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ENHANCING SPEAKING SKILLS OF YOUNG ADOLESCENTS THROUGH COLLABORATIVE ACTIVITIES

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APPROVAL

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DEDICATION

To my family

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Program: Master Thesis(x) Ph.D. Thesis( )

Thesis Title: Enhancing Speaking Skills Of Young Adolescents Through Collaborative Activities

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I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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Hasan HÜDÜR

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ABSTRACT

ENHANCING SPEAKING SKILLS OF YOUNG ADOLESCENTS THROUGH COLLABORATIVE ACTIVITIES

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Master of Arts, English Language Education
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This study aims to investigate the effects of collaborative activities on secondary school learners studying English as a Foreign Language (EFL). This study will shed light on whether such activities enable students to improve their speaking skills since traditional and structure based classrooms prevent them from practicing the language. In traditional classrooms, interaction gets interrupted by insufficient knowledge of speaking strategies and learners always tend to speak the native language. In order to improve learners speaking skills, researcher conducted 12 weeks of study using collaborative activities effectively in the classroom. Before conducting the study, the researcher conducted a questionnaire including 29 items to understand which strategies learners are lacking, and did a speaking exam using a speaking rubric to figure out if the learners had developed themselves. The researcher also took notes after each lesson and asked learners to write minutes paper to collect data. After the study, the same questionnaire and speaking rubric was administered to understand whether learners made a significant difference. The study will enable teachers to shift their teaching style from a traditional one to a more enjoyable and communication based classrooms by using collaborative activities. It is also important as collaboration is a 21st century skill that is required in all work environments, therefore preparing the learners to real life situations. Research findings will reveal the collaborative ways to improve speaking strategies and uninterrupted communication in the classroom.

Keywords*:* Collaborative activities, pair work, group work, presentation, speaking strategies.

ÖZET

GENÇ ERİŞKİNLERİN KONUŞMA BECERİLERİNİN İŞBİRLİKÇİ AKTİVİTELER İLE GELİŞTİRİLMESİ

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Bu çalışma, yabancı dil olarak İngilizce eğitimi gören ortaöğretim öğrencilerinin işbirlikçi etkinliklerini araştırmayı amaçlamaktadır. Geleneksel ve yapı temelli sınıfların dil uygulamalarına alternatif olan işbirlikçi aktivitelerin konuşma becerisini geliştirip geliştirmediğine ışık tutacaktır. Geleneksel sınıflarda öğrenciler, konuşma stratejileri bilgilerine yeterince sahip olmadıkları için iletişim kesintiye uğruyor ve öğrenciler her zaman ana dili konuşmaya eğilimi gösteriyor. Öğrencilerin konuşma becerilerini geliştirmek için araştırmacı, sınıfta etkili bir şekilde İşbirlikçi Öğrenme etkinliklerini kullanarak 12 haftalık bir çalışma yürüttü. Araştırmayı yürütmeden önce, araştırmacı, öğrencilerin hangi stratejilerin eksik olduğunu anlamak için 29 maddeyi içeren bir anket uyguladı ve daha sonraki süreçte öğrencilerin kendilerini geliştirip geliştirmediklerini anlamak için bir konuşma rubriği kullanarak konuşma sınavı yaptı. Araştırmacı ayrıca her dersten sonra notlar aldı ve öğrencilere veri toplamak için "minute paper" yazmalarını istedi. Araştırmadan sonra öğrencilerde anlamlı bir farklılık olup olmadığını anlamak için aynı anket ve konuşma sınavı uygulanmıştır. Bu çalışma, öğretmenlerin ortak çalışma etkinliklerini kullanarak öğretim stillerini geleneksel öğretim yöntemlerinden, daha keyifli ve iletişim temelli öğretim ortamlarına kaydırmasını sağlayacaktır. İşbirliği, tüm çalışma ortamlarında ihtiyaç duyulan bir 21. yüzyıl becerisi olduğu için öğrencileri gerçek hayata hazırlarken de önemlidir. Araştırma bulguları, konuşma stratejilerini ve sınıfta kesintisiz iletişimi geliştirmeye yönelik işbirlikçi yolları ortaya çıkaracaktır.

Anahtar Kelimeler: İşbirlikçi aktiviteler, ikili çalışma, grup çalışmaları, sunum, konuşma stratejileri.

TABLE OF CONTENTS

Page

COVER i

APPROVAL ii

DEDICATION iii

ETHICS DECLARATION iv

ACKNOWLEDGEMENTS v

ABSTRACT vi

ÖZET vii

TABLE OF CONTENTS viii

LIST OF TABLES xi

LIST OF APPENDICES xii

CHAPTER I

1. INTRODUCTION

1.1. General Background of the Study 1

1.2. Statement of the Problem 2

1.3. Significance of the Study 3

1.4. The Research Questions 3

1.5. Objectives of the Study 4

1.6. Limitations of the Study 4

CHAPTER II

2. LITERATURE REVIEW

2.1. Language Learning 5

2.2. Speaking 6

2.3. Pronunciation 7

2.4 Grammar 7

2.5. Vocabulary 8

2.6. Fluency 8

2.7. Speaking Difficulties 9

2.8. Speaking Strategies 10
2.8.1. Classification of Speaking Strategies 11
2.8.1.1. Cognitive Strategies 11
2.8.2. Metacognitive Strategies 12
2.9. Strategies Based Instruction 13
2.10. Theories Supporting Strategies 13
2.10.1. Social Constructivism 13
2.10.2. 21st Century Learning 14
2.10.3. Critical Thinking 15
2.10.4. Creative Thinking 16
2.10.5. Communication 16
2.11. Collaboration 17
2.11.1. Characteristics of a Collaborative Classroom 18
2.12. Collaborative Learning 19
2.12.1. Collaborative Activities 20
2.12.2. Group Work 20
2.12.3. Pair Work 21
2.12.4. Role Play 22
2.12.5. Drama Activities 23
2.12.6. Presentation 24
2.12.7. Information Gap 25
2.13. Media Literacy 25

CHAPTER III

3. METHODOLOGY

3.1. Context of the Study 27
3.2. Research Design 27
3.3. Participants 28
3.4. Procedure 28
3.5. Data Collection Instruments 32
3.6. Data Analysis 33
3.7. Trustworthiness 33

CHAPTER IV

4. FINDINGS

4.1. Result of the Pre Questionnaires 35
4.1.1. Results of the Pre-Test Questionnaire of Experimental Group 36
4.1.2. Results of the Pre Questionnaire of Control Group 38
4.1.3. Comparison of Pre Questionnaire of Experimental and Control Groups ... 40
4.2. Results of the Pre-Tests Speaking Rubrics 40
4.2.1. Results of the Pre-Test Speaking Rubric of the Experimental Group 41
4.2.2. Results of the Pre-Test Speaking Rubric of the Control Group 42
4.2.3. Comparison of Pre-test Speaking Rubric of Experimental and Control Groups 42
4.3. Results of Post-test Questionnaires 43
4.3.1. Post-Test Results of Experimental Group 43
4.3.2. Post-Test Results of Control Group 46
4.3.3. Comparison of Post-Tests Results of Both Control and Experimental Group 48
4.4. Results of the Post-Tests Speaking Rubrics 48
4.4.1. Results of the Post-Test Speaking Rubric of the Experimental Group 49
4.4.2. Results of the Pre-Test Speaking Rubric of the Control and Experimental Group 50

CHAPTER V

5. CONCLUSION .....

CHAPTER VI

6. SUGGESTIONS AND IMPLICATIONS 55
7. REFERENCES 56
8. APPENDICES 66
9. **CURRICULUM VITAE** 84

LIST OF TABLES

Page

Table 1. Means of the Experimental Group's Pre-Test Speaking Strategies Questionnaire 36
Table 2. Means of the Control Group's Pre-Test Speaking Strategies Questionnaire 38
Table 3. Speaking Strategies Questionnaire Results of the Experimental and Control Groups 40
Table 4. Results of the Pre-Test Speaking Rubric of the Experimental Group 41
Table 5. Results of the Pre-Test Speaking Rubric of the Control Group 42
Table 6. Speaking Rubric Outputs of the Experimental and Control Groups 42
Table 7. Comparison of pre-test and post-test results of experimental group questionnaires 43
Table 8. Comparison of pre-test and post-test results of control group questionnaires 46
Table 9. Speaking Strategies Questionnaire Results of the Experimental and Control Groups 48
Table 10. Comparison of the Post-Test Speaking Rubric Results of the Experimental Group 49
Table 11. Comparison of the Post-Test Speaking Rubric Results of the Control and Experimental Group 50

LIST OF APPENDICES

Page

8.1. Appendix 1: Konuşma Stratejileri Anketi 66
8.2. Appendix 2: Speaking Rubric 68
8.3. Appendix 3: Speaking Exam 71
8.4. Appendix 4: Lesson Plan Usıng Crıtıcal Thınkıng Strategıes 75
8.5. Appendix 5: Ethics Committee Permit Document 83

CHAPTER I

1. INTRODUCTION

1.1. General Background of the Study

In Turkey, English is not an official language, nor has it political and historical background. However, it still has a very important role as Turkey has “desire for economic development and international integration with the West” (Zok, 2010, p. 1). It is the most common language used in trade and in any other economic field. “In todays’ globalized world, knowing a language is seen as an indispensable part of almost every sector in Turkey” (Bayar & Solak, 2015, p. 1).

In addition, English is being taught in both state and private schools starting from the second grade of primary school. Turkish learners regard English as an instrument to get a better job or have a higher status in society, yet they can barely make progress in using English as a communication tool. The learners get intense English language education at state schools, they put their efforts in learning English and speaking it. Despite the efforts they make, they can not even go beyond the basic skills and basic grammar rules. British Council (2014) states the problem in one of its needs assessment about Turkey as follows “ despite efforts to address gaps in education provision through the introduction of the 4+4+4 system, the reality is that very few learners are able to achieve even basic communicative competency even after about 1,000 hours of English lessons” (p. 84).

Even though teaching and learning a language is an interactive process by nature, the active participation of learners is somehow neglected in Turkish educational system. When it is time to speak a foreign language, Turkish learners at state schools are mostly unwilling to speak it as they are not given enough time in the classroom to practise language. Goktepe (2013) states that speaking is the most undeveloped part of the language learning, and teachers should examine the real needs of learners. The entire purpose of this teaching process is to assist our learners’ competency in speaking the language as best as we can as educators (p. 1879). Karahan (2007) also indicates that learners do not feel the need of the English language in their daily life.

Collaborative activities may be beneficial in this sense as they provide learners oppurtunity to use the language in classrooms, they also replicate daily life situations and they also provide social interaction among learners. Classroom social interaction is

beneficial to overall language development. It has been observed that learners who interact and speak achieve better in oral skills in most cases than those who always keep silent (as cited Al-Tamimi & Attamimi, 2014, p. 29). Collaborative activities may also give learners oppurtunity to trust themselves and "learners of English, who trusted their own abilities, would be more energetic and motivated to become positive about their own oral skills productions" (Bouchareb, 2010, p. 75).

Collaborative activities are gaining importance in today's world as they offer solution to the problems stated above. Richards (2002) states that speaking and oral interaction are seen as the basis for learning, pair and group work predominate in last 30 years. In the 21st century, education's role is to contribute to work and society, fulfill personal talents and civic responsibilities (Trilliing & Fadel, 2009, p. 16). Therefore, problem solving, teamwork, communicating in multiple languages and leading learners to innovative ideas is what 21st century education tries to achieve. Collaborative activities may also enhance group work which is highly precious in today's world as a part of economical survival, it may promote both communication and interpersonal skills, it may also enhance learners' cultural integration with the English language.

In the light of this information, collaborative teaching may be a way of enhancing their speaking skills by giving the Turkish learners at state schools time to interact with each other through pair works, group works, role plays, information gaps and drama activities. Collaborative teaching may also be suitable for teachers to create a communicative and successful learning environment that gives learners more time to speak by lowering the anxiety, shyness levels of the learners; increasing their confidence, as well.

1.2. Statement of the Problem

The main purpose of learning a foreign language is to be able to use that language as a communication tool. Even though Ministry of Education is aware of the problems being experienced in English language education and introducing the necessary changes in Turkish educational system, those changes are not enough for teachers and learners to be involved the in learning progress as participators. Head Council of Education and Morality (2013) states the followings:

> While it is understood that there are many variables at work in this ongoing problem, it is believed that one of the main reasons for the failure of such a large number of Turkish learners to master competence in English lies in the fact that the language is presented to them as a subject to be learned in school – an academic requirement to be met – rather than as a means for communication (p. 2).

It is also obvious that no coursebook is the best and teachers should not be the slaves of the coursebooks. Teachers should enable learners to participate in the learning process, instead. However, what we are facing in Turkish state schools is that the importance of classroom participation is almost ignored and little interest is given to speaking activities. Learners are only passive receivers who acquire theoretical aspects of a foreign language.

Therefore, teachers have to create an environment which will enable learners to use the target language actively. In order to achieve this, teachers may be using collaborative activities that will improve self-esteem and learners' interaction with each other. The effectiveness of collaborative activities will be investigated in enhancing learners' speaking skills.

1.3. Significance of the Study

Collaboration is one of the 21st century learning skills, yet Turkish learners do not tend to collaborate in classroom activities. Thus, this study aims to improve the learners' speaking skills while enabling the work in collaboration. Collaborative activities such as pair works, group works, information gaps, role plays, presentations and drama activities improve the speaking skill and production in English language.

1.4. The Research Questions

Keeping in mind the aim, following research questions are formulated:

RQ1 : Are learners aware of speaking strategies before study?

RQ2 : Do collaborative activities improve speaking strategies?

RQ3 : Are learners aware of the speaking strategies after study?

1.5. Objectives of the Study

The purpose of this study is to improve the speaking skills of 7th grade language learners' at state schools through collaborative activities in the 2017 / 2018 academic year in Cakabey Secondary School, Adana.

1.6. Limitations of the Study

The study is limited to 7th grade of state school learners in Turkey. At the same time, I have chosen the activites and strategies that would be useful to the learners. It is obvious that all learners, all activities and strategies could not be included in the research because of the fact that the time is limited.

CHAPTER II

2. LITERATURE REVIEW

For years it had been thought that education is a preperation for life. After Dewey (2007), the whole concept changed as he defined the education as the life itself, not a preperation. However, both definitions of education are highly related with life. We know that life and the world are changing rapidly and education is one of the fundemantal parts of this change. Therefore, education is also changing compatible with the requirements of the modern world by the influence of technology and its results. In today's world 21st century skills are hopeful changes in terms of education and learning as those are the skills highly related to the modern world and the new concept of education.

2.1. Language Learning

Our understanding of language learning determines the way we teach in the classroom and determines the philosophy of our teaching. In traditional perception, language is changing the codes of one language to another and "if the language learning program focuses on the code, then it models a theory of language in which the relationship between two languages is simply a matter of code replacement, where the only difference is a difference in words" (Scarino & Liddicoat, 2009, p. 17). When it is perceived as creation of meaning, "language is a system of communication that enables humans to exchange verbal or symbolic utterances" (Burgin, 2016, p. 404).

