

A Study on Developing Fluency and Accuracy Skills in Teaching Turkish as a Second Language*

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Abstract. The present study aims to determine the development of fluency and accuracy skills, which are among the components of speaking, by language instructors in the process of teaching Turkish as a second language. The study was carried out by using a phenomenological design within the framework of the qualitative research approach. The study group consists of 10 language instructors working at Erzincan Binali Yıldırım University TÖMER, Amasya University TÖMER, Uludağ University TÖMER, Kilis 7 Aralık University TÖMER and İnönü University TÖMER. Semi-structured interview form was used in the data collection process. Interview data were analyzed with content analysis. As a result of the study, in line with the views of instructors, it was concluded that learners of Turkish as a second language could not speak fluently and accurately due to their anxiety and that sufficient time was not allocated for fluent and accurate speaking of students due to priorities such as completing the curriculum and finishing the course book. It can also be seen that instructors preferred activities such as role-playing, drama, songs, rhymes, interviews, and storytelling to develop fluent and accurate speaking of learners and they recommended real-life activities, speaking club, karaoke, and drama activities for the future.

Keywords: Fluency, accuracy, speaking, teaching Turkish as a second language.

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1. INTRODUCTION

Humans find an opportunity to continue their social lives by communicating with other people. It is possible to say that individuals who feel the need to communicate for different purposes in various settings are in search of self-expression. It is a known fact that people who want to express themselves mostly prefer verbal communication in daily life. This situation shows the importance of speaking skills. Bashir, Azeem and Dogar (2011) stated that speaking is an oral production skill, and it includes more than pronunciation. According to Kurudayıoğlu (2019) speaking is the most effective tool in people's communication with their environment and speaking activities find their place in almost every part of society. Speaking, which is expressed as the second skill that is acquired, has an important place in communication (Derakhshan, Khalili & Beheshti, 2016). Speaking skill is thought to be a skill that needs to be carefully considered and developed for native speakers and second language learners due to the importance it has in the communication environment.

Temizyürek (2007) states that speaking is important in individuals' expressing themselves and forms the basis of Turkish teaching. In addition to its importance in the teaching of the mother tongue, speaking skill also has an important place in teaching Turkish as a second language. Most people who learn languages consider speaking skills a criterion of knowing a language (Bahrani & Soltani, 2012). At this point, Hasırcı (2019) emphasized that speaking skill stands out among indicators of linguistic competence. During the process of teaching Turkish as a second language, to avoid problems related to expression and communication, it is thought that language teachers and learners should be aware of the basic qualities of good speech and the basic components of speaking skills and they should make enough efforts to acquire these qualities and components. According to Kurt and Göçer (2022), the criterion for transforming speaking into a skill is that the language learner should know about the language-specific rules and the elements that a successful speech should have (articulation, intonation, emphasis, pause, fluency, and accuracy) to be able to speak in the target language. F. Çelik (2019) listed the basic features of speaking skill as tone and intonation, emphasis and rhythm, pronunciation and coherency, style, fluency, intelligibility, syntax, accuracy, vocabulary richness, emphasis on subject and sentence, integrity, and appropriateness; while Fidan (2016) listed the basic concepts that guide practices for teaching speaking as fluency and accuracy, input and output, attention and awareness, automatic and control and communication strategies.

According to Wang (2014), speaking competence includes accuracy and fluency. These components (fluency and accuracy) are among the basic skills features of speaking skills and guide speaking teaching practices to enable communicating effectively in the target language. Thus, the process takes place without interruption and misunderstanding. The main goal in the acquisition and development of speaking skills in the language teaching process is to enable individuals to communicate accurately, effectively, and fluently with other individuals (Çelik, 2019, p. 101) and to express their feelings and thoughts accurately and fluently in the language they have learned (Boylu & Çangal, 2015).

According to Karadağ and Göçer (2018), speaking accurately and fluently is one of the criteria for knowing a language.

