Example 3

<i>examinee hears:</i> I'll help Ann.	<i>On the answer sheet, the examinee circles the correct alternative:</i> The speaker is a. reluctant to help Ann b. eager to help Ann c. making a plain statement
---	--

(Heaton, 1990, p.69)

2.4.1.2 Production Tests

Tests of this sort are more difficult for the subjects since they have to produce something rather than listen and discriminate sounds. The following tests are the most common samples of the production tests.

2.4.1.2.1 Reading Aloud

Reading is one of the components of many tests. The value of reading as a separate skill is doubtful, but it is useful when to assess pronunciation and fluency (Hubbard, Jones, Thornton & Wheeler, 1983, p.274).

In this type of test, the subjects are given sentences in isolation, a text or dialogue to read aloud to the rater. The raters allow the subjects to glance through the material for a short time before the test (Underhill, 1987, p. 76). It is better and

useful provided that the material is related to real life such as reading aloud letters, notices, and announcements (Farhady et al., 1995, p.205).

This technique is suitable for assessing the mechanical skills of language production such as pronunciation, intonation, word and sentence stress patterns along with fluency. This technique has some variations such as reading scripted dialogue with someone else reading the other part, reading the text with phonetic markers, reading sentences with minimal pairs, spelling out words, and reading from a table (Underhill, 1987, pp.77-78).

An example is provided by Heaton below:

Example

<i>examiner's notes:</i>	<i>examinee reads:</i>
f3:st ; stress on hænd fə (weak form) ; təUn flfti; main stress daIəl linking 'r' In 'geIdZd; falling intonation rI 'pleIs (not /z/) final consonant	<u>First</u>, pick up the <u>handset</u> and listen <u>for</u> the dialling <u>tone</u>. Then put in a <u>fifty</u> cent <u>coin</u>. Now <u>dial</u> the number you require and listen <u>for</u> a ringing tone. If you hear an <u>engaged tone</u>, <u>replace</u> the handset and <u>try</u> again later. Your coin will be <u>returned</u> automatically.

(1991, p.61)

2.4.1.2.2 Retelling/Paraphrase

Such tests combine speaking with either listening or reading (Madsen, 1983, p.159). First, the examinee either listens to or is told a story, an anecdote or an incident. Afterwards, s/he is expected to retell the story or text to the examiners. It is important to bear in mind that this kind of test measures memory, reading or listening

ability and organization as well (Farhady et al., 1995, pp.206, 236). It is possible to use this technique at all levels. For the beginners, pronunciation of specific points can be emphasized while at higher levels the focus can be on the use of conjunctions and connecting devices, and accurate and natural use of discourse vocabulary (Underhill, 1987, pp.73-74).

2.4.1.2.3 Sentence Repetition / Imitation

Underhill (1987) describes this technique as the one in which the subjects hear a series of sentences and utterances and repeat them as accurately as they can. The sentences may be read out or recorded. It is easy to remember short and grammatically simple sentences, yet with longer and more complex sentences, the subjects need to process what they have heard, compare it with their internal grammar, store the information and reprocess it for repetition. Even though these tests are not authentic and communicative, they are quick and effective tests that can be used at all levels (p.86).

2.4.1.2.4 Sentence Transformation

As mentioned by Harris (1969), this test requires the testees to convert or transform the sentences in specific ways (from positive to negative, from statement to question, from present tense to past, from active to passive, from direct to indirect speech, etc.) (p.87). Sentences can be presented in a written or oral manner. Underhill also argues this technique is neither authentic nor communicative, but it enables the testers to have a rapid testing of structural areas and an estimation of the learners' ability to correct themselves (1987, p.84).

Example

<i>examinee hears:</i> Change this sentence into the future: He works here.	<i>examinee responds:</i> He'll work here. OR He will work here. OR He is going to work here.
---	---

(Farhady et al., 1995, p.235)

2.4.1.2.5 Sentence Correction

The examinees are expected to correct the error in a sentence or text they have heard or read in this type test. The difficulty and type of errors vary at different levels. The examiners may want the examinees to offer more than one correction and discuss which one is better. The purpose here is not only to correct the errors but also to facilitate the examinees to talk (Underhill, 1987, p.84).

2.4.2 Comprehension Tests

The aim of these tests is mentioned by Harris (1969) as “to measure the accuracy with which the subjects are able to decode samples of speech in the TL” (p.35). Kinds of comprehension tests are examined in the following:

2.4.2.1 Following Commands/Instructions

In this test, subjects are given oral commands or instructions which require simple action responses. Examples of commands are given as follows:

- Bring me the green book.
- Open the window a little bit.
- Turn the light on and then turn it off again. (Harris, 1969, p.36)

2.4.2.2 Questions and Statements

This test consists of questions or statements the testees hear and the alternatives the testees choose as the answer to the question.

Example 1

<i>examinee hears:</i> Why are you going home?	<i>On the answer sheet, the examinee circles the correct alternative:</i> a. At six o'clock. b. Yes, I am. c. To help my mother. d. By bus.
---	---

Question Item

(Heaton, 1990, p.70)

Example 2

<i>examinee hears:</i> I wish you'd done it when I told you.	<i>On the answer sheet, the examinee circles the correct alternative:</i> a. I told you and you did it then. b. I didn't tell you but you did it then. c. I told you but you didn't do it then. d. I didn't tell you but you didn't do it then.
---	---

Statement Item

(Heaton, 1990, p.69)

Example 3

<i>examinee hears:</i> John dropped the letter in the mailbox.	<i>On the answer sheet, the examinee circles the correct alternative:</i> a. John sent a letter. b. John opened a letter. c. John lost the letter. d. John destroyed the letter.
---	--

Statement Item

(Harris, 1969, p.37)

Example 4

<i>examinee hears:</i>	<i>On the answer sheet, the examinee circles the correct alternative:</i>	
John's house is the one with the two big trees on either side.	A 	B 
	C 	D 

(Harris, 1969, p.38)

2.4.2.3 Dialogues

These tests aim “to measure how well students can understand short samples of speech and deal with a variety of signals on the lexical and grammatical levels of phonology” as Heaton states (1990, p.69).

Example 1

<i>examinee hears:</i>	<i>On the answer sheet, the examinee circles the correct alternative:</i>
A: Hello, Mary. This is Mr. Smith. Is Bill feeling better today? B: Oh, yes, Mr. Smith. He's feeling much better now. But the doctor says that he'll have to stay in bed until Monday. C: Where is Bill now?	a. At the office. b. On his way to work. c. Home in bed. d. Away on vacation.

(Harris, 1969, p.40)

Example 2

<i>examinee hears:</i>	<i>On the answer sheet, the examinee circles the correct alternative:</i>
A: I need your help on Monday. B: _____ A: Don't worry. It is no problem. C: What did B say?	a. OK. I will help you. b. I'm sorry. I am busy then. c. Your brother can help you. d. I don't like helping people.

2.4.2.4 Understanding Talks and Lectures

According to Harris, this test involves measuring the testees' ability to follow lectures delivered in L2. The value of this test is obvious: foreign students attending an institution where English is the medium of instruction will begin with a serious handicap if they cannot understand and keep up with lectures delivered in formal style and crammed with important information (1969, pp.40-41).

As Heaton (1990) mentions, this type of test is conducted in three ways. In the first one, the subjects are given a note paper and take notes while listening to the lecture. The second one requires the subjects to have a look at the questions a few minutes before they listen to the lecture. In the last one, the subjects listen to the lecture and then they receive the question paper. While glancing at the questions, they listen to the lecture for the second time. The questions generally asked in this type of the test are in the form of multiple-choice items, true-false items, sentence completion or correction (pp.84-85).

Example 1

<i>examinee hears:</i>	<i>On the answer sheet, the examinee writes down the correct answers:</i>
Right after the breakfast, John went to the post office because he had an important letter to mail. When he got there, he found that the doors were locked. He'd forgotten that it was a holiday, and so the post office was closed.	1. When did John go to the post office? 2. Why did he go there? 3. Why were the doors locked?

Beginning Level

(Harris, 1969, p.42)

Example 2

<i>examinee hears:</i>	<i>On the answer sheet, the examinee circles the correct alternative:</i>
There's a marked tendency for most developed countries to grow steadily noisier each year. This continually increasing amount of noise is uncomfortable and, what is more important can affect our health. The noise of machines, heavy traffic and aeroplanes constitute perhaps the most serious threat to public health. Such noise can interfere with the ability to converse, it can disturb our sleep, and it can quickly make us become nervous wrecks. A loud blast or an explosion may even cause damage to our hearing. But there's another danger – just as great. This is the gradual damage which may be caused if we're continually exposed to noise over several years. Such exposure to the noise can undermine our health – as well as our performance and efficiency. Fortunately, technology is progressing at a very rapid rate. Some manufacturers are now designing new silencing mechanisms in their products, and planning experts are even beginning to plan cities according to sound zones.	Only one of the following statements about the talk you have just heard is correct. Put a circle around the letter next to the correct statement. a. Modern technology is now making towns in developing countries free of loud noise. b. The increase in noise is a problem which cannot yet be solved by modern technology. c. Gradual noise over a long period may have just as harmful an effect as loud or sudden noise. d. There is no real solution to the problem of increasing of noise in modern life.

Higher Level (Heaton, 1990, p.82)

2.4.3 Speaking Tests

These tests are the ones which assess speaking and communication skills. These tests are more difficult than the pronunciation and comprehension tests as they involve the component of expressing one's self and interaction. The techniques under this heading are examined in detail below:

2.4.3.1 Sentence Completion

The testers prepare a series of sentences with the last few words missing from each and require the subjects to complete each appropriately. The sentences are presented to the subjects either written or orally. This sort of test has several variations. For instance, the subjects are asked to complete single words in a sentence or text in one of the variations, or the subjects are supposed to offer an end to the sentence which is given as a prompt. Another variation expects the subject to complete a spoken cue in isolation or the missing lines of a dialogue. It is not a very easy test for the testees because they need to finalize the given prompts using the accurate structures or lexical items in line with the sentence presented (Underhill, 1987, pp.81-83).

Examples related are given as follows:

Example 1

examinee hears:

Nobody knows why...
I'm not sure which to do first.
This decision will cause a lot of trouble.
I'm sorry, I can't see you on Friday, but...
You make me crazy, why don't...

Sentence Completion (Underhill, 1987, pp.82-83)

Example 2

The examinee is given information about a play which s/he is supposed to want to see, but not alone. The examinee is told to ask to a friend, Ann, on the telephone, and ask her to go to the theatre and answer her questions. The examinee hears:

Ann: Hello. What can I do for you?
Ann: Hold on a moment. What's the name of the play, and who's it by?
Ann: Never heard of it. When's it on exactly?
Ann: Sorry to mention it, but I hope it isn't too expensive.
Ann: Well which night do you want to go, and how much would you like to pay?
Ann: OK. That's all right. It'll make a nice evening out. Bye.

Dialogue completion (Hughes, 1989, p.109)

2.4.3.2 Sentence Construction

As described by Underhill, the test takers are asked to compose sentences in accordance with a number of short, specific situations that might occur in everyday life. The prompts can be presented on a sheet of paper or orally or both of these. The

testers expect the takers to imagine themselves in the given situations and provide an appropriate spoken response. The situations should be easily described and easily understood (1987, p.59).

Some examples are provided in the following:

Example 1

<i>examinee hears:</i> Do you mind if I use your pencil for a moment? What about a game of tennis? You have hurt me a lot. How could you say me those horrible words?	<i>examinee responds:</i> Not at all. That sounds great. I'm really sorry. I didn't mean to hurt you.
---	---

(Heaton, 1990, p.91)

Example 2

<i>examinee hears:</i> Let your friend leave the room first. You are trying to find the post office in a strange city. Ask somebody for directions. Remind him what time it is. You have telephoned your friend, Mary, but her mother answers and tells you that Mary is not at home. Ask her to leave a message for Mary to call you back. Your friend has invited you to have a drink. Refuse her politely. Mrs. Green lives in a flat. She doesn't like living in a flat and would like to live in a small house with a garden.	<i>examinee responds:</i> Please go ahead. Excuse me, how can I get to the post office? Excuse me, Mr. Evans. It's now a quarter to twelve. Can you tell Mary to call me back when she comes home? I'm really sorry, but I have some things to do. We can meet and do something some other time. Mr. Green wishes she lived in a small house with a garden.
---	--

(Harris, 1969, p.87; Farhady et al., 1995, p.235; Madsen, 1983, p.150; Heaton, 1990, p.90)

2.4.3.3 Translation/Interpreting

This technique can be described as the kind of the test which stimulates the test-taker into a monologue in the FL, based on authentic input or situations. (Shohamy, et al, 1986, p.215) The rater either gives a short passage, or series of passages and asks the subjects to translate into the FL or acts as a monolingual speaker of the subject's native language or foreign language and wants the subject to act as a bilingual translator or interpreter. Both comprehension and production can be tested through this sort of tests (Underhill, 1987, p.79-80; Hughes, 1989, p.108).

The following questions are examples for this type of test.

- A tourist unable to understand the directions of a native
- A native wanting to invite a foreign visitor to his/her home for a meal
- A native landlord complaining about the noise of a foreign tenant
- A dissatisfied customer in a restaurant

(Underhill, 1987, pp.79-80; Hughes, 1989, p.108)

The following is a text to be translated by the test-takers.

'Copter crashes

NEW YORK, Sunday – One man died and nine others were injured when a helicopter carrying Secret Service agents to guard President Nixon crashed into the Atlantic off Grand Cay, Bahamas, where he is holidaying.

Acid alert

Police in Berkshire yesterday searched the road between Reading And Maidenhead for a container of sulphuric acid which fell from a lorry.

(Land, 1975, p.12)

2.4.3.4 Reading a Blank Dialogue

Underhill (1987) mentions that the examinee is presented with a dialogue with missing lines and is supposed to complete the lines in this type of test. The examiner gives a few minutes to the examinee so that s/he can prepare the missing lines. After the preparation, the examiner reads through his/her part of the dialogue with the examinee filling in the blanks aloud. The examiner's parts help the examinee to construct and constrain his/her reply. It is essential that responses be appropriate as well as correct (pp.63-65).

Some examples are given below:

Example 1

examinee reads	examinee responds
A: Hi. _____	What's your name
B: Juliet.	
A: _____ surname?	What is your
B: Windsor. _____?	What's your name/ And yours
A: Jack. Jack Sunder.	
B: _____ meet you.	Nice to
A: _____ too. _____ from Italy,	Me Are you
Juliet?	
B: No, I'm not. _____ from France.	I am
What _____?	nationality are you
A: _____ American.	I am
B: _____?	Are you 14 years old
A: No, I am 16 years old.	
B: I am 16, too. _____?	What do your parents do
A: They are both doctors.	What are your parents' job
B: Really? My mother _____, too.	is a doctor
A: _____?	What about your father
B: My father? _____ a lawyer.	He is

Example 2

examinee reads

A: How would you like to meet for a drink on Saturday?

B: _____

A: No, that suits me fine. Let's make it Sunday lunchtime.

B: _____

A: Yes, of course. I'd like to meet him.

B: _____

A: Sure. I like that café on the corner of Main Street.

B: _____

(Underhill, 1987, p.65)

2.4.3.5 Oral Presentation

This testing technique is also referred to as 'Oral Report' or 'Short Talk'. In oral presentation, the test-takers are required to give a short talk on a topic which s/he has been asked to prepare in advance (Weir, 1990, p.75). The presentation prepared can last from five to fifteen minutes. Notes or reference materials can help the subjects during their speech; however, reading aloud should be discouraged. The test-takers can also use overhead projector, blackboard, visual materials such as pictures and diagrams during their performance. At the end of the presentation, the presenter has to deal with the questions asked by either the tester or the learners in the class and then they can discuss these questions altogether. This is an authentic and communicative activity both for academic and professional purposes (Underhill, 1987, p.47). However, it is significant to mention that this technique is suitable for especially higher level learners. Choosing the topic is also crucial. The subjects that the test-takers are not familiar with should be avoided. Ideally, the subjects should choose the topics in consultation with their teachers (Heaton, 1990, p.102).

Assessment in oral presentation can vary. Some focus on speech organization including appropriate language and vocabulary, relevance of examples given, coherence and unity while the others deal with the effectiveness of the presentation such as pronunciation, comprehensibility, voice control and body language (Çopur, 2002, pp.21-22).

These are the topics which can be presented:

- Effects of TV on adolescences
- Generation gap
- The role of being organised in success
- Choosing the right job
- Lack of communication among the people
- Telling white lies
- Extreme sports

2.4.3.6 Verbal Essay

‘Prepared Monologue’ is another name for verbal essay. This technique is like oral presentation, yet verbal essay differs in the sense that the subjects are expected to speak for three to five minutes on either one or more specified general topics without any preparation beforehand, which can create stress for the subjects (Weir, 1990, p.74; Hughes, 1989, p.110).

2.4.3.7 Using Pictures/Picture Story

Pictures are very useful for testing speaking skills since they are an economic and effective way of providing a context or a topic of conversation without providing the testees with words and phrases. In this technique, the testees are presented with a

single or a series of pictures and required to perform certain tasks based on the pictures after they work on the pictures for a couple of minutes (Underhill, 1987, p.66).

It is of importance to take these guidelines into consideration before we use the pictures in speaking tests. First of all, the careful selection of picture(s) helps to control the basic lexical items required and determine the type of grammatical structures that the testees use during their performance (Heaton, 1990, p.93). Second, the testers should make sure that the picture(s) are clear and the testees have sufficient time to look at and work out the pictures before performing the assigned task(s) (Heaton, 1991, p.61).

Visuals such as pictures, picture stories, photographs, posters, maps and diagrams can be used in several ways to assess speaking skills. These ways are studied below:

2.4.3.7.1 Pictures for Questions and Answers

This sort of test requires the tester to ask the testee a number of questions about the content of the picture s/he has had studied for a short time before the test. The questions can involve the thoughts or attitudes of people in the picture (Weir, 1990, p.77). In higher levels, the testees can be asked to discuss the picture with the tester (Heaton, 1990, p.94)

There are some pictures that are appropriate for this kind of test below:

Example 1

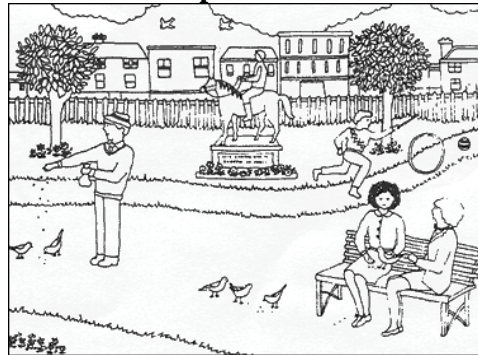


Figure 2.9 Picture for Questions and Answers (Ur, 1989, p.169)

Example 2

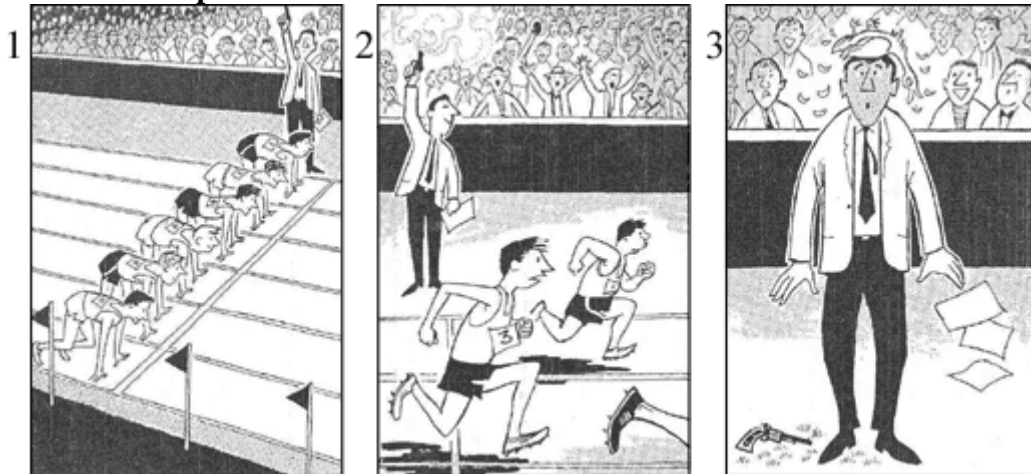


Figure 2.10 Picture for Questions and Answers (Heaton, 1966, p.11)

2.4.3.7.2 Pictures for Describing

Heaton states that the subjects are presented with single pictures, photographs or posters and expected to describe the people, events or objects in the pictures. In some pictures, the subjects are required to use their imagination and say what they think has just happened or is about to happen. Furthermore, the subjects can be asked to justify their descriptions or answers to the questions asked by the testers. (1991, p.62) Here are two pictures given as examples for this technique.

2.4.3.7.3 Pictures for Comparison

This test involves describing two fairly similar pictures and finding out in what ways the two pictures are different. ‘Spot-the-difference’ type cartoons which are found in several newspapers, magazines and puzzle books can be used for this type of test (Heaton, 1991, p.62; Underhill, 1987, p.68).

There are some pictures appropriate for this technique as follows:

Example 1

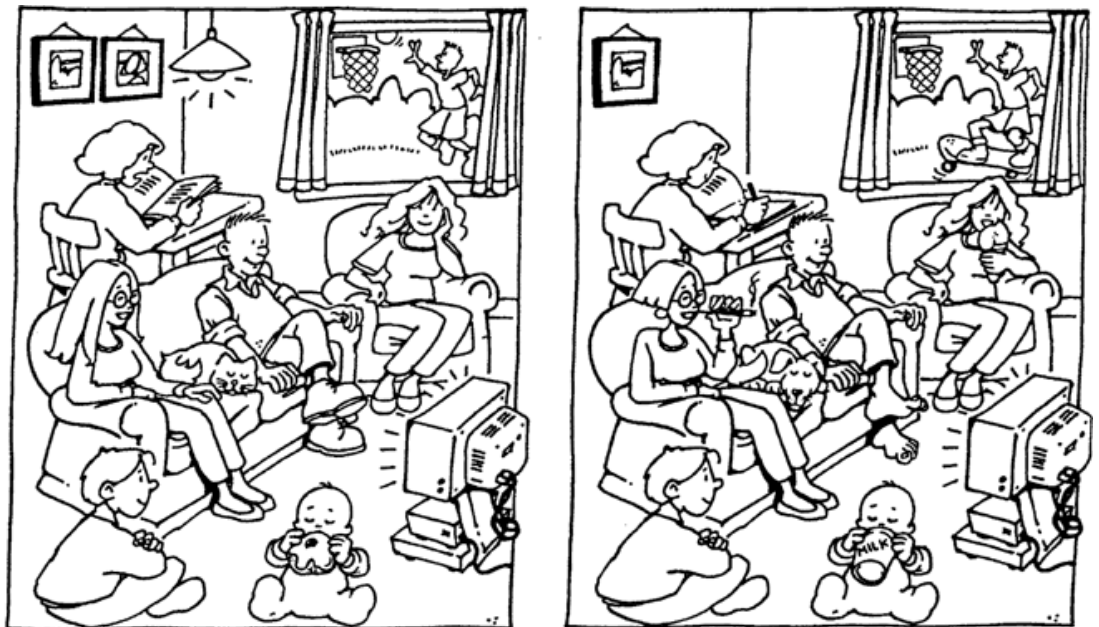


Figure 2.13 Picture for Comparison (Seligson, 1997, p. 89)

Example 2

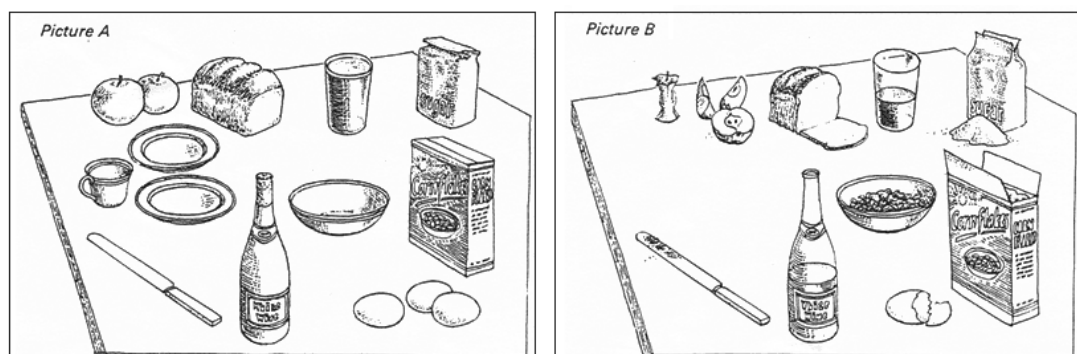


Figure 2.14 Picture for Comparison (Ur, 1986, p.200)

2.4.3.7.4 Pictures for Narration

A sequence of pictures depicting a chronologically ordered sequence of a story or events can be used to test speaking ability (Weir, 1990, p.77). Students should be instructed to tell a story or event rather than describe what is going on in each picture in this technique (Heaton, 1991, p.64).

An example is provided below:

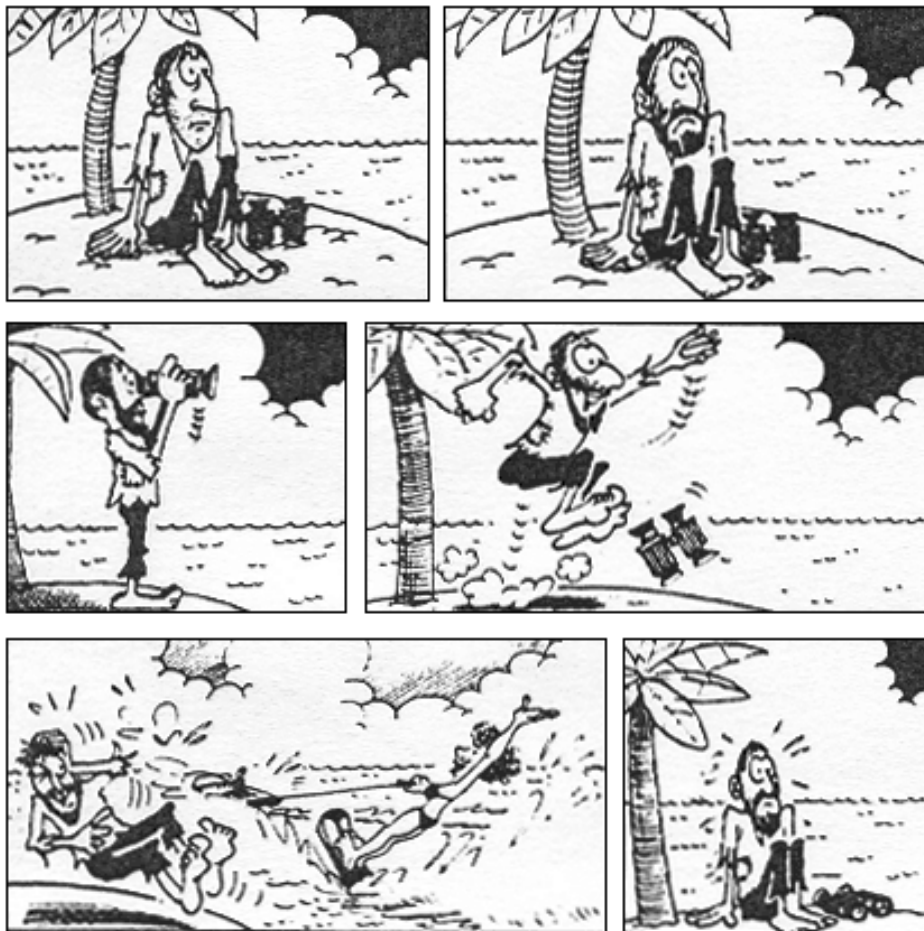


Figure 2.15 Picture for Narration (Ur, 1989, p.216)

2.4.3.7.5 Pictures for Instructions

A sequence of pictures showing a process or how to do something is necessary in this type of oral test. The testees need to give instructions or describe the process based on the pictures given (Heaton, 1991, p.64).

The following pictures are examples for this test:

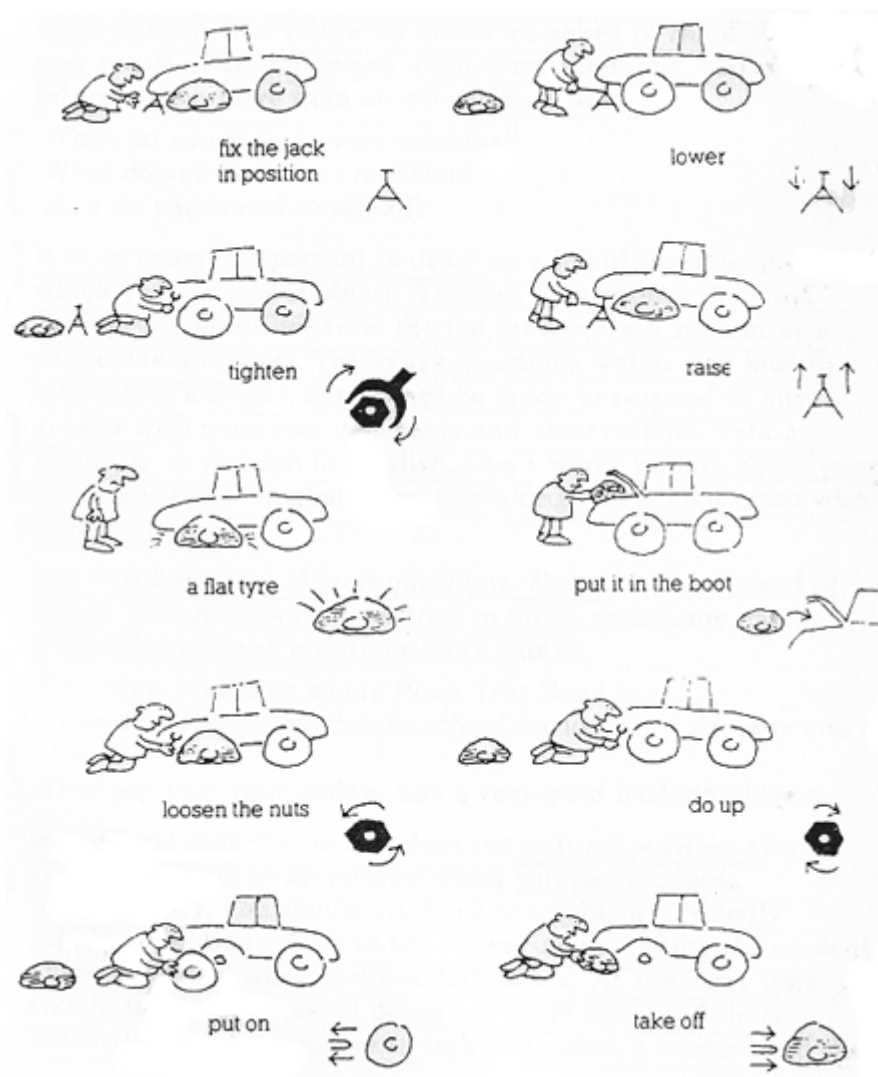


Figure 2.16 Picture for Instructions (Heaton, 1991, p.64)

2.4.3.7.6 Pictures for Ordering

In this test, according to Underhill, the subjects are given a number of separate pictures of photos and invited to put them in order and tell the story based on their order. Having only a single order of the pictures and assessing the subjects in line with that single order is not something recommended. The aim instead should promote the subjects' creativity and imagination by giving them more control over the events they are describing (1987, p.68).



Figure 2.17 Picture for Ordering (Heaton, 1966, pp.25-26)

2.4.3.7.7 Pictures with Speech Bubbles

Another use of pictures for testing oral skills requires the testees to guess what people in the pictures are saying. Picture stories, comic strips or cartoons with speech bubbles can be utilized for this purpose. Just delete the bubbles and ask the testees to guess what the characters are saying. The aim here is to get the testees to use the language somehow. If the testees cannot guess the speech bubble, the testers should be ready to prompt them to get the testees to talk as much as possible (Heaton, 1991, p.65).

Some examples are presented below:

Example 1



Figure 2.18 Picture with Speech Bubbles (Land, 1975, p.31)

Example 2

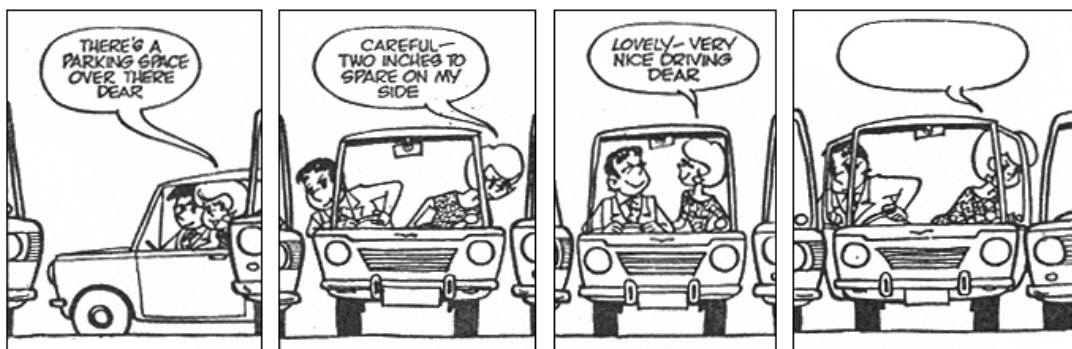


Figure 2.19 Picture with Speech Bubbles (Land, 1975, p.51)

2.4.3.7.8 Maps

Maps are used for tests of map reading. The testee describes a pre-determined route using a map while the tester or another testee follows the route being described on his/her unmarked map and find the target location. This test evaluates the ability to give accurate and clear directions and the ability to comprehend the given directions (Heaton, 1991, p.65; Underhill, 1987, p.58).

There are some maps given in the following:

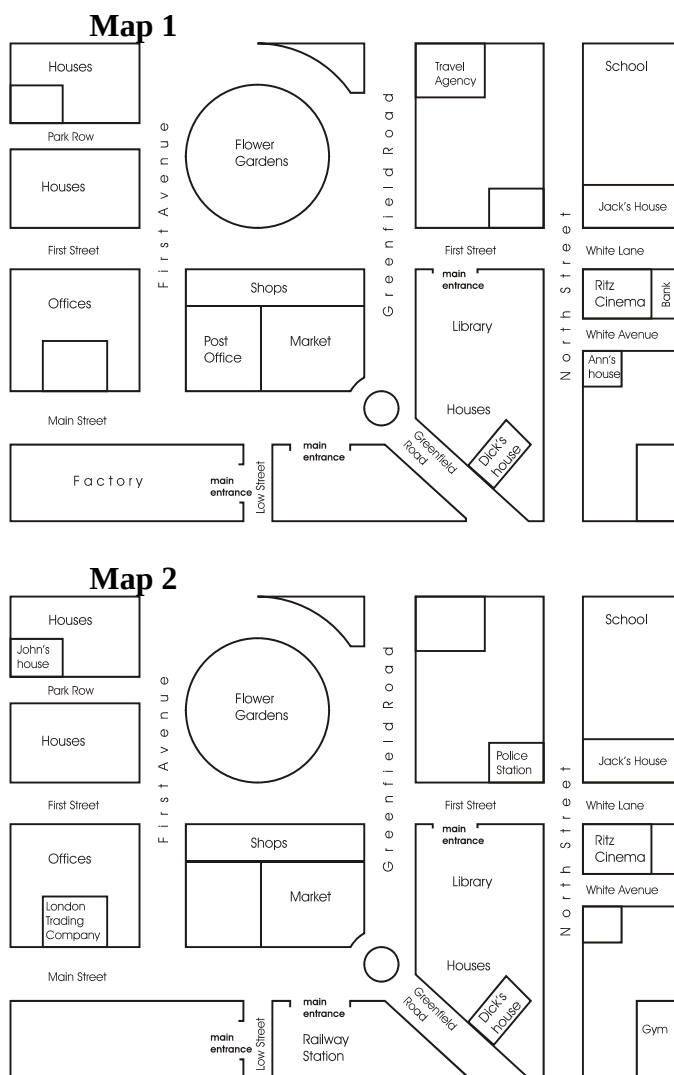


Figure 2.20 Map (Heaton, 1975, p.18)

2.4.3.8 Giving Instructions/Description/Explanation

In this item type, the tester expects the testees to give instructions, description or explanation. The learner is either asked to describe a well-known object or explain an everyday procedure. Several questions as examples are presented below:

- What's a typewriter?
- What's jogging?
- How do you make scrambled eggs?
- Describe how people in your country celebrate the New Year.
- How do universities your country admit students?
- Give instructions how to use a fax machine.

(Farhady et al., 1995, p. 235; Underhill, 1987, p.69)

2.4.3.9 Information-Gap

The examinees work in pairs in tests of information-gap. Each partner is given only a part of the information that is necessary for the completion of the task. Both examinees need to complete the task by getting the missing information from each other. To do so, the examinees should engage in a communication to fill in an information- gap in a meaningful situation. A pair may consist of two examinees or one examinee and one examiner or interlocutor. The maps given in part 2.4.3.7.8 are a good example for an information-gap activity (Weir, 1990, p.78).

Several variations of this type test can be used to assess oral ability. The first one involves one testee's choosing and describing one of the pictures provided and describing it to the tester and the tester tries to understand which picture is being

described based on the description of the subject and choose the one accordingly (Heaton, 1990, p.94). An example is given in the following:

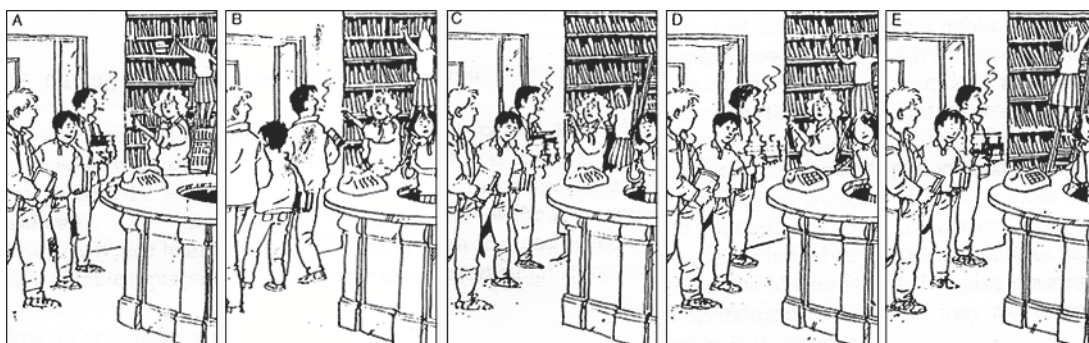


Figure 2.21 Picture for Information-gap (Heaton, 1990, p.94)

The second one is called ‘Description and Re-creation’. In this one, the testee is asked to describe a design or construction of a model to the other testee and s/he tries reconstructing the model in accordance with the description without seeing the original one. The testee describing the model cannot see the model being reconstructed (Underhill, 1987, p.56).

2.4.3.10 Oral Interview

In real life, two skills of listening and speaking are fully integrated in most everyday situations involving communication. Therefore, an oral interview is an excellent way of testing speaking as listening and speaking can be tested simultaneously through an oral interview (Heaton, 1991, pp. 65). The aim of this testing technique is to guide the test-taker into a dialogue with the tester. The testee elicits answers to questions asked by the tester on different topics at different levels of proficiency (Shohamy et al., 1986, p.215).

Oral interviews consist of following stages:

1. Warm-up

The test-taker is put at ease by asking simple and personal questions in this stage.

2. Level-check

During this stage, the tester checks the test-taker's level of proficiency in speech and understanding.

3. Probing

This stage helps the tester to assess the highest level at which the test-taker can function by asking a series of questions on different topics.

4. Wind-up

In this stage, the tester returns to the level at which the test-taker can function comfortably and hence s/he leaves with the sense of accomplishment.

(Shohamy et al., 1986, p.215)

There are two sorts of oral interview which are discussed in the following:

2.4.3.10.1 Controlled Interview

This technique is also named as 'Question-Answer'. It is a direct, face to face interaction between the tester and the testee (Underhill, 1987, p.54). In controlled interview, a set of procedures are determined beforehand to elicit performance, that is, the testers decide on the questions in advance and ask some of these questions to assess the testee's oral proficiency (Weir, 1990, p.76). The tester is the one who has the role of managing the interaction and initiating the topics and selecting the questions to be asked. The testee, on the other hand, is only expected to respond to stimuli from the tester (Tunçel, 1995, p.84). Oral interviews should start with simple

questions to put the testee at ease, as stated before. It is also important to select the suitable questions for certain testees. Furthermore, testers should prevent the interview from becoming an interrogation (Heaton, 1991, p.66).

There is a numerous of factual questions that can be asked in a controlled interview as in the following:

- What's your name?
- How are you?
- (How well) can you speak English?
- Tell me about yourself.
- Tell me a little about your family.
- Where did you learn to speak English?
- Tell me three things you did yesterday.
- What would you like to do in your spare time?
- Have you been abroad before?
- What foreign countries have you visited?
- Why do you want to learn English?
- Can you speak any other languages?
- What are your strong and weak points in terms of personality?
- They say that your college has a very good basketball team.
- I've often wondered what Main Street is like.

(Underhill, 1987, p.62; Heaton, 1991, p.66)

The followings are the imaginary questions that can be asked in a controlled interview:

- Women and men can never be equal. Do you agree?
- If you could change one thing about yourself, what would it be?
- You spent Saturday joining a party with some friends. What did you do?
- What advice would you give to a friend who wants to lose weight?
- If you were a colour, which one would you be? Why?
- A friend wants to buy a present for her brother, and asks your advice. What do you say?
- It is better to take any job than to be unemployed. Do you agree? Explain with your reasons.
- If you could be someone famous for a day, who would you be? Why?

2.4.3.10.2 Free Interview

This type of interview has an unstructured interaction without any set of procedures laid down beforehand (Weir, 1990, p.75). The testee has the opportunity to take the initiative, change the direction of the interaction and introduce new topics in free interview (Çaykan, 2001, p.53). This type of interview involves interaction. Even though interaction is unpredictable in nature, the course of interview can be predicted to a certain extent as the context is affected by the testee and the tester (Tunçel, 1995, p.84).

2.4.3.11 Role-Playing

Role-playing requires the testee to play one of the roles in an interaction. The interaction may take place between two testees or one testee and one tester (Weir, 1990, p.79). The aim of role-playing is to produce spontaneous speech-behaviour within given roles eliciting specific speech functions (Shohamy et al., 1986, p.215). The testees either play themselves in an imaginary situation or play imaginary people in an imaginary situation (Byrne, 1989, p.117-118). It is advisable that the testees be given fictitious names before the test, which usually helps to encourage the testees to act out their assigned roles (Heaton, 1990, p.103).

The testees are provided with a set of instructions just before the test. The roles and context can be presented in several ways as in the following:

Example 1

A: Assistant in a bookshop

B: Customer

A: Hello. Can I help you?

B: Well, I'm looking for a copy of ...

A: Do you know the author's name?

B: ...

A: Hm. I'm pretty sure we haven't got a copy.

Would you like me to order one for you?

B: ...

A: ...

B: ...

Open-ended Dialogues (Byrne, 1989, p.119)

Example 2

1. Invite B to go out with you 2. Suggest another possibility 3. Confirm arrangements	1. Decline 2. Accept 3. Agree
---	-------------------------------------

Mapped Dialogues (Byrne, 1989, p.120)

Example 3

Pedestrian-Police Officer

A pedestrian is on his/her way to an important meeting.

You crossed the road on a red light. The police officer wants to give the pedestrian a ticket. The pedestrian tries to police officer to let him/her off.

Role Cards (Shohamy, et al., 1986, p.219)

Example 4

You want your mother to increase your pocket money.

She is resistant to the idea. Try to make her change her mind.

Role Cards (Hughes, 1989, p.107)

2.4.3.12 Simulation

Simulation is a testing technique in which a group of subjects discuss a problem or a series of problems within a defined a setting (Byrne, 1989, p.125). A group of two or more subjects can be tested together through this technique (Underhill, 1987, p.49). Simulation differs from role-playing in that in simulation the subjects can simply act as themselves rather than pretend to be somebody else. However, they may have to act in the capacity of parents, teachers, administrators

and so on. The aim of a simulation is coping with the situation rather than adopting behaviour-patterns that may be unfamiliar (Littlewood, 19, p.92). The subjects take the necessary information from written documents such as brochures and forms and try to come to a final decision through group discussion. The evaluation should be based on how well the subjects express their opinions and justify them (Underhill, 1987, p.49). It is essential that the setting be established by providing background information about the problem and the roles of subjects be defined (Byrne, 1989, p.125). An example is provided below:

Example

There is a vacancy for a managerial position in your company. There are five suitable applicants for the position. Your team working in the human resource department has to decide on the best applicant for the vacancy.

2.4.3.13 Discussion

Discussion is a large-scale testing technique. It can evaluate more testees at the same time than simulation does. It is a testing technique that provides the testees with the opportunity to engage in a meaningful and active involvement. The testees can be divided into two or three groups and given topic(s) to be discussed. This assessment technique is more suitable to conduct in a classroom rather than a testing environment. The teacher and/or the tester can rate the testees while they are discussing in the classroom. Some topics for discussion are presented as follows:

- Are you for or against euthanasia?
- It is better to stay single than to get married.
- There are certain jobs that are not really suitable for women.
- The most important thing about job is the money.
- The future is frightening rather than exciting.

(Walcyn-Jones, 2000, p.39)

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CHAPTER 3

METHODOLOGY AND DUSCUSSION

3.0 Introduction

This chapter is divided into two major parts dealing with the questionnaires conducted throughout the study. The first part focuses on the first questionnaires which were administered before the speaking tests. The second one presents information about the second questionnaire which was conducted after the speaking tests. Both parts provide detailed information about the subjects participated in the questionnaires and data collection procedures, the instruments along with their analyses and results.

3.1 Questionnaires Before the Speaking Tests

3.1.1 Questionnaire administered to the Students

3.1.1.1 Subjects

The subjects were students at Gazi University Preparatory School of English. This questionnaire was administered to 127 students. There were 72 male and 55 female students in this group. Among the participants, there were B Level (intermediate), C Level (pre-intermediate) and D Level (beginner) students. Their ages ranged between 16 and 24, but most of them were 19 years old. Most of the subjects graduated from Anatolian High School and Super Lycee. The participants were mostly the students of Faculty of Architecture and Engineering, and Faculty of Economic and Administrative Sciences. According to results, 86 % of the subjects answered the question “Is this your first English course?” as ‘No’ and only 14 % subjects marked this question as ‘Yes’. That is, mostly the participants were familiar

with English and they had been studying English for long. Almost all of the participants who stated that this was not their first English course replied that they had learnt English at school.

3.1.1.2 Data Collection Procedure

The questionnaires for students were administered to three B Level (intermediate) classes, two C Level (pre-intermediate) and two D Level (beginner) classes. Out of 127 students, 56 of them were B Level students, 32 of them are C Level and 39 of them were D Level students. Before the questionnaires were administered to the students, their teachers were asked to clarify the unclear points and tell the meanings of the unknown words in the questionnaires to the students since the questionnaires were devised in English. The questionnaires were conducted in a one-hour-class session.

3.1.1.3 Questionnaire

Some questions in the questionnaire designed were adapted from the questionnaire used in Çuvalcı's master thesis. The questionnaire aims to gather data concerning whether speaking skills are taught in class and speaking activities are done in class. It also tries to find out what students think about speaking in English and being tested for their speaking skills. The first questions are background questions providing demographical information about the students participated. The other questions were developed to reveal which skill is the most important one from their point of view, which skill gets more emphasis in class, whether their teachers do speaking activities in class, whether the students have difficulty in speaking

English and whether they want to be tested orally and so on. The questionnaire is presented in Appendix 3.

3.1.1.4 Data Analysis

The data analysis of this questionnaire is a descriptive one, which is done by analyzing each item. This questionnaire consists of a series of questions which require the subjects to tick appropriate boxes. Most questions involve ticking only one box. However, in some questions the subjects are allowed to tick more than one box if they like whereas some ask the subjects to number the options from most important to least important. Each option in each question has a number next to its box as in the following example:

Is this your first English course? 1 Yes ☐ 2 No ☐

The options marked in the questionnaires were entered in Microsoft Excel by using the numbers next to the options. Afterwards, the data was transferred to SPSS and the frequency of the questions that involve ticking only one box or more than one box was computed by means of this program. However, the questions requiring numbering the options from the most important to the least important were analyzed in a different way. Here is a question in one of the questionnaires given as an example.

*Which of the following skills do you think are the most important?
Number them from 1 (the most important) to 6 (the least important).*

1 ☐ Reading
2 ☐ Writing
3 ☐ Listening

4 ☐ Speaking
5 ☐ Grammar
6 ☐ Vocabulary

First of all, the frequency of all the participants' order of the skills was computed with SPSS in this type of questions. Afterwards, each order was multiplied with its value provided in Table 3.1 and the sum was computed.

Order	Value
1	6
2	5
3	4
4	3
5	2
6	1

Table 3.1

This formula is used in this type of questions.

$N (= \text{frequency}) \times \text{Value}$

$\text{score (sum)} = (N1 \times 6) + (N2 \times 5) + (N3 \times 4) + (N4 \times 3) + (N5 \times 2) + (N6 \times 1)$

For instance, 20 students have numbered the skills as below:

	Order	Frequency	multiply	value	equal	result
1 Reading	1	5	x	6	=	30
	2	7	x	5	=	35
	3	4	x	4	=	16
	4	1	x	3	=	3
	5	1	x	2	=	2
	6	2	x	1	=	2
sum						88

	Order	Frequency	multiply	value	equal	result
2 Writing	1	1	x	6	=	6
	2	2	x	5	=	10
	3	1	x	4	=	4
	4	3	x	3	=	9
	5	5	x	2	=	10
	6	8	x	1	=	8
sum						47

	Order	Frequency	multiply	value	equal	result
3 Listening	1	2	x	6	=	12
	2	3	x	5	=	15
	3	1	x	4	=	4
	4	6	x	3	=	18
	5	4	x	2	=	8
	6	4	x	1	=	4
sum						61

	Order	Frequency	multiply	value	equal	result
4 Speaking	1	6	x	6	=	36
	2	4	x	5	=	20
	3	3	x	4	=	12
	4	3	x	3	=	9
	5	2	x	2	=	4
	6	2	x	1	=	2
sum						83

	Order	Frequency	multiply	value	equal	result
5 Grammar	1	5	x	6	=	30
	2	5	x	5	=	25
	3	4	x	4	=	16
	4	3	x	3	=	9
	5	2	x	2	=	4
	6	1	x	1	=	1
sum						94

	Order	Frequency	multiply	value	equal	result
6 Vocabulary	1	4	x	6	=	24
	2	6	x	5	=	30
	3	5	x	4	=	20
	4	3	x	3	=	9
	5	1	x	2	=	2
	6	1	x	1	=	1
sum						86

Table 3.2 Calculation of Skills ordered by the Participants

SKILLS	RESULTS	ORDER
1 Reading	88	2
2 Writing	47	6
3 Listening	61	5
4 Speaking	83	4
5 Grammar	94	1
6 Vocabulary	86	3

Table 3.3 Result of the Order of the Skills

As seen in Table 3.3, grammar is the most important skill and writing is the least important one from these 20 participants' point of view.

This is a small-scale sample demonstrating how this type of questions are calculated and analyzed. The biggest sum is considered as the most important and vice versa.

3.1.1.5 Interpretation and Discussion of the Results

In the ninth question, the students are expected to number the reasons to learn English from most important to the least. The chart indicating the results is presented below. According to the results, the students learn English because they mostly want to have a good job and learning English is obligatory. They also state that they need English to study at university since some departments offer courses in English and ask their students to read the related literature which is in English in order to do assignments or projects. Another reason which is also favoured is that the students want to improve themselves. Consistently, the students think that English is necessary in order to be successful at school courses, to go abroad and for further study such as master and Ph.D. degree. It can be concluded that generally the students learn English for academic studies and to have a good job.

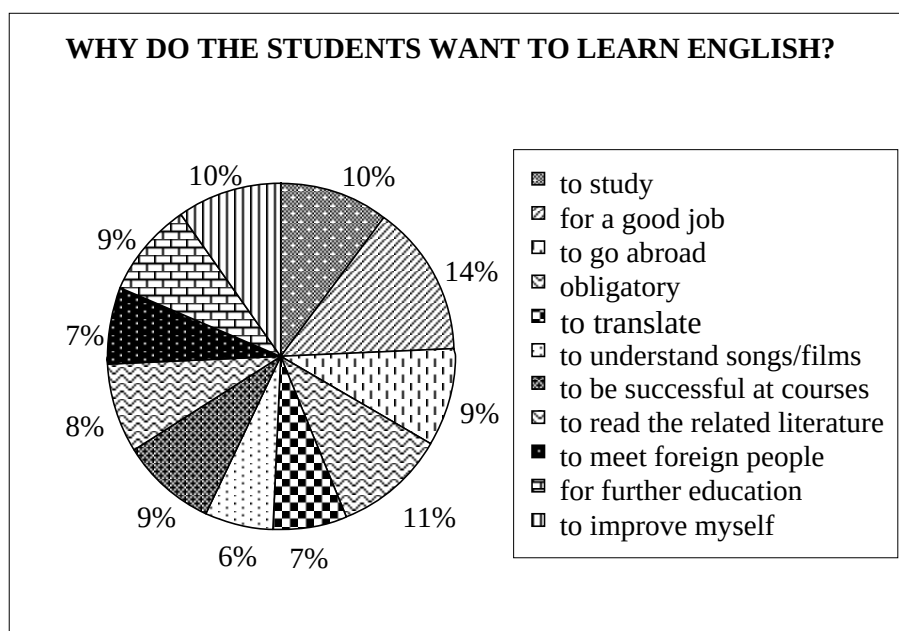


Chart 3.1

The students consider that the most important skill is speaking. Vocabulary, listening, reading, grammar and writing come next. The students respond to the question “Which one do you want to do more in your English class?” in consistent with the previous question. They believe that speaking and vocabulary should be given more emphasis in class because according to the results, their teachers place more importance to and spend more time on grammar, vocabulary and reading respectively in class. Speaking is the fifth in this order, which demonstrates that speaking is not attached enough weight as much as grammar, vocabulary and reading.

83 % of the students mention that they have enough opportunities to speak in English in class; however; more than half of them report that they do not use these opportunities. 110 out of 128 students state that their teachers do speaking activities in class. How often their teachers do speaking activities in class is shown by the chart given below. As seen in the chart, more than half of the instructors do not often do speaking activities. Even though the students state that their instructors do speaking activities in class, speaking is not done as much as necessary.

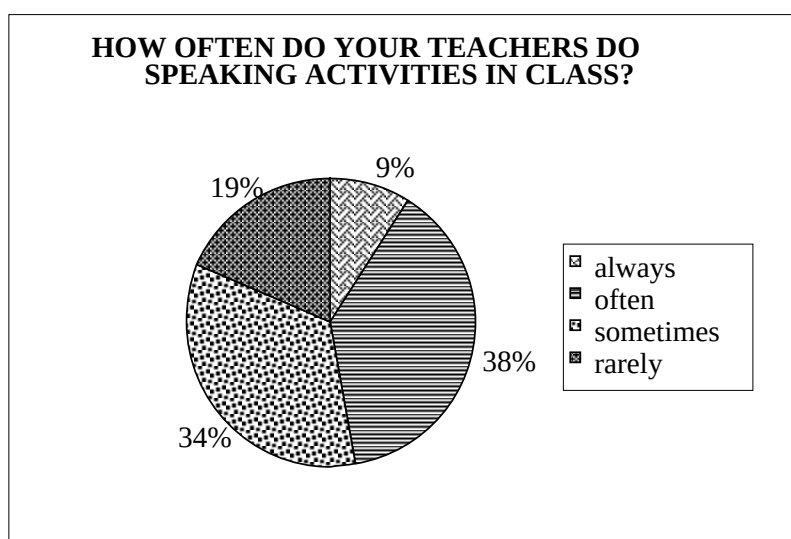


Chart 3.2

The following chart displays what kind of speaking activities the teachers do in class. The activity done mostly is asking and answering questions. Games, having a conversation and discussion are also preferred. The others are in low percentages.

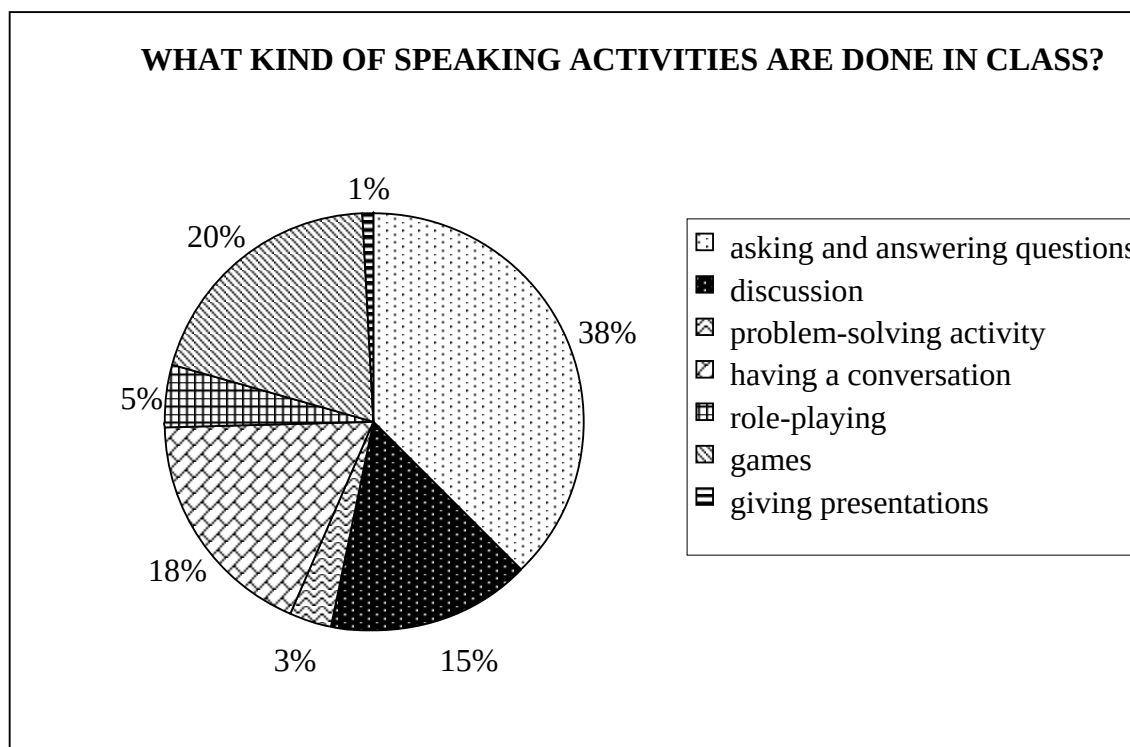


Chart 3.3

The speaking activities students find most useful are asking and answering questions, discussion, role-playing and presentations respectively.

The most three favoured solutions to make the speaking activities more motivating and interesting are the following ones; the speaking activities can be prepared in line with their interests (25%) and the activities should make them use their creativity (25%) and critical thinking skills (16%).

As seen in the following chart, only 2 % of the students can speak without any difficulty. More than half of the students can be said to have difficulty in speaking English. In order to get over the difficulties the students have while speaking English, more speaking activities can be done in class

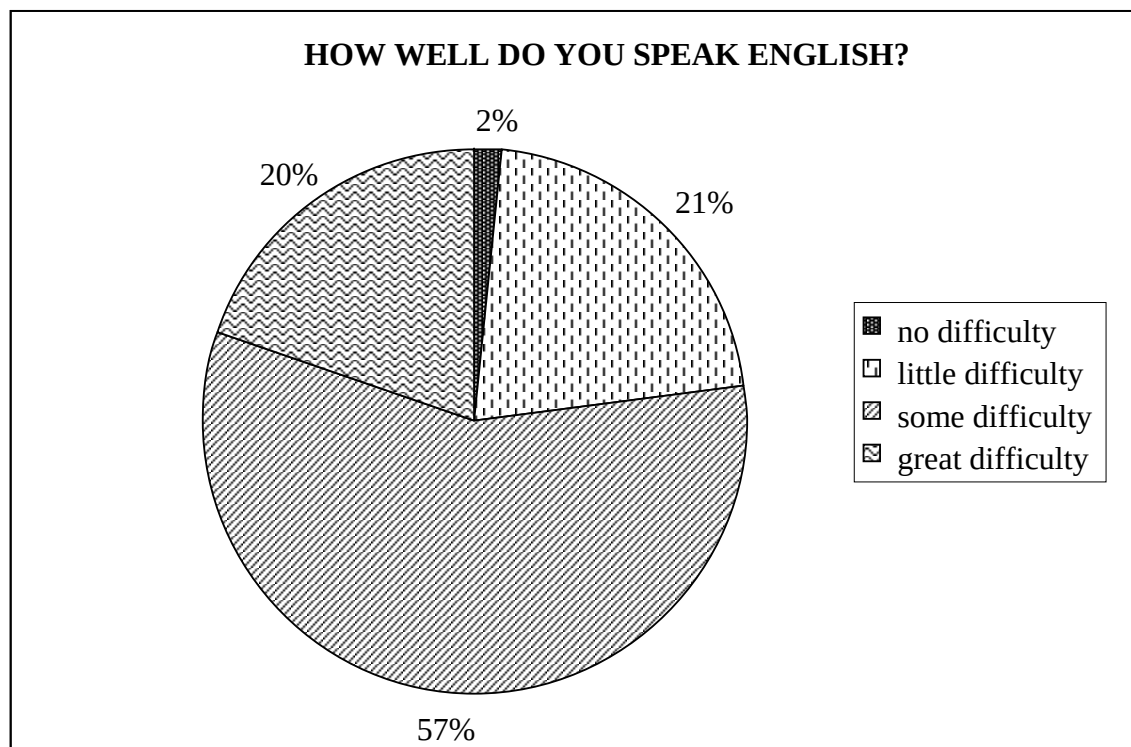


Chart 3.4

The chart demonstrating the difficulties the students have while speaking English is provided below. It suggests that speaking fluently and using the necessary vocabulary are their biggest problems. Accuracy, pronunciation, and having confidence in themselves follow the problems mentioned above.

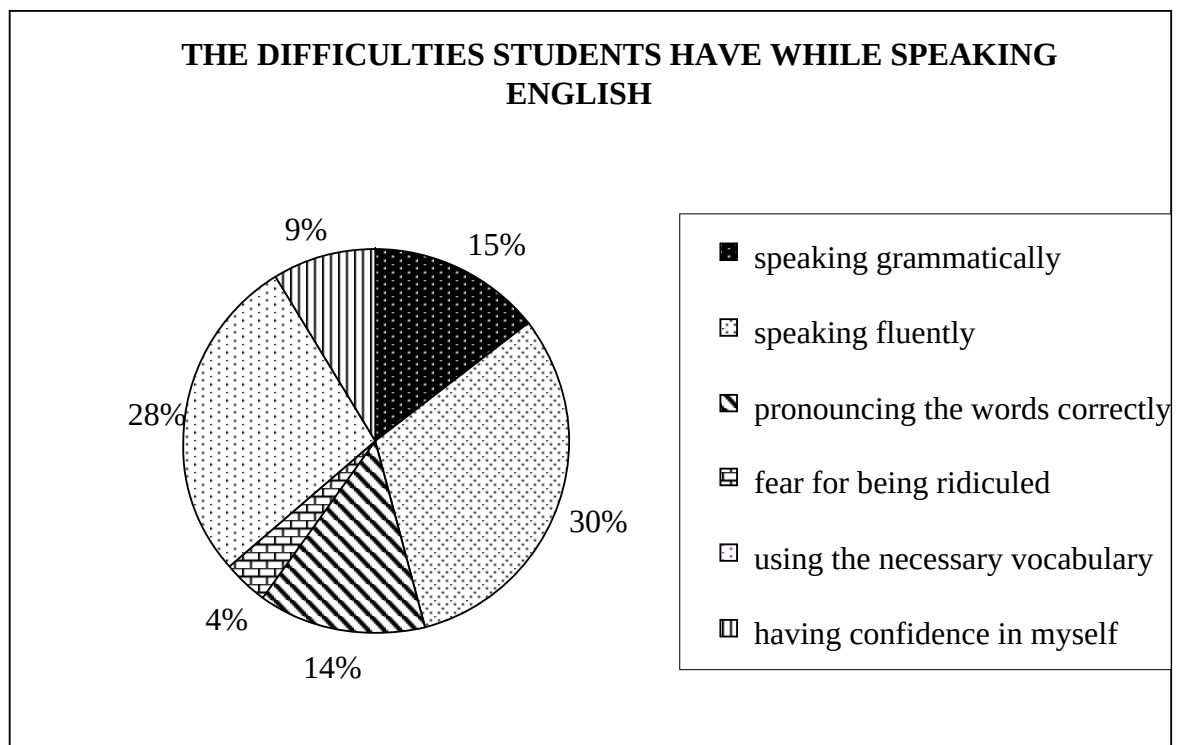


Chart 3.5

45 % of the students think that they will not be able to speak English well/fluently when they finish prep class. Only 17 % thinks that they will be able to speak English after prep class. The rest (38%) have no idea about this issue. This result indicates that most of the students think that prep class is inadequate in teaching and promoting speaking skills.

Asking and answering questions in lectures and preparing and giving presentations are the two most important skills that the students need in their

departments according to the results, so it will be useful for the students if the instructors get them to give presentations in class.

Out of 128, 18 students express that they have taken a speaking test before which illustrates that most of the students are unfamiliar with speaking tests. The analysis demonstrates that 15 students took a speaking test at school (at secondary school in grade 2 and 3, and at high school in all grades), 2 both at school and in a language course and one of them took it in a language course (in pre-intermediate-intermediate and upper-intermediate-advanced levels). The chart below indicates that the students were generally supposed to talk about the given pictures, participate in a discussion and information-gap activity. They were also expected to make a presentation and translate/interpret a text.

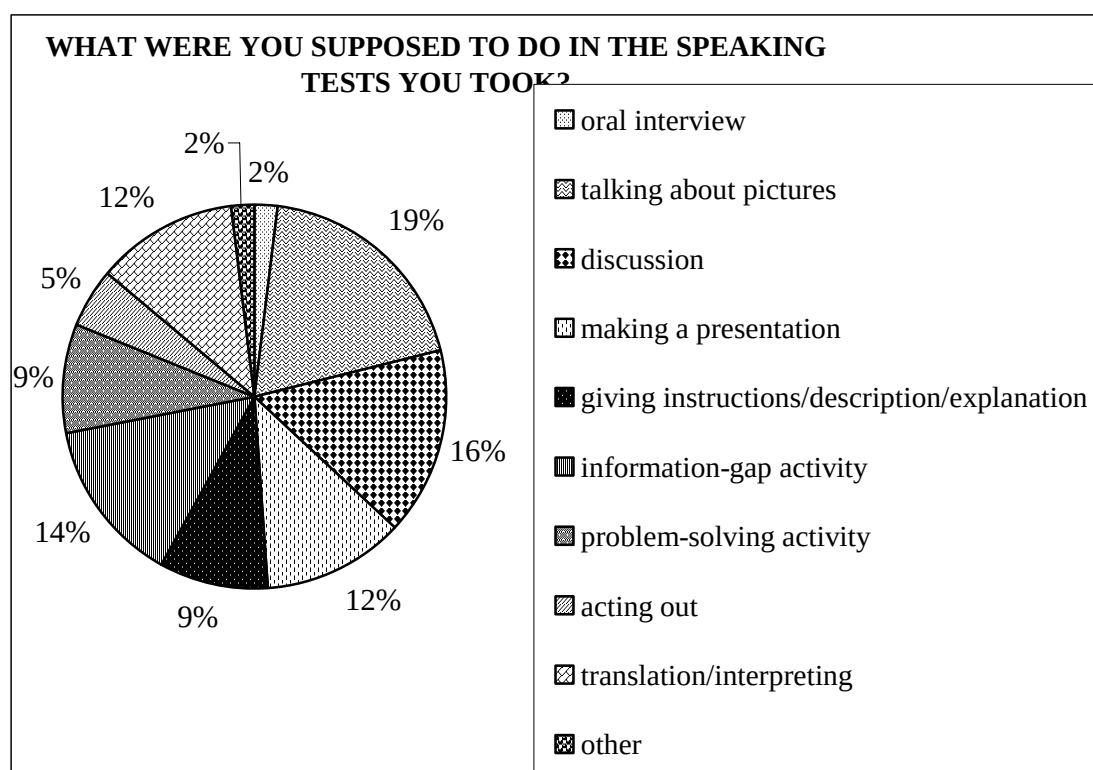


Chart 3.6

37 % of the students state that they want their speaking skills to be tested whereas 63 % of them refused to be tested orally. The students who want to take speaking tests have a number of reasons. In the first place, they think that speaking is the most important skill while learning a foreign language. They also regard the speaking skills as necessary for education and communication. Moreover, they state that they need speaking skills in order to get a good job, to go abroad, to improve their English. That is why speaking skills should be tested according to the students. Why they mostly want their speaking skills to be tested is their wish to learn their level of English and see whether they are good at speaking English.

The students who object to doing a speaking test have several reasons. To begin with, they generally state that they are not good at speaking English, they do not speak fluently and they do not like speaking English. Furthermore, they are afraid of taking speaking tests because they would take a low mark from the speaking test, which would affect their average needed to pass prep class, if they took speaking tests. Some mention that they cannot practice their speaking skills enough in class due to the lack of emphasis on speaking, so it would be unfair to be tested orally without enough practice. A couple of them believe that they learn English only to pass prep class so/and speaking tests are unnecessary.

3.1.2 Questionnaire administered to the Instructors

3.1.2.1 Subjects

73 instructors of English participated in this study. They all work at Gazi University Preparatory School. The instructors teach A, B, C and D levels students at prep school. As background information, they are just asked how many years they have been working as an English teacher. The chart given below demonstrates the experience of the participants:

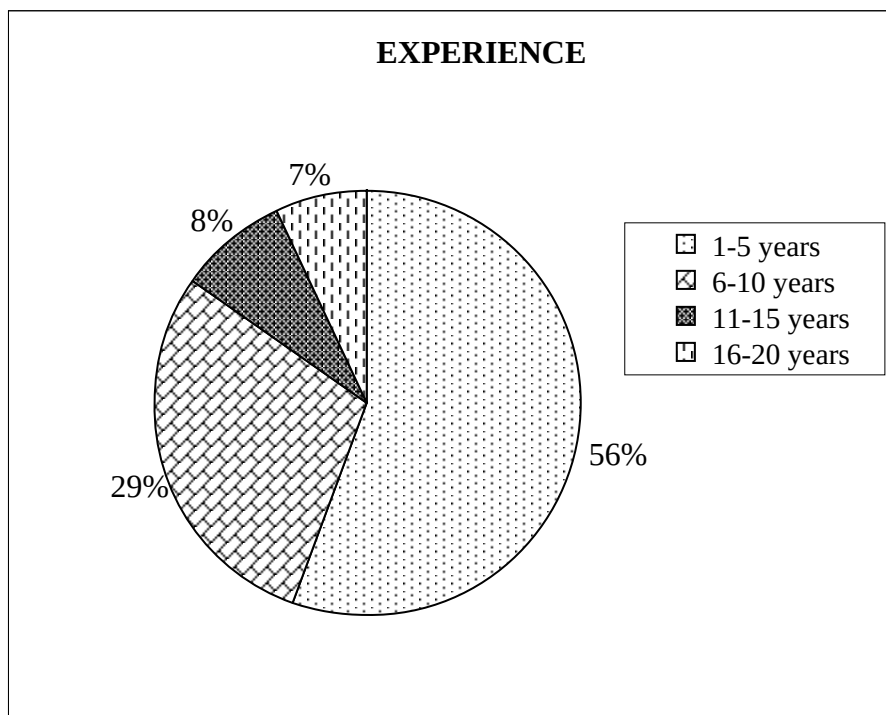


Chart 3.7

As the chart shows, the participants are mostly novice teachers. There are a few experienced ones among them.

3.1.2.2 Data Collection Procedure

73 instructors participated in the study. Before they were given the questionnaires, a short explanation about the study was made. Moreover, they were provided with a glossary with some definitions and terms along with a sample of a rating scale in case they need.

3.1.2.3 Questionnaire

The questionnaire for instructors was devised in line with the questionnaire for students. Unlike the students' questionnaire, instructors' questionnaire does not include background questions except for their experience. It consists of the questions which are parallel with the ones asked in students' questionnaire. The instructors are asked what they think about teaching speaking skills in class and testing their students' speaking skills. The instructors' questionnaire can be seen in Appendix 4.

3.1.2.4 Data Analysis

The data analysis of this questionnaire is a descriptive one like the questionnaire given to the students. The questionnaire has the same type of questions and the instructors are supposed to mark the choices just the same as in the students' questionnaire. Again, the options marked in the questionnaires were entered in Microsoft Excel by using the numbers of the options. Data analysis is done via SPSS like the way it is done in the students' questionnaire, which is explained in part 3.1.1.4.

3.1.2.5 Interpretation and Discussion of Results

The second question aims to find out which teaching method(s) the instructors use while teaching English, which demonstrate whether the instructors give emphasis to speaking skills and do speaking activities. As seen in the following chart, most of the instructors use eclectic method. Communicative approach is the one preferred as the second choice. Grammar-translation method comes next. ALM and Suggestopedia are also the methods favored by the instructors.

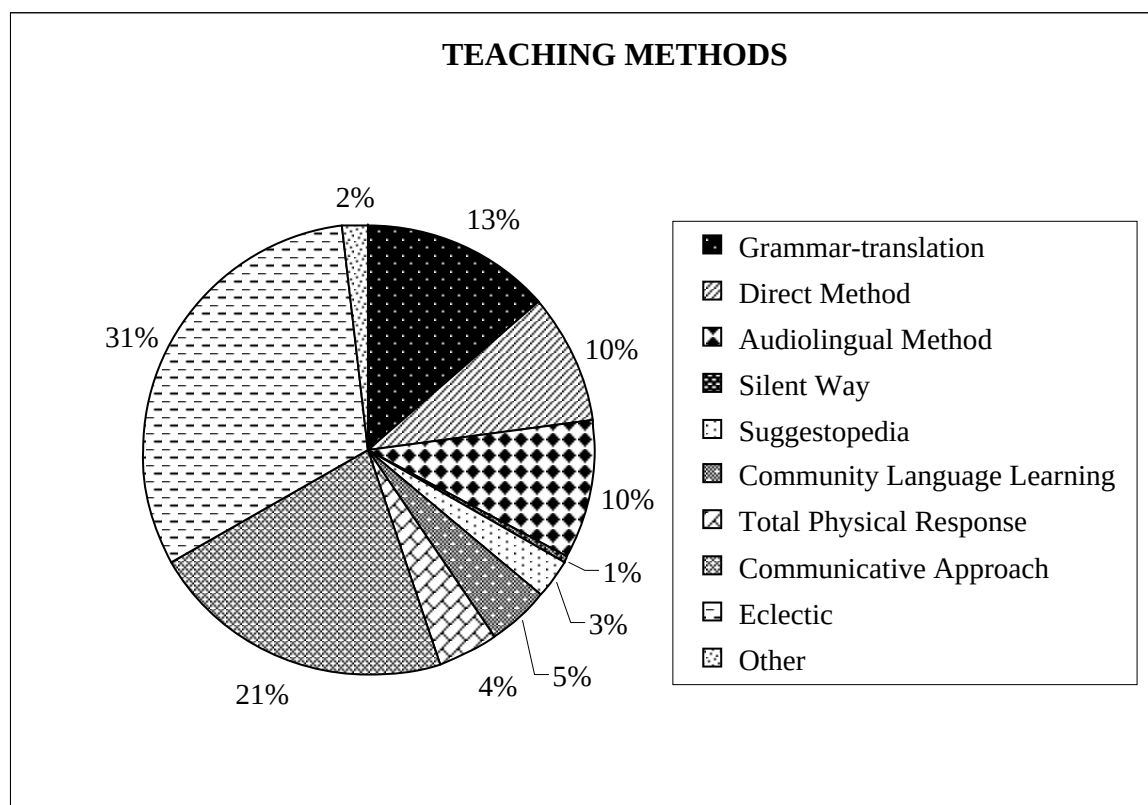


Chart 3.8

The instructors are also asked to number the skills and language components in terms of importance in teaching English. Unlike the students' point of view, the instructors think that grammar, vocabulary and reading are the most important respectively. Speaking, listening and writing follow next. In accordance with the answers to the previous question, more emphasis is given on grammar, vocabulary

and reading in class. Speaking is the fourth favoured one again. The students, however, think that the most important skill is speaking and naturally they want more emphasis on speaking skills in class. The instructors mostly think that the skills the students will need in their own department are reading, vocabulary, grammar, writing, listening and speaking respectively. These results indicate that speaking is not given emphasis as much as grammar, vocabulary and reading in class.

