

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES**

**PRE-SERVICE EFL TEACHERS' BELIEFS ON THEIR
READINESS LEVEL TO TEACH SPEAKING SKILLS:
A QUANTITATIVE STUDY**

ÖZGÜR GÜNGÖR

MASTER OF ARTS

ENGLISH LANGUAGE TEACHING

Ankara 2013

ACKNOWLEDGEMENTS

The present study would not have been possible without the help and support of some precious people in my life.

First and foremost, I would like to extend my deepest gratitude to my supervisor, Asst. Prof. Dr. Fuat Altunkaya for his encouraging guidance, intellectual and emotional support, infinite patience and understanding.

I also wish to thank the members of my thesis committee for generously offering their time and guidance throughout the review of this study.

I would like to offer my special thanks to Prof. Dr. Aygün Attar, who is the Rector of Giresun University, and her family for their invaluable support.

I am particularly grateful to Prof. Dr. Patrik Svensson, Assoc. Prof. Dr. Enver Sarı and Asst. Prof. Dr. Kurtuluş Yılmaz Genç for their constructive feedback about this study.

My thanks also go to all the pre-service teachers who participated in this study, and to my friends and colleagues for their invaluable support and willingness with their help throughout this study.

Last but not least, I am deeply thankful to my beloved father, Adem GÜNGÖR, my beloved mother, Saliha GÜNGÖR, my beloved sister, Özlem GÜNGÖR GÜREL and her husband, Köksal GÜREL and my dearest niece, Alya Lena for their love, endless support and for their existence in my life. I would not have fulfilled my dreams and goals if they had not believed in me.

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ KONUŞMA BECERİSİNİN ÖĞRETİMİNE DAİR HAZIRBULUNUŞLUK SEVİYELERİ HAKKINDAKİ İNANÇLARI: NİCEL BİR ÇALIŞMA

ÖZGÜR GÜNGÖR

İNGİLİZ DİLİ ÖĞRETİMİ PROGRAMI
EYLÜL, 2013

Öğrenci inançları ve öğretmen inançları son yıllarda yapılan birçok çalışmanın odak noktası haline gelmiştir. Ancak, İngilizce öğretmen adaylarının konuşma becerisinin öğretimine dair inançları ile ilgili çalışmalar sınırlıdır. Bu nedenle, bu çalışma ile İngilizce Öğretmen adaylarının, konuşma becerisinin öğretimine dair hazırbulunuşluk seviyeleri hakkındaki inançları araştırılmıştır. Araştırmacı, bu çalışma ile İngilizce öğretmen adaylarının hangi konuşma becerilerini öğretmede kendilerini ne derece hazır hissedip hissetmediklerini bulmayı hedeflemiştir. Bu çalışmaya Uludağ Üniversitesi, Ondokuz Mayıs Üniversitesi ve Başkent Üniversitesi İngilizce Öğretmenliği programına kayıtlı 100 son sınıf lisans öğrencisi katılmıştır.

Veriler bir anket yoluyla toplanmıştır. Bu anket geliştirilirken alanyazında bulunan bir kontrol listesinin maddeleri kullanılmıştır. Veriler kay kare testi ve yüzdeler dağılımları hesaplanarak verilmiştir. Bu çalışmada geliştirilen ölçeğin güvenilirliği Cronbach Alfa (0.92) güvenilirlik katsayısı hesaplanarak geçerliliği ise faktör analizi ile sağlanmıştır.

Çalışmanın sonuçları, katılımcıların çoğununun anketteki inanç ifadeleri hakkında olumlu cevaplar verdiklerini göstermiştir. Ancak, bazı katılımcılar belli inanç ifadelerine katılmadıklarını ifade etmişlerdir. Çalışmanın sonuçları dikkate alınarak, bazı çıkarımlarda ve önerilerde bulunulmuştur.

Anahtar kelimeler: İnançlar, İngilizce Öğretmen Adaylarının İnançları, Konuşma Becerisinin Öğretimi, İngiliz Dili Öğretimi

ABSTRACT

PRE-SERVICE EFL TEACHERS' BELIEFS ON THEIR READINESS LEVEL TO TEACH SPEAKING SKILLS: A QUANTITATIVE STUDY

ÖZGÜR GÜNGÖR

ENGLISH LANGUAGE TEACHING PROGRAM
SEPTEMBER, 2013

Learners' beliefs and teachers' beliefs about language learning and teaching have been the focus of research in recent years. However, studies of pre-service teachers' beliefs and teachers' beliefs about teaching speaking have been scarce. Therefore, this study was conducted to investigate pre-service English as a Foreign Language (EFL) teachers' beliefs on their readiness level to teach speaking skills. The researcher aimed to find out for what speaking skills pre-service EFL teachers feel ready or unprepared to teach, and to what extent pre-service EFL teachers perceive themselves ready to teach speaking skills. The participants of the study were 100 senior undergraduate students enrolled in the English Language Teaching program in Uludağ University, Ondokuz Mayıs University and Başkent University in Turkey.

