

EFL STUDENT AND INSTRUCTOR PERCEPTIONS OF PAIR AND GROUP
WORK SPEAKING ACTIVITIES: A CASE STUDY AT A STATE UNIVERSITY
IN TURKEY

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ABSTRACT

EFL STUDENT AND INSTRUCTOR PERCEPTIONS OF PAIR AND GROUP WORK SPEAKING ACTIVITIES: A CASE STUDY AT A STATE UNIVERSITY IN TURKEY

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The aim of this study was to investigate the perceptions of English preparatory school students and their language instructors of the implication of pair and group work speaking activities in English as a Foreign Language (EFL) classes. The study was conducted as a case study with 496 English as a foreign language (EFL) students and nine instructors of English language in the preparatory school of a state university in Ankara, Turkey. The data for this study were collected through a questionnaire administered to students, and semi-structured interviews with the instructors. The quantitative data were analyzed through the statistical analysis program SPSS IBM. For the analysis of quantitative data descriptive statistic were run in order to calculate frequencies and percentages. The analysis of the qualitative data was carried out through the qualitative data analysis software, MAXQDA. Constants comparative method was utilized to analyze the qualitative data and the data was coded through open, axial and selective coding. The key findings that emerged from both qualitative and quantitative data included students' and instructors' overall perceptions of pair and group work speaking activities, their perceptions of the in-class application of pair and group work speaking activities, benefits and drawbacks of pair and group work

speaking activities, suggestions of students and instructors on pair and group work speaking activities, and finally possible reasons behind not adequately benefiting from pair and group work speaking activities.

Keywords: English as a Foreign Language, Speaking, Pair and Group Work Activities

ÖZ

İNGİLİZCE ÖĞRENCİ VE ÖĞRETMENLERİNİN İKİLİ VE GRUP KONUŞMA AKTİVİTELERİ HAKKINDA ALGILARI: TÜRKİYE’DE BİR DEVLET ÜNİVERSİTESİNDE BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı İngilizcenin yabancı bir dil olarak öğretildiği hazırlık sınıflarında ikili çalışma ve grup çalışması şeklinde uygulanan konuşma aktiviteleriyle ilgili olarak hazırlık öğrencilerinin ve İngilizce okutmanlarının görüşlerini araştırmaktır. Bu çalışma Türkiye'nin Ankara ilinde bir devlet üniversitesinin hazırlık biriminde 496 hazırlık öğrencisi ve dokuz öğretim görevlisinin katılımıyla gerçekleştirilmiştir. Çalışma için gerekli veri, öğrencilere uygulanan bir anket ile öğretim görevlilerine uygulanan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Nicel veri analizi istatistik programı SPSS IBM yoluyla gerçekleştirilmiştir. Nicel veri analizi için betimleyici istatistikler programı kullanılmış olup sıklık ve yüzdeler hesaplanmıştır. Nitel veri analizi ise MAXQDA veri analiz programı kullanılarak yapılmıştır. Nicel verinin analizinde ise sürekli karşılaştırma metodu kullanılmıştır ve veri açık, aksiyal ve seçmeli kodlama yöntemiyle analiz edilmiştir. Çalışma sonucunda ortaya çıkan nitel ve nicel bulgular, öğrenci ve öğretim görevlilerinin ikili çalışma ve grup çalışması şeklinde uygulanan konuşma aktiviteleri ile ilgili genel tutumlarını, öğrenci ve öğretim görevlilerinin ikili çalışma ve grup çalışması şeklinde uygulanan konuşma aktivitelerinin sınıf içi uygulamaları ile ilgili genel görüşlerini, ikili çalışma ve grup çalışması şeklinde uygulanan konuşma aktivitelerinin faydalarını ve zorluklarını,

katılımcıların bu aktivitelerle ilgili önerilerini ve bu aktivitelerin işlemediği durumların muhtemel sebeplerini içermektedir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce, Konuşma, İkili aktiviteler ve grup aktiviteleri

To the greatest chance of my life, my parents Mustafa Reha İLKYZAZ, Hanife İLKYZAZ

and

To the best sister ever in the world, Nuray Pelin İLKYZAZ

and

To the hero of my life and my soulmate, my dear husband, Emre AKIN

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, research questions, significance of the study and definitions of the key terms used in the research study.

1.1 Background to the Study

The world is getting globalized day by day as the boundaries of countries are fading away due to the advances in communication and transportation technologies. In this century, people are easily connected to other people from the four corners of the world by going beyond the national borders of their own countries. The main tool that people use to reach the rest of the world is language which enables people to send and receive messages orally or verbally through a set of common rules and components. In this sense, English as a lingua franca holds a great importance in providing a common ground to people whose native languages are different (Firth, 1996).

The four main language skills (listening, speaking, reading and writing), among which the speaking skill is one of the most featured one, are all connected to each other. However, speaking is one of the most practical and efficient ways of communication. Samuel Johnson (1751) proposes that “Language is the dress of thought” and more specifically “When we speak, we write what we are saying in the air” as Joseph Joubert utters. To this end, speaking skill is a prerequisite to become a well-rounded communicator.

Approaches and methods related to teaching the ability to speak in the field of ELT have been mainly affected by fads and fashions for many years (Richards & Rodgers, 2001). According to the traditional methodologies of 1970s, learning a dialogue or a drill by heart, repeating a chunk or an utterance after the teacher, responding to drills were considered as a speaking activity. With the appearance of communicative language teaching in 1980s, there has been many changes in the approaches of teaching speaking (Larsen-Freeman, 2000; Littlewood, 1981; Richards, 2006; Richards & Rodgers, 2001). Communicative activities have started to be the center of the syllabuses making fluency, communication strategies and sending and understanding messages as the main target of the speaking courses (Johnson & Johnson, 1998). In order to reach the target of real communication, authenticity has been tried to be brought into the language classes mostly through real-like communicative practices such as pair-work and small group-work speaking activities (Harmer, 1998; Richards, 2006; Richards, 2008).

Pair work is defined by Phipps as “any form of pupil-pupil interaction without the intervention of the teacher” (1999, p. 1). Hence, in pair-work interactions, students have a face-to-face interactive atmosphere with a little or no teacher interference but lots of independent communicative interaction with their peers. When it comes to the definition of group work, Cohen acknowledges that “Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. It is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency” (1994). Therefore, group-work is also a highly significant classroom interaction type providing a great chance for peer interaction, underpinning the benefits of being tutor and tutees in the group at the same time even if they are organized as a group consisting of students from different proficiency levels. To this end, such activities are highly crucial in providing scaffolding for their peers who share the same language background with them (Crandall, 1999; Vygotsky, 1978).

1.2 Statement of the Problem

According to the Three-circle Model of World Englishes, which was developed by Kachru (1985), Turkey belongs to the Expanding Circle that includes the countries where English is learnt as a foreign language. While English acts as a first language in countries like the USA and the UK, English stands as a second language in countries like India, Singapore and Malaysia. Due to the fact that English is not a second language in Turkey, Turkish learners do not have many chances of encountering English-speaking people outside the school context. Although English courses have been intensively provided to the students in Turkey from primary to tertiary level, the failure to speak English remains to be an issue for many years. The speaking problem of Turkish students was also stated by the Turkish Ministry of National Education (MoNE) as "...lack of effective communicative competence has remained to be the problem of many learners in English language classes in Turkey. It is often stated that in Turkish EFL education context, priority has been given to grammatical competence with too much focus on teaching and assessing grammatical structures in English" (Talim ve Terbiye Kurulu Başkanlığı 2018, p. 5). A recent study which tried to shed light on the state of English in higher education in Turkey by the British Council, a global prestigious institution, revealed that student-student interaction is mostly neglected by the instructors at preparatory schools which yielded in insufficient speaking skills of EFL students in the long run (Council, 2015). Furthermore, Turkey came 62nd among 80 countries in the whole world and 26th among 27 European countries in terms of English language proficiency in the 2017 English Proficiency Index (EPI) developed by Education First and ranked as a country with a very low proficiency of English (First, 2015).

Seeing that in the literature only few studies have attempted to investigate specifically pair-work and group-work activities conducted in English speaking classes, particularly in Turkey, the present study can offer some important insights into what the English language instructors and preparatory school students think about the pair-work and group-work activities generally and what their suggestions concerning the application of these activities are. In addition, the study seeks for possible reasons

behind the problematic issues related to pair and group work activities. Alptekin (2011) claims that studies done in speaking is relatively rare when compared to other skills. Consequently, there seemed to be an urge to gain an in-depth understanding related with the issue of pair and group work activities applied in the speaking classes.

1.3 Research Questions

In this study, answers to the following questions are explored:

RQ1: What are the overall perceptions of EFL students and their language instructors concerning:

- a) pair-work and group-work activities to practice speaking skills?
- b) in-class application of pair-work and group-work activities to practice speaking skills?
- c) the benefits of pair-work and group-work activities to practice speaking skills?
- d) the drawbacks of pair-work and group-work activities to practice speaking skills?

RQ2: What are the suggestions of EFL students and their language instructors concerning the application procedure of pair-work and group-work activities to practice speaking skills?

RQ3: What could be the reasons behind:

- a) EFL students' not adequately benefiting from pair-work and group-work activities to practice speaking skills?
- b) EFL students' not adequately benefiting from pair-work and group-work activities to practice speaking skills according to English language instructors?

1.4 Significance of the Study

The present study can be of significance when the following issues are taken into consideration. First and foremost, whilst some research has been carried out on the implication of pair-work and group-work at tertiary level, there seems to be a lack of research concerning the perceptions of English language instructors or English language learners. Thus, this study aimed to obtain data which will help to address these research gaps and provide beneficial contribution to the literature. What is more, with the aim of providing an in-depth and comprehensive picture of the case, quantitative data was used to build upon more on the qualitative data displaying a triangulated wide array of information about the case (Creswell & Clark, 2011). Therefore, the study manifested a comprehensive stance providing not only the perceptions of instructors and students about the implication of pair-work and group-work activities, but it also enriched the case with their experiences, suggestions, and solutions to the possible problems of the participants who are the most active agents of the process. To this end, by discussing some solutions to the possible problems regarding pair-work and group-work activities and by adding some suggestions, the study tries to gain an insight into the case and to come up with findings that may pose some implications to all the leading stakeholders (learners, teachers, administrators, material designers, etc.) in education.

CHAPTER 2

LITERATURE REVIEW

2.1 Teaching Speaking in EFL Classes

Speaking is “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). The ability of speaking is viewed as an easily acquired performance of babies when they start to produce their first language; however, this is mostly not the case for language learners while producing the target language which can be very different from their mother tongue. It can be seen that language learners generally struggle to produce meaningful sentences in speaking.

When the Turkish context is taken into consideration, it is mostly seen that English language learning takes place in a foreign language context where classroom is the main place for our learners to be exposed to English. Hence, communicative tasks play an important role in teaching speaking to Turkish learners of English. As for the communicative tasks, which are the main components of pair work and group work activities in the classroom, Nunan (2006) has described it as:

... a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.17)

It can be understood from the definition that while completing a task, students are engaged in expressing themselves in the target language through the use of communicative language without focusing too much attention on the form. To this end, Harmer (1998) has proposed three essential reasons of applying speaking tasks in the classroom which are rehearsal, feedback and engagement:

Rehearsal: Providing students some tasks to have discussions to give students a chance to rehearse a real-like conversation. Although it is not similar with a real daily life conversation, giving them meaningful tasks, such as role-playing a check-in at the airport, may give them a sense of how it feels to communicate in a foreign language in the safe surrounding of the classroom.

Feedback: Speaking tasks are great opportunities for both teachers and students to observe language development and get feedback. Teachers have a chance to monitor their students' progress during tasks which is a great way to determine their mistakes, errors and language deficiencies that are needed to be covered later on. In addition to that students develop their self-confidence, discover ways to develop their skills and feel motivated.

Engagement: Being in touch with their friends, accomplishing a goal together in an appropriate setting through a well-planned task increases the motivation of the students. What is more, the tasks should be followed by positive constructional feedback by the teacher (Harmer, 1998, p: 87-88).

Role plays are crucial in speaking classes which was explained by Larsen-Freeman as "Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles" (2000, p.134). They can be applied both in pair-work and group work activities. Role plays are tasks given to learners including some instructions in which they are asked to act according to an imaginative situation. In other words, students get into a different identity and act according to their role cards, which creates a stress-free environment and unconscious utterance of language without giving too much attention to the form. Role-plays include some real-life situations such as attending parties as a guest, decision making as an employer, joining a public meeting to discuss the city's problems, or choosing a birthday gift for a friend at a shop.

2.2 Definition of Pair Work and Group Work

The implication of pair and small group work has mostly been a common practice of many second language classrooms and has been advocated both pedagogically and theoretically. From a theoretical perspective, Chomsky defined competence as “the speaker-hearer’s knowledge of his language”; on the other hand, he made a definition of performance as “the actual use of language in concrete situations” (Chomsky, 1965, p: 4). The term “communicative competence” was first produced by Hymes (1966) as a reaction to Chomsky’s differentiation between competence and performance who stated that there is a crucial difference between competence and performance of language learners. The preliminary pedagogical basis can be associated with the groundbreaking article of Canale and Swain (1980) which proposed a theory underlining the importance of communicative activities in second language teaching. Firstly, they identified three constituents of communicative competence: *grammatical competence* which refers to the capability of producing utterances which are accurate in terms of grammaticality, *sociolinguistic competence* which refers to the capability of producing utterances which are convenient sociolinguistically, and *strategic competence* which refers to the capability of finding solutions to the problems that may arise during communication. Later, Canale (1983) extended the theoretical model by adding the fourth competence: *discourse competence* which refers to the capability of producing utterances which are logical, consistent, united, and working together effectively.

Based on a theoretical perspective, the implication of pair and small group work is mainly advocated by a major language learning theory which is the sociocultural theory of Vygotsky (1978). The above-mentioned baseline theory indicates the significance of interaction in learning a language. However, it mainly puts the emphasis on collaboration which is a specific type of interaction. The importance of interaction is also highlighted by Brown as “In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about” (1994, p. 165).

Defining learning as a social process, the sociocultural theory proposes that one should be socially in interaction with the others in order to know something. As stated by Vygotsky (1958) “every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)” (p. 57). That is to say, learning can only be achieved in two phases which are at first being in touch with other people and then combining what has been learned with what has been already possessed cognitively.

Zone of proximal development (ZPD) was a notion proposed by again Vygotsky at the onset of 1930s and was investigated and expanded during his life. ZPD was delineated by Vygotsky (1978) as “the distance between the actual development 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 a more capable peer” (p. 86). That is to say, in order to improve some skills and strategies, the learners are required to be in interaction with a more competent person who could be a pair, a teacher, or a parent. According to this theory, teachers are highly advised to implement more cooperative activities and tasks in which a less competent learner is matched with a more competent one. Thus, less competent learner improves some skills with a jointly conducted interaction procedure which includes guidance and encouragement and, in the end, when the student is out of ZPD, s/he is capable of completing the task on its own.

Group work and pair work incorporate principles and themes from the Collaborative and Cooperative Learning theoretical framework. Cooperative learning has largely American roots; on the other hand, collaborative learning has most of its root from Britain. Although there are minor differences between the two frameworks, the main theoretical background is quite similar in that they both focus on peer interaction and promoting social skills via group setting.

General principles of cooperative learning are summarized by Larsen-Freeman (2000) as follows:

1. Students are boosted to think in the name of group not only with an individualistic manner, which means ‘positive interdependence’.
2. Students are assigned to different groups with students from different genders, proficiency levels, ethnic groups or family backgrounds and etc., which enables them to learn to work cooperatively in a harmony with people different from them.
3. As students work collaboratively, not only themselves but also other group members will be held responsible for their success or failure.
4. Students are supposed to develop their social skills such as recognizing other members’ contributions, inviting other members to make contribution and staying calm during discussions.
5. Interaction in the group in the target language promotes the acquisition of language.
6. Despite the fact that students take part in the group work collaboratively, they sit in the test individually.
7. They are responsible for each other’s learning.
8. Students all are distributed different roles including leadership and they are all encouraged to join the activities and learn.
9. Progress on the target social skill is evaluated by the teacher by sharing his/her notes, which shows that not only teaching languages but also teaching cooperation is the responsibility of the teacher (p. 167).

Olsen and Kagan (1992) defined cooperative learning as “an organized group learning activity which is dependent on the socially structured exchange of information between learners and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of others” (p.8). The aim of these two frameworks is to create a learning environment where two or more individuals try to exchange information, utilize each other’s skills, and learn from each other. Based upon the theoretical foundations of Vygotsky’s educational theory which claims that “individuals first learn through person-to-person social interaction, and then internalize knowledge individually” (as cited in Fogarty, 1999, p. 24), individuals in groups or pairs work together to accomplish a common goal provided by the teacher

(Cooper & Mueck, 1990; Johnson, Johnson, & Holubec, 1994). To this end, collaborative learning brings two or more students together to create a productive and less teacher dominant social learning environments.

2.3 The Role of the Teacher in Pair Work and Group Work Activities

The role of the teacher is extremely crucial while conducting pair work and group work activities. According to Harmer (1998), teachers should monitor classes during speaking activities and take notes about the things that they appreciate and mistakes of the students. Interrupting the flow of the speech for the sake of correcting a mistake may interrupt the conversation so badly that students may go off track and it may be impossible for them to concentrate on the task again. Krashen and Terrell (1988) point out that "... error correction of speech even in the best circumstances is likely to have a negative effect on the students' willingness to try to express themselves". That is why it is highly advisable for teachers to take notes and leave the error correction process after the completion of the task. During error correction, teachers are supposed to give a whole class feedback instead of individualized feedback as also pointed out by Choudhury who states "only when the students finished the task at hand, some of the errors were pointed out, with some additional controlled practice by the whole class to correct the error. I thought the method to be quite valuable, as it was not necessary to identify the student who made the error" (2005, p. 77-82). One can do this by writing mistakes on the board or just orally stating both the good sides and problematic sides of the conversations of learners.

Specifically, in small classes students have a tendency to become more teacher-dependent. Teachers also tend to intervene in the conversation between pairs as an extra partner. Teachers' roles during speaking activities can entail to move around the class, observe the pairs, answer their questions, show interest, and encourage them. However, when it comes to joining the whole conversation, it is not suggested due to several reasons. Firstly, spoon-feeding is the biggest threat to create autonomous students. What is more, some students may feel anxious due to the presence of the

teacher. Finally, as it is impossible to join every group in the class and the teacher should treat all students equally.

2.4 Implementation of Pair Work and Group Work

Pair work can be defined as a kind of interaction conducted in classroom setting where students have a chance to work with another student collaboratively. Group work has been defined by Brown as “a generic term covering a multiplicity of techniques in which two or more students are assigned a ‘task’ that classes involve collaboration and self-initiated language” (1994, p. 177). In addition to pair work and small group work, there are also other types of interaction as proposed by Scrivener (1994):

- the class working with the teacher;
- the whole class mixing together as individuals;
- small groups (three to eight people);
- pairs;
- individual work.

Similarly, Ur (2000) has made a list of interaction patterns. She has also come to a similar conclusion like Scrivener (1994) and claimed that the least teacher-dominated grouping activities in the classroom are pair and small group work except from the individual work.

Fixed pairs and flexible pairs are the two basic types of pair work as suggested by Byrne (1989). In *fixed pairs*, students are generally paired with the student next to them (left or right), namely their neighbors. This type of pairing is mostly preferred when the time is limited to organize pairs due to several reasons such as overloaded curriculum. Without changing their seats, students are asked to complete a type of task with their neighbors. In the other type of pairing that is *flexible pairs*, students are asked to choose their pairs by mingling around freely with the permission of the teacher. If the activity involves more than one phase, the students may change partners several times which will add some fun element to the lesson.

Although both pair work and small group work are indispensable parts of an ideal language class, one can find that pair work has some supremacy over group work or the other way around. Student dynamics and the relationship between students are highly changeable so it is not easy for a teacher to follow those dynamics and set the pairs accordingly. In pair work, as there are only two people, it seems that more personal relationship problems may occur. That is, two people are pairs and they do not have any option other than talking to each other. However, in a group work, students have a variety of people to interact and even if they have someone with whom they are not getting on that well, they still have other people to interact. Furthermore, in a group dynamic, students have a chance to hear more voices which means a variety of ideas, personal point of views and different language input. In group work, moreover, cooperation, collaboration and negotiation skills are much more promoted than pair work. Notwithstanding, pair work seems much more appropriate for inhibited and shy students who are not used to talking to large crowds. It is also more encouraging for less dominating students to speak more because in group studies they can choose to be silent as an easier option. Harmer also supports the above-mentioned claim by saying that “individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate” (1983, p. 117-119). Finally, organizing groups may take much longer than organizing pairs, which can make the group work less appealing for teachers due to time constraints or loaded curriculum.

While implementing pair and small group work, instead of just giving the instructions, students should be given aims to complete the task. There should be a need to speak and interact to make the communication much more meaningful. This could be created by tasks that include information gap such as jigsaw, or problem-solving activities which require information sharing.

The number of students in a group work is another important issue in setting up group work activities. Generally, an odd number (three or five) rather than an even number is suggested so that students can vote if they need to reach a group decision during or at the end of the group work activities. What is more, Harmer (2007) suggests that small groups could be made up of approximately five students to create a more

interactive and collaborative atmosphere. He also asserts that “They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail” (Harmer, 2007, p. 165).

2.5 Benefits of Pair Work and Group Work

There are some clear benefits of pair and small group interaction. To begin with, student talking time increases dramatically changing the course of the lesson from a teacher-oriented course to a student-oriented one (Harmer, 2007). It seems impossible to provide the necessary oral practice time to the learners through whole class activities except for very small classes. However, when you organize a pair work activity even for five minutes, the learners will get the benefit of that five minutes more than the rest of the class (Byrne, 1989) because allocating five minutes during a whole class activity to each and every student seems impractical considering the duration of the classroom sessions.

According to Nunan (1991), when students are engaged in communicative practices through group work, their abilities to speak develop correlatively. What is more, group work creates a chance of learning from each other and learn on the basis of doing by simply reminding the old maxim that ‘two heads are better than one’. They can freely observe their progress and performance just with fellow-pair/s. In addition to that, such activities develop students’ leadership skills by teaching them how to lead and to be led. In addition to leadership, they also learn cooperation in order to complete a task successfully. Completing a task together without constant help from the teacher gives them a sense of achievement and boosts their self-confidence resulting in a decrease in the level of being afraid of making mistakes (Walcyn-Jones, 1981). In the light of above mentioned issues, the independence and self-confidence of the language learners develop automatically (Harmer, 2007).

Students produce a more authentic language while talking to a pair than during a teacher-guided activity. The level of stress is more likely to lessen and they feel less pressure of making mistakes, which helps them to speak in a more personalized way and they will easily remember their mistakes and also the things that they learn (Byrne, 1989).

Another benefit of pair/group work is that "... it frees the teacher from the usual role of instructor-corrector-controller and allows him or her to wander freely around the class..." (Penny, 1981, p. 8). Watcyn-Jones (1981) also agrees with Penny in that with the help of pair and small group work, the talking time of the teacher diminishes. Instead of keeping an eye on everything and everyone in the class, which may seem distracting for some students and discourages them to speak, teacher's moving to a silent corner of the class or moving among students silently by just taking notes without interrupting their speech may provide a stress-free environment in the class (Scrivener, 1994).

Choudhury (2005) states that "the learners, who feel inhibited to say something in front of the class or the teacher, often find it much easier to express themselves in front of a small group of their peers" (p. 80). With the help of such activities as pair and group interaction, students are given privacy to make mistakes and to try new things that seem hard to try in front of larger audiences. Thus, students have a chance to practice the language in a non-threatening environment.

Byrne (1989) proposes that "pair work provides some variety during the lesson" (p.31). Apart from traditional activities, mingling activities generally bring more fun. The sense of being in touch with friends without feeling the dominance of teacher and accomplishing a task together brings positivism into the class as well. They bring dynamism and movement to the courses, which increases the desire to learn.

2.6 Challenges of Pair Work and Group Work

Language classes are generally places where there are a lot of communication, interaction, and mostly mingling through such activities as pair and group work, discussions, dramas, role-plays, communicative games, and simulations. Students are generally supposed to move around the class to meet their pair/pairs or to join such interactive activities. All these mingling and moving around creates a noisy classroom atmosphere most of the time causing teachers "... to worry that they will lose control of their class" (Harmer, 2007, p. 166). Therefore, the number of students in a language class not only affects the quality of the courses but also determines the types of activities. The number of students in a student driven language class should be approximately 12 as suggested by Jones (2007). This number allows teachers to organize six pairs, three groups of four students, and four groups of three students. What is more, when the teacher splits up the class into two teams, six students in each team is ideal for students to hear and communicate with each other. As Savas (2014) points out, most public EFL classes have generally overpopulated classrooms. Hence, it may be one of the biggest challenges of EFL teachers to plan, organize, and conduct such activities. As a solution, she suggests that the best classroom arrangement is U-shaped layout which enables learners to have an eye contact with their teachers and friends and circulate around freely and easily to join pair or group work activities. When classes have fixed furniture, it would ease the job of the teacher to be well prepared and well organized beforehand in order to save time.

Contrary to popular belief, crowded classes could be the biggest sign of a shift from teacher-driven classes to student-driven classes. As the number of students increases in a language class, the time allocated for each student to speak might decrease accordingly. Thanks to pair work and group work activities, students are able to have equal speaking time. However, as the number of the students' increase, the monitoring time of the teacher also increases. Teachers are advised to spend equal time in each group, try to listen to each and every group and take notes. In addition, teachers should seat students in the same group closer, but different groups should be sent to different corners of the class to prevent noise if the setting of the classroom is available. While

conducting such activities, the noise level in the class can be seen as a problem by the instructors. However, as long as the students are not shouting, the noisy class is quite normal during such activities.

How to organize the interaction in pair and group work activities is also a crucial point to take into consideration. While creating different pairs for each activity seems to be a good idea, the interaction between partners may cause problems. When a stronger student is matched with a weaker one, the weaker one can benefit from the stronger, what about vice versa? What is more, sometimes shy students have a tendency to utter very few words creating a chance for the other pair to dominate the communicative activity. In some other cases, the dominating partner may take the advantage of less dominating partner to boast about his/her skills without noticing the discouragement that he/she creates on the other partner.

Some students can be shy or quiet when communicating even in their own language. It may not be easy to change such habits or traits of the students. Shy students may become shyer in group work activities, instead they may take more active part in pair work activities due to feeling less inhibited (Hadfield, 2013). There have been found many effects of affective domain on the foreign language development of learners as affective (emotional) domain has been a trending research topic for many decades (Arnold, 1999; Ganschow & Sparks, 1991; MacIntyre, 1995b, Subaşı, 2010; Tercan & Dikilitaş, 2015). Affective domain is a vast field including several factors in it such as empathy, self-esteem, anxiety, attitudes, and extroversion. However, among all the factors, anxiety in a language class seems to be playing a crucial affective role specifically during the development of oral skills. Anxiety was delineated by Spielberger (1983) as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” (p.1).

Among the four skills of English, speaking could be the least focused one in public schools when it comes to foreign language instruction. Due to being neglected before tertiary level, oral communication skills increase the anxiety level of tertiary-level

students. According to the study conducted by Sevingil (2008), speaking in the class is the main reason of anxiety at tertiary level.

Foreign language anxiety can be divided into three constituents (Horwitz, & Cope, 1986; MacIntyre, & Gardner, 1989, 1991c):

1. Communication apprehension stemming from incapability of conveying thoughts and ideas in a desired way.
2. Worrying about creating a socially bad image on the friends and the teacher.
3. Exam and score rooted anxiety based on academic concerns.

Studies that have been conducted so far have mainly revealed that a distinction with other type of anxieties and foreign language anxiety can be made and language learning procedure is negatively affected by language learning anxiety (MacIntyre, & Gardner, 1989, 1991c; Ganschow & Sparks, 1996; Oxford, 1999; Horwitz, 2001). Furthermore, there seems to be a connection between self-esteem and anxiety. There are many studies supporting that higher self-esteem with a lower level of anxiety are highly influential in language learning; in particular, in the development of oral skills (Heyde, 1979; Watkins, Biggs, and Regmi, 1991 and Brodkey and Shore, 1976).

The classroom environment is the main area where EFL students are exposed to English in Turkey. Their surrounding is only made up of people who speak the same language with them. It is not necessary for students to use English to accomplish daily tasks. Therefore, it is highly crucial for the language teachers to maximize the exposure time of learners to English. Hence, being a role model and providing language input rest on the shoulders of the teacher. On the contrary, as there are quite few numbers of native teachers, English language teachers are predominantly non-natives who belong to the same mother tongue community with their students. Thus, whenever students have difficulty in comprehending or producing the language, teachers can choose to make use of learners' L1. Teachers are advised not to give up providing L2 input during all phases of the course even when they face resistance by the students (Savas, 2014).

In homogeneous classes consisting only students who share the same mother tongue, students have a high tendency to switch to L1 instead of trying to use L2, specifically when they have difficulty to express themselves. Eguchi and Eguchi notes “Speaking English is like using an old computer when a new one is available. Why use English when they can finish the job in their native language?” (2006, p. 221). Students in a monolingual language class have a higher tendency to switch to their mother tongue due to several other reasons. According to Harmer (2007), one of the reasons could be students’ changing their minds about completing the task or losing their attention for the task and ending up in speaking something totally different in their L1. Moreover, it is mostly observed in low level homogeneous English classes that students have an inclination for speaking in their mother tongue with their partners in order to meet their communicative needs as noted by Eguchi and Eguchi (2006). In such classes, language may not be seen as a tool to communicate as suggested by Communicative Language Teaching. Students are mostly apt to explain themselves and complete the task as soon as possible without pushing their limits with their partners who belong to the same mother tongue community. It could be concluded that working in pairs or in small groups creates a more appropriate setting for misbehavior than whole-class activities.

2.7 Studies Done on Pair Work and Group Work

For several years, great effort has been devoted to the study of oral skills especially to pair and small group work all around the world. The focus of much of the research in the rich literature can be summarized as the organization of pair/group work, their possible benefits and drawbacks, the implication procedure of pair/group work including the roles of both students and teachers, and so forth. Among most of the studies in the literature, the ones that are discussed below have been carefully selected and critically presented to provide an efficient and qualified manner.

The study conducted by Lasito and Storch (2013) makes a distinction between the efficacy of pair-work and small group work speaking activities among junior high school EFL students. The researchers concluded that although pair-work provided

more opportunity to use the target language and more deliberations about it, in small group-work speaking activities students have a less tendency to switch to their L1 and resolved most of the language related deliberations correctly.

In a study which set out to determine the role of pair-work interactions in developing speaking skills of EFL students in a multicultural setting, Achmad and Yusuf (2014) found that in multi-level classes, students should be rotated on a regular basis during pair-work speaking activities in order to eliminate such problems as switching to their mother tongue or dominating partners. During the study, the researchers observed eight pairs of students made up of one strong and one weak student who were categorized so by the teacher of that classroom. The researchers observed problems only in two pairs one of which included the dominance of stronger pair resulting in silence of the weaker one while the other included using their mother tongue during pair-work activity instead of practicing English.

In another study conducted by Mulya (2016), second grade high school students were put into control and experimental groups to analyze the effectiveness of pair-work speaking activities in enhancing students' speaking performances. As a result of the study, the experimental group where the pair-work technique was implemented showed significant difference in speaking performance of the students when compared to control group where traditional teaching methods were implemented.

Many studies have been conducted so far to determine the reasons behind L1 usage of language learners during pair-work and group-work activities. For example, Storch and Aldosari (2010) sought an answer to the concerns of language teachers in terms of usage of shared first language (L1) during pair-work and group-work activities. In this study, the main investigation area was the type of chosen tasks and the effects of pairing students with different proficiency levels. After the analysis of audio-recorded conversations between students, it was revealed that L1 usage was moderate and task type had a more important effect for learners to switch to L1 than the proficiency level of their pairs. These findings are in line with those of Ghorbani (2011), who takes Storch and Aldosari's view one step further by adding that L1 usage in pair and group

work to some extent had a purpose and students mostly used it when they got bored in order to boost the atmosphere, have some personal speech, and create humor. On the other hand, Hancock (1997) suggested in his study based on classroom code switching that when learners switch to L1 by default, some awareness-raising activities could be useful to convince learners to utilize target language during pair and group-work activities. Yet, when the learners utilize their shared language with their peers to accomplish some communicative purposes or without even noticing, such remedies might not work. He suggested language teachers not to focus too much about the quantity of the target language in pair and group-work activities due to the fact that not all L1 switches are appropriate for remedy.

2.8 Studies Done in Turkey on Pair Work and Group Work

There is considerable interest in speaking as a research topic when the position of English as a foreign language in Turkey is taken into account adding the significance of English as being the main foreign language taught at state and private schools at all levels. Research in this area offers teachers, students, and policy makers valuable insights into how to improve the ability to speak.

Şahan (2005) compares the effectiveness of cooperative learning method and whole-class instruction method in developing the speaking skills in the two different groups of first year tertiary students. In the experimental group where cooperative learning method was applied, students were engaged in small group-work activities. In the control group, whole-class instruction method was applied where a more teacher dominant instruction was engaged. The author points out that cooperative learning was beneficial in developing learners' academic achievement, communicative competence, and knowledge retention. However, there was not much progress in the experimental group in terms of critical thinking skills, student motivation, or favorable attitudes towards learning English.

Investigating students' perceptions and perspectives in terms of their own development in the speaking skills course, Kocaman and Balcıoğlu (2013) used a questionnaire to collect data from preparatory school students of English Language Teaching department. CIPP model by Stufflebeam (2005) was adapted to evaluate the perceptions of the students which included four main concepts: context, input, process, and product evaluation. The study revealed some important results showing that students preferred more student-centered classes to teacher-dominant classes. In addition, they preferred more pair-work and group-work activities in their speaking classes. The study concluded that students wanted to have tasks that are interactional, fun, and cooperative.

Another study conducted by Demir, Yurtsever, and Çimenli (2015) sought for a relationship between the self-efficacy beliefs of EFL teachers teaching in tertiary level and their willingness to use communicative activities in their speaking classes. They collected data from the English instructors of two different universities via two different questionnaires. Authors found a positive correlation between the self-efficacy beliefs of the instructors and their eagerness to use communicative activities in their classes. The instructors were also found to be highly eager to use pair and group work activities in their speaking classes.

With the aim of making speaking classes more effective, an action research was carried out implementing various data collection tools such as interviews, questionnaires, and observations by Uztosun, Skinner, and Cadorath (2014). The comprehensive study was conducted with freshman students in the Oral Communication Skills class of English Language Teaching department at a state university in the course of eight weeks. Following procedures such as planning, action, observation and reflection after sessions and making necessary arrangements for the next intervention was highly important in terms of giving voice to students and involving them in the decision-making process to increase the effectiveness of the speaking classes. Their qualitative data corroborate their quantitative findings about the components of a speaking course at tertiary level underlining two aspects: structural and affective. According to the results of this study, with regards to structural aspect, students would like to have

speaking activities done in pairs or small groups and they favored competitive and less intimidating activities. When the group size increased, students had a tendency to switch to Turkish. For the affective aspect, students favored topics that were interesting and activities that were useful for them.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This study investigates different aspects of the implementation of pair and group work speaking activities from the perspectives of both students and instructors. In this chapter, the research design of the study, the research setting, the participants, the data collection instruments, and the data analysis methods are presented.

