Unveiling the Impact of Language Input and Regular Exposure to Language in Turkish (Second Language) and English (Foreign Language) Education Through a Dynamic Usage-Based Approach

Türkçe (İkinci Dil) ve İngilizce (Yabancı Dil) Eğitiminde Dinamik Kullanım Temelli Yaklaşımla Dil Girdisinin ve Dile Düzenli Maruz Kalmanın Etkisini Ortaya Çıkarma

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Abstract

The focus of the study is on the commonly problematic speaking skills of second/foreign language learners during interaction and communication. The participants are able to communicate effectively to some extent; however, they struggle with speaking fluency and accuracy. Consequently, the potential purpose is to investigate the efficacy of the Dynamic Usage-Based Approach (DUB) in developing second/foreign language learners' speaking skills. Under investigation were 120 second/foreign language learners between the ages of 18 and 22. Using a quantitative quasi-experimental study design, the study was conducted in four intact B1 level second language (Turkish) and foreign language (English) classes. The research lasted four weeks and included a total of 12 classes. The DUB was used in the study, as well as the "Movie method," which involves systematic observation and analysis of films to increase language exposure and foster practical language use in real-world circumstances. The study included a a pre-test, treatment, post-test, and questionnaire. The participants were divided into experimental and control groups through random assignment. The Independent Sample T-Test was used to examine the results, as well as a descriptive analysis of the questionnaire data. The results indicate that the DUB has proven its efficacy in experimental groups and could potentially be used to help students enhance their speaking skills. It was observed that the control groups, who received the usual instructions from their instructors, attained comparable post-test scores. While the development of the experimental classes differed significantly, the results indicate that DUB is more beneficial for acquiring overall oral skills. The questionnaire also included a measure of confidence. Students in the experimental classes were more likely to use L2 than those in control groups, according to the data.

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Öz

Çalışmanın odak noktası, ikinci/yabancı dil öğrenenlerin etkileşim ve iletişim sırasında yaygın olarak sorunlu oldukları konuşma becerileridir. Katılımcılar bir dereceye kadar etkili iletişim kurabilmektedir; ancak konuşma akıcılığı ve doğruluğu konusunda problem yaşamaktadırlar. Çalışmada, Dinamik Kullanım Temelli Yaklaşımın (DKY) ikinci/yabancı dil öğrenenlerin konuşma becerilerini geliştirmedeki etkinliğini araştırmak amaçlanmıştır. Çalışma kapsamında, yaşları 18 ile 22 arasında değişen 120 ikinci/yabancı dil öğrencisi yer almıştır. Nicel bir yarı deneysel çalışma deseni kullanılarak, çalışma dört adet B1 seviyesinde ikinci dil (Türkçe) ve yabancı dil (İngilizce) sınıfında yürütülmüştür. Çalışma dört hafta sürmüş ve toplam 12 dersi kapsamıştır. Çalışmada DKY'nin yanı sıra, dil maruziyetini artırmak ve gerçek dünya koşullarında pratik dil kullanımını teşvik etmek için filmlerin sistematik gözlem ve analizini içeren "Film yöntemi" kullanılmıştır. Çalışma bir ön test, uygulama, son test ve anketi içermektedir. Katılımcılar rastgele atama yoluyla deney ve kontrol gruplarına ayrılmıştır. Sonuçları incelemek için Bağımsız Örneklem T-Testi ve anket verilerinin betimsel analizi kullanılmıştır. Sonuçlar, DKY'nin deney gruplarında etkinliğini kanıtladığını ve öğrencilerin konuşma becerilerini geliştirmelerine yardımcı olmak için potansiyel olarak kullanılabileceğini göstermektedir. Eğitmenlerinden olağan talimatları alan kontrol gruplarının benzer son test puanlarına ulaştığı gözlemlenmiştir. Deney sınıflarının gelişimi önemli ölçüde farklılık gösterirken, sonuçlar DKY'nin genel sözlü becerilerin kazanılmasında daha faydalı olduğunu göstermektedir. Anket ayrıca bir güven ölçütü de içermektedir. Verilere göre, deneysel sınıflardaki öğrencilerin D2'yi kullanma olasılığı kontrol gruplarındakilere göre daha yüksektir.

Anahtar Kelimeler: Dinamik kullanım temelli yaklaşım, bilişsel dilbilim, kullanım temelli yaklaşım, konuşma becerisi.

Introduction

In spite of its transformative impact on classroom instruction (Howatt & Widdowson, 2004), communicative language teaching (CLT) can be categorized into "weak" and "strong" iterations. As a result, CLT is among the most extensively researched subjects within the domain of language education. The majority of foreign language institutions still advocate for insufficient, structure-based (SB) language theories (Lightbown & Spada, 2013). Several possible conclusions can be deduced from the data collection process, the investigation as a whole, and the adjustments made to the most recent empirical studies conducted utilizing this methodology. On the basis of the aforementioned research findings, Lightbown and Spada (2013), for example, concluded that the most effective strategy for teaching languages is one founded on communicative approaches. In accordance with a focus on form or focus on meaning approach, this necessitates the deliberate use of language, incorporating substantial input that is preferably as authentic as possible, while also considering form. The research identifies two "strong" variants of CLT—the reading comprehension strategy and a content and language integrated learning approach—as being equally effective as the weaker versions. The observation that robust CLT versions outperform SB versions is consistent with the prevailing consensus regarding the factors that contribute to effective language instruction. According to Lightbown and Spada (2013), despite this, the implementation of SB teaching methods, which are often labeled as "weak" forms of CLT, remains pervasive. The "strong" version of CLT, which is an approach to second/foreign language learning/acquisition, serves as the cornerstone of the Dynamic Usage-Based Approach. Language acquisition, according to the DUB, is a dynamic process in which all contributing factors interact dynamically with one another over time. Furthermore, the approach convincingly argues that while meaning and syntax are of equal importance, language development should not be preoccupied with the former. The lexicon and grammar are hypothesized to operate as a dynamic process in order to convey meaning (Lowie et al., 2020). A diversity of