Over the years, educators questioned which definition is better to understand language learning and "which method or approach was the most effective for English language teaching" (Hall, 2016, p. 59). In recent years, this debate has gone into a new direction. Methods are not the answers that make language learning effective. Prabhu (1990) states that there is no best method and any attempt to find a best method was illogical. Kumaravadivelu (1994) also indicates that we are in a "Postmethod era", which possibly means methods are not prescriptions for how we teach but they are sources which can be adapted to learners' own needs. Thornbury (2002) indicates that teaching should be done using only the resources that teachers and learners bring to the classroom - i.e. themselves - and whatever happens to be in the classroom. Some educators believe that language teaching is an process of making ongoing decisions

about practice. Schön (1983) calls this “reflection in action”, Larsen- Freeman (2002) calls this “thought-in-action.”

In the language learning process, learners’ should be given multiple opportunities in order to observe and reflect upon the learning process. Language learning is not a process which learners passively acquire the language but it is a process which learners actively involve and participate. So it is important to make learners participate actively in the classroom, in pairs or in groups, or through presentations, role plays, information gaps and drama activities as the “activities are the most important assistants of teachers to motivate their pupils and involve them in the dexterously prepared activity. Activities make learners more active in the learning process and at the same time make their learning more meaningful and fun for them” (Yavuz, 2017, p. 50).

2.2. Speaking

Language is known to be for communication. Speaking is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). We use language in a variety of situations. We speak to communicate with others, express our ideas and to know each other. “People have been fulfilling this need in various ways throughout ages, but the easiest and the most effective way has always been speaking” (Kuru, 2013, p. 8).

Speaking is considered as the most important part of our lives, it is the most challenging skill to develop, as well. All people “ regardless of their age, have already acquired at least one language” (Lightbrown & Spada, 2013, p. 36), however; second or foreign language learners need guiding to make a progress in order to enhance self confidence. “Learners very often need the guiding and motivating attitude of their teachers so that they can be aware of which directions to follow or what steps to leave behind to be competent in speaking and to improve their self-confidence” (Yavuz, 2017, p. 47).

Speaking is a productive skill by nature. Knowing a language refers to speaking it. So knowing a language and speaking it are synonym. “People who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak” (Ur, 1996, p. 120).

2.3. Pronunciation

It is seen as component of speaking skill as a speaker of a language should produce clearer language during speaking. Gilakjani (2011) states that a speaker can be intelligible despite other errors with a good prononuciation but it is difficult to understand a speaker with a poor pronunciation despite the accurarcy in other areas. Gilbert (2008) also indicates that “a teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping learners to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others” (p. 1).

2.4 Grammar

It is also an important component of speaking skill as grammar knowledge helps speaker to arrange sentences in oral forms. Grammar knowledge is vital to avoid any misunderstanding during a conversation. In this case, grammar is known as an important coordinator of other components of language (cited in Kianiparsa & Vali, 2010). Krashen (2009) also defined grammar as follows :

> Grammar , a term I will use as a synonym for conscious learning, has two possible roles in the second language teaching program. First, it can be used with some profit as a Monitor. A second use for grammar is as subject-matter, or for "language appreciation" (sometimes called "linguistics"), and we will discuss this role later on. Neither role is essential, neither is the central part of the pedagogical program, but both have their functions (p. 89).

Knowledge of grammar is usually considered to be the essential area of the language system around which the other areas revolve. Cook (2016, p. 14) emphasized this point when he claimed that “however important the other components of language may be in themselves, they are connected to each other through grammar. Grammar is often called the computational system that relates sound and meaning, trivial in itself but impossible to manage without.”

2.5. Vocabulary

Vocabulary is essential to speak a second language effectively as no speaker would achieve successful communication without sufficient vocabulary knowledge. Learners should be able to know words, meanings, spelling and pronounciation of those words in order to communicate in an effective way. “No matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an second language (L2) just cannot happen in any meaningful way” (McCharty, 2003 , p. 8). Alqahtani (2015) also states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Ramos & Daniro (2015) also points that second language learning mostly depends on vocabulary, as the building blocks from which learners start their second language acquisition. Hence, its importance lies deeply within the begining of the acquisition of any language.

2.6. Fluency

Fluency is also a skill that must be achieved in language classrooms because fluency means how well learners communicate in the target language rather than how many mistakes they make. “Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot” (Jonathan, 2013). According to Richards and Rodgers (1986) fluency and acceptable language is the primary goal of language teaching, fluency, pronunciation and intonation should be the focus of the classroom. Richards and Schmidt (2002) also indicates that fluency is used to modify communication proficiency, including four abilities :

1. Produce written and/or spoken language with ease
2. Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
3. Communicate ideas effectively
4. Produce continuous speech without causing comprehension difficulties or a breakdown of communication (as citied in Mckay & Brown, 2016).

In the light of these information, fluency is also an important part of speaking as it helps a speaker to use language in a meaningful way. Fluency is also helpful in the

sense that a speaker can transmit his / her ideas to target language with ease. So fluency is the ability to speak meaningfully in the context and understand what is told to you at the same time.

2.7. Speaking Difficulties

Speaking is the most undeveloped skill in the process of language learning. Even when speaking in the native language, a speaker may sometimes have hard times in explaining herself / himself so it is natural for a second language learner to have problems with the language. Nevertheless, learners may sometimes get demotivated in the process of speaking as a result of subskills such as the pronunciation of words, intonation and fluency.

Ur (1996) states that there are four main problems causing difficulty in speaking :

1. Inhabitation : Learners worry about making mistakes and they fear of criticism.
2. Nothing to Say : Learners have no motivation to express themselves.
3. Low or No Participation : Some learners dominate the classroom and others speak very little or not at all.
4. Use of Mother-Tongue : Teachers and learners use too much L1 as they share the same mother tongue.

Some learners, even when they are eager to speak, can not carry out conversation as a result of lack of vocabulary. “Many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going” (Rabab’ah, 2005, p.15). Khidhir (2015) concludes his study as “the problem of lack of vocabulary has a bad influence on learners’ performance” (p. 221).

Students cannot also find opportunity to practise the language and they do not actively participate in the classroom as they see English as an academic subject and they also think that they will not be able to use it in real life. Head Council of Education and Morality (2013) states the problem as the use of the target language is not only as an object of study, but as a means of interacting with others; the focus is not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context for generating real meaning (p. 3).

Another speaking difficulty is that students mostly cannot create the meaning and respond to possible responses. According to Al-Jamal (2014) “issues stressed by this research may become ‘inputs’ for the creating meaning and responding practice where communicators possibly are faced with difficulties in self-expression and understanding of others to deliver their meaning in an L2 context” (p. 20). Al Jamal (2014) also reveals that large class numbers, not focusing on speaking, absence of motivation, and L1 usage make difficulties on their speaking performance. Leong and Ahmadi (2017) refers that there are some reasons why learners use mother-tongue in their speaking classes (p. 36). The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners’ mother language, their learners will feel comfortable to do so in their speaking class.

Therefore, speaking difficulties are mostly resulted from the use of first language, worrying about making mistakes and lack of vocabulary. A few learners dominate the classroom, as well. As a result of these, learners get demotivated and they do not give due attention to speaking. They just see English as an academic subject and a lesson to pass at the end of the semester. However, Kumaravadivelu (2003) notifies that language is best learned when the learners’ attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (p. 27). A huge time should be spent to interactive process, and learners should be active participants rather than passively taking notes.

2.8. Speaking Strategies

Speaking strategies are devices to develope active, self involved second language communicative abilities. Oxford (1990) defines speaking strategies as specific actions, behaviours and techniques that learners use to improve their progress consciously. López (2011) indicates that speaking strategies are fundamental as they provide learners with valuable tools for communication in different situations. “Effective instructors teach learners speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to

help themselves expand their knowledge of the language and their confidence in using it" (Bashir, Azeem and Dogar , 2011, p. 39).

2.8.1. Classification of Speaking Strategies

Classification of speaking strategies differs depending on how a researcher defines it. However, learning strategies are classified more or less the same without any essential changes. "Many researchers support the classification of L2 learning strategies into six distinct categories that correspond to Oxford's six dimensions of strategy classification for the Strategy Inventory for Language Learning (SILL) including cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies" (Rahimi & Katal, 2012, p. 73). According to Hismanoglu (2000), strategies are distinguished as direct and indirect learning. One of those two strategies is learning strategies. Learning strategies divide into two sections as cognitive and metacognitive strategies and these strategies contribute to learner's language system directly. B. O'Malley (1985) classifies the learning strategies as metacognitive, cognitive and socio-affective strategies. Thus, it can be said that most important strategies for speaking are cognitive and metacognitive strategies as they are emphasized by all of the three researchers.

2.8.1.1. Cognitive Strategies

Cognitive strategies are type of activities which learners use for a better and successful learning by using some type of tecniques. According to Hismanoglu (2000), cognitive strategies are limited to specific learning tasks and involve direct manipulation of learning material and repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies. He again indicates that cognitive strategies are steps that are used in learning. Cognitive strategies are also "related to learning and requisite problem solving and analysis procedures such as clarification, memorization" (Razmjoo & Ardekani, 2011, p. 119). According to British Council (2006), cognitive strategies are one type of strategy that learners used in order to learn successfully including repetation organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. British Council (2006) again emphasizes that

activites in the classroom that are described as cognitive are mind maps, visualisation, association, mnemonics, clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.

2.8.2. Metacognitive Strategies

Metacognitive strategies refer to the tecniques used to help learners figure out how to learn, in other words, think about their thinking. “Metacognition, which literary means transcending knowledge, was defined by Flavell (1976) as ' knowledge concerning one's own cognitive processes or products'. This knowledge involves an awareness by learners of their learning behaviours, of the tasks they face, and of their own needs and abilities” (as cited in White, 1993, p. 16). Rahimi & Katal (2012) defines the metacognitive strategies as a construct that refers to thinking about one’s thinking or the human ability to be conscious of one’s mental processes. For Pearson (2011), “metacognition is defined most simply as ‘thinking about thinking’. Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when and why to use strategies” (p.2). Serri, Boroujeni & Hesabi’s (2012) definition of metacognitive strategies is that they deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies (p. 844).

Metacognitive strategies play a more important role than other strategies because once the learners regulate themselves by means of using metacognitive strategies, they learn faster. “The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling” (Anderson, 2002). Metacognition also brings learners awareness to learn and use strategies leading to success. Goh (2008) emphasizes that metacognitive activities enable learners to uncover processes and create scaffolded learning experiences. They can evaluate their own development and when learners see the benefits of metacognitive processes, they will be motivated to work harder. According to Rahimi & Katal (2012), “the general finding of studies shows that high degrees of metacognitive knowledge helps learners to be better at processing and storing new information, finding the best ways to practice and reinforce what they have learned” (p. 76). Some researchers also linked metacognition to a few other

components, “including metamemory, critical thinking, and motivation” (Pearson, 2011, p. 10).

2.9. Strategies Based Instruction

The aim of strategies-based instruction is to help the learner to have responsibility for their own learning and use the target language effectively. Strategies based instruction is very effective as it helps learners to become both aware of their learning style and take action on the basis of their own learning style. Moreover, learners are also able to use what they learn outside the classroom. “Teachers who have used this approach report their learners become more efficient in completing classroom language tasks, take more responsibility for directing their own learning outside class and gain more confidence” (Cohen, 2000, p. 11).

2.10. Theories Supporting Strategies

2.10.1. Social Constructivism

Social constructivism is a variety of cognitive constructivism that focus on collaborative side of learning. According to social constructivitism, human mind is constructed through interactions with the world and attribution of relationship between subject and object. A child is dependent on other people during his childhood as environment presets him a variety of tasks.

Learning does not occur through interaction, but interaction through social constructivism. "Learners first succeed in performing a new task with the help of another person and then internalise this task so that they can perform it on their own. In this way, social interaction is advocated to mediate learning" (Turuk, 2008, p. 248). Vygotsky (1978) views this interaction with peers as a way of enhancing skills and strategies. He suggests teachers to use collaborative learning to interact less competent children with more skillful peers - within the zone of proximal development. Vygotsky (1978) defines the Zone of Proximal Development (ZPD) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). When he developed this term, he believed that “individuals learn best when working together with others during joint collaboration, and it is through such collaborative endeavors with more skilled persons

that learners learn and internalize new concepts, psychological tools, and skills"(Shabani, 2010, p. 238). Zone of Proximal Development is assessed through interaction or collaboration as it provides multiple opportunities for imitation.

2.10.2. 21st Century Learning

21st Century learning is fundemental in today's world as they highly fulfil the needs of modern world and refers to wide range of knowledge of the modern workplaces. "The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces" (Hidden Curriculum, 2014). Lemke (2010) defines 21st century skills as the combination of a set of discrete (for example, critical thinking, collaboration, information literacy, and so on), and academic standards to be implemented through digital innovations in the context of emergent research from the cognitive sciences on how people best learn. According to Greenhill (2010), 21st century skills include critical thinking, communication, collaboration, and technology literacy.

The world is changing without ceasing. In order to keep pace with the developing world and advancing technology, there have to be new and innovative steps need to be introduced in the field of education. "There has been a dramatic acceleration in global competition and collaboration over the past thirty years, spurred by information and communication techology. The service economy, which is driven by information, knowledge, and innovation has supplanted the industrial economy and reshaped business and workplaces" (Bellanca & Brandt, 2010, p. 16). With the improvement of technology, learners always have to be at work . They always have to be into the new technology and their new role is to become a producer of knowledge. "Learners in 21st century schools first use computers and Internet access to research their projects. They find the information they need through internet research, but also through email communication and Skype video interviews of experts" (Pearlman, 2010, p.127). Again Pearman (2010) states that as well as technology, new learning environments are needed to support learners to work both individually and collaborative and provide learners oppurtunity for focused, collaboratively, hands-on project work. Trilling & Fadel (2009) also indicate that brainpower replaces with brawnpower, and mechanical horsepower gives way to electronic hertzpower. They again indicate that achieving

education's goals in our times is shaped by the increasingly powerful technologies we have for communicating, collaborating and learning and learning assumes a central role throughout life.

21st century skills and innovation are highly related with each other. Therefore, succesful innovation means improving 21st century skills. English teachers are searching for new ways to foster 21st century skills in order to improve innovation. According to a Pearson's Research (2013) critical thinking is probably the best place to start when developing innovation skills because they learn how to evaluate assumptions (theirs and others) and information to arrive at quality judgments. Even though it is assumed that critical thinking and innovation are opposites, it is not correct. Critical thinking is highly related with judgments, assumptions and engage in both divergent and convergent thinking, hence, it increases the innovation.

As well as improving innovation and creativity, 21st century skills also improve communication skills. With the proper use of technology, learners can improve listening techniques. Learners can also improve their presentation skills, helping them be effective communicators in public. Communication, however, is not just spoken or written language. For this reason, learners must be able to communicate not only with text or speech but also in different media formats.

