

**REPUBLIC OF TURKEY
GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING**

**THE ROLE OF FORMULAIC SEQUENCES IN SPEAKING FLUENCY
IN INTERMEDIATE ENGLISH AS A FOREIGN LANGUAGE (EFL)
CLASSES**

MA THESIS

**By
Ciydegül ALİMİDİN KIZI**

**Supervisor
Assist. Prof. Dr. Cemal ÇAKIR**

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Ciydegül Alımidin kızı'na ait “Kalıpsal Dizilerin İngilizce'nin Yabancı Dil Olarak Orta Düzeyde Öğretiminde Konuşma Akıcılığının Geliştirilmesindeki Rolü” adlı çalışma jürimiz tarafından Yabancı Diller Eğitim Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan:

Üye: Yrd. Doç. Dr. Cemal ÇAKIR (Danışman)

Üye:

ABSTRACT

THE ROLE OF FORMULAIC SEQUENCES IN SPEAKING FLUENCY IN INTERMEDIATE ENGLISH AS A FOREIGN LANGUAGE CLASSES

Ciydegül, Alımidin kızı

M. A., Department of Teaching English as a Foreign Language

Supervisor: Assist. Prof. Dr. Cemal Çakır

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This study investigates whether the students at preparatory classes at Foreign Language Teaching, Implementation and Research Center (FLTIRC) at Gazi University are taught formulaic sequences (FSs) or not. Also, it explores the role of the conversation gambits, a type of FSs, in speaking fluency of the students at FLTIRC preparatory classes at Gazi University.

The data were obtained from the questionnaire results given to 93 students (75 of them were composed of the ELT Preparatory Classes (ELTPC) and 18 of them were from General Preparatory Classes (GPC)) at FLTIRC and from the results of pre and post oral tests. The oral tests were applied to 20 GPC students; ten of them comprised the experimental group and the other ten – the control group. The objective of the study was to explore the role of conversation gambits in improving speaking fluency. The results of the pretests of both groups were recorded in order then to compare with the posttest with regard to changes. The list of 36 useful conversation gambits and activities containing these gambits were prepared. The students of experimental group took treatment lessons, which were based on these activities containing conversation gambits. After a month, the oral posttest was conducted. The fluency of the students was measured according to 6 variables picked up from the previous studies in the literature. As a result of the measurement it was found that the students in both groups improved their performances in almost all of

the variables, but the students of experimental group seemed to have improved more than those of the control group.

It was concluded that explicit teaching of conversation gambits, if applied more often and longer periods, can provide students with confidence and can enhance their speaking fluency.

Key words: *collocations, conversation gambits, formulaic sequences (FSs), speaking and speaking fluency.*

ÖZET

KALIPSAL DİZİLERİN İNGİLİZCE’NİN YABANCI DİL OLARAK ORTA
DÜZEYDE ÖĞRETİMİNDE KONUŞMA AKICILIĞININ
GELİŞTİRİLMESİNDEKİ ROLÜ

Ciydegül, Alımidin kızı

Yüksek Lisans, İngiliz Dili Eğitimi Bölümü

Danışman: Yrd. Doç. Dr. Cemal Çakır

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Bu çalışma, Gazi Üniversitesi Yabancı Diller Uygulama ve Araştırma Merkezi (YADEM) hazırlık sınıfı öğrencilerine kalıpsal dizilerin öğretilip öğretilmediğini, eğer öğretiliyorsa ne miktarda öğretilmekte olduğunu ve bunlardan biri olan konuşma kalıplarının (conversation gambits) öğrencilerin İngilizce öğreniminde konuşma akıcılığının geliştirilmesindeki rolünü incelemiştir.

Veriler 75’i İngilizce öğretmenliği hazırlık sınıfı öğrencilerinden ve 18’i Genel hazırlık sınıfı öğrencilerinden oluşan 93 öğrenciye uygulanan anket ve 10’u deney grubunu ve 10’u kontrol grubunu oluşturmak üzere 20 Genel hazırlık sınıfı öğrencilerine uygulanan öntest ve sonrest sonuçlarından elde edilmiştir. Deney grubu anket sonuçlarına göre tespit edilmiştir. Bu öğrencilerin İngilizce konuşurken daha akıcı konuşabilmelerini sağlamak için konuşma kalıpları temel alınarak, 36 konuşma kalıbı listesi oluşturulup ve onların vurgulandığı aktivitelerle konuşma becerisinin daha etkin, daha doğal ve daha akıcı hale getirilmesi hedeflenmiştir.

Anket sonuçlarına göre seçilmiş olan deney grubuna bir ay süreyle haftada 2 kez olmak üzere 8 saatlik bir eğitim uygulanmıştır. Öğrencilerin konuşma akıcılığı eğitim uygulanmadan önce diyaloglar yaptırılarak test edilmiş ve konuşmaları kaydedilmiştir. Eğitim tamamlandıktan sonra konuşma akıcılığında olumlu gelişme

olup olmadığını ölçmek için tekrar sözlü test yapılmıştır. Konuşma akıcılığı daha önce yapılmış olan çalışmalara dayalı olarak seçilen 6 değişkene göre ölçülmüştür. Çalışmanın sonunda hem deney grubu hem de kontrol grubu öğrencilerinin konuşmalarında 6 değişkenden hemen hemen hepsinde olumlu yönde belirgin değişiklik görülmüştür. Ancak, deney grubu öğrencileri kontrol grubu öğrencilerine göre daha belirgin gelişme sergilemiştir. Bunun yanısıra değişkenlerden birinde (duraksama oranında) kontrol grubu gerileme göstermiştir. Çalışmanın sonunda, öğrencilerin daha çok miktarda ve daha uzun süre konuşma kalıbı öğretildiği takdirde konuşmalarında özgüvenlerinin artacağı; daha rahat ve daha akıcı olabilecekleri sonucuna varılmıştır.

Anahtar kelimeler: *kalıpsal diziler, konuşma, konuşma akıcılığı, eşdizimler (collocations), konuşma kalıpları (conversation gambits)*

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LIST OF TABLES

Table 2.1 Overview of the relationship between multi-word units, fluency and pauses	17
Table 2.2. Terms used to describe aspects of formulaicity in the literature.....	18
Table 2.3. Classification of the conversational language forms made by Yorio ..	24
Table 2.4. Form-based classification of FSs	25-26
Table 2.5. Formulaic sequences as compensatory devices for memory limitations	28
Table 2.6. Formulaic sequences as devices of social interaction.....	29-30
Table 2.7. The role of formulaic sequences in benefiting the speaker.....	30
Table 2.8. Mean reading times (ms) for native and nonnative English speaker	48
Table 3.1. Distribution of participants according to faculties.....	51
Table 3.2. Distribution of participants according to English background	51
Table 4.1. The comparison of the temporal and linguistic measures of experimental and control groups in PRE-test	72
Table 4.2. The comparison of the temporal and linguistic measures of experimental and control groups in POST-test.....	74
Table 4.3. Changes in the temporal and linguistic measures of experimental and control groups over a month	74
Table 4.4. Changes in the temporal and linguistic measures of the Participant 1 over a month	75

Table 4.5. Changes in the temporal and linguistic measures of the Participant 2 over a month	76
Table 4.6. Changes in the temporal and linguistic measures of the Participant 3 over a month.....	76
Table 4.7 Changes in the temporal and linguistic measures of the Participant 4 over a month	77
Table 4.8. Changes in the temporal and linguistic measures of the Participant 5 over a month.....	77
Table 4.9. Changes in the temporal and linguistic measures of the Participant 6 over a month.....	78
Table 4.10. Changes in the temporal and linguistic measures of the Participant 7 over a month.....	78
Table 4.11. Changes in the temporal and linguistic measures of the Participant 8 over a month.....	79
Table 4.12. Changes in the temporal and linguistic measures of the Participant 9 over a month.....	79

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

1.1. Introduction	1
1.2. Background of the study	1
1.3. Statement of the problem	2
1.4. Research questions	2
1.5. Significance of the study	2
1.6. Limitations of the study	3
1.7. Key terminology	3

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction	4
2.2. Conversation	4
2.3. Fluency	6
2.3.1. Measurement of fluency	9
2.3.2. Pause	13
2.3.3. The results of the previous studies on temporal variables	15
2.4. Formulaic sequences	18
2.4.1. Characteristics of formulaic sequences	20
2.4.2. Classifications of formulaic sequences	24
2.4.2.1. Form- based classification	25
2.4.2.2. Function- based classification	26
2.4.3. Functions of formulaic sequences	27
2.4.4. Collocations	31

2.4.4.1. Significance of collocations.....	34
2.4.5. Conversation gambits.....	36
2.4.5.1. Significance of conversation gambits.....	43
2.4.6. Role of formulaic sequences in improving oral fluency	44

CHAPTER THREE: METHODOLOGY

3.1. Introduction	50
3.2. Research questions	50
3.3. Participants	50
3.4. Data collection instruments.....	52
3.5. Data collection procedures	53
3.6. Data analysis	54

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1. Introduction	57
4.2. Presentation and analysis of questionnaire results	57
4.3. Presentation and analysis of the results of pre and postoral tests.....	71
4.3.1. Between group comparison.....	72
4.3.2. Within group comparison.....	75
4.4. Discussion	79

CHAPTER FIVE: CONCLUSION

5.1. Overview of the literature	83
5.2. Research questions	83
5.3. Instructional implications.....	85
5.4. Suggestions for further research.....	86

REFERENCES

APPENDICES

CHAPTER ONE: INTRODUCTION

1.1. Introduction

Although there have been a variety of approaches and methods developed and implemented for foreign language teaching, there still exist deficiencies in achieving this aims of teaching. One of such deficiencies is the students' lack of speaking proficiency in the target language at a desirable level. Students have difficulties expressing themselves fluently in the target language. They are often reported to be unable to express their ideas naturally and their speech may often sound artificial despite the fact that the goal is to make them gain the basic speaking skills of the target language.

1.2. Background of the study

Before determining the reasons why the foreign language learners have difficulties in conversation, it will be appropriate to talk about the nature of the conversation. Biber et al. (1999) give detailed characteristics of conversation and what they mention as one of the most important characteristics of the conversation is that the conversation takes place in face-to-face interaction with others and in the real time. Most of the difficulties in learners' performance are related to these features of conversation. Because as Biber et al. (1999) point out that face-to-face conversation does not mean just sharing an immediate physical context of time and space, but also implies a large amount of social, cultural, and institutional knowledge. Moreover, as it occurs in real time, the speakers have to perform two tasks at the same time: to plan and to produce their speech/utterance in real time. Consequently, learners need to process the language rapidly. Skehan (1998) refers to the dual encoding, which he argues, arises from the requirement for rapid processing of language in real time. He argues that utterances are not often constructed by application of grammatical rules to individual lexical items, because this would require considerable computational power which would detract from planning language production; rather, utterances are constructed using 'pre-fabricated' chunks of language which are retrieved lexically. Dual encoding implies the existence not only of a rule-based grammar which operates on words, but also of a memory based

lexical system which generates fast access to pre-fabricated language units (Skehan (1998) in Bishop, 2004). Wray (2002) calls these units formulaic sequences (FSs). FSs include idioms, phrasal verbs, compounds and other phrases with different functions. Formulaic sequences are believed to be a critical component in dual encoding system and to have an important role in fluent target language performance. This is the first reason why FSs are very important in EFL. The second reason is that FSs are neither predictable by grammar rule nor by the properties of each words they consist of. They are idiomatic in nature. So it can be said that the acquisition of FSs may lead to native-like fluency.

1.3. Statement of the problem

The difficulty in speaking and lack of speaking fluency seem to be two of the most common problems of learners. This study aims at examining the role of above-mentioned prefabricated chunks - FSs to improve the learners' speaking fluency. The main purpose of the study is to inquire whether and to what extent teaching formulaic sequences will contribute to the elimination of this problem.

1.4. Research questions

Following research questions will be investigated:

1. Are the students of FLTIRC at Gazi University taught formulaic sequences? If yes, at what frequency? If no, what might the reasons be?
2. Can formulaic sequence - oriented activities, explicit teaching of conversation gambits in particular help students speak more fluently?

1.5. Significance of the study

Speaking is the most important skill of the oral communication. Fluency is "smooth, rapid, effortless use of language" (Crystal (1987) in Chambers 1997) and the ability to speak a language very well. It is believed by some that in order to achieve nativelike selection and fluency, the L2 learner must to a lesser or greater degree resort to FSs as they are "memorized and retrieved as a whole from the memory" (Pawley and Syder: 1983) and serve for effortless processing. Thus, the

more formulaic sequences a learner/ speaker knows the more fluent s/he will be. In this respect, it is necessary to teach FL learners FSs.

1.6. Limitations of the study

The period of time of the experimental instructions and the scope of the study constitute the basic limitations of the research, as the experimental instructions will be conducted only for a month and it will cover only conversation gambits.

1.7. Key terminology

Collocations: Collocations are words that conventionally or statistically are more likely to appear together than random chance suggests, and that have some degree of semantic unpredictability (Lewis, 2000; Nation, 2001).

Conversation gambits: A gambit is a word or phrase which helps us to express what we are trying to say. For example, we use gambits to introduce a topic of conversation; to link what we have to say to what someone just said; to agree or disagree; to respond to what we have heard (Keller and Taba, 1988: 4).

Conversational routines (CRs): CRs are expressions, which as a result of recurrence, have become specialized or “entrenched” for a discourse function that predominates over or replaces the referential meaning (Aijmer, 1996: 11).

Formulaic sequence: a sequence, continuous or discontinuous, of words or other meaning elements, which are or appear to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar (Wray, 2002).

Situation-bound utterances (SBUs): SBUs are highly conventionalized, prefabricated pragmatic units whose occurrences are tied to standardized communicative situations (Kecskes, 2003).

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The role of formulaic sequences (FSs) and their possible effects on the improvement of foreign language learners' speaking fluency are dealt with in this chapter. It presents background information about conversation, definition of fluency, and definition and classification of FSs; and gives more detailed insight in the particular types of FSs such as collocations and conversation gambits. Also, the role of formulaic language in improving speaking fluency is studied in this chapter.

2.2. Conversation

“Conversation is face to face oral interaction between two or more participants. But conversation is more than merely the exchange of information. When two people take part in it, they bring to the conversation process shared assumptions and expectations about what it is, how it develops, and the sort of contribution they are each expected to make. When people engage in conversation, they share common principles that lead them to interpret each other's utterances as contributing to it” (Richards, 1980: 414).

Conversation is an activity bound by rules, norms and conventions that are learned as part of the process of acquiring competence in a language. These rules contain *conversational maxims*, *speech act conventions*, *opening and closing*, *turn-taking* and etc (Richards, 1980).

Conversation is more complex matter as there are many factors affecting its realization. Before talking about these factors, it is necessary to touch upon some features of the conversation since those factors are closely related to the characteristics that conversation carries. Biber et al (1999) give a detailed survey of conversation and mention the following characteristics of conversation:

- (a) *Conversation takes place in the spoken medium.*
- (b) *Conversation takes place in shared context.*
- (c) *Conversation avoids elaboration of specification of meaning.*

- (d) *Conversation is interactive.*
- (e) *Conversation is expressive of politeness, emotion, and attitude.*
- (f) *Conversation takes place in real time.*
- (g) *Conversation has a restrictive and repetitive repertoire.*

Biber et al. state that: (a) conversation is performed orally and includes such features as tone, stress, varying lengths of pause, paralinguistic features such as tempo and loudness and voice of varying quality; (b) it is “typically carried out in face-to-face interaction with others. Face-to-face interaction does not mean just an immediate physical context of time and space, but at the same time a large amount of social, cultural, and institutional knowledge” (Biber et al., 1999: 1042); (c) elaboration is not needed in conversation since the participants of conversation share the same context. The elaborate meaning can be conveyed by the context just discussed; (d) conversation takes place between two or more interlocutors and they dynamically exchange expression, which either form a response or elicit a response; (e) conversation should include politeness, emotion, and attitude as there is a tendency in a society to be polite towards others. They indicate that these features of conversation can be expressed by the use of special expressions like in case of would you and could you as polite openings; also they emphasize that the conversation is (f) spontaneous and that the speakers are continually faced with the need both to plan and to execute their utterances in real time, ‘online’; and as an entailment of the latter characteristics, they state that, it (conversation) relies more on stereotyped, prefabricated sequences of words, called lexical bundles (which coincides with formulaic sequences in this thesis) and they explain this tendency by the nature of the lexical bundles to be readily accessible from the memory and to relieve constraint of online processing in speech.

The characteristics of the conversation given above appear to be causes of difficulties in performance, especially dysfluency and error. Biber et al (1999) say that the dysfluency may occur in the form of hesitations (silent and filled pauses), in the form of repeats, reformulations, utterances left grammatically incomplete and etc.

Now, let us have a brief look at the type of language which characterizes a fluent conversation. Richards (1980) notes that the most obvious characteristics of conversation is perhaps how much it differs from written language. And he states that conversation is not typically made up of grammatically complete sentences". Richards refers to Pawley (Pawley n.d.) and defines that the basic linguistic unit of conversation is not the full sentence but the clause, and long sentences in conversation generally consist of several clauses coordinated. He states that Pawley emphasized the role of "lexicalized sentence stem" in conversation as the most recurring unit. Also he quotes from Pawley that fluent conversation contains a high proportion of these chunks, which are not produced in the same way as normal sentences. Fluent conversation is also marked by frequent pauses and hesitations which appear to mark the encoding and decoding processes employed by the speakers (Richards, 1980: 429). On the other hand, Fulcher (2003) asserts that for someone to be considered fluent the automaticity is needed: "Planning what to say, formulating the utterance and producing them need to become automatic if what the learner says is to be considered 'fluent'" (Fulcher 2003: 46). Leeson (1975) and Pawley in Richards (1980) consider the pauses to be the significant part of conversation and the departure from this feature creates an impression of dysfluency. At the same time, Lennon considers a speech, produced at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses, self corrections, repetitions, false starts, and the like as a fluent speech (Lennon (1990): 390). Since there is not a consensus between the researchers' views it is not clear if the pauses and hesitations constitute the characteristics of the fluent conversation.

The following section will give more detailed descriptions of fluency and fluent conversation.

2.3. Fluency

Different definitions of fluency have been made by different scholars. According to Brumfit (1984), fluency is "to be regarded as natural language use" (p. 56). Hedge (2000) defines fluency as "responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation" (p. 26). For

Richards et al (1985), fluency is “the features, which gives the speech qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interjunctions ” (p.108).

Lennon (1990) defines fluency within an EFL context in two senses, a broad sense, and a narrow sense. He states that the “broad” sense of fluency appears to function as a cover term for oral proficiency. In this sense, fluency means the global oral proficiency, that is, a fluent speaker has a high command of foreign language. He also indicates that this broad sense of fluency is also used in forms of academic references. In its narrow sense, fluency in EFL refers to one, presumably isolatable; component of oral proficiency which often appears as one of the list of factors of proficiency in oral examinations like *correctness*, *idiomaticness*, *relevance*, *appropriateness*, *pronunciation*, *lexical range* and so on.

When seeking the answer to the question as what constitutes fluency in this narrow sense, the emphasis seems to be on “native-like rapidity”. It is assumed that the learners generally speak more slowly, less “flowingly” as it were, than do the native speakers, and the goal is to produce speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses, self corrections, repetitions, false starts, and the like. By contrast, the less proficient learner’s speech is likely to be slow, halting, uneconomical, confused, etc. (Lennon, 1990).

On the other hand, as Fillmore (1979) in Lennon (1990: 393) points out, pauses in native-speaker performance may have a rhetorical function as well as a marker of dysfluency. So, to consider speech containing pauses dysfluent may not be correct, for pauses are multifunctional, which will be discussed later in the section dealing with pause.

Lennon posits that it is often assumed that the fluency target of the language learner is “native-like levels”. Then he emphasizes that the native speakers clearly differ among themselves in fluency, and, more particularly, any individual native speaker may be more or less fluent according to topic, interlocutor, situation, “noise”, stress, and other factors.

He cites the types of native-speaker fluency distinguished by Fillmore (1979) as follows:

(1) “the ability to fill time with talk” or “disc-jockey fluency,” (2) “the ability to talk in coherent, reasoned and ‘*semantically dense*’ sentences,” (3) “the ability to have appropriate things to say in a wide range of contexts,” and (4) “the ability to be creative and imaginative in language use” (Fillmore, 1979: 93 in Lennon, 1990: 393).

Hartmann and Stork (1976) suggest that “a person is said to be a fluent speaker of a language when he can use its structure accurately whilst concentrating on content rather than form, using the units and patterns automatically at *normal conversational speed* when they are needed” (p. 86). Later, Schmitt (1992) also includes an element of *automaticity*, or the ability to retrieve language forms without conscious searching, in the characterization of fluency. In the dictionaries the emphasis is also made on rate of speaking and automaticity in defining fluency. Richards, Platt and Weber (1985) enumerate native-like rhythm, intonation, stress and rate of speech in characterizing fluency.

Again, Lennon (1990) describes fluency as different from other elements of oral proficiency in one important aspect, in that of being purely a performance phenomenon whereas such elements of idiomaticness, appropriateness, lexical range, and syntactic complexity can all be assigned to linguistic knowledge. To some extent, Lennon is right in defining fluency as the speaker’s ability to focus the listener’s attention on his or her message by presenting a finished product since the aim of speaking is to communicate with and to be understood by the interlocutors, rather than inviting the listener to focus on the working of the production mechanisms (Lennon, 1990).

McCarthy (2006) explores the question whether an emphasis on rate of talk, lack of pausing, the presence of particular phonological qualities such as natural rhythm and stress constitute the whole (or even the most important parts of) fluency. He indicates that most of the native speakers judged as fluent speakers, not always perform at speed, not pausing, using ideal rhythm and so on. Giving and analyzing an extract from the spoken component of Cambridge International Corpus, he

emphasizes that speed is not the most important feature of fluency; that some parts of conversations can be uttered rapidly, but it may often be desirable to slow down in crucial parts of one's message. Also, he points out that conversation and its flow are seen as a joint responsibility, and our perception of fluency is much influenced by cooperatively created flow of talk, rather than just the talent of one individual speaker. At the end he concludes his description of fluency as follows:

In sum, the notion of fluency has its roots in linguistic qualities related to lexico-grammatical and phonological flow accompanied by apparently effortless accurate selection of elements, created by individual speakers, and in the ability of participants to converse appropriately on topics, but also, crucially, in the ability to retrieve chunks, and in the degree of interactive support each speaker gives to the flow of talk, helping one another to be fluent and creating a confluence in the conversation (McCarthy, 2006: 5).

We have seen above a lot of features used in the definition of fluency and it is now time to make clear according to what features the fluency will be measured in this study.

2.3.1. Measurement of fluency

In the literature carried out so far, speed and pauses are generally focused on in measuring fluency. As fluency, according to Lennon (1990), is purely performance-based variable, it is considered to measure it through marking temporal variables.

Over the last several decades many studies have been made on oral fluency. They have generally involved the elicitation of a speech corpus and analysis of its temporal and qualitative aspects. While some of them have attempted to link the temporal variables with rater assessment of fluency (Lennon, 1990; Cucchiari, 2000), others have compared native and non-native performance (Wen, 2000) or conducted longitudinal examinations of the development of aspects of second language oral fluency (Towell, 1996). These studies have used different sizes of data and varied sources of oral performance, but the temporal variables they have used exhibited a remarkable degree of agreement.

Lennon (1990) in his study of 4 German students of English used 10 native speakers to rate the fluency. The subjects were asked to retell picture story before

and after a six-month stay in Britain. He used 12 variables in the measurement of fluency:

- 1) unpruned words per minute
- 2) pruned words per minute

“Unpruned words” in this study included all the words produced by the speaker, whereas “pruned words” excluded the words which were repeated, were asides, addressed to the interview, or self corrections.

- 3) repetitions per t-unit
- 4) self-corrections per t-unit
- 5) filled pauses per t-unit

T-unit was defined as one main clause and its attendant subordinate clauses and non-clausal units.

- 6) percentage of repeated and self-corrected words
- 7) total unfilled pause time
- 8) total filled pause time as percent of total

Filled pauses were non-words represented as “er”, “erm” and “mm”.

- 9) mean length of speech runs between pauses (in words)
- 10) percent of t-units followed by pause (filled and unfilled)
- 11) percent of total pause time (filled and unfilled) at t-unit boundaries

12) mean pause time (filled and unfilled) at t-unit boundaries (Lennon, 1990: 406-407).

Towell et al (1996) carried out a longitudinal research on fluency of 12 advanced learners of French. The subjects performed the same task (retelling a movie) before and after the residence abroad. They used temporal variables as follows:

1) *Speaking rate (SR)* is calculated by dividing the total number of syllables produced by the amount of total time (including pause time), expressed in seconds, and multiplying the result by sixty to give a result expressed as syllables per minute.

2) *Pause/time ratio (PTR)*: gives the percentage of time spent speaking as a percentage proportion of the time taken to produce the speech sample.

3) *Articulation rate (AR)*: is calculated by dividing the total number of syllables produced by the amount of time taken to produce them, excluding pause time. It is expressed as the mean number of syllables produced per second over the total amount of time spent speaking during the speech sample.

4) *Mean length of runs (MLR)*: is calculated as the mean number of syllables produced in utterances between pauses of 0.28 seconds and above (Towell et al, 1996: 91).

Foster and Skehan (1999) in their task-based research used following variables as a measurement of fluency:

Reformulations: Either phrases or clauses that are repeated with some modification to syntax, morphology, or word order.

False starts: Utterances that are abandoned before completion and that may or may not be followed by a reformulation.

Repetitions: Words, phrases or clauses that are repeated with no modification whatsoever to syntax, morphology, or word order.

Replacements: Lexical items that are immediately substituted for another.

Pauses: A break of 1.0 seconds or longer either within a turn or between turns.

Silence total: The sum of pauses in each transcript (Foster and Skehan, 1999: 230).

As distinct from all the studies mentioned here, they used the particular example of a decision-making task that is a ‘balloon debate’, which involved interaction. The interactiveness was measured by turn length. Skehan and Foster,

followed Duff (1986), and measures used by them were derived of the number of turns taken, the total number of words and, derived from these, the length of each turn. Greater interactiveness is associated with more frequent turns and shorter average turn length.

Mota (2003) investigated whether there was a relationship between working memory capacity and L2 speech production. Four aspects of speech production were assessed: fluency, accuracy, complexity, and lexical density. Fluency assessed according to the following four variables:

(1) Speech rate in two versions: unpruned and pruned.

(2) Number of silent pauses per minute: In the present study, a break in the speech flow equal to or larger than .5 seconds was considered a silent pause. The total number of silent pauses equal to or longer than .5 seconds in each subject's picture description and narrative was determined and divided by the total time taken to speak, in seconds. The resulting figure was then multiplied by 60 to express number of silent pauses per minute.

(3) Number of hesitations per minute: In the present study, unfilled pauses of .49 seconds or less, filled nonlexical pauses (e.g. "uh" and "uhm"), immediate repetitions, and partial words were considered hesitations. The location and length of unfilled pauses of .49 seconds or less were determined the same way as described in (2) above. In each subject's picture description and narrative, all unfilled pauses, filled nonlexical pauses, immediate repetitions, and partial words were counted and summed up. The total number of hesitations was then divided by the total time taken to speak, in seconds, and the resulting figure multiplied by 60 to express number of silent pauses per minute.

(4) Mean length of run: In this study, mean length of run was calculated as the mean number of semantic units – words and partial words, including repetitions, immediate or not – between pauses – unfilled, of any length, and filled (e.g., *uhm* and *uh*). Each subject's mean length of run in the description and narrative task was determined by dividing the total number of semantic units produced by a selected number of pauses. A criterion was established that when there were chunks of filled and unfilled pauses, the whole chunk was counted as one pause (Mota, 2003: 76-78).

Taxonomy of measures used by Wood (2005) in the doctoral dissertation seems more appropriate for our study as he also investigated the role of the formulaic sequences in speech fluency development in English as a second language. He selects four variables, which are commonly used in literature to measure the oral

fluency. And as he adds another variable linking MLR with the use of formulaic sequences:

- Speech rate (**SR**), calculated by dividing total number of syllables uttered by the total number of seconds of recording time, including pauses.
- Phonation/time ratio (**PTR**), calculated by dividing the time spent speaking (excluding pauses) by the total time of the speech sample.
- Articulation rate (**AR**), calculated by dividing total number of syllables uttered by the seconds of speech time only, excluding pauses.
- Mean length of run (**MLR**), calculated by dividing the total number of syllables uttered by the number of runs between pauses.
- Formula/ run ratio (**FRR**), determined by dividing the number of runs by the number of formulaic sequences, to see whether the use of formulaic sequences corresponds to the changes in the temporal variables (Wood, 2005: 117).

He posits that this ratio is a quantitative measure of how the use of formulaic sequences contributes to longer runs. At the result of his quantitative analysis he found out that increased formula use was hand in hand with improvement on the other variables, including MLR. The results showed that as MLR increased, use of formulas did also. So, it can be concluded that use of formulas did contributed to produce longer runs.

Another important variable of fluency along with the ones mentioned above is pause, which will be dealt with in the next part.

2.3.2. Pause

Many studies on fluency cover the notion of pause. The presence, length and the frequency of pauses and hesitations affect the listener's perception of interlocutor's fluency. Silence and hesitations exist in the conversations and interactions of all language users. But the silence in foreign language speech is perceived as a marker of dysfluency. Lounsbury (1954) in Lennon (1990: 393) distinguishes between "juncture pauses," which occur at major syntactic boundaries, and "hesitation pauses," which occur within syntactic units. Butcher (1980) in Lennon (1990: 393) states that listeners are more tolerant of the "juncture pauses" than the "hesitation pauses", and that the pauses within syntactic units are likely to be

perceived as longer than those of equivalent length at syntactic boundaries. Chambers (1997) differentiates the same types of pauses, but under the different names, namely, “natural pauses,” which allow breathing space, usually occur at some clause junctures or after groups of words forming a semantic unit, and “unnatural pauses,” which appear at places other than these. “Unnatural pauses” are judged as hesitations.

Let us see some results concerning the importance of pauses in assessing fluency. Lennon (1990), at the result of his study of four German English students, found that total unfilled pause time as a percentage of total speech decreased by an average of 25% in three of four subjects. Total filled pause time showed no significant change.

The results of another quantitative research on fluency made by Cucchiarini et al (2002) support the findings made by Lennon. Cucchiarini et al (2002) in their quantitative assessment of fluency indicate that *mean length of silent pauses* is less related to perceived fluency than the other measures concerning pauses and that it could be concluded that the frequency of the pauses is more important for perceived fluency than their mean length. This finding is in line with the investigation made by Chambers (1997). Chambers also concluded that the frequency of pauses rather than the length; location of pauses in an utterance; the transfer (or not transfer) of the pausing patterns from L1 to L2; and the length of run (the number of run between pauses) appear significant in perceived fluency.

Chambers notes that Deschamps (1980) compared the results obtained from descriptions in L1 (French) and L2 (English) by French native speakers and expected that the length of silent pauses would increase in L2 production. But the study showed that the frequency of the pauses increased in producing L2 speech. A noticeable increase was shown in the number of pauses at non-grammatical junctures and a decrease in the number of pauses at grammatical junctures from French L1 to English L2 (Chambers, 1997).

As to the location of the pauses, Riggenbach (1991) points out that the location of pauses had a significant effect on the perceived fluency of some subjects:

A number of the short pauses produced by high-group subjects...were considered native-like, because they occurred at junctures and often in isolation...for members of the low group, most of the regular unfilled pauses...occur in chunks of disfluencies...it is possible, therefore, that a high number of disfluency chunks in a NNS's (non-native speaker) speech may indicate low fluency.. .whereas a low number of disfluency chunks may indicate high fluency or proficiency (pp. 431-32).

So, it can be concluded that the location and frequency of the pauses in speech are the important indicators of fluency.

2.3.3. The results of the previous studies on temporal variables

In order to find appropriate variables to measure the fluency in our study, we have to analyze the results of all above researches and to find which of those variables really can be used as the indicator of oral fluency. Lennon (1990) posits that it might be possible to identify some variables that function as core fluency components and some that are peripheral. In his study it was found that the three variables, namely “*pruned*” *words per unit*, *filled pauses per T-unit*, *percent of T-units followed by pause*, showed significant change across subjects. Nevertheless, on the variables 1) unpruned words per minute, 3) repetitions per t-unit, 7) total unfilled pause time, 9) mean length of speech runs between pauses, and 12) mean pause time (filled and unfilled) at t-unit boundaries, three subjects improved and one deteriorated in each. Also, he indicates that self-corrections would appear to be a very poor fluency indicator, especially those involving reformulations of discourse, and he states, “do not make for perceived dyfluency at all, and are of certain sorts of fluent native-speaker performance” (Lennon, 1990: 412). In findings variations in speech rate between speakers reflected differences in pause time rather than speed of articulation. Nevertheless, Lennon emphasizes that not just the proportion of unfilled pause time is important for fluency development, but position, length, and frequency of individual pauses.

From his study it is possible to conclude that the improved *speech rate*, *reduction of filled pauses* and *pause-time (speech-time ratio, increased length of fluent runs, elimination of disruptive “internal” pauses within t-units)* can be associated with the improvements in perceived fluency.

In the research made by Cucchiarini et al (2002), two kinds of speech were compared: read¹ speech and spontaneous speech. Temporal variables, which were generally used in the previous studies on this sphere, were used in this study, too. They obtained different results in two cases. In read speech he revealed that the fluency ratings are strongly related to *rate of speech*, *articulation rate*, *phonation/time ratio*, *number of silent pauses per minute*, and *mean length of runs*, while mean length of silent pauses has a smaller effect. Concerning the spontaneous speech, they found out that fluency ratings are more strongly related to *rate of speech*, *phonation/ time ratio*, *number of silent pauses per minute*, *duration of silent pauses per minute*. *Articulation rate* and *mean length of silent pauses* were revealed to have almost no relationship with perceived fluency. They also note that the findings of his study showed that *mean length of runs* seemed to be a good predictor of fluency for spontaneous speech.

Chambers (1997) also mentions the length of runs in fluency improvement: “L2 users process utterances in shorter segments and these segments increase in length as fluency develops” (Chambers, 1997: 541).

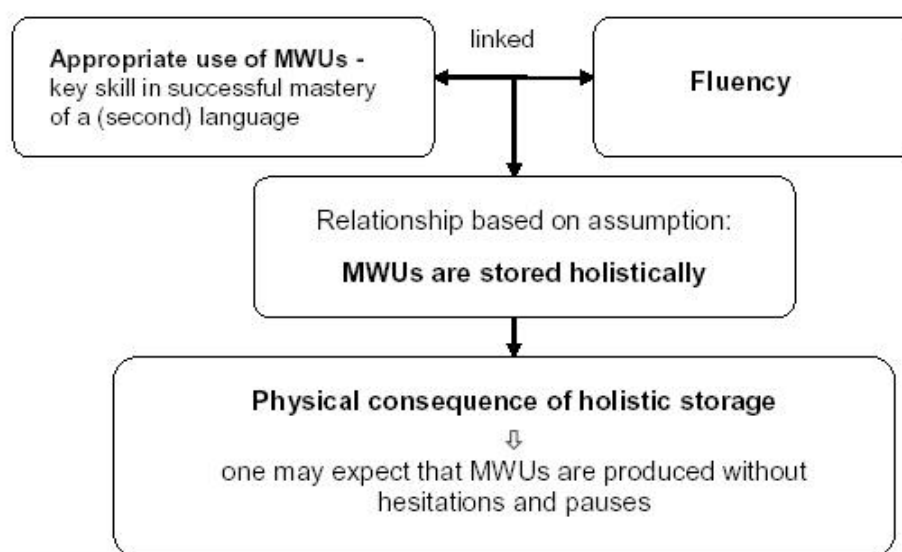
The answer to the question “what enables L2 users to produce longer segments?” can be found in the study made by Towell et al (1996). Towell et al discuss that the proceduralization of linguistic knowledge is the most important factor in development of fluency in advanced second language learners. They used Anderson’s (1983) ACT model in explaining the developmental aspects in second language acquisition. Anderson distinguishes two types of knowledge: declarative and procedural. Declarative knowledge refers to the knowledge of abstract facts and data, i.e. the rules of language, whereas procedural knowledge refers automatic processes which operate without conscious control. Thus, the learning process is considered to involve the conversion of declarative knowledge into procedural knowledge. The results of the study show that the proceduralization of different kinds of knowledge, including procedural knowledge of syntax and of lexical phrases enables learners to produce longer speech units: Towell et al assert that use “of

¹ Read speech means the speech not produced but read by the subjects. The researchers gave the subjects ready texts and assessed their temporal variables while the subjects read those texts.