conventional units must be learned through usage-based learning in order to achieve language mastery; therefore, consistent exposure to these units is required (Larsen-Freeman, 2012; Ellis, 2002). Obtaining this exposure is most effectively accomplished by engaging in genuine dialogues across various contexts that closely resemble typical social and cultural usage scenarios. With this in mind, and furthermore, the primary aim of our research is to identify groundbreaking approaches for improving speaking skills through the implementation of a dynamic, usage-based methodology inspired by communicative language instruction. The dynamic usage-based approach, also discussed in the present article as the "movie method," is among the limited number of effective teaching methods that prioritize meaningful exposure and adhere to the DUB principles.

Previous Studies with DUB Approach

Limited long-term, systematic, empirical research has been conducted to examine the DUB approach's effects. We have prior knowledge of a number of them, which will be discussed briefly below. Rousse-Malpat et al. (2022) commenced by contrasting the three-year outcomes of the structure-based and DUB instructional approaches in a longitudinal study. A study was conducted in the Netherlands with 229 participants, ranging in age from 12 to 15, who were secondary school students who were studying French. Researchers observed them as they acquired second languages throughout a thirty-day period. Regarding the same subject, the students completed 568 interviews, three speaking examinations, and seven narratives over the course of this three-year study. As a result of its alignment with a robust CLT version, the DUB method was more effective in fostering proficiency and accuracy in speaking and writing, according to the findings. Second, Verspoor and Hong (2013) investigated the possibility of enhancing English language instruction at a Vietnamese institution through research. Taking into account the fact that task-based instructions founded on SB principles were deemed ineffective. A renowned English film served as the primary source of input for the semester course. At every level, form-use-meaning pairs were extensively taught implicitly; however, grammatical rules were not explicitly expounded upon. The task-based course, devised by university English scholars, provided instruction to the control group. The course primarily focused on form, interaction, and output, with minimal authentic English input. The findings indicated that although both cohorts demonstrated progress in their language proficiency, the experimental group demonstrated a statistically significant advantage on both the speaking and receptive portions of the General English Proficiency Test. Furthermore, Koster (2015) investigated the efficacy of DUB, more specifically the film method. Advanced Dutch students at the University of Münster who were learning German as a second language made use of the curriculum, which was inspired by a well-known Dutch film. In an exploratory research, they investigated how the program enhanced the motivation and language proficiency of the students. The findings indicate that students exhibited significant progress in their communication abilities and expressed positive sentiments towards the method across multiple domains, such as motivation and learning. Additionally, in a task repetition study, Suzuki (2022) investigated the reuse of linguistic constructions by L2 learners in this intervention. The purpose was to determine whether the development of fluency is facilitated by the frequent use of particular constructions during the iteration of the same task. There was a correlation between changes in fluency and reuse frequency between the pretest and post-test throughout the treatment. Speed and fluency in deconstruction both increased following the intervention. In conclusion, Hoinbala (2022) demonstrated through his research that L2 courses may incorporate authentic input from films or videos. The thirty students enrolled in the English Education program for the second year at Artha Wacana Christian University Kupang in Indonesia

comprised the population sample for this study. Sampling at random was employed to obtain this sample. A pre-test, treatment, and post-test were administered subsequent to each stage of the DUB method investigation spanning twelve training periods. The research indicates that instructing pupils in English speaking skills through the use of films differs significantly from conventional methods. The present exploratory study was motivated by the overall findings of previous research, which examined the effectiveness of DUB principles in the context of L2 English instruction. Notwithstanding the enduring acclaim bestowed upon "strong" iterations of CLT that adhere to the DUB principle within the language teaching domain, "weak" iterations remain more prevalent due to educators' conviction that explicit grammar instruction is an essential component of an SB method to prevent fossilization. Consequently, the objective of this study is to provide empirical evidence that supports the ongoing discourse in this field. It examines the effects of a sequence of English EF and Turkish SL classes based on DUB principles on a) the learner's willingness to communicate and b) their speaking proficiency.

Cognitive Linguistics and Usage-Based Learning Approach (UBL)