3.1 Research Design

In order to investigate the opinions of EFL students and English Language instructors at a state university in Ankara on pair-work and group-work activities carried out in English classes, the present study employed an explanatory case study research design. The case in the present study could be expressed as different aspects of the implementation of pair and group work speaking activities in one institution. The term “case study” is defined by Yin (1994) as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear” (p. 13). Case study was used as a research design in this study in order to have a deeper understanding of the phenomenon. More importantly, the case was a bounded system, bounded by time, and place, which gave the researcher the opportunity to understand the phenomenon fully (Merriam, 1998).

Yin also suggests that (1994):

The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data

needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis (p.13).

As Yin's (1994) description suggests, the researcher used extensive and multiple sources of information during data collection to triangulate the data. The researcher conducted triangulation with the aim of "obtaining different, but complementary data on the same topic" (Morse, 1991, p. 122) in order to ensure a wide array of information about the very case and also to provide an in-depth picture. In an explanatory case study design, the quantitative data is used as a second phase to explain, build upon, or elaborate more on the qualitative data (Creswell & Clark, 2011).

3.2 Research Questions

In this study, answers to the following questions are explored:

RQ1: What are the overall perceptions of EFL students and their language instructors concerning:

- e) pair-work and group-work activities to practice speaking skills?
- f) in-class application of pair-work and group-work activities to practice speaking skills?
- g) the benefits of pair-work and group-work activities to practice speaking skills?
- h) the drawbacks of pair-work and group-work activities to practice speaking skills?

RQ2: What are the suggestions of EFL students and their language instructors concerning the application procedure of pair-work and group-work activities to practice speaking skills?

RQ3: What could be the reasons behind:

- c) EFL students' not adequately benefiting from pair-work and group-work activities to practice speaking skills?

- d) EFL students' not adequately benefiting from pair-work and group-work activities to practice speaking skills according to English language instructors?

3.3 Research Setting

The study was conducted at a prestigious state university in Ankara, Turkey. The preparatory school provides language education to more than one thousand students each year. At the onset of each academic year, a two-stage proficiency exam is held by the School of Foreign Languages. Students can continue their education in their faculties without completing one-year preparatory class education if they get a minimum sixty over a hundred points on the proficiency exam. Students who take less than sixty are required to study English at the preparatory school for two semesters. There are two types of classes i.e. classes for the students of 30% English medium departments and classes for the students of 100% English medium departments.¹ Depending on the type of the departments of their faculties, the students are grouped into classes of 14 to 25 students. Depending on the proficiency exam scores, students either start from starter level classes or elementary level classes. The English education in preparatory school is given in two terms. In each term, students attend classes five days a week from Monday to Friday and each week they attend 24 hours of English classes. Students are also provided with extracurricular activities such as laboratory studies, extensive reading activities, role-plays, speaking clubs, and online assignments.

In the first term, all students are expected to improve their General English proficiency skills. A widely used four skill-based course book from a well-known publishing company is used with supplementary books, exercises, and activities mostly provided by the material design unit of the school. However, in the second term, in addition to General English, students also take English for Specific Purpose (ESP) courses that

¹ 30% English-medium instruction refers to the faculties and departments whose curricula have English as the medium of instruction only in 30% of their courses. Similarly, the departments and faculties which are referred as 100% English-medium instruction have all their courses in English language.

cover issues related to their faculty courses at an introductory level. During the classes, the courses are mostly integrated and four skills of English, which are reading, listening, speaking and writing, are equally emphasized. The exams which are prepared by the test office are skill-based and speaking exams are conducted on a separate day by two instructors. Furthermore, the speaking exams are tape-recorded for the purpose of ensuring accountability.

3.4 Participants

The present study was conducted with 496 EFL students and nine English language instructors. The details regarding participants are provided in two different sections below.

3.4.1 Student Participants

The present study was conducted in three stages. In the first stage, in order to prepare the questionnaire, the researcher conducted focus group interviews with 13 students and three instructors in total. The interviews with the students were done in five groups i.e. two students in two groups and three students in the other three groups. The students were chosen based on purposeful sampling as they were all from different departments, different classes, and had different instructors. This provided the researcher with a variety of ideas and perspectives from students with different backgrounds. In this focus group, eight of the students were male and the remaining five were female.

In the second stage of the research, a pilot study was conducted before the main research study. The pilot study was carried out with 60 students (slightly more than 10% of the total number of the participants in the study). 38 of the participants were male and 22 of them were female. The participants were chosen randomly from different classes and different departments. The students were from 30% English-

medium Faculty of Engineering (n=16), 100% English-medium Faculty of Engineering (n=14), 30% English-medium Faculty of Architecture (n=10), 100% English-medium Faculty of Medicine (n=5), 30 % English-medium Faculty of Science (n=4), 30 % English-medium Faculty of Economics and Administrative Sciences (n=3), 100% English-medium Department of Business Administration (3), 100% English-medium Department of International Relations (n=5).

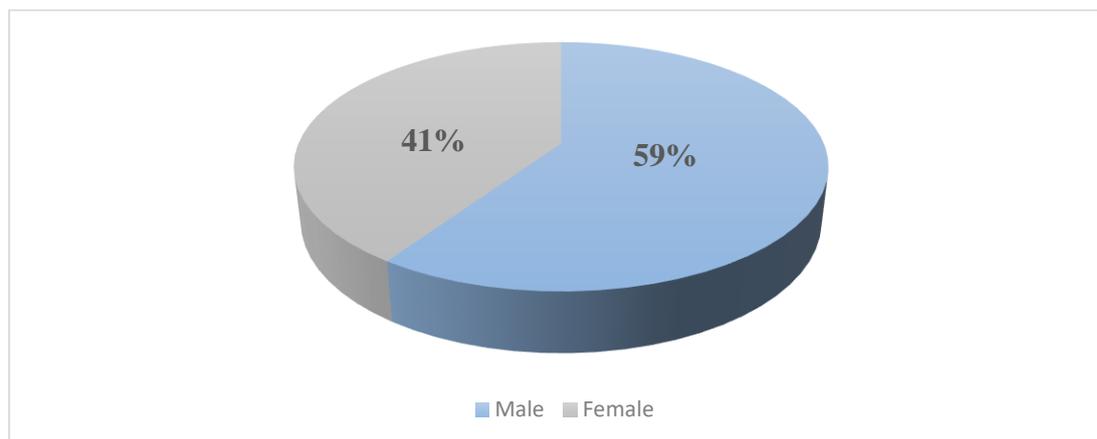


Figure 1. Gender distribution of the participants in the main study

Participants in the main research study, which is the third stage, were 496 Turkish and international students of English as a foreign language (EFL) out of 1281 students enrolled in the preparatory program at the state university in which the study was carried out. That is, the number of participants in this study makes more than one third of the total number in the School of Foreign Languages. As shown in Figure 1 above, of 496 students who participated in the study, 295 (59 %) were male and 201 were female (41 %).

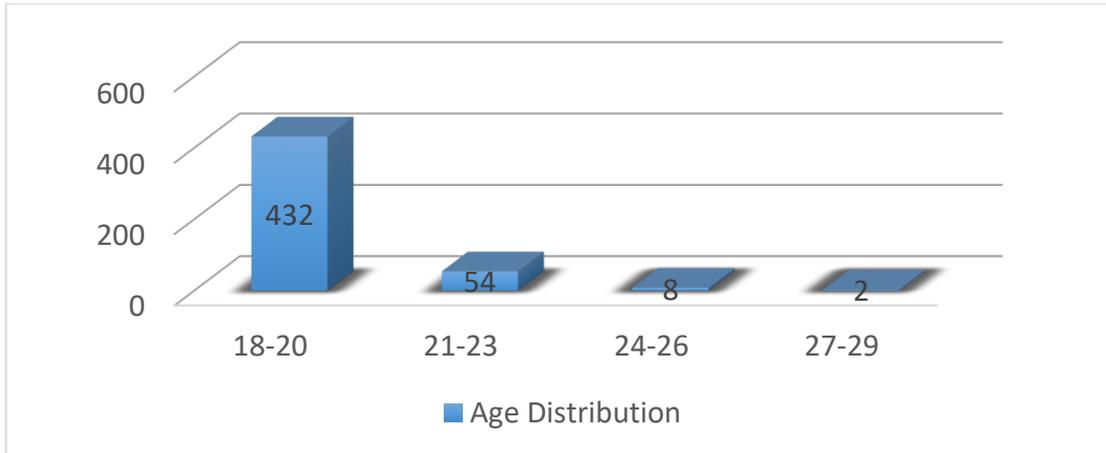


Figure 2. Age distribution of the participants

The participant students' ages ranged between 18 and 29. 432 of the student participants were between the ages of 18 and 20, 54 of them aged between 21 and 23, eight of them aged between 24 and 26 and only two of them aged between 27 and 29. Figure 2 demonstrating the age distribution of the participants could be seen above.

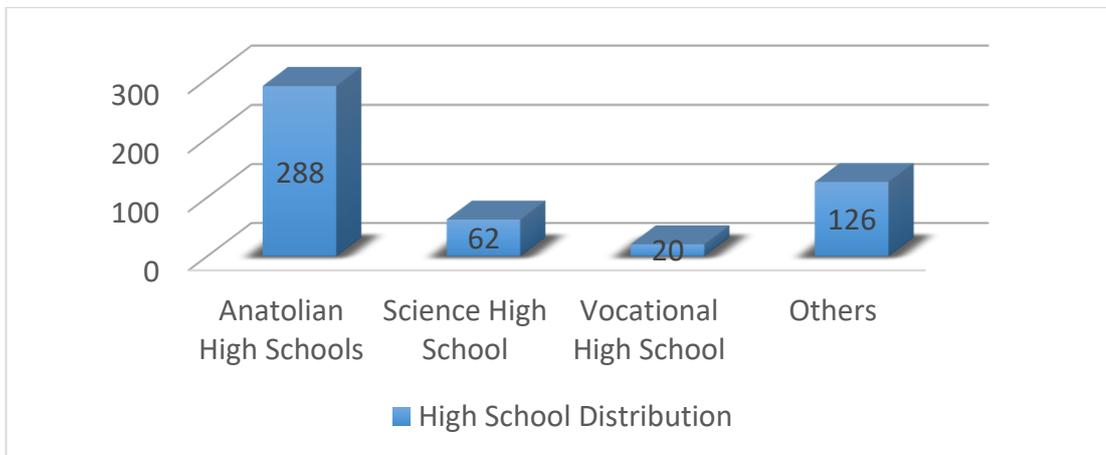


Figure 3. High school distribution of the participants

The majority of the participants were graduates of Anatolian High Schools ($n=288$) and the other participants were graduates of Science High School ($n=62$), Vocational High School ($n=20$), and others ($n=126$). Figure 3 above illustrates the high school distribution of the students. While a great number of the students were in their first year at the preparatory school ($n=457$), 34 of them were repeat students. There were

only five international students. Of the 496 students, 330 are going to study in the departments where the medium of instruction is thirty percent English and 166 are going to study in the departments, where the medium of instruction is a hundred percent English.

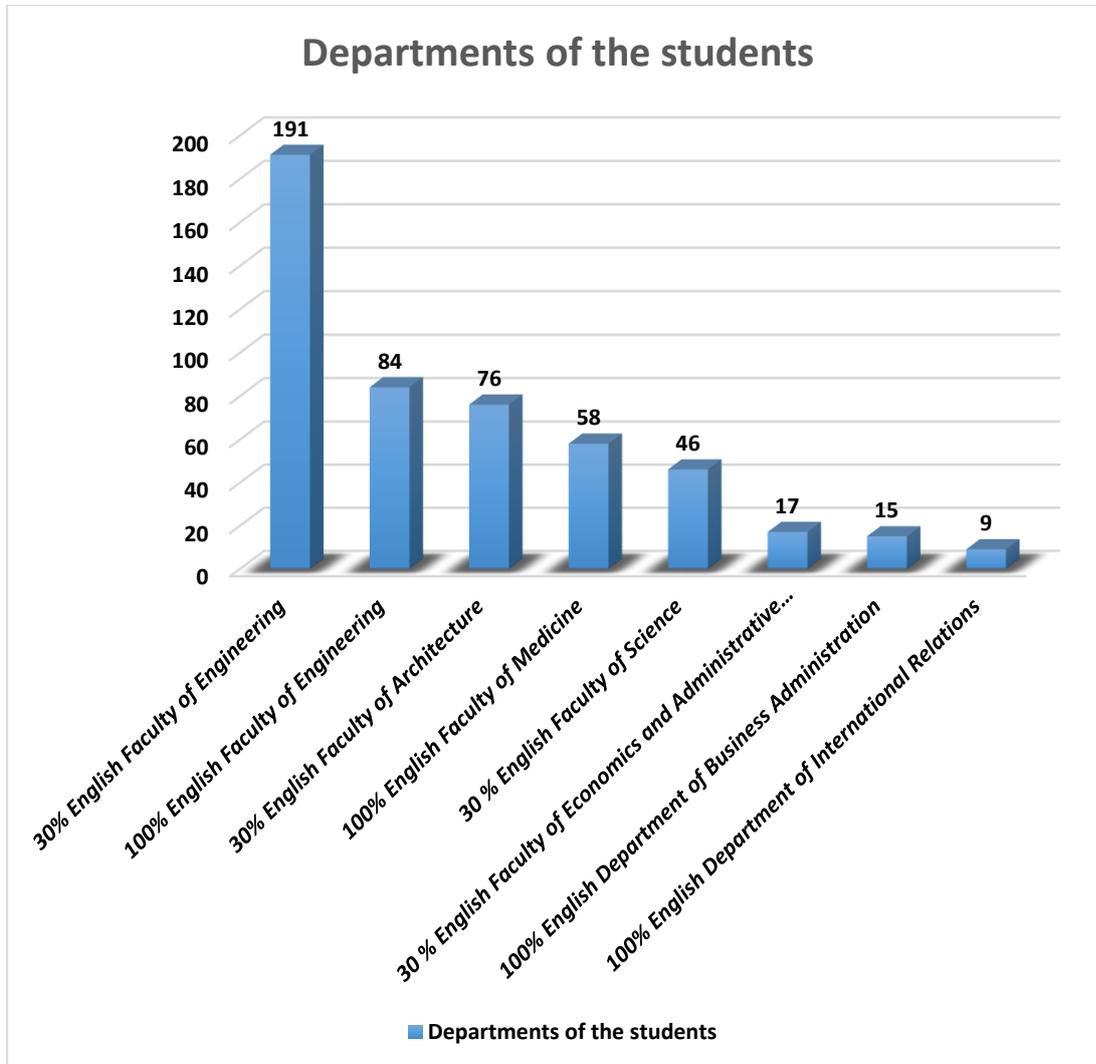


Figure 4. Departments of the students

Representative samples from each faculty were randomly selected for the study. The present study included 191 students from 30% English-medium Faculty of Engineering, 84 students from 100% English-medium Faculty of Engineering, 76 students from 30% English-medium Faculty of Architecture, 58 students from 100% English-medium Faculty of Medicine, 46 students from 30% English-medium Faculty

of Science, 17 students from 30 % English-medium Faculty of Economics and Administrative Sciences, 15 students from 100% English-medium Department of Business Administration, 9 students from 100% English-medium Department of International Relations. Figure 4 demonstrates the departments of the students above.

3.4.2 Instructor Participants

For data collection from the instructors, a three-step procedure was followed once again. In the first step, a focus group interview with three instructors was conducted and audio recorded (duration was 28:37 minutes). The instructors were chosen randomly, and the researcher obtained their permission. The interview was semi-structured, and the researcher tried to gain insight into the current state of pair-work and group-work activities in English classes, possible problems during application, students' attitude towards the pair-work, and group-work activities and which one (pair-work or group work) is more preferred. The focus group interview was beneficial for the researcher in that it provided a chance to gain an in-depth understanding of the real classroom context in pair-work and group-work activities.

In the second step, after the students' questionnaire was prepared by the researcher based on the focus group interviews and researcher's own observations, the researcher consulted expert opinion. The experts were four experienced instructors two of whom work in the same institution, one of whom is an EFL instructor at a state university in Ankara and a teacher trainer at the same time and one of whom is an instructor at a state university in Eskişehir.

In the third step, the main research study was conducted with nine instructors ($n=9$). The instructors were chosen on voluntary basis as representatives of each of eight departments. One instructor, also a teacher trainer at the same time, from Gazi University English Language Teaching Department, who also worked in the preparatory school for more than 10 years, took part in the study as well. The instructors were graduates of many different universities in Turkey. They were

graduates of Middle East Technical University (METU), Bilkent University, Hacettepe University, Gazi University, Marmara University, Çanakkale 18 Mart University, Başkent University and Atılım University. Six of the instructors were graduates of Department of English Language Teaching, two of them were graduates of Department of English Language and Literature, and one of them is a graduate of Department of American Culture and Literature.

Table 1. Demographic data about instructor participants

<i>Instructors</i>	<i>Years of experience</i>	<i>BA/University</i>	<i>MA</i>	<i>PHD</i>
T1	7	Başkent	√	√
T2	6	Marmara	√	
T3	9	METU	√	√
T4	9	METU	√	√
T5	7	Çanakkale 18 Mart	√	√
T6	7	Bilkent	√	
T7	16	Gazi	√	√
T8	2	Atılım		
T9	16	Gazi	√	√

The demographic data about instructors who participated in this study can be found in the Table 1 above. The instructors' teaching experiences ranged from two years to 16 years. Two of them held both M.A. and Ph.D. degrees, five of them were doctoral candidates, one of them held an M.A. degree. The university where the present study was conducted was the only working place for the five of the instructors throughout their teaching careers. The other four participants had previously worked in other institutions before working at the current one. So as to maintain confidentiality, identities of the instructors were kept anonymous; however, they were assigned numbers while explaining their contributions.

3.5 Data Collection Instruments

In this research study, both quantitative and qualitative means of data collection instruments were utilized to ensure methodological triangulation, which was

implemented by gathering data through a questionnaire and semi-structured interviews. With the aim of collecting quantifiable data, the researcher prepared a comprehensive questionnaire that included seven parts and 108 questions which are made up of 11 open-ended questions, 88 four-point Likert-type scale items and nine questions to gain insight about the demographic information of the students. To gather qualitative data, 34 questions were prepared to ask the instructors during the semi-structured interviews.

3.5.1 Questionnaire on Student Participants' Perceptions of Pair Work and Group Work in EFL Speaking Activities

The questionnaire (App. A and B) consisted of seven parts, six of which aimed to gather quantitative data and one of which aimed to gather qualitative data. The first part was intended to collect demographic information from the participants. Students were inquired about their gender, age, department, the high school type from which they graduated, their motives for learning English, the amount of activities done in their classes on a daily basis, and their status as a student at the preparatory school (whether they are a first-year, repeat student, or international student).

The other six parts of the questionnaire were meant to gain a deeper understanding of the issue of pair-work and group-work from the perspectives of the students. In the second part of the survey, it was intended to grasp the overall ideas of the ELT students about pair-work and group-work activities through items related to the length of the activities, students' preferences between pair-work and group-work, and instructors' attitudes while these activities were conducted. The third part of the survey was about the practice of these activities in the classroom. The items in this part were mostly about the tendency of mother tongue usage during the activities, work-load share between the partners, and the process of determining speaking partners. The next part, part four, inquired about topics such as which skills are improved through these activities, motivational effects of these activities and whether it is as a way of practicing the learned topics and skills, mainly mentioning the benefits and drawbacks

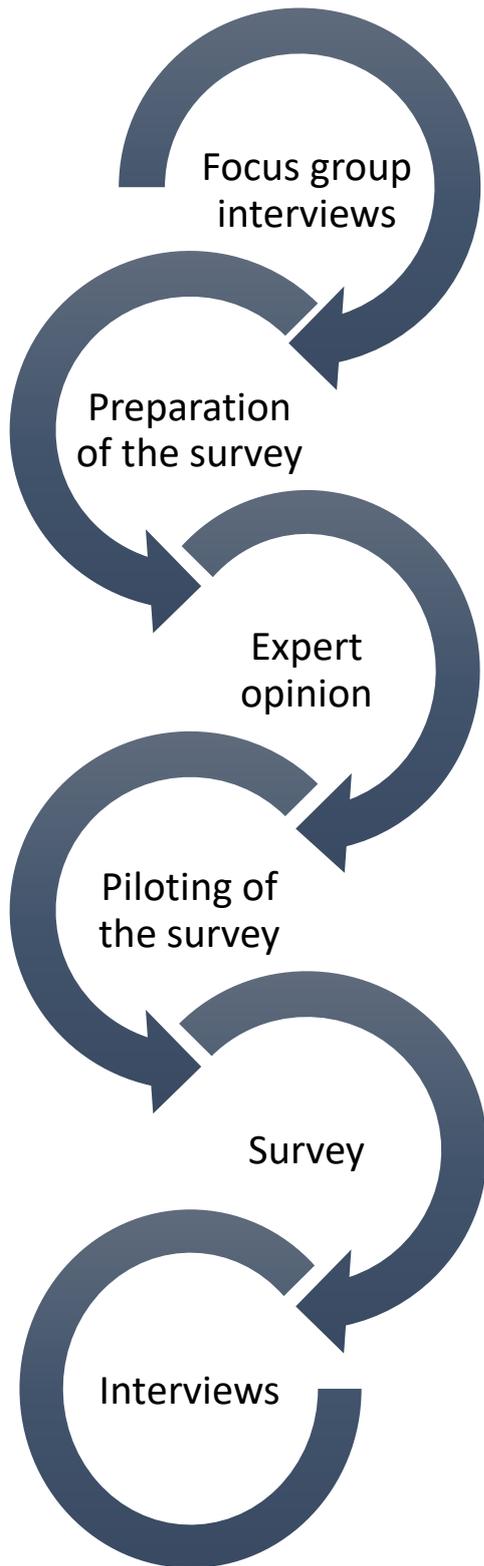
of these activities in speaking. The fifth part sought the suggestions of students about the duration, type and topic of the speaking activities, how to determine their pairs in speaking, and role of the instructor in speaking activities. The sixth part of the survey focused on the possible reasons behind not adequately benefiting from pair-work and group-work activities. There were items focusing on motivational reasons related to both the instructor and the students, timing problems, the intensity of the curriculum, and etc. The last item of this part was an open-ended question which asked about the ideas of students about the possible reasons when they think these activities do not work in the classroom context. The final part of the questionnaire included ten open-ended questions which helped the researcher to acquire qualitative data in addition to the quantitative data collected from the rest of the questionnaire. Through the implementation of cross verification from two different sources, the researcher aimed to increase the validity of the data. Table 2 demonstrates an overview of the student perception questionnaire.

Table 2. Overview of the student perception questionnaire

Parts	Aim	# of items	Question types
Part 1	To have the demographic information of the participants, the number of speaking activities that they take part in a day and their attitudes towards English	9	checkbox, open-ended
Part 2	To see the overall perceptions of EFL students concerning pair-work and group-work activities in practicing speaking skills	16	4-point Likert scale
Part 3	To investigate the overall perceptions of EFL students concerning in-class application of pair-work and group-work activities in practicing speaking skills	18	4-point Likert scale
Part 4	To see the overall perceptions of EFL students concerning the benefits and drawbacks of pair-work and group-work activities in practicing speaking skills	18	4-point Likert scale
Part 5	To investigate the suggestions of EFL students concerning the application procedure of pair-work and group-work activities in practicing speaking skills	22	4-point Likert scale
Part 6	To search for the possible reasons behind EFL students' not adequately benefiting from pair-work and group-work activities in practicing speaking skills	15	4-point Likert scale
Part 7	To gather information about the EFL students' beliefs and ideas about pair-work and group-work activities in practicing speaking skills	9	Open-ended

As illustrated in Chart 1 which provides an overview to the data collection process, after the main parts of the questionnaire were prepared, expert opinion from four experienced English instructors, two of which were teacher trainers at the same time, was sought. The researcher aimed to ensure face and content validity by applying expert opinion from colleagues and the advisor. Under the light of their suggestions, some sentences were made more understandable and some other minor changes were made to create a comprehensible survey. What is more, the inquiry was prepared and implemented in Turkish so that students could understand the items better and the researcher prevented unintentional misinterpretations.

The piloting of the survey was done by the researcher herself in two different classes with students from all the departments in preparatory school. Before the implementation of the questionnaire, the participants were given information about the aim of the study in Turkish and during the study all necessary explanations were done in Turkish not to cause any misunderstandings. In addition, students were asked to sign an informed consent form declaring that they were volunteers to take part in the study (App. C and D). During piloting, the researcher observed the students and tried to help them when they did not understand anything and tried to clarify misunderstood points. At the same time, the researcher wrote down the ambiguous parts and also the questions of the students. Based on the feedback received from the students in the piloting group, the researcher reorganized some items in the questionnaire by making necessary adaptations, completely changing the item, or just by extracting the item from the item pool.



- This interview was administered before the preparation of the survey with 13 students and three instructors.
- After the focus group interviews, the survey was prepared based on the focus group interviews and researcher's own items based on the literature review.
- After the preparation of the survey, the researcher consulted expert opinion. The experts were four experienced instructors one of which was a teacher trainer.
- After expert opinions were received, a pilot study was conducted with 60 students (slightly more than 10% of the total number of the participants in the study.)
- After the piloting, the main survey of the study was administered to 496 students.
- After the survey, interviews with nine instructors were administered.

Chart 1. Overview of the data collection process

After the questionnaire was implemented, statistical analysis was performed on the statistics program SPSS 22.0. The questionnaire included 4-point Likert-type scale items and the degree of agreement ranged from strongly disagree (1) to strongly agree (4). The responses of the participants were coded in the statistical analysis as follows: “Strongly Disagree” (1), “Disagree” (2), “Agree” (3), “Strongly Agree” (4). After that, reliability analysis was run on SPSS. Based on the reliability results, two items were omitted from the questionnaire due to having low reliability scales. After problematic items were eliminated from the data pool, the scale had a high level of reliability, as determined by Cronbach’s Alpha of 0.793. and it can be seen in Table 3.

Table 3. Result of Reliability Analysis for Students' Perceptions of Pair-work and Group-work in Speaking Questionnaire

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	<i>N</i>
Students' Perceptions of Pair-work and Group-work in Speaking Questionnaire	.793	.794	89
Total			89

3.5.2 Instructor Interviews on the Perception of Instructors about Pair Work and Group Work in EFL Speaking Activities

The interview questions were prepared in seven parts (App. E and F). The first part of the interview which was prepared with the aim of gathering demographic information of the participants included four questions. The researcher tried to gain some background information about the interviewees via these questions. The second part of the interview, which included three questions, was prepared to gain an understanding of the first research question section a that seeks for the overall perceptions of EFL language instructors related to pair-work and group-work activities in practicing speaking skills. The third part of the interview, including seven questions, was prepared to investigate the overall perceptions of EFL instructors related to in-class application of pair and group-work activities with the aim of inquiring the first research question section b. The fourth part of the interview, including five questions,

was aimed to seek an answer for the research question 1c & d which was about the overall perceptions of EFL instructors concerning the benefits and drawbacks of pair and group-work activities. The fifth part of the interview included seven questions and with the help of those questions, it was aimed to seek some suggestions of the EFL instructors concerning the application procedure of pair-work and group-work activities in practicing speaking skills. In light of this part, it was intended to find possible answers to the second research question. The sixth part of the interview, which was aimed to find answers for the third research question, comprised six questions investigating the possible reasons behind EFL students' inadequately benefiting from pair-work and group-work activities in practicing speaking skills according to English language instructors. The final part of the interview included three extra questions seeking for the experiences or suggestions of the instructors asked to everyone during the interview and one last question asked only to the teacher trainer. The interviews were conducted in a silent room in the institution where the instructors currently work. The schedule of the interviews was adjusted to conduct them in separate days. It was also ensured that the interviewees had no chance to talk to each other about the interview questions as a result of which the interviewees had no chance to affect each other's opinions. The dates of the interviews can be seen in Table 4.

Table 4. Overview of the Interview Process

<i>Participant</i>	<i>Date</i>	<i>Duration of the Interviews</i>
Instructor 1	10 May 2017	24 min. 10 sec.
Instructor 2	11 May 2017	27 min. 10 sec.
Instructor 3	13 May 2017	25 min. 17 sec.
Instructor 4	16 May 2017	36 min. 11 sec.
Instructor 5	17 May 2017	21 min. 58 sec.
Instructor 6	22 May 2017	25 min. 22 sec.
Instructor 7	23 May 2017	29 min. 11 sec.
Instructor 8	26 May 2017	20 min. 12 sec.
Instructor 9	5 June 2017	25 min. 11 sec.

During the interviews, oral consent of the interviewees was asked and their statements explaining their permission to continue the study were recorded. The interviews were digitally recorded with the mobile phone of the researcher. With the offer of the

researcher, the interviews were conducted in Turkish. Finally, the transcription of the oral data was translated from Turkish to English by the researcher herself and they were cross-checked by two other experienced instructors to increase the reliability and trustworthiness of the data (App. H).

3.6 Data Analysis

The data gathered from student questionnaires and instructor interviews were analyzed utilizing both qualitative and quantitative methods.

In the student questionnaire, in order to conduct descriptive statistics, SPSS 22 was utilized for background questions in part I, Likert Scale items in parts II, III, IV, V and VI. For the first six questions of part VII, the above mentioned statistical program was again utilized. In the questionnaire, students were asked to mark one option that appeals to them the most among the provided options (“strongly disagree”, “disagree”, “agree”, “strongly agree”). While transferring answers to the statistical analysis program, they were coded as 1, 2, 3, and 4, accordingly. After the analysis of the Likert scale section through SPSS, frequencies and percentages were gathered. In order to reduce the number of results, the researcher combined the percentages of students who answered “strongly agree” with “agree” and “strongly disagree” with “disagree” so as to arrive at two percentage items per number. Open ended questions in the seventh part of the questionnaire (last three questions) and the interviews conducted with nine instructors were analyzed through the qualitative data analysis software, MAXQDA (App. A and B). In order to analyze the interview data and open-ended questions part in the survey (last three questions), “constant comparative method” was utilized. Based on this method, instead of grouping responses under pre-defined categories, under the light of inductive reasoning, the researcher sought prominent categories of meaning and a map of relationship between the categories stemming from the dataset. As noted by Taylor and Bogdan (1984) the constant comparative method is a type of method where “the researcher simultaneously codes and analyses data in order to develop concepts; by continually comparing specific incidents in the data, the researcher

refines these concepts, identifies their properties, explores their relationships to one another, and integrates them into a coherent explanatory model” (p. 126). Upon perusing the transcribed data in detail, the obtained data were coded. While coding the data, open, axial, and selective coding were utilized (Strauss, & Corbin, 1990). In open coding, the data was broken up into small pieces through an in-depth exploration of the data to create new codes, categories and subcategories. The frequency analysis was carried out based on the utterance of the number of codes. As for the axial coding, the new categories, which are created as a result of open coding, were related to each other by making links between them. As a final step, a core category was selected and each category was integrated to the axes of that core category in selective coding (Cohen, et al., 2007; Strauss, & Corbin, 1990).

In order to increase the credibility and reliability of the study, the transcribed data and the open-ended questions part in the survey were coded by two raters. During the coding process, to ensure the reliability, memoing method was applied by both raters and some reflective notes about the codes were also ensured. Upon completing the coding procedure by each rater separately, the raters cross-checked their codes to make sure that the present codes have inter-rater reliability. Checking one another’s coding, the open coding process was completed. Categories were discovered as the second step of the analysis in axial coding where raters found links between codes to create categories. As the final step, core categories named as themes were determined by the raters in selective coding. Multiple coders, crosschecking and utilizing memoing method were the triangulation methods implemented to increase the reliability of the data by ensuring trustworthiness at the same time.

CHAPTER 4

RESULTS

4.0 Introduction

This chapter presents findings of the data analysis done on the data derived from a questionnaire filled in by 496 EFL students at a preparatory school and semi-structured interviews conducted with 9 English language instructors at a state university in Ankara, Turkey. The quantitative and qualitative parts relevant to each research question are provided together.

4.1 Findings on Research Question 1a: What are the Overall Perceptions of EFL Students and Their Language Instructors Concerning Pair Work and Group Work Activities in Practicing Speaking Skills?

4.1.1 Overall Perceptions of Students on Pair and Group Work Speaking Activities

The findings of the analysis done on the quantitative data derived from the second part of student questionnaires are presented here. The second part of the survey was about the perceptions of EFL students related to pair and group work activities in practicing speaking skills. There were 16 four-point Likert scale items in this section. The results demonstrate that more than half of the participants had a positive attitude towards pair-work ($n=319$, 64.4%) and group-work ($n=302$, 60.8%).

Table 5. Questionnaire results on learners' perceptions of pair-work and group-work activities in practicing speaking skills

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I get bored if the speaking task takes too long.	35,5	40,9	16,7	6,9
2. I will not be bothered by the attitude of the instructor to the pair-work activity.	7,7	16,7	44,8	30,8
3. I am relieved to prepare for the topic before speaking activity.	45,2	38,7	11,1	5,0
4. I find it difficult to talk about topics that I am not familiar with.	44,8	39,3	10,5	5,4
5. I like pair-work activities in speaking.	20,2	44,2	27,0	8,7
6. I like group-work activities in speaking.	18,1	42,7	29,4	9,7
7. I would like to take part in the speaking activity if the task is easy.	44,8	42,1	9,9	3,2
8. I am relieved when my partner's proficiency level is higher.	22,0	34,3	33,7	10,1
9. I am relieved when my partner's proficiency level is lower.	9,9	19,0	43,5	27,6
10. I am relieved when my partner's proficiency level is the same as mine.	40,3	44,8	11,7	3,2
11. I would like to take part in the speaking activity when it is test-oriented.	33,1	49,2	11,7	6,0
12. I would prefer it when the instructor is eager for the task.	42,5	46,6	9,3	1,4
13. I find shorter speaking activities much more fun.	35,9	48,8	13,9	1,4
14. I would not like to take part in the speaking activity if the task is difficult.	26,8	34,1	30,6	8,5
15. I do not find it necessary to prepare for the topic before the speaking activity.	13,5	18,1	40,5	27,8
16. I perform better when I am familiar with the topics in the speaking task.	67,7	28,6	2,6	1,0

As it is demonstrated in Table 5, the most agreed item ($n=478$, 96.3%) is "I perform better when I am familiar with the topics in the speaking task." (item= 16). Almost all of the participants ($n=478$) agreed to this item. On the other hand, the least agreed item ($n=79$, 15.9%) is "I find it difficult to talk about topics that I am not familiar with." (item= 4) which is just the opposite of the most agreed item. Another highly agreed item is "I would prefer it when the instructor is eager for the task." (item=12) with 89% of the participants agreeing on this item ($n=442$). A great majority of the

participants (87%) agreed they would like to take part in easier tasks ($n=431$) as well as stating that they would like to have partners who have a similar language proficiency level with them ($n=422$, 85%). In addition, a great number of students ($n=420$, 84%) notified that shorter speaking activities are much more fun than the longer ones. In addition, a majority of the students agreed that it is relaxing for them to prepare for the topic before speaking activities ($n=416$, 83.9%). Finally, more than three quarters of the students ($n=408$, 82.3%) stated that they would like to take part in the speaking activity when it is test-oriented.