Fluency can be defined as the verbal transfer of feelings and thoughts to the other party in the communication process by ordering them in the mind with conscious pauses, without allowing any roughness in the communication process. Fidan (2016, p. 135) expresses fluency as “language learners’ speaking or reading without stuttering or causing long silence in its most general form”. According to Thornbury (2005) there may be pauses in fluent speech, but they should not occur frequently. “When considered in terms of the target language, fluency is being able to speak in a certain rhythm without long pauses when speaking. Language learners can express themselves at a certain and paced speed following the subject or situation without wasting too much time to think” (Göçer & Karadağ, 2022, s. 308). Too much attention is paid to fluency in achieving communicative goals in conversations (Shahini & Shahamirian, 2017). According to Bilge and Kalenderoğlu (2022) the detention and deductions caused by the process burden and regulation procedures may cause the audience not to listen to what is spoken and not to understand the message. For this reason, it is thought that fluent speech is important for the communication process to make sense of the message given by the other persons. Ho (2018) stated that the competence of speaking fluently is generally used to measure the achievement of a student learning a foreign language. When the Curriculum for teaching Turkish as a foreign language published by the Turkish Education Foundation (2020) is examined, the objectives of B2 and C1 level of speaking (verbal production and verbal communication) include the expression “Can speak fluently”. In this context, it is possible to say that when students learning Turkish as a second language successfully pass levels (A1, A2, and B1), they also gain the competency of speaking fluently. Fluent speaking of students whose primary aim is to communicate in the target language enables students to show positive effects on the language learned, to show positive attitudes towards the language used, and to accelerate language learning processors.

One of the important variables that should be included in the fluency of speech is accuracy and the condition for a speech to be perceived as fluent is being perceived as correct (Ülper, 2020). According to Fidan (2016, p. 135) accuracy is the speakers’ complete use of the structural features of the language such as syntax, vocabulary, and pronunciation of the oral production of the speaker. Accuracy in the speech means that someone can produce sentences with good pronunciation, word and grammar knowledge (Supraba, Wahyono & Syukur, 2020). In the teaching process of Turkish as a second language, it is thought that it is very important for learners to comprehend the structures specific to the target language, the rules of language and the features of pronunciation, and to reflect these in their speaking in terms of comprehensibility. It can be said that the correct use of the rules specific to the language is also an important step taken in a fluent way. In the process of language learning, fluency is not very different from accuracy (Ho, 2018). The elements of fluency and accuracy are usually considered to be supporting each other and they are considered a prerequisite for quality speaking.

For this reason, to improve language learners speaking skills, instructors should shape the learning process by taking the components of fluency and accuracy into account and they should carry out planned activities and practices to make learners acquire these elements.

When studies in the literature are examined, Wang (2014) emphasized three models to develop fluent and accurate speaking of students. The study proposed a pedagogical method for Chinese learning English. It was stated that this method consisted of four stages as activities to be performed (1) before a speech, (2) during the speech, (3) after the speech, and (4) additional practices (4). Similarly, in their study they conducted on developing fluent and accurate speaking skills, Derakhshan et al. (2016) emphasized the importance of using role-play and interview activities that can develop the pronunciation, grammar use and daily speaking of students and materials such as pictures, information cards, graphs, and songs. As a result of their study conducted by using a four-week long practice including monologic tasks prepared for second language learners, Tavakoli, Campbell and McCormack (2016) found more improvements in the fluency and accuracy of speaking skills of the students in the experimental group. Dinçer, Yeşilyurt and Göksu (2012) focused on the duties of foreign language teachers in solving the problems of students learning English as a second language. In this context, they recommended carrying out activities for the speaking skills of students by combining fluency and accuracy-based approaches. The results of Ülper's (2020) study which discussed the perceptions and factors of foreign students' fluency in Turkish pronunciation include that there are differences between levels and as levels progress, students consider themselves fluent speakers of the language. In addition, when studies in the literature are examined, there are studies on the role of some methods and techniques in developing fluent speaking skills of students learning Turkish as a second language. In this context, while Karadağ and Göçer (2018) emphasized that the drama method supported speaking fluently and accurately and developed communication skills of the target population, Tezel (2021) emphasized that 4/3/2: fluent speaking technique is an effective tool for teachers and researchers.

It is seen that various applications are carried out and suggestions are presented in order to develop fluency and accuracy components when examined. When related studies were examined, in the teaching of Turkish as a second language, no studies were found on how language instructors tried to develop the elements of fluency and accuracy in the process of developing speaking skills. But, it is thought that it is important and necessary to find out how important these factors are for language instructors during the process of teaching Turkish as a second language and what can be done to develop these factors. Because it is clear that it is important to express this message fluently and accurately when communicating in the target language. The difference that distinguishes this study from others is to determine how much and emphasizes the components mentioned by the language instructors. The present study seeks for answers to the question "How do language instructors try to develop fluent and accurate speaking of

learners of Turkish as a second language?" The following sub-questions were addressed in line with this purpose.