2.10.3. Critical Thinking

One of the purpose education is to teach learners to think alternatively and make a choise among those alternatives. Critical thinking is the best way to achieve this. Glasser (1941) defines critical thinking as the ability to think critically and an attitude to think about problems and subjects that comes with experience, reasoning these thoughts and applying them. Therefore, critical thinking is the ability to think self-guided and self-disciplined which mostly attempted to reasoning the unique idea at the highest level. "Critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis, 1985, p. 45). Ennis (1985) also defines critical thinking similarly as a practical activity which includes alternatives and plans. Another point of critical thinking is made by Richmond (1993) as "depth of understanding of the concepts increased, and learners' capacity for critical thinking was enhanced. Learners began to think in terms of the long-run, as well as the immediate, implications of their decisions and actions. They began to anticipate the second- and third-order

effects of their choices" (p. 120). Paul and Elder (2002) emphasizes that critical thinking is a mode of thinking, about any subject, content or problem in which the thinker skillfully enhances the qualification of his or her idea.

2.10.4. Creative Thinking

Creativity is an underlying process that reflects divergent thinking. Paul and Elder (2004) identify creativity as "a critical component (e.g., "having or showing imagination and artistic or intellectual inventiveness")" (p. 4). Creative thinking is also defined as "the application of knowledge and skills in new ways, to achieve values and outcomes or to put it another way, it is imaginative activity fashioned so as to produce outcomes that are both original and of value" (as cited in Padget, 2012, p. 13). Indeed, creative thinking is a process which we associate all authentic probabilities with our previous knowledge. Paul and Elder (2004) again describes this process as a sense "in which all reasoned thinking, all genuine acts of figuring out anything whatsoever, even something previously figured out, is a new making, a new series of creative acts, for we rarely recall our previous thought whole cloth" (p. 8).

Creative thinking also has to be innovative "because it involves breaking out of old frameworks, creative thinking is thought to exhibit characteristics" (Bailin, 1987, p. 24) and it has to be "inventive, imaginative, and involves the generation of new ideas" (Bailin, 1987, p. 24). Toren (1993) associates flexibility and fluency with certain personel characteristics of creative thinking.

2.10.5. Communication

Communication is simply an exchange of information by speaking or using other mediums. All animals communicate in certain ways. Business Dictionary (2017) defines communication as "a means of connecting people or places. Two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning" (para 1). By the most primitive definition, communication is a way of exchanging massages through symbols. Losee (1999) defines communication as a concept characterized by information transfer, processing takes place in communication systems, both the sender and the receiver are actively involved in a communication system, and the quality of communications varies. Broandbent (1958) also emphesizes that " modern

communication theory regards information as increasing not only with the number of messages received hut also with decrease in the probabihty of each message : that is, with increase in the number of the messages that might have been sent" (p. 15).

"Communication is one of the key components of 21st century skills, yet it has not attracted the same research attention as related concepts, such as creativity and critical thinking. Communication research in the past has often focused on teacher-to-student, or explicitly teaching communication at the collegiate level" (Dilley, Fishlock & Plucker, 2015, p. 1). However, in today's world, there are many ways of modern communication to promote learning together. In this type of communication, learners are separated into groups so that they can share their perspectives and get an opportunity to not only communicate orally but also communicate in virtual forms like e-mail and massages. Learners are also given the oppurtunity to both listen and share their ideas in different forms. "While education has always been concerned with the basics of good communication-correct speech, fluent reading, and clear writing- digital tools and the demands of our times call for a much wider and deeper personal portfolio of communication to promote learning together" (Trilliing & Fadel, 2009, p. 54).

2.11. Collaboration

Ever since their existence, human kind have been working together for a common purpose to achieve certain goals. The prospect of collaboration has also been evident in the education world. Barfield (2016) defines collaboration as "deciding goals together with others, sharing responsibilities, and working together to achieve more than could be achieved by an individual on their own" (p. 1). Collaboration is not a simple group activity, it requires skills to work, deciding together, as well as sharing responsibilities and result of those decisions. Therefore, collaboration includes the dependency on each other as it " makes the learners depend on each other in their pursuit of knowledge and makes the learning process more meaningful and interesting" (Ibrahim et al, 2015, p. 1).

The advantage of collaboration is that student will not feel isolated and alone when they work in a group. They are more likely to feel that they are part of the community where they can support each other. Another advantage of collaboration is that "whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone"

(Tinzmann et al, 1990, p. 1). Another advantage of colloboration is that learners set themselves goals, design learning tasks and monitor one another and they self-assest themselves. Learners also “feel more free to express doubts, feelings of success, remaining questions, and uncertainties than when they are evaluated only by a teacher” (Tinzmann et al, 1990, p. 9). That is to say, learners feel less anxious, and less worried so that they feel free to express all their ideas and emotions when they work collaboratively.

The purpose of this study is to improve responsibilities of learners and their skills to work together, work in groups, share individual ideas, and wipe out the isolation in the classroom, help learners to set themselves goals, and self assest themselves as well as their peers; making collaboration a perfect match for realising this necessities.

2.11.1. Characteristics of a Collaborative Classroom

Collaborative classrooms have four main characteristics that capture relationships between teacher and learners, new approaches to instruction and construction of collaborative classroom

1. Shared Knowledge Among Teachers and Learners: In traditional classrooms, teacher is the information provider and learners are the passive listeners. So, the information flows only one in one direction from teacher to learners. However, both teachers and learners share knowledge in collaborative classrooms. Therefore, collaborative classroom environment give learners to improve their interpersonal skills by sharing “personal experiences, language, strategies, and culture that learners bring to the learning situation” (Tinzmann et al, 1990, p.2).
2. Shared Authority Among Teachers and Learners: In traditional classrooms, teachers set roles, design learning tasks and measure what is learned. However, in collaborative classrooms, teachers share their authority with learners. Learners set their goals and design their own learning tasks as teachers give them oppurtunity to choose among those particular tasks. “Collaborative teachers encourage learners' use of their own knowledge, ensure that learners share their knowledge and their learning strategies, treat each other respectfully, and focus on high levels of understanding” (Tinzmann et al, 1990, p.2).

3. Teachers as Mediators: When teacher is the mediator in the classroom, interaction, activeness, and learning arouse. For Feuerstein and Lewin-Benham (2012), “mediation means interacting with intention, meaning and transcendence with the intent of helping children expand their cognitive capacity, especially when ideas are new or challenging” (p. 1). However, “we define mediation here as facilitating, modeling, and coaching” (Tinzmann et al, 1990, p. 3). Successful mediation helps learners to connect the new information to his/her previous knowledge and experience, therefore, helping learners how to deal with the new unknown information. Learners also take the responsilibity of learning at the maximum level.
4. Heterogeneous Groupings of Learners: Our goal in the classroom is to engage all learners into the activities as much as possible. In order to achieve this, we give a message to all learners to work collaboratively at the highest level and expect low ability learners to deal with those challenges together. “The perspectives, experiences, and backgrounds of all learners are important for enriching learning in the classroom. As learning beyond the classroom increasingly requires understanding diverse perspectives, it is essential to provide learners opportunities to do this in multiple contexts in schools” (Tinzmann et al, 1990, p.3). It is important to divide learners into groups as this is an important way to enable the student to learn from one another. UK Essays (2013) also states that “heterogeneous grouping, that is gathering children of varying abilities in same groups has been proposed by many researchers as an effective strategy to promote academic development of learners having diverse background knowledge and abilities” (para 25).

2.12. Collaborative Learning

In modern classrooms, collaborative learning has gained importance as it lets learners work together and achieve certain goals, searching solutions and meaning, as well. According to Smith & MacGregor (1992), “collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by learners, or learners and teachers together. Usually, learners are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product” (p. 9). For O’Reilly (2016), collaborative learning is a process “where

learners collaborate together to achieve a desired goal or outcome, this can be two or more learners" (p. 6).

In traditional classrooms, learners spend most of their time listening to their teacher and taking notes. However, learners should be active participants in order to learn a language. In collaborative language learning, "learners are more active as valuable as it is to create a more dynamic classroom interaction" (Kane & Harms, 2005, p. 9). It can be also added that in collaborative learning, learners have opportunities to exchange and defend ideas with others, question the concept and ideas, actively get engaged in this means.

2.12.1. Collaborative Activities

Collaborative activities create learners oppurtunities to work together, therefore increasing chance to use target language and develop skills around it. According to the British Council (2006), collaborative activities are great for language learners because they encourage speaking and especially exploratory talk which is an important component of language learning. Collaborative activities include learners working together for completing a task. Those activities improve learners' usage of the target language and develop their skills, as well. Learners can benefit from collaboration in a variety of activities such as group work, pair work, role play, information gap, drama activities and presentation. Every classroom should include collaborative activities that will encourage learners to speak and engage in learning activities. Gaillet (1994) pointed out in his article that "collaborative work should be an integral part of every classroom because it prepares learners for normal discourse in business, government and the professions, which is both written within and addressed to status equals" (p. 105). Welch (n.d.) also emphasizes that collaborative activities are beneficial because learners are mostly quiet, shy and get bored in the traditional classrooms, moreover; only a few learners will be controlling the conversations in the classroom which will result in other learners' missing out the ideas.

2.12.2. Group Work

Group works simply enable learners to develop understanding for individual differences, develop their own skills. It also helps learners to enchance the total output of a classroom activity more than individual activities. According to Meng (2009),

group work is what “learners generally work together in face-to-face groups engaging in discussion and assisting one another in understanding” (p. 219). Moreover, “interacting with group members without a teacher’s supervision allows learners to decide for themselves how to use the language and accomplish a specific task” (Kim, 2015, p. 110). Group work is also beneficial as it develops “higher levels of thinking than the traditional lecture approach and help to retain knowledge. Discussion may even help to inspire active learning specific task” (Raja & Saeed, 2012, p. 157). Group work also has other benefits as it provides learners motivation, and activities that promote accuracy and fluency. Ur (1996) again states that learners practice oral fluency through group work and the use of group work improves learning outcomes. Chovančíková (2011) emphasizes the followings :

Even though group work, in its most general meaning, is a work carried out by a group of learners there is much more to this tool. When group work is scrutinised closely one reveals that there is a great complexity to this instrument. Group work consists of several stages and each of these stages has a number of attributes that need to be carried out in the exact order so the desired outcome can be reached (p. 9).

Group work is also beneficial in order to create an interactive classroom as it builds interpersonal relations among learners, develops and extend knowledge of the topic and theme under focus, develop oral fluency (Chappell, 2014). Group work is one of the significant factor to improve learners' interaction. In group work, learners learn to listen different pairs, learn to discuss and negotiate. Group work also increases talking time in class. They estimate that in an EFL class comprising 30 learners, speaking time for each student averages out to just one hour per year in a traditional system, but increases by more than 500 per cent where learning is group-work based” (Gill, 2013, p. 30).

2.12.3. Pair Work

Pair work is a kind of activity which learners work with another student. In language classrooms, this is mostly about discussing something or for a speaking activity. Richards & Schmidt (2002) defines pair work as “a learning activity which involves learners working together in pairs” (p.417). For Scrivener (1998), pair work is a classroom interaction that learners work with another student and this might be in

order to have a discussion about a certain topic, to check answers and just in order to communicate.

Pair work is a significant part of second language teaching and it has positive effect on language learners. "Pair work as an essential element in EFL/ESL classes, has a very clear effect on learners performance during speaking activities" (Zohairy, 2014, p. 52). Achmad and Yusuf (2014) also stress that pair work "develops the social skills, such as politeness, turn-taking, and respect towards each other while speaking" (p. 115) which means learners can work with each other without a high level dependence on teacher. For Storch and Aldosari (2013), one way to practise second language (L2) usage is assign to learners as pairs. When learners work in pair, they may use L2 more than a function like making suggestions and asking questions. So pair work might provide learners an improved quality of L2 practice. Taylor and Wigglesworth (2009) also points that “learners are given more opportunities to actively use both their receptive and their productive language skills, including the opportunity to provide and obtain feedback from other learners” (p.326).

2.12.4. Role Play

Role playing is a good ice breaker which helps learners enchance their speaking skills in a comfortable classroom environment, arousing interest to target language and interaction as well. The Oxford English Dictionary (2010) offers a definition of role-playing as “the acting out or the performance of a particular role, either conciously or unconciously.” Liu and Ding (2009) defines role play as “an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive” (p. 140). According to Kuśnierek (2015), role play is a very successful tool whose prime goal is to boost learners' interaction in the classroom. Besides, Porter-Ladousse (1987) defines the role play with a metaphor as follows:

> The term role play calls to mind the fable of the blind man trying to describe an elephant; the term takes on different meanings for different people. It certainly seems to encompass an extremely varied collection of activities. These range from higly-controlled guided conversation at one end of the scale, to improvised drama activities at the other; from simple

rehearsed dialogue performance, to higly complex simulated scenarios (p. 3).

It is also stated that there are two types of role playing, that is to say, real-plays and surreal-plays. The activities that are rehearsal of the real world is real-playing. Real plays are to practice typical, authentic structures learners are likely use in real life. In contrast to real-plays, surreal-plays are focusing on of self-expression of the inner world of every student. In surreal-plays, fantasy become important and learners are asked to solve a problem that they do not face in real life situation (Kuśnierek, 2015; Kaminskaya, 2016; Al-Arishi, 1994).

2.12.5. Drama Activities

Drama activity is a effective way of transcending language barriers and also drama is an effective ice breaker. It is a useful way of encouraging learners to use language. Hubbard et al (1986) defines drama as "a wide range of oral activities that have an element of creativity present" (p. 317). Heldenbrand's (2003) definition of drama is "the direct involvement of learning by experience" (p. 27). Drama is also defined by Ishak (2009) "as an activity that requires learners to use verbal and non verbal forms of communication. It also represents the relationship towards oral skills where speakers and listeners in the drama are able to build and share meaning" (p. 5). In drama activities, learners can act in a controlled way or they can simply work freely to create something. This provides learners to use their store of language. "The learners interact with other people and react to what they do and say, making use of their own personal store of language in order to communicate in a meaningful manner" (Davies, 1990, p. 87).

Drama activities are beneficial for language teaching since learners have a short span of attention and drama activities helps learners to capture their attention and motivate them to use language communicatively, providing learners to blend together "kinesthetic, emotional, and experiential approach to learning" (Heldenbrand, 2003, p. 32). Fabio (2015) emphasize it as follows:

Nowadays it is not an easy task to catch learners' interest and motivation in class, so there are a lot of means used by teachers in order to involve learners to

participate actively in the learning process. Within such techniques employed in language classes, there are the so-called dramatic activities (p. 5).