51 instructors out of 71 have stated that they teach speaking skills and 67 of them have answered the question “Do you teach speaking activities in class?” as ‘Yes’. How often they do speaking activities in class is demonstrated with the chart as follows. It can be concluded from the chart that less than half of the instructors often do speaking activities in class. This rate is not sufficient if speaking skills are to be promoted.

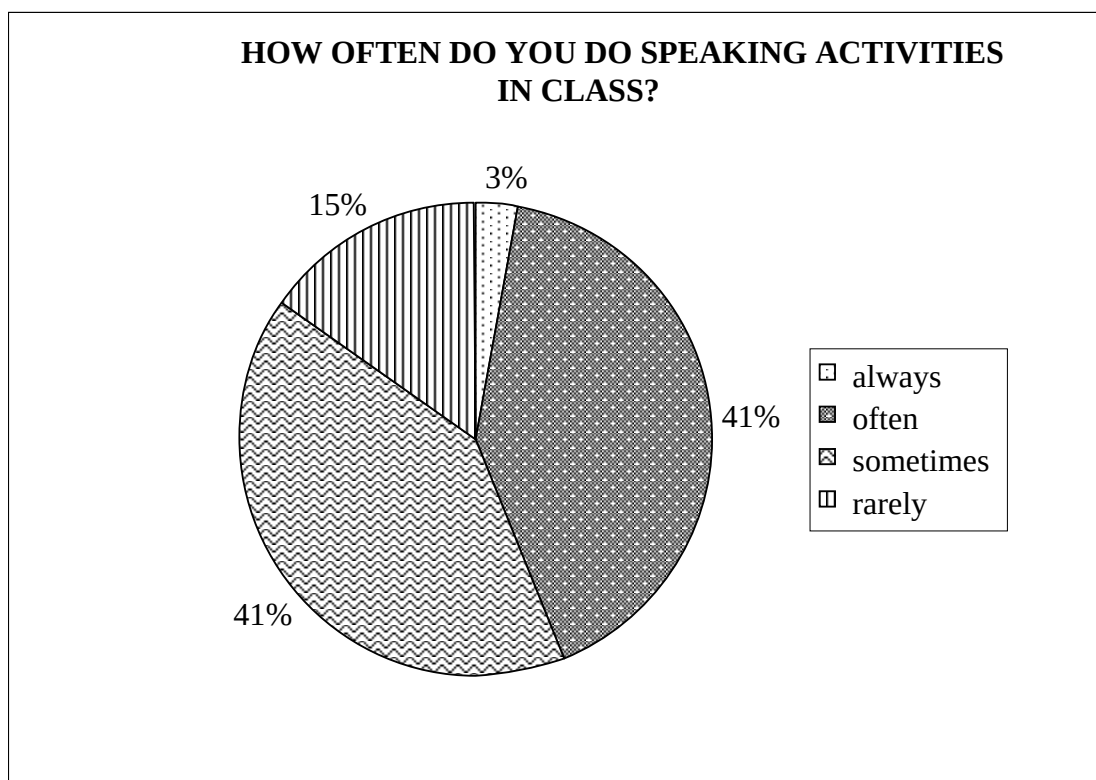


Chart 3.9

The instructors' choice of speaking activities is demonstrated in the following chart. Though asking and answering questions cannot be regarded as an exact speaking activity, it involves speaking and interaction between teacher and students. The most preferred speaking activity is asking and answering questions. Discussion is another activity favored. Games, having a conversation and role-playing are also among their preferences. The other activities apart from asking and answering questions, discussion, games and having a conversation are not done as much as these ones.

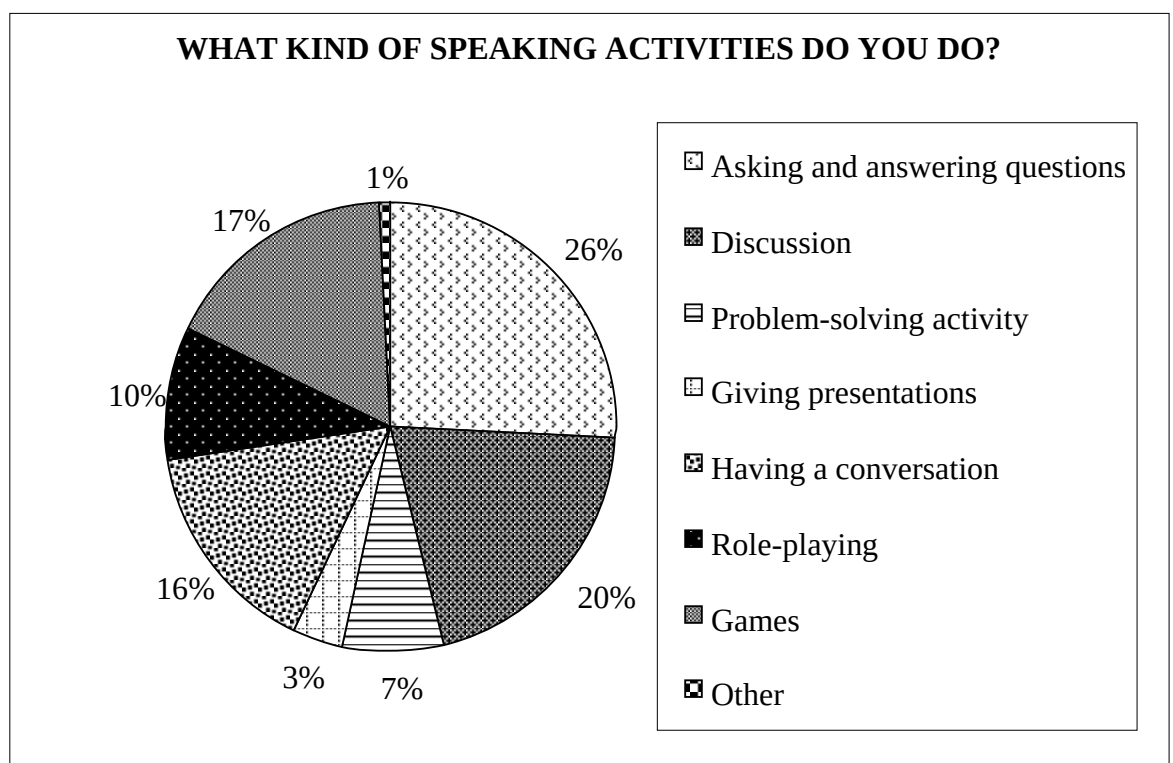


Chart 3.10

The instructors who do not do speaking activities in class express their reasons in the chart below. The basic reason is to do with the students. The instructors claim that the students do not like speaking activities and they are unwilling to speak English due to the fear of making mistakes. The other reasons have equal percentage.

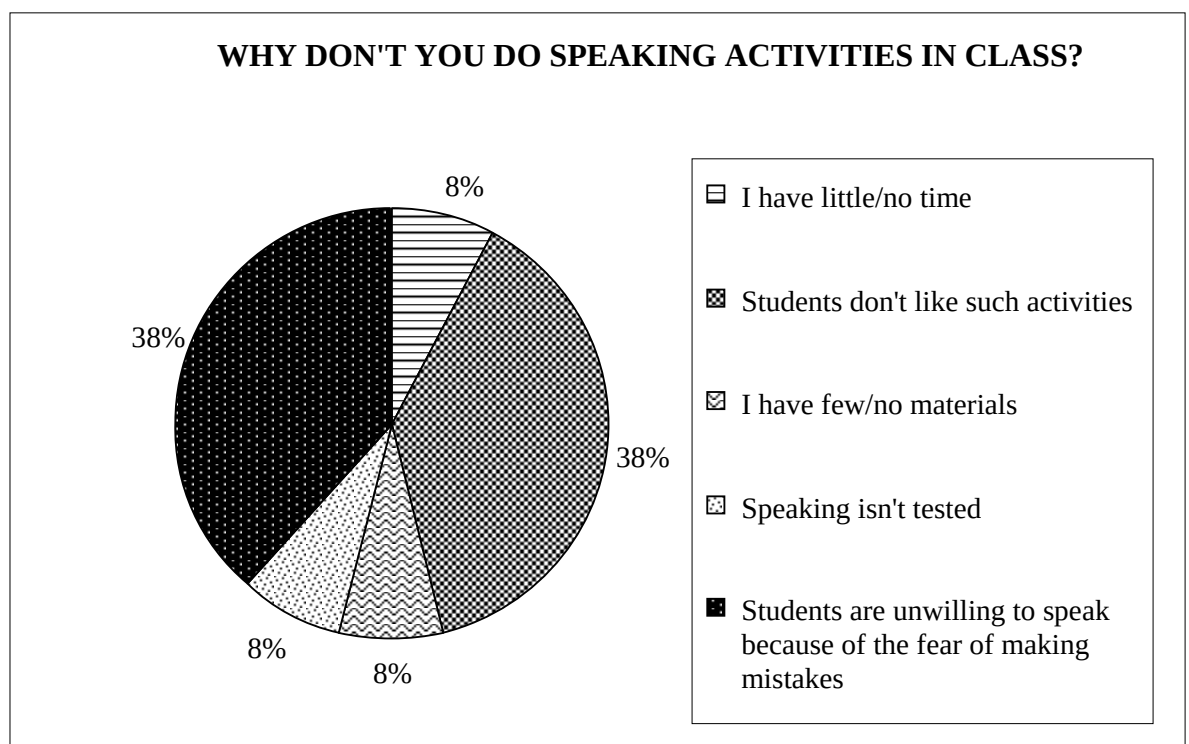


Chart 3.11

64 instructors have mentioned that their students have the opportunity to speak in English in class; however, they have added that most of their students do not use this opportunity.

The answers to the question “Are your students able to speak English well?” is summed up by the chart below. Nearly less than half of the students can speak English well, which is a low percentage. This percentage is likely to increase when more speaking activities are done in class and spoken English is tested.

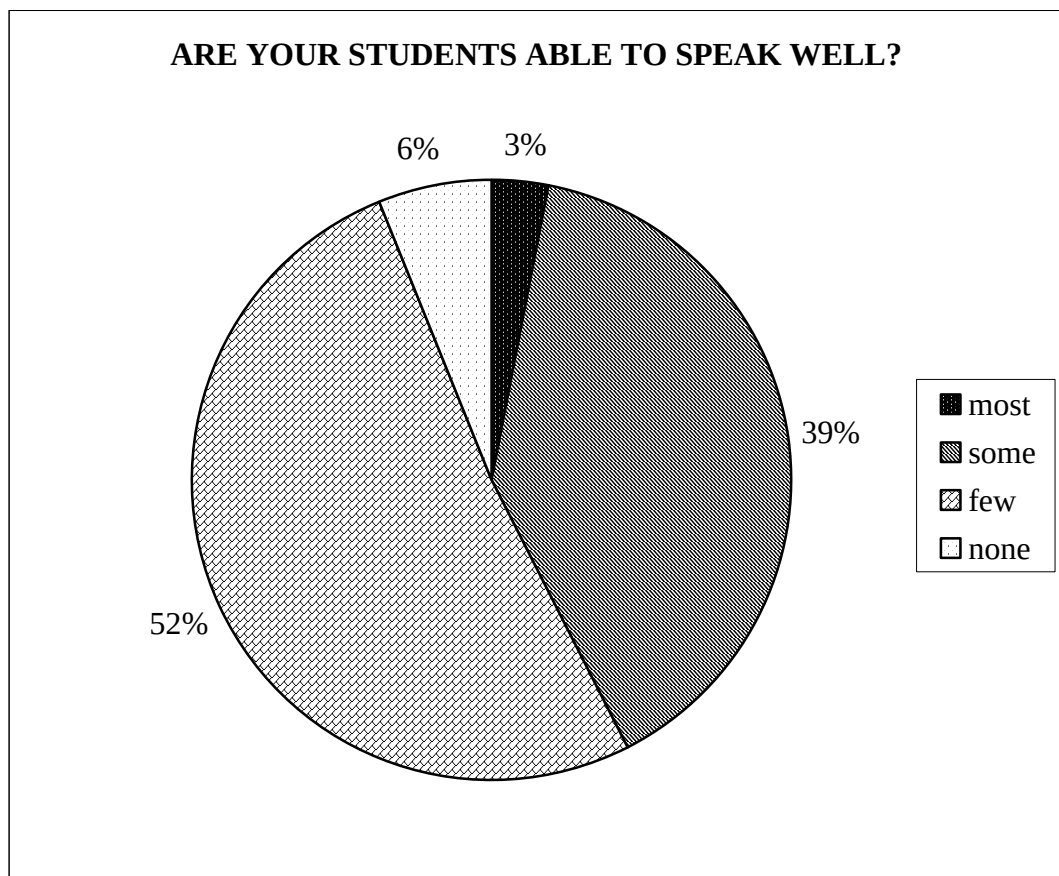


Chart 3.12

The difficulties the students have while speaking in English are summarized in the chart as follows:

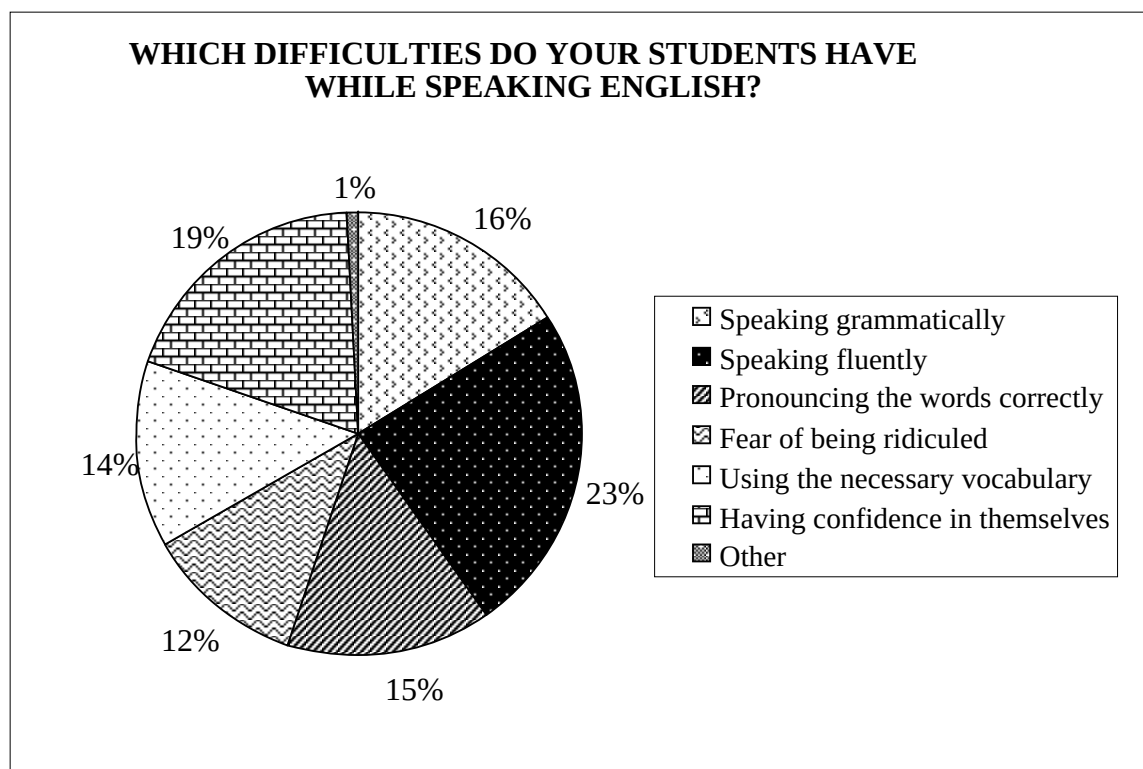


Chart 3.13

According to the instructors' viewpoint, the students' biggest problem is fluency. They cannot talk fluently enough. The second important difficulty is that the students do not have confidence in themselves. Nonetheless, the analysis of the students' questionnaire mentions the second important difficulty as using the necessary vocabulary. The other reasons have more or less the same percentage, which indicates that the students experience all these difficulties. In conclusion, more speaking activities should be done in class so as to cope with these difficulties.

73 % of the instructors have experience in preparing an English test. They mostly have prepared tests of grammar, vocabulary and reading. The results indicate

that the least prepared one is test of speaking. That is why tests of grammar, vocabulary and reading are more necessary in their case, that is, grammar, vocabulary and reading are the major skills which are tested at prep school. They also state that tests of listening, reading, writing, speaking, grammar and vocabulary, respectively, are difficult to prepare. That is, the instructions do not know the difficulty of preparing a speaking test. Since they do not have to prepare speaking tests and tests of the other skills are easier to prepare, naturally most of them have not prepared a speaking test before.

What should be assessed in a speaking test according to the instructors is presented with the chart below. In fact, all of the below should be assessed in an oral test; however, the weight given to each criteria may change according to the aim, syllabus and group being tested. Fluency is the most favoured criteria among the others. However, fluency is a criteria which is difficult to rate. Vocabulary and pronunciation are in the second place.

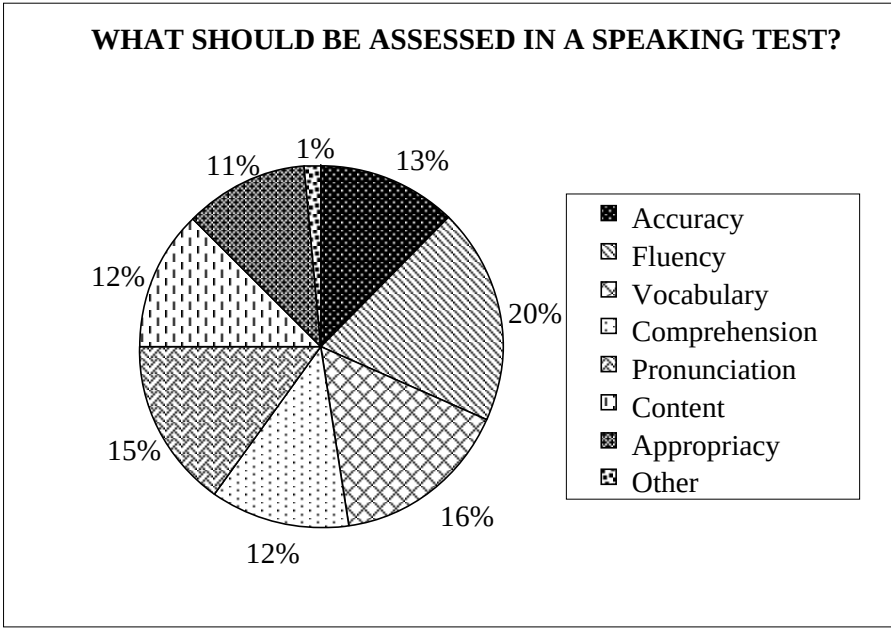


Chart 3.14

Which difficulties teachers come up against is asked and the instructors' response to this question is demonstrated as follows. Difficulty of preparing a rating scale and validity and reliability problems are the most marked choices. The other problems have approximately the same percentages.

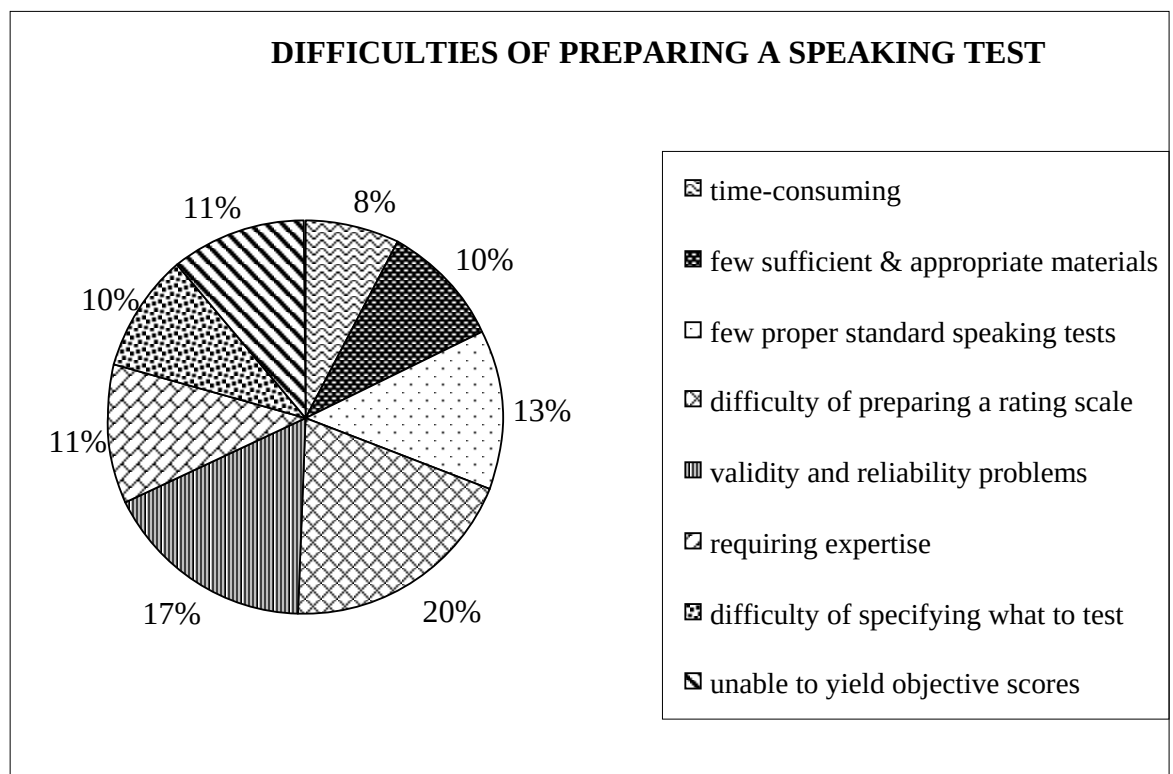


Chart 3.15

The results yield that half of the instructors have administered a speaking test before and half of them have not. The difficulties of administering a speaking test are summarized by the chart given as follows. Rating oral performance and the adverse effects of test anxiety on testees are the most marked ones of all.

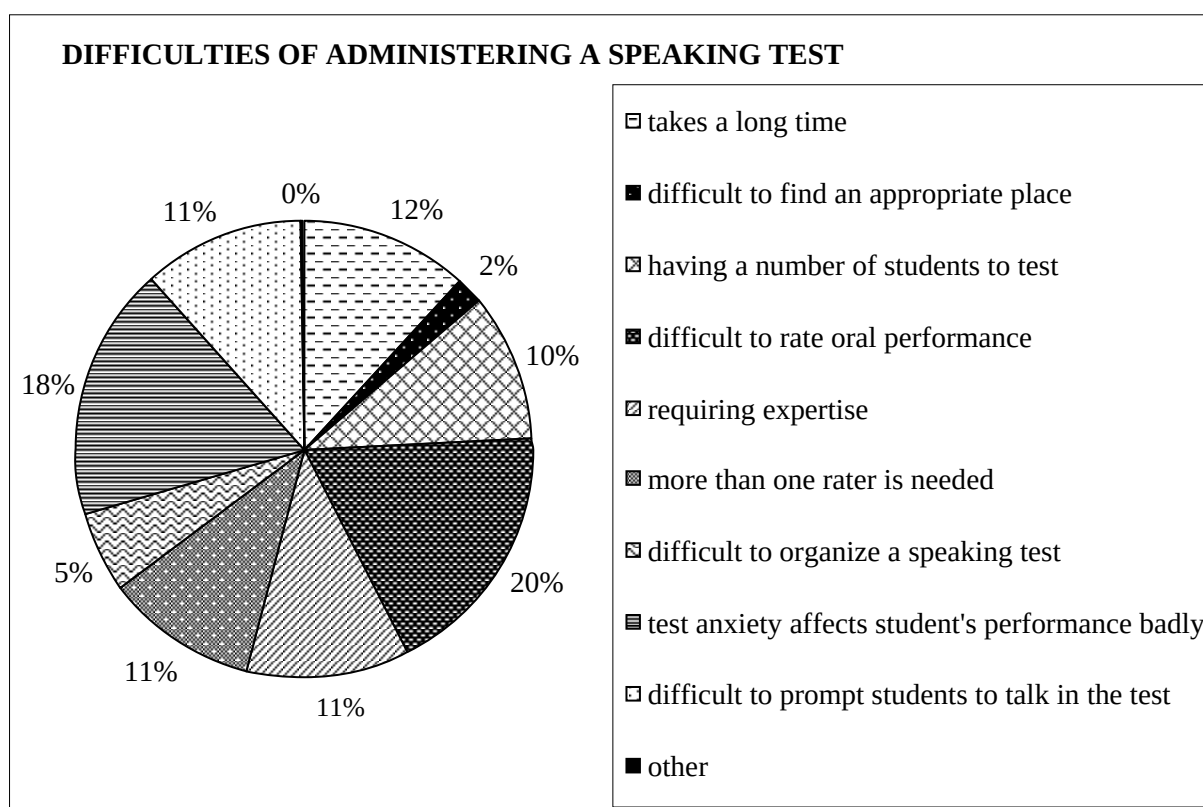


Chart 3.16

When the question “Do you want to test your students’ speaking skills?” is asked, 78 % of the instructors mention that they do because they think that learning a language does not only consist of learning grammar, vocabulary or reading, it also requires learning speaking skills. They also believe that through testing speaking, teachers can understand their students’ levels adding that the students’ performance in speaking tests is the reflection of what they have taught. Another reason is that the students do not talk English in class even though classroom is the only place where

they can practice their speaking skills. In addition, the instructors think that if speaking tests were conducted continuously, the students would attach more importance to speaking and try to practice the speaking skills more. In other words, they would feel the necessity to speak English in class. Some teachers add that the students have to be competent in speaking because they may need to speak English in a class lectured by a native speaker, in a job interview, in a standard test, in a master or doctorate program or in a conversation with a tourist

Few of the instructors do not want to test their students' speaking skills since they think that speaking is a difficult skill to assess and it does not yield objective scores. Moreover, they state that the students do not have confidence in themselves and test anxiety can affect them adversely. Another point is that they do not do speaking activities in class, so something that is not taught or done in class should not be tested.

The following chart indicates how speaking skills should be tested from the instructors' point of view. They mostly think that continuous assessment along with achievement tests as midterms and final should be conducted to test speaking skills.

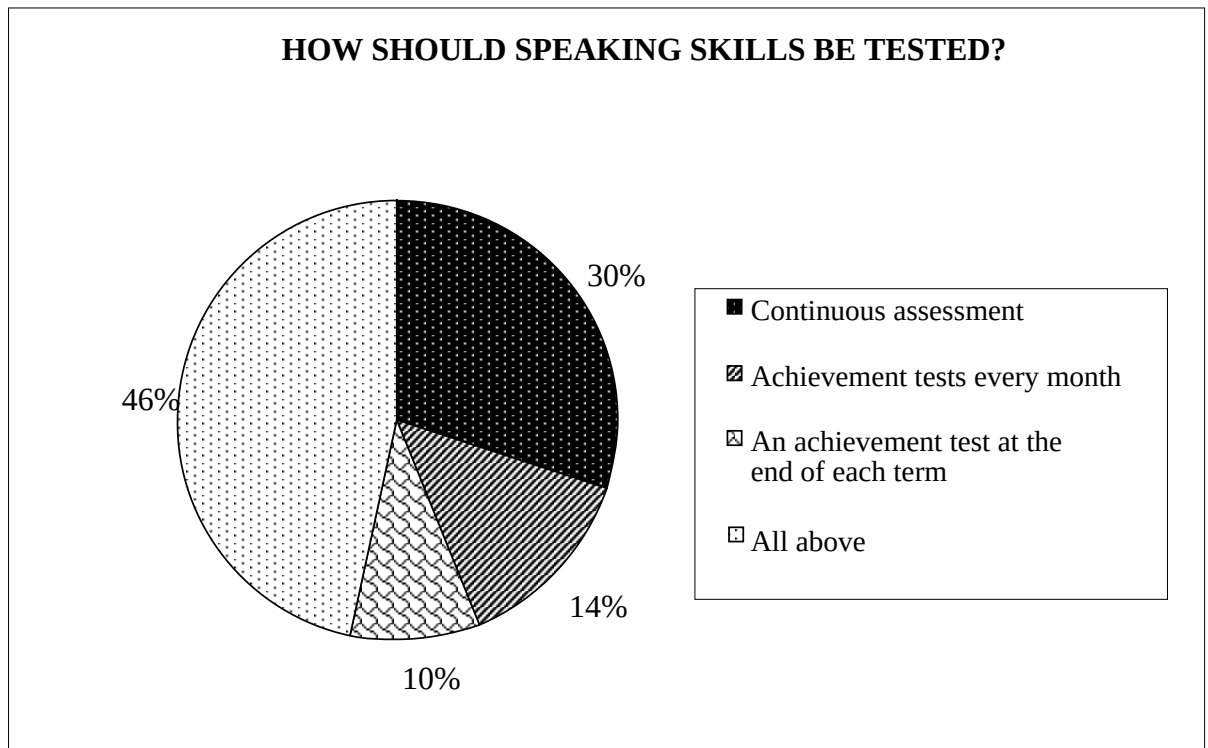


Chart 3.17

Finally, the instructors are asked what kind of speaking tests would come to their mind when they were to give a speaking test and their answers are demonstrated in the following chart. Talking about pictures (15%), oral interview (12%), discussion (12%), and problem solving activities (10%) are the ones favoured mostly by the instructors.

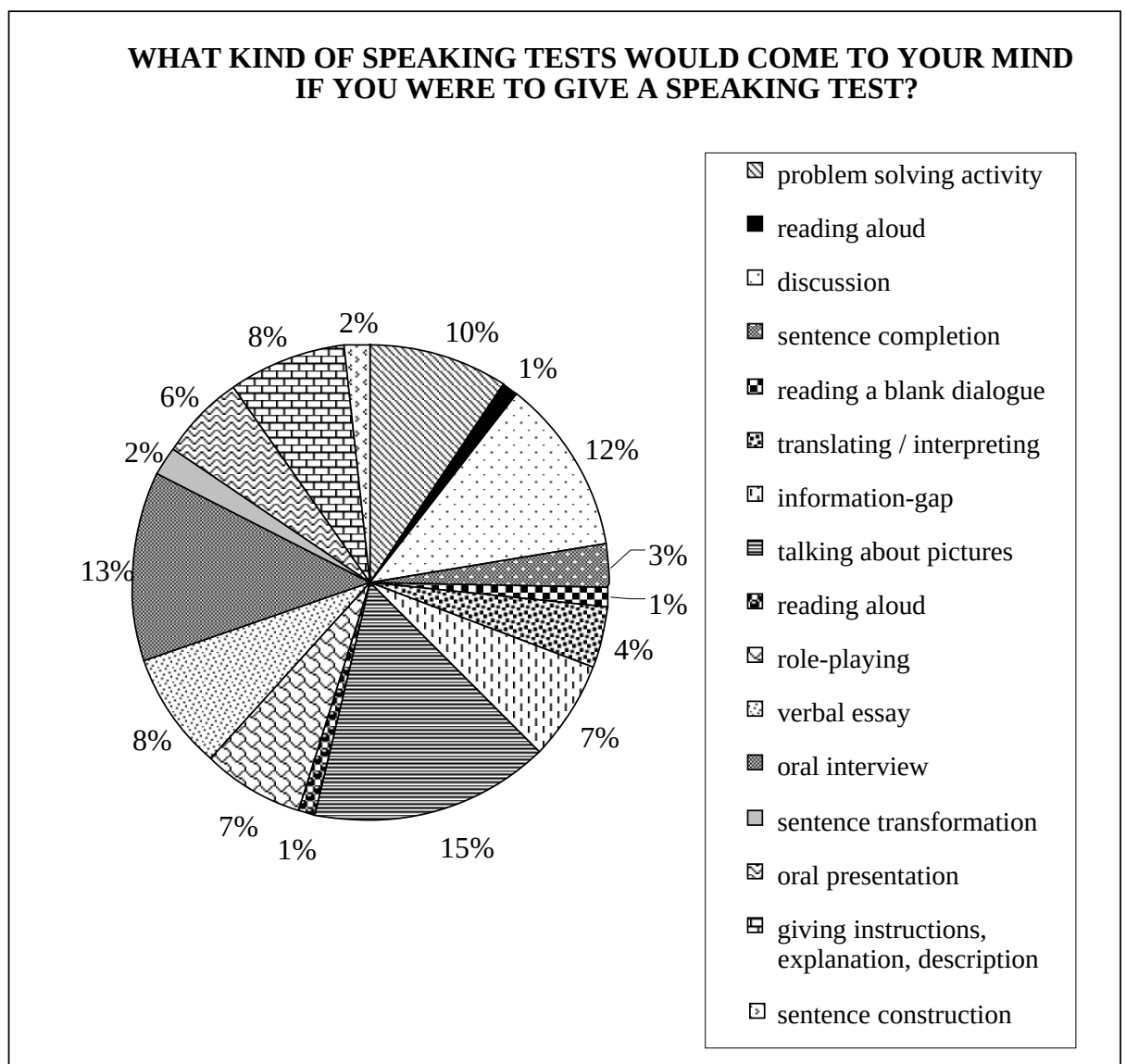


Chart 3.18

3.2 Questionnaires After the Speaking Test

3.2.1 Questionnaire administered to the Students

3.2.1.1 Subjects

The students who took the speaking test were administered the questionnaire. 59 students participated in the study.

3.2.1.2 Data Collection Procedure

Three D level classes were given speaking tests. 60 D level students took the speaking test. The students were asked to answer the questions in the questionnaire one day after they took the test. They filled in the questionnaires in a one-hour-class session. After they had filled in the questionnaires, they were told their grades.

3.2.1.3 Questionnaire

The format and some parts of the questionnaire given to the students were adapted from the one used in Çopur's master thesis. The questionnaire aims to gather data on what the students think about the speaking test they took and being tested orally. There are six major parts in the questionnaire. The questions in the first part seek background information about the students participated in the test. The second part is to do with how well the students speak English, how they feel while speaking English, what they think and how they feel about being tested orally. The next part consists of statements about the techniques used in the test. Part four asks the students how they felt and what they thought about speaking activities and speaking tests after the test. There are statements beginning with "I would have..." in part five. Finally, this part aims to find out whether the students find the speaking tests

useful and how well they performed during the test. The questionnaire is provided in Appendix 5.

3.2.1.4 Data Analysis

Data analysis is done in a descriptive fashion. This questionnaire was devised to collect data about attitudes of the students towards speaking skills and speaking tests. The scale used in this questionnaire is the Likert Scale. It is an attitude scale. As Seliger and Shohamy (1990) mention, this scale “asks individuals to respond to a series of statements by indicating whether they ‘strongly agree’ (SA), ‘agree’ (A), ‘undecided’ (U), ‘disagree’ (D), and ‘strongly disagree’ (DA) with each statement.” (p.173) ‘Strongly agree’ is assigned 5 points, ‘Agree’ is 4 points, ‘Undecided’ is 3, ‘Disagree’ is 2 and ‘Strongly disagree’ is assigned 1 point to enter and analyze the data in the computer. The data is entered in SPSS. A sample of Likert Scale used in this questionnaire is provided below:

<i>I am able to speak English fluently.</i>				
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

The table below is formulated according to Tekin (as cited in Ünsal, 2001). The procedure is as follows. There are 4 intervals in the Likert Scale, so 5 referring to five attitudes as presented above is divided by 4 referring to intervals and the result is 0.80. The frequency and mean of each statement were calculated via SPSS. Afterwards, the mean of each statement is characterized as given below. If the overall mean of a statement is 3.50, it means that most of the students agree on that

statement. If the mean is 1.75, it indicates that the students strongly disagree with that statement.

1.00 -1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Undecided
3.41 – 4.20	Agree
4.21 - 5.00	Strongly Agree

Table 3.4

The frequency of the answers to the statements and the mean of each statement are indicated in the following table. (f= frequency, $\bar{x}$ = mean)

STATEMENTS	f					$\bar{x}$
SPEAKING AND BEING TESTED IN SPEAKING ENGLISH	SA	A	U	D	SD	
7. I like speaking in English.	11	27	14	6	1	3.69
8. I generally speak in English well.	1	6	15	29	8	2.37
9. I feel confident when I am speaking in English.	1	8	16	24	9	2.44
10. I think speaking is the most difficult skill in learning English.	13	15	8	15	8	3.16
11. I feel relaxed when I am taking a written test.	8	25	13	9	4	3.41
12. I feel relaxed when I am taking a spoken test.	2	14	11	25	5	2.60
13. Written tests are easier than spoken tests.	11	22	7	14	4	3.43
14. I feel uneasy when I have to speak in English.	7	24	10	14	4	3.45
15. I feel more worried in speaking tests than in written tests.	8	23	9	17	2	3.49
16. I feel nervous when I am taking a written test.	5	14	12	20	8	2.59
17. It is easy for me to speak in English.	1	9	16	24	9	2.47
TECHNIQUES USED IN THE SPEAKING TEST	SA	A	U	D	SD	
18. I felt relaxed while I was answering questions about myself/ introducing myself.	19	31	5	3	1	4.08
19. It was not difficult for me to express my ideas as an answer to the opinion question.	3	13	22	14	7	2.84
20. I felt confident while I was talking about the picture(s) given.	8	30	11	7	3	3.55
21. I felt comfortable when I was with my classmate during the speaking test.	17	30	6	4	2	3.94
22. I liked my course teacher to be at the session and test my speaking skills.	29	21	7	0	1	4.32
23. I felt relaxed during role-play tests.	10	21	13	9	0	3.60
24. My partner affected my performance in a good way.	12	18	21	6	2	3.54
25. I liked to work with a friend during the speaking test such as role-playing, information-gap activities because it provided self confidence.	12	30	11	4	1	3.82
26. My partner affected my performance badly.	2	3	14	13	26	2.00
27. Pictures and role cards were clear enough to understand what I had to do.	17	31	7	3	0	4.06
28. The teachers guided and helped me whenever I needed.	21	34	3	1	0	4.27
29. I had great difficulty in understanding what was happening in the picture.	1	4	6	25	23	1.89

STATEMENTS	f					$\bar{x}$
AFTER THE TEST,	SA	A	U	D	SD	
30. I felt that I should have studied English harder.	15	19	9	15	0	3.58
31. I felt there was a lack of a separate speaking course at Prep School.	31	21	4	1	1	4.37
32. I felt there was a lack of speaking activities which should be done in class.	15	34	8	2	0	4.05
33. I felt the necessity of speaking tests at Prep School.	28	21	8	1	1	4.25
I WOULD HAVE...	SA	A	U	D	SD	
34. performed better if I had experienced a speaking test before.	20	25	8	4	2	3.96
35. performed better if more time had been given for preparation.	7	22	9	16	5	3.16
36. performed better if (similar) speaking activities had been done in class.	16	27	5	10	1	3.79
37. performed better if this had not been called a “speaking test”.	5	11	13	15	15	2.59
IN MY OPINION,	SA	A	U	D	SD	
38. I would practice my speaking skills more if speaking tests were given continuously.	22	31	4	2	0	4.23
39. taking a speaking test was not as difficult as I expected.	15	36	3	2	3	3.98
40. I performed better than I expected.	2	9	34	5	9	2.83
41. it is useful to take speaking tests in order to improve my English.	22	30	5	2	0	4.22

Table 3.5 Frequency and Mean of the Answers to the Statements

3.2.1.5 Interpretation and Discussion of the Results

35 male students and 24 female students (total 59 students) filled in the questionnaire. Their ages range from 17 to 25, but most of them are 19 or 20 years old.

Most of the students (37 %) graduated from Anatolian High School. 25 % of the students are state high school graduates and 24 % are super lycee graduates.

64 % of the students were familiar with English; they started learning English before prep school. 36 % stated that they first had started learning English at Gazi University Prep School.

7 out of 59 students had a speaking test before this one and 6 of them had a speaking test at a school and one of them had so both at a school and in a language course. Consequently, most of the students had not been familiar with a speaking test before.

It is found out that students like speaking in English (statement 7). Statement 8 and 17 ask the same thing and the students disagree with the statements “I like speaking in English” and “It is easy for me to speak in English.” Statement 9 and 14 are parallel questions. The students state that they do not feel confident while speaking in English and they feel uneasy when they have to speak in English. However, they are undecided on the statement “I think speaking is the most difficult skill in learning English”. What the students think about and feel towards written test is asked in statements 11 and 16 and it is obvious that the students feel relaxed, not nervous while taking a written test. On the other hand, the students point out that they do not feel relaxed while taking a spoken test adding that they feel more worried in speaking tests than in written tests (statement 12 and 15). Not surprisingly, the students find written tests easier than spoken tests (statement 13).

The test takers cite that they felt relaxed while they were answering the questions about themselves. As mentioned before, one of the aims of these questions is putting the test takers at ease and this aim seems to have been achieved throughout this test. Nevertheless, they remain undecided whether it was difficult for them to express their ideas as answer to the opinion question or not. Again, they felt

confident while they were answering the questions about the pictures, which indicates that the questionnaire were not above their level of English and they understood what to do with the picture(s). Consistently, they agree with the statement “Pictures and role cards were clear enough to understand what I had to do.” and disagree with the one “I had great difficulty in understanding what has happening in the picture.” It is apparent that the pictures and role cards were clear and they comprehended what they should do in the test. The testees utter that they felt relaxed during the role-play tests. The reason for this statement may be explained with their positive respond to the statements “I liked to work with a friend during the speaking test such as in role-playing or information-gap activities because it provided self-confidence.” Naturally, they agree on the statement “I felt comfortable with my classmate during the speaking test”. Therefore, being tested with a classmate is proved to be useful in this test. In this way, they did not feel alone and they felt relaxed because there was somebody familiar and there was somebody else in the same position apart from him/her. It is also of importance to state the subjects think that their partners affected themselves in a good way during the test. The students express strongly that they liked their course teacher to be with them during the test both as an interlocutor and rater. This may be another factor which caused them to feel relaxed during the test. Lastly, the statement “The teachers guided and helped me whenever I needed.” is strongly agreed on by most of the students.

After the test, students felt that they should have studied English harder. One of the students mentioned after the test that he would have performed better if he had studied English harder. The students strongly agree on that there should be a separate

speaking course and speaking tests at Prep School. They also think that speaking activities should be done in class.

The students cite that they would have performed better if they had taken a speaking test before and similar speaking activities had been done in class. This can be inferred that if speaking activities were done regularly in class and the students took continuous speaking tests, they would perform better. The students keep undecided on the statement “I would have performed better if more time had been given for preparation.” It is surprising that the students do not agree with “I would have performed better if this had not been called a “speaking test”. This result suggests that speaking test mostly motivated the students to talk.

The students report that they would practice their speaking skills more provided that speaking tests were given continuously. Furthermore, they strongly agree that it is useful to take speaking tests to improve their English. “Taking a speaking test was not as difficult as I expected” is also agreed on by most students. When asked about how well they performed in the test, most students are undecided whether they had performed better than they expected.

To sum up, the students’ attitudes towards the suggested speaking test have proved to be positive since the students state they need to be taught speaking skills and take speaking tests at prep school.

3.2.2 Questionnaire administered to the Instructors

3.2.2.1 Subjects

Only the instructors who involved in the speaking test as raters were delivered this questionnaire. Four instructors participated in this study; three of them were the teachers of the classes which were given the speaking test and one of them is the tester of prep school acted as the second rater. Two of the instructors have 5 years of experience. One of them has been teaching for 6 years while the other for 3 years. In brief, they are all novice teachers. Moreover, three of them have not prepared a speaking test before and they had not administered a speaking test before this test, either.

3.2.2.2 Data Collection Procedure

The questionnaire was administered to the instructors the day after the speaking test. It took at most ten minutes for the instructors to fill in the questionnaire.

3.2.2.3 Questionnaire

What is aimed in this questionnaire is to find out what the instructors think and feel about the speaking test they gave to assess their students' speaking skills. The questionnaire consists of two parts. The first part has statements about the speaking test as regards its content, the materials used, the tasks and activities set and time assigned to the students in the test along with the uses of this speaking test. Since this part is to do with the attitudes of the instructors towards the given speaking test, the Likert Scale, an attitude scale, is used in the first part of the questionnaire.

The participants are supposed to indicate what they think about each statement by marking Strongly Agree (SA) , Agree (A) , Undecided (U), Disagree (D) or Strongly Disagree (DA).

There are questions in the second part requiring the subjects to tick and number the options. The questions in this part were designed to find out what the instructors think about the administration and assessment of the speaking test. See Appendix 6 for the questionnaire.

3.2.2.4 Data Analysis

Since this questionnaire consists of two different techniques, the data analysis has been done in two ways. The Likert Scale is utilized in the first part of the questionnaire. How the Likert Scale is analyzed and the results are computed have been mentioned in part 3.2.1.4. The statements are interpreted on the basis of the table below.

1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Undecided
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Table 3.4

The frequency of the answers to the statements and the mean of each statement in the first part of the questionnaire are provided within following table.

(f = frequency and $\bar{x}$ = mean)

STATEMENTS	f					$\bar{x}$
SPEAKING TEST	SA	A	U	D	SD	
1. The speaking test was a good sample of what was covered in the course book.	3	0	0	1	0	4.25
2. The time given for each student was sufficient for preparation.	3	1	0	0	0	4.75
3. Pictures and role cards used in the speaking test were clear enough for the students.	2	2	0	0	0	4.50
4. The tasks and activities set in the speaking test were not above the students' abilities and levels.	4	0	0	0	0	5.00
IN MY OPINION	SA	A	U	D	SD	
5. It is useful for students to take speaking tests in order to improve their English.	4	0	0	0	0	5.00
6. If speaking tests were conducted continuously, I would give more importance to speaking in class.	4	0	0	0	0	5.00
7. If speaking tests were conducted every month as an achievement test, the students would try to practice their speaking skills more.	4	0	0	0	0	5.00
8. The students were motivated after the speaking test rather than discouraged.	2	1	1	0	0	4.25
9. Giving a speaking test was a good way to assess the students' production in English.	3	1	0	0	0	4.75
10. The speaking test made the students realize whether they were able to use what they had learnt in class.	3	1	0	0	0	4.75
11. Some students who do not participate in class performed better than I had expected.	0	2	0	0	1	3.00
12. Some students whose English level is high couldn't perform well due to test anxiety.	0	3	0	0	0	4.00

Table 3.6 Frequency and Mean of the Answers to the Statements

In the second part of the questionnaire, the data is analyzed through finding the frequency of the questions involving ticking the only box. The analysis of the

questions expecting the numbering of the options is done as it is described in part 3.2.1.4. The results of this part are presented with the charts in the following section.

3.2.2.5 Interpretation and Discussion of the Results

It is strongly agreed by the instructors that the speaking test was a good sample of what was covered in the course book, which is necessary for content validity. The time given to the students for preparation was thought to be sufficient by the instructors. The instructors think that the pictures and role cards were clear enough for the students to understand what they were supposed to do. Moreover, the instructors agree on the activities and tasks assigned to the students were at the level of their abilities.

All the instructors believe in the use of speaking tests according to the results. The table illustrates that the instructors would give more emphasis on speaking in class and the students would use the opportunities to practice their English in class provided that speaking tests were conducted continuously. The speaking test applied to the students turns out to be motivating rather than discouraging as seen in the table, which means that the speaking test has a positive impact on students in terms of getting the students to study harder. Obviously, the instructors believe that the speaking test is a good means of assessing the students whether they are able to produce something using what they have learned in class or not. The speaking test also helps the students to realize their level of English along with whether they can use English in order to communicate or not.

The instructors are undecided as regards whether their students who do not participate in class performed better than they had expected; however, they state that

test anxiety has an adverse impact on the performances of the students with a good level of English in the speaking test.

According to the instructors, the easiest skills to assess are grammar and vocabulary. Reading, writing, listening and speaking follow these two skills respectively. As seen, speaking is reported to be the hardest skill to assess.

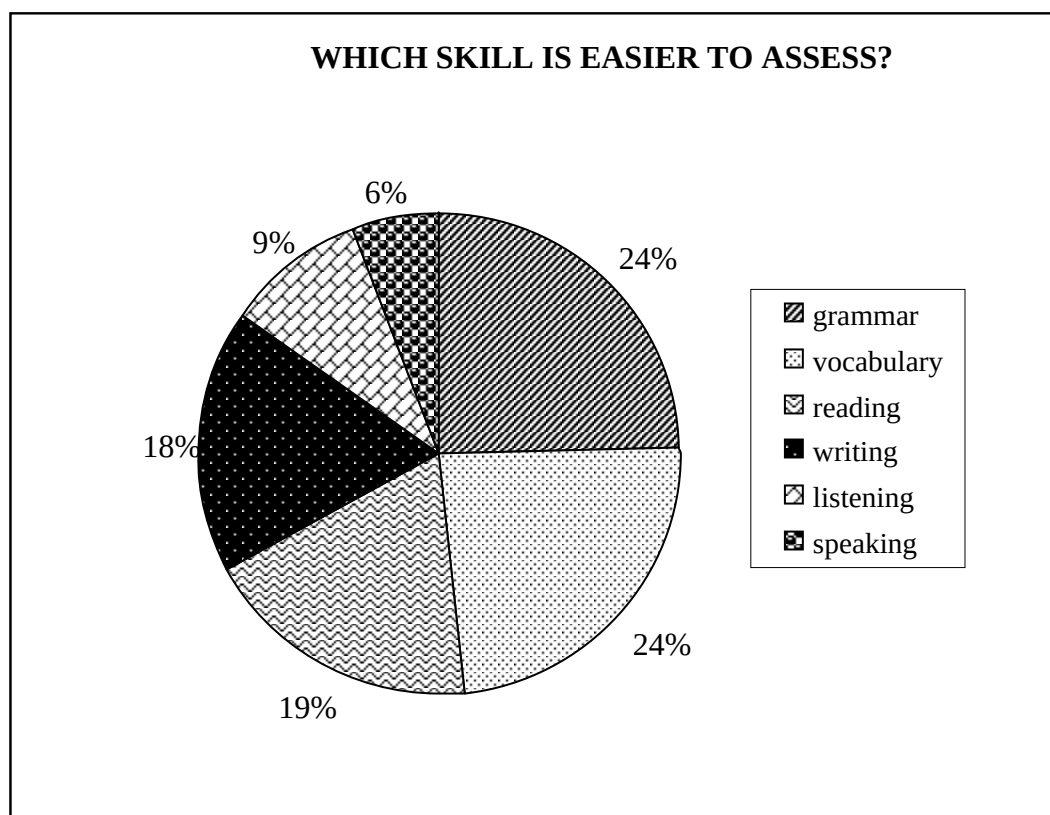


Chart 3.19

The results suggest that the most three difficult parts of administering a speaking test are rating students' oral performance, organizing the test and prompting students to speak respectively. Finding an appropriate place is the least difficult part according to answers to this question.

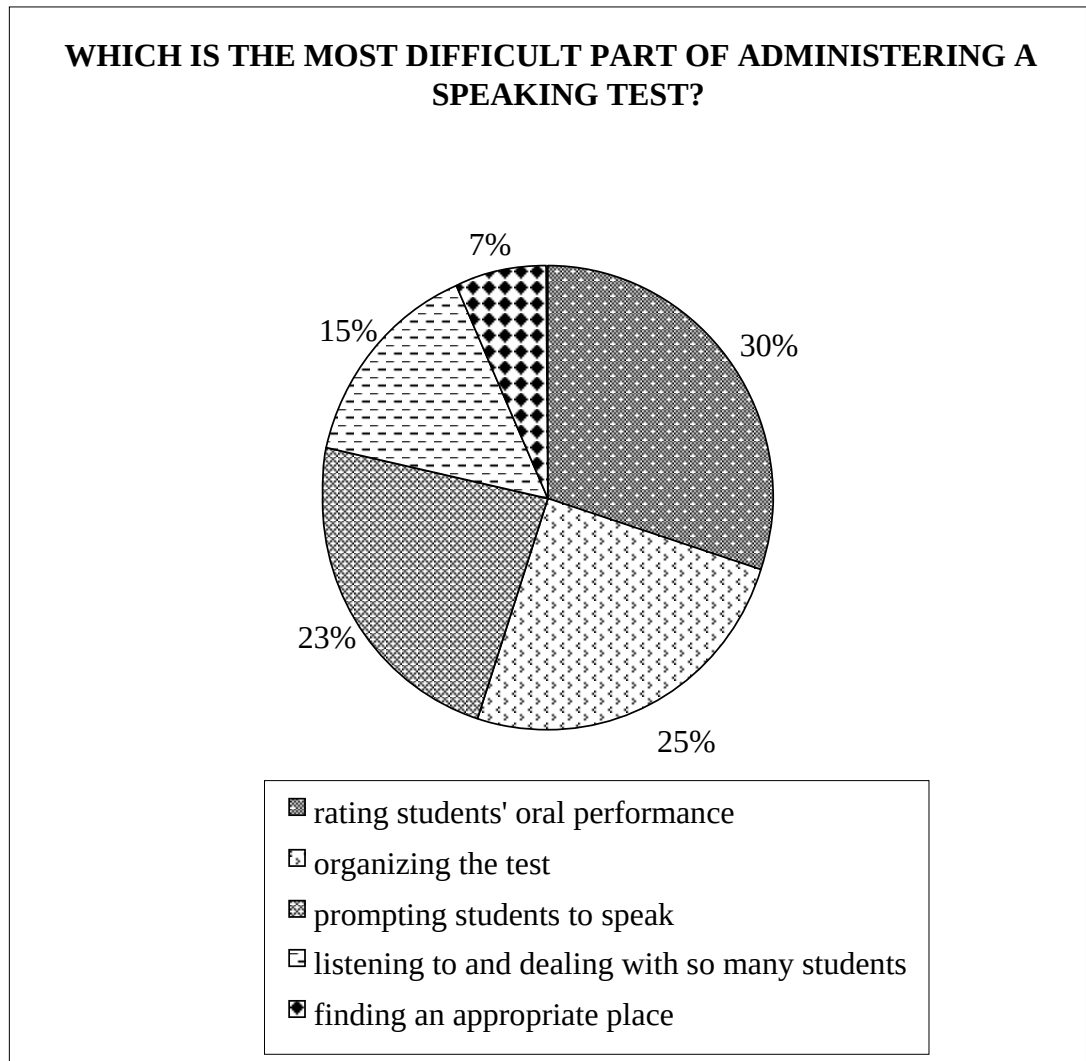


Chart 3.20

The following chart indicates that listening comprehension and content are the most difficult ones to rate in an oral test. The least difficult ones are vocabulary and pronunciation.

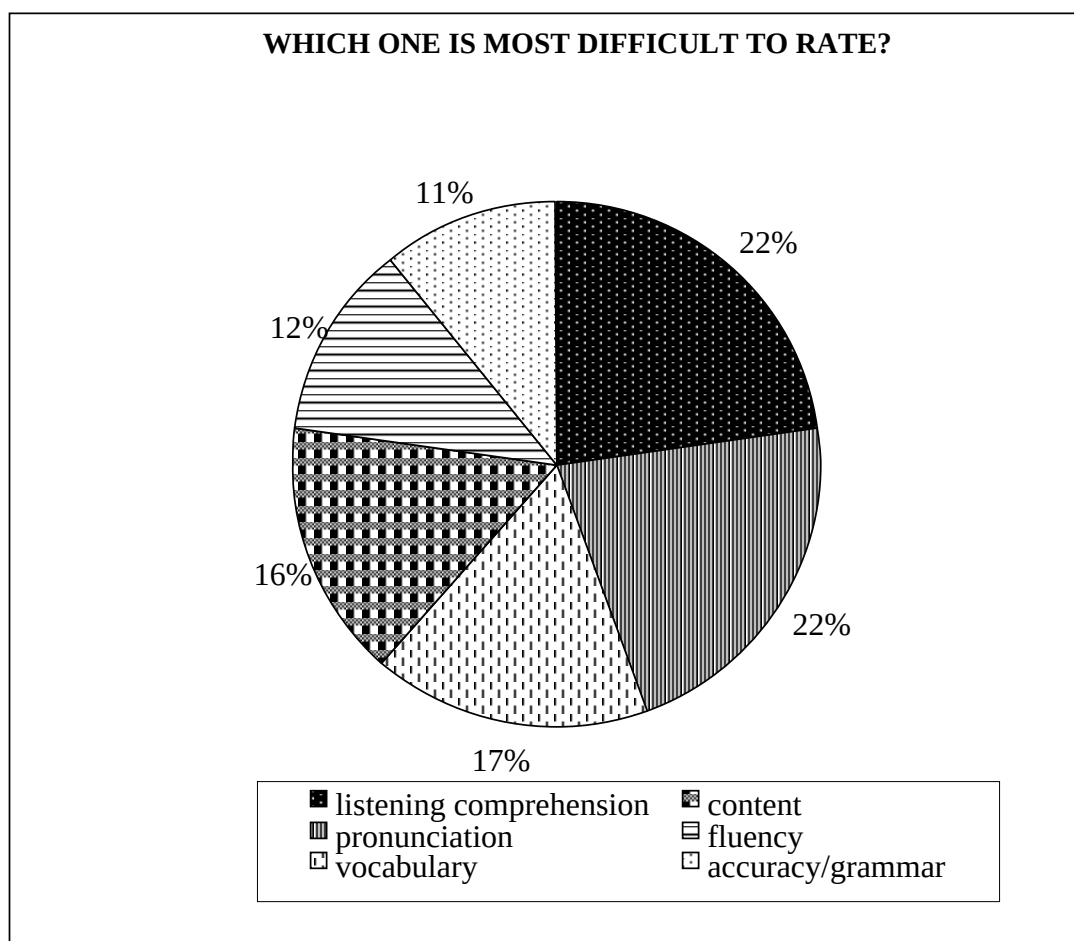


Chart 3.21

All the instructors express that they want to test their future students' speaking skills continuously as an answer to the last question of the questionnaire.

To sum up, the results yield that the instructors have positive attitudes towards the speaking test conducted as well as the students.

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CHAPTER 4

SUGGESTED SPEAKING TESTS

4.0 Introduction

This chapter provides information about the suggested speaking tests. First of all, the phases of the suggested speaking tests, techniques and materials used in the tests are defined. Afterwards, the suggested speaking tests administered are presented in detail.

4.1 Preparation

Before the speaking tests were prepared, the course books Cutting Edge Intermediate and Pre-Intermediate along with their syllabi were examined. The maps of the books can be seen in Appendix 7 and 8. The grammar points, vocabulary items and functions covered in the book were listed in order to prepare the tests. Pictures were found in line with the grammar points, vocabulary items and functions in the course books. Numerous books and some theses were scanned for role-playing and information gap questions. The content of the speaking test in accordance with the maps of the books is presented in Appendix 9.

4.2 Materials and Techniques used in Suggested Speaking Tests

The suggested speaking tests are a kind of achievement test which aims to test what was covered in Cutting Edge Pre-Intermediate and Intermediate. The students were assessed both individually and in pairs. First of all, these tests are criterion-referenced tests as the students are evaluated in terms of their performance. Second, these tests are discrete-point tests aiming to test speaking skills, but also integrative due to the fact that the students need to listen to the raters and their pairs so as to

answer the questions asked and perform the tasks. 'listening comprehension' is one of the criteria in the rating scale of this test. Last, they are regarded as direct tests because as Harmer (2003) state that a direct test item "asks candidates to perform the communicative skill which is being tested" (p.322). Harmer also describes the techniques which are also used in these speaking tests including oral interview, information-gap activity, role-playing activity and using pictures to compare and contrast as direct test item types (p. 326). Since the suggested speaking tests are direct, criterion-referenced and integrative tests, these tests can be described as communicative tests as Davies state. (1995, pp.4-5)

There are mainly six techniques used in this test. These are oral interview (controlled interview), sentence construction, giving description/explanation, pictures, role-playing and information-gap.

The students were tested through a test of batteries as mentioned above. The test consisted of four parts. First of all, the students were asked to introduce themselves and asked a few questions about their hometown, family, where they live, hobbies, tastes and free time activities by the examiners. Secondly, they were expected to answer the question (if or opinion question) they have picked out. The lists of if questions and opinion questions are provided in Appendix 10 and 11. Next, they answered the questions about the picture(s) given in a file. Last, they had a pair work activity which was either an information-gap or a role-playing activity. The students were tested individually until the role-playing or information-gap activity. They were tested in pairs during the role-playing or information-gap activity.

Questions about the pictures can be categorized under four headings. The first one involves describing the picture given or answering the questions about the picture (named as 'Pictures-Describing' in the test). Secondly, the students are

expected to find the differences between two pictures. (named as ‘Pictures-Find the differences’ in the test). Using certain grammar points about the given pictures is the third category (named as ‘Pictures-Grammar’ in the test). The last category requires comparing and contrasting the given pictures or finding what the pictures have in common along with describing each shortly (named as Pictures-Coloured Pictures in the test). Each student was given one of the categories mentioned above. Each group of questions were distributed equally to the students. Therefore, five students were asked the same category of questions.

One of each pair picked out an if question whereas the other took an opinion question out of a pile. Ten pairs had role-playing activities as the other ten had information-gap activities.

The tests administered aimed to evaluate informational and interactional routines. As mentioned before, description, comparison, and presenting information are examples for informational routines while interviews and conversations are examples for interactional routines.

4.3 Administration

First of all, how many students would participate in the test was specified with the help of their teachers. A list of the students who would take the test for each class was done. The list was prepared randomly. Afterwards, the teachers told their students what time they should be at school. They were also provided with information about the test and what grammar points, functions and vocabulary items they were responsible for. They had also the opportunity to see the rating scale before they did the test.

The test took a 4-hour-class session for the three classes. Each student was allotted approximately ten minutes. A file was prepared for each student. The files included picture(s) and the instructions along with role-playing or information-gap activity. The instructions were posted on the pictures and role cards were provided for role-playing and information-gap activities. The students were taken to the place where the test was given in pairs and seated apart. And they were given the files and asked to pick out a question out of a pile. Afterwards, the raters asked whether they had comprehended what to do. If they had not, the raters explained clearly what they had been expected to do and gave them time to think about their answers to the questions.

The students were prompted by the raters whenever necessary. As Byrne (1991) and Harmer (2003) cite, the language teacher, at times, may need to help and lead the learners overtly who get lost and cannot think of what to say next or lose fluency (p.13, p.275). However, two students from different classes preferred not to talk during the exam, so they got zero from the speaking test.

4.4 Assessment and Evaluation

The learner-interviewer/assessor format was utilized in the tests as shown in the following figure. Three raters were involved in the test. One of them was the teacher of the class being tested and the others were the testers of Prep School. The raters assessed the students' performance while talking and listening to the students at the same time. In other words, they acted as both interlocutors and scorers. Two of the raters, testers, had administered a speaking test before while the teachers of the classes had not had any experience in conducting a speaking test before.

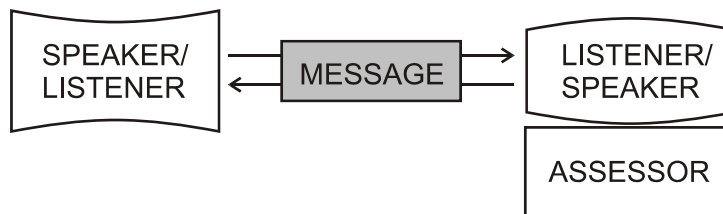


Figure 4.1 Learner-interviewer/assessor (Underhill, 1987, p. 28)

The performances of the students were assessed simultaneously. Analytic scoring system was used in the assessment process. The students were assessed in terms of fluency, relevance and adequacy of the content, grammar/accuracy, pronunciation, vocabulary and listening comprehension. The rating scale used during the speaking test is given in Appendix 12. Each category has 5 scales going from best to worst. Each rater assessed the students in two categories; fluency and content, grammar and comprehension, vocabulary and pronunciation. The raters had their own scoring sheets in front and they assessed the students after they left the class. The scoring sheets can be seen in Appendix 13.

The testers did not know the students, so they just rated the students in terms of their performances during the test. Nevertheless, their teachers knew their students' levels of English and participation in class. Despite this, the scores that all the raters assigned were approximately the same, which means that the teachers rated their students as objectively as possible and the results were consistent. The students' grades are available in Appendix 14. The teachers commented after the test that some students were really successful in class and their levels of English were good, but they could not perform as well as they were expected probably due to test anxiety. The opposite case was also observed by the teachers. Some of the students who did not participate in class were reported to perform better than they were expected.

After assessment, the scores given by the raters were multiplied by 20 in order to obtain grades out of 100. Next, the final score was calculated “by pooling and averaging the ratings given” by the three raters in the test as stated by Farhady et al. (1995, p.241). The grades of the students were announced one day after the test by their teachers. Before the announcement, the students were given questionnaires to fill in about the speaking test they had sat.

The grades of this speaking test are recorded as one of the grades of a quiz which is applied every week at Prep School, which was known by the students before the test. However, if this test had been a speaking test which affected the students’ passing or failing, half of the students would have failed and half would have passed. The reasons for the half who would have failed are, according to the results of the questionnaire, that the students had not taken a speaking test before and speaking activities were not often done in their classes.

4.5 Suggested Speaking Tests

SET 1 (CLASS D3)

Student 1

If Question

If money was no object, what three things would you like to own or buy?

Pictures - Coloured Pictures

Compare and contrast these jobs in the pictures in terms of money, working conditions and etc. If you needed a part-time job, which one would you prefer? Why?



(O'Connel, 2000, p.138)

Role-playing

Role Card A

You're a mother.

You are a working mother. You have a daughter aged 4 and a son aged 11. You're interviewing candidates for a job as a babysitter. Ask questions about these topics and answer her questions.

- | | |
|--------------|--|
| ▪ age | ▪ her available days and hours |
| ▪ experience | ▪ whether she can cook |
| ▪ education | ▪ whether she can help with your daughter's homework |

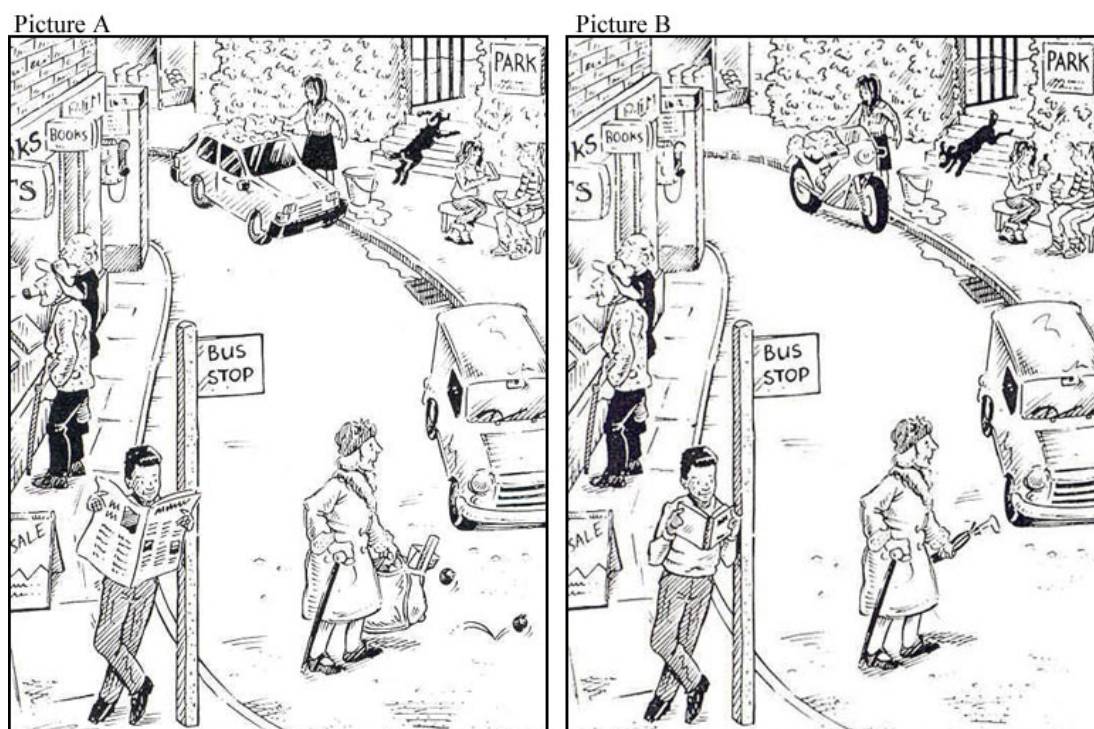
Student 2

Opinion Question

There are certain jobs that are not suitable for women. Do you agree? Explain with your reasons.

Pictures – Find the differences

There are 6 differences between Picture A and Picture B. Find all the differences.



(Beaumont, 1993, pp.84-85)

Role-playing

Role Card B

You are a candidate.

You are a university student. You have two sisters and a brother. You are a candidate who is going to an interview for a job as a babysitter. Answer the interviewer's questions and ask the necessary questions.

- how many children she has
- gender and age of the children
- what she wants you to do
- which days and for how long she needs you
- the pay

Student 3

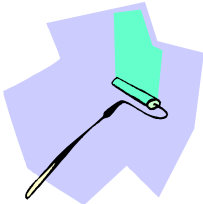
Opinion Question

What problems might you have in the beginning if you go to stay in another country?

Pictures- Grammar

Objects

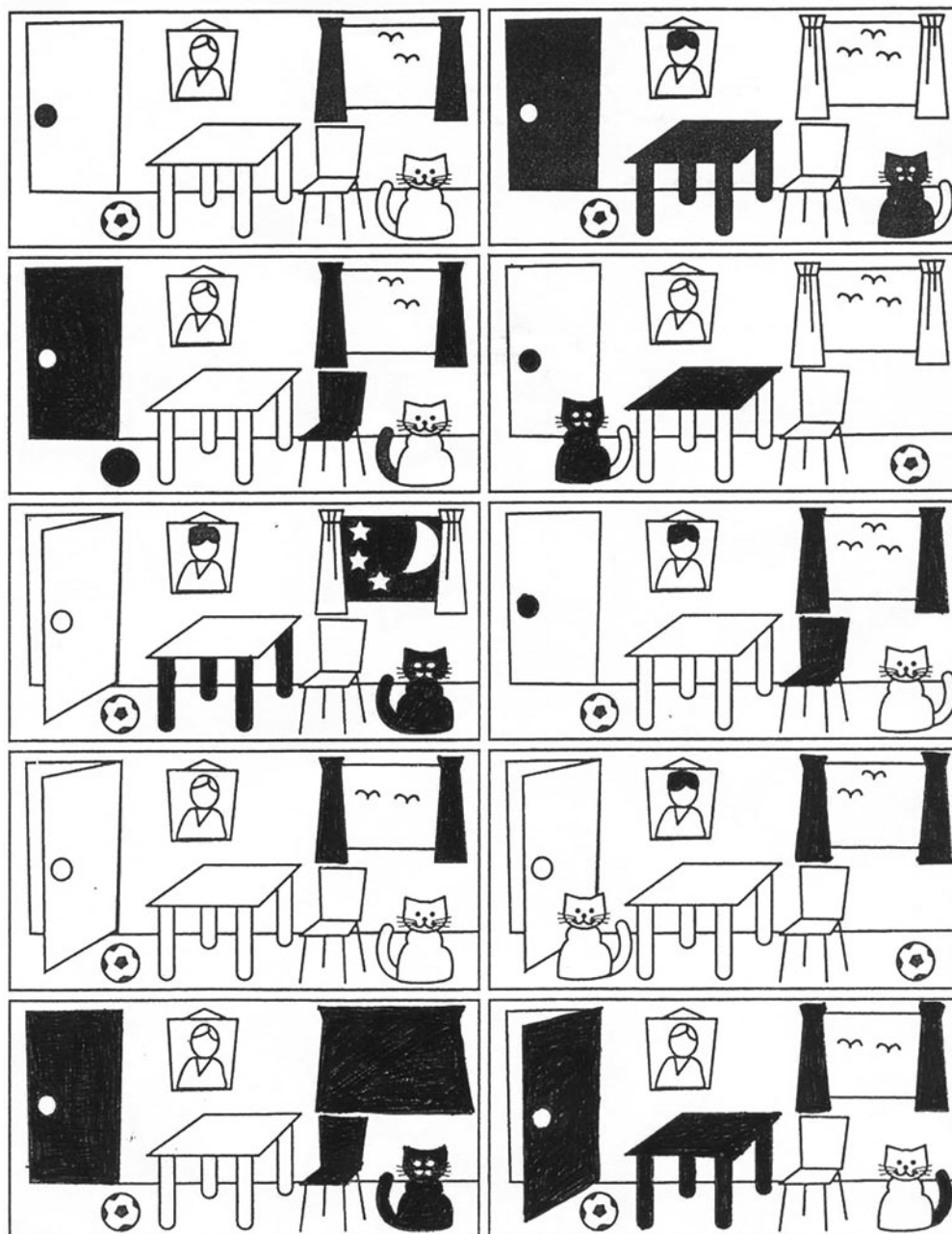
Define the objects (number 2, 3, 4, 6) using a relative clause and a relative pronoun “which” or “that”.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 

Information Gap

Role Card A

You have ten pictures in front of you. Your partner has these pictures, too. Select one of them and describe it to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Seligson, 1997, p.88)

Student 4

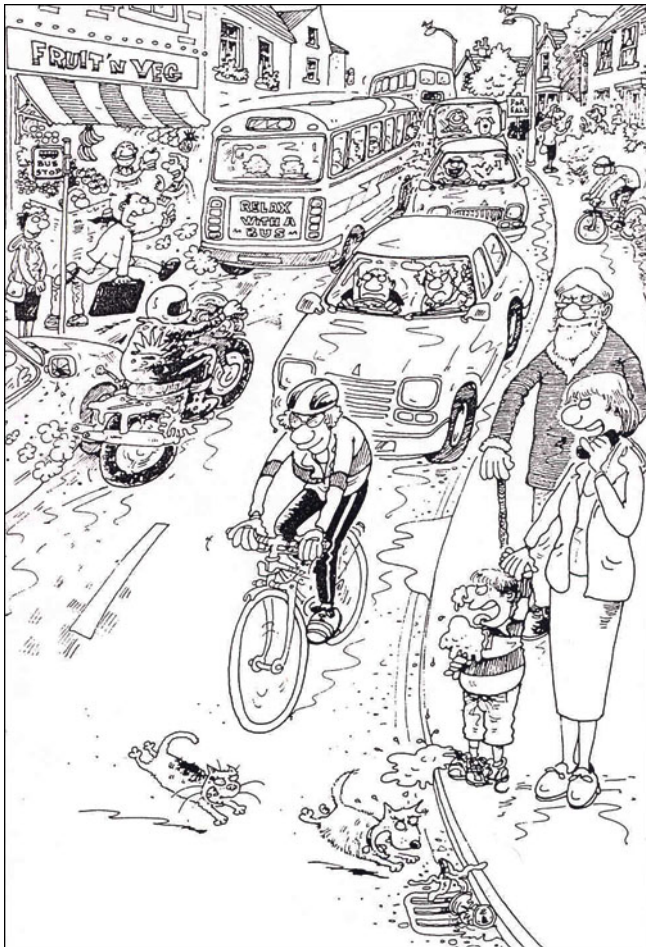
Opinion Question

If you could change one event in the history, what would that be? Why?

Pictures - Describing

Look at the picture and answer the questions about the picture.

1. Why is the man who is running angry?
2. There is something wrong with the cat and the dog running. What is wrong?
3. Whom is the man in his car (on the left) angry with? Why?
4. How many forms of transport can you see in the picture?
5. What are the people at the bus stop doing?
6. Why may the couple in their car be angry?
7. Are there any shops in the picture? If yes, what kind of a shop is it?
8. What are the mother, her son and the old man going to do?
9. Are there any signs in the street?