4.1.2 Overall Perceptions of Instructors on Pair and Group-work Speaking Activities

The qualitative data analysis done related to the section a of the first research question derived from the interviews with the instructors are presented here. As it can be seen in the table 6 below, under the first theme, *different attitudes toward pair-work and group-work*, two categories emerged which are *positive attitude* and *negative attitude*. In the following part, the most frequently raised topics by the instructors will be elaborated in detail with the excerpts taken from the interviews.

Table 6. Theme 1: Different attitudes toward pair-work and group-work

<i>Theme 1: Different attitudes toward pair-work and group-work</i>			
Category	<i>f</i>	Codes	<i>f</i>
A. Positive attitude	37	More frequent application of pair-work than group-work	17
		Positive effect of fun elements on the desire to learn	12
		Pair/group work activities bring authenticity in the class	5
		Being free from fear of making mistake	1
		Speaking is the biggest sign of production of target language	1
		Improves problem solving skills in group-work	1
B. Negative attitude	15	Not practicing previously learned vocabulary and grammar	8
		Not completing the task due to lack of vocabulary and grammar	4
		Pair-work is more monotonous than group-work	3

To begin with, under the first category *positive attitude, more frequent application of pair-work than group-work* was the most popular topic mentioned by all of the instructors. All participants claimed that they used pair-work speaking activities much more frequently than group-work speaking activities in their classes. They also explained why they preferred pair-work speaking activities more. For one thing, Instructor 2, 3, 5 and 6 affirmed that organizing and applying group work activities were much more time-consuming than pair-work activities. However, it seemed easier to organize pairs through pairing students with their neighbors if there was no enough time. Secondly, Instructors 1, 4, 7 and 8 thought that some students might feel inhibited when they were asked to talk in a group. On the other hand, they felt much safer when they talked to only one student. What is more, although students were organized to work in groups, some students might prefer to talk to only people that they know or get on well with, ignoring the others. Finally, Instructors 1, 5, 6 and 9 acknowledged that it seemed harder to control the class during group-work activities and added that the classroom environment got noisier.

Other very popular topics mentioned by the interviewees were *positive effect of fun elements on the desire to learn* and *pair/group work activities bring authenticity in the class*. Five of the instructors agreed that pair and group-work speaking activities provide a fun environment for the students to learn. Instructor 7 admitted that pair and group work activities make classes more enjoyable. Instructor 9 agreed with Instructor 7 who explained that enjoying the course and having a good level of motivation to learn were parallel and such activities were making courses more enjoyable as can be seen in the excerpt below:

Motivation to learn develops on its own when students enjoy the courses. When they think that pair and group-work speaking activities are fun, they feel much more motivated to learn.

Instructor 9

Four of the participants also acknowledged that pair and group-work speaking activities brought authenticity in the class. Instructor 7 noted that class was the only place for her students to practice English and through given tasks, students had the

chance to practice the language in a highly authentic way. Instructor 4 explained that in order to create more authenticity in her classes, she wanted her students to stand up during pair or group work speaking activities. What is more, she asked them to imagine that they were in a café and chatting with their friends and she made them listen to some soundtracks (songs without lyrics) during the activity to create a real-like environment. She summarized that supporting pair and group work activities with such details, increased the authenticity of the tasks.

Second category was *negative attitude* under which *not practicing previously learned vocabulary and grammar* was the most frequently mentioned topic. Four of the Instructors thought that pair and group-work activities could not be the best way to practice the newly learned language units such as vocabulary or grammar. Instructor 3 certified that she always taught functional language including some useful phrases or expressions before the implementation of such speaking tasks. She always noticed during monitoring that students were in the habit of using the existing language knowledge that they had without attempting to use the newly learned forms. She thought that they were not brave enough to try new expressions in front of their friends.

4.2. Findings on Research Question 1b: What are the Overall Perceptions of EFL Students and Their Language Instructors Concerning In-class Application of Pair Work and Group Work Activities in Practicing Speaking Skills?

4.2.1 Overall Perceptions of Students on In-class Application of Pair and Group Work Speaking Activities

The quantitative data derived from the third part of student questionnaires are presented here. The third part of the survey was about the perceptions of EFL students related to the implementation of pair and group work activities in practicing speaking skills. There were 18 four-point Likert scale items in this section.

Table 7. Questionnaire results on learners' perceptions of implementation of pair and group work activities in practicing speaking skills

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I find it easy to focus on the pair-work speaking activities.	14,9	50,6	31,5	3
2. I use my mother tongue during pair-work speaking activities.	10,3	33,3	44	12,5
3. I try to use English during pair-work speaking activities.	30,6	56,9	10,5	2
4. I find it hard to focus on the task during pair-work speaking activities.	6,9	29,2	50,6	13,3
5. I would like to have more pair-work speaking activities in the classroom.	21,6	39,5	30,2	8,7
6. I try to share equal responsibilities with my partner during pair-work and group-work speaking activities.	35,3	55	8,1	1,6
7. I would prefer my partner to take more responsibilities than me during pair-work speaking activities.	6,7	16,9	48,8	27,6
8. All my classmates take part in pair-work speaking activities eagerly.	6,5	15,3	47,8	30,4
9. We have adequate number of pair-work speaking activities in the classroom.	11,3	41,7	34,3	12,7
10. We have adequate number of group-work speaking activities in the classroom.	13,1	39,9	34,1	12,9
11. My teacher determines my partner for the pair-work speaking activities.	17,1	45,2	30,4	7,3
12. The topics of the speaking tasks are appropriate to use previously learned grammar structures.	19	60,1	17,9	3
13. Some of my classmates take part in pair-work speaking activities eagerly.	11,5	38,9	35,7	13,7
14. The topics of speaking tasks are interesting enough.	7,5	28,6	47,8	16,1
15. The topics of speaking tasks are relevant to my life.	9,1	35,5	41,1	14,3
16. The topics of the speaking tasks are appropriate to use previously learned vocabulary.	15,3	61,7	18,5	4,2
17. Some of my classmates take part in group-work speaking activities eagerly.	14,1	39,5	32,9	13,5
18. I choose my partner for the pair-work speaking activities.	8,7	36,7	38,9	15,7

As it is illustrated in Table 7, the most agreed item ($n=448$, 90.3%) is "I try to share equal responsibilities with my partner during pair-work and group-work speaking

activities.” (item= 6). What is more, the least agreed item ($n=108$, 21.8%) is “All my classmates take part in pair and group work speaking activities eagerly” (item= 8) while nearly half of the participants agreed that some of their classmates take part in pair-work ($n=250$, 50.4%) and group-work ($n=266$, 53.6%) eagerly. Other highly agreed item is “I try to use English during pair-work and group-work speaking activities.” (item=3) with 87% of the participants agreeing on this item ($n=434$). Slightly more than three quarters of the participants agreed that the topics of the speaking tasks are appropriate to use previously learned grammar ($n=392$, 79%) and vocabulary ($n=382$, 77%) structures. In addition, just over half of the participants agreed that their instructor determines their speaking partner most of the time ($n=309$, 62.3%) while just below half of the participants agreed that they choose their partners for the speaking activities ($n=225$, 45.4%). Moreover, the same number of participants which is just over a half agreed that they have adequate number of pair and group work activities in their classes while more than a half percent of the participants agreed that they would like to have more pair-work activities in their classes ($n=303$, 61.1%). Finally, more than half of the students disagreed that the speaking topics are interesting enough ($n=317$, 63.9%) and speaking topics are relevant to their lives ($n=275$, 55.4%).

4.2.2 Overall Perceptions of Instructors on In-class Application of Pair and Group Work Speaking Activities

The qualitative data analysis done related to the section b of the first research question derived from the interviews with the instructors are presented here. As it can be seen in the table below, under the second theme, *implementation of pair and group-work*, six categories emerged which are *determining members of pair-work and group-work*, *the role of teacher*, *monitoring*, *feedback*, *time* and *extra codes*. The most frequently raised topics by the instructors will be elaborated in detail in the following part with the excerpts taken from the interviews.

Table 8. Theme 2: Implementation of pair-work and group-work

<i>Theme 1: Implementation of pair-work and group-work</i>			
Category	<i>f</i>	Codes	<i>f</i>
1. Determining members of pair-work and group-work	45	Optimum number of participants in group-work	14
		In multi-level classes mixing strong students with weaker ones	12
		Swapping partners regularly to create authenticity	5
		Allowing students to choose partners or neighbor pairing	4
		Positive effects of similar level pairs	4
		Instructor's use of fun grouping ideas	3
		In same-level classes mixing students randomly	2
		Students should choose pairs to lower anxiety	1
		2. The role of the Instructor	25
Instructor provides necessary assistance when needed	8		
Instructor encourages students to use new expressions	1		
Instructor creates a stress-free environment	1		
Instructor doesn't assist during task not to hinder creativity	1		
Instructor gives clear instructions	1		
3. Monitoring	20	Importance of monitoring during task	18
		More chance to monitor the class for the Instructor in pair/group work	2
4. Feedback	18	Presenting the task to the class	9
		Importance of getting feedback after the task	5
		Importance of immediate feedback	3
		Importance of giving whole class feedback instead of individual	1
5. Time	16	Changeability of the duration of the task	12
		Importance of setting time for the task	4
6. Extra codes	12	Integrated skills plus segregated skills	4
		Significance of impromptu speech	3
		Superiority of segregated skills over integrated skills	3
		Course books teach culture too	1
		Superiority of integrated skills in thematic units over segregated skills	1

The most popular topic under the first category, *determining members of pair-work and group-work*, was *optimum number of students in group-work*. All nine instructors agreed that the minimum number of participants in a group work should be three, which was seen by three of them as the ideal number of people for a group work. For the maximum number of students in a group-work activity, six instructors agreed that four is the ideal number and Instructor 2 acknowledged this in the excerpt below by adding the difficulty of organizing bigger groups in classes.

I think a group should be made up of maximum four people because our classrooms are mostly small in size and generally we arrange our desks in u-shape. Therefore, as the number of students increase it gets harder to organize the seating in the classroom. What is more, students may be distracted in bigger groups. They may feel bored as the number of students to be listened increase. Therefore, three people is ideal in a group work.

Instructor 2

However, the other three instructors thought that a small group-work activity could be made up of five or six people at most depending on the type and content of the activity. They also emphasized that there could be some disadvantages of bigger groups such as unequal work balance, less talking time, and more chance to speak less for silent students. Instructor 5 and Instructor 1 summarized the main points regarding the topics mentioned above in the excerpts below.

There should be three people the least and five people the most in a small group-work activity because when you include more than five people in a group-work activity, the talking time for each individual may not be equal and some students may dominate the others.

Instructor 5

I don't think there is a rule to determine an exact number of people in a group-work activity; however, most of the time I organize groups with four or five people the most because the more people there are in groups, the more silent students become. I mean if you have three people in a group-work, it means they have more chance to speak than in a group made up of five people. The talking time increases in small groups. In bigger groups, that talking time decreases. What is more,

some students may take the advantage of bigger groups to keep silent.

Instructor 1

The second most popular topic was *mixing strong students with weaker ones in multi-level classes*. Six of the instructors thought that instructors should try to match strong students with weaker ones to support the language development. Instructor 4 suggested that instructors should give importance to the levels of the students while forming pairs or groups to create a productive environment. Instructor 2 also supported Instructor 4's ideas in the excerpt below.

I think instructors should determine the speaking partners because when weaker students are pairs, they cannot help each other to develop some language skills. There are some students who are always willing to talk and some students who are not motivated to take part in speaking activities. Our aims must be to make such pairs to help each other.

Instructor 2

On the other hand, Instructor 3 thought that mixing students randomly could be a good idea because they are randomly chosen and they do not know their speaking partners in the exams. However, Instructor 9 disagrees with Instructor 3 as can be seen in the excerpt below.

If the class includes students with very different levels, I believe it is very necessary to pair students cautiously. Otherwise, when strong students are pairs with strong ones and weaker students with weaker ones, the expected language gain may not be accomplished.

Instructor 9

Another reason why instructors should pair the students was that students have a tendency to choose their best friends as partners. It was affirmed by six of the instructors that when students are given a chance of choosing their partners, without considering the gains or benefits of pairing with different levels, students apt for being pairs with their closest friends.

Another popular topic raised by Instructor 1, 2, 5, and 6 was *swapping partners regularly to create authenticity*. They noted that in real life we cannot choose whom we are going to talk to. Hence, in order to create a natural and vibrant classroom atmosphere, partners should be changed regularly. Following is an excerpt explaining the reasons of changing partners regularly.

In our daily life, we do not have much choice to whom we will talk to, which means anyone may ask you a question or when you go for shopping you cannot choose the cashier. Therefore, I would like my students to be pairs with everyone in the classroom during the whole semester to make them use to speak with a variety of people with different backgrounds.

Instructor 5

Under the second category, *the role of the teacher*, the most popular topic mentioned by the instructors was *teacher adapts or creates some tasks when necessary*. All nine instructors agreed that they sometimes needed to make some adjustments on the speaking tasks provided by the course book due to several reasons such as not appealing to the interests or lifestyles of the students, not being open to discussion, not being controversial enough or when the topic is not easy to talk about. What is more, Instructor 1, 3, 4, 5 and 8 acknowledged that they sometimes needed to create new tasks when they thought the task in the book might not work with their students. Instructor 1 supports these ideas in the excerpt below:

Some speaking topics of the book seem irrelevant to them. For example, some topics are about work life. As our students have no work experience, such topics seem nonsense to them. Hence, I adapt such tasks and change them into questions about their future work life or about their dormitory life. I explain dormitory life is also a type of community life and I try to find some connections.

Instructor 1

Second most popular topic was *teacher provides necessary assistance when needed*. Instructor 1, 4, 5, 7, 9 agreed that while students were working on the task, instructors were supposed to monitor class and provide necessary assist when such a need emerged. Instructor 4 described the importance of assisting students as:

Sometimes they cannot find the exact words to explain the things they would like to say. In such situations, I try to help. I think we should help them while monitoring. Whether we provide our help or not, they ask for it anyway. In addition, I believe it is very important to help our students and it makes them feel more comfortable.

Instructor 4

Instructor 1 also supported the idea of assisting students from another perspective as provided in the quote below:

In our book we have a part called as 'speaking functions' and this part teaches some expressions to be used during tasks. While monitoring, I listen to my students and I try to teach them some daily expressions in addition to the expressions provided in the book.

Instructor 1

As the instructors emphasized above, during tasks students asked for assistance most of the time. The instructors thought that helping students during monitoring and providing some necessary language input was beneficial in language development of the students. What is more, some of the instructors pointed out that they used code-switching to reinforce the target language.

Importance of monitoring during task is another frequent code mentioned under the third category *monitoring*. All nine instructors affirmed that monitoring is very significant while students are on task. Instructors also reported that it was an indispensable part of the pair-work and small group-work activities due to several reasons such as making students stay focused on task, giving students a sense of accomplishing something, making students feel more comfortable, giving the teacher a chance to know his/her students better, giving teacher a chance to provide necessary help when needed and code-switching to reinforce some target language. For example, four instructors explained why they thought monitoring was important as:

I note down the mistakes that they make during monitoring or sometimes I try to keep them on my mind to give feedback after the task.

Instructor 5

If the teacher monitors students, students do the tasks accordingly. If the teacher does not monitor students, their manner to the task changes dramatically. I mean if you sit on your teacher's desk and never move around the class, you can be sure that most of the students do not take the task seriously.

Instructor 2

If they have a question to ask me when they are on task, it makes it easy for them to ask me questions if I walk around the class and monitor them. Otherwise, neither they want to come to teacher's desk and ask their questions to me, nor they want me to stand up to answer their questions. They mostly give up asking questions. That's why it's relaxing for them to have me moving around the class.

Instructor 1

Monitoring gives me a chance of observing my students without being a threat for them. It makes them feel that teacher also has a job to do while they are on task, that they are doing something important and that they are not wasting their time.

Instructor 9

As it can be seen in the excerpts above, instructors acknowledged the significance of monitoring during the application of speaking tasks. They felt confident when they observed their students and they felt their students took the advantage of speaking activities more when they monitored their students. It was also very interesting that instructors noticed the importance of their presence and inclusion to such activities from students' perspectives. What is more, some of the interviewees used monitoring as a step to a post-feedback session. They wrote down some notes about students' mistakes to give feedback after the task.

The following category *feedback* is made up of four different codes one of which will be explained here. The most popular topic under this category was *presenting the task to the class*. Instructors explained that they tried to make their students present the completed task to their classmates as a post activity. Instructor 1 informed that she preferred it because she didn't want them to think teacher was not listening to them and they were out of control. Instructor 1 and 5 thought that such a post activity provided a perfect feedback session for students. Instructors sometimes wrote down the major mistakes on the board or explained mistakes orally to provide a whole class

feedback. Another point raised by Instructor 5 was that if students knew that they were required to present the task to the class in the end, they took the task more seriously and showed much more effort not to disappoint their peers. What is more, she maintained that there were some occasions when she could not control the class or could not be sure that everyone completed the task adequately. At those times, she preferred it as a post activity to make sure everyone completed the task. Although Instructor 2 could not implement such a post activity most of the time, she agreed with them in many ways by providing some other benefits of it in the following quote below:

I think we should do it more but I can't do it most of the time...
They completed the activity so what? When they present the activity to the class, their friends can hear what they think. In a way, they share ideas. They speak out loud. They have an idea about how their friends speak and what other people think about the issue.

Instructor 2

Under another category *time, changeability of duration of the task* was the mostly mentioned topic by the instructors. Instructors all agreed that it was not possible to set a specific time for any activity because they all thought that the time allocated for each activity was changeable. They meant each activity was unique and the necessary time to complete the activity must be determined based on the requirements and content of that speaking task. However, they believed that a pair-work speaking task should take minimum five minutes and depending on the topic and level of the students, maximum 15 minutes. As for the group work activity, they advised that the number of participants in the group-work, the aim and content of the activity should be very carefully taken into consideration. Hence, a group-work speaking activity should take minimum 10 minutes and maximum twenty minutes based on the suggestions of the interviewees.

Another point raised by the instructors was *the importance of setting time for the task*. They thought that students were required to be informed about the time allocated for that task before they start working on the task. It seemed highly crucial for Instructor 3, 4, 5 and 9 due to making students more focused on task. Instructor 5 explains the importance of setting time for the task in the following excerpt below:

Most of the time, setting time for the task highly affects the success of the students on the task. If any time which is more than necessary is allocated, students will be off-task or start chatting mostly in their mother tongue. If less time than needed is allocated, then the task cannot be completed due to time limitations.

Instructor 5

Finally, there were some extra codes mentioned by some of the instructors. Four of the instructors thought that speaking courses could be provided as a segregated skill in addition to the main course including all skills, namely, reading, writing, speaking and listening in an integrated approach. English language courses in the preparatory school at which they are actively teaching have an integrated approach in teaching all skills with a main course book. In addition to that course book, a writing book is used from time to time and some supplementary materials are provided when necessary. Instructor 6 believed that providing an extra speaking course in addition to the main course could help students in developing their speaking skills in addition to helping them getting rid of their discouragement in speaking as provided in the quote below:

It is highly significant to teach all skills in an integrated approach. I mean there should be of course integrated courses but maybe we could have some courses where teaching of speaking is thought mainly. Hence, maybe our students could feel more comfortable and get rid of their shyness in speaking English.

Instructor 6

However, Instructor 7, 8, and 9 disagreed with the above-mentioned idea suggesting the superiority of segregated skills over integrated skills. They believed that in integrated skills there was mostly a course book including thematic units and speaking topics were derived from those units without considering the appropriateness of that topic neither for the speaking task, nor for the age, interest or background of the students. They believed that in segregated speaking courses, special attention could be given to the selection of the speaking topic and also some speaking strategies or techniques could be underlined as exemplified by Instructor 7 in the extract below:

I believe in the superiority of segregated skills over integrated skills. I think speaking topics should be carefully selected and specifically prepared. There are many concerns to be taken into account while choosing speaking topics such as culture. In integrated approach, the topic of the unit is also the topic of the speaking activity and most of the time it is not effective enough... One of my students suggested having a separate speaking course yesterday in the feedback session. He said we focus more on the other skills but less on the speaking... Maybe we could teach some techniques or strategies for speaking. Maybe this could make it easier for our students to speak and maybe they take it more seriously.

Instructor 7

The interviewees also underlined the significance of *impromptu speech*. They highlighted the importance of speaking without having preparation beforehand. Instructor 2 explained that it is much more beneficial for students to speak in pair-work or group-work activities in order to be used to it quickly. She also defended that when students go abroad or live in the target language culture, it may not be possible to think for a long time before speaking. Hence impromptu speech develops students' speaking skills much more naturally according to her. Instructor 8 also agreed with Instructor 2 by adding that students have a chance to practice authentic, daily life conversations through impromptu speaking activities.

4.3 Findings on Research Question 1c & d: What are the Overall Perceptions of EFL Students and Their Language Instructors Concerning the Benefits and Drawbacks of Pair Work and Group Work Activities in Practicing Speaking Skills?

4.3.1 Overall Perceptions of Students on Benefits and Drawbacks of Pair and Group Work Speaking Activities

The findings of the analysis done on the quantitative data derived from the fourth part of student questionnaires are presented here. The fourth part of the survey was about the perceptions of EFL students related to the benefits and drawbacks of pair and group

work activities in practicing speaking skills. There were 18 four-point Likert scale items in this section.

Table 9. Questionnaire results on learners' perceptions of benefits and drawbacks of pair and group work activities in practicing speaking skills

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. Pair-work activities improve my speaking skills.	42,1	52	5	0,8
2. Group-work activities improve my speaking skills.	35,5	51,6	10,5	2,4
3. Pair-work activities improve my motivation for learning.	24,2	51	21,4	3,4
4. Group-work activities improve my motivation for learning.	21,2	46,6	26,8	5,2
5. Pair-work activities help me to practice what I have learned.	36,1	53,2	9,5	1,2
6. Group-work activities help me to practice what I have learned.	31,7	51,2	14,1	3
7. Pair-work activities improve my reading skills.	25,6	43,1	25,4	5,6
8. Group-work activities improve my reading skills.	23,8	41,5	28,2	6,5
9. Pair-work activities enhance my vocabulary knowledge.	28,4	49,6	18,3	3,6
10. Group-work activities enhance my vocabulary knowledge.	26,2	47,4	22	4,4
11. Pair-work activities improve my writing skills.	13,9	34,3	40,3	11,5
12. Group-work activities improve my writing skills.	14,3	31	41,1	13,5
13. Pair-work activities decrease my motivation for learning.	7,9	15,1	47,6	29,4
14. Group-work activities decrease my motivation for learning.	7,5	17,3	48,2	27
15. Pair-work activities do not help me to practice what I have learned.	6,7	20,4	48,6	24,4
16. Group-work activities do not help me to practice what I have learned.	8,1	20	49,4	22,6
17. Pair-work activities improve my communication skills.	39,3	51,2	6,9	2,4
18. Group-work activities improve my communication skills.	37,5	49	9,9	3,4

As it is illustrated in Table 9, the most agreed item ($n=467$, 94.1%) is "Pair-work activities improve my speaking skills." (item= 1). What is more, the least agreed item

($n=225$, 45.3%) is “Group-work activities improve my writing skills.” (item= 12) followed by a similar item “Pair-work activities improve my writing skills.” (item= 11) as the second least agreed item ($n=239$, 48.2%). Other highly agreed item is “Pair-work activities improve my communication skills.” (item=17) with a large number of participants agreeing on this item ($n=449$, 90.5%). A large portion of students agreed that pair-work activities are beneficial in practicing previously learned topics ($n=443$, 89.3%). In addition, a large number of the participants agreed that group-work activities improve their communication skills ($n=429$, 86%). Moreover, a large portion of the students agreed that group-work activities improve their speaking skills ($n=432$, 87.1%). Approximately three quarters of students agreed that pair-work ($n=373$, 75.2%) and group-work ($n=336$, 67.8%) activities improve their motivation for learning. Slightly less than three quarters of students agreed that pair-work ($n=341$, 68.7%) and group-work ($n=324$, 65.3%) activities improve their reading skills. Besides, nearly three quarters of students agreed that pair-work ($n=387$, 78%) and group-work ($n=365$, 73.6%) activities improve their vocabulary knowledge. In addition, slightly more than three quarters of the students disagreed that pair-work ($n=362$, 73%) and group-work ($n=357$, 72%) do not help them to practice what they have learner. Finally, slightly more than three quarters of the students disagreed that pair-work ($n=382$, 77%) and group-work ($n=373$, 75.2%) decrease their motivation for learning.

4.3.2 Overall Perceptions of Instructors on Benefits of Pair and Group Work Speaking Activities

Findings related to the qualitative data gathered related to the section c of the first research question derived from the interviews with the instructors are presented here. As it can be seen in the Table 10 below, under the second theme, *benefits of pair and group-work*, two categories emerged which are *development of language and interactive skills* and *development of students' attitudes and perceptions*. The most frequently raised topics by the instructors will be elaborated in detail in the following part with the excerpts taken from the interviews.

Table 10. Theme 3: Benefits of pair-work and group-work

<i>Theme 3: Benefits of pair-work and group-work</i>			
Category	<i>f</i>	Codes	<i>F</i>
A. Development of language and interactive skills	86	Improvement of four skills and sub-skills	35
		More peer interaction and collaboration	28
		Positive washback effect	11
		Different pairs help to solve interaction problems	4
		More exposure to a foreign language	3
		Weaker students can feed off the stronger students	3
		Teaching turn-taking strategies	2
B. Development of students' attitudes and perceptions	31	Decrease of anxiety in speaking	13
		Positive motivational effect	9
		More enjoyable lessons	4
		More autonomous students	3
		Creative learning in class	1
		Development of some ideas	1

The most popular topic raised under the first category *development of language and interactive skills*, was *improvement of four skills and sub-skills*. All nine instructors agreed that four main skills of English, namely, speaking, listening, reading and writing develop to some extent through the implication of pair and small group-work with former two developing the most and latter two developing the least. Instructors thought that pair and small group work speaking activities were beneficial in developing mainly speaking and listening skills of the students with little if any contribution to reading and writing skills of the students. As for the sub-skills of language, they advised that these activities were highly effective in expanding vocabulary knowledge of the students and improving and practicing previously learned grammar topics. However, Instructor 1, 3, 4, and 6 disagreed with the others in that students' grammar knowledge may not develop because they may be affected by the grammatical mistakes of their peers and they have a tendency to use only grammatical knowledge that they are used to utilize especially in speaking instead of trying newly learned grammatical structures.

More peer interaction and collaboration was the second most popular topic derived from the interviews. All nine instructors agreed that pair and small group work speaking activities provide great opportunities for cooperation, collaboration and communication. These activities were great ways to encourage each other to do better. Instructor 9 defended that these activities gave students a chance to know his/her partner better in addition to creating more autonomous students and also maintained that they changed the pace of the courses from teacher-centered to student-centered. Instructor 6 explained that being in touch with each other helped her students to learn better in addition such activities reminded her students that everyone in the class had similar difficulties and they should not look down on themselves. Instructor 2 agreed with Instructor 6 and 9 adding that as it was impossible for the teacher to listen to every student for every activity due to time constraints and loaded schedule, it gave her students great confidence to have someone listening to what s/he said. These activities provided great time to speak for everyone in the class equally when it was compared with the whole class speaking tasks as also proclaimed by Instructor 5 and 7 below:

In a class including twenty students, each student can only speak for two or three times during a fifty-minute course. However, in a pair or group work activity, they can find a chance to speak for much more time than a whole class speaking activity.

Instructor 7

I think they like such speaking activities most of the time because I observe that the students who feel stressed while talking to me seems more relaxed in a pair or small group work. They seem to be having more fun. They make jokes to each other and exchange ideas.

Instructor 5

Positive washback effect is another code extracted from the interviews and six of the teachers agreed that exams were the biggest motivations of the students in order to study English. They thought that grading and gaining some points out of the tasks were most of the time the only reason that forced the students to complete the task. Instructor 2 admitted that her students showed great enthusiasm when she told them that the task might show up in the exam. She explained that she started creating blacklists in order

to motivate her students to speak during courses. She added plusses when students took part in the tasks and minuses when they did not and to her surprise it worked.

Another emerging category was *development of students' attitudes and perceptions*. *Decrease of anxiety in speaking* was the most frequently mentioned code under this category. All of the instructors agreed that these activities were highly beneficial in decreasing the anxiety level of the students. They also maintained that when students talked to the whole class, most of the time they felt nervous, forgot the things that they wanted to say or never volunteer to speak. However, while talking to their peers, they were observed to be more relaxed, got rid of their stress, felt more freedom, not ashamed of the mistakes that they made and more concentrated. Instructor 7 notified that especially at the beginning of the term, until all students got to know each other, it was better to implement more pair and small group work speaking activities because it seemed harder for the students to speak on their own to the whole class. Instructor 5 and 9 agreed with the others by adding that such activities were important in lowering the affective filter of the students as they were together with their peers who seemed less threatening to them.

... because they are not worried about their mistakes. I mean they don't have concerns such as what happens if I make mistakes while talking and the teacher hears about it or if my friends make fun of my mistakes. When they are together with their peers, their stress levels decrease and their fear of making mistakes decrease as well. They communicate in an atmosphere encouraging low affective filter.

Instructor 5

Positive motivational effect is the second most popular topic under this category. Five of the instructors thought that pair and small group work speaking activities have motivational effect on the development of English language skills of EFL students. Instructor 2 affirmed that instead of just sitting in the classroom and listening to the teacher, such activities involve students into the process and increase their motivation. Instructor 6 also agreed with the others as it can be seen in the excerpt below:

... of course they at least help our students to be a part of the course. Such activities increase the motivation of the students as well. What is more, they help them to focus on the lesson again very quickly when they are distracted. Because through such activities students feel that it is their turn.

Instructor 6

Thirdly, *more enjoyable lessons* was extracted as the other very common topic. Noted by four of the interviewees, the lessons last for fifty minutes which may cause many students to be distracted. Although the instructors utilize multiple technological aids or supplementary materials to make their lessons more colorful and enjoyable, the lessons may sometimes be boring and students may get bored due to the repetitive and standardized pace of the lessons. At this point, pair and small group work activities bring great benefits into the class by making it more colorful, enjoyable and meaningful. As suggested by Instructors 2, 4, and 9, they make classes less monotonous by adding variety to the class.

4.3.3 Overall Perceptions of Instructors on Drawbacks of Pair and Group Work Speaking Activities

The qualitative data analysis done related to the section d of the first research question derived from the interviews with the instructors are presented here. As it can be seen in the table below, under the second theme, *challenges of pair and group-work*, five categories emerged which are *switching to L1*, *system, book or school program related*, *students' attitudes and behaviors related*, *procedure related*, and *affective filter related*. The most frequently raised topics by the instructors will be elaborated in detail in the following part with the excerpts taken from the interviews.

Table 11. Theme 4: Challenges of pair-work and group-work

<i>Theme 4: Challenges of pair-work and group-work</i>			
Category	<i>f</i>	Codes	<i>f</i>
A. Switching to L1	56	Switching to L1 due to losing interest or getting bored/tired	12
		Switching to L1 when teacher is not observing	10

Table 12. Theme 4: Challenges of pair-work and group-work (*continued*)

Theme 4: Challenges of pair-work and group-work			
Category	<i>f</i>	Codes	<i>f</i>
		Switching to L1 due to lack of vocabulary/grammar knowledge	9
		Switching to L1 due to being in only mother tongue community	5
		Switching to L1 due to time problems	5
		Switching to L1 mostly in group-work than pair-work	3
		Switching to L1 due to misunderstanding the task	3
		Switching to L1 due to unclear instructions	2
		Switching to L1 after quickly completing task due to being task-oriented not learning oriented	2
		Switching to L1 due to not pushing their limits	1
		Switching to L1 due to low self-confidence	1
		Switching to L1 after students get to know each other	1
		Switching to L1 due to habits from previous teachers	1
		Switching to L1 when the topic is too hard	1
B. System, book or school program related	42	Negative influence of workload	17
		Overcrowded classes' hindrance	16
		Negative washback effect	5
		Guided tasks in the book hinder creativity	2
		Imbalance of the tasks between different levels of the book	2
C. Students' attitudes and behaviors related	36	Importance of inner motivation	11
		Dominating partners	11
		Disadvantages of some personal traits	8
		Students have lower general world knowledge	2
		Importance of familiarity with the target culture	2
		Students apt for manuscript speech	1
		Not knowing formulaic and idiomatic expressions	1
D. Procedure related	18	Losing control of the class	7
		Difficulty of organizing group-work	5
		Noisier class atmosphere	3
		Groups/pairs who complete activities start chatting	1
		Disadvantages of feedback	1
		More pairs to monitor in pair work	1
E. Affective filter related	16	Lower self-confidence and higher anxiety level compared with other cultures	8
		Monitoring may increase anxiety	5
		Only English zone may increase anxiety	1
		High anxiety level due to lack of knowledge	1
		Strong-weak pair all the time may increase anxiety	1

The most frequently mentioned challenge of pair and small group work speaking activities was *switching to L1*. All nine participants agreed that students switch to their mother tongue, Turkish, due to fifteen different reasons specified with codes as can be seen in the table above. Among the several reasons of switching to Turkish while on task and practicing English, *switching to L1 due to losing interest or getting bored/tired* was the most popular reason raised by the interviewees. According to Instructor 3, students lost their interest when they didn't understand the task or when they felt demotivated that day. Instructor 4 mentioned the importance of the time when the pair and small group work activity was implemented. According to her, students lose their interests in the lessons that are before the lunch break and just after it. Hence, she suggested organizing speaking activities other than those times as it can be seen in the extract below:

... the time of the activity is highly important. Before the lunch break and just after it, the pair and group work activities never work, I mean it is nonsense to do them because students should feel themselves in good condition physically to focus on the task. When they are hungry, or when they are totally full, it gets harder for them to fully concentrate on the task. Hence, they do not want to join the task most of the time and they switch to Turkish as a result.

Instructor 4

Instructor 2 explained that the speaking topics of the book might become repetitive after some time and talking about the same or similar topics might cause students to feel bored. Instructors 2, 3, 4 and 6 acknowledged that students got bored and lost their interest and moved towards speaking Turkish. Instructor 4 mentioned the possible reasons of getting bored and she explained that while putting students in different classes, different intelligence types of people such as kinesthetic, visual, musical, etc. were not taken into consideration. Hence, sitting all day and listening to teacher mechanically might not appeal to different intelligence types and cause them to get bored. Instructor 7 mentioned the importance of the content of the task and emphasized the significance of appropriateness of the task to the target audience while Instructor 1 certified that students might misunderstand the time allocated for

speaking tasks and might take those times as free times and start chatting with their friends in Turkish as the following excerpts illustrate:

... if the task does not appeal to the interest, age or culture of the student, then the student do not want to do the task. This is a prerequisite to be successful in tasks. Tasks should be able to meet their needs and interests. I think tasks should be meaningful.

Instructor 7

... they think that the time allocated for the pair or group-work activity is a free time and they are off-task and they start to speak Turkish with their friends.