Cognitive linguistics aims to describe the psychological processes that support how we perceive, produce, and learn language. Our understanding and categorization of the world influence the meanings of words in other languages and the possible ways those words can be combined. We have a vast amount of knowledge about the elements in our surroundings since we are constantly exposed to and interact with them (Coventry & Garrod, 2004). In language acquisition, proponents of the cognitive and functionalist approach advocate for a usage-based learning strategy called UBL in language acquisition research (Tomasello, 2003). Language is learnt through social interactions by sharing experiences and practicing. The usage-based theory of linguistic interpretation and language learning stems from the gradual incorporation of knowledge originating from Quine's work in 1960 (Jing-Schmidt, 2018). Language acquisition can occur through social interactions and generalizations drawn from practical experiences, as proposed by usage-based learning theories. This technique investigates the impact of linguistic experience on language acquisition. Usage-based techniques consider frequent usage crucial for language acquisition, aiding in language comprehension, production, and grammatical pattern formation (Javadi & Kazemirad, 2020). A usage-based model posits that a speaker's linguistic system is mostly developed through instances of language use and understanding during use events (Javadi & Kazemirad, 2020). Usage-based approaches study the cognitive and interpersonal processes that influence language acquisition when learning new languages (Ellis et al., 2016). Language development, as described by use-based researchers, takes place within a social environment where a learner's cognitive functions are influenced by and react to the details of a particular usage event (Roehr-Brackin, 2015). Social and cognitive psychology are regarded to be closely interconnected (Verspoor & Behrens 2011; cited in Roehr-Brackin, 2015). Grammar is seen as a product of language use in a usage-based approach according to Bybee (2008) and Langacker (1987). Grammar, as defined by Langacker (1987), is the standardized representation of phonological units linked to semantic and conceptual units for the purpose of communication. Schemas are reinforced through repeated activations and are patterns inferred by the speaker from actual statements.

Dynamic System Theory (DST)

Dynamic system theory is considered a paradigm that highlights the interplay between social and cognitive systems to understand the process of learning (Lanvers, 2016). The language learning process is influenced by the interaction of social, cognitive, and environmental factors. Language is considered a dynamic system since it involves the interconnected flow of factors that contribute to how language is acquired. Several hypotheses have attempted to explain the language acquisition process but have not reached definitive conclusions. Some support the behaviorist hypothesis for language development, while others favor the nativist approach. The dynamic system theory integrates several theories and is utilized as an instructional approach for language training. According to DST, language learning is deeply integrated into various aspects such as social, cultural, linguistic, economic, psychological, and educational situations (Lanvers, 2016).

Language as a Dynamic Process

The components of a dynamic system interact with one other, influencing the language system, which includes the learner and the environment (Guan & Zhang, 2020). Holism, the primary premise of dynamic system theory, pertains to the interconnectedness of variables. The second concept is the non-linear growth of the system, where the relationships between variables are not consistently constant. The third premise is the self-organizing nature of the system as stated by Yu and Lowie (2019). According to the DST, language learning occurs through establishing relationships between learners and others within a social setting. Language acquisition depends on external environmental resources, internal elements like emotion, motivation, and attitude, as well as some linguistic factors that might influence the language learning process. Linguistic variables, like negative language transfer from the learner's native language, can lead to errors such as overgeneralization, overextension, and avoidance. In this scenario, DST considers all potential language acquisition factors that take place. Cognition, language learners, and language are viewed as intricate and interrelated systems that influence each other, according to Serafini (2017). Cognitive talents are crucial in language acquisition since they determine the capacity to understand and utilize information. The DST includes the socio-psychological model, which pertains to linguistic motivation. Language motivation refers to an individual's willingness and determination to learn a language, as well as the level of work they invest in the learning process. Second language learning is purposeful. SLA can provide either communicative or affiliative functions. Some people living in a community where a specific language is spoken choose to acquire it primarily to strengthen their sense of identity and connection with others (Sarmah, 2020).

A Dynamic Usage-Based Approach to Second /Foreign Language Teaching

The DUB approach for teaching a second language is founded on the principles of dynamic systems theory (DST) and usage-based linguistics (Lowie et al., 2020). According to Dynamic Systems Theory (DST), language development involves self-organization, leading to inevitable blunders. Once a student has acquired ample oral and written language input, numerous errors will automatically diminish (Lanvers, 2016; Serafini, 2017). According to usage-based linguistics, language acquisition encompasses not just grammar acquisition but also the association of language form with meaning in the appropriate context (Eskildsen & Cadierno, 2020; Robinson & Ellis, 2008). Usage-based linguistics theory enhances the Dynamic Systems Theory perspective on language acquisition. The DUB method posits that linguistic structure evolves gradually through form-use-meaning structure. Verspoor et al., (2012) and Rousse-Malpat and Verspoor (2018) coined the term "DUB linguistics" to highlight the connection between DST and UBL.

To apply DUB principles to teaching second languages, we will assume that language is mainly influenced by vocabulary, that meaning holds significance, that vocabulary and grammar are interconnected, and that grammar plays a minor role in supporting meaning. We propose that the methodology should emphasize the significance of all forms across the entire spectrum and their pronunciation, particularly within meaningful, pragmatic exchanges that align with culturally and socially common use scenarios. We will assume that regular exposure to both types and tokens is a crucial prerequisite for internalizing the form-meaning mappings. Moreover, it claims that iteration, linked to exposure frequency, is a vital element of development (Serafini, 2017). According to the theoretical foundations of DUB and the empirical studies influenced by DUB, it has been proposed that routinely exposing learners to authentic second and foreign language content through a movie-based method could meet their needs (Truong & Tran, 2014). The research demonstrate fundamental DUB ideas and the beneficial linguistic and psychological impacts of this method on students (Rousse-Malpat et al., 2022; Gombert, Keijzer, & Verspoor, 2022).