1. Do learners of Turkish as a second language pay attention to speaking accurately and fluently?
2. What are the views of instructors who teach Turkish as a second language about their colleagues' paying attention to the components of accuracy and fluency?
3. What are the activities carried out by instructors who teach Turkish as a second language to develop the components of accuracy and fluency?
4. What are the activities recommended by instructors who teach Turkish as a second language to enable learners to speak fluently and accurately?

2. METHOD

Study design

The present study, which aimed to determine the development of fluency and accuracy components in line with the views of language instructors during the process of teaching Turkish as a second language, used phenomenology design, which is one of the qualitative research designs. The aim of this design is to describe the experiences, feelings, and judgments of individuals regarding the phenomenon that is researched (Patton, 2018). Phenomena can show their existence in the form of events, experiences, perceptions, orientations, concepts, and states in the world of individuals (Yıldırım & Şimşek, 2018). According to Creswell (2013), phenomenological studies explain the common meaning of life experiences of several individuals towards a phenomenon and concept. Phenomenology design was preferred in the study since the study discussed the experiences and thoughts of language instructors on developing accurate and fluent speaking skills of individuals who learn English as a second language. Ethics committee approval for this study was obtained from the Ethics Committee of Erzincan Binali Yıldırım University with the decision dated 30.09.2022 and numbered 09.

Study group

Study group consists of a total of 10 language instructors working at Erzincan Binali Yıldırım University TÖMER, Amasya University TÖMER, Uludağ University TÖMER, Kilis 7 Aralık University TÖMER and İnönü University TÖMER. The criterion sampling method, one of the purposeful sampling methods, was used in determining the language instructors. In the criterion sampling method, participants who meet the predetermined conditions are included in the study group (Patton, 2018). In line with the aim of the study, several criteria were determined such as teaching courses or having taught courses to develop speaking skills actively and having at least five years of professional experience in this field. The reason for the determination of these criteria is the idea that the study is constructed with phenomenological patterns and that the experiences and long-term observations are important. In the qualitative research method, data saturation is

important (Yıldırım & Şimşek, 2018). Since data saturation was reached in interviews made with 10 language instructors, no other instructors were interviewed.

Data Collection Process

Semi-structured interview form was used to collect the study data. While preparing the semi-structured interview form, a literature review was first conducted, and the questions were prepared because of this review. Opinions of experts in the fields were then taken and two questions in the interview form were revised in line with the feedback taken. The revised interview form consists of a total of 5 questions, four questions discussing the thoughts of language instructors on fluent and accurate speaking skills in different aspects and one question that aimed to determine the thoughts of instructors who participated in the study. A pilot study was first conducted on the pilot application and an evaluation was made regarding the comprehensibility of the questions. In the last stage, the semi-structured interview form was applied to instructors in the study group.

Data Analysis

In the study, the collected data were analyzed with content analysis. According to Yıldırım and Şimşek (2018) similar data are brought together in line with certain elements and themes and interpreted in a way that readers can understand in content analysis. In this context, first, the data set was read in detail, edited, and then coded by the researchers. Similar codes were gathered and presented under the same theme. For example, a theme called "Learner Performance" was created based on the participant views and under this theme, codes such as "anxiety" and "information dimension" were included. To give an example of this, "*Learners pay attention to speak accurately and fluently, but they may act reluctantly due to concerns such as anxiety, saying wrong things or speaking incorrectly.*" The sentence was evaluated under the theme of "Learner Performance" and the "anxiety" code was derived from this sentence. In the results, the views of language instructors in the study group were often included with direct quotations, and code names such as I1 (Instructor 1) were used instead of the actual names of the participants.

Validity and reliability

Some precautions were taken to ensure the validity and reliability of the study. With this purpose, the data obtained were mostly presented with direct quotations. The data obtained for this purpose are mostly presented with direct quotations and subjective thoughts are not included. In addition, in the first step, the data set was read and coded separately by two researchers. Following this, the formula "Reliability = Agreement / (Agreement + Disagreement) x 100" put forward by Miles and Huberman (1994) was applied to calculate the reliability between the codes made by the researchers. As a result of the formula, the reliability of the study was calculated as 0.82. This value shows that the coding made by researchers is reliable.