‘double marquage’ and sentence builders have, as a result of the length period of residence in France, become proceduralised in this learner's production model and is therefore available in short-term memory for deployment in rapid spontaneous speech’ (Towell et al, 1996: p. 112).

Several studies have been carried out in relation to the lexical phrases, i.e. formulaic sequences and their role in improving fluency. First of all, a recent research on the role of the placement of pauses in formulaic sequences made by Dahlmann (2007) have proved that formulaic sequences almost are not interrupted by pauses and this nature of formulaic sequences enables their holistic storage and retrieval from memory. Consequently, formulaic sequences are considered to enhance the fluency. This is presented by Dahlmann in the following table:

Table 2.1 Overview of the relationship between multi-word units, fluency and pauses (Dahlmann, 2007: 2)



Dahlman (2007) in her study of the second language speech fluency emphasized the multi-word units (MWU) (another term for FS) and their effects on second language fluency. In the Table 2.1, she explain the mechanism of how the MWUs/ FSs can enhance fluency: “This is based on the assumption that formulaic sequences are stored holistically as single units and therefore free processing time

which allows the production of longer, thus more fluent, utterances” (Dahlman, 2007: 2).

In the following section, a detailed body of knowledge about the nature of the formulaic sequences will be provided.

2.4. Formulaic Sequences

Formulaic sequence is a cover-term for ready-made constructions like phrases, idioms, proverbs, collocation and etc., which can be used without having to be built up from the scratch. The difference between these “ready-made constructions” or “formulaic expressions” and “free expressions”, first made by Jespersen (1924), is that the “free expressions” are created in each case, whereas the former are drawn from memory (Jespersen (1924) in Coulmas, 1994). These memorized patterns or formulaic expressions have been labeled variously by the researchers. The terms used for these expressions are given in Table 2.2: Wray, 2000: 465).

Table 2.2 Terms used to describe aspects of formulaicity in the literature (Wray, 2000: 465)

Amalgams	Gambits	Preassembled speech
Automatic	Gestalt	Prefabricated routines and
Chunks	Holistic	patterns
Cliches	Holophrases	Ready-made expressions
Co-ordinate constructions	Idiomatic	Ready-made utterances
Collocations	Idioms	Rote
Composites	Irregular	Routine formulae
Conventionalized forms	Lexical (ised) phrases	Schemata
FEIs ^a	Lexicalised sentence stems	Semi-preconstructed phrases
Fixed expressions	Multiword units	that constitute single choices
Formulaic language	Non-compositional	Sentence builders
Formulaic speech	Non-computational	Stable and familiar expressions
Formulas/formulae	Non-productive	with specialized subsenses
Fossilized forms	Petrification	Synthetic
Frozen phrases	Praxons	Unanalysed chunks of speech

^a Fixed Expressions including Idioms (Moon, 1998).

The most commonly used terms used in the literature are “lexical phrases”; “multi-word units”; “chunks”; “prefabricated language” and “formulaic language/speech”. Nattinger and Decarrico (1992) put forward the term “lexical phrases” and study many aspects of FSs. Cowie uses the terms “prefabricated language” (1988) and “multi-word units”(1992), Pawley and Syder (1983) call them as “lexicalized sentence-stems”, Lewis (2002) refers to them as “multiword items.”

Wray (2000) uses the term ‘formulaic sequence’ to encompass the wide range of phenomena variously labeled in the published literature and defines it as follows:

a sequence, continuous or discontinuous, of words or other meaning elements, which is or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. (Wray, 2000: 465).

As FSs exist in so many forms, there is not a comprehensive definition developed so far. In corpus linguistics, criteria such as ‘institutionalization’, ‘fixedness’ and ‘non-compositionality’ (Moon, 1997: 44) are commonly used as key characteristics of FSs. Another criterion is frequency of occurrence. If a sequence is frequent in a corpus, this indicates that it is conventionalized by the speech community, at least to some extent (Schmitt, 2004).

Although these criteria capture many common features of FSs, they are not adequate to encompass all the characteristics of them. “Psycholinguistics and language acquisition specialists focus on criteria which determine whether sequences are known by individual participants, and whether these sequences are formulaic and stored as wholes in the participant’s mental lexicon. So criteria are used such as whether a sequence of words is produced more than once by a participant (indicating that the sequence is known and not just one –off imitation of a sequence heard by the participant) and whether it is produced with an intact intonation contour (suggesting the sequence is stored as a whole)” (Schmitt, 2004:2).

More detailed criteria of FSs, given by Weinert (1995) in relation to acquisition, might help clarify FSs a bit more. According to her, the most commonly used criteria are as follows:

- phonological coherence, i.e. fluent non-hesitant encoding without break in intonation contour
- greater length and complexity of sequences compared with other learner output
- non-productive use of rules underlying a sequence
- community-wide use of a sequence
- idiosyncratic/ inappropriate uses of sequences
- situation dependence
- frequency and invariance in form (Weinert, 1995: 182-183)

Concerning the language production, temporal variables related to fluency such as speech rate, pauses, and hesitation phenomena are included to the criteria given above.

2.4.1. Characteristics of FSs

Few characteristics of FSs are overviewed by Schmitt (2004):

- *FSs appear to be stored in the mind as holistic units, but they may not be as acquired in an all-or-nothing manner.*

Almost all literature about FSs suggest that FSs are typically stored and processed as unitary wholes, even it is not true in every case. It may be true for semantically-opaque FSs, such as idioms, where the meaning of the sequence cannot be derived from the knowledge of each component of the idiom. The only way to know the meaning of the idiom is to have learned it as a whole. It may be true on the phonological front, too. Since FSs are typically spoken more fluently, with a coherent intonation contour, i.e. fluent non-hesitant encoding without break in intonation contour, (Weinert, 1995), to the extent that this has been accepted as one criterion of formulaicity (Peters, 1983: 10). Besides, Pawley and Syder (1983) maintain that FSs provide processing efficiency because single memorized units, even if made up of a sequence of words, are processed more quickly and easily than

the same sequences of words which are generated creatively. This is because the FSs address the speakers' attention to the larger structure of the discourse, rather than to individual word. Kuiper (1996) supports this assertion indicating that 'smooth talkers' (auctioneers, sportscasters) use FSs a great deal in order to fluently convey large amount of information under severe time constraints.

But not always are the FSs learned as a whole. It may be valid for shorter ones such as *Go away! Good-bye!* etc. But there are FSs that are not learned as a whole. Wray (2002) and Peters (1977) observe the reason why some FSs are not learned in an 'all-or-nothing manner'. (Peters in Wray (2002)) observes children acquiring their first language and notices that some of the children seem to "approximate the general gestalt² of their target sentence, aiming at such features as number of syllables, intonation as well as certain key segments" (p. 111). And the characteristic phonological imprecision of gestalt language is the reflection of the child's lack of knowledge about the internal structure of what they are saying. They use the filler syllables in the places of the unknown components as place-holders. In this cases, the FSs are learned over time, with the later stages of acquisition consisting of 'filling in' the gaps in the initial incomplete rendering of the sequence. Peters (1983) suggests that these elements may be later extracted from the FS through a process of segmentation. Also there are some FSs which have flexible slots which can be filled with semantically-appropriate words or phrases (*have no/the/unsufficient...time, from one's point of view*). These FSs are also learned over time. Because if these FSs are initially acquired with these slots as part of the structure, it would take longer to learn the appropriate language insertions for these slots than to learn the fixed elements of the sequence. Besides, shorter FSs can be combined together into longer and more complex FSs (Peters, 1983:73). So, in these cases, the component formulaic sequences need to be learned as the initial step to acquiring the subsequent FS.

Transparency of FSs might also affect the learning process: the transparent FSs are learned in a different way than the opaque FSs. Opaque FSs such as idioms

² Underanalyzed strings, holistic utterances. In first language acquisition Peters differentiated two ways: gestalt (holistic) and analytic (inferential) and stated that children vary in the balance they adopt between these two.

seem to be acquired as a whole as it is impossible to get the meaning of the FSs from meaning of its constituents.

Schmitt (2004) emphasizes the role of the question of complete, holistic acquisition vs. incremental acquisition of FSs, because the answers may eventually determine which FSs are practical to teach to second language learners.

- *FSs can have slots to enable flexibility of use, but the slots typically have semantic constraints*

As mentioned before, some FSs are completely fixed strings of words, while others have slots in addition to their fixed elements. In some cases fixedness is an advantage. Schmitt gives a striking example for this: *Watch out!* This is an instantly recognizable warning because it is fixed and it requires a little processing to understand it. This is likely to be the most effective warning than a warning like *Watch the car coming behind you!* because it is shorter and more conventionalized warning. However, non-fixedness has more advantage since it allows more flexibility of meaning. For example in the following examples again taken from Schmitt (2004) one can see that the underlying structure ‘_____ thinks nothing of _____’ allows the flexibility to express the ‘unexpected’ notion in a variety of situations: *Diana thinks nothing of running 5 miles before the breakfast* or *He thinks nothing of driving 100 miles per hour on the freeway* and etc. This structure can aid fluent language because some of the language is already pre-assembled and can be used in a variety of situations.

But not always are the slots in this type of FSs open; they often have semantic constraints, which control which word or words can be used in the slots. For example, in the examples given above you should convey the idea of something unusual, unexpected in the second slot, precisely because that is the reason for using this particular FS. Otherwise, it will be nonsense using this FS. For example, the sentence *She thinks nothing of sleeping 8 hours a night* sounds strange because it is usual to sleep 8 hours a night.

- *FSs can have semantic prosody*

Individual words, as Schmitt suggests, usually have a relatively wide range of usage. Schmitt explains this with the example of the word ‘border’. The noun form of the word *border* can mean a political boundary, geophysical boundary, the edge of a something like a piece of fabric and etc. But Schmitt shows that if it comes with other words, for example, *bordering on* its usage can become constrained. He gives 100 instances from British National Corpus and shows that only 27 of them refer to a physical location, but most frequent usage (57 instances) carries the meaning of ‘approaching an undesirable state (of mind)’ and thus these majority of instances entail a negative evaluation of the situation which is key to the meaning sense it imparts. This type of evaluation has been referred to as *semantic prosody* (Sinclair, 2004). Schmitt asserts that a semantic prosody is a feature of a number of FSs. In order to use the FSs correctly a learner should be familiar with their semantic prosody.

- *FSs are often tied to particular conditions of use*

This feature of FSs is closely related to the functions of the FSs. The recurring situations in the social world require certain responses from people. These are described as *functions*, such acts as apologizing, making requests, giving directions, and complaining. These functions typically have conventionalized language attached to them.

The first function of FSs is maintaining social interaction. Situation-bound utterances put by Kecskes are the striking examples which maintain this function. They “act both as a social lubrication and of actively co-constructing interpersonal communication” (Schmitt, 2004: 10).

Another function of FSs is discourse organization. FSs like *in other words*, *in conclusion* in written discourse and *on the other hand*, *as I was saying*, *speaking of* and etc. in spoken discourse realize this function.

The functions of FSs will be elaborately discussed later and it is now time to give the classification of FSs in order to have a clear knowledge of them.

2.4.2. Classifications of FSs

FSs were classified by many of scholars differently. Generally, these classifications may be divided into form-based and function-based classifications. But the classification made by Yorio (1980), draws attention with its distinction.

Yorio (1980) describes the FSs, in his term “the conventionalized language forms” (idioms and routine formulas), through the use of structural, syntactic and semantic criteria, which are given in **Table 2.3** below:

Table 2.3. Classification of the conversational language forms made by Yorio (1980: 435-436).

From structural point of view				
a) Words (simple or compound): <i>coed; ouch; creep; red-herring</i>		b) Phrases: <i>put up with; for all intends and purposes</i>		c) Sentences: <i>cooked his goose; mind your own business</i>
From the point of view of syntactic behaviour				
Regular: <i>to break someone's heart</i>		Irregular: <i>by and large; by the bye</i>		c) Regular with the syntactic limitations: <i>grammatically well formed but subject to certain syntactic constraints:</i> e.g. <i>to give the sack</i> can be used as <i>He gave me the sack; He gave the sack to me; I was given the sack</i> , but cannot be used as <i>The sack was given to me.</i>
From a semantic point of view				
a) Transparent: <i>your face looks familiar ; let me be the first congratulate you</i>	b) Semi-transparent : <i>to shake hands ; skyscraper</i>	c) Opaque: overtly opaque : <i>OK, by and large, to take a leak;</i> covertly opaque: <i>to knock on wood; to be on the wagon</i>	d) Situationally ambiguous: <i>“Good Morning. Sir. This is Sergeant Brown” as a telephone conversation and as an introduction.</i>	e) Ambiguous with respect to the intention of the speaker: <i>“I’m sorry” (could express real sorrow or be the expected formula)</i>

Then, Yorio (1980:437) separates the Routine Formulas from idioms and divides what he calls routine formulas into the following categories:

a) *Situation formulas:* You’ve had to be there; I thought you’d never ask

b) *Stylistic Formulas:* to whom it may concern; ladies and gentlemen

c) *Ceremonial Formulas*: forms of address are also ceremonial in nature Madam; Sir; Ms; Mrs etc.

d) *Gambits*:

Opening gambits: Pardon me; speaking of

Closing gambits: I've got to go now; I won't take your time any more

Organizational gambits: take five; we'll now take questions from the floor

Text gambits: (formulas that organize the written or oral texts): first of all; to summarize etc.

2.4.2.1. Form- based classification

Among the classifications of FSs there can be seen an intensive focus on form-based classification. The majority of scholars categorized the FSs according to their forms. Classifications of the FSs based on their forms can be viewed as in the Table 2.4.

Table 2.4: Form-based classification of FSs

James R. Nattinger	Categories <i>Polywords</i> : <i>Phrasal constraints</i> : <i>Deictic locutions</i> : <i>Sentence builders</i> : <i>Situational utterances</i> : <i>Verbatim texts</i> :	Examples the powder room; to call up by pure coincidence; a year ago; down with the king for that matter; I mean to say; if I were you Not only A, but also B; if I past tense, then conditional tense B How can I ever repay you; I'm very glad to meet you. Better late than never; Cheers!
Nattinger and DeCarrico (1992)	<i>Polywords</i> :	in a nutshell; hold your horses; at any rate
	<i>Institutionalized expressions</i> :	nice meeting you; give me a break; there you go
	<i>Phrasal constraints</i> :	a ____ ago; as far as I ____; in (sum, short)
	<i>Sentence builders</i> :	my point is that X; I am a great believer in X
Howarth (1998)	<i>Functional expressions</i> :	For a kick of; what's up doc?
	<i>Composite units</i> :	retain a syntactic rule

	<i>a) Lexical composites:</i> <i>b) Grammatical composites:</i>	Ulterior motive In advance
Lewis, (2002)	<i>Polywords:</i>	taxi rank, on the other hand, put off, of course
	<i>Collocations (fixed and free):</i>	take a break; break a world record; take a taxi
	<i>Institutionalized expressions:</i> <i>a. Short, hardly grammaticalized utterances:</i> <i>b. Sentence heads or frames:</i> <i>c. Full sentences, with readily identifiable pragmatic meaning, which are easily recognized as fully institutionalized.</i>	Not yet; Just a moment, please. Sorry, to interrupt, but can I just say ..., Can I help you, See you later
Richards and Rodgers (2001)	<i>Binomials:</i> <i>Trinomials:</i> <i>Idioms</i> <i>Similes:</i> <i>Connectives:</i> <i>Conversation gambits:</i>	clean and tidy, back and front cool, calm, and collected dead drunk, to run up a bill as old as the hill finally, to conclude Guess what!

Among these the categorization made by Nattinger and DeCarrico seems to be the most pervasive one. Many studies carried out on FSs, for example, Towell et al. (1996), Wood (2005) mainly use this taxonomy.

2.4.2.2. Function-based classification

FSs are considered to be pervasive in everyday conversation (Pawley and Syder, 1983; Howarth, 1998; Erman and Warren, 2000). This pervasiveness comes from the functions they carry out in communication. These functions of FSs have been investigated by a number of scholars like Yorio (1980); Nattinger and DeCarrico (1992); Howarth (1998); Wray and Perkins (2000); Wray (2002); and Schmitt (2004). Some of them have classified FSs according to their functions.

A lengthy and detailed function-based classification of FSs was offered by Nattinger and DeCarrico (1992). They divided them into the following major divisions:

- **Social interactions**

- a) *Conversational maintenance, including:*

- summoning: excuse me; hello; I didn't catch your name
- nominating a topic: (by the way) do you know/ remember X
- shifting a topic: oh, that reminds me of, by the way

- b) *Conversational purpose, including:*

- questioning: do you X
- responding: yes, that's so/ right/correct
- asserting: I think/ I believe

- **Necessary topics**

- a) *autobiography:* my name is __
- b) *time:* what time x?; a __ ago
- c) *location:* what part of the __?
- d) *weather:* it's (very) __ today

- **Discourse devices**

- a) *temporal connectors:* the day/week/month/year before/after __
- b) *exemplifiers:* in other words; it's like X

Nattinger and De Carrico (1992: 60-66)

Schmitt (2004) also determines three main functions of FSs:

- **maintaining social interaction:**
Oh, I see what you mean; OK, I've got it
- **discourse organization:** on the other hand; put it another way
- **transacting information in a precise and efficient manner:**
Cleared to land; blood pressure is 140 over 60 (pp. 9-10)

We can see similar functions in both of the categorizations. Both authors touch upon the functions of FSs in maintaining social interaction and in organizing discourse. Also, some types of FSs – collocations – are considered to have syntactic functions whereas “lexical phrases” distinguished from them having a pragmatic function (Howarth, 1998).

The functions of FSs can be combined into main common groups. These groups will be examined in the following unit.

2.4.3. Functions of FSs

There are two main functions of FSs reported in the literature: *function of saving effort in processing* and *function of achieving social interaction* (Wray and Perkins, 2000; Wray, 2001), two of which are then related to each other and make the common purpose of FSs.

The first function presented in that Table 2.5 is *saving effort in processing*. FSs are memorized and retrieved as a whole, ‘coming ready made they need little

encoding work' (Pawley and Syder, 1983). And as Becker points out they ease the speaker of the labor of generating the utterances, which we use many times, from the scratch everytime s/he wants to speak and we appear to use FSs to reduce the amount of processing to only that which has to be new.

As the top row of the Table 2.5 illustrates, the strings of words stored and retrieved as a whole will become associated with agreed meanings, which may be totally transparent (*I have known for ___ years in my capacity as ___*) or rather more indirect (*Put the kettle on, will you?*). Also words may collocate to form phrases, which are interpreted as one agreed way (*personal computer; bullet point*). Thus, these phrases with agreed meanings and the other phrases shown in the following table can help speakers reduce processing effort.

Table 2.5. Formulaic sequences as compensatory devices for memory limitations (Wray and Perkins, 2000: 16)

Function	Effects	Type	Examples
Processing short-cuts	Increased production speed and/or fluency	- Standard phrases (with or without gaps) - Standard ideational labels with agreed meanings	- Put the kettle on, will you? - I have known ___ for ___ years in my capacity as ___ - Personal computer; bullet point; the current economic climate
Time-buyers	- Vehicles for fluency, rhythm and emphasis - Planning time without losing the turn	- Standard phrases with simple meanings - Fillers - Turn-holders - Discourse shape markers - Repetitions of preceeding input	- Make a decision; draw a conclusion; a sea change; at the end of the day (<i>in the sense of 'really'</i>); one way and another - If the truth be told; if you want my opinion; if you like - And another thing; and let me just say. ... - There are three points I want to make. Firstly, ... Secondly... Thirdly/Lastly... - (A: What's the capital of Peru?) B: What's the capital of Peru? (Lima, isn't it?)
Manipulation of information	Gaining and retaining access to information otherwise unlikely to be remembered	- Mnemonics - Lenghy texts one is required to learn - Rehearsal	- Thirty days hath September...; Richard and York gave battle in vain - Shal I compare thee to a summer's day? - <i>Reheasing a telephone number while looking for a pen</i>

Wray and Perkins divided the processing functions of FSs into three subcategories. The first is the function of short-cutting and it can account for why an individual or indeed a whole speech community often prefers certain collocations. The second group is time-buyer. They help to increase fluency and keep speaker's turn while during planning. They also play a role of organizing the discourse. While they help the speaker to organize and to keep his/her discourse the hearer benefits from their feature of making the comprehension easier. Thus, they make the communication more effective. The FSs of the third category are slightly different from the first two because they are not related to the fluency or the comprehension, they offer the speaker a means retrieving information that we must otherwise find it difficult to recall.

The second function, *achieving social-interaction*, serves the speaker to satisfy physical, emotional needs (*could you repeat that please*); to be more polite in conversation (*I wonder if you mind*); to introduce facts (*Guess what!*, You may not believe this, but...); to express his opinions on particular topics (*Yes, but the thing is ...*) or just to agree with the interlocutor (*That's right. Exactly*) and etc.

Table 2.6, based on Wray and Perkins (2000), identifies three types of socio-interactive function for FSs:

Table 2.6 Formulaic sequences as devices of social interaction (Wray and Perkins, 2000: 14)

Function	Effects	Type	Examples
Manipulation of others	Satisfying physical, emotional and cognitive needs	• Cominaniils • Requests • Politeness markers • Bargains, etc.	• Keep off the grass; hand it over • Could you repeat that please? • I wonder if you'd mind... • I'll give you__for it
Asserting separate identity	(a) Being taken seriously (b) Separating from the crowd	• Story-telling • Turn claimers and holders,etc. • Personal turns of phrase.	• You're never going to believe this, but... • Yes. but the thing is...; Thank you very much (in response to invitation <i>to speak</i>); The first thing that you have to realize, of course, in addressing this issue is.. • I wanna tell you a story {<i>Max Bygraves</i>}; You know what I mean Harry (<i>Frank Bruno</i>)
Asserting group identity	(a) Overall membership	• 'In' phrases • Group chants	• Praise the Lord!; as the actress said to the bishop • We are like champions

(b) Place in hierarchy (affirming and adjusting)	• Institutionalized Forms of words, etc.	• Happy birthday; dearly beloved, we are gathered here today...
	• Ritual	• Our Father, which art in Heaven...
	• Threats	• I wouldn't do that if I were you
	• Quotation	• "I wouldn't want to belong to any club that would have me a member" (Groieha Marx)
	• Forms of address • Hedges, etc.	• Your Highness • Well I'm not sure (as a polite denial or refusal)

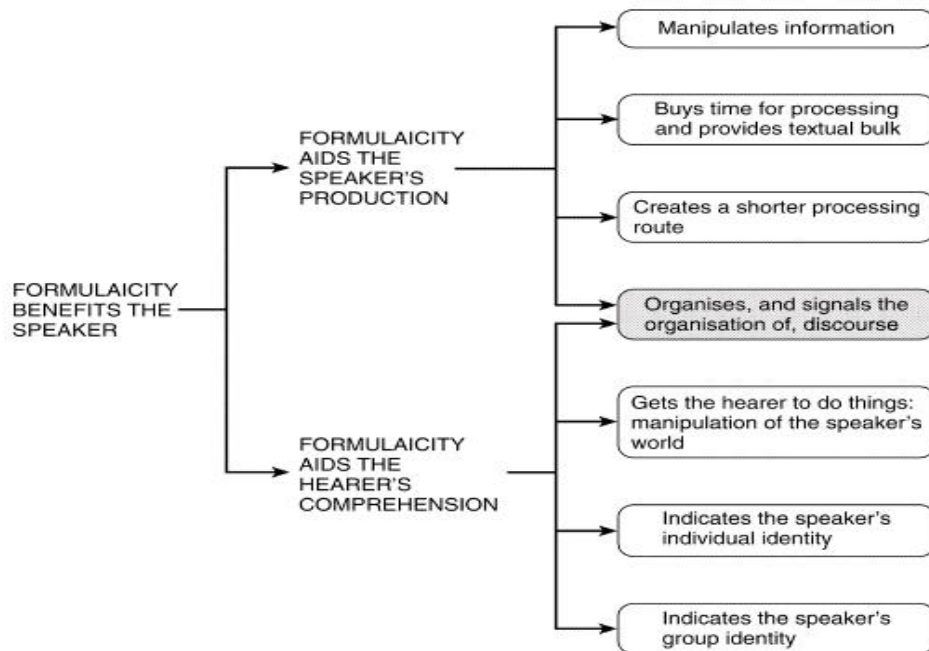
The FSs of the first category reflect our need to meet our needs through the actions of others and includes commands, requests, bargains, and politeness markers. The next two categories show that along with the physical needs we need to assert our individual and group identity in order to manipulate the hearer's perception of us (Wray and Perkins, 2000).

The common purpose of FSs of both functions (*function of saving effort in processing* and *function of achieving social- interaction*) is that of achieving maximum chance of efficient comprehension. While the FSs presented in Table 2.5 are related to what will make linguistic processing easiest for the speaker, those in Table 2.6 concern what will make it easiest for the hearer (Wray, 2001).

So, the FSs aid both the speaker and hearer. The following table taken from Wray and Perkins (2000) shows how formulaicity benefits both of the speaker and the hearer*.

Table 2.7: The role of formulaic sequences in benefiting the speaker (Wray, 2001: 478)

* but in order the FSs could aid both the speaker and the hearer, as Wray and Perkins assert, the hearer should be familiar with those FSs used by the speaker. They claim that it depends on the speaker's selection process: s/he should select those FSs, which the hearer maybe familiar with.



One can see in this table how the FSs benefit the speaker. The top part shows the role of formulaicity in saving the speaker's processing effort. The bottom part represents its role in supporting the speaker's interactive goals through easing and maximizing hearer's comprehension. In the light of this table it can be said that the most efficient and successful communication will occur where the speaker and hearer are familiar with each others' speech patterns. For this, the speaker should try to use those FSs that are known by the hearer. In sum, it may be asserted that the FSs aid both the speaker and the hearer.

The above-mentioned functions are realized by the FSs of different categories. As seen in the categorization of FSs, there are many types of FSs. The most pervasive and the most useful two categories reported in the literature will be focused on in the present study.

2.4.4. Collocations

The term 'collocation' was first introduced by Firth (1957) as 'the company words keep'. Another definition might be 'the way words combine in predictable ways'. There are a number of overlapping definitions of collocation. But the most typical one is 'words which are statistically much more likely to appear together than

random chance suggests' (Lewis, 2000; Nation, 2001). "Collocations are not words, which in some sense, we 'put together', they co-occur naturally" (Lewis, 2000: 132). So, it is important to notice the natural co-occurrence of words, because the foreign language learners can know many individual words, but they may not know how they are 'put together' naturally. To know which words go with which, and which do not is the main problem for learners: "It may be claimed that the problem facing the non-native writer or speaker is knowing which of a range of collocational options are restricted and which are free" (Howarth, 1998: 36). For example, *make* and *take* both can go with a word decision, *make a decision*, *take a decision*, but do not go with a word *choice* in the same way: *take a choice* will sound strange as it is not natural co-occurrence. Similarly, *make a mistake* is natural, but not *do a mistake*. All of the collocations given above are similar in one: they all are composed of a verb and a noun. But there are other types of collocations, too.

In the classification of the collocations made by Howarth (1998), collocations, the composite units in his term, are divided into two main categories: *grammatical* and *lexical* (see Appendix 1). But more detailed classification of collocations can be found in *The BBI Combinatory Dictionary of English* (Benson, Benson, and Ilson, 1986), which includes 7 categories of lexical collocations and 26 types of grammatical collocations (see Appendix 2). In the following, a brief summary of that classification is given:

Grammatical collocations

1. noun + preposition	<i>sympathy towards</i>
2. noun + to – infinitive	<i>to have the right to do it</i>
3. noun + that – clause	<i>an agreement that she would do it</i>
4. preposition + noun	<i>in advance, by accident</i>
5. adjective + preposition	<i>good at, obsessed with</i>
6. adjective + to – infinitive	<i>ready to go, glad to see</i>
7. adjective + that clause	<i>afraid that she would fail the exam</i>
8. verb patterns like	
verb + preposition	<i>listen to a music, look at something</i>
verb + verb + ing	<i>enjoy watching..., miss dancing... and etc</i>

Lexical collocations

1. verb (with a meaning of creation, activation) + noun/ pronoun/ prepositional phrase *achieve a success, come to an agreement*

2. verb (with a meaning of eradication) + noun refuse an offer, reject an appeal
3. noun + verb (in which the verb is used as an action characteristic of thing or person) *Bees buzz, bombs explode, blood circulates*
4. adjective + noun *strong/ weak tea, immediate/ ultimate goal*
5. noun + noun (usually noun + of + noun) *a cup of tea, a pack of cigarette*
6. adverb + adjective *completely accessible, strictly accurate*
7. verb + adverb *apologize humbly, live dangerously* (Benson, Benson, and Ilson, 1986)

Similarly, Hill (2000) divides the lexical collocations into 7 groups. All groups coincide with each other except the two groups:

Adjective + noun	huge profit
Noun + noun	a pocket calculator
Verb + adjective + noun	learn a foreign language
Verb + adverb	live dangerously
Adverb + verb	half understand
Adverb + adjective	completely soaked
Verb + preposition + noun	speak through an interpreter (Hill, 2000 : 51).

There are other continua based on the criteria of semantic transparency, degree of substitutability, and degree of productivity (Howarth, 1998; Hill, 2000; Conzett, 2000). In Howarth's continuum the collocations are placed on the collocational continuum according to their semantic transparency, degree of substitutability. On one end of the continuum are idioms, which are least productive, least transparent, and the constituents of which cannot be constituted ("to blow the gaff", "kick the bucket"). On the other of the continuum are the free collocations, which are most productive, semantically transparent and highly available for substitution of the constituents ("to blow bubbles", "to blow a trumpet" or "lovely girl", "lovely picture" and etc.). Between them are the restricted collocations and figurative idioms. Hill (2000) divides them into unique ("*foot the bill*", "*shrug our shoulders*"), strong ("*trenchant criticism*", "*rancid butter*"), weak ("*red wine, red hair, a black mood, a blue film*") and medium-strength ("*hold conversation*", "*make a mistake*") collocations. As pure idioms in Howarth's continuum the unique collocations do not allow substitution of its constituents (e.g. *shrug* cannot be used with *legs*). The strong collocations are not unique; their constituents can be used with other words also, for example *trenchant* and *rancid* may be used as a feature of other things, too. But, as Hill (2000) indicates, any knowledge of the words *trenchant* and *rancid* would be seriously incomplete without some knowledge of these strong collocates. Weak collocations are the collocations which can be easily predicted by

the students. The constituents of the weak collocations can freely collocate with a number of lexical items. Medium-strength collocations are considered to be difficult to teach: because most of the intermediate students may know the words *make* and *mistake* individually, but have not stored *make a mistake* as a single item in their mental lexicon; and the most important in expanding mental lexicons. Howarth (1998: 42) also argues that it is the “large and complex middle ground of restricted collocations”, which deserves more attention. He states that “...learners’ difficulties lie chiefly in this central area, since idioms and free collocations are, phraseologically, largely unproblematic. The greatest challenge lies in differentiating between combinations that are free and those which are somehow limited in substitutability” (Howarth 1998: 42). Collocations are semantically transparent. So, when they are first encountered in the foreign language, they do not generally attract learners’ attention. On the other hand, as the idioms are opaque they often attract learners’ attention and therefore are perceived as salient. They may be more easily remembered as the learners have difficulties in interpreting them when they first encounter with them. But the collocations, especially low restricted/ weak-strength collocations are the most difficult kind of combinations for the learners as they are word combinations which are not completely “free” and not completely “fixed” either.

2.4.4.1. The significance of collocations

Lewis (2000) asserts that words have their own grammar and to learn word grammar is more important in language acquisition. Word-grammar explains the nature of how words co-occur with particular words and do not co-occur with others. Collocations are not the words, which we put together, they co-occur naturally and knowing a grammar of a word involves knowing the words that typically tend to co-occur with it. In this respect, collocations are important in the context of language learning.

The most obvious reason that makes collocations significant is that it is fundamental to all languages. Another reason is that it makes a large proportion of everyday discourse. Hill (2000) listed 9 reasons why collocation is important from a pedagogical view. According to him, collocations are important because:

- (1) the way words combine in collocations is fundamental to all languages. The lexicon is not arbitrary and the vocabulary choice is predictable to an important extent. We learn a lot of collocations in our native language unconsciously. And we can retrieve them and use them appropriately when we produce a language. But this is not the case in foreign language production; we have difficulties in learning and retrieving collocations of foreign language. Most scholars emphasize that achieving native-like proficiency depends much on a stock of collocations (Pawley and Syder, 1983; Cowie, 1998);
- (2) they are parts of lexicon, which are organized and patterned. These parts make learning easier. So, the learners should be encouraged to notice predictable patterning;
- (3) they make up about 70% of everything we say, hear, read or write;
- (4) the role of memory in language learning is crucial. Since the collocations first should be learned, memorized and then we can retrieve them from our mental lexicon as we pull a telephone number or address from our memory. He maintains that the input is crucial in learner's acquisition of a lexical item and that good quality input should lead to good quality retrieval;
- (5) they allow us to think more quickly and communicate more efficiently. As Pawley and Syder (1983) assert, the FSs (collocations) address the learners' attention to the larger structure of the discourse, rather than to individual word. Thus, learning collocations frees them from processing word-by-word;
- (6) complex ideas are often expressed lexically. To express complex ideas needs not a complex, convoluted grammar, but lexical-complex noun phrases, frequently made of supposedly 'easy' words. To be able to recognize and to produce longer chunks the learners should be exposed to good quality input and should develop the awareness of the lexical nature of language.
- (7) they make thinking easier. This reason is closely related with the former one. As "collocation allows us to name complex ideas quickly, we can continue to manipulate the ideas without using all our brain space to focus on the form of words"

(Hill, 2000: 55). He asserts that the (advanced) learners become more fluent when they acquire more chunks of language for instant retrieval.

(8) they help learners improve their pronunciation. If learners learn the stress pattern of a phrase as a whole, their stress, and intonation will be better.

(9) he posits that recognizing chunking is essential for acquisition and he proposes teachers to provide the learners with correctly chunked input (Hill, 2000: 53-56).

In the next section, ‘conversation gambits’, a type of FSs, will be dealt with.

2.4.5. Conversation gambits

Howarth (1998) (see Appendix 2) divides FSs, which he calls ‘word combinations’, into *composite units* and *functional expressions*. ‘Composite units’ refer to collocations discussed above. The “functional expressions” coincide with *conversation gambits* and *situation-bound utterances* as we see from the examples given by Alexander (Alexander, 1984 in Howarth, 1998). Howarth states that whereas the composite units, i.e. collocations, have a syntactic function in the clause or sentence, the functional phrases, (e.g. gambits, SBUs) are identified by their role in discourse (for example, discourse-structuring devices, such as gambits *For a kick off*) and some may be complete utterances in themselves, proverbs, catchphrases (*What’s up doc?*), and slogans (*Your country needs you*).

The term *gambit* was coined by Keller (Keller and Taba, 1976, 1988). He defines the gambit as follows:

A gambit is a word or phrase which helps us to express what we are trying to say. For example, we use gambits to introduce a topic of conversation; to link what we have to say to what someone just said; to agree or disagree; to respond to what we have heard (Keller and Taba, 1988: 4).

He indicates that, although gambits, in a sense, seem to have very little meaning since they do not express an opinion, actually they are full of meaning. Because if we do not use any gambits in our conversation other people will think we are very direct, abrupt, and even rude. So, as Keller puts it, “they show our attitude to the person we are speaking to and to what (s)he is saying” (Keller and Taba, 1988:

4). Keller distinguishes between three different types of gambits: *Opening gambits*, *linking gambits*, *responding gambits*. *Opening gambits* are used to introduce ideas into conversation. Mostly they help us to begin the conversation (naturally) (*Sorry...*, *Can I ask...*, *Could you tell me...*). However, we use opening gambits not only to start a conversation, but also to introduce new ideas during a conversation. We may wish to focus hearer's attention to a surprising fact with *It may sound strange, but...*, or we may add something by saying *by the way* and etc. In a conversation we can only talk about the same topic for a short time and then we should move in a different direction or give the turn to others. With the help of *linking gambits* we can express our own idea to what someone has just said (*But the problem with that is ...*) or we want to take another chance (*to put it another way...*) or we just want to express our disagreement not offending the speaker with, *That's a good idea, but...* . The main function of the linking gambits is to signal the hearer's views on what the speaker has just said and to prepare the hearers for your argument and views. They will know whether you are going to agree or disagree from the links you will use. It provides you with more efficient communication: using the links you will be more easily understood. *Responding gambits* allow us to agree or disagree at different levels to show surprise, disbelief, or polite interest (e.g. *I agree*, *That's true*, *Exactly!*; *I don't think so*, *That's just not true!*, *Oh, come on!*, *You must be joking!* and etc). Keller claims that if you learn the responding gambits other people will find you much easier to talk and you find yourself more relaxed and fluent in conversation.