The Movie Method

The DUB approach to the second/foreign language emphasizes input, leading to the emergence of schematic patterns through use and interaction. The movie technique aligns with a DUB method by presenting students with contrived yet authentic usage scenarios. A movie can provide more real-world knowledge to a classroom than a single lecturer. Utilizing a movie in an L2 teaching program can provide a current L2 learner with a more profound understanding of the target language and culture, as authentically as possible within a classroom setting. Observers can witness how speakers interact with each other through gestures, eye contact, body language, and verbal communication. They can assimilate the pronunciation, intonation, and standardized phrases from the spoken words when used appropriately (Sabouri, Zohrabi & Osbouei, 2015). Additionally, supported by the storyline and visual elements of the sequences. Repeated exposure might lead students to establish consistent associations between form, use, and meaning, as they may focus on various features according on the circumstance. According to Ellis (2002), input frequency is currently considered the main element in language learning. Research has extensively focused on the benefits of using films and movies in second language or foreign language classrooms, particularly in improving fundamental skills like listening comprehension. Only a few studies have been undertaken on how real video might enhance language and communication skills, such as those by Hoinbala (2022), Koster (2015), and Verspoor and Hong (2013).

Method

Through our experience teaching Turkish as a second language and English as a foreign language, along with extensive research in the subject, it has been shown that the speaking materials provided may not be adequate for primary skill development. While pupils were able to express, interact, and engage to a certain degree, their speaking skills were lacking. Students often overlook the importance of accuracy and grammar problems when speaking. They are satisfied as long as their words are clear and easy to understand. University students, who had diverse first and second language teaching backgrounds, also faced this challenge. This study used a DUB technique to assess if second language learners of Turkish and foreign language learners of English benefited from exposure to a substantial amount of real information. The study examined if students with low skill in second language (SL) and foreign language (FL) would improve by taking general SL and FL classes with exposure to spoken Turkish and English and support from the instructor to understand the language. The study's research questions were:

Q1. Does a Dynamic Usage-Based learning approach have an effect on L2 speaking skills?

Q2. Does a Dynamic Usage-Based learning approach have an effect on willingness to communicate (WTC) of participants?

The current research employs a quantitative, quasi-experimental design. Random participant assignment and selection were not possible due to the study being conducted in intact courses. Control groups and experimental groups were present for both Second Language (SL) and Foreign Language (FL) courses. The control groups did not get the dynamic usage-based training technique, while the experimental groups did. This was beneficial for our comparison analysis to determine whether the dynamic usage-based teaching technique is more effective for second/foreign language learning. For fair results, all participating groups in the study must be at the same level. To ensure that each group had equivalent speaking ability, a proficiency exam was given to each group.

Participants

There were 50 male and 70 female second language/foreign language learners who took part in this study across four language classrooms. The participants were divided into two second language courses and two foreign language classes, all at the B1 level of speaking competency as determined by an exam. Both the experimental and control groups were part of the investigation. There were 60 control participants, 32 second language (SL) learners from various countries and 28 first language (FL) learners from Turkey. Additionally, there were 60 experimental participants, 33 SL learners from various countries and 27 FL learners from Turkey. The participants' ages ranged from 18 to 22 years old. Participants were randomly assigned to either the experimental or control group, as all individuals in the group were given the opportunity to speak. Four female instructors, aged between 30 and 38, participated in the study as SL and FL instructors. The four teachers had similar levels of expertise and exposure to authentic second language/foreign language teaching.

Data Collection Instruments

Pre- and Post-Test

Both before and after the experiment, all groups were given the same speaking test that included a short conversation and personal information. The test items used for the post-test were equivalent to those used for the pre-test. Ultimately, the outcomes were compared and documented.

Movie SL

This movie Babam ve Oğlum (2005, 1.48 hours), a family story with unexpected emotional upheavals, became one of Türkiye's highest-grossing movies. The movie depicts an intriguing facet of Turkish society and the close relationship between a father and a son with all honesty. It is considered to assist both intermediate and advanced Turkish language students by providing fundamental vocabulary and a wide range of emotions. Furthermore, the difficulty level of its intermediate to advanced Turkish expression is expected to considerably increase the learners' speaking competence by exemplifying the application of some taught structures.

Movie FL

This movie Holes (2003, 2 hours) was chosen with the expectation that students would enjoy it and because it offers a great deal of real-world input in the form of everyday conversations. Furthermore, its beginning to intermediate English expression difficulty level is anticipated to strengthen the learners' speaking skill by exemplifying the use of some taught structures, significantly.

Questionnaire

The influence of the instructional technique on participants was determined by using a survey that utilized a five-point Likert scale to assess willingness to communicate (WTC) and self-confidence (SC). Peng (2007) originally created this questionnaire by modifying the one developed by MacIntyre et al. (2001). In order to establish its reliability and validity, the questionnaire has undergone many validation procedures, resulting in a reported Cronbach's alpha value of 0.82, which signifies a high level of internal consistency. Furthermore, the construct validity of the study was verified using factor analysis. The identical questionnaire was given to the EF group and then translated into Turkish to be used with the SL group. Back-translation was used in the translation process to guarantee the precision and comparability of the questionnaire among various language groups.

Data Collection Procedure

Control group

The control groups received consistent teaching. When we talk about standard education, the textbooks which was designed with a task-based perspective on skill teaching, was implemented in all General Turkish/English classrooms at the institution. Presentation, Practice, and Production were the three main components of the grammar component. During a class activity, students might work in various pairs or groups.

Experimental Group

Experimental groups received movie instruction. Movie instruction refers to the use of two popular movies Babam ve Oğlum (2005, 1.48 hours) for SL classes, Holes (2003, 2 hours) for FL classes. Ten-minute video chunks were routinely provided as a result of the DUB strategy, which emphasizes the significance of exposure frequency. Depending on how much language is utilized, each section would be covered in about two hours. It was expected that students would comprehend both the overall context of the scenario and every spoken word. It was intended to expose students to the utterances at least eight times per session in order to help them comprehend the language. This research was conducted throughout a series of phases. Firstly, relevant Turkish and English movies were chosen as the study's starting point. This movie was watched over the course of 12 classes, with each lesson covering a 10-minute chunk of the movie. The conversation focused on the English terms used in the movie. Secondly, the procedures for conducting the pre-test post-test, as described. The third stage involves clarification of the comparisons' characteristics and details. Finally, participants of both groups were asked to fill a questionnaire. Below is a summary of how this study was conducted:

a. Creating and conducting the pre-test speaking exam.

