

**Teaching Speaking Skills in an English Language  
Teaching Department**

**Ugochi Adaeze Anaso**

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Approval of the Institute of Graduate Studies and Research

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Prof. Dr. Mustafa Tümer  
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

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Assoc. Prof. Dr. Javanshir Shibliyev  
Chair, Department of English Language Teaching

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

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Asst. Prof. Dr. Fatoş Erozan  
Supervisor

---

Examining Committee

1. Assoc. Prof .Dr. Naciye Kunt

---

2. Assoc. Prof. Dr. Javanshir Shibliyev

---

3. Asst. Prof. Dr. Fatoş Erozan

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## **ABSTRACT**

The present study evaluates the Oral Communication Skills II course (ELTE 108) offered in the undergraduate program of the Department of English Language Teaching (ELT) at Eastern Mediterranean University (EMU) in terms of teaching speaking skills.

In this evaluation study, a mixed method approach was used; both qualitative and quantitative data collection methods were used. The participants of the study were twenty – six undergraduate students who were enrolled in ELTE 108 course and the two instructors who were teaching the course. The data were collected through a student questionnaire, teacher interviews and classroom observations.

The results of the study show that the Oral Communication Skills II course is effective in improving the students' speaking skills as perceived by the students and their instructors. In other words, the students and instructors have positive attitudes towards the course, but at the same time they suggest some changes to make the course more effective.

More specifically, the results of the study revealed that the course has some strengths and weaknesses as perceived by the instructors and the students. From the students' perspective, the results show that the main strength of the course is that it has helped them to learn how to give presentations, impromptu speeches and engage in a discussion, while one of the main weak points is that visual aids were not used sufficiently in the class.

In relation to the teachers' perspective, they stated that the strong points of the course are that it provided the students with the theoretical knowledge of delivering presentations, impromptu speeches and also it helped the students to develop inter-cultural and inter-personal skills.

One of the major findings of this study is that listening activities were very limited. The findings of this study may provide feedback to the instructors as regards the effectiveness of the course so that they can make the necessary improvements.

**Keywords:** Oral Communication Skill course, English language teaching, teaching speaking, course evaluation.

## ÖZ

Bu çalışmanın amacı Doğu Akdeniz Üniversitesi İngilizce Öğretmenliği Bölümü'nde verilen Sözlü İletişim Becerileri II dersini konuşma becerilerinin öğretilmesi açısından değerlendirmektir.

Bu değerlendirme çalışmasında, öğrenci anketleri ve öğretim elemanı görüşmeleri yöntemleri ile veri toplanmıştır. Veri toplama araçları Erozan'ın (2005) çalışmasından uyarlanmıştır. Araştırmaya, söz konusu derse kayıtlı yirmi altı lisans öğrencisi ve bu dersi veren iki öğretim elemanı katılmıştır. Öğrenci anketi, öğretim elemanı görüşmeleri ve gözlemler yoluyla hem nitel hem de nicel veri toplanmıştır.

Araştırmanın sonuçları, Sözlü İletişim Becerileri II dersinin konuşma becerilerinin öğretimi açısından etkili olduğunu göstermektedir. Hem öğrenciler hem de öğretim elemanlarının bu ders ile ilgili tutumlarının olumlu olduğu, ancak dersin iyileştirilmesi için bazı önerilerinin olduğu da ortaya çıkmıştır.

Ayrıca, çalışmanın sonuçları, Sözlü İletişim Becerileri II dersinin bazı güçlü ve eksik yönlerini de ortaya çıkarmıştır. Öğrencilerin bakış açılarına göre, dersin en güçlü yanı öğrencilerin sunum yapma, doğal veya hazırlıksız konuşma yapma ve grup tartışmalarına katılma gibi becerilerini geliştirmesidir. Görsel-işitsel araçların yeteri kadar kullanılmaması ise dersin zayıf yönlerinden biri olarak görülmektedir.

Öğretim elemanlarının bakış açılarına göre ise, bu ders öğrencileri sunum yapmak, konuşma yapmak veya tartışmaya katılmak için ihtiyaç duydukları gerekli kuramsal bilgi ile donatmış, iletişim ve kültürel becerilerini geliştirmelerine katkı sağlamıştır.

Dinleme becerileri ile ilgili aktivitelerin nin çok sınırlı olması diđer bir önemli bulgudur. Bu çalışmanın bulguları, öğretim elemanlarına dersin etkinliği ile ilgili geribildirim sağlayıp, dersi iyileştirmelerini sağlayabilir.

**Anahtar kelimeler:** Sözlü İletişim Becerileri II dersi, İngiliz dili öğretimi, konuşma becerilerinin öğretimi, ders değerlendirmesi.

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# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ .....	v
ACKNOWLEDGMENT .....	vii
LIST OF TABLES .....	xi
1 INTRODUCTION .....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Research Questions .....	6
1.5 Significance of the Study .....	6
1.6 Definition of terms .....	7
1.7 Summary .....	7
2 LITERATURE REVIEW .....	8
2.1 Program Evaluation .....	8
2.1.1 Definitions, Nature and Purpose of Evaluation .....	8
2.1.2 Language Program Evaluation Studies .....	11
2.1.3 Evaluation Studies on Language Teacher Education Program.....	15
2.2 Teaching Speaking Skills.....	19
2.2.1 Teaching Speaking in General .....	19
2.2.2 Teaching Speaking in Teacher Education Program.....	24
2.3 Summary .....	28
3 RESEARCH METHOD .....	29
3.1 Research Design .....	29



3.2 Research Context.....	30
3.3 Research Questions .....	31
3.4 Participants.....	31
3.4.1 Students .....	31
3.4.2 Teachers.....	32
3.5 Data Collection Instruments.....	32
3.5.1 The Students Questionnaire .....	32
3.5.2 Teacher Interviews .....	33
3.5.3 Classroom Observation .....	34
3.6 Data collection Procedure.....	34
3.7 Data analysis procedure .....	35
3.8 Summary .....	35
4 RESULTS.....	36
4.1 Student Questionnaire.....	36
4.1.1 Learning Outcomes / Course Objective .....	36
4.1.2 Course Content & Material.....	39
4.1.3 Teaching – Learning process .....	44
4.1.4 Overall Evaluation .....	46
4.2 Instructor’s Interview.....	48
4.2.1 Learning Outcomes / Course Objectives .....	48
4.2.2 Course Content & Material.....	50
4.2.3 Teaching – Learning Process.....	52
4.2.4 Overall Evaluation .....	54
4.3 Classroom Observation.....	56
4.3.1 Results for Group 1 .....	56

4.3.2 Results for Group 2.....	57
4.4 Summary.....	58
<b>5 DISCUSSION OF THE RESULTS AND CONCLUSION.....</b>	<b>59</b>
5.1 Discussion of Results.....	59
5.1.1 Research Question 1.....	59
5.1.2 Research Question 2.....	62
5.1.3 Research Question 3.....	65
5.1.4 Research Question 4.....	66
5.2 Conclusion .....	67
5.3 Implications of the Study.....	68
5.4 Limitations of the study .....	68
5.5 Recommendations for Future Research.....	69
<b>REFERENCES .....</b>	<b>70</b>
<b>APPENDICES .....</b>	<b>79</b>
Appendix A: Student questionnaire .....	80
Appendix B: Teachers' interview .....	86
Appendix C: Observation form.....	88

## LIST OF TABLES

Table 1: Student Questionnaire Results .....	37
Table 2: Student Questionnaire Results .....	40
Table 3: Student Questionnaire Results .....	44

# Chapter 1

## INTRODUCTION

This chapter contains five sections. The first section introduces the study's background, the second section states the problem, the third section explains the aims, the fourth section presents the questions of the research while the last section focuses on the significance of the study.

### 1.1 Background of the Study

English has become a world language since among nations; it serves as a lingua franca for global communication. It has become a means for technical collaboration, industrial advancement and the development of international relationships. As Graddol and Meinhof (1999) stated:

The increasing use of English arises from complex economic, technological and social processes. It is seen by some as an inevitable consequence of economic globalization, by others as a legacy of colonialism and imperialism both at an individual level as well as that of nation-states (p. 1).

Hindmarsh (1978) explained that English is widely used because the world has opted for it to satisfy its communication needs. The rapid growth of English language has made teaching English as a foreign language an essential profession. To ensure an efficient English language teaching, the teachers need to undergo the necessary pre and in-service training in the field.

Teacher education programs in the field of ELT aim to educate and train effective and competent teachers. To achieve these aims, the language teacher education syllabus should include the following types of knowledge (Adoniou, 2015):

*Knowledge about content:* This is an explicit understanding of how language works.

*Theoretical knowledge about language teaching:* Theoretical understandings about teaching language, and its history.

*Teaching knowledge:* Pedagogical knowledge about language *teaching*.

*Knowledge about learners:* Having information about the needs of various learners as regards learning.

*School context knowledge:* Knowing about the institution and people in the society and how this knowledge can affect the teaching strategies, and how they are supposed to plan, report, evaluate, and practice their teaching.

*Having information on the socio-cultural politics of teaching:* Knowing how wider political factors influence teaching, such as “national testing” and “school league tables”.

The language improvement courses should be included in the teacher education programs because, they help to develop the teachers professionally (i.e. language-wise) which is considered as one of the main characteristics of a good language teacher (Liu, 2009; Meng, 2009).

Language improvement component is very important in teacher education programs all over the world, which involve few components. As indicated by Cullen (1994), there can be a methodological/ pedagogical component, a linguistic component and a literature component. Most programs focus more on the methodology part; in others the core interest is set on enhancing the language skills of the prospective teachers. In China, for example, teacher training programs did not include the methodological component; they only focus on increasing the language level. This implies that consideration is given to language learning rather than the capacity to utilize the language in ordinary genuine communication. Such a program does not enhance language; it just enhances learning about it. This approach has been scrutinized by Cots and Arno (2005), who argue that we should differentiate the communicative order of the language from learning about language. In countries in which English is not used as a medium of teaching, the primary aim of instructors is to make their English better to get them to speak it more fluently and more confidently in class. If a course for teachers does not take this into consideration, it cannot address the needs and wants of the teacher (Cullen, 1994).

The most important features of a good language teacher are being competent in language (Lange, 1990). In a study directed by Berry (1990), two groups of English instructors at secondary level in Poland were requested to rank the most essential component out of the following three, methodology, theory of language teaching or language improvement. The language improvement component was positioned as the most essential by both groups, and methodology was positioned second. Another study conducted in an EFL educator training program at Sultan Qaboos College in Oman by Fahmy and Bilton (1992), showed that learners knew that they need to

enhance their English proficiency and they suggested language support as a necessary element in the program.

Teaching speaking skills has become increasingly important in teacher education program due to the fact that prospective teachers need to use English spontaneously and freely for communicative purposes. It has also become apparent that prospective teachers consider themselves good and successful teachers if they can communicate fluently and effectively (Liu, 2009; Meng, 2009). Teaching speaking skills is also very important in English language teaching because without speaking, it will be impossible for learners to communicate effectively both inside and outside the classroom. The main goal of speaking classes should be to give learners maximum scope to practice spoken language effectively (Hall & Austin, 2004).

Furthermore, speaking skills should be focused more in teacher education programs because among the four skills, speaking a foreign language is perhaps the most difficult skill because the speaker not has only to organize the words in an understandable method, but he also required to speak intelligibly (Jones, 1993).

## **1.2 Statement of the Problem**

Speaking competence is one of the characteristics of an effective teacher. Teaching speaking is also very important in teacher education program curriculum. Researchers have attempted to find out the best way to develop or improve the speaking skills of prospective teachers and such studies have been conducted in different contexts with different participants.

For instance, Varasarin (2007) carried out an action research on how to develop pronunciation training and communicative competence for Thai prospective English teachers. The purpose of the training was to improve students' pronunciation and speaking abilities. The result shows that the use of pronunciation training and dictionary has helped the learners to improve their competence and also to have more confidence while speaking.

On the other hand, Ainy (2007) conducted a study on how to improve the conversational skills of the students by using literature; the findings revealed that the use of literature can improve the speaking skills of the prospective teachers because they were actively involved in the classroom participation.