The data were collected through a questionnaire which was developed using the items of a checklist provided by the literature. The chi-square test was used in the analysis of data and the interpretations were made based on the frequency distributions. For the validity of the scale which was developed in this study, factor analysis was conducted and for the reliability of the scale, Cronbach's alpha coefficient was calculated (0.92).

The results of the study indicated that the majority of the participants gave positive responses to the belief statements about teaching speaking skills. However, some of the participants stated that they disagreed with certain belief statements. Considering the results of the current study, some implications and suggestions were given.

Key words: Beliefs, Pre-service EFL Teachers' Beliefs, Teaching Speaking Skills, English Language Teaching

ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
CEF	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
CC	Communicative Competence

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ÖZET	ii
ABSTRACT	iii
ABBREVIATIONS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Purpose of the Study	4
1.3 Research Questions.....	4
1.4 Significance of the Study.....	5
1.5 Limitations	6
1.6 Definitions of Terms.....	6
2. LITERATURE REVIEW	7
2.0 Introduction.....	7
2.1 Teachers' Beliefs	7
2.1.1 Pre-service EFL Teachers' Beliefs about EFL Learners and EFL Learning	9
2.1.2 Studies on Beliefs in ELT	10
2.2 Teaching of Speaking Skills	14
2.2.1 Speaking skills	14
2.2.2 Background to Teaching Speaking	19
2.2.2.1 Communicative Language Teaching	21
2.2.3 Principles for Teaching Speaking Skills	24
2.2.4 Integrating Speaking Skills with Other Skills.....	30
2.2.5 Speaking Activities	33
2.2.6 Common European Framework of Reference for Languages (CEF) Scales for Speaking.....	44
2.3 ELT Program in Turkey.....	48

3. METHODOLOGY	51
3.0 Introduction.....	51
3.1 Study Group.....	51
3.2 Instrument	51
3.3 Data Collection and Analysis	52
4. RESULTS AND DISCUSSIONS	53
4.0 Introduction.....	53
4.1 Development of the Scale	53
4.1.1 Validity of the Scale	53
4.1.2 Reliability of the Scale.....	54
4.1.3 Factor Analysis of the Scale	54
4.1.4 Chi-square Test.....	60
4.2 Frequency Distributions and Interpretations of the Data.....	61
4.2.1 Pre-service EFL Teachers’ Beliefs about Using Speaking Tasks, Activities, Materials, Learning Strategies and Approaches.....	62
4.2.2 Pre-service EFL Teachers’ Beliefs about Using In-class Activities and Tasks and Incorporating Various Materials into Teaching Speaking.....	67
4.2.3 Pre-service EFL Teachers’ Beliefs about Use of Language.....	70
4.2.4 Pre-service EFL Teachers’ Beliefs about Integrating Different Skills and Components of Language	72
4.2.5 Pre-service EFL Teachers’ Beliefs about Teaching Suprasegmental Features.....	73
5. CONCLUSION	75
5.1 Summary of the Study	75
5.2 Suggestions and Implications	77
6. REFERENCES	81
7. APPENDICES	86
APPENDIX A (Questionnaire used in the present study)	86
APPENDIX B (Questionnaire formed after factor analysis).....	89

LIST OF TABLES

Table 3.1: The Distribution of the Participants in the Study Group with regard to Universities	51
Table 4.1: Total Variance Explained after the Third Factor Analysis	59
Table 4.2: Rotated Component Matrix for the Third Factor Analysis.....	60
Table 4.3: Pre-service EFL Teachers' Beliefs about Using Speaking Tasks, Activities, Materials, Learning Strategies and Approaches.....	64
Table 4.4: Pre-service EFL Teachers' Beliefs about Using In-class Activities and Tasks and Incorporating Various Materials into Teaching Speaking.....	69
Table 4.5: Pre-service EFL Teachers' Beliefs about Use of Language.....	71
Table 4.6: Pre-service EFL Teachers' Beliefs about Integrating Different Skills and Components of Language	72
Table 4.7: Pre-service EFL Teachers' Beliefs about Teaching Suprasegmental Features	73

LIST OF FIGURES

Figure 4.1: Scree plot after the first factor analysis	56
Figure 4.2: Scree plot after the second factor analysis	57
Figure 4.3: Scree plot after the third factor analysis.....	58

CHAPTER I

INTRODUCTION

This chapter gives a brief summary on the background of the study entitled “Pre-service EFL Teachers’ Beliefs on their Readiness Level to Teach Speaking Skills: A Quantitative Study”. It also presents the problem and the purpose of the study. The research questions, significance of the study and the limitations of the study are also explained and discussed at the end of this chapter.