Using the DUB approach, we conducted twelve two-hour sessions over four weeks. The experimental group attended a speaking class while viewing a movie. The design arrangement was same across all 12 scenes of the educational program. The primary goal of a DUB is to comprehend all aspects, including as the intended meaning of spoken words.

For example, students should be capable of understanding the dialogue in a movie scene. The movie snippets were shown to the students multiple times and each sentence was thoroughly explained to help them focus on different themes during each viewing. The movie segments were taught utilizing six techniques to assure the students' comprehensive understanding (Verspoor & Nguyen, 2015):
Step 1: The students were directed to watch the scene without subtitles. The students were expected to closely observe the activities and imagery in the scene to comprehend what was happening. A broad question or inquiry will be presented to enhance schema and deduction ability.
Step 2: The students were shown the same scene again with Turkish/English subtitles. The objective was to focus learners' attention on the characters' speeches. This process may be repeated if necessary.

Step 3 involved displaying each line from the scene on a distinct slide accompanied by an explanation for the students. To enhance comprehension, several techniques such as paraphrasing, analogies, and English translations for second language classes or first language translations for foreign language classes were used to construct each speech for learners. The intended and pragmatic interpretations were provided in addition to the literal meaning when relevant.

Step 4: The complete scene was shown again to the students with subtitles. The goal is to strengthen understanding. The participants were able to request clarification from the teacher for any statements they found difficult to comprehend.
Step 5: The scene was presented again sans subtitles. The goal was to review the scenario with the students and let them feel a sense of achievement for completely understanding it.

Step 6: Each student was directed to vocalize a line. The purpose of this phase was to offer pupils an additional chance to read the material and develop pronunciation and intonation in an acting style. Students' mispronunciations were not intentionally corrected. Encouraging remarks were offered to maintain trainees' motivation.

After two or three segments were displayed, there would be an activity as a change of pace. The majority of the time, students were required to write about a personal topic or a movie. Sometimes they acted out a movie scene in pairs, either one the teacher offered or one they chose. Students' oral and written performances received no linguistic evaluation, giving them complete freedom to use language. Affective compliments were instead utilized to keep students motivated.

c. Conducting a post-test at the end.

The test results were analyzed to determine the answer to the study's initial research question. The study utilized an independent sample t-test to identify the distinctions between the experimental group and the control group based on the pre-test (before to treatment) and post-test (after treatment). The researcher analyzed the outcomes of both groups. The speaking exam (one-on-one interview) used in this study was considered subjective, thus the students' performance was assessed by a second independent rater. The speaking rating scale was used to confirm the evaluation results by both raters.

d. Administrating a WTC questionnaire.

The questionnaire was conducted to assess if improvements in WTC (willingness to communicate) and self-confidence rose among students in both the control and experimental groups, with each class involving significant student-to-student interaction. The questionnaire contained 27 items. Participants were required to assess their confidence

level in the scenario and their willingness to talk either in Turkish or English. There were 12 situations outside of class and 15 situations in class. For example, in a classroom setting, you may have been asked to stand up and provide a brief introduction to the group. Providing guidance to a foreigner upon request is an example of an incident that took place outside of the classroom. Participants were required to encircle a number on a scale from 1 to 5 to show their levels of willingness to communicate (WTC) and self-confidence (SC) in using Turkish/English. The survey was available in Turkish and English.

Findings and Interpretation

Pre-test and Post-test Speaking Exam

After test results were gathered as data collection, the final sets of papers were analyzed to find the answers to the research question. To determine whether there was a difference between the experimental and control groups at the pre-test and post-test, an independent sample t-test was employed in the study.

Turkish (SL) Classes

Table 3.1. Group Statistics

	Group	N	M	Std. Dev.	Std. Er. M
Pre-test	Control	32	5.63	.554	.098
	Experimental				
		33	5.52	.508	.088
Post-test	Control	32	6.47	.718	.127
	Experimental				
		33	8.42	.751	.131

The pre-and post-test means for the experimental group were 5.52 and 8.42, respectively. As shown in Table 3.1, the pre-test and post-test means for the control group were 5.63 and 6.47, respectively. According to the statistics, the pre-test performance of the experimental group was comparable to that of the control group, whereas the post-test performance of the experimental class exceeded that of the control group.

Table 3.2. Independent Sample T-Test

	Group	Levene's Test		T-Test					95% Confidence Interval of the Difference	
		F	Sig.	t	df	p	M Dif.	Std. Er. Dif.	Lower	Upper
Pre-test	Equal variances assumed	.056	.814	.814	63	.40	.110	.132	-.153	.373
	Equal variances not assumed			.833	62.138	.40	.110	.132	-.154	.373
Post-test	Equal variances assumed	.378	.541	10.72	63	.00	-1.955	.182	-2.320	-1.591
	Equal variances not assumed			10.73	62.987	.00	-1.955	.182	-2.320	-1.591

An independent sample t-test was performed to compare the results for the experimental and control groups. Starting with pre-test results, it is evident that there is no statistically significant difference between the two groups (p=.40). However, there was a significant difference (t (df)=62.9, p =.00) between the experimental group's post-test scores (M = 8.42, SD = 0.75) and the control group's (M = 6.47, SD = 0.71). This implies that the experimental group's post-test scores increased statistically considerably when compared to the control group. The findings of the post-test show that the students in the experimental group benefited from the implementation of a dynamic usage-based approach to learning a language. The statistical analysis revealed substantial differences between the speaking abilities of the control and treatment groups.

