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THE IMPACT OF MASS MEDIA TOOLS ON EFL STUDENTS' SPEAKING SKILLS

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Abstract

It is a well-known fact that mass media tools have tremendous impact on people all around the world, and it is also becoming a significantly important research area for scholars, educators and researchers in applied linguistics. EFL students in Turkish context complain about their speaking skills in English despite their exposure to English for a long period of primary and secondary education. Knowing this fact as a member of this community, an exploratory practice was conducted as a detailed study to find out young adult EFL students' (38) perceptions on the impact of mass media tools in the improvement of their speaking skills. The results displayed the fact that subject EFL students believed in the positive effect of mass media tools on their speaking skills but they were not aware of.

Keywords: MMT (mass media tools), A-V M (audio-visual materials), ESL (English as a Second Language), EFL (English as a Foreign Language)

The words and structures of a person's languages control his way of thinking and ultimately the whole culture to which it belongs.

Benjamin Whorf

1. Introduction

Technological developments and advances have changed the distribution of mass media in twentieth century radically. Today, it is integrated in nearly every corner of social life as a conflict, change, dominance, or social integration. It can also be said that the power of media has always influenced general or daily opinions, ideas and behavior of people. At present millions of people all around the globe fully rely on mass communication as the flow of information, and knowledge is unbelievably quick, fast and diverse.

In educational settings mass media enriches instruction. The enrichment may come from interesting presentation of audio visually developed/advanced movies, educational television programs, chat rooms and television series. Therefore, these materials can reach larger numbers of individuals than those used in classrooms, as they are easy to access and they have a wide publicity. The mass media also reach students easily, who do not prefer to participate in classroom instruction, and those ones who are distant from campus, working and unable to coordinate their business life schedules with class times, or those ones dealing with taking care of their children, the handicapped and many more.

As the mass media and the communication are interconnected, it is not unreasonable to make use of mass media tools such as TV and radio programs, news, films, songs and internet in EFL.

The role of the language and media is in fact needed to be focused on and analyzed in a good perspective in terms of its practicality, intelligibility, quality of doable-ity in terms of learning. Therefore, there is an urgent need to construct a relation between language and the media.

The language teaching situation in terms of the students' speaking competence is not successful in schools. There is an urgent need for a solution. The mass media tools could be considered as a remedy as these materials have the highest potential to attract the students by being flexible, entertaining and interactive. It will be easier, faster and more effective in improving students' listening and speaking skills.

Television with its authentic audiovisual materials, radio with its authentic audio materials, news with its authentic everyday language and the internet facilities which has all sorts of materials will be an effective way of learning and using the language. The use of these mass media teaching materials can add zest, interest and vitality to the teaching learning situation or environment. In addition to that, using authentic mass media teaching forces the students will be encouraged to be interactive, to learn faster and to remember. Mass media is materials, devices and symbols make a subject more comprehensible and interesting. They provide learners with realistic experiences (real-life situations) which gets their attention and help in understanding of the mechanics of the language.

This study is conducted with the aim of finding out the impact of spoken discourse of mass media on second language speaking skills development. In this study, a small scale action research was conducted. It is a research technique that can be employed by teachers to improve on the educational environment in the classroom. Usually, action research is done by teachers to analyze behavior and various classroom situations to better the classroom environment. For the study in question, it was hypnotized students cannot use daily expressions unless they are taught explicitly and a solution was searched. Some students were given a questionnaire which was analyzed as a pilot study to see such study will be useful for the students. Then questionnaire, interview, test techniques were used to collect the data.

The use of authentic mass media tools such as television, radio, films, videos, songs, and teach the expressions used in daily life is seen as a solution.

The study was conducted at Piri Reis University with 38 (19 experimental group and 19 control group) students. The following research questions are put forward for the whole study:

1. Can I make the EFL students use daily expressions if I expose them to oral media?
2. What is the role of mass media tools such as television, radio, films, videos, songs, and internet (social media) on the development of speaking skills in EFL?

However, the pilot study in this paper is done to understand whether mass media tools can or may be used to improve SS speaking skills or not.

2. Literature Review

Heinich (1990) believes that mass media serves many roles in teaching. It can easily become a teacher or it can serve as an interlocutor. Mass media can supply the words which go beyond the experience of the students. The teacher, by making use of mass media can bring in authentic materials that are real and life-like. It develops and improves student attitude and interest

towards learning. Plus, it makes learning permanent as it pushes students to attend, to gain more accurate information and to remember.

The impact of television on learning is accepted as undeniable. Television has one of the highest potential to revolutionize education and to link learning more closely to real life. Television can attract and motivate large audience, and so address national, universal problems as no other medium can. Only television has the scope, the visual impact and the potential for persuasion and behavior change to move masses (Siraj, 2001, Hwang, 2005).

For the authenticity of the materials, Tomilson (2001) for example of the opinion that authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers. Constructed materials on the other hand, are seen less effective and less interesting since they do not introduce real world to learners. Berardo (2006) highlights the idea that non-authentic materials have an ‘artificial and unvaried’ language as they only concentrate on the subject that is supposed to be taught, and ‘false-text indicators’ which are sentences formed perfectly, questions formed by grammatical structures and followed by a full answer, and structures repeated. These make the texts seem very different to the ones in the real world as the real language use reflection. Hwang (2005) similarly holds the idea that while those authentic materials are interactive, EFL textbooks are implemental. She also insists that relying on carefully written materials for English teaching is not enough in order to supply the native-like proficiency.

3. Problem

The language teaching situation in Turkish context seems to rely heavily on course books and in general, especially in terms of the students’ speaking competence there is no success and students after 12 years’ school education cannot communicate in a foreign language. The mass media tools could be considered as a remedy since these materials have the potential to attract the students by their flexibility and interactivity that would at the same time be entertaining for the learners. It will be easier, faster and more effective to improve students’ listening and speaking skills. In addition to this, EFL or ELT community has been designing coursebooks according to different teaching approaches or methods such as audiolingual, grammar-based, communicative and so on. All these approaches and methods tried to be effective on teaching the second language. However, the students find speaking English difficult as the language being used in the class is not similar to the one being used in real life. Grammatically, the students are successful, but on speaking, they are not that successful because the semi-authenticity of the books and the way of teaching. Therefore, I believed that , bearing the other researchers in mind, using authentic mass media tools / materials will solve the speaking problems of EFL learners as these materials are from real life and totally authentic.