Drama activities also take the focus away from the instructor and put it on the learner to give maximum talking time and fosters the speaking skill. (Davies, 1990; Fabio, 2015). According to Boudreault (2010), drama puts the teacher in the role of supporter and learners take more responsibility for their own learning. Teacher becomes less dominant in the class and learners explore the language. Drama develops learners' imagination as well. They can go beyond, act like each other after some time and drama activities provide learners independent thinking opportunity. Heldenbrand (2003) collocate the benefits of drama activities to English language learner as a fun activity, relaxing and informal way to learn English, a source of improving vocabulary and expressions, confidence builder to speak English, a source of motivation and a tool to understand the target culture.

2.12.6. Presentation

Presentations are adapted into the English language classroom as an alterative to improve communication skill and assist learners to improve their speaking skills. Chen (2015) describes the presentation as "an alternative form of assessment has been widely adopted into ESL/EFL classrooms because communication skills are emphasized in teaching and learning" (p. 19). King (2002) emphasize that presentation is an effective activitiy which is widely adopted by teachers to promote oral skills. Živković (2014) indicates that for oral communication, learners need practice and the best way to practice language is oral presentations and she again states that "presentation techniques is a chance for learners to gain insight into knowledge and skills that make a good lecturer which often turns to become their vocation" (p. 469).

"One of the benefits of using oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way" (Brooks & Wilson, 2014, p. 202). Another benefit of oral persentations is that if properly organized, presentations provide learning experience and teach life long skills that will be beneficial in both school subject and as well as their careers (King, 2002). In their article Chohan and Smith (2007) arranged the benefits of oral presentation as interactive and authentic. Oral presentations are interactive since presenter gets the emotion from the audience and adjusts the message straight. Oral

presentations are authentic as it is totaly dependent to the context in which the presentation takes place.

2.12.7. Information Gap

The information gap is an optional approach to language teaching where activities engage learners in real world contexts (Ismaili & Bajrami, 2016, p. 613). Information gap is truely communicative because it gives the speaker the choice of what and how he will say. Larsen-Freeman (2002) specifies that "an information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday and I ask you, 'What is today?' and you answer, ' Tuesday', our exchange is not really communicative" (p. 129).

Information gap is useful as it gives opportunity to interact in the classroom. Learners exchange information, and classroom becomes an environment that provides communication rather than grammatical forms. Liao (1997) states in his article that “without information gap practice and genuine communication, the appropriate use of language in different contexts is neglected. Learners without this knowledge may be able to compose grammatical sentences but still not be able to use them appropriately with other people”.

2.13. Media Literacy

Media literacy is one of the compatible skills with collaborative learning because it is a modern way to express yourself while collaborating in classrooms. While improving the critical thinking skill, learners are highly in need of the benefits of making research through internet and other media sources and relate them with the new information and practice them in collaborative activities.

There are millions and even billions of sources on the internet, TVs and books. Our children live in a world in which they are exposed to many source of information. Media literacy plays an important role in order to distinguish which information is safe and correct. Even when writing a thesis, you are exposed to millions of sources and you have to be a good media literate to decide which one or ones are useful for your thesis.

One of the best definition of media literacy is that “media literacy is concerned with helping learners develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques ” (Baker,

2011, p. 10). Akti and Gürol (2012) also defines media literacy as the ability to access images, words or sounds in daily life; analysing them. Therefore, media literacy is a key to improve learners critical thinking skills because as children evaluate media, they will have to decide which content makes sense, what the key ideas of the content is. They will also connect that content with their previous information.

In the 21st century, media has an empowering and liberating role. “Thus pupils should be given an understanding of the structures, mechanisms and messages of the mass media. In particular, pupils should develop the independent capacity to apply critical judgement to media content” (Kubey, 1997, p. 15). Trilliing and Fadel (2009) also express their view in a similar way, and state that “surrounded by digital media and media choises, 21st century learners need to understand how to apply the media resources available for learning” (p.67).

Media literacy serves several functions. Friesem (2014) indicates that media literacy expresses the youth’s voice and connects communities. It also increases the engagement by sharing opinions about socially important issues. Friesem (2014) also adds that through media, learners are motivated to learn, and they are able to achieve the contents that cannot be achieved in traditional classrooms (p. 45). Therefore, media literacy is a modern way to enchance critical thinking skills and the communication among the learners.

CHAPTER III

3. METHODOLOGY

3.1. Context of the Study

This study was carried out in a secondary school in Adana, Turkey. School includes approximately 450 learners who mostly come from the very close villages and same backgrounds, 13 classes including 25 to 35 learners and approximately 30 teachers between the age of 25 and 40. The education is dual as there is not enough classrooms for all learners at the same time. 7th and 8th grade learners' lessons are in the morning, 5th and 6th grade learners' lessons are in the afternoon. 5th and 6th grade learners take 3 hours of English classes weekly while 7th and 8th grade learners take 4 hours. For 5th, 6th and 7th grade learners, teachers of English spend most of their time to form a basis of English grammar and awareness, while 8th grade learners gets an intense theoretical education of the language for exams they might take while determining their future high school.

3.2. Research Design

This study was designed as an experimental study aiming to enhance learners' creative and innovative thinking and their colloborative skills in a state secondary school. For Fraenkel and Wallen (2003), experimental study "is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships" (p. 261). The study was carried out with two classes each including 15 learners and the study is the static-group pretest-posttest design. Fraenkel and Wallen (2003) again state that the static-group pretest-posttest design permits to analyse the "gain" and "change". 7-A is considered as the experimental group and 7-C is considered as the control group. Both classes are taught by the researcher who follows the same syllabus.

The researcher also collected the data through questionnaires, video and his own notes, learners also wrote minute paper at the end of each two hours of lesson. Before the study, a Speaking Strategies Questionnaire (see Appendix 1) was applied to learners in order to figure out whether learners are aware of any knowledge of these strategies. Later on, a speaking scale as a pre-test was applied to both control and

experimental groups (see Appendix 2). During the study, colloborative activities were applied to the experimental group in which they are required to work both in small and big groups, pairs, role plays and drama activities while the control group were applied classical teaching methods. After the study, both groups applied the same questionnaire and the speaking test as a post-test.

3.3. Participants

The participants are 7th grade learners, who have low socio-economic background and most of them studied in the same primary school. They are at the age of between 11-13. The participants are selected using cluster random selection. Ahmed (2009) states that "in cluster sampling, cluster, i.e., a group of population elements, constitutes the sampling unit, instead of a single element of the population"(p. 2). Cluster random selection is the most economical form of sampling and requires less time for listing. They have been learning English since the 2nd grade, for 5 years. These learners were selected taking into account the fact that they come from the very similar background and have the similar educational experiences.

3.4. Procedure

The study was carried out between the dates of 09.10.2017 and 12.12.2017 and ran on for 12 weeks. The purpose of the study was explained for the groups selected for the study. The participants were given opportunity to refuse participating in the study. However, none of the participants were unwilling to participate at the begining. All participants were informed about the process and activities of the study in the very first week. The cirriculum of 7th grade includes ten units and themes such as appearance and personality, biographies, sports, wild animals, television, parties, superstitions, public buildings,environment and planets. However, only the first four units were included in the study as the time was limited.

Week I: In first unit (appearance and personality), learners were taught about some widespread adjectives about appearance and personality and given some examples about people's personality and appearance. After they were taught about the subject, learners were asked to work in pairs and describe their pair's appearance. Questions were "what colour are your friend's eyes?", " Is s/he overweight?", "Does

s/he have long or short hair?". The answers were expected to be in the long form and learners were given five minutes to think about the questions.

Week 2: They were asked to work in groups of four and answer the questions within five minutes.

1. Who is stubborn in the classroom?
2. Who is slim in the classroom?
3. Who is generous in the classroom?
4. Who is punctual in the classroom?

Later on, groups were asked to close their books and think about the adjectives they had learnt so far about the appearance and personality. After the teacher made sure that learners know the details of the subject, the learners were told that they have to think alone this time about the following information gap question. "Who is your favourite pop singer? Why do you like him / her?". Learners were asked to think about the question and rise their hand when they find their answer.

Week 3: Learners were gathered into groups of four again and asked to prepare a poster of a famous person they like and describe his/her appearance and personality. Before they were assigned the project, an example from the 7th grade English book (p. 16) was shown to them and was told that they can use a similar idea for their assignment. This activity allowed students to communicate with each other in the target language.

Week 4: In unit 2 (Biographies), learners were asked a question right at the begining as a warm up activitiy. "Do you know any famous person?" and they were separated into pairs and asked to write 5 scientist's name on a piece of paper that they've learnt in other classes like science and social studies. Learners read the scientist's name loud. Learners were also asked if they know Aziz Sancar or not. Afterwards, learners were separated into group of four and were assigned a text about Aziz Sancar (p. 20). They were asked to read the paragraphs about Aziz Sancar, put them into the correct order and make a meaningful text.

Week 5: Learners were asked to read the text again and summarize the text verbally. Learners were given some examples from the text and adressed some more questions.

Aziz Sancar **was born** in Savur, Mardin on September 8, 1946.

He **grew up** in Savur and stayed there until 1963.

Why **did** he **move** to İstanbul?

He **moved** to İstanbul to make a university degree at the area of medicine.

He **was** a brilliant student at school.

Sancar **had** an extraordinary life.

After these examples, learners were asked whether they knew what do the bold words stand for and they were again assigned to work in the same groups to understand what do the words in bold mean. Learners were also asked to look at the photo at the page 23 about Mickey Mouse and asked "Do you know any of these characters in the picture?".

Week 6: Learners were asked to choose a scientist or historical figure, learn about his/her life and write his/her biography. Then, report it to the class or record their voice while talking about his/her life. As a final assignment, learners were asked to make five-minutes presentation of the scientist / historical figure that they had chosen. Later on, students asked questions to presenter about the scientist / historical figure that they had chosen. On this count, student-student interaction was established.

Week 7: Learners were introduced with the new vocabulary with the "A Known-to-Unknown" approach in the sports unit. First, they were introduced with the vocabulary that is very similar or same in Turkish. For example; tennis, football, basketball, volleyball. They were informed that these are similar to Turkish words but spelled differently. Later on, learners were asked to separate into groups of four and figure out whether they know some other sports in English. After that, learners were taught all the vocabulary in the book (p. 28). Then, the learners were asked to categorize them into indoor and outdoor sports / activities and they were asked to answer the question "do you prefer indoor or outdoor sports / activities? why?".

Week 8: Learners were separated into pairs and were asked to describe each other's favorite activity using like/dislike and how often their partner does the activity. They were expected to say "My partner likes basketball. He plays basketball twice a day/three times a week/etc.". Afterwards, the whole class listened a song called "Sports song - I like baseball" (https://www.youtube.com/watch?v=qkWlGmhBZVs) and they sang the song altogether. Learners were also shown an example of football presenter. The aim of this activity is to show learners the following chunks :

a. They scored a goal.

c. We are winning.

b. They are attacking to even the score.

d. We are beating them 2-1.

e. The home team lost the match **nil**-four.

f. The home team defeated the guest team two-**nil**.

g. The score was a draw.

h. The referee **showed (booked)** a red card.

i. Two footballers argued with each other.

j. A footballer was badly injured.

Week 9: The researcher took the learners to the football field of the school, chose a presenter and separated male and female learners into teams. The researcher himself became the referee. The learners were asked to play football but only using the target language and the presenter was asked to present the game with the new chunks he had learnt.

Week 10: In unit 4 (wild animals), learners were separated into groups of four at the very beginning. They were asked to name the animals they know in English. They were shown a picture on page 38 and they were expected to guess what the programme was about. Later on, the researcher taught the learners wild animals vocabulary and asked them questions about animals.

1. What kind of animal is a lion?
2. What kind of animal is a leopard?
3. What kind of animal is a snake?
4. What kind of animal is an ostrich?

Student were expected to answer these question in simple forms. For example, a lion is the king of the jungle or an ostrich is a bird but it can not fly. Then, the researcher introduced the game “What animal is it?” and asked the learners to write the characteristics of each animal but not to tell the name of the animal. The learners were expected to construct sentences like “it is a wild animal, it can not fly, it is poisonous, it lives in jungle, it can swim, etc.” Groups were given time to get prepared and write at least 3 animals.

Week 11: The researcher asked a few critical thinking questions to the learners and expected them to answer these questions on their own with “should / shouldn’t”.

1. What **should** we **do** to protect wildlife?

Learners were expected to answer this questions like “we **should protect** forests, we **shouldn’t hunt** them.”

Week 12: The researcher asked the learners to look at the pictures in unit 4 and decide which animal they would like to be and learners were given a few minutes to decide. Afterwards, learners chose the animals they would like to be, were assigned to prepare a mask and also learnt the characteristics and qualifications of the animals they had chosen. They went to the board four by four and verbally explained to each other which animal they were, what those animals’ characteristic and qualifications were. Therefore, students interacted with each other, students had the opportunity to communicate with each other instead of just communicating with the teacher.

3.5. Data Collection Instruments

The learners were also informed about the aims and the activities included in the study. First, data was collected through the Speaking Strategies Questionnaire and the problems of the learners were examined, also the researcher examined whether the learners have information about the speaking strategies. Learners were given 29 questions and asked to answer them in 40 minutes. The researcher also answered the questions of the learners before and during the time learners responded to the questionnaire. The learners were also told to be honest when responding to the questionnaire. The same questionnaire was administered again at the end of the study in order to find out if the learners enhanced the speaking skills.

After the questionnare was applied to the learners, the researcher started his study. Researcher hold a speaking exam right at the beginning of the research, applied the 12 week study according to the lesson plans and held the same speaking exam afterwards (see Appendix 3).

The lesson plans were prepared by the researcher (see Appendix 4) for each lesson in the light of the cirriculum prepared by the Ministry of Education. Each unit was examined carefully and adapted to collaborative activities that requires to be carried out in group and pair works, role plays, drama, presentations and information gap. For each lesson, learners were given one of these tasks and asked to actively

participate in the process of learning. The researcher kept a dairy for each lesson, and learners were video recorded in a few lessons when the researcher observed that the learners were feeling relaxed.

3.6. Data Analysis

Data analysis was done in two different ways. Quantitative part of the study includes the data collected from the experimental group through the Speaking Strategies Questionnaire and analyze of the data in the Statistical Package for the Social Sciences (SPSS) v23. Secondly, the data was gathered by means of pre-test and post-test. Both pre-test and post-test of the control and the experimental groups were measured to find out student's speaking performance by using a speaking scale. The learners were evaluated over 100 points. Scores obtained from the pre-test and post-test for both groups were statistically analyzed by using SPSS. Paired-Sample T-test was used in order to understand if there was a significant difference between two tests.

The researcher's own notes and learners' minute papers were analyzed for the qualitative part of the data. The researcher collected the minute papers including the learners' own ideas at the end of each class and the researcher also wrote his own notes. The recorded data from each participants in the form of sentences were typed on the computer environment and analyzed in ATLAS.ti 8.0 through coding and categorizing by the researcher himself again.