Another definition for gambits was made by Yorio (1980). Gambits, being one of the types of routine formulas, are defined as the formulaic expressions whose general role is to organize interactions or activities. He differentiates two major types of gambits: (1) *conversational gambits* and (2) *organizational gambits*. (1) *Conversational gambits* refer to the strategies for conversational interactions. It has many subtypes such as opening gambits, linking gambits, closing gambits and etc. (2) *Organizational gambits* are the formulaic strategies that create or organize activities in a conversation, and have subtypes like game gambits: *I pass, my turn*, *ready, set, go*, etc; and text gambits (formulas that organize written or oral texts):

First of all, to summarize, finally and etc. Yorio, includes the interjection and hesitation phenomena (*er... oh... ah....*) into the gambit categories, too.

Edmonson (1977) uses the term gambits to refer to those formulaic expressions whose primary role is strategic rather than propositional in nature; they serve to guide the hearer through the discourse by semantically framing propositional information (*The main point is*), by facilitating turn exchanges (*May I ask something*), and by marking discourse boundaries (*That's all I have to say about that*). These functions facilitate the comprehension process for the hearer and can be covered under two main functions as (1) maintaining and (2) regulating discourse. By *regulating discourse* the establishment of coherence either between turns of speech or within turns of speech is meant. By *maintaining discourse* the distribution of turns at speech among the discourse participants in terms of up taking, turn taking, turn keeping, turn giving and marking of discourse boundaries is meant. All these functions are performed by several types of gambits such as:

Up taking is performed by a hearer in order to signal to the speaker that the channel is still open and that the speaker's message is being taken in. Uptaking can be realized by the (1) *receipt*, (2) *go-on*, or by the (3) *exclaim*.

(1) The *receipt* is the most neutral signal a hearer can use in order to indicate that he is following the speaker's contribution. It can express either an attention (*hmm, uhu*), or understanding (*I see*), or even agreement to the interlocutor's speech act (*exactly, that's true, you're right*).

(2) The *go-on* is a special case of a receipt by which the hearer signals to the hearer that he is listening and he wants the speaker to keep his turn (*yes, mm*).

(3) The *exclaim* is a special case of a receipt which indicates the hearer's emotive reaction to the interlocutor's utterance. Exclaims do not differ from the receipts in terms of discourse functions, but it seems desirable to distinguish between two gambits as they are realized by different classes of tokens, i.e. either by a receipt carrying an emphatic marker (*oh, no*), or by elements which function regularly as 'interjections' (*good grief, what*).

Turn taking takes place when the hearer and the interlocutor change their roles in conversation. A former hearer can signal his intention of taking a turn with the help of the following gambits:

The *starter* functions as a preliminary to a following utterance, indicating that its user is going to say something (*well, er, em*). This is unique as a gambit because it has no coherence function. Other turn taking, gambits establish coherence between the present and the former speaker's contribution. These are the receipt and the exclaim, which can also be used in a turn taking functions. Besides, conjunctions also may be used as turn takers (*but, and, or*). But their discourse- regulating status is secondary as a turn taker is of secondary status as their primary function is that of creating cohesion.

Turn keeping is an attempt by the speaker to keep the floor. It can be performed by (1) *an underscorer*, (2) *an aside*, (3) *a cajoler* and (4) *a hesitator*, or by *a conjunction*.

(1) An *underscorer* functions to focus interlocutor's attention to a point being made by the speaker (*the point is/ the main problem is*).

(2) An *aside* serves to inform the interlocutor about what the speaker is doing while he is not addressing himself to the hearer (S1: 'can we meet tomorrow in the morning?' S2: 'tomorrow... let me see... I've got appointments all morning... how about 2 o'clock').

(3) Similar to *conjunctions*, *cajolers* and *hesitators* do not function as gambits primarily: the basic function of the *cajoler* is interpersonal in that it 'serves to establish, increase, or indeed restore harmony between the two conversational partners' (Edmonson/ House 1981: 75) (*I mean, you see, actually*).

(4) *Hesitators* are first and foremost devices used by a speaker in order to gain time for planning his speech, and may be interpreted by the hearer as problem-indicators (*er, erm*). When used at a possible completion point, they can however fulfill a turn keeping function.

Turn giving is realized when the speaker signals to the hearer that he has finished his turn and wants the hearer to take the floor. This function is performed by

the use of the gambits as *appealer*. It elicits a response from the hearer to what the speaker has just said (tag questions, *uh, okay*). *Appealers* have a turn giving function only in turn-final position. When used turn-internally, their function is to elicit the uptaker from the hearer while the speaker keeps his turn.

Marking signals boundaries in discourse, e.g. between the opening and core phase, between the core and the closing phase, and between different discourse topics. This function is carried out by the *marker*, which either indicates the completion of an ongoing topic or phase (*okay, good*), or the opening of a next discourse topic or phase (*well now, by the way*).

As to the functions the gambits fulfill in a discourse, Keller in his analysis of gambits from a psycholinguistic perspective identifies four main functions of gambits: (1) *acting as semantic introducers*; (2) *signalling of social context*; (3) *signalling state of consciousness*; (4) and *functioning as a communicative control*. He refers to gambits as signals, verbal signals: (gambits are) a certain set of signals in the conversationalist's speech, used to introduce level shifts within the conversation, or to prepare listeners for the next turn in the logical argument" (Keller, 1981: 94) and he believes that it is possible to facilitate the conversational discourse with the help of these signals.

(1) The first and most important function of the gambits is *acting as a semantic introducers* or just the function of *semantic framing*. Gambits indicate the overall frame in which the topic is supposed to be placed. They do not signal specific meaning, as propositions or idioms, but a general frame within which such meaning can be conveyed. Keller explains that the statement "In my opinion, he's a fool" contains the specific meaning "He is a fool," a meaning is qualified by the gambit as an opinion. A topic can be placed in the frame of personal view or it can be framed as a piece of unpleasant realism. For example, gambits like "I personally believe", "The way I look at it" serve to introduce a personal opinion, and, for example, a piece of unpleasant realism can be introduced by the gambits like "To be realistic,...", "Believe or not,...". He abstracts a list of semantic frames from the corpus of 500 gambits commonly used in North American English. The list contains 7 main semantic frames:

- Major semantic field indicators
 - b) Congruent semantic field indicators
 - c) Incongruent major semantic field (a digression)
- Various aspects of a topic
- Opinion
- Action strategy
- Subject expansion
- Subject evaluation
- Argumentation (see Appendix 3 for detailed information) (Keller 98-99)

(2) The second function of gambits is related to a *social context* of a conversation. A speaker's wish of turn taking, turn keeping or turn giving can be signalled by the gambits. When a speaker uses the gambit "Excuse me for interrupting, but..." it is clear that he wishes to assume an active participant role in the conversation. On the other hand, his wish of exchanging his active participant role for a passive one can be signalled by a gambit like "Well, what do *you* think of it.". Keller suggests the following turn taking signals, putting their basic signalling functions into brackets:

- [I want to have a turn]: "May I interrupt you for a moment, "I'd like to say something."
- [I want to keep my turn]: "Wait a second," "Well, let's see now,"
- [I want to abandon my turn]: "That's all I have to say on that," "That's about it."
- [I don't want to take turn]: "I have nothing to say on that," "I'll pass on that."
- [Why don't you take a turn]: "So, what do you think of that?," "And what about you;?"
- [I want to leave the conversational group]: "It's been nice talking to you," "I'd better not take up any more of your time." (Keller 1981: 101)

He identifies two types of sociological signals: the first is related to turn taking and the second is concerned with a speaker's social role. He states that the general "underlying structure" of these gambits will be something like [By virtue of my special role, I say the following]. And the expressions as "Here's what we'll do," "I'll tell you what we'll do" imply a leader role. At the same time, according to their semantic function they signal a plan for action and this is considered their primary function as social roles are rarely overtly defined, except in formal circumstances.

(3) Gambits can signal of participant's state of consciousness. A person can indicate his/ her readiness, willingness to receive information by using the expressions like "Yes, I'm listening" or just saying "Yes?" Keller identifies 11 different states under this general heading:

- [I am ready to receive information]: "I'd like to hear all about it," "I'd like to know some more about"
- [I am not ready to receive information]: "I'm not really interested in that," "I have no use for that," "I'm not concerned with that," "Why don't you just leave me alone."
- [I am ready to provide information or an opinion]: "I've got something to tell you," "Wouldn't you know, but," "Well, here's what I think about that."
- [I am not ready to provide information or an opinion]: "I don't want to get into that," "That's really none of your business."
- [I am sharing some knowledge/an opinion/an emotion with you]: Knowledge: "I knew that," "No doubt about that."
- An opinion: "You said it," "That's for sure," "That's what I was going to say," "I know what you mean."
- An emotion: "That must have been just awful," "What a shame," "I feel with you."
- [I am not sharing your knowledge/opinion/emotion]: Knowledge: "I didn't know that," "That's news to me." Opinion: "I don't think so at all," "I couldn't agree less." Emotion: "Serves you right," "It's your own fault."
- [I am not (entirely) sharing your opinion]: "I don't think so," "Do you really think," "I don't quite see that."
- [I would like you to share my opinion]: "Wouldn't it be a good idea, if ...," "What do you say about that."
- [I yield to your opinion]: "When you put it that way," "Now that I think about it," "On second thought."
- [I am ready for some particular action]: "I'd love to," "I wouldn't mind," "Why don't we."
- [I am not ready for some particular action]: "I'd rather not," "I don't think it would be a good idea," "No way." (Keller, 1981: 103)

(4) Finally, the signal of communicative control serves to assure that the listener is in a state of consciousness and that the communication channels are appropriate to receive information. Keller indicates that this function is performed by 4 types of gambits:

- [Do you understand/ hear me]: "Are you following me," "Can you hear me," "Is that clear," "Right?"
- [I understood/ heard you]: "Okay," "Sure," "And so?"
- [I did not understand/ hear you]: "Pardon me?" "Would you mind repeating that?" "Sorry, I didn't get that last part."
- [You must have misunderstood me/ not heard me right]: "That's not what I said," "What I really said is this," "What I've been telling you all along is" (Keller, 1981: 104)

Gambits can either fulfill only one of these functions or combine several of them. For example, the expression "I'd like to add something to that" will thus determine the semantic frame of subject-expansion and the social context of turn claiming at the same time.

To the functions given above Coulmas (1981) adds another function the routine formulae (he considers the gambits as one type of routine formulae) perform. He indicates that routine formulae can be drawn from the memory without much

effort and at the same time, they give us time for conversational planning. And he summarizes Sorhus's research: "she realized that one of the functions of many of these phrases (routine formulae) is to "give the speaker time to find words for his ideas" and became convinced that they "act as fillers, too" (Coulmas, 1981: 9).

Keller explains rules that appear to govern why we prefer particular gambits to use in particular situations, while there are many gambits fulfilling a similar function. The main variable governing this type of choice, Keller states, seems to be *appropriateness* e.g. he points out that it is, undoubtedly, inappropriate to use the word "interrupt" when there is a natural pause in the conversation. Another factor that affects the choice of particular surface of gambits is *degree of politeness*. It is likely that the gambits like "Excuse me for interrupting" are appropriate and chosen in formal settings and gambits with less politeness degree are likely to be used in informal and familiar settings. The third variable is the *size of audience*. We prefer to use the form "If I were you" towards the audience of one, while with a larger audience, we might use the form "Why not...".

Another point which is to be mentioned about the gambits is that they have semantic prosody which constitutes the basic characteristics of FSs. See the examples given by Keller: Whereas the gambit "Not that... , but" may allow different usage like "Not that I disagree with you, but," "Not that I want to contradict you, but," "Not that this is all nonsense, but", the form like "Not that I *agree* with you, but" will sound strange and slightly ironic, because "the structure "Not that... , but" suggests the usual introduction to the listener, but the semantically opposed (because negated) content word 'agree' gives the gambit its unexpected ironic twist (Keller, 1981: 106).

2.4.5.1. The significance of conversation gambits

Gambits play a significant role in discourse. First of all, they provide us with a sociolinguistic interest in that they serve to enhance politeness in interaction (Dufon, 1995). They facilitate conversational management (remember gambits signaling turn taking, turn keeping ...etc.) and information processing. As mentioned earlier, the use of gambits is hearer supportive; they make it easier for the hearer to process the discourse by providing them with opportunities for top-down processing.

Consequently, when gambits are not used appropriately in the expected places, their non-use or inappropriate use can be seen as non supportive (Keller, 1981; Keller, 1988).

They also serve a politeness function in that they can be used to encode social status indirectly, which in many cases would be considered impolite if directly encoded. We have seen an example provided by Keller, which can, at the same time, signal the speaker's wish to keep the turn, state a plan for action, and assert a position of leadership.

“Gambits are of a psycholinguistic interest for a number of reasons. Like other FSs, they offer insight into psycholinguistic processes such as fluency, automaticity, and noticing”(Dufon, 1995: 2). Fluency in speaking is associated with the automaticity in FLA. According to Schmitt (1992), the more automatic speech is, the more fluent the speaker will be. Gambits, as all types of FSs, are learned and retrieved as a whole and this enables the speaker to earn time and facilitates the fluency of the speaker. It makes the processing easier for both the speaker and the hearer. For the speaker they provide time for conversational planning, help them to build bridges that establish coherence between various topics and for the hearer it makes easier to follow the discourse providing him with top-down processing. As the gambits, like other types of FSs, are pervasive, they can be produced automatically. But, this requires an explicit teaching since they seem to remain unnoticed in FLA. Unnoticed gambits cannot be acquired because noticing is essential in order for the pragmatic formulas (such as gambits) to be acquired (Schmitt, 1993).

In the light of this, it can be concluded that it is desirable to teach gambits explicitly or to use awareness raising activities in terms of gambits in EFL classes.

2.4.6. Role of FSs in improving oral fluency

As Boers et al (2006) put it, “there are roughly three reasons why a command of FSs is believed to be beneficial to learners” (pp. 246-247). Firstly, they are idiomatic in nature and using them appropriately may lead the learners to be native-like. Secondly, they mention that FSs are believed to be retrieved from memory

holistically and thus they can facilitate fluent language production under real-time condition. Thirdly, they indicate that the FSs may become the speakers “zones of safety”. These and other reasons of the importance of FSs have been touched upon by many and a lot of experimental studies have been made in respect of FSs’ role in improving oral fluency. The results of some of these studies will be given below.

“Whereas Chomsky’s influential theory of language emphasized the capacity of speakers to create and interpret sentences that are unique and have never been produced or heard previously, in contrast, the lexical view holds that only a minority of spoken sentences are entirely novel creations and that multiword units functioning as “chunks” or memorized patterns form high proportion of the fluent stretches of speech heard in everyday conversation” (Pawley and Syder, 1983 in Richards and Rodgers, 2001:133). Willis (1990: vi) indicates that the CODUILD computer analyses of texts show that “the 700 most frequent words of English account for around 70 % of all English text. This “fact” led to the decision that “word frequency would determine the content of our course. Level 1 is to cover the most frequent 700 words together with their common patterns and uses”.

Erman and Warren (2000) calculated that FSs of various classes constituted 58.6 per cent of the spoken English discourse they analyzed and 52.3 per cent of the written discourse (Erman and Warren, 2000 in Conclin and Schmitt, 2008). Foster (2001) had raters to look for formulaic language in transcripts of unplanned native speech, and these raters judged that 32.3 per cent of the speech was made up of FSs. Biber et al (1999) found that 3- and 4-word lexical bundles made up 28 per cent of the conversation and 20 per cent of the academic prose they studied. Howarth (1998a) looked at 238.000 words of academic writing and found that 31-40 per cent was made up of collocations and idioms. All of above named studies show that FSs make up a large part of any discourse.

As Pawley and Syder (1983) say, “memorized clauses and clause sentences form a high proportion of the fluent stretches of speech heard in everyday conversation... Coming ready made, (they) need little encoding work’ so the speaker can ‘do the work of constructing a larger piece of discourse by expanding on, or combining ready-made constructions” (in MacKenzie, 2000: 62).

Lewis (1997, 2002), a proponent of this view, has developed a whole theory of language, which he calls “the lexical approach,” on this insight that the basic units of language are multi-word chunks, which he calls lexical phrases, rather than single words or grammatical structures. Moreover, he argues that language consists of grammaticalized lexis, and not lexicalized grammar. Consequently, he notes that a central task of language teaching is to raise students’ awareness of lexical phrases, and to develop their ability to “chunk” language successfully.

Nattinger and DeCarrico (1992) and Lewis (1997, 2002) argue that in language acquisition, we pass through a stage where we use a large number of unanalyzed, internalized, prefabricated lexical chunks of language in certain predictable situations, and that these chunks serve as raw data by which we then begin to segment the chunks, to perceive patterns, morphology, and what is traditionally called grammar. In other words, formulaic speech is the basis for the creative rule-forming processes by which the syntactic system is mastered. It is not completely right to consider language acquisition as learning rules and grammar: “children do not “build up” their linguistic competence by learning sounds and structures, but rather become increasingly able to break down the wholes into parts”, notes Mackenzie (MacKenzie, 2000: 63). . As an example to this we can say that the child first learns “I want to eat”, later he begins to use this FS, phrase in other situations like stating: I want to drink, sleep, play etc.

Pawley and Syder (1983) maintain that the use of memorized lexical phrases or institutionalized utterances does not detract from creativity of spoken discourse. On the contrary, their economizing role in speech production frees speakers to match the timing tone and rhythm of their utterances to their conversational purpose. It also addresses their attention to the larger structure of the discourse, rather than to individual word. Thus, it provides an effective communication.

Kecskes (2003), concerning formulaic expressions and multi-word units mentioned above, puts forward the term Situation-Bound Utterances (SBUs). The other term is the Conversational Routines (CRs), which is put by Coulmas (1981).

Comparing and contrasting these two concepts, CRs and SBUs, Kecskes states that the CRs are function-bound rather than situation-bound. They can express one and the same particular function in any situation while SBUs quite often receive their charge from the situation itself. Then he gives examples and indicates that ‘let me tell you something’ or ‘to tell you the truth’ are CRs rather than SBUs. “They can be uttered in any situation with the same function where they sound appropriate. However, expressions such as ‘how do you do?’ upon acquaintance or ‘welcome aboard’ as a greeting to a new employee make sense only in a particular well-framable situations. The tie of SBUs to a given situation charges their particular meaning which may become so dominant that the functional-situational meaning may take over as the most salient meaning of the expression... SBUs are usually idiomatized and less often used in their original literal meaning than in their situation-bound pragmatic function. Nattinger and DeCarrico (1989:128) refer to them as “idioms with a pragmatic point” (Kecskes 2003: 6).

So, Kecskes insists that “the investigation of SBUs can lead researchers to the heart and soul of the target language. These expressions are “windows” to the culture, thought patterns, social values, communication structures and institutions of the society in which the source language is used” (Kecskes 2003: 2).

In a study made on the processing of FSs, Conklin and Schmitt (2008) tested whether the FSs are processed more quickly than their paraphrases or control phrases. The target phrases (i.e. FS or control phrase) were embedded into twenty passages. The context of the passages was written to force either an idiomatic or literal interpretation of the FSs (e.g. *take the bull by the horn* = ‘attack a problem’ vs. ‘wrestle an animal’). In all, there were 60 target phrases: 20 FSs were presented in contexts supporting their idiomatic interpretation, the same 20 sequences presented in contexts supporting their literal interpretation, and the 20 control phrases. Thus each FS had three conditions (idiomatic, literal, control). Each of the three conditions appeared once for each FS, although not in the same passage. Each passage had at least two target phrases and no more than four.

Participants were 15 native speakers, mostly undergraduates and 12 nonnatives, mostly postgraduates studying on the MA- ELT program. The

participants were presented the passages on a computer. The passages appeared line by line. When the participants were ready they had to press R button to indicate that they were ready. Once the R button was pressed, the first line of the passage appeared. Participants pressed the space bar when they finished reading the line. When they pressed the space bar the line they were reading disappeared and the next line displayed. Participants were asked to read each paragraph for comprehension as quickly as possible. Reading times were collected for each line. After the reading they were asked comprehension questions.

The aim of this self-paced reading task was to determine whether the reading times for the FSs are quicker than the reading times for the control phrases. And the results were given in Table 2.8:

Table 2.8 Mean reading times (ms) for native and nonnative English speakers (standard error in parentheses)

Condition	Native speakers	Nonnative speakers
Idiomatic formulaic sequence	1,111.7 (90.1)	2,035.1 (130.5)
Literal formulaic sequence	1,137.6 (83.6)	2,133.8 (155.1)
Control phrase	1,376.2 (91.0)	2,291.9 (151.2)

As we see from the results, the FSs were read more quickly than control phrases for both natives and non-natives. The researchers also found that FSs in contexts supporting their idiomatic interpretation were read more quickly than control phrases for both natives and non-natives. Interestingly, FSs in contexts supporting their literal interpretation were also read more quickly than control phrases by both groups. Moreover, there was no reading time difference for FSs in contexts supporting their idiomatic interpretation and those in contexts supporting their literal interpretation. This indicates that even when a FS is used literally it has a processing advantage. This research supports the fact that the readers quickly understand FSs in context.

Similar studies with similar results were carried out by Underwood, Schmitt, and Galpin (2004). They used an apparatus which tracks the eye movements of participants as they read passages in which FSs are embedded they find that both

natives and nonnatives have fewer eye fixations on words which are part of a FS, than the same word when they are part of non-formulaic text. The natives also focus on the formulaic sequence words for shorter durations, although the gaze periods for nonnatives do not differ between formulaic and non-formulaic words. The overall results indicate that there is a processing advantage for FSs, at least in terms of reading.

Some recent studies have showed that classroom practice of chunks and FS have positive effects on the development of oral proficiency. In Boers et al's (2006) study, 32 college students of L2 English were exposed to spoken and written texts in class. Seventeen students from the group received experimental instruction in which formulaic expressions in the texts were brought to their attention through additional exercises, while the other 15 did not receive formulaic instruction. An interview given after 22 hours of instruction showed that the experimental group used more formulaic expressions and was perceived to be more proficient in speaking. The frequency of formulaic sequences positively correlated with the oral proficiency ratings.

Consequently, if we take the fact that the FSs are read, understood and perceived quicker and that they are memorized and retrieved easily into consideration and consider that these facts will contribute to improving speaking fluency and oral proficiency, the FSs have to be intensively dealt with in the lessons.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter provides information about the research design, the participants, the instruments, the procedures followed to collect data, and the methods for data analysis.

The aim of the study was to find out whether explicit teaching of conversation gambits in particular would affect the speaking fluency level positively in the speaking classes, and for this purpose, a quasi-experimental design was arranged in Classes of Advanced English as a Foreign Language at Language Preparatory School of Gazi University.

3.2. Research questions

The study investigates the following questions:

1. Are the students of FLTIRC at Gazi University taught formulaic sequences? If yes, at what frequency? If no, what might the reasons be?
2. Can formulaic sequence-oriented activities, explicit teaching of conversation gambits in particular help students speak more fluently?

3.3. Participants

Participants of the study were chosen from the preparatory classes at FLTIRC according to the results of the questionnaire designed in the light of the study. The FLTIRC includes two types of preparatory classes: (1) English Language Teaching (ELT) Preparatory Classes, which are taught English more intensively as a requirement of their future profession, and (2) General Preparatory Classes, composed of the students from different majors, whose future professions are not directly related to English. The questionnaire was applied to the students of all intermediate ELT Preparatory classes and to the students of an advanced General Preparatory class as according to their syllabus their level was considered to be equal to the ELT intermediate level. As the results of the questionnaire showed that the conversation gambits mostly were not taught to the students of an advanced General

Preparatory class it was decided to conduct the experiment on those students. Thus, 20 students were chosen from an advanced General Preparatory class. 10 of them comprised the experimental group and 10 of them, in the same way, composed the control group. Of them, 6 were from the Faculty of Economics and Administrative Sciences, 7 from the Faculty of Engineering and Architecture 4 from the Faculty of Commerce and Tourism Education, 2 from Faculty of Science and Letters, and 1 from the Faculty of Education (Table 3.1).

Table 3.1 Distribution of participants according to faculties

<i>Faculties</i>	<i>Number of students</i>		
	<i>Experimental</i>	<i>Control</i>	<i>Total</i>
Faculty of Economics and Administrative Sciences	4	2	6
Faculty of Engineering and Architecture	2	5	7
Faculty of Commerce and Tourism Education	2	2	4
Faculty of Science and Letters	1	1	2
Faculty of Education	1		1
			<i>Total: 20</i>

The participants were from almost equal backgrounds in terms of English: all of them had completed the beginning and intermediate levels at the FLTIRC. In the same way, as they all had graduated from the high schools run by the Ministry of Education of the Turkish Republic, almost all of them had received education of the same programme and studied English (excluding some exceptions) for 9–10 years (Table 3.2.).

Table 3.2 Distribution of participants according to English background

<i>Years</i>	<i>Number of students</i>		
	<i>Experimental</i>	<i>Control</i>	<i>Total</i>
5	1		1
9	8	5	13
10	1	4	5
13		1	1
			<i>Total: 20</i>

3.4. Data collection instruments

Three instruments, namely a questionnaire, a pre-test, and a post-test were used in the research to collect data. Firstly, a questionnaire composed of 20 questions was administered to learn the students' familiarity with/knowledge of the FSs. The questionnaire consists of four parts and 20 total questions (See Appendix 4).

Part A aims to determine students' familiarity with the FSs and their general knowledge about the different kinds of FSs. At the same time, it helps to find out whether or not the students have difficulties speaking English and their reasons. Part B ascertains whether or not the FSs are taught in the lessons and, if so, how often they are taught. The purpose of the Part C is to learn students' opinions about the importance and necessity of FSs. Part D consists of the questions related to their experiences of authentic materials, in other words, whether they watch original English news, films in order to learn FSs.

Other instruments used for data collection were pre test and post test. As the aim of the study is related to oral performance of the students it was decided to measure their performance by oral tests. As the research aims at finding out whether the explicit teaching of conversation gambits improves the speaking fluency of the participants, it was considered necessary to measure the speaking fluency of the participants in both groups (experimental and control) before the experiment. At the same time, it was important to determine whether the participants use conversation gambits in their speech or not. Thus, the pre test has two tasks: to measure fluency and to determine whether or not the conversation gambits are used in their speech. In order to determine this guided role-play topics requiring gambit use were created. Topics were *"Giving surprising news"*, *"Reacting to surprising news"*, *"Giving an opinion about the topic"*, *"Presenting the reasons"*, *"Conviction"*, *"Offering a suggestion"*, *Agreeing/ Disagreeing"*, *"Presenting counter arguments"*, *"Generalization"*, *"Other types of agreeing and disagreeing"*, *"Disagreeing with irony, expressing disbelief"*, *"Closing the conversation"*. Topics were chosen from the book *"Conversation gambits"* (Keller, 1988). Besides, a list of probable conversation gambits to be used on those topics was created (See Appendix 5). Appropriateness of the topics and the gambits then were confirmed by the supervisor.

Why was the role-play activity chosen to test their performance? Because it was considered the best way of measuring students' interactional and conversational abilities. Moreover, as it was indicated in the literature, most of the EFL students are likely to be non-natural, abrupt, and sometimes impolite in conversation/in their speech (Keller, 1988). They, generally, suffer from the lack of turn taking, turn giving phrases, or just the phrases to express their attitudes about the topic. As Keller (1988) states, gambits do not express an opinion but they do a lot for a fluent and an efficient conversation by opening, linking the conversation, helping us to express our ideas efficiently, to be polite in refusing an offer or to disagree politely, and to be understood easily. So, 4 different role plays were created (See Appendix 6). In the first two role-plays both partners were expected to be equally active in their speech because they were to convince each other. The 3rd and 4th role-plays included the roles that were not equally active in respect of convincing. In role-play 3 student A was expected to be less active and student B to be more active than the A. In role-play 4, on the contrary, student A was expected to be more active than student B. So, their roles were distributed with great care. Again, as the 1st and 2nd role-plays required equal activity in terms of convincing each other, and the students were tired of role-playing they were asked to choose only one of them. Thus, each pair had to role play 3 times. In pre test role-play cards there were brief dialogues, which function as a guide for them, before the instructions and the students were first to read the dialogue and then they should continue the dialogue according to their roles. The post-test was designed in the same way just with some slight changes, i.e. as they have experiences role-playing task in ELT session the dialogues have been decided unnecessary. There were again 3 different role-play activities on different topics. The roles changed in terms of activity in the same way as it was in PRE TEST session.

3.5. Data collection procedures

The clarity and format of the questionnaire was examined by an assistant professor of PRE TEST Department at Gazi University and two students who were studying for an MA degree at Gazi University and at the same time working as English instructors at Abant İzzet Baysal University and Denizli University.

The questionnaire was applied to the students of the FLTIRC during the spring term of the 2008-2009 academic year. The number of students who were given questionnaire was 93. 75 of them were the students of Intermediate ELT Preparatory classes and the other 18 were the students of an Advanced General preparatory class.

The pre-test was administered 2 weeks after the administration of the questionnaire. Students were asked to work in pairs. The flashcards were distributed to the pairs and the pairs were given 5 minutes to get ready. After five minutes the pairs were tested one by one. The test was conducted in a separate room in order to avoid the possibility of the fact that the other pairs may copy the conversations of the previous pair. Their conversations were recorded. Each pair performed 3 role-plays. There were 5 pairs in the control group and 5 pairs in the experimental group. Totally 30 role-plays were recorded in the pre-test, 15 of which were the role-plays of the experimental group. 15 of them belonged to the control group. The control group was tested the day after the experimental group was tested. The treatment lessons began a week after the pre-test was held and lasted for 4 weeks. The post-test was carried out 3 days after the experiment ended. Totally 24 role-plays were recorded in the pre-test, 15 of which were the role-plays of the experimental group. 9 of them belonged to the control group. 4 control group students and one student of experimental group were absent in post-test. (As the post-test was held on the same day with their final exam most of the students had left for their summer holiday just after their final exam.) So, only 3 pairs were listened to in the control group.

The records were analysed by the two non-native raters. One of them was studying for an MA degree at Gazi University at the department of Foreign Language Teaching and the other at Ankara University at the Faculty of Linguistics.

3.6. Data analysis

The data obtained from the questionnaire were analysed and presented in graphics. The results of the pre-test and post-test were analysed according to the measures reported in the literature in Chapter II. Namely, 6 variables were used in the measurement of students' fluency:

Speech rate (SR) is calculated by dividing total number of words (excluding partial words, repetitions, and non-target-language words) by the total time (in seconds) spent to produce speech (including pause time) and multiplying the result by sixty to give a figure expressed as words per minute.

Mean length of run (MLR) is calculated as the mean number of words (excluding partial words, repetitions, and non-target-language words) between pauses – filled and unfilled: total number of words will be divided by the total number of pauses.

Percentage of total pause time (% TPT) is calculated as a percentage of total pause time relative to the total speech time: total pause time will be divided by the total speech time and the result will be multiplied by 100 in order to get the percentage of pause time.

Gambit/ run ratio (GRR) is calculated by dividing total number of words by the total number of conversation gambits. The result (X) means that every Xth word produced by the speaker is conversation gambit, i.e. it means the frequency of gambit use.

Number of turns (NT) means the total number of turns each speaker has taken during the conversation/ dialogue.

Mean length of turns (MLT) is calculated by dividing total duration of turns (total speech time) by the total number of turns. It means the average duration of each turn.

The last two variables are used in order to determine the interactiveness. According to Duff (1986), greater interactiveness is associated with more frequent turns and shorter average turn length. The conversation gambits will be identified by the criteria reported in the literature in Chapter II.

All the variables were analyzed to see whether their change has had an effect on students' speaking fluency or not. The results were presented in tables and graphics. Student's pre-test and post-tests will be transcribed and attached to the Appendices. The pause times were shown in parentheses. As to the cut off point of pauses there are a lot of criteria of pauses ranging from 0.2 seconds to 1.0 seconds (Lennon-0.2 second, Towell-0.28 sec.; Skehan and Foster-1.0 sec.; Riggenbach-0.4

sec; Wood-0.3 sec). Silence of 0.3 seconds and above were considered the cut off point for pauses in this study.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

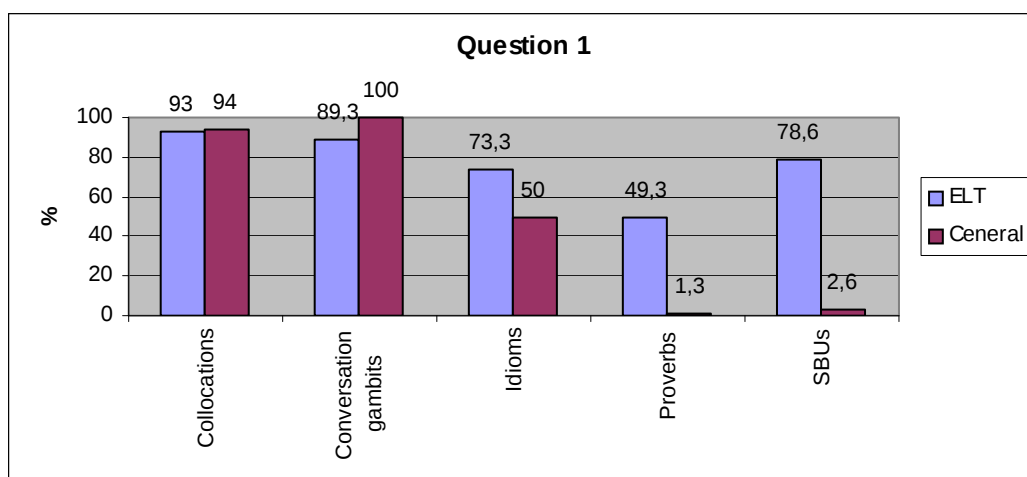
4.1. Introduction

The purpose of this study, investigating the role of FSs in improving speaking fluency in intermediate English as a second language at the Preparatory Department FLTIRC at Gazi University, is to find out whether formulaic-sequence oriented activities, namely explicit teaching the conversation gambits, a type of FSs, can help the students to speak more fluently.

4.2. Presentation and analysis of the results of questionnaire results

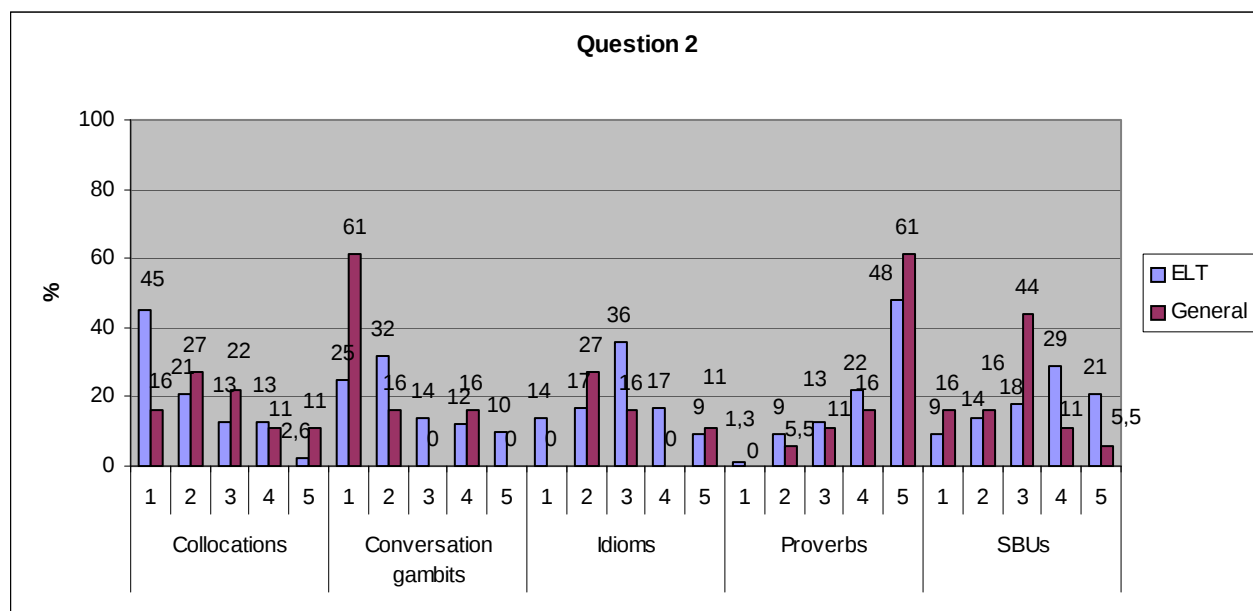
In this section the statement of each question will be given and then the results obtained from the students will be shown in the tables.