4. The Venue

The English Preparatory School of Maritime University accommodates students who study English before they start their departmental courses. The participants were given 5 skills courses: Structure, Reading and Writing, Listening and speaking skills. The same curriculum was used for all the students who studied an intensive English language program at preparatory school.

EFL students are expected to pass the proficiency exam at the end of the year. During the year, students had quizzes and examinations prepared by the English Preparatory School. The aim of the quizzes is to test the content of the course. Quizzes are marked by the class instructors

and after the administration, papers are returned to the students. In each quarter, there are two mid-terms. The aim of the midterms is to show students the areas that need to be studied further. Through the midterms, the course content and language skills are tested. Apart from the tests, there is listening and speaking class for 8 hours each week. In these classes, the students are exposed to a lot of social media materials and authentic audio. With this, the aim is to evaluate the students listening and speaking skills. The students are given listening quizzes and tests and oral exams. All the students are expected to have a passing rate of 60 out of 100 in order to take the proficiency examination at the end of the year.

5. Subjects of Study

This study was done with 2 randomly chosen groups of EFL students. 19 students were in the experimental group and 19 students were in the control group. They were aged between 18-21. Participants were studying at a Maritime University English preparatory class with diverse educational background. All students had a very limited English background. The two groups were treated differently in their listening speaking classes. For example, the control group was studying actual Q-Skills Listening and Speaking Course book, while the experimental group was supposed to study both the regular curriculum and many extra authentic media materials such as movies, news, interviews and songs.

6. Tools of Research

The researcher has used primary and secondary sources for data collection. The primary source was mass media tools such as television, radio, and online videos and from daily life. The secondary source was the course books.

a. Questionnaire

Two surveys were designed by using questionnaires. The researcher opted to use both open ended and closed ended questionnaires in two respective surveys.

b. Interview

Secondly, interviews were conducted to evaluate the effect of social media on speaking accurately and fluently.

c. Observation

The subjects were observed in two ways; on a guide for the study in class, on data and on how they speak. In-class experience and observations provided a holistic view to the research problem.

d. Content Analysis

English TV programs, news, radio programs, videos and movies with/out English subtitle and songs with lyrics were analyzed and a syllabus was designed for classroom use. The syllabus designed was conducted in the experimental group's class whereas the control group was taught with the syllabus of the school.

7. Data Collection

Several data were used to draw conclusion based on their information. All data were collected in the first term of 2011 – 2012 academic years. To get a holistic view of Listening and Speaking

class, we had data relied on classroom observations including classroom studies, questionnaires, statistic knowledge obtained from the written and oral tests of students.

8. Pilot study

A pilot study was conducted to get the students' general idea of the advantages of mass media tools such as videos, movies and TV on speaking accurately and fluently, and plus, whether these tools would be effective and improve the students' speaking skills and get the colloquial language. To get the results, six questions were asked to the students. (see Appendix 1)

9. Questionnaire 1

Questionnaire 1 was given to the students to understand the common perspective of them about Listening and Speaking. It was the first week of the term and the English level of students was low and found it hard to understand. The teacher asked some basic questions about Listening and speaking to reveal students' perception about the course. Through oral social media feedback, the first questionnaire was based on some basic oral questions and listening media materials. (see Appendix 2). The students were wanted to catch and use the daily expressions from oral social media feedback/materials. (see Appendix 2)

10. Questionnaire 2

The research hypnotizes that developing awareness and raising interest of students towards the Listening and Speaking by using materials from social and mass media tools such as news, videos, authentic speaking sources will result in better listening, accuracy and fluency. Therefore, in order to check whether the study was fruitful or not, students' interest towards the subject needed to be researched. (see Appendix 3)

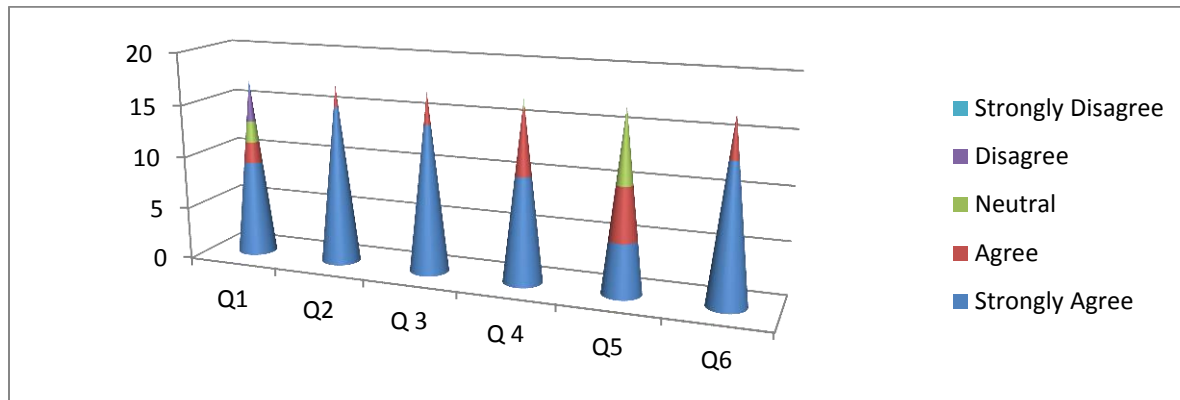
11. Tests / Examinations

Tests and examinations prepared according to the course book and authentic media sources were given regularly to assess the outcomes of the materials used. The authentic materials from media tools and materials from the book chosen were used to evaluate the students' listening comprehension. Before using the media materials in the class, the researcher taught some common daily expressions such as 'actually, well, I think, for me, you know, personally, personally I think' and so on. Afterwards, the students tried to grasp these expressions while watching the videos. The main purpose of these activities is to teach how to speak or how to sound naturally and more sensibly. Furthermore, the students need to use them while speaking the second language if they would like to speak naturally. (see Appendix 4 -5).