3.7. Trustworthiness

Conducting a high quality research is a concern for all researchers. There are many criteria for a high quality research in the literature. Validity and reliability are among the most important of them as they generalise the findings of the research. In the quantitative part of the study, there are concrete results which were analyzed in SPSS; however, in the qualitative part of the study, notes of the researcher and minute papers' of learners are open to interpretation. In order to prevent the interpretation, this study was conducted in a certain criteria.

Credibility refers to the researhers confidence in the truth of study's findings. In a study, triangulation can be used to show that findings are credible. Triangulation is a widespread way of checking the quality of the research from different perspectives. There are mainly four types of triangulation (Denzin, 2017). "Data source

triangulation" refers to observing data in different context, "investigator triangulation" refers to multiple researchers in an investigation, "theory triangulation" refers to using more than one theory in the interpretation of the data, "methodological triangulation" refers to using more than one method to gather data. In this study, methodological triangulation was employed.

Transferability is another issue for a high quality research and it refers to which findings of a study can be applied to other situations. In this study, researcher refrained from including his own views and he was objective while understanding learners.

Reliability means to reveal whether the study repeated in the same context, with the same methods and participants. As Lincoln and Guba (1985) states there is a close relation between credibility and dependability: a demonstration of the credibility demonstrates its reliability. The purpose of this study is to understand in what sense the colloborative activities and creative thinking influence the speaking skill in a secondary school in Adana. Data collection was carried out through minute papers and researcher's own notes and through questionnaires and speaking exam. The speaking exam was graded by two different English teachers to increase the reliability of the study. Qualitative data were analyzed in SPSS and quantitative data were analysed in an objective way by coding in ATLAS.ti 8.0.

Confirmability refers to ensure that the work's findings are the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. That is why the researcher created trustful and relaxing environment while conducting the study. Moreover, the researcher investigated other similar research before conducting his own study. Ethical issues were also taken into consideration while conducting the study. No questions were asked that would demotivate student or make them think there is something wrong with them in the process of learning English.

CHAPTER IV

4. FINDINGS

This chapter includes the findings and interpretations obtained from the analysis of quantitave and qualitative data results of pre-tests and post-tests of both control and experimental groups and the results of the minute papers as well as the researcher's own notes. The purpose of this experimental study is to understand to what extend learners improved their speaking skills through the lesson plans prepared as collaborative activities. In order to obtain data, questionnaires were applied to learners at the very beginning and at the end of the study. Learners also took a speaking exam before and after the study. To support all the qualitative data, researcher kept a dairy for each lesson and learners also responded one or two questions while writing minute papers at the end of each lesson. Following sections will introduce all the research findings collected.

4.1. Result of the Pre Questionnaires

For questionnaire, learners are expected to respond 5 points scale questions "Always", "Usually", "Sometimes", "Rarely" and "Never". One of the learners didn't respond to items 2, 4, 6, 15, 24. Therefore, there is one missing value for each of those items. The same scale was conducted at the end of the study to find out whether learners improved their speaking strategies.

Questionnaires were analyzed using SPSS Statistics version 23 and numerics were used to analyze the each item in SPSS. 1 is used for always, 2 is used for usually, 3 is used for sometimes, 4 is used for rarely, and 5 is used for never. Table 1 includes the mean of each item of experimental group's pre-test questionnaire. It is assumed that the items whose means are higher than 2.5 are not used effectively by most learners. Researcher aimed to improve those strategies through 12 weeks of study using strategy base instructions by means of collaborative activities and 21st century skills.

4.1.1. Results of the Pre-Test Questionnaire of Experimental Group

Table 1.

Means of the Experimental Group's Pre-Test Speaking Strategies Questionnaire

	The Items	Means
1.	I try to find out how to be a better speaker of English.	2.06
2.	I encourage myself to try to speak.	2.57
3.	I practice the sounds of English.	3
4.	When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use and I try to use them in my speech.	2.21
5.	I make mental outline of the main points before I speak.	2.13
6.	I think first of what I want to say in my native language and then construct the English sentence.	1.85
7.	I try to talk like a native speaker.	3.13
8.	I try to relax whenever I speak English.	2.33
9.	I don't mind taking risks even though I might make mistakes.	1.86
10	I correct myself whenever I make an error.	2.13
11.	I use gestures and facial expressions if I can't communicate how to express myself.	2.53
12.	When I can't remember a word, I replace it by another.	3.06
13.	I reduce the message and use simple expressions.	1.73
14.	I practice English with my fellow learners.	4.13
15.	I repeat what I want to say until the listener understands.	2.35
16.	I give examples if the listener doesn't understand what I'm saying.	2.06
17.	If I do not understand something in English, I ask the other person to slow down or say it again.	2.13
18.	I start conversations in English.	4.26
19.	I correct only big errors and ignore slips of tongue.	2.80
20.	I take my time to express what I want to say.	2.66
21.	When my friends speak in class, I try to check their errors and correct them mentally.	3.33
22.	I give up when I can't make myself understood.	3.46
23.	I try to learn about the culture of English speakers.	2.46
24.	I repeat after listening to radio, recordings or music.	2.57
25.	I notice my English mistakes and use that information to help me do better.	2.13
26.	I try to learn from my speaking mistakes.	2.13
27.	I practice ways to repeat what I said in other words.	3
28.	If I have time first I write, and then I speak.	1.93
29.	I encourage myself to speak English even when I am afraid of making a mistake.	1.73

The most important difference of good and low achieving language learners is the effective usage of strategies. Hismanoglu (2000) specifies that even though they are used consciously or not, language learning strategies give important clues about how learners plan, select appropriate skills in order to understand, learn and remember new input. Therefore, first step of the researcher was to analyze the strategies which learners lack and improve them.

It can be seen in Table 1 that learners are lack in utilising 13 strategies. As it can be seen in item 2, learners did not encourage themselves to try to speak at the beginning of the study. They were only passive listeners who only listened to their teachers. Item 3 revealed that learners did not practice the sounds of the target language which possibly means they made no effort to practice the language itself. It can also be easily seen from the item 7 that learners had no desire to talk like a native at the beginning of the study. This problem can also be observed in item 3 as learners make no effort to practice language. Learners did not also use any gestures and facial expression when they cannot communicate (Item 11); instead, they probably prefer to cut off the communication when they cannot communicate in the target language. Learners are not aware of the fact that they can replace a word, when they cannot remember it as item 12 reveals. A few learners claimed that using the target language is difficult and they are not comfortable enough to think about a synonym to replace during a conversation. Item 14 and 18 reveal that most of the learners are lack of practicing English with fellows and starting conversations in English. These 2 items can be examined under the same title. They are both concerned with starting a conversation in the target language. Both items 14 and 18 have very approximate means (4.13 and 4.26) which were probably derived on the grounds of learners' similar feelings like worry and feeling of being ashamed. Item 19 reveals that learners also care mostly about accuracy rather than fluency because they did not ignore slips of tongue. Most learners pay more attention to the mistakes they make during communication. It also can be seen that learners were lacking at item 20. Most learners did not take their time to express what they wanted to say. This can be derived from feeling not comfortable enough to communicate in the target language. Item 21 also reveals that learners make no effort to check their classmates' error and correct them mentally when they speak. It can be said that learners were lacking this strategy because most of them were shy, anxious and could only think individually. Most learners also said that they give up when they are not understood (item 22). This

situation can still be explained as a problem related to being uncomfortable and worried. It shows that the learners give up quickly while they are communicating as well. Learners also did not repeat after listening to radio, recordings or music (item 24) which means that they were not aware of the strategies of practicing language. Finally, item 27 in Table 1 indicates that learners did not repeat what they said in other words. This might mean that learners do not take their time to think about what they say, do not consider and improve the way they communicate.

4.1.2. Results of the Pre Questionnaire of Control Group

Table 2.

Means of the Control Group's Pre-Test Speaking Strategies Questionnaire

	The Items	Means
1.	I try to find out how to be a better speaker of English.	2.11
2.	I encourage myself to try to speak.	2.38
3.	I practice the sounds of English.	2
4.	When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use and I try to use them in my speech.	2
5.	I make mental outline of the main points before I speak.	1.83
6.	I think first of what I want to say in my native language and then construct the English sentence.	2.16
7.	I try to talk like a native speaker.	2.88
8.	I try to relax whenever I speak English.	2.64
9.	I don't mind taking risks even though I might make mistakes.	2.55
10	I correct myself whenever I make an error.	1.94
11.	I use gestures and facial expressions if I can't communicate how to express myself.	2.55
12.	When I can't remember a word, I replace it by another.	2.50
13.	I reduce the message and use simple expressions.	2.23
14.	I practice English with my fellow learners.	3.47
15.	I repeat what I want to say until the listener understands.	2.47
16.	I give examples if the listener doesn't understand what I'm saying.	2.27

17.	If I do not understand something in English, I ask the other person to slow down or say it again.	1.66
18.	I start conversations in English.	3.12
19.	I correct only big errors and ignore slips of tongue.	3.29
20.	I take my time to express what I want to say.	2.50
21.	When my friends speak in class, I try to check their errors and correct them mentally.	1.88
22.	I give up when I can't make myself understood.	3.11
23.	I try to learn about the culture of English speakers.	2.05
24.	I repeat after listening to radio, recordings or music.	2.52
25.	I notice my English mistakes and use that information to help me do better.	1.64
26.	I try to learn from my speaking mistakes.	2.33
27.	I practice ways to repeat what I said in other words.	2.61
28.	If I have time first I write, and then I speak.	2.94
29.	I encourage myself to speak English even when I am afraid of making a mistake.	1.77

It can be seen in Table 2 that learners in the control group have no desire to speak like a native speaker, too (see item 7). This might be resulted from having no curiosity for the target culture and not caring about the communicative aspect of language. Item 8 reveals that unlike the experimental group, learners in the control group do not try to relax themselves while they are speaking the target language. Nevertheless, the control group is afraid of making mistakes and taking risks unlike the experimental group (see item 9). However, like the experimental group, the control group learners also do not use gestures and facial expressions if they cannot communicate (see item 11). Very similar to the experimental group, the control group also cuts off the communication when they cannot communicate in the target language. Item 12 shows that when the control group learners do not remember a word, they do not replace a word by another. This means that both groups lack replacing words to another as they are mostly not comfortable enough during a conversation. The control group learners are also lack of items 14 and 18. They have problems with practicing English and starting conversation in it because of the fact that they are worried and ashamed. It can be said that like the experimental group, the control group give up

when they cannot make themselves understood (see item 22). This item can also be observed very similar to items 14 and 18 as these items are also related to being worried and ashamed. Item 24 also reveals that learners are not aware how to practice language. Most learners also do not practice ways to repeat the target language in different words like the experimental group which possibly means that they do not make an effort to think and improve their communicative skills. Surprisingly, item 28 is a lacking strategy in the control group. Even though learners mostly write and afterward attempt to talk in classrooms at Turkish state schools, the control group said they do not first write and then speak.

4.1.3. Comparison of Pre Questionnaire of Experimental and Control Groups

Table 3.

Speaking Strategies Questionnaire Results of the Experimental and Control Groups

Group	N	Mean	Standard Deviation	P
Experimental Group	29	2.54	.66	.144
Control Group	29	2.39	.48	

p > .05

As shown in Table 3, no statistically significant difference was observed between the pre-tests of the control and the experimental groups at the beginning of the study. The learners of both the control and experimental groups were similar. The means and standart deviation values of the groups in Table 3 also suggest that both the experimental and control group learners are lacking in very similar speaking strategies.

4.2. Results of the Pre-Tests Speaking Rubrics

Pre-test speaking rubrics were assessed at the beginning of the study. The speaking skills of the learners were assessed and scored by two different teachers. A rubric analysing their skills like content, grammar, fluency, pronunciation and delivery was used. Each section has a maximum score of 20 points. Learners having 18-20 points from each of these criteria were evaluated as “excellent”, 16-17 as “good”, 14-15 as “able”, 12-13 as “developing”, 10-11 as “weak”, and 8-9 as “poor”. Results of the rubric were analyzed in SPSS 23. Meanwhile, those who got 40-49 are called poor speakers, 50-59 are called “weak speakers”, 60-69 are called “developing speakers”,

70-79 are called “able speakers”, 80-89 are called “good speakers”, 90-100 are called “excellent speakers”. Later on, the researcher focused on weak criteria and conducted collaborative learning activities in order to improve them.

4.2.1. Results of the Pre-Test Speaking Rubric of the Experimental Group

Table 4.

Results of the Pre-Test Speaking Rubric of the Experimental Group

	Mean
Content	11.47
Grammar	12.14
Fluency	11.23
Pronunciation	11.41
Delivery	11.29
Pre-Test Total Score	57.23

Table 4 indicates that the experimental group was weak for the skills including content, fluency, pronunciation and delivery, however; they were relatively more successful in grammar. This was because they were lack of most of the speaking strategies. This is due to a lack of organization during the speaking activity and lack of vocabulary, connecting, articulation, body language and all their English language knowledge was relied on reading and memorizing, taking all English classes so far as passive listeners rather than active participators. Learners were also hesitating how to use their theorical knowledge.

Table 4 also indicates that total scores of the learners made them weak speakers who make grammar mistakes and they were also lacking of fluency, they had weak pronunciation and poor delivery. The results of the pre-test also reveal why learners were not very eager to speak and why they kept asking right before an activity “what is the purpose of this study?”, “why are we doing this?”.

4.2.2. Results of the Pre-Test Speaking Rubric of the Control Group

Table 5.

Results of the Pre-Test Speaking Rubric of the Control Group

	Mean	Std. Deviation
Content	10.70	2.29
Grammar	10.95	2.16
Fluency	10.30	2.22
Pronunciation	10.00	2.05
Delivery	10.50	2.52
Pre-Test Score	52.55	11.07

Table 5 also indicates that the control group consisted of weak speakers at the beginning of the study. The learners got low marks from the pre speaking exam. They were lacking of the skills like content, grammar, fluency, pronunciation and delivery. These low marks were again due to the absence of speaking strategy knowledge. Like the experimental group, the control groups were lacking of vocabulary, connecting, articulation, body language and they were hesitating how to use their theorical knowledge. Table 5 also reveals the total pre-test scores of the control group learners who were weak speakers and make grammar mistakes as well as the fact that they were also lacking of fluency, they had weak pronunciation and poor delivery.

4.2.3. Comparison of Pre-test Speaking Rubric of Experimental and Control Groups

Table 6.

Speaking Rubric Outputs of the Experimental and Control Groups

	Mean	p
Content	.47	.405
Grammar	.97	.183
Fluency	.70	.278
Pronunciation	1.23	.055
Delivery	.58	.342
Pre- Test Score	3.52	.229

$p > .05$

Table 6 reveals that there was no statically significant difference between the experimental and control groups at the beginning of the study. Learners of both experimental and control groups were very similar to each other at the beginning of the study. It can also be indicated from Table 6 that the learners' speaking levels are close to each other. They got similar marks from the speaking exam. This is because the learners have the same background and have always learned the theoretical parts of the language.