Due to the different findings in the related literature, the need for further investigation within the context of Northern Cyprus emerged. Therefore, the aim of this study is to evaluate an oral communication skills course offered in English Language Teaching Department of EMU in North Cyprus in terms of teaching speaking skills. In other words, the present study tends to find out how speaking skills are taught in English Language Teaching Department.

### **1.3 Purpose of the Study**

The main purpose of this study is to evaluate Oral Communication Skills II course (ELTE 108) offered in the ELT Department of Eastern Mediterranean University in North Cyprus in terms of teaching speaking skills. More specifically, the study aims to find out how speaking skills are taught in this course, and the strengths and the weaknesses of the course in this regard as perceived by the students and the instructors. In addition, the study attempts to identify the students' and the



instructors' suggestions for improving the course with respect to teaching speaking. Lastly, the study intends to identify if the students encounter any difficulties during the development of speaking skills. To reach these purposes, the research attempts to find answers for the questions listed in section 1.4 below.

#### **1.4 Research Questions**

These present study has attempted to answer the following questions:

1. How do the students and instructors evaluate Oral Communication Skills II (ELTE 108) course in terms of its learning outcomes/objectives, course content & materials, and teaching-learning process?
2. How are speaking skills taught in ELTE 108 course?
3. What are the overall strengths and weaknesses of the course in terms of teaching speaking skills?
4. What are the suggestions of the students and instructors for improving the teaching speaking component of the course?

#### **1.5 Significance of the Study**

The present study attempts to investigate an undergraduate course ELTE 108 (Oral Communication Skills II) in ELT Department at Eastern Mediterranean University with the aim of evaluating and enhancing the effectiveness of the course as regards teaching speaking skills. The study can be considered important because:

- 1) It may provide the teachers with the feedback on how to improve the weaknesses of the course.
- 2) The results of the study may help the prospective teachers to develop speaking skills their autonomously. It may also make them be aware of their speaking abilities.
- 3) It may increase the teachers' awareness as regards teaching speaking.

4) The study may also suggest an additional material to support the course book used in the course, if the evaluation reveals that the course book is not sufficient.

## **1.6 Definition of Terms**

**Impromptu speech:** Thinking on your feet means being able to organize one's idea quickly and speak about a subject without advance time to prepare. This type of speech is often called an impromptu speech (Paulette & Wolf, 2016)

**Persuasive speech:** Paulette & wolf stated that any speech is persuasive if its purpose is to convince others to change their feelings, beliefs or behaviour. (p.119)

**Inter-personal skills:** Interpersonal skills is when someone has the ability to exchange messages, express their opinions, ask and answer questions, express how they feel, talk about what they like and dislike, or say what they want and don't want. (Paulette & wolf, 2016)

**Inter-cultural skills:** According to Paulette & Wolf, intercultural skill is when people from different cultures exchange information, ideas, thoughts and feelings with one another.

**Group discussion:** Paulette & Wolf explained that group discussion is when people exchange and evaluate ideas and information in order to better understand a subject or solve a problem.

## **1.7 Summary**

Chapter 1 elaborated on the study's background by explaining the importance of language improvement courses and also the importance of speaking skills in language teacher education program .The problem of the research study was also stated. The chapter further illustrated the overall aims of the study and the questions which were treated. The importance of this research was also discussed.

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter is divided into two main parts; the first part deals with program evaluation while the second part focuses on teaching speaking, teaching speaking in general and teaching speaking in teacher education program.

#### **2.1 Program Evaluation**

##### **2.1.1 Definitions, Nature and Purposes of Evaluation.**

Tyler (1942) defined evaluation as the process of determining to what extent the educational aims are been achieved.

Contrary to this definition, Richards et al (1985) defined evaluation as the systematic gathering of information for the purpose of decision making. Fitzpatrick et al (2004) perceives evaluation as the identification, clarification and application of defensible criteria to determine an evaluation object values (worth or merit) in relation to those criteria.

Program evaluation is an essential way of checking if a program is as active as it was planned. It helps in making sure of the quality of the program because it allows for an improvement when weaknesses are seen and it also confirms the success of the program (Rosebush, 1991)

However, it is argued that identifying and designing defensible criteria is not always applicable because the means of judging any evaluation object differ from one

individual to another and it is also difficult to agree on one evaluation criteria. In this view, Nevo (1983) argues that choosing criteria to judge the merit of an evaluation objects is one of the most difficult tasks in educational evaluation.

There is no outstanding method of organizing the evaluation of a program. The evaluation aim, the type of the program / project, the stakeholders, and the time and resources need to be considered. But this should not be understood as that the evaluators should use an impressionistic way to evaluate rather the evaluation should be systematic, standard and clarified.

There are different functions, purposes and roles of program evaluation. For example, Rea-Dickens and Germaine (1992) explained that the two major functions of evaluation are clarifying and affirming the existing procedures and getting information that will elicit changes in existing procedures. Furthermore, they also list three major reasons why we should engage in the evaluation process:

- Accountability
- Curriculum development and betterment
- Professionally develop the teachers.

Rosebush (1991) further explains two main roles of evaluation:

- Investigating if the desired outcomes are being achieved
- Examining if there is an agreement among the philosophy, goals, objectives, classroom activities, content and classroom evaluation procedures

Alongside with Rea-Dickens and Germaine (1992), Kirkpatrick (1998) lists three reasons for program evaluation:

- To justify the existence of the training department by showing how it contributes to the organization's objectives and goals.
- To decide whether to continue or discontinue training programs.
- To gain information on how to improve future training programs.

Posavac and Carey (2003) analyze six purposes of program evaluation, this analysis helps to enhance and arrange the program so that its worth can easily be assessed.

- To check the needs that are not met
- To check the level of the result
- To record the implementations
- To measure other programs
- To supply information for maintaining and developing
- To discover the negative influence.

However, Wall and Solution (2014) suggested an eleven-step approach to evaluation process. They stated that this will help evaluators to have a clear definition of the evaluation process. The steps are:

- Clear and precise description of what you are evaluating
- The goals and purpose of the evaluation
- The evaluation questions
- Procedures used to collect data for each question
- Description of data collection instruments for each question
- Description of data provider ( who provided information for each question)
- Response rate
- Methods of analysis

- Conclusions ( listed by evaluation questions)
- General conclusion / finding out the program
- Action items and recommendations for program improvement and change.

Program Evaluation is very necessary because it helps to know if the aims of the program has been achieved and also if there are strengths and weaknesses detected in the program.

### **2.1.2 Language Program Evaluation Studies**

This section reviews some previous studies on language program evaluation. Program evaluation differs according to the purpose. Some program evaluation studies may be conducted to show if the institution has met the goals and objectives of the program while some may be conducted to get the teachers and students perceptions about the program.

In addition, Al-Shalabi (1988) evaluated the English teacher education program at the College of Education at Kuwait University. The main aim of the study was to evaluate the English teaching performance of student teachers and to elicit their opinions on their program. Two methods were used to collect the data: observation and questionnaire. The results show that 80% of the student teachers obtained high ratings in most of the teaching skills required of English teachers. The main weakness found was in the students' command of English. However, this study was missing one important method, namely interviews, as it is argued that interviews are among the most important methods for collecting rich, deep and detailed data.

In the same Arabian Gulf context Al-Mansoori (2001) conducted an evaluation of pre-service EFL teacher education in the United Arab Emirates University (UAEU). A responsive-constructivist approach was selected for the evaluation. A conceptual and procedural framework, grounded in some basic tenets of Fourth Generation Evaluation, was developed. Eighty-one student teachers in their final year in the UAEU and 56 newly qualified teachers from the UAEU completed a questionnaire about their preparation. Following this, ten percent of them were asked to participate in follow-up interviews. Fourteen decision makers from the UAEU and the Ministry of Education and Youth were also interviewed, employing in-depth/open-ended conversational interviews. Descriptive and inferential statistics were used to analyse the quantitative data. The qualitative data were categorised through comparative analysis. On the basis of the problems and needs identified, recommendations and suggestions for programme planning and improvement were made.

Henry and Roseberry (1999) carried out a research to evaluate the teaching methods and teaching materials for teaching essay writing for university –level second language learners. The evaluation of the materials and methods is done based on the analysis of the students' writing which was conducted before and after the instruction. The results revealed that the students had improved their ability to structure their essay introductions. The students were also tending to improve their ability to texture their writing.

Üstünlüoğlu et al (2012) conducted a study in language program to evaluate the difference between what is wanted in the program versus the actual state of the program, to make judgement about learners' level of skills and knowledge and to

make suggestions for improvement. The study further aimed to explain the process of developing a new teaching program, bearing in mind the Common European Framework, at the English Preparatory School in Izmir University of Economics and also to evaluate the effectiveness of the program. The results showed that there is a significant relationship between the students' proficiency scores and the perceptions of their own competencies. The study further suggested a number of learner training sessions for increasing students' awareness.

Another study was conducted by Tarnopolsky (2000) to formatively evaluate the language programme in Ukraine. In the study, Tarnopolsky evaluated the writing course and considered the past and present situations in teaching writing. The results of the needs analysis indicated the necessity of introducing writing into EFL courses and using the process-genre approach in the course. The first version of the course based on this approach was evaluated and it was found that there were some problems. The course was communicative, but activities that were more fun needed to be added. When this was done, the second version of the course was found to be more successful.

Mede and Uygan (2014) carried out an evaluation study of language preparatory program. The study aims to evaluate whether the Language Preparatory Program designed for English Language and Literature and Translation departments has met the students' language and learning needs. To this end, 64 preparatory students constitute the working group of this research. The quantitative data were obtained through a needs analysis questionnaire and the qualitative data were collected by means of semi-structured interviews. The findings of the study revealed significant



implications in relation to the evaluation of the Language Preparatory Program based on the language and learning needs of the preparatory students.

Imani (2013) conducted a study on the modular EFL Educational Program which aims to evaluate the program from five fundamental criteria including: Admission Requirements, Program Content, Program Resources, Program Instruction/Evaluation Methods, and Graduation/Employment Requirements. Methodologically, the study is based on the requirements of both qualitative and quantitative research paradigms. To this end, a sample of teachers enjoying at least five years of offering both courses attempted a 22-item Likert-scaled questionnaire accommodating subcategories of the five macro criteria followed by open-ended written protocol commenting spaces for qualitative data. The findings revealed controversies over the all the macro-criteria and compatibility of the program with these well-established standards; suggesting exercise of comprehensive revisits and modifications in all aspects of the program as a whole.

Wang (2013) conducted a research on outcome Based Learning which aims at evaluating the implementation of OBL in 17 pilot courses in the English Department in the Hong Kong Institute of Education. Five evaluation instruments were developed, and questionnaire surveys and interviews based on these instruments were carried out to find out both students' and teachers' perceptions of OBL adopted in the pilot courses. The findings suggest that both the students and the teachers hold a generally positive attitude towards OBL, but a number of issues have been raised concerning the successful implementation of OBL at course level.

Tunç (2010) made a research which aimed to evaluate the effectiveness of Ankara University Preparatory School program through the perspectives of instructors and students. To this end, the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was utilized. 406 students attending the preparatory school in the 2008-2009 academic year and 12 instructors teaching in the program participated in the study. The data were gathered through a self-reported student questionnaire and an interview schedule which was designed for the instructors. In order to obtain more detailed information about the preparatory school, written documents were examined. Results of the study indicated that the program at Ankara University Preparatory School partially served for its purpose. The findings revealed that some improvements in the physical conditions, content, materials and assessment dimensions of the program were required to make the program more effective.

### **2.1.3 Evaluation Studies on Language Teacher Education Programs**

Coşkun and Daloğlu (2010) carried out a research which aims at drawing attention to the importance of program evaluation for teacher education programs and to reveal the pre-service English teacher education program components that are in need of improvement or maintenance both from teachers' and students' perspectives by using Peacock's (2009) recent evaluation model in a Turkish university context. The study is based on the data collected from teachers and fourth year student teachers who have had experience with the new teacher education program initiated by Higher Education Council (HEC) in 2006-2007 academic year. The data collected by means of questionnaires and interviews revealed that although participating teachers and student teachers have similar views about some program components, they hold different ideas about the balance among linguistic and pedagogic

competences in the program. While teachers believe that the program does not suffice to improve student teachers' linguistic competence, student teachers think that the pedagogic side of the program needs to be improved.