12. Data Analysis

12.1. Pilot Study Analysis

The pilot study was conducted and six questions were asked. As the students did not understand the questions, they were translated into Turkish to help them understand.(see Appendix 1)

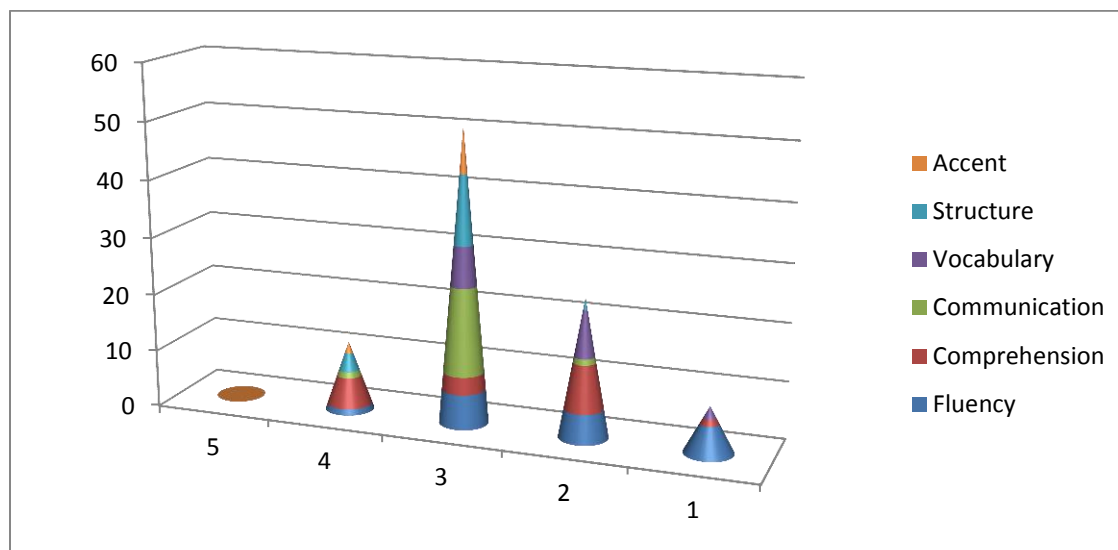
Table 1. *Pilot Study*

From the pilot study, it can be understood clearly that most of the students chose the answer ‘strongly agree’ which means that the students had the general idea that films, movies, television, chatting with native speakers and English songs would be a productive and an effective way of learning daily/ colloquial language and using it accurately and fluently. (see Appendix 1)

12.2. Questionnaire 1 Analysis

The research question, ‘Can I make the EFL students use daily expressions if I expose them to oral media as much as possible? What is the role of mass media tools such as television, radio, films, videos, songs, and internet (social media) on speaking skills and speaking fluently?, an attitude questionnaire was given to students at the beginning of the term. The questionnaire had six questions and each question had five different options. The questions were designed to reveal students’ opinions regarding their attitudes towards Listening and Speaking. The results were analyzed question by question. The students found the questions and their options hard to understand, and therefore the whole questionnaire was translated into Turkish and given in Turkish. (see Appendix 2). It was understood that the students could not catch and use the daily expressions, which are the crucial part of fluent speaking. Here is the result of students’ attitude questionnaire;

In this questionnaire, the students were tested according to some criteria such as fluency, comprehension, communication, vocabulary, structure and accent. The first question is about fluency, the second one is comprehension, the third one is communication, the fourth one is vocabulary, the fifth one is structure and the last one is accent. Each of these has five options. The students choose one option that matches with their level of fluency, comprehension, communication, vocabulary, structure and accent. (see Appendix 2)

Table 2: *The pre- checklist for measuring communicative abilities.*

As it can be clearly understood from the Table 2 that in the first questionnaire, the students have the idea that they mostly speak hesitantly and slowly because of simply paraphrasing and searching for words and speak in short patterns (1, 4). In addition to that they can understand simple sentences (2, 2) and they are almost unable to communicate (3,1), only able to communicate for personal and survival needs (3,2). Furthermore, the table shows that they use limited vocabulary (4, 2) or some basic words and use predominantly present verb tenses (5, 2) and make severe errors (6, 2). Lastly, the students have pronunciation problems, which are almost unintelligible.

12.3. Training Session

After the 1st questionnaire observations, students were trained about how /when to use these daily expressions list which has ‘Giving opinions, Agreeing, Disagreeing, Asking for opinions, Interrupting, Making things clear, Making a point/ stating a fact, Saying that you’re not sure, Trying to remember, Checking that you’ve understood’ and fillers. (see Appendix 3). After training, the students watched many authentic social media tools such as movies, news, interviews, lecture and songs. These online materials (www.ted.com), (www.realenglish.com), (www.ello.org), (www.youtube.com), were chosen according to the spoken language in the context. It was thought that if the students were exposed to these materials a lot, they would produce more common daily expressions. At the end of this training session and its applications, the students were given while listening test.

12.4. Analysis of Tests / Examinations

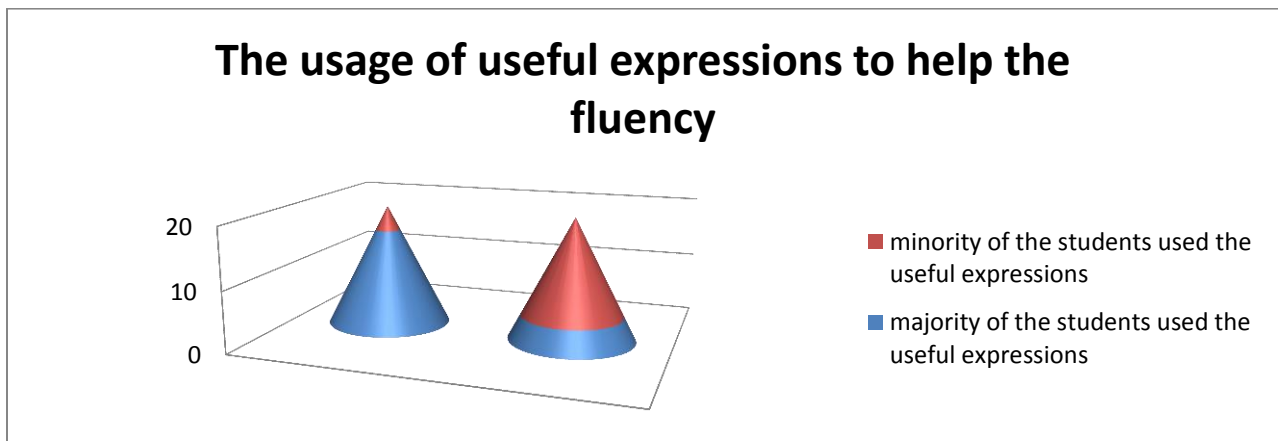
When the first written ‘fill in the blank with the daily expressions test’ was given, they were not very successful; 14 out of 19 students could not fill in the gaps, but only 4 out of 19 students could fill in the gaps with the correct alternatives of useful expressions that help them to sound naturally and fluently. Therefore, the researcher decided to give the expressions on giving opinions, agreeing/ disagreeing, asking for opinions, making a point and so on.