English (FL) Classes

The experimental group's pre- and post-test means were 5.48 and 7.19, respectively. The control group's pre-test and post-test means were 5.64 and 6.07, respectively, as indicated in table 3.3. The mean performance of the pre-test experimental group was comparable to that of the control group, according to the statistics, while the average achievement of the post-test experimental class was greater than that of the control group.

Table 3.3. Group Statistics

	Group	N	M	Std. Dev.	Std. Er. M
Pre-test	Control Experimental	28	5.64	.559	.106
		27	5.48	.509	.098
Post-test	Control Experimental	28	6.07	.539	.102
		27	7.19	.962	.185

Table 3.3. Independent Sample T-Test

		Levene's Test		T-Test					95% Confidence Interval of the Difference	
	Group	F	p	t	df	p	M Dif.	Std.Er. Dif.	Lower	Upper
Pre-test	Equal variances assumed	.019	.89	1.11	53	.26	.161	.144	-.128	.451
	Equal variances not assumed			1.12	52.836	.26	.161	.144	-.128	.450
Post-test	Equal variances assumed	15.223	.00	-5.32	53	.00	-1.114	.209	-1.534	.694
	Equal variances not assumed			-5.26	40.560	.00	-1.114	.211	-1.541	.687

To compare the findings for the experimental group and control group, an independent sample t-test was used. Starting with pre-test results, it is clear that there is no difference between the two groups that is statistically significant (p=.26). However, there was a significant difference (t (df)=40.5, p =.00) between the experimental group's post-test scores (M = 7.19, SD = 0.96) and the control group's (M = 6.07, SD = 0.53). This indicates that, as compared to the control group, the experimental group's post-test scores increased statistically significantly. This means that, as seen by their post-test results, the experimental group's students responded positively to learning a language utilizing a dynamic usage-based strategy. The findings of the statistical analysis showed significant differences between the control and treatment groups' speaking abilities.

The questionnaire

The degree of item fit was analyzed, and the results were transformed into an interval scale using SPSS to make the data easier to comprehend.

Turkish (SL) Classes

Table 3.4. A Sample of Descriptive Analysis of SL Control Group

	N	Mean	SS
Control Group	32	1.00	.000
Bir grup içinde yaz tatilim hakkında konuşmak	32	2.03	.595
Öğretmenimle ev ödevim hakkında konuşmak	32	2.19	.592
Tanımadığım biriyle sohbeti o başlatırsa konuşmak	32	2.16	.628
Tamamlamam gereken bir görev hakkında kafam karıştığında yönerge/açıklama talep etmek	32	2.56	.504
Kuyrukta beklerken bir arkadaşımla konuşmak	32	2.41	.560
Bir skeçte, tiyatro ya da benzeri bir oyunda oyuncu olmak	32	2.41	.665
En sevdiğim bir oyunun kurallarını açıklamak	32	2.31	.535
Bir münazaraya katılmak	32	2.50	.622
Valid N (listwise)	32		

Table 3.5. A Sample of Descriptive Analysis of SL Experimental Group

	N	Mean	SS
Control Group	33	2.00	.000
Bir grup içinde yaz tatilim hakkında konuşmak	33	2.97	.637
Öğretmenimle ev ödevim hakkında konuşmak	33	3.24	.435
Tanımadığım biriyle sohbeti o başlatırsa konuşmak	33	3.21	.415
Tamamlamam gereken bir görev hakkında kafam karıştığında yönerge/açıklama talep etmek	33	3.27	.452
Kuyrukta beklerken bir arkadaşımla konuşmak	33	3.48	.667
Bir skeçte, tiyatro ya da benzeri bir oyunda oyuncu olmak	33	3.33	.479
En sevdiğim bir oyunun kurallarını açıklamak	33	3.85	.508
Bir münazaraya katılmak	33	4.00	.500
Valid N (listwise)	33		

The initial value for the control group is 2.03 as shown in Table 3.4. The majority of participants in the control group are sometimes willing to participate in group discussions with their peers. The mean of the second statement was 2.19 while the mean of the third statement was 2.16. As a result, most students are generally willing to engage in conversations with teachers, but only do so sporadically in other contexts. The first sentence in the second table for the experimental group corresponds to the value 2.97 in Table 3.5. Approximately half of the participants in the experimental groups seem willing to engage in interaction and communication with their peers. The mean of the second statement is 3.34 while the mean of the third statement is 3.21. Consequently, most students are willing to engage in conversations with their teachers and others outside the classroom for around half of the time.