1.1 Background of the Study

Within this globalised world, the mastery of speaking skills in English is a priority for many learners. Besides, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008, p. 19). In addition to trying to understand learners’ beliefs about the language, what teachers believe about teaching has also gained importance in foreign language teaching as it has been realized that the teacher is the key factor in language teaching. Although there has been an increased interest in research on pre-service second/foreign language teachers’ beliefs in recent years, the number of studies regarding pre-service English as a foreign language (EFL) teachers’ beliefs about speaking is still limited. Thus, the present study focuses on pre-service teachers’ beliefs about teaching speaking in EFL setting. The related literature has shown that the skill which pre-service teachers of English as a foreign language (EFL) find themselves the least efficient to teach is by far speaking. Likewise, Saraç (2011) asserts that prospective EFL teachers feel least ready to teach the productive speaking and writing skills in the actual classroom setting. Moreover, her study emphasized the prospective teachers’ doubts about their language competency, particularly in the speaking skills. However, as Kömür (2010) points out, the English Language Teaching (ELT) program applied in Turkey aims at providing prospective teachers training on teaching methodology and practice to allow them to be communicatively competent future teachers of English as the foreign language.

At this standpoint, it may be inevitable to question whether these prospective teachers are trained effectively to develop their speaking skills in the program formally designed. In connection with this, Coskun and Daloglu (2010) draw attention to the importance of program evaluation for teacher education programs 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. Their study shows that teachers participating in the study believe that the program is not sufficient to improve student teachers' linguistic competence and student teachers claim that the pedagogic side of the program should be improved. As cited in Coskun and Daloglu (2010), Kelly et al. (2004) offer a frame of reference for language education policy makers and language teacher educators in today's Europe in the report "European Profile for language teacher education in the 21st century". Based on the experience of eleven European teacher education institutions in different countries, the report points out some guidelines for quality assurance by serving as a checklist for English teacher education programs. As the report in Kelly et al. (2004 cited in Coskun and Daloglu, 2010) indicates, foreign language teacher education in the twenty-first century should include:

- *training in state-of-the-art classroom techniques and activities as well as in language teaching methodologies,
- *an explicit framework for the practice of teaching,
- *training for school-based mentors in how to mentor,
- *a detailed outline of the cooperation between the school and the trainees' educational institution,
- *training in ways of maintaining and enhancing ongoing personal language competence, and
- *initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence (p. 38).

In line with Kelly et al.'s (2004 cited in Coskun and Daloglu, 2010) suggestions pertinent to foreign language teacher education programs, it may be concluded that these programs should include not only the ways to develop teacher trainees' teaching skills, but they should also include training these prospective teachers so as to develop their personal language competence and language proficiency. In other words, teacher trainees in foreign language teaching programs should be provided with courses which aim to develop their knowledge in all aspects. Given that one of the areas of focus in this study is pre-service EFL teachers' readiness on teaching speaking skills, we may conclude that in addition to the other courses, the ELT program in Turkey should include courses which aim to

develop prospective teachers' language competence and spoken proficiency. For example, in order to improve our learners' English performance, teaching and learning in class should not only focus on speaking phrases or everyday expressions, but we should also emphasize communication in real situations which also increase their linguistic knowledge (e.g., phonetics, lexical items, pragmatic knowledge, etc.). Besides, learners should be motivated and encouraged to speak English and to produce new sentences or utterances by themselves. To this end, teachers may point out a number of ways that can be employed to manage in real communication (e.g., asking for clarification, using gesture, etc.) (Khamkhien, 2010).

While evaluating the EFL teacher education in Turkey, we may refer to the knowledge base of EFL teacher education asserted by Day and Conklin (1992 cited in Saraç, 2011) which is based upon the following types of knowledge:

1. Content knowledge: knowledge on the subject matter such as, English language, literary and cultural features of the language.
2. Pedagogic knowledge: knowledge of teaching in general such as classroom management and student motivation.
3. Pedagogic content knowledge: the type of knowledge on how to instruct the content knowledge in different ways that the learners can understand; the difficulties and misconceptions the students can face while learning and to how to overcome such problems; teaching of different skills and grammar; testing, curriculum evaluation, material development.
4. Support knowledge: the knowledge from different disciplines such as psycholinguistics, linguistics, language acquisition, etc. (pp: 1692-1693).