Yavuz and Topkaya ( 2013) examined a study which aims to explore the perceptions of teacher educators regarding the changes in the English Language Teacher Education Program introduced by the Turkish Higher Education Council (HEC) in 2006. Employing a qualitative design, open-ended questionnaires were administered to 18 lecturers working at five different state universities. The analysis of the data yielded that while teacher educators found some of the changes appropriate, such as the addition of some courses, they raised far more serious concerns with the new program regarding the sequence, content, structure, procedure and removal of courses. In addition, the top-down and centralized program restructuring movement, disregarding the opinions, experiences and the practices of the end users of the program, such as teacher educators, teachers and teacher trainees, was also criticized heavily by the participants.

Razi and Kargar ( 2014) performed a study which aims at evaluating the current in-service foreign language teacher education ( FLTE) program in Iran in order to improve it. The data was collected by using a questionnaire. The results of the study implied that the status of the current in-service foreign language teacher education program is not satisfying with respect to improving English teachers' language proficiency level, teaching skills, management skills and evaluation skills. It was also revealed that the program is insufficient with respect to increasing teachers' motivation and the administration of the courses.

Uysal (2012) organized a study which evaluates a one-week in-service education program (INSET) offered by the Turkish Minister of Education to explore its sustained impact on language teachers' attitudes, knowledge-base and classroom practices. The findings revealed that although the teacher's attitudes are positive towards the course in general, the program has limitations especially in terms of its planning and evaluation phases and its impact on teachers' practices.

Minott and Young (2009) coordinated a study whose main purpose was to ascertain the benefits of employing a hybrid evaluation approach to assessing a teacher education programme's objectives or intended outcomes. The benefits of employing the hybrid evaluation approach enacted through its evaluation survey component was seen in the fact that it acts as a guide for participants' thinking, facilitates the acquisition of a broad overview of their thoughts and could provide stakeholders with statistical data, if needed. The benefit of employing the hybrid evaluation approach enacted through its reflective journaling component, was seen in the fact that journaling helped participants to carry out in-depth 'thinking about', and formulating written perceptions of various aspects of the programme. The strength of the hybrid evaluation approach rests in the combined and simultaneous use of both components in a single process of programme evaluation.

Sarlak and Vafaeimehr (2014), carried out a research whose purpose is to reveal the (in)efficiency of the current themes of in-service teacher training programs in Iran. To this end, a sample of 61 English teachers in Tehran province were selected who were asked to fill in a modified questionnaire referring to educational programs held in the last 5 years. Degree of presence/absence of these issues in the programs was

estimated; critical pedagogy enhancement, emphasis on teachers' reflectivity, technology and digital collaboration tools implementation and promoting linguistic and classroom management skills. Results have shown that a relative degree of satisfaction of the programs is observed regarding inclusion of technological advancements and efforts to promote teachers' General English Proficiency (GEP) and classroom management skills; however teachers showed a significant degree of dissatisfaction regarding relevant attempts to enhance criticality of pedagogical issues and practicality of reflective teaching. Moreover, patterns appeared after analysis of semi-structured interviews have revealed that needs analysis is in direct relation with strength of the programs while a theoretical (not practical) orientation of the program objectives in general is considered as the major weakness.

Aliakbari and Ghoreyshi (2013) carried out a research whose aim is to evaluate a work program using a large number of evaluation models, Stufflebeam's CIPP model (2002) was adopted as the theoretical framework to examine the current program for Master of Arts in TEFL at Ilam University. The participants of the study included 36 graduates of the given major from 2006 to 2012. The data were collected through a researcher-made questionnaire and were analyzed by using Statistical Package for Social Sciences (SPSS.16). The findings revealed that most of the graduates believed that the current program was not as effective and efficient as it was expected and their actual needs were somehow ignored. They suggested that the administrators employ more proficient teachers, apply more practical courses and revise the educational objective.

Erozan (2005) carried out a reasearch which aims at evaluating the Language Improvement Courses in the undergraduate curriculum of the Department of English Language Teaching ( ELT) at Eastern Mediterranean University. The participants of the study were six instructors teaching the language improvement courses and the students enrolled in these courses. The data was collected both quantitaively and qualitatively. The result of the study, shows that generally the language improvement course were effective in terms of five aspects specified in the evaluation model employed in the study ; as perceived by the students and instructors. However, the students and the instructors suggested making some changes to the existing lanaguage improvement courses to make them more effective and better adjusted to the students' need and expectations.

## **2.2 Teaching Speaking Skills**

People speak English for different motives. One of the objectives of teaching speaking skills is that it helps the students to communicate adequately.

### **2.2.1 Teaching speaking skills in general**

Shahid (2005) clarifies that we speak as we want to express ourselves. Since language is a system for expressing meaning, the primary function therefore is to communicate. Therefore we have to teach the students how to communicate effectively without any grammatical errors. A speaking class with a healthy interaction is very demanding. Sion (2007) explained that to teach English conversation well, you will need to carefully plan and direct the class, and also to make sure the conversation stays spontaneous and uninhibited. This can be achieved by making sure that the topics that are to be discussed will motivate the students.

Chaney (1998) describes speaking as a process of constructing and giving meaning through the use of verbal and non-verbal symbols in different contexts. In line with this view, Nunan (2003) explained what it means to teach speaking. According to him, teaching speaking means to teach language learners to produce English speech sounds and patterns, select appropriate words, according to the situation, social setting and subject matter, organize their thoughts in a sequential and meaningful order, use language fluently without pausing, use language to express values, opinions and judgements (Nunan 2003).

In accordance with the above points, teachers should follow certain principles for teaching speaking. This will help them in managing the classroom. Nunan (2003) and Kayi (2006) suggest some principles that help in teaching speaking.

1. Teachers should be aware of the difference between second and foreign language.
2. Teachers should give students a chance to practice with fluency and accuracy.
3. Teachers should provide opportunity for students to talk by using group-work and pair work and limit the teachers' talk.
4. Teachers should plan speaking tasks to involve negotiation of meaning.
5. Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
6. Teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
7. Teachers should provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

8. Teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
9. Teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.
10. Teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.
11. Teachers should reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

Some studies have been conducted on how to improve the speaking skills of the students. For instance, Duarte et al (2012) carried out a study on how to use songs to develop the speaking skills of the students. The fact that the students lack confidence while speaking and also they are demotivated in learning English makes songs useful in serving as a main resource in connection with different kinds of activities. The results reveal that the learners were able to pronounce many words freely and accurately in any situation. Students acquired new vocabulary and most important aspect, they were motivated to learn English.

Murad and Smadi (2009) attempted to investigate the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. The students were in the eleventh grade. The findings of the study were the following: Firstly, the TBLT program enhanced significantly the speaking skills of the students of the experimental group and



positively affected their attitudes towards English. Secondly, the TBLT program improved the girls' speaking skills more than the boys in the experimental group.

Hasanah (2012) carried out a research whose objectives are : to describe the implementation of debate technique in speaking class of the second class of MTs SA Miftahul Huda, to measure the improvement of students' speaking skill after implementation debate technique. The methodology of the study is collaborative classroom action research to find out the Improvement of students' speaking ability she use test, namely pre-test and post-test. She use four cycles, in each cycle comprise of one meeting during 80 minutes. The study shows that the students involve activity in teaching learning process, they are more encourage and confident to speak in English than before.

Alimi (2015) conducted a study which aims at investigating the significance of using cooperative group work on improving students' speaking production and communicative skills in EFL classes. The present study is based on one main hypothesis that if teachers use cooperative learning technique in the oral expression course; then learners will feel more comfortable to use English spontaneously and their speaking skill will be enhanced. Students and instructors' questionnaire was used as a data collection instrument. The findings from this research provide evidence that cooperative group work is the right technique for developing students' language use and increasing their classroom oral participation in interactional environment.

Nila (2015) conducted a study on how to use the teachers' teaching method to improve the speaking skills of the students. The study has two aims; first objective is to know the profile of students' speaking skill after the implementation of the Direct Method. Then, the second one is to describe the effectiveness of using the Direct Method in teaching to improve students' speaking skill at Purikids Language Course. This research took place at Purikids Language Course, Yogyakarta. The subjects of this study were 18 students of Super kids Class Program which were divided into three classes. The type of this research is Action Research. The mixed method was used in data collection and the instrument comprises of observations, interviews and tests. The findings of the research showed that the use of the Direct Method was able to improve students' speaking skills. Based on the qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation.

Khadidja (2010) researched on how to use classroom interaction to improve the speaking skills of the students. The study aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skills, but also to foster their capacity to generate new language. This study is based on two questionnaires administrated to both the third year students and teachers of Oral Expression to get information about the impact of classroom interaction on developing the learners' speaking skills. The analysis of the questionnaire showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

Mulya (2016) carried out a research on how to use pair work techniques in increasing the speaking skills of the students. The purpose of this study is to investigate the significant difference of speaking performances between students who were taught using pair work technique and students who were not. The method of this study was quantitative experimental. The second grade students of a high school in Banda Aceh were chosen as the sample of this research, which consisted of two classes as the experimental class (EC) and the control class (CG) with 30 students in each class. The result shows that the use of pair work technique in teaching speaking was found to be an effective technique for the EC students in improving their speaking performances.

Heinz (2013) carried out a study on how to use impromptu speech to increase the speaking skills of the students, this paper details the nature of the impromptu and extemporaneous speaking events in forensics competitions and introduces a classroom activity styled after those events for interpreting language skills training. The study was based on several questions: Could students benefit from high intensity, impromptu speaking exercises in which they could not use notes during their delivery? Would this help them reduce their dependency on note taking? Would it improve their public speaking skills? Would it help them deal with high pressure situations? The result of the study was positive in that the students were able to give speeches publicly without looking into their notes. The study also shows that impromptu speech is one of the most important speaking activities.

### **2.2.2 Teaching Speaking in Teacher Education Program**

Weshah and Tomok (2011) organized a study which investigated the impact of a training program based on pedagogical knowledge on improving the speaking and

writing skills teaching practices of female English language teachers. The participants consisted of 30 teachers: 10 as an experimental group and 20 as a control group. To answer the study questions, the researchers developed a classroom observation sheet to measure the impact of the training program on the experimental group. The means and standard deviations were calculated. The covariance analysis was also used to verify the significance of differences between the means of the groups. The results revealed a positive impact of the training program. In light of the study results, a number of recommendations were suggested to improve the English language female teachers' practices in teaching speaking and writing skills at schools.

Salem (2013) investigated the impact of multiple intelligences-based Instruction on developing speaking skills of the pre-service teachers of English. Therefore, the problem of the current study can be stated in the lack

of speaking skills of the pre-service teachers of English in Hurgada faculty of Education, South Valley University. To confront this problem, the researcher developed a multiple-intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students. The sample of the study consists of sixty fourth-year Prospective teachers of English. The Quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of using this approach. Results of the study proved the effectiveness of Multiple-intelligences based Instruction on developing speaking skills of the pre-service teachers of English.

Lee (2002), supervised a pilot study which aims at using synchronous electronic chats combined with task-based instruction (TBI) to enhance learners'

communication skills. TBI focuses on the two-way exchange of information on real-life topics. This pilot study shows that computer-mediated communication using less structure-controlled but more open-ended exchange had a significant impact on the process of language learning. Students benefited from online task-based activities because they had to access different functional skills to construct and negotiate meaning collaboratively.

Nadian (2013) researched on a study which aims at using oral presentations to enhance the speaking skills of the students. This study focuses particularly on students' oral presentation as one of the activities that are used in oral expression to improve students' oral proficiency. The data was collected through students' questionnaire, teacher interviews and the researchers' classroom observation sheet. It has revealed that oral presentations were beneficial to help students enhance their performance in oral expression and other courses. However, students need more practice on how to structure, plan and organize their presentations.

Saci (2013) conducted a research on how to use video techniques to improve the speaking skills of the students. The aim of the study is to explore the effects of video techniques in improving and developing learners' speaking skills and communicating abilities. The study focuses more on using video technique to maximize learners' oral production. The data was collected using the students' questionnaire. The analysis of the questionnaire showed that the learners consider video tapes as an important technique in enhancing the speaking skills, hence, it helps to increase the students performance.