Question 1: Which of the following formulaic sequences do you know? You can mark more than one item if they apply to you.



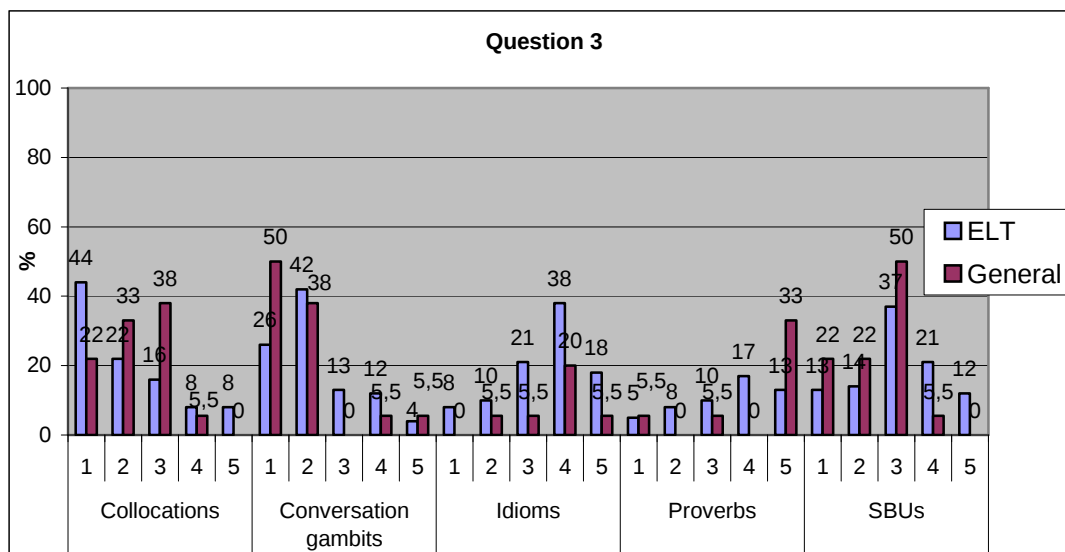
The table shows that almost all of the respondents in both groups indicate that they know *collocation* and *conversation gambits*. Whereas the students in both groups show that they are almost equally familiar with *collocations* and *conversation gambits*, their knowledge of *idioms*, *proverbs* and *SBUs* shows significant change. It can be said that the students of General Preparatory Classes (GPC) have very little knowledge about *proverbs* and *SBUs*.

Question 2: Which of the following formulaic sequences are more useful in learning English? Please, put them in order of usefulness marking the most useful as 1 and the least useful as 5.



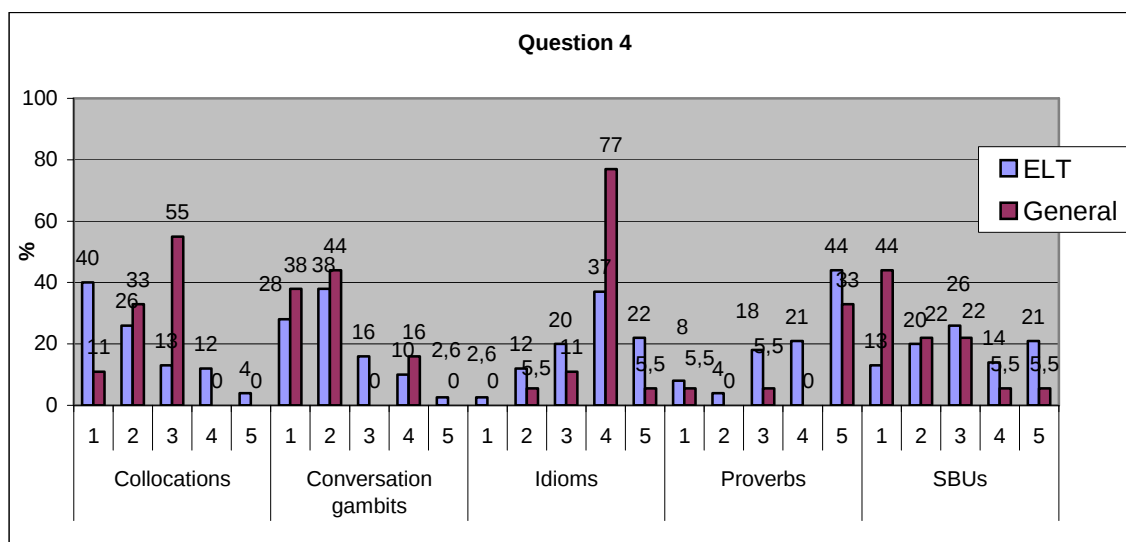
According to (responses of) the students of ELT Preparatory Classes (ELTPC) the *collocations* are the most useful among types of the FSs, and the least useful is *proverbs*. The students of GPC think that *collocations* are the second most useful FSs in learning English. The students of GPC agree with the students of ELTPC in terms of *proverbs*. Again their opinions about the *conversation gambits* (CG) are close to each other: CGs are considered as the second useful FSs by the students of the ELTPC students, whereas GPC students indicate that CGs are the most useful among other FSs. *Idioms* and *SBUs* are considered less useful FSs in learning English.

Question 3: Which of the following formulaic sequences is EASIER TO UNDERSTAND? Please, put them in order of easiness marking the easiest as 1 and the most difficult as 5.



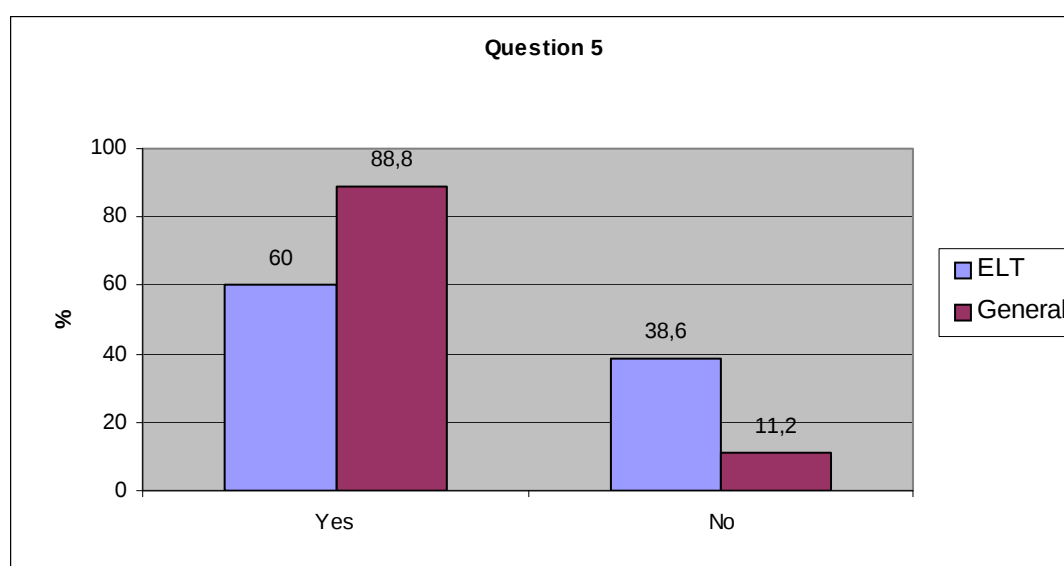
ELTPC students indicate the *collocations* as the easiest FSs to understand, whereas GPC students range them in the second place in the order of easiness. Half of GPC students think that *conversation gambits* are the easiest FSs to understand. The majority of the students in both groups (42% of ELTPC and 38% of GPC) place the CGs at the second place in order of easiness. *Idioms*, *proverbs* and *SBUs* are noted as more difficult FSs to understand by the students of both groups.

Question 4: Which of the following formulaic sequences is EASIER TO USE? Please, put them in order of easiness marking the easiest as 1 and the most difficult as 5.



In this question the views of the ELTPC students are the same as in the previous question in relation to *collocations*: two-fifth of them marked the *collocations* as the easiest to understand and a quarter of them agree that *collocations* are the second in order of easiness to understand. The GPC students are divided into three groups in ranging *collocations*: half of them put them at the 3rd place; one-third of them - at the second place and one in ten at the first place in order of easiness to use. It should be mentioned that some distractors are left unmarked. CGs are marked as the second in order of easiness to use by both groups. Students in both groups agree with marking the *idioms* as the 4th in order of easiness to use and the *proverbs* as the most difficult to understand. But there is a contradiction regarding the *SBU*s in the answers of the GPC students. They think that *SBU*s are the easiest in terms of using, whereas they placed them at the 3rd place in order of easiness to understand.

Question 5: Do you have difficulty speaking English?



A great number of the students in both groups report that they have difficulty in speaking, especially, nearly nine out of ten in GPC. This result makes the research question of the present study significant because FSs can be one of the key elements to boost speaking and ease speaking difficulty.

Question 6: If you answered “Yes” to the question 6, please, state what the difficulty comes from. Please, put the reasons in order of importance marking the most important as 1 the least important as 6.

		Lack of confidence					
		1	2	3	4	5	6
ELT	<i>N</i>	8	8	7	7	5	8
	<i>%</i>	10,6	10,6	5,5	5,5	6,6	10,6
General	<i>N</i>	4	1	2	3	2	3
	<i>%</i>	22	5,5	11	16	11	16
		Lack of enough lexicon					
		1	2	3	4	5	6
ELT	<i>N</i>	1	7	8	11	8	6
	<i>%</i>	1,3	9	10	14	10	8
General	<i>N</i>	3	4	7	0	0	1
	<i>%</i>	16	22	38	0	0	5,5
		Lack of enough fluency					
		1	2	3	4	5	6
ELT	<i>N</i>	5	5	14	10	5	4
	<i>%</i>	6,6	6,6	18	13,3	6,6	5
General	<i>N</i>	1	6	2	2	3	2
	<i>%</i>	5,5	33	11	11	16	11
		Lack of enough motivation					
		1	2	3	4	5	6
ELT	<i>N</i>	3	5	8	6	15	5
	<i>%</i>	4	6,6	10,6	8	20	6,6
General	<i>N</i>	0	2	0	5	4	5
	<i>%</i>	0	11	0	27	22	27
		Lack of practice opportunities					

		1	2	3	4	5	6
ELT	<i>N</i>	24	8	2	4	5	0
	<i>%</i>	32	10,6	2,6	5	6	0
General	<i>N</i>	8	3	3	0	0	2
	<i>%</i>	44	16	16	0	0	11
		Lack of socio-cultural knowledge					
		1	2	3	4	5	6
ELT	<i>N</i>	1	11	3	4	4	19
	<i>%</i>	1,3	14	4	5	5	25
General	<i>N</i>	0	0	2	6	5	3
	<i>%</i>	0	0	11	16	27	16

According to the table the most important reason of ELTPC students' difficulty in speaking English seems to be the *lack of practice opportunities*: two-fifths of them agree with this. For more than one-fifth of the students in ELTPC *lack of confidence* appears to be the main reason for their difficulty in speaking English. *Lack of socio-cultural knowledge* was marked as the most important reason by one-sixth of the students in ELTPC group. 13,2% of the students in ELTPC stated that that *lack of fluency* is the most important reason which causes difficulties in their speaking classes. Two groups which are nearly equal with a percentage of ten in the ELTPC group think that *lack of motivation* and *lack of enough lexicon* are the main reasons affecting their speaking. Three-fifths of GPC agree with the students of ELTPC students stating that *lack of practice opportunities* is the most important reason for their difficulties. Two-fifths of them think that *lack of fluency* is the principal reason for their difficulties in speaking. More than a quarter of the students in GPC indicate that they have difficulties in speaking because of *lack of enough lexicon*, whereas, interestingly, only one-tenth of the students of the students in ELTPC group agree with this. This may indicate that the students in ELTPC group are not well aware of the importance of the lexicon. Again according to more than a

quarter of GPC group it seems to be the most significant factor in their difficulties, whereas one-tenth of them claim that *lack of enough motivation* make speaking English the most difficult. It should be noted that no one of the students in GPC group think that *lack of socio-cultural knowledge* may be the important reason for their difficulties in speaking English.

Question 7: If you have other reasons for the difficulty in speaking English, briefly write it below:

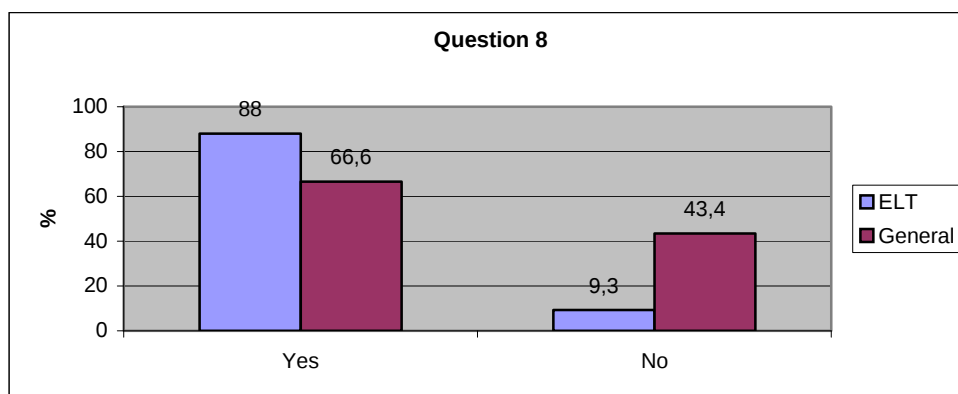
Some students mentioned other reasons for their difficulties in speaking. Their statements are given below:

- *I sometimes don't remember the meaning of a word that I know very well.* [from ELT group]
- *We always learn formal English and grammar so we have difficulty in speaking English*[from ELT group]
- *Proverbs, idioms* [from ELT group]
- *I'm afraid of making mistake and when I want to speak I forget everything* [from ELTPC group]
- *Turkish teachers can't speak English well. While they are speaking English they make a lot of mistake. I notice them but they don't.* [from ELTPC group]
- *I have no friends who speak English to practice* [from ELTPC group]
- *If someone make panic while speaking in English. It can be difficulty.* [from ELTPC group]
- *In Turkey, especially like Gazi University at Preparatory classes teachers aren't speaking English when they are in lesson. I think the most important thing is spoken English in lessons.* [from ELTPC group]
- *I don't know enough word to speak* [from ELTPC group]

As it can be concluded from their statements there they have not enough practice opportunities as in the lessons as well as outside. Also, their statements touch on/imply the *lack of lexicon* and *lack of confidence*.

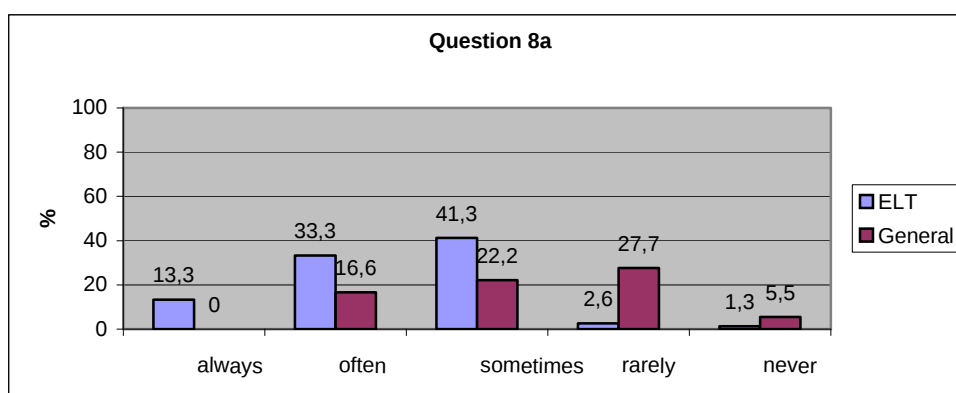
Part B

Question 8: Are the formulaic sequences like the following taught to you in your lessons?: “Guess what!”, “Believe or not...”, “Talking of...”, “Oh, before I forget ...”, “I wonder if you’d mind”, “I’m convinced that...”, “You’ve probably heard that...”.



Almost all of the ELTPC students report that FSs are taught to them whereas two- thirds of the GPC students report such a practice.

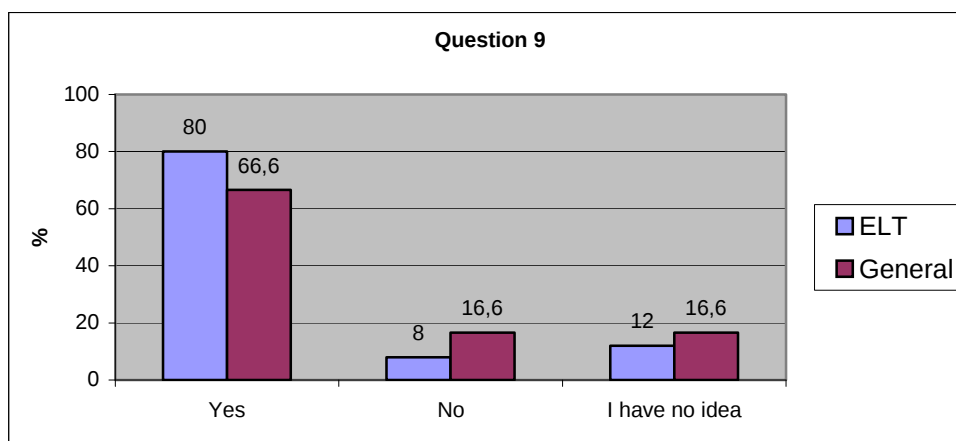
Question 8a: If you have said “Yes” to question number 8, please indicate how often they are taught.



Students’ responses reveal that in ELTPC, FSs are more often taught in GPC.

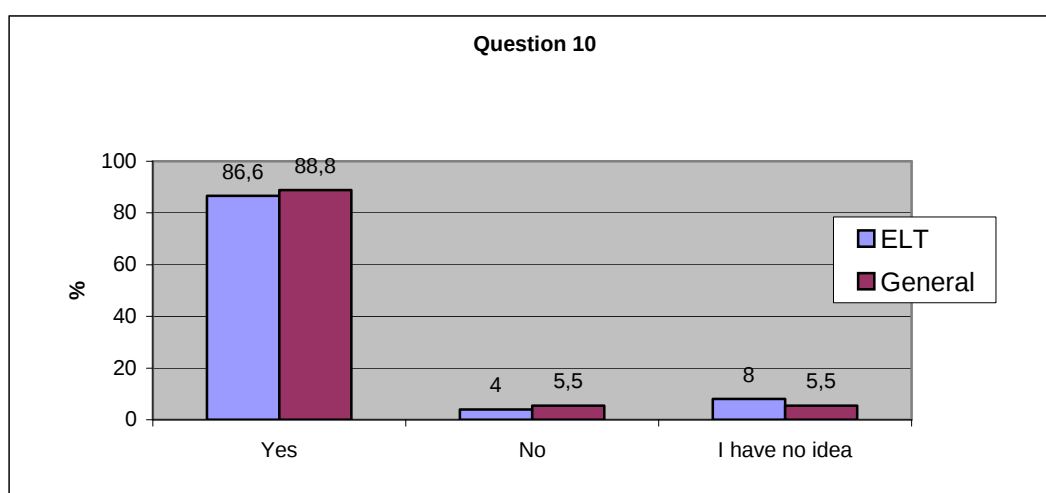
Part C

Question 9: Do you think that you feel more fluent when you use formulaic sequences?



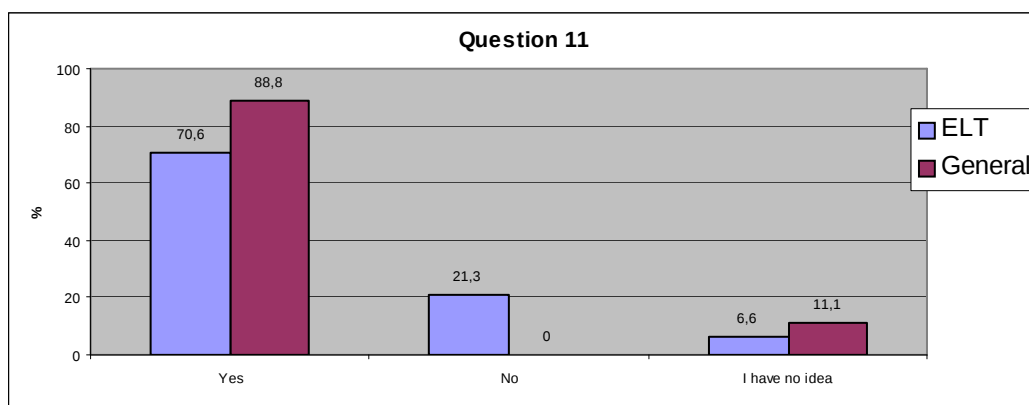
The large majority of ELTPC students state that they feel more fluent when they use FSs, while two out of three in GPC report the same. This indicates that FSs have a beneficial effect on their speaking fluency.

Question 10: Do you think formulaic sequences are necessary to increase speaking fluency?



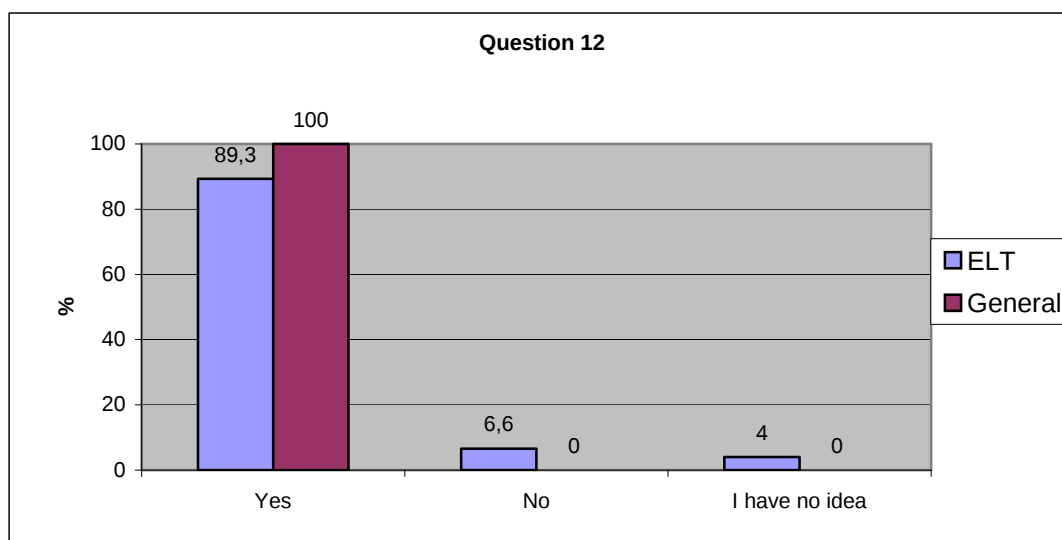
The answers to this question seem to be consistent with the ones given to the previous statement. Almost ninety percent of the students in both groups agree that FSs are necessary to increase speaking fluency.

Question 11: Have you ever had any trouble while speaking in English because you didn't know enough formulaic sequences?



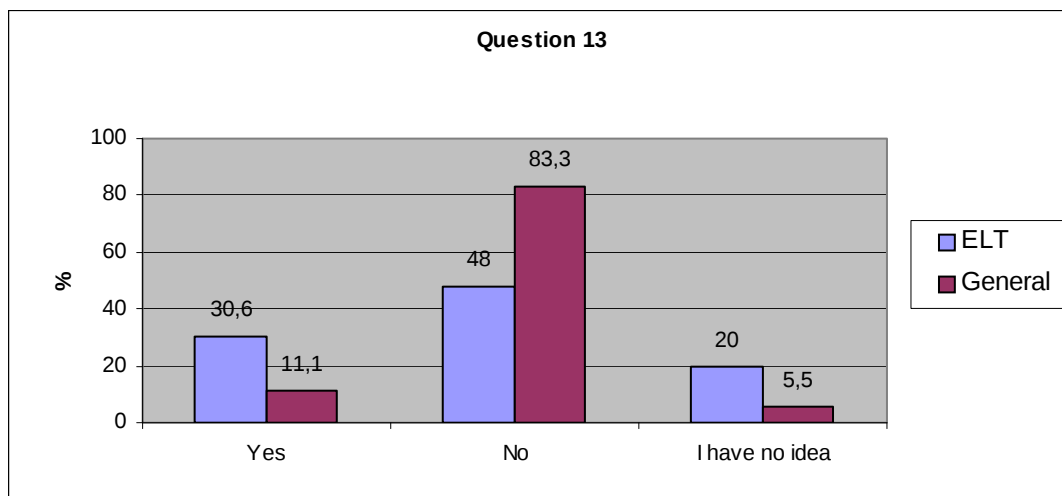
More than seventy of the ELTPC students state that they had experienced difficulties in speaking English because of they didn't know enough FSs. But this number is a bit more in the GPC students.

Question 12: Do you think that it is necessary to study formulaic sequences in speaking lessons?



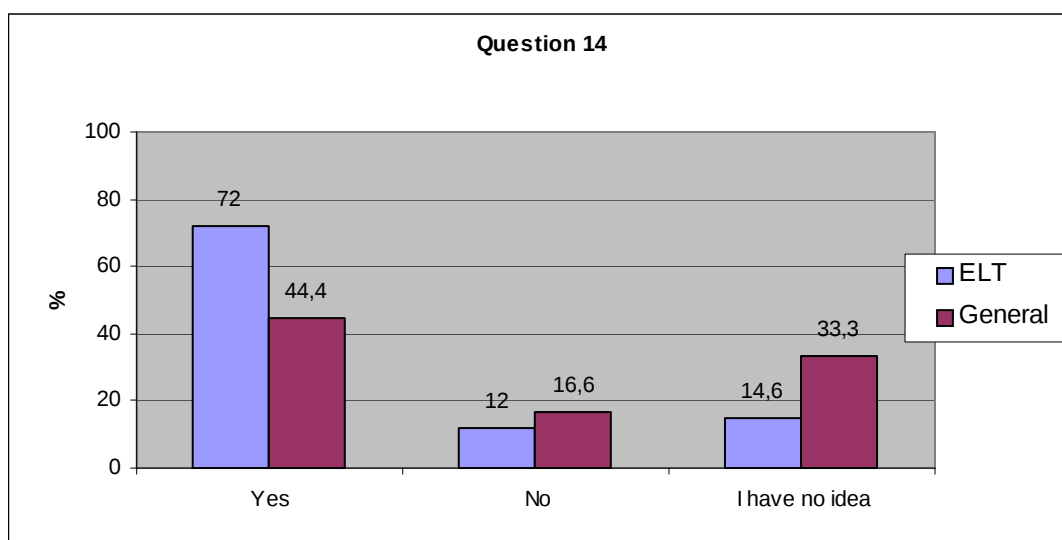
There is consensus in the answers of the GPC in relation to the necessity of FSs in speaking classes. The ELTPC students also support this idea overwhelmingly.

Question 13: Do you think that textbooks contain enough formulaic sequences?



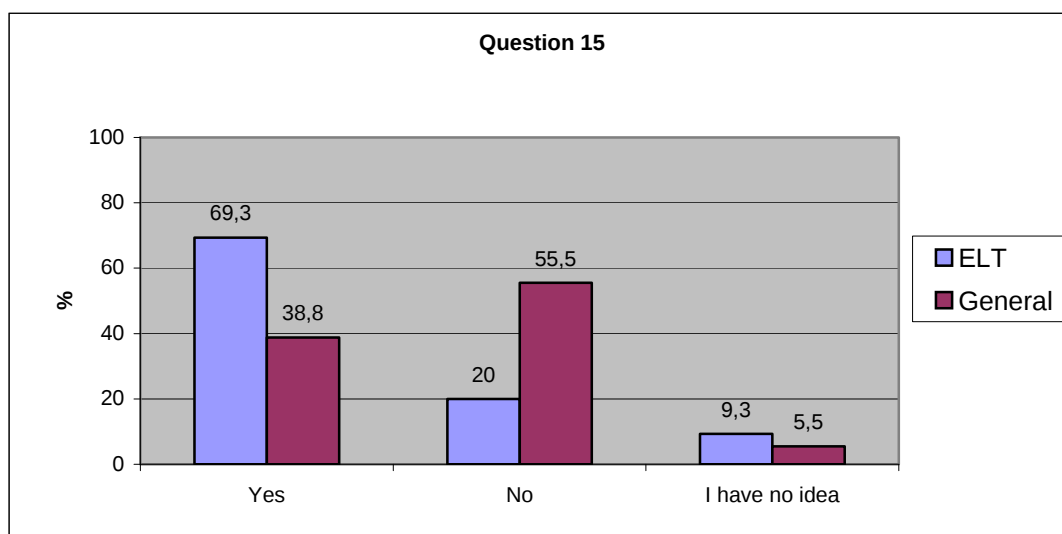
A vast majority of both groups (more than four-fifth of the students of GPC and about half of the ETL students) indicate that textbooks are not rich enough in terms of FSs. According to the answers of both groups it can be concluded that the textbooks need to be reformulated with regard to FSs.

Question 14: Do you think that textbooks should be supplemented with authentic materials for formulaic sequences?



Although a certain number of the students disagree with and are undecided concerning this question, the majority of the ELTPC students and a bit less than half of the GPC students agree with this idea. This may mean that their textbooks do not contain enough authentic materials and these results are consistent with the ones of question 13.

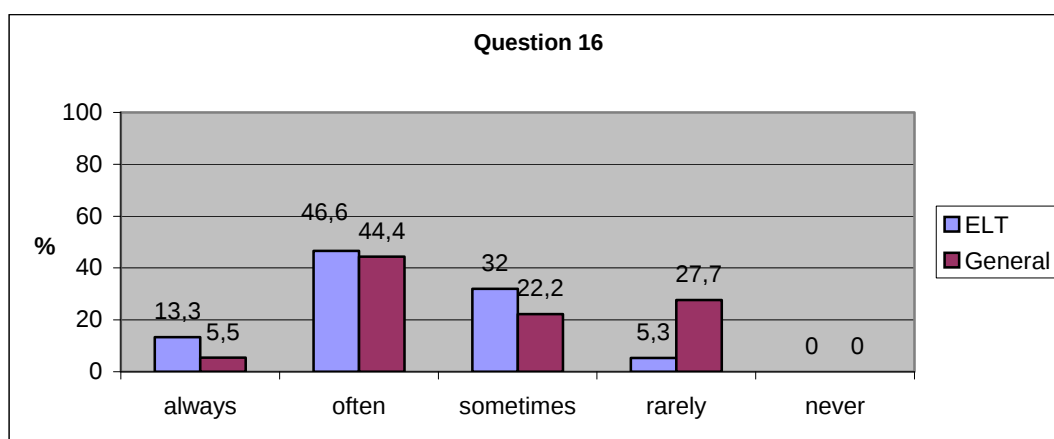
Question 15: Do dictionaries help you in terms of formulaic sequences?



We can see a significant disagreement in the answers of the groups. Seven out of ten in ELTPC students indicate that dictionaries help them in terms of FSs. However, a bit more than GPC students do not support this idea.

Part D

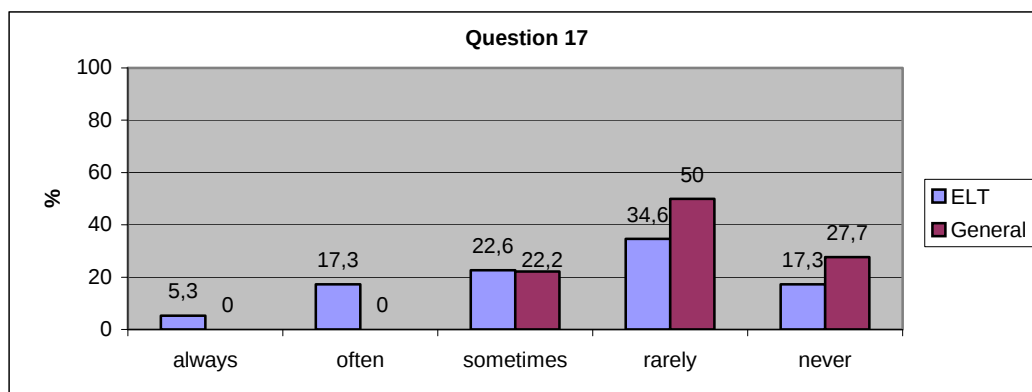
Question 16: How often does your teacher use formulaic sequences in his/her speech in the classroom?



About the half of the students of both groups claim that their teachers often use FSs in the lessons. The second large percentage of the students of the ELT group state that they sometimes use them, whereas the second large percentage of GPC students indicate that the FSs are rarely used in their lesson. However, the minority

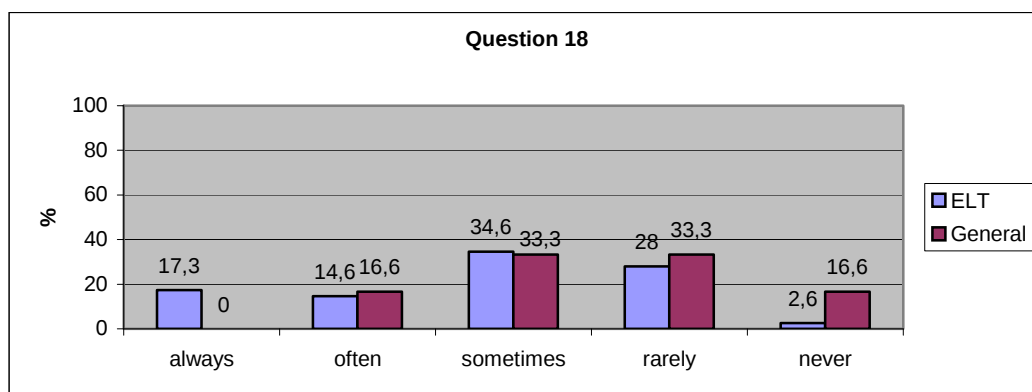
of ELTPC group indicate that the FSs are always used by the teachers in their lessons.

Question 17: How often do you watch original English news programs in order to learn formulaic sequences?



The table shows that the students of both groups rarely watch original English news in order to learn FSs. It should be mentioned that it is desirable to expose foreign language learners to original news so that learners can learn daily authentic language.

Question 18: How often do you watch original English films in order to learn formulaic sequences?

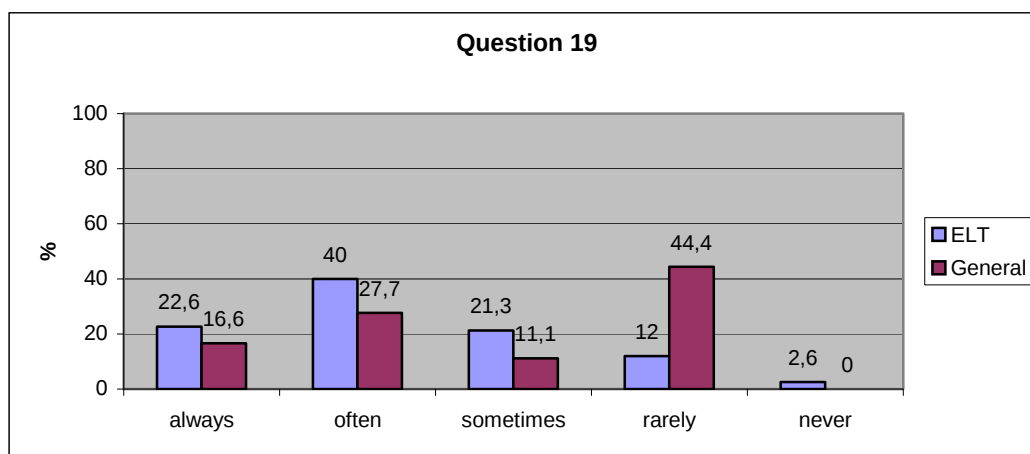


One-third of the GPC students state that they sometimes watch original English films, and again one-third of them indicate that they rarely do it. Interestingly, the answers of two equal number of students of GPC are contradicting.