In support with the views held by Day and Conklin (1992), it may be appropriate to state that EFL teacher education in Turkey aims to provide future teachers with the opportunity of acquiring different types of knowledge. For instance, the ELT program in Turkey offers various courses related to ELT field, courses related to developing language skills and courses related to educational sciences and social sciences.

However, having an idea about the knowledge base of these programs may not be sufficient to evaluate them. Therefore, it may also be necessary to have the views of prospective teachers on their readiness level to teach in the related field. In this sense, the concept of 'beliefs' comes to mind. As supported by several authors (Bandura, 1986; Richardson, 1996; Stuart and Thurlow, 2000; Kumaravadivelu, 2012), beliefs form the basis for teacher decisions and choices. In other words, they shape the way they teach or the way they transfer what they know into practice. Therefore, beliefs may play an

important role in assessing the level of readiness of the pre-service EFL teachers. Correspondingly, through this research, the researcher aimed to find out for what speaking skills pre-service EFL teachers feel ready or unprepared to teach, and to what extent pre-service EFL teachers perceive themselves ready to teach speaking skills. Moreover, a fresh view on the teaching of speaking skills may be offered with regard to developing communicative competence and communicative activities to be used in the classroom accordingly.

1. 2 Purpose of the Study

The purpose of the current study is to find out pre-service EFL teachers' beliefs on their level of readiness to teach speaking skills through a quantitative study. Different individuals having studied in various pedagogical contexts in different universities are expected to reveal a wide range of beliefs which is desired to cast light upon the professional development of the prospective teachers throughout their future careers.

1. 3 Research Questions

This study intends to find out answers to the following research questions:

1. For what speaking skills do pre-service EFL teachers feel ready to teach?
2. For what speaking skills do pre-service EFL teachers feel unprepared to teach?
3. To what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills?

The answers to the research questions stated above will be given in the results and discussions chapter of this study.

1. 4 Significance of the Study

Pre-service EFL teachers are required to take compulsory and elective courses that are 159 credits/240 ECTS in order to graduate from the bachelor degree program in ELT in Turkey .The courses which are offered in English are approximately 107 credits/165 ECTS and at least fourteen of such courses target the development of pre-service teachers' pedagogical content knowledge on teaching and testing of related methodology. Having been trained on EFL instruction, the future practitioners' degree of readiness to teach four basic skills (reading, writing, speaking and listening) is an area of concern. Of the four skills, the teaching of productive skills, the spoken skill, in particular, is identified to be problematic by the prospective EFL teachers (Saraç, 2011). When the relevant literature is reviewed, it seems that evaluation of pre-service EFL teachers' beliefs on their readiness level to teach speaking skills has not received much scholarly attention. Hence, the current study may contribute to the knowledge base of this field. Furthermore, the questionnaire might be beneficial for pre-service teachers in terms of seeing their weak points to be strengthened. Raising awareness of the areas to be reconsidered, prospective teachers may attempt to make changes in their approaches to teaching. As Richards et al. (2001) claims, change is considered to be 'a major dimension of teachers' professional lives and he quotes Freeman's (1989 cited in Richards et al., 2001) propositions regarding the aspects of the notion of change:

*Change does not necessarily mean doing something differently; it can mean a change in awareness. Change can be an affirmation of current practice...

*Change is not necessarily immediate or complete. Indeed some changes occur over time, with the collaborator serving only to initiate the process.

*Some changes are directly accessible by the collaborator and thereafter quantifiable, whereas others are not.

*Some types of change can come to closure and others are open-ended (p.45).

As indicated in Freeman's (1989 cited in Richards et al., 2001) propositions, the questionnaire, developed in this research, may trigger a change in pre-service EFL teachers' awareness of the practice of their teaching. This awareness may not be certainly immediate or complete, but at least it may initiate a process of change, which will in time lead to an awareness of the need to further develop their speaking skills and the ways they teach the speaking skills.

1.5 Limitations

Participants of the study were limited to Turkish senior undergraduate students in the ELT Program at the Faculty of Education of Uludağ University, Ondokuz Mayıs University and Başkent University in Turkey in the spring semester of 2011– 2012 academic year. The socioeconomic status, gender and age of the participants were not taken into consideration in this study.