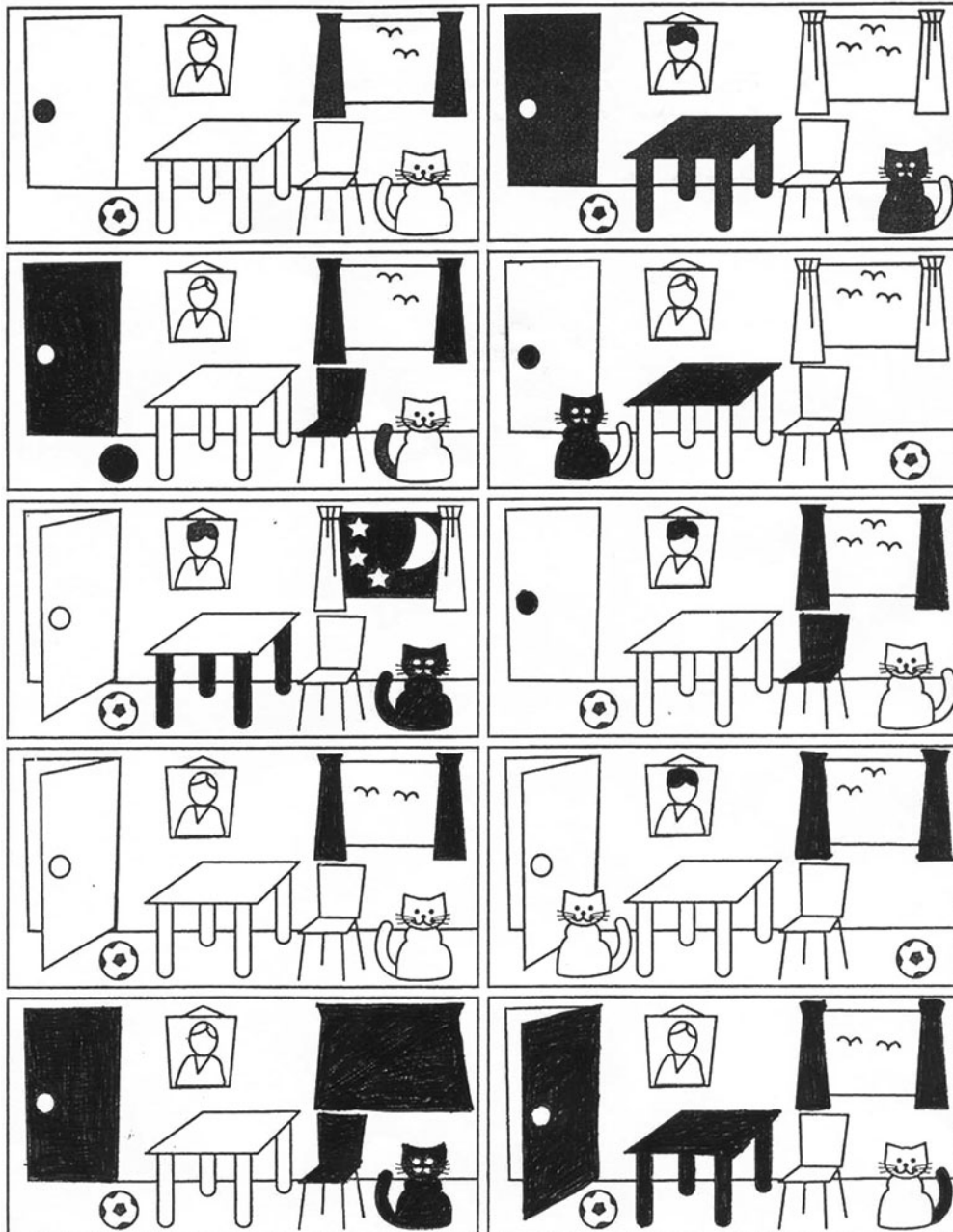


(Howard-Williams, 2001, p. 59)

Information Gap

Role Card B

You have ten pictures in front of you. Your partner has these pictures, too. Select one of them and describe it to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Seligson, 1997, p.88)

Student 5

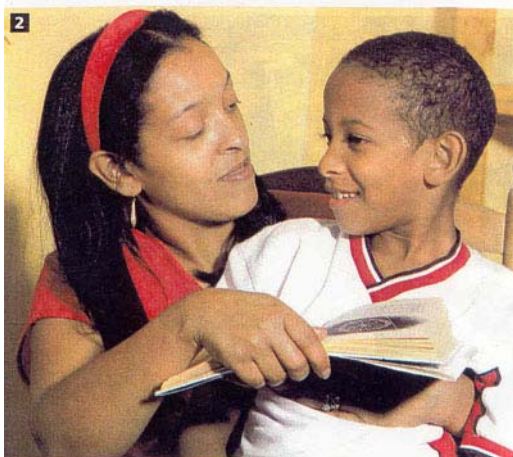
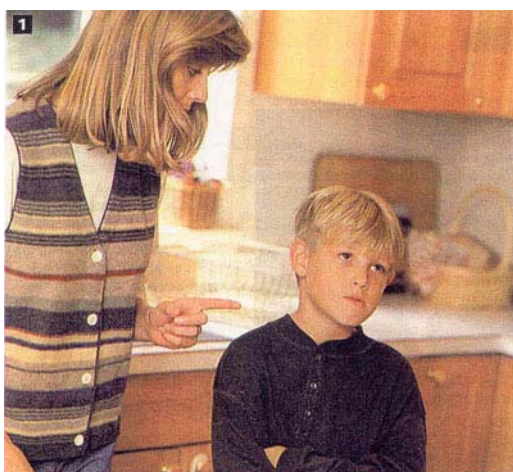
Opinion Question

It is better to stay single than get married. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

Compare and contrast these photos and say how these people are feeling about each other. Did you often get into trouble as a child? What kind of things did you do?

How did your parents react to you?



(Kenny & Luque-Mortimer, 2000, p.152)

Role-playing

Role Card A

A friend returned from a holiday two days ago. You have met him at a café. Find out some information about his/her holiday. Find out about

- | | |
|-----------------------------------|-------------------------------------|
| ▪ what her holiday was like | ▪ what the food/weather was like |
| ▪ where she went and for how long | ▪ with whom she went on her holiday |
| ▪ where she stayed | ▪ the form of transport |

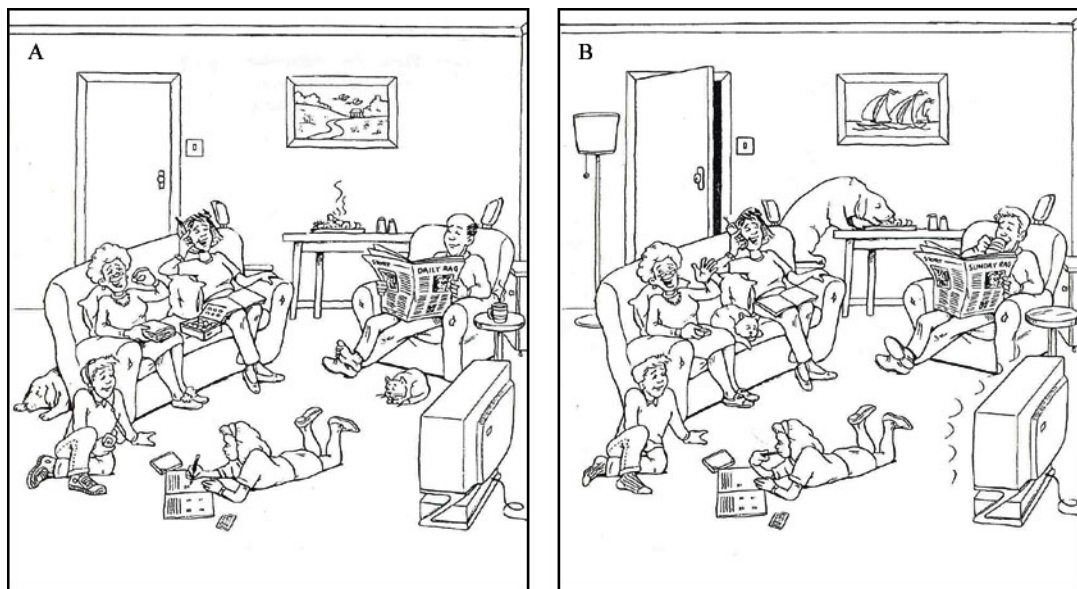
Student 6

If Question

If you could have a job in the world, what would you choose? Why?

Pictures – Find the differences

There are 14 differences between Picture A and B. Find at least 10 differences.



(Watcyn-Jones & Howard-Williams, 2001, pp.69-70)

Role-playing

Role Card B

You have just returned from a holiday. You have met a close friend at a café. S/He asks some questions about your holiday. Answer his/her questions about these topics.

- what her holiday was like
- where she went and for how long
- where she stayed
- what the food/weather was like
- with whom she went on her holiday
- the form of transport

Student 7

Opinion Question

Marriages work best when couples are from the same background, race and religion.

Do you agree? Explain with your reasons.

Pictures- Grammar

Giving Advice

There are 3 situations given in the following. Give advice for each situation.

1. I forgot my best friend's birthday yesterday.
2. I am fed up with my job. I don't like my colleagues and I'm bored with the work.
3. My boy/girlfriend has left me. I am very unhappy.

Objects

Define the objects (number 2, 8, 12) using a relative clause and a relative pronoun "which" or "that".

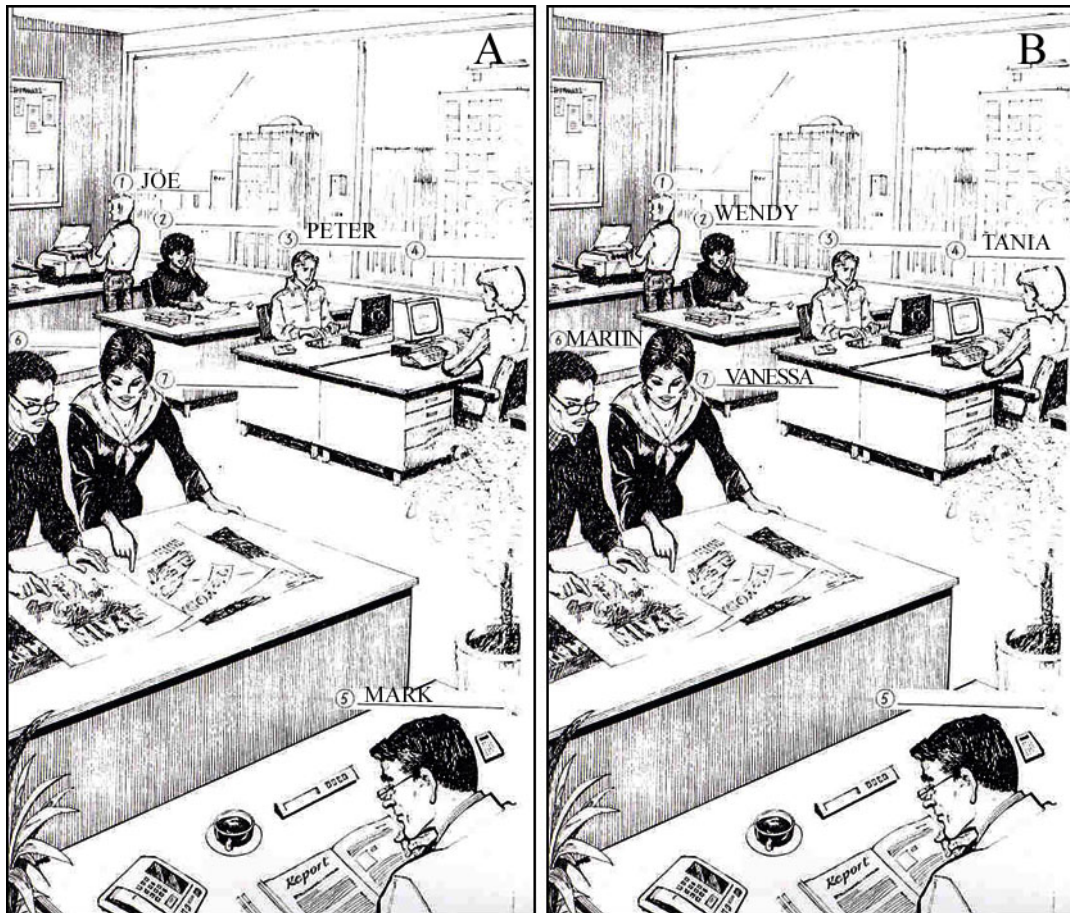


Information Gap

Role Card A

You are Cheryl.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 8

If Question

If you were given three wishes (all of which would come true), what would you wish for?

Pictures - Describing

This picture was taken when I was a baby. It was taken 15 years ago. The people in the picture are my family. My mother/father starts to describe what they were doing at the time the picture was being taken. You are my mother/father describing the people in the picture.



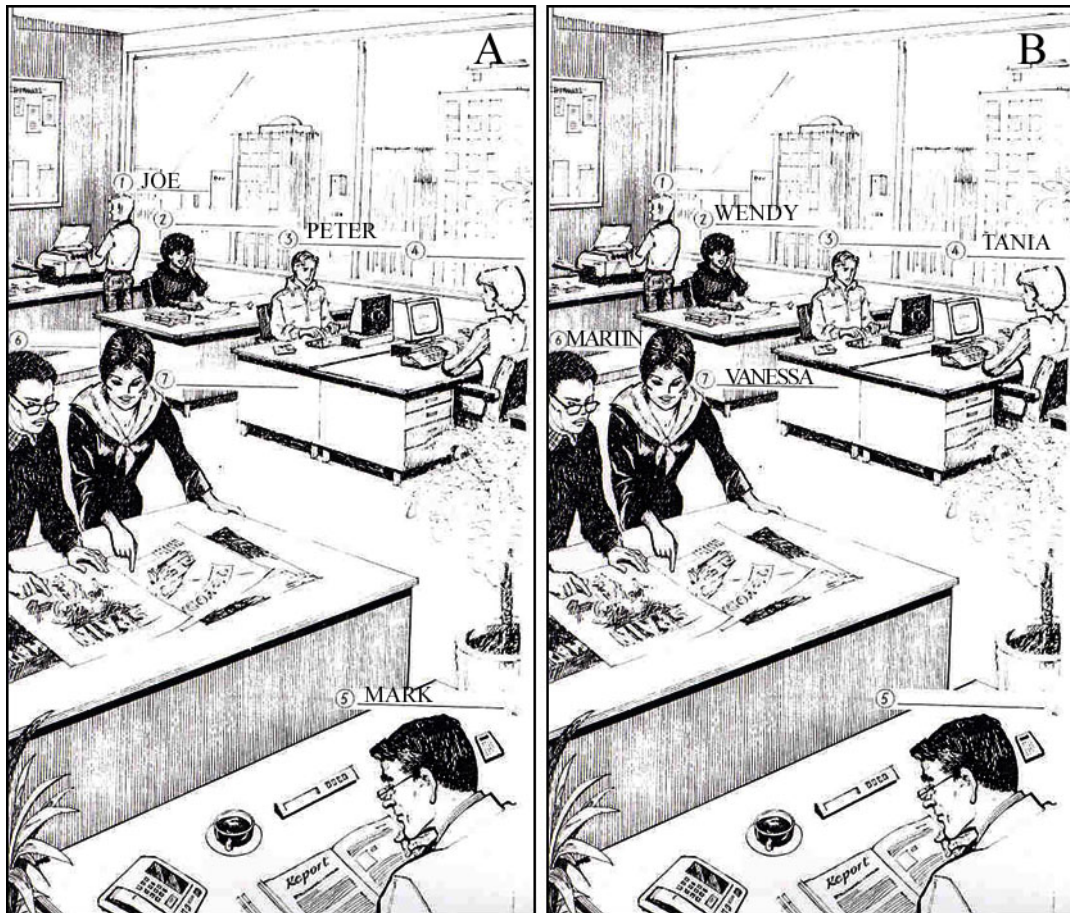
(Ur, 1989, p.201)

Information-Gap

Role Card B

You are Darren.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 9

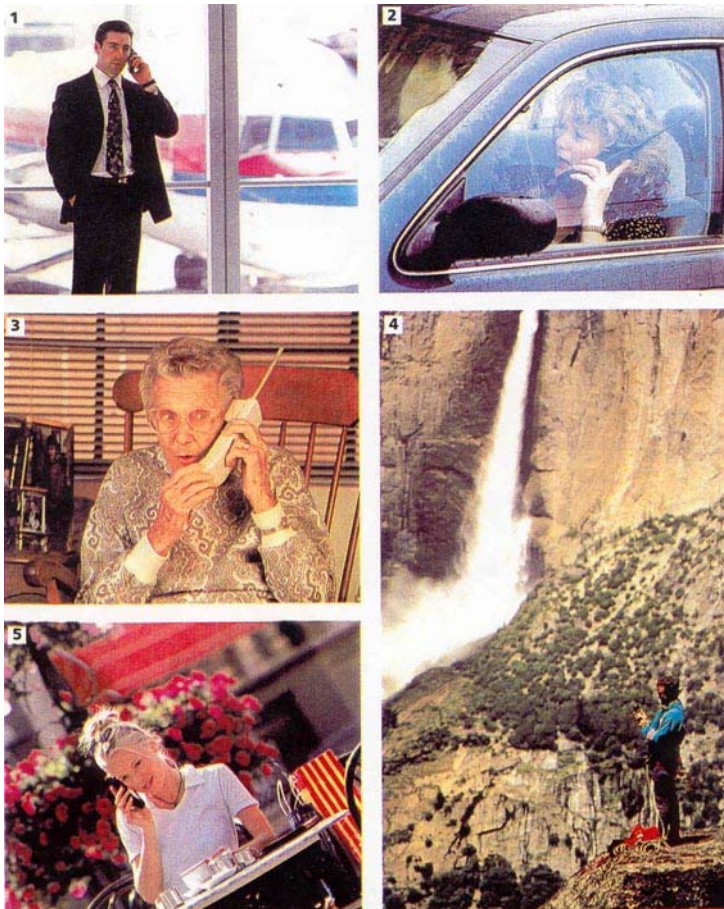
Opinion Question

All schools let children wear whatever they want. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

These pictures show people using mobile phone. Describe each picture shortly.

What do you think they are using the phones for? /Who may these people be talking to on the phone? For which person is the mobile phone most necessary/useful?



Role-playing

(Stanton & Morris, 2002, p. 134)

Role Card A

You are going to one of your friend's hometown on business. You want to learn something about the place where you will stay for a week. Find out some information about that place. Find out about

- | | |
|-------------------------|-----------------------------|
| ▪ how you can go there | ▪ what to do for fun |
| ▪ the length of journey | ▪ where to go sightseeing |
| ▪ where to stay | ▪ what to buy as a souvenir |

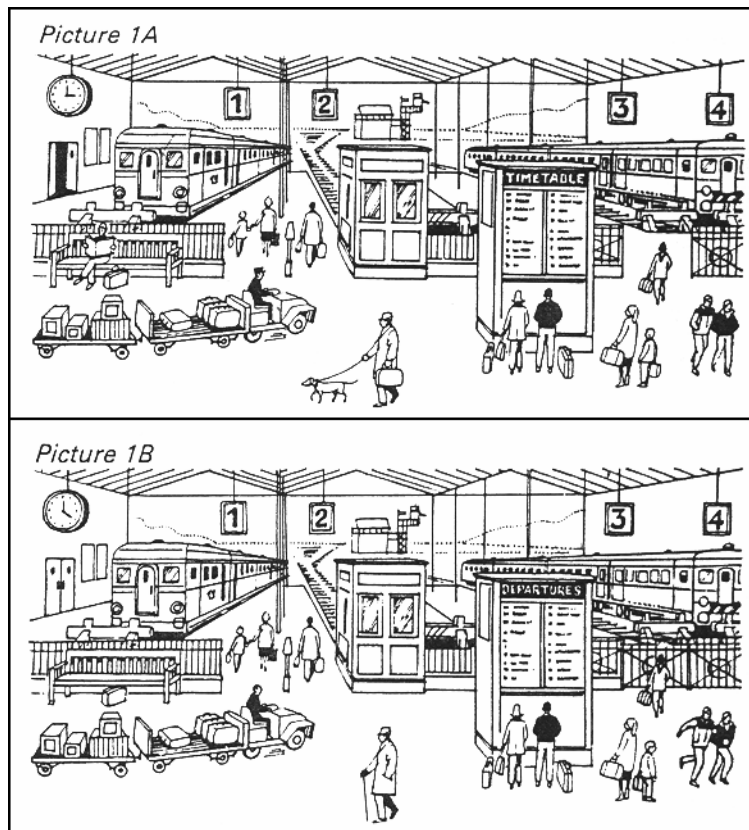
Student 10

If Question

If you could change one thing about yourself, what would it be?

Pictures – Find the differences

There are 9 differences between Picture 1A and Picture 1B. You are supposed to find at least 7 differences.



(Ur, 1989, p.185)

Role-playing

Role Card B

A friend is going to your hometown on business. S/He wants to learn something about the place where s/he will stay for a week. Answer his/her questions about these topics.

- | | |
|-------------------------|-----------------------------|
| ▪ how you can go there | ▪ what to do for fun |
| ▪ the length of journey | ▪ where to go sightseeing |
| ▪ where to stay | ▪ what to buy as a souvenir |

Student 11

If Question

If you had a chance to live in another country, which would you choose? Why?

Pictures- Grammar

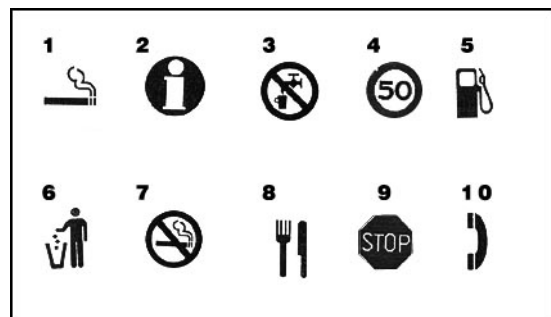
Here is a camping area. These signs (number 1, 2, 3, 4, 5 and 6 in picture 1 and number 4 and 6 in picture 2) demonstrate the rules in the area. Say all the rules.

Picture 1

1. You can't smoke in the camping area.
2. You can't light fires in the camping area.
3. You don't have to pay to park your car in the camping area..
4. You don't have to pay in cash in the camping area.
You can pay by your credit card in the camping area..
5. You can buy petrol in the camping area.
6. You can't drink the water in the camping area.

Picture 2

4. You can't drive faster than 50 km in the camping area.
You can drive 40 km in the camping area.
6. You must drop litter in the bin in the camping area.



(Beaumont, 1993, p. 144)

(Klippel, 1984, p.140)

Information Gap

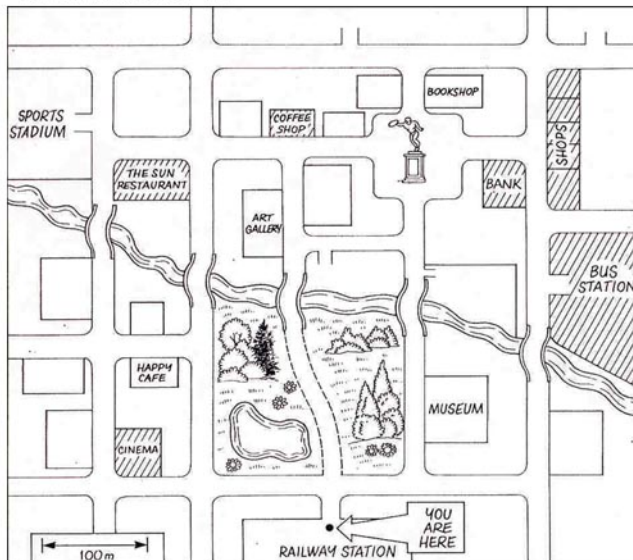
Giving Directions

Worksheet A

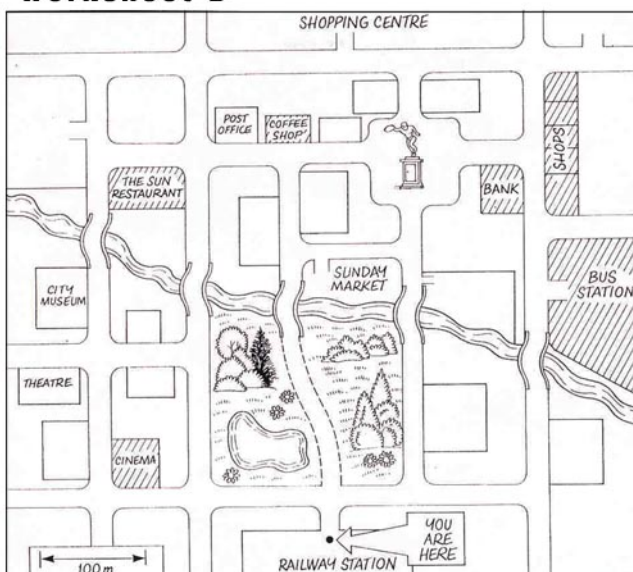
Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- post office
- shopping centre
- city museum
- theatre
- Sunday market

Worksheet A



Worksheet B



(Redston, 2001, pp.166-167)

Student 12

Opinion Question

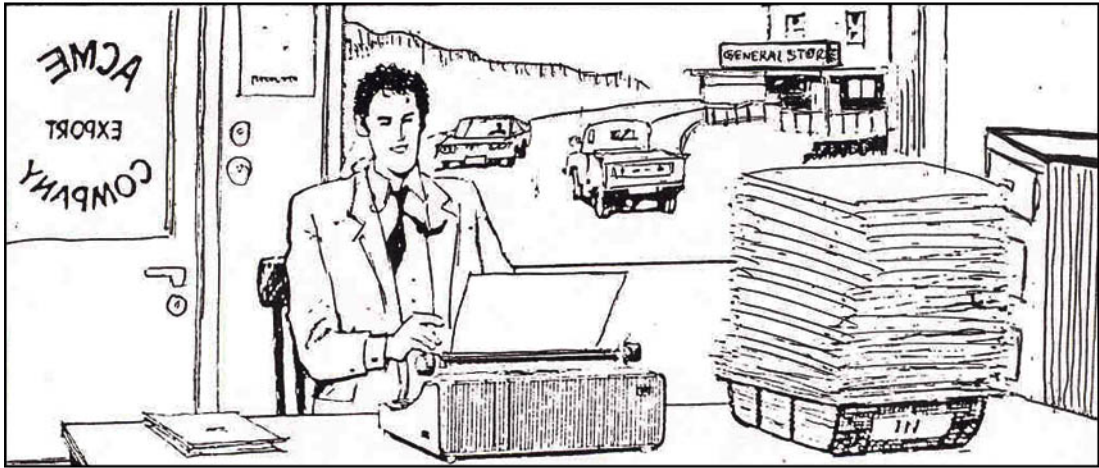
The future is frightening rather than exciting. Do you agree? Explain with your reasons.

Pictures - Describing

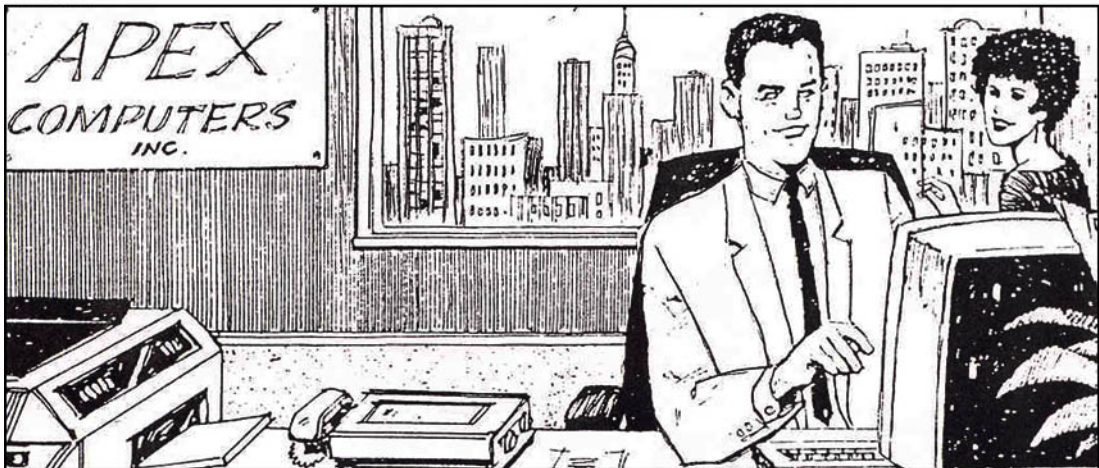
This is Joe McLean. This picture shows his past and present.

Compare his past and present using used to and present simple tense, (any more/ any longer).

Last Year



Now



(Beaumont, 1993, p.98)

Information Gap

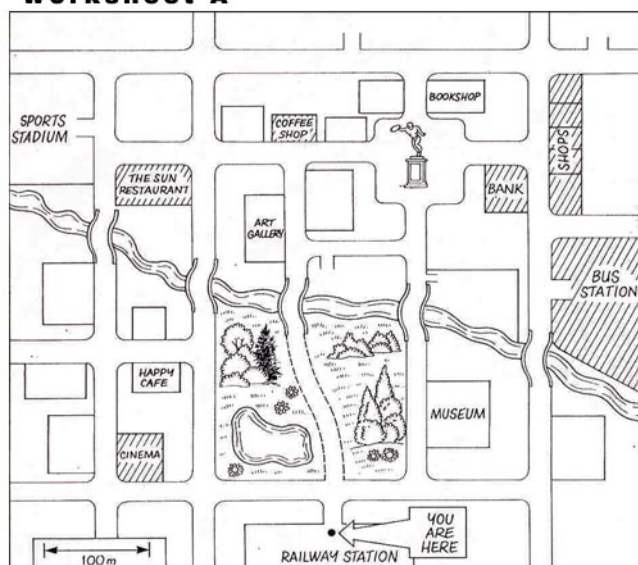
Giving Directions

Worksheet B

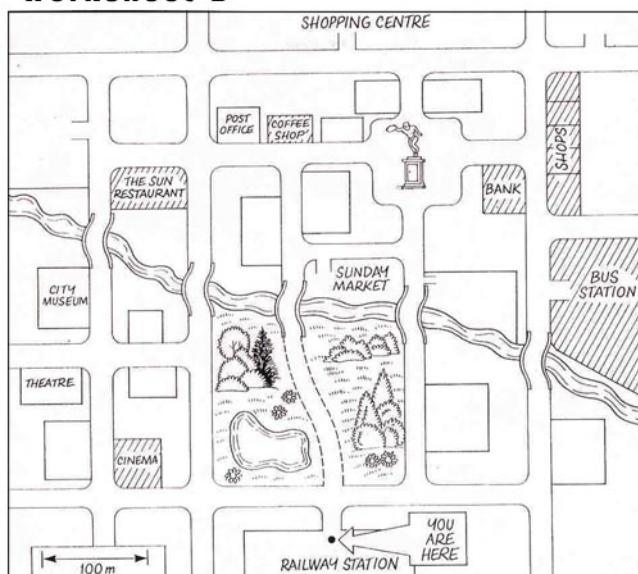
Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- bookshop
- happy cafe
- sports stadium
- art gallery
- museum

Worksheet A



Worksheet B



(Redston, 2001, pp.166-167)

Student 13

Opinion Question

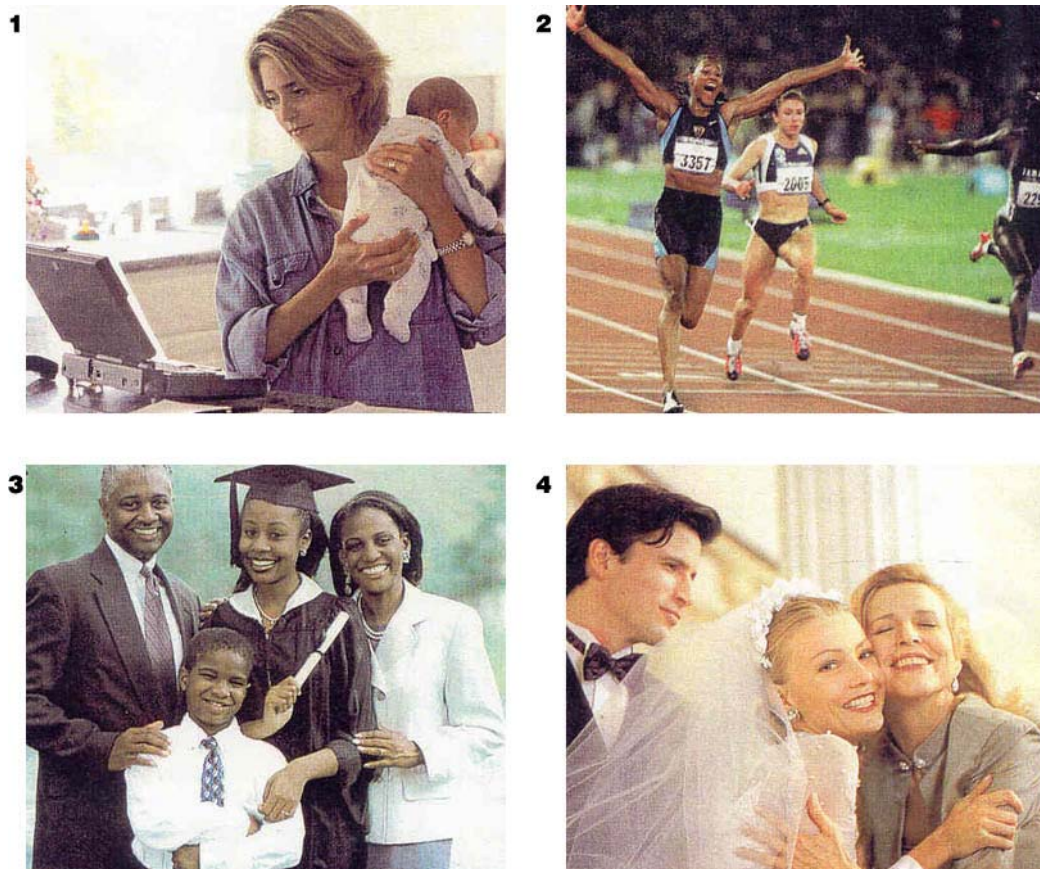
Housework and personal relationships should be school subjects. Do you agree?

Explain with your reasons.

Pictures - Coloured Pictures

Describe each picture and say how these people's lives may change as a result of these events in the pictures.

Which person's life is going to change most as a result of the event?



(Kenny & Sunderland, 2002, p.143)

Role-playing

Role Card A

Your friend has just seen a traffic accident. Find out some information about what happened. Find out about

- | | |
|-----------------------------|---------------------------------|
| ▪ the time of the accident | ▪ where the accident took place |
| ▪ what s/he was doing | ▪ the number of people injured |
| ▪ how the accident happened | ▪ the cause of the accident |

Student 14

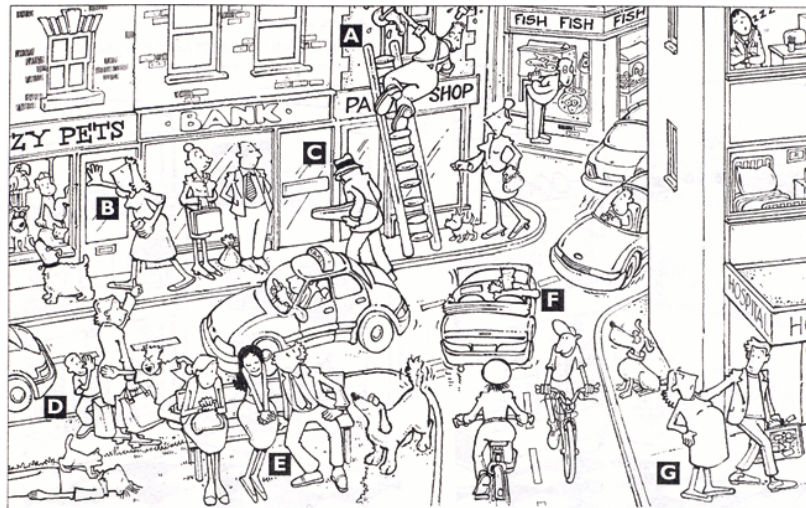
If Question

If you could be a superhero, which one would you be? Why?

Pictures - Describing

Look at Picture 1. Tell what is going to happen? (Predict what may happen.)

Look at Picture 2. Tell what has happened or what has been happening?



(Oxenden, et al., 2000, p.199)

Role-playing

Role Card B

You have just seen a traffic accident. Your friend is going to ask some questions about the accident. Answer his/her questions about these topics.

- the time of the accident
- what you were doing
- how the accident happened
- where the accident took place
- the number of people injured
- the cause of the accident

Student 15

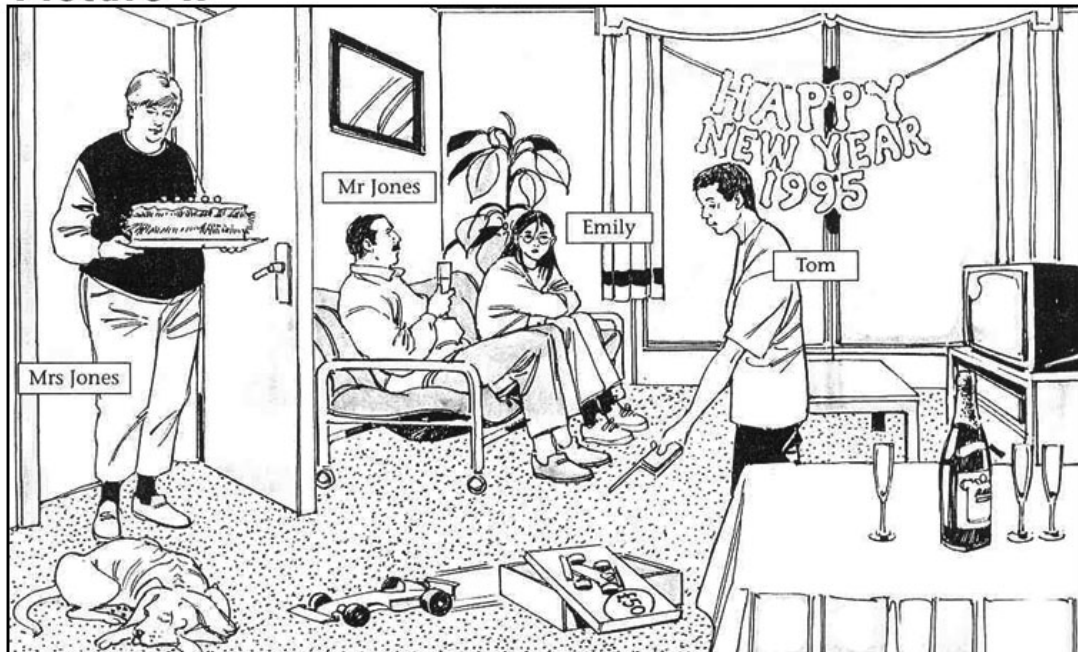
If Question

If you found a wallet with 5 billion in it, what would you do?

Pictures - Describing

Compare the people and things in Picture B with Picture A using comparative adjectives. There are 16 differences. You are supposed to tell at least 10 of the differences.

Picture A



Picture B



(Redston, 2001, p.145)

Information Gap

Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 16

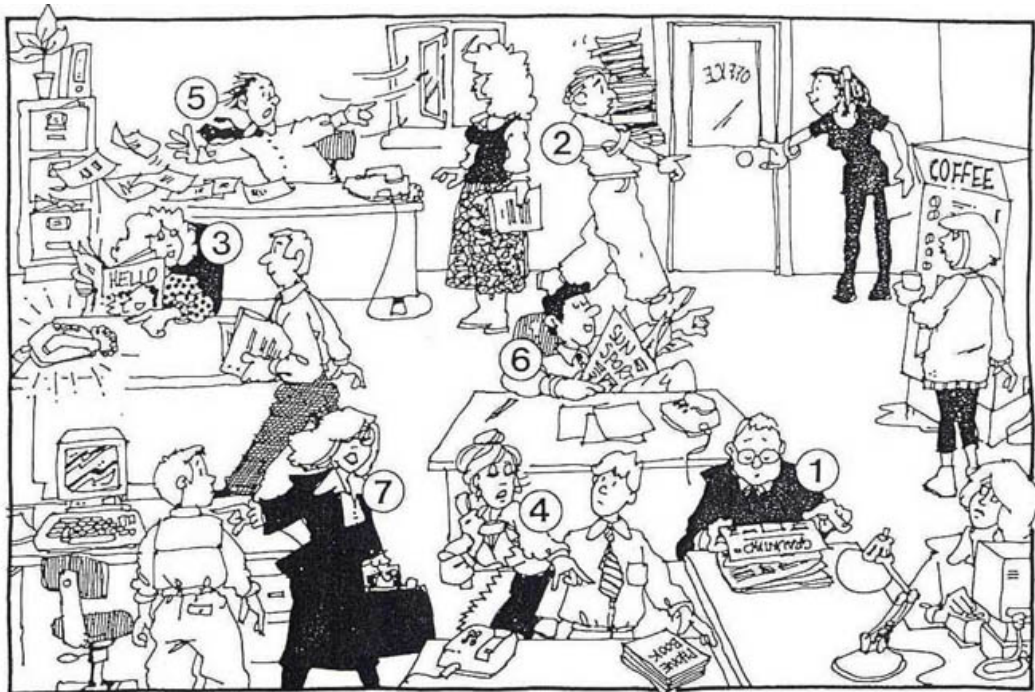
Opinion Question

Men and women can never be equal. Do you agree? Explain with your reasons.

Pictures- Grammar

Polite Requests

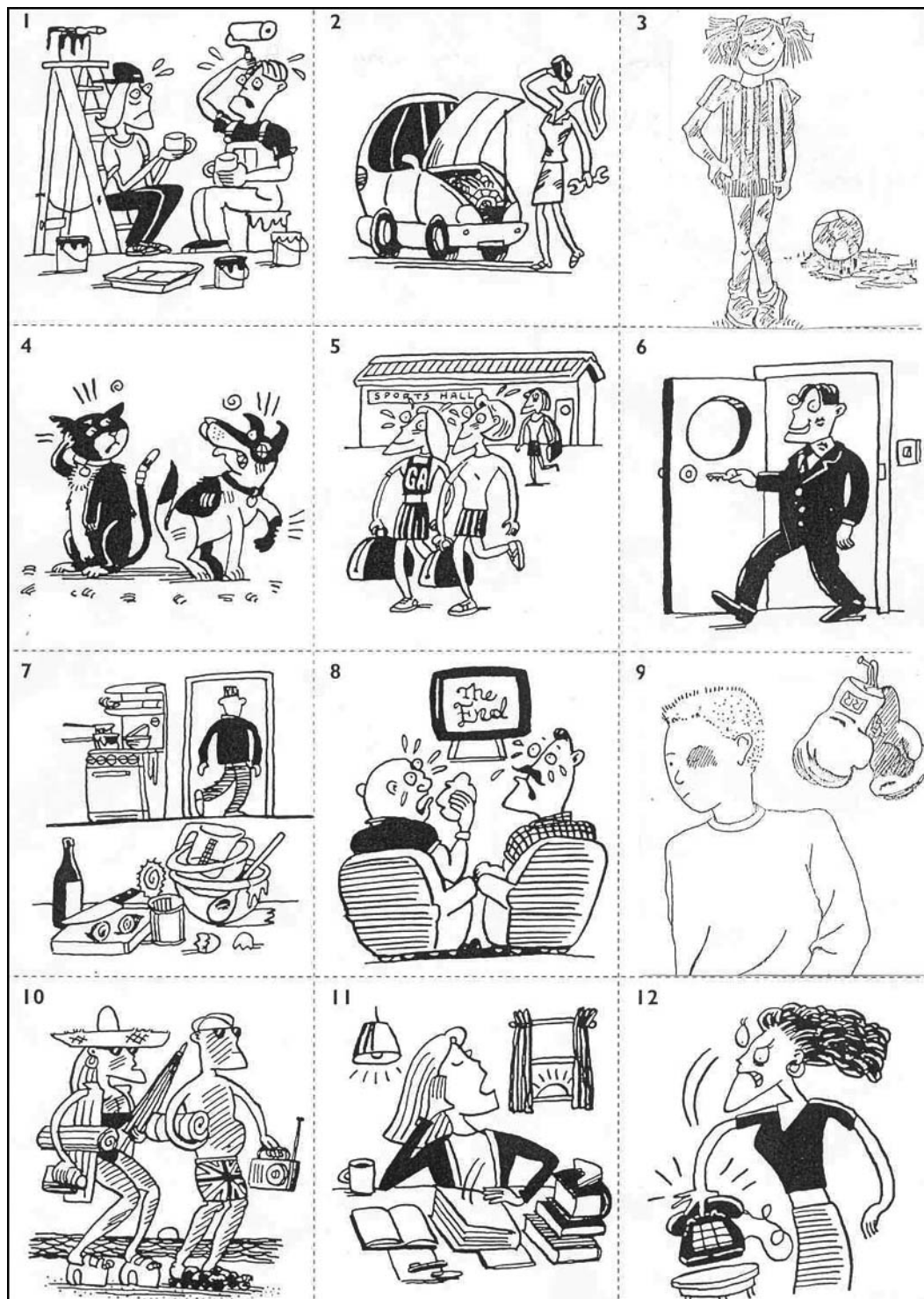
This is an office. People make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Present Perfect Continuous

Tell what people in Picture 4, 5, 8, 10 and 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Information-Gap

Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 17

Opinion Question

The internet will completely change the way people work, learn, shop and do business. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

Compare and contrast these photos and say how the people in the picture feel about the place where they work.

Do you like a tidy place to study/work?

What other conditions do you need to concentrate on your work or to study?



(Kenny & Luque-Mortimer, 2000, p.172)

Information-Gap

Role Card A

You're an eyewitness.

You were in the supermarket an hour ago. You saw a person (**number 7**) steal a few items from the supermarket and that person woman escaped from the supermarket.

You are taken to a police station as an eyewitness. Describe the thief to the police officer.

Role Card B

You're a police officer.

A person stole a few items at a supermarket. An eyewitness is waiting for you to describe the thief. You have several photos of suspects in front of you. Find the thief among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

Student 18

If Question

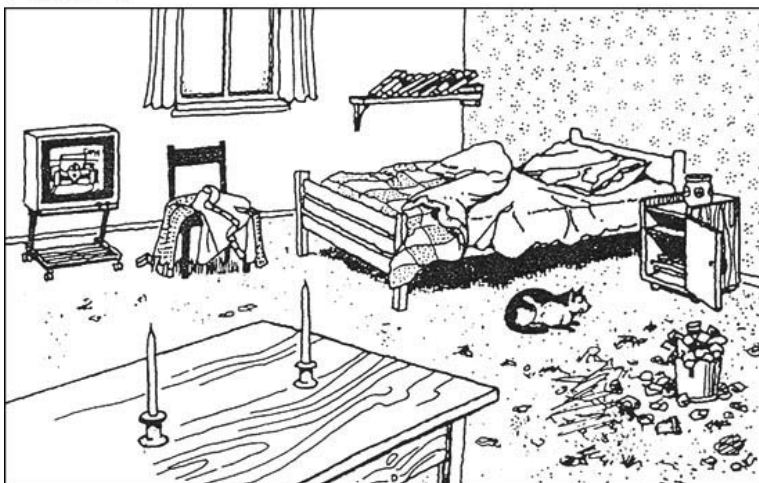
If you woke up because your house was on fire, what three things would you save as you ran outside?

Pictures - Describing

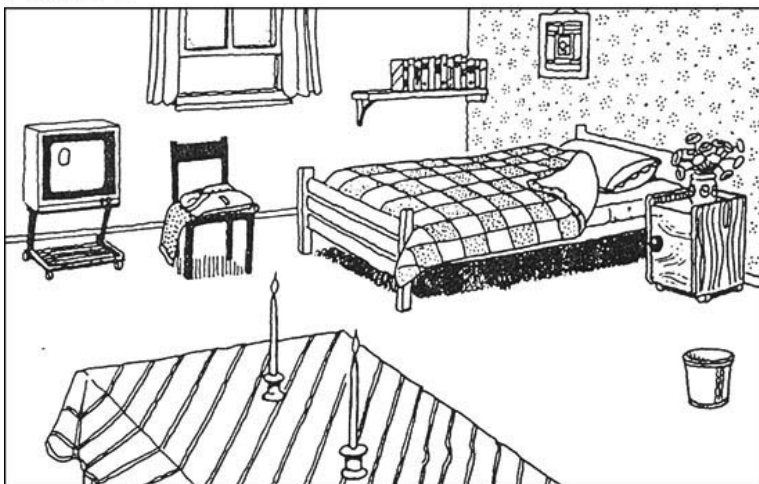
The room in Picture A is untidy. The room in Picture B is tidy. Tell what was done to tidy the room using the verbs given.

fold	let out	turn off	make	put (x2)	organize
hang	empty	light	clean	open	close

Picture A



Picture B



(Ur, 1989, p.201)

Information-Gap

Role Card B

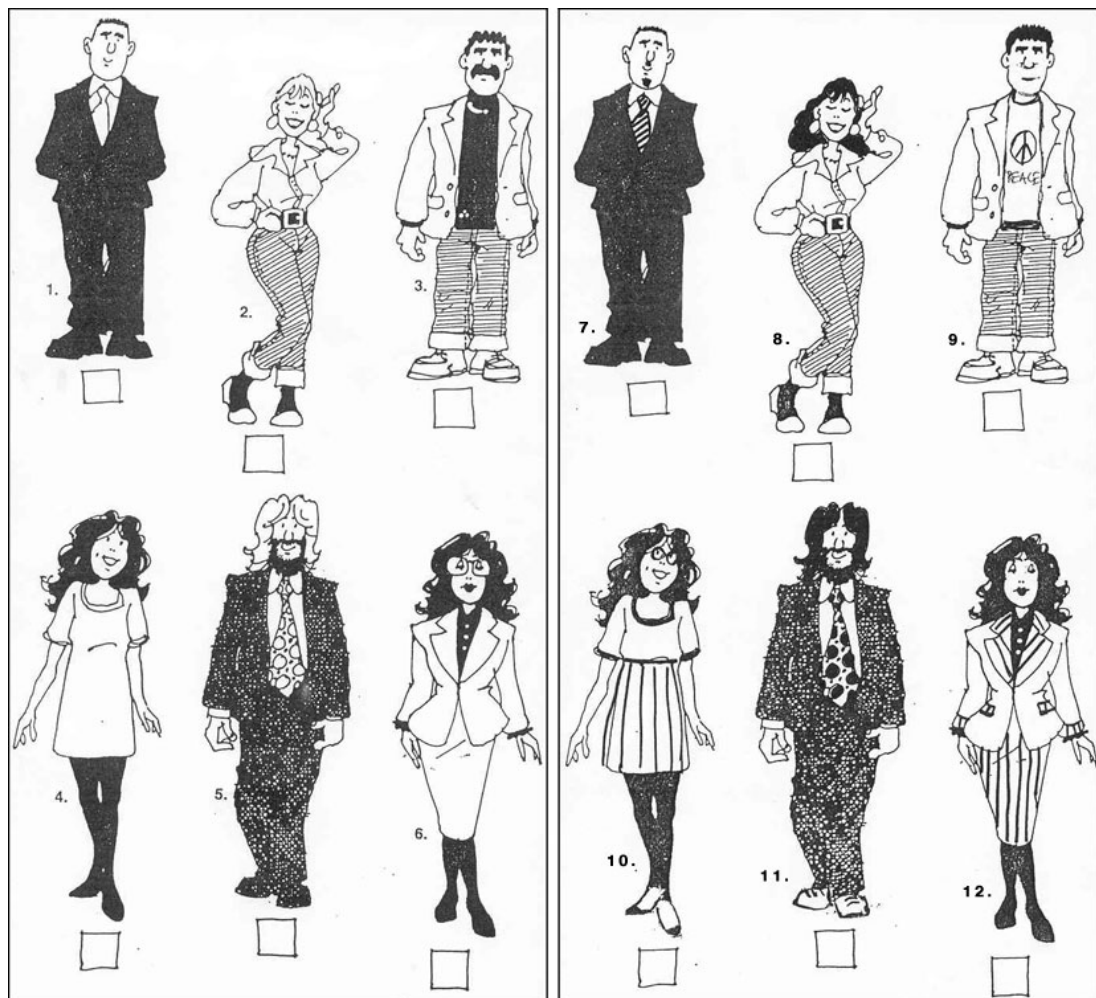
You're a police officer.

A person stole a few items at a supermarket. An eyewitness is waiting for you to describe the thief. You have several photos of suspects in front of you. Find the thief among the photos listening to the description of the eyewitness.

Role Card A

You're an eyewitness.

You were in the supermarket an hour ago. You saw a person (**number 12**) steal a few items from the supermarket and that person woman escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the thief to the police officer.



(Granger, 1998, p.45)

Student 19

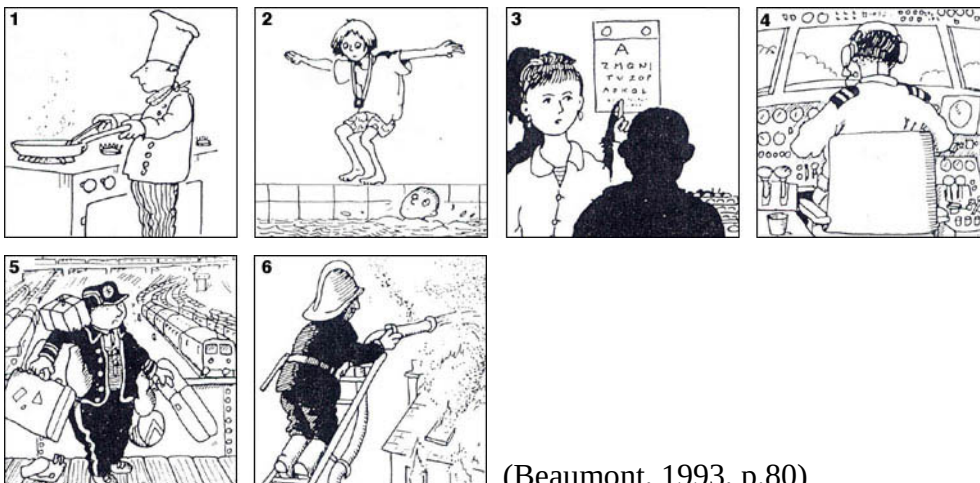
Opinion Question

Men should do an equal share of the housework with women. Do you agree? Explain with your reasons.

Pictures- Grammar

Jobs

Describe the jobs (number 2, 4, 6) using a defining relative clause and relative pronoun “who” or “whose”.



(Beaumont, 1993, p.80)

Polite Request

These pictures show people making polite requests. Make a polite request for each picture using the subject “You”. Use a different structure for each request.



Role-playing

(Beaumont, 1993, p.152)

Role Card A Ryan

You are bored at home and it's a sunny Saturday. You want to do something fun and you call Olivia to ask her go out and do something together. Talk about these topics to make a plan together.

- what to do
- when to meet
- where to meet
- what to eat

Student 20

If Question

If you could date a celebrity, who would you choose? Why?

Pictures - Describing

You are the woman standing under a tree next to the phone box. Describe the picture using the prepositions given.

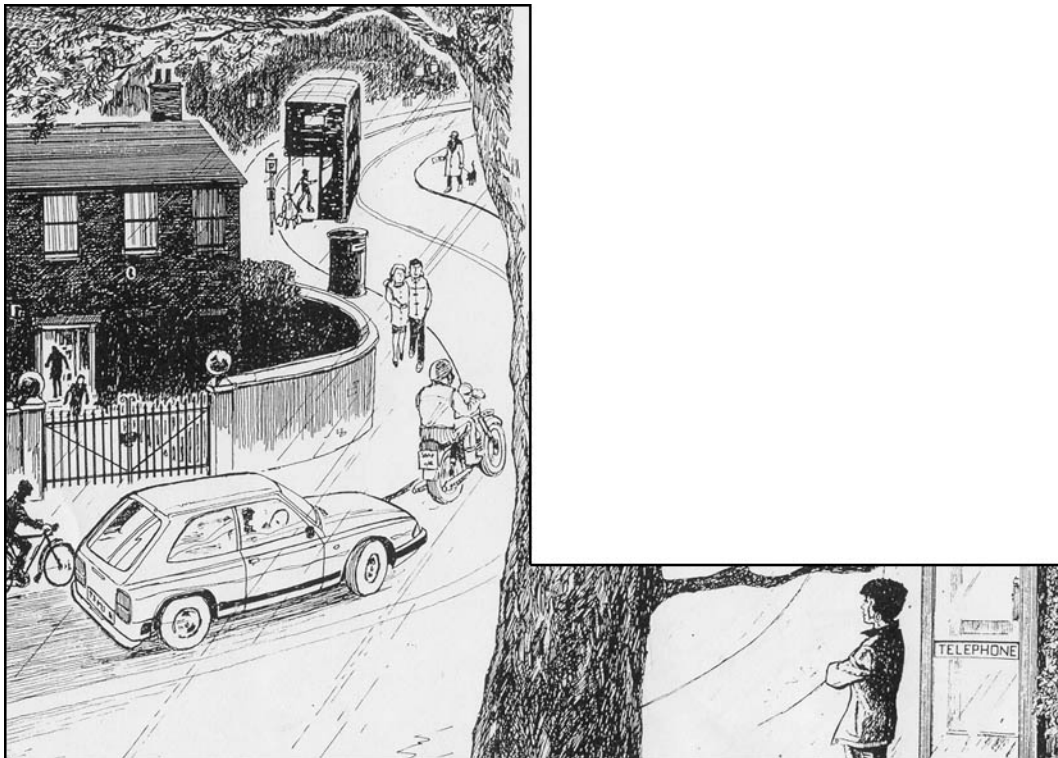
out of (x2)
into

in front of
behind

along (x2)
at

across
on

past



(Beaumont, 1993, p.200)

Role-playing

Role Card B

Olivia

It is a sunny Saturday, but you aren't doing anything special today. Then your friend Ryan calls and suggests you two do something fun today. Accept his offer and talk about these topics to make a plan.

- what to do
- when to meet
- where to meet
- what to eat

SET 2 (CLASS D32)

Student 1

Opinion Question

What are the advantages and disadvantages of living at home when you're a university student?

Pictures - Describing

This is Amy and she has lots of work to do. First describe the house and then tell what jobs should she do?



(Beaumont, 1993, p.155)

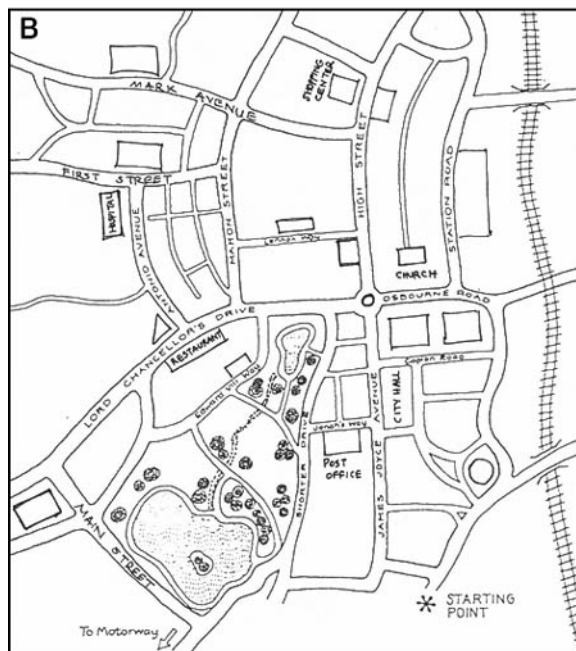
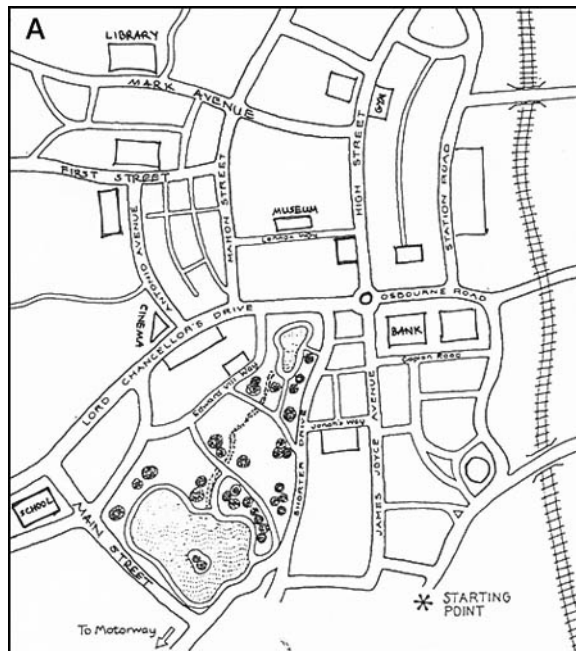
Information Gap

Giving Directions

Role Card A

Ask your pair where these places are.

- Shopping Center
- Post Office
- Hospital
- Church



(Ur, 1989, p.128)

Student 2

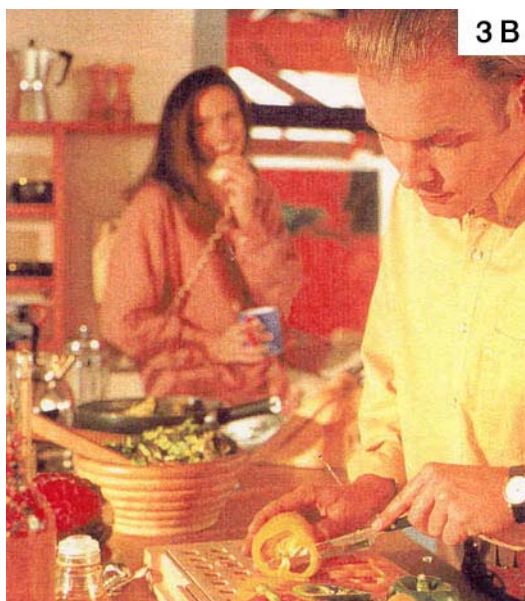
If Question

If you were the head of your government, what would be the biggest problem facing you at the moment?

Pictures - Coloured Pictures

Compare and contrast these pictures and say what you think about these ways of cooking and eating.

Which of these ways cooking and eating do you prefer? Why?



(O'Connel, 2000, p.134)

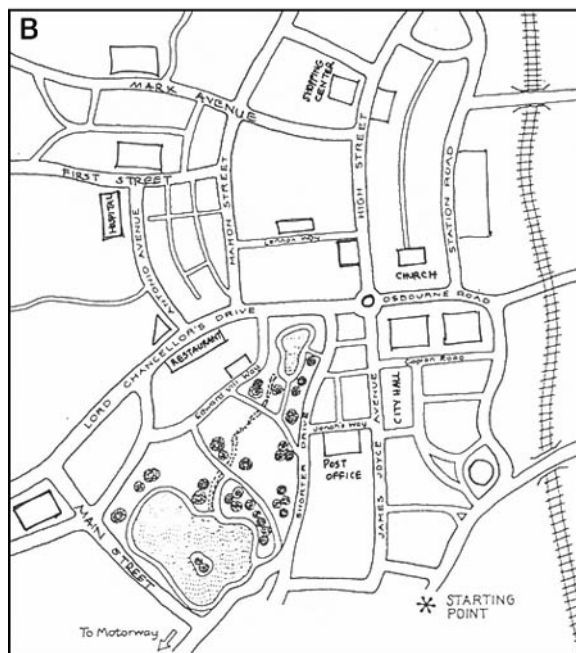
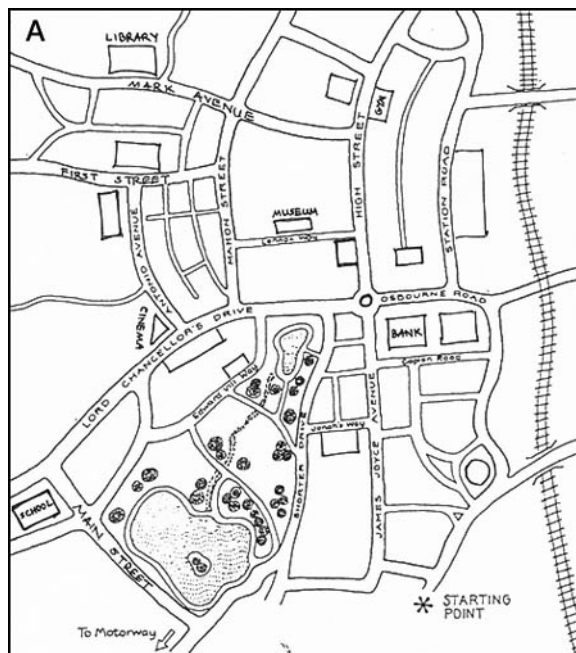
Information Gap

Giving Directions

Role Card B

Ask your pair where these places are.

- Library
- Museum
- Bank
- Cinema



(Ur, 1989, p.128)

Student 3

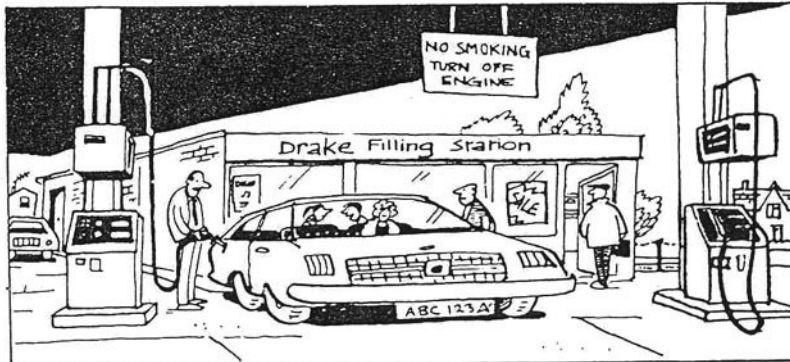
If Question

If you could have one special talent, what would that be? Why?

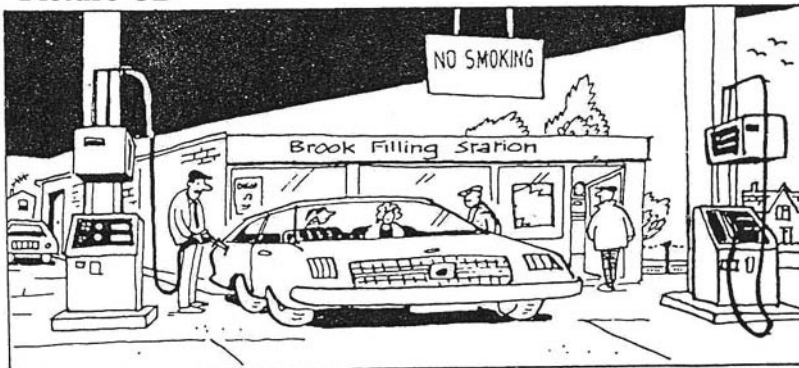
Pictures – Find the differences

There are 8 differences between Picture 3A and Picture 3B. Find all the differences.

Picture 3A



Picture 3B



(Ur, 1989, p.187)

Role-playing

Role Card A

Your friend has some visitors from a foreign country. Ask him/her questions about his/her visitors.

Find out about

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 4

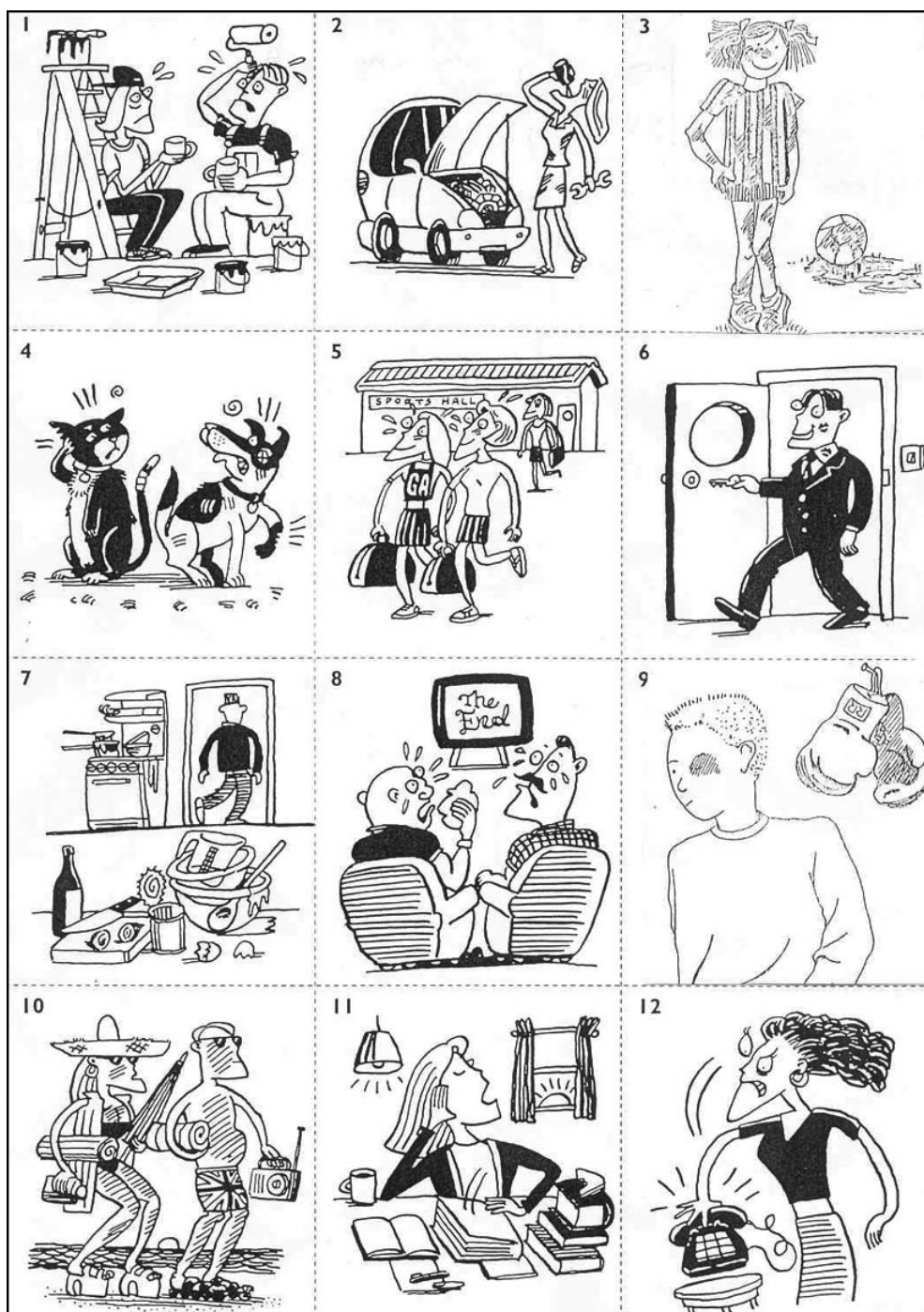
Opinion Question

What makes friends different from family?

Pictures- Grammar

Present Perfect Continuous

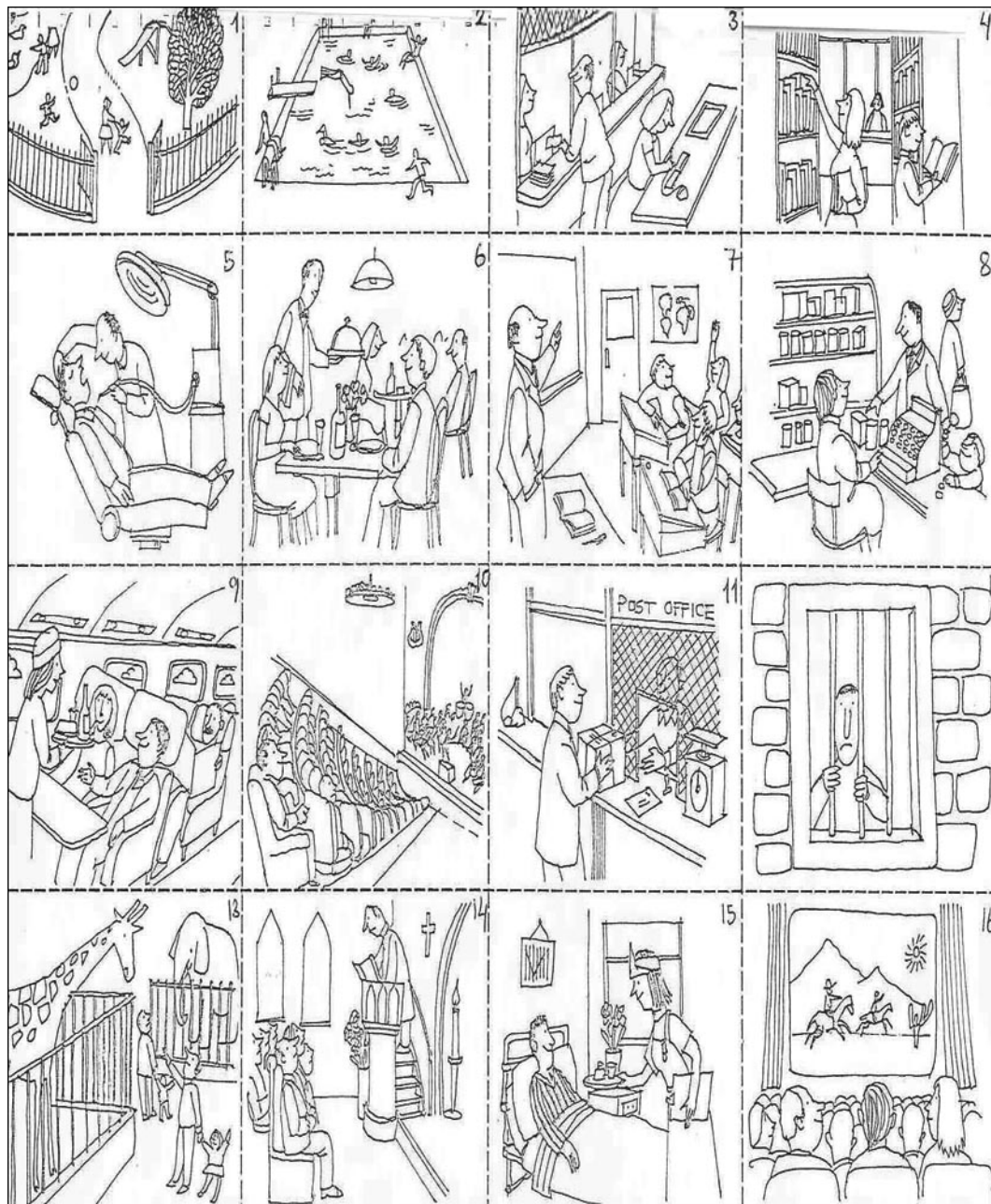
Tell what people in picture 2, 8, 9, 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Places

Define the places (number 4, 12, 13, 16) using a relative clause and a relative pronoun “where”.



(Hadfield, 1984)

Role-playing

Role Card B

You have some visitors from a foreign country. One of your friends wonders who these people are and asks some questions about them. Answer his/her questions about these topics.

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

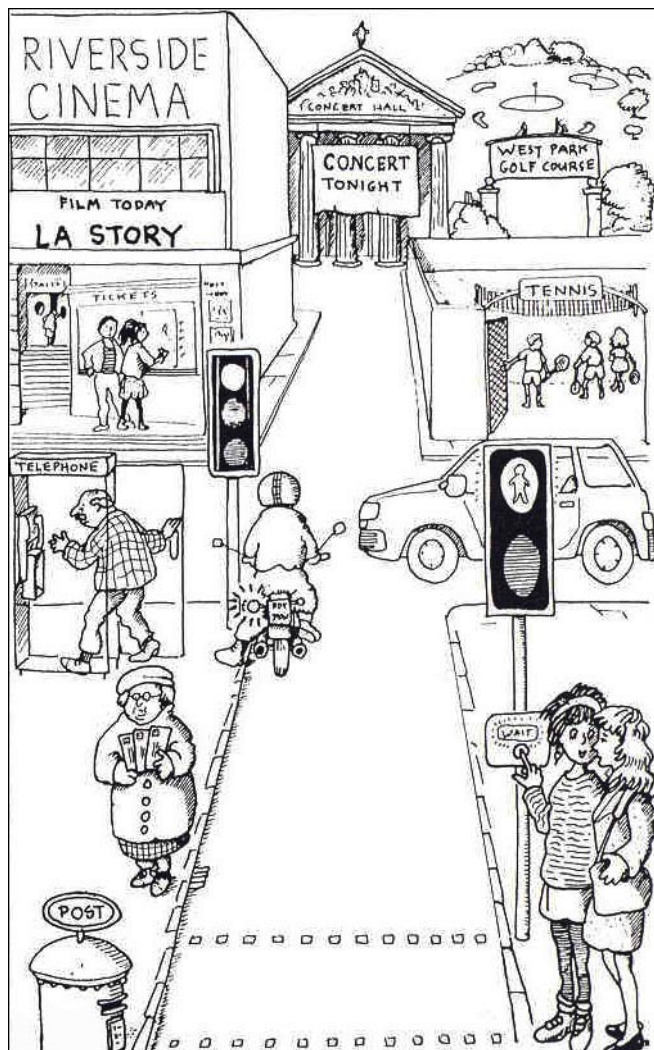
Student 5

Opinion Question

Being tidy is important to be successful. Do you agree? Explain with your reasons.

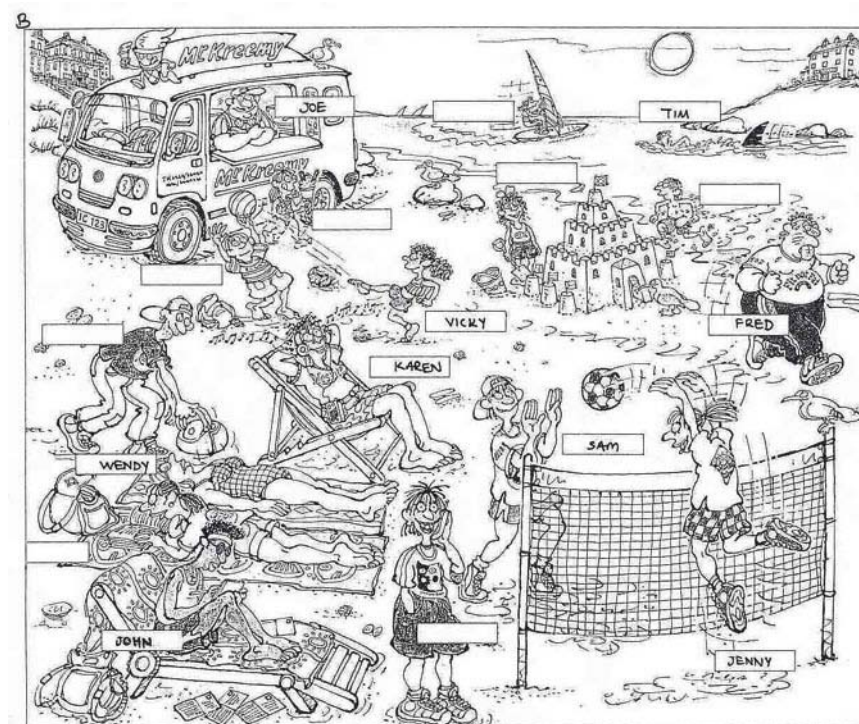
Pictures- Grammar

Look at the picture and tell what these people are going to do.