English (FL) Classes

Table 3.6. A Sample of Descriptive Analysis of FL Control Group

	N	Mean	SS
Control Group	28	1.18	.390
Speak in a group about your summer vacation	28	2.00	.903
Speak to your teacher about your homework assignment	28	1.68	.723
Have a conversation with a stranger if he/her talks to you first	28	1.75	.585
Ask for instructions/clarification when you are confused about a task you must complete	28	1.71	.713
Talk to a friend while waiting in line	28	1.71	.713
Be an actor in a play	28	1.93	.604
Describe the rules of your favourite game	28	1.86	.591
Participate in a debate	28	1.71	.659
Valid N (listwise)	28		

The mean of the first statement for the control group in the first table is 2. Therefore, the majority of control group participants are occasionally eager to communicate and speak in groups with their peers. The average of the second and third assertions is 1.68 and 1.75 correspondingly. Most students are generally unwilling to interact and communicate with professors and in other settings, likely due to feeling inadequate in expressing themselves clearly. The initial value in the second table for the experimental group indicates 2.96. The data suggests that most participants in the experimental group are typically open to engaging and conversing with their peers in group settings approximately 50% of the time. The average of the second and third statements is 3.22 and 3.00, respectively. Most students are willing to speak and communicate with teachers and in other circumstances about half of the time.

Table 3.7. A Sample of Descriptive Analysis of FL Experimental Group

	N	Mean	SS
Control Group	27	2.00	.390
Speak in a group about your summer vacation	27	2.96	.706
Speak to your teacher about your homework assignment	27	3.22	.424
Have a conversation with a stranger if he/her talks to you first	27	3.00	.000
Ask for instructions/clarification when you are confused about a task you must complete	27	3.00	.000
Talk to a friend while waiting in line	27	3.22	.424

Be an actor in a play	27	3.26	.447
Describe the rules of your favourite game	27	3.74	.447
Participate in a debate	27	3.74	.447
Valid N (listwise)	27		

Note: 1. Almost never willing, 2. Sometimes willing, 3 Willing half of the time, 4. Usually willing, 5. Almost always willing.

The five-point Likert scale is considered an interval scale. The mean is very significant. Scoring range of likert scale of the questionnaire;

	Value	Range
Almost never willing	1	1 - 1.8
Sometimes willing	2	1.8 - 2.6
Willing half of the time	3	2.61 - 3.40
Usually willing	4	3.41 - 4.20
Almost always willing	5	4.21 - 5

Limitations

The current research included three limitations. To begin with, it was a quasi-experimental investigation. The participants were chosen from naturally intact classes; they were not randomly allocated to experimental and control groups. Due to the possibility of other contributing factors, it would be difficult for the current study to draw a definitive conclusion that the instructional methods were the primary reasons of the outcomes. The learners' motivation (whether they learnt Turkish / English for a job, for enjoyment, or just to pass the class) and the dynamics of the class's group were confounding variables (whether or not the classmates interacted well both on and off campus). Second, no additional tests were carried out. As a result, we cannot say for sure if the DUB strategy, as opposed to the weak version of CLT approach, may have a significant influence in the long term. A disadvantage may have been the extremely small sample size, especially for the control group (n = 28). Therefore, any generalization of the current study's findings must be taken into consideration the relevant factors. Despite these issues, the study was successful in achieving its objectives since it increased understanding of the need of frequent input in the teaching of SL/FL in classroom settings and the use of dynamic usage-based linguistics.

Recommendation

The Dynamic Usage-Based Approach (DUB) presents a fresh viewpoint in language education, specifically in improving speaking abilities. This approach is consistent with current linguistic theories that prioritize the role of usage and exposure in the process of acquiring language. To maximize the potential of DUB, the following comprehensive recommendations are suggested:

- Curriculum Design: Educational institutions should contemplate revising language curricula to incorporate DUB principles, guaranteeing a more hands-on and engaging learning atmosphere. This may entail developing modules that integrate films and real-life situations to replicate the use of natural language.

- Professional Development for Educators: It is imperative to offer thorough training programs for language educators, with a specific emphasis on the pedagogical strategies that support DUB. These programs ought to incorporate workshops,

seminars, and practical sessions to provide teachers with the essential skills required for proficiently implementing this approach.

- Collaborative Research Initiatives: Promote collaborative research between academic institutions and language education centers to investigate the feasibility of utilizing DUB in different language contexts and among diverse learner demographics. Such research could entail conducting longitudinal studies to evaluate the enduring effects of DUB on language proficiency.

- Policy and Advocacy: Collaborate with educational policymakers to promote the implementation of DUB in language education policies. This may entail presenting empirical data from this study and comparable research to influential stakeholders in the education sector.

This research provides evidence for the efficacy of the Dynamic Usage-Based Approach (DUB) in improving speaking abilities in Turkish (as a Second Language) and English (as a Foreign Language) education. The empirical evidence, which shows a substantial enhancement in speaking skills among the experimental groups, highlights the potential of DUB as a revolutionary educational tool. This is consistent with cognitive linguistic theories, such as the Dynamic System Theory, which propose that language acquisition is a comprehensive process influenced by multiple cognitive and social factors. Moreover, this study adds to an expanding body of research that supports the use of hands-on and engaging teaching methods in language education. The effectiveness of DUB is strengthened by comparative analyses with related research, such as the studies conducted by Rousse-Malpat et al. (2022) and Verspoor and Hong (2013). These studies emphasize the significance of genuine language input and active participation by learners in the development of language skills. This research not only affirms the practical advantages of DUB in language learning, but also expands the theoretical discussion on language acquisition, promoting a more nuanced comprehension of the dynamic interaction between cognitive processes and linguistic development. The findings provide a foundation for future investigations into the utilization of DUB in various linguistic and educational settings.