One-sixth of them report they do not watch original English films, whereas the other one-sixth of them state that they often watch original English films. Almost half of the students report that they are contradicting the other half who state that they never watch English films.

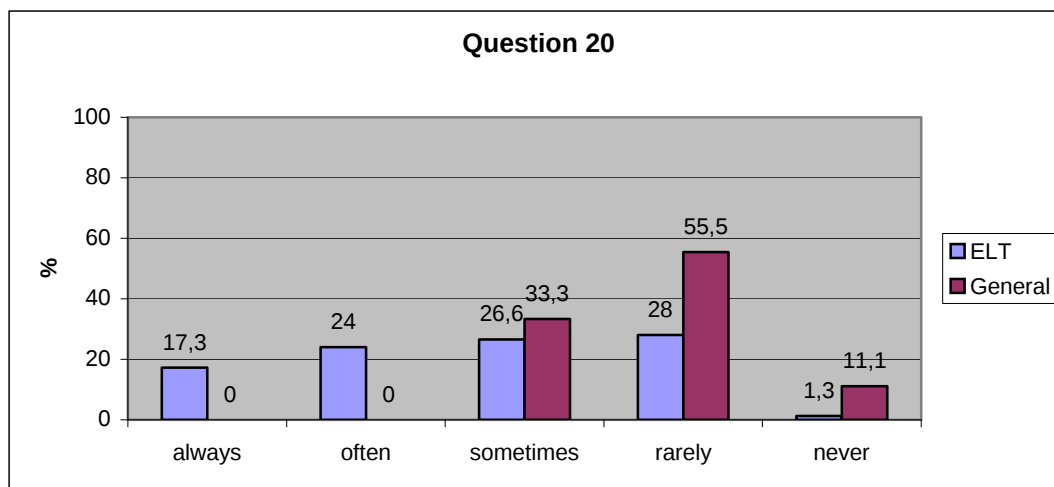
On the other hand, two-thirds of ELTPC students report that they watch English films to learn FSs.

Question 19: How often do you listen to original English songs in order to learn formulaic sequences?



The large majority of the ELTPC group mentions that they often listen to the original English songs in order to learn FSs, whereas nearly the half of the students of GPC state that they do it rarely.

Question 20: How often do you read original English books in order to learn formulaic sequences?



Although two-fifth of the ELTPC students who always and often read the original English book the large majority of the students of the GPC group report that they rarely or never read original English books in order to learn FSs.

4.3. Presentation and analysis of the results of oral pre-test and posttest

The data analyzed in this chapter are the recorded dialogues of the 20 advanced English learners, 10 of whom are the participants of the experimental group who got treatment after the ELT. The other 10 participants comprised the control group.

The recorded speech samples of all participants were transcribed and the pauses were marked and timed using the Praat 5112 software. Conversation gambits were indentified and marked on the transcripts. 6 variables were used to analyze the data: *Speech rate (SR)*, *Mean length of run (MLR)*, *Percentage of total pause time (% TPT)*, *Gambit/ run ratio (GRR)*, *Number of turns (NT)*, and *Mean length of turns (MLT)*. Means, standard deviations were determined in Statistical Packages for Social Sciences (SPSS).

The data were examined from two perspectives:

- First, the temporal and linguistic variable means of both groups were analyzed for the change over a month.

- Second, changes in the variable scores of each individual participants in experimental group were compared.

As there were three dialogues performed by each participants, we measured their performance according to the means of the results taken from those three role-play dialogues. It was considered that there would not be sufficient data in terms of amount of speech and of gambit use using only one role-play task.

4.3.2. Between-group comparison

The results of experimental group and control groups in pretest and posttest will be compared in this section. First, the pre-test results will be displayed in order to show if there is a difference between group before the treatment or not. Hypothetically, it is expected that there will be a small difference between them. Table 4.1 displays the performance of the participants of both groups on temporal and linguistic measures in pre-test.

Table: 4.1 The comparison of the temporal and linguistic measures of experimental and control groups in PRE-test

Variable	Group	N	Mean	Sd	Max.	Min.
Speech rate (SR)	Experimental	10	92,2	34,1	157,7	45,2
	Control	10	92,5	22,9	125	57
Mean length of run (MLR)	Experimental	10	7,9	4,7	16,0	2,2
	Control	10	6,3	2,1	9,5	3,2
% of total pause time (% of TPT)	Experimental	10	28,6	7,7	41,2	19,6
	Control	10	25,4	9,7	43,3	15,5
Gambit/ run ratio (GRR)	Experimental	10	21,9	10,2	44,3	10,2
	Control	10	18,5	7,3	29,8	6,6
Number of turns (NT)	Experimental	10	7,1	2,5	10,3	4,3
	Control	10	5,6	2,9	10,3	2,0
Mean length of turns (MLT)	Experimental	10	21,6	20,0	70,2	4,0
	Control	10	13,8	9,6	30,8	3,4

First, it is necessary to explain the meaning of each variable so that the table can be interpreted correctly. As we mentioned in data analysis *Speech rate (SR)* stands for the number of words produced in a minute. Consequently, the more words are produced the higher the performance will be. So, in post-test the participants of experimental group are expected to show an improvement in *SR*. *Mean length of run*

means the mean number of words in a fluent run, i.e. between pauses. The high performance on this variable is identified with the increase in number of words. *% of total pause time (% of TPT)* implies the percentage of total pause time in a speech. A reduction in *% of TPT* signifies the improvement on this variable and it will be marked as negative (e.g. – 28%). *Gambit/ run ratio (GRR)* represents the frequency of the use of gambits, for example, the participants of experimental group use gambits less often than the participants of the control group since the figure 21,9 means that every 21,9th word in their speech is gambit, whereas participants of control group use gambits with a frequency of 18,5. Consequently, decrease on this variable means the improvement of a participant. *Number of turns (NT)* shows the mean number of turns the participants took during the role-play. *Mean length of turns (MLT)* indicates the average duration of each turn. The last two variables are related to interactiveness of the participants. Greater interactiveness is associated with more frequent turns and shorter average turn length. According to the table 4.1 the participants of control group display high performance on four variables, namely on *SR*, *% of TPT*, *GRR* and on *MLT* in pre-test. You can see the performance of each participants of both groups in pre-test in Appendices 11, 12.

Table 4.2 shows the performance of both groups in post test. The performance of the experimental group on all the variables improved as it was hypothetically expected. It can be seen that in post test the performance of the control group on the variables, which were higher in pre-test, are reduced. Namely, the performance of control group on variables *% of TPT* and *MLT* seem to show less improvement than the experimental group does. But the performance of the participants of control group on *Speech rate* and *Gambit/ run ratio* still remained higher than the performance of the experimental group.

Table: 4.2 The comparison of the temporal and linguistic measures of experimental and control groups in POST-test

Variable	Group	N	Mean	Sd	Max.	Min.
Speech rate (SR)	Experimental	9	102,7	34,3	166,4	57,5
	Control	6	108,2	12,5	128,5	94,2
Mean length of run (MLR)	Experimental	9	10,1	8,6	30,2	3,7
	Control	6	6,7	2,0	10,1	4,6
% of total pause time (% of TPT)	Experimental	9	20,8	6,8	34,6	11,7
	Control	6	25,6	7,1	38,1	18,5
Gambit/ run ratio (GRR)	Experimental	9	13,4	4,0	21,1	8,2
	Control	6	10,3	2,9	15,8	7,1
Number of turns (NT)	Experimental	9	11,4	3,4	19,0	7,6
	Control	6	6,9	1,9	9,6	4,6
Mean length of turns (MLT)	Experimental	9	6,9	3,2	11,7	3,4
	Control	6	7,3	3,2	13,3	4,7

A detailed change of both groups over a month can be seen in the Table 4.3.

Table: 4.3 Changes in the temporal and linguistic measures of experimental and control groups over a month

Variable	Group	Mean		Change %
Speech rate (SR)	Experimental	Pre-test	Post-test	
	Control	92,2	102,7	11,2 %
Mean length of run (MLR)	Experimental	92,5	108,2	16,9 %
	Control	7,9	10,1	27,8 %
% of total pause time (% of TPT)	Experimental	6,3	6,7	6,3 %
	Control	28,6	20,8	- 27,2 %
Gambit/ run ratio (GRR)	Experimental	25,4	25,6	0,78 * %
	Control	21,9	13,4	-38,8 %
Number of turns (NT)	Experimental	18,5	10,3	-44,3 %
	Control	7,1	11,4	60,5 %
Mean length of turns (MLT)	Experimental	5,6	6,9	23,2 %
	Control	21,6	6,9	- 68,0 %
	Control	13,8	7,3	- 47,1 %

As it is shown in the table, experimental group shows stable improvements on all of the variables, especially substantial improvements are revealed on the variables *MLT* (reduced by 68%), *NT* (improved by 60,5%), *GRR* (reduced by 38,8) and *% of total pause time* (reduced by 27,2%). The changes on the other variables also

follows them. Changes on performance of the control group are not as salient as the changes of experimental group's performance, but still the changes on *GRR* (*reduced by 44,3%*) and on *SR* (*improved by 16,9%*) are worthy. The mark (*) means that the performance on that variable deteriorated.

4.3.3. Within- group comparison

This section will provide the changes of individual results of the participants of experimental group over a month etc.

Although there are some cases when some participants deteriorated in particular variables, nearly all of them shows considerable changes - improvements on temporal and linguistic measures after the treatment. The results of each participants will be examined individually.

Participant 1 (Gender: female; English background: 9 years; attendance: 0%)

Table: 4.4 Changes in the temporal and linguistic measures of the Participant 1 over a month

<i>Participant 1</i>				
<i>Variable</i>		<i>Pre-test</i>	<i>Post-test</i>	<i>Change %</i>
<i>Speech rate</i>	<i>(SR)</i>	100,2	92,6	-7,5*
<i>Mean length of run</i>	<i>(MLR)</i>	7,0	16,1	130
<i>% of total pause time</i>	<i>(% of TPT)</i>	25,6	18,2	- 28,9
<i>Gambit run ratio</i>	<i>(GRR)</i>	12,6	16,3	29,3*
<i>Number of turns</i>	<i>(NT)</i>	6,6	15,0	150
<i>Mean length of turns</i>	<i>(MLT)</i>	7,9	5,3	32,9

*** deteriorated**

On the variables *MLR*, *NT* she shows substantial improvement, and her performance on *MLT* and *% of TPT* follows them. But she deteriorated on two variables, mainly on *Speech Rate* and *Gambit/ run ratio*. We should mention that she did not attend treatment session. This can be interpreted as an answer to the Research question 2: Does explicit teaching of conversation gambits help students to improve their speaking fluency, i.e. her deterioration might result from the fact that she did not get an explicit teaching.

Participant 2 (Gender: female; English background: 10 years; attendance: 62,5%)

Table: 4.5 Changes in the temporal and linguistic measures of the Participant 2 over a month

Participant 2				
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	45,2	57,5	21,2
Mean length of run	(MLR)	2,2	3,7	68,1
% of total pause time	(% of TPT)	41,2	34,6	-16,0
Gambit/ run ratio	(GRR)	10,2	8,2	-19,6
Number of turns	(NT)	6,6	10,6	60,6
Mean length of turns	(MLT)	11,4	7,9	-30,7

As it can be seen from the table, Participant 2 shows improvements on all variables. Although she was the only participant who paused very frequently, with long durations and spoke very slowly in pre test at the end of the treatment she developed her performance on all of the variables.

Participant 3 (Gender: female; English background: 9 years; attendance: 100%),

Table: 4.6 Changes in the temporal and linguistic measures of the Participant 3 over a month

Participant 3				
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	87,1	96,7	11,0
Mean length of run	(MLR)	5,5	5,6	1,8
% of total pause time	(% of TPT)	20,4	16,9	- 17,1
Gambit/ run ratio	(GRR)	27,7	21,1	-23,8
Number of turns	(NT)	4,6	10,3	123,9
Mean length of turns	(MLT)	70,2	10,6	- 84,9

Participant 3 draws attention with her performance on *MLT* and *NT*. According to the results, she was one of the least interactive participants before the treatment, because her *MLT* was 70,2 sec. This means that her speech in each turns lasted long and number of turns was few. But she shows a substantial change in both of them in posttest. Her % of pause time is reduced by 17,15 but, interestingly, this was not reflected in her performance on *MLR*. This may be because of two reasons: (1) the repetitions and false starts in her speech and (2) she used small pauses but frequently (See Appendix 7 for the transcript of her posttest performance). On the other hand her *speech rate* and *gambit/run ratio* show a distinct change in posttest.

Participant 4 (Gender: female; English background: 9 years; attendance: 87,5%)

Table 4.7 Changes in the temporal and linguistic measures of the Participant 4 over a month

		Participant 4		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	75,0	76,7	2,2
Mean length of run	(MLR)	3,6	4,8	33,3
% of total pause time	(% of TPT)	28,6	15,5	-24,1
Gambit/ run ratio	(GRR)	44,3	15,5	-65,0
Number of turns	(NT)	4,6	10,3	123,9
Mean length of turns	(MLT)	34,0	10,3	-69,7

Participant 4 also attracted attention in pre-test with her slow flow of speech and with frequent and long pauses. She was the only student who used gambits very rarely, i.e. only the 44.3th word she uttered was a conversation gambit. But at the end of the treatment she began to use gambits more frequently (even though this affects her speech rate very little (there was only 2,2% change in the SR, but her fluent run considerably increased). Her performance on all of the variables shows improvement after the treatment.

Participant 5 Gender: male; English background: 9 years; attendance: 100%

Table 4.8 Changes in the temporal and linguistic measures of the Participant 5 over a month

		Participant 5		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	108,0	122,3	13,2
Mean length of run	(MLR)	6,0	8,3	38,3
% of total pause time	(% of TPT)	29,3	23,3	-20,8
Gambit/ run ratio	(GRR)	12,7	10,3	-18,8
Number of turns	(NT)	10,0	19,0	90
Mean length of turns	(MLT)	5,5	4,7	-14,5

He was one of the participants whose speech rate, fluent run was high and who used gambits more frequently and correctly. Consequently, his speech was more fluent than other participants. After a perfect attendance (100%) his performance on all variables changed positively as expected.

Participant 6 Gender: male; English background: 9 years; attendance: 100%

Table 4.9 Changes in the temporal and linguistic measures of the Participant 6 over a month

		Participant 6		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	66,0	96,0	45,4
Mean length of run	(MLR)	7,8	6,2	-20,5*
% of total pause time	(% of TPT)	35,3	26,6	-24,6
Gambit/ run ratio	(GRR)	17,5	10,4	-40,5
Number of turns	(NT)	4,3	10,3	139,5
Mean length of turns	(MLT)	15,0	4,5	-70

Participant 7 Gender: male; English background: 9 years; attendance: 87,5%

Table 4.10 Changes in the temporal and linguistic measures of the Participant 7 over a month

		Participant 7		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	52,2	76,5	-46,5
Mean length of run	(MLR)	4,1	3,8	-7,3*
% of total pause time	(% of TPT)	39,9	22,3	-44,1
Gambit/ run ratio	(GRR)	23,4	15,3	50,8
Number of turns	(NT)	5,0	7,6	52,0
Mean length of turns	(MLT)	32,5	11,7	-64,0

Participant 6 was one of the students whose speech rate showed a marked change at the end of the treatment: it increased by nearly 50%. In the same way, there is considerable increase in his performance on other variables. But, Participant 6 and Participant 7 show similar results in terms of *MLR*. Whereas they were more fluent students during the treatment session, their fluent run show a deterioration in the post-test. The reason why their performance on *MLR* was that they paused more frequently but the length of pauses was not long as % of *TPT* increased by 24,6 in the case of the Participant 6 and 44,1 % in the case of Participant 7. Both participants show an absolute change in terms of *GRR* and other variables.

Participant 7 Gender: male; English background: 9 years; attendance: 87,5%

Participants 8 and 9 were the most fluent students before and during the treatment. Their performance also show almost the expected results in the post-test. Only *MLR* of the participant has decreased by 13,7 % after the treatment. See the tables below for them.

Participant 8 Gender: female; English background: 5 years; attendance: 100%

Table 4.11 Changes in the temporal and linguistic measures of the Participant 8 over a month

		Participant 8		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	117,6	140,4	19,3
Mean length of run	(MLR)	14,5	12,5	-13,7*
% of total pause time	(% of TPT)	19,6	18,6	5,1
Gambit/ run ratio	(GRR)	22,8	10,3	- 54,8
Number of turns	(NT)	10,3	10,0	- 2,9
Mean length of turns	(MLT)	12,3	3,7	- 69,9

Participant 9 Gender: male; English background: 9 years; attendance: 100%

Table 4.12 Changes in the temporal and linguistic measures of the Participant 9 over a month

		Participant 9		
Variable		Pre-test	Post-test	Change %
Speech rate	(SR)	157,7	166,4	5,5
Mean length of run	(MLR)	16,0	30,2	88,7
% of total pause time	(% of TPT)	23,2	11,7	-49,5
Gambit/ run ratio	(GRR)	17,8	13,2	-25,8
Number of turns	(NT)	9,6	10,3	7,2
Mean length of turns	(MLT)	23,6	3,7	-84,3

In this table the significant change can be seen on variables *MLR*, % of *TPT* and *MLT*. His use of gambits also shows a great change (improved by 25,8%). Both Participants 8 and 9 show a striking change in *MLT* and can be said to be the most interactive participants among the group.

4.4 Discussion

In this section, the following findings, collected by means of two instruments will be discussed: the results of the questionnaire and then those of the experiment. A vast majority of the students of both groups are familiar with all of the FSs given in the question. But only a few students in GPC are familiar with *proverbs* and *SBU*s. As a general result of their responses to the question concerning the usefulness of those FSs, *conversation gambits*, *collocations*, and *idioms* are found to be the most useful among other types of the FSs. This supports the claim of this study: FSs,

especially *conversation gambits* and *collocations* are believed to be of a great importance in speaking. *Conversation gambits* and *collocations* are marked as the easiest FSs to understand. This is true for most of the *conversation gambits* and because they are usually transparent in meaning and for *non-idiomatic collocations* (see Appendix 1 and 2).

Concerning the practicality (easiness to use) of *SBU*s, *collocation* and *conversation gambits* are indicated as more practical than *idioms* and *proverbs*. In all of the three above-mentioned questions, *idioms* and *proverbs* are placed at the end of the order. As Nattinger and DeCarrico (1992) point out it will be suitable to teach *idioms* to advanced level students because of the nature of idioms. Hill (2000) gives examples for metaphorical idioms: *He put the cat among the pigeons*; *don't count your chickens* and notes that not all idioms are as pictorial as these two (Hill, 2000: 50). So, non-natives will have a problem in understanding and using the idioms if their English is not advanced enough or if they have not been exposed to authentic language enough. The majority of the students in both groups indicate that they have difficulties in speaking as predicted. The next step is to find out the reasons of their difficulty in speaking.

Lack of practice opportunities and *lack of fluency* are stated as two of the most important reasons that cause the difficulty in speaking English. Also, there are a great number of students who report *lack of enough lexicon* and *lack of confidence* as the important reasons of their difficulty in speaking. Some of them complain that their instructors do not speak English in the lessons while the lessons are the only place where they can be exposed to English. This is true because teacher talk/speech is believed one of the most important input for the students.

It was found that *conversation gambits* are taught to the students in both groups. But still it seems necessary to teach more *conversation gambits* in the lessons as the answers of the students prove that they help them feel more confident and more fluent in speaking English. Moreover, the students in both groups agree on necessity of explicit teaching of the FSs in speaking classes. They also note that the textbooks do not contain enough FSs.

The results of the questions related to the authentic materials used in the classes show that they need be exposed to more authentic materials in order to learn FSs. As it is known, not all of the universities can provide this opportunities. But if the students at FLTIRC can be provided with enough access to the original news, films and books it will be helpful in reducing their difficulties in speaking.

It is clear from the data obtained from oral tests that almost all of the participants improved their performances on all variables, excluding only some cases discussed above on temporal and linguistic variables. We can see that the use of gambits increased together with other temporal variables. It can be an indication that gambit use facilitate the improvements in other variables. The only participant, who deteriorated in her performance on gambit use, was the Participant 1. As mentioned before, she did not attend classes. Interestingly, her speech rate also deteriorated together with gambit use. Hypothetically, it is believed that increased gambit use can bring about the fluency by increasing speech rate, reducing pauses and increasing the length of fluent runs. Let us see whether it supports the hypothesis or not. Participant 4 was the poorest in terms of her performance on temporal variables in pre-test. Her performance for the role play 3 in the ELT was as follows: (See Appendix 9 for transcript). **SR – 57,5; MLR- 2,3, % of TPT - 35,6, GRR – 53, NT – 2, MLT –55.** But in post test (in role play three) she showed a great improvement in GRR consequently in MLR and on other variables(**SR – 58,9; MLR- 5.0; , % of TPT – 12,8, GRR – 16,5, NT – 12, MLT –15**). From the transcript it can be understood that use of gambit helped her to produce more lengthy fluent runs as ***You are right. But, I...; Well, we should do*** etc. (See Appendix: 10). Also, her **% of TPT** was remarkably reduced. The reason why the reduction of pause time was not reflected in *speech rate* in her case can be explained by the repetitions and false starts she used in her speech instead of pausing. As they were not counted as a word, the number of words produced per minute cannot be increased. Also we can say that she is more interactive in the post test.

After examining the data given above and listening to the records of the role-plays of the all of the participants we can conclude that the changes on variables have affected the perceived fluency of the speakers. Expecially, *speech rate, mean length*

of turns, % of TPT and GRR are seems to be the most significant variables that affect the perceived fluency of the speakers. *Number of turns* and the *MLR* were found out to have secondary role in improving speaking fluency. Since the long pauses are more important factor on creating dysfluency than those shorter pauses which occur more frequently, they do not make an effect of dysfluency.

CHAPTER FIVE: CONCLUSION

5.1. Overview of the literature

The aim of the study was to identify and suggest ways to reduce students' difficulties in their speaking fluency. In the literature in a broad sense fluency is associated with overall oral proficiency of a language learner. In the narrow sense, fluency is defined as "producing speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses." (Lennon, 1990: 492). Hartmann and Stork (1976) suggest "a person is said to be a fluent speaker of a language when he can use its structure accurately whilst concentrating on content rather than form, using the units and patterns automatically at *normal conversational speed* when they are needed" (p. 86). Later, Schmitt (1992) also includes an element of *automaticity*, or the ability to retrieve language forms without conscious searching, in the characterization of fluency.

One of the most challenging tasks in teaching EFL is finding the way to help learners improve their oral fluency. The empirical studies carried out concerning the fluency point out that the FSs have a great role in enhancing oral fluency. Firstly, it is because FSs "form a high proportion of the fluent stretches of speech heard in everyday conversation..." Secondly, "Coming ready made, (they) need little encoding work, so the speaker can 'do the work of constructing a larger piece of discourse by expanding on, or combining ready-made constructions'" (Pawley and Syder, 1983 in MacKenzie, 2000: 62). Most of the researches proved that the FSs are understood and perceived quicker and that they are memorized and retrieved easily (Underwood, Schmitt and Galpin, 2004; Boers et al., 2006).

Based on the empirical researches carried out so far, the present study has set out to investigate whether the explicit teaching of conversation gambits (which is one type of FSs) can help students to enhance their speaking fluency.

5.2. Research questions

The study aims at investigating two research questions:

Research Question 1: Are the students of FLTIRC at Gazi University taught formulaic sequences? If yes, at what frequency? If no, what might the reasons be?

In order to find out whether FSs are taught at the FLTIRC at Gazi University a questionnaire given to the students of Preparatory Classes. The respondents of the questionnaire were not homogenous in terms of their level of English because of differences in their majors. 75 of them were from an Intermediate level majoring in English. 18 of them were composed of the Advanced General English classes, whose future professions were not related to English.

The results of the questionnaire show that large majority of students in both groups are familiar with particular types of formulaic sequences like collocations and conversation gambits. And they think that they are important in improving speaking fluency. They indicate that even though they are sometimes taught FSs in the lessons, they state that they have not enough practice opportunities and their textbooks do not contain enough authentic material. Most of them refer to the lack of enough practice opportunities as the main reason of the difficulties in speaking classes, also a substantial amount of students indicate that lack of lexicon and lack of speaking fluency are of the main reasons of these difficulties. The questions whether they feel more fluent when they use FSs in their speech or not, was confirmed positively by the most of the students in both groups. Again their answers show that they are not exposed to original materials (original news, original films, original books) in order to learn FSs in their classes.

As a general result of the questionnaire, it was revealed that the students of GPC are taught fewer formulaic sequences than ELTPC group.

The overall results show that even they are taught particular types of FSs in their lessons, it is necessary to teach them FSs more often in order to enhance students' speaking fluency.

Research Question 2: Can formulaic sequence-oriented activities (See Appendix 8 for sample lessons and the activities used in the lessons), explicit

teaching of conversation gambits in particular help students speak more fluently?

On the basis of the questionnaire results it was decided to carry out the research on the students of GPC. Two groups containing ten students in each were selected from the students of GPC. And treatment lessons lasting one month were applied to the experimental group in order to test Research Question 2.

First step was to test the performance of the students in both groups before the treatment session. In the ELT, the control group show higher performance on some variables than the students of the experimental group. According to our hypothesis, the treatment session was believed to make students more fluent over a month. The students' results in posttest show that the students of experimental group improved nearly in all variables. Their conversational strategies appear to have been developed: they seem to have become more polite in turn taking and in expressing themselves. Also, their awareness of gambit use increased as it is shown in posttest results. They are not limited to the gambits only taught in the lessons; also you can find other gambits in posttest transcripts. It should be noted that still there is a difference in gambit use between experimental and control groups. The performance of control group on the variable *gambit/ run ratio* is higher than that of the experimental group as it was in ELT. This may be because the treatment was not long and intense enough.

5.3. Instructional implications

The study was carried out at FLTIRC at Gazi University. It was found that the students do not have enough practice opportunities in the lessons as well outside the lessons in terms of speaking English. Mostly, speaking lessons are used in order to enforce the knowledge taught in grammar lessons. Therefore, students seem to be less confident and they hesitate very often in their speech. Also, their speech suffer from the lack of enough lexicon and there were very long pauses in their speech, they used pauses to buy time for searching for a word. The treatment lessons use the activities, which, first of all, providing the list of useful phrases - conversation gambits, tended to provide students confidence. Then, they were able use these

gambits in terms of gaining time to plan their utterance instead of long pauses, because the conversation gambits are remembered and retrieved easily once they had learned them. Also, they were introduced with conversation strategies how to introduce surprising facts, how to make suggestion, how to reject an offer politely in the target language, i.e. the strategies the native speakers use in the conversation.

5.4. Suggestions for further research

The study can be expanded to include other types of the FSs, especially collocations, in order to get obvious information about the fact that they do affect the perceived fluency of the speaker.

The coursebooks were analysed during the study and it was found that they did not contain enough FSs. Also the students mentioned that their coursebooks do not contain enough FSs. FSs must be a natural part of the coursebooks. The coursebooks do contain some types of FSs like collocations, idioms, but they lack for conversation gambits. They may be reformulated in terms of conversation gambits and situation-bound utterances.

It will be better if native raters can be used to analyse the records of the oral tests in further studies instead of nonnatives.

Also, the data can be analysed in a more detailed way in terms of temporal variables, hesitation and pause phenomena in further studies; the duration of the treatment session can be more than a month. A month is not enough to get desirable improvement in the performance of the students.

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APPENDICES

Appendix 1: BBI typology of collocations

(From Benson, M., Benson, E. & Ilson, R. (1986))

Grammatical Collocations

G1 = **noun + preposition**: *apathy towards* (minus 'of' constructions)

G2 = **noun + to-inf**: *to have the right to do it* (minus 'to' meaning 'in order to' constructions)

G3 = **noun + that-clause**: *an agreement that she would do it* (minus clause constructions where

'that' can be replaced by 'which', or that-clause modifying nouns that are objects of prepositions: (It was by chance that...)

G4 = **preposition + noun**: *by accident, in advance*

G5 = **adjective + preposition/prepositional phrase**: *angry at everyone, hungry for, fond of* (*some cannot stand alone*)

G6 = **predicate adjective + to-inf**: *It was necessary to work, She is ready to go.* (minus {too adj

to inf}: *too tired to work, and 'to' following past participle in a passive construction: was proofread to eliminate errors, however, amazed to see him would be pure adjectival use of past*

participle so a collocate)

G7 = **adjective + that-clause**: *afraid that she would fail the exam*

G8 = **verb patterns** (Nineteen patterns described below)

A = **verbs allowing dative movement transformation**

He sent the book to him, He sent him the book

B = **transitive verbs not allowing dative movement transformation**

*They described the book to her, *They described her the book*

C = **transitive verbs + for** (allowing dative movement transformation)

She bought a shirt for her husband, She bought her husband a shirt

D = **verb + preposition**

Adhere to the plan, catch up to his friend (minus 'by': *by train, other free combinations such as 'in': walk in the park*) ('to' overlaps with type B)

E = **verb + to-inf.**

Began to speak, offered to help

F = **verb + inf** (without to)

we must work, he had better go (modals)

G = **verb + verb-ing**

They enjoy watching tv, I miss going to work (overlaps with E: *began reading*)

H = **tr. verb + object+to-inf.**

Asked me to come, forced them to leave (most can be passivized)

I = **tr. verb + object+inf.** (without to)

She heard them leave, we let the children go to the park (most cannot be passivized)

J = **verb + verb-ing**

I caught them stealing apples, she heard them leaving (overlaps with I) (most can be passivized)

K = **verb + possessive+gerund**

Please excuse my coming late, I remember Bill('s) making that mistake. (some NS' differ in preference)

L = verb + that-clause

They admitted that they were wrong, she believed that her sister would come (some verbs always take a noun/pronoun object before the that clause: *They convinced us that he was innocent.*) (some allow insertion of 'the fact': *he mentioned the fact that he was guilty.*)

M = tr. verb + direct object + to be + adj/past participle/(pro)noun

We consider her to be very capable, The court declared the law to be a violation of civil rights.

N = tr. verb + direct object + adjective/past participle/(pro)noun

She dyed her hair red, we found it interesting

O = tr. verb + two objects (not normally used in a prepositional phrase with to or for)

The teacher asked the pupil a question, We bet him ten pounds.

P = verb + (obligatory) adverbial (but not a particle)

He carried himself with dignity.

Q = verb + interrogative word

He asked how to do it, she could not decide whether to begin

R = it + tr. verb + to-inf/that-clause

It surprised me to hear that. It puzzled me that he never answered the phone,

S = intr. verb + predicate noun/adjective

He was a teacher, he became an engineer

Lexical collocations

L1 = verb (meaning creation, activation) + noun/pronoun/prepositional phrase

Come to an agreement, make an impression, draw a line vs. form a line: collocate changes the meaning.

L2 = verb (meaning eradication, nullification) + noun

Reject an appeal, reverse a decision, repeal a law

L3 = adjective + noun

strong tea, weak tea, A chronic alcoholic, a crushing defeat (noun used as adj: house arrest)

L4 = noun + verb (the verb names an action characteristic of the person or thing designated by it)

Bees buzz, bombs explode, blood circulates

L5 = noun + noun: units (usually noun + of + noun)

A heard of buffalo, a pack of whales

L6 = adverb + adjective

Strictly accurate, deeply absorbed, hopelessly addicted

L7 = verb + adverb (not adverbial particle)

Apologize humbly, amuse thoroughly

APPENDIX 2: Phraseological categories

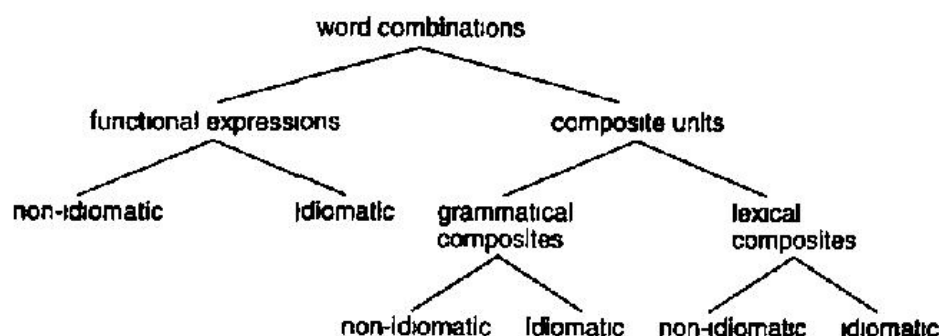


Figure 1 Phraseological categories

APPENDIX 3: Main semantic frames of the conversational gambits

- (1) Major semantic field indicators congruent major semantic field: "I have a question on that," "We'll first take up the questions," "One **answer** to that would be"
- (a) Incongruent major semantic field (a digression):
Initiation: "This reminds me . . .," "Speaking of . . .," "Before I forget."
Return to main topic: "In any case," "To get back to . . .,"
- (2) Various aspects of a topic
 - (a) A list:
Beginning: "First," "To begin with," "First of **all**," Middle: "Second," "Another thing is," "**Next**,"
End: "And finally," "As the last thing."
 - (b) A main aspect: "The main thing is," "**Most of all**," "The real problem is."
 - (c) A surprising aspect: "Believe it or not," "**Strangely** enough," "You may not believe this, but . . ."
 - (d) An unpleasant aspect: "To be realistic," "**Let's face it**," "The catch is."
 - (e) An emphasized aspect: "The main thing is," "It **bears** emphasizing," "The most important thing is."
- (3) Opinion
 - (a) Guessing: "My guess is."
 - (b) An opinion: "I'm pretty sure that," "I have reason to believe."
 - (c) A conviction: "I honestly feel," "I'm positive," "**Without** a doubt."
 - (d) A personal viewpoint: "In my (personal) estimation," "I personally believe," "To my mind," "The way I look at it."
 - (e) A personal evaluation: "As far as I can tell," "As I see it," "It appears to me," "To the best of my knowledge."
 - (f) Personal circumstances: "In my case," "What I'm concerned," "For my own part."
 - (g) Confidential information: "Just between you and me," "Rumour has it," "I hear from the grapevine."
- (4) Action strategy
 - (a) A suggestion: "Why don't you do the following," "Here's what you can do."
 - (b) A plan: "What we have in mind is," "Here's what we'll do."
- (5) Subject-expansion

- (a) Expanding a point: "When it comes to ...," "As far as that is concerned," "In a case like this."
- (b) Adding items: "And another thing," "What's more," "I might add," "And furthermore."
- (c) Giving a reason: "The reason why," "Seeing as how ...," "On account of this," "For this reason."
- (d) Explain a result: "As a result," "Consequently."
- (e) Positive contingency: "In case of . . .," "If and when ...," "As soon as . . .," "By the time ..."
- (f) Negative contingency: "Barring the possibility . . .," "Unless . . ."
- (g) Restatement: "What you're saying is," "If I read you right," "What I mean is," "What I meant to say is."
- (h) Appearance and reality: "You may think ... but in fact," "It may seem ... but actually," "On the surface it appears as if but the truth of the matter is."

(6) Subject-evaluation

- (a) Reservations: "Yes, but consider," "Yes, but don't forget," "That's fine, but," "But the problem is."
- (b) Taking into account: "Seeing as how . . .," "Keeping in mind . . .," "Allowing for the fact . . ."
- (c) Seeing the other side: "All the same," "Yet on the other hand," "Mind you, though," "But then again."

(7) Argumentation

- (a) Generalization:
High frequency: "Most of the time," "Again and again," "Time and again."
As a rule: "In general," "Ordinarily," "As a rule."
Low frequency: "Once in a while," "Every so often," "Every now and then."
- (b) Exceptions: "As an exception."
- (c) Examples: "As an example," "For one thing," "To give you an idea."
- (d) Summarizing: "Summing up," "In short," "To make a long story short."

APPENDIX 4: Questionnaire on formulaic sequences

Dear respondent,

This questionnaire has been designed in order to determine the role of the formulaic sequences (collocations, lexical phrases) in improving speaking fluency in intermediate English as a foreign language. You are expected to read each item in the questionnaire carefully and make the appropriate choice for you. Please, give an answer for every item. You are not supposed to write your names on the questionnaire. Your responses will not be graded and your identity will be kept confidential.

Thank you for your contribution!