3. FINDINGS

This section includes the interview data on the views of instructors in developing the components of fluency and accuracy in teaching Turkish as a second language. In this context, the results were as follows:

Table 1

Instructor views on accurate and fluent speaking of learners

Theme	Code	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
Learner performance	Anxiety	*		*	*		*		*	*	*
	Difference	*	*		*	*	*		*	*	
	Information dimension		*		*	*		*		*	*
	Speaking by thinking	*		*	*		*		*	*	

When Table 1 is examined, instructors have different views about the different performances of learners regarding the components of fluency and accuracy. First of all, the view that the anxiety factor is important in fulfilling these components comes to the fore. With the view “Learners pay attention to speak accurately and fluently, but they may act reluctantly due to concerns such as anxiety, saying wrong things or speaking incorrectly”, I3 stated that students’ anxiety may affect accurate and fluent speaking negatively. Similarly, I1 shared his view by saying “Fluent and accurate speaking in an activity, in class participation and group work, brings with it being active for a long time. Although some shy students can use the language very well, they abstain from speaking fluently (in the long term). There may also be situations in which learners pay too much attention to use the language in the classroom and they abstain too much from doing wrong and attracting attention”.

Another finding related to the components of fluency and accuracy was the differences between learners. According to instructors, both the nationality of learners and the differences in academic achievement leads to different situations in their speaking fluently and accurately. For example, I5 emphasized the differences between learners by saying “All students do not show the same performance. There are students who do not pay attention to fluency, vocabulary use, and pronunciation in their speaking.” I9 emphasized the difference between learners by referring to the idea structures of learners from the Turkish language family with the words “I observed that especially learners from Turkish origins speak in accordance with their mother tongue in their use of words. I think that when learners cannot speak accurately and fluently, they act more

comfortably thinking that the opposite party will understand them (in a classroom environment).”

Another situation the instructors focused on was the information dimension. They stated that learners put fluency in the background because they paid too much attention to the grammatical and morphological structure of the language. I5 stated, “The reason for this is either learner have a limited tendency to learn language or they think that language is just grammar.” I9 supported the views of the other instructor by sharing his thoughts “Learners speak more slowly and by thinking specifically to pronounce correctly and to use correct words and grammar.”

Another situation the instructors focused on regarding learner performance was the fact that learners’ trying to speak by thinking prevented fluency. What instructors stated here is the phenomenon of time, which is used excessively to make accurate sentences, rather than natural thinking times and processes. As an example, I8 stated “Some learners take care to form sentences without haste, by thinking. This situation causes some students to speak slowly but accurately” and emphasized that although the sentences formed were accurate, they caused speaking slowly.

Table 2

Instructors’ views on paying attention to fluency and accuracy components in the process

Theme	Code	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
Instructors' views	Time	*	*	*	*	*	*	*	*	*	*
	Instructor activities		*	*		*		*	*		*

Table 2 shows results regarding language instructors’ views on whether other instructors paid attention to the components of fluency and accuracy and to what extent learners pay attention to their accurate and fluent speaking.

When Table 2 is examined, it can be seen that all of the students mentioned the time factor. They stated that the concerns about completing the textbook, the curriculum, or preparing students for the questions in the exam to skip levels harmed the components of fluency and accuracy. As an example of this situation, I4 shared the sentence “First of all, an instructor needs to be aware that this is a need. Most private/state institutions do not allocate enough time for fluent and accurate speaking due to things like completing the curriculum and giving certificates. I even heard students ask “teacher, can you give extra courses outside the school and online?” and stated that the time problem experienced caused different situations. I9 stated views supporting the other instructors with the sentences “However, I do not think that activities are conducted to develop

these two factors of speaking. At this point, I can say that instructors prioritize the curriculum they try to complete.”

Instructors also expressed their views about the activities carried out by other instructors in the process. Although some of the participants stated that instructors made different activities, others thought that instructors did not do activities to develop these components. For example, I3 included himself in this and stated that instructors did not do special activities for the components of fluency and accuracy with the sentence “I believe that we instructors neglect special activities because we try to complete the textbook within the specified time for the level.” I5 stated an opposite view by saying “Language instructors of course pay attention to students’ speaking fluently and accurately because words should be selected practically to use the language. If students have difficulty finding the right words to express themselves, this prevents the fluency of speech. Instructors should guide students correctly while speaking. Instructors carry out dialogues, visual and auditory activities specifically for this.”