(Beaumont, 1993, p.121)

Role Card A



199

Student 6

If Question

If you could have one special talent, what would that be? Why?

Pictures - Coloured Pictures

What do all these pictures have in common?

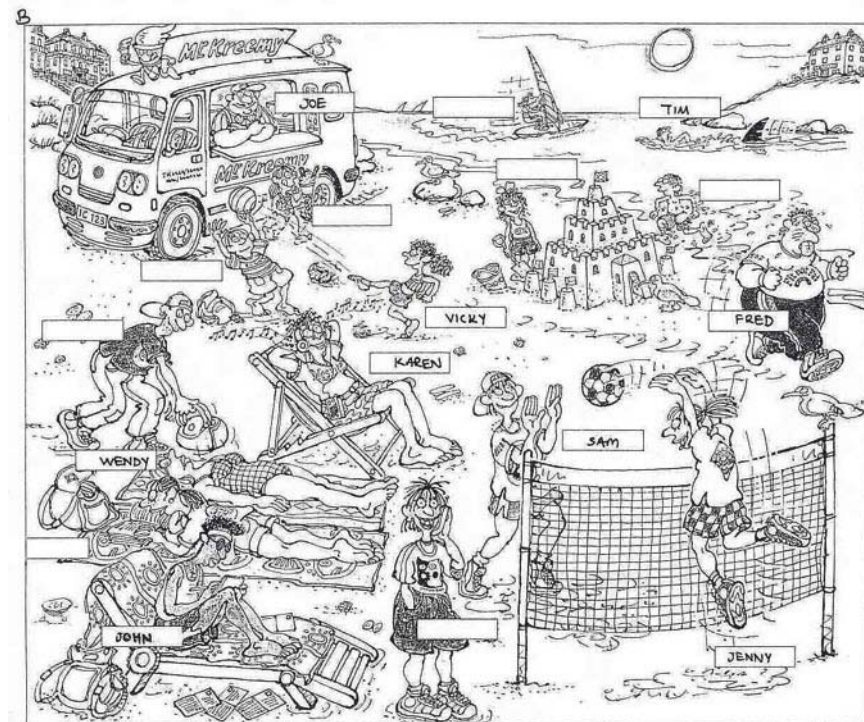
Tell what each picture show and what we use each for.

What is the best way of finding out what is going on?



(Fried-Booth, 2002, p. 156)

Role Card B



201

Student 7

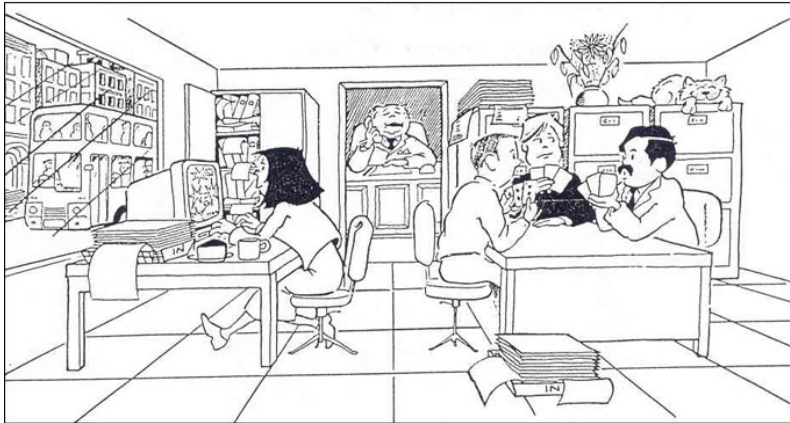
If Question

If you could travel back in time, which year would you like to go? Why? Would you change anything at that time? (Past)

Pictures – Find the differences

There are 11 differences between Picture 1 and Picture 2. Find at least 8 differences.

Picture 1



Picture 2



(Howard-Williams et al., 2000, p.91)

Role-playing

Role Card A

You are a TV presenter.

You present a TV programme called “Health means Happiness”. You have invited a doctor to your programme and interview him/her about how to keep fit. Ask the doctor questions about the following subjects.

- food
- water
- sleep
- sports

Student 8

Opinion Question

Which one would you prefer- living in Turkey or living in a foreign country?

Pictures- Grammar

Polite Requests

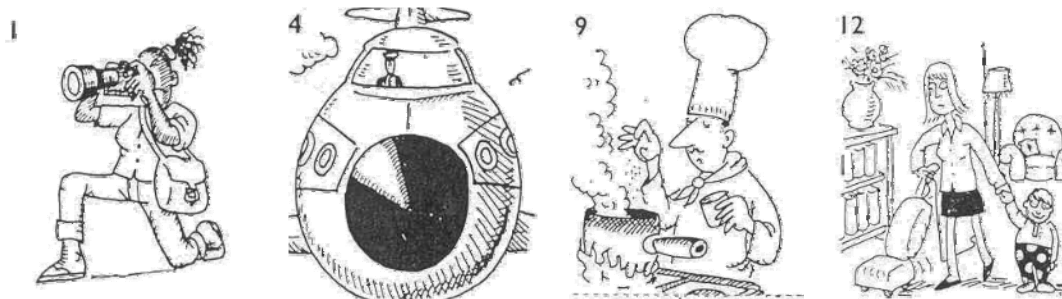
These pictures show people making polite requests. Make a polite request for each picture using the subject “You”. Use a different structure for each request.



(Beaumont, 1993, p.151)

Jobs

Describe the jobs (number 1, 4, 9, 12) using a defining relative clause and relative pronoun “who” or “whose”.



(Oxenden et al., 1999, p.153)

Role-playing

Role Card B

You are a doctor.

You are invited to a television programme about health. They are going to ask you questions about how to keep fit. Answer the TV presenter’s questions about the following topics.

- food
- water
- sleep
- sports

Student 9

Opinion Question

It is better to take any job than to be unemployed. Do you agree? Explain with your reasons.

Pictures - Describing

This is Nicole and this is her room. Look at her room and talk about her hobbies/leisure time activities and daily routines.



(Granger, 1998, p.19)

Information Gap

Role Card A

You're an eyewitness.

You saw a woman hit and hurt another man in the supermarket an hour ago and the man escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the man (**number 7**) to the police officer.

Role Card B

You're a police officer.

A person attacked another woman at a supermarket. An eyewitness is waiting for you to describe the guilty person. You have several photos of suspects in front of you. Find the guilty person among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

Student 10

If Question

If the whole world were listening, what would you say?

Pictures - Coloured Pictures

Compare and contrast these pictures.

- where they are
- what they are doing
- who they are
- how they (may) feel



(Hashemi & Thomas, 2003, p.152)

Information Gap

Role Card A

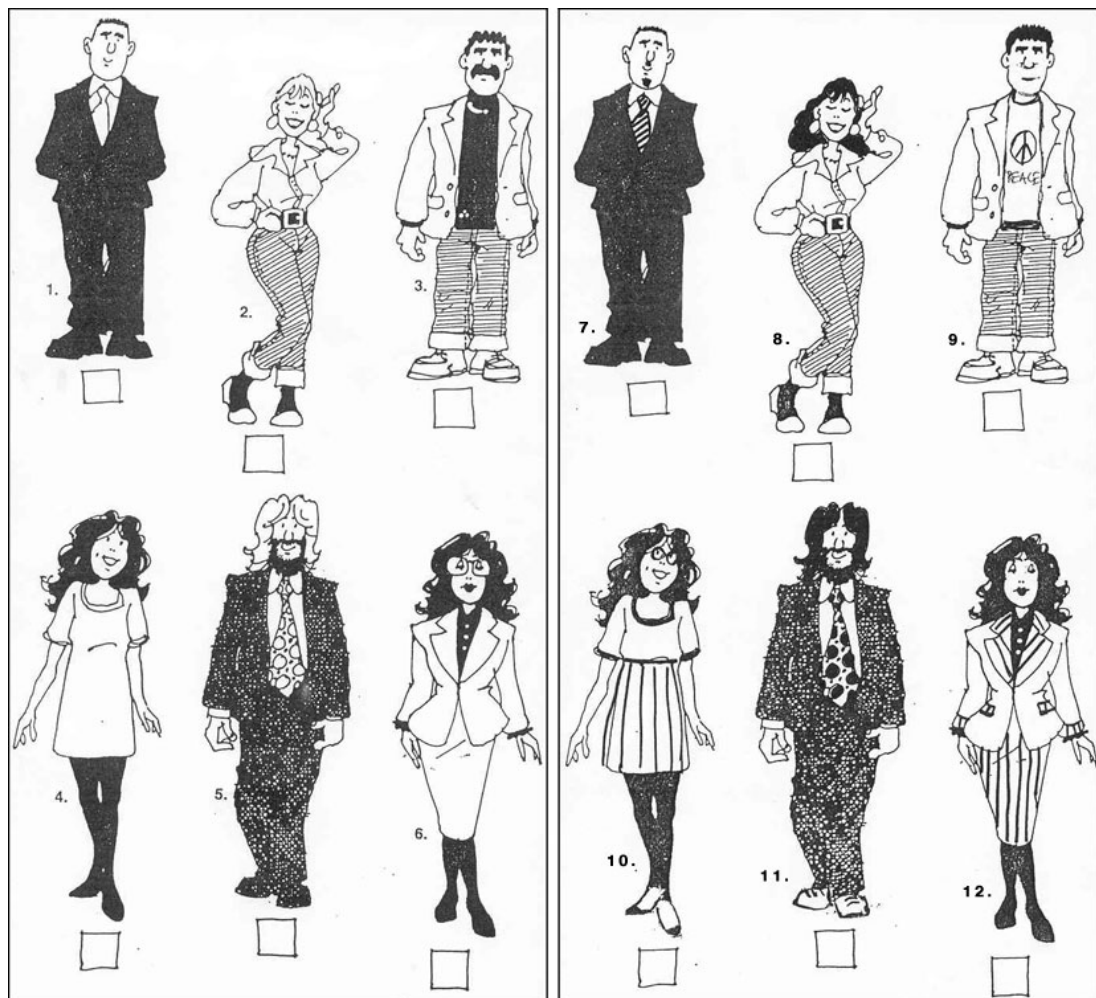
You're an eyewitness.

You saw a woman hit and hurt another woman in the supermarket an hour ago and the woman escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the woman (**number 12**) to the police officer.

Role Card B

You're a police officer.

A person attacked another woman at a supermarket. An eyewitness is waiting for you to describe the guilty person. You have several photos of suspects in front of you. Find the guilty person among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

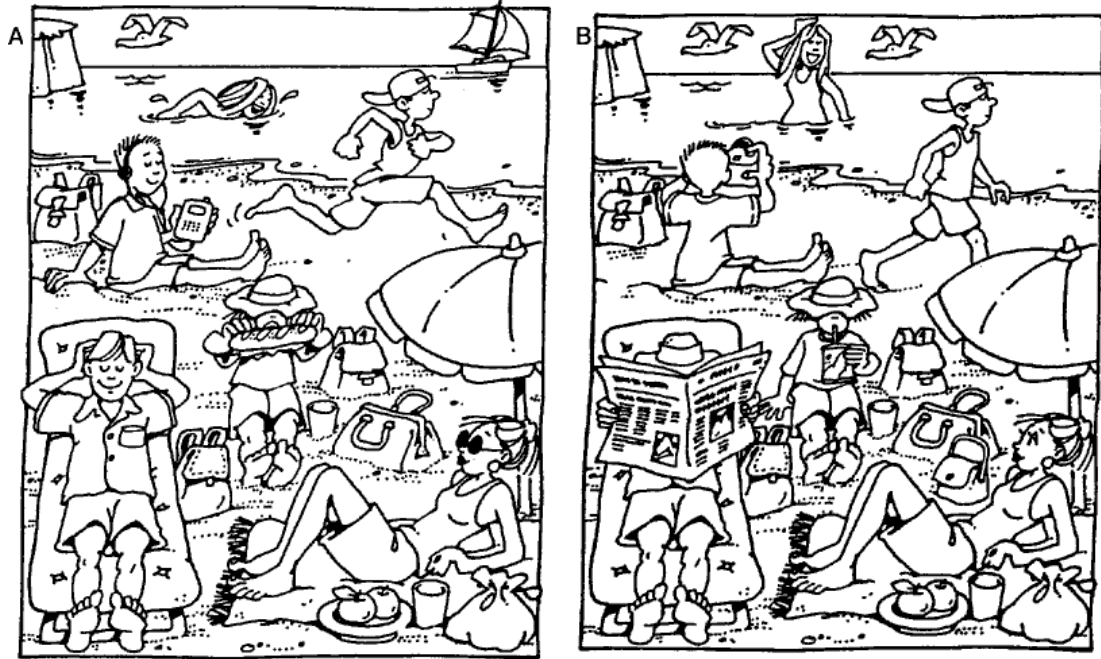
Student 11

Opinion Question

What can you learn from living or studying in a foreign country?

Pictures – Find the differences

There are 10 differences between Picture 2A and Picture 2B. Find at least 8 differences.



(Seligson, 1997, p.89)

Role-playing

Role Card A

You are a high school student preparing for the university entrance exam. Your cousin is a student at the university. You want to learn something about his university and university life. Find out some information about this university.

Find out about

- whether it has a campus
- the accommodation
- the atmosphere
- the cafeteria
- the facilities
- the department(s) and the academicians

Student 12

If Question

If you could interview a famous person from history, who would you choose? Why?

Pictures- Grammar

Objects

Define the objects (number 1, 5, 7, 11) using a relative clause and a relative pronoun “which” or “that”.



Giving Advice

There are 4 situations given in the following. Give advice for each situation.

1. I want to be famous.
2. I've put on weight recently and I don't feel fit.
3. I want to improve my English pronunciation.
4. I forgot my best friend's birthday yesterday.
- 5.

Role-playing

Role Card B

You are a university student. Your cousin has just come to your house. Your cousin is a high school student and is preparing for the university entrance exam. S/He wants asks some questions about your university and the university life. Answer his/her questions about these topics.

- | | |
|---------------------------|--|
| ▪ whether it has a campus | ▪ the cafeteria |
| ▪ the accommodation | ▪ the facilities |
| ▪ the atmosphere | ▪ the department(s) and the academicians |

Student 13

Opinion Question

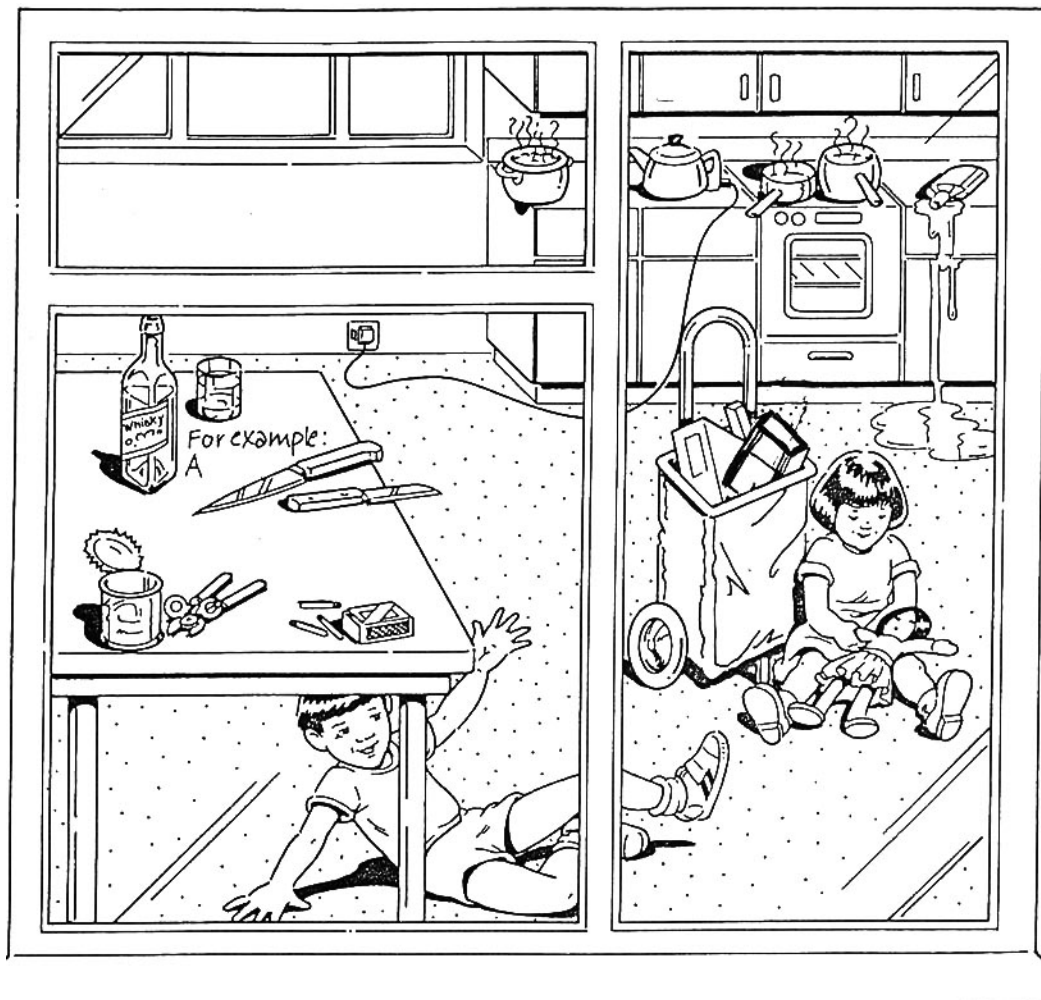
People who follow fashion are fools and waste their money. Do you agree? Explain with your reasons.

Pictures - Describing

Here is a very dangerous kitchen for the children. The children are left unattended.

Tell what the children may do in this dangerous kitchen using these clues.

- matches
- hot pans on the stove
- electric cable
- sharp knives/open tin
- the liquid spilled on the floor
- alcohol/whisky



(Howard-Williams & Herd, 1989, p.44)

Information Gap

Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.

A



B



(Beaumont, 1993, p.24)

Student 14

If Question

If you could be a famous film star, painter, writer, sports star, singer or political leader, which would you choose to be? Why?

Pictures - Coloured Pictures

Describe each picture shortly and say where these people may be.

Say what they are watching and how they are reacting to it.



(Stanton & Morris, 2002, p.138)

Information Gap

Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.

A



B



(Beaumont, 1993, p.24)

Student 15

If Question

If you had the chance to act in a movie, which movie would you choose? Why?

Pictures - Describing

This photograph was taken 2 days ago. Answer these questions about the picture.

1. What time was it? How do you know the time?
2. What were the teenagers doing at home?
3. Were there any pets in the house? What were they doing?
4. What was the woman with the dog doing?
5. How many people were there in the kitchen? What were they doing?
6. What was on the table in the kitchen?
7. Did these people have any neighbours?
8. Where were their neighbours? What were they doing?



(Beaumont, 1993, p.105)

Role-playing

Role Card A

Ryan

You are bored at home and it's a sunny Saturday. You want to do something fun and you call Olivia to ask her go out and do something together. Talk about these topics to make a plan together.

- what to do
- when to meet
- where to meet
- what to eat

Student 16

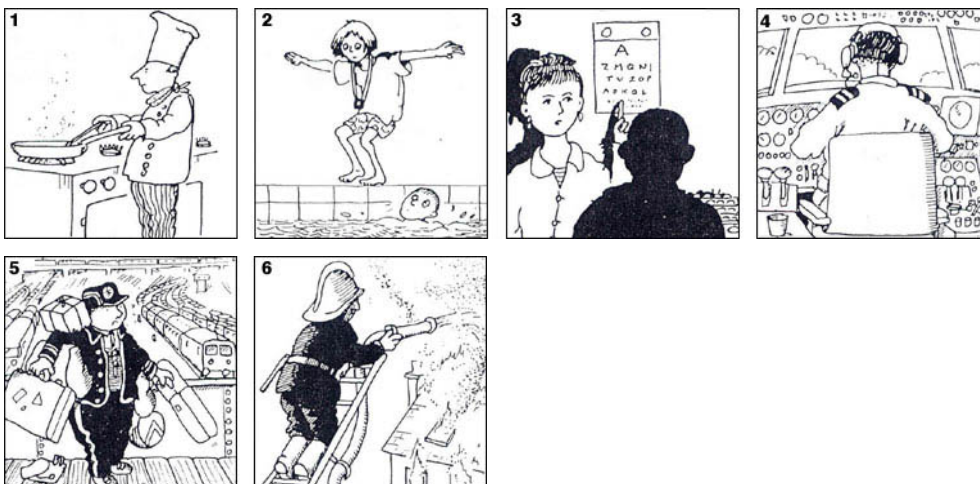
Opinion Question

The role of the man in a family has changed recently. Do you agree?

Pictures- Grammar

Jobs

Describe the jobs (number 2, 5) using a defining relative clause and relative pronoun “who” or “whose”.



(Beaumont, 1993, p.80)

Signs

Here is a picnic area. All these signs demonstrate the rules in the area. Say all the rules.



(Beaumont, 1993, p. 144)

Role-playing

Role Card B

Olivia

It is a sunny Saturday, but you aren't doing anything special today. Then your friend Ryan calls and suggests you two do something fun today. Accept his offer and talk about these topics to make a plan.

- what to do
- when to meet
- where to meet
- what to eat

Student 17

If Question

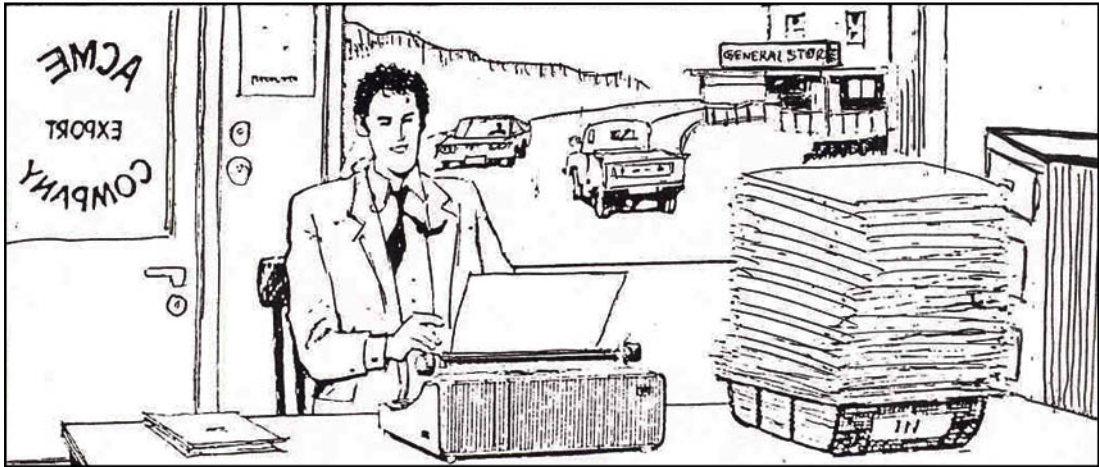
If you had to choose, which one would you give up, your sight or hearing?

Pictures - Describing

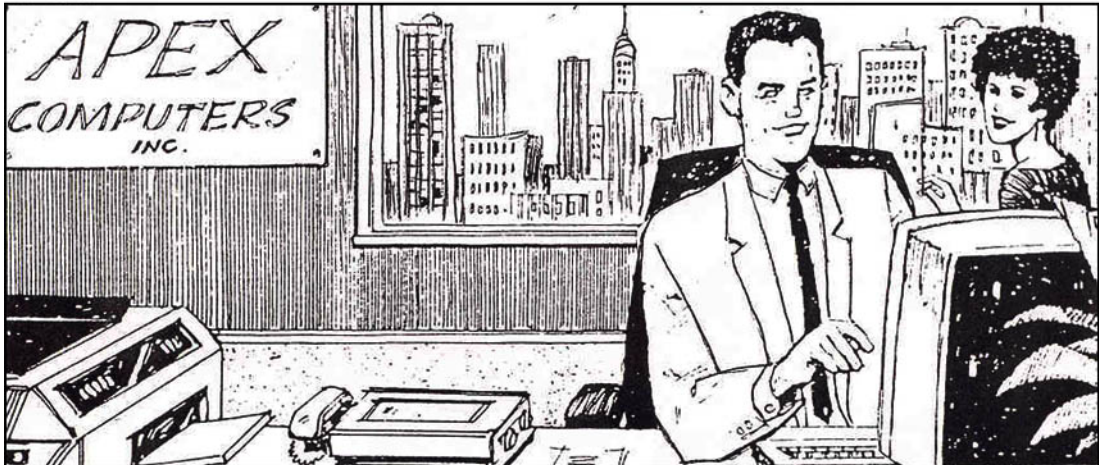
This is Joe McLean. This picture shows his past and present.

Compare his past and present using used to and present simple tense, (any more/ any longer).

Last Year



Now

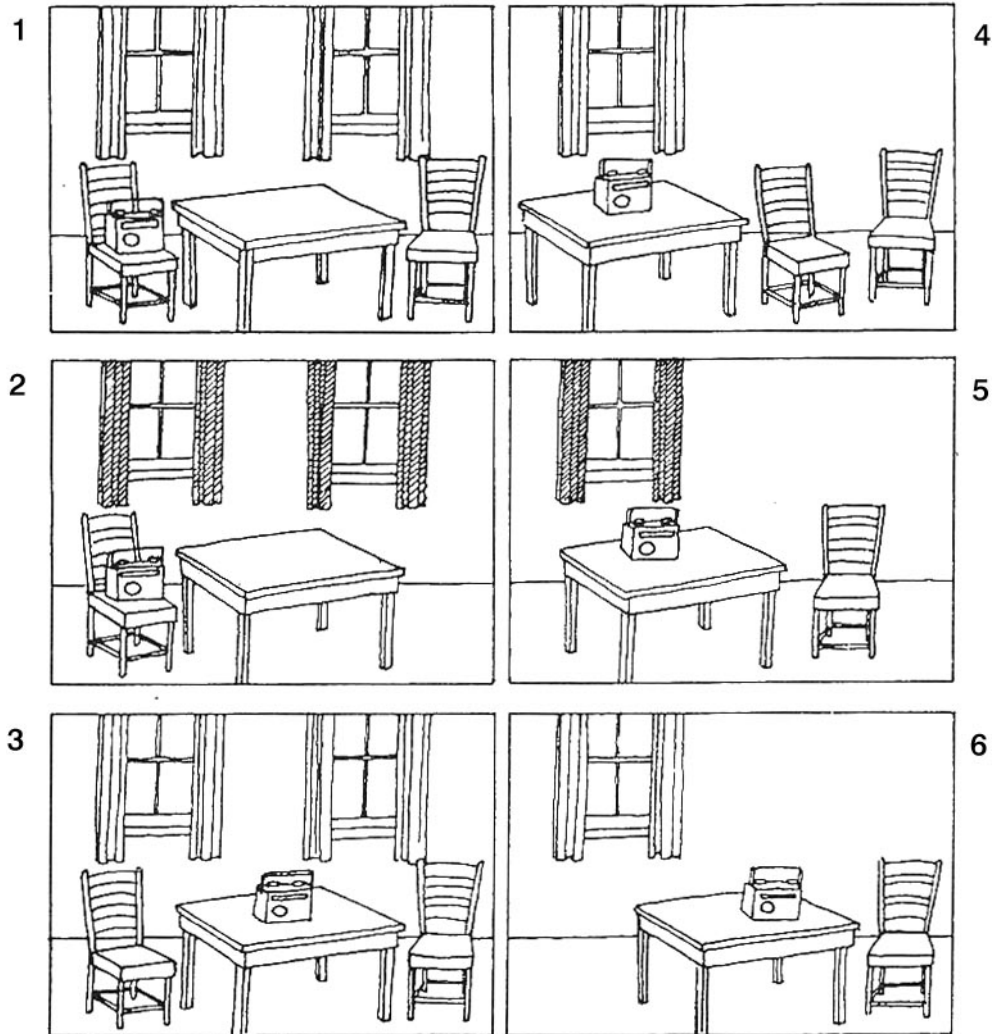


(Beaumont, 1993, p.98)

Information Gap

Role Card A

You have five pictures in front of you. Your partner has these pictures, too. Describe Picture 5 to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Littlewood, 1983, p. 23)

Student 18

Opinion Question

When you visit a tourist sight, is it better to go on an organised tour or to buy a guide book and look round on your own?

Pictures - Coloured Pictures

Compare and contrast these jobs in the pictures in terms of money, working conditions and etc. If you needed a part-time job, which one would you prefer? Why?

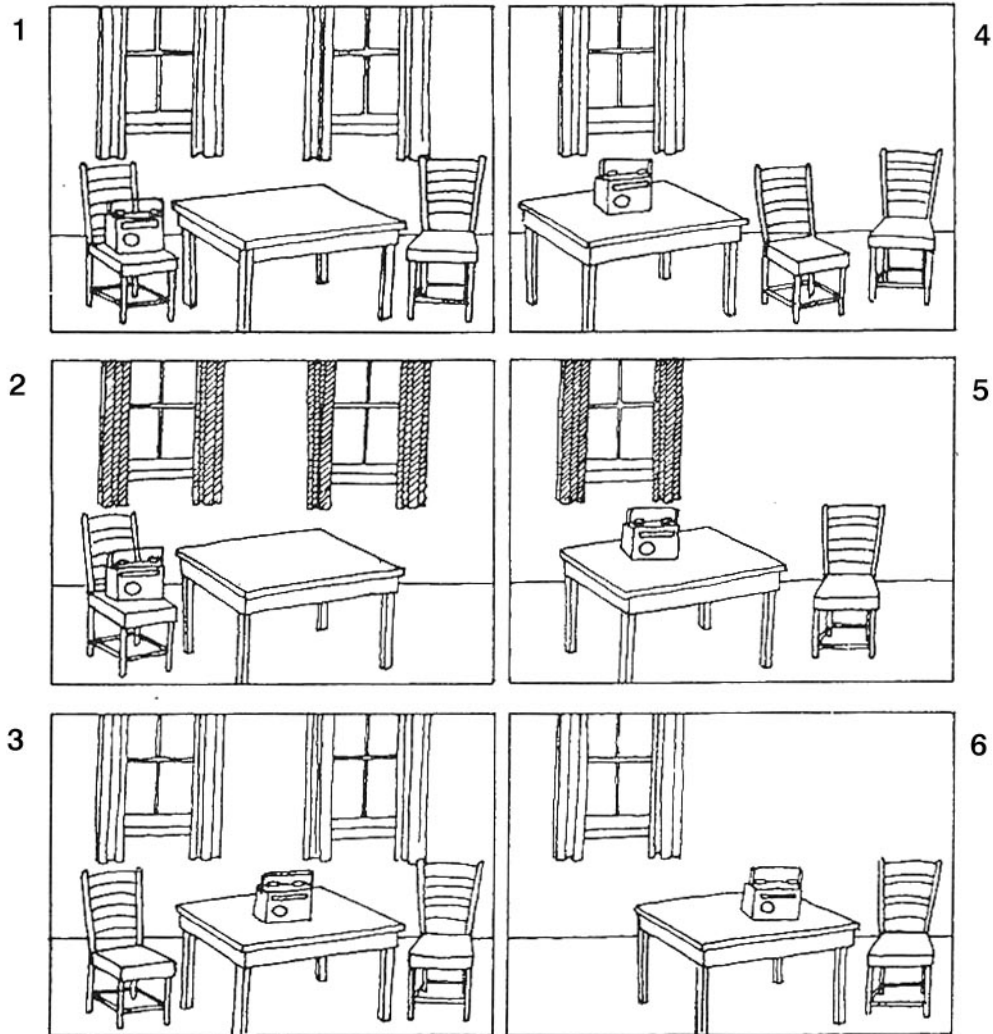


(O'Connel, 2000, p.139)

Information Gap

Role Card B

You have five pictures in front of you. Your partner has these pictures, too. Describe Picture 3 to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Littlewood, 1983, p. 23)

Student 19

If Question

If you knew the world was going to end tomorrow morning, how would you spend today?

Pictures – Find the differences

There are 10 differences between Picture 1 and Picture 2. Find at least 8 differences.



(Oxenden et al., 2000, p.193)

Role-playing

Role Card A

Your roommate in the dormitory is a member of the Youth Club at the University. They are organizing a party and you are invited. Find out some information about the party. Find out about

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

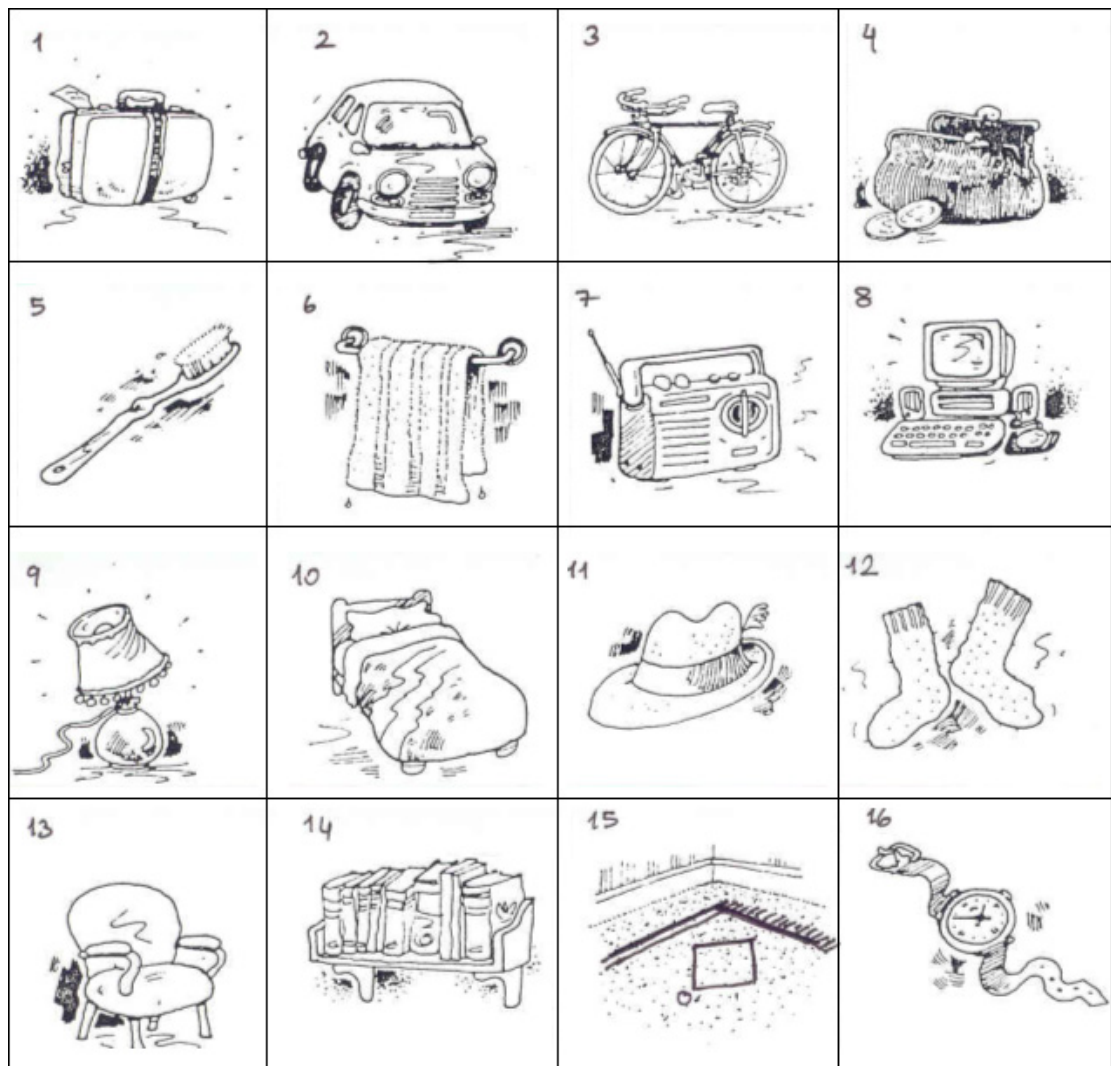
Student 20 (did not take the test)

Question

Pictures- Grammar

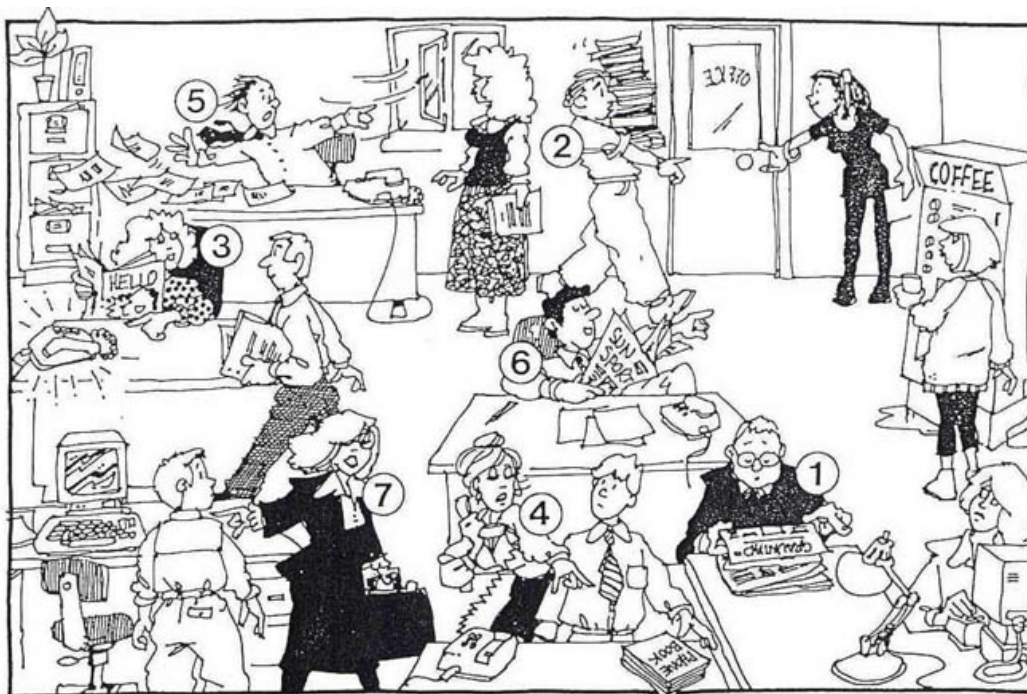
Objects

Define the objects (number 4, 5, 12, 17) using a relative clause and a relative pronoun “which” or “that”.



Polite Requests (Picture 7A)

This is an office. People make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Role-playing

Role Card B

You are a member of the Youth Club at the University. The Youth Club is organizing a party and you have invited your roommate in the dormitory. S/He asks some questions about the party. Answer his/her questions about these topics.

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

SET 3 (CLASS D9)

Student 1

If Question

If you could uninvent something that has already been invented, what would you choose? Why?

Pictures - Coloured Pictures

Describe these pictures shortly. What do the people celebrate in the pictures? Have you ever made one of these celebrations?



(Stanton & Morris, 2002, p.132)

Information Gap

Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 2

Opinion Question

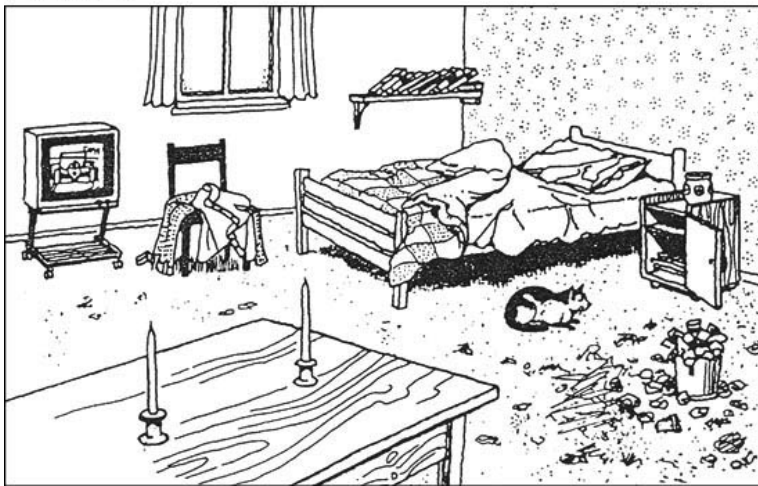
Do you think a good mother should give up her job to stay at home with her children? Why?

Pictures - Describing

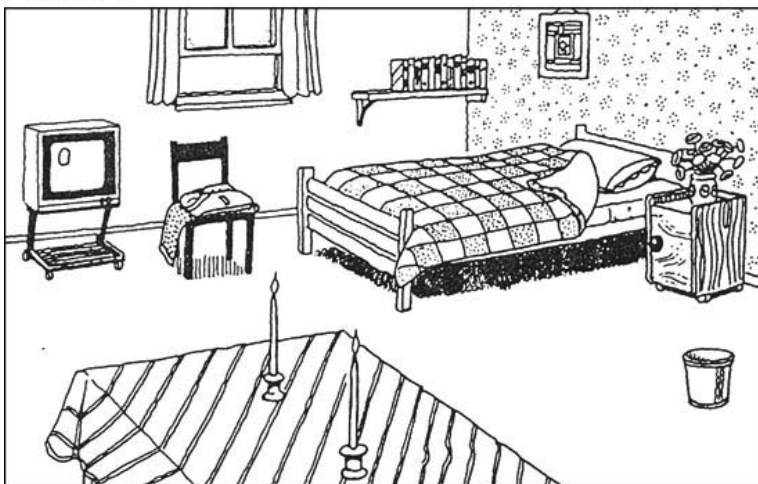
The room in Picture A is untidy. The room in Picture B is tidy. Tell what was done to tidy the room using the verbs given.

fold	let out	turn off	make	put (x2)	organize
hang	empty	light	clean	open	close

Picture A



Picture B



(Ur, 1989, p.201)

Information Gap

Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 3

Opinion Question

Which one is more important in your opinion – money or success?

Pictures – Find the differences

There are 7 differences between Picture A and Picture B. Find all the differences.

Picture A



Picture B



(Howard-Williams, 2001, p.74)

Role-playing

Role Card A

You have saved up for a second-hand car. A friend is selling his/her car. Find out some information about his/her car.

Find out about

- what make it is and its color
- whether it is old or new
- whether it has any problems
- the cost
- how to pay
- the reason for selling

Student 4

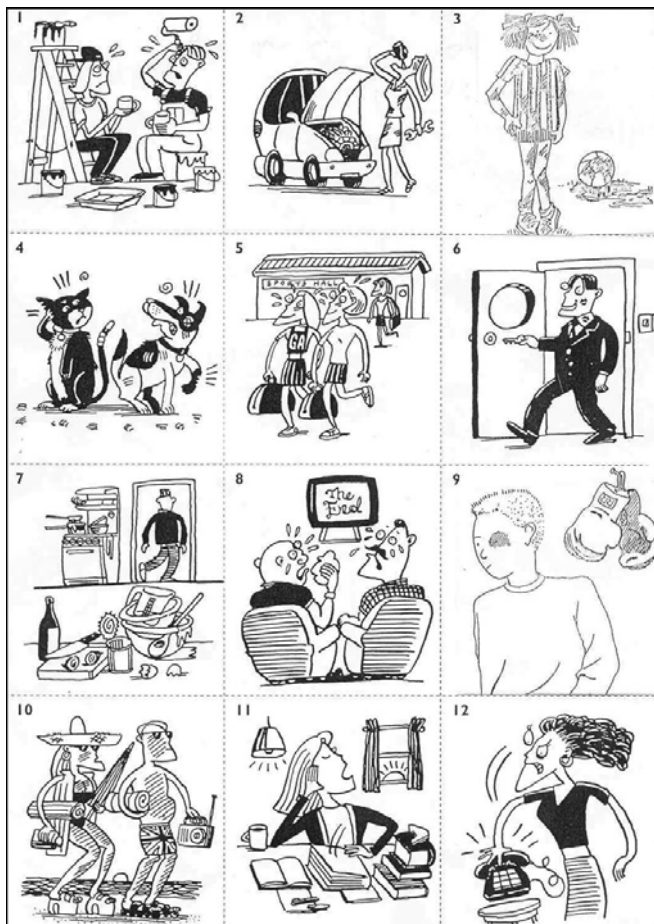
If Question

If you could be someone famous for a day, who would you be? Why?

Pictures- Grammar

Present Perfect Continuous

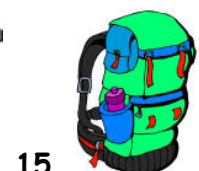
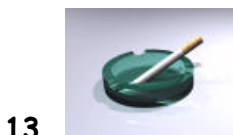
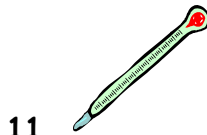
Tell what people in picture 4, 5, 8, 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Objects

Define the objects (number 2, 4 and 12) using a relative clause and a relative pronoun “which” or “that”.



Role-playing

Role Card B

Your car is on sale. A friend wants to buy your car, but first of all, s/he wants to learn something about your car. S/he asks questions about the car. Answer his/her questions about these topics.

- what make it is and its color
- whether it is old or new
- whether it has any problems
- the cost
- how to pay
- the reason for selling

Student 5

If Question

If you had the opportunity to visit a foreign country, which country would you choose to go? Why?

Pictures - Coloured Pictures

Describe each picture shortly and say where these people may be.

Say what they are watching and how they are reacting to it.



(Stanton & Morris, 2002, p.138)

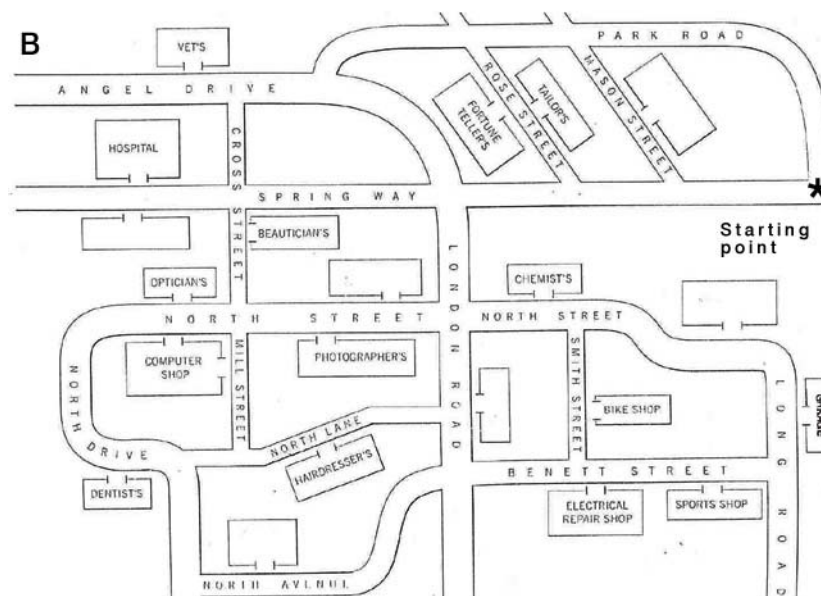
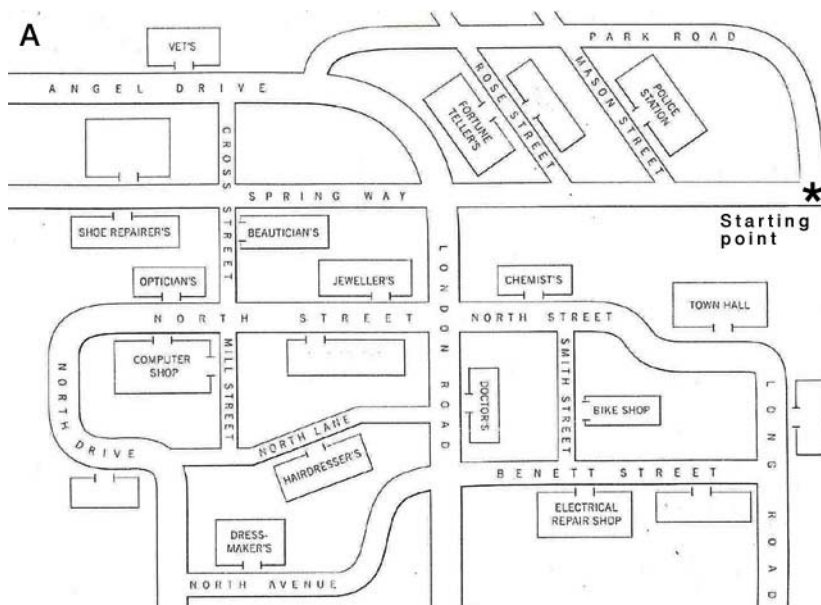
Information Gap

Giving Directions

Picture A

Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- garage
- sports shop
- tailor's
- photographer's



(Obee, 1999, p. 101)

Student 6

Opinion Question

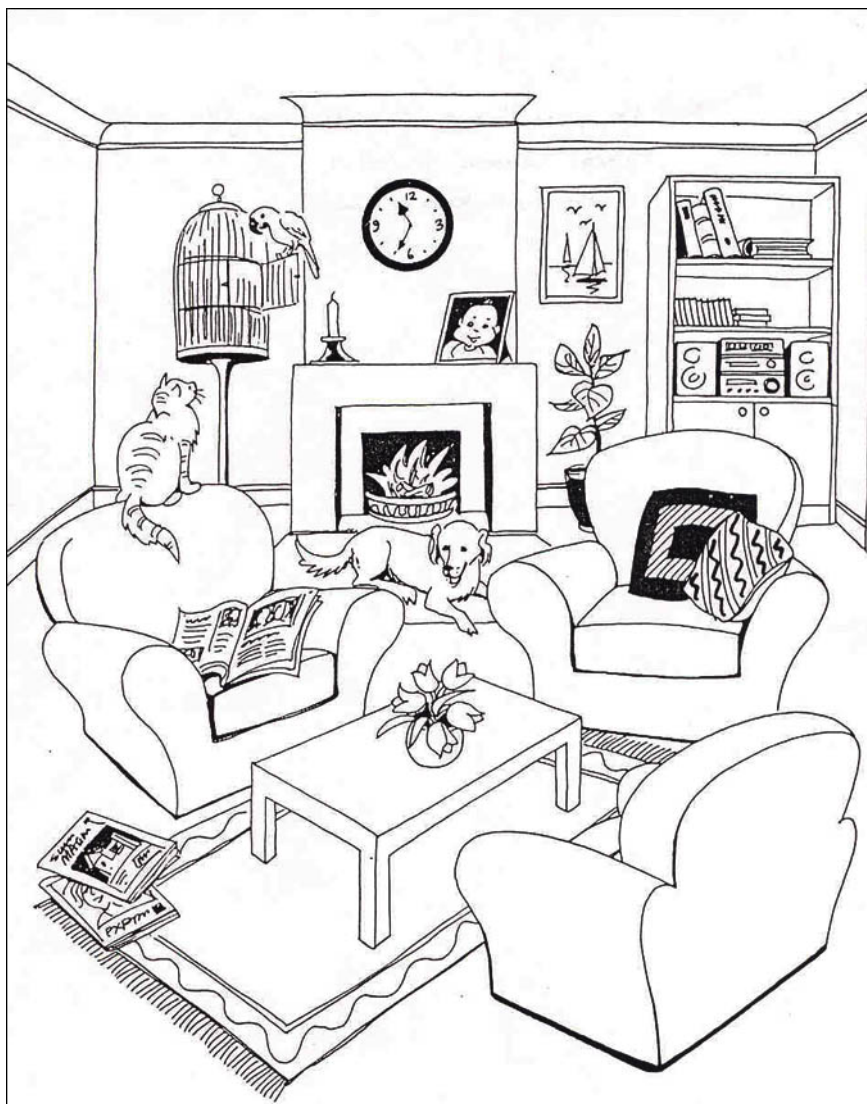
Getting married and having children at an early age is better. Do you agree?

Pictures - Describing

Instruction:

Describe the room referring some of these words given and the appropriate prepositions.

armchair	vase	dog	fireplace	painting
cushion	flowers	cage	candle	book case
coffee table	magazines	parrot	photo	books & cassettes
rug	cat	plant	clock	cassette player



(Watcyn-Jones & Howard-Williams, 2001, p. 73)

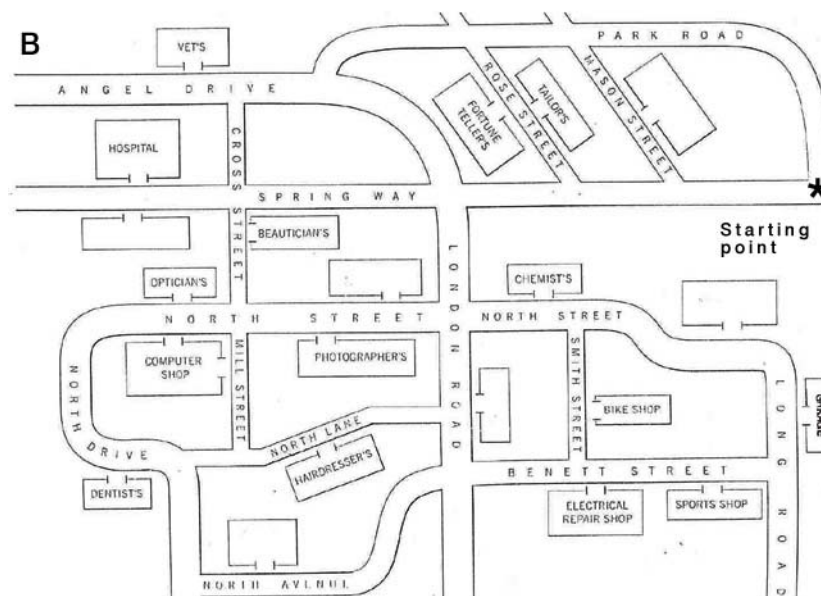
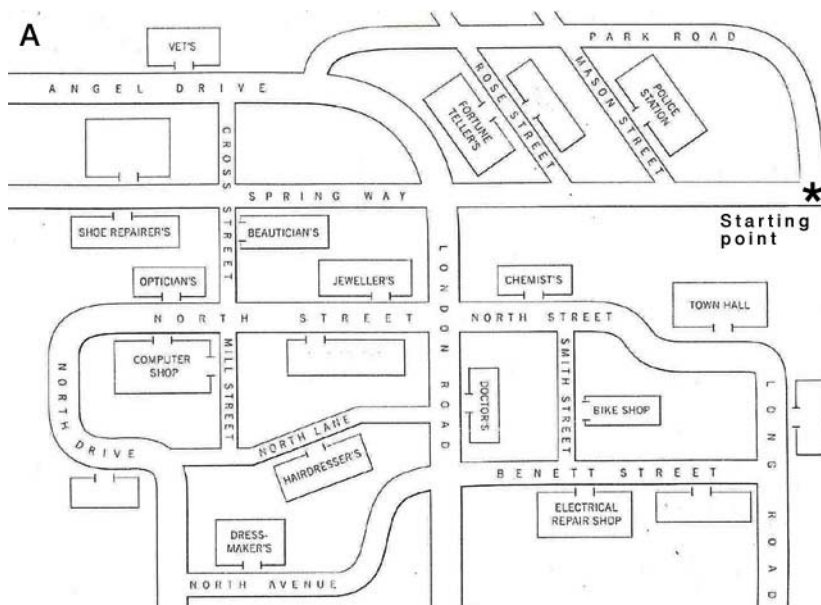
Information Gap

Giving Directions

Picture B

Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- dress maker's
- police station
- town hall
- doctor's



(Obee, 1999, p. 101)

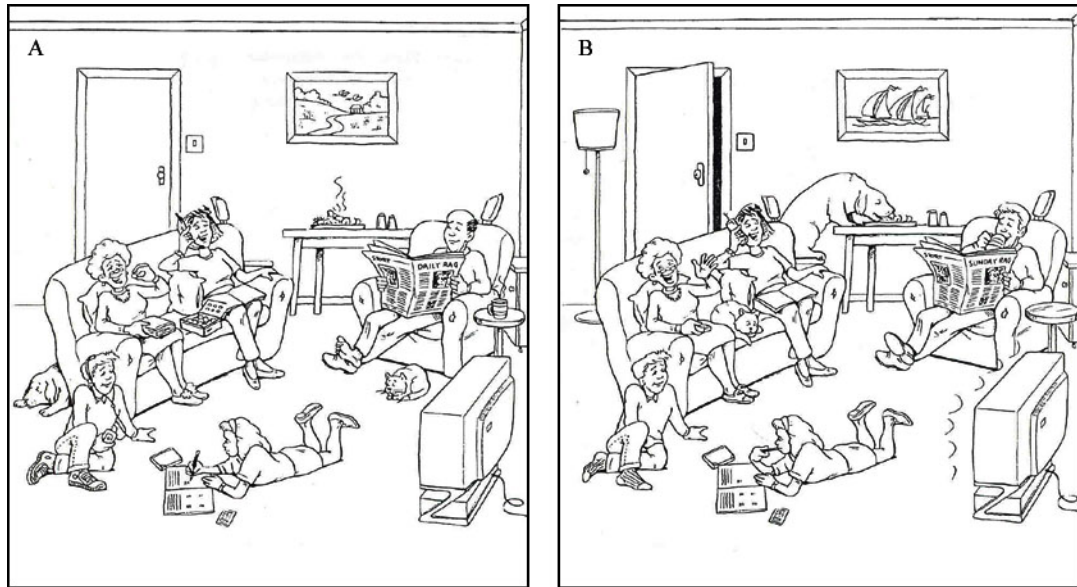
Student 7

If Question

If you were given an opportunity to be born again, in which country would you like to be born? Why?

Pictures – Find the differences

There are 13 differences between Picture 1 and Picture 2. Find at least 8 differences.



(Watcyn-Jones & Howard-Williams, 2001, pp.69-70)

Role-playing

Role Card A

Your friend has some visitors from a foreign country. Ask him/her questions about his/her visitors.

Find out about

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 8

Opinion Question

Suppose that you were married. Which household chores would you share/ or prefer doing?

Pictures- Grammar

Signs

Here is a picnic area. All these signs demonstrate the rules in the area. Say all the rules.



smoke



pay to park



light fires



pay cash



buy petrol



drink the water

(Beaumont, 1993, p. 144)

Giving Advice

There are 2 situations given in the following. Give advice for each situation.

1. I am fed up with your job. I don't like my colleagues and I'm bored with the work.
2. My boy/girlfriend has left me. I am very unhappy.

Role-playing

Role Card B

You have some visitors from a foreign country. One of your friends wonders who these people are and asks some questions about them. Answer his/her questions about these topics.

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 9

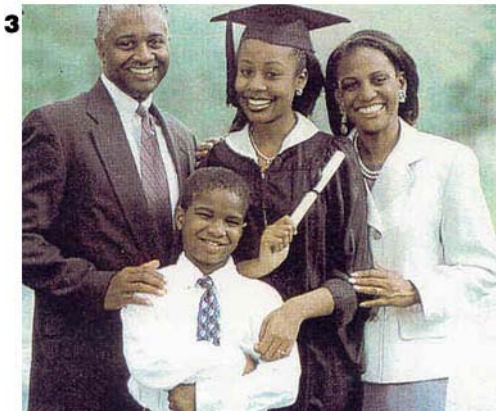
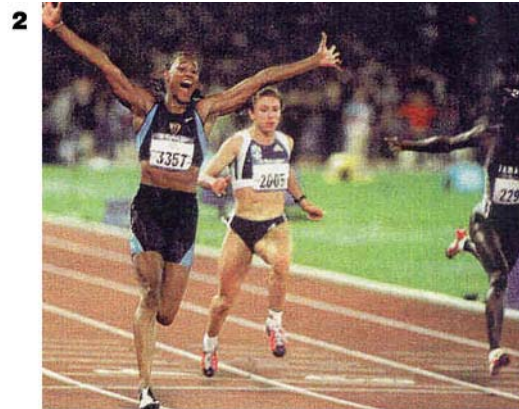
If Question

If you could read the private diaries of a famous person, who would that be? Why?

Pictures - Coloured Pictures

Describe each picture and say how these people's lives may change as a result of these events in the pictures.

Which person's life is going to change most as a result of the event?



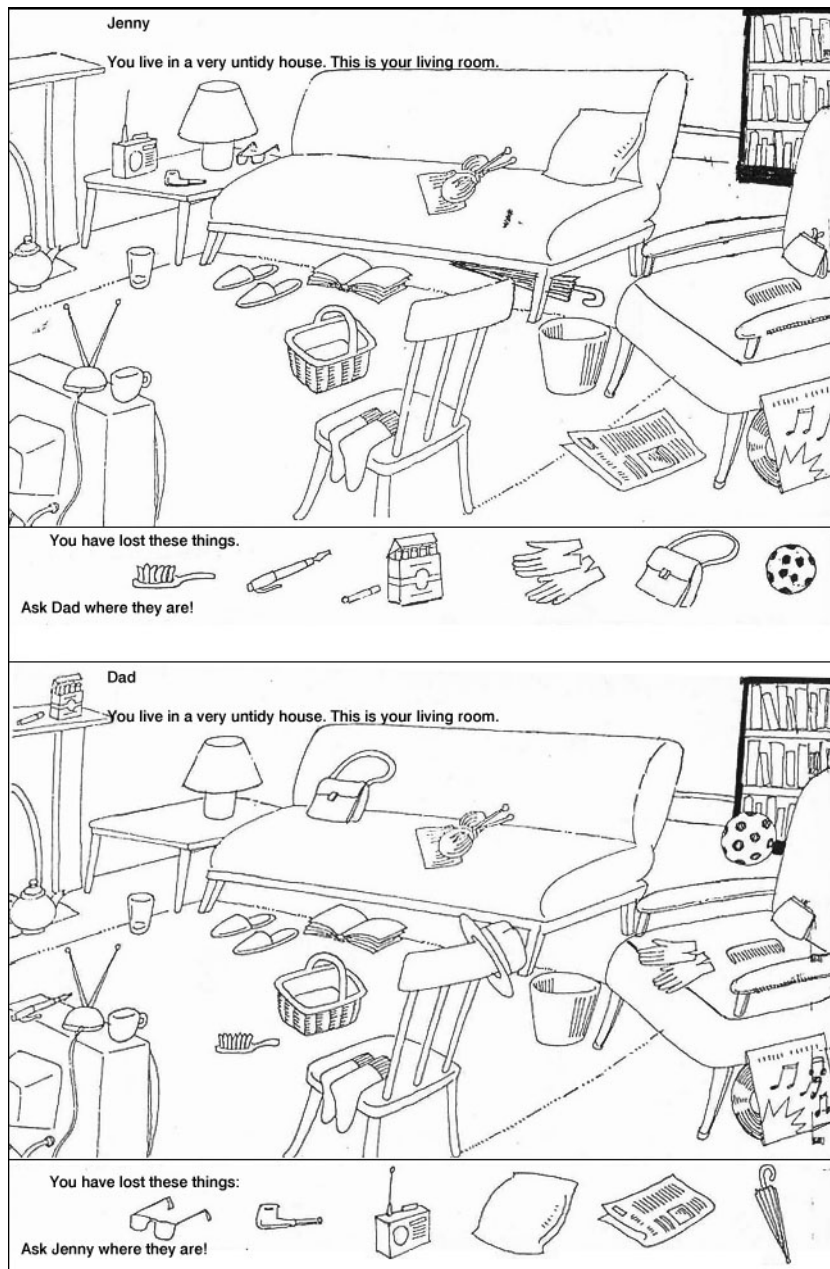
(Kenny & Sunderland, 2002, p.143)

Information Gap

Role Card A

You are Jenny. You have lost some of your things. Ask your dad where your things are.

- | | |
|-------------|--------------|
| ▪ hairbrush | ▪ bag |
| ▪ gloves | ▪ ball |
| ▪ pen | ▪ cigarettes |



(Hadfield, 1984)

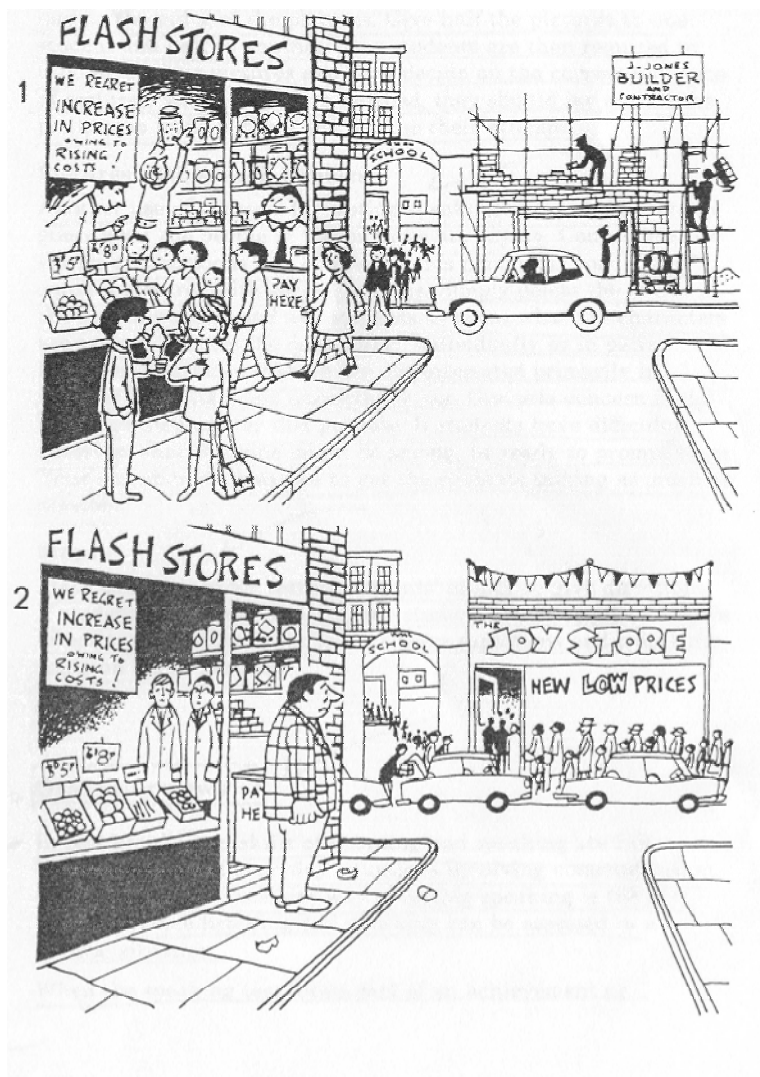
Student 10

Opinion Question

Do you think capital punishment is a good idea? Why or why not?

Pictures- Grammar

Compare two pictures using used to and present simple tense.



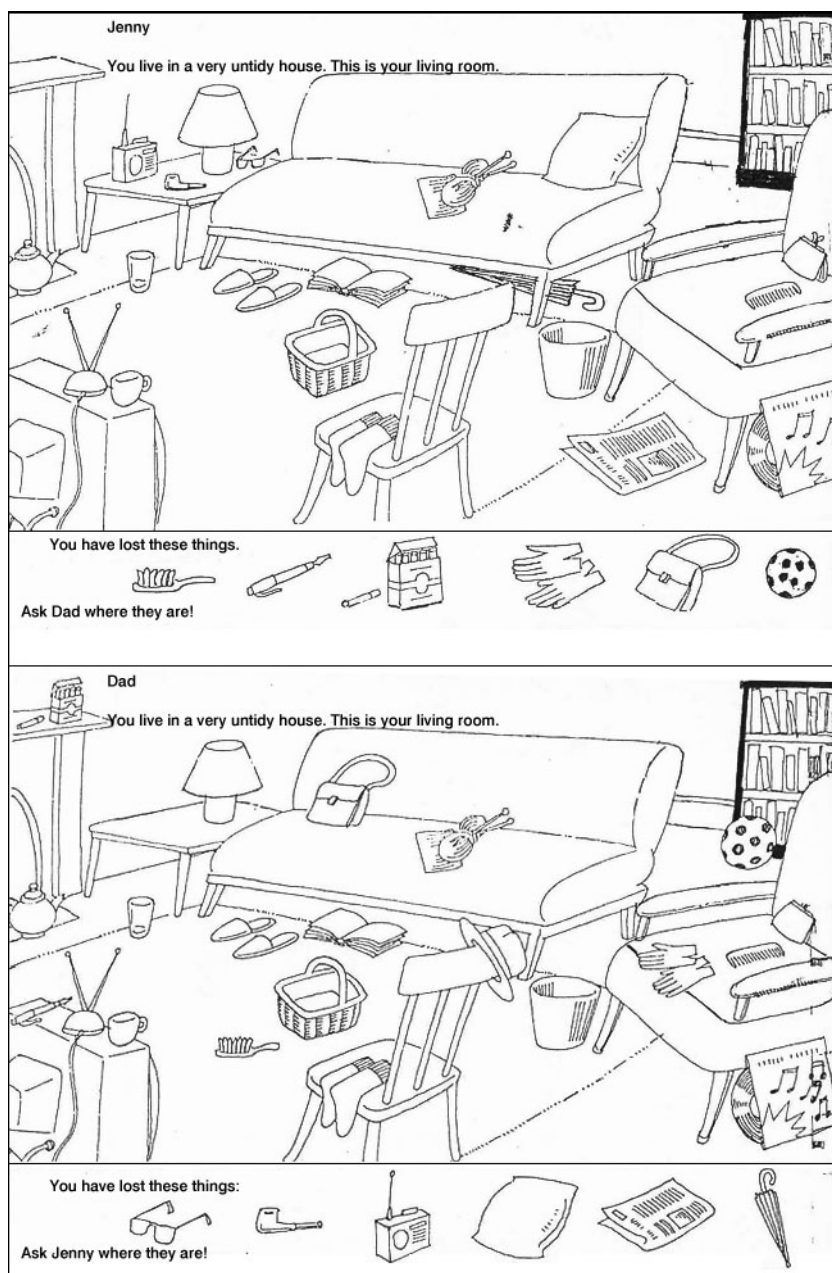
(Heaton & Brian, 1975, p.16)

Information Gap

Role Card B

You are Jenny's dad. You have lost some of your things. Ask Jenny where your things are.

- | | |
|-----------|-------------|
| ▪ glasses | ▪ newspaper |
| ▪ pipe | ▪ cushion |
| ▪ radio | ▪ umbrella |



(Hadfield, 1984)

Opinion Question

Pictures – Find the differences



(Oxenden, et al., 2000, p.199)

They are organizing a party and you are invited. Find out some information about the party. Find out about

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

Student 12

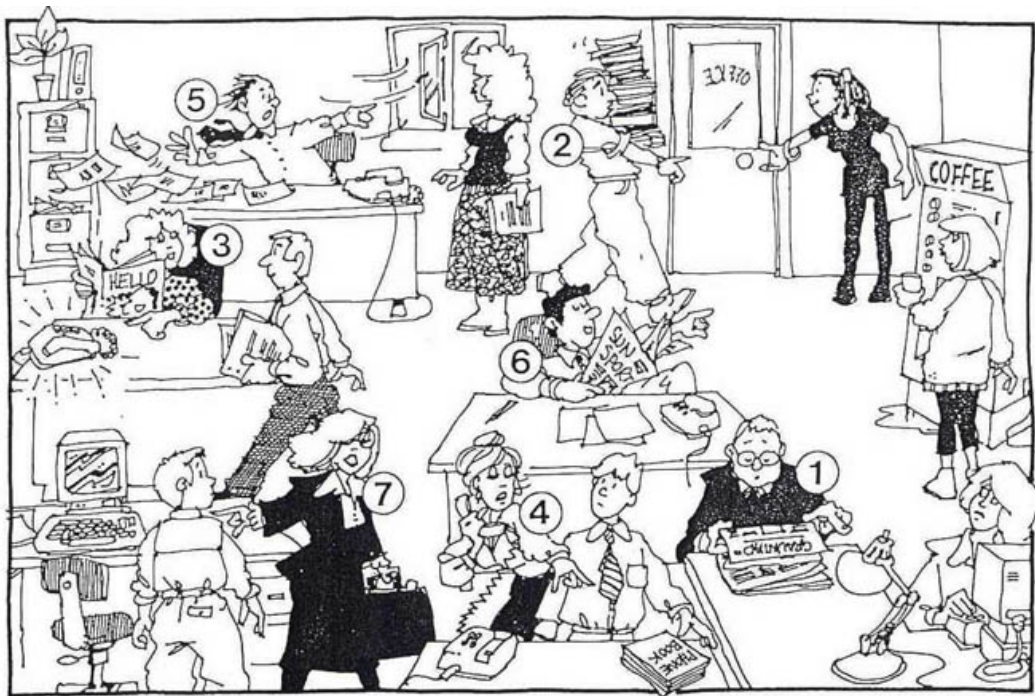
If Question

If you had the chance to be rich, famous, happy or very intelligent, which would you choose? Why?

Pictures- Grammar

Polite Requests

This is an office. People make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Role-playing

Role Card B

You are a member of the Youth Club at the University. The Youth Club is organizing a party and you have invited your roommate in the dormitory. S/He asks some questions about the party. Answer his/her questions about these topics.

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

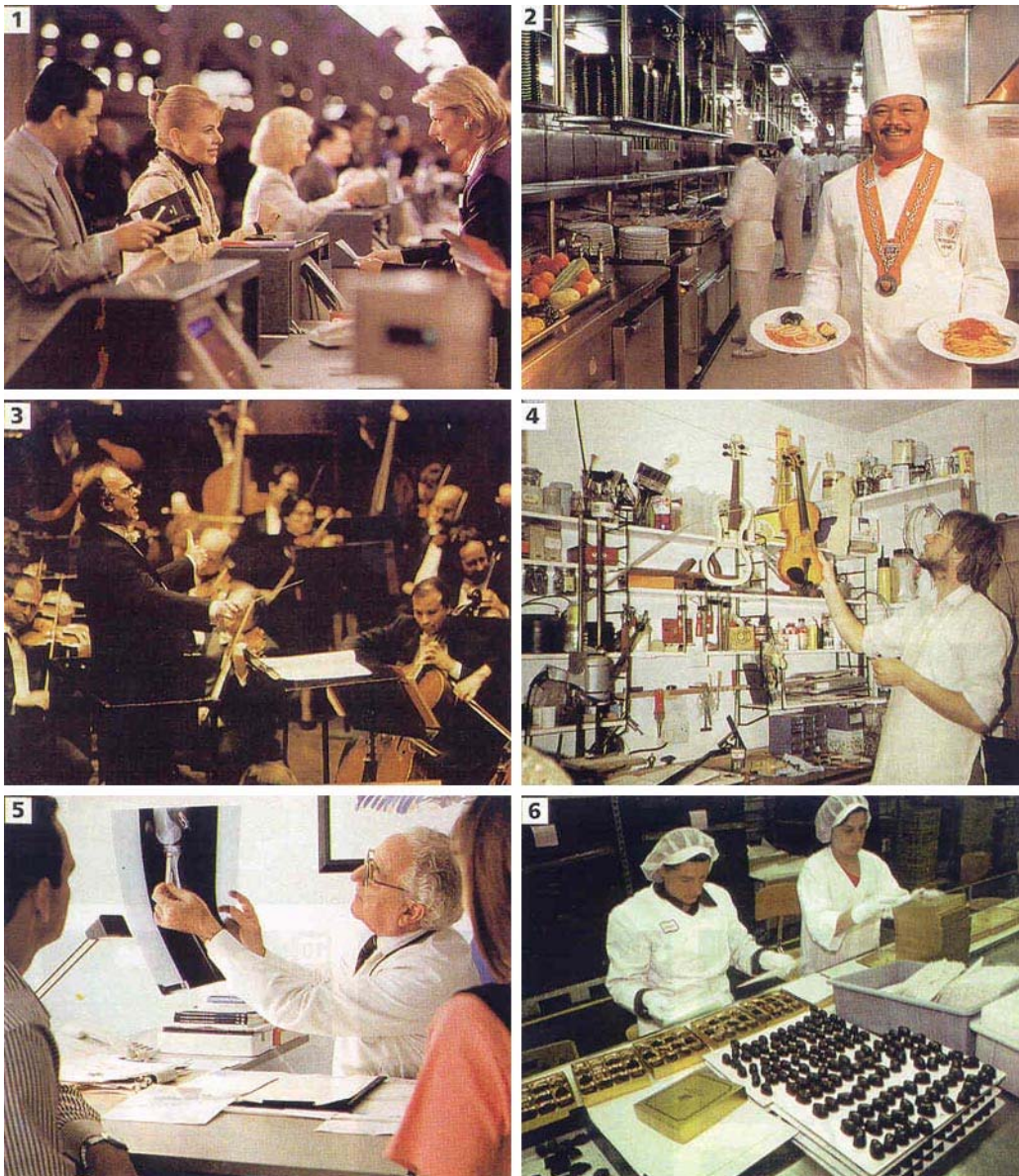
Student 13

Opinion Question

Would you ever marry someone that your parents didn't approve of?