Instructor 1

Secondly, students have a tendency to *switch to L1 when the teacher is not observing*. Six of the interviewees admitted that their students were off-task when they were not monitoring the class. When the teacher was dealing with something else, students thought that the task was not that important and they might feel that they could also deal with other things such as chatting with their friends in their mother tongue or surfing on the Internet via their mobile phones. However, if the teacher was walking around the class and monitoring the students or only watching them without moving around, then students never switched to L1 and stayed on task. What is more, to Instructor 5's surprise, when a group of students were speaking English while she was near them, as she moved to monitor other groups, they switched to Turkish. She noted that this was a common behavior of the students. It can be concluded that students needed an outer motivation, in this case an authority, to stay on-task and to be motivated to speak English.

Thirdly, *switching to L1 due to lack of vocabulary/grammar knowledge* was another popular code extracted from the interviews. Six of the instructors reported that when students could not find the exact words or expressions in English, they switch to Turkish to express themselves better. Instructor 7 informed that students could not express some of their feelings or some situations in English and they weren't fluent enough to express themselves. Hence, they switch to Turkish.

Another popular topic extracted from the interviews was *switching to L1 due to being in only mother tongue community*. In Turkey, English is a foreign language for the students, not a second language. Thus, when students go out of the classroom, it seems harder to find someone to speak in English and to be exposed to the language. In addition, at schools, the number of international students is not adequate to create an English-only zone. Hence, our students do not push themselves to speak English due to the fact that their pairs are able to understand Turkish easily as reported by Instructor 4 in the excerpt below:

...Of course mother tongue has an influence on it... I mean I mentioned it before actually our educational setting is not an international one so they can switch to Turkish easily. Her/his friends can understand Turkish so why bother? I mean they do not want to push their limits... They attend the classes because it is compulsory and we take attendance not because they want it.

Instructor 4

Instructor 3 agrees with Instructor 4 by adding that in a class with students sharing a common language, creating an authentic atmosphere seemed harder because students talked to their pairs who could understand them in their mother tongue as well, as illustrated in the excerpt below:

When I was a student, I used to find such activities nonsense. I mean you do a speaking activity with your classmate. S/he can speak Turkish and you can speak Turkish but you force yourselves to speak English. I used to find such activities artificial because I was trying to develop my speaking skills with someone who is also trying to learn English.

Instructor 3

The most popular topic raised under the category of *system, book or school program related* was *negative influence of workload*. All of the participants agreed that the curriculum was very loaded, therefore they were not able to find as much time as they wanted to apply pair or small group work speaking activities. Instructors certified that pair and group work activities required a preparation process in addition

to a follow-up activity to give feedback. Thus, they took some time which hindered the application of such activities more frequently.

Another popular topic was *overcrowded classes' hindrance*. In language classes, the number of students is highly significant as there are many hands-on activities, speaking tasks and activities that include communication and collaboration. The instructors all agreed that maximum fifteen students should be in a language class to have more speaking practice. When the number of students increases, the number of pairs and groups to observe automatically increases by making the teachers' job harder.

The number of students have a certain effect on the application of pair and small group work activities because the more crowded the classes get, the harder to control the students, to determine their mistakes, to give feedback and to help them.

Instructor 5

When students were too exam-based, they could not learn the language properly due to *negative washback effect*. Instructor 8 shared an anecdote in that when she brought an extra reading exercise in one of her lessons, students did not want to do that because they said they would not be responsible in the exam from that exercise so they didn't need to do that. Likewise, Instructor 4 mentioned the exercise pile named "study pack" which was prepared for students as a guideline to help them get ready for the exams. She asserted that students wrote dialogues for the speaking tasks in the pack and memorized them to prepare for the exam in case they could face a similar task. As can be seen, being too much exam-oriented causes our students to opt for manuscript speech instead of learning language in a natural and authentic environment.

Students' attitudes and behaviors related was the third category emerged with *importance of inner motivation* as the most frequently mentioned code. All nine teachers underlined the importance of inner motivation in developing some skills during a language learning process. Participants ensured that most of the students lacked inner motivation to focus on the speaking tasks. Instructor 1 proclaimed that

their lack of motivation was based on their needs. They didn't have needs such as developing their speaking skills and she maintained that it was hard to make them believe they actually needed that skill. Instructor 2 noted that lack of inner motivation derived mostly from not having specific goals and not having the adequate background. As can be seen with the explanations of the instructors, when students are not determined and motivated enough, pair and small group work activities may not yield with the expected results. When students do not believe that they really need to develop their speaking skills in addition to other skills, emerging problems are indispensable. Hence, instructors may try to create as many authentic learning environments as possible. What is more, students could be informed about the necessity to learn a language.

Secondly, *dominating partners* was the other challenge in the application of pair and group work activities. In pair and group work activities, teacher's role is mostly being and outside who monitors, writes down the mistakes of the students, sometimes helps students when they have problems. However, teacher seems unable to control the talking time of the pairs in such activities as proclaimed by the instructors. They explained that some students are turned to keep silent while others dominate the speech. It seems to be very common in EFL classes based on the explanations of the instructors. Instructor 1 acknowledged that silent students might take the advantage of being in a group work in order to keep quiet but in pair work they were pushed to speak more. Instructor 3 affirmed that when the language proficiency levels of the students were different, students with a lower proficiency level may be dominated by the other student(s). Instructor 5 agreed with the others by adding that some students chose to be silent and they took input by listening to the others; however, it was more significant to see whether the student could turn it into an output or not.

Another code extracted from the interviews was *disadvantages of some personal traits*. Some students are introverts and they do not like to talk in front of other people. When they utter even a few words, they got embarrassed, nervous and stressed. For such students, pair and group work could be very significant in developing their speaking skills and getting rid of their shyness. However, some

students do not like to talk not only in front of the whole class but also to their pairs or group friends. Instructor 6 ensured that it was about student's own preferences and some personal traits such as talkativeness and also how volunteered the student was about mentioning his/her life experiences to the others. Instructor 8 summarizes these personal traits as fear of speaking in public, fear of making mistakes, fear of humiliation. The reason could be the family background of the students and upbringing could be another challenge as summarized by Instructor 3 below:

Upbringing is another factor why students do not want to speak in pair and small group work activities. These are actually personal differences. For example, I am also a bit introverted and I don't like taking part in pair or group works. I don't like people who are always at the forefront of any conversation because my parents taught me to be humble and modest. I think it is very common in Turkish culture.

Instructor 3

The fourth emerging category was *procedure related* with *losing control of the class* as the most frequently mentioned topic followed by *difficulty of organizing group-work*. Instructors declared that when the number of students in a class was more than fifteen or sixteen it got harder to control the students as the number of pairs and groups increased in the same vein. In order to be able to give feedback as a post activity, the teachers responsibility was monitoring the class and write down notes related to the mistakes of the students. Thus, as the number of pairs and groups increased, it got harder for the instructors to have the chance to observe all pairs and groups until the activity was completed. What is more, some instructors declared that they preferred pair work more than group due to the fact that organizing group work seemed harder and more time consuming. Instructor 2 noted that while organizing group work there was mostly a chaos in the class and it became too noisy, therefore she preferred pair-work speaking activities more.

Final category of this theme was *affective filter related* and the most popular topic raised under this category was lower self-confidence and higher anxiety level compared with other cultures. Five of the instructors had teaching experience in another country and they all emphasized that students in other countries such as

European countries or the USA were more actively taking part in speaking tasks than our students. What is more, they were observed to have higher self-confidence and their anxiety level seemed lower when they were compared with our students. Students in other countries were observed to be more enthusiastic about communicating with their classmates, sharing something or using the language. It was also observed that while our students were always questioning the aims or reasons of implication of pair and group work speaking activities, students in other countries never did that. What is more, our students felt under stress because their motivation to learn English was to pass the preparatory class; however, other students were seemed not to be having such concerns so they were more relaxed. The above-mentioned issues were elaborated more by Instructor 3 and 6 as can be seen in the following quotes:

... they are more active in the class and more talkative during speaking activities. In addition to that they are more motivated and less anxious. Our students are mostly anxious and stressful because our students learn English to pass the preparatory class and continue their education in their departments. However, the students whom I thought English didn't have such concerns which made them feel more relaxed.

Instructor 6

... I felt better there, in the USA, and I think this is related with cultural issues. America is a very cosmopolitan country and there are millions of people from very different backgrounds. I used to teach Turkish there. When I tried to organize a pair or group work activity, my students there were not resisting like my students here in Turkey. I used to feel that... I mean American people are used to talk to people from different cultures and share things with them. They never questioned the reason of doing such activities but my students here question it a lot. They were talking to their partners just to communicate and they were trying to use the language. So there was a very clear difference between two cultures.

Instructor 3

Another code extracted from the interviews was *monitoring may increase anxiety*. Notified by five of the instructors, monitoring may increase the anxiety level of the students. They mostly feel nervous speaking in a foreign language and when an authority watches them their stress level increases. Hence, Instructor 6 admitted that

she was monitoring her students without getting too closer to them in order not to bother them as can be seen in the following excerpt:

Most of the time I try to monitor my students without making them notice that I am watching them. If they notice it then they get stressed and they try to speak better and make less mistakes, which destroys the authenticity I guess. I want them to speak as they do normally. Hence, I am usually close enough to hear what they say but I am mostly not involved in the task or try to leave some space between us not to bother them.

Instructor 6

Instructor 4 agreed with Instructor 6 by adding that she never corrected the mistakes of her students not to stress them out. Instead, she was taking notes about their mistakes and giving a whole class feedback as a post activity. Instructor 7 reported that monitoring might cause stress especially at the beginning of the term and after students got used to it, they didn't feel that anxious.

4.4 Research Question 2: What are the Suggestions of EFL Students and Their Language Instructors Concerning the Application Procedure of Pair Work and Group Work Activities in Practicing Speaking Skills?

4.4.1 Suggestions of Students on the Application of Pair and Group Work Speaking Activities

The findings of the analysis done on the quantitative data derived from the fifth part of student questionnaires are presented here. The fifth part of the survey was about the suggestions of EFL students related to the implementation of pair and group work activities in practicing speaking skills. There were 22 four-point Likert scale items in this section.

Table 13. Questionnaire results on the suggestions of EFL students related to the implementation of pair and group work activities

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I would like my teacher to determine the speaking topic.	16,3	48,8	29,6	5,2
2. I would like my teacher to determine my speaking partner.	11,1	29,2	45,6	14,1
3. I would like my teacher to pre-teach the target vocabulary about the task.	36,9	50,2	10,5	2,4
4. I would like my teacher to guide me about the speaking task.	36,1	48,8	12,5	2,6
5. I would like my teacher to monitor us during the speaking task.	19,6	39,1	30,6	10,7
6. I would like my teacher to set time for the speaking task.	15,3	39,5	33,9	11,3
7. I would like to change my speaking partner for each task.	25,8	41,3	25,0	7,9
8. I would like to have a different-proficiency-level partner for each task.	24,2	40,1	27,0	8,7
9. I would like to practice the task with my partner only.	25,0	52,2	19,4	3,4
10. I would like to perform the task to all my classmates.	9,3	23,2	41,1	26,2
11. I would like to decide on the speaking task by myself.	27,6	49,4	18,5	4,4
12. I would like to choose my speaking partner by myself.	26,8	50,0	18,3	4,8
13. I would like to have speaking classes in addition to the main course.	43,5	32,5	16,3	7,7
14. I would like to have speaking classes integrated to the main course.	16,9	32,1	31,5	19,6
15. I would like to have time for preparation to the task.	40,3	41,7	14,9	2,8
16. Speaking task time should last maximum three minutes.	17,3	35,9	33,3	13,5
17. Speaking task time should last minimum three minutes.	19,6	34,7	32,7	13,1
18. Speaking task should appeal to my language proficiency level.	48,6	45,8	4,4	1,2
19. Speaking task should allow me to utilize daily spoken English.	57,1	36,5	5,2	1,2
20. I would like pair-work speaking activities to take part more in classes.	33,3	42,9	21,4	2,4
21. I would like to be monitored during the speaking task by my teacher.	24,6	46,8	22,4	6,3
22. I would like to have more interesting topics in the speaking tasks.	51,6	39,7	5,6	3,0

As it is illustrated in Table 12, the most agreed item ($n=464$, 93.6%) is “Speaking task should allow me to utilize daily spoken English.” (item= 19). On the other hand, the least agreed item ($n=161$, 32.5%) is “I would like to perform the task to all my classmates.” (item= 10) while more than a third quarter of the students ($n=383$, 77.2%) agreed that they would like to practice the task with their partner only (item= 9). Other highly agreed item is “Speaking task should appeal to my language proficiency level.” (item=18) with a large number of participants agreeing on this item ($n=468$, 94.4%). A large portion of students agreed that they would like to have more interesting topics in the speaking tasks ($n=453$, 91.3%). In addition, a large number of the participants agreed that they would like to have time for preparation to the task ($n=407$, 82%). Moreover, a large portion of the students agreed that they would like their teacher to pre-teach the target vocabulary about the task ($n=432$, 87.1%). Approximately three quarters of students agreed that they would like to have extra speaking classes in addition to the main course ($n=377$, 76%). Slightly more than three quarters of participants agreed that they would like to choose the speaking task on their own ($n=382$, 77%) instead of their teacher ($n=323$, 65.1%). Approximately three quarters of students would like to choose their partners on their own ($n=381$, 76.8%) instead of their teacher ($n=200$, 40.3%). Slightly more than three quarters of the participants ($n=378$, 76.2%) agreed that they would like to have more pair-work speaking activities implemented in their classes. Finally, a large portion of students would like their teacher’s guidance about the speaking task.

4.4.2 Open Ended Questions

The findings of the analysis done on the qualitative and quantitative data related to the last section of the questionnaire applied to students are presented here. The last part of the survey consisted of nine open-ended questions. Students were asked to provide some suggestions and opinions regarding the pair and small group work speaking activities implemented in English speaking classes. The questions were the following:

1. How many times in a day do you think should pair-work activities be implemented?
2. How many times in a day do you think should group-work activities be implemented?
3. How much time is allocated for pair-work activities in your classes? Is this time enough for you?
4. How much time is allocated for group-work activities in your classes? Is this time enough for you?
5. What should be the ideal time allocated for a single pair-work activity?
6. What should be the ideal time allocated for a single group-work activity?
7. Can you suggest some speaking topics for pair-work activities?
8. Can you suggest some speaking topics for group-work activities?
9. Do you have any suggestions, opinions and thoughts about pair and group work activities implemented in English speaking classes?

4.4.2.1 Quantitative Findings of the Open-ended Part of the Questionnaire

There were six questions including numerical data of which the mean score was calculated.

Table 14. Quantitative Findings of the Open-ended Part of the Questionnaire

Statements	Mean
1. How many times in a day do you think should pair-work activities be implemented?	2.90(times)
2. How many times in a day do you think should group-work activities be implemented?	2.07(times)
3. How much time is allocated for pair-work activities in your classes?	13.81(min.)
4. How much time is allocated for group-work activities in your classes?	13.45(min.)
5. What should be the ideal duration of time for a single pair-work activity?	11.23(min.)
6. What should be the ideal duration of time for a single group-work activity?	15.10(min.)

As it is illustrated in Table 13, the suggested implementation time for pair-work activities ($M= 2.90$) is slightly more than group-work activities ($M= 2.07$). It can also be seen that allocated time for pair-work activities ($M= 13.81$) is slightly more than the time allocated for small group-work activities ($M= 13.5$). On the other hand, it was suggested by the students that a lot much more time should be allocated for group work activities ($M= 15.10$) than pair-work activities ($M= 11.23$).

4.4.2.2 Qualitative Findings of the Open-ended Part of the Questionnaire

As it can be seen in the table 14 below, students' written responses revealed some major suggested topics regarding pair-work speaking tasks. Topics related to daily life were the most widely suggested topics based on the responses of the students. Students also noted that they would like to take part in pair-work speaking tasks that include interesting topics, topics that are about their departments, business life and sports.

Table 15. Theme 7: Suggested topics for pair-work speaking tasks

<i>Theme 7: Suggested topics for pair-work speaking tasks</i>		<i>f</i>
Category		
1.	Daily life	275
2.	Interesting topics	41
3.	Topics related with students' own departments	41
4.	Business life	19
5.	Sports	14
6.	Social life	9
7.	Topics that allow students to use spoken English	5
8.	Computer Games	4
9.	Family life	4
10.	Hobbies	4
11.	Topics that are related with the book	3
12.	Enjoyable topics	3
13.	Social issues	3
14.	Science	3
15.	School life	3
16.	Engineering	3

Table 16. Theme 7: Suggested topics for pair-work speaking tasks (*continued*)

<i>Theme 7: Suggested topics for pair-work speaking tasks</i>	
Category	<i>f</i>
18. Topics that are similar with the ones in the exam	2
19. Cinema	2
20. Politics	2
21. Academics	2
22. Music	2
23. Art	2
24. General world knowledge	1
25. Love	1
26. Education	1
27. Technology	1
28. Architecture	1
TOTAL	453

As it can be seen in the table 15 below, students' written responses revealed some major suggested topics regarding the group-work speaking tasks. The topic that was suggested by the majority of the students was daily life which was also ranked the first among the suggested topics for pair-work activities. Interestingly, students suggested that the chosen topics for the group-work activity should be open to discussion as a group. They also would like to take part in group work tasks that include interesting topics and topics about their own departments. What is more, students also suggested topics such as business life, sports, science and general world knowledge.

Table 17. Theme 8: Suggested topics for group-work speaking

<i>Theme 2: Suggested topics for group-work speaking</i>	
Category	<i>f</i>
1. Daily life	242
2. Topics related with students' department	50
3. Topics that can be discussed as a group	41
4. Interesting topics	30
5. Business life	22
6. Sports	18
7. Science	11
8. General world knowledge	8
10. Social issues	7

Table 18. Theme 8: Suggested topics for group-work speaking (*continued*)

<i>Theme 2: Suggested topics for group-work speaking</i>	
Category	<i>f</i>
11. Technology	6
12. Engineering	5
13. Social activities	5
14. Topics that allow students to use spoken English	5
15. Hobbies	4
16. Academics	3
17. Topics that are related with the book	3
18. Students should choose the topics	3
19. Enjoyable topics	3
20. Music	3
21. Computer games	2
22. Topics that can improve student's vocabulary knowledge	2
23. Architecture	2
24. Politics	2
25. Education	2
26. Topics that can improve problem solving skills	1
27. Family life	1
28. Economics	1
29. Sociology	1
TOTAL	480

4.4.3 Suggestions of Instructors on the Application of Pair and Group Work Speaking Activities

The qualitative data analysis done related to the second research question derived from the interviews with the instructors are presented here. As it can be seen in the table below, under the ninth theme, *suggestions for application of pair-work and group-work*, three categories emerged which are *suggestions before the implication of the task*, *suggestions about the qualities of the task* and *extra codes*. The most frequently raised topics by the instructors will be elaborated in detail in the following part with the excerpts taken from the interviews.

Table 19. Theme 9: Suggestions for application of pair-work and group-work

<i>Theme 9: Suggestions for application of pair-work and group-work</i>			
Category	<i>f</i>	Codes	<i>f</i>
A. Suggestions before the implication of the task	24	Importance of pre-teaching of some useful expressions	9
		Importance of getting prepared for the task	6
		Importance of pairs' relationship	3
		Importance of pre-planning the task	2
		Importance of organizing group-work	2
		Explaining cultural items before speaking	1
		Explaining teacher's task before speaking	1
B. Suggestions about the qualities of the task	16	Tasks should appeal to interests of students	7
		In-class tasks should be in the same line with the exams	5
		Tasks should be clear	2
		Tasks should have specific aims	2
C. Extra codes	12	In-service training about pair and small group work	3
		Importance of communicative activities in educational background	3
		Providing an English-speaking zone in the class	1
		Importance of encouraging teachers to speak only English	1
		Importance of feedback	1
		Teacher's misunderstanding of monitoring	1
		Importance of extemporaneous (opposite of impromptu) speech	1
		Importance of extracurricular activities for speaking	1

The first emerging category was *suggestions before the implication of the task* under which importance of *pre-teaching of some useful expressions* was the most popular topic. Instructors mentioned the importance of pre-teaching some lexical items and useful expressions before students start doing the task. Instructor 3 acknowledged that one of the aims of the speaking tasks was to enhance lexical knowledge of the students and they mostly lacked the acquired lexical knowledge about speaking tasks. Hence, pre-teaching of some useful expressions, chunks, formulaic expressions and necessary vocabulary would make speaking tasks much more beneficial. Instructor 2 stated that before any pair or group work speaking activity, she had the habit of brainstorming necessary lexical items with the whole class. She underlined that it was very beneficial for the vocabulary development of the students. Instructor 1 explained that she did pre-

teaching activities with the aim of activating schemata of the learners and she found it very effective.

Second most popular topic was *importance of getting prepared for the task*. Six of the instructors thought that students needed some time to get prepared for the tasks before they started talking. Instructor 2 taught that she always gave some time to her students for preparation. She also maintained that most of the time she fell behind the curriculum for giving extra time to let her students make the necessary preparations for the task. However, Instructors 4 and 6 thought that preparation depended on the type of the activity. When students were asked to prepare for the task, they were mostly supposed to take small notes using abbreviations, words, phrases or sentences. None of the instructors allowed their students to write down dialogues and memorize them. Instructors 4 and 6 noted that when the tasks were about some abstract or complicated topics, they asked their students to take notes. However, when the topics were easier to talk such as topics about students' lives, then they didn't ask their students to get prepared for the tasks as exemplified in the following quotes:

If the topic is an abstract one, then I ask them to prepare small reminder notes to organize their ideas. However, if the task is about something more personal, then I ask them to speak before pre-planning it because I think it is a waste of time.

Instructor 6

Sometimes I ask them to take notes, sometimes I don't think it is necessary. I think it depends on the task. When they take notes, I tell them to write down phrases or sentences, not dialogues. Some students lean towards writing down dialogues and then they try to memorize them. I am totally against it. I let them take notes for nearly three minutes and they start completing the task.

Instructor 4

The second category was *suggestions about the qualities of the task* and the most frequently mentioned topic was *tasks should appeal to interests of students*. Instructors recommended that when students didn't believe that speaking topic was beneficial for them or interesting enough, then they didn't focus on the task. It was also mentioned that some topics of the book were not appealing to the age, background and interests

of the students. Hence, it was significant to prepare interesting tasks for young adults. Instructor 4 defended that first it was necessary for students to believe that the topic was not meaningless but it was beneficial and interesting. After that tasks should not be monotonous all the time. For instance, the current book had some parts including quizzes about specific topics. Students were supposed to answer quiz questions individually at first, and then they discuss those questions and their answers with their classmates. She underlined that such activities were very enjoyable and interesting for her students.

Second most popular topic was *tasks should be in the same line with the exams*. Three of the instructors declared that in order to name a speaking task as a qualified task, in-class tasks should be in the same line with the tasks in the speaking exam. While Instructor 7 thought that some tasks in the book was quite parallel with the tasks in the exam, Instructor 3 disagreed with her. She explained that speaking tasks were provided through the course book, through extra study packs and through exams while former two were for practice, latter one was for evaluation. She certified that there could be some difference between the difficulty levels of these ranging tasks and students might get confused about the requirements of the proficiency level that they belong to. What is more, Instructor 8 ensured that as long as the in-class tasks were parallel with exam tasks, then one could say that the tasks were qualified enough.

Finally, among *the extra codes, in-service training about pair and small-group work* was the most popular topic. Three of the instructors acknowledged that they had training about grouping students through fun activities. They all agreed that in-service training related to such topics could be beneficial to the instructors. They also recommended some possible topics for such in-service training sessions. For instance, how to evaluate the students' performance after pair or small group work activities, what skills among four main skills and subskills could be developed through pair and small group-work activities, how to group students using fun and interesting grouping activities, what could be done as pre-activities, while-activities and post-activities during the implication of pair and group-work speaking tasks.

4.5 Findings on Research Question 3: What could be the Possible Reasons Behind EFL Students' not Adequately Benefiting from Pair Work and Group Work Activities in Practicing Speaking Skills from the Perspectives of Both Students and Instructors?

4.5.1 Perceptions of Students about the Possible Reasons Behind Not Adequately Benefitting from Pair and Group Work Speaking Activities

The findings of the analysis done on the quantitative data derived from the sixth part of student questionnaires are presented here. The sixth part of the survey was about the possible reasons behind EFL students' not adequately benefitting from pair and group work activities in practicing speaking skills. There were 15 four-point Likert scale items in this section.

Table 20. Questionnaire results on the possible reasons behind EFL students' not adequately benefitting from pair and group work activities

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. The lack of motivation of the instructor to conduct speaking activities	20,0	34,7	33,1	12,1
2. The lack of motivation of the student to perform speaking activities	32,5	46,2	16,1	5,2
3. Time constraint to implement speaking activities	23,2	36,3	34,3	6,3
4. Overcrowded class that hinder the application of speaking tasks	21,2	34,7	35,1	8,9
5. Loaded curriculum on a daily or weekly basis	37,5	41,5	15,5	5,4
6. Speaking tasks that do not appeal to my interest	28,2	43,8	22,8	5,2

Table 21. Questionnaire results on the possible reasons behind EFL students' not adequately benefitting from pair and group work activities (*continued*)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
7. Lack of vocabulary and grammar knowledge	26,6	48,8	18,5	6,0
8. Tasks that are above my proficiency level	20,0	34,5	37,5	8,1
9. Tasks of the book that do not attract my attention	34,7	45,4	16,1	3,8
10. Speaking tasks that are out of my interest	31,0	42,9	21,4	4,6
11. Not being eager to join pair-work speaking activities personally	16,0	31,0	35,9	16,9
12. Lacking ideas about the topics of the speaking tasks	20,2	39,5	30,6	9,7
13. Being unable to transfer my emotions to the second language	33,5	40,7	18,3	7,5
14. Not being familiar with pair and group work activities in my mother tongue classes	29,4	34,9	24,8	10,9

As it is illustrated in Table 17, the most agreed item ($n=397$, 80.1%) is “Tasks of the book do not attract my attention.” (item= 9). What is more, the least agreed item ($n=234$, 47.1%) is “Not being eager to join pair-work speaking activities personally.” (item= 11). Other highly agreed item is “Loaded curriculum on a daily or weekly basis.” (item=5) with a large number of participants agreeing on this item ($n=392$, 79%). More than three quarters of students agreed that the lack of motivation of the students to perform speaking activities could be one of the reasons ($n=390$, 78.7%). In addition, a third quarter of the participants agreed that lack of vocabulary and grammar knowledge could be one of the reasons ($n=374$, 75.4%). Moreover, slightly less than three quarters of the students agreed with the item “Being unable to transfer my emotions to the second language.” ($n=368$, 74.2%). Nearly a third quarter of the participants agreed with the items “Speaking tasks that do not appeal to my interest.” ($n=357$, 72%) and “Speaking tasks that are out of my interest.” ($n=367$, 73.9%).

4.5.2 Perceptions of Instructors about the Possible Reasons Behind EFL Students' Not Adequately Benefitting from Pair and Group Work Speaking Activities

The qualitative data analysis done related to the third research question derived from the interviews with the instructors are presented here. In regard to theme ten, *main reasons of not being able to speak*, three categories emerged which are *task related problems*, *culture related problems* and *student, system and classroom related problems* as it is visible in the table 18 below. The most frequently raised topics by the instructors will be elaborated in detail in the following part with the excerpts taken from the interviews.

Table 22. Theme 10: Main reasons of not being able to speak

<i>Theme 10: Main reasons of not being able to speak</i>			
Category	<i>f</i>	Codes	<i>f</i>
A. Task related problems	20	Tasks do not appeal to the age/background/interest of students	16
		Tasks may not appeal to the students' needs all the time	4
B. Culture related problems	17	Lacking debate culture in L1	7
		Mother tongue interference in terms of culture	5
		Less chance to experience target culture and communicate with the target community	4
		Unfamiliar cultural themes are harder to talk	1
C. Student, system and classroom related problems	12	Lacking communicative strategies in L1	3
		Lacking ideas while speaking	3
		Low motivation due to nonauthentic class atmosphere	3
		Peer-pressure	2
		Language teaching policies	1

Task related problems was the first emerging category under which *tasks do not appeal to the age/background/interest of students* was the most popular topic. Instructor 6 acknowledged that some tasks might not appeal to the consciousness level of the students. Instructor 7 notified that some tasks did not appeal to our students as they included questions such as how many times they flew or questions about 'gap year'. She affirmed that most of her students had never got on a plane and gap was not

something that was related to our culture so students could not develop any ideas. Instructor 1 agreed with the others and explained that when the task did not appeal to the general world knowledge of the students, they became off-task. However, she disagreed with the others who supported that our book did not appeal to our students. She approved that the book that was in use was appealing to the students most of the time. Instructor 4 and 5 disagreed with Instructor 1 by supporting the argument that tasks of the book mostly did not seem interesting to our students both culturally and personally. Most of the target students had no work experience so tasks about business life or work experience did not mean anything to them. Therefore, such topics were discouraging for the students. Instructor 4 suggested that speaking tasks should include topics such as pop culture or sports.

I think the topics of the tasks in our book do not appeal to the interest of our students. They are young adults so they are interested in music, culture. For instance, they are interested in extreme sports. The tasks of the book are about extreme jobs such as stuntman. It is not a common job in Turkey so the students are not interested in it. Another topic was about a man who travelled around the world with his bike. Of course, we are teaching culture in addition to language but such topics are very irrelevant to our culture. That's why our students think that such topics are very difficult to talk about.

Instructor 4

... the tasks of the book are about topics like interview or business. They expect students to talk about their previous work experience or what kind of things should be considered when applying for a job. Such topics never appeal to my students because most of them have no work experience.

Instructor 5

Culture related problems was another category under which *lacking debate culture in LI* was the most popular topic. Instructor 7 defended that debate culture was not taught in today's educational policies, instead individualism was taught. Therefore, students were not used to studying with other people and they even didn't know how to take part in group-work.

In high school, especially in Turkish classes pair or small group work activities are not included. Our students come from

a test-oriented educational system. So they have difficulty in adapting the system at preparatory school. Because we have an interactive system here.

Instructor 8

Instructor 9 asserted that students were not familiar with debate culture in their mother tongue. Therefore, they were not used to work with other people. It was hard to teach how to speak in a debate or how to interrupt other people's speech kindly.

Another common topic under this category was mother tongue interference in terms of culture. Instructor 3 acknowledged that Turkish culture taught us to be humble and modest, so Turkish EFL students didn't like to step forward and manifest themselves. Instructor 5 agreed with Instructor 3 by adding that Turkish people liked using their mimics and gestures frequently and she observed her students while they were trying to use their body language to express themselves instead of trying to express themselves using the language itself. She also mentioned a common misconception among Turkish people that is "Anlıyorum ama konuşamıyorum". This saying could be translated into English as "I can understand what other people say in English; however, I cannot express myself.". She exemplified that her students were affected by this cultural misconception and she wanted them to notice that speaking was not impossible as long as they pushed their limits and kept practicing. Instructor 7 mentioned some drawbacks of upbringing in Turkey on developing and implementing speaking practices.

... there are also some effects of Turkish culture. We are not as introverted as Japanese people as a community; however, effects of some cultural elements are visible. For instance, in our culture young people are expected to stay silent when elderly people are talking or they are not supposed to be talking unless their opinions are asked... and also Turkish people like showing their emotions to the other people through some cultural expressions, their mimics or gestures. But as they cannot do it as effective as they want in English, they got stuck in producing language, they cannot find the exact words or phrases. Maybe they don't know some formulaic expressions, so they need an urge to translate things on their minds but in the end they cannot express themselves. In that sense, culture could be a reason.

Instructor 7

Another popular topic extracted from the interviews was *less chance to experience target culture and communicate with the target community*. Four of the instructors believed that their students had less chance to communicate in English with English speaking people and experience that target language culture in a natural setting. Thus, their motivation to learn English decreased and even as teachers they found it hard to propose sensible motivational statements. Instructor 2 proclaimed that in Europe, most of the people can speak English as they are exposed to the language due to coming across tourists every day. She noted that they were forced to learn it in a way. She also shared an anecdote from her own life by stating that the first time she met a native speaker of English was when she was at university. Instructor 5 agreed with the others by stating that English was mostly a theoretical course although she and her colleagues tried hard to make it a practical one. She also maintained that when students went out of the class, they had no chance to practice what they have learned, so she said neither the students were conscious enough to develop their speaking skills nor the teaching environment was the ideal one. Instructor 1 and 4 acknowledged similar reasons for students' not being able to speak as could be seen in the excerpt below:

Students in European countries have more chances for student mobility so they have more chance to travel around. As the number of tourists visiting European countries is much more than the number of tourists visiting Turkey, they have more chances to practice English in their daily lives. Ankara is not a touristic spot and they have very few chances of meeting a tourist on the street so our students have less chance to practice English in a natural setting. They not only have less chance to practice English but also their motivation to learn English is low. As teachers, we also hardly find examples to motivate our students. We cannot say that you should learn to speak English to communicate with tourists outside. We can only motivate them with exchange programs such as Erasmus or we can say that you need English when you go abroad. But our students rarely go abroad.

Instructor 1

When I was in Netherlands, I taught at a high school. There were two types of English courses, namely, general English and community English. In general English courses students were taught grammar, vocabulary and speaking. In community English courses, students were sent to some governmental

institutions where English was spoken and they were asked to work there for some time to practice English. There are also schools where pupils are categorized based on their intelligence type and their progress. Students have many opportunities to practice. For example, they can be Erasmus buddies or there are school trips to English speaking countries. At high school they actually do the things that we are able to do mostly at university.

Instructor 3

The third category of these theme was *student, system and classroom related problems* with the first emerging topic *lacking communicative strategies in L1*. Instructors noted that when the educational background of the students were taken into account, it was clearly seen that students were not used to being involved in communicative activities such as pair and/or group work speaking activities, debates and discussions.

... because most of the time our students do not know how to start a conversation, how to explain his/her ideas and how to react what other people say in an appropriate way. They may have such problems. The reason may be lacking practice of communicative activities in their mother tongue. Because as you know, communicative activities are not provided very often to our students from primary school to high school. At high school or secondary school, there are debates for one or two times a year and that's all. Other than that, as far as I know, activities to let our students express themselves to state their ideas are not included in the curriculum.

Instructor 5

When students have such communicative practices in their mother tongue, they get used to public speaking. In Turkish classes, students should practice both prepared and improvised speech so that they can speak much more comfortably.

Instructor 1

It can be understood from the excerpts above that when students are not used to communicative activities in their mother tongue, it gets much harder for them to be involved such activities in a foreign language. As Instructors 1, 3, and 5 notified, students had difficulty in joining a conversation, interrupting someone's speech, expressing their ideas, rejecting other people's ideas kindly or ending a conversation mostly owing to lacking such skills in their mother tongue.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This study was carried out with the aim of gaining a deeper understanding of pair and group work speaking activities which were implemented in EFL preparatory classes at a state university in Ankara, Turkey based on the perceptions of both students and instructors. Data collection process included a questionnaire with 496 EFL students and semi-structured interviews with nine language instructors.