Table 3

Instructors’ practices on fluency and accuracy components

Theme	Code	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
Instructor practices	Being a role model	*		*			*		*	*	*
	Type of activity		*		*		*	*	*		

Table 3 includes codes about what instructors do to enable learners to speak accurately and fluently.

When Table 3 is examined, instructors mostly try to be role models for learners. Instructors stated that they pronounced their sentences carefully for an accurate and fluent speech and they tried to complete their speech without long thinking times except for natural pauses. As an example, in this situation, I3 shared his thoughts “I try to be a role model as much as I can so that students can speak fluently and accurately. I try to give feedback immediately for students who learn and use language well.” I5 stated what instructors paid attention to while trying to be a role model to learners with the sentences “We try to be a good role model for the students to speak fluently and accurately. We make it easier for students to learn correctly by paying attention to the use of words, sentence formation, and pronunciation while speaking.”

Instructors also stated what kind of activities they used so that learners could speak fluently and accurately. For example, I1 stated that they used speaking clubs to develop these components by saying “We have 30 hours of classes a week. We also have speaking

clubs (YTB demands the club). Therefore, students always practice speaking both in speaking activities in the classroom and in speaking clubs after class.” As S4, S1 also said that they used speaking clubs and shared the sentence “I used to organize speaking activities in my previous institution. I had the means to do this. Students participated in these more than the normal classes. There were even students who came with their friends. I understood that what individuals who learn Turkish as a second language need most is fluent and accurate speaking.” Finally, S8 said “I think that using role-playing techniques in speaking classes has a great benefit for students because the students are not in the classroom as a student, they impersonate someone else. They get the chance to express their ideas clearly sometimes as a real estate agent, sometimes as cashier and sometimes as fairy tale characters. This contributes to students’ communicating accurately and fluently in their daily lives.”

Table 4

Instructors’ views on providing fluent and accurate speaking

Theme	Code	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
Activity examples	Real life activity	*	*	*	*	*	*	*	*	*	*
	Speaking club	*			*		*	*		*	
	Karaoke		*		*	*			*		
	Drama	*		*	*			*	*	*	*

Table 4 includes instructors’ activity examples about what can be done to enable learners to speak fluently and accurately.

When Table 4 is examined, all of the instructors stated that real-life activities should be used for fluent and accurate speaking. Instructors stated that experiencing their communication and dialogues in authentic environments will contribute to learners’ development. Regarding this situation, I5 stated his views as “I think speaking is the basic step of communication in teaching language because, during the process of learning language, students should speak well to continue their education lives. To do this, students should perform plays which they fictionalize, perform collective activities in places they carry out their daily communication, and perform real-life activities through which they will communicate with the society.” I9 stated that learners should be guided to real life activities with the views “Activities can be carried out such as authentic situation monologues on the speaking subject, real life tasks that will compare students with situations they will encounter in daily life, preparing podcast activities, having clubs with native speakers.”

Similar to the previous interview findings, the participants stated that speaking clubs should be used frequently to develop fluency and accuracy components. They stated that these clubs will decrease unnecessary pauses and increase the accuracy rates of students' speech. For example, I3 emphasized that a systematic and consistent speaking club will be useful by saying "I tried to make students come together more frequently by forming a club such as a speaking club. I think that it will be useful in terms of accurate and fluent speaking if I can do this in a serious and planned way." In addition to I3, I4 stated that speaking clubs can be organized between TÖMERs with the sentences "As in schools, sister TÖMERs can be selected, and meeting days can be organized to strengthen relations with students in selected TÖMERs. Meeting different people will affect the motivation of Turkish students positively."

Another example of students' activity suggestions was karaoke. They stated that this practice can be performed in the classroom with the thought that it both changes the atmosphere of the classroom and teaches the pronunciation of words. For example, I4 said, "I can recommend karaoke to make the lesson more fun." I8 said "I think that students' seeing the lyrics of the song they will say in karaoke will be useful in terms of preventing mispronunciations" and stated that accuracy could be increased this way.

The drama was also a technique instructor overemphasized in developing these components. The participants emphasized that drama would decrease learners' anxiety and memorized dialogues will develop fluency when continued constantly. For example, I7 emphasized the role of drama in the process with the sentence "Mini drama should be performed. I gave them dialogues that they prepared with their names (after allowing them to prepare for one day). I succeeded in attracting the attention of even the most uninterested student."