Harunasari and Rahmat (2015) performed a research which aims at developing a model of learning speaking English for students majoring in English Language Education in STKIP Kusuma Jakarta, and to examine the effectiveness of CALL-Based instruction the model in improving students' speaking skill. The research was conducted using system approach model of Dick and Carey, and was carried out from October 2012 to July 2014 in 3 stages i.e. preliminary stage; model development stage; validation, evaluation, and revision stage. The data were obtained through tests, questionnaires, interviews, observation, and expert judgments. The English speaking test was designed to measure students speaking skill before and after the implementation of the model. Then, the data were analyzed qualitatively and quantitatively. The research findings showed that the development of the model can improve the students' speaking skill.

Yunita (2013) carried out a research which focuses on technique used in teaching speaking employed by male and female teachers at MA Al-Amien 1 Pragaan. There were three statements of problems in this study. Those were; (1) What are speaking teaching techniques employed by male English teacher at MA Al-Amien 1 Pragaan?, (2) What are speaking teaching techniques employed by female English teacher at MA Al-Amien 1 Pragaan?, (3) How are the techniques applied by the teachers in teaching speaking at MA Al-Amien 1 Pragaan? This study was conducted by using descriptive qualitative research design because it studied the phenomenon in speaking class naturally and the data were descriptive in the form of words which was obtained by observing and interviewing the subject of the study. The result of the study showed that (1) The techniques used by the male teacher were acting out dialogue, questionnaire, formal debate discussion, buzz group discussion, and story

telling. (2) The techniques used by the female teacher were communication game, role play, prepared talk, buzz group discussion, picture describing, and reporting. (3) The procedures of applying the techniques in teaching speaking were both male and female English teacher designed the activities in pairs or group rather than individual work to make students more cooperative and make the teachers control the class and activity easily.

### **2.3 Summary**

This chapter is divided into two parts program evaluation and teaching speaking skills. After explaining program evaluation, then some studies on language program evaluation and language program evaluation and language teacher education evaluation program was reviewed. In the second part of this chapter, teaching speaking skills in general was also explained, some studies on teaching speaking skills in general were reviewed, some studies on teaching speaking skills in teacher education program were also reviewed. In the next chapter, the method of the current study will be explained.

## **Chapter 3**

### **METHOD**

The first part of this chapter introduces the overall research design, the second part presents the context of the study, the third part introduces the research questions, and the fourth part describes the participants of the study. The fifth part explains the data collection instruments, and the sixth part focuses on data collection procedures, the seventh part explains the data analysis procedures whereas the last part summarizes the whole chapter.

#### **3.1 Research Design**

The present study was designed as a mixed method case study. Mixed methods research design is a process used in collecting, analyzing and integrating both quantitative and qualitative data for clearer understanding of the problem (Borkan, 2004; Creswell, 2005). A mixed method study also involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process. In other words, mixed methods research involves the mixing of quantitative and qualitative research methods or paradigm characteristics (Johnson & Christensen, 2004).

According to Eisenhardt (1989, cited in Dörnyei, 2007), case studies are used to identify the dynamic of the target setting. He also states that case studies combine data collection methods such as archives, interviews, questionnaires, and observations.



Furthermore, Verschuren (2003, cited in Dörnyei, 2007) states that, case studies are generally the combination of data collection tools such as observation, interviews, or document archives. Although the case studies are generally used in qualitative research, quantitative data collection tools such as questionnaires are frequently used in real case studies.

The data was collected through mixed method approach. Qualitative data was obtained by using interviews, classroom observations and open-ended questions in the questionnaire and quantitative information was collected from the closed items in the questionnaire.

### **3.2 Research Context**

The current study was carried out at Eastern Mediterranean University. The first year undergraduate ELT students in ELTE 108 course and their instructors were the participants of the study.

The English Language Teaching department was founded in 1995. Since then, more than one thousand students have graduated from the undergraduate and graduate programs in the department. There are students from more than 14 different countries. (EMU ELT Student Handbook, 2014 -2015).

The undergraduate ELT program aims to educate English teachers for different levels. The prospective students of this department are offered fifty eight courses which has a combination of both theory and practice.

### **3.3 Research Questions**

The main purpose of the present study is to evaluate the oral communication skill course offered in ELTE 108 course. To this aim, the study aims at answering the following research questions:

1. How do the students and instructors evaluate Oral Communication Skills II (ELTE 108) course in terms of its learning outcomes/objectives, course content & materials, and teaching-learning process?
2. How are speaking skills taught in ELTE 108 course?
3. What are the overall strengths and weaknesses of the course in terms of teaching speaking skills?
4. What are the suggestions of the students and instructors for improving the teaching speaking component of the course?

### **3.4 Participants**

The participants of this study can be divided into two groups. They are the students in ELTE 108 Group 1 and Group 2, and their teachers.

#### **3.4.1 Students**

The participants of the study are the EMU undergraduate students, who are enrolled in ELTE 108 course. The participants were 26 in number. 17 are female while 9 are male. They are aged between 17 to 24 years old. The participants were divided into two groups. The first group is made up of 15 students while the second group is made up of 13 students. Eleven students did not attend Eastern Mediterranean University English Preparatory School (EPS) while 15 students attended EMU EPS. The Native language of 20 students is Turkish while the 6 remaining students speak other languages. The participants come from the following nationalities: Turkish, Turkish Cypriot, Ukrainian, Syria, Libya, Algerian, Uyghur and British.

### **3.4.2 Teachers**

The teachers of this course have taught English for 17 years. They are non-native speakers who are proficient in speaking skills. The instructors are just two, a male and a female. They both have obtained a PhD in English Language Teaching. Both instructors accepted to participate in the study.

## **3.5 Data Collection Instruments**

The current study used a mixed method in data collection. Qualitative data was obtained from interviews, classroom observation and open-ended questions in the questionnaire and quantitative data were collected from closed items in the questionnaire.

### **3.5.1 Student Questionnaire**

The questionnaire used in this study (Appendix A) was adapted from Erozan (2005). The aim of the questionnaire was to identify the students' opinions about teaching speaking skills in ELTE 108 (Oral Communication Skills 11).

The questionnaire focuses on five areas:

1. The background of the students: The students are expected to state their age, gender, nationality, native language, if they have attended EMU preparatory school, and also to rate their speaking skills
2. Learning outcomes /course objectives: The students are to fill in 13 closed items as to how the course has helped them in improving their speaking skills while on the open ended part, they are to write down other speaking skills that they think should be developed.
3. Course content and materials: The students are to express their opinion about the course content and material used for the course by filling in 12 items in the closed part of the questionnaire while on the open-ended item, they are

expected to state the strong and weak points in the course content and material and also to suggest some changes that should be made in the course content and material.

4. Teaching-learning process: The students are to state if they had good teacher-student interactions and if they also enjoyed the learning processes employed in the course by filling in 11 items in the closed part of the questionnaire while on the open-ended part, they are to state the most useful activities that has helped them in improving their speaking skills and also they are to write down which other speaking skills that they think should be developed.
5. Overall evaluation: The students are asked to state three positive aspects and three negative aspects of the course and to list some suggestions for improvement as regards teaching speaking skills.

The reliability of the questionnaire was calculated using the Cronbach alpha formula, with a result of 0.93. This displays a high degree of consistency; therefore, the instrument can be considered highly reliable.

### **3.5.2 Teacher Interviews**

The teacher interview instrument (Appendix B) was also adapted from Erozan (2005). The aim of these interviews was to extract instructors' perceptions on the effectiveness (strong and weak points) of Oral Communication Skills II (ELTE 108) course.

The interview was divided into four parts. The first part was about the learning outcomes / course objectives, the second part was on the course content and materials, the third part was on teaching –learning process while the last part was on overall evaluation.

The course evaluation questionnaire and the teacher interviews were validated by obtaining views and judgments from two experts in the English Language Teaching Department.

### **3.5.3 Classroom Observations**

In addition to the above explained data collection methods and sources, classroom observations (Appendix C) were conducted by the researcher.

Classroom observations were carried out for two weeks. The observation form has two sections. In the first section of the observation form, the researcher was expected to fill in the course code, the class group, the instructor's name, and the date, and time, number of the students, the lesson topic and the aims of the lesson. While the second section of the observation form has six parts. The first part has to do with the time that each activity started, the second has to do with the task/activities that were used during the lesson, the third has to do with the materials (input) that were provided by the instructor, the fourth part focuses on the teacher, the fifth part is concerned with the students while the last part has to do with the comments about each activity.

### **3.6 Data Collection Procedures**

Having obtained a permission letter from the Department of English Language Teaching, the researcher started the data collection procedures. The undergraduate students and the instructors were very cooperative.

First, the researcher carried out classroom observations, which lasted for two weeks. The Oral Communication Skill classes were divided into two groups. Both groups were observed for 3 hours per week and the observation form was used by the researcher to record the classroom activities.

Next, the student questionnaire was administered by the researcher; the questionnaires were administered immediately after the classroom observations. Since the participation was not mandatory, the volunteered students accepted to take part in the study by signing the consent form.

After the collection of the student questionnaires, interview appointments with the instructors were arranged. After, the researcher took an appointment from the instructors; she met with them one by one in their offices. First the instructors filled in the consent form and then they were interviewed. The responses were recorded with the instructors' consent.

### **3.7 Data Analysis Procedures**

The data were analyzed both quantitatively and qualitatively. Statistical Package for Social Sciences (SPSS) software, version 15.0, was used to analyze the quantitative data and obtain frequencies. On the other hand, the qualitative data from interviews and open – ended questions in the questionnaire was analyzed through transcription and categorization techniques while the classroom observations were analyzed based on the classroom activities,

### **3.8 Summary**

Firstly the design of the research was clarified. Secondly, the context was explained, and the research questions were given. Thirdly, the participants and the instruments were introduced and the data collection procedures were also described. Lastly, data analysis was presented. In the next chapter, the results of the study will be presented.

## **Chapter 4**

### **RESULTS**

In this chapter, the results of the study according to the data collection instruments, namely student questionnaire, instructor interviews and classroom observation are presented.

#### **4.1 Student Questionnaire**

The students' opinions about ELTE 108 course were gathered through a questionnaire. The questionnaire contains closed and open ended items. The closed items in the questionnaire were analyzed by using spss and the results are presented under the following subtitles: learning outcomes /objectives, course content and materials, and teaching and learning processes.

##### **4.1.1 Learning Outcomes / Course Objectives**

This section of the questionnaire contains two parts, closed and the open ended items. In the first part, the students were given 13 closed items and they were asked to mark how ELTE 108 course has helped them to improve their speaking skills on a 5 point Likert scale (strongly agree, agree, not sure, disagree and strongly disagree). In the second part, on the other hand, the students were given open-ended questions and asked to name other speaking skills that they think should be developed in ELTE 108 course. Overall, this section focused on the evaluation of course objectives or learning outcomes by the students. The results regarding the first part of this section are shown in Table 1 below.

Table 1: The student's evaluation of Learning Outcomes /Course Objectives

A. ELTE 108 course has helped me to		5 SA	4 A	3 NS	2 D	1 SD	M	ST.D
1	improve my speaking skills.	57.7%	34.6%	3.8%	3.8%	0%	4.46	.76
2	speak fluently.	46.2%	46.2%	7.7%	0%	0%	4.38	.63
3	increase my vocabulary knowledge.	23.1%	57.7%	15.4%	3.8%	0%	4.00	.74
4	speak about daily topics.	46.2%	50.0%	3.8%	0%	0%	4.42	.57
5	learn how to give an impromptu speech.	80.8%	19.2%	0%	0%	0%	4.81	.40
6	learn how to deliver an oral presentation.	53.8%	46.2%	0%	0%	0%	4.54	.50
7	negotiate meaning in speech.	34.6%	50.0%	15.4%	0%	0%	4.19	.69
8	assess my friends' oral presentations.	26.9%	65.4%	3.8%	3.8%	0%	4.15	.67
9	do self-assessment about my speaking performance.	42.3%	42.3%	11.5%	3.8%	0%	4.23	.81
10	participate in a group discussion.	57.7%	42.3%	0%	0%	0%	4.58	.50
11	explain or support my opinions /ideas.	61.5%	30.8%	7.7%	0%	0%	4.54	.64
12	learn how to take turns in a speech.	50.0%	30.8%	19.2%	0%	0%	4.31	.78
13	talk about a variety of topics in greater detail.	23.1%	50.0%	26.9%	0%	0%	3.96	.72

SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree, M=Mean, ST.D=Standard Deviation.