Table 6. *The usage of useful expressions pre- training.*



However, after the study sessions about the daily expressions and being exposed to variety of social media tools such as news, videos, interviews, songs and lectures, the students understood the key point, which is the usage of daily expressions while speaking the language. It is observed that they began to use these expressions whenever they were given a speaking task.

Table 7. *The usage of useful expressions post- training*

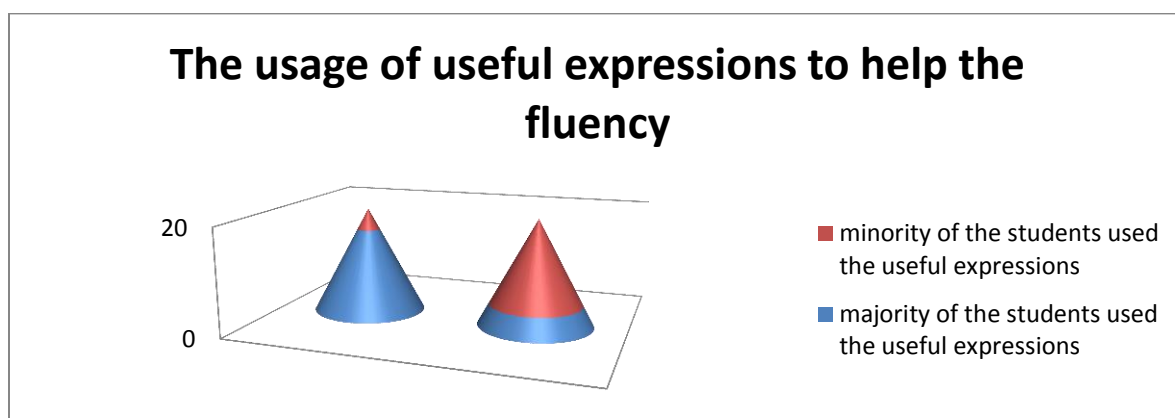


The students watched videos, short soap operas, speeches, lectures and songs with lyrics, weather forecasts, news and other supplementary audio-visual authentic materials. They were told to catch the phrases and expressions that they were trained about. Afterwards, they were tested by the researcher to see the outcomes of the training. It was seen that 16 out of 19 students could fill in the gaps with correct alternatives of daily expressions while 4 out of 19 students could not do it efficiently enough.

Table 8. *The usage of useful expressions– pre- training.*



Table 9. *The usage of useful expressions post- training*



When before training and after training session compared, it can obviously seen that mass media authentic materials seem to be more effective and motivating than the course books studied during the class as these audio-visual authentic materials produce or are capable of producing an intended result or having a striking effect on picking up the daily expressions.

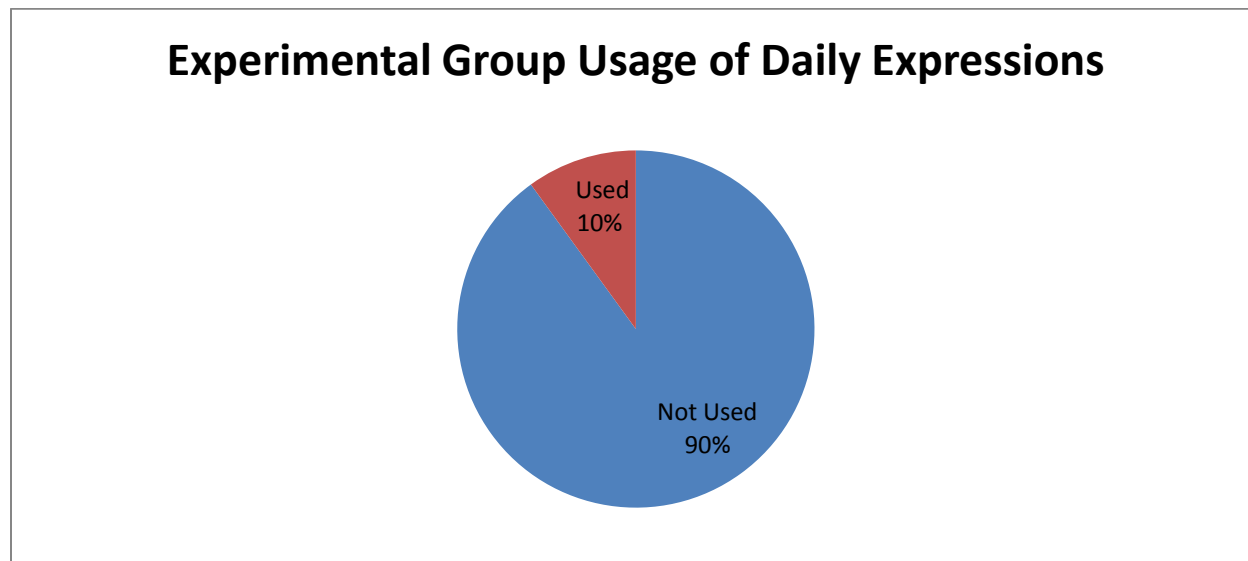
In this test, the students were asked to fill in the blanks with the daily expressions that they heard. (see Appendix 4). This was repeated a couple of times and the students understood that the daily expressions are the significantly key elements/points for speaking the language fluently. Afterwards, it was obviously seen that they are able to use these daily expressions whenever their opinions/ideas were asked for any speaking task.

12.5 Analysis of oral tests

Oral test was conducted to evaluate formally whether the students used the daily expressions well enough. There were two groups; experimental and control group. Experimental group did not have any training sessions on usage of daily expressions while speaking. However, control group had training session on usage of daily expressions to make their speaking more fluent and accurate. There were five students in each group and each student was asked six questions ranging from education, social life, health and so forth. Each student was asked to pick a card from an envelope and in each card, there were six questions. (see Appendix). Picking a card was not important for the researcher, rather, using daily expressions while speaking was my key point.