In addition to the aforementioned activity suggestions, the participants also made different suggestions. For example, there were participants who stated that making students watch Turkish shows and then chatting about the show would make students speak more fluently and accurately. They also emphasized that the six-hat thinking technique and micro-teaching could increase fluency and accuracy by giving learners the opportunity to speak with different views on certain subjects. They also stated that the effective development of a language depended on the instructor, time, special situations of students, classroom environment, age, characteristics, and similar factors. They also emphasized that minimizing the side effects that can be caused by instructors and maximizing the efficiency in the classroom can be provided with the appropriate "method".

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

The present study aimed to show the development of fluency and accuracy components in teaching Turkish as a second language through instructor views. For this purpose, first of all the codes of anxiety, difference, information dimension and speaking by

thinking were reached. When the results were examined, it was found that learners could experience anxiety while speaking due to being ashamed, making mistakes and lack of self-confidence and this could prevent speaking fluently and accurately. Wang (2014) concluded that anxiety is a factor preventing the speaking process and causing learners to get tense and found that the fear of making mistakes affected fluency and accuracy. Shumin (2002) found that anxiety prevented students from speaking fluently and accurately and caused them to get lost in words and become silent. It was found in the study that there may be differences between students, and this may lead to different performances during the language learning process. Bygate (2005) stated that there may be differences between students in terms of grammar, pronunciation and vocabulary and learners who do not have a mother's tongue close to the target language may not pay attention to fluency and accuracy as much as the others. In the information dimension code, the instructors stated that learners paid more attention to a grammatical and morphological features of the language, which damaged fluency. Derakhshan et al. (2016) stated that grammar is important for speaking accurately and fluently, while it is more important to use grammar correctly while speaking. They concluded that it would be inefficient to memorize grammar completely in order to do this. Unlike other studies, it was found in our study that instructors found that learners allocated too much time to thinking while speaking. It was found that although speaking after thinking increased the rate of accuracy, it also harmed fluency. Based on the results, it can be understood that instructors who teach Turkish as a second language should tell students that they should make use of the activities that can lower their anxiety levels and that learning only about grammar will not make a sufficient contribution to speaking fluently and accurately. The results also show that learners should know about their characteristics well, direct differences well and activities that will make learners more practical should be applied.

Under the theme of instructors' views, results were obtained regarding what extent language instructors pay attention to other instructors' fluency and accuracy components. Two codes as time and instructor activities were determined. The instructors stated that other instructors mostly could not pay attention to the components of fluency and accuracy due to priorities such as completing the textbook and giving certificates. However, Nation and Newton (2009) concluded that fluency education should be included in one-fourth of the curriculum of a language course. They stated that accuracy was one of the basic factors of learning through meaning-oriented input and meaning-oriented output. Tavakoli et al. (2016) concluded that instructors should provide learners with more opportunities to speak and more time so that fluency and accuracy can develop. In the study, it was found that some instructors stated the other instructors did not show sufficient importance for the components of fluency and accuracy, while others shared sentences in the opposite direction. Wang (2014) concluded that speaking activities were often performed in the classroom and the rates of fluency and accuracy would be increased when instructors gave learners feedback about their speech. Sadeghi Beniss and Edalati Bazzaz (2014) concluded that instructors

should design speaking tasks in courses to develop the components of fluency and accuracy and learners could be encouraged. When the results of related studies and the present study were compared, similarities can be seen. It can be understood from the results that during the process of teaching Turkish as a second language, sufficient activities should be included to develop learners' fluency and accuracy components, the time required for these activities should be determined and instructors should perform activities in and outside the classroom without the anxiety to complete the curriculum.