Pictures - Coloured Pictures

Compare and contrast jobs (number 1, 2 and 3) in terms of money, working conditions and etc.



(Kenny & Sunderland, 2002, p. 148)

Information Gap

Role Card A

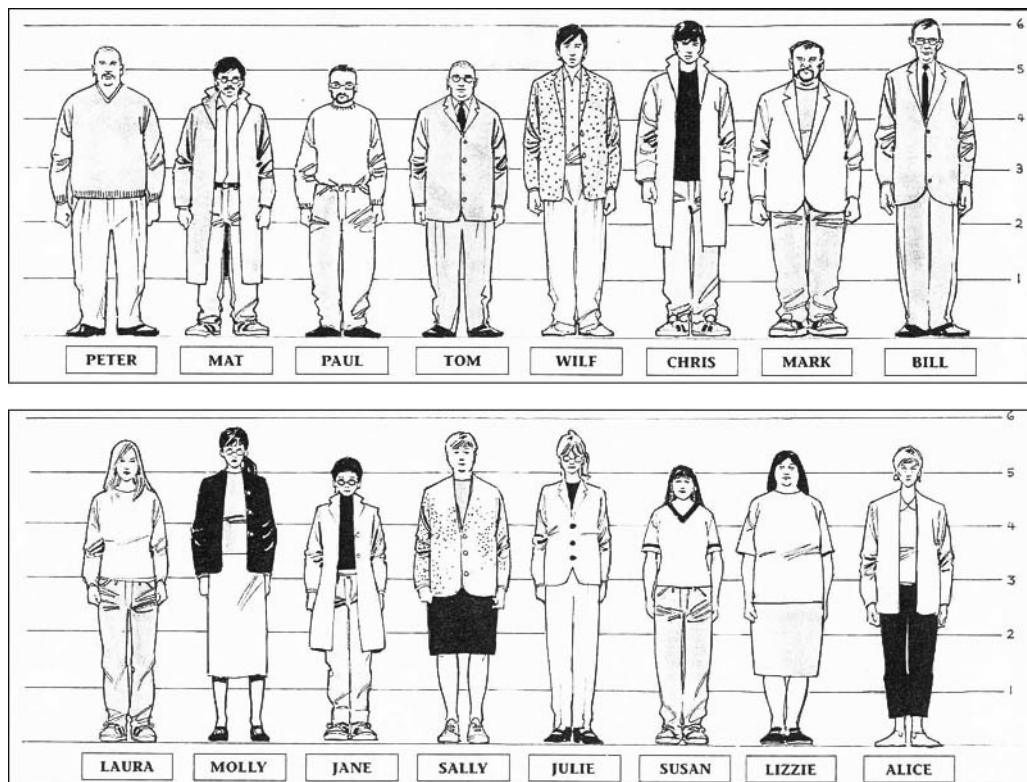
You're an eyewitness.

You were looking out of the window at night and saw a woman who killed a woman in the dark. You phoned the police and then went to police station as an eyewitness. Describe the murderer (Alice) to the police officer.

Role Card B

You're a police officer.

A person killed a woman in the dark. An eyewitness saw the murder and now s/he is waiting for you to describe the murderer. You have several photos of suspects in front of you. Find the murderer among the photos listening to the description of the eyewitness.



(Redston, 2001, p.150)

Student 14

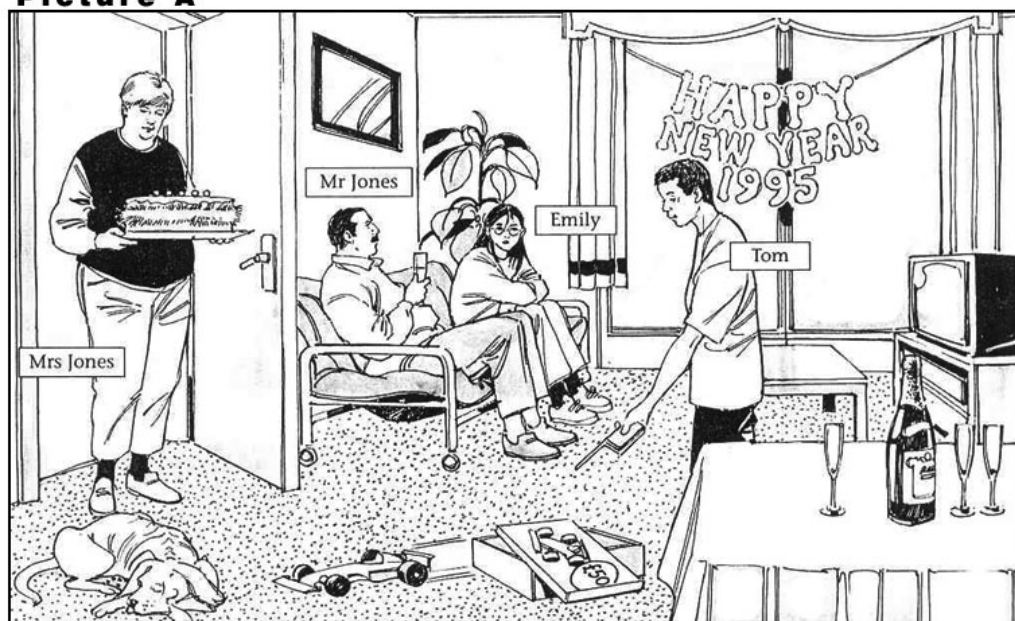
Opinion Question

Smoking should be banned in all public places. Do you agree? Explain with your reasons.

Pictures - Describing

Compare the people and things in Picture B with Picture A using comparative adjectives. There are 16 differences. You are supposed to tell at least 10 of the differences.

Picture A



Picture B



(Redston, 2001, p.145)

Information Gap

Role Card A

You're an eyewitness.

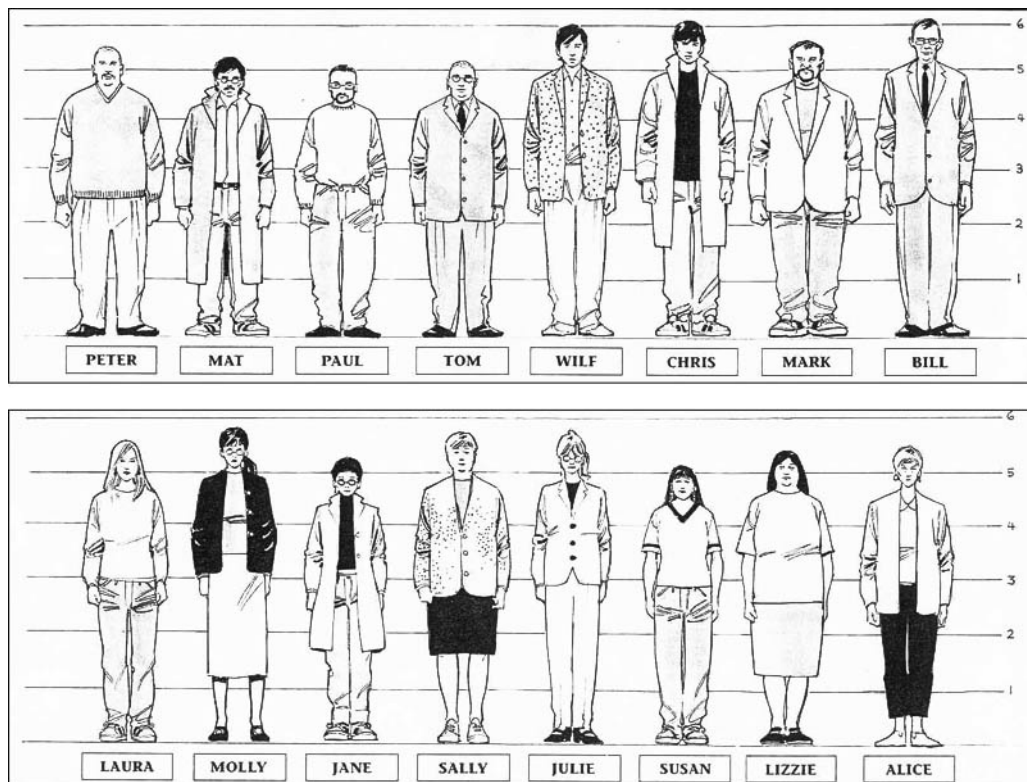
You were looking out of the window at night and saw a man who killed a woman in the dark. You phoned the police and then went to police station as an eyewitness.

Describe the murderer (Tom) to the police officer.

Role Card B

You're a police officer.

A person killed a woman in the dark. An eyewitness saw the murder and now s/he is waiting for you to describe the murderer. You have several photos of suspects in front of you. Find the murderer among the photos listening to the description of the eyewitness.



(Redston, 2001, p.150)

Student 16

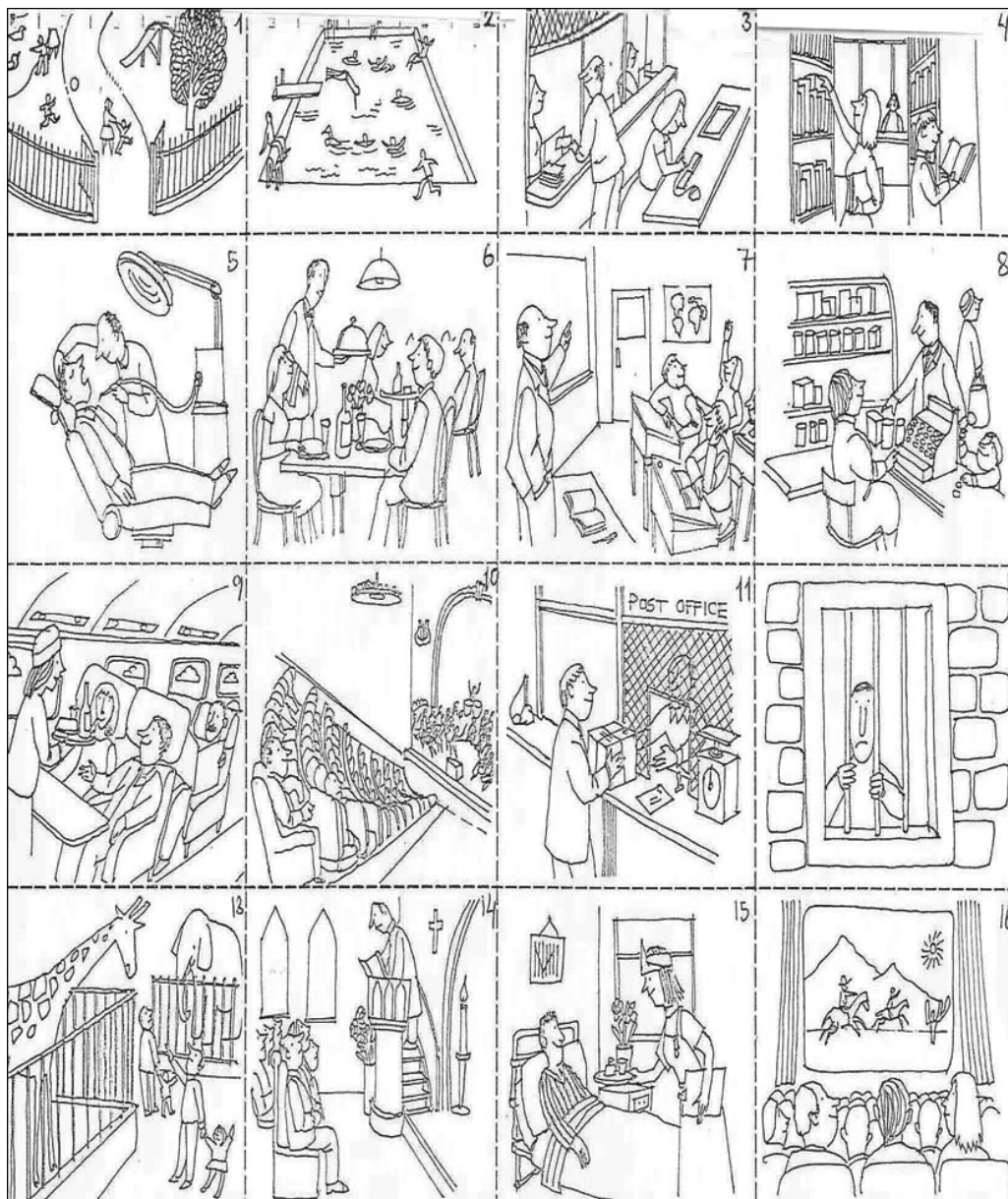
Opinion Question

Are you satisfied with the current social activities in your faculty? If not what kinds of facilities/ activities would you like to take part in?

Pictures - Grammar

Places

Define the places (number 4, 12, 13, 16) using a relative clause and a relative pronoun “where”.



(Hadfield, 1984)

Polite Requests

Make a polite request for each picture. Try to use a different structure for each request.



(Beaumont, 1993, p.152)

Role-playing

Role Card B

You have just returned from a holiday. You have met a close friend at a café. S/He asks some questions about your holiday. Answer his/her questions about these topics.

- | | |
|-----------------------------------|-------------------------------------|
| ▪ what her holiday was like | ▪ what the food/weather was like |
| ▪ where she went and for how long | ▪ with whom she went on her holiday |
| ▪ where she stayed | ▪ the form of transport |

Student 17

Opinion Question

Do you believe there is life on other planets? Why?

Pictures - Coloured Pictures

The pictures have something in common. What is it? What are the people in the pictures doing? Why are they doing this? Why are so tired?



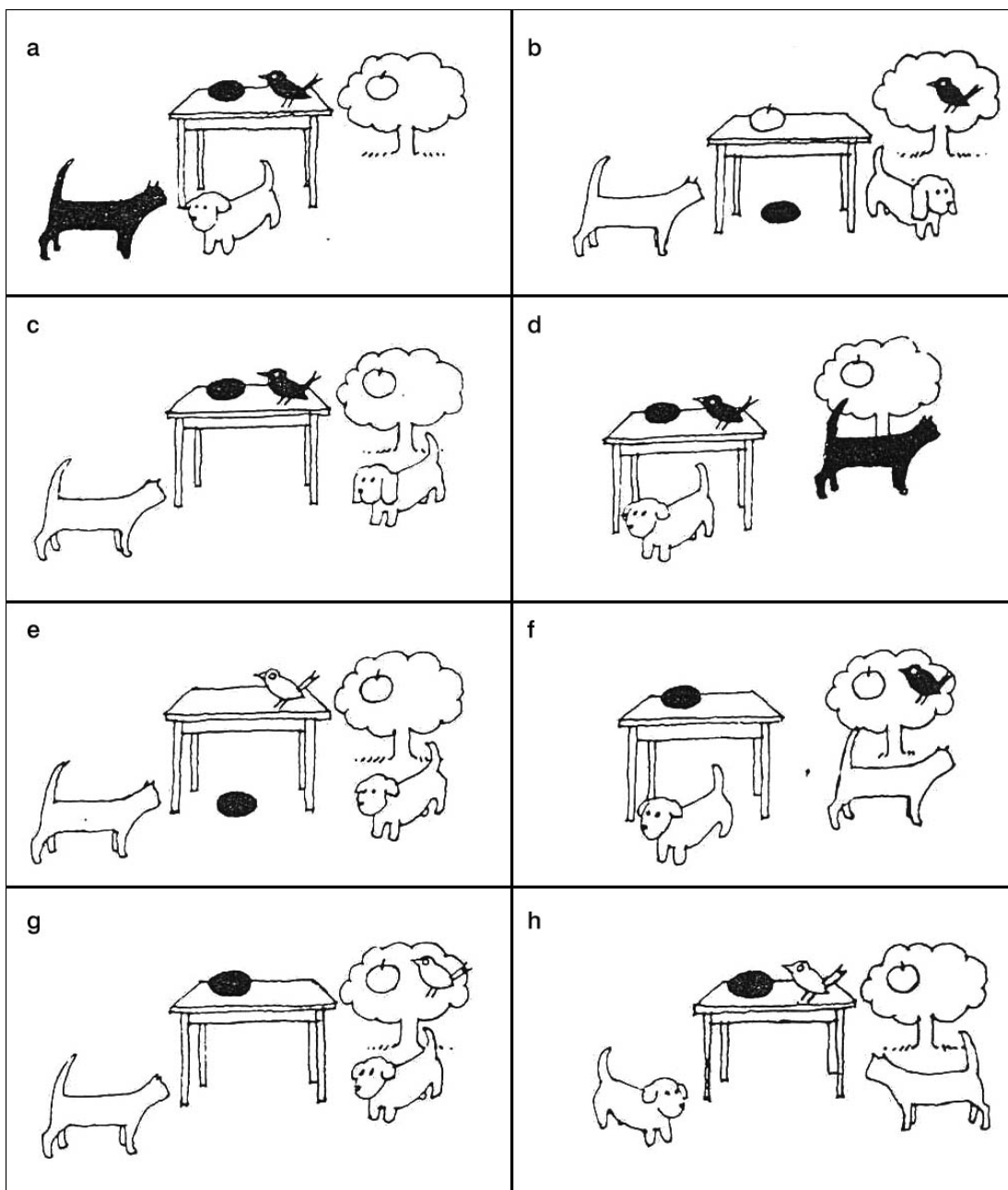
(Kenny & Sunderland, 2002, p.140)

Information-gap

Role Card A

You have eight pictures in front of you. Your partner has these pictures, too.

Describe Picture **d** to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Ur, 1989, p. 169)

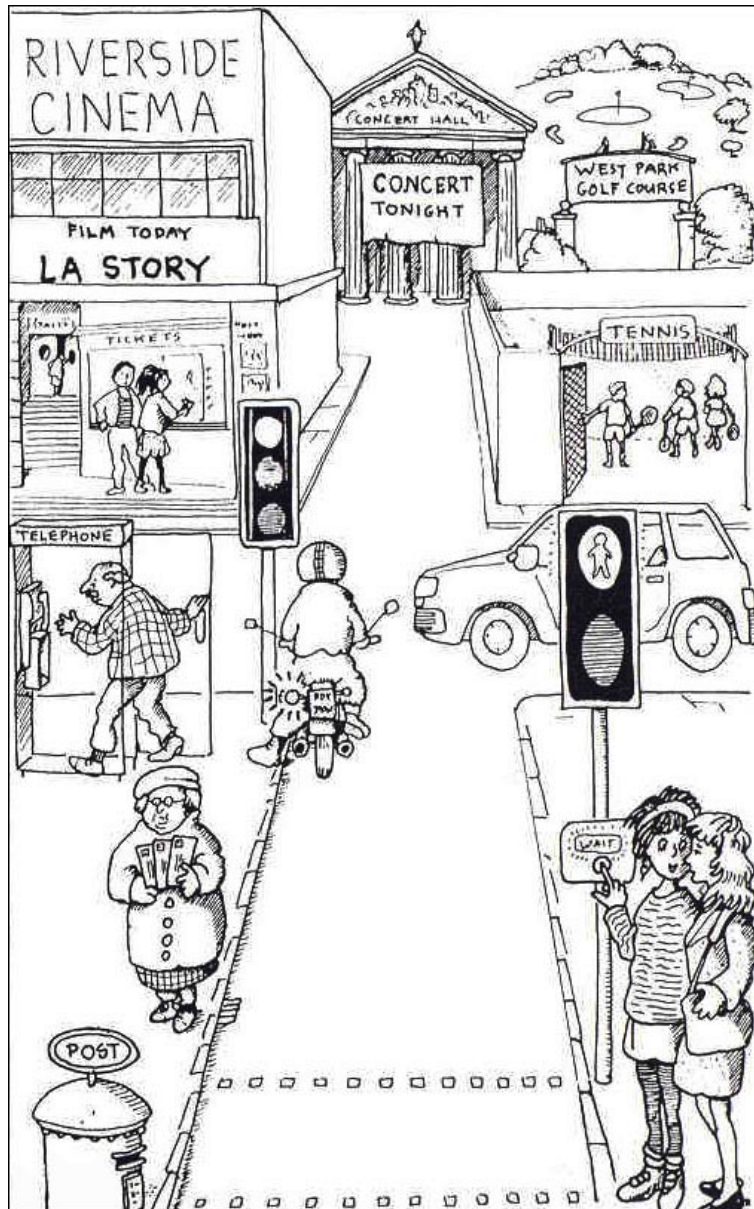
Student 18

Opinion Question

Do you think getting married means giving up freedom? Why?

Pictures- Describing

Tell what these people are going to do.



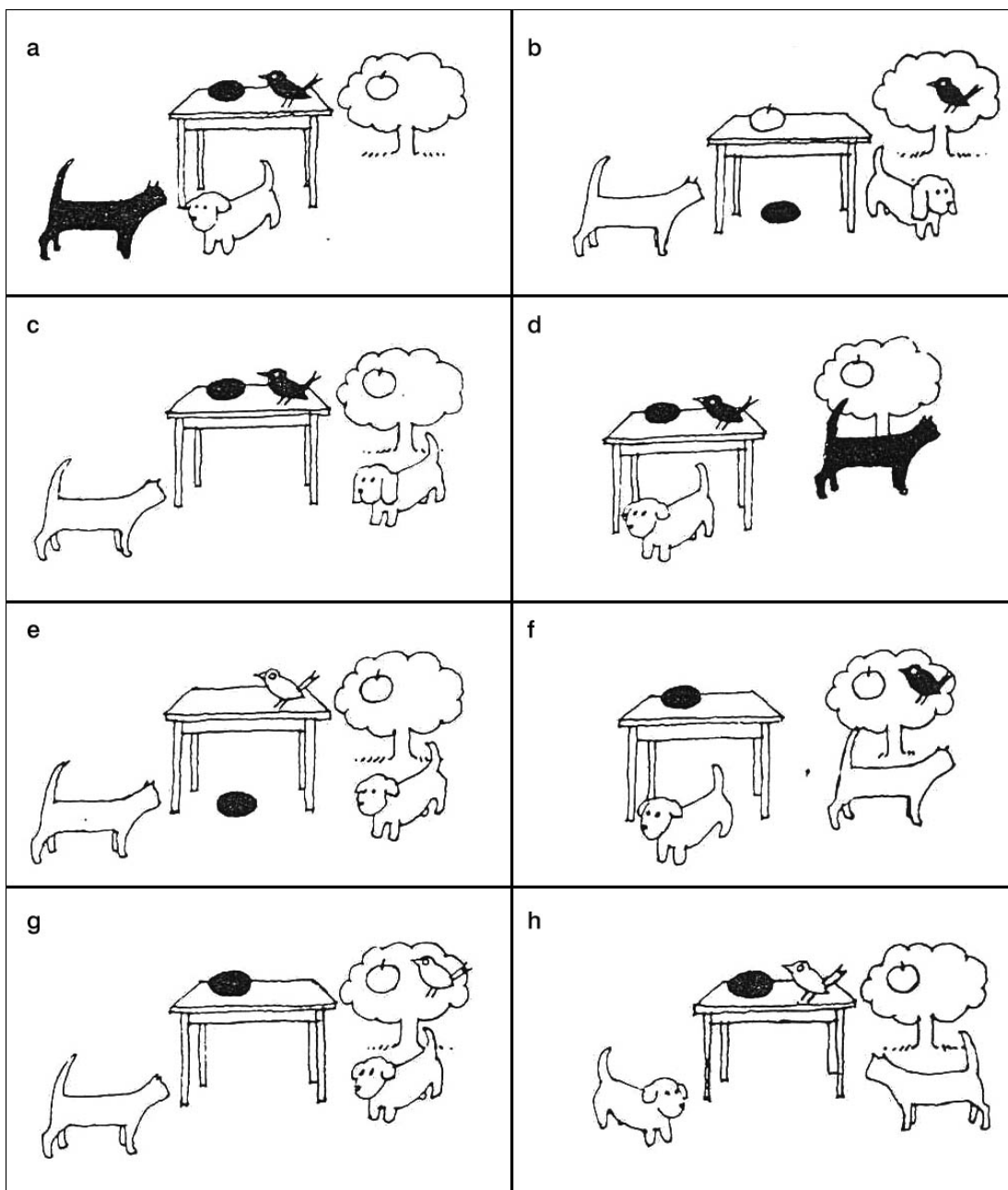
(Beaumont, 1993, p.121)

Information-gap

Role Card B

You have eight pictures in front of you. Your partner has these pictures, too.

Describe Picture **a** to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Ur, 1989, p. 169)

Student 19

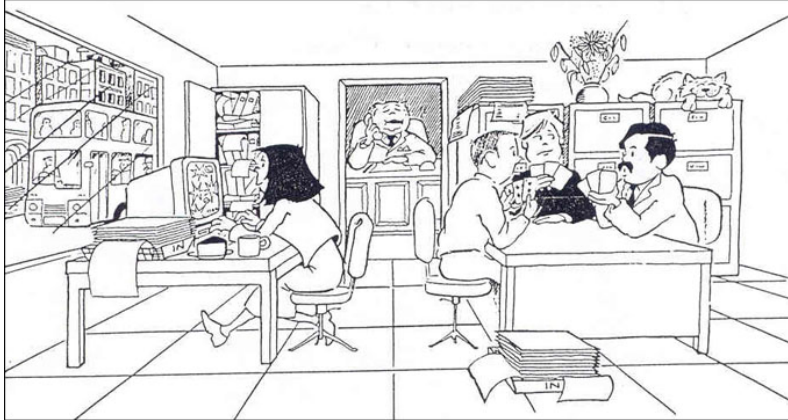
Opinion Question

Living in a city is better than living in the country. Do you agree? Explain with your reasons.

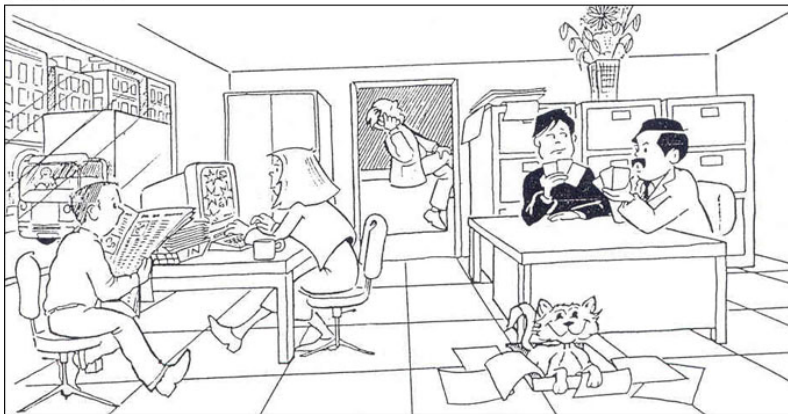
Pictures – Find the differences

There are 11 differences between Picture 1 and Picture 2. Find at least 8 differences.

Picture 1



Picture 2



(Howard-Williams et al., 2000, p.91)

Role-playing

Role Card A

Your friend has just seen a traffic accident. Find out some information about what happened. Find out about

- the time of the accident
- what s/he was doing
- how the accident happened
- where the accident took place
- the number of people injured
- the cause of the accident

Student 20

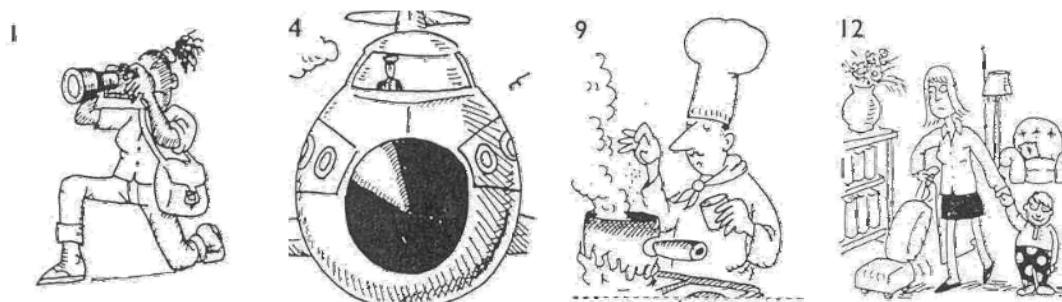
If Question

If you could change one aspect of your personality, what would that be?

Pictures-Grammar

Jobs

Describe the jobs (number 1, 4, 9, 12) using a defining relative clause and relative pronoun “who” or “whose”.



(Oxenden et al., 1999, p.153)

Giving Advice

There are 4 situations given in the following. Give advice for each situation.

6. I want to be famous.
7. I've put on weight recently and I don't feel fit.
8. I want to improve my English pronunciation.
9. I forgot my best friend's birthday yesterday.

Role-playing

Role Card B

You have just seen a traffic accident. Your friend is going to ask some questions about the accident. Answer his/her questions about these topics.

- | | |
|-----------------------------|---------------------------------|
| ▪ the time of the accident | ▪ where the accident took place |
| ▪ what you were doing | ▪ the number of people injured |
| ▪ how the accident happened | ▪ the cause of the accident |

Student 21

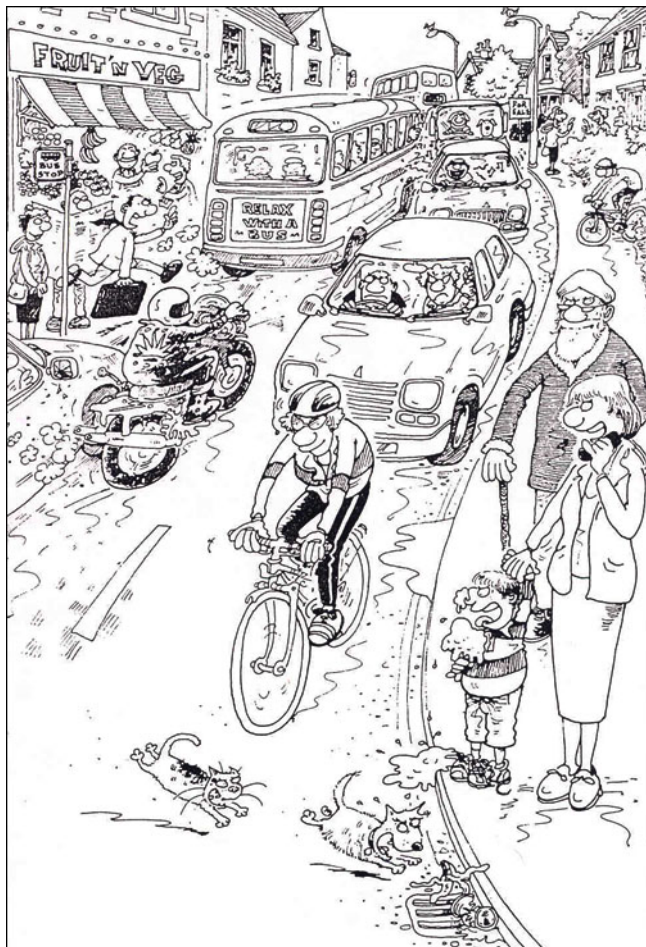
Opinion Question

English is an easy language to learn. Do you agree? Explain with your reasons.

Pictures - Describing

Answer the questions about the picture.

1. Why is the man who is running angry?
2. There is something wrong with the cat and the dog running. What is wrong?
3. Whom is the man in his car (on the left) angry with? Why?
4. How many forms of transport can you see in the picture?
5. What are the people at the bus stop doing?
6. Why may the couple in their car be angry?
7. Are there any shops in the picture? If yes, what kind of a shop is it?
8. What are the mother, her son and the old man going to do?
9. Are there any signs in the street?



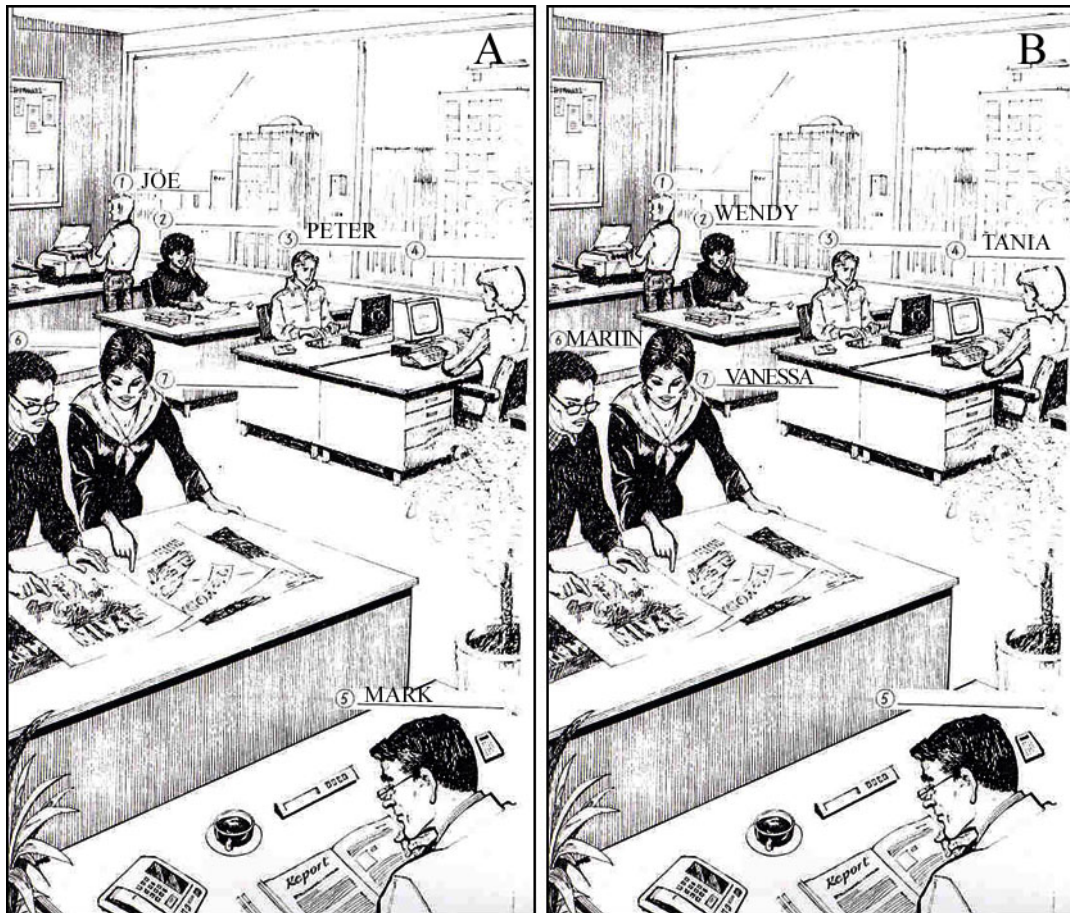
(Howard-Williams, 2001, p. 59)

Information-gap

Role Card A

You are Cheryl.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 22 (did not take the test)

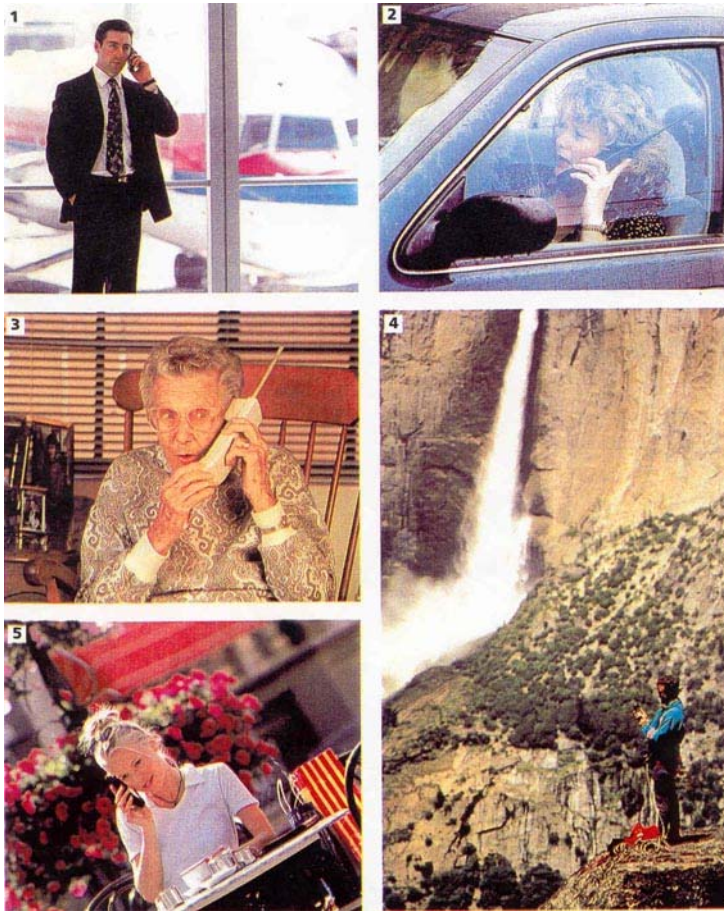
Question

Pictures - Coloured Pictures

These pictures show people using mobile phone. Describe each picture shortly.

What do you think they are using the phones for? /Who may these people be talking to on the phone?

For which person is the mobile phone most necessary/useful?



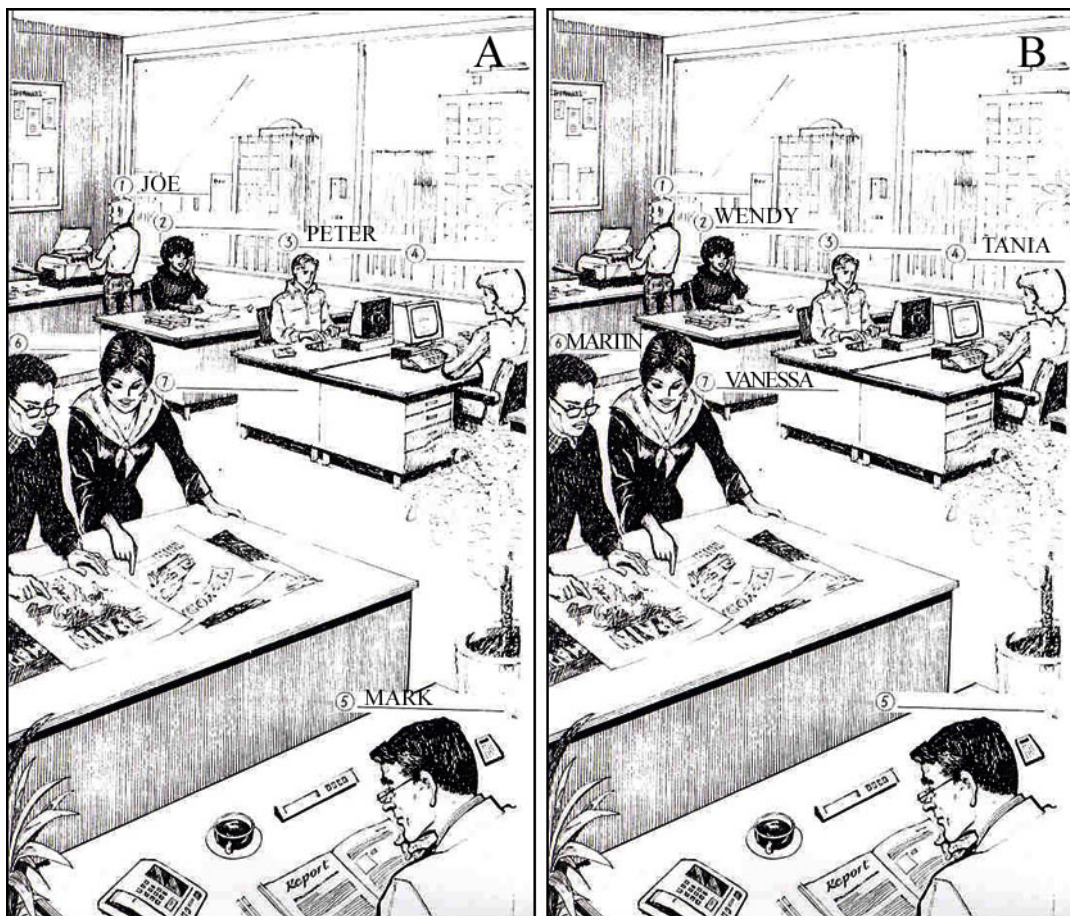
(Stanton & Morris, 2002, p. 134)

Information-gap

Role Card B

You are Darren.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

CHAPTER 4

SUGGESTED SPEAKING TESTS

4.0 Introduction

This chapter provides information about the suggested speaking tests. First of all, the phases of the suggested speaking tests and the techniques and materials used in the tests are defined. Afterwards, the suggested speaking tests administered are presented in detail.

4.1 Preparation

Before the speaking tests were prepared, the course books Cutting Edge Intermediate and Pre-Intermediate along with their syllabi were examined. The maps of the books can be seen in Appendix 7 and 8. The grammar points, vocabulary items and functions covered in the book were listed to prepare the tests. Pictures were found in line with the grammar points, vocabulary items and functions in the course books. Numerous books and some theses were scanned for role-playing and information gap questions. The content of the speaking test in line with the maps of the books is presented in Appendix 9.

4.2 Materials and Techniques used in Suggested Speaking Tests

The suggested speaking tests are a kind of achievement test which aims to test what was covered in Cutting Edge Pre-Intermediate and Intermediate. The students were assessed both individually and in pairs. First of all, these tests are criterion-referenced tests as the students are evaluated in terms of their performance. Second, these tests are discrete-point tests aiming to test speaking skills, but also

integrative due to the fact that the students need to listen to the raters so as to answer the questions asked and perform the tasks and read the instructions and task and role cards. 'Listening comprehension' is one of the criteria in the rating scale of this test. Last, they are regarded as direct tests because as Harmer (2003) state that a direct test item "asks candidates to perform the communicative skill which is being tested" (p.322). Harmer also describes the techniques which are also used in these speaking tests including oral interview, information-gap activity, role-playing activity and using pictures to compare and contrast as direct test item types (p. 326). Since the suggested speaking tests were direct, criterion-referenced and integrative tests, these tests were communicative tests as Davies state. (1995, pp.4-5)

There are mainly six techniques used in this test. These are oral interview (controlled interview), sentence construction, giving description/explanation, pictures, role-playing and information-gap.

The students were tested through a test of batteries as mentioned above. The test consisted of four parts. First of all, the students were asked to introduce themselves and asked a few questions about their hometown, family, where they live, hobbies, tastes and free time activities by the examiners. Secondly, they were expected to answer the question (if or opinion question) they have picked out. The lists of if questions and opinion questions are provided in Appendix 10 and 11. Next, they answered the questions about the picture(s) given in a file. Last, they had a pair work activity which was either an information-gap or a role-playing activity. The students were tested individually until the role-playing or information-gap activity. They were tested in pairs during the role-playing or information-gap activity.

Questions about the pictures can be categorized under four headings. The first one involves describing the picture given or answering the questions about the picture (named as 'Pictures-Describing' in the test). Secondly, the students are expected to find the differences between two pictures. (named as 'Pictures-Find the differences' in the test). Using certain grammar points about the given pictures is the third category (named as 'Pictures-Grammar' in the test). The last category requires comparing and contrasting the given pictures or finding what the pictures have in common along with describing each shortly (named as Pictures-Coloured Pictures in the test). Each student was given one of the categories mentioned above. Each group of questions were distributed equally to the students. Therefore, five students were asked the same category of questions.

One of each pair picked out an if question whereas the other took an opinion question out of a pile. Ten pairs had role-playing activities as the other ten had information-gap activities.

The tests administered aimed to evaluate informational and interactional routines. As mentioned before, description, comparison, and giving directions/explanation, presenting information are examples for informational routines while interviews and conversations are examples for interactional routines.

4.3 Administration

First of all, how many students would participate in the test was specified with the help of their teachers. A list of the students for each class was done. The lists were prepared randomly. Afterwards, the teachers told their students what time they should be at school. They were also provided with information about the test

and what grammar points, functions and vocabulary items they were responsible for. They had also the opportunity to see the rating scale before they did the test.

The test took a 4-hour class session for the three classes. Each student was assigned approximately ten minutes. A file was prepared for each student. The files included picture(s) and the instructions along with role-playing or information-gap activity. The instructions were posted on the pictures and role cards were provided for role-playing and information-gap activities. The students were taken to the place where the test was given in pairs and seated apart. And they were given the files and asked to pick out a question out of a pile. Afterwards, the raters asked whether they had comprehended what to do. If they had not, the raters explained clearly what they had been expected to do and gave them time to think about their answers to the questions.

The students were prompted by the raters whenever necessary. As Byrne (1991) and Harmer (2003) cite, the language teacher, at times, may need to help and lead the learners overtly who get lost and cannot think of what to say next or lose fluency (p.13, p.275). However, two students from different classes preferred not to talk during the exam, so they got zero from the speaking test.

4.4 Assessment and Evaluation

The learner-interviewer/assessor format was utilized in the tests as shown in the following figure. Three raters were involved in the test. One of them was the teacher of the class being tested and the others were the testers of Prep School. The raters assessed the students' performance while talking and listening to the students at the same time. In other words, they acted as both interlocutors and scorers. Two of

the raters, testers, had administered a speaking test before while the teachers of the classes had not had any experience in conducting a speaking test before.

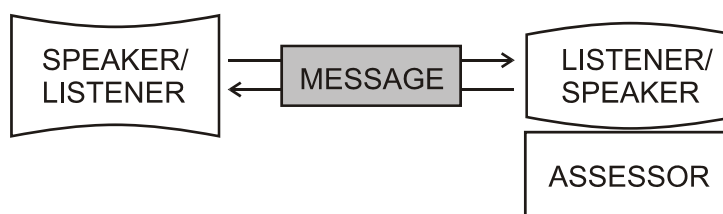


Figure 4.1 Learner-interviewer/assessor (Underhill, 1987, p. 28)

The performances of the students were assessed simultaneously. Analytic scoring system was used in the assessment process. The students were assessed in terms of fluency, relevance and adequacy of the content, grammar/accuracy, pronunciation, vocabulary and listening comprehension. The rating scale used during the speaking test is given in Appendix 12. Each category has 5 scales going from best to worst. Each rater assessed the students in two categories; fluency and content, grammar and comprehension, vocabulary and pronunciation. The raters had their own scoring sheets in front and they assessed the students after they left the class. The scoring sheets can be seen in Appendix 13.

The testers did not know the students, so they just rated the students in terms of their performances during the test. Nevertheless, their teachers knew their students' levels of English and participation in class. Despite this, the scores that all the raters assigned were approximately the same, which means that the teachers rated their students as objectively as possible. The students' grades are available in Appendix 14. The teachers commented after the test that some students were really successful in class and their levels of English were good, but they could not perform as well as they were expected probably due to test anxiety. The opposite case was

also observed by the teachers. Some of the students who did not participate in class were reported to perform better than they were expected.

After assessment, the scores given by the raters were multiplied by 20 in order to obtain grades out of 100. Next, the final score was calculated “by pooling and averaging the ratings given” by the three raters in the test as stated by Farhady et al. (1995, p.241). The grades of the students were announced one day after the test by their teachers. Before the announcement, the students were given questionnaires to fill in about the speaking test they had sat.

The grades of this speaking test are recorded as one of the grades of a quiz which is applied every week at Prep School, which was known by the students before the test. However, if this test had been a speaking test which affected the students’ passing or failing, half of the students would have failed and half would have passed. The reasons for the half who would have failed are, according to the results of the questionnaire, that the students had not taken a speaking test before and speaking activities were not often done in their classes.

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4.5 Suggested Speaking Tests

SET 1 (CLASS D3)

Student 1

If Question

If money was no object, what three things would you like to own or buy?

Pictures - Coloured Pictures

Compare and contrast these jobs in the pictures in terms of money, working conditions and etc. If you needed a part-time job, which one would you prefer? Why?



(O'Connel, 2000, p.138)

Role-playing

Role Card A

You're a mother.

You are a working mother. You have a daughter aged 4 and a son aged 11. You're interviewing candidates for a job as a babysitter. Ask questions about these topics and answer her questions.

- | | |
|--------------|--|
| ▪ age | ▪ her available days and hours |
| ▪ experience | ▪ whether she can cook |
| ▪ education | ▪ whether she can help with your daughter's homework |

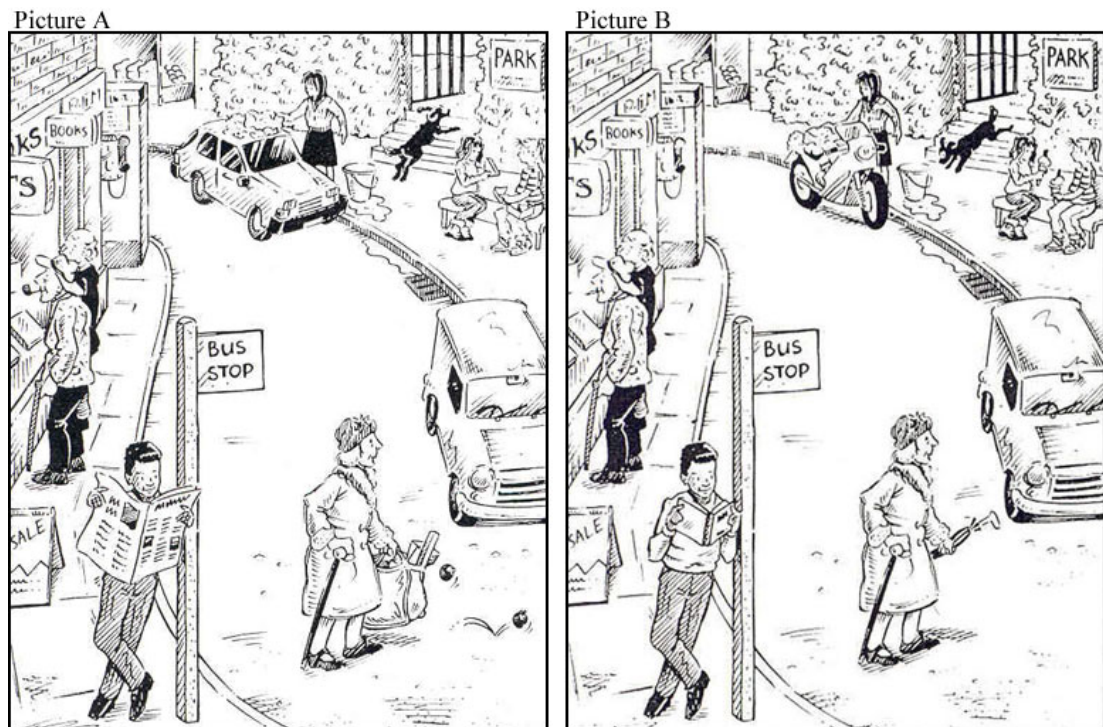
Student 2

Opinion Question

There are certain jobs that are not suitable for women. Do you agree? Explain with your reasons.

Pictures – Find the differences

There are 6 differences between Picture A and Picture B. Find all the differences.



(Beaumont, 1993, pp.84-85)

Role-playing

Role Card B

You are a candidate.

You are a university student. You have two sisters and a brother. You are a candidate who is going to an interview for a job as a babysitter. Answer the interviewer's questions and ask the necessary questions.

- how many children she has
- gender and age of the children
- what she wants you to do
- which days and for how long she needs you
- the pay

Student 3

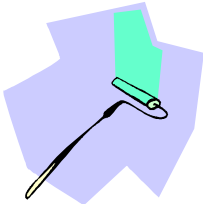
Opinion Question

What problems might you have in the beginning if you go to stay in another country?

Pictures- Grammar

Objects

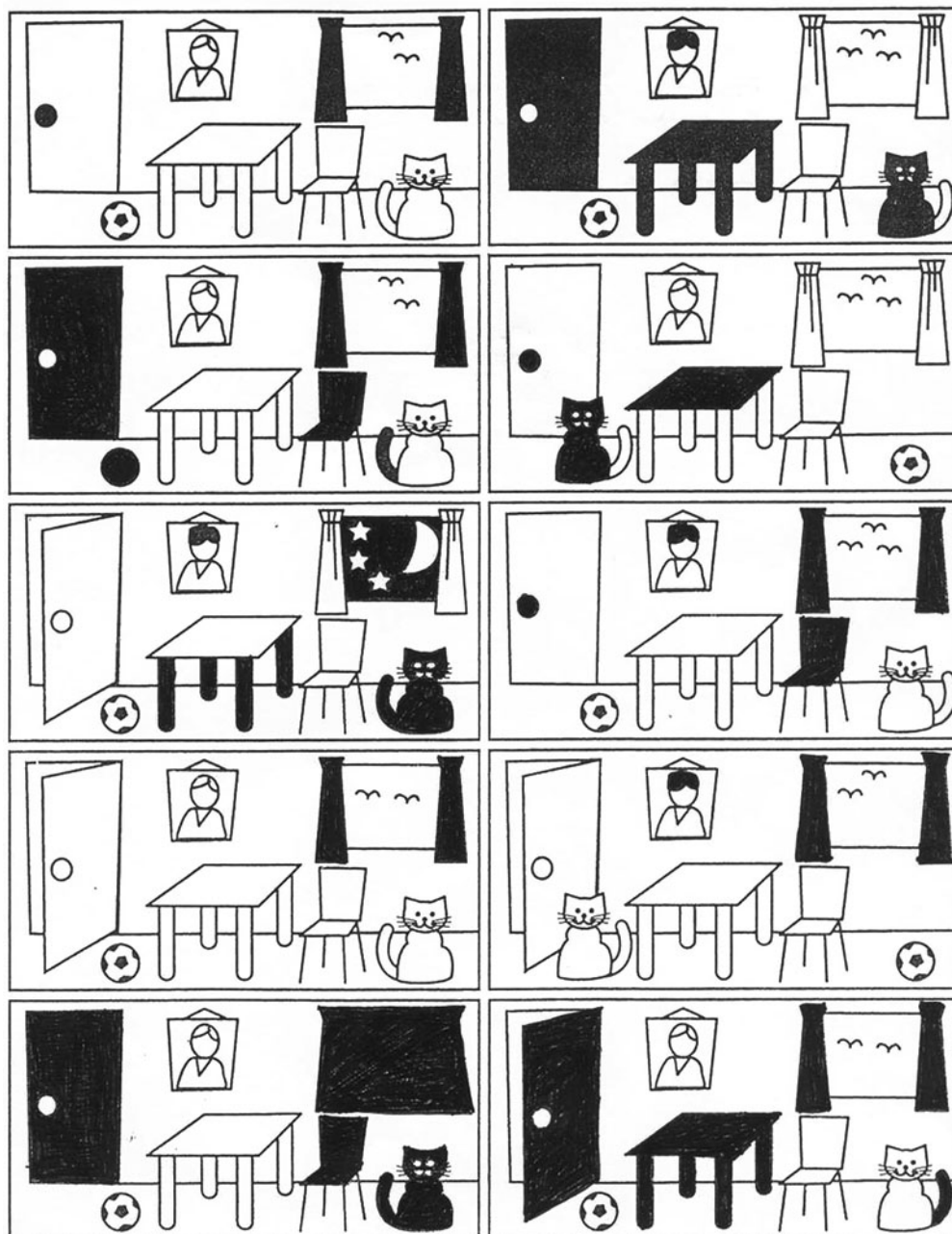
Define the objects (number 2, 3, 4, 6) using a relative clause and a relative pronoun “which” or “that”.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 

Information Gap

Role Card A

You have ten pictures in front of you. Your partner has these pictures, too. Select one of them and describe it to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Seligson, 1997, p.88)

Student 4

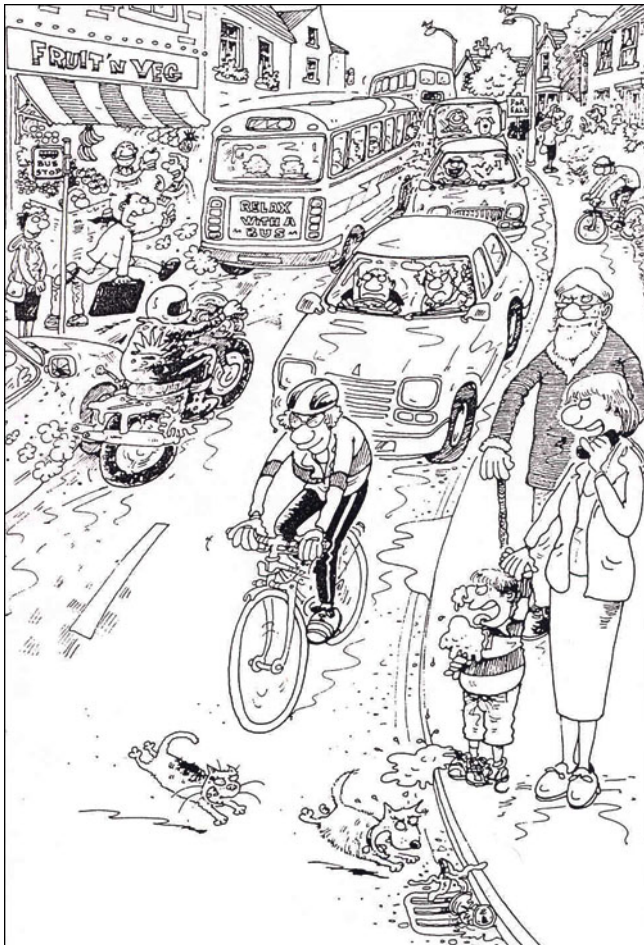
Opinion Question

If you could change one event in the history, what would that be? Why?

Pictures - Describing

Look at the picture and answer the questions about the picture.

1. Why is the man who is running angry?
2. There is something wrong with the cat and the dog running. What is wrong?
3. Whom is the man in his car (on the left) angry with? Why?
4. How many forms of transport can you see in the picture?
5. What are the people at the bus stop doing?
6. Why may the couple in their car be angry?
7. Are there any shops in the picture? If yes, what kind of a shop is it?
8. What are the mother, her son and the old man going to do?
9. Are there any signs in the street?

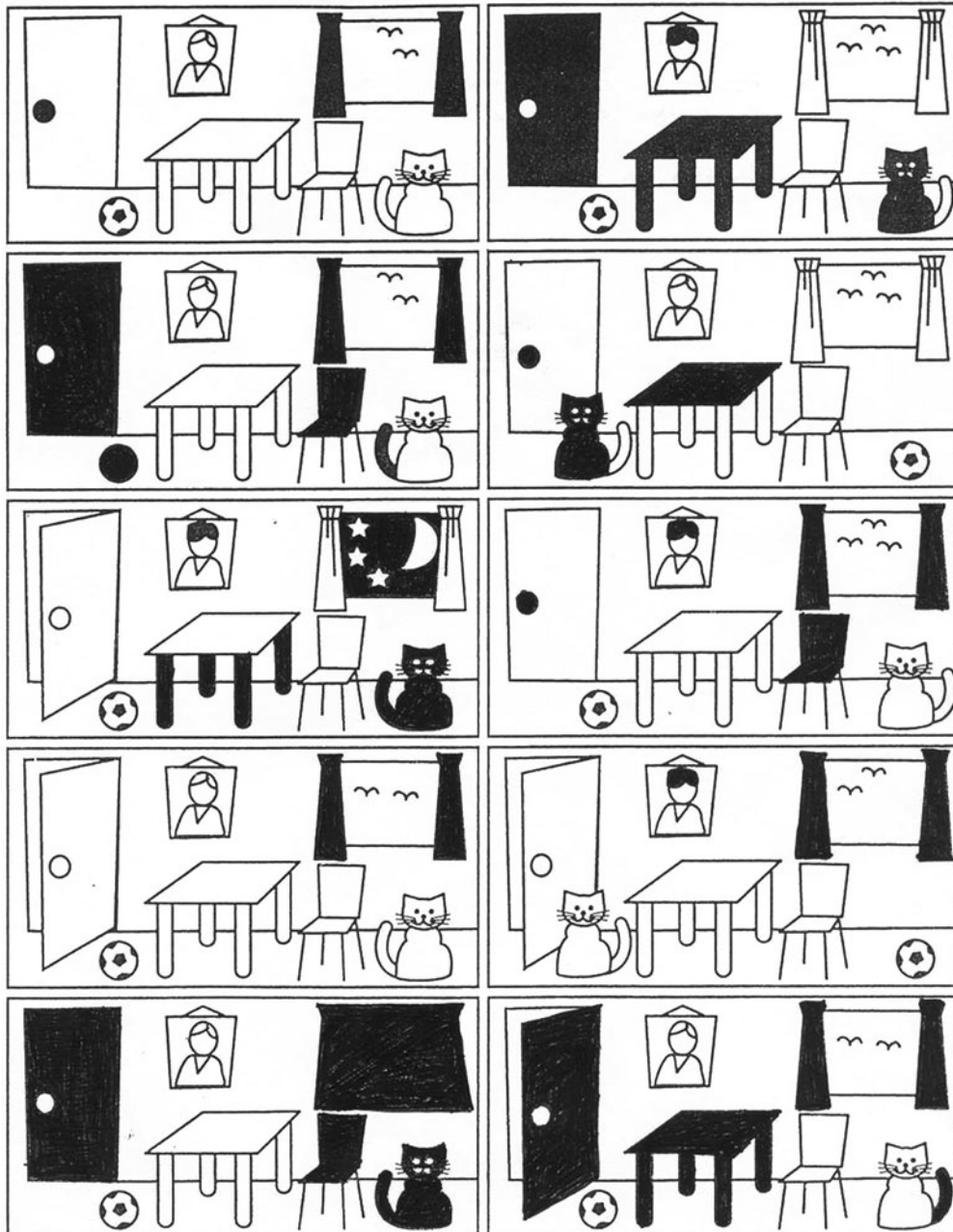


(Howard-Williams, 2001, p. 59)

Information Gap

Role Card B

You have ten pictures in front of you. Your partner has these pictures, too. Select one of them and describe it to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Seligson, 1997, p.88)

Student 5

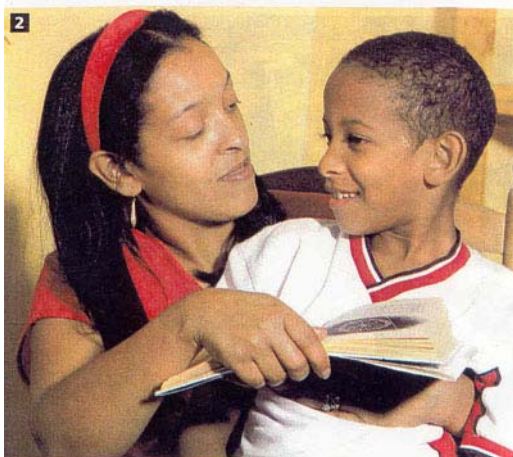
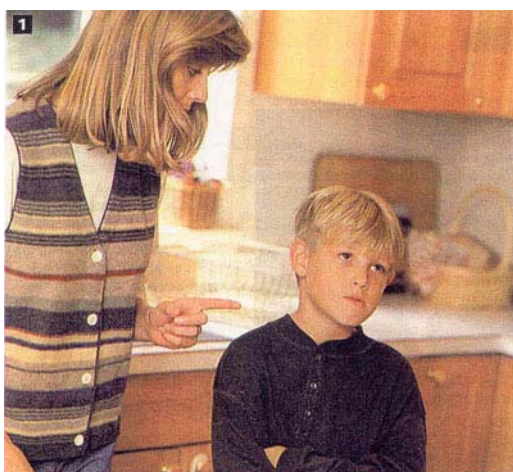
Opinion Question

It is better to stay single than get married. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

Compare and contrast these photos and say how these people are feeling about each other. Did you often get into trouble as a child? What kind of things did you do?

How did your parents react to you?



(Kenny & Luque-Mortimer, 2000, p.152)

Role-playing

Role Card A

A friend returned from a holiday two days ago. You have met him at a café. Find out some information about his/her holiday. Find out about

- | | |
|-----------------------------------|-------------------------------------|
| ▪ what her holiday was like | ▪ what the food/weather was like |
| ▪ where she went and for how long | ▪ with whom she went on her holiday |
| ▪ where she stayed | ▪ the form of transport |

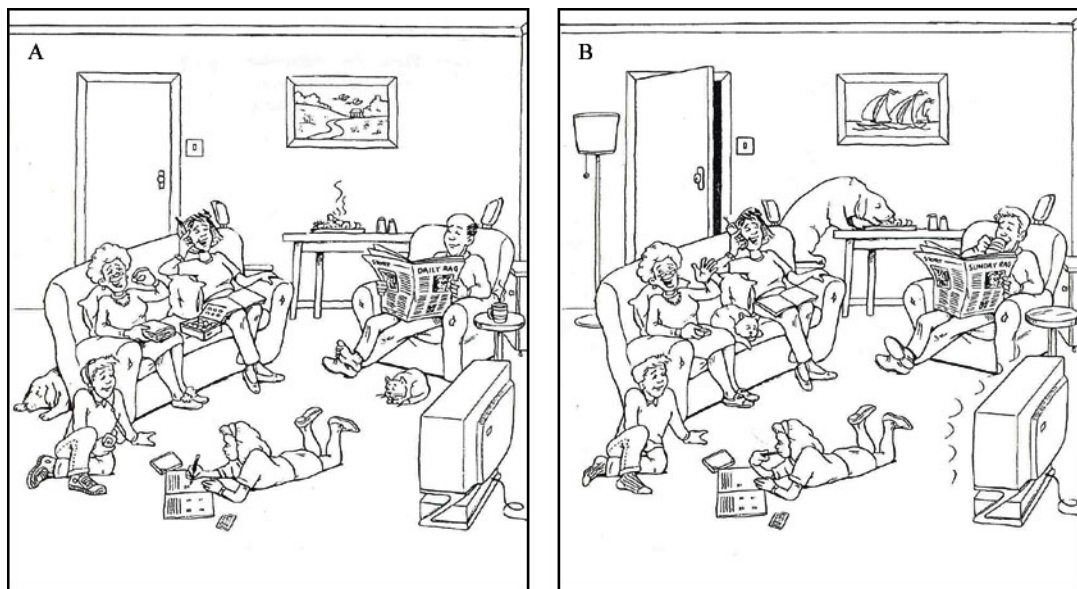
Student 6

If Question

If you could have a job in the world, what would you choose? Why?

Pictures – Find the differences

There are 14 differences between Picture A and B. Find at least 10 differences.



(Watcyn-Jones & Howard-Williams, 2001, pp.69-70)

Role-playing

Role Card B

You have just returned from a holiday. You have met a close friend at a café. S/He asks some questions about your holiday. Answer his/her questions about these topics.

- what your holiday was like
- where you went and for how long
- where you stayed
- what the food/weather was like
- with whom you went on her holiday
- the form of transport

Student 7

Opinion Question

Marriages work best when couples are from the same background, race and religion.

Do you agree? Explain with your reasons.

Pictures- Grammar

Giving Advice

There are 3 situations given in the following. Give advice for each situation.

1. I forgot my best friend's birthday yesterday.
2. I am fed up with my job. I don't like my colleagues and I'm bored with the work.
3. My boy/girlfriend has left me. I am very unhappy.

Objects

Define the objects (number 2, 8, 12) using a relative clause and a relative pronoun "which" or "that".

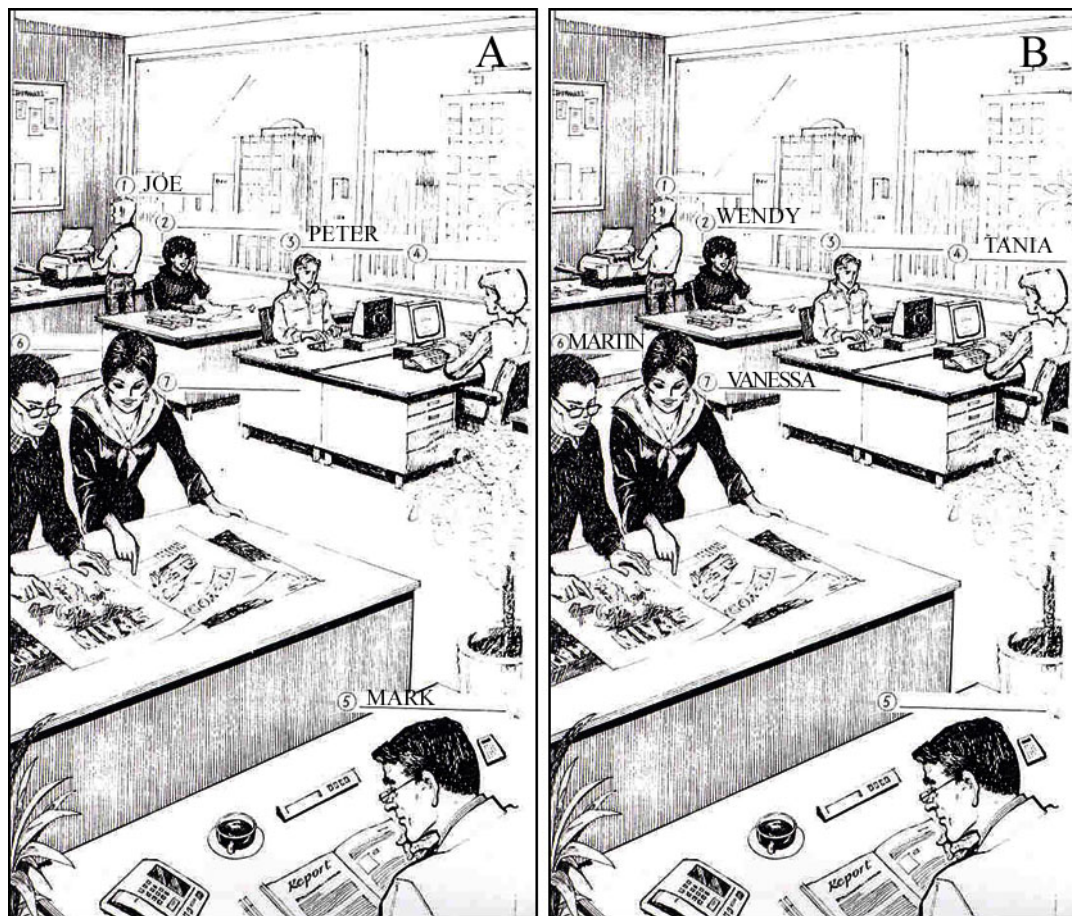


Information Gap

Role Card A

You are Cheryl.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 8

If Question

If you were given three wishes (all of which would come true), what would you wish for?

Pictures - Describing

This picture was taken when I was a baby. It was taken 15 years ago. The people in the picture are my family. My mother/father starts to describe what they were doing at the time the picture was being taken. You are my mother/father describing the people in the picture.



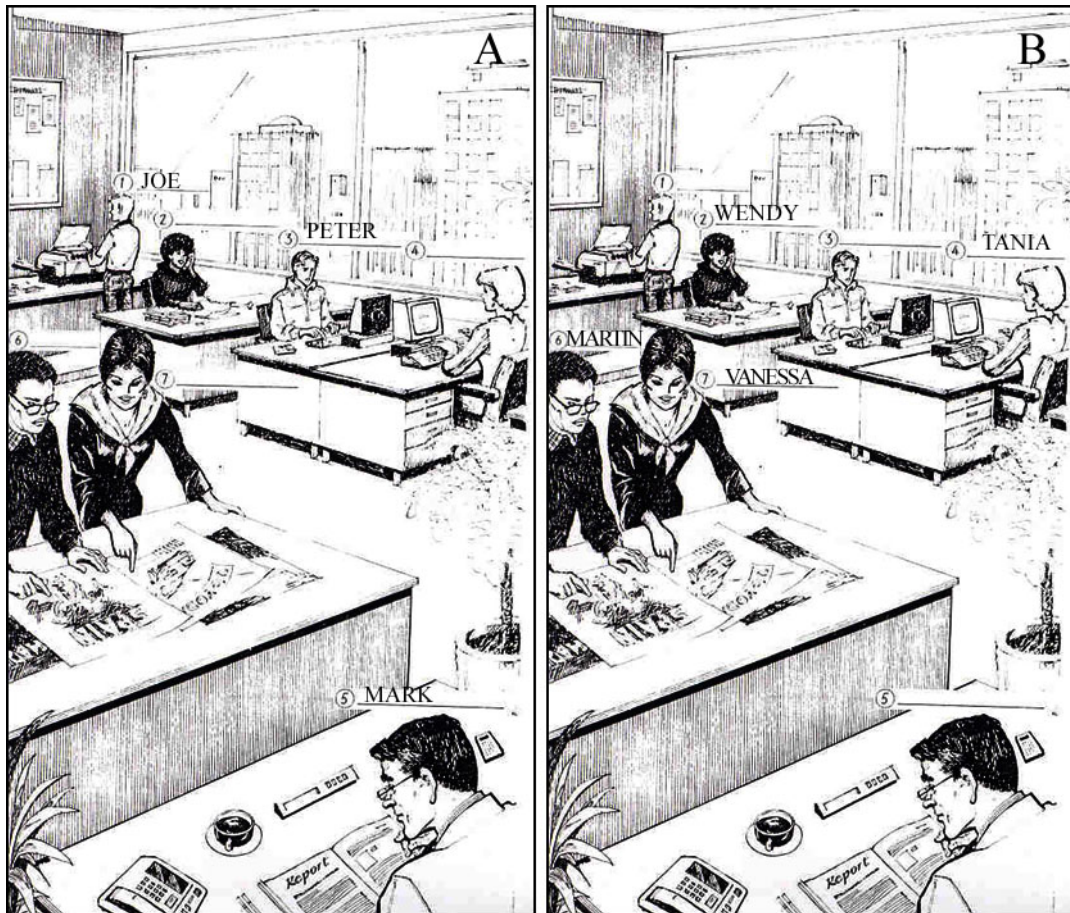
(Ur, 1989, p.201)

Information-Gap

Role Card B

You are Darren.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 9

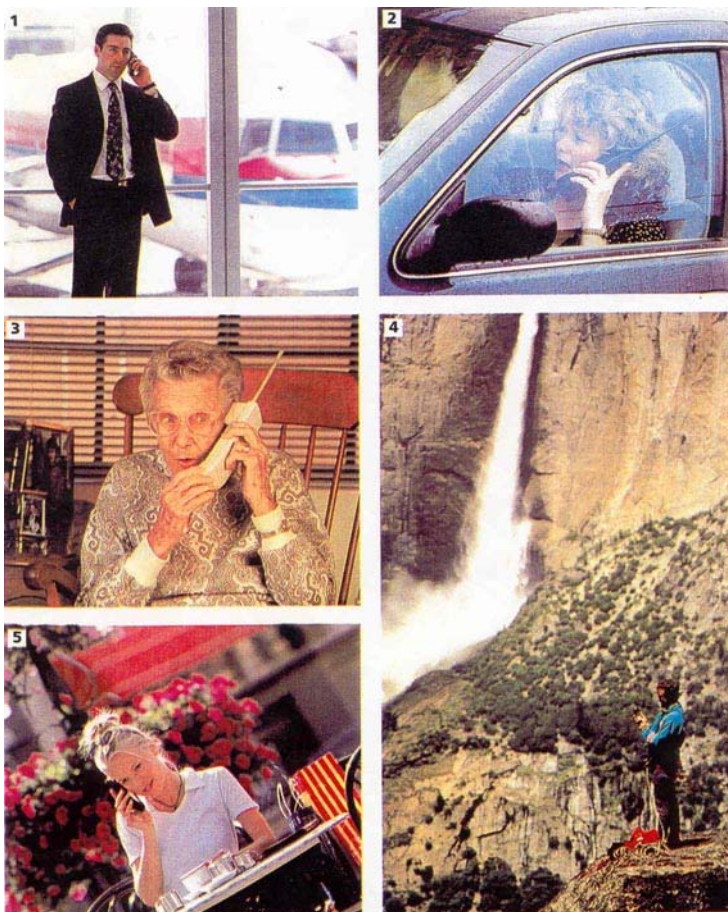
Opinion Question

All schools should let children wear whatever they want. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

These pictures show people using mobile phone. Describe each picture shortly.

What do you think they are using the phones for? /Who may these people be talking to on the phone? For which person is the mobile phone most necessary/useful?