After administration of focus group interviews with 13 students and three instructors, the questionnaire was prepared by the researcher herself based on the focus group interviews and researcher's own items based on the literature review. With the expert opinion from four experienced instructors, a pilot study was carried out with 60 students. Following necessary arrangements based on the piloting, the main survey was administered to 496 students. After the questionnaire, semi-structured interviews with nine English language instructors was carried out to triangulate the data. The questionnaire required students to give information about their overall ideas about pair and group work speaking activities, their ideas on the implication of these activities in their classes, the benefits and drawbacks of these activities, their suggestions related with these activities and possible reasons behind not adequately benefitting from these activities. The questionnaire also included a part which collected data about the demographic information of the students in addition to some information on the perceptions of their level of English speaking skills and the amount of activities done in their classes on a daily basis. There was also a qualitative part in the survey which asked about students' opinions on the possible reasons when they think these activities do not work in their classes. After the collection of the data from the survey, the analysis of the data was performed on the statistics program SPSS 22.0. The qualitative parts in the survey was coded using constant comparative method. The interview

questions for the instructors were prepared to be parallel with the questions that were asked to students in the survey. The questions were made to gain a deeper understanding of the issues that are in line with the parts in the students' questionnaire. After the transcription of the data, it was analyzed through the qualitative data analysis software, MAXQDA. During analysis, constant comparative method was utilized and codes, categories and themes were created.

In this chapter, the findings that emerged from the data pool, discussion, the pedagogical implications, limitations to the study and suggestions for future research are presented.

5.1 Findings and Discussion

The major findings of the study are presented in five different sections: overall perceptions of EFL students and their language instructors related to pair and group work activities, the perceptions of EFL students and their language instructors related to in-class application of pair and group-work speaking activities, benefits and drawbacks of pair and group work activities, suggestions of EFL students and their language instructors related to the implementation of pair and group work activities, the possible reasons behind EFL students' not adequately benefitting from pair and group work activities.

5.1.1 Overall Perceptions of EFL Students and Their Language Instructors Related to Pair and Group Work Activities

The part a of the first research question investigated the perceptions of EFL students and their language instructors related to pair and group work activities in practicing speaking skills. First of all, the perceptions of the students will be discussed in details. In Table 19 below, the overall summary of the perceptions of students related to pair and group work speaking activities are presented:

Table 23. Overall perceptions of students related to pair and group work speaking activities

Overall perceptions of students related to pair and group work speaking activities
<ul style="list-style-type: none">• Speaking topics should be familiar• Language instructors should be motivated for the tasks• Pairs/groups should be with a similar language proficiency• Some preparation time for the task should be allocated• Tasks should be easy, short, and test-oriented

According to the results of the questionnaire, nearly all of the students ($n=478$, 96.3%) stated that their performance increases in pair and group work speaking tasks when they are familiar with the speaking topics. Students also emphasized that they prefer their language instructors to be motivated and to show enthusiasm for the tasks. Demir, Yurtsever, and Çimenli (2015) found a positive correlation between the self-efficacy beliefs of the instructors and their eagerness to use communicative activities in their classes. In terms of the difficulty of the task, instead of challenging tasks, students preferred easier tasks performed with a similar language proficiency level partner. It could also be deduced from the results that students prefer shorter and test-oriented tasks which prepare them for the exams that they are supposed to take. They also want to have some time to get prepared for the tasks before speaking which seems to be relaxing for them by decreasing their stress level.

In order to answer the part a of the first research question, an interview with the instructors was also conducted. The findings of the qualitative data provided two categories under the theme of different attitudes toward pair and group work activities, which are positive attitude and negative attitude. In Table 20 below, the overall summary of the perceptions of language instructors related to pair and group work speaking activities are presented:

Table 24. Overall perceptions of language instructors related to pair and group work speaking activities

Overall perceptions of language instructors related to pair and group work speaking activities

- Pair work is preferred to group work
 - Pair work is easier to organize and apply
 - Group work is harder to organize and time-consuming
 - Students feel less stressed in pair work
 - Easier to control the class during pair work
 - Both pair and group work activities create a fun environment
 - Both pair and group work activities create an authentic learning environment
 - Pair and group work may not be the best way to practice previously learned vocabulary and grammatical expressions.
-

Under the category of positive attitude, the results show that all nine instructors used pair-work speaking activities more than group work activities in their English language classes. They explained that pair work speaking activities are easier to organize and apply when they are compared to time-consuming and harder to organize group work speaking activities. For the affective reasons, they stated that students may feel more relaxed and less stressful while talking to only one student instead of talking to many and even when students are grouped to have a conversation, some of them still prefer to talk only one by one by ignoring the rest to feel more relaxed. This finding is also in line with Harmer who stated that “Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate” (2007). The final reason proposed by the instructors was that it is easier to control the class during a pair work speaking activity than a group work speaking activity. Another issue raised by the instructors was that pair and group work activities create a fun environment in the class and increase the students’ motivation to learn. Finally, it was claimed that pair and group work speaking activities create a more authentic learning environment. Byrne also acknowledges that the language that students produce while talking to a pair is more authentic than a teacher-guided activity. He also added that students feel less stressed and they are less afraid of making mistakes (1989, p. 31).

As for the negative attitude, nearly 25% of the instructors stated that pair work and group work speaking activities could not be the best way to practice newly learned vocabulary and grammatical expressions. They said that students have a tendency to

use the expressions that they already know without taking much risk. However, the results contradict with Choudhury's (2005) ideas who stated that pair and group work speaking activities are a way of providing students privacy to make mistakes and try new things that may be challenging to try in front of the whole class and the teacher. Therefore, such activities provide students a chance of practicing the language in a non-threatening environment.

5.1.2 The Perceptions of EFL Students and Their Language Instructors Related to In-Class Application of Pair and Group Work Speaking Activities

The part b of the first research question investigated the perceptions of EFL students and their language instructors related to in-class application of pair and group-work speaking activities in practicing speaking skills. First of all, the perceptions of the students will be discussed indicatively. In Table 21 below, the overall summary of the perceptions of EFL students related to in-class application of pair and group-work speaking activities are presented.

Table 25. Perceptions of EFL students related to in-class application of pair and group-work speaking activities

Perceptions of EFL students related to in-class application of pair and group-work speaking activities
<ul style="list-style-type: none"> • Students try to share equal responsibilities with their partners without dominating each other • Students try to use English during pair and group work • Some students join these activities eagerly, but others do not. • Mostly teachers determine speaking partners • Students would like to have more speaking activities • Speaking topics are not interesting enough or relevant to their lives • Speaking tasks are appropriate to use previously learned vocabulary and grammar

To begin with, nearly all of the students agreed that they try to share equal responsibilities with their partners without dominating each other. The results are consistent with the study of Achmad and Yusuf who claimed that out of eight pairs made up of one strong and one weak students, only one group illustrated dominating

partner problems during a pair work speaking activity in their study (2014). What is more, a fairly high percent of the students stated that they try to use English during pair and group work activities. They also added that while some of their friends join the speaking activities eagerly, others do not. In addition, students also declared that mostly their teachers determine their speaking partners. While nearly half of the students stated that they have enough number of pair and group work activities, the other half would like to have more speaking activities in their classes. Students also complain that speaking topics are not interesting enough and they are not relevant to their lives; however, they believe that the tasks are appropriate to use the previously learned vocabulary and grammar.

In order to answer the part b of the first research question, an interview with the instructors was also conducted. The findings of the qualitative data provided six categories under the theme of implementation of pair and group work, which are determining members of pair-work and group-work, the role of teacher, monitoring, feedback, time and extra codes (see table 22).

Table 26. Perceptions of English language instructors related to in-class application of pair and group-work speaking activities

Perceptions of English language instructors related to in-class application of pair and group-work speaking activities
<ul style="list-style-type: none"> • Minimum number of students in group work speaking activities should be three • Maximum number of students in group work speaking activities should be six • Ideal number of students in group work speaking activities is four • A pair work speaking activity should last minimum five minutes and maximum fifteen minutes • A group work speaking activity should last minimum ten minutes and maximum twenty minutes • Pairing strong students with weaker ones is the most preferred way of pairing • Changing partners regularly creates authenticity • If necessary, some changes should be made on the tasks to make them more interesting and appealing to the lives of students • Monitoring is very significant while students are on task

Table 27. Perceptions of English language instructors related to in-class application of pair and group-work speaking activities (*continued*)

Perceptions of English language instructors related to in-class application of pair and group-work speaking activities
<ul style="list-style-type: none">• During monitoring teacher should provide the necessary help if needed• Providing feedback after the completion of the task is significant• An extra speaking course should be provided in addition to the main course

As for the number of students in a group-work activity, all instructors agreed that the minimum number of students should be three. For the maximum number of students, instructors thought that it should not be more than six with six instructors suggesting four is the ideal number as the maximum. The instructors put forward that there could be problems in larger groups such as unequal work balance, less talking time, more chance to speak less for silent students and switching to Turkish. The study of Uztosun, Skinner, and Cadorath, (2014) also found that students have more tendency to switch to Turkish in large groups. When it comes to the duration of the tasks the instructors notified that a pair-work speaking task should take minimum five minutes and depending on the topic and level of the students, maximum fifteen minutes. As for the group work activity, they suggested that the number of participants in the group-work, the aim and content of the activity should be very carefully taken into consideration. Therefore, a group-work speaking activity should take minimum 10 minutes and maximum twenty minutes.

In multi-level classes, organizing pairs is another issue raised by the instructors. All instructors agreed that the level of the students should be considered while forming pairs or groups. Most of the instructors agreed that instructors should try to match strong students with weaker ones to support the language development of the weaker ones and to create a productive environment. What is more, most of the instructors reported that instructors should pair students to create a fruitful environment for the language development. Otherwise, students apt for choosing their best friends as their partners without considering the language gains. Instructors also suggested that instead of making students partners with fixed pairs, instructors should change the partners regularly to create authenticity. These results are also consistent with the findings of

Achmad and Yusuf (2014) who suggested that in multi-level classes, students should be rotated on a regular basis during pair-work speaking activities. The instructors also believed that students come across with many kinds of people with different language levels and backgrounds in their daily life and they cannot choose whom to talk to English or whom not to talk in English. Therefore, such a variety should be created in the classroom as well by the instructors.

Instructors also notified that they make some necessary changes on the tasks of the book due to several reasons such as not appealing to the interests or lifestyles of the students, not being open to discussion, not being controversial enough or when the topic is not easy to talk about. Instructors also highlighted the importance of monitoring while students are on task due to several reasons such as making students stay focused on task, giving students a sense of accomplishing something, making students feel more comfortable, giving the teacher a chance to know his/her students better, giving teacher a chance to provide necessary help when needed and code-switching to reinforce some target language. They also reported that helping students during monitoring and providing some necessary language input was beneficial in language development of the students. What is more, some of the teachers pointed out that they used code-switching to reinforce the target language.

The instructors also highlighted the importance of feedback after the completion of pair and group work activities. Some instructors ask their students to present the task to the class as a feedback session. They explained that this makes instructors be sure that everyone in the class completed the activity. Over and above, students take the task more seriously and instructors have a chance to listen to everyone in the class which is not possible by just monitoring the students. It also helps instructors to control their classes easily and it is a great opportunity to give a whole class feedback by just writing the major mistakes on the board after their presentations.

Finally, four of the instructors stated that in addition to the integrated main course approach applied in their institution, there could be an extra speaking course where main focus is teaching of oral skills. However, three of the instructors disagreed with

them by supporting the importance of having segregated skills in their institution instead of integrated skills. They highlighted that in segregated speaking courses, special attention could be provided to the selection of the speaking topics and also some speaking strategies or techniques could be underlined without depending on a main course book. Instructor 7 explained the issue by stating that “In integrated approach, the topic of the unit is also the topic of the speaking activity and most of the time it is not effective enough”.

5.1.3 Benefits and Drawbacks of Pair and Group Work Activities

The parts c & d of the first research question investigated the perceptions of EFL students and their language instructors related to the benefits and drawbacks of pair and group work activities in practicing speaking skills. First of all, the perceptions of the students will be discussed in detail (see table 23).

Table 28. Perceptions of EFL students related to the benefits and drawbacks of pair and group work activities

Perceptions of EFL students related to the benefits and drawbacks of pair and group work activities	
Benefits	Drawbacks
<ul style="list-style-type: none"> • Improve their speaking and communication skills • Beneficial in practicing previously learned topics • Improve their motivation of learning • Improve their reading skills • Enhance their vocabulary knowledge 	<ul style="list-style-type: none"> ○ Such activities provide little or no help in developing writing skills

Students stated that there are a variety of benefits of pair and group work speaking activities. They stated that pair and group work speaking activities improve their speaking and communication skills, they are beneficial in practicing previously learned topics, improve their motivation of learning, improve their reading skills and enhance their vocabulary knowledge. In accordance with the present results, previous

study of Mulya (2016) found that speaking performance of students increase when pair-work activities are implemented. As for the drawbacks students only stated that such activities provide little or no help in developing writing skills.

In order to answer the part c and d of the first research question, an interview with the instructors was also conducted. The findings of the qualitative data provided two categories under the first theme of benefits of pair and group work, which are development of language and interactive skills and development of students' attitudes and perceptions. As for the drawbacks, the data provided five categories under the theme of challenges of pair and group-work, which are switching to L1, system, book or school program related, students' attitudes and behaviors related, procedure related, and affective filter related (see table 24).

Table 29. Perceptions of English language instructors related to the benefits and drawbacks of pair and group work activities

Perceptions of English language instructors related to the benefits and drawbacks of pair and group work activities	
Benefits	Drawbacks
<ul style="list-style-type: none"> • Beneficial in developing mainly speaking and listening skills • Develops vocabulary knowledge and creates a chance for practicing previously learned grammar topics • Provides great opportunities for more peer interaction and collaboration • Turns atmosphere in the class from a more teacher-driven class to a more student-oriented one • Gives everyone in the class equal time of speaking • Decreases the anxiety of the students • Increases student motivation • More enjoyable lessons 	<ul style="list-style-type: none"> ○ Little if any contribution to reading and writing skills ○ Switching to mother tongue ○ Loaded curriculum of the school hinders instructors to have such activities more ○ Crowded classes ○ Negative washback effect ○ Lacking inner motivation ○ Dominating partners ○ Some personal traits of the students ○ Not growing up in some multi-cultural settings ○ Monitoring may increase the stress level of the students

Regarding the benefits of pair and group work activities in speaking classes, instructors believed that such activities were beneficial in developing mainly speaking and listening skills of the students with little if any contribution to reading and writing

skills of them. The findings of the qualitative study are in line with the quantitative study as students also found little or no help of these activities on the development of especially writing skill. As for the sub-skills of language, they suggested that these activities were highly effective in developing vocabulary knowledge of the students and improving and practicing previously learned grammar topics.

Another point underlined by the instructors was that pair and group work activities in speaking classes provide great opportunities for more peer interaction and collaboration. They emphasized that these activities turn atmosphere in the class from a more teacher-driven class to a more student-oriented one by giving everyone in the class equal time of speaking which is impossible during whole class activities. These findings are in line with the ideas of Nunan (1991) who claimed that pair and group work activities help students develop their speaking abilities by learning from each other and he also used the old saying ‘two heads are better than one’ to explain the benefits of such activities. What is more, all instructors agreed that these activities decrease the anxiety of the students dramatically by providing a teacher-free zone and less inhibited atmosphere with less fear of making mistakes and more freedom. This finding corroborates the ideas of Watcny-Jones (1981), who suggested that such activities boost the self-confidence of the students as a result of achieving something on their own without mostly depending on teacher and consequently fear of making mistakes lessens. Instructor 7 also suggested using such activities much more frequently at the beginning of the academic terms to decrease the affective filters of the students and providing a chance to get to know their classmates better. This also accords with Choudhury (2005, p.80) who expressed that “The learners, who feel inhibited to say something in front of the class or the teacher, often find it much easier to express themselves in front of a small group of their peers”. In addition, the instructors put forward that such activities are great ways of increasing student motivation and adding variety to the class. This finding is in agreement with Byrne’s (1989, p.31) findings who stated that “Pair work provides some variety during the lesson”. The instructors elaborated the topic more by stating that the lessons take fifty minutes each and there are four or five classes a day which is quite a long time to study English only. Hence, such activities bring variety into the class and add more fun and

communication to the classes by preventing students from getting bored or having monotonous classes.

Regarding the challenges of such activities, the results displayed that switching to mother tongue is the biggest challenge of both pair and group work speaking activities. Among the most frequently mentioned reasons of switching to L1 are losing interest or getting bored/tired, when the teacher is not observing, due to lack of vocabulary/grammar knowledge, being only in mother-tongue community. The findings of Ghorbani (2011) was also in line with the results of the present study explaining that students switch to L1 when they got bored in order to boost the atmosphere, have personal speech and create humor. To solve this problem Hancock (1997) made a recommendation claiming that when learners switch to L1 by default, some awareness-raising activities could be useful to convince learners to utilize target language during pair and group-work activities. What is more, the instructors explained that students get bored because some of the speaking topics of the book do not appeal to the age, interest or background of the students adding that they might be repetitive. They also stated that students need the attention of an authority to be on task; otherwise, they easily get off-task. According to the results of the study, lacking grammar or vocabulary knowledge related to task causes students to use their mother tongue to ask for help or clarification from their friends. Students also use their L1 because their classroom is a monolingual classroom and expressing themselves in their mother tongue seems easier which yielded similar results with the study of Eguchi and Eguchi who said that “Speaking English is like using an old computer when a new one is available. Why use English when they can finish the job in their native language” (2006, p. 211). They explained that students may not see the language as a tool to communicate, instead language may be seen as a task to complete. Therefore, they do not bother themselves by pushing their limits.

The study also revealed that loaded curriculum of the school hinders instructors to have such activities more in their classes. In addition, although the ideal number of the students is considered to be maximum fifteen by the instructors, their classes have more students than this number and this is a challenge to apply more pair and group

work activities. Jones (2007) also agrees with instructors by suggesting 12 as the ideal number of students in a language class. He claims that this number allows teachers to organize six pairs, three groups of four students and four groups of three students and he adds that it gets easier and time-saving to organize classes with the given number of students. It was also explained in the current study that such activities take a long time due to the necessity of spending some time to pair or group students and allocating some time for preparation and feedback by agreeing Jones (2007) one more time. What is more, when the number of students in a class increases, the number of pairs or groups to monitor and provide feedback afterwards increase simultaneously. Another drawback was the negative washback effect observed with the students. The instructors explained that students are too much exam-oriented and this causes our students to apt for manuscript speech instead of learning language in a natural and authentic environment. They do not try to learn the language, instead they try to get higher grades from the exam.

According to the results derived from the study, students mostly lack inner motivation which helps them to develop their language skills. The reasons of lacking inner motivation was summarized by the instructors as not having specific goals and not having the adequate background. Another challenge drawn from the results was dominating partners. While some students prefer to stay silent during the conversation, others may have a tendency to dominate the speech without leaving space for others to express themselves. As teachers' only role during the task is monitoring they do not have much to prevent this situation. However, some of the instructors stated that this problem could happen due to pairing different levels of students together leading higher language proficiency students to be more dominant while lower language proficiency students more silent. Hadfield (2013) proposed a suggestion about this matter claiming that shy or less dominant students may become shy in group work speaking activities; therefore, pair-work might be more appropriate to encourage such students.

The results also illustrate that some personal traits of the students could be a drawback for applying pair and group work activities properly. These traits were summarized by

the instructors as fear of speaking in public, fear of making mistakes, fear of humiliation, lower self-confidence, higher anxiety level, the family background of the students and upbringing. Such reasons may cause students to stay silent and prevent them from joining such tasks. There are numerous studies in the literature supporting the idea that higher self-esteem with a lower level of anxiety are highly influential in language learning; in particular, in the development of oral skills (Heyde, 1979; Watkins, Biggs, & Regmi, 1991; Brodkey & Shore, 1976). It was also shown in the results that such traits are mostly seen in our students while students in other cultures show higher self-confidence and lower anxiety levels. One of the instructors who had a foreign country teaching experience explained that our students feel under stress because they are afraid of failing the preparatory class. Another interviewee also stated that our students do not grow up in some multi-cultural settings so they are not used to doing such activities or talking to strangers. They in fact may not know what to speak or how to speak, therefore they question the type or aim of the activities a lot and cannot concentrate the activity itself. Finally, the study reveals that monitoring may increase the stress level of the students so the instructors suggested that teachers should monitor students without getting too close. This finding is in consonance with Scrivener's (1994) suggestions which proposed that while monitoring, teachers should move to a silent corner of the class or move around students by taking notes without distracting them. Interrupting their speech or carefully watching everyone and everything in the class may be distracting for some students and may discourage them to speak. What is more, it could be concluded that giving personal feedback after the task may increase the anxiety level of the students. Hence, instructors are advised to provide whole class feedbacks.

5.1.4 Suggestions of EFL Students and Their Language Instructors Related to The Implementation of Pair and Group Work Activities

The second research question investigated the suggestions of EFL students and their language instructors related to the implementation of pair and group work activities in

practicing speaking skills. First of all, the perceptions of the students will be discussed in detail.

The results of the study reveals that students would like to practice the daily spoken English through the tasks and it was also revealed that students do not like presenting the task to the class after completing it as a post activity, instead, they prefer doing the task only with their peer(s). It was also clearly suggested that the tasks should appeal to the proficiency levels of the students. It could be concluded from this suggestion that the difficulty levels of the tasks may be too easy or too difficult for the levels of the students. Students also suggested to have tasks with more interesting topics, extra time to prepare for the task pre-teaching of the target vocabulary of the task, being able to choose their speaking partner and speaking task on their own, more guidance from their teacher about the task and more pair and group work speaking activities in their classes. Another significant deduction from the results is that students suggested having an extra speaking class in addition to the main course.

Students also made some suggestions in the open-ended questions part of the survey. Based on these suggestions, students advised having three pair work speaking activities and two group work speaking activities in a day. They also stated that in their classes, the allocated time for pair and group work speaking activities is nearly the same which is around thirteen minutes; however, they advised nearly twelve minutes for pair work and fifteen minutes for group work speaking activities. Students were also asked to suggest some topics for pair and group work speaking tasks. According to findings of the qualitative part, some common topics were suggested for both pair and group work speaking tasks which are daily life, interesting topics, topics related with students' own departments, business life, sports and social life. For pair work speaking tasks students also added computer games, family life, and topics that allow students to use spoken English and also for group work they added science, topics that can be discussed as a group and general world knowledge. The findings corroborate with the study of Uztosun, Skinner, and Cadorath, (2014) who explained that students preferred topics that were interesting and activities that were useful for them in their speaking classes.

The instructors also made some suggestions related to the application of these speaking activities which are all in the same line regarding the suggestions of the students. The most frequently mentioned suggestion of the instructors is highlighting the importance of pre-teaching of some lexical and grammatical expressions before the implication of the task. Instructors explained that pre-teaching of some basic useful expressions will serve the purpose of the speaking tasks by enhancing the linguistic knowledge of the students. The instructors also proposed that some time should be allocated for preparation for the students before task with brainstorming activities or writing down some notes on small pieces of paper. What is more, they recommended that the topics of the tasks should appeal to both the age, interest, background and language proficiency level of the students and they should be meaningful, beneficial and interesting. Instructors also offered the tasks to be in the same line with the exams of the current institution in terms of level of difficulty, type and content. Last but not the least, the instructors advocated that there should be more in-service training about pair and group work speaking activities.

5.1.5 The Possible Reasons Behind EFL Students' Not Adequately Benefitting from Pair and Group Work Activities

The third research question investigated the possible reasons behind EFL students' not adequately benefitting from pair and group work activities in practicing speaking skills. First of all, the perceptions of the students will be discussed in detail.

It could be deduced from the results that although students were quite eager to join the speaking activities, they do not find the tasks of the book interesting. Another deduction could be the loaded weekly curriculum in addition to demotivated students, lack of vocabulary and grammar knowledge, and being unable to transfer their emotions regarding the possible reasons behind students' not adequately benefitting from such tasks.

The instructors made some deductions regarding the possible reasons behind students' not adequately benefitting from such tasks as well. It could be deduced that the content

of the tasks may cause the biggest problems. To illustrate, when the tasks of the book do not appeal to the age, background and interest of the students, they have a tendency to be off task and lose their interests. Another problem was identified with the cultural background of the students. The instructors claimed that debate culture is not common in Turkey and even in students' mother tongue and what is more, the education system do not teach the debate culture, instead a more individualistic perspective is dominant. It could be deduced that students lack the basic communicative strategies to take part in a debate such as expressing their ideas, interrupt the other person's speech kindly, and using formal expressions.

Cultural factors could be the other reason of the possible problems as displayed by the results. The instructors explained that Turkish culture teaches students to be humble and modest; therefore, Turkish students may find it hard to manifest and express themselves especially when they are with people that they do not know very well. In addition, instead of words, Turkish people have a tendency to use their gestures and mimics to express themselves which cause some drawbacks related to the upbringing of Turkish students of English. Last but not the least, another possible problem behind students' performances in speaking tasks which may not be satisfactory, could be less chance to have students' mobility; therefore, experiencing the target culture less than expected and having less chance to communicate with the target culture.

5.2 Pedagogical Implications

Based on the findings that had been compiled from the data regarding the application of pair and group work speaking activities in the preparatory school of a state university in Ankara from the perspectives of both language learners and instructors, the following pedagogical implications were drawn and suggestions were made for the stakeholders who are English language instructors, teacher educators, curriculum designers, policy makers, program developers, and researchers.

Even though there has been abundance of research on pair and group work activities worldwide and nationally, there has been limited research on the in-class application of pair and group work activities on the speaking skills of the students, especially at tertiary level from both perspectives of teachers and students. Regarding the fact that the world is going through a communication era, the main target of the students who study at preparatory class is to develop their English-speaking skills. To this end, as it was drawn from the results of this study, most of the students are quite interested in having pair and group work speaking activities in their classes. What is more, their language instructors also believe in the effectiveness of such activities when applied carefully. However, both parties have some recommendations about the implication of pair and group work speaking activities based on each parties' own points of views. Hence, the present study aims to make a contribution to the existing literature by depicting the current situation of in-class application of pair and group work speaking activities from both teachers' and students' perspectives with implications listed below which were concluded from the results of this study:

- The instructors, administrators, and curriculum designers should give special attention to the balance between the content of the weekly schedule and the time allocated to cover the content in the program. Language instructors and students would like to have more pair and group work speaking activities in their classes according to the results of the study, but as the main reason of not having more of such activities was identified as the loaded weekly schedule.
- The program in the preparatory school of this institution takes an integrated approach with one main coursebook followed by everyone. However, both students and instructors recommended having an extra speaking course in addition to the integrated main course. Thus, more time can be allocated not only for pair and group work speaking activities, but also more opportunities can be given for having debates, discussions, teaching of some expressions for speaking, and even some special strategies to develop speaking ability.

- It could be inferred from the results that neither teachers nor students seem to be contented with some of the speaking tasks of the book in use. Both parties complained about the topics of the tasks claiming that they do not appeal to the age, background, interest, and language level of the students. Therefore, some adaptation of some tasks of the book can be made or some more interesting and appropriate tasks could be prepared as an alternative to the ones provided by the coursebook.
- It could also be recommended based on the results of the study that before implementing pair and group work speaking activities, pre-teaching of some useful expressions could be very beneficial. By this way, target lexical expressions and grammatical items could be clearly specified and it also comforts students by giving them necessary input.
- The instructors participated in this study stated that one of the reasons of Turkish students' having problems in speaking English is due to the lack of debate culture in their mother tongue. Before tertiary education, students have limited opportunities to have debates, discussions, or pair and group work speaking activities in their Turkish courses, let alone English courses. Thus, tertiary level should not be the first time to have speaking activities for some of the students. According to a study conducted by Sevingil (2008), speaking in the class is the main reason of anxiety at tertiary level. When such activities are not used beforehand, the anxiety levels of the students also increase and this hinders students' success in language learning. To this end, policy makers and curriculum developers who especially work for Ministry of National Education (MoNE) should include more pair and group work speaking activities in the curriculum of primary, secondary, and high schools.

- Finally, language instructors suggested that in-service training about pair and group work speaking activities is a necessity for them to keep up-to-date with the latest developments in the field. They recommended some possible topics for the trainings such as how to evaluate the students' performance after pair or small group work activities, what skills among four main skills and subskills could be developed through pair and small group-work activities, how to group students using fun and interesting grouping activities, what could be done as pre-activities, while-activities and post-activities during the implication of pair and group-work speaking tasks. Thus, universities should organize some in-service training sessions with the experts from the field to make a contribution to the professional development of the instructors.

5.3 Limitations to the Study and Suggestions for Future Research

The present study was designed as a case study and it was carried out in one state university in Turkey; therefore, the findings of the study cannot be generalized to all tertiary level language programs in Turkey. Thus, in future studies, the scope of the study could be broadened by the inclusion of other institutions at tertiary level to gain a deeper insight on the issue and also to generalize the results. What is more, a comparison between state and private universities could be made to illustrate the issue from another perspective.

In addition, since only the perceptions of language students and instructors were presented, a further study could include the perspectives of some other stakeholders such as curriculum designers, program developers, language testers, material developers, school administrators, and policy makers. Hence, a deeper perspective for the issue could be presented in further research.

In this study, a questionnaire was applied to present a statistical explanation of the issue from the perspective of students and a semi-structured interview was conducted

with their language instructors to gain a deeper understanding of the case. Interviews with the students in addition to the instructors can also be made.

Finally, an experimental study can also be conducted. For example, researchers could apply pair and group work speaking activities in some classes while the other classes have their courses without such activities. thus, the researchers could have a chance to grasp an effective analysis of pair and group work speaking activities and their contribution to the improvement of speaking skill in EFL.

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APPENDICES

A. QUESTIONNAIRE IN TURKISH

İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDE UYGULANAN İKİLİ ÇALIŞMA (PAIR-WORK) VE GRUP ÇALIŞMASI (GROUP-WORK) KONUŞMA AKTİVİTELERİNE İLİŞKİN GÖRÜŞLERİNİN DEĞERLENDİRİLMESİ ANKETİ

Sevgili Öğrenciler,

Bu çalışmanın amacı, hazırlık öğrencilerinin konuşma derslerinde uygulanan **ikili çalışma** (pair-work) ve **grup çalışması** (group-work) (**üç veya daha fazla kişi ile yapılan**) ile ilgili görüş ve düşüncelerini ortaya koymaktır. Ankette bulunan sorulara vereceğiniz cevaplar tarafıma saklı tutulacak ve tamamen bilimsel amaçlı olarak kullanılacaktır.

Bu anket yedi bölümden oluşmaktadır. Birinci bölüm kişisel bilgilerin elde edilmesi amacıyla hazırlanan maddelerden; diğer altı bölüm ise ikili konuşma çalışmaları (pair-work) ve grup çalışmaları (group-work) hakkındaki görüş ve düşüncelerinizi belirleme amacıyla hazırlanan maddelerden meydana gelmektedir.

Anket sonuçlarının sağlıklı olabilmesi için soruları samimi ve doğru olarak yanıtlamanız gerekmektedir. Lütfen anketlerin üzerine isim belirtmeyiniz.

İlgi ve yardımlarınız için şimdiden teşekkür ederim.

Okt. İnci Nur İLK YAZ AKIN

BİRİNCİ BÖLÜM

1.Cinsiyet:

Kız () Erkek ()

2.Yaş:

a. 18-20 () b. 21-23 () c. 24-26 () d. 27-29 () e. 30 ve üzeri ()

3.Bölüm:

a. Mühendislik kısmen () b. Mimarlık kısmen () c. Mühendislik tamamen ()
d. Tıp tamamen () e. İşletme tamamen () f. Uluslararası İlişkiler tamamen ()
g. Fen kısmen () h. İİBF kısmen ()

4.Mezun olduğun lise türü:

a. Anadolu Lisesi () b. Fen Lisesi () c. Meslek lisesi ()
d. Diğer (lütfen belirtiniz).....

5.İngilizce'yi öğrenme sebebi: (bu bölümde birden çok seçenek işaretlenebilir)

a. İleride daha iyi bir iş bulacağımı düşündüğümden ()
b. Okulum zorunlu gördüğünden ()
c. Bölümümde dersleri İngilizce göreceğimden ()
d. Yurtdışına çıkmak istediğimden ()

6.Günde kaç tane konuşma aktivitesinde yer alıyorsunuz (Lütfen, birini işaretleyiniz):

a. 1-2 () b. 3-4 () c. 5-6 () d. 7 ve üzeri ()

7.Lütfen ait olduğunuz öğrenci grubunu işaretleyin:

a. Hazırlıkta ilk yılım ()
b. Tekrar öğrencisiyim ()
c. Uluslararası öğrenciyim () Eğer bu seçeneği işaretlerseniz aşağıdaki soruya da cevap veriniz.
Türkiye de eğitim görmek için gelme amacınızı belirtiniz:.....