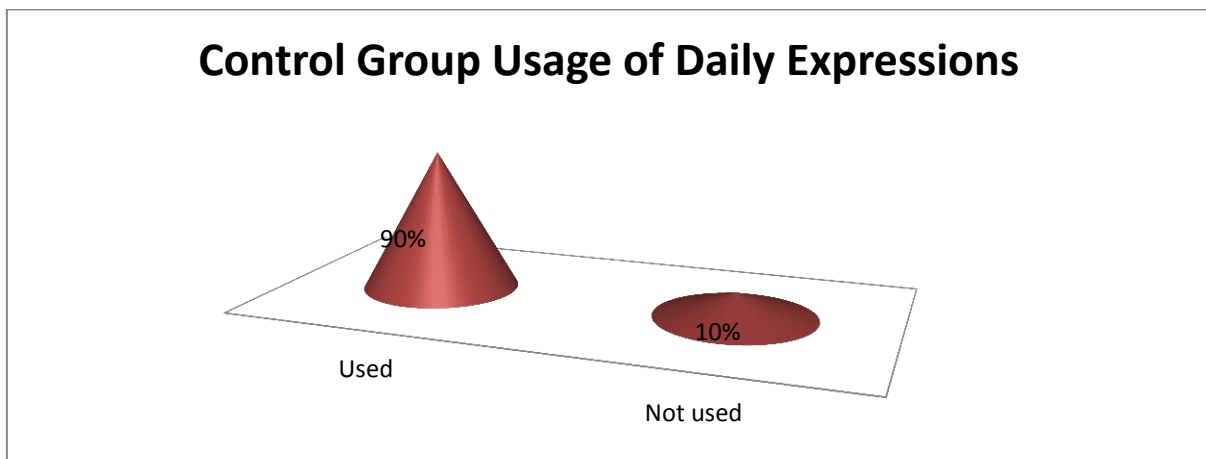
Each experimental group student picked a card from the envelope and began to speak on various subjects. However, it was seemed that their way of speaking was accurate but not fluent. 90 % of the students did not use daily expressions. Their way of speaking about given subjects sounded like reading sentences from a book and dull. However, 10 % of the students spoke using daily expressions which sounded like more natural, accurate and fluent.

Table 10. *Experimental group usage of daily expressions.*



However, each student in control group picked a card from the same envelope and spoke about almost the same topics. 90 % of the control group students spoke using daily expressions such as ‘ Actually, I think, You know, Well, I think, For me, In my opinion, and so forth which sounded more natural, accurate and most importantly fluent. Only 10 % of the students did not used these daily expressions.

Table 11. *Control group usage of daily expressions.*



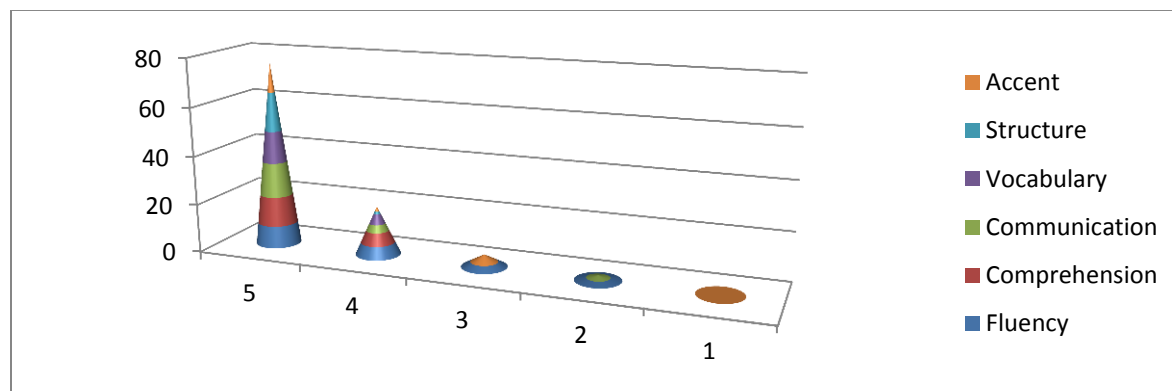
At this point, it is seemed that using authentic mass media materials in class is effective on using common daily expressions while speaking. When both experimental and control group oral interview / tests taken into consideration, it is also understood that these authentic mass media

materials can be used in the class to destroy the barrier between real life speaking language and classroom language.

12.6. Questionnaire 2 Analysis

After, the students watched authentic videos, short online lectures online authentic language teaching materials and some other materials such as news, weather forecast, soap operas which are short and with/ out English subtitle, and also some other course book listening materials to understand which one(s) is/are more helpful and motivating to make them speak naturally and fluently. The students figured out that authentic audio-visual materials are more helpful and effective to make them speak fluently and sound naturally.

Table 3. *The post- checklist for measuring communicative abilities.*



From the Table 3, it is seen that when the students exposed to audio-visual authentic media materials they speak with less hesitations (1, 4), and understand most spoken language (2, 4), initiate and sustain conversations (3, 3), and it is also observed that they can form/ produce some academic and colloquial vocabulary and expressions (4, 4), use some complex sentences (5, 3) and speak with few phonemic errors (6, 4), but more intelligible pronunciation. In summary, their fluency, comprehension, communication, vocabulary, structure and accent showed better progress.