From the above table, it can be seen that high majority of the students (92.3%) strongly agree or agree that ELTE 108 course has helped them to improve their speaking skills, while 3.8% of the student are not sure if the course has actually helped them in improving their speaking skills and also 3.8% disagree that the course has helped in improving their speaking skills. The mean for the first item is 4.46.

In items 3, 7, 9, and 12, most of the students (more than 80%) express their agreement concerning the given objectives. More specifically, they believe that the course has helped them to increase their vocabulary knowledge, negotiate meaning in speech, do self –assessment about their speaking performance, and learn how to take turns in a speech.



In items 5, 6, and 10, all the students (100%) strongly agree or agree that the course has helped them to learn how to give an impromptu speech, learn how to deliver an oral presentation and participate in a group discussion.

Likewise in items 2, 4, 8, and 11, majority of the students (more than 90%) express their agreement stating that ELTE 108 course has helped them to speak fluently, speak about daily topics, assess their friend's oral presentations, and explain or support their opinions or ideas.

In item 13 which has a comparatively low percentage, 73.1% of the students strongly agree and agree that the course has helped them to talk about a variety of topics in greater detail. The mean of this item is 3.96.

When the students were asked in an open - ended item to state other speaking skills that they think should be developed in ELTE 108 course, 15.38% did not respond to the item and 26.92% of the students declared that no other speaking skills should be added. For instance, some students gave the following responses:

Student 2: Everything is included in ELTE 108. There is no need for other speaking skills.

Student 3: There is no need for other speaking skill; we are learning everything we need.

Student 4: It already has all of them.

On the other hand, 19.23% of the students stated that more practice is needed in the course. For example student 11 said "practicing speeches before actually performing

them in front of everyone should be added". Moreover, student 14 provided the following answer : we can do some practice about different accents because I have been taught only American English accent so sometimes I can't understand what people are saying especially in my daily conversations.

In addition to the demand for more practice, 11.53% of the students mentioned that impromptu speeches should be emphasized more. For instance

Student 13: When we do impromptu speech we learn how to think quickly without any preparation.

Lastly, regarding this question, 3.84% of the students said that presentations should be done more, 3.84% of the students expressed that Italian language should be added, 3.84% of them declared that learning how to behave while speaking should also be added, and 3.84% of the students expressed that dealing with anxiety should be included.

#### **4.1.2 Course Content and Materials**

Like the first section, the second section (Course content and materials) of the questionnaire contains two parts. In the first part, the students were given 12 closed items and asked to express their opinion about the course content and materials used in the course. In the open ended part, they were asked to write the strong and weak points of the course content and materials. They were also asked to suggest some changes that should be made in ELTE 108 course content and materials. This section focused on the evaluation of the course content and materials by the students and the results regarding this part are shown in Table 2 below.

Table 2: The students' evaluation of course content and materials

Please express your opinion about the following		5 S A	4 A	3 NS	2 D	1 S D	M	ST. D
1	The course content is interesting for me.	46.2%	46.2%	3.8%	3.8%	0%	4.35	.74
2	The course content has a variety of topics relating to the <i>theory</i> of speaking skills.	30.8%	57.7%	11.5%	0%	0%	4.19	.63
3	The course content has a variety of topics relating to the <i>practice</i> of speaking skills.	46.2%	50.0%	3.8%	0%	0%	4.42	.57
4	The course content is appropriate for my proficiency level in English.	50.0%	34.6%	15.4%	0%	0%	4.35	.74
5	<b>Q: Skills for Success 3</b> coursebook is easy to use.	34.6%	42.3%	19.2%	3.8%	0%	4.08	.84
6	<b>Speech Communication</b> coursebook is easy to use.	50.0%	30.8%	19.2%	0%	0%	4.31	.78
7	<b>Speech Communication</b> coursebook has helped to improve my speaking skills.	34.6%	42.3%	19.2%	0%	3.8%	4.04	.95
8	<b>Q: Skills for Success 3</b> course book has helped to improve my speaking skills.	19.2%	34.6%	34.6%	7.7%	3.8%	3.58	1.02
9	<b>Speech Communication</b> coursebook has a variety of exercises and tasks.	30.8%	38.5%	30.8%	0%	0%	4.00	.80
10	<b>Q: Skills for Success 3</b> coursebook has a variety of exercises and tasks.	30.8%	38.5%	23.1%	7.7%	0%	3.92	.93
11	<b>Speech Communication</b> coursebook is visually attractive.	26.9%	42.3%	19.2%	11.5%	0%	3.85	.96
12	<b>Q: Skills for Success 3</b> coursebook is visually attractive.	26.9%	38.5%	26.9%	7.7%	0%	3.85	.92

SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree, M=Mean, ST.D=Standard Deviation.

From the above table, the results for item 1 show that 92.4% of the students strongly agree or agree that the course content is interesting for them, 3.8% of them are not sure if the course content is interesting for them and 3.8% disagree that the course content is interesting for them.

In items 2 and 3, 88.5% and 96.2% respectively, strongly agree or agree that the course content has variety of topics relating to *theory* and *practice* of speaking skill, moreover, item 3 has the highest mean (4.42).

In items 5 and 6, 76.9% and 80.8% of the students strongly agree or agree that the course materials (Q: Skills for Success 3 and Speech Communication) are easy to use.

In items 7 and 8, 76.9% and 53.8% of the students respectively, strongly agree or agree that the course materials (Speech Communication and Q: Skills for Success 3) have helped to improve their speaking skills. However, item 8 has the lowest mean, which is 3.58.

Items 9 and 10 focus on variety. About seventy percent (69.3%) of the students strongly agree or agree that the course materials (Speech Communication and Q: Skills for Success 3) have variety of exercises and tasks.

On the other hand, item 4 is related with the level of the course content, 84.6% of the students strongly agree or agree that the course content is appropriate for their proficiency level in English whereas 15.4% of them are not sure and none of them believes in the opposite way.

In the first open ended item in this section, the students were asked to state the strong and weak points about the course content and materials in ELTE 108 course in terms of speaking skills.

As regards strong points, 15.38% of the students mentioned that one of the strong points of the course is that the books are understandable and attractive, 11.53% of them indicated that the strong point in the course is that the teachers provided useful materials, for instance, student 4 said “Teachers have every materials and I think they

are enough for us". 7.69% did not respond to the question, 7.69% of them expressed that many discussions and speeches were done in the course, 7.69% claimed that impromptu speeches and presentations are the strong points in the course, 7.69% declared that the strong points are that the course has improved their speaking and vocabulary knowledge. For example:

Student 2: We improved our speaking skills and vocabulary

Student 9: I improved my speech in every lesson and my vocabulary is improving in this course.

The rest of the students indicated that the course has the following strong points:

- It's a completely terrific class and all the materials are available.
- It has variety of different things to help students get better at speaking.
- Persuasive presentations are very effective.
- Presentations make students search well and learn new things.
- The students do well in practicing skills.
- The course helps students to develop their English.
- It is good for improving our students speaking skills.
- It improves students' presentation skills.
- It helps students not to be shy and makes them confident about the course
- The course is helpful to increase speaking skills and appropriate to the level.
- The teachers' method is very good.

With respect to the weak points, 42.30% of the students believed that there are no weak points, for instance, student 2 said "there is no weak point of the course" while

student 3 stated “in my opinion, there is no weak point”. However, while 19.23% of the students did not respond to this question, 7.69% mentioned that the lessons were not so interesting. For example students 1 and 14 said the following:

Student 1: Lessons are not so interesting.

Student 14: The activities are like for children and they are also boring.

The rest of the students indicated that the course has the following weak points

- The books are not enough and are not necessary in this course.
- No listening exercises
- Film watching was not included in the course
- No too much visual aid.

The students were further asked to state the changes that should be made in ELTE 108 course’s content and materials in terms of speaking skills. Upon this question, 26.92% clearly stated that no changes should be made in the course content and material, 19.23% did not respond to the question, but 7.69% replied that the course needs more practice and the topics should be in context.

The rest of the students made the following suggestions for changing the course content and material.

- There should be no exams and midterms rather there should be more presentations and speeches because they are important and necessary.
- The course book should be high level.
- Some other books on interpersonal communication can also be added.
- Microphones should be provided for presentations.

- Q: Skills for Success 3 course book should be changed.

### 4.1.3 Teaching–Learning Process

The teaching–learning section of the questionnaire contains 11 closed items and two open-ended questions. In the closed items, the students were required to express their opinion about the teaching-learning process in the course while in the open ended questions, they were asked to mention the most useful activities in ELTE 108 course, and speaking activities that should be added to the course which can help in the development of speaking skills. The findings regarding this section are presented below in Table 3.

Table 3: the student’s evaluation of Teaching –Learning process

Please express your opinion about the following		5 SA	4 A	3 NS	2 D	1 SD	M	ST.D
1	A variety of activities are used in ELTE 108 course.	50.0%	34.6%	7.7%	7.7%	0%	4.27	.91
2	There is a good student-teacher interaction in the course.	65.4%	23.1%	7.7%	3.8%	0%	4.50	.81
3	The teacher encourages the students to participate in the lessons.	69.2%	26.9%	3.8%	0%	0%	4.65	.56
4	Group work is encouraged in the classroom.	42.3%	46.2%	11.5%	0%	0%	4.31	.67
5	Teacher talk is more than student talk in the classroom.	23.1%	34.6%	19.2%	23.1%	0%	3.58	1.10
6	The class time is used efficiently.	50.0%	30.8%	19.2%	0%	0%	4.31	.78
7	The teaching methodology of the teacher is effective in our learning.	61.5%	34.6%	3.8%	0%	0%	4.58	.57
8	The teacher is teaching in an interesting way.	73.1%	23.1%	0%	3.8%	0%	4.65	.68
9	The students help each other to learn.	30.8%	34.6%	26.9%	7.7%	0%	3.88	.95
10	The teacher’s instructions are clear.	65.4%	30.8%	3.8%	0%	0%	4.62	.57
11	The teacher uses the board effectively.	46.2%	30.8%	19.2%	3.8%	0%	4.19	.89

SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree, M=Mean, ST.D=Standard Deviation.

As can be seen in table 3 above the results for items 3, 7, 8, 10 shows that high majority of the students (more than 90%) strongly agree or agree that the teacher

encourages the students to participate in the lessons, the teaching methodology of the teacher is effective in their learning, the teacher is teaching in an interesting way and the teacher's instructions are clear. Furthermore, items 3 and 8 have the highest mean 4.65.

With respect to items 1, 2, 4 and 6, most of the students ( more than 80%) strongly agree or agree that a variety of activities are used in ELTE 108 course, there is a good student-teacher interaction in the course, group work is encouraged in the classroom; and, the class time is used effectively.

Moreover, the results indicate that 77.0% of the students strongly agree or agree that the teacher uses the board effectively (item 11); 65.4% of them strongly agree and agree that the students help each other to learn (item 9); 57.7% strongly agree and agree that teacher talk is more than student talk in classroom (item 5) Meanwhile, item 5 has the lowest mean (3.58).

In the open-ended part, when the students were asked to state the activities that they think are the most useful in ELTE 108 lessons to improve their speaking skills, half of them (50%) mentioned that impromptu speeches were the most useful, 26.92% responded that presentations were the most useful, 19.23% stated that group discussions were the most useful, 7.69% of the students indicated that communication activities were the most useful, but 7.69% did not respond to the question. The rest of the students came up with the following answers

- Performing persuasive speeches were the most effective and useful part.
- Doing practice at home before speaking in the class was very useful to me.
- All activities were useful to me.



The students were also asked to state other speaking activities that should be added to ELTE 108 course to help them more in developing their speaking skills. In response to this question, 23.07% did not write anything, whereas 15.38% clearly stated that vocabulary games should be played in the classroom, and 11.53% replied that no other activities should be added. The rest of the students put forward the following suggestions:

- Presentations should be done more.
- Group discussions should be more so that we can understand how other people speak.
- Speaking to native speakers should also be included
- Pair work should be done more frequently.