İKİNCİ BÖLÜM					
SORU NO	Bu bölümde İngilizce konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan) aktivitelerine ilişkin görüşlerinizi öğrenmek amacıyla çeşitli maddeler verilmiştir. Lütfen bu maddeleri okuyup kendi düşünceleriniz doğrultusunda; 4-Kesinlikle Katılıyorum, 3- Katılıyorum, 2- Katılmıyorum, 1-Kesinlikle Katılmıyorum, seçeneklerinden birini işaretleyiniz.	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1.	Konuşma aktivitesi uzunsa sıkılırım.	4	3	2	1
2.	Öğretim elemanının ikili konuşma aktivitesine olan tutumu beni etkilemez.	4	3	2	1
3.	Konuşma aktivitesinden önce konuyla ilgili hazırlık yapmak beni rahatlatır.	4	3	2	1
4.	Fikrimin olmadığı konuşma aktivitelerinde konuşmakta zorlanırım.	4	3	2	1
5.	İkili konuşma aktivitelerini severim.	4	3	2	1
6.	Grup konuşma aktivitelerini severim.	4	3	2	1
7.	Konuşma aktivitesi kolaysa yapmak isterim.	4	3	2	1
8.	Partnerimin dil seviyesinin benden yüksek olması beni rahatlatır.	4	3	2	1
9.	Partnerimin dil seviyesinin benden düşük olması beni rahatlatır.	4	3	2	1
10.	Partnerimin dil seviyesinin benimle aynı olması beni rahatlatır.	4	3	2	1
11.	İkili konuşma aktivitesi sınava yönelikse yapmak isterim.	4	3	2	1
12.	Öğretim elemanının konuşma aktivitelerini yapmaya istekli olmasını tercih ederim.	4	3	2	1
13.	Kısa konuşma aktivitelerini daha eğlenceli bulurum.	4	3	2	1
14.	Konuşma aktivitesi zorsa yapmak istemem.	4	3	2	1
15.	Konuşma aktivitesine hazırlık yapmayı gerekli bulmam.	4	3	2	1
16.	Konuşma aktivitesindeki konulara aşina olmam performansımı olumlu etkiler.	4	3	2	1

ÜÇÜNCÜ BÖLÜM					
SORU NO	Bu bölümde İngilizce konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan) aktivitelerinin derslerdeki işleyişini öğrenmek amacıyla çeşitli maddeler verilmiştir. Lütfen bu maddeleri okuyup kendi düşünceleriniz doğrultusunda; 4-Kesinlikle Katılıyorum, 3- Katılıyorum, 2- Katılmıyorum, 1-Kesinlikle Katılmıyorum, seçeneklerinden birini işaretleyiniz.	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1.	İkili konuşma aktivitelerini yaparken aktiviteye kolayca odaklanırım.	4	3	2	1
2.	İkili konuşma aktivitelerini yaparken ana dilimi kullanırım.	4	3	2	1
3.	İkili konuşma aktivitelerini yaparken İngilizce konuşmaya çalışırım.	4	3	2	1
4.	İkili konuşma aktivitelerini yaparken aktiviteye odaklanmakta zorlanırım.	4	3	2	1
5.	İkili konuşma aktivitelerini sınıfta daha sık yapmak isterim.	4	3	2	1
6.	İkili konuşma aktivitelerini yaparken partnerimle eşit sorumluluk almaya çalışırım.	4	3	2	1
7.	İkili konuşma aktivitelerini yaparken partnerimin daha çok sorumluluk almasını tercih ederim.	4	3	2	1
8.	İkili konuşma aktivitelerine bütün arkadaşlarım istekle katılır.	4	3	2	1
9.	İkili konuşma aktivitelerini sınıfta yeterince sık yapıyoruz.	4	3	2	1
10.	Grup konuşma aktivitelerini sınıfta yeterince sık yapıyoruz.	4	3	2	1
11.	İkili konuşma aktivitelerini yaparken partnerimi öğretmenim seçer.	4	3	2	1
12.	Konuşma aktivitesi konuları öğrendiğim dil bilgisi yapılarını kullanmaya uygundur.	4	3	2	1
13.	İkili konuşma aktivitelerini sınıfın belli bir kısmı yapar.	4	3	2	1
14.	Konuşma aktivitesi konuları yeterince ilgi çekicidir.	4	3	2	1
15.	Konuşma aktivitesi konuları kendi hayatımla ilişkilidir.	4	3	2	1
16.	Konuşma aktivitesi konuları öğrendiğim kelimeleri kullanmaya uygundur.	4	3	2	1
17.	Grup konuşma aktivitelerini sınıfın belli bir kısmı yapar.	4	3	2	1
18.	İkili konuşma aktivitelerini yaparken partnerimi kendim seçerim.	4	3	2	1

DÖRDÜNCÜ BÖLÜM

SORU NO	Bu bölümde İngilizce konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan)aktivitelerinin neden yapıldığını öğrenmek amacıyla çeşitli maddeler verilmiştir. Lütfen bu maddeleri okuyup kendi düşünceleriniz doğrultusunda;	Kesinlikle Katılıyor	Katılıyor	Katılmıyor	Kesinlikle Katılmıyor
1.	İkili konuşma aktiviteleri konuşma becerimi geliştirir.	4	3	2	1
2.	Grup konuşma aktiviteleri konuşma becerimi geliştirir.	4	3	2	1
3.	İkili konuşma aktiviteleri öğrenme isteğimi artırır.	4	3	2	1
4.	Grup konuşma aktiviteleri öğrenme isteğimi artırır.	4	3	2	1
5.	İkili konuşma aktiviteleri öğrendiklerimi pratik etmede etkilidir.	4	3	2	1
6.	Grup konuşma aktiviteleri öğrendiklerimi pratik etmede etkilidir.	4	3	2	1
7.	İkili konuşma aktiviteleri İngilizce okuma becerimi geliştirir.	4	3	2	1
8.	Grup konuşma aktiviteleri İngilizce okuma becerimi geliştirir.	4	3	2	1
9.	İkili konuşma aktiviteleri kelime bilgimi artırır.	4	3	2	1
10.	Grup konuşma aktiviteleri kelime bilgimi artırır.	4	3	2	1
11.	İkili konuşma aktiviteleri yazma becerimi geliştirir.	4	3	2	1
12.	Grup konuşma aktiviteleri yazma becerimi geliştirir.	4	3	2	1
13.	İkili konuşma aktiviteleri öğrenme isteğimi azaltır.	4	3	2	1
14.	Grup konuşma aktiviteleri öğrenme isteğimi azaltır.	4	3	2	1
15.	İkili konuşma aktivitelerinde öğrendiklerimi pratik edemem.	4	3	2	1
16.	Grup konuşma aktivitelerinde öğrendiklerimi pratik edemem.	4	3	2	1
17.	İkili konuşma aktiviteleri sözlü iletişim becerilerimi geliştirir.	4	3	2	1
18.	Grup konuşma aktiviteleri iletişim becerilerimi geliştirir.	4	3	2	1

BEŞİNCİ BÖLÜM

SORU NO	Bu bölümde İngilizce konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan)aktivitelerinin başka nasıl yapılabileceğini öğrenmek amacıyla çeşitli maddeler verilmiştir. Lütfen bu maddeleri okuyup kendi düşünceleriniz doğrultusunda;	Kesinlikle Katılıyor	Katılıyor	Katılmıyor	Kesinlikle Katılmıyor
1.	Öğretmenimin konuşma aktivitesinin konusunu belirlemesini isterim.	4	3	2	1
2.	Öğretmenimin konuşma partnerimi belirlemesini isterim.	4	3	2	1
3.	Öğretmenimin konuşma aktivitesiyle alakalı kelimeyi önceden öğretmesini isterim.	4	3	2	1
4.	Öğretmenimin konuşma aktivitesiyle ilgili yönlendirmede bulunmasını isterim.	4	3	2	1
5.	Öğretmenimin biz konuşma aktivitesini yaparken sınıf içinde dolaşmasını isterim.	4	3	2	1
6.	Öğretmenimin konuşma aktivitesi için belirli bir süre koymasını isterim.	4	3	2	1
7.	Konuşma aktivitesini her defa farklı kişilerle yapmak isterim.	4	3	2	1
8.	Konuşma aktivitesini her defa farklı dil seviyesinden öğrenciyle yapmak isterim.	4	3	2	1
9.	Konuşma aktivitesini partnerimle kendi aramda yapmak isterim.	4	3	2	1
10.	Konuşma aktivitesini sınıf önünde yapmak isterim.	4	3	2	1
11.	Konuşma aktivitesini kendim seçmek isterim.	4	3	2	1
12.	Konuşma arkadaşımı kendim seçmek isterim.	4	3	2	1
13.	Konuşma dersinin ayrı bir ders olmasını isterim.	4	3	2	1
14.	Konuşma dersinin ana dersin içinde olmasını isterim.	4	3	2	1
15.	Konuşma aktivitesine hazırlık için süre verilsin isterim.	4	3	2	1
16.	Konuşma aktivitesinin süresi üç dakikadan az olmalıdır.	4	3	2	1
17.	Konuşma aktivitesinin süresi üç dakikadan çok olmalıdır.	4	3	2	1
18.	Konuşma aktivitesi seviyeme uygun olsun isterim.	4	3	2	1
19.	Konuşma aktivitesi günlük hayatta dili kullanmama yardımcı olacak bir konuda olsun isterim.	4	3	2	1
20.	İkili konuşma aktivitelerine derslerde daha çok yer verilmesini isterim.	4	3	2	1
21.	İkili konuşma aktivitelerin öğretim elemanı gözetiminde yapılmasını isterim.	4	3	2	1
22.	İkili konuşma aktivitelerindeki konuların daha ilgi çekici olmasını isterim.	4	3	2	1

ALTINCI BÖLÜM

SORU NO	Bu bölümde İngilizce konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan) aktivitelerinin işlemediği durumlarda sebebin ne olabileceğini öğrenmek amacıyla çeşitli maddeler verilmiştir. Lütfen bu maddeleri okuyup kendi düşünceleriniz doğrultusunda; 4-Kesinlikle Katılıyorum, 3- Katılıyorum, 2- Katılmıyorum, 4-Kesinlikle Katılmıyorum , seçeneklerinden birini işaretleyiniz.	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1.	Öğretmenin konuşma aktivitelerini yapmaktaki motivasyon eksikliği	4	3	2	1
2.	Öğrencinin konuşma aktivitelerini yapmaktaki isteksizliği	4	3	2	1
3.	Konuşma aktiviteleri için ayrılan sürenin yetersizliği	4	3	2	1
4.	Sınıfın konuşma aktivitelerinin düzgün bir şekilde yapılamayacak kadar kalabalık olması	4	3	2	1
5.	Günlük/haftalık ders programının yoğunluğu	4	3	2	1
6.	Konuşma aktivitelerinin ilgi alanım dışında konular olması	4	3	2	1
7.	Kelime bilgisi ve dil bilgisinde eksiklerimin olması	4	3	2	1
8.	Konuşma aktivitelerinin dil seviyemin üzerinde olması	4	3	2	1
9.	Kitabın konuşma aktivitelerinin ilgi çekici olmaması	4	3	2	1
10.	Konuşma aktivitelerinin bana hitap eden konular olmaması	4	3	2	1
11.	Kişisel olarak ikili konuşma aktivitelerine katılmayı sevmemem	4	3	2	1
12.	Konuşma aktivitelerinin konuları hakkında fikrimin olmaması	4	3	2	1
13.	Ana dilimde ifade edebildiğim duygularımı İngilizce'ye geçirmekteki yetersizliğim	4	3	2	1
14.	Daha önce ana dil derslerimde böyle aktiviteler yapmamış olmam	4	3	2	1
15.	<u>Buraya ikili/grup konuşma aktivitelerinin işlememesine vol açabilecek diğer sebep/ sebepleri görüşünüzü en iyi temsil edecek şekilde ifade ediniz</u>				

YEDİNCİ BÖLÜM

Lütfen, aşağıdaki sorulara kendi düşünceleriniz doğrultusunda cevap veriniz.

1. İkili konuşma aktiviteleri sizce günde kaç kere yapılmalıdır?

2. Grup konuşma aktiviteleri sizce günde kaç kere yapılmalıdır?

3. İkili konuşma aktiviteleri için derslerinizde ayrılan süre bir günde kaç dakikadır? Sizce bu süre yeterli mi?

4. Grup konuşma aktiviteleri için derslerinizde verilen süre kaç dakikadır? Sizce bu süre yeterli mi?

5. İkili konuşma aktivitelerinin ideal süresi kaç dakika olmalıdır?

6. Grup konuşma aktivitelerinin ideal süresi kaç dakika olmalıdır?

7. İkili konuşma aktiviteleri İngilizcede en çok hangi konulara yönelik olmalıdır?

8. Grup konuşma aktiviteleri İngilizcede en çok hangi konulara yönelik olmalıdır?

9. İngilizce derslerindeki ikili konuşma aktiviteleri ve grup konuşma aktiviteleri ile ilgili diğer öneri, görüş ve düşünceleriniz nelerdir?

B. QUESTIONNAIRE IN ENGLISH

STUDENT PERCEPTION QUESTIONNAIRE ON PAIR AND GROUP WORK SPEAKING ACTIVITIES APPLIED IN ELT PREPARATORY CLASSES

Dear Students,

This study was carried out with the aim of gaining a deeper understanding of pair and group work speaking activities which were implemented in EFL preparatory classes at a state university in Ankara, Turkey based on the perceptions of both students and instructors. This questionnaire is made up of seven parts. The first part of the questionnaire is aimed to gain demographic information about participants and the other six parts include items that will help the researcher to learn more about the perceptions of the participants on pair and group work speaking activities applied in ELT preparatory classes. All information you supply during the research will be held in confidence and will only be used for scientific purposes and anonymously.

Thank you for your cooperation and help.

İnci Nur İLKYAZ AKIN

PART I: DEMOGRAPHIC FEATURES

1. Gender:

Female () Male ()

2. Age:

a. 18-20 () b. 21-23 () c. 24-26 () d. 27-29 () e. 30 and above ()

3. Department:

a. 30% English Faculty of Engineering () b. 30% English Faculty of Architecture ()
c. 100% English Faculty of Engineering () d. 100% English Faculty of Medicine ()
e. 100% English Department of Business Administration ()
f. 100% English Department of International Relations ()
g. 30 % English Faculty of Science () h. 30 % English Faculty of Economics and
Administrative Sciences ()

4. Type of High School:

a. Anatolian High School () b. Science High School ()
c. Vocational High School () d. others (please specify)

5. Why do you study English? (you can choose more than one options)

a. It would provide me better job opportunities in the future ()
b. It is compulsory ()
c. The courses in my department will be in English ()
d. I would like to go abroad ()

7. How many speaking activities do you take part in a day? (Please choose only one):

a. 1-2 () b. 3-4 () c. 5-6 () d. 7 and above ()

8. Please choose the student group that you belong to:

a. Freshman ()
b. Repeat student ()
c. International student () *If you choose these option, please also answer the question be*
Why do you choose to study in Turkey? :

PART II					
	1- Totally disagree 2- Disagree 3- Agree 4-Totally agree	Totally agree	Agree	Disagree	Totally Disagree
1.	I get bored if the speaking task takes too long.	4	3	2	1
2.	I will not be bothered by the attitude of the instructor to the pair-work activity.	4	3	2	1
3.	I am relieved to prepare for the topic before speaking activity.	4	3	2	1
4.	I find it difficult to talk about topics that I am not familiar with.	4	3	2	1
5.	I like pair-work activities in speaking.	4	3	2	1
6.	I like group-work activities in speaking.	4	3	2	1
7.	I would like to take part in the speaking activity if the task is easy.	4	3	2	1
8.	I am relieved when my partner's proficiency level is higher.	4	3	2	1
9.	I am relieved when my partner's proficiency level is lower.	4	3	2	1
10.	I am relieved when my partner's proficiency level is the same as mine.	4	3	2	1
11.	I would like to take part in the speaking activity when it is test-oriented.	4	3	2	1
12.	I would prefer it when the instructor is eager for the task.	4	3	2	1
13.	I find shorter speaking activities much more fun.	4	3	2	1
14.	I would not like to take part in the speaking activity if the task is difficult.	4	3	2	1
15.	I find it unnecessary to prepare for the topic before speaking activity.	4	3	2	1
16.	I perform better when I am familiar with the topics in the speaking task.	4	3	2	1

PART III					
	1- Totally disagree 2- Disagree 3- Agree 4-Totally agree	Totally agree	Agree	Disagree	Totally Disagree
1.	I find it easy to focus on the pair-work speaking activities.	4	3	2	1
2.	I use my mother tongue during pair-work speaking activities.	4	3	2	1
3.	I try to use English during pair-work speaking activities.	4	3	2	1
4.	I find it hard to focus on the task during pair-work speaking activities.	4	3	2	1
5.	I would like to have more pair-work speaking activities in the classroom.	4	3	2	1
6.	I try to share equal responsibilities with my partner during pair-work and group work speaking activities.	4	3	2	1
7.	I would prefer my partner to take more responsibilities than me during pair-work speaking activities.	4	3	2	1

8.	All my classmates take part in pair-work speaking activities eagerly.	4	3	2	1
9.	We have adequate number of pair-work speaking activities in the classroom.	4	3	2	1
10.	We have adequate number of group-work speaking activities in the classroom.	4	3	2	1
11.	My teacher determines my partner for the pair-work speaking activities.	4	3	2	1
12.	The topics of the speaking tasks are appropriate to use previously learned grammar structures.	4	3	2	1
13.	Some of my classmates take part in pair-work speaking activities eagerly.	4	3	2	1
14.	The topics of speaking tasks are interesting enough.	4	3	2	1
15.	The topics of speaking tasks are relevant to my life.	4	3	2	1
16.	The topics of the speaking tasks are appropriate to use previously learned vocabulary.	4	3	2	1
17.	Some of my classmates take part in group-work speaking activities eagerly.	4	3	2	1
18.	I choose my partner for the pair-work speaking activities.	4	3	2	1

PART IV

1- Totally disagree 2- Disagree 3- Agree 4-Totally agree		Totally agree	Agree	Disagree	Totally Disagree
1.	Pair-work activities improve my speaking skills.	4	3	2	1
2.	Group-work activities improve my speaking skills.	4	3	2	1
3.	Pair-work activities improve my motivation for learning.	4	3	2	1
4.	Group-work activities improve my motivation for learning.	4	3	2	1
5.	Pair-work activities help me to practice what I have learned.	4	3	2	1
6.	Group-work activities help me to practice what I have learned.	4	3	2	1
7.	Pair-work activities improve my reading skills.	4	3	2	1
8.	Group-work activities improve my reading skills.	4	3	2	1
9.	Pair-work activities enhance my vocabulary knowledge.	4	3	2	1
10.	Group-work activities enhance my vocabulary knowledge.	4	3	2	1
11.	Pair-work activities improve my writing skills.	4	3	2	1
12.	Group-work activities improve my writing skills.	4	3	2	1
13.	Pair-work activities decrease my motivation for learning.	4	3	2	1
14.	Group-work activities decrease my motivation for learning.	4	3	2	1
15.	Pair-work activities do not help me to practice what I have learned.	4	3	2	1
16.	Group-work activities do not help me to practice what I have learned.	4	3	2	1
17.	Pair-work activities improve my communication skills.	4	3	2	1
18.	Group-work activities improve my communication skills.	4	3	2	1

PART V

	1- Totally disagree 2- Disagree 3- Agree 4-Totally agree	Totally agree	Agree	Disagree	Totally Disagree
1.	I would like my teacher to determine the speaking topic.	4	3	2	1
2.	I would like my teacher to determine my speaking partner.	4	3	2	1
3.	I would like my teacher to pre-teach the target vocabulary about the task.	4	3	2	1
4.	I would like my teacher to guide me about the speaking task.	4	3	2	1
5.	I would like my teacher to monitor us during the speaking task.	4	3	2	1
6.	I would like my teacher to set time for the speaking task.	4	3	2	1
7.	I would like to change my speaking partner for each task.	4	3	2	1
8.	I would like to have a different-proficiency-level partner for each task.	4	3	2	1
9.	I would like to practice the task with my partner only.	4	3	2	1
10.	I would like to perform the task to all my classmates.	4	3	2	1
11.	I would like to decide on the speaking task by myself.	4	3	2	1
12.	I would like to choose my speaking partner by myself.	4	3	2	1
13.	I would like to have speaking classes in addition to the main course.	4	3	2	1
14.	I would like to have speaking classes integrated to the main course.	4	3	2	1
15.	I would like to have time for preparation to the task.	4	3	2	1
16.	Speaking task time should last maximum three minutes.	4	3	2	1
17.	Speaking task time should last minimum three minutes.	4	3	2	1
18.	Speaking task should appeal to my language proficiency level.	4	3	2	1
19.	Speaking task should allow me to utilize daily spoken English.	4	3	2	1
20.	I would like pair-work speaking activities to take part more in classes.	4	3	2	1
21.	I would like to be monitored during the speaking task by my teacher.	4	3	2	1
22.	I would like to have more interesting topics in the speaking tasks.	4	3	2	1

PART VI

	1- Totally disagree 2- Disagree 3- Agree 4-Totally agree	Totally agree	Agree	Disagree	Totally Disagree
1.	The lack of motivation of the instructor to conduct speaking activities	4	3	2	1
2.	The lack of motivation of the student to perform speaking activities	4	3	2	1
3.	Time constraint to implement speaking activities	4	3	2	1

4.	Overcrowded class that hinder the application of speaking tasks	4	3	2	1
5.	Loaded curriculum on a daily or weekly basis	4	3	2	1
6.	Speaking tasks that do not appeal to my interest	4	3	2	1
7.	Lack of vocabulary and grammar knowledge	4	3	2	1
8.	Tasks that are above my proficiency level	4	3	2	1
9.	Tasks of the book that do not attract my attention	4	3	2	1
10.	Speaking tasks that are out of my interest	4	3	2	1
11.	Not being eager to join pair-work speaking activities personally	4	3	2	1
12.	Lacking ideas about the topics of the speaking tasks	4	3	2	1
13.	Being unable to transfer my emotions to the second language	4	3	2	1
14.	Not being familiar with pair and group work activities in my mother tongue classes	4	3	2	1
15.	<u>What could be the possible failure reasons of pair and group work activities? Please clearly state your reasons.</u>				

PART VII

Please read the questions below and write your answers in the space provided.

1. How many times in a day do you think should pair-work activities be implemented?

2. How many times in a day do you think should group-work activities be implemented?

3. How much time is allocated for pair-work activities in your classes?

4. How much time is allocated for group-work activities in your classes?

5. What should be the ideal time allocated for a single pair-work activity?

6. What should be the ideal time allocated for a single group-work activity?

7. Can you suggest some speaking topics for pair-work activities?

8. Can you suggest some speaking topics for group-work activities?

9. Do you have any suggestions, opinions and thoughts about pair and group work activities implemented in English speaking classes?

C. CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Sayın katılımcı,

Bu çalışma İnci Nur İLKYZ AKIN ve Doç. Dr. Perihan SAVAŞ tarafından yürütülen bir yüksek lisans tezi çalışmasıdır. Çalışma hazırlık öğrencilerinin konuşma derslerinde uygulanan ikili çalışma (pair-work) ve grup çalışması (group-work) (üç veya daha fazla kişi ile yapılan) ile ilgili görüş ve düşüncelerini ortaya koymaya yöneliktir ve veri toplanması için anket çalışması içermektedir. Çalışmaya katılım tamamen gönüllüdür ve katılımcıların tüm kişisel bilgileri ve vereceği cevaplar gizli tutulacak ve yalnızca araştırma sorularının cevaplanması için kullanılacaktır. Çalışmanın herhangi bir aşamasında soruları yanıtlarken rahatsızlık duyarsanız, çalışmaya katılımınızı yarıda bırakabilirsiniz. Çalışma ve sonuçları hakkında daha fazla bilgi almak için araştırmacıya incinurilk yaz@gmail.com adresinden ulaşabilirsiniz. Katılımınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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D. CONSENT FORM

INFORMED CONSENT FORM

Dear Participant,

This study is a mix typed study which is conducted by İnci Nur İLKYZAZ AKIN as part of master's degree theses overseen by Assoc. Prof. Dr. Perihan Savaş. This research was carried out to investigate the opinions of EFL students and English Language instructors at the preparatory school of a state university in Ankara towards pair-work and group-work activities in practicing speaking skills and a questionnaire is used as a method of data collection. Participation in the study must be on a voluntary basis. Your answers will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. For further information about the study, you can contact İnci Nur İLKYZAZ AKIN (Tel: 05439545120; E-mail: incinurilk yaz@gmail.com).

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name Surname

Date

Signature

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E. INTERVIEW QUESTIONS TURKISH

1. Hangi bölümden mezunsunuz? Kaç yıldır öğretmenlik yapıyorsunuz? Şimdiye kadar kaç farklı kurumda çalıştınız? Hangi öğrenci guruplarına İngilizce öğrettiniz?
2. Hazırlık sınıflarındaki konuşma derslerinde yürütülen ikili çalışma (pair-work) aktivitelerini sınıfınızda ne sıklıkta uyguluyorsunuz?
3. Daha sık uygulayabilmek ister misiniz? Neden?
4. Hazırlık sınıflarındaki konuşma derslerinde yürütülen grup aktivitelerini (group-work) aktivitelerini sınıfınızda ne sıklıkta uyguluyorsunuz?
5. Daha sık uygulayabilmek ister misiniz? Neden?
6. Hazırlık sınıflarındaki konuşma derslerinde yürütülen ikili çalışma (pair-work) aktiviteleri hakkında ne düşünüyorsunuz?
 - a. Sizce bu aktivitelerin avantajları nelerdir?
 - b. Sizce bu aktivitelerin dezavantajları nelerdir?
7. Hazırlık sınıflarındaki konuşma derslerinde yürütülen grup çalışması (group-work) aktiviteleri hakkında ne düşünüyorsunuz?
 - a. Sizce bu aktivitelerin avantajları nelerdir?
 - b. Sizce bu aktivitelerin dezavantajları nelerdir?
8. İkili çalışmaların öğrencilerinizin İngilizce konuşma becerini geliştirdiğini düşünüyor musunuz?
 - a. Evet, ise hangi yönden veya nasıl?
 - b. Hayır, ise neden?
9. İkili çalışmada konuşma partnerlerini siz mi belirliyorsunuz öğrencileriniz mi seçiyor? Hangisinin daha etkili olduğunu düşünüyorsunuz, neden?
10. İkili çalışmada öğrencilerin dil seviyelerinin benzer ya da farklı olmasıyla alakalı ne düşünüyorsunuz? Öğrenciler ikili konuşma ya da grupça konuşma aktivitesi yaptıklarında bu konuya dikkat ediyor musunuz?

11. Öğrencilerin partnerleriyle zaman zaman Türkçe konuştuklarını gözlüyor musunuz? Bu sizce hangi durumlarda oluyor? Nedenleri hakkında bir fikriniz var mı?
12. Öğrencilerin partnerleriyle zaman zaman konunun dışına çıkıp sohbet ettiklerini gözlüyor musunuz? Bu sizce hangi durumlarda oluyor? Nedenleri hakkında bir fikriniz var mı?
13. İkili konuşma aktivitelerini yürütürken öğrencilerinize yardımcı oluyor musunuz? Hangi alanlarda yardımcı oluyorsunuz?
14. İkili konuşma aktivitelerini takip ettiğiniz ders kitabından mı seçiyorsunuz yoksa kendiniz mi hazırlıyorsunuz. Kitabınızda bulunan tasklar hakkında ne düşünüyorsunuz?
15. Derslerde uygulanan konuşma tasklarının öğrencilerinizin seviyesine, yaşına, genel kültür bilgisine ve ilgi alanlarına uygun olduğunu düşünüyor musunuz?
16. Taskların kalitesinin öğrencilerin tasktaki başarısını etkilediğini düşünüyor musunuz? Nasıl?
17. Sizce öğrencilerin Taskı başarılı bir şekilde tamamlanmasında etkili olan faktörler nelerdir?
18. Öğrencileriniz taskı yaparken sınıf içinde dolaşp onları dinliyor musunuz? Bu durumun avantajları ve dezavantajları ne olabilir?
19. İkili konuşma aktivitelerinde öğrencilerinizin önceden hazırlık yapıp konuşması ve hazırlıksız konuşması hakkında ne düşünüyorsunuz? Derslerinizde daha çok hangisini tercih ediyorsunuz? Neden?
20. Öğrencilerinizin ikili olarak yürüttüğü konuşma aktivitelerini sınıfa da sunmalarını istiyor musunuz? Neden?
21. Sizce bir ikili konuşma çalışması aktivitesi ortalama ne kadar sürmeli? Kaç dakika? Neden?
22. Sizce bir grupça konuşma aktivitesi ortalama ne kadar sürmeli? Kaç dakika? Neden?
23. Sizce bir grupça konuşma aktivitesinde gruplar en az ve en çok kaç kişiden oluşmalı? Neden?
24. Sınıfınızda daha çok Pair-work aktivitelerini mi, group-work aktivitelerini mi bireysel aktiviteleri mi uygulamayı tercih edersiniz? Neden?

25. Öğrencilerinizin konuşma aktivitelerinde yeterince başarılı olamadığını düşündüğünüz durumlarda kültürel etkenler sebep olabilir mi? Örnekler misiniz?
26. Öğrencilerinizin konuşma aktivitelerinde yeterince başarılı olamadığını düşündüğünüz durumlarda ana dilde bu tür aktiviteler yapılmamış olması sebep olabilir mi? Örnekler misiniz?
27. Başka bir ülkede öğretmenlik yaptınız mı? Konuşma derslerini/aktivitelerini kıyaslar mısınız?
28. Sınıflardaki öğrenci sayısının konuşma aktivitelerinin yürütülmesine etkisi hakkında ne düşünüyorsunuz? Kendi sınıfınızı bu açıdan değerlendirir misiniz?
29. Konuşma derslerinin ayrı bir ders olmasını tercih eder misiniz? Neden?
30. Öğrenciler konuşma aktivitelerini sınava yönelik olduğunda mı daha istekle tamamlıyorlar, genel İngilizcelerin geliştirmeye yönelik olduğunda mı? Neden?
31. Öğrencilerin Konuşma becerilerinin dışında grup work veya pair work aktiviteleri diğer dil becerilerinizin gelişiminde rol oynuyor mu? Örneğin:
- Kelime
 - Grammer
 - Yazma
 - Dinleme
 - Okuma
 - Bunlardan hangi(leri) group work veya pair work aktivitelerinde sizce gelişiyor? Neden?
 - İkili konuşma aktiviteleri öğrencilerinizin derslerde öğrendiklerini pratik etmelerine yardımcı oluyor mu? Nasıl?
32. İkili konuşma aktivitelerinin öğrencilerinizin öğrenme isteğini artırdığını düşünüyor musunuz? Neden?
33. Öğrencilerin İngilizce konuşma becerilerini geliştirmek amacı ile ikili çalışma veya grup çalışması ile aktivite yapılması konusunda hizmet öncesi ve/veya hizmet içi hiç eğitim aldınız mı? Evet, ise tarif eder misiniz? Hayır, ise bundan sonra almak ister misiniz? Neden?

34. Pair work ve group work aktiviteleri hakkında söylemek veya eklemek istediğiniz diğer konular nelerdir

F. INTERVIEW QUESTIONS ENGLISH

Interview Questions

A. Demographic information

1. Which university did you graduate from?
2. How long have you been teaching English?
3. How many different educational institutions have you worked in so far?
4. For which proficiency levels have you taught English?

B. Overall perceptions (RQ 1a)

1. What do you think about the proficiency level of the partners in a speaking task?
 - Do you match similar or different proficiency level students as pairs?
 - Do you pay attention to it in a group-work or pair-work activity?
2. What do you think about impromptu speech and manuscript speech of the students during pair-work speaking activities?
 - Which one do you prefer more frequently in your classes? Why?
3. When do you think the students are more eager to join speaking tasks: when the task is in the same line with the exam or when the task is only for the improvement of their language proficiency level?

C. In-class application (RQ 1B)

1. How often do you implement pair work activities in your classes?
 - Would you like to implement pair-work speaking activities more frequently? Why?
2. How often do you implement group-work activities in your classes?
 - Would you like to implement group-work activities in your classes more frequently? Why?

3. Who chooses the speaking partners in a pair-work activity, you or your students? Which one do you think is more efficient? Why?
4. Do you observe that your students speak in Turkish with their partners from time to time?
 - In which situations do you think it happens?
 - Do you have any ideas about the reasons?
5. Do you observe that your students are off-task and chat with their partners from time to time?
 - In which situations do you think it happens?
 - Do you have any ideas about the possible reasons?
6. In your opinion what are the factors affecting students' completing the task successfully?
7. Which one do you prefer to implement in your class the most; pair-work activities, group-work activities or individual activities?

D. Advantages and Disadvantages (RQ 1C & D)

1. What do you think about the pair-work activities implemented in English language classes of the prep school?
 - What do you think can be the advantages of these activities?
 - What do you think can be the disadvantages of these activities?
2. What do you think about the group-work activities implemented in English language classes of the prep school?
 - What do you think about the advantages of these activities?
 - What do you think about the disadvantages of these activities?
3. Do you think that pair-work activities improve your students' speaking skills?
 - If so, in which ways and how?
 - If not, why?
4. Do you think that pair and group work activities are effective to improve students' other language skills in addition to speaking skills? For example;
 - a) Vocabulary
 - b) Grammar

c) Writing

d) Listening

e) Reading

- Which of them improve during pair and group work activities? Why?
- Do you think that pair and group work speaking activities help students to practice the subjects learned in the class? How?

5. Do you think that pair and group work activities enhance your students' motivation to learn?

E. Suggestions (RQ 2)

1. Do you help your students while monitoring pair-work activities? In which parts do you help them?
2. Do you monitor your students when they are on task? What are the advantages and disadvantages of it?
3. Do you ask your students to present the implemented pair-work speaking activities to the whole class?
 - If so, why?
4. How long do you think a pair-work speaking activity should last on average?
 - How much time should it take? Why?
5. How long do you think a small group-work speaking activity should last on average? How much time should it take? Why?
6. In your opinion what are the minimum and maximum number of students in a group-work speaking activity? Why?
7. Would you prefer to have segregated or integrated speaking classes? Why?

F. Possible reasons of inadequate benefitting (RQ 3)

1. Where do you choose pair-work activities, from the book that you use in the lesson or you prepare them by yourself?
 - What do you think about the tasks in the book?

2. Do you think that the implemented speaking tasks in the classes are appropriate for your students' proficiency level, age, general world knowledge and interests?
3. Do you think that the quality of the tasks affects the success of the students' during the task?
 - If so, how?
4. Do you think that cultural factors can be the reason when your students are not successful enough in speaking activities? Could you exemplify it?
5. Do you think that lacking practice in pair and group work in their mother tongue can be the reason when you think your students are not successful enough in speaking activities? Could you exemplify it?
6. Do you think the number of students in EFL classes have an effect on the implementation of speaking tasks?
 - Could you evaluate your class in terms of it?

G. Other

1. Have you ever taught in a different country? Could you compare the speaking classes/activities?
2. Have you ever had any pre-service or in-service training about pair and small group work activities with the aim of developing students speaking skills?
 - If yes, could give more information about the training?
 - If no, would you like to have in-service trainings on these topics? Why?
3. What other things do you want to say or add about pair and small group work activities?
4. As a teacher trainer, could you explain the points to be developed in terms of the teachers during the application of pair and group work activities? (asked only to the teacher trainer)

G. A SCREEN SHOT FROM MAXQDA

The screenshot shows the MAXQDA software interface. The top window, titled 'Belge Sistemi', displays a list of documents (Belgeler) with their respective counts. The bottom window, titled 'Kod Sistemi', displays a list of codes (Kümelere) with their respective counts. The main window shows a list of interview transcripts with their respective counts and a list of codes applied to them.