Table 4. *The pre- checklist for measuring communicative abilities.*

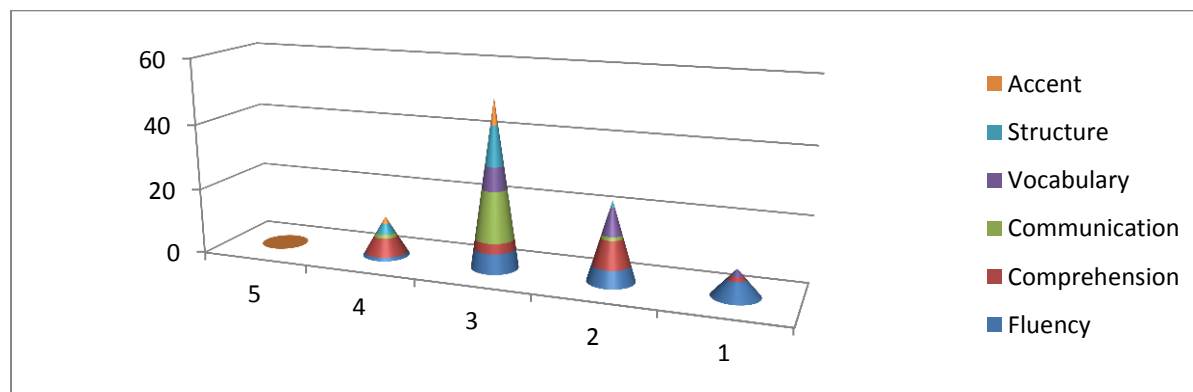
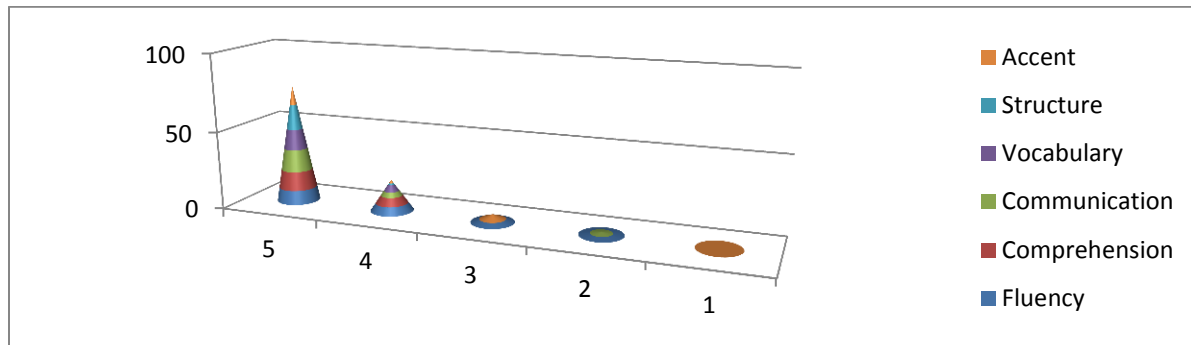


Table 5. *The post- checklist for measuring communicative abilities.*

When compared to the first table, it is clear that the students are more familiar with English in many ways. For example, the students became more fluent, and it was easier for them to understand a native speaker. In addition, they could use the common daily phrases as they figured out that the people on videos, movies and TV used these while speaking. After exposed to these online and media tools, they could understand the accents and plus, they did try to have an accent while speaking. In short, it is seen that this study was productive, efficient and problem solving for the students.

13. Conclusion

The study was conducted to judge the effectiveness of mass media authentic materials on picking up the colloquial language in speaking English. The selected Preparatory School listening and speaking courses are devoted to this study of mass media authentic materials were carried out during the learning process. The results of the study presented the effectiveness of teaching these authentic materials in foreign language speaking skills development. The analysis of the data collected from the EFL students' speaking on one hand and the effectiveness of mass media authentic materials on the other. The results, considerably high success with a score of percentage 80, and the questionnaires showed significant evidences of the study conducted throughout the year. Students developed positive attitude towards mass media authentic materials rather than non-authentic course book materials. The rate of speaking a foreign language accurately and fluently in the class increased compared to the beginning of the year. In addition, the results of the study revealed that authentic mass media materials used in the class are much more effective and efficient than those ones in the course books.

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Appendix – Questionnaire**1- Strongly agree 2- Agree 3- Neutral 4- Disagree 5- Strongly Disagree**

1. Film language is from daily English, whereas course books is not
..... 1 2 3 4 5
2. Watching soap opera, videos and movies will improve my speaking
..... 1 2 3 4 5
3. Chatting with native speakers will improve my speaking
..... 1 2 3 4 5
4. Computer games will improve my vocabulary knowledge
..... 1 2 3 4 5
5. Listening to audio- visual media will be an effective on speaking fluent and accurate
English..... 1 2 3 4 5
6. TV and radio programs, films, news and English songs will improve my speaking skills
..... 1 2 3 4 5

1- Kesinlikle katılıyorum 2- Katılıyorum 3- Nötr 4- Katılmıyorum**5- Kesinlikle katılmıyorum**

1. Film dili günlük İngilizce iken, ders kitapları günlük İngilizce değildir.
.....
2. Diziler, videolar, ve filmler İngilizce konuşmamı geliştirecektir.
..... 1 2 3 4 5
3. Anadili İngilizce olan birisiyle konuşmak İngilizcemi geliştirecektir.
..... 1 2 3 4 5
4. Bilgisayar oyunları kelime hazinemi geliştirecektir.
..... 1 2 3 4 5
5. Media araçları doğru ve akıcı konuşmak için etkili bir yoldur.
..... 1 2 3 4 5
6. Televizyon ve radio programları, haberler ve İngilizce şarkılar İngilizce konuşma
becerimi geliştirecektir.
..... 1 2 3 4 5

Appendix 2 - The Checklist for Measuring Communicative Abilities**Scale 1 – fluency**

5. I speak fluently.
4. I speak with native-speaker like fluency, pauses and hesitations do not interfere with comprehension.
3. I speak with occasional hesitations.
2. I speak hesitantly and slowly because of searching for words.
1. I speak in single word and short patterns and I am unable to make connect the sentences.



Scale II – comprehension

5. I understand academic discourse without difficulty.
4. I understand most spoken language.
3. I understand academic discourse with repetitions, rephrasing and clarifications.
2. I understand simple sentences and words. .
1. I understand very little or no English.

Scale III - communication

5. I communicate competently in social academic settings.
4. I speak fluently in an academic setting; errors do not interfere with meaning.
3. I initiate and sustain conversation and it exhibits self-confidence in social situations.
2. I begin to communicate for personal and survival needs.
1. I am unable to communicate.

Scale IV - vocabulary

5. I use extensive vocabulary in any domain appropriately.
4. I use varied vocabulary to discuss general topics and in special interests.
3. I use academic vocabulary, but I use some word inappropriately.
2. I use limited vocabulary.
1. I have inadequate basic vocabulary.