4.3. Results of Post-test Questionnaires

In this section, the researcher reveals the post-test results of the questionnaires and elaborates whether learners made progress. Post-test results of the questionnaires are analyzed in SPSS Statistics 23 and numerics are used to analyze each item. 1 is used for “always”, 2 is used for “usually”, 3 is used for “sometimes”, 4 is used for “rarely”, and 5 is used for “never”. Following tables include means of both pre-test and post-test of each items of the experimental group’s questionnaire. Strategies that were observed as unsuccessful at the beginning of the study will be examined again and the items whose means are less than 2.5 are considered as successful.

4.3.1. Post-Test Results of Experimental Group

Table 7.

Comparison of pre-test and post-test results of experimental group questionnaires

	The Items	Pre-Test Mean	Post-Test Mean
1	I try to find out how to be a better speaker of English.	2.06	1.26
2	I encourage myself to try to speak.	2.57	2.07
3	I practice the sounds of English.	3	2
4	When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use and I try to use them in my speech.	2.21	2.21
5	I make mental outline of the main points before I speak.	2.13	2.26
6	I think first of what I want to say in my native language and then construct the English sentence.	1.85	2.42

7	I try to talk like a native speaker.	3.13	3.46
8	I try to relax whenever I speak English.	2.33	2.4
9	I don’t mind taking risks even though I might make mistakes.	1.86	2.33
10	I correct myself whenever I make an error.	2.13	1.8
11	I use gestures and facial expressions if I can’t communicate how to express myself.	2.53	1.86
12	When I can’t remember a word, I replace it by another.	3.06	2.66
13	I reduce the message and use simple expressions.	1.73	2.33
14	I practice English with my fellow learners.	4.13	4
15	I repeat what I want to say until the listener understands.	2.35	2.57
16	I give examples if the listener doesn’t understand what I’m saying.	2.06	2.33
17	If I do not understand something in English, I ask the other person to slow down or say it again.	2.13	2
18	I start conversations in English.	4.26	3.93
19	I correct only big errors and ignore slips of tongue.	2.8	2.4
20	I take my time to express what I want to say.	2.66	2.46
21	When my friends speak in class, I try to check their errors and correct them mentally.	3.33	2.46
22	I give up when I can’t make myself understood.	3.46	3.06
23	I try to learn about the culture of English speakers.	2.46	2.86
24	I repeat after listening to radio, recordings or music.	2.57	2.21
25	I notice my English mistakes and use that information to help me do better.	2.13	2
26	I try to learn from my speaking mistakes.	2.13	2.2
27	I practice ways to repeat what I said in other words.	3	2
28	If I have time first I write, and then I speak.	1.93	2.2
29	I encourage myself to speak English even when I am afraid of making a mistake.	1.73	2.13

At the end of the 12-weeks of study, it was observed that the learners encouraged themselves and talked more comfortably in front of their classmates (item 2). In addition, the researcher's notes prove it. Some learners said that they were embarrassed before making group presentations. However, after a while, learners were

asking to the teacher " What are we going to do in the next lesson?, Shall we prepare something for the following lesson?" which proves that learners were eager to do something and encouraging themselves to speak. Learners also made progress in practicing the sounds of English language (item 3). According to the researcher's notes, the greatest factor in these achievements were listening activities and group works. According to the minute papers written by the learners, the more learners become interested in the lesson, the more curiosity of pronouncing their words increases. As the research proceed, the learners began to use more gestures and facial expressions during their conversation (item 11). Learners felt more comfortable during the course of the study. According to the minute paper's written by the learners, participating actively and moving in the class helped them to relax.

As it can be seen from item 19 that students were more concerned with the accuracy of their speech at the begining of the study, however; they were more interested in being fluent speakers because more students said they corrected only big errors and ignored slips of tongue after a 12 weeks of study. Item 20 also reveals that more learners take their time to express what they want to say. Learners free themselves of their tension and anxiety during the study. According to the researcher's notes, learners realized they can pause even in their mother tongue, and it is also possible on the target language.

More learners also check their classmate's errors and correct them mentally (Item 21). The main reason for this was that learners could not find enough conversation time in classical classroom environment. According to the researcher's notes and according to the learners' minute papers, they started thinking more critically in the target language as time went by, and as a consequence of this they started to correct not only their own mistakes but also other classmates'. As item 24 reveals, more learners are eager to repeat the sounds after listening to radio, recordings or music. This is mostly because learners were exposed to the target language more than they were used to and they got more interested in the pronunciation of vocabulary more.

Learners are also able to practice ways to repeat what they said in other words after the study (item 27). According to researcher's notes, learners were taking notes about their mistakes and when they want to talk about the same topic, they correct their previous mistake in the latest weeks of the study. This is because they can think more

critically about the target language and gained some of those strategies they were lacking at the beginning of the study.

In addition to these items, Item 1 (Pre test Mean = 2.06, Post Test Mean= 1.26) reveals that students seemed more eager to talk and they tried to figure out how to be better speakers. Observations of the researcher are evidence of this, as well. He wrote on one of his classrooms notes that “pronounciations of the learners are still not good enough but as the days pass, they are more eager to talk and less anxious about making mistakes.” Besides, more learners enhanced the ways to repeat what they said in other words rather than cutting the communication off. At the begining of the study, when the learners could not find the words they were going to use, they were giving up quickly and cutting off the communication, however; they were eager to spend more time talking to each other or to teacher after the 12 weeks of study.

4.3.2. Post-Test Results of Control Group

Table 8.

Comparison of pre-test and post-test results of control group questionnaires

	The Items	Pre-Test Mean	Post-Test Mean
1	I try to find out how to be a better speaker of English.	2.11	2.07
2	I encourage myself to try to speak.	2.38	2.71
3	I practice the sounds of English.	2	2.35
4	When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use and I try to use them in my speech.	2	2.5
5	I make mental outline of the main points before I speak.	1.83	1.64
6	I think first of what I want to say in my native language and then construct the English sentence.	2.16	1.78
7	I try to talk like a native speaker.	2.88	2.5
8	I try to relax whenever I speak English.	2.64	2.57
9	I don’t mind taking risks even though I might make mistakes.	2.55	2.85
10	I correct myself whenever I make an error.	1.94	2.28

11	I use gestures and facial expressions if I can't communicate how to express myself.	2.55	2.21
12	When I can't remember a word, I replace it by another.	2.50	2.92
13	I reduce the message and use simple expressions.	2.23	2.64
14	I practice English with my fellow learners.	3.47	4.42
15	I repeat what I want to say until the listener understands.	2.47	2.78
16	I give examples if the listener doesn't understand what I'm saying.	2.27	2.14
17	If I do not understand something in English, I ask the other person to slow down or say it again.	1.66	1.57
18	I start conversations in English.	3.12	3.64
19	I correct only big errors and ignore slips of tongue.	3.29	3.71
20	I take my time to express what I want to say.	2.50	3.21
21	When my friends speak in class, I try to check their errors and correct them mentally.	1.88	3.28
22	I give up when I can't make myself understood.	3.11	3.35
23	I try to learn about the culture of English speakers.	2.05	2.5
24	I repeat after listening to radio, recordings or music.	2.52	2.21
25	I notice my English mistakes and use that information to help me do better.	1.64	2.71
26	I try to learn from my speaking mistakes.	2.33	2.07
27	I practice ways to repeat what I said in other words.	2.61	2.92
28	If I have time first I write, and then I speak.	2.94	2.14
29	I encourage myself to speak English even when I am afraid of making a mistake.	1.77	2.07

At the beginning of the study, the control group learners were not aware of 13 speaking strategies, however; they were still lacking of 10 items after the 12 weeks of study. The learners were only able to make progress on the items 11, 24, 28. According to the teacher's notes, the learners are making progress in the skills such as reading and writing, however; they will still lack in speaking skill because they are not getting oppurtunity to practice and classical teaching methods are away from any work that will enable learners to convey their ideas. Even the learners made little progress on using gestures and facial expression or even though they repeat what they hear or made

a progress on the strategy of writing or taking notes before speaking, they are still classical learners.

4.3.3. Comparison of Post-Tests Results of Both Control and Experimental Group

Table 9.

Speaking Strategies Questionnaire Results of the Experimental and Control Groups

	Mean	Std. Deviation	P
Experimental Group	2.40	.58	.000
Control Group	2.61	.64	

p □ .05

Table 9 suggests that there is statistically significant difference between the experimental and control groups in terms of speaking strategies after 12 weeks of study. These findings reveal that collaborative activities have significant effect on enhancing speaking skills while traditional classroom and methods have no effect on enhancing speaking skills.

4.4. Results of the Post-Tests Speaking Rubrics

Post-test speaking rubrics were assessed at the end of the study. The learners were examined and scored by two different teachers. Learners were examined though the same rubric given in the pre-test. The learners who had 18-20 points from each of these criteria were evaluated as “excellent”, 16-17 as “good”, 14-15 as “able”, 12-13 as “developing”, 10-11 as “weak”, and 8-9 as “poor”. Results of the rubric were analyzed in SPSS 23. Meanwhile, those who got 40-49 are called poor speakers, 50-59 are called “weak speakers”, 60-69 are called “developing speakers”, 70-79 are called “able speakers”, 80-89 are called “good speakers”, 90-100 are called “excellent speakers”.

4.4.1. Results of the Post-Test Speaking Rubric of the Experimental Group

Table 10.

Comparison of the Post-Test Speaking Rubric Results of the Experimental Group

	Mean	Std. Deviation	P
Pre-Test Content	11.4706	2.12478	.000
Post-Test Content	15.6765	3.19150	
Pre-Test Grammar	12.1471	2.31682	.001
Post-Test Grammar	15.5294	2.84754	
Pre-Test Fluency	11.2353	2.13686	.000
Post-Test Fluency	15.2353	2.85656	
Pre-Test Pronunciation	11.4118	2.15229	.000
Post-Test Pronunciation	15.3529	3.31552	
Pre-Test Delivery	11.2941	2.11438	.000
Post-Test Delivery	14.8529	2.98310	
Pre-Test Total Score	57.2353	10.18289	.000
Post-Test Total Score	76.3824	14.53931	

p □ .05

Table 10 reveals that the experimental group learners had better scores from the post speaking test and there is statistically significant difference between the pre- and post- speaking tests. Learners made progress in all skills including grammar, fluency, pronunciation, deliver and content after 12 weeks study with collaborative activities.

4.4.2. Results of the Pre-Test Speaking Rubric of the Control and Experimental Group

Table 11.

Comparison of the Post-Test Speaking Rubric Results of the Control and Experimental Group

	Mean	Std. Deviation	P
Control Group Content	12.1765	2.78916	0.007
Experimental Group Content	15.6765	3.19150	
Control Group Grammar	12.8529	2.99877	0.026
Experimental Group Grammar	15.5294	2.84754	
Control Group Fluency	11.5882	2.39945	0.001
Experimental Group Fluency	15.2353	2.85656	
Control Group Pronunciation	11.7059	2.75601	0.003
Experimental Group Pronunciation	15.3529	3.31552	
Control Group Delivery	12.1765	2.72110	0.021
Experimental Group Delivery	14.8529	2.98310	
Control Group Total Score	61.1471	13.60809	0.007
Experimental Group Total Score	76.3824	14.53931	

p □ .05

Table 11 reveals that there is a statistically significant difference between the experimental and control groups in all skills including grammar, fluency, pronunciation, deliver and content after 12 weeks of study. After 12 weeks of exposion of intensive collaborative activities, the experimental learners were able to make a significant progress in speaking skills while the control group received results close to their pre-tests. The researchers' notes throughout the study also support these results. He noted that the comfortable classroom environment, communicational and collaborative activities are more successful in revealing the skills learners have.

Another issue which should be focused on is that the control group learners had 12 weeks of intensive grammar lessons, however; their results were lower than the experimental group. Learners who had lessons with collaborative activities were still better in acquiring grammar and implementing it in both grammar and speaking activities. The researcher claims in his notes that “experimental group learners might not be better than control group learners in grammar skill, however; experimental group

learners were more comfortable and eager while using the language". Therefore, the experimental group learners made a progress after some time but the control group learners remained at the same level because they did not use the language in any activity.

CHAPTER V

5. CONCLUSION

This chapter includes the data obtained from questionnaires, rubrics, teacher notes and students' minute papers. The purpose of this study was to find out whether collaborative activities have an influence on secondary school students' speaking skill. All activities, themes and topic were prepared in accordance with the cirriculum of Turkish Ministry of Education. In order to collect data, four different tools were used; Speaking Strategies Questionnaire, Speaking Rubric, Teacher Notes and Student's Minute Papers.

RQ1 : Are students aware of speaking strategies before study?

First research question aims to find out whether students were aware of speaking strategies before the study. At the begining of the study, students were applied a questionnaire including 29 strategies. Students seemed to be aware of the majority of the strategies, though they lacked in 13 of them. Students were lacking the most fundamental skills and they were uncomfortable and anxious in the classroom. Even though students claim they use those strategies, it does not mean that they really use them.

Students might be lacking of these skills because of the fact that they are exposed to the theorical aspect of language which is only tested in exams. Similarly, Bedir (2016) believes that "teachers focus more on the (grammar, reading, and vocabulary) which is tested in the exam and ignore the content based teaching though they have sufficient knowledge of language teaching approaches and methods" (p. 236). For language learners, it is vital to use language learning strategies, as those strategies are crucial to achieve conscious learning, also enabling students to become lifelong learners. Strategies make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations and language strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991; Oxford, 1990). Therefore, this study aimed to raise awareness on these strategies among the students by blending them with collaborative activities throughout the 12 weeks of study.

RQ2 : Do collaborative activities improve speaking strategies?

Second research question is to figure out whether collaborative activities improve speaking strategies. To find this out, students were applied a pretest at the begining of the study and they were again applied a post speaking test at the end of the study. Right at the beginning of 12 weeks study, students were not very eager to speak and they were lacking most fundamental strategies of speaking. All students were shy and they barely wanted to talk. They all focused on the theorical aspect of the language; grammar and writing. However, the researcher observed that the students were more eager to speak after few weeks of study with collaborative activities. As the time passed, the eagerness of the students and comfortable classroom environment enhanced the students' speaking skill with the help of collaborative activities. In addition, the students improved their speaking strategies through the study and they were able to use those strategies in the classroom environment. Lucena and San Jose (2016) also concluded that "Cooperative learning offers a proven and practical means of creating exciting social and engaging classroom environment to help students to master traditional skills and knowledge as well as develop the creative and interactive skills in today's society" (p. 71). Freniawati, Nainggolan & Huzairin (2015) also concluded that " there was a significant improvement of the students' speaking skill from the pretest and posttest after they were taught by using Collaborative Learning. Collaborative Learning is applicable to encourage the students to improve their speaking skill". Therefore, it can be said that collaborative activities are beneficial to improve speaking strategies and to improve students' speaking skills.