#### **4.1.4 Overall Evaluation**

In the last section of the questionnaire, the students were asked to list three positive things in the course that have helped them most to improve their speaking skills, As regards positive things, 30.76% of the students mentioned discussion, speeches and presentations, but 15.38% did not respond to the question. Below are the comments made by some students:

Student 15: The strong points of the course are using my vocabulary, grammar and listening.

Student 21: The strong points of the course are: The teacher teaches very well, speak, very clearly and encourages me to speak

Student 24: Encouraging me to speak to people that I don't really know improved my speaking.

Student 6: Group discussions, talking with the teacher comfortably, using photos and videos and the other materials.

Student 12: I overcame my fear of talking to small crowd, built up my confident, and was able to see a topic from different aspects.

Student 10: I try not to shorten words when speaking; I try to talk more clearly in a way everyone would understand.

The students were also asked to list three negative features of the course that have not helped them to improve their speaking skills.

Upon this question, 38.46% of the students did not respond, 26.92% declared that there is no negative aspect of the course, and the rest of the students, mentioned the following points:

- Turkish language is used in class
- The course is a little hard
- Some Peers cannot speak in group discussion and impromptu speeches
- The course books, crowded class and no native speaker.

In the last open - ended item, the students were asked to list their suggestions that can make the course more useful and better in terms of improving speaking skills, while 30.76% of the students did not respond to the question, 11.53% stated that they have no suggestions because the course was very helpful for them; however, the rest of the students suggested the following improvements:

- The students and the teachers should not speak Turkish in class.
- We may watch English movie and also listen to English songs
- The course should be taken every year
- I suggest that listening activities, speaking to native speakers and also watching English movies should be included in the course

- The class should be divided into more groups so that we can have personal interaction with the teacher.

## **4.2 Instructor Interviews**

Parallel to the student questionnaire, the instructor interview is divided into four parts: (i) learning outcomes /course objectives; (ii) course content and materials; (iii) teaching-learning process; (iv) overall evaluation of the course.

### **4.2.1 Learning Outcomes/ Course Objectives**

This part contains five questions. In the first question, the instructors were asked to state the aims and the learning outcomes of the course. The two instructors clearly stated that the main aim of the course is to improve the speaking skills of the students on a variety of topics like presentation skills, discussion skills, interview skills, etc.

More specifically, the instructors responded with the following statements:

T1: This course aims at improving students speaking skills on a variety of topics and to this aim, the focus was of course on areas of discussion, individual presentation, interview and other interactive tasks, verbal, non-verbal skills, formal, and informal language, informative presentations. Speaking is combined to listening, reading and writing to provide students with the foundation on which to base their speech.

T2: The overall aim is to help student improve their speaking skills (oral communication skills) which include presentation skills as we have seen during the presentation hours, involving in group discussions and exchanging their ideas, turn taking, asking for clarification etc. These are the specific skills related to successful oral communication.

In the second question, the instructors were asked if they believe that all these aims and learning outcomes have been achieved. The first instructor indicated that the aims and the learning outcomes have been achieved to a great extent while the second one said that the aims and learning outcomes were not achieved as a result of the fact that the time that provided for the course was very limited. For instance, T1 said:

Yes I believe they are achieved to a great extent. you have observed my classes, actually two classes have been observed, it could be better if you have observed more classes and you could see for yourself that we are doing individual presentations, you saw that yourself, they interviewed one another and they reported the findings to the whole class, so there is team work, group work, collaborative work in addition to individual presentations plus impromptu speech i.e. thinking on their feet.

On the other hand, T2 did not believe that the objectives were achieved and put his belief in words as follows:

No, first of all 3 hours a week is very limited time; unfortunately we don't have these online components. I asked my student if they wanted to have some sort of extension to class activity. We could have spent more time on this formal/informal registers or more on interactive tasks, more on non-verbal, interpersonal communication skills, inter-cultural communication skills. We have two good books to follow, I mean we don't have enough time, i.e. the things that I can say, not all the aims and learning outcomes has can be achieved.

Thirdly, the instructors were asked if there should have been any other aims and learning outcomes of this course as regards speaking skills. The first instructor suggested that conducting real interview with people outside the classroom would be good, while the second instructor suggested that spending more time on non-verbal communication skills will be good. More specifically T2 gave the following answer:

Basically, both every day and academic speaking skills, Successful communication is only limited with global skills, we could have spent more time on non-verbal skills. We did cover some important non-verbal skills especially during presentations like: the right posture, the correct gestures, the eyes contact, the way you look and stand etc. We could have carried that to other context, we did that just for academic formal presentation. Definitely, there's more space and room for more variety of aim and learning outcomes but the course is a dynamic course, it is open to improvement (improving the course).

In the fourth question, the instructors were asked to state the extent in which they think that the course has met the students' expectations and needs. The first instructor stated that the course has met the expectations of the students to a great extent because the students confirmed that they are happy learning the course; they

also said that the course has really helped them to increase their self-confidence while speaking. The second instructor said that they have tried their best in addressing the expectations of the students. These are their comments.

T1: Well, I believe it has met my students expectations to a great extent because, they tell me that they are happy that their self-confidence is increasing. First they couldn't open their mouths to say something either because they were shy or they were insecure about their ability to speak in English but towards the end of the semester, I mean whenever you tell them something, say you speak in this topic, they can.

T2: For academic presentation needs, definitely we have done some good stuff. About the expectations, maybe we would have given some need analysis at the beginning of the term, We didn't do that, at the end of the course we could have given an evaluation, questions asking them if we have met their expectations and needs etc. But we didn't do that and these are the thing we should do. Hopefully, in the following years we can do them.

In the fifth question, the instructors were wanted to express their ideas about what they think the students still need in terms of developing their speaking skills. The first instructor said that the students need to improve themselves also in listening skills while the second instructor said that some students need more practicing in order to develop their speaking skills. Below are their statements:

T1: Well, I believe they need to improve their listening skills because without listening, speaking will be limited.

T2: Some need a lot more practice. Some really come with good background they don't have any major problems with speaking skills but some; they do need a lot of practice and improvement on their speaking skills. There are some skills which you cannot improve in an instance like this, it a sort of development or instrumental, they need to work more. It is our responsibility to find ways of practising and improving their skills; speaking is one of them.

#### **4.2.2 Course Content and Materials**

The second part of the interview contains four questions that deal with the course content and materials. In the first question, the instructors were required to evaluate the course content in terms of teaching speaking skills. The first instructor said that the course content was good because it provided the students with the theoretical

knowledge for delivering presentations while the second instructor said that the materials helped the students in listening skills and they also helped them to build up their interpersonal and intercultural skills.

In the second question, where the instructors were asked to suggest some changes in the course content, the first instructor suggested that more listening skills should be included in the course while the second instructor suggested more variety. Thus, these were their comments:

T1: As I mentioned before, more listening can be done to combine the skills with speaking but, listening skills cannot be restricted to the classroom, they have to do it outside as well on their own.

T2: We had time for research skills. I assigned topic for speaking, they made research, came to class and we formed groups and they discussed in groups and presented. No major changes, I would suggest but minor improvement, more variety maybe.

Thirdly, the instructors were asked to state how they evaluated the course materials in terms of developing speaking skills; i.e. they were asked to mention good and bad points about the materials used in the course. The first instructor stated that the course materials contain the theoretical aspect which the students really need in delivering presentations; she also said that the course materials contain listening and speaking topics. The second instructor, however, said that the course materials were good in that they contained some pre-speaking activities like grammar, pronunciation e.tc. The book also contains interpersonal and intercultural communication skills.

Their statements are as follows:

T1: The course pack included, the theory, the students need. So, that was like the theoretical side, everything they need to know about delivering a presentation. The other textbook, Q: Skills for Success 3 course book involves speaking and listening topics as I said only the base, the foundation for our speaking activities.

T2: The Q: Skills for Success course book was good, it has very good pre-speaking activities which focused on grammar, pronunciation, vocabulary and some good setting the context activities like brain-storming, discussion etc. The other book, Oral Communication Skills book was a little theoretical; it treats the theory very well like the characteristic of intercultural or interpersonal communications skills, a very good layout and an outline for presentation skills etc. But it lacked some practical aspects like a kind of more productive practice material, which was the weakness with the second book that I mentioned.

In the fourth question, the instructors required to suggest some changes in the course materials. Both instructors agreed that some changes should be made .Their statements are given below:

T1: In all courses, there is need for continued search for improvement, we may look for other speaking textbook from the market, I think, supplementary or other speaking textbooks.

T2: Of course, there is always room for change. Maybe, in the second book, when you look at the market there are a lot of different alternatives that we can say use an alternative course book for this course. Maybe we would do some internet search and find some alternative books with a newer version.

#### **4.2.3 Teaching-Learning Process**

The third part of the interview contains five questions which have to do with the teaching–learning process in the course. Firstly the instructors were asked to explain how speaking lessons /classes were conducted in the course. The first instructor indicated that all the students were given opportunity to speak in the classroom while the second instructor stated that the new topic is introduced, the teacher engages the students to discuss about it, after that, the teacher gives them a task to go home and search about a topic. T2 explained his answer in the following way:

Basically, we have this format of starting a new week with a new topic which was the topic of lead-in of the chapter of the book which says for example Technology. We start with the introductory discussion brains storming listening activities, we also treat some vocabulary that will be needed and we talk about the topic like asking for individual opinions. They work with a partner and talk about it. Towards the end of the week, I give them a task that the book suggested like a research task, they go and search and collect some information, then by next week I put them in groups and they will have group activities. I record all the activities in my note book which I call the ‘RED Note book’ also the performances are

recorded in the note book. We also have group work activities with the group leaders, a group secretary speaker that each person has a role assigned in the group work. We also have impromptu speech and from a list of hundred topics we spend some time asking for volunteers or calling names from my list after which they will be given a topic, think about it very quickly and give an impromptu speech like one minute speech, and we had two major presentations, power point supporting presentations which need some preparation, practice, power point slides.

Next, the instructors were asked to describe the kind of speaking activities / tasks that are done in and out of the class. The first instructor said that the students prepare a presentation outside the class and deliver it in the class, while the second instructor said that they do group work and individual work in the class. The second instructor said:

Whole class speaking activities, pair work (group work), individually prepared presentations, unprepared (impromptu) presentations. So many different kinds of speaking competitions done in classroom. Out of the class room I carry out online kind of learning. For example, forum or like Facebook, viber, WhatsApp group and we continue. But it is not oral form of communications, they express their feelings through the phone but some say they don't have a Facebook account while some don't want to join viber group and chat.

In the third question, the instructors were inquired about variety in terms of speaking activities /tasks. The two instructors indicated that a variety of activities were provided for the students. These are their statements

T1: Students deliver presentations on a topic, they are given plenty of choices and they choose their topics from among those choices. I did not suggest any topic to them because I believe that freedom is important. Lot of team discussions are held, also students do impromptu speaking.

T2: I tried my best, we did impromptu speech activities, group activities, we even played some games like in a circle, out of circle. In a circle and out of circle students move two students to the right, and each time they move is like a station work, they find a new partner and talk about their topic, then they move again. So tried my best to bring some variety and they enjoyed it.



Fourthly, the instructors were asked if they believe that the teaching – learning in the course is effective in general. Both instructors argued that the teaching – learning process is effective. They supported their arguments with the following statements:

T1: Yes, I believe that teaching and learning of speaking skills is effective in general. Students are given variety of choices to take control of their own speaking ability, and in time, they gain self confidence in their ability to deliver presentations and make impromptu speeches.

T2: Yes, I believe it is. I have talked to some of my students, they had presentation for other courses and they told me they learnt how to give successful formal presentation, how to prepare a successful power point slides, I gave them a sample power point presentation slide, like, the number of words, phrases on slide must be 20 words maximum and how to effectively integrate visual support.

In response to the fifth question, the instructors suggested some changes in terms of the teaching – learning process in the course. Both instructors suggested that some changes should be made in the teaching–learning processes .They gave the following responses:

T1: More listening could be integrated in the course. Conducting real interviews with people outside the classroom could be a good idea and more teaching hours would be better for students because they need to improve their speaking skills because three hours a week may not be enough.

T2: Most of the time we assign what topic to talk about, maybe it should be from the learners themselves like they can select topics to talk about That could be a change in the teaching-learning process instead of teachers dictating the areas for speaking activities; it could as well come from the students.