Scale V – structure

5. I master a variety of grammatical structures, almost no errors.
4. I make some grammatical errors, but I do not have any problem with understanding.
3. I use some complex sentences.
2. I use present tense verbs.
1. I make severe errors.

Scale VI – accent

5. I have acceptable pronunciation with few traces of foreign accent.
4. I speak with few phonemic errors, but almost intelligible pronunciation.
3. I need to listen attentively to get the accent.
2. I make severe errors.
1. I do not understand any speaking.

İletişim Becerileri Ölçüm Listesi

Ölçüm 1 – akıcılık

5. Akıcı bir şekilde konuşuyorum.



4. 'Native speaker' ile akıcı gibi konuşuyorum, durmalar ve tereddütler anlamaya engel teşkil etmiyor.

3. Bazı tereddütlerle konuşuyorum.

2. Kelime aradığım için yavaş konuşuyorum.

1. Tek kelime ve kısa kalıplarla konuşuyorum ve cümle kuramıyorum.

Ölçüm II – anlama

5. Akademik konuşmayı zorlanmadan anlıyorum.

4. Çoğu konuşma dilini anlıyorum.

3. Akademik konuşmayı tekrarlar, başka cümlelerle anlatılınca ve açıklamalarla anlıyorum.

2. Basit kelime cümleleri anlıyorum.

1. Çok az anlıyorum veya hiç anlamıyorum.

Ölçüm III - iletişim

5. Sosyal akademik ortamlarda etkili bir şekilde konuşuyorum.

4. Akademik ortamlarda etkili bir şekilde konuşuyorum, yanlışlar anlamaya engel teşkil etmiyor.

3. Koşumaya başlayıp sürdürüyorum, ve sosyal durumlarda kendine güveni sergiliyor.

2. Kişisel ve günlük ihtiyaçlar için iletişim kurmaya başlıyorum.

1. İletişim kuramıyorum.

Ölçüm IV – kelime

5. Herhangi bir alanda uygun bir şekilde yoğun kelime kullanıyorum.

4. Genel ve özel ilgi alanı ile ilgili konuları tartışmak için çeşitli kelime kullanıyorum.

3. Akademik kelime kullanıyorum, ancak bazı kelimeleri doğru kullanamıyorum.

2. Sınırlı sayıda kelime kullanıyorum.

1. Yetersiz temel kelime hazinesine sahibim.

Ölçüm V – yapı

5. Çeşitli dilbilgisi yapılarına hakimim, hemen hemen hiç hata yapmıyorum.

4. Bazı dilbilgisi hataları yapıyorum, ancak anlama konusunda hiçbir problemim olmuyor.

3. Bazı kompleks cümleler kuruyorum.

2. Geniş zaman kullanıyorum.

1. Ciddi hatalar yapıyorum.

Ölçüm VI – aksan

5. Birkaç yabancı aksanı içeren kabul edilebilir telafuzum var.

4. Birkaç ses hatasıyla konuşuyorum, ancak hemen hemen anlaşılır bir telafuzum var.

3. Aksanı anlamam için dikkatli bir şekilde dinlemem gerekiyor.



2. Ciddi hatalar yapıyorum.

1. Konuşmayı hiç anlamıyorum.

Appendix 3 – Common Daily Expressions

Training

Giving opinions

As I see it,

Personally, I think...

From my point of view,

For me,

It seems to me...

In my experience,

Asking for opinions

What makes you say that?

What do you think about that?

What's your opinion?

What do you think?

Agreeing

I suppose you're right

Exactly

Oh yes, definitely

There is no question that you're right

I guess it is, yes

You've got a point there

I absolutely agree

Disagreeing

I don't think so

The point is,

Let's face it,

Maybe you're right, but...

That's a good point, but...

I'm afraid I can't agree with you there

Come on

Not necessarily

Interrupting

Can I just say something?

Sorry for interrupting, but...

May I say something here?

Making things clear

What I meant was...

Let me explain what I think about...

My point was...

What I'm trying to say is...

Saying that you're not sur

I guess...

I'm not sure...

Maybe/ Perhaps

Making a point / stating a fact

The thing/fact is,

Fillers

"like", "y'know", "so", "actually", "literally", "basically", "right", "I'm tellin' ya" and "you know what I mean?"

Appendix 4 – Common Daily Expressions Listening Tests

A. Complete the dialogue with the expressions taught before.

A:that students need computers.

B:, small classes are important.

A: that our school is great.

B: that the classes are interesting.

C: the classes are too big.

B. Complete the dialogue with the expressions taught before.

1. A:, a good school gives a lot of tests. Then students study every day.

B: Class discussions make students study.

2. A: that sports are really important. Students need healthy bodies.

B: exercise is very important.

3. A: the food in our dining commons isn't very good. I don't like it!

B: that it tastes terrible. I usually cook my own food.

4. A:we need a new library. The building is really old.

B: I like our library. that it's beautiful.

5. A: Our school isn't in a good neighborhood. that it's very dangerous. I hear police sirens all the time.

B: You hear sirens because the police station is on the same street!
....., the school is very safe.

C. Complete the dialogue with the expressions taught before.

Female student: Hi, can I interview you about your food choices?

Male student:

Female student:What's your favorite food?

Male student: pizza's my favorite food.

Female student: And why is it your favorite?

Male student: Because it's cheap and convenient. Also, I love cheese.

Female student:do you think organic food is good for you?

Male student: I really don't know. I don't buy it.

Female student: Why not?

Male student: Because in my opinion, it's too expensive.

Female student: And what kinds of food do you avoid?

Male student: I try to avoid strawberries.



Female student: Why do you avoid strawberries?

Male student: Because I'm allergic to them.

Female student: And what do you usually eat for breakfast?

Male student: Nonfat yogurt.

Female student: Why do you choose nonfat yogurt?

Male student: it fills me up and gives me energy.

Female student: That's it. Thanks a lot!

D. Complete the dialogue with the expressions taught before.

Todd: OK, Keri, I've heard you talk about your father quite a bit. He sounds like a very interesting man. Can you talk a little bit about him?

Kerri: Sure. My dad's name is Robert and he's an interesting guy. He's retired now and lives in Oregon and in his free time he's building an airplane (wow!)

Todd:can he fly a plane as well?

Kerri: he has a private pilot's license.

Todd: that must be pretty difficult. He's actually making a plane from scratch.