Under the theme of instructor practices, findings were included on what instructors did to develop the components of fluency and accuracy. Being a role model and activity type codes were included under the theme. Instructors stated that they tried to be role models so that they could speak fluently and accurately. They stated that they pronounced words in an understandable way, by paying attention to stress and intonation. Asher (2003) concluded that learners liked it when instructors modeled the language and that imitating them improved fluency. Thornbury (2005) stated that students should know about stress, intonation and pauses well so that they can speak language fluently and accurately and concluded that instructors should be a suitable role models as a way for this. In the present study, it was found that while some of the instructors did not perform sufficient activities for the components of fluency and accuracy, others used the activities of speaking club, role-playing and various dialogues. Qolbia, Maulidiyah and Wahyuniati (2019), found that using speaking clubs enabled learners to speak fluently and accurately. It was concluded that students who spoke often through clubs got rid of anxiety, pronounced words more accurately, and learned words more quickly, which had a positive effect on the components of fluency and accuracy. Günaydın (2021) found that including learners in Turkish-speaking clubs would improve their speaking fluently and accurately, which would in turn contribute to learners' speaking more fluently and accurately. In our study, it was found that instructors resorted to activities such as role-playing, drama, songs, riddles, interviews and storytelling to develop learners' fluency and accuracy components. Karadağ and Göçer (2018) concluded that preferring drama in the language teaching process could increase the fluency in learners' speaking due to possibilities such as the convenience it provided to learners, exploring dialogues, decreasing anxiety and making new sentences. Batdı and Semerci (2012) stated that songs facilitated learning elements such as pronunciation, learning words and phonetics in language teaching and provided learners to speak more accurately and fluently. Barın and Dereli (2021) stated that when the story-telling method supported with scaffolding is used in language teaching, it would increase learners' knowledge of vocabulary and the socio-cultural knowledge of the target language and concluded that this would increase the accuracy rates in learners' speaking. There are similarities between the results of related studies and the present study. Based on the results of the aforementioned studies, it can be understood that instructors should be good role models to learners so that learners can speak fluently and accurately by paying attention to stress, intonation and pauses. It can be seen from the results of studies and the present study that the way instructors

pronounce words, instructors' determining a standard way of speaking and expressing their sentences at a certain speed will be useful for learners. Results of studies also show that using different and interesting activities to develop speaking skills will contribute to fluent and accurate speaking of learners.

The theme of activity examples included practices that can be performed to develop the components of fluency and accuracy. The theme includes the codes of real-life activities, speaking club, karaoke, and drama. Instructors stated that real-life activities should be used in the language teaching process so that learners can speak more fluently and accurately. Ellis, Skehan, Li, Shintani and Lambert (2019) emphasized that real life activities were more effective in learners' reaching language consciousness and stated that they enabled learners to speak more accurately. Stroud (2018) concluded that learners can catch fluency and accuracy when real life activities are used. Ayu (2017) found that real life activities improved learners' speaking and concluded that the accuracy rates of the sentences they made were high. In our study, it was found that instructors stated karaoke could also be used and this way songs could contribute to learners' speaking more fluently and accurately. Athanasopoulos, Hagihara, Cierro, Guérit, Chatelain, Lucas and Macq (2017) concluded that thanks to the audio-visual characteristics of karaoke, learners pronunciation developed, and this enabled speaking by making correct sentences. Murad, Wang, Turnbull and Wang (2018) found that karaoke improved pronunciation, and enabled learning of new words and thus learners could speak fluently. It can be understood that real world activities should be used to develop learners' fluency and accuracy components in teaching Turkish as a second language and pronunciation and vocabulary acquisition advantages of karaoke should also be used. It can also be seen that speaking advantages provided by speaking clubs to learners and the advantages of drama such as learning new sentence patterns and preparing the basis for fluent and accurate speaking through practice should also be used.

Based on the results of the present study and other studies, the following recommendations can be made to improve the components of fluency and accuracy in teaching Turkish as a second language:

- The anxiety learners experience during speaking should be minimized by instructors and a basis should be prepared for learners to speak in courses and activities.
- Considering the differences in nationality and academic achievement among learners, the possibility of harming the learning desire of students with low achievement levels should be prevented.
- Learners should be taught that knowing a language is not just about learning, they should be taught that the really important thing is communicating in the target language.

- Completing the curriculum and lack of time should no longer be a problem; the activities required to improve the components of fluency and accuracy and time should be allocated to these.
- Instructors should be aware that learners take them as role models and pay attention that learners make correct sentences by paying attention to their speaking.
- Students should be encouraged to communicate with people whose native language is Turkish through speaking clubs and real-life activities. Thus, it should be ensured that learners have the chance to speak fluently by experiencing the language in its real environment.
- Activities such as karaoke and drama which enable learning vocabulary, sentence patterns and ways of expression should be included as much as possible in the language teaching process.
- Learners should be made to understand that quality communication can be possible with the other party understanding them and they should pay attention to being fluent and accurate while speaking.
- Instructors should not limit themselves only to teaching grammar and teaching from the book, they should design activities that will prepare the ground for learners to speak in a planned way.

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