#### **4.2.4 Overall Evaluation**

The fourth part of the interview which contains three questions focuses on the overall evaluation of the course. In question number 1, the teachers were asked to tell the strengths of the course in terms of teaching speaking skills. According to the first instructor the course has a lot of strong points because it enables the students to give impromptu speeches, and the students also learn how to organize and search for their presentations. For the second instructor, the strengths of the course are that it

provided variety of materials to the students and it had a strong design. Their answers to this question are given below.

T1: Students give several speeches to their classmates throughout the semester. They learn to think on their feet when making impromptu speeches, and they learn how to organize research, prepare and deliver variety of speeches. In time, practice makes perfect and students develop their self-confidence and ability to speak before a group: they manage to replace their fears with positive thoughts: they can use audio visual aids to support their presentations; and they can make poster presentations.

T2: I think it's a pretty strong course in design and in terms of material support. Although there is room for improvement in general it provides variety with two books, because we use two different books.

In the second question, the instructors were wanted to list the weaknesses of the course in terms of teaching speaking skills. The first instructor mentioned limited amount of speaking practice opportunities and limited time available as the main weaknesses while the second instructor said limited variety in the course and the second course book are weaknesses. Their explanations were like:

T1: More speaking practice opportunities can be given to the students outside the class. We could also watch films and videos but that is also related to the time that we have. Lack of opportunities for making presentations in front of people they don't know, to feel even more confident because they are always giving presentations in front of their peers, people they are used to.

T2: As I said, there should be more room for variety. The second book which I mentioned (oral communication) which focuses more on theory, be changed with a better book. It can be considered as a weakness.

In the third and the last question, the instructors were asked to give suggestions on how to make the course more effective and useful in terms of teaching speaking skills. T1 suggested that the students should be given the opportunity to use the speaking abilities outside the classroom and T2 suggested that more variety of topics should be given to the students.

### **4.3 Classroom Observations**

This section provides the results of the classroom observations. ELTE 108 course has two groups, and each group was observed for a week (3 class hours). The activities that were used in the classroom were noted down. The results for each group are presented separately below.

#### **4.3.1 Results for Group 1**

Group 1 was observed for one week (3 class hours). The time for the lesson was 100 minutes. Within that time, the students used poster cards, power points, pictures e.tc in their presentations. The students made presentations on the topic, “the city I love most”. After the presentations, four students did impromptu speeches on the following topics:

- My best friend
- If I am invisible for a day what will I do
- Arranged marriage
- Kindness

On the second day of the observation, (50 minutes) the students’ presentations continued on the same topic (The city I love most). After the presentations, three students also made an impromptu speech on the topics: “How to change someone”, “Jealousy” “How to save a car across the road”

After the presentations and impromptu speeches, the students were divided into groups to discuss on the topic “arranged marriage” and at the end of the group discussion, one student from each group summarized the discussion they had in their various groups.

Thus, in group 1 three main activity types were observed during the observation: student presentations, impromptu speeches and group discussions.

#### **4.3.2 Results for Group 2**

Group 2 was also observed for one week (3 class hours). In the first hour, 50 minutes, before the students' presentations, the instructor made a presentation first to show the students how to make a presentation and also to show them how to prepare a power point presentation. The topic of the instructor's presentation was "the city I love most" and he supported his presentation with video clips, pictures, etc. The instructor also used a demonstrative technique so that the students can have a clearer view of his points.

During the students' presentations, they used videos and some pictures too. The students speak freely. They also communicated effectively amongst themselves. After the presentations, a student came out to do an impromptu speech on the topic "The risk I have taken".

On the second and third hour of the observation, (100 minutes), the teacher introduced a topic "color" and asked the students to choose a partner and discuss about the color they love most. After the classroom interactions, there were student presentations on the topic "The city I love most" and after the presentations, 3 students also did impromptu speeches on the topics

- What is the greatest gift you can give to someone?
- Do media affect the way you think?
- If I met a stranger on the way what will I do?

#### **4.4 Summary**

This chapter presented the results of the study that were obtained from the student questionnaire, instructor interview and classroom observations. The results of each data collection instrument have been explained in each section of the chapter. The result concerning the student questionnaire and the instructor interviews show that the students and the instructors have positive attitudes towards the course. In other words, they found the course effective in general .The classroom observations on the other hand shows that the speaking classes were interactive; the students were generally active in the classroom through presentations, impromptu speech tasks and group discussion activities.

## Chapter 5

### Discussion of Results and Conclusion

This chapter presents the discussion of the major findings of the study by referring to the relevant literature in order to answer the research questions. Furthermore, it explains some implications of the study and then discusses its limitations and gives suggestions for further research.

#### 5.1 Discussion of Results

The research questions are taken into consideration in the discussion of the results.

##### **5.1.1 How do the students and instructors evaluate ELTE 108 course in terms of its learning outcomes /objectives, course content & materials and teaching-learning process?**

The results of the closed items in the learning outcomes / course objectives part of the questionnaire show that most of the items were positively evaluated by the students. These results imply that the students have positive attitudes towards the learning outcomes / objectives of the course because they believe that the course has helped them to learn how to give an impromptu speech, deliver an oral presentation, participate in a group discussion, and etc.

Likewise, the students also evaluated the course content and materials positively. The majority of the students believe that the course content is interesting to them, is appropriate for their proficiency level in English, has a variety of topics relating to theory and practice of speaking skills. Some students also believe that the course

material is easy to us, has helped them to improve their speaking skills, has variety of exercises, and are visually attractive. The results of the previous related studies match with the present study. The findings of Wang (2013) and Tunc (2010) also show that the students and instructors express positive attitudes towards the program in their evaluation of it.

Regarding the strong points of the course content and materials, 80% of the students believed that the course has helped them to learn how to engage in a discussion, give an impromptu speech and deliver presentations.

Some of the students also believed that the teachers' method of teaching was very good because they used a simplified language for them. A lot of them also believe that the course has provided them with a variety of activities that will help them to develop their speaking skills, some of the students also mentioned that the presentation activities actually made them to become good researchers because when the presentation topics is given to them, they have to go and research for the topics before presenting it in the classroom.

Concerning the weak points of the course content and material, the majority of the students strongly maintained that there are no weak points in the course. Some of them also stated that the weak point of the course is that the listening activities was limited, some students also said that no English movie was seen in the class while the rest said that no visual aid was used in the class.

From the instructors' perspective, they believed that the main aim of the course is to increase the speaking skills of the students. They further explained that speaking skills may include discussions, individual presentations, interview, presentation

skills, turn taking e.tc. Contrary to the first instructor, the second instructor did not believe that all the learning outcomes have been achieved because the time that was provided for the course per week is very limited (3hours).

They suggested that more aims and learning outcomes should be added to the course; for example, conducting real interviews with people outside the classroom, should be one of the objectives. They also suggested adding non-verbal skills during presentations like, the right posture, the correct gestures, eye contact e.tc. In addition to the above points; they also mentioned that the students still need to improve their listening skills because without listening, speaking will be limited. They further stated that some students still need a lot of practice.

In the second part of the interview, they mentioned that the course content and materials were very good because they provided the students with theoretical knowledge necessary for delivering presentations. They also said that the books provided the students with inter-personal skills, inter- cultural skills, informative presentations etc.

Moreover, they suggested that some changes should be made in the course materials, for example, adding more listening skills and also adding a variety of speaking activities. They agreed that the course materials were good because they provided some theoretical information for the students which can help them in their presentations. They also said that the materials were good in developing speaking skills because to some extent they focused on grammar, pronunciation, vocabulary and brain-storming activities like discussion.



The second instructor argued that speech communication course book is a weak point in the course because it lacked some practical aspect. They further mentioned that some changes should be made in the course like adding a supplementary material or other speaking skills. The results of the previous related studies match with the findings of the present study in some ways. Specifically, the findings of Erozan's (2005) study are parallel with the ones of the present study. The aim of Erozan's (2005) study was to find out the instructors' and students' perspectives about the language improvement courses offered in the department. The results of that study showed that the instructors and the students had positive perspectives about the course, which were parallel to the findings of the present study.

As regards the evaluation of teaching-learning process, the students and instructors also have positive attitudes towards that. The details of the results will be discussed in question 2.

#### **5.1.2 How are speaking skills taught in ELTE 108 course?**

The results from the classroom observations show that all the activities that were used in teaching the speaking skills were effective in developing the speaking skills of the students. The activities that were used in the speaking classes include student presentations, impromptu speeches, discussion activities, and the listening activities.

The student presentation was the most helpful activity because, the students were given some topics and they were asked to go and research for them, gather enough materials and come to the class to present the topics using videos, pictures, poster cards. In the open –ended part of the students' questionnaire, some students mentioned that the classroom presentation has helped them to become good

researchers. When compared with the findings of Nadian (2010), oral presentation technique was also very beneficial in improving the speaking skills of the students.

Impromptu speeches which was also called thinking on feet was rated the best amongst the students. Some students mentioned that impromptu speeches have made them to think very fast and speak fluently. They further declared that impromptu speech made them to build up their confidence while speaking. In the study conducted by Heinz (2013), impromptu speech was effective in improving the speaking skills of the students because the students' fluency was developed.

Discussion activity is another activity that was effectively used in the speaking classes. This activity helped to increase the interaction amongst the students. The discussion activities that were used in the class are group discussion and pair discussion. Linking this finding with the previous findings in the relevant literature, Alimi (2015) used a cooperative group discussion to improve the speaking skills of the students, the findings of the research provided evidence that cooperative group discussion is useful in enhancing the speaking skills of the students. Furthermore, Mulya (2016) carried out a research on how to use pair discussion to increase the speaking skills of the students; the findings also revealed that pair discussion is very effective in increasing the speaking skills of the students.

In the student questionnaire, the students expressed positive attitudes towards the teaching-learning process. Most of the students believed that the teaching-learning process is effective in the course. In teaching-learning process, the item with the highest mean is item 7 which is that the teaching methodology of the teacher is effective in our learning. Supporting this finding, Nila (2015) researched on how to

use teachers' teaching method to improve the speaking skills of the students. The result shows that teachers' teaching method can improve the speaking skills of the students.

When the students were asked to mention the most useful activities in the lesson that has helped them to improve their speaking skills, half of the students believed that impromptu speeches were useful, some of the students also mentioned presentation while the rest of them stated that group discussions and persuasive speeches were useful to them.

Regarding the teaching-learning process from the instructors' perspective, they believed that the students were given opportunity to speak in class. They also added that whenever they want to teach a new topic, they first of all assign the topics to the students so that they can go home and research about the topic. This enables the students to participate effectively in the classroom discussions. Giving the students the opportunity to speak helps to maximize the classroom interaction which serves as an effective way of improving the speaking skills of the students. Based on the findings of Khadidja (2010) it shows that classroom interaction is very effective in improving the speaking skills of the students.

They also confirmed that a lot of activities were done in and out of the classroom for example the students will prepare a presentation outside the class and deliver it in the class. They also believe that the activities that can be done inside the class include pair work, unprepared impromptu speech and prepared presentations.

They also mentioned that they provided the students with a variety of speaking activities like making presentations on the topics that they want to, delivering an impromptu speech, doing group discussion activities and playing games.

They also agreed that the teaching- learning process was effective in that the students were given a variety of choices to take control of their speaking abilities and also learn how to deliver formal presentations.

The instructors also suggested some changes in the teaching-learning process like adding more listening skills. They also said that the students can as well suggest the speaking activities that they want to use.

### **5.1.3 What are the overall strengths and weaknesses of the course in terms of teaching speaking skills?**

From the students' perspective, they mentioned that discussion, speeches and presentations are the three positive things in the course.

Pertaining to the weak points, some students said that the use of Turkish language is one of the weak points; they also mentioned that the course book, crowded class and no native speakers are also weak points in the course.

Comparatively, from the instructors' point of view, they indicated that the course has a lot of strong points because it enables the students to give impromptu speeches and the students also learn how to organize and research for their presentations. They further stated that the course also provided the students with a variety of activities.