Kerri: he used to be an airplane mechanic, so quite awhile ago. But yeah, he's doing all the riveting, building all the different parts of the plane and assembling it.

Todd: when do you think he's going to be finished.

Kerri: I don't know. I got an e-mail from him recently that said he's just putting the tail section on soon. But I haven't seen a picture of that yet.

Todd: Wow. So are you going to go in this plane with your father as soon as it's finished?

Kerri:He's having someone else test fly it which made me happy when I found out. Although I trust his work cause he's meticulous but it made me feel good that someone else is going to try it for the first time, after it's finished, when he's ready to take up passengers.

Todd:

Kerri:

E. Complete the dialogue with the expressions taught before.

Jake: So, Lyndsay do you like to text message a lot on your cell phone?

Lindsay: Yeah,I text message a lot.

Jake: I don't do it so much. Sometimes I prefer to just call someone on the phone if *I'm in a hurry*.

Lindsay:*I go both ways*. Sometimes I know I don't really want to talk to the person. I just want to ask them one question, so it's so much easier for me just to text them and say, "Are you going to the party tonight" for example instead of calling them, because I know if I call them, I'm gonna have to have a long conversation.



Jake: Well, usually I get off the phone pretty quickly when I call someone.
I'm not a big talker.

Lindsay: Jake. You don't talk a lot. But, in general, I like to call people because it adds a more personal touch.

Jake: So are you fast at writing the messages with your thumb?

Lindsay: when I first got a cell phone, which was actually only five years ago, I was so slow, I would never text message, and I always called people, but then people kept text messaging me so I felt obligated to try to learn how to text message, so now, I'm pretty fast What about you?

Jake: I have the opposite problem, where when I first got my cell phone, I thought it was so cool and I had to text message all my friends who had one, and I was pretty fast with my thumb then, butnow I don't use it so much, and I've gotten slower

Lindsay: the text message actually is sort of has to do with your age, for example, I text message a lot and I know people younger than me, for example people in high school, they text message a lot, but I asked my father if he text messages, and guess what he said?

Jake: What?

Lindsay: he said he never text messages. He thinks it's very juevenile and unprofessional to text message someone.

Jake:It's usually associated with young people and considered pretty informal to text message someone.

Lindsay: Yeah, it is really informal,because you're just using your thumb and you're trying to write fast. Rarely do you ever write 'dear' or 'from' or use polite language, right?

Jake:, because you're using your thumb, you have to write the messages as short as you possibly can.

Lindsay: it sort of makes sense; when I think that I would never text message someone I didn't know very well. I only text message people I'm good friends with and comfortable with.

Jake: it serves it purpose then, doesn't it.

Lindsay: it is cheaper than calling someone, but, you know, other times it's better to call someone, don't you think.

Jake: Yeah, definitely.

Appendix 5 – Common Daily Expressions Oral Interview

PACK 1

1. What is important in your life? Education, entertainment, family etc...Why?
2. Is it better to work in an office or from home? Why? Give your reasons.
3. Which is more important money or friendship? Why?
4. Does a name affect someone's personality?
5. Most students are not interested in arts. Do you agree or disagree?
6. People make friends on Facebook, Yonja and other web pages. Do you think it is good or bad, why?

PACK 2

1. What do people do in their free time? What are your favorite free time activities?
2. What can we do to have a good health?
3. Are you a good friend? Why? Why not?
4. Why do people name their babies after an older family member?
5. What are you interested in in your daily life? Explain.
6. What kind of person are you? Describe your personality in detail.

PACK 3

1. What do you usually do at the weekends?
2. Describe your favorite pop star? What's s/he like? What does s/he like doing?
3. Tell us about your best friend's appearance and character?
4. What are the naming traditions in Turkey?
5. Which sports are you good at?
6. What is your dream job?

PACK 4

1. Why do you usually eat out?
2. What is your favorite season? What activities do you usually do to feel relax in that season?
3. People sometimes lie to make their friends happy? Do you agree or disagree?
4. You have a company, how do you choose a name for it?
5. Hobbies are good for people. Why? Why not?
6. What are the requirements to find a good job in Turkey?

PACK 5

1. What do you do in the evenings?
2. What is the worst experience you have ever had? Describe it in detail.



3. Which is more important money or friendship? Why?
4. Is it easy or difficult to find a job in Turkey? Why?
5. What activities are relaxing do you think? Do you do those activities in your free time?
6. Why is laughter the best medicine?

PACK 6

1. What are the special events? What do you do to celebrate a special event, like a wedding?
2. What are your New Year's resolutions for this year? Tell why or why not?
3. Who is more important; your best friend or your boy/girlfriend? Why? Why not?
4. What is /makes a good school? Explain.
5. How do people make friends? Explain by example.
6. What are the advantages of living in a dormitory with your friends and your own apartment with your family?

PACK 7

1. Tell me about your ideal girlfriend/boyfriend.
2. What is the most boring movie you have ever watched? Why? Describe it in detail.
3. Do you have enough time to rest after school? Why? Why not?
4. You are going to be a mariner/ sailor, what kind of skills and qualifications do you need?
5. What is /makes a good school? Explain.
6. What foreign country do you want to live in? Why?

PACK 8

1. What are the advantages or disadvantages of watching a film in the cinema?
2. What is the best or worst present you have ever had so far? Why? Describe it in detail.
3. What do you like about going to school?
4. What are the reasons for immigration?
5. Do you think that sports clubs are very important at a university? Why / why not?
6. What are the important things when you want to buy or rent a house? Why?

PACK 9

1. 1. Tell me about your dream holiday place.
2. 2. How do you come to school? What are the good and bad points of commuting to school?
3. Do you think academic term should be shorter at this university? Why? Why not?
4. When a person immigrates, how does his/her life change?
5. A big campus is very important in a good university. Do you agree/disagree?
6. What is Turkey or your hometown famous for? Give information about your hometown.



PACK 10

1. 1. People all over the world waste their time watching a lot of TV. Do you agree/disagree?
2. What do you do in your free time? Tell us about your free time activities.
3. Do you need more time after school? Why? Why not?
4. There is a country and it gets immigration all the time, what kind of a country it might be?
5. It is important to learn English at a university. Do you agree/disagree?
6. What is the best kind of vacation? Why? Explain.