Role-playing

(Stanton & Morris, 2002, p. 134)

Role Card A

You are going to one of your friend's hometown on business. You want to learn something about the place where you will stay for a week. Find out some information about that place. Find out about

- | | |
|-------------------------|-----------------------------|
| ▪ how you can go there | ▪ what to do for fun |
| ▪ the length of journey | ▪ where to go sightseeing |
| ▪ where to stay | ▪ what to buy as a souvenir |

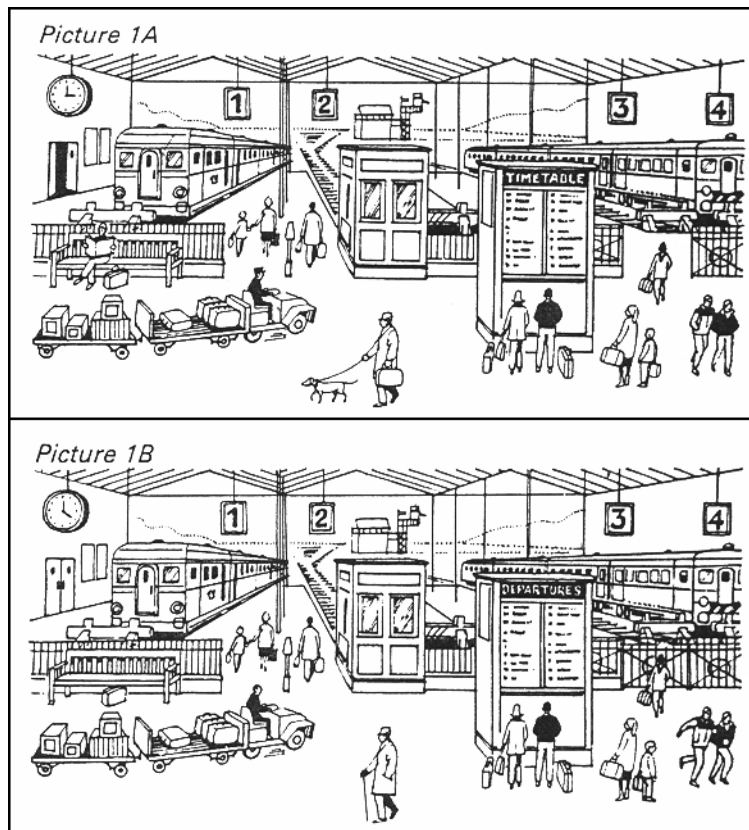
Student 10

If Question

If you could change one thing about yourself, what would it be?

Pictures – Find the differences

There are 9 differences between Picture 1A and Picture 1B. You are supposed to find at least 7 differences.



(Ur, 1989, p.185)

Role-playing

Role Card B

A friend is going to your hometown on business. S/He wants to learn something about the place where s/he will stay for a week. Answer his/her questions about these topics.

- | | |
|-------------------------|-----------------------------|
| ▪ how s/he can go there | ▪ what to do for fun |
| ▪ the length of journey | ▪ where to go sightseeing |
| ▪ where to stay | ▪ what to buy as a souvenir |

Student 11

If Question

If you had a chance to live in another country, which one would you choose? Why?

Pictures- Grammar

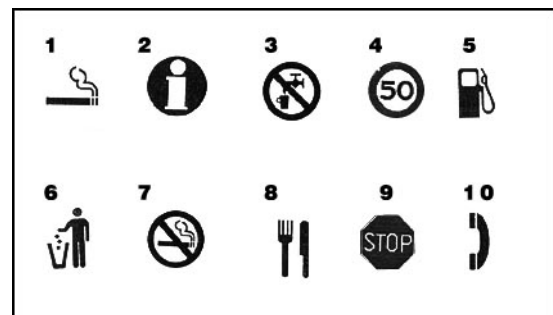
Here is a camping area. These signs (number 1, 2, 3, 4, 5 and 6 in picture 1 and number 4 and 6 in picture 2) demonstrate the rules in the area. Say all the rules.

Picture 1

1. You can't smoke in the camping area.
2. You can't light fires in the camping area.
3. You don't have to pay to park your car in the camping area.
4. You don't have to pay in cash in the camping area.
You can pay by your credit card in the camping area.
5. You can buy petrol in the camping area.
6. You can't drink the water in the camping area.

Picture 2

4. You can't drive faster than 50 km in the camping area.
You can drive 40 km in the camping area.
6. You must drop litter in the bin in the camping area.



(Beaumont, 1993, p. 144)

(Klippel, 1984, p.140)

Information Gap

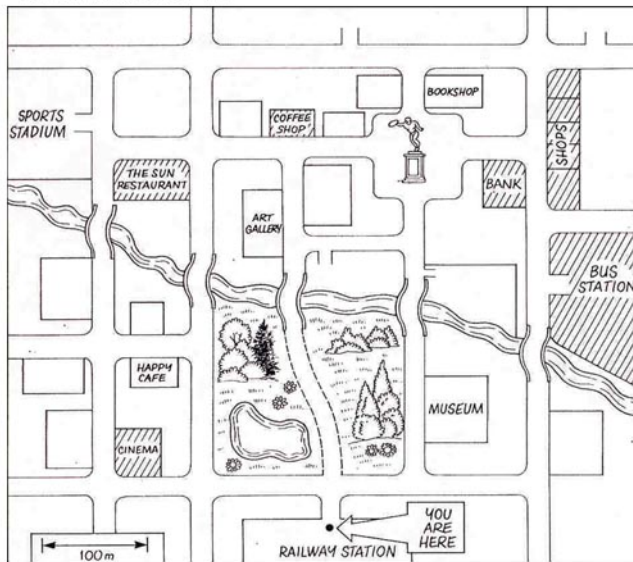
Giving Directions

Worksheet A

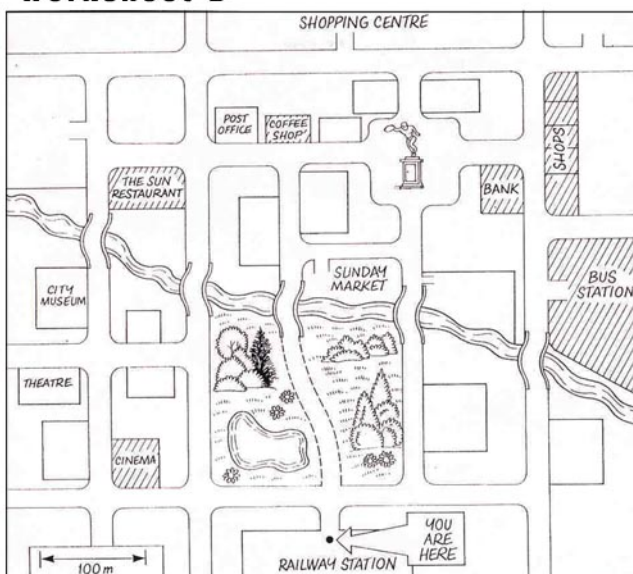
Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- post office
- shopping centre
- city museum
- theatre
- Sunday market

Worksheet A



Worksheet B



(Redston, 2001, pp.166-167)

Student 12

Opinion Question

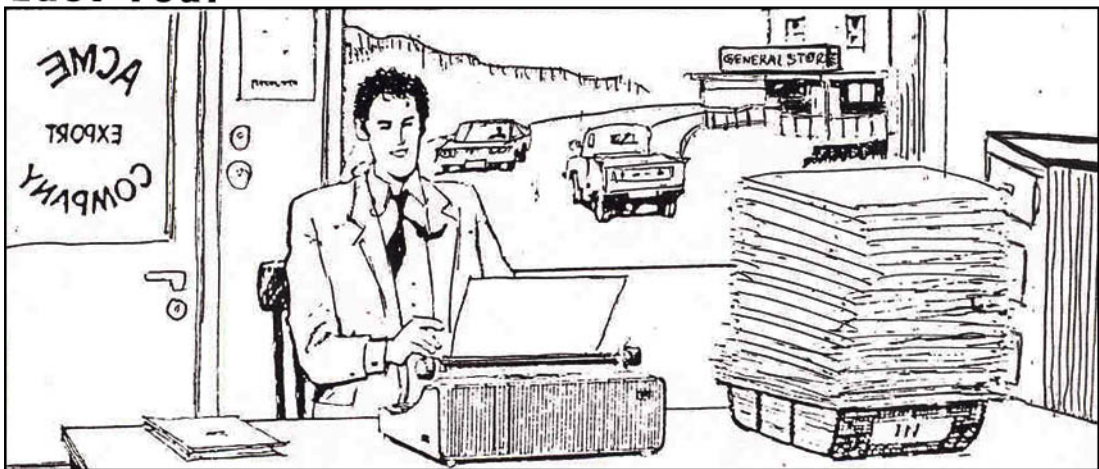
The future is frightening rather than exciting. Do you agree? Explain with your reasons.

Pictures - Describing

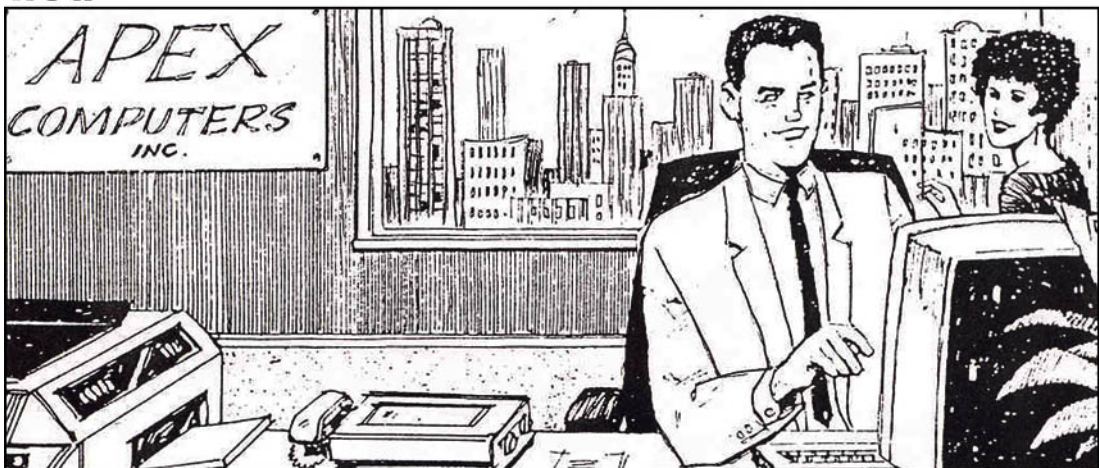
This is Joe McLean. This picture shows his past and present.

Compare his past and present using used to and present simple tense, (any more/ any longer).

Last Year



Now



(Beaumont, 1993, p.98)

Information Gap

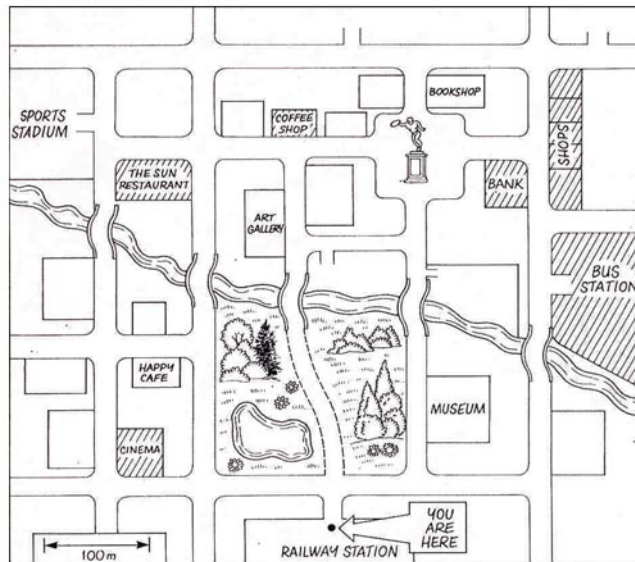
Giving Directions

Worksheet B

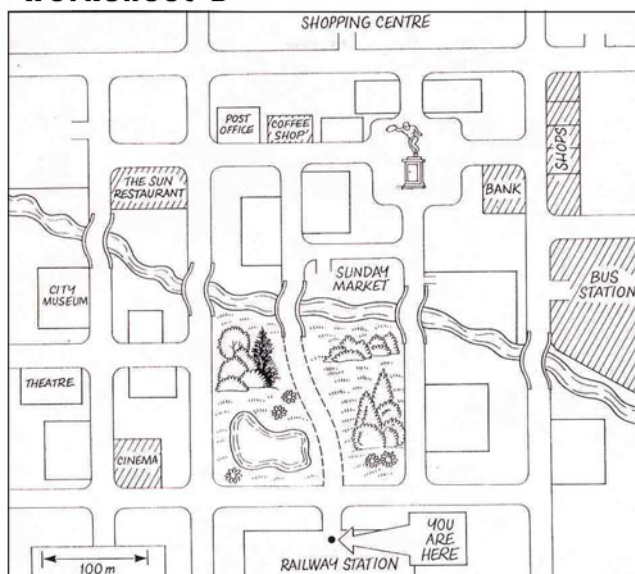
Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- bookshop
- happy cafe
- sports stadium
- art gallery
- museum

Worksheet A



Worksheet B



(Redston, 2001, pp.166-167)

Student 13

Opinion Question

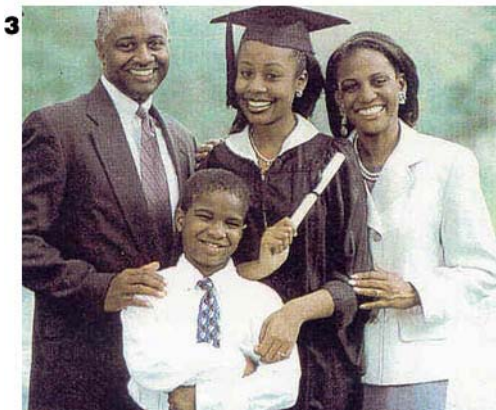
Housework and personal relationships should be school subjects. Do you agree?

Explain with your reasons.

Pictures - Coloured Pictures

Describe each picture and say how these people's lives may change as a result of these events in the pictures.

Which person's life is going to change most as a result of the event?



(Kenny & Sunderland, 2002, p.143)

Role-playing

Role Card A

Your friend has just seen a traffic accident. Find out some information about what happened. Find out about

- | | |
|-----------------------------|---------------------------------|
| ▪ the time of the accident | ▪ where the accident took place |
| ▪ what s/he was doing | ▪ the number of people injured |
| ▪ how the accident happened | ▪ the cause of the accident |

Student 14

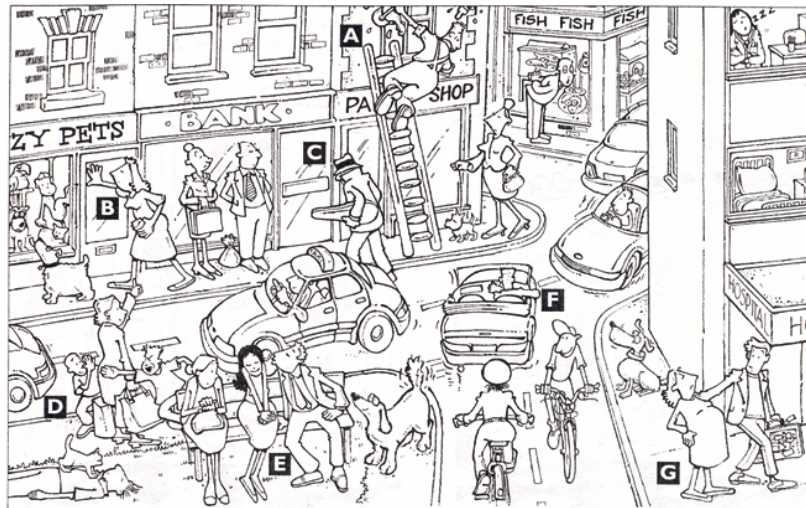
If Question

If you could be a superhero, which one would you be? Why?

Pictures - Describing

Look at Picture 1. Tell what is going to happen? (Predict what may happen.)

Look at Picture 2. Tell what has happened or what has been happening?



(Oxenden, et al., 2000, p.199)

Role-playing

Role Card B

You have just seen a traffic accident. Your friend is going to ask some questions about the accident. Answer his/her questions about these topics.

- the time of the accident
- what you were doing
- how the accident happened
- where the accident took place
- the number of people injured
- the cause of the accident

Student 15

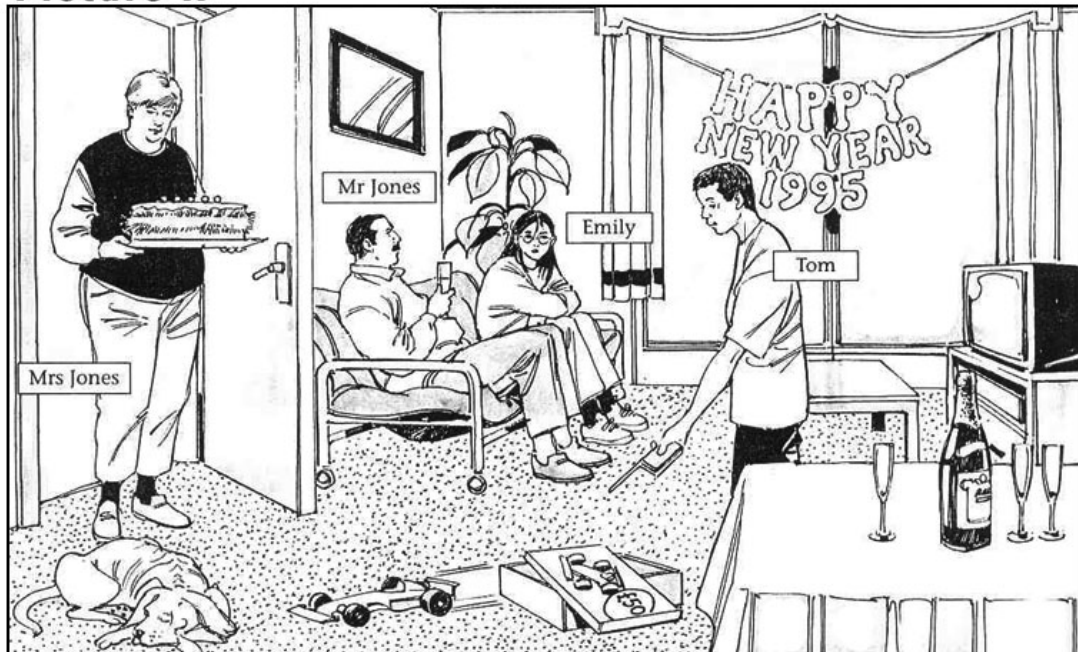
If Question

If you found a wallet with 5 billion in it, what would you do?

Pictures - Describing

Compare the people and things in Picture B with Picture A using comparative adjectives. There are 16 differences. You are supposed to tell at least 10 of the differences.

Picture A



Picture B



(Redston, 2001, p.145)

Information Gap

Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 16

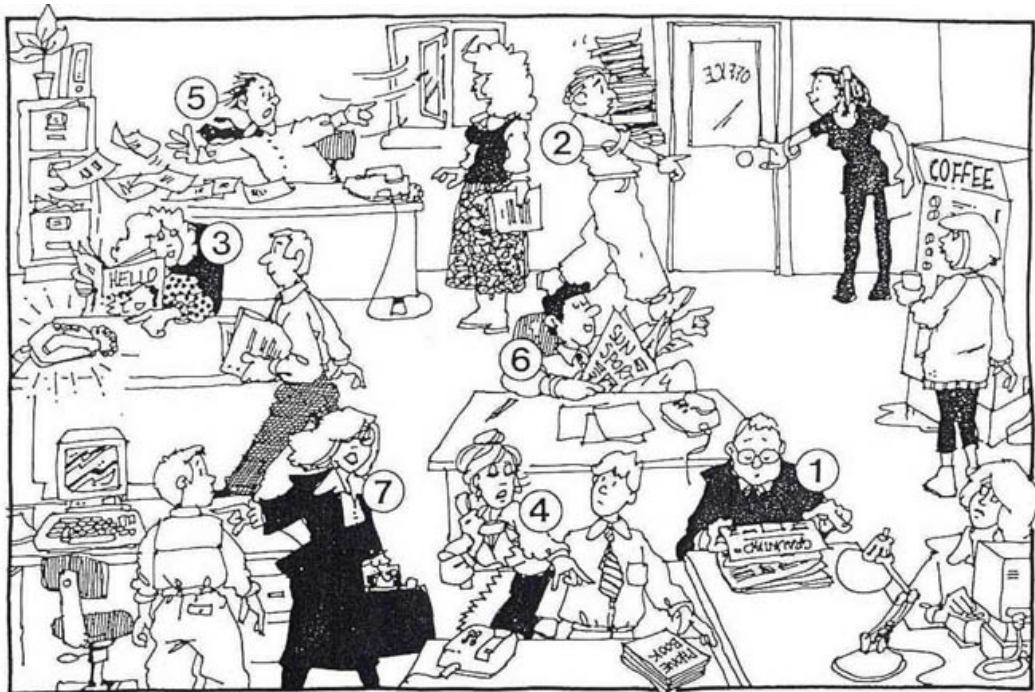
Opinion Question

Men and women can never be equal. Do you agree? Explain with your reasons.

Pictures- Grammar

Polite Requests

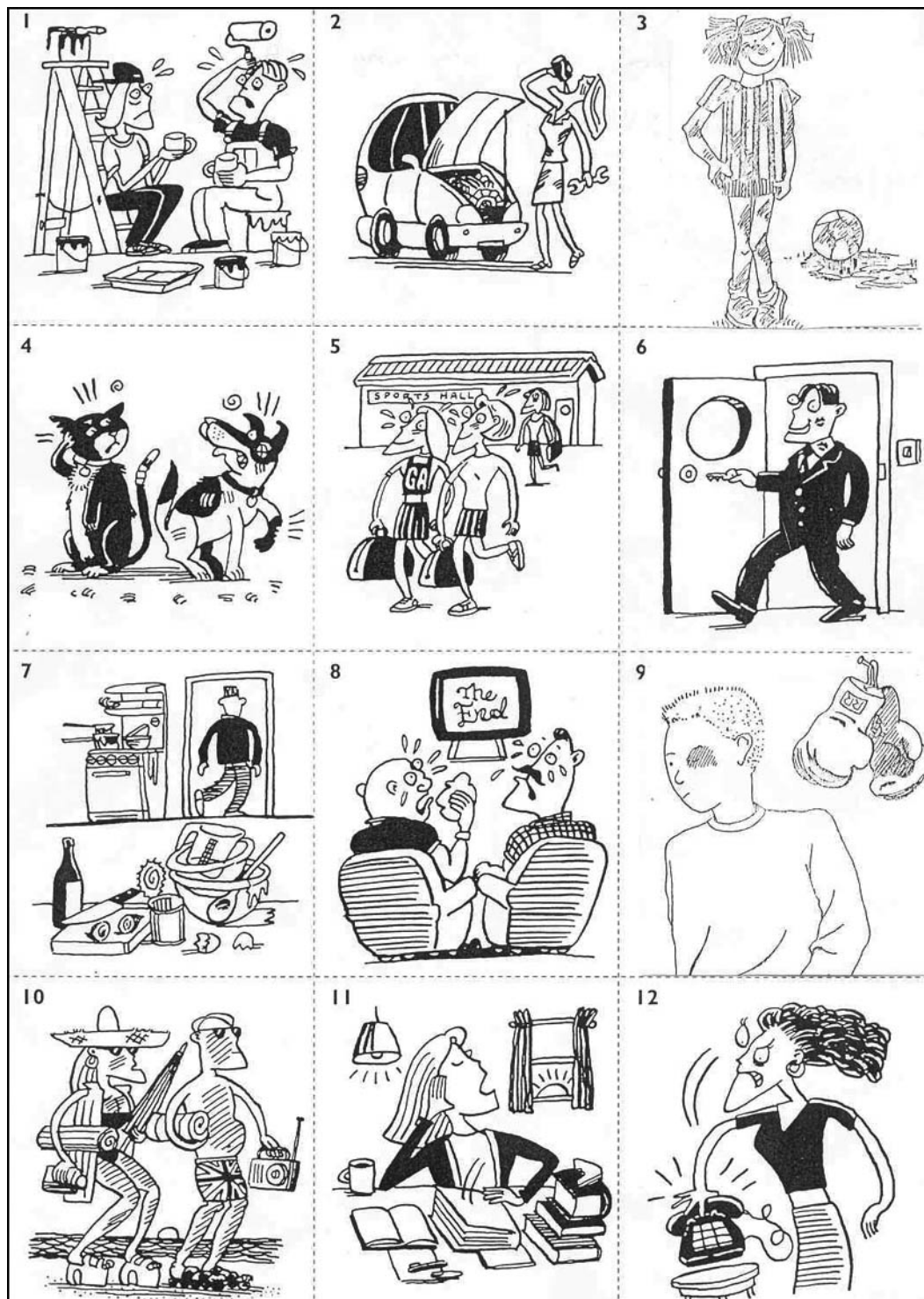
This is an office. Make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Present Perfect Continuous

Tell what people in Picture 4, 5, 8, 10 and 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Information-Gap

Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 17

Opinion Question

The internet will completely change the way people work, learn, shop and do business. Do you agree? Explain with your reasons.

Pictures - Coloured Pictures

Compare and contrast these photos and say how the people in the picture feel about the place where they work.

Do you like a tidy place to study/work?

What other conditions do you need to concentrate on your work or to study?



(Kenny & Luque-Mortimer, 2000, p.172)

Information-Gap

Role Card A

You're an eyewitness.

You were in the supermarket an hour ago. You saw a person (**number 7**) steal a few items from the supermarket and that person escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the thief to the police officer.

Role Card B

You're a police officer.

A person stole a few items at a supermarket. An eyewitness is waiting for you to describe the thief. You have several photos of suspects in front of you. Find the thief among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

Student 18

If Question

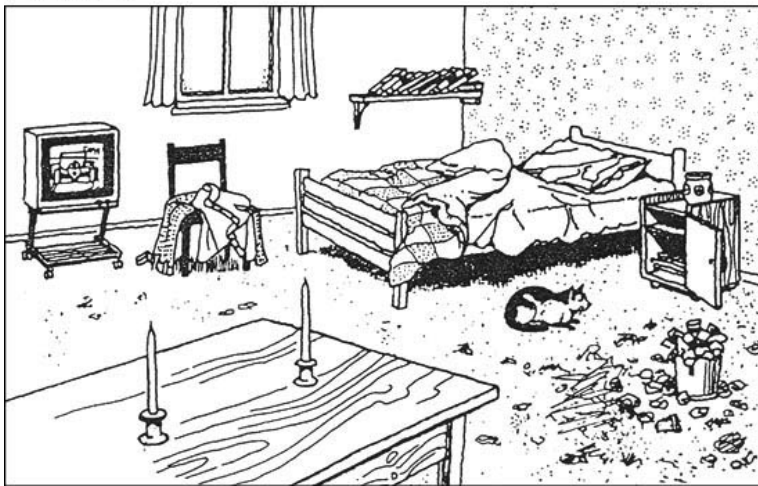
If you woke up because your house was on fire, what three things would you save as you ran outside?

Pictures - Describing

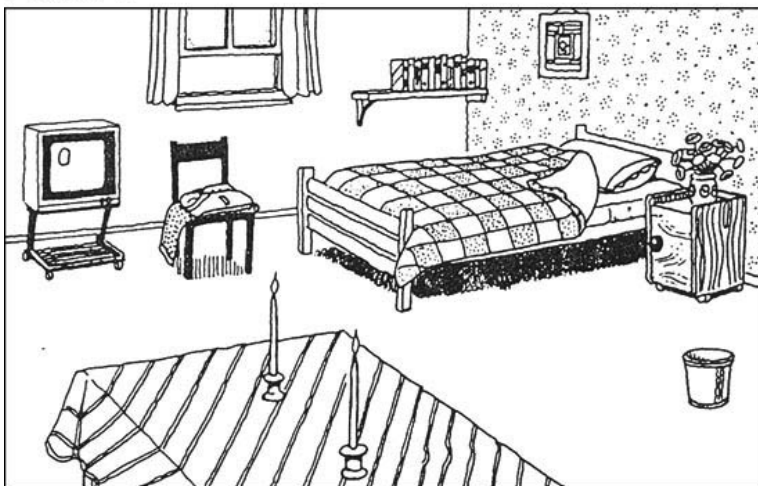
The room in Picture A is untidy. The room in Picture B is tidy. Tell what was done to tidy the room using the verbs given.

fold	let out	turn off	make	put (x2)	organize
hang	empty	light	clean	open	close

Picture A



Picture B



(Ur, 1989, p.201)

Information-Gap

Role Card A

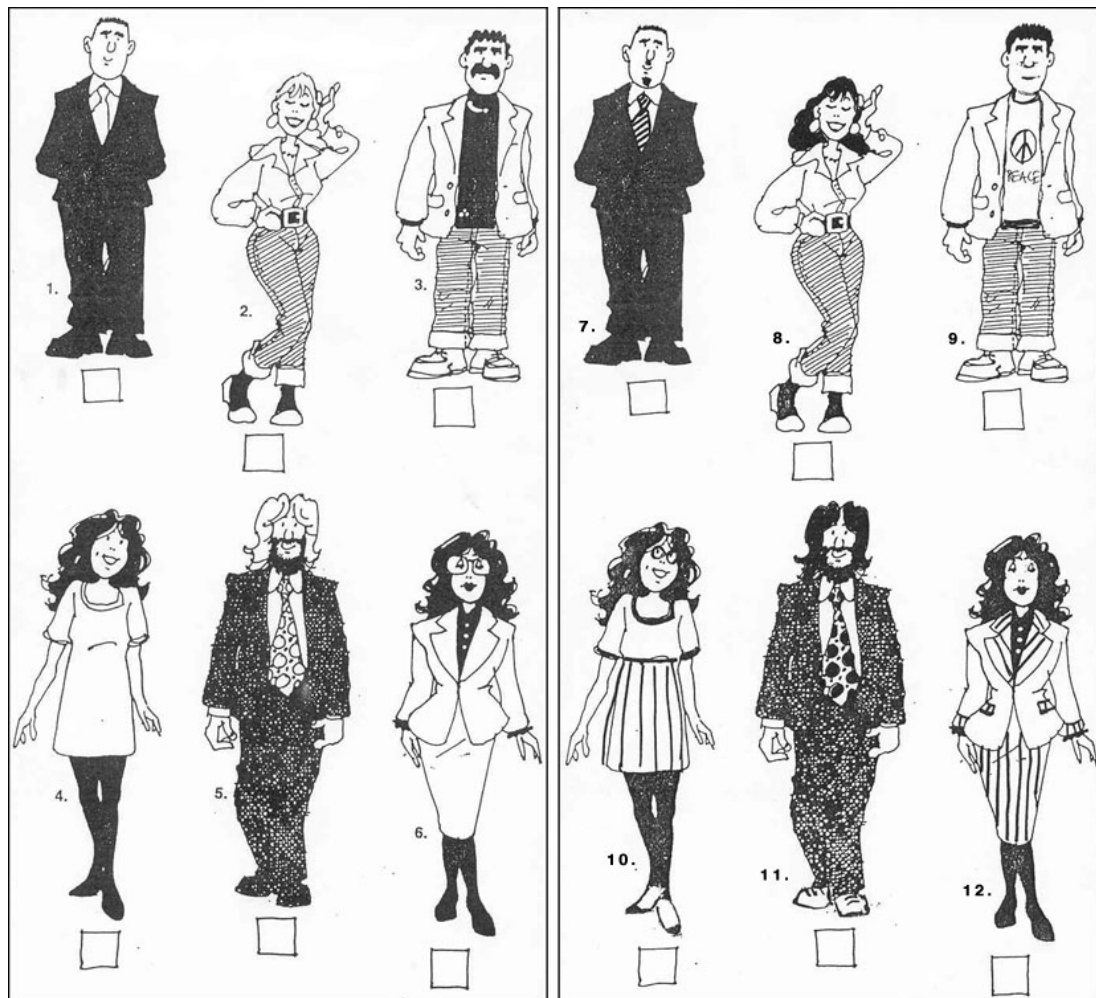
You're an eyewitness.

You were in the supermarket an hour ago. You saw a person (**number 12**) steal a few items from the supermarket and that person escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the thief to the police officer.

Role Card B

You're a police officer.

A person stole a few items at a supermarket. An eyewitness is waiting for you to describe the thief. You have several photos of suspects in front of you. Find the thief among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

Student 19

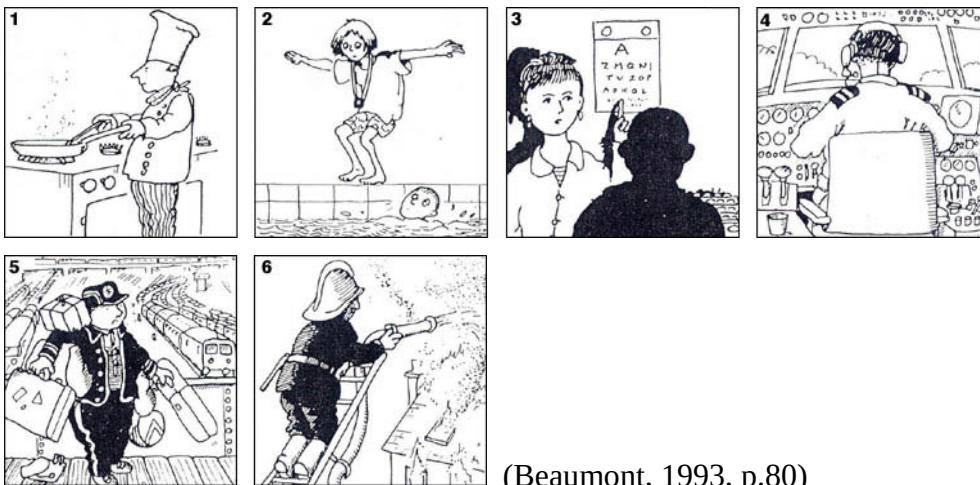
Opinion Question

Men should do an equal share of the housework with women. Do you agree? Explain with your reasons.

Pictures- Grammar

Jobs

Describe the jobs (number 2, 4, 6) using a defining relative clause and relative pronoun “who” or “whose”.



(Beaumont, 1993, p.80)

Polite Request

These pictures show people making polite requests. Make a polite request for each picture using the subject “You”. Use a different structure for each request.



Role-playing

(Beaumont, 1993, p.152)

Role Card A

Ryan

You are bored at home and it's a sunny Saturday. You want to do something fun and you call Olivia to ask her to go out and do something together. Talk about these topics to make a plan together.

- what to do
- when to meet
- where to meet
- what to eat

Student 20

If Question

If you could date a celebrity, who would you choose? Why?

Pictures - Describing

You are the woman standing under a tree next to the phone box. Describe the picture using the prepositions given.

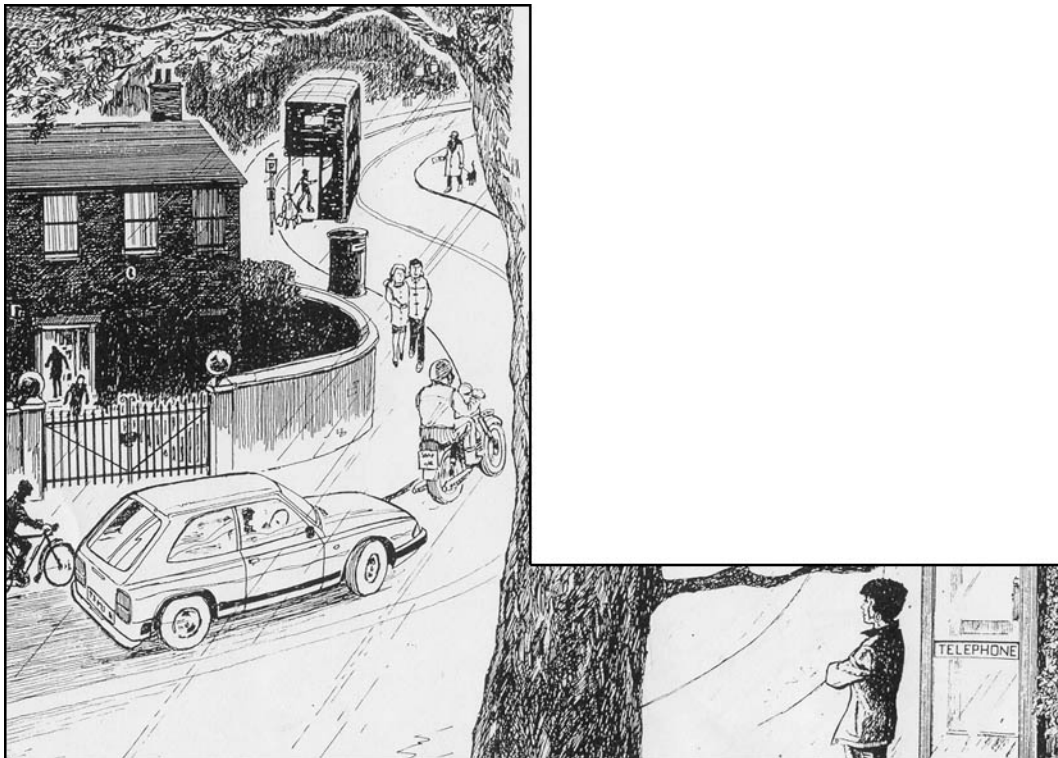
out of (x2)
into

in front of
behind

along (x2)
at

across
on

past



(Beaumont, 1993, p.200)

Role-playing

Role Card B

Olivia

It is a sunny Saturday, but you aren't doing anything special today. Then your friend Ryan calls and suggests you two do something fun today. Accept his offer and talk about these topics to make a plan.

- what to do
- when to meet
- where to meet
- what to eat

SET 2 (CLASS D32)

Student 1

Opinion Question

What are the advantages and disadvantages of living at home when you're a university student?

Pictures - Describing

This is Amy and she has lots of work to do. First describe the house and then tell what jobs should she do?



(Beaumont, 1993, p.155)

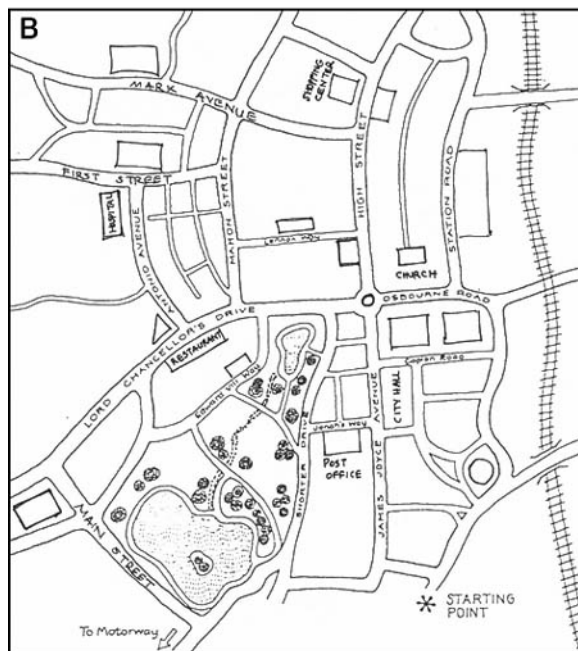
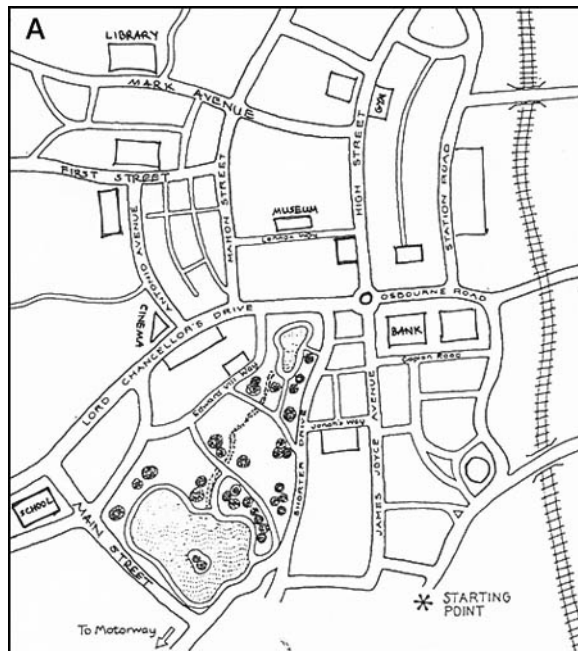
Information Gap

Giving Directions

Role Card A

Ask your pair where these places are.

- Shopping Center
- Post Office
- Hospital
- Church



(Ur, 1989, p.128)

Student 2

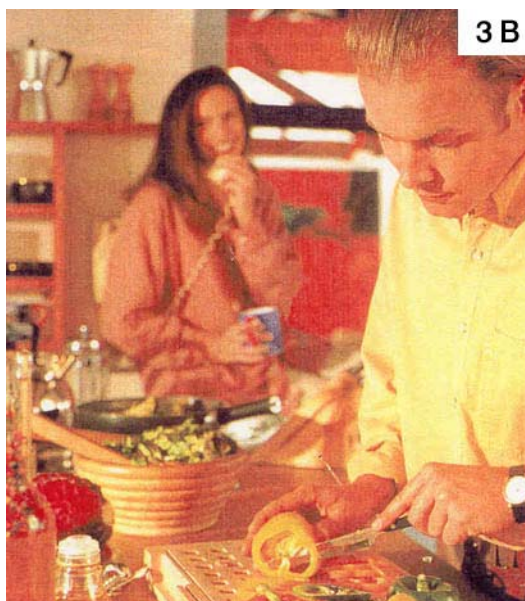
If Question

If you were the head of your government, what would be the biggest problem facing you at the moment?

Pictures - Coloured Pictures

Compare and contrast these pictures and say what you think about these ways of cooking and eating.

Which of these ways cooking and eating do you prefer? Why?



(O'Connel, 2000, p.134)

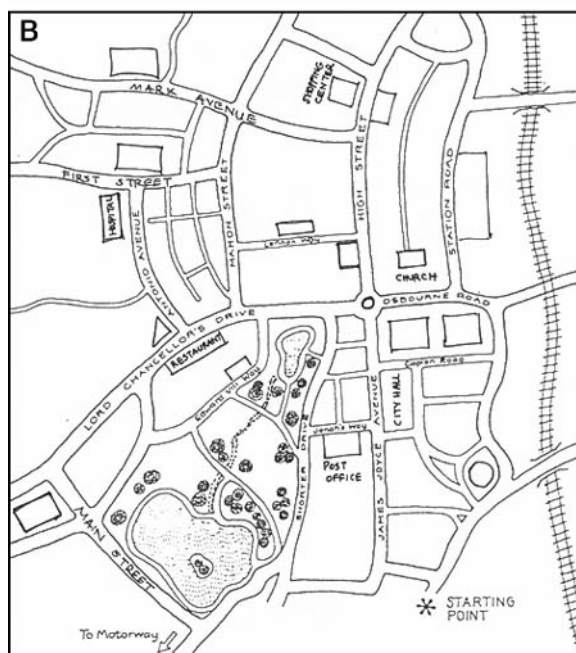
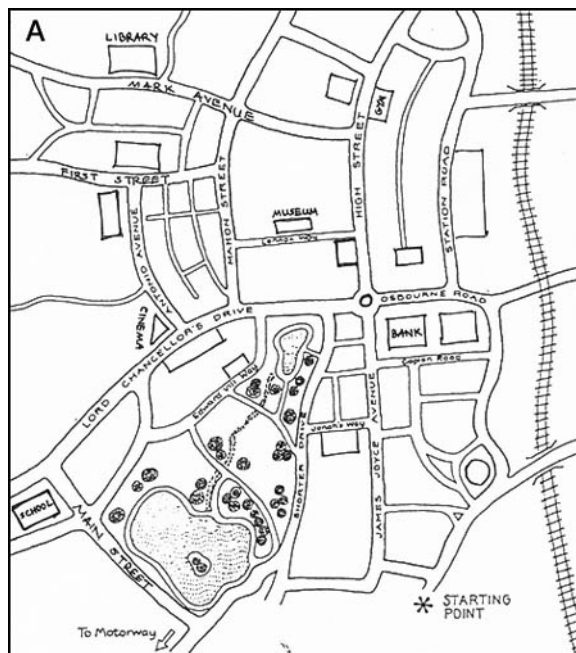
Information Gap

Giving Directions

Role Card B

Ask your pair where these places are.

- Library
- Museum
- Bank
- Cinema



(Ur, 1989, p.128)

Student 3

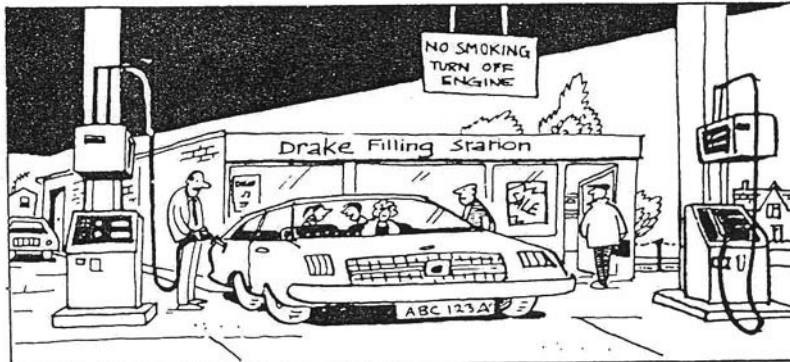
If Question

If you could have one special talent, what would that be? Why?

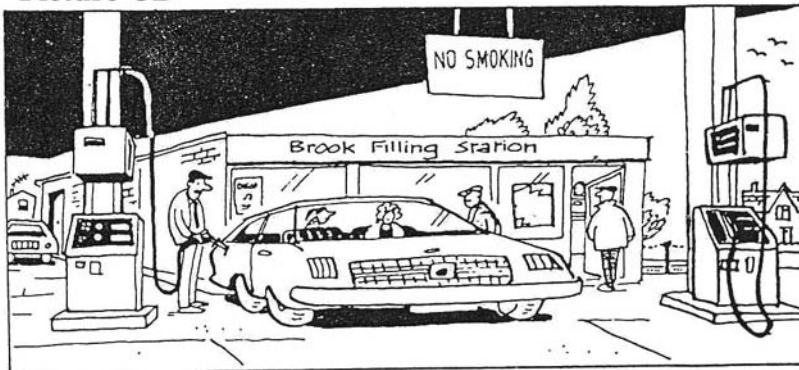
Pictures – Find the differences

There are 8 differences between Picture 3A and Picture 3B. Find all the differences.

Picture 3A



Picture 3B



(Ur, 1989, p.187)

Role-playing

Role Card A

Your friend has some visitors from a foreign country. Ask him/her questions about his/her visitors.

Find out about

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 4

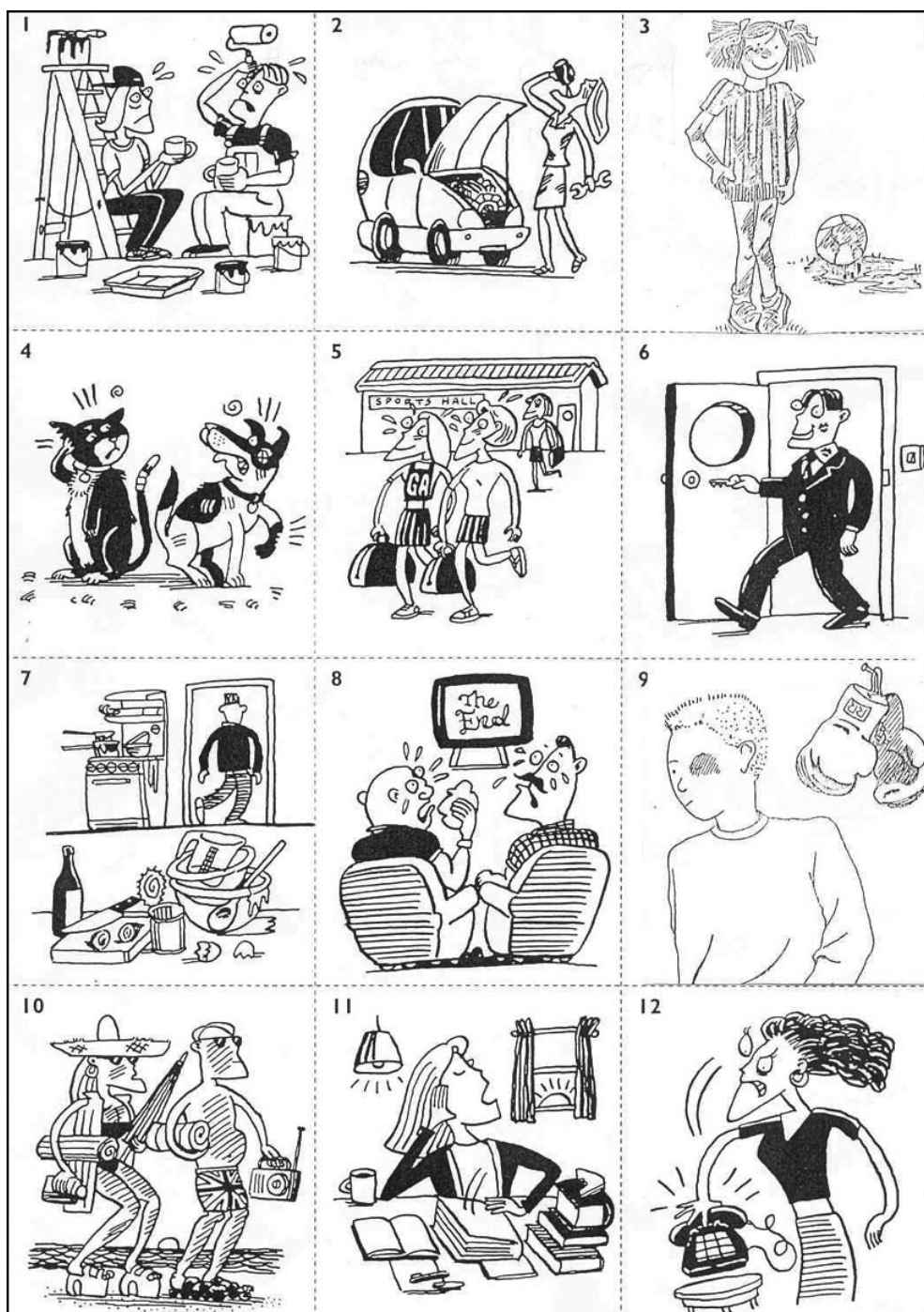
Opinion Question

What makes friends different from family?

Pictures- Grammar

Present Perfect Continuous

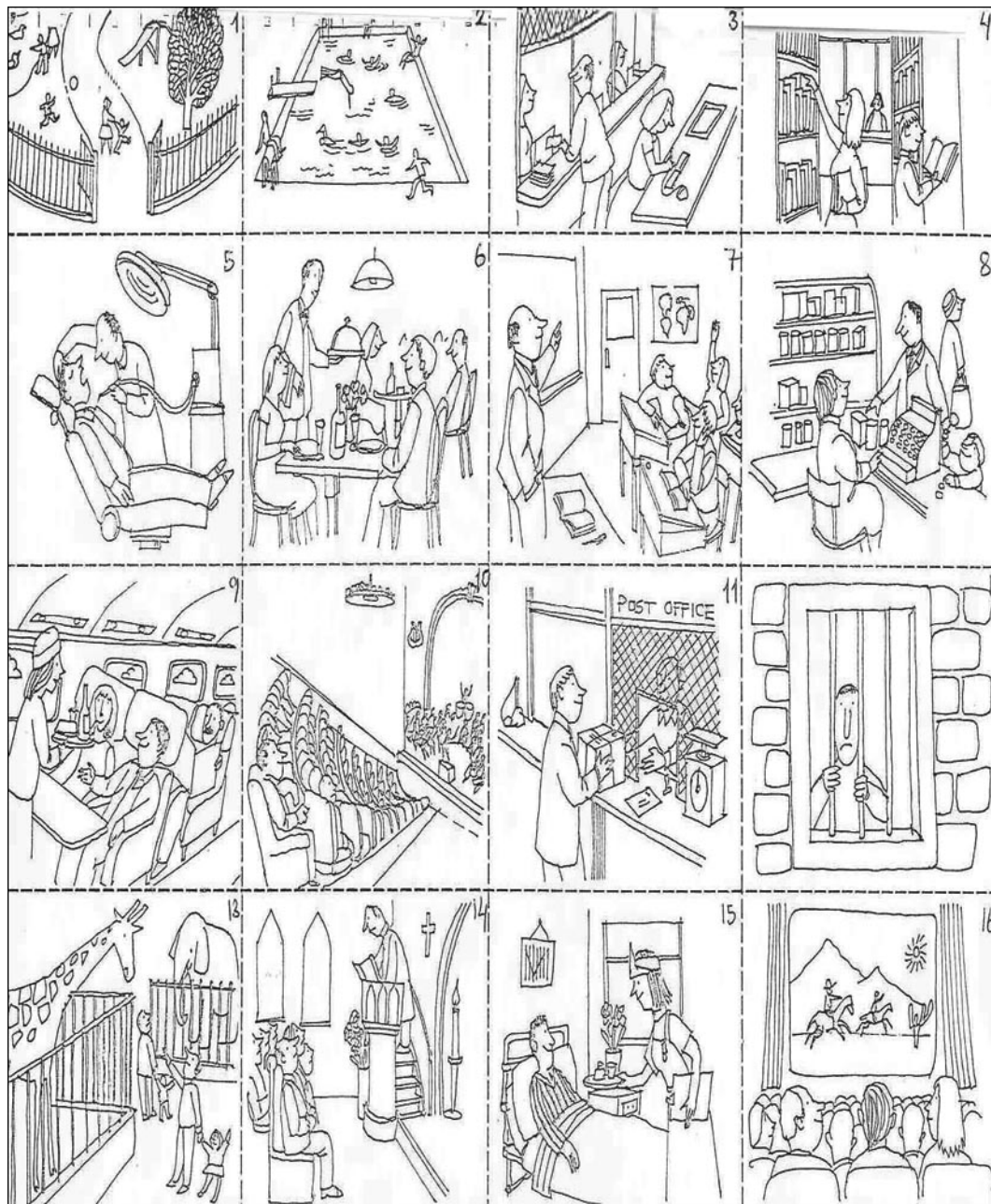
Tell what people in picture 2, 8, 9, 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Places

Define the places (number 4, 12, 13, 16) using a relative clause and a relative pronoun “where”.



(Hadfield, 1984)

Role-playing

Role Card B

You have some visitors from a foreign country. One of your friends wonders who these people are and asks some questions about them. Answer his/her questions about these topics.

- who they are
- where they are from
- how you became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

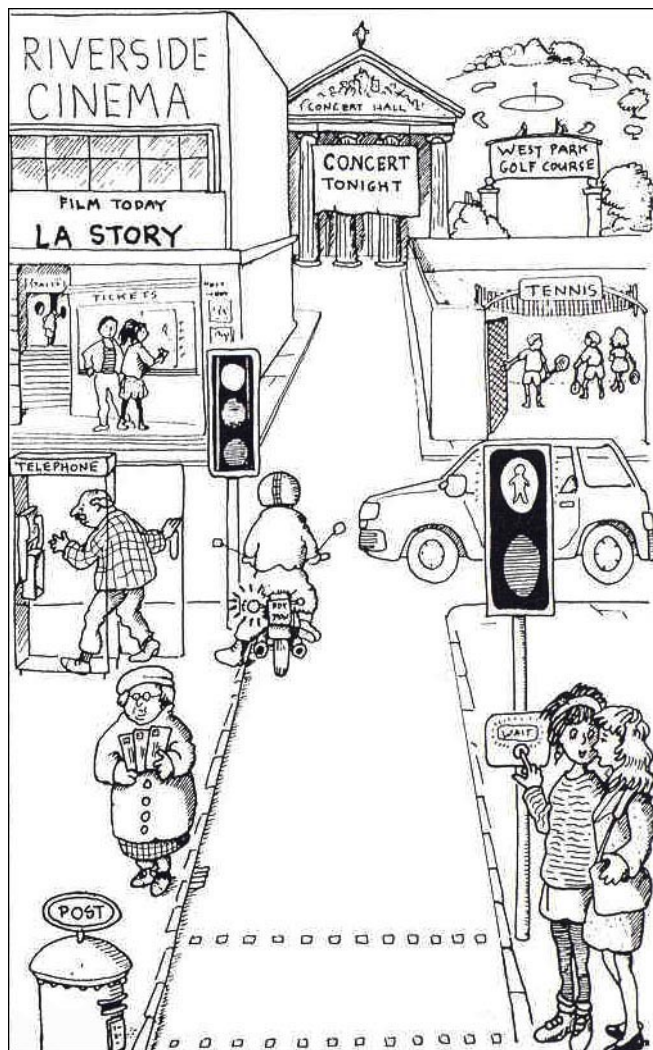
Student 5

Opinion Question

Being tidy is important to be successful. Do you agree? Explain with your reasons.

Pictures- Grammar

Look at the picture and tell what these people are going to do.

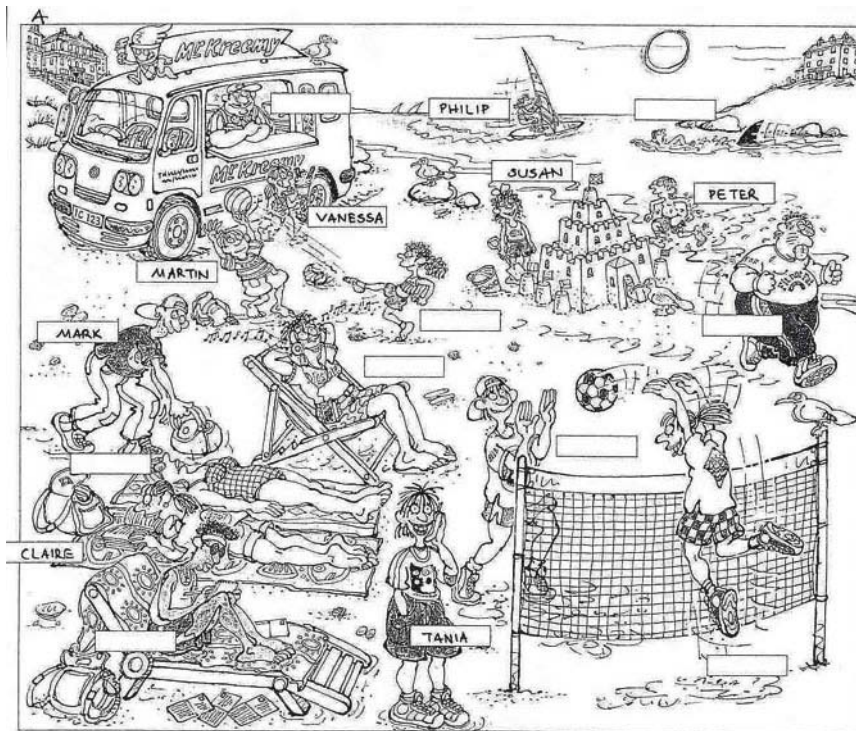


(Beaumont, 1993, p.121)

Information-Gap

Role Card A

You are on the seaside. There are also friends, colleagues and neighbours on the seaside. You know some of them, but not the rest. Ask your friend the people's names you don't know.



(Redston, 2001, p.148)

Student 6

If Question

If you could have one special talent, what would that be? Why?

Pictures - Coloured Pictures

What do all these pictures have in common?

Tell what each picture show and what we use each for.

What is the best way of finding out what is going on?

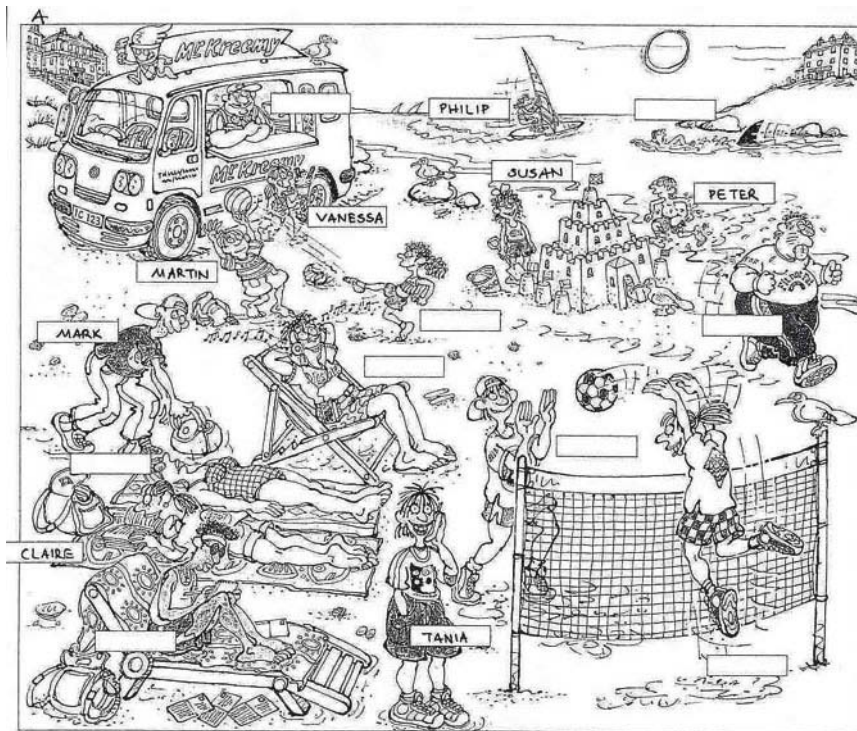


(Fried-Booth, 2002, p. 156)

Information-Gap

Role Card B

You are on the seaside. There are also friends, colleagues and neighbours on the seaside. You know some of them, but not the rest. Ask your friend the people's names you don't know.



(Redston, 2001, p.148)

Student 7

If Question

If you could travel back in time, which year would you like to go? Why? Would you change anything at that time? (Past)

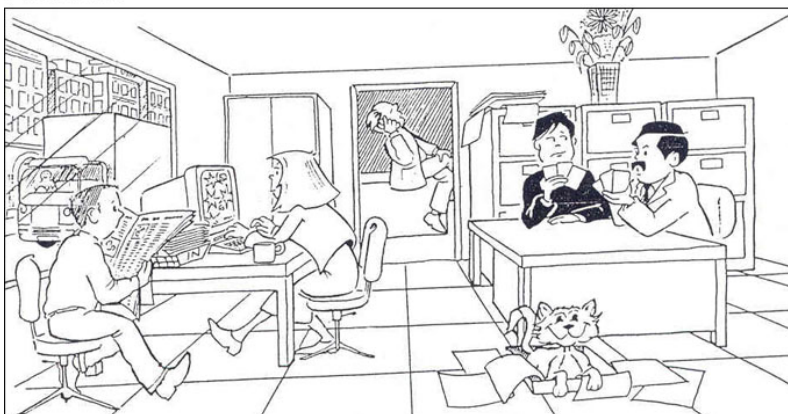
Pictures – Find the differences

There are 11 differences between Picture 1 and Picture 2. Find at least 8 differences.

Picture 1



Picture 2



(Howard-Williams et al., 2000, p.91)

Role-playing

Role Card A

You are a TV presenter.

You present a TV programme called “Health means Happiness”. You have invited a doctor to your programme and interview him/her about how to keep fit. Ask the doctor questions about the following subjects.

- food
- water
- sleep
- sports

Student 8

Opinion Question

Which one would you prefer- living in Turkey or living in a foreign country?

Pictures- Grammar

Polite Requests

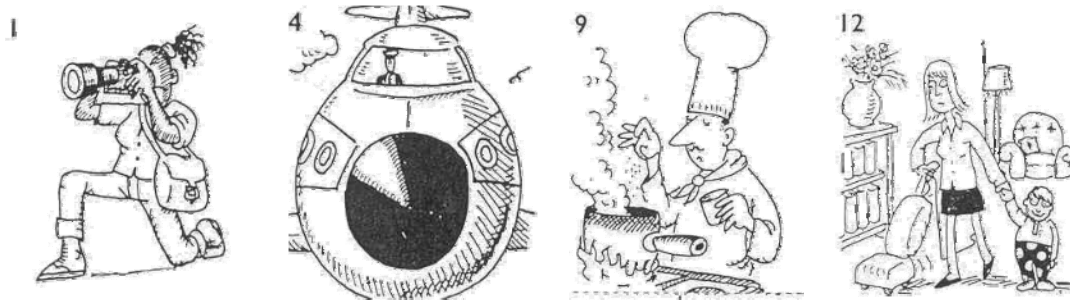
These pictures show people making polite requests. Make a polite request for each picture using the subject “You”. Use a different structure for each request.



(Beaumont, 1993, p.151)

Jobs

Describe the jobs (number 1, 4, 9, 12) using a defining relative clause and relative pronoun “who” or “whose”.



(Oxenden et al., 1999, p.153)

Role-playing

Role Card B

You are a doctor.

You are invited to a television programme about health. They are going to ask you questions about how to keep fit. Answer the TV presenter’s questions about the following topics.

- food
- water
- sleep
- sports

Student 9

Opinion Question

It is better to take any job than to be unemployed. Do you agree? Explain with your reasons.

Pictures - Describing

This is Nicole and this is her room. Look at her room and talk about her hobbies/leisure time activities and daily routines.



(Granger, 1998, p.19)

Information Gap

Role Card A

You're an eyewitness.

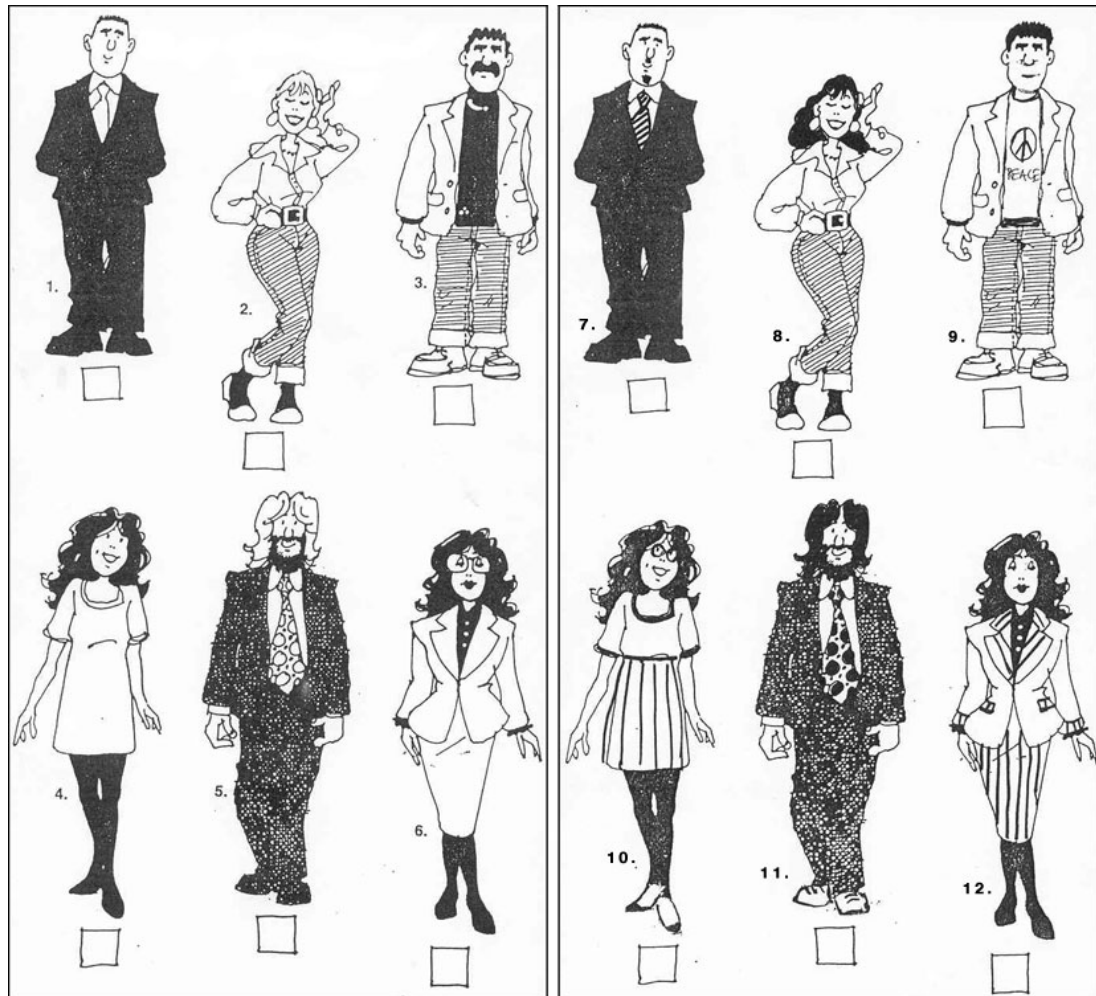
You saw a man hit and hurt another man in the supermarket an hour ago and the man escaped from the supermarket. You are taken to a police station as an eyewitness.

Describe the man (**number 7**) to the police officer.

Role Card B

You're a police officer.

A person attacked a man at a supermarket. An eyewitness is waiting for you to describe the guilty person. You have several photos of suspects in front of you. Find the guilty person among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

Student 10

If Question

If the whole world were listening, what would you say?

Pictures - Coloured Pictures

Compare and contrast these pictures.

- where they are
- what they are doing
- who they are
- how they (may) feel



(Hashemi & Thomas, 2003, p.152)

Information Gap

Role Card A

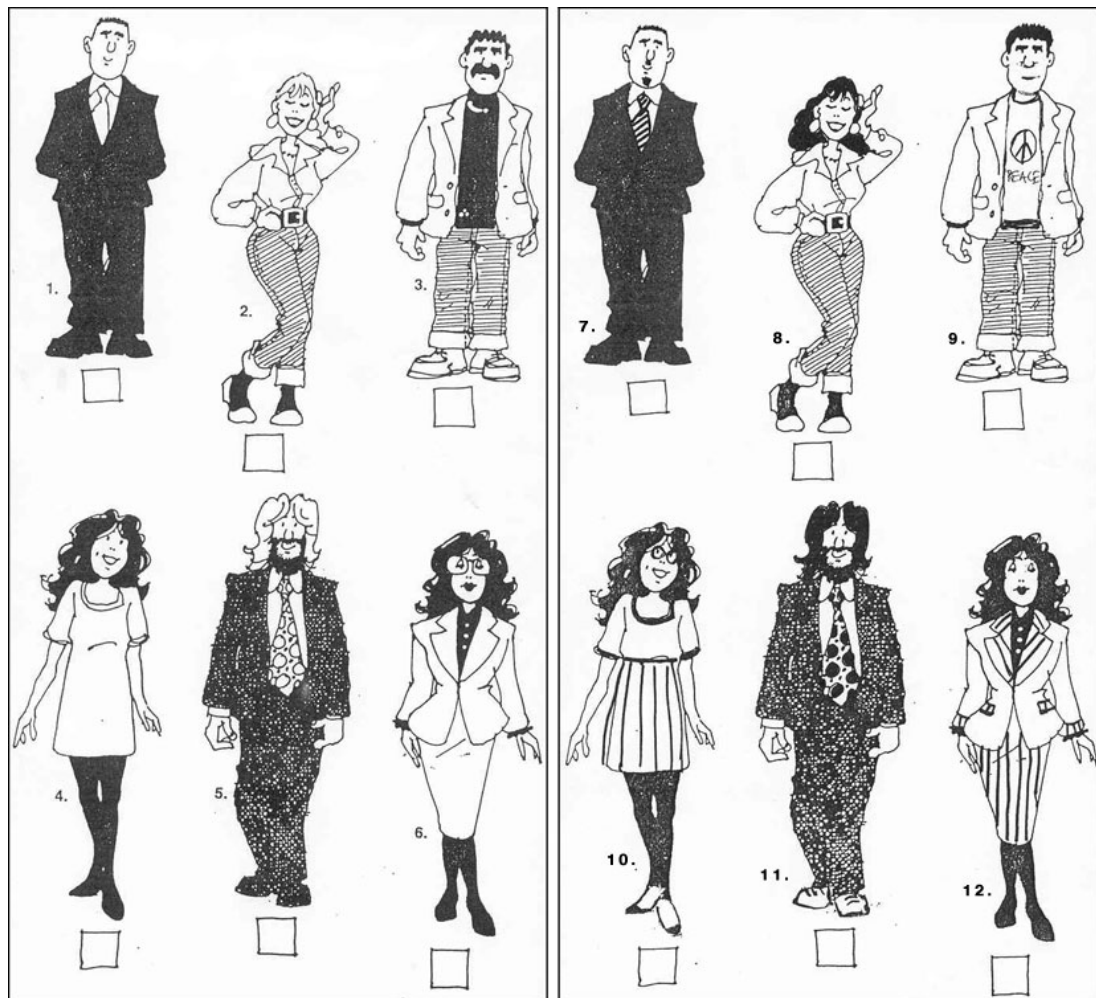
You're an eyewitness.

You saw a woman hit and hurt another woman in the supermarket an hour ago and the woman escaped from the supermarket. You are taken to a police station as an eyewitness. Describe the woman (**number 12**) to the police officer.

Role Card B

You're a police officer.

A person attacked a woman at a supermarket. An eyewitness is waiting for you to describe the guilty person. You have several photos of suspects in front of you. Find the guilty person among the photos listening to the description of the eyewitness.



(Granger, 1998, p.45)

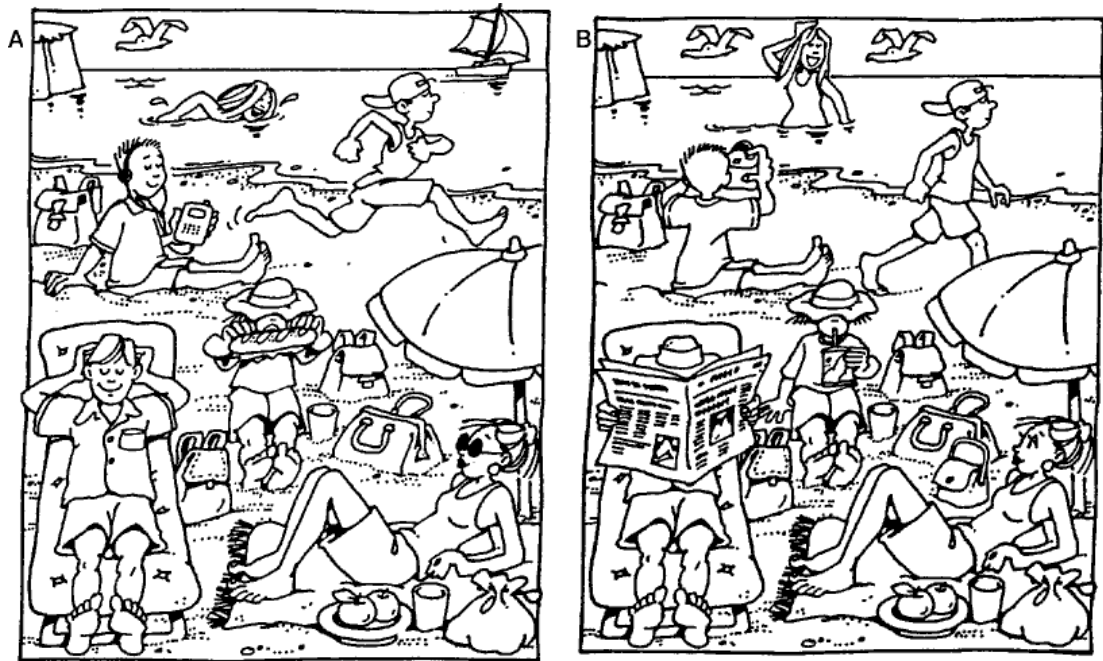
Student 11

Opinion Question

What can you learn from living or studying in a foreign country?

Pictures – Find the differences

There are 10 differences between Picture A and Picture B. Find at least 8 differences.



(Seligson, 1997, p.89)

Role-playing

Role Card A

You are a high school student preparing for the university entrance exam. Your cousin is a student at university. You want to learn something about his university and university life. Find out some information about this university.

Find out about

- whether it has a campus
- the accommodation
- the atmosphere
- the cafeteria
- the facilities
- the department(s) and the academicians

Student 12

If Question

If you could interview a famous person from history, who would you choose? Why?

Pictures- Grammar

Objects

Define the objects (number 1, 5, 7, 11) using a relative clause and a relative pronoun “which” or “that”.



Giving Advice

There are 4 situations given in the following. Give advice for each situation.

1. I want to be famous.
2. I've put on weight recently and I don't feel fit.
3. I want to improve my English pronunciation.
4. I forgot my best friend's birthday yesterday.
- 5.

Role-playing

Role Card B

You are a university student. Your cousin has just come to your house. Your cousin is a high school student and is preparing for the university entrance exam. S/He wants asks some questions about your university and the university life. Answer his/her questions about these topics.