According to Vygotsky (1978), collaborative situations are better while performing higher intellectual levels than working individually. Vygotsky (1978) again indicates that social interactions from guided learning influence how they and what they think about. Bruner (1985) reveals that cooperative learning methods influence problem solving strategies in a positive manner because the students are exposed to various interpretations of a situation. Peer support makes knowledge more possible to be internalized. Similarly, collaborative activities helped students understand the whole learning process better, which strategies to use and how to use materials. Colloborative activities also helped them to interact with and observe each other, therefore influence their speaking skills, learn from each other's mistakes. Collaborative activities helped students to fell less anxious, as well. Share of responsibility and role playings might be the reason why they felt less anxious in the classroom. Gokhale (1995) emphasizes a

similar finding in one of the study that “most of the participants felt that groupwork helped them to better understand the material and stimulated their thinking process. In addition, the shared responsibility reduced the anxiety associated with problem-solving” (para 31).

RQ3 : Are the students aware of the speaking strategies after study?

Third research question aims to find out whether the students were aware of the speaking strategies after study. It can be seen that students were not aware of 13 strategies at the beginning of the study, however; students developed awareness for 9 out of 13 strategies at the end of 12 weeks of study. Therefore, it can be said that students were more aware of the most speaking strategies except items 7, 12, 18, 22 after the study.

Apparently, speaking strategies are teachable and it is also a possibility that the more students are aware of speaking strategies, the more they know how to learn it. When teachers spend enough time for teaching strategies and if they choose appropriate materials and activities, students can learn one or a few strategies that would be useful for them while they are practicing and they also become more interested in the learning progress. Griffiths (2013) draws attention to a similar point that “strategies are so simple that it is easy for experienced students to take them for granted, but it must be remembered the strategies themselves had to be learnt initially before they could be used to enhance other learning” (p. 2). Similarly, Lavasani and Faryadres (2011) also points that greater level of strategy used by the learner can be explained by two factors. Language learners can be relatively experienced who know a great deal about how to learn and they can be in an intensive training environment which is different from a foreign language classroom.

CHAPTER VI

6. SUGGESTIONS AND IMPLICATIONS

This study was conducted to understand whether collaborative activities make a significant change in speaking strategies among 7th grade students at a state school in Turkey. The results of the study revealed that collaborative activities improve speaking skill and strategies among the students. Therefore, language teachers should be aware of collaborative activities and their benefits. Collaborative activities shifts classrooms from a traditional one to a more student centered one. Hence, it enables teachers to create a more comfortable environment where learners can use language in an effective way. When collaborative activities are used in an effective way, language learners are also able to become relatively experienced learners who make their environment more than a foreign language classroom. The data also revealed that collaborative activities create a comfortable classroom environment. Thus, the teachers who are willing to design a classroom which is comfortable and where language learners study in harmony should be using collaborative activities.

Experimental studies have too many variables. The researcher has limited information about the backgrounds of the students and has limited information about whether students have received help elsewhere or from other lecturers. The researcher did not conduct any study to figure out the learning style of the students. Moreover, this study was conducted within a duration of 12 weeks. Therefore, it can be said that this study is limited in this sense.

Finally, on the basis of the evidence provided by this study, it is reasonable to use collaborative activities to improve speaking and speaking strategies for certain situations through the mobilization of trained teachers and use of appropriate materials and methods, keeping in mind that there is no perfect method for all situations and all subjects taught.

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8. APPENDICES

8.1. Appendix 1: Konuşma Stratejileri Anketi

Sayın katılımcı,

Bu anket siz öğrencilerimizin İngilizce dersinde konuşma ile ilgili yaşadıkları problemleri tespit etmeye ve problemlerin çözümü hakkında düşüncelerinizi öğrenmeye yöneliktir. Bu ankette doğru ya da yanlış cevap yoktur. Sorulara vereceğiniz içten ve gerçekçi yanıtlar, doğru sonuçlara ulaşmamızı sağlayacaktır.

Bu anket bir bölümden oluşmaktadır. Uygun kutucuğu (X) işareti koyarak doldurunuz. Aşağıdaki ifadeleri olması gerektiği gibi değil, içinizden geldiği gibi ve gerçek durumu yansıtacak şekilde belirleyip ne derece katıldığınızı (X) işareti koyarak belirtiniz.

Verdiğiniz cevaplar kesinlikle notlarınızı etkilemeyecek, kişisel bilgileriniz sorulmayacaktır. Bu formda belirttiğiniz ifadeler tamamen gizli kalacak ve bu ifadeleri araştırmacılar dışında hiç kimse görmeyecektir. Katkılarınızdan dolayı şimdiden teşekkür ederiz.

ANKET SORULARI

Aşağıda numaralandırılmış ifadeleri okuyunuz ve her durum ile ilgili görüşlerinizi (X) işareti ile belirtiniz.

		K	K	K	K	K
1	Nasıl daha iyi İngilizce konuşacağımı keşfetmeye çalışırım.	5	4	3	2	1
2	Kendimi İngilizce konuşmak için teşvik ederim.	5	4	3	2	1
3	İngilizce sesleri çıkarmaya çalışırım.	5	4	3	2	1
4	Öğretmenlerimi veya İngilizcede iyi olan kişileri dinlerken,	5	4	3	2	1
5	Konuşmadan önce ne söyleyeceğimi kararlaştırırım.	5	4	3	2	1
6	İlk olarak anadilimde söylemek istediğim şeyi düşünürüm ve	5	4	3	2	1
7	Anadili İngilizce olanlar gibi konuşmaya çalışırım.	5	4	3	2	1
8	İngilizce konuştuğum zaman kendimi rahatlatmaya çalışırım.	5	4	3	2	1
9	Hata yapacak olsam bile risk almaktan çekinmem.	5	4	3	2	1
10	Hata yaptığım zaman kendi kendimi düzeltirim.	5	4	3	2	1
11	Eğer kendimi nasıl ifade edeceğimi anlatamıyorsam, jestleri	5	4	3	2	1
12	Bir kelimeyi hatırlamadığımda,yerine başka bir kelime	5	4	3	2	1
13	Anlatmak istediğimi basit bir şekilde anlatırım.	5	4	3	2	1
14	Arkadaşlarımla İngilizce konuşurum.	5	4	3	2	1
15	Dinleyen kişi anlayana kadar söylemek istediğim şeyi tekrar	5	4	3	2	1
16	Eğer dinleyen kişi söylediğim şeyi anlamazsa örnekler	5	4	3	2	1
17	Eğer İngilizcede bir şeyleri anlamazsam, karşımdaki kişiden	5	4	3	2	1
18	Sohbetlere İngilizce başlarım.	5	4	3	2	1
19	Sadece büyük hataları düzeltir ve dil sürçmelerini	5	4	3	2	1
20	Ne söylediğimi açıklamak çok zamanımı alır.	5	4	3	2	1
21	Arkadaşlarım sınıfta konuştuğunda,zihnimde onların	5	4	3	2	1
22	Kendimi ifade edemediğimde anlatmaktan vazgeçerim.	5	4	3	2	1
23	İngilizce konuşmacıların kültürlerini öğrenmeye çalışırım.	5	4	3	2	1
24	Radyo,kayıt ya da müzik dinledikten sonra bunları tekrar	5	4	3	2	1
25	İngilizce hatalarımı fark ederim ve bu bilgileri daha iyi sonuç	5	4	3	2	1
26	Konuşma hatalarımdan ders çıkarmaya çalışırım.	5	4	3	2	1
27	Söylediğim şeyleri başka kelimelerle ifade etmeye çalışırım.	5	4	3	2	1
28	Eğer zamanım varsa, önce yazarım ve daha sonra konuşurum.	5	4	3	2	1
29	Hata yapmaktan korksam bile kendi kendimi İngilizce	5	4	3	2	1

8.2. Appendix 2: Speaking Rubric

Marking criteria and grades/marks for speaking assignments

90s Excellent Speaker

- *Content* is relevant & well developed (states purpose, examples, closure, use of time)
- Little/no confusion due to *Grammar* (syntax, tenses, pronouns)
- High level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)
- Little/no misunderstanding due to *Pronunciation* (stressing/intonation, connecting, articulation)
- Effective *Delivery* (projection, body language, equipment)
- Little or no reading/memorization

80s Good Speaker

- *Content* is partially relevant & developed (states purpose, examples, closure, use of time)
- Occasional mistakes in *Grammar* (syntax, tenses, pronouns)
- Moderate level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)
- Minor misunderstanding due to *Pronunciation* (stressing/intonation, connecting, articulation)
- Appropriate *Delivery* (projection, body language, equipment)
- Occassional reading/memorization

70s Able Speaker

- *Content* is achieved to a certain extent (states purpose, examples, closure, use of time)
- Some confusion due to *Grammar* (syntax, tenses, pronouns)
- Acceptable level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)
- Some confusion due to *Pronunciation* (stressing/intonation, connecting, articulation)
- Slightly inappropriate *Delivery* (projection, body language, equipment)
- Some reliance on reading/memorization

60s Developing Speaker

· *Content* is hardly evident (states purpose, examples, closure, use of time)

· Significant mistakes in *Grammar* (syntax, tenses, pronouns)

· Poor level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)

· Difficult to understand due to *Pronunciation* (stressing/intonation, connecting, articulation)

· Inappropriate *Delivery* (projection, body language, equipment)

· Too much reliance on reading/memorization

50s Weak Speaker

· *Content* is absent/irrelevant (states purpose, examples, closure, use of time)

· Numerous mistakes in *Grammar* (syntax, tenses, pronouns)

· Unacceptable level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)

· Very difficult to understand due to *Pronunciation* (stressing/intonation, connecting, articulation)

· Poor *Delivery* (projection, body language, equipment)

· Far too much reading/memorization

40s Poor Speaker

· *Content* is off topic, lacks organization, and not enough time

· Cannot understand due to *Grammar* (syntax, tenses, pronouns)

· Unacceptable level of *Fluency* (hesitation/rate of speech, vocabulary, coherence)

· Cannot understand due to *Pronunciation* (stressing/intonation, connecting, articulation)

· Poor *Delivery* (projection, body language, equipment)

· Complete reliance on reading/memorization

Name: _____

Class: _____

Date:_____

SPEAKING ASSESSMENT		**POOR (8-9)**	**WEAK (10-11)**	**DEVELOPING (12-13)**	**ABLE (14-15)**	**GOOD (16-17)**	**EXCELLENT (18-20)**	**SCORE**
Content	states purpose, supports ideas, closure & time							
Grammar	syntax, verbs, agreement							
Fluency	rate of speech, vocabulary & coherence							
Pronunciation	articulation, connecting, stress/intonation							
Delivery	projection, gestures/reading, equipment							
						Total Score:		

8.3. Appendix 3: Speaking Exam

Examiner: Hello (stds name), I am Hasan.

Phase 1a (2 minutes)

The Examiner will select questions from those provided in the test pack, in a variety of areas such as name, nationality, free time, appearance and personality, biographies, sports, wild animals.

Name:

• What is your (full) name?

• Can I have your name please?

• Could you tell me your full name please?

• Can you spell it for me?

Nationality/where students live:

• Where are you from?

• Which city are you from?

• Where is your hometown located?

• Do you live in Adana?

Free time activities:

• Do you have any hobbies?

• What are some of your hobbies?

• What do you do in your free time?

• What do you do in your spare time?

Phase 2a (2 minutes)

Examiner: Now I'd like to ask you some questions about what we have learnt so far. You do not have to answer all my questions immediately. Take your time to think. (If student does not understand, examiner explains it in first language.)

Appearance and Personality

• What is the opposite of tall?

• What does selfish mean?

• Do we use **have to or to be** when describing hair colour and eye colour?

• What are you wearing now?

Phase 2b (2 minutes)

Examiner: A thief stole a pencil from your classroom and a student saw him while he was stealing it. I will describe the thief and I want you to choose the thief depending on my description.

The thief is wearing a purple jumper, a purple hat and a mask. He is tall and slim. He is also wearing white gloves.



Phrase 3a (2 minutes)

Examiner: Now we will talk about famous people and their lives.

Naming Some Famous Names

The first person says the title of a well-known song in English, and the second person tells the name of the singer.

SONG	SINGER
Did it my way	Frank Sinatra

The first names the title of a a movie and the second tell one of the stars.

MOVIE	MOVIE STAR
Die Hard	Bruce Willis

First, name a football club, and then, name one of its leading scorers.

Football Club	Star Player
Real Madrid	Cristiano Ronaldo

Phrase 3b (2 minutes)

Examiner: Now I will show you a picture , I want you to look at the picture carefully and describe me what they did in the pictures.







Phrase 4a (5 minutes)

Examiner: Now, we are going to talk about sports. I want you to think about sports.

Indoor & Outdoor Sports

• What do you think about football?

• Do you ever play basketball?

• What sports are popular in your country?

• What sports are unpopular in your country?

Examiner: Now I will give you some time to prepare a questionnaire about frequency of sports and find people how does that sport most in the classroom. You can use any sport and any questions.

You can use following sports:

Football, basketball, volleyball, badminton, table tennis, cycling, swimming.

Phrase 4b (4 minutes)

Examiner: Imagine that you are a journalist and I am a famous football player. Prepare at least 3 questions about my daily life and ask them to me. You have 2 minutes to prepare your questions.

Phrase 5a (2 minutes)

Examiner: In this part, we will talk about the animals and what should we do to protect animals.

General questions about animals

- What kind of animal is a lion?
- Are you afraid of spiders?
- How can you describe a monkey?
- What does king of the jungle mean?

Questions about wildlife (2 minutes)

- What should we do to protect wild life?

Phrase 5b (4 minutes)

Examiner: Now, I want you to choose an animal that you know. Tell me all the details about that animal.

8.4. Appendix 4: Lesson Plan Usıng Crıtıcal Thınkıng Strategıes

LESSON PLAN USING CRITICAL THINKING STRATEGIES	
Level:	Elementary
Target:	Secondary School Students / 7th Grade
Time:	80 min. (Two Lessons)
Topic:	Speaking/Talking about appearance and personality.
General Objective(s):	Students generally will be able to understand clear, standard speech on appearance and personality and to ask, answer questions about other people's appearances and personalities and make simple comparisons.
Content Objective(s): Students will be able to	- use vocabulary related to appearance and personality (most common adjectives) -work in small groups to provide their pair's and other classmate's personality and appearance. - compare people
Affective Domain Goals:	-gain turn taking experience in speaking -cooperate with friends -share ideas about personality and appearance in a simple way. - display a willingness to communicate with their peers in English
Language Objectives(s): Students will be able to	-learn how to make comparison. -use comparison in speaking -take part in a debate -improve vocabulary (most common adjectives)
Key Vocabulary:	Personality, appearance, comparison, comperative, adjectives related to personality, adjectives related to appearance, turn taking, role playing, pair work.
Critical and Creative Thinking	Students will be able to understand clear, standard speech on appearance and personality, ask and answer questions about other people's appearances and personalities, make simple comparisons, display a willingness to communicate with their peers in English
Materials (including supplementary and adapted):	-coursebook

Teacher Activities: Building Background	-Teacher facilitates learning and helps them while carrying out language tasks. -Provide frequent opportunities for interactions and discussions between teacher/student and among students, and encourage elaborated responses about lesson concepts.
Instructional Strategies:	Whole class (x) Small Groups (x)Pairs (x) Independent (x) Students will help their classmates in carrying out language tasks.
Practice/Application:	Hands-on (x) Meaningful (x) Linked to objectives (x) promotes engagement (x)
Integration of Processes:	Listening () Speaking (x) Reading (x) Writing () Other ()
Description of the activities:	-The teacher will explain the activities using the smart board and visuals. -The students will be familiar with most common adjectives about personality and appearance. - Each student will participate in group activities by using turn taking strategies while interacting with their classmates.