Belgeler	Count
Teacher 4 16.05.2017	569
Teacher 1 10.05.2017	51
Teacher 3 13.05.2017	73
Teacher 2 11.05.2017	55
Teacher 6 22.05.2017	65
Teacher 7 23.05.2017	56
Teacher 5 17.05.2017	68
Teacher 8 26.05.2017	76
Teacher 9 05.06.2017	35
Kümelere	90

Kod Sistemi	Count
MAIN REASONS OF NOT BEING ABLE TO SPEAK	46
SUGGESTIONS FOR APPLICATION OF PW/GW	56
CHALLENGES OF PW/GW	168
BENEFITS OF PW/GW	127
IMPLEMENTATION OF PW/GW	145
NEGATIVE ATTITUDE TOWARDS PW/GW????	3
POSITIVE ATTITUDE TOWARDS PW/GW	24
Kümelere	0

The main window displays a list of interview transcripts with their respective counts and a list of codes applied to them. The list includes:

- 15: İyugulamanızın önündeki engeller neler olabilir? (Count: 51)
- 16: H: bazen program çok yoğun oluyor çok fazla birlikte konuşmalarna birlikte hazırlanmalarna süre tanıyamayabiliyorum. O zaman ikili konuşma aktivitesi yaptramiyorum. (Count: 73)
- 17: İ: Peki hazırlık sınıflarında yine konuşma derslerinde yürütölen Grup aktivitetlerini sınıfınızda ne sıklıkta uyguluyorsunuz? (Count: 55)
- 18: H:Grup aktivitetleri daha seyrek çünkü ikili konuşmayı organize etmek daha kolay. Grup aktivitesinde Biraz Daha seyrek O da iki üç günde bir falan (Count: 65)
- 19: İ: onları daha sık uygulayabilmek ister misiniz? (Count: 56)
- 20: H: Evet derim. (Count: 68)
- 21: İ: Peki pair-workün avantajları sizce nelerdir? (Count: 76)
- 22: H: 'pair-work' ün avantajları bir örnek öğrencilerin birbirlerini öğrenmedim çok etkili olduğunu düşünüyorum. Bir de özellikle Dönem başında Birbirlerini çok tanımiyorlar. Yani tüm sınıf arkadaşları karşısında tek bir (Count: 35)

The codes applied to the transcripts are:

- ..negative influence (applied to 15, 16, 17, 18)
- ..less frequent (applied to 18)
- ..difficulty of (applied to 18)
- ..students learn (applied to 22)
- ..lower anxiety in (applied to 22)

H. EXCERPTS FROM PARTICIPANTS USED IN THE MANUSCRIPT

PAGE NUMBER	IN ENGLISH	IN TURKISH
43	<p>Motivation to learn develops on its own when students enjoy the courses. When they think that pair and group-work speaking activities are fun, they feel much more motivated to learn.</p> <p>Instructor 9</p>	<p>Öğrenciler dersten keyif aldıklarında öğrenmek için gerekli olan motivasyon kendiliğinden ortaya çıkar. Öğrenciler ikili ve grup konuşma aktivitelerini eğlenceli bulduklarında, öğrenmek için kendilerini daha motive hissederler.</p> <p>Okutman 9</p>
48	<p>I think a group should be made up of maximum four people because our classrooms are mostly small in size and generally we arrange our desks in u-shape. Therefore, as the number of students increase it gets harder to organize the seating in the classroom. What is more, students may be distracted in bigger groups. They may feel bored as the number of students to be listened increase. Therefore, three people is ideal in a group work.</p> <p>Instructor 2</p>	<p>Bana göre bir grup maksimum 4 kişiden oluşmalıdır çünkü bizim sınıflarımız çoğunlukla küçük ve de genellikle sıralarımızı u şeklinde organize ediyoruz. Bundan dolayı, öğrenci sayısı arttıkça sınıftaki oturma düzenini ayarlamak daha da zor hale geliyor. Buna ek olarak daha büyük gruplarda öğrencilerin dikkati dağılabiliyor. Dinlenilecek öğrenci sayısı arttıkça öğrenciler sıkılabiliyor. Bundan dolayı grup çalışmasında üç kişi ideal.</p> <p>Okutman 2</p>
48	<p>There should be three people the least and five people the most in a small group-work activity because when you include more than five people in a group-work activity, the talking time for each individual may not be equal and some students may dominate the others.</p> <p>Instructor 5</p>	<p>Bir grup çalışmasında minimum 3 maksimum 5 öğrenci olmalı çünkü grup aktivitesine 5 öğrenciden fazla dahil ettiğinizde her bir öğrenci için konuşma süresi eşit olmayabilir ve bazı öğrenciler diğer öğrencilerden baskın olabilir.</p> <p>Okutman 5</p>

<p>48</p>	<p>I don't think there is a rule to determine an exact number of people in a group-work activity; however, most of the time I organize groups with four or five people the most because the more people there are in groups, the more silent students become. I mean if you have three people in a group-work, it means they have more chance to speak than in a group made up of five people. The talking time increases in small groups. In bigger groups, that talking time decreases. What is more, some students may take the advantage of bigger groups to keep silent.</p> <p style="text-align: right;">Instructor 1</p>	<p>Bir grup çalışmasında net kişi sayısını belirlemek için bir kural olduğunu sanmıyorum ama çoğu zaman bir grubu maksimum dört ya da beş kişiyle oluşturuyorum çünkü grupta ne kadar çok kişi olursa öğrenciler o kadar çok sessiz kalıyor. Yani eğer grup çalışmasında grupta üç öğrenci varsa bu demektir ki beş kişiden oluşan bir gruba göre çok daha fazla konuşma imkânları olacaktır. Küçük gruplarda konuşma süresi fazla. Daha büyük gruplarda ise konuşma süresi azalır. Buna ek olarak bazı öğrenciler sessiz kalmak istedikleri için büyük gruplar onların işine bile gelebilir.</p> <p style="text-align: right;">Okutman 1</p>
<p>49</p>	<p>I think instructors should determine the speaking partners because when weaker students are pairs, they cannot help each other to develop some language skills. There are some students who are always willing to talk and some students who are not motivated to take part in speaking activities. Our aims must be to make such pairs to help each other.</p> <p style="text-align: right;">Instructor 2</p>	<p>Bence konuşma partnerlerini okutmanlar seçmeli çünkü dil seviyesi zayıf olan öğrenciler birbirleriyle eş olduklarında, dil yeteneklerini geliştirmede birbirlerine yardım edemezler. Konuşma aktivitelerinde her zaman konuşmaya istekli olan öğrenciler olduğu gibi bu aktivitelerde yer almak istemeyen bazı öğrenciler de var. Bizim amacımız böyle partnerleri birbirlerine yardımcı olmak için bir araya getirmektir.</p> <p style="text-align: right;">Okutman 2</p>

<p>49</p>	<p>If the class includes students with very different levels, I believe it is very necessary to pair students cautiously. Otherwise, when strong students are pairs with strong ones and weaker students with weaker ones, the expected language gain may not be accomplished.</p> <p style="text-align: right;">Instructor 9</p>	<p>Eğer sınıfta çok farklı seviyelerde öğrenciler varsa, öğrencileri dikkatli bir şekilde eşleştirmenin çok gerekli olduğuna inanıyorum. Aksi takdirde dil seviyesi yüksek olan öğrencilerle yüksek olanlar, düşük olanlarla da düşük olanlar eşleştirildiğinde, hedeflenen dil kazanımına ulaşamayabilir.</p> <p style="text-align: right;">Okutman 9</p>
<p>50</p>	<p>In our daily life, we do not have much choice to whom we will talk to, which means anyone may ask you a question or when you go for shopping you cannot choose the cashier. Therefore, I would like my students to be pairs with everyone in the classroom during the whole semester to make them use to speak with a variety of people with different backgrounds.</p> <p style="text-align: right;">Instructor 5</p>	<p>Günlük hayatta kiminle konuşacağımızı seçmek için çok seçeneğimiz yoktur yani herhangi biri size soru sorabilir ya da alışverişe gittiğinizde kasiyeri seçemezsiniz. Bu yüzden, öğrencilerimin farklı kültürel birikimlere sahip insanlarla konuşmasını sağlamak için onların dönem boyunca sınıfta herkesle partner olmasını istiyorum.</p> <p style="text-align: right;">Okutman 5</p>
<p>50</p>	<p>Some speaking topics of the book seem irrelevant to them. For example, some topics are about work life. As our students have no work experience, such topics seem nonsense to them. Hence, I adapt such tasks and change them into questions about their future work life or about their dormitory life. I explain dormitory life is also a type of community life and I try to find some connections.</p> <p style="text-align: right;">Instructor 1</p>	<p>Kitaptaki bazı konuşma konuları öğrencilere alakasız geliyor. Örneğin, bazı konular çalışma hayatıyla alakalı. Öğrencilerimizin iş tecrübesi olmadığından böyle konular onlara saçma geliyor. Bundan dolayı, böyle konuşma aktivitelerini adapte ediyorum ve bu konuları öğrencilerin gelecekteki iş hayatı ya da yurt hayatları gibi sorularla değiştiriyorum. Yurt hayatını da bir çeşit toplum hayatı olarak düşünüp bazı bağlantılar kumaya çalışıyorum.</p> <p style="text-align: right;">Okutman 1</p>
<p>50</p>	<p>Sometimes they cannot find the exact words to explain the things they would like to say. In such</p>	<p>Bazen öğrenciler söylemek istediklerini söyleyecek doğru kelimeleri bulamıyor. Böyle</p>

	<p>situations, I try to help. I think we should help them while monitoring. Whether we provide our help or not, they ask for it anyway. In addition, I believe it is very important to help our students and it makes them feel more comfortable.</p> <p style="text-align: right;">Instructor 4</p>	<p>durumlarda yardım etmeye çalışıyorum. Bence öğrencileri gözlemlerken onlara yardımcı da olmalıyız. Biz yardım edelim ya da etmeyelim onlar her türlü yardım talep ediyorlar. Ayrıca öğrencilere yardım etmenin çok önemli olduğunu düşünüyorum. Bu onları daha rahat hissettiriyor.</p> <p style="text-align: right;">Okutman 4</p>
51	<p>In our book we have a part called as ‘speaking functions’ and this part teaches some expressions to be used during tasks. While monitoring, I listen to my students and I try to teach them some daily expressions in addition to the expressions provided in the book.</p> <p style="text-align: right;">Instructor 1</p>	<p>Kullandığımız kitapta ‘speaking functions’ dediğimiz bir kısım var ve bu kısım konuşma aktivitelerinde kullanılabilecek bazı ifadeleri öğretiyor. Öğrencileri gözlemlerken, onları dinliyorum ve kitapta verilen ifadelere ek günlük hayatta kullanılan bazı ifadeleri de öğretmeye çalışırım.</p> <p style="text-align: right;">Okutman 1</p>
51	<p>I note down the mistakes that they make during monitoring or sometimes I try to keep them on my mind to give feedback after the task.</p> <p style="text-align: right;">Instructor 5</p>	<p>Öğrencilerin yaptıkları hataları gözlemlerken not alıyorum ya da bazen konuşma aktivitelerinden sonra dönüt vermek için aklımda tutmaya çalışıyorum.</p> <p style="text-align: right;">Okutman 5</p>
51	<p>If the teacher monitors students, students do the tasks accordingly. If the teacher does not monitor students, their manner to the task changes dramatically. I mean if you sit on your teacher’s desk and never move around the class, you can be sure that most of the students do not take the task seriously.</p> <p style="text-align: right;">Instructor 2</p>	<p>Eğer öğretmen öğrencileri gözlemlerse, öğrenciler konuşma aktivitesini hedeflenen şekilde yapıyorlar. Eğer öğretmen öğrencileri gözlemlemezse, öğrencilerin konuşma aktivitesine olan tutumu önemli ölçüde değişiyor. Yani eğer masanızda oturur sınıfta dolaşmazsanız, öğrencilerin çoğu konuşma aktivitesini ciddiye almıyor.</p> <p style="text-align: right;">Okutman 2</p>
52	<p>If they have a question to ask me when they are on task, it makes it easy for them to ask me questions</p>	<p>Öğrenciler konuşma aktivitesini yaparken eğer soruları varsa ve ben sınıfta dolaşarak onları</p>

	<p>if I walk around the class and monitor them. Otherwise, neither they want to come to teacher's desk and ask their questions to me, nor they want me to stand up to answer their questions. They mostly give up asking questions. That's why it's relaxing for them to have me moving around the class.</p> <p style="text-align: right;">Instructor 1</p>	<p>gözlemliyorsam bana sorularını sormaları kolay oluyor. Öbür türlü ne öğretmen masasına gelip soru sormak istiyorlar ne de benim sorularını cevaplamam için ayağa kalkmamı istiyorlar. Çoğu zaman soru sormayı bırakıyorlar. O yüzden benim sınıfta sürekli dolaşıyor olmam onlar için rahatlatıcı.</p> <p style="text-align: right;">Okutman 1</p>
52	<p>Monitoring gives me a chance of observing my students without being a threat for them. It makes them feel that teacher also has a job to do while they are on task, that they are doing something important and that they are not wasting their time.</p> <p style="text-align: right;">Instructor 9</p>	<p>Öğrencileri gözlemlemem onlar için bir tehdit olmadan onları izleme şansı tanıyor. Bu durum onlara konuşma aktivitesini yaparken önemli bir şey yaptıklarını, zamanlarını boşa harcamadıklarını hissettirerek öğretmenin de yapacak bir işi olduğunu düşündürüyor.</p> <p style="text-align: right;">Okutman 9</p>
53	<p>I think we should do it more but I can't do it most of the time... They completed the activity so what? When they present the activity to the class, their friends can hear what they think. In a way, they share ideas. They speak out loud. They have an idea about how their friends speak and what other people think about the issue.</p> <p style="text-align: right;">Instructor 2</p>	<p>Bence bunu daha çok yapmalıyız ama ben bile çoğu zaman yapamıyorum... Öğrenciler konuşma aktivitesini tamamladı. Sonrasında ne oluyor? Öğrenciler aktiviteyi sınıfa sunduklarında arkadaşları onların bu konuda ne düşündüğünü öğreniyor. Bir şekilde fikirlerini paylaşıyorlar. Ne düşündüklerini dile getiriyorlar. Arkadaşlarının nasıl konuştuğuna dair ve diğer insanların konuyla ilgili ne düşündüğüne dair bir fikirleri oluyor.</p> <p style="text-align: right;">Okutman 2</p>
53	<p>Most of the time, setting time for the task highly affects the success of the students on the task. If any time which is more than necessary is allocated, students</p>	<p>Çoğu zaman konuşma aktivitesi için belli bir zaman vermek aktivitede öğrencinin başarısını oldukça etkiliyor. Eğer gerekli olan zamandan daha fazla zaman</p>

	<p>will be off-task or start chatting mostly in their mother tongue. If less time than needed is allocated, then the task cannot be completed due to time limitations.</p> <p style="text-align: right;">Instructor 5</p>	<p>verilirse, öğrenciler konuşma aktivitesinden uzaklaşıyor ya da çoğunlukla ana dillerinde sohbet etmeye başlıyorlar. Eğer gerekli olandan daha az zaman verilirse, zaman sınırlamasından dolayı konuşma aktivitesini tamamlayamıyorlar.</p> <p style="text-align: right;">Okutman 5</p>
54	<p>It is highly significant to teach all skills in an integrated approach. I mean there should be of course integrated courses but maybe we could have some courses where teaching of speaking is thought mainly. Hence, maybe our students could feel more comfortable and get rid of their shyness in speaking English.</p> <p style="text-align: right;">Instructor 6</p>	<p>Dört beceri temelli tümleşik öğretimde tüm becerileri öğretmek oldukça önemli. Bence dört becerinin tümleşik öğretildiği dersler olmalı fakat temel olarak konuşma becerisinin öğretildiği bazı derslerde olabilir. Bu sayede belki öğrencilerimiz daha rahat hissedebilir ve İngilizce konuşurken ki utangaçlıklarından kurtulabilirler.</p> <p style="text-align: right;">Okutman 6</p>
54	<p>I believe in the superiority of segregated skills over integrated skills. I think speaking topics should be carefully selected and specifically prepared. There are many concerns to be taken into account while choosing speaking topics such as culture. In integrated approach, the topic of the unit is also the topic of the speaking activity and most of the time it is not effective enough... One of my students suggested having a separate speaking course yesterday in the feedback session. He said we focus more on the other skills but less on the speaking... Maybe we could teach some techniques or strategies for speaking. Maybe this could make it easier for our</p>	<p>Dört becerinin ayrı öğretiminin dört beceri temelli tümleşik öğretimden daha iyi olduğunu düşünüyorum. Bence konuşma konuları dikkatlice seçilmeli ve özellikle hazırlanmalı. Konuşma konularını seçerken kültür gibi göz önüne alınması gereken pek çok husus vardır. Dört beceri temelli tümleşik öğretimde ünitenin konusu aynı zamanda konuşma aktivitesinin de konusudur ve çoğu zaman yeterince etkili değildir... Dün öğrencilerimden biri dönüt alırken ayrı bir konuşma dersinin olmasını önerdi. Diğer becerilere daha fazla konuşma becerisine daha az odaklandığımızı söyledi. Belki konuşma becerisi için bazı teknikler ya da stratejiler</p>

	<p>students to speak and maybe they take it more seriously.</p> <p>Instructor 7</p>	<p>öğretebiliriz öğrencilerimize. Belki de bu durum öğrencilerimizin konuşmasını kolaylaştırır ve öğrenciler konuşma aktivitelerini daha ciddiye alır.</p> <p>Okutman 7</p>
59	<p>In a class including twenty students, each student can only speak for two or three times during a fifty-minute course. However, in a pair or group work activity, they can find a chance to speak for much more time than a whole class speaking activity.</p> <p>Instructor 7</p>	<p>Yirmi öğrencinin olduğu bir sınıfta elli dakikalık bir derste her öğrenci yalnızca iki ya da üç kez konuşabiliyor. Oysaki öğrenciler ikili ya da grup konuşma aktivitelerinde sınıfça yapılan konuşma aktivitelerine göre çok daha fazla konuşma şansı buluyorlar.</p> <p>Okutman 7</p>
59	<p>I think they like such speaking activities most of the time because I observe that the students who feel stressed while talking to me seems more relaxed in a pair or small group work. They seem to be having more fun. They make jokes to each other and exchange ideas.</p> <p>Instructor 5</p>	<p>Bence öğrenciler ikili ya da grup konuşma aktivitelerini çoğunlukla daha çok seviyor çünkü benimle konuşurken stresli olan öğrencilerin ikili aktivitelerde ya da küçük grup aktivitelerinde daha rahat davrandığını gözlemliyorum. İkili ya da grup konuşma aktivitelerinde çok daha fazla eğleniyor görünüyorlar. Birbirleriyle şakalaşıyorlar ve birbirleriyle fikir alışverişinde bulunuyorlar.</p> <p>Okutman 5</p>
60	<p>... because they are not worried about their mistakes. I mean they don't have concerns such as what happens if I make mistakes while talking and the teacher hears about it or if my friends make fun of my mistakes. When they are together with their peers, their stress levels decrease and their fear of making mistakes decrease as well. They communicate in an</p>	<p>... çünkü öğrenciler hataları için endişelenmiyorlar. Yani konuşurken hata yaparsam ve öğretmenim bunu duyarsa ya arkadaşlarım hatalarımla dalga geçerse ne olur gibi endişeleri yok öğrencilerin. Öğrenciler konuşma partnerleriyle birlikteyken, stres düzeyleri ve hata yapma korkuları azalıyor. Öğrenciler düşük etkin filtreyi güdüleyen bir sınıf</p>

	<p>atmosphere encouraging low affective filter.</p> <p>Instructor 5</p>	<p>ortamında birbirleriyle iletişim kuruyorlar.</p> <p>Okutman 5</p>
61	<p>... of course they at least help our students to be a part of the course. Such activities increase the motivation of the students as well. What is more, they help them to focus on the lesson again very quickly when they are distracted. Because through such activities students feel that it is their turn.</p> <p>Instructor 6</p>	<p>... elbette ki ikili ve grup konuşma aktiviteleri en azından öğrencilerimizin dersin bir parçası olmasına yardım eder. Bu tür aktiviteler öğrencilerimizin motivasyonunu da artırır. Dahası öğrencilerin dikkati dağıldığında bu aktiviteler öğrencilerin yeniden derse hızlıca konsantre olmasına yardımcı olur çünkü ikili ve grup konuşma aktiviteleri boyunca öğrenciler derste kendilerine ayrılmış bir konuşma zamanı olduğunu hissederler.</p> <p>Okutman 6</p>
63	<p>... the time of the activity is highly important. Before the lunch break and just after it, the pair and group work activities never work, I mean it is nonsense to do them because students should feel themselves in good condition physically to focus on the task. When they are hungry, or when they are totally full, it gets harder for them to fully concentrate on the task. Hence, they do not want to join the task most of the time and they switch to Turkish as a result.</p> <p>Instructor 4</p>	<p>... konuşma aktivitesinin yapıldığı zaman oldukça önemli. Öğle arasından önce ya da hemen sonra yapıldığında, ikili ve grup konuşma aktiviteleri etkili olmuyor. Bu aktiviteleri bu zamanlarda yapmak mantıklı değil çünkü öğrenciler konuşma aktivitesine odaklanmak için fiziksel olarak kendilerini iyi hissetmeli. Aç olduklarında ya da çok doymuş olduklarında, konuşma aktivitesine tamamen odaklanmak onlar için oldukça zor oluyor. Uygun olmayan zamanlarda konuşma aktiviteleri yapıldığında öğrenciler çoğu zaman aktiviteye katılmak istemiyor ve sonuç olarak Türkçe konuşmaya başlıyor.</p> <p>Okutman 4</p>
64	<p>... If the task does not appeal to the interest, age or culture of the student, then the student do not</p>	<p>... Eğer konuşma aktivitesi öğrencinin yaşına, kültürüne ve ilgi alanına uygun değilse, o</p>

	want to do the task. This is a prerequisite to be successful in tasks. Tasks should be able to meet their needs and interests. I think tasks should be meaningful. Instructor 7	zaman öğrenci aktiviteyi yapmak istemiyor. Bu aktivitelerde başarılı olmak için önkoşuldur. Aktiviteler öğrencilerin ilgilerini ve ihtiyaçlarını karşılayabilmelidir. Bence aktiviteler anlamlı olmalı. Okutman 7
64	... they think that the time allocated for the pair or group-work activity is a free time and they are off-task and they start to speak Turkish with their friends. Instructor 1	...öğrenciler ikili ve grup konuşma aktiviteleri için belirlenen zamanı serbest zaman olarak düşünüyor ve aktiviteye odaklanmayıp başka şeylerle ilgilenip arkadaşlarıyla Türkçe konuşmaya başlıyorlar. Okutman 1
65	...Of course mother tongue has an influence on it... I mean I mentioned it before actually our educational setting is not an international one so they can switch to Turkish easily. Her/his friends can understand Turkish so why bother? I mean they do not want to push their limits... They attend the classes because it is compulsory and we take attendance not because they want it. Instructor 4	...Elbette ki ana dilin bunun üzerinde bir etkisi var... Daha önce de bahsettiğim gibi aslında bizim eğitim sistemimiz uluslararası bir sistem değil haliyle öğrenciler kolaylıkla Türkçe konuşmaya başlayabiliyor. Öğrencinin arkadaşları Türkçe anlayabildiğine göre öğrenci neden İngilizce konuşmak için uğraşsın ki? Yani öğrenciler kendilerini zorlamak istemiyor... Öğrenciler derslere istedikleri için değil zorunlu olduğu ve yoklama alındığı için katılıyorlar. Okutman 4
65	When I was a student, I used to find such activities nonsense. I mean you do a speaking activity with your classmate. S/he can speak Turkish and you can speak Turkish but you force yourselves to speak English. I used to find such activities artificial because I was trying to develop my speaking skills with someone who is also trying to learn	Ben öğrenciyken konuşma aktivitelerini saçma bulurdum. Sınıf arkadaşınızla bir konuşma aktivitesi yapıyorsunuz. Sınıf arkadaşınız da Türkçe konuşabiliyor siz de ama siz kendinizi İngilizce konuşmak için zorluyorsunuz. Böyle aktiviteler önceden çok yapmacık bulurdum çünkü İngilizce öğrenmeye çalışan

	English. Instructor 3	biriyle konuşma becerimi geliştirmeye çalışıyordum. Okutman 3
66	The number of students have a certain effect on the application of pair and small group work activities because the more crowded the classes get, the harder to control the students, to determine their mistakes, to give feedback and to help them. Instructor 5	Öğrenci sayısı ikili ve grup konuşma aktivitelerinin uygulanmasında önemli bir etkiye sahip çünkü öğrencilerin hatalarını belirlemek ve onlara dönüt vererek yardımcı olmak için sınıf ne kadar kalabalık olursa öğrencileri kontrol etmek o kadar zorlaşır. Okutman 5
68	Upbringing is another factor why students do not want to speak in pair and small group work activities. These are actually personal differences. For example, I am also a bit introverted and I don't like taking part in pair or group works. I don't like people who are always at the forefront of any conversation because my parents taught me to be humble and modest. I think it is very common in Turkish culture. Instructor 3	Öğrencilerin yetiştiriliş tarzı onların ikili ve grup konuşma aktivitelerinde neden konuşmak istemediğini gösteren bir diğer unsurdur. Bunlar aslından kişisel farklılıklardır. Örneğin, ben de biraz içe kapanık bir insanım ve ikili ve grup aktivitelerinde yer almayı sevmiyorum. Her konuşmada her daim ön planda olan insanları sevmiyorum çünkü ailem bana mütevazı ve alçakgönüllü olmayı öğretti. Bence bu Türk kültüründe oldukça yaygın bir durum. Okutman 3
69	... they are more active in the class and more talkative during speaking activities. In addition to that they are more motivated and less anxious. Our students are mostly anxious and stressful because our students learn English to pass the preparatory class and continue their education in their departments. However, the students whom I thought English didn't have such concerns which made them feel more relaxed.	... Öğrenciler sınıfta daha aktif ve konuşma aktivitelerinde daha katılımcı. Buna ek olarak daha motive ve daha az gerginler. Bizim öğrencilerimiz çoğunlukla gergin ve stresli çünkü onlar İngilizceyi hazırlığı geçmek ve eğitimlerine bölümlerinde devam etmek için öğreniyor. Aslında yurt dışında İngilizce öğrettiğim öğrencilerin böyle endişeleri yoktu ki bu da onların rahat hissetmesini sağlıyordu. Okutman 6

	Instructor 6	
69	<p>... I felt better there, in the USA, and I think this is related with cultural issues. America is a very cosmopolitan country and there are millions of people from very different backgrounds. I used to teach Turkish there. When I tried to organize a pair or group work activity, my students there were not resisting like my students here in Turkey. I used to feel that... I mean American people are used to talk to people from different cultures and share things with them. They never questioned the reason of doing such activities but my students here question it a lot. They were talking to their partners just to communicate and they were trying to use the language. So there was a very clear difference between two cultures.</p> <p style="text-align: right;">Instructor 3</p>	<p>... Ben Amerika'da kendimi daha iyi hissediyordum. Sanırım bu kültürle alakalı. Amerika çok kozmopolit bir ülke ve farklı kültürel birikimi olan milyonlarca insan var. Orada Türkçe öğretmişim. İkili ve grup konuşma aktiviteleri yapmaya çalışırken, oradaki öğrencilerim Türkiye'dekiler gibi direnmiyordu. Amerikalılar farklı kültürlerden insanlarla konuşmaya ve bir şeyler paylaşmaya alışkın. Neden öyle aktiviteler yaptığımızı hiç bir zaman sorgulamadılar fakat buradaki öğrencilerim bunu çok fazla sorguluyor. Amerika'daki öğrencilerim yalnızca iletişim kurmak için konuşuyorlardı ve dili kullanmaya çalışıyorlardı. Bu yüzden iki kültür arasında çok açık bir farklılık var.</p> <p style="text-align: right;">Okutman 3</p>
70	<p>Most of the time I try to monitor my students without making them notice that I am watching them. If they notice it then they get stressed and they try to speak better and make less mistakes, which destroys the authenticity I guess. I want them to speak as they do normally. Hence, I am usually close enough to hear what they say but I am mostly not involved in the task or try to leave some space between us not to bother them.</p> <p style="text-align: right;">Instructor 6</p>	<p>Çoğu zaman öğrencilerimi onları izlediğimi fark ettirmeden gözlemlemeye çalışıyorum. Eğer fark ederlerse stres yapıyorlar ve daha iyi konuşup daha az hata yapmaya çalışıyorlar ki bu da bence konuşma aktivitelerinin otantik oluşunu engelliyor. Ben onların normalde nasıl konuşuyorlarsa öyle konuşmalarını istiyorum. Bundan dolayı çoğunlukla söyledikleri şeyi duymaya çok yakın oluyorum ama pek çok zaman aktiviteye dâhil olmayıp onları rahatsız etmemek için aramızda mesafe</p>

		bırakıyorum. Okutman 6
77	If the topic is an abstract one, then I ask them to prepare small reminder notes to organize their ideas. However, if the task is about something more personal, then I ask them to speak before pre-planning it because I think it is a waste of time. Instructor 6	Eğer konu soyutsa, öğrencilerimden fikirlerini organize etmeleri için küçük hatırlatıcı notlar hazırlamalarını istiyorum. Fakat aktivite daha kişisel bir konuya o zaman planlama yapmadan konuşmalarını istiyorum çünkü planlama bence bu durumlarda vakit kaybı. Okutman 6
78	Sometimes I ask them to take notes, sometimes I don't think it is necessary. I think it depends on the task. When they take notes, I tell them to write down phrases or sentences, not dialogues. Some students lean towards writing down dialogues and then they try to memorize them. I am totally against it. I let them take notes for nearly three minutes and they start completing the task. Instructor 4	Bazen öğrencilerimden not almalarını istiyorum bazense buna gerek olduğunu düşünmüyorum. Not almanın gerekliliği aktiviteye bağlı. Öğrenciler not alırken, diyalogları değil cümleleri ya da söz öbeklerini not almalarını söylüyorum. Bazı öğrenciler diyalogları yazmaya meyilli ve daha sonrada bu diyalogları ezberlemeye çalışıyorlar. Ben bu duruma tamamen karşıyım. Yaklaşık üç dakikada not almalarına izin veriyorum ve daha sonra aktiviteyi tamamlamaya başlıyorlar. Okutman 4
82	I think the topics of the tasks in our book do not appeal to the interest of our students. They are young adults so they are interested in music, culture. For instance, they are interested in extreme sports. The tasks of the book are about extreme jobs such as stuntman. It is not a common job in Turkey so the students are not interested in it. Another topic was about a man who travelled	Bence kullandığımız kitaptaki aktiviteler öğrencilerimizin ilgisini çekmiyor. Öğrencilerimiz genç yetişkin bu yüzden müzikle ve kültürle ilgililer. Örneğin, öğrencilerimiz aksiyon sporlarına ilgi duyuyorlar. Kitabın aktiviteleri ise dublör gibi aksiyon işlerini konu alıyor. Dublör Türkiye'de yaygın bir iş dalı değil bu yüzden de öğrenciler konuyla pek ilgili değiller. Kitaptaki

	<p>around the world with his bike. Of course, we are teaching culture in addition to language but such topics are very irrelevant to our culture. That's why our students think that such topics are very difficult to talk about.</p> <p style="text-align: right;">Instructor 4</p>	<p>aktivitede yer alan başka bir konu ise bisikletiyle dünya çapında seyahat eden bir adam hakkındaydı. Elbette ki dilin yanı sıra ait olduğu kültürü de öğretiyoruz ama böyle konular bizim kültürümüze çok yabancı. Bundan dolayı öğrencilerimiz bu tarz konuları konuşmanın çok zor olduğunu düşünüyor.</p> <p style="text-align: right;">Okutman 4</p>
82	<p>... the tasks of the book are about topics like interview or business. They expect students to talk about their previous work experience or what kind of things should be considered when applying for a job. Such topics never appeal to my students because most of them have no work experience.</p> <p style="text-align: right;">Instructor 5</p>	<p>... Kitabın aktiviteleri iş görüşmeleri ya da iş dünyası ile alakalı. Kitaptaki aktiviteler öğrencilerin daha önceki iş tecrübeleri hakkında ya da bir işe başvururken ne tür hususların göz önüne alınması gerektiği hakkında konuşmalarını bekliyor. Böyle konular öğrencilerin ilgisini hiç bir zaman çekmiyor çünkü öğrencilerin pek çoğunun daha önce bir iş tecrübesi olmamış.</p> <p style="text-align: right;">Okutman 5</p>
82	<p>In high school, especially in Turkish classes pair or small group work activities are not included. Our students come from a test-oriented educational system. So they have difficulty in adapting the system at preparatory school. Because we have an interactive system here.</p> <p style="text-align: right;">Instructor 8</p>	<p>Lisede özellikle Türk sınıflarında ikili ya da grup konuşma aktiviteleri yapılmıyor. Öğrencilerimiz teste dayalı bir eğitim sisteminden geliyorlar. Bu yüzden hazırlık okulundaki sisteme adapte olmakta zorluk çekiyorlar çünkü biz burada etkileşimli bir sistem kullanıyoruz.</p> <p style="text-align: right;">Okutman 8</p>
83	<p>... there are also some effects of Turkish culture. We are not as introverted as Japanese people as a community; however, effects of some cultural elements are visible. For instance, in our culture young people are expected to stay silent when</p>	<p>... Türk kültürünün de bazı etkileri var bence. Toplum olarak Japonlar kadar içine kapanık bir toplum değiliz, fakat kültürel unsurların etkileri bizim toplumumuz üzerinde de oldukça görünür bir etkiye sahip. Mesela, bizim kültürümüzde gençlerin büyükler</p>

	<p>elderly people are talking or they are not supposed to be talking unless their opinions are asked... and also Turkish people like showing their emotions to the other people through some cultural expressions, their mimics or gestures. But as they cannot do it as effective as they want in English, they got stuck in producing language, they cannot find the exact words or phrases. Maybe they don't know some formulaic expressions, so they need an urge to translate things on their minds but in the end they cannot express themselves. In that sense, culture could be a reason.</p> <p style="text-align: right;">Instructor 7</p>	<p>konusurken sessiz olmaları beklenir ya da fikirleri sorulmada konuyla ilgili konuşmaları beklenmez... ve aynı zamanda Türk insanı bazı kültürel ifadelerle, mimikleri ve el, kol hareketleriyle duygularını ifade etmeyi sever. Bu davranışları İngilizcede istedikleri kadar etkili bir şekilde gösteremedikleri için dili kullanırken tıkanıyorlar, doğru ifade ve kelimeleri bulamıyorlar. Belki bazı kalıplaşmış ifadeleri bilmiyorlar bu nedenle akıllarındaki fikirleri tercüme etmek için bir dürtüye ihtiyaç duyuyorlar fakat sonunda kendilerini ifade edemiyorlar. Bu noktada kültür bu durumun bir nedeni olabilir.</p> <p style="text-align: right;">Okutman 7</p>
<p>84</p>	<p>Students in European countries have more chances for student mobility so they have more chance to travel around. As the number of tourists visiting European countries is much more than the number of tourists visiting Turkey, they have more chances to practice English in their daily lives. Ankara is not a touristic spot and they have very few chances of meeting a tourist on the street so our students have less chance to practice English in a natural setting. They not only have less chance to practice English but also their motivation to learn English is low. As teachers, we also hardly find examples to motivate our students. We cannot say that you</p>	<p>Avrupa ülkelerindeki öğrenciler öğrenci hareketliliğinden daha fazla yararlanabiliyorlar bu nedenle seyahat etmek için daha çok şansları var. Avrupa ülkelerini ziyaret eden turist sayısı Türkiye'yi ziyaret eden turist sayısından çok daha fazla, bu da onlara günlük hayatlarında İngilizce pratiği yapmak için daha çok imkân veriyor. Ankara turistik bir şehir değil ve öğrencilerin sokakta bir turistle karşılaşma şansları oldukça düşük bu sebepten ötürü öğrencilerimizin doğal bir şekilde İngilizce pratik yapma şansı çok az. Öğrencilerin İngilizce pratik yapma şansının az olmasının yanı sıra İngilizce öğrenmek için motivasyonları da oldukça düşük. Öğretmenler</p>

	<p>should learn to speak English to communicate with tourists outside. We can only motivate them with exchange programs such as Erasmus or we can say that you need English when you go abroad. But our students rarely go abroad.</p> <p style="text-align: right;">Instructor 1</p>	<p>olarak bizlerde öğrencilerimizi motive etmek için zar zor motivasyon kaynağı bulabiliyoruz. Maalesef turistlerle iletişim kurmak için İngilizce öğrenmeniz gerekiyor diyemiyoruz. Yalnızca Erasmus gibi değişim programları ile motivasyonlarını arttırabiliyoruz ya da yurt dışına gittiğinizde İngilizceye ihtiyaç duyacaksınız diyerek. Ama öğrencilerimiz nadiren yurt dışına çıkıyor.</p> <p style="text-align: right;">Okutman 1</p>
<p>85</p>	<p>When I was in Netherlands, I taught at a high school. There were two types of English courses, namely, general English and community English. In general English courses students were taught grammar, vocabulary and speaking. In community English courses, students were sent to some governmental institutions where English was spoken and they were asked to work there for some time to practice English. There are also schools where pupils are categorized based on their intelligence type and their progress. Students have many opportunities to practice. For example, they can be Erasmus buddies or there are school trips to English speaking countries. At high school they actually do the things that we are able to do mostly at university.</p> <p style="text-align: right;">Instructor 3</p>	<p>Ben Hollanda'dayken, lisede öğretmenlik yaptım. Orada iki tür İngilizce dersi vardı biri genel İngilizce diğeri ise toplum İngilizcesi olarak isimlendiriliyordu. Genel İngilizcede öğrencilere dil bilgisi, kelime ve konuşma becerisi öğretiliyordu. Toplum İngilizcesinde ise öğrenciler İngilizce konuşulan ve İngilizce pratiği yapmak için bir süre çalışmalarını istenen bazı devlet kurumlarına gönderiliyorlardı. Öğrencilerin zekâ türleri ve ilerleyişlerine göre kategorize edildiği okullar da vardı. Öğrencilerin pratik yapmak için çok fazla imkânı vardı. Örneğin, Erasmus yapmaya gelen öğrencilere rehberlik ve arkadaşlık yapabilirler veya İngilizce konuşulan ülkelere düzenlenen okul gezilerine katılabilirler. Aslında onlar bizim çoğunlukla üniversitede yapabildiğimiz şeyleri lisede yapabiliyor.</p> <p style="text-align: right;">Okutman 3</p>

<p>85</p>	<p>... because most of the time our students do not know how to start a conversation, how to explain his/her ideas and how to react what other people say in an appropriate way. They may have such problems. The reason may be lacking practice of communicative activities in their mother tongue. Because as you know, communicative activities are not provided very often to our students from primary school to high school. At high school or secondary school, there are debates for one or two times a year and that's all. Other than that, as far as I know, activities to let our students express themselves to state their ideas are not included in the curriculum.</p> <p>Instructor 5</p>	<p>... çünkü çoğunlukla öğrencilerimiz konuşmaya nasıl başlanacağını, fikirlerini nasıl açıklayacaklarını ve diğer insanların söylediklerine nasıl uygun bir tepki vereceklerini bilmiyorlar. Böyle problemleri olabiliyor öğrencilerin. Bunun sebebi ana dillerinde iletişimsel aktivitelerin eksikliği olabilir. Çünkü bildiğiniz gibi iletişimsel aktiviteler ilkokuldan lise yıllarına kadarki sürede sık bir şekilde uygulanmıyor. Lisede ya da ortaokulda yılda bir ya da iki kez münazaralar yapılıyor. Hepsi bu. Bunun dışında bildiğim kadarıyla öğrencilerin fikirlerini açıklamaya olanak veren aktiviteler müfredatta yer almıyor.</p> <p>Okutman 5</p>
<p>85</p>	<p>When students have such communicative practices in their mother tongue, they get used to public speaking. In Turkish classes, students should practice both prepared and improvised speech so that they can speak much more comfortably.</p> <p>Instructor 1</p>	<p>Öğrenciler ana dillerinde böyle iletişimsel aktiviteler yaptığında, topluluk önünde konuşmaya alışkın hale gelirler. Türk sınıflarında öğrenciler hem hazırlıklı hem hazırlıksız konuşma için alıştırmaya yapmalıdır böylece daha rahat bir şekilde konuşabilirler.</p> <p>Okutman 1</p>

I. TURKISH SUMMARY/ TÜRKÇE ÖZET

İkili çalışma aktiviteleri Phipps (1999) tarafından “ öğretmenin dahil olmadığı her türlü öğrenciler arası iletişim” olarak tanımlanmıştır. Dolayısıyla ikili çalışma şeklinde gerçekleşen etkileşimlerde, öğrenciler özgür iletişimsel bir etkileşim içinde akranlarıyla öğretmenden bağımsız olarak yüz yüze etkileşim gösterebilecekleri bir ortama sahip olabilirler. Cohen (1994) ise grup çalışmasını şu şekilde tanımlamıştır: “Grup çalışması belli başlı entelektüel ve sosyal öğrenme hedeflerinin gerçekleştirilebilmesi için uygulanan etkili bir tekniktir. Kavramsal öğrenme, yaratıcı problem çözümü ve konuşma dili yeterliliğini geliştiren üstün bir tekniktir.” Bu bağlamda, grup çalışması akran iletişimi için büyük bir fırsat tanıyan, farklı dil yeterlilik seviyesinde öğrencilerden oluşsa da grup içinde farklı roller bürünmenin önemini altını çizen oldukça önemli bir sınıf etkileşim türüdür.