Personal Information

Have you ever been to a country where English is spoken as a native language? ☐ Yes ☐ No
If yes, how long?

PART A: Please, read the questions carefully and put the mark (X) in the parentheses provided on the left of the items.

1. Which of the following formulaic sequences do you know? You can mark more than one item if they apply to you.

A ()	Collocations (<i>to make a mistake; to make friends, on purpose, heavy smoker, to highly recommend, at the end of, at once, to accept responsibility</i>)
B ()	Conversation gambits: (a) opening gambits: “ <i>I’m interested in...</i> ”, “ <i>Could you tell me...</i> ”, “ <i>Believe or not!</i> ”; (b) linking gambits: “ <i>To start with...</i> ”, “ <i>What’s more...</i> ”, “ <i>For this reason...</i> ”, “ <i>As soon as...</i> ”; (c) responding gambits: “ <i>Well, let’s see</i> ”, “ <i>I don’t believe it</i> ”, “ <i>Come on!</i> ”, “ <i>Exactly!</i> ”, “ <i>I think so.</i> ”)
C ()	Idioms (<i>to catch the bus, to pull one’s leg, to kick the bucket, “It’s raining cats and dogs”</i>)
D ()	Proverbs (“ <i>A bird in the hand is worth two in the bush</i> ”, “ <i>East or West home is best</i> ”)
E ()	Situation-bound utterances (“ <i>God bless you!</i> ”, “ <i>Take it easy!</i> ”, “ <i>Help yourself!</i> ”, “ <i>Welcome aboard</i> ”,)
2. Which of the following formulaic sequences are more useful in learning English? Please, put them in order of usefulness marking the most useful as 1 and the least useful as 5.	
A ()	Collocations
B ()	Conversation Gambits
C ()	Idioms
D ()	Proverbs
E ()	Situation-bound utterances
3. Which of the following formulaic sequences is EASIER TO UNDERSTAND? Please, put them in order of easiness marking the easiest as 1 and the most difficult as 5.	
A ()	Collocations
B ()	Conversation Gambits
C ()	Idioms
D ()	Proverbs
E ()	Situation-bound utterances
4. Which of the following formulaic sequences is EASIER TO USE? Please, put them in order of easiness marking the easiest as 1 and the most difficult as 5.	
A ()	Collocations
B ()	Conversation Gambits
C ()	Idioms
D ()	Proverbs
E ()	Situation-bound utterances
5. Do you have difficulty speaking English?	
A ()	Yes
B ()	No
6. If you answered “Yes” to the question 6, please, state what the difficulty comes from. Please, put the reasons in order of importance marking the most important as 1 the least important as 6.	
A ()	Lack of confidence
B ()	Lack of enough lexicon
C ()	Lack of fluency
D ()	Lack of motivation
E ()	Lack of practice opportunities
F ()	Lack of socio-cultural knowledge
7. If you have other reasons for the difficulty in speaking English, briefly write it below:	
.....	
.....	
.....	

PART B: Please read the following statements and three options: “Yes”; “No”; and choose the option that best reflects your opinion by putting (X) in the parentheses.

			Yes	No	
8. Are the formulaic sequences like the following taught to you in your lessons?: “Guess what!”, “Believe or not...”, “Talking of...”, “Oh, before I forget ...”, “I wonder if you’d mind”, “I’m convinced that...”, “You’ve probably heard that...”.			()	()	
If you have said “Yes” to question number 8, please indicate how often they are taught.	always	often	some-times	rarely	never
	()	()	()	()	()

PART C Please read the following statements and three options: “Yes”; “No”; and “I have no idea” and choose the option that best reflects your opinion by putting (X) in the parentheses.

	Yes	No	I have no idea
9. Do you think that you feel more fluent when you use formulaic sequences?	()	()	()
10. Do you think formulaic sequences are necessary to increase speaking fluency?	()	()	()
11. Have you ever had any trouble while speaking in English because you didn’t know enough formulaic sequences?	()	()	()
12. Do you think that it is necessary to study formulaic sequences in speaking lessons?	()	()	()
13. Do you think that textbooks contain enough formulaic sequences?	()	()	()
14. Do you think that textbooks should be supplemented with authentic materials for formulaic sequences?	()	()	()
15. Do dictionaries help you in terms of formulaic sequences?	()	()	()

PART D Please read the questions carefully and put (X) under the item you have chosen.

	always	often	sometimes	rarely	never
16. How often does your teacher use formulaic sequences in his/her speech in the classroom?	()	()	()	()	()
17. How often do you watch original English news programs in order to learn formulaic sequences?	()	()	()	()	()
18. How often do you watch original English films in order to learn formulaic sequences?	()	()	()	()	()
19. How often do you listen to original English songs in order to learn formulaic sequences?	()	()	()	()	()
20. How often do you read original English songs in order to learn formulaic sequences?	()	()	()	()	()

APPENDIX 5: List of conversation gambits used in the treatment session

`Giving surprising news`; `Reacting to suprising news`

1. You may not believe that, but...
2. It may sound strange, but...
3. Guess what!
4. Really?!,
5. I can,'t believe it!
6. You must be joking!
7. How terrible/ awful

“Giving your opinion about the topic”; “Presenting reasons”

8. *In my opinion*
9. *I (personally) believe...*
10. *I think...*
11. *Because...*
12. *First of all...*
13. *Besides that..*
14. *What's more*

“Conviction”

15. *I'm convinced that...*
16. *I strongly believe that...*

“Offering a suggestion”

17. *You should....*. present tense
18. *What about...ing....*
19. *If I were you...,I would*
20. *Why don't you (we)...* present tense

“Agreeing / Disagreeing”

21. *Ok.*
22. *No way* (an informal and direct way of refusing a suggestion)

“Agreeing/ Disagreeing and presenting counter arguments”

23. *OK (yes), but what about...*
24. *OK (yes), but there are exceptions of course...*
25. *OK (yes), but in fact*

“Generalization”

26. *In general, ...*
27. *Most of the time...*
28. *In most cases, ...*

“Other types of agreeing and disagreeing”

29. *That's right,*
30. *Exactly...,*
31. *I agree with you;*
32. *That may be right, but...*

“Disagreeing with irony, expressing disbelief”

33. *Come on!..,*
You must be joking!(it was taught before)

“Closing the conversation”

34. *Anyway*
35. *Even so*
36. *To sum up*

APPENDIX 6: Pre-test role plays

ROLE PLAY 1	
both of them active	
First, read the following dialogue. Then continue the dialogue according to your flashcards. You: Daddy, I decided to be a belly dancer. Your father: A belly dancer?! ... Student B should first continue the dialogue.	
Student A	Student B
Discuss with your father about your future profession. You want to be a belly dancer and he wants you to become an economist. Try to make your father accept your decision. Explain the reasons. Show him the good sides.	You daughter has just stated you that she wants to be a belly dancer. You are surprised. You want her to become an economist. Show your reaction to her decision and try to persuade her to change her mind. Give reasons.
ROLE PLAY 2	
both of them active	
First, read the following dialogue. Then continue the dialogue according to your flashcards. You : Berke, what is the date today? Your brother: 10th of May? Why are you asking me? You : Don't forget about mum's birthday? Your brother: Oh, I was about to forget it, if you hadn't remind me. Haven't we decided to buy a present together, yeah? You : Thanks God! You at last remember it! So what shall we buy? Your brother: Hmm, I thought of a new dish washer.	
Student A	Student B
Decide with your brother what to buy for your mother's birthday, you want to buy a ring. Convince him to buy a ring.	Decide with your sister what to buy for your mother's birthday, you want to buy her a new dish washer. Convince her to buy what you want.

ROLE PLAY 3

2. First, read the following dialogue. Then continue the dialogue according to your flashcards.

You : Hi, Mary.

Your friend : Hi! How are you doing? I've heard that you got married. How is it going?

You : Thanks fine. Yes, it was last September. Everything has changed since then. First of all...

Student A (passive)

You are single. Your partner is married. Try to prove that being single has more advantages than being married.

Student B (active)

You are married. Your partner tries to prove that being single has more advantages than being married. Try to prove the opposite.

ROLE PLAY 4

First, read the following dialogue. Then continue the dialogue according to your flashcards.

You : Hey Beckie, do you have a plan for the weekend?

You friend : This weekend? Well, I have not thought about it yet

Your : What about ... (i.e. *going to the cinema, playing tennis*)?

Student A (active)

Invite your friend (Student B) to go somewhere this weekend. She is very attractive girl. You like her very much and you are planning to tell her about your feelings this weekend. Try to persuade her to accept your invitation.

Student B (passive)

You know that your friend (Student A) likes you and he is looking for an opportunity to tell you about it. You don't like him. Don't offend him and politely refuse his invitation. Find some valid excuses.

APPENDIX 7: Post-test role play

ROLE PLAY 1	
Student A active	Student B passive
Invite your friend to the party on Friday. Try to get you friend to come to the party. (It's a surprise party for him/her.)	On Friday you can't come to the party because you have promised to your mother to help her in housework. Politely refuse the invitation.
ROLE PLAY 2	
Student A passive	Student B active
You have a boyfriend/girlfriend who you are dating with for 2 years. Recently you have fallen in love with another boy/girl. Tell this to your boyfriend/girlfriend and that you want to leave him/her.	You have a girlfriend/ boyfriend who you are dating with for 2 years. Today your boyfriend/girlfriend tells you that s/he is fallen in love with another one and wants to leave you. How you will react to this. Express your reactions and ask the reasons. Try to persuade her/him that your are the best couple and you are very happy together.
ROLE PLAY 3	
Student A	Student B
Both of them are active	
You and your friend are planning to spend summer vacation together. You are tired of city life, exams and etc. You just want to 'get away and' find a 'cool' place to relex have a real rest. Share your idea with your friend, give your reasons and try to convince your friend to come with you.	You and your friend are planning to spend summer vacation together. You like adventure, you like traveling around the world and visiting world famous places. Share your idea with your friend, give your reasons and try to convince your friend to come with you.

APPENDIX 8: Sample lessons and the activities used in the lessons

LESSON 1

Objectives of the lesson : Teaching 'Giving surprising news'; 'Reacting to surprising news'

Conversation gambits focused on :

You may not believe it, but...

It may sound strange, but...

Guess what!

Really!,

I can, 't believe it!

You must be joking!

How terrible!

Duration : 45 minutes

Level of the students : Intermediate

Number of students : 10

Activities : Filling in the gaps, Writing dialogues, Role-playing

Materials : white board, board marker, wedding invitation cards and role cards, wedding pictures, and music

Warm up (5 min.):

Teacher gives some surprising facts in order to elicit students' reactions to these news.

E.g. *You may not believe it, but I've heard* that all the lessons are cancelled today. Then teacher writes following sentences and the useful gambits given above on the board.

Fill in the gaps with the appropriate phrases provided on the board.

_____. We don't have any classes today!

_____.

_____ our teacher's getting married.

_____.

_____ we are going to picnic this weekend!

_____.

Activity 1 (10 min.):

Write brief dialogues describing some good and bad things that have happened (or will) happen to you. Use the phrases in the list.

Examples

A: - Guess what! I found that 50 liras you lost last month!

B: - Did you! Where was it?

A: - Surprice! It was in the pocket of the jeans you lent me!

Activity 2 (25 min.):

Role-play “The Wedding Party”

Ó Macmillan Publishers Ltd 2003

Taken from the speaking skills section in www.onestopenglish.com

The Wedding Party**Warmer**

Write on the board: Who’s who at a wedding? Elicit the names of different people and roles at the wedding (bride, groom, best man, maid of honour, bridesmaid, father and mother of the bride/groom etc.). Asks students to tell each other what weddings they have been to and what roles they have played. They should do this in groups.

Stage One

Tell the class that they have all been invited to a wedding party (make copies of the invitation on the next page or project it onto the board using an overhead projector). Each person will have a different role. Explain that the bride and groom are not in the role-play; the students must imagine that these two characters are sitting at another table. There is a reason for this... everybody will be gossiping about the married couple and their family! The objective of the role-play is to tell people the gossip you know and find out other gossip.

Stage Two

Before students begin the role-play, tell them that you want them to follow these guidelines each time they talk to someone new.

- 1) Introduce yourself and greet the other person.
- 2) Ask some questions to make small talk (see appendix A below)
- 3) Tell your gossip, using the sentence stems to start with (appendix B below)
- 4) Listen to the other person’s gossip and react (appendix C below)

The phrases on the next page should be available to the students during the role-play. Make a copy for the students or put them on the board. When students are ready, give out the role cards, tell them to stand up and begin mingling.

Stage Three

While student’s doing role play pay attention to that they are using the phrases provided on the board.

Homework:

Try to think of some good and bad news. Make a list of good news and bad news. Remember to use the phrases in the list.

INVITATION CARD

Meltem Killi
and
Adem Yılmaz
invite you to their wedding
on Saturday the ninth of May
at three o'clock
Ata Kule Nikah Salonu
Ankara

Appendix A: Questions to make small talk at a wedding

Are you a friend of the bride or the groom?
What do you do then? (Informal, asking about work)
Have you known the bride/groom long?
It's a lovely wedding isn't it?
I don't think we've met, my name is...
Isn't it a beautiful day for a wedding?
Doesn't the bride look wonderful?

Appendix B: Sentence stems for a surprising aspect or a secret

You may not believe it, but...
It may sound strange, but...
Guess what!
Somebody told me that...

Appendix C: Reacting to surprising news

Really!,
I can, 't believe it!
You must be joking!
How terrible!

(Ó Macmillan Publishers Ltd 2003 Taken from the speaking skills section in
www.onestopenglish.com

You are Charlie Richards, the best man. You work at a bank in the city. You know that groom had problems with the law and has been arrested at least once!	You are Jennifer Andrews, the maid of honor. You have known the bride for fifteen years. You work as a model. You know that the bride was secretly engaged to your brother for many years but they broke up.
You are John/ Jane Fletcher, a friend of the groom's family. You are a retired doctor. You know that the groom's father has been having serious financial difficulties. It is a good thing that the bride's family is rich!	You are Debbie Harris, a friend of the bride's father (you are actually his secret girlfriend, but don't tell anyone!) you are a dance instructor. You know that the bride went to university only because her father paid a lot of money!
You are Mrs. Emily Watson. You are groom's godmother. You are retired. You love your godson (the groom) very much, but you are worried he has a drinking problem!	You are Sam/ Samantha Williams. You are a friend of the bride's. you are a hairdresser. You know that the bride worked as a dancer in a famous nightclub.
You are Paul/ Paula Jones. You are a friend of the groom's. You are a medical student. You know that the groom's parents have been divorced for two years.	You are Peter/ Petra Donovsky. You are a business associate of the bride's father (<i>you decide what the business is</i>). You don't trust the groom or anybody in his family. In your opinion, they are all dishonest.
You are Kylie/ Keith Griffith. You are a friend of the groom's. you are the owner of a well-known nightclub. You know that the groom has had LOTS of girlfriends and he likes to go nightclubs. He met his bride at one!	You are AnnMarie Melle. You are a friend of the bride's mother. You are a widow (your husband died two years ago). You have heard that the bride's father has a secret girlfriend, a young woman from the city.

ROLE PLAY CARDS

LESSON 4

Objectives of the lesson : Teaching “*Offering a Suggestion*”

Conversation gambits focused on :

You should....

What about...ing...,

If I were you...,

Why don't you (we)...,(Keller, 1988 p.31)

Duration : 45 minutes

Level of the students : Intermediate

Number of students : 10

Activities : Reading about teenage problems followed by group work

Materials : white board, board marker, handout with teenage problems.

Warm up (5 min.):

Ask students to suggest what kind of problems teenagers typically may have.

Use one of the problems mentioned and ask students for an advice what the person should do.

Activity 1 (20 min.)

Divide the students into three groups. Distribute the handout with the various teenager problems taken from real life (Appendix A). Assign one situations to each group. One student in each group should role play/read the text as if s/he is that person others have to suggest him/her an advice, suggestion. Make them use the phrases you wrote on the board. Also, support your suggestions using the phrases *Because...First of all...Besides that...What's more...*

For example, why don't you because I think....

Activity 2 (10 min.)

Think of how you could solve the problems below. Work in pairs taking turns to suggest solutions. Use the phrases on the board.

Problems:

You have just locked your car door and realised that you have left the keys inside.

You and your friends have just shopping and you're returning to the multi-storey car park. But you have forgotten where you left your car.

every morning you turn off the alarm, go to sleep for another hour and then you are late for work. You might lose your job.

You have just arrived at the airport and realise that you have left your plane ticket at home.

You invited one of your best friends for a meal yesterday evening, but she said she would be too busy at work. So, you decided to go out alone. You saw her with another friend going into the cinema.

Activity 3 (10 min.)

Work with a partner. You have to spend one year alone on a desert island. There are a number of certain rules:

You can only take eight things

You have to complete a project there

You can only keep contact with two people while you are there

You need to raise money for your adventure before you go

Talk about how you would fulfil each of the above rules. Discuss what you would do and how you would survive the time there. Give each other's suggestions.

Appendix A: Teenage Problems: Texts

For Friendship or Love?

I'm one of those guys who have "the quite normal" problem: I'm in love with a girl, but I don't know what to do. I have already had a crush on some girls, never with any success, but this is something different. My problem is actually that I'm too cowardly to tell her anything. I know that she likes me and we're very, very good friends. We've known each other for about three years, and our friendship has constantly become better. We often get into quarrels, but we always make up. Another problem is that we often talk about problems with each other, and so I know she is having problems with her boyfriend (who I think is no good for her). We meet almost every day. We always have very much fun together, but is it really so difficult to love someone who has been a good chum to you until now?

Male, 15

Please help me and My Family

My family doesn't get along. It's like we all hate each other. It's my mom, my two brothers, a sister and me. I am the oldest. We all have certain problems: My mom wants to quit smoking so she is really stressed out. I am really selfish (I just can't help it). One of my brothers is too bossy. He thinks he is better than the rest of us and that he is the only one who helps my mom. My other brother is kind of abusive and depressed. He always starts fights and he's really spoiled (my mom doesn't yell at him for doing things wrong and when she does, he laughs at her); my sister (who's 7) makes messes and doesn't clean them up. I really want to help because I don't like being upset all of the time and having everyone hate everyone else. Even when we start to get along, someone will say something to upset someone else. Please help my family and me.

Female, 15

Hates School

I hate school. I cannot stand my school so I skip it almost every day. Luckily, I am a smart person and I'm in all of the advanced classes and don't have reputation as a rebel. Only the people who really know me know about my strange feelings. My parents don't care - they don't even mention it if I don't go to school. What I end up doing is sleeping all day and then staying up all night talking to my girlfriend. I get behind in my work and when I try to go back to school I get a bunch of crap from my teachers and friends. I just get so depressed when I think about it. I have given up on trying to go back and now am considering dropping out altogether, but I really don't want to do that because I realize it would ruin my life. I don't want to go back at all but I also don't want it to ruin my life. I am so confused and I have really tried to go back and just can't take it. What should I do? Please help.

Male, 16

APPENDIX 9: Transcripts of the pre-test

PRE TEST RESULTS OF THE EXPERIMENTAL GROUP

(The beginning of the dialogues, which are marked bold are composed by the instructor. The participants just continued those dialogues. Italic and bold words are conversation gambits.

Wrong use of conversation gambits are underlined. Duration of pauses are shown in

parentheses. There are two types of pauses: filled and unfilled. Filled pauses are indicated by “erm”, “err” and “mmm”.

*The grammar mistakes the students made in their speeches were not corrected. Hesitations and false starts were given in the following way: e.g. I wa I want to say)

Participant 2: Hey Beckie, do you have a plan for the weekend?

Participant 1: This weekend? Well, I have not thought about it yet

Participant 2: What about (i.e. *going to the cinema, playing tennis*)? going to the cinema?

Participant 1: Mmm (0,7) I know he likes me but but I don't. What should I do?

Participant 2: Mmm. No, no.

Participant 1: I have a head ache so I can't watch a film.

Participant 2: Oh, err (0.5) ***what a pity!*** Err (0.6) ***get well!*** Err (0.6) what (2.0) err (0.5) ***What about playing tennis?***

Participant 1: I had a head ache (1.0) and (2.1) sorry.

Participant 2: Mmm (3.0). I am sorry.

Participant 1: Participant 2, I know you love me, but (0.5) but I don't. You are handsome, you are attractive, but (2.0) I'll do a care. And we will watch it.

Participant 2 (errr) (1.0) I (1.0) understand you. Thank you for (errrr) (2.1) politely (1.5) (errr)(1.0) politely (2.5) talking.

Role play 3

Participant 2 : Hi, Mary.

Participant 1: Hi! How are you doing? I've heard that you got married. How is itgoing?

Participant 2: Thanks fine. Yes, it was last September. Everything has changed since then. First of all

Participant 2: life is **erm (1.5)** easy. Becau because (0.4) my husband is very polite, err (0.7) helpful and attractive man. What about you?

Participant 1: Mmm I am a single (0.6). *I think* this is better (0.5) than (1.0) than...

Participant 2: Why? Why?

Participant 1: **Because** (0.5), for example, err (0.6) if I do, if I want to do something lonely I can, but you can't (2.4) if you want (0.6) you want do something (0.5) with your husband.

Participant 2: **Oh**, (errr)(2.0)I enjoy with him and I love him (errr)(1.0) I (0.5) love (asking the Instructor to help her to find the meaning of the word in English) (17.0) I

love (1.0) spe err spend time with him (3.0) Maybe errr (2.0) this future err (2.0) I will have (0.7) little children.

Participant 1: **I think** it is boring.

Participant 2: Why? **Why not?**

Participant 1: **Because** children (3.0)

Participant 2: **Yes, (err) (2.5)** if I (1.0) err (0.8) if I were mom err (1.0), I err (4.0) we have err (1.1) another problem (0.5). err (2.6) a lot of problem...

Participant 1: **Yes, but** being single you are (1.0) you are

Instructor: **To sum up**, what are the advantages of being married? (7.2)

Participant 2: Life is easy err (2.9) enjoy with him or her.

Instructor: **Ok**, you said that he is helpful. Participant 1, your advantages? (11.7 sec.)

Participant 1: **Ok** Participant 2 (0.5), **for example**, you met another boy and (2.0) you love him (0.5) very much. (2.0) What would you do? You have husband, you have a child

Participant 2: Mmm (0.7) I try (0.3) to talk (0.5) him about it (2.1), but (errr) (2.0) I try (1.0) to I try (errr) (3.2) err (2.0)

Instructor: you said "another boy"? (8 sec.)

Participant 1: **Yes, for example** (0.6), she she loves another boy (0.3) and but she she married.

Instructor: After she get married? I think she wouldn't do that. (8.0)

Participant 2: **Its maybe**

Participant 1: **but** (0.3) if I were you it is not problem, **because** I have (0.3) I haven't a husband (0.3). I am single.

Role play 2

Participant 2: Berke, what is the date today?

Participant 1: 10th of May? Why are you asking me?

Participant 2: Don't forget about mum's birthday!

Participant 1: Oh, I was about to forget it, if you hadn't remind me. Haven't we decided to buy a present together, yeah?

Participant 2: Thanks God! You at last remember it! So, what shall we buy?

Participant 1: Mmm, I thought of a new dish washer.

Participant 2: Mmm (0.7). **No**.

Participant 1: Why?

Participant 2: Yaa (laughing) err (2.0) err (0.5) may (be) **I think** (0.5) we err (2.0) will buy a ring, ring (0.5) for her.

Participant 1: Mmm (0.3). *I think* its nonsense (2.2). **Because** ring is (0.3) only for look beautiful, but a dish washer is necessary for mom my mom.

Participant 2: **Yes** err (0.4), **but** err (2.3) err (0.7) he decides he decided err (0.8) to (0.3) buy a new ring (0.3) yesterday.

Participant 1 : **Oh!**

Participant 2 Err (1.3) yeah. Err **I think** we err (0.3) will buy it.

Participant 1: **I don't agree with** you **because** (2.6) my mom hates (0.8) hate wash dishes in hand (0.5). Mmm (0.4) **so**, I wish to buy a new dish washer.

Participant 2: **That's true. But** err (0.6) it's very expensive.

Participant 1: Ring is most expensive (1.4). Especially diamond (0.4) diamond er (0.5) ring is so expensive.

Participant 2: Mmm (0.6). We didn't we didn't err (0.7) to (0.5) buy diamond (1.2). **So**, (2.0) silver.

Participant 1: Silver is so basic.

Participant 2: Mmm (2.0). **But** err (0.7) he (0.3) likes it and err (0.8) he err (0.6) want want to buy it. **So**, we err (1.0) so **I think** we buy a new ring about her because (0.4) **because** (0.9) it err (0.8) her birthday. It didn't (0.6), *pardon* (in Turkish) don't err (0.5) our birthday.

Participant 1: Hmm (2.7). I know (0.4) I know she want a new ring, but she she want a diamond ring (1.2). We we can buy silver ring and it's (0.5) so bad.

Participant 2: **I think** dish washer (2.0) err (1.7) dish washer is (0.7) will be bought (0.4) by err (1.1) our fathers.

Instructor : Good idea!(1.2)

Participant 1 Err **I think** [laughing] I think (0.4) you, me and our father (0.7) should should (0.5) buy a new dish washer.

Role play 3

Participant 4 : Hi, Mary.

Participant 3 : Hi! How are you doing? I've heard that you got married. How is it going?

Participant 4: Thanks fine. Yes, it was last September. Everything has changed since then. First of all

err (0.7) you have a house with (0.3) a pretty house. And you err (0.4) your furniture that you chose (0.3) I chose my furniture with my partner, and that was very funny (0.4), but sometimes tired. Err (2.1) you can (0.5) err(1.0) you (0.5) don't want to (0.3) you don't want to live err (0.4) a single er (0.5) forever (0.7) and you (0.7) you can want (0.4) you want to (1.0))err (0.7) you want to have a partner (1.1) err.. (insrtuctor interferences: a husband (0.4) a husband. And (0.8) the (0.4) marriage (0.5) is (0.3) the (1.0) mmm (0.7) interesting (0.4) and funny (0.4) **because** (0.7) err (1.1) in a bad situation you have a (0.5) err (10.5) you have err (0.5) you have a husband (0.4) and some errr(1.2) and (0.7) first funny or (0.6) funny thing that (1.1) you (0.4) you have a you can have a child (0.7), pretty child (0.8) and can grow up..

Participant 3: **I want to say something. I don't think so.** Errr (0.3) you can do (0.3)errr (0.3) you can do this if you are (0.5) if you are single err (0.6) when you are single. **Because** (0.3) err (0.7) when you are married (0.3) you don't (0.6) err (0.4) err (0.3) you (0.3) you can't do anything err (0.5) because of your husband. I thi(nk) I know (0.3) I know especially Turkish men (1.8) can't (0.4) can't want to do (0.5) something. (1.3) "You can't do err (0.5) you can't do that, you can't wear, you can't go, you can't talk to other man" err (0.6) **I think** he he say, he will say you (1.3) and err (0.7) you said you said that you (0.4) "I have a (0.3) I have a house". Err (0.7) when you are single you can (0.3) you can buy a house and you can you can buy furniture err (0.8) furniture and like this, like this. You can you can buy lots of things (0.6) like this (1.0). And err (0.5) you can err (0.4) you can say that I have a I have children and grow up me (0.8). And we can (0.5) we can err (1.1) say and love like little children, who (0.5) who does (0.3) who don't have who don't have any house and mother, father. (0.6) You can love and you can help them (0.4). When you are (0.3) when you are single you can help them. If you are married maybe your husband err (1.8) don't err (1.1) don't (2.9) allow you. And mmm (1.3) he (2.6) can forbid something err (1.1) not something but everything **I think. Because** they are very err (2.3) (asking for a word) (4.0) jellous.

Instructor: What about your husband? Does he allow you...(4.5)

Participant 4: Err **yes, because** (0.5) we are talk to each (0.7) each other. And what (0.9) I want (0.6) to do er (0.4) he allow me.

Instructor: Ok, that's great! Thank you very much. (4.9)

Role play 4

Participant 3: Hey Beckie, do you have a plan for the weekend?

Participant 4: This weekend? Well, I have not thought about it yet

Participant 3: What about ... (i.e. *going to the cinema, playing tennis*) going to the cinema?

Participant 4: **Oh** (1.7) *well*...

Participant 3: Maybe a new film. Maybe you will you will like that.

Participant 4: Err (1.5) going to the cinema is err (1.3) err I can't go (0.3) with you **because** I have a err (1.1) a meeting (1.2). **So**, (1.5) I can't go (0.3) with you.

Participant 3: Maybe we can (0.3) we can play tennis (0.4) with (0.7) we can play together. And **I think** you like that **because** playing tennis is err (1.0) is good for (0.7) teen ager like us.

Participant 4: Hmm (1.2) sorry about. I have a pain err (0.5) from my leg. **So**, I couldn't, can't err (0.7). the

Participant 3: **Yes, but** we can play tennis because we can only stand (0.3) and your arm (0.9) your arm play (0.7) playing tennis (0.5). You can you can you can't (0.6) you don't need err (0.7) both jump and run.

Participant 4: **But** I don't like ... (anlamadım) **because** (0.6) there is no action (0.6). It (0.4) doesn't (0.3) funny.

Participant 3: Yeah I have just remember err (0.6) these days book exhibition and (0.7) and you like err (0.5) book and reading book (0.5). Maybe err (0.8) we can go and we can buy books (0.7) which I err (0.7) which you like.

Participant 4: Err (0.9) **I think** (0.7) you mention about (1.2) the book exhibition that I went on before (0.5). Sorry (0.6), I can't.

Participant 3: **Yes**, err (0.5) last weekend a group of "Synchy ????" came came (0.4) to our city and they are going to (0.4) have err (0.9) concert this weekend, and they are really good, a Synchy, group of "Synchy" (0.5). Maybe we can go and (0.4) have any good time.

Participant 4: Err (0.4) I (1.2) err (0.4) my err (0.7) it is too late (0.4) for me. And I have also a boyfriend. And he don't let me.

Participant 3: Oh, we can go together (0.5)! Your boyfriend, you and me [laughing] (7.0). Its not important for me.

Participant 4: **Oh, but** (0.5) it is important. I err we have a (0.3) a serious err (1.3) communication (0.6). And (1.4) **also**, my (0.3) family err (0.7) didn't let me (0.5). So, I (0.4) I want (0.3) I don't want to err (1.1) you ticket have but I can't go with you.

Participant 3: **Oh (0.3) what a pity!** (0.9) Maybe I can (0.4) I can talk to your father and mother, also your boyfriend. We can (0.5) yes maybe we will have good time, you will have a rest time (1.2) Yeah, **maybe not interesting, but...**

Participant 4: I don't want to err (1.5)...

Participant 3: Hmm.

Role play 1

Participant 3: Daddy, I decided to be a belly dancer.

Participant 4: A belly dancer?! I don't believe my eyes! What have you think?

Participant 3: Yeah, I have err (0.8) this idea have (0.6) been err (0.5) in my mind when since when I was a child. And I like (0.5) I like this job and I want to be a belly dancer. **Because** err(1.1) the belly dancer is (0.4) very important for me. (1.5) And if I do (0.4) I do this job I will (0.4) be myself.

Participant 4: **You know** (0.4) I want to be your (0.5) I want to you to be an economist (0.5). And (0.5) err (1.6) I (0.3) I thought bad point (0.9) about belly dancing. Do you know that.

Participant 3: Yes I know err (0.8). There are lots of advantage, opportunity and chance. Err (1.7) but **I think** (1.1) **first of all** err(0.5) you can (0.4) have a go(od) a healthy body and fit body (0.7). Err also err you can only (0.6) err (0.4) there is err(0.4) only (0.5) there is only me (0.5) in stand. And I can show myself (0.3) err (0.8) I can show myself with dancing. And belly dance is err (0.5) good for (0.8) showing myself. And I have chosen, I have chosen that.

Participant 4: **But** you have to travel abroad and you have to work err (0.3) at night for the years and (0.4) you can also to be fit doing sports (0.3) you (0.4) don't have do this. And err (1.5) econo ...you have to think a real work, to be an economist is err (2.0) to be an economist (0.7) if you want you can err (0.3) you have a you will have a enough money and you (0.4) do everything what (0.5) you are want.

Participant 3: **You are right. But, I don't think so. Because** err (0.9) I want to be a fir(st) I want to be the first and the best. If I am (0.4) the best and the first I will have lots of money. And I can travel around the world (0.4) because of concert. And I

will I will have a concert and I will go there. **So**, I will also travel and show also show and showing myself. I (1.5) I will I will do with them.

Participant 4: **You know** mmm (0.9) if you were the best and the one err (0.8) the best (0.6) people err (0.5) don't want to be a payment you (0.7) you can err (0.6) you can err (1.3) harm (0.5) you. And (0.6) I want to I can't bear it. And also I don't want to be regret about it. And you have a you (0.3) think about that. And you can see or you can meet a belly dancer and economist. Err (0.7) I want to do this **because** you (0.7) I want to you err (0.9) to see bad and good point from her from them.

Participant 3: Yeah, I have err (0.4) I have searched err (0.6) good and bad things (0.4) about economics. And I have chose I choose a belly dancer. And there are lots of err (0.4) bad things in everywhere (0.3) in economist err(0.8) job and belly dance. **But** I will do this. Err (0.8) I do I don't (1.0) I don't allow err (0.5) me to harm I don't allow you them allow me to harm me **because** (0.9) I have (0.5) I have grow up grow up I have grow up. And I know everything (0.5), not everything but (0.5) I have some teaching (1.2), **but** I err (1.1) I don't know like that. **So**, they don't I don't allow them to do that.

Participant 4: This is your life and this is your choices. If you want to this err (3.0) very belief. And (0.5) I don't (0.9) err (1.0) I tru I trust you and (0.3) I want that you will be (0.4) err (1.1) good (0.7) for err (0.8) good in your job.

Participant 3: Don't worry about that. I will be err I do my my job which which I like err (0.4) çok iyi.

Role – play 1

Participant 10: Daddy, I decided to be a belly dancer.

Participant 5: A belly dancer?! What do you say?

Participant 10: Err (0.4) daddy, I want to be a belly dancer.

Participant 5: Why?

Participant 10: Err if if I will be a belly dancer I will earn more money (0.4) maybe (0.8) will be first class and (0.5) I go I will buy a new house for you mother.

Participant 5: **No**, I (0.4) we don't want (1.2) to (0.5) come from belly dancer (0.8). **I don't believe it** (1.1). Err (1.3) if you (0.7) if you are a belly dancer someone will touch you, they err they will disturb you.

Participant 10: Not important me.

Participant 5: What! What!

Participant 10: Err I can't bear an economist. [6.0 laughing] Not important for me.

Participant 5: Oh, will you make me wonder (1.0)? **I don't believe it!**

Participant 10: **Come on!**

Participant 5: You don't make it, you don't (0.3) you can't make it (1.3). **But** (0.8) I want you to go to university (0.5) as an economists (1.3) and (1.0) err (3.0)

Role – play 3

Participant 10: Hi, Mary.

Participant 5: Hi! How are you doing? I've heard that you got married. How is it going?

Participant 10: Thanks fine. Yes, it was last September. Everything has changed since then. First of all *First of all* my life, my new life is better other lives other life (1.1). And I can eat all food (1.8) and everywhere (0.6) I went. My wife (1.2) go walking. And we can especially Sunday we go for the picnic.

Participant 5: Walking? Walking is very boring.

Participant 10: Not boring for us.

Participant 5: **You should** have a regular life

Participant 10: Mmm

Participant 5: **Oh! (0.4) I don't believe!**

Participant 10: What about you?

Participant 5: I can stay outside until midnight (1.5). Its very enjoyable.

Participant 10: **Maybe.**

Participant 5: And also(0.5) nobody disturb me. Nobody interfere my life(1.7) nobody interfere my life(0.9). I want to do (0.4) whatever err (0.7) I want to go (1.9) al sorry, I always go wherever (0.5) and not at times

Participant 10: **Yes.**

Participant 5: **Ok.** Do you have a you you have a ring?

Participant 10: Yes its my its my favorite ring.

Participant 5: Oh, its disgusting (1.0). Oh (1.7) **I don't believe it.**

Participant 10: And my wife...

Participant 5: Is this silver or gold? Gold?

Participant 10: Its gold .

Participant 5: **Ok.**

Participant 10: nd my wife is pregnant. *My...*

Participant 5: **Oh!**

Participant 10: My baby is coming.