	-Tell students that they are going to prepare a poster on the topic of “my favorite singer’s appearance” in the groups. - Tell students to put a picture of the singer, prepare the sentences about singer’s personality and appearances in an empy paper. Tell students to write the sentences on the poster when they are sure their sentences are correct. **c) Analyze:** Tell students to go to course book (p.12):	

10 min.   <

1. OBJECTIVES REVIEW

I can …	**5 (Very well) – 1 (Not very well)**				
	5	4	3	2	1
understand clear, standard speech on appearance and personality					
answer questions about other people's appearances and personalities					
make simple comparisons					
display a willingness to communicate with my peers in English					

MATERIALS

1. Picture for Warm-up



2. Reading Passage Used to Teach Comperative

Hi. My name is Betty Pearson. I am a student at Highland Secondary School. I love my friends and my teachers. Mr. Jason is my maths teacher. I am very good at his lesson. He has got curly red hair. He is plump. He doesn't like doing sports. He is a funny man. He always makes jokes at the lessons. He is sociable and he likes spending time with

us at breaks.

Mr. Clark is my PE teacher. He is taller than Mr. Jason. He is a basketball player at a local team. He is a well-built man and he is handsome. He is more energetic than Mr. Jason. He has got short brown hair and blue eyes. He likes climbing at the weekends. He is outgoing and adventurous.

Mrs. Lorente is a beautiful lady with long straight blond hair and green eyes. She teaches us Spanish. She is really thoughtful. She always buys presents for us on our birthdays. She is friendlier than Mr. Jason and Mr. Clark. She sometimes makes pancakes and we eat them together after school. She is more generous than the other teachers at school.

Mrs. Kimber is our history teacher. She has got curly grey hair. She is a strict lady. We are very quiet at her lessons. She doesn't like late students because she is very punctual. She is honest but not easygoing. She hasn't got many friends. She is a good chess player. We sometimes play chess with her after school.

LESSON PLAN USING CRITICAL THINKING STRATEGIES	
Level:	Elementary
Target:	Secondary School Students / 7th Grade
Time:	80 min. (Two Lessons)
Topic:	Biographies
General Objective(s):	Students will be able to identify important information.
Content Objective(s): Students will be able to	- make themselves understood in a simple way when they talk about the past. - Students will be able to describe an event in simple sentences.
Affective Domain Goals:	- work in pairs -cooperate with friends -make a presentation in a structured way -motivate their friends to practice speaking

Language Objectives(s): Students will be able to	- Students will be able to describe past activities and personal experiences. - Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters.
Key Vocabulary:	turn taking, role playing, pair work, past events, historical figures, scientists, presentation.
Critical and Creative Thinking	Students will be able to understand past events, past activities, personal experiences.
Materials (including supplementary and adapted):	-course book -smart board -rubrics for self-assessment
Teacher Activities: Building Background	-Using warm up activities to promote willingness to the subject and the teacher tries to connect their prior knowledge with the content presented in the unit one. -Teacher facilitates learning and helps them while carrying out language tasks. -Provide frequent opportunities for interactions and discussions between teacher/student and among students, and encourage elaborated responses about lesson concepts.
Instructional Strategies:	Whole class (x) Small Groups (x) Pairs (x) Independent (x)
Practice/Application:	Hands-on (x) Meaningful (x) Linked to objectives (x) promotes engagement (x)
Integration of Processes:	Listening (x) Speaking (x) Reading (x) Writing () Other ()
Description of the activities:	-The teacher will explain the activities using the prompts. -The students will be familiar with how to speak out past activities and personal experiences. - Each student will participate in group activities, interact with their classmates and will present their ideas in a structured way.

	c) Analyze: Distribute the handout and have students analyze the sentences: -Look at the opinions below: Read the sentences below and decide: What are these sentences talking about? **Evaluate: Turn Taking Activity** Give students some time to think about their past experiences and talk about them at least 30 seconds.	
5 min.	**Closure:** -Ask students to complete self-assessment rubrics and help them reflect on their learning.	
5 min.		

10 min.		
10 min.		

Review and Assessment (Check all that apply and describe)

_X_ individual _____Group ___X___Oral _____Written X____Other: Rubric

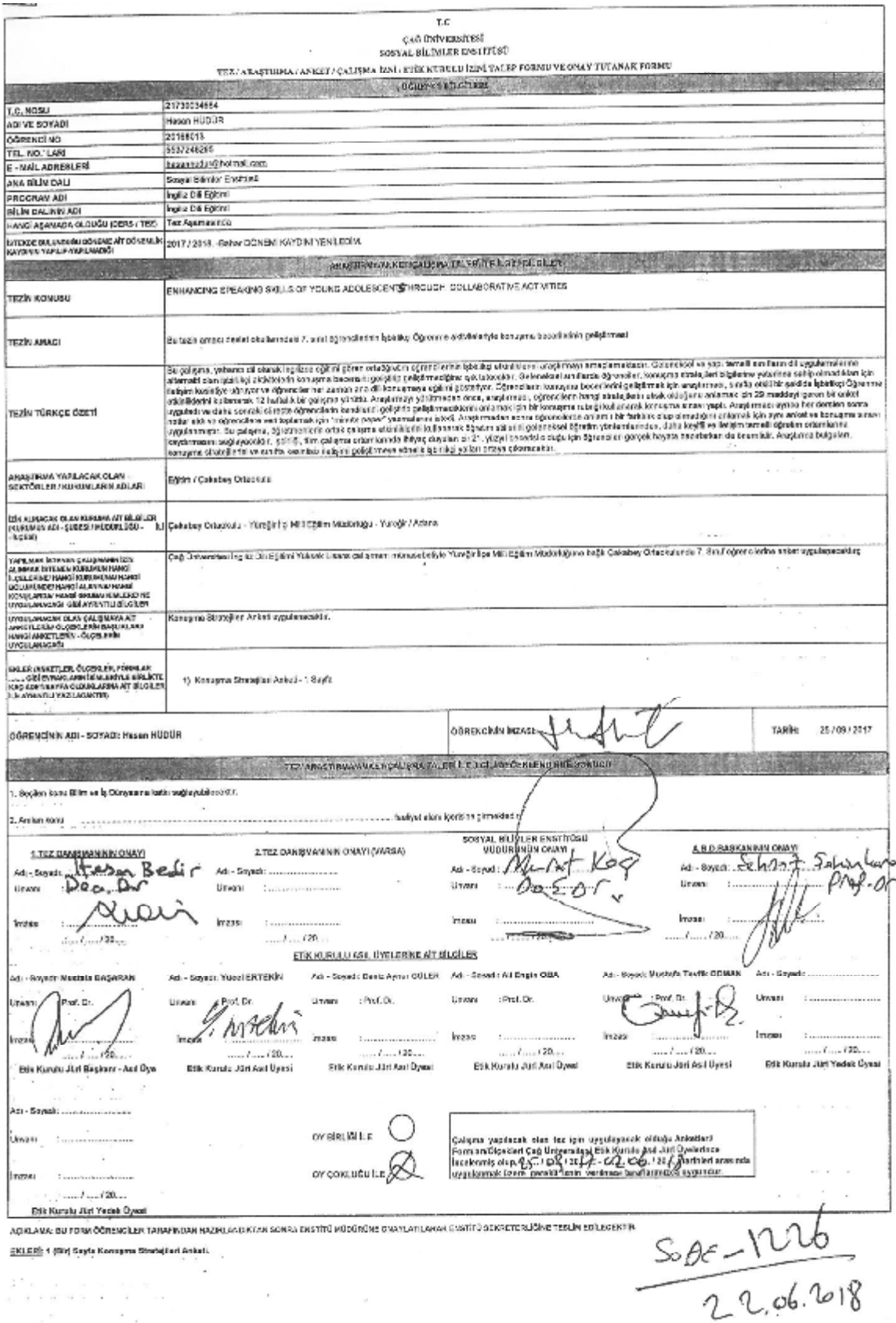
-Self-assessment will be applied through the use of task checklist and objectives review rubrics.

-Assess students'' ability to function well as a group (Cooperative Learning) Self-assessment through the personal reflections and responses.

Review Key Vocabulary: Understand, Apply, Analyze, Evaluate; Adapt, Affect, Communication,

Customs, Interact, Traditions, Social networking, Privacy, Multicultural, Share

8.5. Appendix 5: Ethics Committee Permit Document



T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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ANA BİLİM DALI	Sosyal Bilimler Enstitüsü
PROGRAM ADI	İngiliz Dili Eğitimi
BİLİM DALININ ADI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşamasında
ENSTİTÜDE BULUNDUĞU DÖNEME AİT ÖĞRENCİLİK KAYDININ YAPILIP YAPILMADIĞI	2017 / 2018 - Bahar DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA İZİN TALEP EDİLEN BİLGİLER

TEZİN KONUSU	ENHANCING SPEAKING SKILLS OF YOUNG ADOLESCENTS THROUGH COLLABORATIVE ACTIVITIES
TEZİN AMACI	Bu tezin amacı ortaokul okullarındaki 7. sınıf öğrencilerinin İşbirlikçi Öğrenme aktiviteleriyle konuşma becerilerinin geliştirmesi
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, yabancı dil olarak İngilizce öğrenil görer ortaöğretim öğrenci lerinin İşbirlikçi stratejilerini araştırmayı amaçlamaktadır. Güzelcikçi ve sınıf temelli sınıf içi dil uygulamalarının artırmakta olan işbirlikçi yaklaşımların konuşma becerisi gelişimi üzerine etkilerini araştırmaktadır. Geleneksel sınıflarda öğrenciler, konuşma sırasında bilgilerine yönelmeyi sağlayamadıkları için işbirlikçi öğrenme ortamında bu durum değişiyor. Öğrenciler konuşma becerilerini geliştirmek için araştırmacı, sınıfta etkili bir şekilde işbirlikçi öğrenme faaliyetini kolaylaştırıyor ve öğrenciler her zaman ana dili konuşmaya eğilimi gösteriyor. Öğrencilerin konuşma becerilerini geliştirmek için araştırmacı, sınıfta etkili bir şekilde işbirlikçi Öğrenme etkinliklerini kullanacak. 12 haftalık bir çalışma yürütülecektir. Araştırmaya yürütmeden önce, araştırmacı, öğrencilerin hangi sınıfta ders olduğunu anlamak için 20 maddeyi içeren bir anket uygulayacaktır ve daha sonraki dönemde öğrencilerin konuşma becerilerini geliştirmeyi amaçlamaktadır. Araştırmacı ayrıca her dersten sonra öğrencilerin konuşma becerilerini geliştirmek için "mini-test paper" yapmalarını istedi. Araştırmadan sonra öğrencilerle anlamak için bir farklılık olup olmadığını anlamak için aynı anketi ve konuşma sınavı uygulayacaktır. Bu çalışma, öğrencilerin ortaöğretim sınıflarında işbirlikçi öğrenme stratejilerini kullanmak öğretim yöntemlerinden, daha keyifli ve ilginç temelli öğretim ortamlarına geçilmesini sağlayacaktır. Sonuç olarak, bu çalışma ortaöğretim sınıflarında işbirlikçi öğrenme stratejilerinin öğrencilerin konuşma becerilerini geliştirmeye etkisini araştırmaktadır. Araştırmacı bulguların, konuşma stratejilerini ve sınıfta ortamdaki faaliyetlerin gelişmesine etkisine ilişkin yeterli ortamı çıkarmaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Eğitim / Çakabey Ortaokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLÇESİ)	Çakabey Ortaokulu - Yüreğir İlçe Milli Eğitim Müdürlüğü - Yüreğir / Adana
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNDE / HANGİ KURUMUNDA HANGİ GÖLÜMLERİNDE / HANGİ ALANLARINDA HANGİ KİŞİLERİN / HANGİ GRUPLARININ HANGİ KONULARDAN HANGİ ORGANLARIN KİMLERİNDEN VE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesinin İngiliz Dili Eğitimi Yüksek Lisans öğrencisi olduğum için Yüreğir İlçe Milli Eğitim Müdürlüğüne bağlı Çakabey Ortaokulunda 7. Sınıf öğrencilerine anket uygulamak istiyorum.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞKALARI HANGİ ANKETLERİN / ÖLÇEKLERİN UYGULANACAĞI	Konuşma Stratejileri Anketi uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ UYGULAMAYA İLİŞKİN TÜM BİLGİLER İLE BİRLİKTE KAĞIDA DÖKÜLMÜŞ HALİNİN EKLENMESİ GEREKMEKTEDİR)	1) Konuşma Stratejileri Anketi - 1 Sayfa

ÖĞRENCİNİN ADI - SOYADI: Hasan HÜDÜR — ÖĞRENCİNİN İMZASI: [signature] — TARİH: 25 / 09 / 2017

TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİN TALEP EDİLEN ÖĞRENCİLERİN DURUMU

1. Seçilen konu Bilim ve İş Ahlakına katkı sağlayabilecektir.
2. Anket konu ..... faaliyet alanı içerisinde görmektedir.

1. TEZ DANIŞMANININ ONAYI
Adı - Soyadı: Hasan Bedir
Unvanı: Doç. Dr.
İmzası: [signature]
..../..../20...

2. TEZ DANIŞMANININ ONAYI (VARSA)
Adı - Soyadı: .....
Unvanı: .....
İmzası: .....
..../..../20...

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Murat Koç
Unvanı: Doç. Dr.
İmzası: [signature]
..../..../20...

A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz Şahinkarakaş
Unvanı: Prof. Dr.
İmzası: [signature]
..../..../20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Nesibe BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Banu Ayhan GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik OSMAN	Adı - Soyadı: .....
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: .....
İmzası: [signature]	İmzası: [signature]	İmzası:	İmzası:	İmzası: [signature]	İmzası: .....
..../..../20...	..../..../20...	..../..../20...	..../..../20...	..../..../20...	..../..../20...
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Unvanı: .....
İmzası: .....
..../..../20...
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ○
OY ÇOKLUĞU İLE ☒

Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri / Formları / Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 25 / 09 / 2017 - 02.06.2018 tarihleri arası için uygulanmak üzere gerekli izin verilmesi hususunda oy birliği ile karar verilmiştir.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLER: 1 (Bir) Sayfa Konuşma Stratejileri Anketi.

SOBE-1126
22.06.2018

9. CURRICULUM VITAE

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