İngilizce Türkiye’de bir ikinci dil değil de yabancı dil konumunda bulunduğu için, öğrenciler günlük hayatlarında ana dili İngilizce olan ya da İngilizce konuşma pratiği yapabilecekleri çok fazla insanla karşılaşmazlar. İlköğretimden üniversite eğitimine kadar Türk öğrencilere İngilizce eğitimi sağlanmaya çalışılsa da, İngilizce konuşma sorunu yıllardır süregelmektedir. Türk öğrencilerinin yaşadığı İngilizce dilinde konuşma problemi, Milli Eğitim Bakanlığı (MEB) tarafından şu şekilde belirtilmiştir: “...etkili iletişimsel yetersizlik Türkiye’deki İngilizce derslerine katılan öğrenciler arasında uzun yıllardır görülen bir sorundur. Türk Eğitim sisteminde, İngilizce öğretiminde çoğunlukla dil bilgisinin öğretimi ve değerlendirilmesi gereğinden fazla vurgulanmaktadır.” (Talim ve Terbiye Kurulu Başkanlığı, 2018). Türkiye’de İngilizcenin yükseköğretimdeki durumuna ışık tutmak amacıyla, küresel alanda faaliyet gösteren prestijli bir kurum olan British Council tarafından yürütülen bir diğer çalışmada ise; üniversitelerin hazırlık sınıflarında öğrenciler arası etkileşimin çoğunlukla ihmal edildiği ve bu durumun uzun vadede öğrencilerin konuşma becerilerinde yetersizliklere sebep olduğu sonucu çıkmıştır (2015).

Literatürde, sadece birkaç çalışmanın özellikle İngilizce derslerinde yürütülen ikili konuşma ve grup konuşması çalışmalarına değindiği, diğer çalışmaların

çoğunlukla İngilizce konuşma becerisiyle alakalı başka konularda olduğu ve bu tür çalışmaların özellikle Türkiye’de daha nadir yürütüldüğü belirlenmiştir. Bu çalışma, bir devlet üniversitesinin İngilizce hazırlık birimdeki öğrencilerin ve İngilizce okutmanlarının sınıflarda uygulanan ikili konuşma ve grup konuşması çalışmalarıyla alakalı fikirlerini, bu aktivitelerin uygulanmasıyla ilgili önerilerini ve bu aktivitelerin işlemediği durumlarda sebeplerin neler olabileceği ile alakalı görüşlerini ortaya koymayı amaçlamıştır. Çalışma temel 3 araştırma sorusu üzerine odaklanmıştır: Hazırlık öğretmenlerinin ve İngilizce okutmanlarının ikili çalışma ve grup çalışması şeklinde yürütülen konuşma aktiviteleriyle alakalı genel görüşleri, bu aktivitelerin uygulanışıyla ilgili görüşleri, bu aktivitelerin avantajları ve dezavantajları, okutman ve öğrencilerin bu aktivitelerin uygulanışıyla ilgili tavsiyeleri ve son olarak bu aktivitelerin işlemediği durumlarda ortaya konabilecek olası sebepler. Bu çalışmanın temelini oluşturan kuramsal yapı Vygotsky’nin sosyokültürel teorisidir (1978). Bu teori dil öğreniminde etkileşimin önemini vurgular ve ikili çalışma ve grup çalışması gibi aktivitelerin etkililiğini savunur. Öğrenmeyi sosyal bir süreç olarak tanımlayan bu teori, bir şeyleri öğrenmek için bireylerin sosyal etkileşim içinde olmaları gerektiğini öne sürer. Vygotsky’nin de belirttiği gibi öğrenme iki aşamalı olarak gerçekleşir. Birinci aşama diğer insanlarla etkileşime geçerek olur, kişi daha sonra bu etkileşimden öğrendiklerini bilişsel olarak sentezler ve öğrenmeyi gerçekleştirmiş olur (1958). İşbirlikçi öğrenme ise bu kuramsal yapıyı temel alan bir yabancı öğretim yaklaşımıdır. Olsen & Kagan bu yaklaşımı öğrencilerin hem kendi öğrendiklerinden hem de gruplarındaki diğer öğrencilerin öğrenme motivasyonlarını artırmakla sorumlu oldukları, öğrenciler arası bilgi değişimine bağlı önceden planlanmış grupça öğrenme aktivitesi olarak tanımlamışlardır (1992).

Okutman ve öğrenciler açısından ikilli ve grup konuşma çalışmalarının uygulanışını farklı açılardan ele alan bu çalışmada açıklayıcı örnek olay metodu araştırmanın dizaynında kullanılmıştır. Verinin güvenilirliğini sağlamak ve veri üçlemesini gerçekleştirmek adına araştırmacı veri toplama sırasında birçok veri toplama yönteminden yararlanmıştır (Yin, 1994). Araştırmacı veri üçlemesini aynı konuda farklı fakat birbirini tamamlayıcı veri elde etmek amacıyla ve ele alınan olayla alakalı çok çeşitli kaynaklardan veri toplayarak vakayı tüm derinliğiyle ortaya koyabilmek adına gerçekleştirilmiştir (Morse, 1991). Açıklayıcı örnek olay metodu

dizaynında nicel analiz, nitel analizi açıklamak, derinleřtirmek ve daha detaylı incelemek adına ikinci bir safha olarak kullanılmıřtır (Creswell, Plano Clark, 2011).

Bu alıřma Ankara'da bir devlet niversitesinin hazırlık biriminde 496 İngilizce hazırlık okulu ğrencisiyle nicel veri elde etmek adına yrtlen anket alıřmalarıyla ve aynı birimde alıřan 9 İngilizce okutmanıyla nitel veri elde etmek adına uygulanan rportajlarla gerekleřtirilmiřtir. alıřmanın nicel kısmı  ařamadan oluřmaktadır. İlk ařama, ğrenci anketini hazırlamak amacıyla 13 ğrenci ve 3 okutmanla gerekleřtirilen rportajlardan oluřmaktadır. ğrenciler uygun rnekleme metoduna gre seilmiřtir; bylece ğrencilerin farklı okutmanların sınıflarından ve farklı blmlerden olmaları saėlanmıřtır. 8 erkek ve 5 kız ğrenci ile gerekleřtirilen bu n alıřma, arařtırmacının farklı altyapıda birok ğrenciden farklı fikirler ve eřitli bakıř aıları edinmesini saėlamıřtır. İkinci ařamada ise, anketin hazırlanmasının ardından 38'i erkek 22'si kadın olan 60 ğrenciyle pilot alıřma yrtlmřtr. Katılımcılar farklı sınıflardan ve farklı blmlerden rastgele seilmiřtir. 16 ğrenci %30 Mhendislik fakltesinden, 14 ğrenci %100 Mhendislik fakltesinden, 10 ğrenci %30 Mimarlık fakltesinden, 5 ğrenci % 100 Tıp fakltesinden, 4 ğrenci % 30 Fen fakltesinden, 3 ğrenci %30 İktisadi ve İdari Bilimler fakltesinden, 3 ğrenci %100 İřletme Fakltesinden, 5 ğrenci ise %100 Uluslararası İliřkiler blmnden rastgele seilmiřtir. İlk iki ařama tamamlandıktan ve ıkan sonulara gre ankette gerekli dzenlemeler yapıldıktan sonra, ana alıřma toplam ğrenci sayısının 1281 olduėu hazırlık biriminde, bu sayının te birinden daha fazlasına karřılık gelen 496 hazırlık ğrencisiyle gerekleřtirilmiřtir. alıřmaya 295 (%59) erkek 201(%41) kadın ğrenci katılmıřtır. ğrencilerin yař aralıėı 18 ve 29 arasında deėiřirken, 432 ğrenci 18 ile 20 yař arasındadır. ğrencilerin oėunluėu Anadolu Lisesi mezunuyken geri kalanlar Fen Lisesi, Meslek Lisesi ve diėer lise trlerinden mezun olanlardan oluřmaktadır. Katılımcılar farklı sınıflardan ve farklı blmlerden rastgele seilmiřtir. 191 ğrenci %30 Mhendislik fakltesinden, 84 ğrenci %100 Mhendislik fakltesinden, 76 ğrenci %30 Mimarlık fakltesinden, 58 ğrenci % 100 Tıp fakltesinden, 46 ğrenci % 30 Fen fakltesinden, 17 ğrenci %30 İktisadi ve İdari Bilimler fakltesinden, 15 ğrenci %100 İřletme Fakltesinden, 9 ğrenci ise %100 Uluslararası İliřkiler blmnden rastgele seilmiřtir.

Çalışmanın İngilizce okutmanlarıyla yürütülen nitel kısmı da benzer şekilde 3 aşamadan oluşmaktadır. Veri toplamanın ilk aşamasında 3 İngilizce okutmanı ile 28 dakika 37 saniye uzunluğunda bir hedef grup mülakatı yapılmıştır. Okutmanlar rastgele seçilmiş olup çalışmadan önce okutmanların yazılı izinlerine başvurulmuştur. Mülakatlar yarı yapılandırılmış olup ikili ve grup konuşma çalışmaları hakkında detaylı bilgi edinilmeye çalışılmıştır. Sorulan sorularla ikili ve grup konuşma çalışmalarının İngilizce sınıflarındaki güncel durumu, uygulamalar sırasında ortaya çıkan olası problemler, öğrencilerin bu aktivitelere olan tutumu ve hangi aktivitenin öğrenciler tarafından daha tercih edilebilir olduğu gibi konulara değinilmiştir. İkinci aşamada, araştırmacı daha önceden resmi olmayan bir şekilde gerçekleştirdiği gözlemlerini ve mülakattan elde ettiği bilgileri harmanlayarak anket sorularını hazırlamıştır. Sorular daha sonra 4 tecrübeli okutman tarafından incelenmiş ve geri bildirim sağlanmıştır böylece uzman görüşü alınmıştır. Uzman görüşüne başvuru alan okutmanlardan ikisi aynı kurumda okutmanlık yapmaktadır, bir tanesi bir devlet üniversitesinde İngilizce öğretmenliği bölümünde derslere giren öğretmen eğitmenidir, sonuncusu ise Eskişehir’de bir devlet üniversitesinde İngilizce okutmanıdır. Okutmanlardan alınan uzman görüşünün neticesinde ankette bulunan bazı cümleler daha anlaşılabilir hale getirilmiştir ve anketi daha uygun hale getirmek için bazı küçük çaplı değişiklikler yapılmıştır. Üçüncü aşamada ise ana çalışma 9 İngilizce okutmanı ile yarı yapılandırılmış mülakatlar yoluyla gerçekleştirilmiştir. Okutmanlar gönüllülük esasına dayalı olarak seçilmiştir ve her bir okutman hazırlık biriminde öğrencisi olan sekiz farklı bölümden birinin öğrencilerinden oluşan bir sınıfta derslere devam etmektedir ve o bölümü temsilen çalışmada yer almıştır. Dokuzuncu katılımcı ise on yıldan daha uzun bir süre hazırlık biriminde görev almış şimdi ise İngilizce öğretmenliği bölümünde ders vermekte olan bir öğretmen eğitmenidir. Çalışmada yer alan okutmanların hepsi çok çeşitli üniversitelerden mezun olmuş olup neredeyse hepsinin yüksek lisans ya da doktora düzeyinde dereceleri bulunmaktadır. Okutmanların iki tanesi İngiliz Dili ve Edebiyatı mezunuyken bir tanesi Amerikan Kültürü ve Edebiyatı mezunudur. 6 okutman ise İngilizce Öğretmenliği mezunudur. Okutmanlardan en az tecrübeye sahip olan 2 yıllık tecrübeye sahipken en çok tecrübeye sahip olan 16 yıllık tecrübeye sahiptir. Okutmanların beş tanesinin tek çalıştığı kurum şu an çalıştıkları kurum iken, diğer dört okutman daha

önce başka kurumlarda da çalışmıştır. Çalışmaya katılan okutmanların isimleri çalışmanın güvenilirliğini sağlamak adına gizli tutulmuş olup katılımcılara numaralar atanmıştır.

Çalışmada nicel veri toplamak amacıyla uygulanan anket 7 bölüm ve 108 soru içermektedir. Sorulardan 11 tanesi açık uçlu, 88 tanesi 4'lük Likert ölçeği ve 9 tanesi demografik bilgiler içeren sorulardan oluşmaktadır. Anket kendi içinde 7 bölümden oluşmaktadır. Bir bölüm nitel veri toplamayı amaçlarken diğer altı bölüm nicel veri toplamayı amaçlamıştır. Dildeki eksikliklerden kaynaklı herhangi bir yanlış anlaşılmanın önüne geçmek ve anketin daha iyi anlaşılmasını sağlamak amacıyla anket Türkçe olarak hazırlanıp uygulanmıştır. Anketin pilot uygulaması araştırmacı tarafından hazırlık birimindeki bütün bölümlerden öğrenciler içeren iki farklı sınıfta gerçekleştirilmiştir. Hem pilot çalışmada hem de ana çalışmada uygulama öncesi öğrencilere çalışmanın amacı Türkçe olarak yapılmıştır ve çalışma boyunca öğrencilerin bütün soruları ve gerekli açıklamaların hepsi herhangi bir yanlış anlaşılmaya sebep olmamak adına Türkçe dilinde gerçekleştirilmiştir.

Çalışmada nitel veri toplamak amacıyla uygulanan yarı yapılandırılmış röportajda İngilizce okutmanlarına sorulmak üzere 34 soru hazırlanmıştır. Röportaj soruları yedi kısımdan oluşmaktadır. İlk kısım katılımcıların demografik bilgilerini edinmeye yöneliktir. Diğer kısımlar ise her bir araştırma sorusuna cevap bulmak amacıyla hazırlanmış sorular içermektedir. Röportajlar araştırmacının da halen çalıştığı kurumda, sessiz bir odada gerçekleştirilmiştir. Röportajların her biri farklı bir güne denk gelecek şekilde ayarlanmış ve çalışmaya katılan okutmanların birbiriyle etkileşime geçmelerinin önüne geçilmiştir. Böylece katılımcılar birbirlerinin fikirlerini etkilememiş olup, çalışmanın güvenilirliği artırılmıştır. Röportajlar sırasında katılımcıların çalışmaya katılmaya gönüllü olup olmadıkları sorulmuş ve çalışmaya gönüllü katıldıkları ve soruları cevaplamaya devam etmek istediklerini belirten ifadeleri kaydedilmiştir. Röportajlar katılımcının cep telefonu ile ses dosyası olarak kaydedilmiştir. Araştırmacının talebiyle röportaj Türkçe olarak gerçekleştirilmiştir. Son olarak, röportajların transkripsiyonu Türkçeden İngilizceye araştırmacı tarafından çevrilmiş olup, iki tecrübeli İngilizce okutmanı tarafından da kontrolü sağlanmıştır. Böylece verinin güvenilirliği sağlanmaya çalışılmıştır. Nicel verinin analizi için, nicel

veri analiz programı SPSS 22, nitel verinin analizi için ise nitel veri analiz programı MAXQDA kullanılmıştır.

Çalışmadan elde edilen sonuçlar beş başlık altında toplanmıştır. Birinci başlık birinci araştırma sorusunun a kısmını cevaplamaya yönelik olup, İngilizce okutmanlarının ve öğrencilerin ikili ve grup konuşma aktivitelerine yönelik genel tutumlarını irdelemektedir. Öğrencilere uygulanan anketten çıkan sonuçlara göre konuşma aktiviteleri öğrencilerin aşına oldukları konuları içermeli, okutmanlar konuşma aktiviteleri ile ilgili motive olmalı, ikili ve grup konuşma aktivitelerinde gruplar ve konuşma partnerleri oluşturulurken benzer dil seviyesinden öğrencilerle oluşturulmalı, konuşma aktivitelerinin uygulanışından önce hazırlık için öğrencilere süre tanınmalı ve konuşma aktiviteleri kolay, kısa ve sınava yönelik olmalıdır. İngilizce okutmanları ile gerçekleşen röportajlardan çıkan sonuçlara göre ise ikili konuşma aktiviteleri grup konuşma aktivitelerine göre okutmanlar tarafından daha çok tercih edilmektedir çünkü ikili konuşma aktivitelerini uygulamak ve organize etmek grup konuşma aktivitelerine göre daha kolaydır. Ayrıca öğrenciler ikili konuşma aktivitelerinde daha az stresli hissetmektedirler. Hem ikili konuşma hem de grup konuşma aktiviteleri sınıfta eğlenceli ve özgün bir öğrenme ortamı yaratmaktadır. Yine okutmanlara göre ikili konuşma ve grup konuşma çalışmaları daha önce öğrenilen kelime ve gramer yapılarını pratik etmenin en iyi yolu olmayabilir.

İkinci başlık birinci araştırma sorusunu b kısmını cevaplamaya yönelik olup, İngilizce okutmanlarının ve öğrencilerin ikili ve grup konuşma aktivitelerinin sınıf içi uygulanışına yönelik tutumlarını irdelemektedir. Öğrencilere uygulanan anketten çıkan sonuçlara göre bu aktivitelerin uygulanışı sırasında öğrenciler partnerleriyle birbirlerini baskılamadan eşit görev paylaşımında bulunmayı tercih etmektedirler. Buna ek olarak, öğrenciler ikili ve grup konuşma aktiviteleri sırasında İngilizce kullanmaya çalışmaktadırlar. Bazı öğrenciler bu aktivitelere daha istekle katılırken bazıları daha az isteklidirler. Konuşma partnerlerine çoğunlukla okutmanlar karar vermektedir. Öğrenciler bu aktivitelerin daha sık uygulanmasını istemektedir. Ayrıca öğrenciler konuşma aktivitelerinin konularının yeterince ilgi çekici olmadığını ve konuların hayatlarıyla ilintili olmadığını düşünmektedirler. İngilizce okutmanları ile gerçekleşen röportajlardan çıkan sonuçlara göre ise grup konuşma çalışmalarında minimum öğrenci sayısı üç maksimum altı kişiden oluşmalıdır ve ideal partner sayısı

ise dördttür. Bir ikili konuşma aktivitesi minimum beş maksimum on beş dakika sürmelidir. Bir grup konuşma aktivitesi ise minimum on maksimum yirmi dakika sürmelidir. İngilizce okutmanlar dil seviyesi daha güçlü olan öğrencilerle zayıf olan öğrencileri konuşma partneri yapmayı tercih etmektedirler. Konuşma sınıflarını sık sık değiştirmek sınıfta otantik bir ortam yaratmaktadır. Konuşma aktivitelerini daha ilgi çekici hale getirmek için aktiviteler üzerinde değişiklik yapılmalıdır. Öğrenciler konuşma aktivitelerini gerçekleştirirken okutmanlar öğrencileri gözlemlemeli ve yardıma ihtiyaçları olduğunda gerekli yardımı sunmalıdır. Konuşma aktivitesinin tamamlanmasından sonra öğrencilere geribildirim sağlamak önemlidir.

Üçüncü başlık birinci araştırma sorusunu c ve d kısımlarını cevaplamaya yönelik olup, İngilizce okutmanlarının ve öğrencilerin ikili ve grup konuşma aktivitelerinin avantajları ve dezavantajlarına yönelik tutumlarını irdelemektedir. Öğrencilere uygulanan anketten çıkan sonuçlara göre bu aktiviteler öğrencilerin konuşma ve iletişimsel becerilerini geliştirir. Önceden öğrenilen konuları pratik etmede yardımcı olur ve öğrencilerin öğrenme motivasyonunu artırır. Okuma becerisini geliştirir ve kelime dağarcığını artırır fakat bu aktivitelerin yazma becerisini geliştirmede bir rolü yoktur. İngilizce okutmanları ile gerçekleşen röportajlardan çıkan sonuçlara göre ise bu aktiviteler temel olarak öğrencilerin konuşma ve dinleme becerilerini geliştirir. Kelime dağarcığını artırır ve öğrenilen gramer konularının pekiştirilmesini sağlar. Akran etkileşimi ve işbirliği için fırsat tanır. Dersleri öğretmen merkezli olmaktan çıkarıp öğrenci merkezliye çevirir. Sınıfta herkese eşit konuşma şansı tanır, öğrencilerin stresini azaltır, motivasyonlarını artırır ve derslerin daha eğlenceli hale gelmesini sağlar. Diğer taraftan, okutmanlar bu aktivitelerin okuma ve yazma becerilerinin gelişimine bir katkısı olmadığını belirttiler. Ayrıca bu aktivitelerin uygulanışı sırasında öğrencilerin sık sık ana dillerine döndüğünü belirttiler. Okulun yoğun programı ve sınıfların ikili ve grup konuşma aktivitelerinin daha sık uygulanmasını engellemektedir. Öğrencilerin içsel motivasyon eksikliği, baskın konuşma partneri, öğrencilerin bazı kişilik özellikleri ve çok kültürlü bir toplulukta yetişmemiş olmak bu aktivitelerin uygulanışında dezavantaj teşkil etmektedir. Ayrıca öğrencileri bu aktiviteler sırasında gözlemlemek de öğrencilerin stresini artırabilmektedir.

Dördüncü başlık ikinci araştırma sorusunu cevaplamaya yönelik olup, İngilizce okutmanlarının ve öğrencilerin ikili ve grup konuşma aktivitelerinin sınıf içinde uygulanmasına yönelik önerilerini irdelemektedir. Öğrencilere uygulanan ankette çıkan sonuçlara göre öğrenciler ikili ve grup konuşma çalışmaları ile günlük konuşma dilini pratik etmek istemektedirler. Öğrenciler ayrıca partnerleriyle tamamladıkları konuşma aktivitelerini bir de sınıf önünde sunmak istememektedirler. Öğrenciler ayrıca konuşma aktivitelerinin mevcut seviyelerine uygun olmasını önerip, aktivitelerin çok zor ya da çok kolay olmasının uygun olmadığını belirtmişlerdir. Öğrenciler konuşma aktivitelerinin daha ilgi çekici konularla hazırlanmasını, aktiviteye hazırlanmak için ekstra zaman tanınmasını, hedef kelime öğretimi için aktivite öncesi vakit ayrılıp çalışılmasını, konuşma partnerlerini kendilerinin seçebilmesini, öğretmenlerinin aktiviteyle alakalı daha fazla yönlendirmede bulunmasını ve sınıflarında daha çok ikili ve grup konuşma aktivitesi uygulanmasını talep etmişlerdir. Öğrenciler temel İngilizce derslerine ek olarak ekstra bir konuşma dersi talebinde de bulunmuşlardır. Buna ek olarak, öğrenciler açık uçlu sorular kısmında bazı önerilerde bulunmuşlardır. Örnek olarak, öğrenciler bir günde üç tane ikili konuşma aktivitesi ve iki tane grup konuşma aktivitesi yapılmasını önermişler. Ayrıca sınıflarında ikili ve grup konuşma aktivitelerine ayrılan sürenin neredeyse aynı olduğunu ve ortalama on üç dakika olduğunu belirtmişlerdir. Fakat öğrenciler ikili konuşma aktiviteleri için on iki dakika, grup konuşma aktiviteleri için de on beş dakika ayrılmasını önermişlerdir. Öğrencilerden ikili konuşma ve grup konuşması aktiviteleri için konu önermeleri istenmiştir. Günlük hayat, ilginç konular, öğrencilerin bölümleriyle ilgili konular, iş hayatı, spor ve sosyal hayat gibi konular hem ikili konuşma aktiviteleri hem de grup konuşma aktiviteleri için önerilmiştir. İkili konuşma aktiviteleri için öğrenciler ayrıca bilgisayar oyunları, aile hayatı ve öğrencilerin günlük dili kullanabildikleri konuları önermişlerdir. Grup konuşma aktiviteleri için ise bilim, grupça tartışmaya uygun konular ve genel kültür içeren konular öğrenciler tarafından önerilmiştir. Bulgular Uztosun, Skinner, ve Cadorath, (2014) tarafından yürütülen çalışma ile de benzerlik göstermektedir. Bahsedilen araştırmacıların yaptığı çalışmaya göre de öğrenciler konuşma aktivitelerinde ilginç konuları ve konuşma derslerinde işlerine yarayacak aktiviteleri tercih etmektedirler. İngilizce okutmanları ile gerçekleştirilen röportajlardan çıkan sonuçlar ise öğrencilerin sonuçlarıyla oldukça

benzemektedir. En sık bahsedilen öneri, bazı kelime ve gramer yapılarının konuşma aktivitelerinin uygulanışından önce öğretilmesidir. İngilizce okutmanları bazı temel kullanım alanı geniş kelime gruplarının öğretimini öğrencilerin konuşma aktivitelerinin başarılı bir şekilde tamamlanmasına katkıda bulunduğunu belirtmişlerdir. Ayrıca, öğrencilere konuşma aktivitelerinin uygulanışından önce hazırlık yapımları, beyin fırtınası yapımları ve küçük notlar almaları için zaman tanınması gerektiği belirtilmiştir. Buna ek olarak, konuşma aktivitelerinin konusu öğrencilerin yaşına, ilgi alanına, kültürel birikimine, dil seviyelerine hitap etmeli ve konuşma aktiviteleri anlamlı, faydalı ve ilgi çekici olmalıdır. İngilizce okutmanları, konuşma aktivitelerinin zorluk, tür ve içerik olarak da okulda uygulanan sınavlarla eşit olması gerektiğinin de altını çizmektedir. Son olarak ise, okutmanlar ikili ve grup konuşma aktivitelerinin uygulamasıyla ilgili hizmet içi eğitim sayısının artırılması gerektiğini savunmaktadır.

Beşinci başlık üçüncü araştırma sorusunu cevaplamaya yönelik olup, İngilizce okutmanlarının ve öğrencilerin ikili ve grup konuşma aktivitelerinden yeterince faydalanamadıkları durumlarda sebep ya da sebeplerin neler olabileceğini irdellemektedir. Öğrencilere uygulanan anketten çıkan sonuçlara göre öğrenciler ikili konuşma ve grup konuşma aktivitelerine katılmakta oldukça istekli olsalar da kitabın konuşma aktivitelerini ilgi çekici bulmamaktadırlar. Buna ek olarak, haftalık programın çok yoğun olması, öğrencilerin motivasyonlarının düşük olması, kelime ve gramer bilgilerinin eksik olması ve duygularını ifade etmekte zorlanmaları öğrencilerin ikili ve grup konuşma aktivitelerinden yeterince faydalanamamasının sebepleri olabilir. İngilizce okutmanları ile gerçekleşen röportajlardan çıkan sonuçlara göre ise konuşma aktivitelerinin konuları bu aktivitelerin işlemediği durumlarda en önemli etken olabilir. Örneklendirmek gerekirse kitabın konuşma aktivitesi konuları öğrencinin yaşına, genel kültürüne ve ilgisine hitap etmediğinde öğrenciler konuşma aktivitesinde başarısız olabiliyorlar ya da aktiviteye olan ilgilerini kaybedebiliyorlar. Okutmanlar tarafından tespit edilen bir başka problem ise öğrencilerin kültürel altyapısı. İngilizce okutmanları Türkiye’de tartışma kültürünün çok yaygın olmadığını ve tartışmaya dayalı fikir paylaşma etkinliklerinin Türk eğitim sisteminde yaygın bir yeri olmadığını; aksine daha bireysel bir bakış açısının yaygın olduğunu belirtmektedirler. Öğrencilerin fikirlerini beyan etmek, kibarca karşı tarafın sözünü kesmek ve resmi bir dil kullanarak tartışmalara katılmak gibi tartışmanın gerektirdiği

temel iletişimsel becerilerden yoksun oldukları sonucu çıkarılabilir. Problemlerin sebebi olabilecek bir başka etmen ise kültürel faktörler olabilir. Okutmanlar Türk kültürünün öğrencilere alçakgönüllü ve mütevazı olmaları gerektiğini öğretmektedir. Bu sebeple öğrenciler çok da yakından tanımadıkları insanlara karşı kendilerini anlatırken ve savunurken çok da başarılı olamamaktadır. Buna ek olarak, Türk öğrenciler kendilerini ifade etmek için kelimelerin yerine daha çok mimik ve jestlerini kullanmaya meyillilerdir ki bu da kültürel bir etmen olarak belirtilmektedir. Son olarak, öğrencilerin konuşma aktivitelerinde yeterince başarılı olamamalarının altında yatan sebep öğrencilerin öğrenci hareketliliği imkânlarından daha az faydalanıyor olmalarının olabileceğidir. Bu yüzden öğrenciler hedef kültürü yakından tanıma ve hedef dili yerinde pratik etme fırsatlarına yeterince sahip olamamaktadırlar.

Çalışmanın sonuçlarından elde edilen pedagojik çıkarımlar ise İngilizce öğretmenleri/okutmanları, öğretmen eğitmenleri, müfredat tasarımcıları, eğitim politikaları belirleyicileri, program geliştiriciler ve araştırmacılar gibi bütün ilgili kişilere fikir verebilir ve çalışmalarında yardımcı olabilir. Öncelikle haftalık ders programı yoğunluğu ikili konuşma ve grup konuşması çalışmalarına rahatça yer verecek esneklikte hazırlanmalıdır. Ana derslere ek olarak bir konuşma dersinin programa dahil edilmesi öğrencilere konuşma aktivitelerini daha rahat pratik etme imkanı sağlayacaktır. Kitaptaki konuşma aktivitelerinden okutmanlar da öğrenciler de çok memnun görünmemektedir. Bu sebeple, bu aktiviteler öğrencilerin yaşına, genel kültürüne, ilgi alanına ve dil seviyelerine uygun hale getirilip daha ilgi çekici konularla konuşma aktiviteleri yeniden düzenlenebilir. İkili konuşma ve grup konuşma çalışmalarından önce bazı faydalı ifadelerin, kelime gruplarının öğretimi öğrenciler için çok faydalı olacaktır. Öğrencilere üniversite seviyesine gelmeden tartışma ve kendilerini ifade etme kültürü kazandırılmalıdır. Özellikle Türkçe derslerinden başlayarak ilköğretim ve orta öğretimde ikili konuşma ve grup konuşması çalışmaları yaptırılmalıdır. Böylece üniversite seviyesine ulaşan öğrenciler ikili konuşma ve grup konuşma çalışmaları için yeterince bilgi ve donanıma sahip, özgüvenli bireyler olarak yabancı dil öğreniminde daha emin adımlarla ilerlemektedirler. Son olarak da ikili çalışma ve grup konuşma çalışmalarıyla ilgili hizmet içi eğitimler daha sık ve daha çeşitli konularda düzenlenerek okutmanlara kendilerini geliştirme imkânı sağlanmalıdır.

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