- whether it has a campus
- the accommodation
- the atmosphere
- the cafeteria
- the facilities
- the department(s) and the academicians

Student 13

Opinion Question

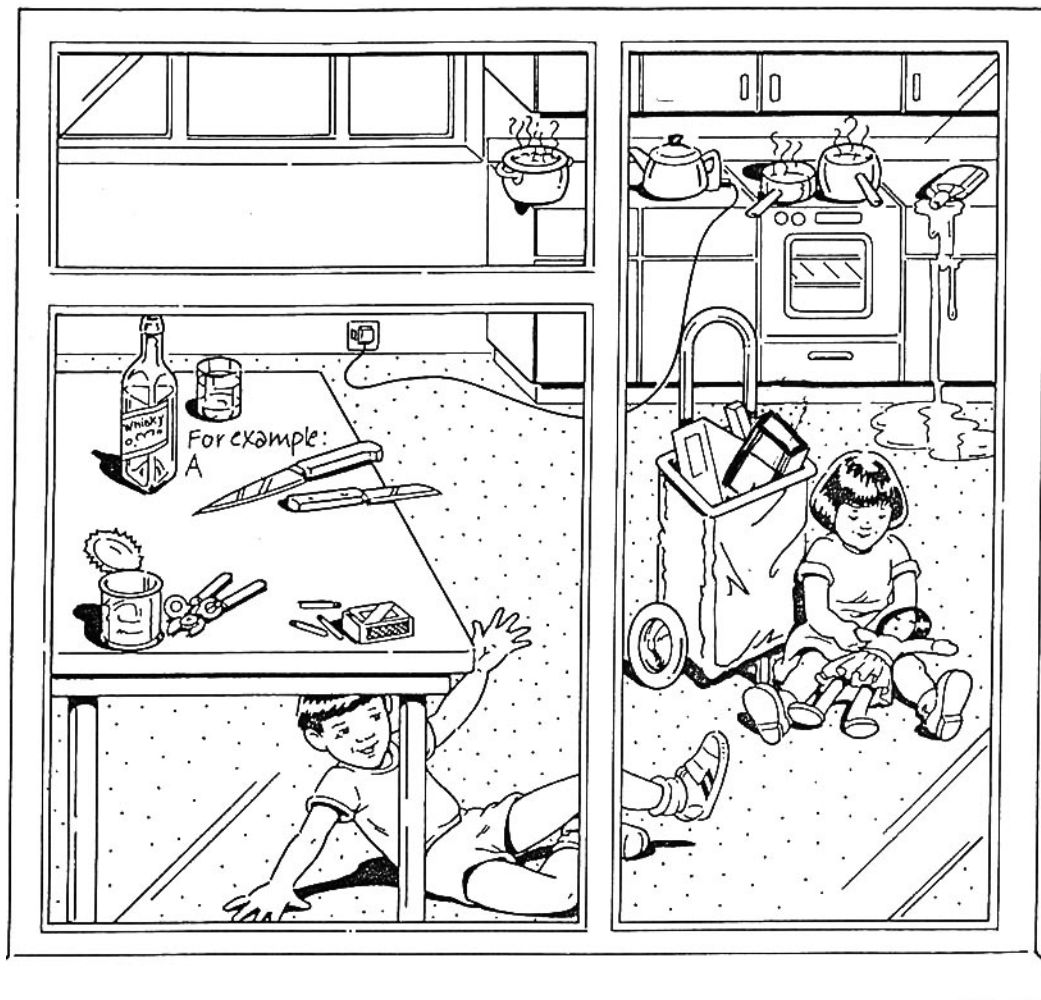
People who follow fashion are fools and waste their money. Do you agree? Explain with your reasons.

Pictures - Describing

Here is a very dangerous kitchen for the children. The children are left unattended.

Tell what the children may do in this dangerous kitchen using these clues.

- matches
- hot pans on the stove
- electric cable
- sharp knives/open tin
- the liquid spilled on the floor
- alcohol/whisky



(Howard-Williams & Herd, 1989, p.44)

Information Gap

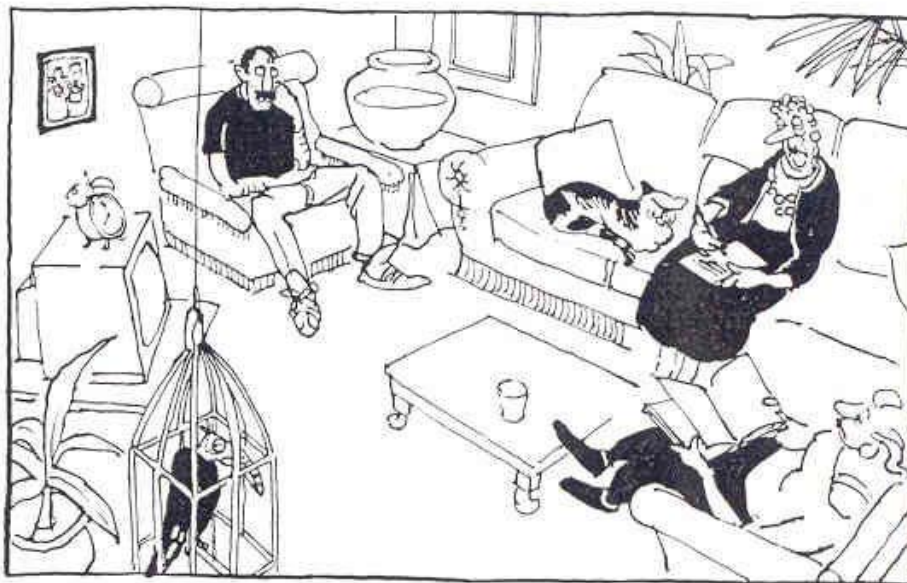
Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.

A



B



(Beaumont, 1993, p.24)

Student 14

If Question

If you could be a famous film star, painter, writer, sports star, singer or political leader, which would you choose to be? Why?

Pictures - Coloured Pictures

Describe each picture shortly and say where these people may be.

Say what they are watching and how they are reacting to it.



(Stanton & Morris, 2002, p.138)

Information Gap

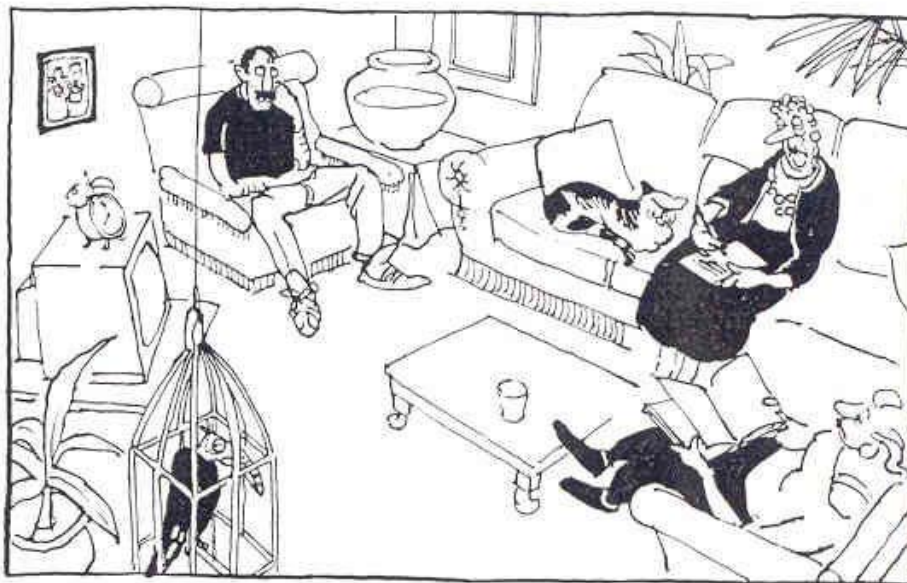
Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.

A



B



(Beaumont, 1993, p.24)

Student 15

If Question

If you had the chance to act in a movie, which movie would you choose? Why?

Pictures - Describing

This photograph was taken 2 days ago. Answer these questions about the picture.

1. What time was it? How do you know the time?
2. What were the teenagers doing at home?
3. Were there any pets in the house? What were they doing?
4. What was the woman with the dog doing?
5. How many people were there in the kitchen? What were they doing?
6. What was on the table in the kitchen?
7. Did these people have any neighbours?
8. Where were their neighbours? What were they doing?



(Beaumont, 1993, p.105)

Role-playing

Role Card A

Ryan

You are bored at home and it's a sunny Saturday. You want to do something fun and you call Olivia to ask her to go out and do something together. Talk about these topics to make a plan together.

- what to do
- when to meet
- where to meet
- what to eat

Student 16

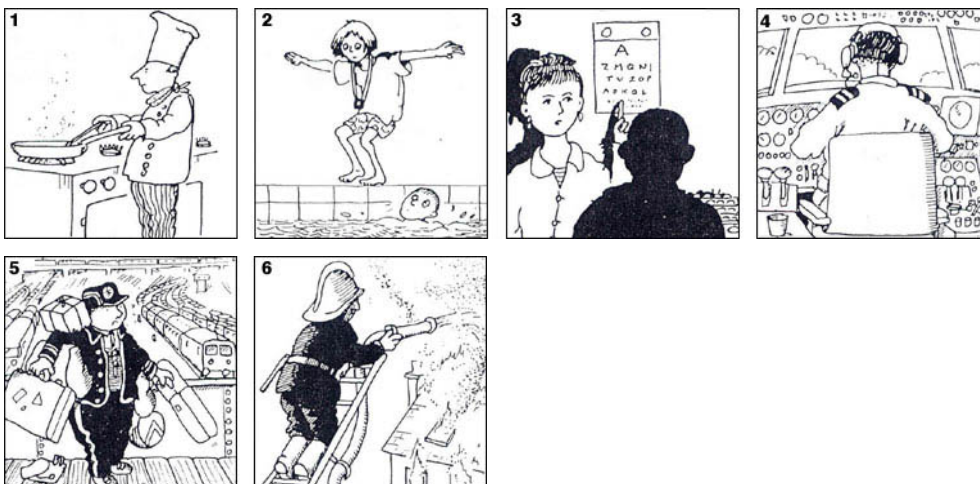
Opinion Question

The role of the man in a family has changed recently. Do you agree?

Pictures- Grammar

Jobs

Describe the jobs (number 2, 5) using a defining relative clause and relative pronoun “who” or “whose”.



(Beaumont, 1993, p.80)

Signs

Here is a picnic area. All these signs demonstrate the rules in the area. Say all the rules.



(Beaumont, 1993, p. 144)

Role-playing

Role Card B

Olivia

It is a sunny Saturday, but you aren't doing anything special today. Then your friend Ryan calls and suggests you two do something fun today. Accept his offer and talk about these topics to make a plan.

- what to do
- when to meet
- where to meet
- what to eat

Student 17

If Question

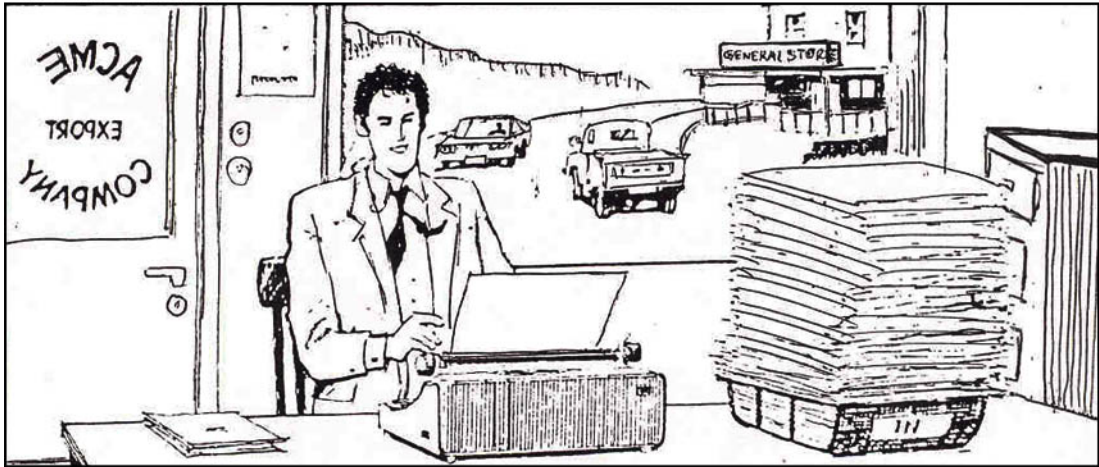
If you had to choose, which one would you give up, your sight or hearing?

Pictures - Describing

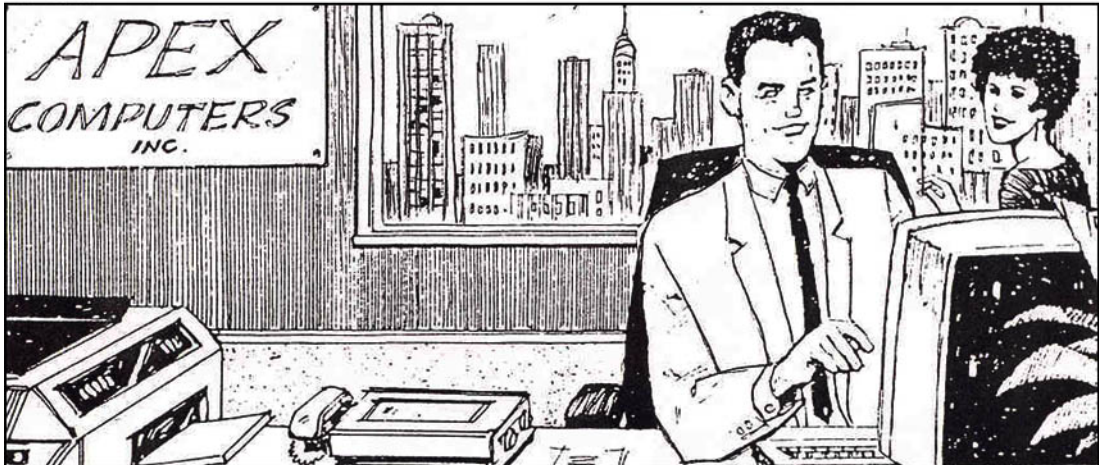
This is Joe McLean. This picture shows his past and present.

Compare his past and present using used to and present simple tense, (any more/ any longer).

Last Year



Now

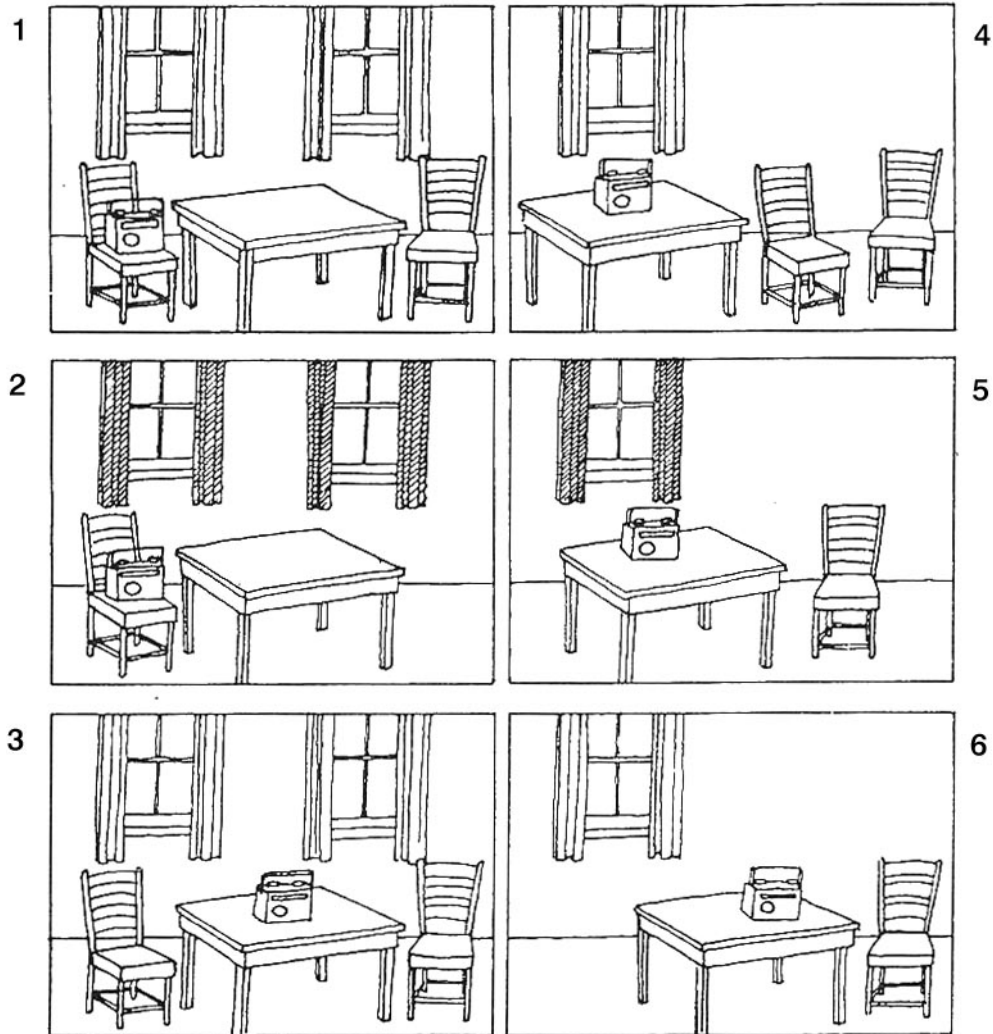


(Beaumont, 1993, p.98)

Information Gap

Role Card A

You have five pictures in front of you. Your partner has these pictures, too. Describe Picture 5 to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Littlewood, 1983, p. 23)

Student 18

Opinion Question

When you visit a tourist sight, is it better to go on an organised tour or to buy a guide book and look round on your own?

Pictures - Coloured Pictures

Compare and contrast these jobs in the pictures in terms of money, working conditions and etc. If you needed a part-time job, which one would you prefer? Why?

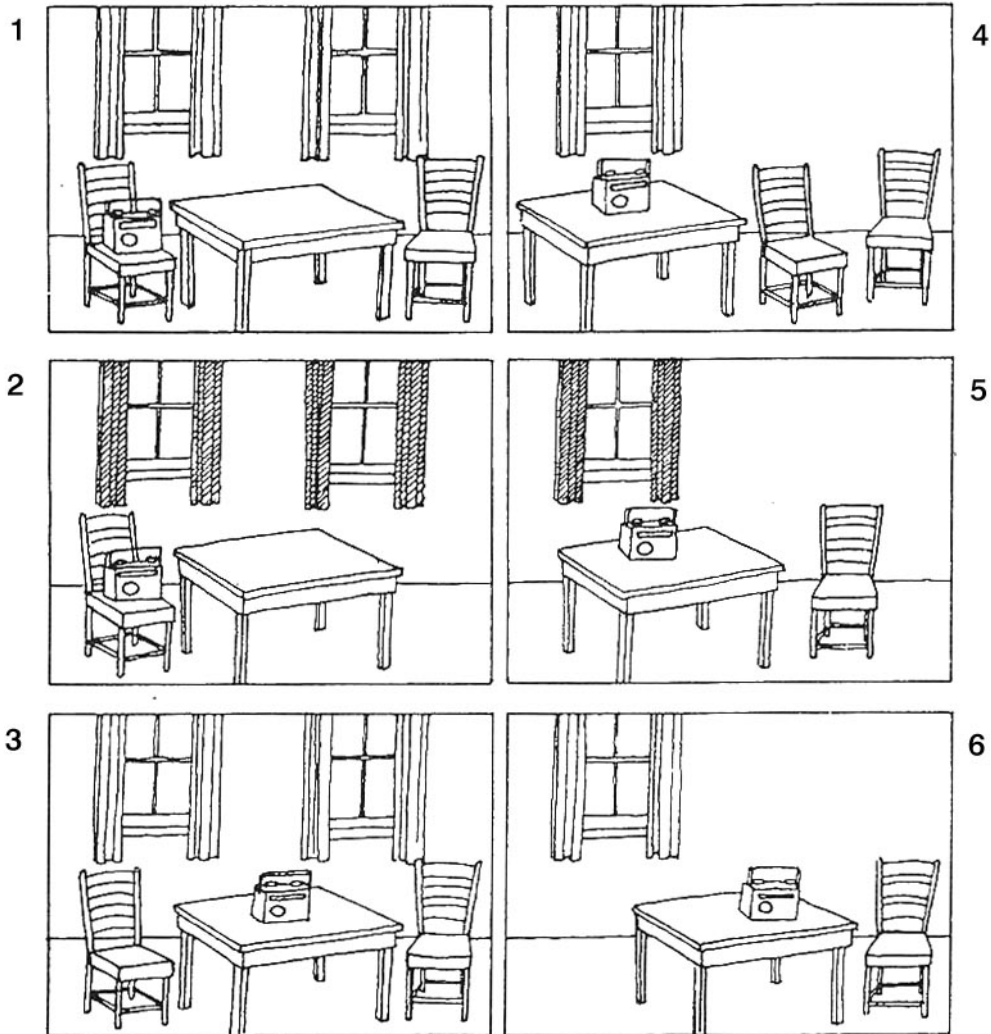


(O'Connel, 2000, p.139)

Information Gap

Role Card B

You have five pictures in front of you. Your partner has these pictures, too. Describe Picture 3 to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Littlewood, 1983, p. 23)

Student 19

If Question

If you knew the world was going to end tomorrow morning, how would you spend today?

Pictures – Find the differences

There are 10 differences between Picture 1 and Picture 2. Find at least 8 differences.



(Oxenden et al., 2000, p.193)

Role-playing

Role Card A

Your roommate in the dormitory is a member of the Youth Club at the University. They are organizing a party and you are invited. Find out some information about the party. Find out about

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

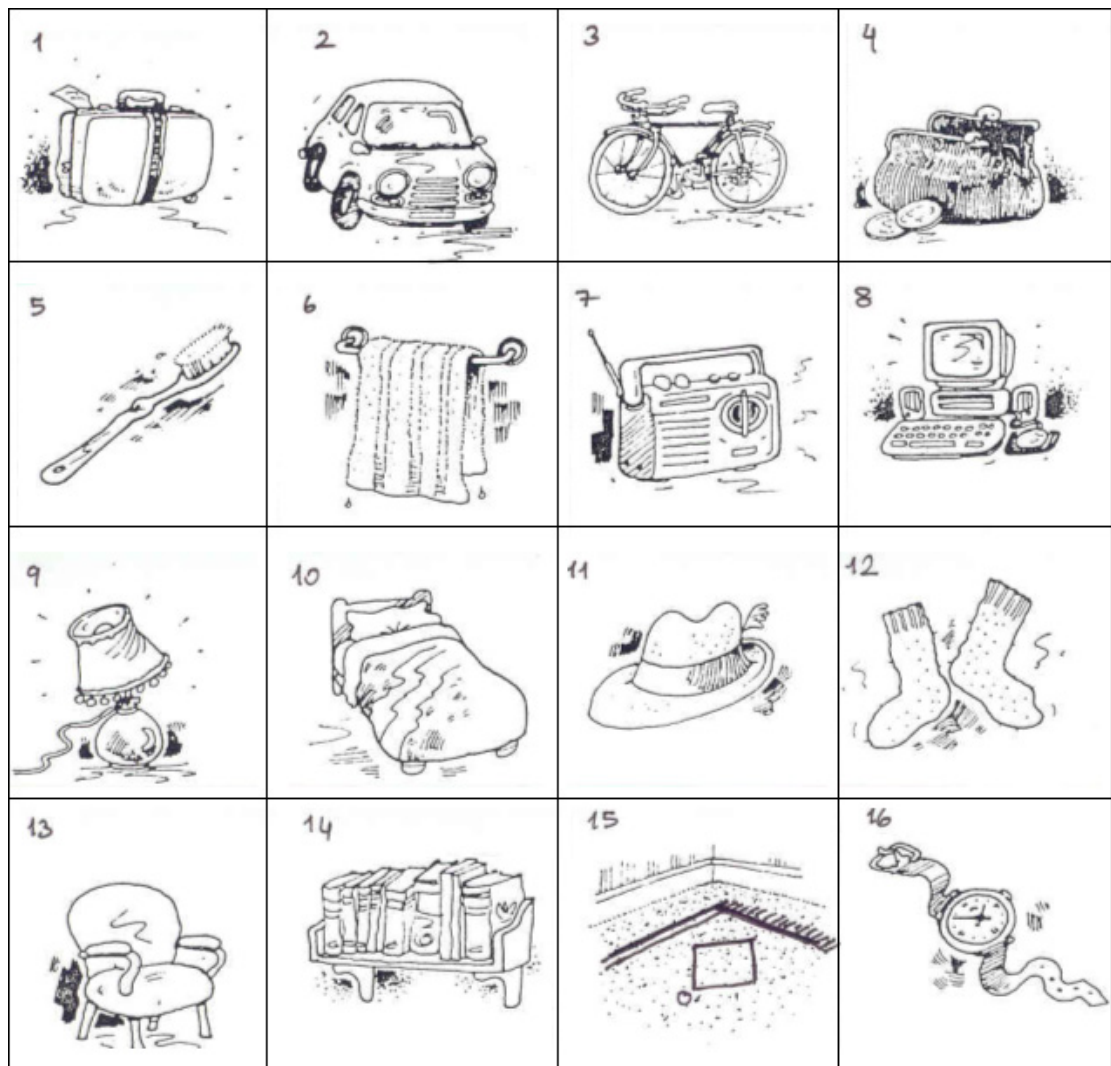
Student 20 (did not take the test)

Question

Pictures- Grammar

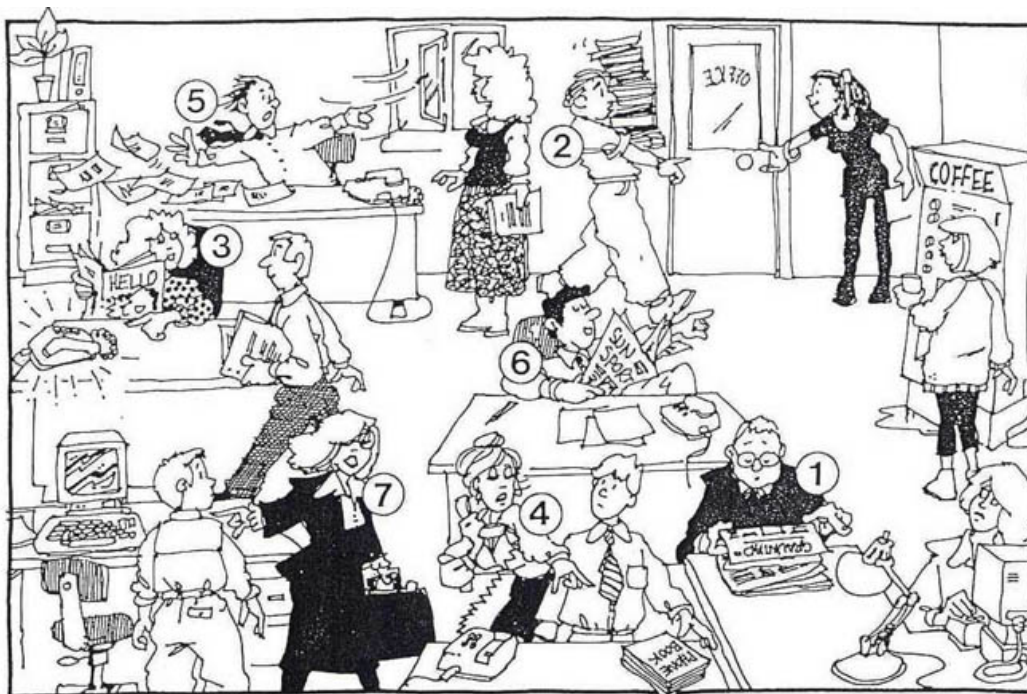
Objects

Define the objects (number 4, 5, 12, 17) using a relative clause and a relative pronoun “which” or “that”.



Polite Requests

This is an office. Make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Role-playing

Role Card B

You are a member of the Youth Club at the University. The Youth Club is organizing a party and you have invited your roommate in the dormitory. S/He asks some questions about the party. Answer his/her questions about these topics.

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

SET 3 (CLASS D9)

Student 1

If Question

If you could uninvent something that has already been invented, what would you choose? Why?

Pictures - Coloured Pictures

Describe these pictures shortly. What do the people celebrate in the pictures? Have you ever made one of these celebrations?



(Stanton & Morris, 2002, p.132)

Information Gap

Role Card A

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 2

Opinion Question

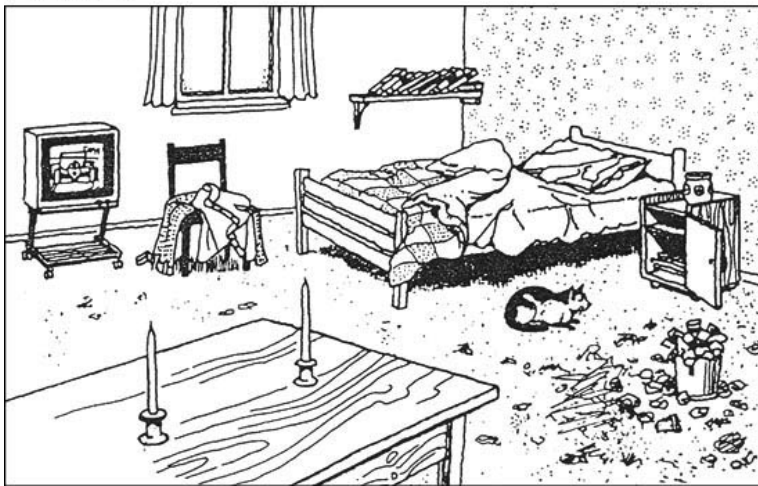
Do you think a good mother should give up her job to stay at home with her children? Why?

Pictures - Describing

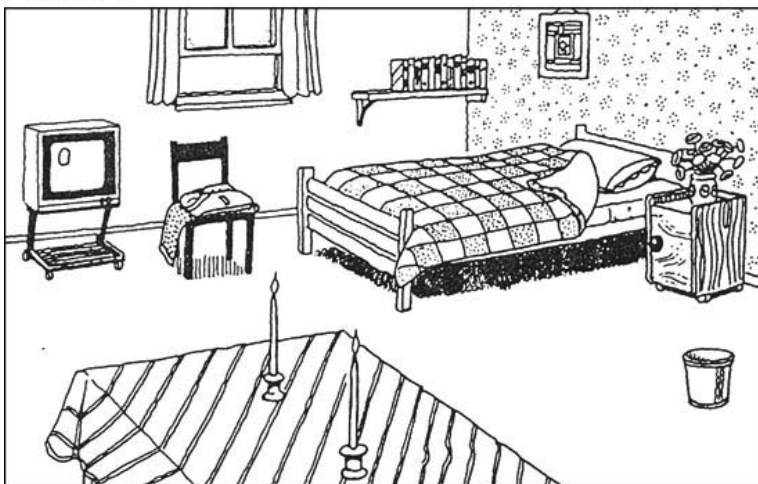
The room in Picture A is untidy. The room in Picture B is tidy. Tell what was done to tidy the room using the verbs given.

fold	let out	turn off	make	put (x2)	organize
hang	empty	light	clean	open	close

Picture A



Picture B



(Ur, 1989, p.201)

Information Gap

Role Card B

You are given a picture. Your partner has a picture, too but your pictures are different in some ways. Try to find out the differences by asking your partner questions about his/her picture and describing your pictures to each other.



(Watcyn-Jones & Williams, 2001, pp.52-53)

Student 3

Opinion Question

Which one is more important in your opinion – money or success?

Pictures – Find the differences

There are 7 differences between Picture A and Picture B. Find all the differences.

Picture A



Picture B



(Howard-Williams, 2001, p.74)

Role-playing

Role Card A

You have saved up for a second-hand car. A friend is selling his/her car. Find out some information about his/her car.

Find out about

- what make it is and its color
- whether it is old or new
- whether it has any problems
- the cost
- how to pay
- the reason for selling

Student 4

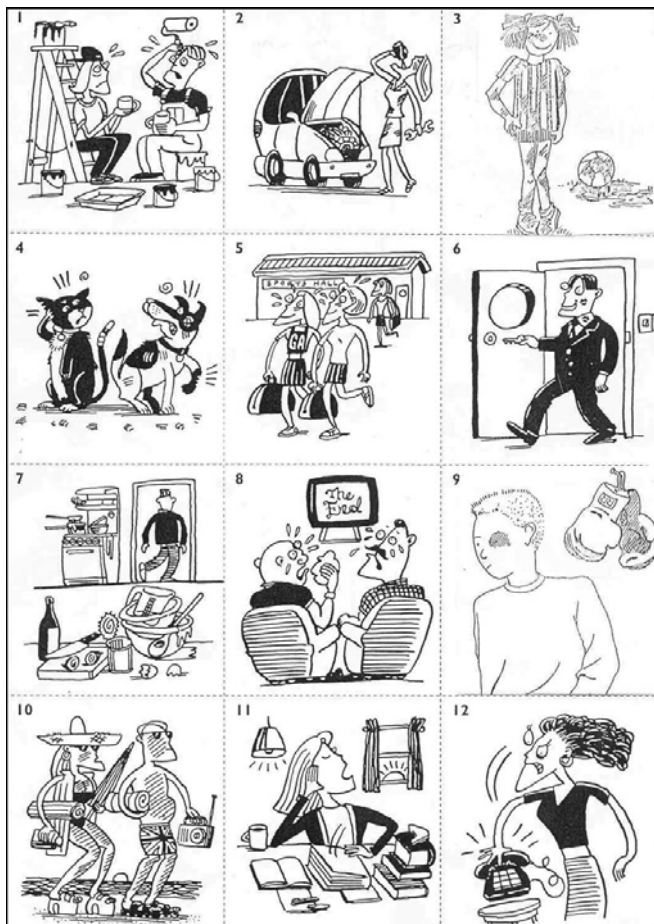
If Question

If you could be someone famous for a day, who would you be? Why?

Pictures- Grammar

Present Perfect Continuous

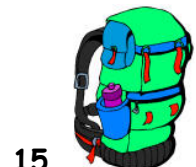
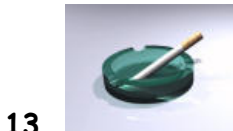
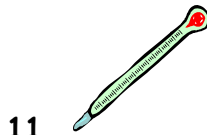
Tell what people in picture 4, 5, 8, 11 have been doing.



(Oxenden et al., 2000, p.124; Hadfield, 1990)

Objects

Define the objects (number 2, 4 and 12) using a relative clause and a relative pronoun “which” or “that”.



Role-playing

Role Card B

Your car is on sale. A friend wants to buy your car, but first of all, s/he wants to learn something about your car. S/he asks questions about the car. Answer his/her questions about these topics.

- what make it is and its color
- whether it is old or new
- whether it has any problems
- the cost
- how to pay
- the reason for selling

Student 5

If Question

If you had the opportunity to visit a foreign country, which country would you choose to go? Why?

Pictures - Coloured Pictures

Describe each picture shortly and say where these people may be.

Say what they are watching and how they are reacting to it.



(Stanton & Morris, 2002, p.138)

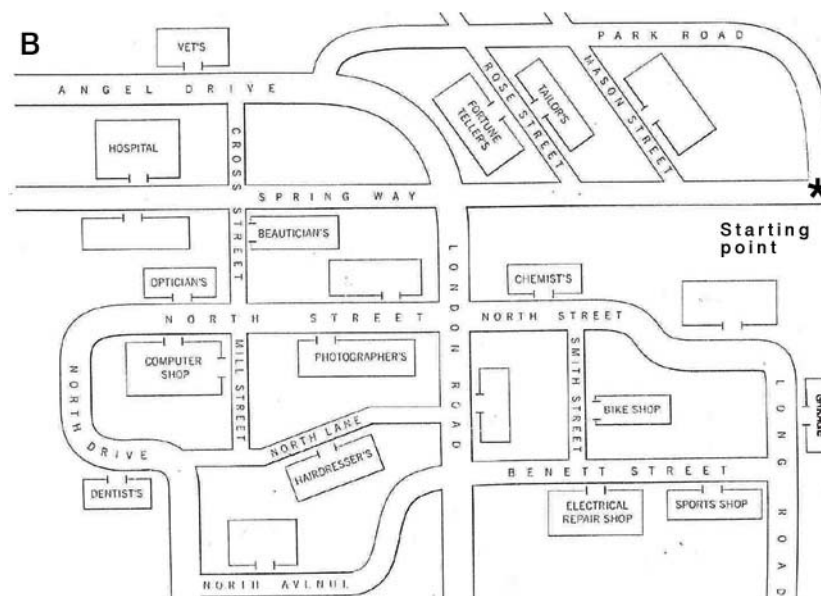
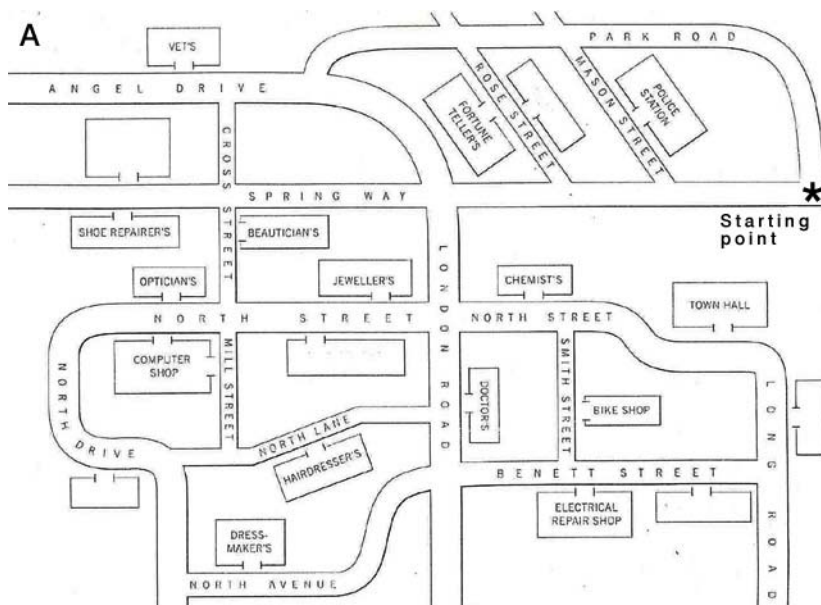
Information Gap

Giving Directions

Picture A

Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- garage
- sports shop
- tailor's
- photographer's



(Obee, 1999, p. 101)

Student 6

Opinion Question

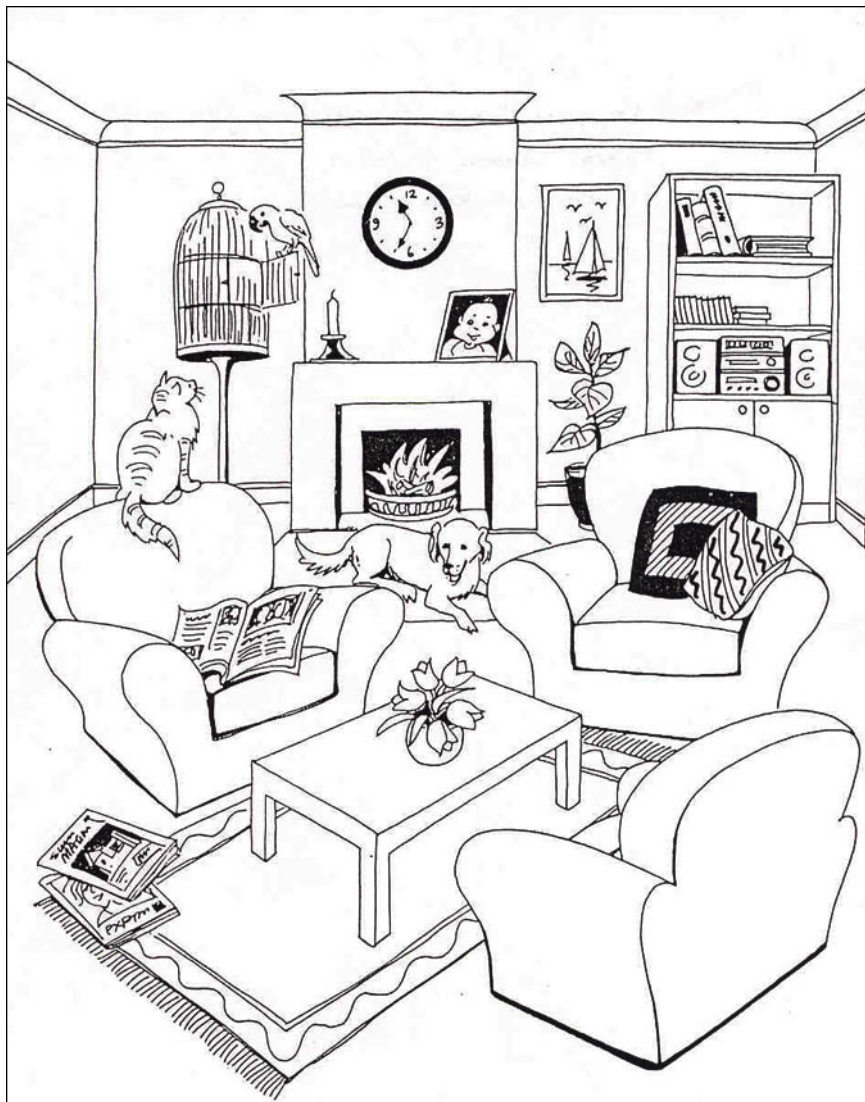
Getting married and having children at an early age is better. Do you agree?

Pictures - Describing

Instruction:

Describe the room referring some of these words given and the appropriate prepositions.

armchair	vase	dog	fireplace	painting
cushion	flowers	cage	candle	book case
coffee table	magazines	parrot	photo	books & cassettes
rug	cat	plant	clock	cassette player



(Watcyn-Jones & Howard-Williams, 2001, p. 73)

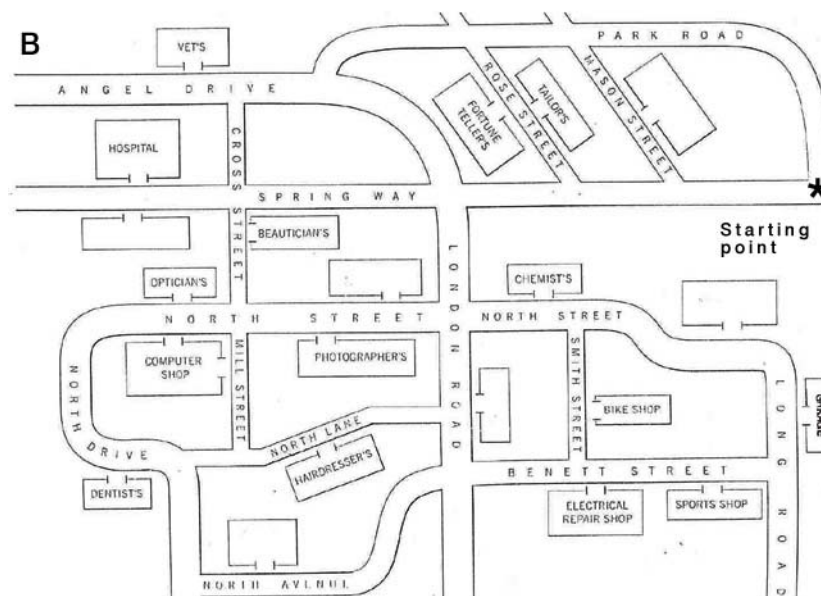
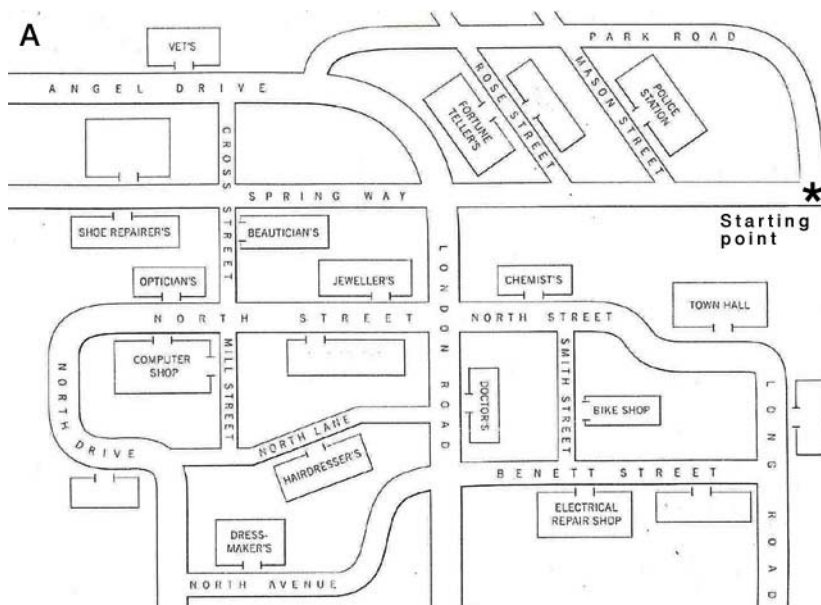
Information Gap

Giving Directions

Picture B

Ask your partner where these places are. Follow the directions and after you find the places on the map, write the names of the places on the map.

- dress maker's
- police station
- town hall
- doctor's



(Obee, 1999, p. 101)

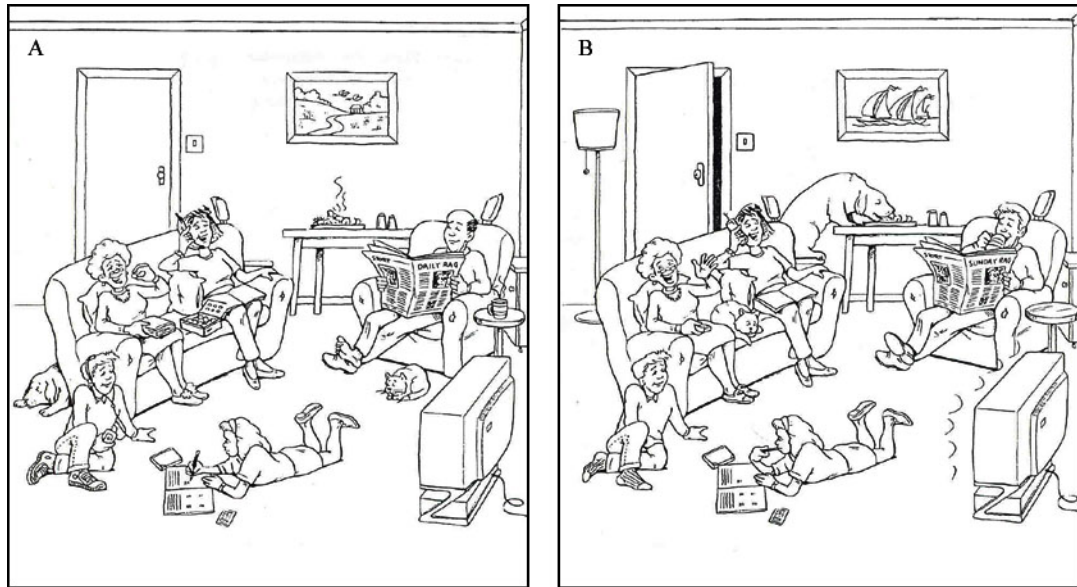
Student 7

If Question

If you were given an opportunity to be born again, in which country would you like to be born? Why?

Pictures – Find the differences

There are 13 differences between Picture A and Picture B. Find at least 8 differences.



(Watcyn-Jones & Howard-Williams, 2001, pp.69-70)

Role-playing

Role Card A

Your friend has some visitors from a foreign country. Ask him/her questions about his/her visitors.

Find out about

- who they are
- where they are from
- how they became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 8

Opinion Question

Suppose that you were married. Which household chores would you share/ or prefer doing?

Pictures- Grammar

Signs

Here is a picnic area. All these signs demonstrate the rules in the area. Say all the rules.



smoke



pay to park



light fires



pay cash



buy petrol



drink the water

(Beaumont, 1993, p. 144)

Giving Advice

There are 2 situations given in the following. Give advice for each situation.

1. I am fed up with my job. I don't like my colleagues and I'm bored with the work.
2. My boy/girlfriend has left me. I am very unhappy.

Role-playing

Role Card B

You have some visitors from a foreign country. One of your friends wonders who these people are and asks some questions about them. Answer his/her questions about these topics.

- who they are
- where they are from
- how you became friends
- the length of their stay
- where they are going to stay
- their plans for daytime and evening activities

Student 9

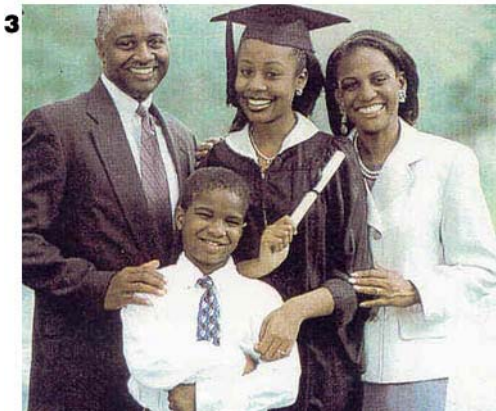
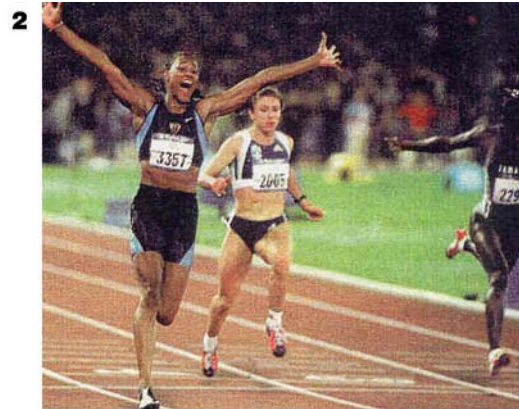
If Question

If you could read the private diaries of a famous person, who would that be? Why?

Pictures - Coloured Pictures

Describe each picture and say how these people's lives may change as a result of these events in the pictures.

Which person's life is going to change most as a result of the event?



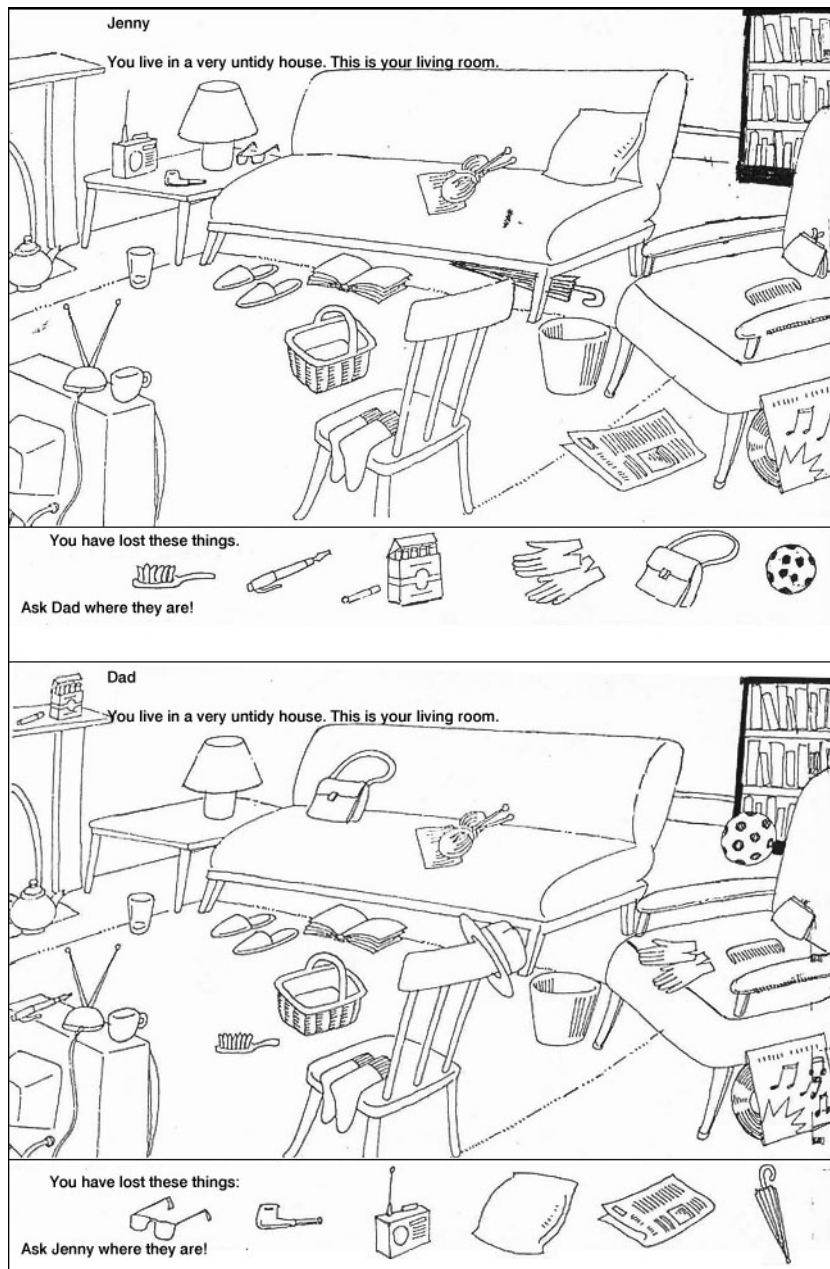
(Kenny & Sunderland, 2002, p.143)

Information Gap

Role Card A

You are Jenny. You have lost some of your things. Ask your dad where your things are.

- | | |
|-------------|--------------|
| ▪ hairbrush | ▪ bag |
| ▪ gloves | ▪ ball |
| ▪ pen | ▪ cigarettes |



(Hadfield, 1984)

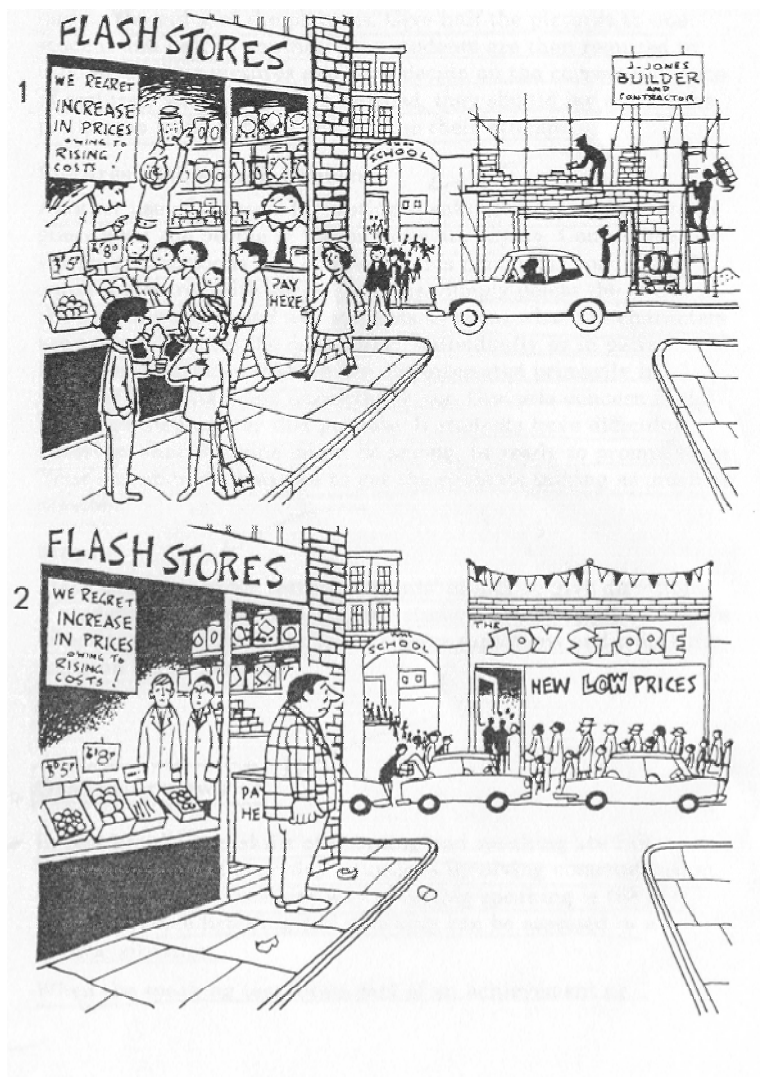
Student 10

Opinion Question

Do you think capital punishment is a good idea? Why or why not?

Pictures- Grammar

Compare two pictures using used to and present simple tense.



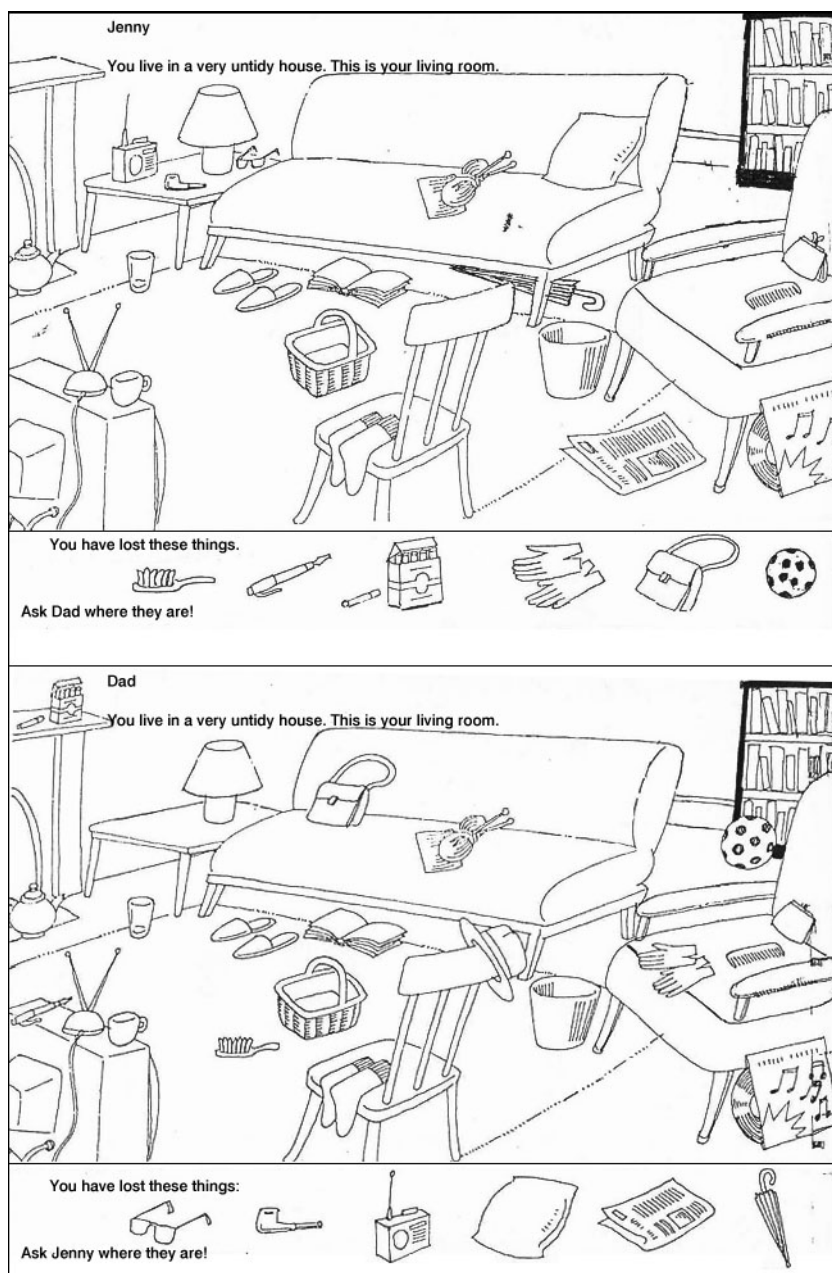
(Heaton & Brian, 1975, p.16)

Information Gap

Role Card B

You are Jenny's dad. You have lost some of your things. Ask Jenny where your things are.

- | | |
|-----------|-------------|
| ▪ glasses | ▪ newspaper |
| ▪ pipe | ▪ cushion |
| ▪ radio | ▪ umbrella |



(Hadfield, 1984)

Opinion Question

Pictures – Find the differences



(Oxenden, et al., 2000, p.199)

They are organizing a party and you are invited. Find out some information about the party. Find out about

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

Student 12

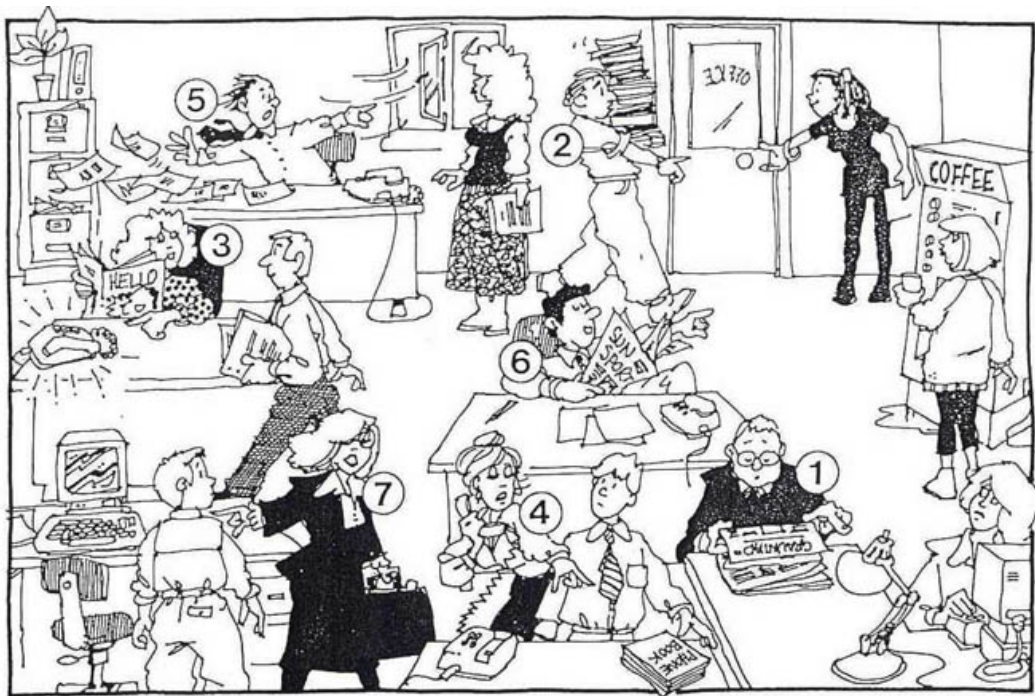
If Question

If you had the chance to be rich, famous, happy or very intelligent, which one would you choose? Why?

Pictures- Grammar

Polite Requests

This is an office. Make polite requests for each number using the subject “You”. Try to use a different structure for each polite request.



(Granger, 1998, p. 31)

Role-playing

Role Card B

You are a member of the Youth Club at the University. The Youth Club is organizing a party and you have invited your roommate in the dormitory. S/He asks some questions about the party. Answer his/her questions about these topics.

- the date, time and place
- the cost
- what to wear
- whether to bring food/drink anything
- whether to bring a friend
- the reason for the party

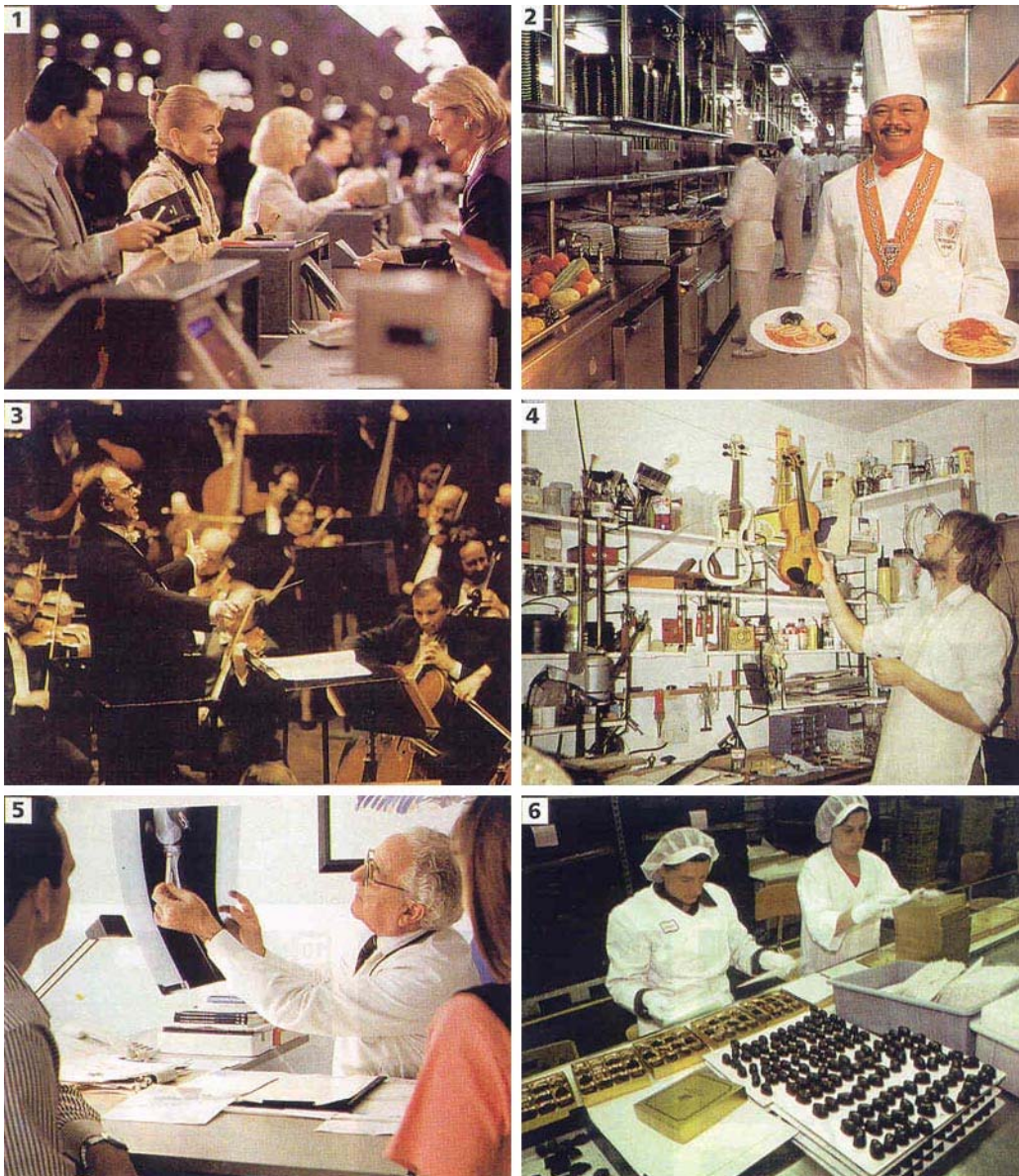
Student 13

Opinion Question

Would you ever marry someone that your parents didn't approve of?

Pictures - Coloured Pictures

Compare and contrast jobs (number 1, 2 and 3) in terms of money, working conditions and etc.



(Kenny & Sunderland, 2002, p. 148)

Information Gap

Role Card A

You're an eyewitness.

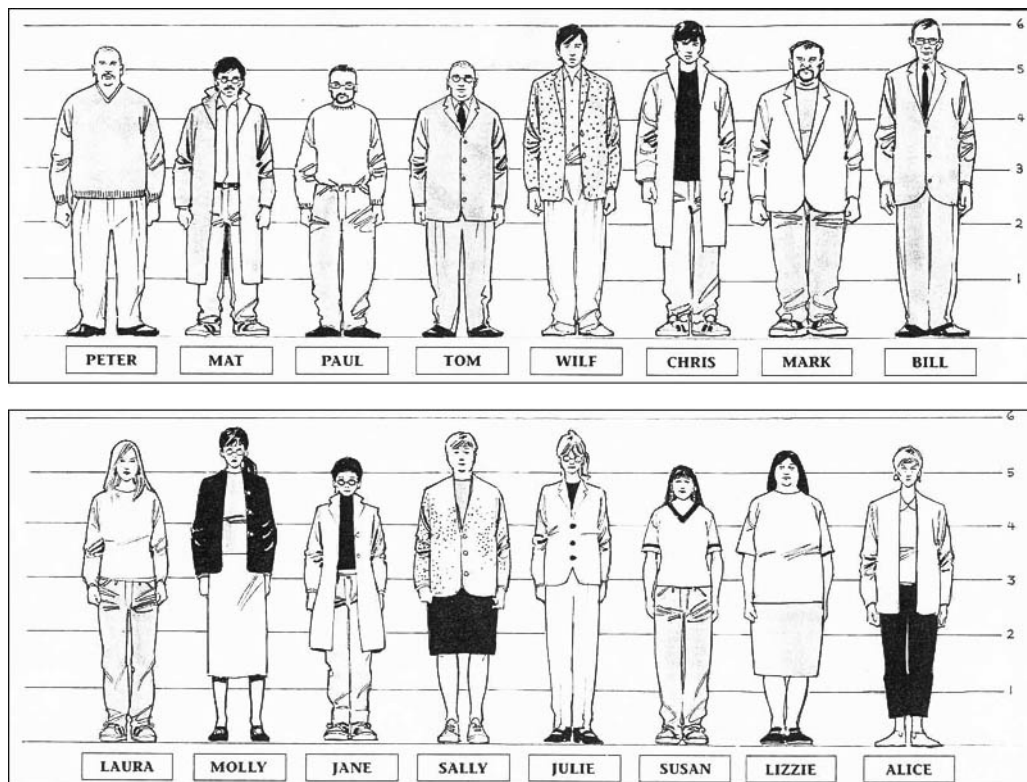
You were looking out of the window at night and saw a woman who killed a woman in the dark. You phoned the police and then went to police station as an eyewitness.

Describe the murderer (**Alice**) to the police officer.

Role Card B

You're a police officer.

A person killed a woman in the dark. An eyewitness saw the murder and now s/he is waiting for you to describe the murderer. You have several photos of suspects in front of you. Find the murderer among the photos listening to the description of the eyewitness.



(Redston, 2001, p.150)

Student 14

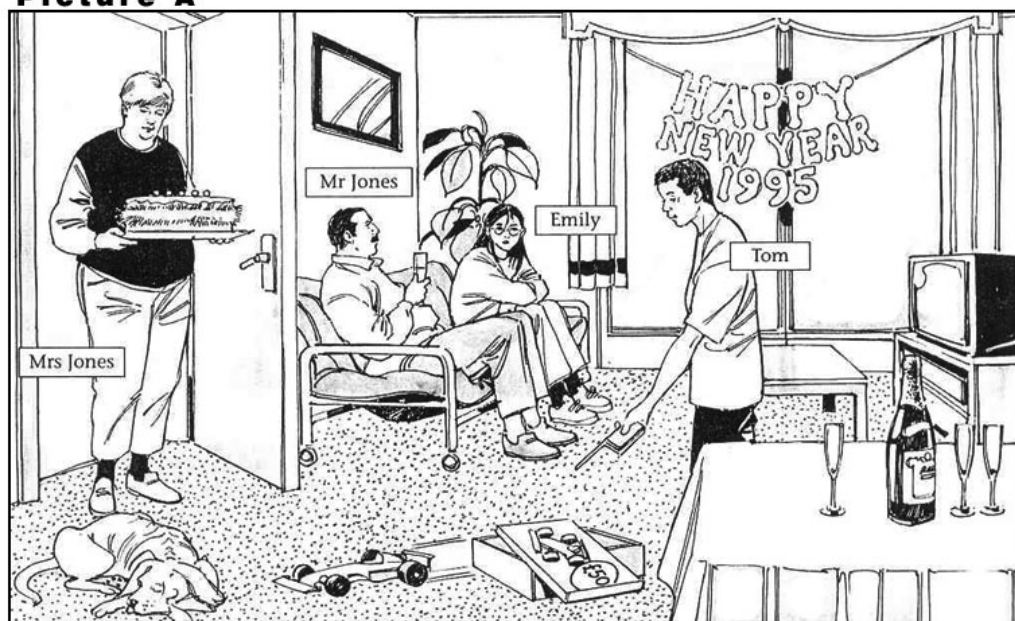
Opinion Question

Smoking should be banned in all public places. Do you agree? Explain with your reasons.

Pictures - Describing

Compare the people and things in Picture B with Picture A using comparative adjectives. There are 16 differences. You are supposed to tell at least 10 of the differences.

Picture A



Picture B



(Redston, 2001, p.145)

Information Gap

Role Card A

You're an eyewitness.

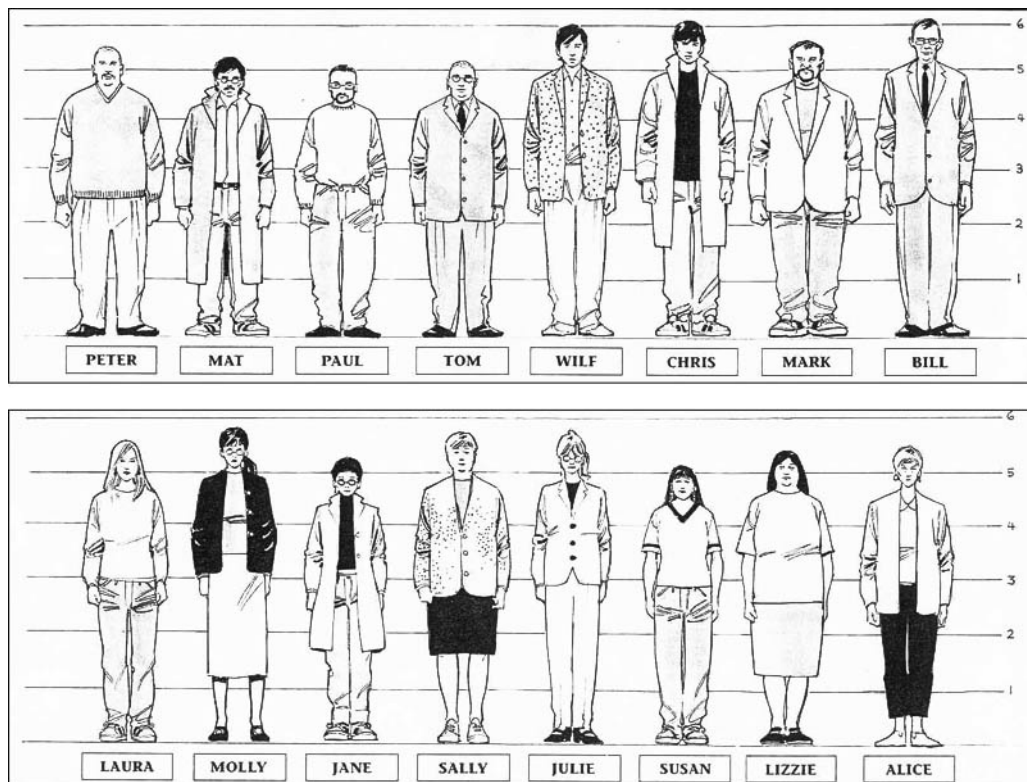
You were looking out of the window at night and saw a man who killed a woman in the dark. You phoned the police and then went to police station as an eyewitness.

Describe the murderer (**Tom**) to the police officer.

Role Card B

You're a police officer.

A person killed a woman in the dark. An eyewitness saw the murder and now s/he is waiting for you to describe the murderer. You have several photos of suspects in front of you. Find the murderer among the photos listening to the description of the eyewitness.

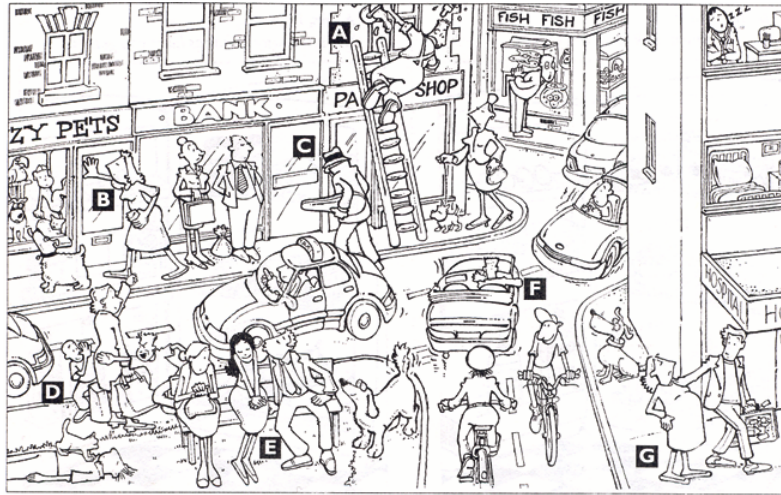


(Redston, 2001, p.150)

If Question

Pictures – Describing

Look at Picture 2. Tell what has happened or what has been happening?