As regards the weak points of the course, they responded that the main weak point in the course was that the listening skills were very limited. They suggested that the

speech communication course book should be changed because it is marked as a weak point in the course

#### **5.1.4 What are the suggestions of the students and instructors for improving the teaching speaking component of the course?**

The students suggested that impromptu speech should be developed more, some suggested that practicing speeches before actually performing a speech in front of everyone should be added.

Concerning the course content and material, some students said that the level of the course book should be increased. Some also said that interpersonal communication books can also be added. They suggested that microphones should be provided for presentation and finally there was a suggestion that Q: Skills for Success 3 course book should also be changed.

Relating to the addition of other speaking skills activities, some students suggested that vocabulary games should be played in the class, some of the students mentioned that presentations should be done more, group and pair discussion should be included while the rest of the students stated that speaking to native speakers is very important and should be included in the course.

In addition to the above points, they also suggested that in order to make this course more useful and better in improving the speaking skills,

- That the students and teachers should not speak Turkish in class
- Watching English movie and listening to English songs should be added
- The course should be taken every year

- Listening activities should be added especially listening to the native speakers
- The class should be divided into more groups in order for the students to have personal encounter with the teachers.

Supporting the view of watching video and listening to songs as suggested by the students, some related studies have been carried out on how to use video techniques and listening to English songs to develop the speaking skills of the students. Studies like Shihem (2013) made a research on how to use video techniques to maximize the learners' oral production. The result shows that video technique was successfully used to enhance the speaking skills of the students. Duarte et al (2012) carried out a research on how to increase the speaking skills of the students using song. The result was positive in that the English songs helped the learners to improve their speaking skills.

In line with the above suggestions, the instructors also suggested that the students should be given the opportunity to use their speaking abilities outside the classroom and also more variety of speaking activities should be given to the students.

## **5.2 Conclusion**

This is an evaluation study which tends to find out the students' and instructors' perspectives about the ELTE 108 course which is an oral communication skills course taken in an undergraduate ELT program at EMU. More specifically, the study tends to find out how speaking skills are taught in an oral communication class.

Overall, the results of the study reveal that the students and the instructors have positive perspectives about the course. The course has been found really helpful in developing the speaking skills of the students.

Most importantly, as perceived by the students and instructors, the speaking activities that were used in the course were really helpful. Activities like group discussions, impromptu speeches, student's presentations and listening activities.

However, the students and instructors believed that some changes should be made in the course, like adding supplementary materials, including games, doing more listening practice, encouraging the students to conduct real interview outside the classroom.

### **5.3 Implications of the Study**

The results of this study can have some pedagogical implications. The findings of the study may provide feedback to the instructors as regards the effectiveness of the course in terms of teaching speaking skills. In other words, identifying the students' and instructors' perceptions about the strengths and weaknesses of the course as well as their suggestions for its improvement may help the instructors to revise the course and make it more effective. Moreover, finding out students' suggestions may provide valuable information about their needs, and consequently the course can be revised or improved so that it better addresses their needs.

### **5.4 Limitations of the Study**

Firstly, the study was limited to teaching speaking skills in only one course in the ELT Department although there are two other courses focusing on speaking. Secondly, the study was limited to a sample consisting of 26 students in the ELT

Department at Eastern Mediterranean University, North Cyprus. Finally, the study did not include interviews with the students so that more detailed data concerning their perceptions could have been obtained.

### **5.5 Recommendations for Future Research**

The present study focused on ELTE 108 only. However, in future studies, teaching speaking skills in ELTE 107 (Oral Communication Skills I) and ELTE 209 (Presentation Skills) courses can be investigated to give a whole picture about teaching speaking skills in the ELT Department at EMU.

In future studies, as mentioned above, students enrolled in ELTE 107 and ELTE 209 courses can also be included so that the sample size can increase. Finally, in order to obtain more detailed information about students' perspectives, interviews can also be conducted with them.



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## **APPENDICES**

## Appendix A: Student Questionnaire

Dear students,

This questionnaire has been designed to identify your opinions about teaching **speaking skills** in **ELTE 108** (Oral Communication Skills II) course. You will be asked to evaluate the course in terms of its features such as learning outcomes, content and materials, and teaching-learning activities.

It is important that you express your views freely because the data to be collected through your responses will add a great value to the improvement of the course in terms of teaching speaking skills.

Your identity and individual responses will be kept strictly confidential and the results of the questionnaire will be used only for research purposes.

I thank you in advance for your participation and cooperation.

Ugochi Adaeze Anaso

Master student

ELT Department, Faculty of Education

Eastern Mediterranean University

[ugochianaso@yahoo.com](mailto:ugochianaso@yahoo.com)

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### Consent form

Having read and understood the purpose of this study and how my responses will be used. I agree to participate in the study.

Name – Surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ELTE 108 – Oral Communication Skills II**

**Course Evaluation Questionnaire**

**PART 1- General information**

*Please complete the following as appropriate.*

1. Age: \_\_\_\_\_
2. Gender:  Male  Female
3. Nationality:  Turkish  Turkish Cypriot  Other \_\_\_\_\_ (please specify)
4. Native language:  Turkish  English  Other \_\_\_\_\_ (please specify)
5. Did you attend EMU English Preparatory School?  Yes  No
6. How do you rate yourself in speaking skills (in English)?  
 Good  Very Good  Average  Not very good  
 Bad

**PART 2 - Learning Outcomes / Course Objectives**

*Please mark (X) as appropriate*

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**A. ELTE 108 course has helped me to:**

		<i>5 Strongly Agree</i>	<i>4 Agree</i>	<i>3 Not sure</i>	<i>2 Disag ree</i>	<i>1 Strongly Disagree</i>
<b>1</b>	improve my speaking skills.					
<b>2</b>	speak fluently.					
<b>3</b>	increase my vocabulary knowledge.					
<b>4</b>	speak about daily topics.					
<b>5</b>	learn how to give an impromptu speech.					
<b>6</b>	learn how to deliver an oral presentation.					
<b>7</b>	negotiate meaning in speech.					
<b>8</b>	assess my friends' oral presentations.					
<b>9</b>	do self-assessment about my speaking performance.					
<b>10</b>	participate in a group discussion.					
<b>11</b>	explain or support my opinions /ideas.					
<b>12</b>	learn how to take turns in a speech.					
<b>13</b>	talk about a variety of topics in greater detail.					

**B. Which other speaking skills do you think should be developed in ELT 108? Please explain.**

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**PART 3- Course Content and Materials**

**A. Please express your opinion about the following issues in.**

**ELTE 108 course by marking (x) as appropriate**

		<b>5</b> <i>Strongly Agree</i>	<b>4</b> <i>Agree</i>	<b>3</b> <i>Not sure</i>	<b>2</b> <i>Disagree</i>	<b>1</b> <i>Strongly Disagree</i>
<b>1</b>	The course content is interesting for me.					
<b>2</b>	The course content has a variety of topics relating to the <i>theory</i> of speaking skills.					
<b>3</b>	The course content has a variety of topics relating to the <i>practice</i> of speaking skills.					
<b>4</b>	The course content is appropriate for my proficiency level in English.					
<b>5</b>	<b>Q: Skills for Success 3</b> coursebook is easy to use.					
<b>6</b>	<b>Speech Communication</b> coursebook is easy to use.					
<b>7</b>	<b>Speech Communication</b> coursebook has helped to improve my speaking skills.					
<b>8</b>	<b>Q: Skills for Success 3</b> course book has helped to improve my speaking skills.					
<b>9</b>	<b>Speech Communication</b> coursebook has a variety of exercises and tasks.					
<b>10</b>	<b>Q: Skills for Success 3</b> coursebook has a variety of exercises and tasks.					
<b>11</b>	<b>Speech Communication</b> coursebook is visually attractive.					
<b>12</b>	<b>Q: Skills for Success 3</b> coursebook is visually attractive.					

**B. What are the strong and weak points about the course content and materials in ELTE**

**108** course in terms of speaking skills?

**Strong points:**

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**Weak points:**

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**C. What changes should be made in ELTE 108 course content and materials in terms of speaking skills?**

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**PART 4 - Teaching-Learning Process**

**A. Please express your opinion about the following issues in ELTE 108 course by marking (x) as appropriate.**

		5 <i>Strongly Agree</i>	4 <i>Agree</i>	3 <i>Not sure</i>	2 <i>Disagree</i>	1 <i>Strongly Disagree</i>
1	A variety of activities are used in ELTE 108 course.					
2	There is a good student-teacher interaction in the course.					
3	The teacher encourages the students to participate in the lessons.					
4	Group work is encouraged in the classroom.					
5	Teacher talk is more than student talk in the classroom.					
6	The class time is used efficiently.					
7	The teaching methodology of the teacher is effective in our learning.					
8	The teacher is teaching in an interesting way.					
9	The students help each other to learn.					
10	The teacher's instructions are clear.					
11	The teacher uses the board effectively.					

**B. Which activities do you think are *the most useful* in ELTE 108 lessons to improve your *speaking* skills?**

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**C. What *other* speaking activities should be added to ELTE 108 course to help you more in developing your speaking skills?**

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**PART 5 - Overall Evaluation**

1. List **3 things** in this course that have helped you the most to improve your speaking skills.  
(**3 positive aspects** of the course)

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2. List **3 things** in this course that haven't helped you to improve your speaking skills.  
(**3 negative aspects** of the course)

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3. List your *suggestions* to make this course more useful and better in terms of improving your speaking skills.

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THANK YOU VERY MUCH FOR YOUR COOPERATION



## Appendix B: Teachers' Interview

Dear teachers,

This interview has been designed to identify your opinions about teaching **speaking skills** in **ELTE 108** (Oral Communication Skills II) course. In this interview, you will be asked to evaluate the course in terms of its features such as learning outcomes, content and materials, and teaching-learning activities with respect to speaking skills component of the course.

It is important that you express your views freely because the data to be collected through your responses will add a great value to the improvement of the course in terms of teaching speaking skills.

Your identity and individual responses will be kept strictly confidential and the data to be obtained from the interview will be used only for research purposes.

I thank you in advance for your participation and cooperation.

Ugochi Adaeze Anaso

Master student

ELT Department, Faculty of Education

Eastern Mediterranean University

[ugochianaso@yahoo.com](mailto:ugochianaso@yahoo.com)

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### Consent form

Having read and understood the purpose of this study and how my responses will be used. I agree to participate in the study.

Name – Surname: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **ELTE 108- Oral Communication Skills II**

### **Teacher Course Evaluation Interview**

#### **Part 1 – Learning Outcomes /Course Objectives**

1. What are the aims and learning outcomes of this course?
2. Do you believe that all these aims and learning outcomes have been achieved? Please explain.
3. Should there have been any other aims and learning outcomes of this course as regards speaking skills?
4. To what extent, do you think this course has met your students' expectations and needs?
5. What do you think your students still need in terms of developing their speaking skills?

#### **Part 2- Course Content and Materials**

1. How do you evaluate the course content in terms of teaching speaking skills?
2. What changes do you suggest in the course content?
3. How do you evaluate the course materials (i.e. the two coursebooks) in terms of developing speaking skills? What was good and not so good about the materials used in this course?
4. Should some changes be made in the course materials? Please explain.

#### **Part 3 – Teaching – Learning process (Teaching-learning of speaking skills)**

1. How are speaking lessons / classes conducted in this course?
2. What kinds of speaking activities / tasks are done in and out of the classroom?
3. Do you believe that you provide variety in terms of speaking activities / tasks?
4. Do you believe that the teaching - learning (of speaking skills) in this course is effective in general? Please give reasons.
5. Do you suggest any changes in terms of the teaching-learning process in this course?

#### **Part 4 – Overall Evaluation**

1. What are the strengths of this course in terms of teaching speaking skills?
2. What are the weaknesses of the course in this respect?
3. What are your suggestions for making this course more effective and useful in terms of teaching speaking skills? What are your suggestions for improvement?

### Appendix 3: Observation Form

OBSERVATION FORM

Course Code: \_\_\_\_\_ Group: \_\_\_\_\_ Name of the instructor: \_\_\_\_\_ Page:

\_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ No. of students: \_\_\_\_\_ Topic of the lesson:

\_\_\_\_\_ Aim(s) of the lesson: \_\_\_\_\_

TIME	TASKS/ACTIVITIES	MATERIALS (INPUT)	TEACHER	STUDENTS	COMMENTS