Participant 5: **Ok** (1.1) Ah, **very good! But** I'm I don't want a child. Because child children (1.0) errr (0.4) cry (0.5). Children always cry. Waaa- waaa—waa.

Participant 10: Maybe one day you will have a baby and ..

Participant 5: Mmm (0.8). Yok, yok [laughing] (2.6) I can't bear it! I can't bear it (0.7)! It's very boring! It's disgusting children (1.4)! I (0.3) err (0.4) **I believe** children (0.4) are very pretty (1.0). Yes, I agree, but (0.5) they cry. And I can't bear all of them.

Participant 10: Mmm. **I'm sure** if you will have a baby you won't say that.

Participant 5: **No, I don't believe it!**

Role – play 4

Participant 5: Hey Beckie, how are you?

Participant 10: Not good. I have a new house in the street.

Participant 5: Beckie, do you have a plan for the weekend?

Participant 10: This weekend? Well, I have not thought about it yet

Participant 5: What about going to cinema?

Participant 10: Hmm (1.3), **I'm sorry** I have some works in my new house.

Participant 5: Next weekend?

Participant 10: Hmm (1.0).

Participant 5: Do you have a spare time?

Participant 10: My family and my friends (0.3) will visit me.

Participant 5: **Oh**, I want to do something together (2.0). Oh (0.4), don't do it!

Participant 10: Err (2.0) I have got a boyfriend and my boyfriend

Participant 5: **Really?**

Participant 10: Yeah. I'm I meet him (0.4) last Sunday.

Participant 5: **I can't believe it! I don't believe it!**(1.5) It isn't true.

Participant 10: But its true.

Participant 5: **It can't be true!** (*overlaps*)

Participant 10: **But** its true.

Participant 5: **No, no** (0.3). Ok (0.4), when did you meet (0.6) meet him.

Participant 10: Er (1.0) I said last Sunday.

Participant 5: How did you meet (1.8)? Or where did you meet?

Participant 10 Err (0.6) in night club.

Participant 5: **Oh.**

Participant 10: I tried something and (0.8) he (0.6) came (0.8) and (0.6) sat down (2.3) talked about and we ..

Participant 5: **No**, no, no.. **I'm so shocked. I can't believe it.**

Instructor: Will you go to the cinema with him?

Participant 10: I can't [1.0]. **Because** err my boyfriend will angry me.

Participant 5: I like you very mu I like you very much.

Participant 10: **But** I can't.

Role play 2

Participant 7: **Berke, what is the date today?**

Participant 6: **10th of May? Why are you asking me?**

Participant 7: **Don't forget about mum's birthday?**

Participant 6: **Oh, I was about to forget it, if you hadn't remind me. Haven't we decided to buy a present together, yeah?**

Participant 7: **Thanks God! You at last remember it! So what shall we buy?**

Participant 6: **Hmm, I thought of a new dish washer.**

Participant 7: **Its a good idea**, but we have to buy another thing for this...

Participant 6: How much, how much (1.0) have we got?

Participant 7: I've got err (1.1) forty err (0.5) forty dollars. And how many have you got?

Participant 6: I've got (0.3) fifty dollars.

Participant 7: Mmm (0.4). We have got...

Participant 6: We have got 90 dollars.

Participant 7: Hmm, what can we what can we...

Participant 6: *We can we can buy a new new ring (overlaps)*

Participant 7: Ring (1.4) **I think**, err (1.4) my dad err (1.1) my dad must buy it. **Because** we are err(0.5), we are her child err children only and he is her err (2.8) husband (1.0). And **I think** he err must do it

Participant 6: We al (so) we can also buy a new err (5.0) trainers

Participant 7: **Oh**, trainers(1.4)?! **I think** its good **because** err our mom err (1.1) starts err (0.9) sports err (1.4) training err (0.5) and he need he need to the needs to this. And we can buy(1.4). Trainers is a good idea (1.0). Err (1.6) also (4.0) and we

have got 90 dollars and trainers err(1.5) Asking for a word (12 seconds) cost approximately 90 dollars. And we decided..

Participant 6: **Yes, Ok** we decide...

Instructor: So, you decided to buy trainers?

Participant 7: Trainers.**Yes.**

Role play 3

Participant 7: Hi, Mary.

Participant 6: Hi! How are you doing? I've heard that you got married. How is it going?

Participant 7: Thanks fine. Yes, it was last September. Everything has changed since then. First of all...

err (2.4) I have err I have err a regular life I have a regular life and errr (1.6) I (1.0) I can eat err (0.7) delicious food everyday (3.0). Err (0.9) then err (4.3) err I am responsible for something err (0.5) for a lot of somethings (0.8) err (0.4). **So** err I (0.9) have I have err (2.4) more than err (3.0) more than single life (1.1). And (3.1) what about you?

Participant 6: I err (0.3) I spend my money whatever I spend my money whatever I want (0.7). And I have (1.0), I haven't got mu(ch) so much responsibilities. (5.8) I (1.1) I stay outside I can stay outside (1.6) long time, till midnight.

Participant 7: You can go out (2.0) until midnight, but (1.7) I (1.1) could, I could err (1.2) I could err (1.4) [asking for a word (14 seconds)] do it also **but** err (2.2) since I married I have married err (1.4) I (0.7) go out with my wife err and this is this is very err more than more (1.2) more err (eğlenceli neydi) enjoyable than err (2.1) yours (4.7). And I..

Participant 6: I can go (1.9) I can go outside (0.9) all friends (0.8), not err (1.3) single, not woman (0.8), **but** all friends (2.3) all friends. And (2.6) my life is very good, too. **Because** (1.0) err (5.1) because I am (0.9) I am going to school and I have (1.2) I have homeworks.

Role play 4

Participant 6: Hey Beckie, do you have a plan for the weekend?

Participant 7: This weekend? Well, I have not thought about it yet.

Participant 6: What about to going to the bar or having to drink?

Participant 7: Err (1.3) I , I can't [yaa simena diyecektin ya] (3.1) I can't, I, I won't come err (0.5) *because* my dad err (0.5) not let, not want let me err (1.0) to go to the bar. Err (0.5) and errr (1.5) I don't like alkol (alcohol). And *but* er (2.1) alkol sells er (1.1) are (3.0) not very good and I can't come.

Participant 6: **But** you can drink cola and...

Participant 7: If (1.5) if I err (0.5) if I goes I I won't drink a cola and (1.6) bla-bla **because** (2.4) if you are at bar you (1.3) you have to drink alkol. And if you don't do it err (0.5) everybody (3.0) look everybody looks you *salak* (2.0) and *sey* "she she (2.8) she come here err (0.4) to drink cola!"

Instructor: And will laugh at you?

Participant 7: **Yes**, yes.

Participant 6: What about going to the theatre?

Participant 7: Err (0.8) I really like er (0.8) theatre err I don't like watching theatre. I like er (1.0) I like watching films and not at the cinema but at home.

Participant 6: **Ok**, ok. What about (7.0) what about (2.5) going to going to my home with your friends, with your girl friends (0.4). *Ama* with your friends *dedim*..

Participant 7: Which friends?

Participant 6: Girl, girl friends. Girl friends and...

Participant 7: **Maybe**, *but* er (1.5) I asking for a word [8.0], I must (1.1) I told I must talk to it my friends and if they if they er (0.7) come, if they want to do, want to come (1.0) and we can , we can come.

Participant 6 **Ok**.

Role play 2

Participant 8: Berke, what is the date today?

Participant 9: 10th of May? Why are you asking me?

Participant 8: Don't forget about mom's birthday?

Participant 9: Oh, I was about to forget it, if you hadn't remind me. Haven't we decided to buy a present together, yeah?

Participant 8: Thanks God! You at last remember it! So what shall we buy?

Participant 9: Hmm, I thought of a new dish washer.[24.0]

Participant 8: Dish washer?

Participant 9: **Yes**.

Participant 8: We have a dish washer.

Participant 9: **But** its an old.

Participant 8: Although it's an old (0.3) it works.

Participant 9: Hmm (1.0). **You are right** (0.3). What are you thinking of buying.

Participant 8: I want to buy a ring.

Participant 9: A ring?

Participant 8: Yeah.

Participant 9: What kind of? Gold or silver?

Participant 8: Of course gold.

Participant 9: **But** it's an expensive I think.

Participant 8: I saw yesterday.

Participant 9: How much does it cost?

Participant 8: It costs about (0.6) a hundred and twenty Turkish Lira.

Participant 9: I have got fifty Turkish Liras only.

Participant 8: I have sixty Turkish Lira.

Participant 9: Hmm (0.6) we can't buy.

Participant 8: We can't buy a dishwasher, too.

Participant 9: Do you have a credit card?

Participant 8: Yes I have.

Participant 9: Why don't you why don't you tell that you have credit card before?

Participant 8: I don't remember.

Participant 9: Do you remember it now.

Participant 8: **Yes. Because** its mom's birthday.

Participant 9: **You are always right.** I don't want to discuss it with you (0.3). Let's go and buy a gold (0.7) ring.

Participant 8: **Ok.**

Role play 3

Participant 8 : Hi, Mary.

Participant 9 : Hi! How are you doing? I've heard that you got married. How is it going?

Participant 8: Thanks fine. Yes, it was last September. Everything has changed since then. First of all...

I don't like being alone (0.3). And I have a regular life (1.1). I can go all an all day with my husband (0.6) and (1.0) I can do shopping (1.6). And (1.0) I invite our I invite to our friends for dinner (3.0). I can cook my meal (1.1) for my husband (1.7). I can I will iron err (1.6) clothes, my husband's clothes (0.8) and (3.0) I can, we can go, my husband and I go a luxury restaurant a week (1.7). And (3.4) and finally (1.3) I have a lot of responsibilities both for my home and (0.5) my husband.

Participant 9: ***I don't agree you because*** I don't have a lot of responsibilities. ***First of all*** I can get outside without a permission (1.3). Er whatever I do it is not non of your none of the other person's business (1.0). And I can go everywhere, nightclubs until midnight and I can go everywhere with a lot of kinds of girls (3.1) if I am single (1.8). And err (4.2), ***but*** (0.8) I like to cook my meal myself. It isn't difficult and I have to iron my clothes (5.1). And then er (2.4) I can go on holidays to my friends and I enjoy (0.4) being for them (1.6). And err (3.2) ***I think*** being (0.8) being a single has more advantages than being married.

Participant 8: ***Ok, I agree with you.***

Role play 4

Participant 9: ***Hey Beckie, do you have a plan for the weekend?***

Participant 8: ***This weekend? Well, I have not thought about it yet.***

Participant 9: What about to going to cinema? [12.5 seconds]

Participant 8: Which film?

Participant 9: "A nightmare of the ...???"

Participant 8: ***Oh, sorry.*** I have just (0.4) watched it yet watch it.

Participant 9: What a ***what a shame. What about going*** to shopping center?

Participant 8: Err (1.2) I have, I haven't (1.2) I don't have enough money.

Participant 9: I can buy whatever you want.

Participant 8: ***Oh,*** I can't accept this.

Participant 9: ***What about err (1.5) going*** to the party, going to my cousin's party.

Participant 8: When do you think get home.

Participant 9: Err (1.4) at about (0.5) nine o'clock.

Participant 8: I have to be at home.

Participant 9: Of course I see. **What about going** to restaurant?

Participant 8: **Oh, sorry** (0.3). I'm on diet.

Participant 9: You can eat light food.

Participant 8: I only drink water.

Participant 9: That's why?

Participant 8: I have to be thin thin until July.

Participant 9: Until July (3.9). Do you have receipts?

Participant 8: **No (0.8), but** I drink only water.

Participant 9: Do you accept to go to restaurant with me?

Participant 8: **Ok, err (1.0) but** (0.9) I am going to drink only water.

Participant 9: **Of course**, err (0.8) I'm going, too, only water, too.

Participant 8: **No**, err (1.3) you can eat something.

Participant 9: **But**, when I can, when I eat something you have to eat something, too.

Participant 8: **No** (0.7). Really you can eat.

Participant 9: I don't want to eat.

Participant 8: Bana ne? Hmm...

Participant 9: **Because** you because you drink only water.

Participant 8: **Ok**, you know.

Participant 9: **Ok**. That's not problem.

PRE-TEST RESULTS OF CONTROL GROUP

Role play 4

Participant 1 Hey Beckie, do you have a plan for the weekend?

Participant 2 This weekend? Well, I have not thought about it yet

Participant 1 What about (i.e. going to the cinema, playing tennis)? ... going to the cinema?

Participant 2: Erm (1.8) I am not not going to cinema. Err (1.3) I am playing tennis err (0.7) to my friends.

Participant 1: *Oh* (1.7), with your friends? Can I (0.8) see you and your friend (1.3) and maybe we can go to eat something (0.6) together.

Participant 2: Mmm (1.4) I'm eating (1.0) err (0.9) something with my girlfriend.

Participant 1: *Oh (1.0), nice*. Err (1.8) can I join you (0.5). Maybe we can talk something (1.2) err (0.8) and (0.5) I can get you home.

Participant 2: Mmm (0.4). **No** mmm (2.7) mmm (10). Err (3.0). After err (0.8) eating something err my mother err (4.7) I (0.5) visit my (0.8) grandmother.

Participant 1: **Oh (0.5), nice** (1.4). Err I can take you to your grandmother.

Participant 2: Err (0.4) my father get me to my grandmother. [4.4]

Participant 1: **Oh, really!**

Role play 3

Hi, Mary.

Hi! How are you doing? I've heard that you got married. How is it going?

Thanks fine. Yes, it was last September. Everything has changed since then. First of all...

Participant 2 first of all erm (1.1) I (0.6) met err (0.3) my boyfriend and err (0.8) we got married.

Participant 1 Why? You can enjoy while err (1.8) while you're err (1.0) [çıkamak neydi] while you are dating (1.0). You wouldn't have a regular life, and you can go pub err(0.9) disco and (0.5) theatre (0.8). You are more free than you are married. (4.0)

Participant 2 Anlamadım ki.

Instructor: Ok, paraphrase your statement, please.(1.5)

Participant 1: **Ok** (1.1), while you are married err (0.4) you can enj more enjoy than err (0.6) you are err (0.5) married **because** (0.5) you are more (0.6) irregular time, irregular life style than err (1.1) you are married (0.8). You (0.9) can go outside, you can go out to disco and theatre. (4.5)

Participant 2: Mmm (3.6). I err went too with my err husband. Err (3.2) go işte (1.7) I go theatre err(0.8) with my husband.(2.3)

Participant 1: Yeah, you can go. **But** err(1.1) every married err (0.4) couple has more regular time. **Because** you have more houseworks and he came from err work and when he tired and (1.0) life become more monotone. And err (0.7) life err (0.8) life (asking for a word 6.0 sec) life err (1.1) lose its fun.

Participant 2: Err my husband loves err (1.0) make houswork err (0.8) with me. Err (3.0) err (0.3) and err (4.0) I don't have err (3.5) tired. **.(4.1)**

Participant 1: **But** err(1.0) think. You want to go outside err (0.7) late, you have to ask your err (1.0) husband first. **But** I (1.0) don't need do that. **Because** I'm single and I'm not err (2.0) any forced to someone (3.0). I can do everything (1.0) free (2.3).

Instructor: You can also say advantages of being married. you can give exaplmes.(9 sec)

Participant 2: **I think** err (1.0) being married has more err (0.5) advantages than being single
err (0.3) **because** err (0.3) you have errr you have children and err (1.0) you are
happy.

Participant 1: **Come on!** You can get the baby without married (1.0) marriage (1.2). Its not a
problem. Err if you like children err (0.4) so much you can go a nursery school
so errr (2.4) love err (1.5) take care to take care them.

Role play 2

Participant : Berke, what is the date today?

Participant 1: 10th of May? Why are you asking me?

Participant 2: Don't forget about mom's birthday?

Participant 1: Oh, I was about to forget it, if you hadn't remind me. Haven't we
decided to buy a present together, yeah?

Participant 2: Thanks God! You at last remember it! So what shall we buy?

Participant 1: Hmm, I thought of a new dish washer.

Participant 2: Hmm (0.8). I thought err (1.2) of a ring.

Participant 1: Why? Its err (0.3) more expensive and (0.7) it doesn't help my mom.

Participant 2: Err **because** we have a new dishwasher.

Participant 1: **Come on!** Err (0.7) they (1.1) they sell err (0.9) a new dishwashers. Err
(0.8) washer err washes err (1.3) more faster and more cleaner (1.1). She
need it.

Participant 2: **But**, err (0.8) my mother err (1.5) don't have a ring.

Participant 1: **Come on!** A burglar can burglar steel it (0.7). **But** can you imagine that a
burglar can err (1.3)carry a dishwasher (2.7). **So** (0.4) if it is thought (1.2)
all of my presents (0.5) the bests.

Participant 2: **I think** errr (0.9) my father helps me.

Participant 1: **Come on.** We buy it (1.6). My father doesn't. (7.0)

Instructor: tells that they can offer another presents also. (17 sec)

Participant 2: Err (0.7) shall we buy a (1.0) shoe?

Participant 1: Shoes?

Participant 2: **Yes.**

Participant 1: Like what? She has all lots of shoes (0.4). She doesn't need it. (5.6) you will spend more money for shoes its very small but (0.8) a dishwasher is bigger than and more err (1.3) cheap more cheaper.

Participant 2: **I think** a ring is more cheaper than err (1.1) dishwasher.

Participant 1: Are you sure (4.0)? It's the most expensive accessory (1.2). Do you know it (3.0)? Ecpecially diamond rings (2.2 sec)

Instructor: How much does it co does it cost? The ring, which you are plannign to buy? (7.3)

Participant 1: Diamond rings err (1.1) cost two thouthand dollars.

Instructor: Yeah? What about dishwashers? (3.0)

Participant 1: Its (1.2) most most err (1.1) approximately err (0.8) five hundred dollars (1.9). We can buy her err (0.3) four dishwashers err (1.0) to price of a ring.

Participant 2: Mmm **I think** err (0.5) we buy a mmm (0.8) silver ring.

Participant 1: Silver ring (1.5)? **Come on!** Do you err (0.4) like a silver ring to your mother (0.7) instead of a gold or diamond ring? (2.9)

Instructor: **gives clues to the student B (Guntem)11 seconds**

Participant 2: **asking for a word (5.5)**

Participant 2: **I think** a ring is err (0.7) more special than err (1.3) a dishwasher.

Participant 1: We are err (0.7) her childs (0.5). We don't need to buy a special things to her (0.5). My father can do that.

Instructor: Oh, so what you've decided to buy as a result. 9.2 sec

Participant 1: **Come on (0.5)!** A new dishwasher can help him (0.7) her (0.4), **but** ring doesn't do it.

Participant 2: **Ok.**

Role play 4

Participant 4: **Hey Beckie, do you have a plan for the weekend?**

Participant 3: **This weekend? Well, I have not thought about it yet**

Participant 4: [28.6] Mmm (0.6). What about going to the cinema [31.5 sec] on Monday (0.4) if you have work at the weekend?

Participant 3: On Monday, well (2.5), I will go, I will go to the theatre with my friends on Monday (0.3), sorry.

Participant 4: Have you got a plan the other day (0.5) the week?

Participant 3: The other day err (1.9) I haven't got a plan yet, but err (1.0) I don't know (1.0). Maybe I will have a plan.

Participant 4: **Ok, if we don't err go anywhere (0.6) this week, we can go next weekend. For example, we can go err (1.0) picnic go to the picnic.**

Participant 3: **Yes, maybe. But** I prefer to go to the picnic with my friends.

Participant 4: **Ok, if you don't** want to go just for with me I can come with you (0.5). We can go together with your friends (0.8). What do you think about it?

Participant 3: **Maybe, but I think** my boyfriend (0.7) angry with this.

Participant 4: **Oh**, I don't know you have a boyfriend?

Participant 3: **Yes, I have.**

Participant 4: **I can meet your boyfriend I have to err (1.8) know I want to know him.**

Participant 3: **But, I think (0.3) he doesn't want to accept you.**

Participant 4: **I think you are going (1.1) everywhere (0.3) with him.**

Participant 3: **Yes**

Participant 4: **Ok, but** if you have err (0.8) if you are (0.4) if you were alone some (0.5) some day I can go (0.3) together.

Participant 3: Err (1.8) if I (0.3) if my boyfriend err (0.7) comes I can go.

Participant 4: Err (1.7) does he (1.0) come everyday (0.8) or do you meet do you meet err (0.6) everyday with him?

Participant 3: So so (3.2). **Because** err (0.4) he is very enjoyable so I am err (0.6) its not boring err (0.8) being with him.

Participant 4: **Ok, but** mmm (2.2) if you don't want to go err (1.0) go out (1.0) with me I can come err (0.6) your your home.

Participant 3: **No, I think** my parents err (0.5) don't let this.

Participant 4: **Oh** (2.5), **I think** your parents err (1.0) enjoy me.

Participant 3: **Maybe, but ..**

Participant 4: I can meet with them.

Participant 3: **Maybe, but** () I'm not ready to do it yet.

Participant 4: I want to cry...

Role play 3

Participant 3: Hi, Mary.

Participant 4: Hi! How are you doing? I've heard that you got married. How is it going?

Participant 3: Thanks fine. Yes, it was last September. Everything has changed since then. First of all...

Participant 3: I have (0.3) very excellent husband.

Participant 4: **Oh, ok.** The first time it will be (0.6) good, but if you do maybe err (1.0) you are not (0.4) get on well with together.

Participant 3: **No,** I get on with him very well (0.4). So (0.3), **I don't agree with you.**

Participant 4: Mmm (1.0) **also** (2.5), **for example** if you want if you want to go where you can't go because err (1.1) maybe he don't want to let (1.2) you to go out.

Participant 3: **No** it isn't a problem for us. Err (0.6) **because** err (2.0) if I want to go somewhere err (0.8) I can go I can go (0.3). **And also,** errr (1.7) if we want to go somewhere we can go. So its not a problem.

Participant 4: **But** after this time you are you will have lots of err (0.4) responsibility **because** for example houseworks (0.3), cook (0.3). You are not alone now.

Participant 3: I have (0.3) I have responsibility now, **but** (0.4) it's not a problem because err (0.4) I am very enjoying err (0.9) while I I'm doing my my (0.5) housework. **So** it's not boring.

Participant 4: Are you working now (0.3) somewhere?

Participant 3: **Yes.**

Participant 4: **But** after work if you (1.0) if you have to mmm (1.0) do the housework it would be boring and err (2.0) tiring.

Participant 3: **Yes,** this **time I agree with you.** **But,** its not boring (0.8). Err (0.9) I work in in a company and err (1.6) when err (0.5) I go to the home err I'm doing my housework.

Participant 4: Hmm (1.1). err he (2.0) do you get on (1.5) with his frie family?

Participant 3: **Yes, of course,** they are very good people.

Participant 4: **Wow** (0.4)! I think their family love love to too much (0.3) children.

Participant 3: **Yes, err (0.8) but** I love them very much, too.

Participant 4: **Do you think**_err (2.0) do you want to have children in future?

Participant 3: **Maybe** in future (1.1). **but** not now.

Participant 4: **But if** you err have children in future err(0.8) you will have to be all time at home (0.6). **Also,** you have to leave your job.

Participant 3: It's not a problem (0.3). My children (0.5) is more important than my job.

Participant 4: **Ok**, the children are very err (0.6) beautiful, but in future after the children err (0.5) grow up they ha they would have a lot of problems. You have to er (1.0) deal with them.

Participant 3: **Of course**, I deal with them because err I'm their mother.

Participant 4: **But**, its very difficult. You have to mmm (1.8) be with them.

Participant 3: **Yes**, it's very difficult. **But** err I must do it.

Role play 2

Participant 4: **Berke**, what is the date today?

Participant 3: 10th of May? **Why** are you asking me?

Participant 4: **Don't forget about mom's birthday?**

Participant 3: **Oh**, I was about to forget it, if you hadn't remind me. **Haven't we decided to buy a present together, yeah?**

Participant 4: **Thanks God! You at last remember it! So, what shall we buy?**

Participant 3: **Hmm**, I thought of a new dish washer.

Participant 4: Mmm. **But** I thought to (0.3) buy a ring **because** when we went out with my mom err (0.6) she saw a ring (1.0). She err (0.8) liked it (0.6). What about you?

Participant 3: **But I think** a ring err (0.5) must be bought by our father.

Participant 4: **Ok, but** (0.8) do you think err (1.1) to buy a dishwasher but maybe it will be so expensive for us.

Participant 3: **No**, no. I I err (0.4) saw it. Err (1.3) it isn't very expensive.

Participant 4: **But**, now I don't have enough money.

Participant 3: I have got money and it's enough.

Participant 4: Mmm (1.3) so what we [interrupted 17.2 sec] **Ok, but** we have to buy a ring err (1.1) at this night till the evening.

Participant 3: **Yes, because** mom's mom's birthday is today.

Participant 4: **Ok**, shall we go out err (0.6) one hour later?

Participant 3: **Ok, but, I think** err(0.5) I we have to talk err (0.4) with father about the ring.

Participant 4: **Yes, you are right** (0.3). We will talk about it.

Participant 3: **Ok, but** mmm (0.8) you have to promise me if we (0.7) couldn't err (0.9) buy a dishwasher we will buy a ring.

Participant 4: **Ok.** I promise that.

APPENDIX 10: Transcripts of the posttest

POSTTEST RESULTS OF THE EXPERIMENTAL GROUP

Role play 1

Participant 3: How are you Participant 4?

Participant 4: Err **thank you**, and err (0.3) what about you?

Participant 3: **Thanks** err I am fine. Err (0.6) do you know, err (0.5) there is a party on Friday. And what do you do on Friday?

Participant 4: Err (0.8) I'm (0.5) I'm going to meet my mother.

Participant 3: **Oh, really?** Errr (1.1) I and our friends thought maybe you can come err (0.5) this party on Friday (0.6). And I think we will have a good time in party.

Participant 4: Err this is (0.8) err interesting (0.6) this is a beautiful idea. But I promised my mother to help her (0.5) her at (0.6) house houseworking.

Participant 3: Err (0.6) please err (0.4) please come. Because err (0.4) our exams have just finished. And we will (0.3) we have to make make our mind mess. We have (0.3) we will have err (0.6) relax. We need to dance.

Participant 4: I know I

Participant 3: **Oh, come on!**

Participant 4: If I want (0.4) if I want to help my mother. I won't I won't go to (0.5) holiday.

Participant 3: Err (0.5) please, err (0.4) talk to your mother. And (0.5) I think (0.3) she will understand you.

Participant 4: **Oh** (0.3), I don't (0.8) **I think** he can't (0.7) let me (0.7) let me to go to party **because** she bother me.

Participant 3: Err (1.2) if you want. I will talk to your mother (2.2). Why not?

Participant 4: **Really?**

Participant 3: **Yes.** I will do this for you.

Participant 4: **Oh**, thank you very much (0.3). Errr (1.1) **I think. Yes, that's good idea!** (0.9) Ok, errr (1.2) **let's see** (0.5) you on Thursday

Participant 3: Thursday.

Participant 4: Come (0.5) me (0.4) and (0.5) let's speak to my mother.

Participant 3: **Yes, ok.** I promise you (0.4). I will come and talk your talk to your mother.

Participant 4: **Thank you.** See you on Thursday

Participant 3: See you.

Role play 2

Participant 4: How are you?

Participant 3: I'm fine.

Participant 4: What is your plan for the weekend?

Participant 3: Err (0.9) **I think** I won't do (0.7) anything.

Participant 4: **Really?** I I thought (0.9) that we (0.3) we are going to do something for the weekend and also the weather is (0.9) the weather will be sunny. And (0.6) that will be very (0.7) good.

Participant 3: Err I have something (0.5) to say you.

Participant 4: **Oh**, what is that?

Participant 3: I have (1.0) mmm (0.9) I couldn't we have (0.4) we have had a good time for two years and you are very good person. Err (0.8) I .. I (0.4) I firstly say that I love you very much, **but** err (0.5) I want to break up this relationship.

Participant 4: **Really? I can't believe you!** Why? What happened?

Participant 3: Err **because** I (0.3) I fell in love with another boys.. boy. And I (0.4) I have thought this err (0.5) totally to say you (0.7). And I always (0.5) thought that (0.7). **Maybe** you (0.6) you can (0.6) be sad but (0.3) I (0.5) have to say that.

Participant 4: Did I (0.6) mmm (0.3) doing wrong things. What is ...Why... I can't understand you.

Participant 3: **Really** (1.1) err (0.6) also I (0.4) I didn't understand what (0.4) what happened. Err (1.0) I love you very much but I want to break up.

Participant 4: **But** we are (0.7) we are (1.0) we have planning about future also and **I think** that (0.4) we are going to be a good (0.4) erm (0.8) a best (0.4) we are the best couple of in the world. And (0.3) I can't (0.3) I don't want to leave you.

Participant 3: I have thought err (0.6) I have thought that before (0.4) I met him. Before I fell in love with him. Err (0.5) that's all err (0.8) this err (0.6) about my life. and its not (0.4) on my hand.

Participant 4: If you (0.5) if you (0.4) want to err (0.4) continue the this relationship (0.5) I can (0.3) erm (0.4) convince your couple.

Participant 3: **Yes, I belie I believe in you but** (0.7) err (0.7) I really don't want err (0.5) to continue don't want to to continue this relationship.

Participant 4: Ok (0.5), I am very sad. I love you (0.5). Good – bye!

Role play 3

Participant 4: **I'm so exciting.**

Participant 3: **Yes,** err (0.7) I'm excited err I am very excited, too. Err (0.6) let's plan our vacation, which I will which we will go next week. And we don't ha we don't have enough time.

Participant 4: **Yes,** we should make a plan.

Participant 3: **Yes, I think that** err (0.4) we will do (0.6) we must do err (0.9) a very adventural¹ (0.3) holiday.

Participant 4: **Really?!**(0.6)I don't love adventure.

Participant 3: **Really? Come on!** (0.5) Look, look this year we have err (0.5) we have spent our our time full of work (0.3) full of working (0.3) this year. And we need to have (0.3) we need to have a good holiday, which is (0.8) adventure **I think.**

Participant 4: **You are right. But,** I (0.5) I also (0.8) I am tired also from city life, exams and (0.3) I want to be there and I want go to the beach. Have sunbath (0.5) and reading book while (0.7) reading book and I want to stay calm, no adventural holiday.

Participant 3: Doesn't it, it doesn't matter. We can do that also. **But,** we (0.5) we will do very interesting things such as bumpy jumping and rafting, climbing to Everest climbing to Himalayas. (0.3) Why don't you do that?

Participant 4: You should be crazy.

Participant 3: **No.**

Participant 4: I don't love to do this because err I I'm afraid of high (0.4) and I'm afraid of also snakes and err (0.6) also wild animal (0.4). I can't...

Participant 3: **Don't think like that.** I will (0.3) I will be near with you (0.5). It doesn't matter, ok (0.5)? And err (0.5) you need also nature (0.5). And in nature (0.4) there is a snake (0.5) and (0.4) like this. There are lots of things. **But** err (0.7) is good for us.

Participant 4: What about (0.4) erm (0.7) rent (0.6) rent a house, which (0.5) is in a forest (0.5). Tree, flower and...

Participant 3: Yeah, we can erm walking around in the nature and we can see that.

Participant 4: **Yes, but** I (0.7) erm (0.5) but (0.8) I (1.3) I want do (0.4) **also** erm (0.) I want to read a book and if we (0.9) if we (0.5) do this I can't read the book.

Participant 3: I think that. Err (0.4) in the morning we can (0.3) err (0.3) we can read our book and afternoon (0.4) we will go (0.4) err (0.5) walking around in the nature. We can we may we can climb (0.3) the mountain (0.3). And we can err (0.7) we can do (0.4) rafting.

Participant 4: Mmm(0.7) I want

Participant 3: Why not, please, **come on!**

Participant 4: I want to I want to (2.5) I want I don't want to (0.3) err (0.7) broke your (1.3) Hmm I don't want I don't want to offend you (0.7) but (0.6) err (0.8) and I like camping things. What do you think about that?

Participant 3: Err (0.4) **Yes, but** it's very unusual. **But** have I can be very unusual. And we can do (0.5) we can (0.3) we can't do it (0.5) every time like bummy jumping, rafting, like climbing err (0.5) this is unusual and this is a chance (0.5) for us (0.6). **But** we can read a book in a calm place, and we can swim, we can err walking in the camping (0.4). This is usual. And we can do (0.5) every time err (0.8) what you are what you say.

Participant 4: **Ok**. I give up. **Ok** we will do what (0.3) you do. Well, we should do we should have ask (0.4) we should err (0.4) book a ticket err (0.5) next week. Err we should call for

Participant 3: Oh, it doesn't matter. It doesn't matter. I can do it for us.

Participant 4: **Also**, I want to (0.5) start (0.6) hmm (0.3) to pick up my suitcase. I want I want to err (0.5) I ...

Participant 3: **Never mind**. Never mind. We can do it.

Role play 1

Participant 7 : **Hi, Participant**

Participant 2: Hi!

Participant 7: How are you?

Participant 2: Fine and you?

Participant 7: I'm fine, err (1.1) err (0.9) what are you doing on Friday, Participant 2?

Participant 2: Mmm (3.1) I don't remember **but** oh err(0.8) I promised err (1.3) to my mother (0.6) to help err(0.5) her in house work.

Participant 7: Friday?

Participant 2: Yeah.

Participant 7: **But** (0.3) on Friday (0.5) I err (0.4) I'm going to the party err (0.3) and I want to the I want to go party with you.

Participant 2: **Oh, that's a good idea, but** that's a good idea but I promised her mmm (0.7) to help (1.8). Unfortunately.

Participant 7: Can you do this another day? Not Friday, but Saturday err(0.5), Sunday maybe.

Participant 2: Hmm (0.7). **Oh, but** (0.7) I promised (1.0) to her ...

Instructor 3: Houseworking? To help in houseworking? (3.2)

Participant 7: Err (0.8) **I think** (0.8) you say (0.3) you tell your mother and (0.4) maybe she let you for this party go to this party.

Participant 2: **Ok**, I try that err (3.4) it's maybe ...

Participant 7: **Because** our old friends err (0.4) go to the err going to the are going to the err (0.3) this party, too. And err (0.8) we (0.6) haven't seen them err(0.5) themselves err (0.7) for (0.3) for a long time.

Participant 2: **Yes, you are right**. Err (2.8) err (0.8) yeah **you are right** err (1.1) I err (0.4) I t will talk err (0.3) my mother to (0.4) this party (0.7) and err [asking for a word](3.5) and convince her err (1.0) to err(0.5) another day (0.4) to help another day.

Participant 7: **Ok** (0.7), that's **that's good idea I think** (0.7). **Anyway**, err(0.5), are we going to this party?

Participant 2: Yeah!!!

Participant 7: I hope.

Participant 2: **Yes**.

Role play 2

Participant 7:

Participant 2: I ***I need to say something*** I need to say something about (0.4) our relationships (0.8) err (0.3) and (0.7) err (0.5) I (0.4) want to err (0.5) discuss (0.5) our relationships. Err (0.3) we are...

Participant 2: Why?

Participant 7: We have been (0.4) for two years err (0.7) we have been together (0.3) for two years and this means a lot to me. This two years err (0.5) were (0.3) very (0.3) err (err) happy for me, very beautiful.

Participant 2: Yeah (0.3), ***me too***.

Participant 7: ***But***, err (1.6) err (0.3) I (1.5) I I err fell in love err (0.5) with another (0.7) girl. And I (0.4) I must to (0.4) say this to you. I (0.5) I can't lie to you. Err (1.1) and (1.1) I don't know what will we do. I don't know what will I do.

Participant 2: ***I can't believe it*** (0.6)! You lied me(0.7) ***Oh, no!***

Participant 7: Why? I don't lie you (0.6). Err (1.7) I say it, this err (0.9) sentence (1.0) ***because*** I don't want to errr (1.0) I don't want to (1.1) I don't want to hurt you.

Participant 2: ***Oh...***

Participant 7: Truth (0.7) err (0.8) important for me (1.2). And (1.8) ***in fact*** (0.7) I don't (1.2) love you (0.6) anymore

Participant 2: Nobody love you as like me (0.4) in the world ***I think***.

Participant 7: Hmm (0.4) ***but*** (1.9) I fall in love err (0.5) and

Participant 2: with another (0.5) girl?

Participant 7: ***Yes***, another

Participant 2: Yeah...

Participant 7: ***You're right***. Not you.