(Oxenden, et al., 2000, p.199)

Role-playing

A friend returned from a holiday two days ago. You have met him at a café. Find out some information about his/her holiday. Find out about

- what her holiday was like
- where she went and for how long
- where she stayed
- what the food/weather was like
- with whom she went on her holiday
- the form of transport

Student 16

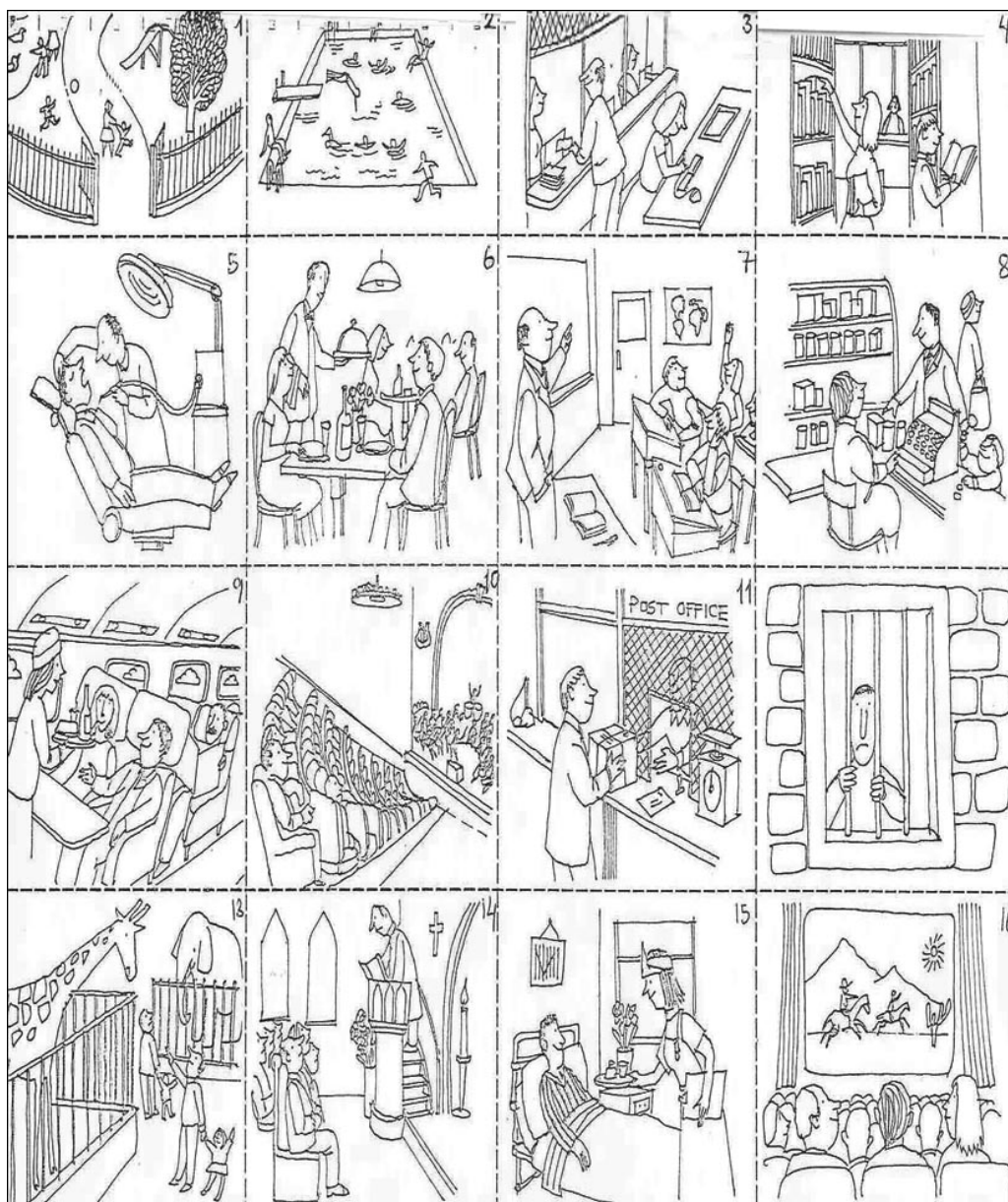
Opinion Question

Are you satisfied with the current social activities in your faculty? If not what kinds of facilities/ activities would you like to take part in?

Pictures - Grammar

Places

Define the places (number 4, 12, 13, 16) using a relative clause and a relative pronoun “where”.



(Hadfield, 1984)

Polite Requests

Make a polite request for each picture. Try to use a different structure for each request.



(Beaumont, 1993, p.152)

Role-playing

Role Card B

You have just returned from a holiday. You have met a close friend at a café. S/He asks some questions about your holiday. Answer his/her questions about these topics.

- | | |
|-----------------------------------|-------------------------------------|
| ▪ what your holiday was like | ▪ what the food/weather was like |
| ▪ where you went and for how long | ▪ with whom you went on her holiday |
| ▪ where you stayed | ▪ the form of transport |

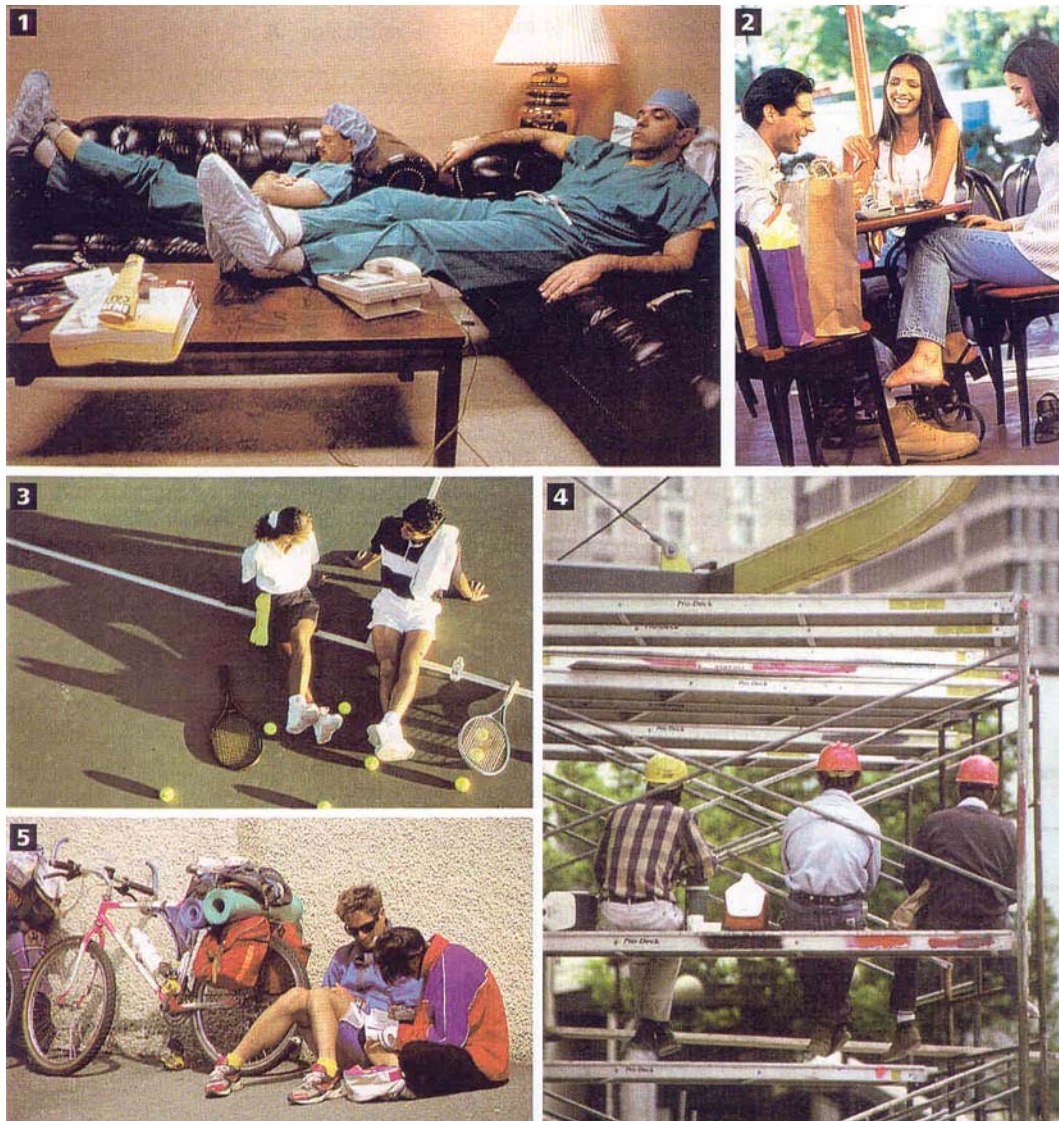
Student 17

Opinion Question

Do you believe there is life on other planets? Why?

Pictures - Coloured Pictures

The pictures have something in common. What is it? What are the people in the pictures doing? Why are they doing this? Why are they so tired?



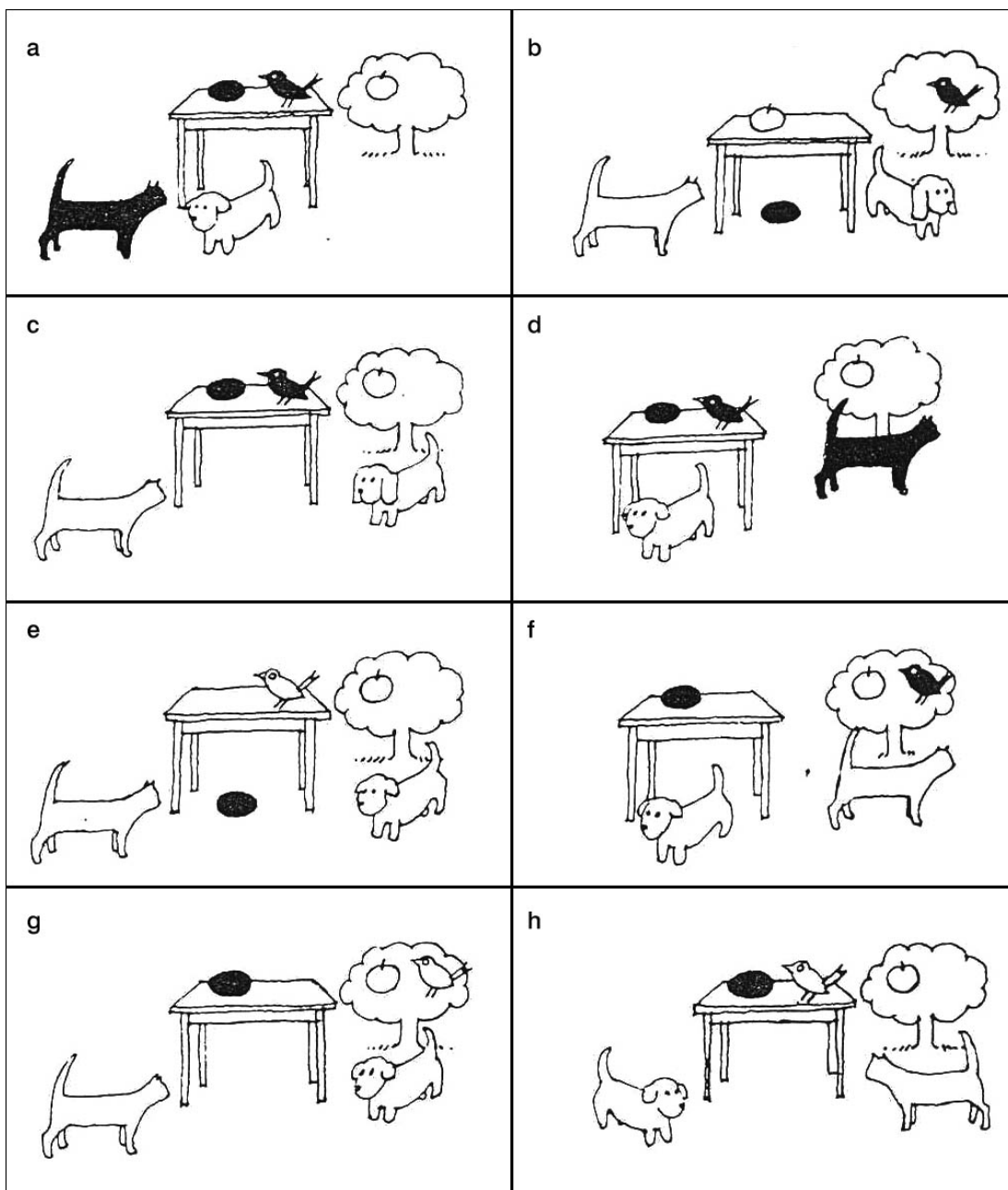
(Kenny & Sunderland, 2002, p.140)

Information-gap

Role Card A

You have eight pictures in front of you. Your partner has these pictures, too.

Describe Picture **d** to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Ur, 1989, p. 169)

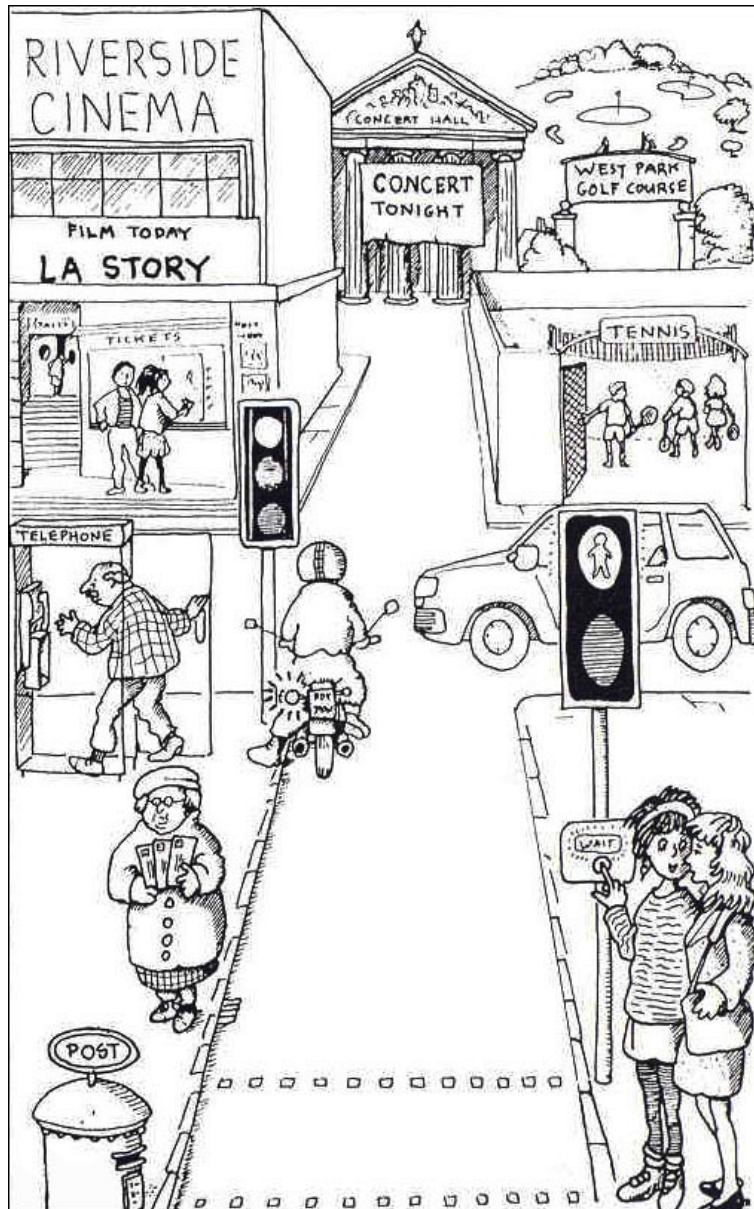
Student 18

Opinion Question

Do you think getting married means giving up freedom? Why?

Pictures- Describing

Tell what these people are going to do.



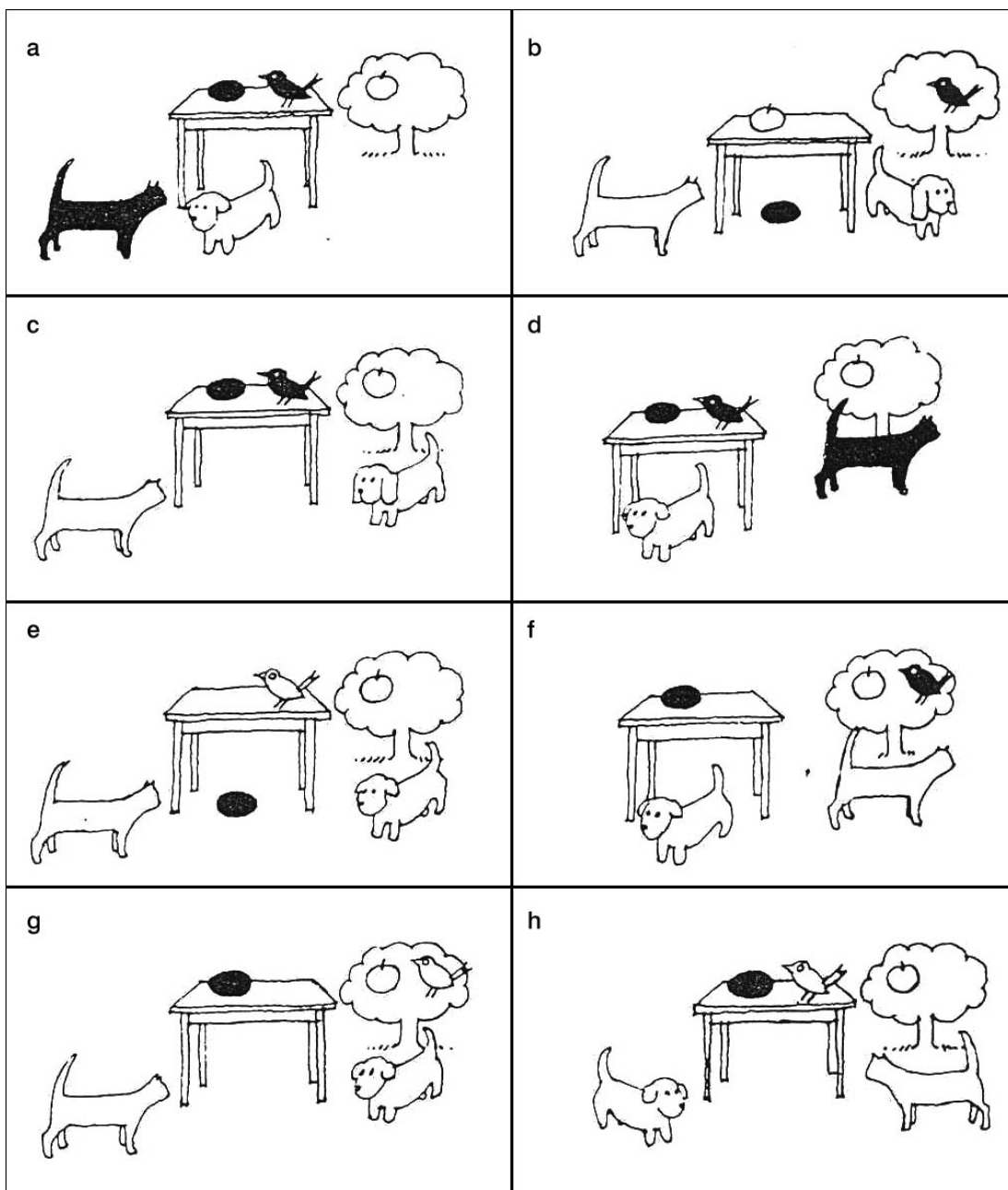
(Beaumont, 1993, p.121)

Information-gap

Role Card B

You have eight pictures in front of you. Your partner has these pictures, too.

Describe Picture **a** to your partner. Your partner will listen to you without knowing which picture you are describing and s/he is supposed to find the picture which is described.



(Ur, 1989, p. 169)

Student 19

Opinion Question

Living in a city is better than living in the country. Do you agree? Explain with your reasons.

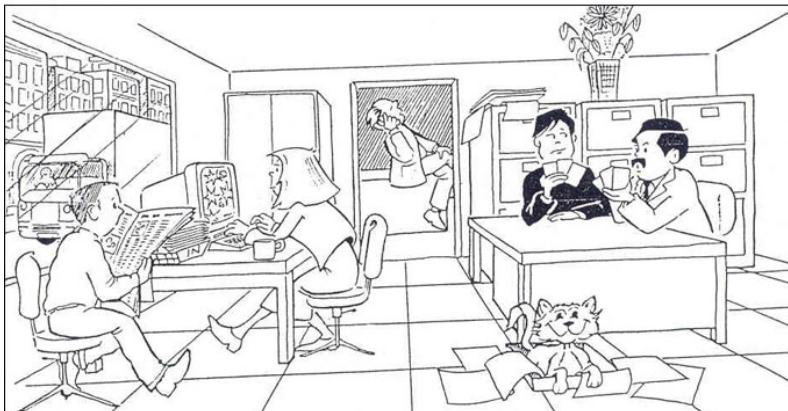
Pictures – Find the differences

There are 11 differences between Picture 1 and Picture 2. Find at least 8 differences.

Picture 1



Picture 2



(Howard-Williams et al., 2000, p.91)

Role-playing

Role Card A

Your friend has just seen a traffic accident. Find out some information about what happened. Find out about

- the time of the accident
- where the accident took place
- what s/he was doing
- the number of people injured
- how the accident happened
- the cause of the accident

Student 20

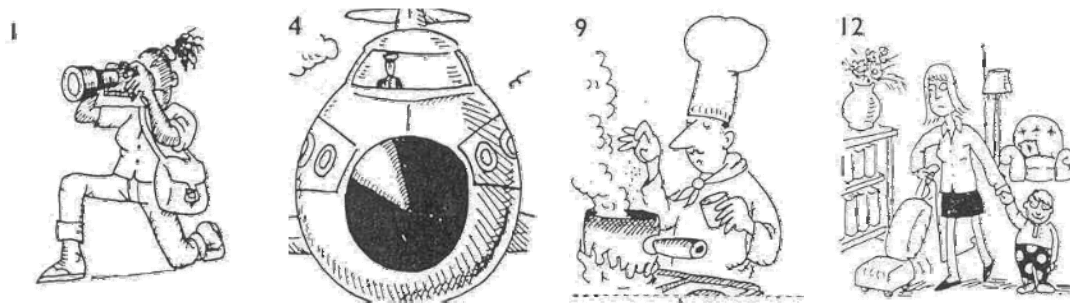
If Question

If you could change one aspect of your personality, what would that be?

Pictures-Grammar

Jobs

Describe the jobs (number 1, 4, 9, 12) using a defining relative clause and relative pronoun “who” or “whose”.



(Oxenden et al., 1999, p.153)

Giving Advice

There are 4 situations given in the following. Give advice for each situation.

6. I want to be famous.
7. I've put on weight recently and I don't feel fit.
8. I want to improve my English pronunciation.
9. I forgot my best friend's birthday yesterday.

Role-playing

Role Card B

You have just seen a traffic accident. Your friend is going to ask some questions about the accident. Answer his/her questions about these topics.

- | | |
|-----------------------------|---------------------------------|
| ▪ the time of the accident | ▪ where the accident took place |
| ▪ what you were doing | ▪ the number of people injured |
| ▪ how the accident happened | ▪ the cause of the accident |

Student 21

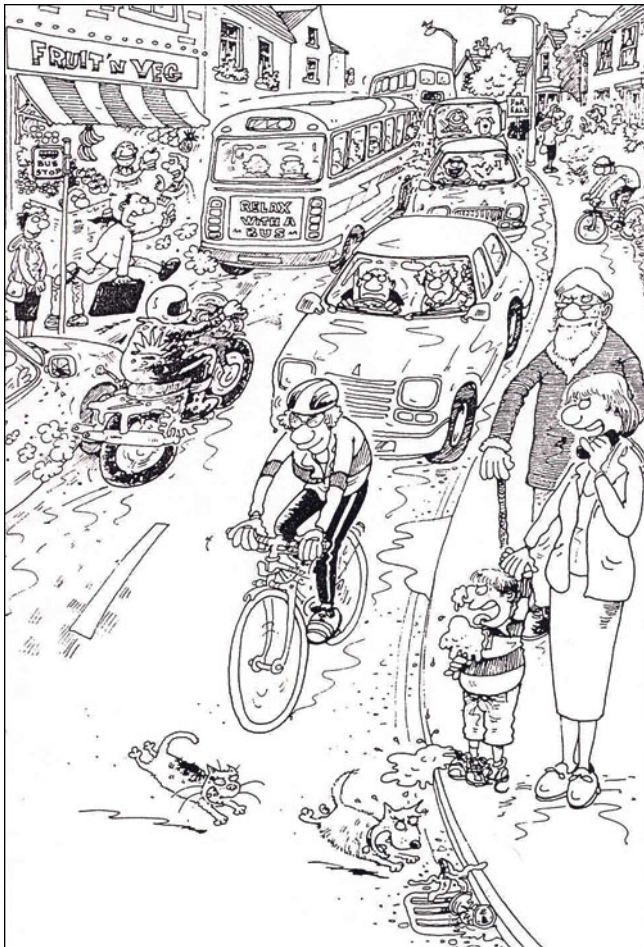
Opinion Question

English is an easy language to learn. Do you agree? Explain with your reasons.

Pictures - Describing

Answer the questions about the picture.

1. Why is the man who is running angry?
2. There is something wrong with the cat and the dog running. What is wrong?
3. Whom is the man in his car (on the left) angry with? Why?
4. How many forms of transport can you see in the picture?
5. What are the people at the bus stop doing?
6. Why may the couple in their car be angry?
7. Are there any shops in the picture? If yes, what kind of a shop is it?
8. What are the mother, her son and the old man going to do?
9. Are there any signs in the street?



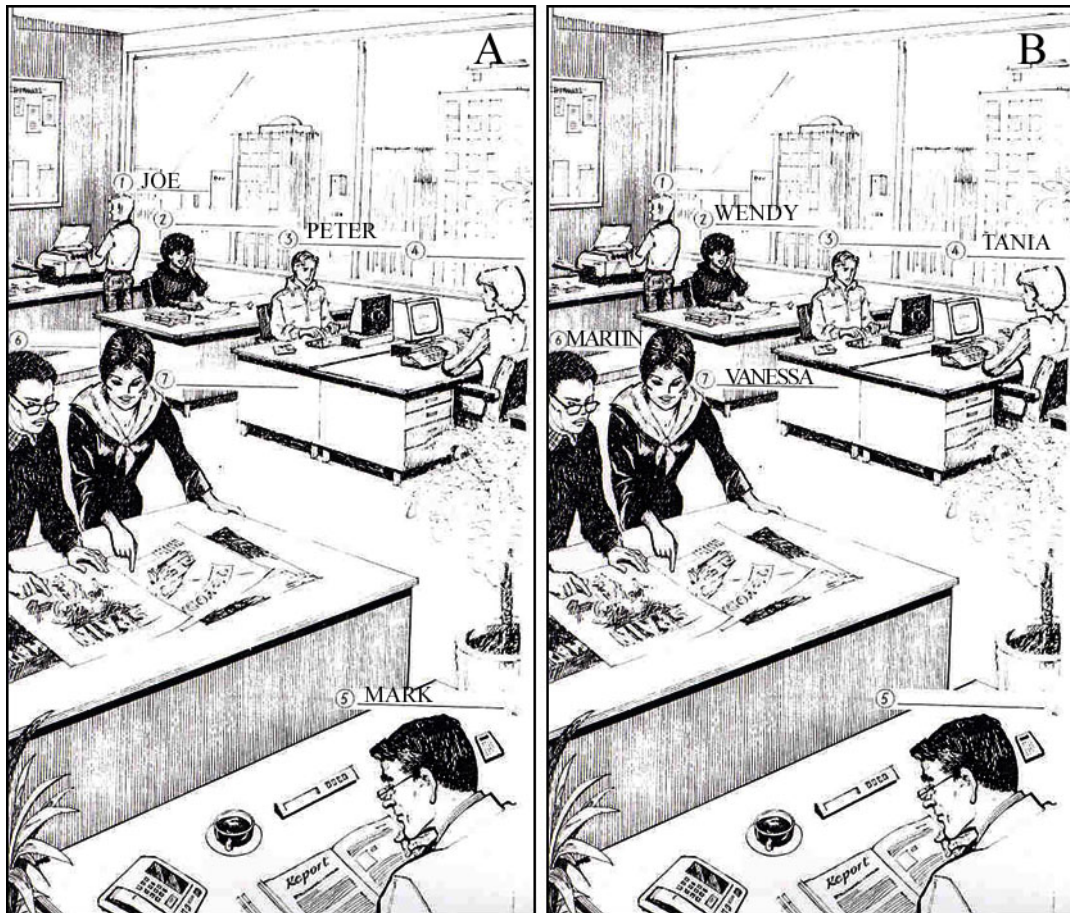
(Howard-Williams, 2001, p. 59)

Information-gap

Role Card A

You are Cheryl.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

Student 22 (did not take the test)

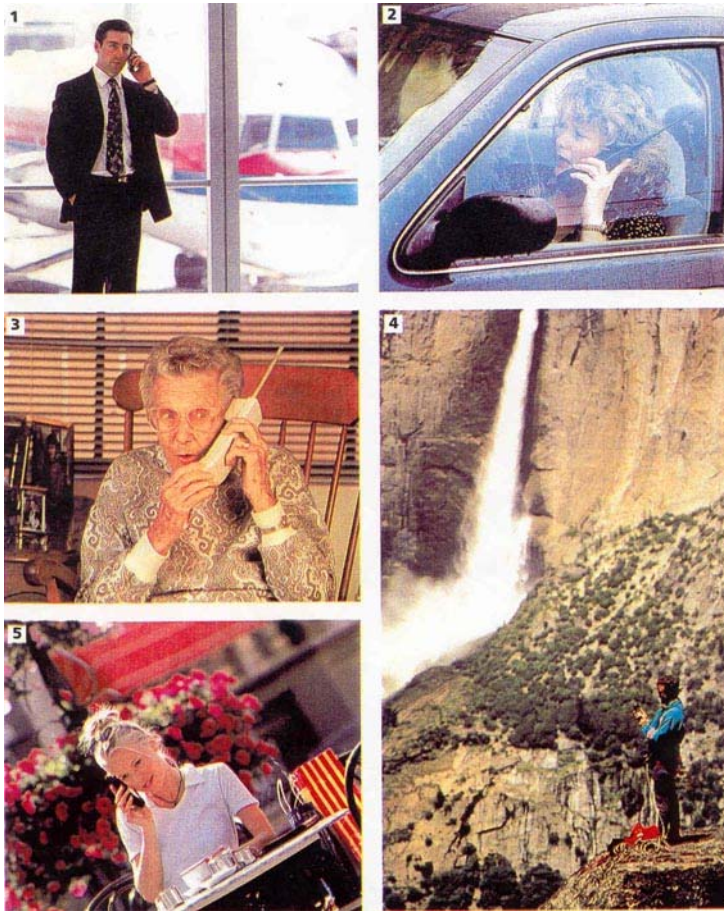
Question

Pictures - Coloured Pictures

These pictures show people using mobile phone. Describe each picture shortly.

What do you think they are using the phones for? /Who may these people be talking to on the phone?

For which person is the mobile phone most necessary/useful?



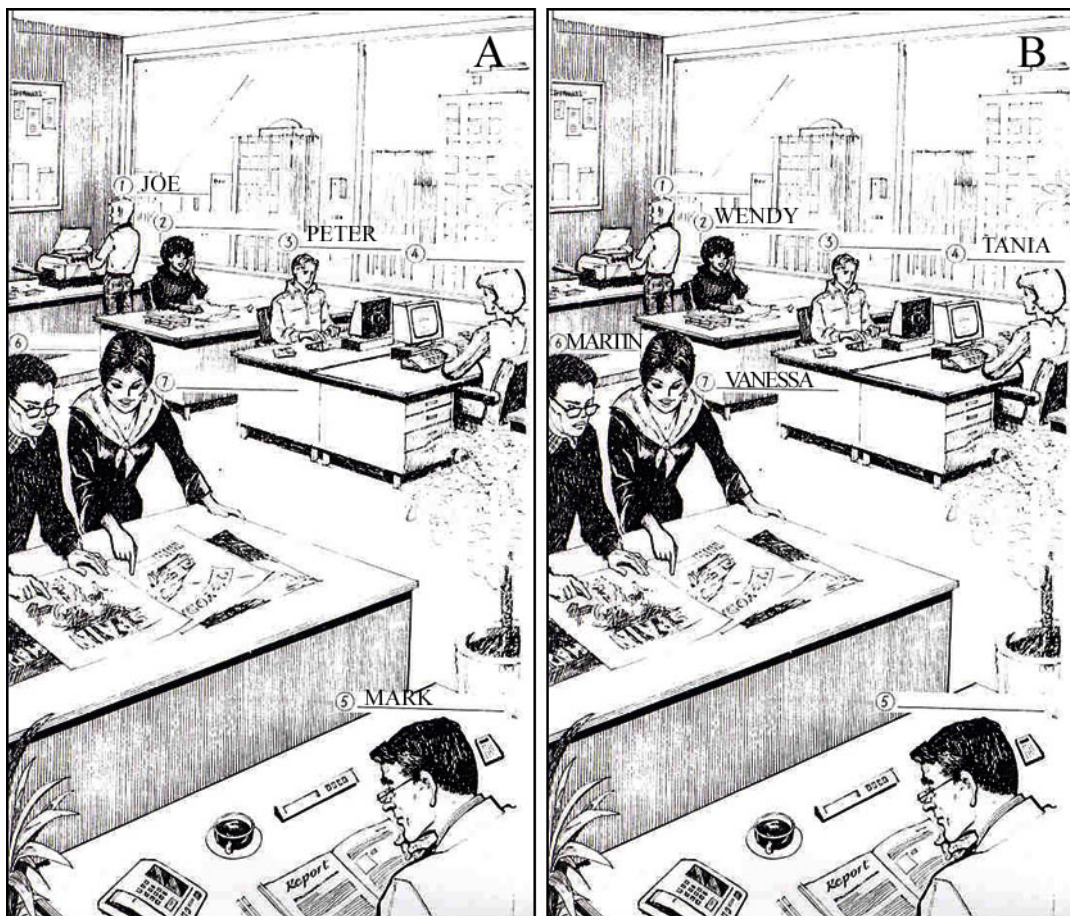
(Stanton & Morris, 2002, p. 134)

Information-gap

Role Card B

You are Darren.

You have just started working in an advertising company. You know some of your colleagues' names, but not the rest's. Ask your friend the colleagues' names you don't know.



(Beaumont, 1993, p 86)

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.0 Introduction

This chapter consists of three parts. The first part provides the review of this study. The interpretation of the results of the questionnaires for the instructors and students are compared and contrasted in the second part. The last part deals with suggestions for class along with what can be done in further research.

5.1 Review of the Study

This thesis aims to determine whether there is a lack of teaching speaking skills and speaking tests at Gazi University Preparatory School of English. In order demonstrate the lack of emphasis on speaking skills, questionnaires were delivered to both instructors and students at prep school before and after the suggested speaking tests. The test were prepared in accordance with the course book (Cutting Edge) used at prep school. Afterwards, the results were analyzed and interpreted by means of SPSS. Consequently, it is seen that both instructors and students have positive attitudes towards speaking tests. They think that speaking should be given more emphasis in class and speaking tests should be given to students continuously at prep school.

5.2 Assessment of the Study

As stated before, two types of questionnaires were administered in this study. The first questionnaires aim to find out how much emphasis is given to speaking skills in class, whether speaking activities are done in class, if yes what kind of

activities are done in class. The attitudes of both instructors and students towards speaking skills conducted at prep school were revealed through the second questionnaire.

The results of the first questionnaire illustrate that the most important skills for the students are speaking and vocabulary while they are grammar, reading and vocabulary for the teachers. Consistently, these skills are given priority in class by the instructors even though the students want their teachers to give more importance to speaking. It is clear from the results that the students have the opportunity to speak English in class; however, they do not use the opportunities, which indicates that the students avoid speaking English in class, the only place they can practice their speaking skills. Instead, they use their native language, even though they can use English, in order to make even simple requests or sentences. The students avoid speaking English because they cannot speak English fluently and do not use the necessary vocabulary according to the results. Their teachers also state that the students do not have confidence in themselves.

Both the instructors and students agree on that speaking activities are done in class. Nonetheless, the frequency of doing speaking activities in class is not as much as it has to be. More than half of the instructors do not often spend time doing speaking activities in class. This is a low percentage if speaking skills are aimed to be promoted. The most favoured speaking activities are asking and answering questions, having a conversation and games. The other activities such as discussion, role-playing, problem solving activities, and presentations are not done as much as the ones mentioned above. The reason is likely to be that the less favoured activities require more preparation and organization of the class during the activity. Moreover,

the percentage of the students who can speak English well is much less than the half. Not to our surprise, 2 % of the students state that they can speak English with no difficulty and 21 % with little difficulty.

17 % of the students believe they will be able to speak English after prep class while % 45 of them do not think that they will be able to speak English well or fluently when they finish prep class. The rest (38%), on the other hand, has no idea on this issue. These results display the lack of emphasis on speaking skills at prep school. It can be concluded that speaking is neglected in class because there is nothing to motivate and encourage the students to talk English. The instructors also have no solid reason such as a speaking course or speaking test so as to promote their students' speaking skills in class.

Moreover, the majority of the students express their unwillingness to take speaking tests due to several reasons mentioned in part 3.1.1.5. They commonly mention that they are not good at speaking and they would fail if they had speaking tests. They also believe it would not be fair to test their speaking skills without enough practice, which demonstrates how much importance speaking skills are placed importance in class. Only a minority of the students would like their speaking skills to be tested and their reason is the necessity and importance of speaking for education, a good job, communication and they would like to learn their level of English and whether they can speak English well or not.

The questionnaires applied after the speaking tests aim to determine the attitudes of both students and instructors towards the speaking test administered. The students who took the speaking test and the instructors whose students were tested and who rated their students participated in the study. According to the results, the

students do not feel confident while speaking in English adding that they feel uneasy when they have to speak in English. This may be the reason why the students avoid speaking English. Not to our surprise, speaking tests make them more worried than the written ones. However, they state that they felt relaxed while introducing themselves to the raters answering the questions about themselves. Talking about themselves helped them to forget their anxiety.

The agreement on the statement “After the test, I felt that I should have studied English harder.” creates self-awareness in the students. In other words, the students realize that they would have performed better with a better command of English and this is possible through studying English harder and practicing more. The students also believe that they would have performed better provided that they had taken a speaking test before and similar speaking activities had been done in class. This is also significant because this was the first time for the students to take a speaking test. They will get used to speaking in oral tests and get familiar with these tests and hence they will be more successful in speaking tests if these tests are conducted continuously.

The use of speaking tests is proved by the students’ responses to the following statements. First, they think that they would practice their speaking skills more if speaking tests were given with regular intervals because they would be forced to talk English in class if speaking tests were a part of the assessment at prep school. The students also find speaking tests useful in order to improve their English.

It is also of significance that the students who took the speaking test felt the necessity of being taught speaking skills at prep school. They also state that it would be better to have a separate speaking course and take speaking tests at prep school.

However, the students given the questionnaire before the test do not want to have speaking tests. The students, on the other hand, want their speaking skills be tested after the test they have taken. After the test, they realized that the speaking test they took was not as difficult as they expected. What is more, they become aware of the fact that they could succeed in these tests if speaking were given more weight in the curriculum and class, they would practice more and get familiar with speaking tests. In this way, they would have confidence in themselves, which is one of the biggest problems the students have while speaking English.

Finally, both the instructors and students state that they need to do more speaking in class and speaking tests can be integrated in the assessment system at prep school. It is obvious that they all have positive attitudes towards speaking tests.

5.3 Pedagogical Implications and Recommendation for Further Research

This study answered the questions asked in part 1.1. The attitudes the instructors and the students take towards the speaking test conducted turn out to be positive according to the analysis of the questionnaires. That speaking is not attached enough weight at prep school is proved by this study. To put it another way, the study demonstrates the lack of emphasis and need of more emphasis on speaking skills in the curriculum and testing at Gazi University Prep School.

Firstly, the curriculum of the prep school could be revised in line with the needs' of the students. Need analysis should be done and objectives of prep school can be identified. And speaking can be a part of the curriculum. This may be realized by offering a separate speaking course to prep school students. If speaking is taught in class, it should be tested as well as Ur argues (as cited in Çaykan, 2001). What the

speaking course aims to offer has to be determined as well. In accordance with the objectives, the books, if used, should be selected along with the materials used in the course. These materials may involve visual aids, activities, games and so on. The teachers should be trained as regards how to teach and present speaking skills, how to make their students speak and practice and how to monitor and guide them. After the components of the course are ready, it is time to develop speaking tests in line with the course syllabus.

By means of a speaking course, more students will be able to speak English well. The problems they have while speaking English will lessen when compared with the present situation. The speaking tests also get them to speak English as much as possible in class since class is the only place to make practice. What is more, they will feel they are learning English and will be able to use it. Therefore, the students will have confidence in themselves and not avoid speaking English. To sum up, the students will be able to speak English after they leave prep school and they will feel competent in English and they will use English communicatively when necessary.

Speaking is neglected as administrators, teachers and testers think that speaking classes and courses requires much more effort, time and money and expertise than the other skills do. In addition, there are not plenty of ready speaking materials and tests. Even the ready ones must be adapted, simplified and revised according to the aims and needs. Besides, there are only a few studies on speaking compared with the studies concerning other skills. That is why speaking has a wide scope leading the researchers to conduct a number of studies with different focuses. For instance, a speaking course can be designed with its curriculum and materials. Just supplementary speaking activities can be focused on as well. Furthermore, the

factors that affect the performance of the students while speaking a foreign language can be examined. How the communicative strategies are used by both native and non-native speakers can be another topic to be studied. As stated before, speaking involves so many things, so it will not be difficult for the researchers to find a topic concerning speaking.

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Başkan.....

Prof. Dr. Abd¼lvahit ÇAKIR

Üye.....

Doç. Dr. Gülsev PAKKAN

Üye.....

Yrd. Doç. Dr. Abdullah ERTAŞ

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APPENDIX 1

FUNCTIONS

Agreeing	Disagreeing	Ordering
Answering	Discussion	Persuading
Arguing	Estimating	Phoning
Apologizing	Expressing beliefs	Planning
Asking about favourites	Expressing differences	Polite requests
Asking for advice	Expressing duration	Predicting
Asking for and giving information	Expressing feelings	Problem-solving
Asking directions	Expressing habits	Reasoning
Asking for permission	Expressing likes/dislikes	Questioning
Asking prices	Expressing justification	Reporting
Asking questions	Expressing numbers in words	Requesting
Asking quantities	Expressing opinions	Responding
Buying and selling	Expressing plans	Rhetoric
Chatting	Expressing preferences	Selling
Clarifying	Expressing requirements	Shopping
Commenting	Expressing times	Sloganising
Comparing	Expressing thanks	Speculating
Complaining	Expressing understanding	Spelling
Conversation on a topic	Expressing wishes	Stating policies
Demanding	Expressing words in numbers	Story-telling
Describing actions	Forecasting	Suggesting
Describing future plans	Guessing numbers	Telling news
Describing houses	Indicating ownership	Telling sby. to do sth.
Describing objects	Instructing	Valuing good or bad
Describing people's appearances	Interviewing	Warning
Describing people's character	Inviting	
Describing places	Making an appointment	
Describing rooms	Naming	
Describing self	Narrating	
Describing self-image	Negotiating	
Describing uses of objects	Offering	

Wingate 1993, p.165

APPENDIX 2

MICROSKILLS OF ORAL COMMUNICATION

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical words classes (nouns, verbs, etc.) systems (e.g., tense agreement, pluralization) word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meanings of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.
(Brown, 2001, p. 272)
17. Claim turns of talk in a conversation and maintain your turn once claimed.
18. Ensure comprehension on the part of the listener.
19. Employ compensatory strategies such as avoidance of certain structures or vocabulary, word coinage, circumlocution, shifting topics and so on.

(Hughes, 2001, p. 81)

APPENDIX 10

IF QUESTIONS

1. If you could change one thing about yourself, what would it be?
2. If you could be someone famous for a day, who would you be? Why?
3. If you had a chance to live in another country, which would you choose? Why?
4. If money was no object, what three things would you like to own or buy?
5. If you were given three wishes (all of which would come true), what would you wish for?
6. If you could have one special talent, what would that be? Why?
7. If you could interview a famous person from history, who would you choose? Why?
8. If you were the head of your government, what would be the biggest problem facing you at the moment?
9. If you could change one thing about your life at present, what would that be?
10. If you could travel back in time, which year would you like to go? Why? Would you change anything at that time? (Past)
11. If you could change one event in history, what would that be? Why?
12. If you could have any job in the world, which would you choose? Why?
13. If you could change one aspect of your personality, what would that be?
14. If you could uninvent something that has already been invented, what would you choose? Why?
15. If you knew the world was going to end tomorrow morning, how would you spend today?

16. If you could be a famous film star, painter, writer, sports star, singer or political leader, which would you choose to be? Why?
17. If you had the chance to be rich, famous, happy or very intelligent, which would you choose? Why?
18. If you had the opportunity to visit a foreign country, which country would you choose to go? Why?
19. If you had the chance to act in a movie, which movie would you choose? Why?
20. If you had to choose, which one would you give up, your sight or hearing?
21. If you were given an opportunity to be born again, in which country would you like to be born? Why?
22. If the whole world were listening, what would you say?
23. If you could be a superhero, which one would you be? Why?
24. If you could date a celebrity, who would you choose? Why?
25. Would you ever marry someone that your parents didn't approve of?
26. If you found a wallet with 5 billion TL in it, what would you do?
27. If you woke up suddenly because your house was on fire, what three things would you save as you ran outside?
28. Would you donate your organs after your death? Why?
29. If you could read the private diaries of a famous person, who would that be? Why?

APPENDIX 11

OPINION QUESTIONS

1. Which one would you prefer- living in Turkey or living in a foreign country?
2. Which one is more important in your opinion- money or success?
3. The role of the man in a family has changed recently. Do you agree?
4. How do you define “a good job”?
5. Getting married and having children at an early age is better. Do you agree?
6. How would you define a good friend?
7. Suppose that you were married. Which household chores would you share/ or prefer doing?
8. The future is frightening rather than exciting. Do you agree? Explain with your reasons.
9. The Internet will completely change the way people work, learn, shop and do business. Do you agree? Explain with your reasons.
10. It is better to take any job than to be unemployed. Do you agree? Explain with your reasons.
11. Living in a city is better than living in the country. Do you agree? Explain with your reasons.
12. There are certain jobs that are not suitable for women. Do you agree? Explain with your reasons.
13. It is better to stay single than get married. Do you agree? Explain with your reasons.
14. The most important thing about a job is money. Do you agree? Explain with your reasons.

15. Are you satisfied with the current social activities in your faculty? If not what kinds of facilities/ activities would you like to take part in?
16. What animal do you think makes the best pet? Why?
17. Do you think capital punishment is a good idea? Why or why not?
18. What makes friends different from family?
19. Do you think getting married means giving up freedom? Why?
20. Do you think a good mother should give up her job to stay at home with her children? Why?
21. Do you believe there is life on other planets? Why?
22. What do you think of plastic surgery?
23. Men and women can never be equal. Do you agree? Explain with your reasons.
24. Murderers should always be executed (killed by law) rather than be given life imprisonment. Do you agree? Explain with your reasons.
25. People who follow fashion are fools and waste their money. Do you agree? Explain with your reasons.
26. Smoking should be banned in all public places. Do you agree? Explain with your reasons.
27. Marriages work best when couples are from the same background, race and religion. Do you agree? Explain with your reasons.
28. You can tell a lot about a person from the clothes s/he wears. Do you agree? Explain with your reasons.
29. English is an easy language to learn. Do you agree? Explain with your reasons.
30. Being tidy is important to be successful. Do you agree? Explain with your reasons.

- 31.** Men should do an equal share of the housework with women. Do you agree?
Explain with your reasons.
- 32.** When you visit a tourist sight, is it better to go on an organized tour or to buy a guide book and look round on your own?
- 33.** What are the advantages and disadvantages of living at home when you're a university student?
- 34.** What problems might you have in the beginning if you go to stay in another country?
- 35.** What can you learn from living or studying in a foreign country?
- 36.** Housework and personal relationships should be school subjects. Do you agree?
Explain with your reasons.
- 37.** All schools should let children wear whatever they want. Do you agree? Explain with your reasons.

APPENDIX 12

RATING SCALE

Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective
	4	Quite flowing style – mostly easy to understand – a few complex sentences – effective
	3	Style reasonably smooth – not too hard to understand – mostly (but not all) simple sentences – fairly effective
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences
	1	Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences confusing – excessive use of 'and '
Grammar/ Accuracy	5	Mastery of grammar taught on course – only 1 or 2 minor mistakes – almost no grammatical mistakes
	4	Only a few minor mistakes (prepositions, articles, etc.) which do not lead to misunderstandings
	3	Some major mistakes (2-3) but a few minor ones
	2	Major mistakes which lead to difficulty in understanding – lack of mastery of sentence construction
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired – use of appropriate synonyms, circumlocution, etc.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on a few occasions
	2	Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning
	1	Very restricted vocabulary – inappropriate use of synonyms – seriously hinders communication

Pronunciation	5	Clear pronunciation. Almost no errors
	4	1 or 2 minor errors only (e.g. ie or ei) but most utterances are correct
	3	Several errors – do not interfere significantly with communication – not too hard to understand
	2	Several errors – some interfere with communication – some words very hard to recognize
	1	Numerous errors – hard to recognize several words – communication made very difficult
Relevance and Adequacy of Content	5	Relevant and adequate response to the task set. Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required
	4	The speaker's intention and general meaning are fairly clear. Response for the most part relevant to the task set although there may be few gaps, redundancy.
	3	Most of what the speaker says is easy to follow. His intention is clear, but several interruptions are necessary for clarification.
	2	Response of limited relevance to the task set; possibly major gaps and/or pointless repetitions, so it needs constant clarification to understand the speaker
	1	Response irrelevant to task set; totally inadequate response. What is said is hardly understood
Listening Comprehension	5	Understands almost everything both in formal and informal style
	4	Understands most of the speech except very colloquial or low-frequency items
	3	Understands normal educated speech, but requires repetition and paraphrase
	2	Understands only slow and simple speech on common social topics
	1	Understands too little for the simplest type of conversation, ignores the questions

APPENDIX 13

SCORING SHEETS

SCORING SHEET 1

NAME	FLUENCY	CONTENT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

SCORING SHEET 2

NAME	GRA. & ACC.	LISTENING COMP.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

SCORING SHEET 3

NAME	VOCABULARY	PRONUNCIATION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

APPENDIX 14
GRADES OF D3

D3	STUDENTS	FLUENCY	CONTENT	GRAM/ACC.	LIST. COMP.	VOCAB.	PRONUN.	TOTAL
1.	TAYFUN	60	80	60	80	60	80	70
2.	ONUR	40	40	60	60	20	60	47
3.	HUZEYFE	40	40	60	60	40	80	54
4.	ENGİN	20	20	20	20	20	20	20
5.	BURAK	80	80	60	80	80	80	77
6.	AYSUN	60	60	60	80	60	60	64
7.	HAKAN	40	60	60	80	60	80	64
8.	NESLİHAN	60	60	60	80	60	60	64
9.	ÖMER	40	40	40	40	60	60	47
10.	İSMET	20	20	20	20	20	20	20
11.	HARUN	80	80	80	80	80	80	80
12.	CAN	20	20	20	20	20	20	20
13.	KIVANÇ	40	60	20	40	40	40	40
14.	CANER	80	100	80	100	100	100	94
15.	SABRİ	100	100	100	100	80	100	97
16.	CÜNEYT	80	100	80	100	80	80	87
17.	HÜLYA	60	60	60	80	60	60	64
18.	ÇAĞLA	0	0	0	0	0	0	0
19.	MEHMET	20	20	40	60	60	60	44
20.	FATMA NUR	40	40	60	60	60	60	54

D32	STUDENTS	FLUENCY	CONTENT	GRAM/ACC.	LIST.COMP.	VOCAB.	PRONUN.	TOTAL
1.	OZAN	40	60	60	40	40	60	50
2.	MERT	60	60	60	40	40	60	54
3.	ZEYNEP	60	80	60	60	60	60	64
4.	DUYGU	20	40	20	40	20	40	30
5.	GÜL	20	40	40	40	40	40	37
6.	TANER	60	60	80	80	60	60	67
7.	ALPER	40	60	60	60	60	40	54
8.	MUHAMMET	40	60	40	40	40	40	44
9.	İLKEM	60	80	60	60	60	60	64
10.	BURCU S.	80	80	80	80	80	80	80
11.	ERTAÇ	0	0	0	0	0	0	0
12.	GÖKŞEN	80	80	80	80	80	80	80
13.	SERKAN	60	60	60	80	60	60	64
14.	BURCU Y.	80	80	80	80	80	80	80
15.	TUĞBA	60	80	60	60	60	60	64
16.	HİKMET	60	60	60	60	60	60	60
17.	CEYDA	40	60	60	60	40	60	54
18.	ÖZLEM	40	40	60	40	40	40	44
19.	MUSTAFA	60	80	80	80	80	60	74

D9	STUDENTS	FLUENCY	CONTENT	GRAM/ACC.	LIST.COMP.	VOCAB.	PRONUN.	TOTAL
1.	MİHRİBAN	60	60	60	60	60	60	60
2.	İPEK	80	60	60	60	60	60	64
3.	MUSTAFA	80	80	60	80	80	80	77
4.	CEREN	80	80	80	80	80	80	80
5.	ÖMER	100	80	100	100	80	100	94
6.	GAMZE	40	60	40	40	40	60	47
7.	ESİN	80	80	60	80	80	80	77
8.	SÜMEYRA	40	60	40	40	60	40	47
9.	ESRA	40	40	40	40	40	40	40
10.	TUĞBA Y.	40	40	40	40	40	40	40
11.	GENCAY	60	60	80	60	60	60	64
12.	TUĞBA A.	40	40	40	40	40	40	40
13.	FATİH	40	40	60	40	60	60	50
14.	NUR	60	80	60	60	60	80	64
15.	HÜSEYİN	60	40	60	60	60	60	57
16.	TOYLI	40	40	40	40	40	40	40
17.	SELİM	80	80	80	80	80	60	77
18.	FATMA	60	60	60	60	60	60	60
19.	YUNUS	80	80	60	80	80	80	77
20.	ATACAN	100	80	100	100	100	100	97
21.	KAMER	60	60	60	80	60	60	64

APPENDIX 3

QUESTIONNAIRE

Dear Students,

This questionnaire has been prepared to collect information about speaking skills. What is being done about speaking skills in prep classes at Gazi University Preparatory School is the major interest of this study. Please answer the questions carefully and honestly. Your answers will be kept confidential.

Thank you for your contribution.

1. Age:

2. Gender: 1 Male ☐ 2 Female ☐

3. The type of high school you graduated from

1	☐	Anatolian High School
2	☐	Private College
3	☐	Vocational High School
4	☐	State High School
5	☐	Super Lycee
6	☐	Science School
7	☐	Other (_____)

4. Level at Prep School: 1 B ☐ 2 C ☐ 3 D ☐

5. Faculty of

1	☐	Architecture and Engineering
2	☐	Medicine
3	☐	Economic and Administrative Sciences
4	☐	Education
5	☐	Communication
6	☐	Other (_____)

6. Department:

7. Is this your first English course?

1 Yes ☐ 2 No ☐

8. If your answer is 'No' to the question 7, where did you learn English?

1	☐	At school (Name of the school: _____)
2	☐	In a language course (Name of the course: _____)
3	☐	In a foreign country (Name of the country: _____)
4	☐	From my parents
5	☐	Other (_____)

9. Why do you want to learn English? Number them from 1 (the most important) to 11 (the least important).

- | | | | |
|----------------------------|---------------------------|-----------------------------|---|
| 1 ☐ | to study | 7 ☐ | to be successful in my school courses |
| 2 ☐ | to get a good job | 8 ☐ | to read the related books or articles in my field |
| 3 ☐ | to go abroad | 9 ☐ | to meet people from other countries |
| 4 ☐ | because it is *obligatory | 10 ☐ | for further education (M.A., Ph.D.) |
| 5 ☐ | to translate | 11 ☐ | to improve myself |
| 6 ☐ | to understand songs/films | 12 ☐ | Other (_____) |

***obligatory:** means that you have to do that

10. Which of the following skills and language components do you think are the most important? Number them from 1 (the most important) to 6 (the least important).

- | | | | |
|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 4 ☐ | Speaking |
| 2 ☐ | Writing | 5 ☐ | Grammar |
| 3 ☐ | Listening | 6 ☐ | Vocabulary |

11. Which one do you want to do more in your English class?
Number them from 1 (the most important) to 6 (the least important).

- | | | | |
|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 4 ☐ | Speaking |
| 2 ☐ | Writing | 5 ☐ | Grammar |
| 3 ☐ | Listening | 6 ☐ | Vocabulary |

12. Which of the following skills and language components do your teachers give importance to and spend more time in class? Number them from 1 (the most important) to 6 (the least important).

- | | | | |
|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 4 ☐ | Speaking |
| 2 ☐ | Writing | 5 ☐ | Grammar |
| 3 ☐ | Listening | 6 ☐ | Vocabulary |

13. Do you have enough opportunities to speak in English in classroom?

- 1 Yes ☐ and I use this opportunity. 1 ☐ but I don't use this opportunity. 2 ☐
2 No ☐

14. Does your teacher do speaking activities in your class?

- 1 Yes ☐ 2 No ☐

15. If your answer is 'Yes' to the question 14, how often do your teachers do speaking activities in your class?

- 1 ☐ Always 2 ☐ Often 3 ☐ Sometimes 4 ☐ Rarely 5 ☐ Never

16. If your answer is 'Yes' to the question 14, what kind of speaking activities do your teachers do in class?

- | | | | | | |
|---|--------------------------|--------------------------------|---|--------------------------|-----------------------|
| 1 | ☐ | Asking and answering questions | 5 | ☐ | Having a conversation |
| 2 | ☐ | Discussion | 6 | ☐ | Role-playing |
| 3 | ☐ | Problem-solving activity | 7 | ☐ | Games |
| 4 | ☐ | Giving presentations | 8 | ☐ | Other (_____) |

17. If your teachers do the speaking activities mentioned in question 18, which of them do you find most useful? You can mark more than one choice.

- | | | | | | |
|---|--------------------------|--------------------------------|---|--------------------------|-----------------------|
| 1 | ☐ | Asking and answering questions | 5 | ☐ | Having a conversation |
| 2 | ☐ | Discussion | 6 | ☐ | Role-playing |
| 3 | ☐ | Problem-solving activity | 7 | ☐ | Games |
| 4 | ☐ | Giving presentations | 8 | ☐ | Other (_____) |

18. What can your teachers do to make these speaking activities more motivating and interesting? You can mark more than one choice.

- | | | |
|---|--------------------------|--|
| 1 | ☐ | They can be prepared in line with (according to) your interests. |
| 2 | ☐ | Pictures can be used. |
| 3 | ☐ | Students who speak (during the activities) in Turkish can be punished. |
| 4 | ☐ | They can make the students use their critical thinking skills. |
| 5 | ☐ | They can make the students use their creativity. |
| 6 | ☐ | The students can involve in the decision process. |
| 7 | ☐ | Other (_____) |

19. How well do you speak in English?

- | | | | | | |
|---|--------------------------|------------------------|---|--------------------------|-----------------------|
| 1 | ☐ | With no difficulty | 3 | ☐ | With some difficulty |
| 2 | ☐ | With little difficulty | 4 | ☐ | With great difficulty |

20. Which of the following difficulties do you have while speaking in English?

- | | | | | | |
|---|--------------------------|---------------------------------|---|--------------------------|--------------------------------|
| 1 | ☐ | Speaking grammatically | 5 | ☐ | Using the necessary vocabulary |
| 2 | ☐ | Speaking fluently | 6 | ☐ | Having confidence in myself |
| 3 | ☐ | Pronouncing the words correctly | 7 | ☐ | Other (_____) |
| 4 | ☐ | Fear for being ridiculed | | | |

21. Do you think you will be able to speak English well/fluently when you finish prep class?

- | | | | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|---|---------|--------------------------|
| 1 | Yes | ☐ | 2 | No | ☐ | 3 | No idea | ☐ |
|---|-----|--------------------------|---|----|--------------------------|---|---------|--------------------------|

22. Which of the following speaking skills do you think will be important in your own department? Number them from 1 (the most important) to 5 (the least important).

- | | | |
|---|--------------------------|--|
| 1 | ☐ | Asking and answering questions in lectures |
| 2 | ☐ | Participating in classroom discussions |
| 3 | ☐ | Preparing and giving presentations |
| 4 | ☐ | Speaking to foreign instructors |
| 5 | ☐ | Speaking to foreign students |
| 6 | ☐ | Other (_____) |

23. Have you ever taken a speaking test before?

- 1 Yes ☐ 2 No ☐

24. If your answer is “Yes” to the question 23, in where did you take the test?

- | | | |
|---|--------------------------|----------------------|
| 1 | ☐ | At school |
| 2 | ☐ | In a language course |
| 3 | ☐ | Other (_____) |

25. If your answer is “Yes” to the question 23, in which level or grade did you take the test? You can mark more than one choice.

- | | | | | | | | | | | | |
|----------|--------------------------|-------------------------|----------|--------------------------|--------------------|----------|--------------------------|-------------------------------|----------|--------------------------|--------------|
| 1 | ☐ | Secondary School | 2 | ☐ | High School | 3 | ☐ | Language Course | 4 | ☐ | Other |
| 1 | ☐ | Grade 1 | 1 | ☐ | Grade 1 | 1 | ☐ | Beginner-Elementary | 1 | ☐ | |
| 2 | ☐ | Grade 2 | 2 | ☐ | Grade 2 | 2 | ☐ | Pre-intermediate-Intermediate | 2 | ☐ | |
| 3 | ☐ | Grade 3 | 3 | ☐ | Grade 3 | 3 | ☐ | Upper-intermediate-Advanced | 3 | ☐ | |

26. If your answer is “Yes” to the question 25, what were you supposed to do in the speaking test(s) you took? You can mark more than one choice.

- | | | |
|----|--------------------------|--|
| 1 | ☐ | To participate in an oral interview |
| 2 | ☐ | To talk about pictures given |
| 3 | ☐ | To discuss a topic (with classmates) |
| 4 | ☐ | To make a presentation |
| 5 | ☐ | To give instructions or description or explanation |
| 6 | ☐ | To participate in an information-gap activity |
| 7 | ☐ | To participate in a problem-solving activity |
| 8 | ☐ | To act out |
| 9 | ☐ | To translate/interpret a given text |
| 10 | ☐ | Other (_____) |

27. Do you want your speaking skills to be tested at Gazi University Prep School?

- 1 Yes ☐ 2 No ☐

28. If your answer is ‘Yes’ or ‘No’ to the question 27, why **do/don’t** you want your speaking skills to be tested? Explain briefly.

☺ THANK YOU ☺

APPENDIX 4

QUESTIONNAIRE

Dear Colleagues,

This questionnaire has been devised so as to gather data on teaching and testing speaking skills at Gazi University English Preparatory School. Please answer the questions carefully and frankly. You should bear in mind that the information in the questionnaires will be kept confidential.

Thank you for your contribution.

Özge Güllüoğlu

1. Experience: 1 ☐ 1-5 years 3 ☐ 11-15 years
 2 ☐ 6-10 years 4 ☐ 16-20 years

2. Which of the following teaching methods do you use most while teaching English? You can mark more than one choice.

- | | | | |
|----------------------------|---------------------|-----------------------------|-----------------------------|
| 1 ☐ | Grammar-translation | 6 ☐ | Community Language Learning |
| 2 ☐ | Direct Method | 7 ☐ | Total Physical Response |
| 3 ☐ | Audiolingual Method | 8 ☐ | Communicative Approach |
| 4 ☐ | Silent Way | 9 ☐ | Eclectic |
| 5 ☐ | Suggestopedia | 10 ☐ | Other (_____) |

3. Which of the following skills and language components do you think are more important while teaching English? Number them from 1 (the most important) to 6 (the least important).

- | | | | | | |
|----------------------------|---------|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 3 ☐ | Listening | 5 ☐ | Grammar |
| 2 ☐ | Writing | 4 ☐ | Speaking | 6 ☐ | Vocabulary |

4. Which of the following skills and language components receive more emphasis in your classes? Number them from 1 (the most important) to 6 (the least important).

- | | | | | | |
|----------------------------|---------|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 3 ☐ | Listening | 5 ☐ | Grammar |
| 2 ☐ | Writing | 4 ☐ | Speaking | 6 ☐ | Vocabulary |

5. Which of the following skills and language components do you think your students will need in their own department? Number them from 1 (the most important) to 6 (the least important).

- | | | | | | |
|----------------------------|---------|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 3 ☐ | Listening | 5 ☐ | Grammar |
| 2 ☐ | Writing | 4 ☐ | Speaking | 6 ☐ | Vocabulary |

6. Do you teach speaking skills in class?

1 Yes ☐ 2 No ☐

7. Do your students have enough opportunities to speak English in class?

1 Yes ☐ and they use this opportunity. 1 ☐ but they don't use this opportunity. 2 ☐
2 No ☐

8. Are your students able to speak English well?

1 ☐ Most of them 3 ☐ Few of them
2 ☐ Some of them 4 ☐ None of them

9. Which of the following difficulties do your students have while speaking in English? You can mark more than one choice.

1 ☐	Speaking grammatically	5 ☐	Using the necessary vocabulary
2 ☐	Speaking fluently	6 ☐	Having confidence in themselves
3 ☐	Pronouncing the words correctly	7 ☐	Other (_____)
4 ☐	Fear of being ridiculed		

10. Do you do speaking activities in class?

1 Yes ☐ 2 No ☐

11. If your answer is 'Yes' to the question 10, how often do you do speaking activities in your class?

1 ☐ Always 2 ☐ Often 3 ☐ Sometimes 4 ☐ Rarely 5 ☐ Never

12. If your answer is 'Yes' to the question 10, what kind of speaking activities do you do in class? You can mark more than one choice.

1 ☐	Asking and answering questions	5 ☐	Having a conversation
2 ☐	Discussion	6 ☐	Role-playing
3 ☐	Problem-solving activity	7 ☐	Games
4 ☐	Giving presentations	8 ☐	Other (_____)

13. If your answer is 'No' to the question 10, why don't you do such activities in class? You can mark more than one choice.

1 ☐	I have little/no time.
2 ☐	The other skills are more important than speaking.
3 ☐	Classroom management problems can occur during the activities.
4 ☐	The coursebook we are using don't let us do such activities.
5 ☐	Students don't like such activities.
6 ☐	I have few/no materials.
7 ☐	Speaking isn't tested. If it were tested, I would do.
8 ☐	Students are unwilling to speak because they are afraid of making mistakes.
9 ☐	Other (_____)

14. Have you ever prepared an English test?

1 Yes ☐ 2 No ☐

15. If your answer is 'Yes', what did your tests assess? You can mark more than one choice.

1 ☐ Reading
2 ☐ Writing
3 ☐ Listening

4 ☐ Speaking
5 ☐ Grammar
6 ☐ Vocabulary

16. Number the skills from 1 (the most difficult) to 6 (the least difficult) in terms of difficulty while preparing a test.

1 ☐ Reading
2 ☐ Writing
3 ☐ Listening

4 ☐ Speaking
5 ☐ Grammar
6 ☐ Vocabulary

17. What do you think should be assessed in a speaking test?

You can mark more than one choice.

1 ☐ Accuracy/Grammar
2 ☐ Fluency
3 ☐ Vocabulary
4 ☐ Comprehension

5 ☐ Pronunciation
6 ☐ Content
7 ☐ Appropriacy
8 ☐ Other (_____)

18. If you are to prepare a speaking test, what do you think can be the possible difficulties of preparing a speaking test? You can mark more than one choice.

1 ☐ It is time-consuming.
2 ☐ There are few sufficient and appropriate test materials.
3 ☐ There are few proper standard speaking tests for different levels.
4 ☐ It is difficult to prepare a *rating scale.
5 ☐ Speaking tests have *validity and *reliability problems.
6 ☐ It needs expertise.
7 ☐ It is difficult to specify what to include in a speaking test.
8 ☐ Speaking tests do not yield objective scores.
9 ☐ Other (_____)

19. Have you ever administered a speaking test?

1 Yes ☐ 2 No ☐

20. If your answer is 'Yes' or 'No' to the question 19, what are/can be the difficulties of conducting a speaking test? You can mark more than one choice.

- | | | |
|----|--------------------------|--|
| 1 | ☐ | It takes a long time. |
| 2 | ☐ | It is difficult to find an appropriate place. |
| 3 | ☐ | There are a number of students to test. |
| 4 | ☐ | It is difficult to rate oral performance. |
| 5 | ☐ | It needs expertise. |
| 6 | ☐ | More than one rater is needed. |
| 7 | ☐ | It is difficult to organise a speaking test. |
| 8 | ☐ | Students may not perform well because of test anxiety. |
| 9 | ☐ | It is difficult to prompt students to talk in a speaking test. |
| 10 | ☐ | Other (_____) |

21. What kind(s) of tests come to your mind when you are going to give a speaking test?

- | | | | | | |
|---|--------------------------|--|----|--------------------------|---|
| 1 | ☐ | Reading aloud | 9 | ☐ | Talking about pictures |
| 2 | ☐ | Sentence repetition | 10 | ☐ | Giving instructions/explanation/description |
| 3 | ☐ | Sentence transformation | 11 | ☐ | Problem solving activity |
| 4 | ☐ | Sentence construction | 12 | ☐ | Role-playing |
| 5 | ☐ | Sentence completion | 13 | ☐ | *Verbal essay |
| 6 | ☐ | Reading a blank dialogue | 14 | ☐ | Oral interview |
| 7 | ☐ | Translating/Interpreting a text/dialogue | 15 | ☐ | Discussion |
| 8 | ☐ | Information-gap | 16 | ☐ | Oral presentation |
| | | | 17 | ☐ | Other (_____) |

22. Do you want to test your students' speaking skills?

- 1 Yes ☐ 2 No ☐

23. Why **do/don't** you want to test your students' speaking skills? Explain briefly.

24. How should speaking skills be tested?

- | | | |
|---|--------------------------|--|
| 1 | ☐ | By continuous assessment (all the time in class) |
| 2 | ☐ | By achievement tests every month |
| 3 | ☐ | By an achievement test at the end of each term |
| 4 | ☐ | By using all the methods mentioned above |

☺ THANK YOU ☺

GLOSSARY

***Rating scale:** is a scale including levels of a person's language use which go from worst to best performance in a number of steps and briefly describing what the typical learner at each level can do, so it become easier for the assessor to decide what level or score to give each learner in a test. Here is an example.

Appropriateness

0	Unable to function in the spoken language.
1	Able to operate only in a very limited capacity: responses characterized by sociocultural inappropriateness.
2	Signs of developing attempts at response to role, setting, etc., but misunderstandings may occasionally arise through inappropriateness, particularly of sociocultural convention.
3	Almost no errors in the sociocultural conventions of language; errors not significant enough to be likely to cause social misunderstandings.

Adequacy of vocabulary for purpose

0	Vocabulary inadequate even for the most basic parts of the intended communication.
1	Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition.
2	Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.
3	Almost inadequacies or inaccuracies in vocabulary for the task. Only rare circumlocution.

Grammatical accuracy

0	Unable to function in the spoken language; almost all grammatical patterns inaccurate except for a few stock phrases.
1	Syntax is fragmented and there are frequent grammatical inadequacies; some patterns may be mastered but speech may be characterised by a telegraphic style and/or confusion of structural elements.
2	Some grammatical inaccuracies; developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances.
3	Almost no grammatical inaccuracies; occasional imperfect of control of a few patterns.

Fluency

0	Utterances halting, fragmentary and incoherent.
1	Utterances hesitant, and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.
2	Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.
3	Utterances, whilst occasionally hesitant, are characterised by an evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.

(Weir, 1993, pp. 43-44)

***Validity:** deals whether a test measures what is supposed to.

***Reliability:** is the consistency of evaluation results.

***Verbal essay:** the subjects are expected to speak for three to five minutes on either one or more specified general topics without any preparation beforehand.

APPENDIX 5

1. Age:

2. Gender: 1 ☐ Male 2 ☐ Female

3. Is this your first English course? 1 Yes ☐ 2 No ☐

4. Have you ever taken a speaking test before? 1 Yes ☐ 2 No ☐

5. If your answer is “Yes” to the question 4, where did you take the test?

- 1 ☐ At school
2 ☐ In a language course
3 ☐ Other (_____)

6. The type of high school you graduated from

- 1 ☐ Anatolian High School 3 ☐ Vocational High School 5 ☐ Super Lycee
2 ☐ Private College 4 ☐ State High School 6 ☐ Science School

DIRECTIONS:

Read each statement on the following pages. Please respond to the statements **as what you think and feel about the speaking test you took**. Decide whether you **agree** or **disagree** with each statement. For example, if you **strongly agree**, mark on your answer sheet:

Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
(X)				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions and use a pen to mark your choices.

SPEAKING AND BEING TESTED IN SPEAKING ENGLISH	SA	A	U	D	SD
7. I like speaking in English.					
8. I generally speak in English well.					
9. I feel confident when I am speaking in English.					
10. I think speaking is the most difficult skill in learning English.					
11. I feel relaxed when I am taking a written test.					
12. I feel relaxed when I am taking a spoken test.					
13. Written tests are easier than spoken tests.					
14. I feel uneasy when I have to speak in English.					
15. I feel more worried in speaking tests than in written tests.					
16. I feel nervous when I am taking a written test.					
17. It is easy for me to speak in English.					

Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
------------------------	--------------	------------------	-----------------	---------------------------

TECHNIQUES USED IN THE SPEAKING TEST	SA	A	U	D	SD
18. I felt relaxed while I was answering questions about myself or introducing myself.					
19. It was not difficult for me to express my ideas as an answer to the opinion/if question.					
20. I felt confident while I was talking about the picture(s) given.					
21. I felt comfortable when I was with my classmate during the speaking test.					
22. I liked my course teacher to be at the session and test my speaking skills.					
23. I felt relaxed during role-play tests.					
24. My partner affected my performance in a good way.					
25. I liked to work with a friend during the speaking test such as role-playing, information-gap activities because it provided self confidence.					
26. My partner affected my performance badly.					
27. Pictures and role cards were clear enough to understand what I had to do.					
28. The teachers guided and helped me whenever I needed.					
29. I had great difficulty in understanding what was happening in the picture.					
AFTER THE TEST,	SA	A	U	D	SD
30. I felt that I should have studied English harder.					
31. I felt there was a lack of a separate speaking course at Prep School.					
32. I felt there was a lack of speaking activities which should be done in class.					
33. I felt the necessity of speaking tests at Prep School.					
I WOULD HAVE...	SA	A	U	D	SD
34. performed better if I had experienced a speaking test before.					
35. performed better if more time had been given for preparation.					
36. performed better if (similar) speaking activities had been done in class.					
37. performed better if this had not been called a "speaking test".					
IN MY OPINION,	SA	A	U	D	SD
38. I would practice my speaking skills more if speaking tests were given continuously.					
39. taking a speaking test was not as difficult as I expected.					
40. I performed better than I expected.					
41. it is useful to take speaking tests in order to improve my English.					

APPENDIX 6

Experience: years

PART I

DIRECTIONS:

Read each statement on the following pages. Please respond to the statements **as what you think and feel about the speaking test you gave to assess your students' speaking skills.**

Decide whether you **agree** or **disagree** with each statement. For example, if you **strongly agree**, mark on your answer sheet:

Strongly Agree (SA) (X)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions and use a pen to mark your choices.

SPEAKING TEST	SA	A	U	D	SD
1. The speaking test was a good sample of what was covered in the course book.					
2. The time given for each student was sufficient for preparation.					
3. Pictures and role cards used in the speaking test were clear enough for the students.					
4. The tasks and activities set in the speaking test were not above the students' abilities and levels.					
IN MY OPINION	SA	A	U	D	SD
5. It is useful for students to take speaking tests in order to improve their English.					
6. If speaking tests were conducted continuously, I would give more importance to speaking in class.					
7. If speaking tests were conducted every month as an achievement test, the students would try to practice their speaking skills more.					
8. The students were motivated after the speaking test rather than discouraged.					
9. Giving a speaking test was a good way to assess the students' production in English.					
10. The speaking test made the students realize whether they were able to use what they had learnt in class.					
11. Some students who do not participate in class performed better than I had expected.					
12. Some students whose English level is high couldn't perform well due to test anxiety.					

PART II

DIRECTIONS:

Answer the following questions by **ticking the options given** or **numbering the options**.

ADMINISTRATION & ASSESSMENT

13. Have you prepared a speaking test before?

- 1 Yes ☐ 2 No ☐

14. Had you administered a speaking test before this test?

- 1 Yes ☐ 2 No ☐

15. Which of the following skill is easier to **assess**?

Number them from the easiest (1) to the most difficult (6).

- | | | | |
|----------------------------|-----------|----------------------------|------------|
| 1 ☐ | Reading | 4 ☐ | Speaking |
| 2 ☐ | Writing | 5 ☐ | Grammar |
| 3 ☐ | Listening | 6 ☐ | Vocabulary |

16. What is the most difficult part of administering a speaking test?

Number them from the most difficult (1) to the least difficult (6).

- | | |
|----------------------------|--|
| 1 ☐ | organizing the test |
| 2 ☐ | finding an appropriate place |
| 3 ☐ | prompting students to speak |
| 4 ☐ | rating students' oral performance |
| 5 ☐ | listening to and dealing with so many students |

17. Which of the following is most difficult to rate?

Number them from the most difficult (1) to the least difficult (6).

- | | | | |
|----------------------------|---------------|----------------------------|--------------------------------------|
| 1 ☐ | Pronunciation | 4 ☐ | Accuracy/Grammar |
| 2 ☐ | Vocabulary | 5 ☐ | Comprehension/Listening |
| 3 ☐ | Fluency | 6 ☐ | Relevance and Appropriacy of Content |

18. Do you want to test your future students' for their speaking skills continuously?

- 1 Yes ☐ 2 No ☐

☺ THANK YOU ☺