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Appendix:

A. The Questionnaire for Sl Group

Bu anket, başkalarıyla iletişim kurma konusundaki duygularınızla ilgili Türkçe bazı maddelerden oluşmaktadır. Lütfen her sınıf ortamında Türkçe konuşmayı seçtiğiniz sürenin sıklığını belirtiniz (Peng'den (2007) uyarlanmıştır) bu anket orijinal olarak MacIntyre ve diğerleri (2001)'den uyarlanmıştır.

1 = Hiçbir zaman istemem 2 = Nadiren isterim 3 = Bazen isterim 4 = Sıklıkla isterim 5 = Her zaman isterim

1.	Bir grup içinde yaz tatilim hakkında konuşmak	1	2	3	4	5
2.	Öğretmenimle ev ödevim hakkında konuşmak	1	2	3	4	5
3.	Tanımadığım biriyle sohbeti o başlatırsa konuşmak	1	2	3	4	5
4.	Tamamlamam gereken bir görev hakkında kafam karıştığında yönerge/açıklama talep etmek	1	2	3	4	5
5.	Kuyrukta beklerken bir arkadaşımla konuşmak	1	2	3	4	5
6.	Bir skeçte, tiyatro ya da benzeri bir oyunda oyuncu olmak	1	2	3	4	5
7.	En sevdiğim bir oyunun kurallarını açıklamak	1	2	3	4	5
8.	Bir münazaraya katılmak	1	2	3	4	5
9.	Türkçe bir romandan bir bölüm okumak	1	2	3	4	5
10.	Türkçe bir dergiden makale okumak	1	2	3	4	5
11.	Farklı sosyal medya platformlarından ana dili Türkçe olan bir arkadaşla yazışmak	1	2	3	4	5
12.	Basitleştirilmiş kelimeler ve yapıların kullanıldığı kişisel e-posta, mektuplar veya notlar okumak	1	2	3	4	5
13.	Satın almak istediğim bir şeyi bulmak için gazetede ya da farklı sosyal medya platformlarında reklam takip etmek	1	2	3	4	5
14.	Popüler filmler hakkında Türkçe değerlendirmeler, eleştiriler okumak	1	2	3	4	5
15.	Okul arkadaşlarımı bir hafta sonu partisine davet etmek için davetiye yazmak	1	2	3	4	5
16.	En sevdiğim hobim için yönergeler yazmak	1	2	3	4	5
17.	En sevdiğim hayvan ve onun alışkanlıkları hakkında günlük tutmak	1	2	3	4	5
18.	Bir hikâye yazmak	1	2	3	4	5

19.	Bir arkadaşıma e-posta, ya da farklı sosyal medya platformlarından yazı yazmak	1	2	3	4	5
20.	Bir gazete makalesi yazmak	1	2	3	4	5
21.	Bir dergi ya da gazeteden bulmaca çözmek	1	2	3	4	5
22.	Bir sonraki gün için yapmam gereken şeylerin bir listesini hazırlamak	1	2	3	4	5
23.	Türkçe yönergeler dinleyip bu yönergelerin gerektirdiği görevleri tamamlamak	1	2	3	4	5
24.	Türkçe tarifi ile yemek yapmak	1	2	3	4	5
25.	Türkçe bir başvuru formu doldurmak	1	2	3	4	5
26.	Türkçe konuşan birinden talimat almak	1	2	3	4	5
27.	Bir Türk filmini anlamak	1	2	3	4	5

B. The Questionnaire for Fl Group

This questionnaire is composed of some statements concerning your feelings about communication with other people, in English. Please indicate the frequency of time you choose to speak in English in each classroom situation (adapted from Peng (2007) originally adapted this questionnaire from MacIntyre, et al. (2001).).

1 = Almost never willing 2 = Sometimes willing 3 = Willing half of the time 4 = Usually willing 5 = Almost always willing

1.	Speak in a group about your summer vacation	1	2	3	4	5
2.	Speak to your teacher about your homework assignment	1	2	3	4	5
3.	Have a conversation with a stranger if he/her talks to you first	1	2	3	4	5
4.	Ask for instructions/clarification when you are confused about a task you must complete	1	2	3	4	5
5.	Talk to a friend while waiting in line	1	2	3	4	5
6.	Be an actor in a play	1	2	3	4	5
7.	Describe the rules of your favourite game	1	2	3	4	5
8.	Participate in a debate	1	2	3	4	5
9.	Read part of an English novel	1	2	3	4	5
10.	Read an English article in a paper	1	2	3	4	5

11.	Read letters from a pen pal written in native English	1	2	3	4	5
12.	Read personal letters or notes in which the writer has deliberately used simple words and constructions	1	2	3	4	5
13.	Read an advertisement in the newspaper or on different social media platforms to find something I want to buy.	1	2	3	4	5
14.	Read reviews in English for popular movies	1	2	3	4	5
15.	Write an invitation to invite your schoolmates to a weekend party	1	2	3	4	5
16.	Write down the instructions for your favourite hobby	1	2	3	4	5
17.	Write a report on your favourite animal and its habits	1	2	3	4	5
18.	Write a story	1	2	3	4	5
19.	Email a friend, or write a post on different social media platforms	1	2	3	4	5
20.	Write a newspaper article	1	2	3	4	5
21.	Write the answers to a "fun" quiz from a magazine	1	2	3	4	5
22.	Write down a list of things you must do tomorrow	1	2	3	4	5
23.	Listen to instructions in English and complete a task	1	2	3	4	5
24.	Bake a cake if instructions were in English	1	2	3	4	5
25.	Fill out an application form in English	1	2	3	4	5
26.	Take directions from an English speaker	1	2	3	4	5
27.	Understand an English movie	1	2	3	4	5