Participant 2: Mmm (0.6) we are the best couple err (0.4) couple of the world. Hmmm (1.9)

Participant 7: We were ***I think*** (0.7). Err (1.7) ***because*** you were (0.9) (asking for a word)you are jellous (0.4) a lot. And this (0.8) I can't (1.0) I can't stand (1.4) your jellous err (0.6) behaviour (1.9). And I want to (0.7) err (0.8) break up.

Participant 2: If I know errr (2.1) to err (1.2) to the (0.9) to (asking for a word) If I knew (0.6) err (1.4) to say about before I would err (0.8) (asking for a word) I would prepare about.

Participant 7: ***But, I don't know***, I can't know err (0.7) this, too. Err (0.9) and (0.4) I don't know.

Participant 6: **Oh, I can't believe you** (1.0). You are very (0.4) errr (0.8) (asking for a word) creepy.

Participant 7: I'm not creepy (0.8). Only I want to err (1.0) I want to you (0.4) learn truth (1.4). I am honest.

Participant 2: **No**, no, no. If you were honest err (1.0) you wouldn't do do this.(laughing)

Participant 7: **No, I think** ..

Participant 2: **Because** [laughing] you lied me (0.7). Erm (0.4) you didn't say about this girl. Yeah?

Participant 7: I say I say it.

Participant 2: Before... [speech in L1]

Participant 7: **I think**, I think after me (0.5) err (0.3) you will be (0.3) you will be happier err (0.5). And...

Participant 2: After that? [laughing and speech in L1] [16.0]

Participant 7: Participant 2, I'm I'm going (1.1) I'm going err (0.6) to my new girlfriend.

Participant 2: **Oh!** [Laughing]

Role play 3

Participant 7: Hey Participant 2, what will you do this summer?

Participant 2: Mmm (1.0) **I think** err (2.9) we will go somewhere (1.0) to spend summer.

Participant 7: I am so excited and err (0.4) I need err (1.2) long err (1.0) holiday. Çünkü **because** (0.8) we are tired of city life err (1.1) and (0.5) exams. And err (1.0) I want to get a week and find a cool place (0.8) to relax (0.6). Err (0.7) **because** err (0.5) we are so tired (0.8) in this year.

Participant 2: Hmm (0.7) **I think** ...

Participant 7: **What do you think about** (0.8) cool place?

Participant 2: **You know** I love adventure and I like traveling around the world (0.8) and seeing world-famous place (1.7). And err and so err (1.6) I wish (0.4) I would we could err (1.0) go go to safari. **What do you think?**

Participant 7: Safari ...(0.8)? It's err

Participant 2: Or ..[the speech wasn't understood]

Participant 7: We will tired, we we you also tired in summer, too (0.8). We already err (0.9) tired err (1.6) this year err all this year. **But so**, I want to I want to have a rest (0.4). **I think** I think we will go err (2.0) an island island err (0.9) and (1.0) we

will err read a book under the trees (1.4). And (0.8) we will err (1.1) do we will do excit exciting (1.2) things, too.

Participant 2: **Oh**, that **that sounds is very good** (0.4), **but** in a **in my opinion** err(0.7) in safari we err (1.6) are both err (1.5) reading a bookand err (2.0) adventure.

Participant 7: **Maybe, but** (1.4) err (4.0) **so**, err (0.5) we (0.5) what we what we should decide (0.6) **because** err (1.5) the holiday comes (0.8) for two weeks (0.6). We have two weeks to decide (1.0). And (1.8) I don't turn my decide. Err (3.2) if you don't come with me (0.4) I will go alone.

Participant 2: Laughing Instructor: So you don't change you mind? Total 4.0 seconds

Participant 7: I don't change my mind.

Participant 2: **Ok**, mmm (3.0). **Maybe** err (1.1) one week (1.3) safari err (0.7) and err (0.4) other week (0.6) in island?

Participant 7: Mmm (0.9). **Ok** (0.6), **that's good idea**.

Role play 1

Participant 5: Hi, Participant 1! How are you?

Participant 1: Fine and you?

Participant 5: Well (0.5), I err I have a party.

Participant 1: Hmm!

Participant 5: **Yes**, I want you to come to me.

Participant 1: **Oh**, what kind of party? The birthday party or is that a farewell party (2.0)? **But**, mmm (3.9)... I forget (0.7) I have I have to (0.4) join another party.

Participant 5: **Oh, I can't believe you**

Participant 1: Mmm.

Participant 5: What is your party?

Participant 1: My mom's birthday.

Participant 5: **Oh** (1.1), please, choose our party **because** its important, too.

Participant 1: Yeah, I want to come, I can't join. **Because** (0.8) what we my say my mom and me to help her and I have to. **So**, I can't do.

Participant 5: **Oh** (1.2) **Ok** (0.4), we will put off (0.3) our party. We will put off our party.

Participant 1: Mmm (1.0). Was it a (0.5) birthday party?

Participant 5: **Yes**, it's a birthday party for our...

Participant 1: **Oh**, why you lie (1.8) truth of birthday party.

Participant 5: I told a lie (1.0). **Because** I want (0.9) to have a I want to have a party for you (0.7). It's a suprice this is a surprise party.

Participant 1: **Oh**, I am so happy. **Thank you**.

Participant 5: You can't come...

Participant 1: **Yes**, I can't come.

Participant 5: **I'm so shocked, I am so upset** (1.1). **No, I can't believe it** (1.5). I want you (1.2) to have a suprice party.

Participant 1: I'm so... I ...**Thank you**.

Role play 2

Participant 5: Do you have a plan for holiday?

Participant 1: Umm (1.3), yeah (2.0). I want to visit (0.4) I want to visit Egypt, I want to visit (0.6) France and Turkey and (1.2) lots of country.

Participant 5: **Ok, but** I don't want to travel around in the world.

Participant 1: Why?

Participant 5: **Because** (0.3) I am too exhausted in the city life (1.0). Especially this year (1.0). I'm too tired. I want to having a rest (0.6) I forests (0.9) for a week (1.2) or for two weeks (0.8). I don't know. I don't to having a rest in a suburb

Participant 1: **Ok**, you have a err (3.0) you have one week and then (0.8) we will (0.8) go around the world.

Participant 5: **But** (1.0), one week isn't enough (0.5) for me.

Participant 1: **Ok**, two weeks.

Participant 5: **No**, it isn't enough (1.5). **Oh**, you know I don't want to come with you.

Participant 1: **Ok** (0.4), I like people, I like traveling, and I like (1.0) crowd, I don't like silence. **So**, (1.2) I want I want go abroad hemencik (laughing).

Participant 5: **Oh**, I don't like that. I don't like (0.5) going everywhere. Especially in the (0.5) city center. I don't like. I'm too tired.

Participant 1: **Ok**. You are too tired. **So**, I I want I try (2.5) you have a rest for two weeks and you don't accept it.

Participant 5: **Oh, no**. It isn't enough for me (0.7). I want a forest, I want in silence, not city center!

Participant 1: Three weeks.

Participant 5: **No** it isn't enough..

Participant 1: Four weeks.

Participant 5: **No.**

Participant 1: **Ok** (0.5), you have a rest (1.5) whatever you like and I will go around the world.

Participant 5: **Oh, I can't believe it!** Whatever you want (2.8) whatever you want go.

Role play 3

Participant 5 My love (1.0), today is our second year.

Participant 1 Mmm (3.7)

Participant 5 And I love you too much (1.8). I am very happy (1.4) to love you (4.0) to be together with you.

Participant 1: **Yes** (3.0). **But** (0.7) I want to say something.

Participant 5: **What?** What is the problem?

Participant 1: What is the problem?

Participant 5: Tell me. Tell me.

Participant 1: Hmm...(2.1)

Participant 5 You know we share everything.

Participant 1: **But**, I don't know what are you saying.

Participant 5: Why? What is the problem?

Participant 1: **Because** the problem is very big problem.

Participant 5: **Oh, I don't know?**

Participant 1: Mmm (4.0)

Participant 5 **Oh, I don't know.** What is the problem (0.8)? Everything is good.

Participant 1: **Problem is** so big problem. Everything isn't good (0.6). **Because** (0.7) I am very sick of about our relationship (2.0). **For example**, you always jealous me(0.5) from from teacher, from friends, from my family.

Participant 5 **Because** I love you. I love you too much!

Participant 1: **But** its so boring.

Participant 5 I don't share with (0.6), I don't share you with nobody, anybody (1.0)! I love you too much (1.8). Do you hear me?

Participant 1: **Yes, but** (5.1) I don't love you.

Participant 5: **What?!** (2.5)

Participant 1: **Because** (6.5) I can't continue to love you (1.5), to say a lie of you.

Participant 5: **Oh, I can't believe it** (1.7)! What is lie?

Participant 1: I should admit (0.7) to you (2.0) some truth

Participant 5: What is your (0.3) problem, what is what will you admit (1.4) to me?

Participant 1: I don't love you enough.

Participant 5: **Really?** I want to learn (0.5) what is the problem? It isn't problem.

Participant 1: I can't say (2.5). It's too late mmm (1.3) for for preparing something.

Participant 5: Why?

Participant 1: **Because** I love another boy (2.9).

Participant 5: **I'm so shocked** (1.0)! You tell a lie!

Participant 1: Yeah...

Participant 5: I know you love me!

Participant 1: **Yes, but...**

Participant 5: You love me (0.4)! You don't love, you can't love another boy!

Participant 1: **But** I love another boy.

Participant 5: **How can you do this!** (???) (0.5) How can you do this! **I can't believe it!**

Participant 1: Like this (laughing) (5.2 sec)

Participant 5: **Oh, no.**

Participant 1: I feel so sorry (0.8). But it is so good good relationship (0.4). And we share lots of thing (0.4) about love (2.5), about pain.

Participant 5: **No, I can't believe this** (0.5), I can't believe this (1.5). Go (0.5). Go and leave me! Go.

Participant 1: **Ok, but**

Participant 5: I don't.. I don't want you.

Participant 1: You can believe me. I suffer so pain (2.4). But...(3.4)

Participant 5: **No** (1.5), leave from the here (0.4). Leave from the me. I can't bear you (0.4). I don't want to see you (1.6). I love you too much (0.4). You love me!

Participant 1: You should another girl.

Participant 5: **No, no** (0.5) **it isn't real** .

Participant 1: Better than me, ha?

Participant 5: **No, I don't believe it** (0.8). Another girl isn't better than you (1.0). **It isn't real.**

Role play 1

Guest Participant: Hey Participant 6!

Participant 6: Hey!

Guest Participant: Err I have a party on Friday. Would you want to come?

Participant 6: Hmm, **No, I think. Because** err (0.7) I have err a lot of work (0.6). A lot of important work.

Guest Participant: Why, you can come err (0.7) you should come. **I'm sure** that you will enjoy.

Participant 6: **Because** err (0.6) I have a meeting with my girl friends and this meeting is important for me.

Guest Participant: You can bring her too (0.3) to the party. I want to see her.

Participant 6: **No, because** err (1.0) its **no way** because (0.8) we are celebrating our first meeting.

Guest Participant: Mmm(1.2). **Yes, but** you can bring her really (0.3). I want to know her (1.0). She is your friend and err I am your friend. I **think** we will get on well with her.

Participant 6: **Its impossible, but...**

Guest Participant: When will it finish? Your meeting

Participant 6: It is about nine p.m.

Guest Participant: Nine. **So**, you can come (0.3). My party will start at nine until two (0.4) and then you can come with me.

Participant 6: Err (0.) I should go there, but (0.7) it is (1.0) very last

Guest Participant: **I think** you ask her.

Participant 6: Err (0.7) **maybe**, we can come.

Guest Participant: **Ok**, that will be great.

Role play 2

Participant 6: Shall we go to holiday **because** I am tired of err city (0.4) life (0.4). I need to have a rest (1.3) I need to have a rest.

Guest Participant: **Oh, really?** Err (0.7) I study this year really really so much and I'm really tired, too. Err (0.3) why not (0.5)? I want to co...come with you.

Participant 6: Err (1.2) sure...

Guest Participant: Where where should we go?

Participant 6: **I think** we can go to err (0.4) Balıkesir and Nehirlikum relax (1.2) very cool place err to relax.

Guest Participant: Hmm.

Participant 6: **Because ...**

Guest Participant: Why? What will we do there?

Participant 6: here are not (0.5) there are not many people, and we can relax

Guest Participant: Hmm (1.0), **yes maybe. But, I I think** we should go Artvin err (1.5) for climbing and rafting. Err (0.7) that will be a big adventure for us **I think**. Err (0.9) what do you think?

Participant 6: I don't want I don't want to (0.4) adventure or climbing.

Guest Participant: **But, why?**

Participant 6: **Because** err (0.4) I am very tired and I (0.6) I want to err (0.4) have sunbath, swim (1.2), listen music.

Guest Participant: **Yes**, that's really good (0.6) actions, **but I think I'm sure** that you will enjoy it: climbing and rafting (0.5). You have a rest there, too.

Participant 6: **Why don't we** go err (1.0) [asking for a word] both of them?

Guest Participant: How (0.4), how we go?

Participant 6: We (0.4) we can stay in Kushadasy Balıkesir Balıkesir err (0.8) one week and (0.6) next week we can stay in Artvin.

Guest Participant: one week?

Participant 6: one week.

Guest Participant: Yeah, why not? We can try it.

Participant 6: **Ok.**

Guest Participant: **That will be great.**

Participant 6: **That's great!**

Role play 3

Guest Participant: I say I have to say something to you.

Participant 6: **But, before** I have to say something important, very important err (0.3) things for you.

Guest Participant: **Ok.**

Participant 6: Err (0.5) err (0.3) I spoke about err (1.0) our relationships with my parents (0.3). And (0.7) they want they want to meet err (0.6) with you.

Guest Participant: Yeah (0.5)? **I'm very surprised about that.** But mmm (1.3) I have to say something err (0.6) you worry for I think.

Participant 6 : What is it?

Guest Participant: Err I met a boy two weeks ago (1.0) and then (5.6)

Participant 6: Which boy?! Which boy?!

Guest Participant: I know we've been together for (0.8) two years and we enjoyed when
when we are together (1.1) and but I fell in love with that boy err (1.7).
What can I say?

Participant 6: It's very..

Guest Participant: I know you are a good guy but (0.8) I have to be honest to you.

Participant 6: Why you (1.2) break up with me?

Guest Participant: **Because...**

Participant 6: **Because** we are love we love (0.8) we love (0.9) we love each other very
much.

Guest Participant: **But** we loved each other very much err (1.1) I don't know. I (0.7) I don't
love you anymore **I think** and (1.0) I don't want to be with you anymore
(5.7).

Participant 6: **But** (1.2) I love you.

Guest Participant: I know we were good friends. **But** err (0.8) I have to be honest to you
because I can't lie you. Errr (2.0) **that's the reason** (1.5). I want to broke
to break up.

Participant 6: I don't let you (0.6) . We are ..we are (4.5) we will continue.

Guest Participant: **I think** we can't continue together (0.3). We won't be happy I'm sure that
(1.5). That's the best choice (0.7) and .. that's the best way.

Participant 6: **Ok**, I will call (1.0) I will call my ex-girlfriends.

Guest Participant: **Ok**, ok. Bye!

Participant 6: Bye!

Role play 1

Participant 9: Hi, Participant 8! How are you?

Participant 8: Hi, Participant 9! Fine, thanks. What about you?

Participant 9: I'm fine as you see.

Participant 8: **It's great!**

Participant 9: Do you have a plan on Friday?

Participant 8: **Actually**, I have a bit work.

Participant 9: **Oh, really?** What will you do on Friday?

Participant 8: I have promised to my mom to help her in housework.

Participant 9: **Come on!** You can delay helping (0.3) your your mom if you try only.

Participant 8: Mmm (3.4) no (0.6) I can't do it. I can't delay it.

Participant 9: *Come on!* You can do. Do you want me to talk your mom on Friday for a few hours?

Participant 8: **My god! You must be joking!**

Participant 9: **No**, I'm not joking.

Participant 8: **Actually**, I can delay it only a few hours.

Participant 9: **That's great!** That's enough for me. See you on Friday!

Participant 8: See you

Role play 2

Participant 9: Hi, Participant 8! How are you?

Participant 8: Hi Participant 9! I'm fine thanks. Err (0.7) and do you have a plan for (0.4) our vacation.

Participant 9: Yeah. **First of all** I made a plan for us (0.3). And I'm gonna go to Australia.

Participant 8: Why do, why do you want to go there?

Participant 9: **Because you know** there are a lot of historical places and kangaroos in Australia (0.3). You know the Sydney, it's the most beautiful I have ever seen.

Participant 8: Err (0.3) **but, you know** I'm tired and I'm bored with (0.3) of city life and crowded places (0.7) and I need to be rest.

Participant 9: Yeah, **actually** (0.3) you need to be rest in Australia.

Participant 8: **But** (1.2) we have been there before.

Participant 9: Yeah, **actually** I I'm bored with these hot weathers (0.4) and when when we went to Spain (0.8) the weather should be hot (1.4). I don't like hot weathers (0.5) you know.

Participant 8: Err (0.4) **but** I know what (1.5) you know err (0.8) we have only a week err (1.4) for vacation (0.9). And I want to go Spain.

Participant 9: Why? Why you want to go Spain

Participant 8: **Because** you are (0.4) is (0.5) a lot of historical places there (0.5), you know. And (1.6) there (1.2) there are (1.1) cool place.

Participant 9: Cool place?

Participant 8: **Yes.**

Participant 9: Have you got any brochure about the Spain?

Participant 8: I haven't got it yet (0.7) from agency.

Participant 9: **Oh**, have you ever read (0.3) about the Spain?

Participant 8: **But,you know** err (2.7) we haven't there, we haven't been there yet.

Participant 9: Yeah.

Participant 8: We have been to (0.3) Australia.

Participant 9: **Ok**, you know (1.0). You say (0.7) there are there are a lot of erm (1.1) historical places to see. We can go there if you want. No problem for me.

Participant 8: **Yes**, I want (0.8). Err (1.0) And (1.2) I would go the agency (0.3) tomorrow (0.3). And I will take I will take the brochure for us.

Participant 9: **Ok**, you can go there. Not problem for me.

Participant 8: **Ok**

Participant 9: You are allowed to go.

Role play 3

Participant 8: Hi, Participant 9!

Participant 9 Hi, Participant 8!

Participant 8: I want say something.

Participant 9: I'm fine thanks

Participant 8: **Oh, I'm sorry.** I forgot to say.

Participant 9: **Oh, anyway** (0.4). Do you have problem (0.8) about our relationships.

Participant 8: **Yes.** Mmm (2.0). **But before I say** (0.4), please stay calm.

Participant 9: **Ok**, I will try to stay calm.

Participant 8: **Ok** (0.4), I'm happy (1.3). I fall in love (0.3) another boy.

Participant 9: **What (0.5)?! Are you joking?!**

Participant 8: **No,listen to me.** Err (1.0) I'm unhappy with you. I'm bored with you and everything.

Participant 9: **Come on (0.6)!** I do everything you want. I tried to make you happy.

Participant 8: **But** I'm not happy. Please, understand me and I love you. (2.9)

Participant 9: You are still my girlfriend. And you can't leave me.

Participant 8: I can leave you (0.9). I can leave you (0.4). And (1.5) our relationships has been finished.

Participant 9: **No** you can't. Who is he?!

Participant 8: This is non of your business.

Participant 9: I will kill him otherwise.

Participant 8: Kill him if you can.

Participant 9: Ok, we will see! Don't worry my baby!

POSTTEST RESULTS OF THE CONTROL GROUP

Role play 1

Participant 1: Hi, Participant 6! How are you?

Participant 6: **Yes**, I am fine and you?

Participant 1: I'm fine **thank you** (0.5). Err (2.0) do you have any plan on Friday?

Participant 6: **Yes**, I have promised my mother (0.3) to help on Friday.

Participant 1: **Oh**, err (0.8) can you come with outside err (0.7) together (0.6) err (0.4) on Friday? You can do (0.6) with housework with your mom on (0.4) at weekends.

Participant 6: **Yes, its (0.5) good, but** I pro I have promised her for Friday.

Participant 1: **Come on!** You can do err (1.0) your promises err (1.3) at weekends, **but (0.7) you can't** miss err (1.7) the situation err (0.9) on Friday.

Participant 6: Erm (0.7) **but** my mother my mother err (1.1) ready for (1.0) Friday and err (1.2) she wants to help her on Friday.

Participant 1: Err say her that err (1.0) you have to go (0.4) on Friday and you can do (0.3) these works (1.0) err at weekends (0.4). It's err (1.1) very surprising to you (0.8). You must come.

Participant 6: Erm (1.7), **ok** I I I will say (0.4) my mother and (0.6) **I am sure** she accepts this and I accept your offer.

Participant 1: **I'm sorry, but** you err try to come (1.4). Its free to come

Role play 2

Participant 1: Hi, Participant 6, err (0.7) I am very bored err (0.8) of city life (0.3) and (0.7) shall we go err (1.0) outside the city? **Maybe** (0.7) mountain camp err (1.1) for this summer?

Participant 6: **Yes, it's ok. But** I thi.. I like adventures (0.7) and **I think** mountain life is very boring (1.0). Err (2.5) let's go to the err (1.5) summer place **for example** Antalya, Alanya, Miami.

Participant 1: **Oh, nice** (0.4). **But** err (0.8) in summer err (1.3) not only city is hot, but also (0.5) Alanya (0.6), Antalya err and Miami is **also** hot err (1.1) has hot heat and mmm (1.7) if you want adventures you can find err (1.0) the most adventurous place as mountain err (0.5) **because** some wild (0.6) life and climbing mountains (1.0) and (0.4) err (0.4) mountains are more cooler than this err (1.4) coasts (0.8). **So**, let's go mountain.

Participant 6: **That's ok, but** I know you are (0.9) afraid of spider.

Participant 1: **Yes**, I err (1.0) **but** we can (0.5), I can err (2.0) beat my err (1.5) afraid of spider (0.5) at there. You can help me about this also.

Participant 6: **Ok, that's ok.** Err (1.2) we can climb mountain and make do rafting (0.5). That's a good err (0.6) weekend.

Participant 1: **Ok. Then** err (0.8) let's go a mountain (0.4) for next month.

Participant 6: **Yes.**

Role play 2

Participant 6: Err (**0.7**) Nukraksham (0.5), I've err (0.5) have to (0.6) speak something about our relationship (1.0). And err (1.3) recently our relationship is err (2.0) more boring and I leave you.

Participant 1: **Oh (0.7) what!** You leave me (1.0)?! You can't do this. We are (0.8) spent a lot of we were spent a lot of time (2.5).

Participant 6: **Come on**, Rashid! (2.4 laughing) You know (0.8) you know our relationship is more boring err (0.5) recently.

Participant 1: How? You have (0.5) say it err (0.6) lots of times (0.8) when we when we are going out (0.7) we are err (0.6) you (1.7) when we go out you always say it (0.4) "I'm happy with you" (1.7). **But** you now you say "I'm bored with you".
Ho

Role play 1

Participant 4: **Thanks** Participant 3 what about you?

Participant 3: **Thanks** I am fine. We organised a party on Friday. Would you come to join us?

Participant 4: **Oh, that sounds wonderful but** err (0.3) **I think** I can't come.

Participant 3: Why?

Participant 4: **Because** mmm (1.0) I promised my mom to help her (1.2) do housework.

Participant 3: **Oh, that's terrible. But** (0.3) all of our friends will be there (1.2) in party and there will be err (1.5) a very enjoyable.

Participant 4: **Ok, you are right. But** I heard mmm (1.5) heard it before I would be err I would come.

Participant 3: **Yes, you are right, but** err (1.0) **why don't you** try to err speak with your mother about Friday?

Participant 4: **Yes**, I can try to conv err (0.4) conv converse her convince err (0.4) her (2.0) to allow the err (0.8) party.

Participant 3: **Yes**, err (0.3) you can help if (0.5) you can help your mother everytime, **but** you don't come with us to party everyday.

Participant 4: **Ok**, if if I want err (0.6) I can come, **but** (0.5) normally I don't want to give up my promise. **But** I will try to convince her for allow.

Participant 3: **But** err (0.3) **I think** try to come to the party. **Because** err (1.1) we will have a great time.

Participant 4: **Ok**, I will try to come err (0.6) to party, **but** then I go to help my mom.

Participant 3: **Ok**, please call me later.

Participant 4: **Ok**, I will call you.

Role play 2

Participant 3: Participant 4 how are you?

Participant 4: Fine, **thanks**. what about you Participant 3?

Participant 3: **Well**, I am not fine. Err (1.1) I am very tired (0.8) **because** of the work.

Participant 4: **So** am I. Mmm (1.0) **I I think** I am thinking of (0.8) planning of the day.

Participant 3: **Yes, me too**. I am planning err (1.7) a holiday, **but** err (1.5) I love to go a silent place.

Participant 4: Mmm (0.4), **ok, but** the city the city life is very boring (0.4), **so** if we go (0.8) somewhere for adventures it will be err the holiday will be unforgettable.

- Participant 3: **Yes**, you know, **you are right**, **but** err (1.0) now I need (0.5) I need to relax so much. **So**, **maybe** err (1.8) I can take (0.7) two or three years later err (1.9) I can go a holiday for adventure, **but** now I need to relax.
- Participant 4: Mmm (1.3), I see you. **But** err I want to get away from err (0.5) people **because** we see err (0.3) we see everytime the same people (0.4). **So**, I want to come across different culture, different people (1.5) anything (0.3), but not silent.
- Participant 3: **Yes, you are right. But** err (1.7) I want **for example** I want to go a (0.9) silent island. Errr (1.4) there must be very little people **I think** and err (0.6) there must be a (2.0) very, there must be so much tree and sea everywhere.
- Participant 4: Mmm (1.5). **Ok**.
- Participant 3: **Because** I want to see err (1.1) sea and forest. I don't want to see any people anymore.
- Participant 4: Mmm(0.9). I want to go somewhere (0.6) exciting, adventurous. **So**, be upset about it. **I think** we will go (0.5) separate.
- Participant 3: **Yes, I think so. But** err (0.5) wouldn't you come to (0.4) with us with me?
- Participant 4: Mmm (0.9) I don't want to come silent (0.7) place.
- Participant 3: **Yes** (0.7), **you are right** (0.7). I don't want to go a holiday for adventure, too.
- Participant 4: Mmm.
- Participant 3: **Ok**, you know.
- Participant 4: **Ok**, we will go separate.

Role play 3

- Participant 4: **Oh**, hello my darling! How are you? I miss you!
- Participant 3: Fine, what about you?
- Participant 4: I'm err (0.5) fine **thanks** (1.0). What will we err what are we doing today? Do you planning something?
- Participant 3: Err (0.7) unfortunately I have a plan. I'm going to shopping with my mom."
- Participant 4: **But** you you know you spe err (0.3) spent your time, all time with your family. Err (1.2) we are dating err (0.6) for two years, but (0.4) we can't err (0.6) be alone.
- Participant 3: You know that I have a family and I have to spent (0.8) with I have to spent my time with (0.4) them.

Participant 4: **So do I.** I have got a family **but** I want to spent my time with you (0.3), just with you (0.3). Err (0.4) **So**, you don't want do everything with me and (1.3) we are doing everytime about this problem. You know...

Participant 3: **No** (0.6), no **you aren't right** because err (0.5) we are doing something (0.5) sometimes.

Participant 4: **Oh**, just something, little

Participant 3: **Ok.** (6.4)

Participant 4: **I 'm sure** there isn't a problem (0.5) Just spent your.

Participant 3: **Yes I think** there is a problem and I decided to say to you today.

Participant 4: Can I learn it.

Participant 3: **of course** err (0.4) **but** how can I say, I don't know. Mmm (1.0) **but** I have to say (1.1). I fall in love with another boy. I'm sorry.

Participant 4: Who? Do I know him?

Participant 3: **Of course**, you know him because he is your close friend.

Participant 4: Oh, **I don't believe it** (0.6) You are saying lie.

Participant 3: **But** you must believe you must believe it.

Participant 4: Hmm (0.9) (2.5) How did how did you meet with him?

Participant 3: Err (0.3) are you remember err (0.5) do you remember err last weekend we went to cinema (0.8) you me and (0.8) his your close friend.

Participant 4: **Ok, but** (0.7) you know him before. Why why didn't you go go out before him (0.5). Why did you choose me?

Participant 3: **Because** I have to date with you for seeing him very much.(3.0)

Participant 4: **You know**, you are very selfish (3.0). And (0.5) you are not (0.6) not only are you err (0.7) selfish, but also you are spoiled people.

Participant 3: **Of course** you know that I am one children.

Participant 4: Mmm **ok**, I (0.5) I don't want to see you anymore and anytime.

Participant 3: **Me too.** See you!.

Role play 1

Participant 5: Hi!

Participant 2: Hi!

Participant 5: Shall we go to the party on Friday?

- Participant 2: **Oh, no.** I have promised err (0.5) to my mother to help her in help her in housework.
- Participant 5: **Oh, no. But** err (0.8) you can help her everytime.
- Participant 2: **But** err (0.6) on Wednesday he err (2.5) he said err (1.0) me err (0.3) for err housework (0.5) and err (0.9) I didn't err (1.5) make (1.2). I didn't make.
- Participant 5: **But** it's important for me. It will be very enjoyable.
- Participant 2: **Oh** (1.2), err (1.0) you can err (1.1) come err (0.5) party with your other friends.
- Participant 5: **Oh**, they err (1.0) they will come err (0.4) with me (0.7). **But** err (0.9) you can't come with me. Please.
- Participant 2: err, **but** my mother mmm (2.0) didn't err (0.7) make (1.0) didn't make of of err (0.4) housework alone.
- Participant 5: **Ok**, I see.

Role play 2

- Participant 5: **Oh**, Jane, I am very tired of city life.
- Participant 2: **Oh, I see (0.3).** Shall we go a nature, please.
- Participant 5: Err (0.7) its sensible for me **because** I want to have a real rest (2.9). Where will we go to (0.5)? Where will we go?
- Participant 2: Err (0.5) **I think** err (0.3) we will go err (0.5) Switzerland.
- Participant 5: Mmm (0.8) it's very sensible **because** (0.5) I am very tired of exams, city life (0.8), I have a lot of problems, **you know**.
- Participant 2: **Yes, I think** it's very good for you.
- Participant 5: **Yes**.
- Participant 2: **Ok** (0.5). We will be very enjoy.
- Participant 5: Yes, **yes I think so** (0.7). **Ok?**
- Participant 2: **Yes..**

Role play 3

- Participant 5: **Oh, my god** I should say something to you (0.4). It's not important for us.
- Participant 2: **Oh, what happened?**
- Participant 5: **It's hard for me, but** (0.6) I should say to you.

Participant 2: **Oh, what, what?**

Participant 5: Sad (0.4) but I am fall in love with another boy.

Participant 2: **Oh (1.0)!** What I sa what I heard.

Participant 5: **But** (2.0) you heard.

Participant 2: **Oh (0.8), it is very bad.**

Participant 5: And err (0.5) I want to leave you.

Participant 2: **Oh** (0.4), I (0.5) I **I'm not believe you!**

Participant 5: But err you should believe it **I think. Because** (1.3) I (0.3) I want to leave you.

Participant 2: Why?

Participant 5: **Because** (0.5) I don't love you anymore.

Participant 2: **Oh** (0.5), I thought err (0.4) we were best couple and err (0.6) we were very happy together.

Participant 5: I am not happy now **because** understand me (3.7) because (0.9) and mmm (1.5) its finished. (2.9)

Participant 2: **But**, I love you.

Participant 5: **But** I don't love you. Please, understand me (0.4). I don't want to break your heart.

Participant 2: you just have brok broken my heart.

Participant 5: I don't want to (0.7) this (1.0) anytime you know. **But** (1.2) I should do it.

Participant 2: **Ok.**

APPENDIX 11: Performance of the participants of experimental group on temporal and linguistic variables in pre-test

Participants	Speech rate (SR) words/min	Mean length of run (MLR) in words	% of total pause time (%TPT) %	Gambit/ run ratio (GRR)	Number of turns (NT)	Mean length of turns (MLT) in sec
1	100,2	7,0	25,6	12,6	6,6	7,9
2	45,2	2,2	41,2	10,2	6,6	11,4
3	87,1	5,5	20,4	27,2	4,6	70,2
4	75,0	3,6	28,6	44,3	4,6	34,0
5	108,0	6,0	29,3	12,7	10,0	5,5
6	66,0	7,8	35,3	17,5	4,3	15,0
7	52,2	4,1	39,9	23,4	5,0	32,5
8	117,6	14,5	19,6	22,8	10,3	12,3
9	157,7	16,0	23,2	17,8	9,6	23,6
10	113,0	12,5	23,7	30,5	10,0	4,0
N	10	10	10	10	10	10
Mean	92,200	7,920	28,680	21,900	7,160	21,640
Minimum	45,2	2,2	19,6	10,2	4,3	4,0
Maximum	157,7	16,0	41,2	44,3	10,3	70,2
Std. Deviation	34,155	4,783	7,762	10,280	2,550	20,081

APPENDIX 12: Performance of the participants of control group on temporal and linguistic variables in pre-test

Performance of the participants of Control group on temporal and linguistic variables in PRE-test

Participants	Speech rate (SR) words/min	Mean length of run (MLR) in words	% of total pause time (%TPT) %	Gambit/ run ratio (GRR)	Number of turns (NT)	Mean length of turns (MLT) in sec
1	73,3	4,5	32,8	18,6	7,0	16,8
2	57,6	3,2	43,3	24,1	6,3	9,9
3	119,7	8,5	19,7	8,8	10,3	4,7
4	96,8	6,1	22,8	12,2	10,3	8,8
5	125,4	9,5	15,5	6,6	6,0	3,4
6	64,1	3,8	35,5	19,7	3,5	24,7
7	102,9	5,8	18,8	29,8	3,0	11,9
8	79,5	5,6	16,3	25,5	2,0	23,0
9	102,5	8,5	16,9	19,7	2,5	30,8
10	103,5	8,0	32,4	20,3	5,6	4,0
N	10	10	10	10	10	10
Mean	92,530	6,350	25,400	18,530	5,650	13,800
Minimum	57,6	3,2	15,5	6,6	2,0	3,4
Maximum	125,4	9,5	43,3	29,8	10,3	30,8
Std. Deviation	22,930	2,177	9,787	7,375	2,991	9,616

APPENDIX: 13 Performance of the participants of experimental group on temporal and linguistic variables in post test

Participants	Speech rate (SR) words/min	Mean length of run (MLR) in words	% of total pause time (%TPT) %	Gambit/ run ratio (GRR)	Number of turns (NT)	Mean length of turns (MLT) in sec
1	92,6	16,1	18,2	16,3	15,0	5,3
2	57,5	3,7	34,6	8,2	10,6	7,9
3	96,7	5,6	16,9	21,1	10,3	10,6
4	76,7	4,8	15,5	15,5	10,3	10,3
5	122,3	8,3	23,3	10,3	19,0	4,7
6	96,0	6,2	26,6	10,4	10,3	4,5
7	76,5	3,8	22,3	15,3	7,6	11,7
8	140,4	12,5	18,6	10,3	10,0	3,7
9	166,4	30,2	11,7	13,2	10,3	3,4
N	9	9	9	9	9	9
Mean	102,789	10,133	20,856	13,400	11,489	6,900
Minimum	57,5	3,7	11,7	8,2	7,6	3,4
Maximum	166,4	30,2	34,6	21,1	19,0	11,7
Std. Deviation	34,372	8,611	6,803	4,047	3,401	3,258

APPENDIX: 14 Performance of the participants of control group on temporal and linguistic variables in post test

Participants	Speech rate (SR) words/min	Mean length of run (MLR) in words	% of total pause time (%TPT) %	Gambit/ run ratio (GRR)	Number of turns (NT)	Mean length of turns (MLT) in sec
1	94,2	4,6	29,6	15,9	5,0	13,3
2	99,2	4,8	23,7	7,1	6,6	4,7
3	128,5	10,1	18,5	10,6	9,6	6,3
4	115,2	7,3	21,0	10,0	8,6	6,2
5	111,1	7,6	23,0	8,6	7,0	4,9
6	101,4	5,9	38,1	9,8	4,6	8,4
N	6	6	6	6	6	6
Mean	108,267	6,717	25,650	10,333	6,900	7,300
Minimum	94,2	4,6	18,5	7,1	4,6	4,7
Maximum	128,5	10,1	38,1	15,9	9,6	13,3
Std. Deviation	12,591	2,068	7,130	2,997	1,959	3,223