1.6 Definitions of Terms:

Belief: A belief can be defined as “a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior (Borg,2001:186).”

Teachers’ beliefs: A term which is used to refer to teachers’ pedagogic beliefs, or those beliefs pertinent to an individual’s teaching.

Speaking: A term which is used to refer to the process of constructing and sharing meaning with the use of verbal and non-verbal symbols in various contexts.

Speaking-as-skill: A term which is used to describe activities in which learners practice real speaking events.

CEF: The Common European Framework of Reference for Languages which provides a general basis for the explanation and illustration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

In this chapter, first teachers' beliefs, EFL pre-service teachers' beliefs about EFL learners and EFL learning and studies on beliefs in ELT are presented and discussed. Then teaching speaking skills are reviewed and discussed in detail including the definition of speaking skills along with their functions and purposes, background to teaching speaking, principles for teaching speaking skills, integrating the speaking skills with other skills, speaking activities and Common European Framework of Reference for Languages (CEF) scales for speaking. Finally, the ELT program in Turkey is reviewed accordingly.

2.1 Teachers' Beliefs:

It is often accepted that beliefs play a significant role in many aspects of teaching, as well as in life. Therefore, before going further, it may be illustrative to start with a definition of the concept of belief. Borg (2001) defines the concept of belief by considering some common features of its definition:

- * The truth element—drawing on research in the philosophy of knowledge, a *belief* is a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others. This is one of the key differences between *belief* and *knowledge*, in that knowledge must actually be true in some external sense.
- * The relationship between beliefs and behaviour—most definitions of *belief* propose that beliefs dispose or guide people's thinking and action.
- * Conscious versus unconscious beliefs—on this point there is disagreement, with some maintaining that consciousness is inherent in the definition of *belief*, and others allowing for an individual to be conscious of some beliefs and unconscious of others.
- * Beliefs as value commitments—many definitions of *belief* recognize an evaluative aspect to the concept, and this is not surprising as the word itself originates from the Aryan word *lubh*, meaning 'to like or to hold dear', from which the word *love* also originates (*OED* 1989) (p.186).

Based on Borg's (2001) statements given above, we may conclude that a belief is a mental state whereby the individual holding it accepts the proposition of the content. Beliefs are

held by the individual with the knowledge that others may have alternative beliefs in contrast to theirs. Besides, beliefs are dependent on the value we place upon it and they have great influence on how we think and act within certain environments and how we undertake various activities.

The word belief is used in a variety of ways. For instance, in the article on the problems of researching the role of teacher beliefs, Pajares (1992) stated:

“...Defining beliefs is at best a game of player’s choice. They travel in disguise and often under alias—attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, to name but a few that can be found in the literature...” (p.118)

Richards et al. (2001) claims that the study of teachers’ beliefs plays an important role in order to perceive the way teachers approach their work highlighting Clark and Peterson’s (1986 cited in Richards et al., 2001) propositions:

- The most resilient or “core” teachers’ beliefs are formed on the basis of teachers’ own schooling as young students while observing teachers who taught them. ...
- If teacher actually try out a particular innovation which does not initially conform to their prior beliefs or principles and the innovation proves helpful or successful, then accommodation of an alternative belief or principle is more possible than in any other circumstance.
- For the novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles...
- Professional development which engages teachers in a direct exploration of their beliefs and principles may provide the opportunity for greater self-awareness through reflection and critical questioning as starting points for later adaptation.
- The teacher’s conceptualization of, for example, language, learning, and teaching are situated within that person’s wider belief system concerning such issues as human nature, culture, society, education and so on (p.42).

To Saraç (2007), teachers raise confidence in their teaching as they broaden their experience over time. They develop effective strategies while teaching, advance their understanding with regard to student behavior, classroom activities, and educational objectives. What is more, they develop a well constructed belief system on the ways to teach a language best.

According to Shinde and Karekatti (2012) there is a common belief that the belief systems of pre-service teachers highly influence their teaching. That is to say, teachers' beliefs affect their consciousness, teaching attitude, teaching methods and teaching policies, and finally, learners' development. Furthermore, Horwitz (1987) claims that although it may be indirectly, the formation of teachers' educational beliefs in language teaching/ learning process will have an influence upon developing effective teaching methods and will lead to the improvement of learners' language learning abilities (cited in Shinde and Karekatti, 2012).

Similarly, Vartuli (2005) asserts that skillful teachers' actions in the classroom are based on a system of beliefs. What construct teachers' beliefs are teachers' personal experiences, education and values. Beliefs may also help teachers make classroom decisions and choose logical actions during their actual teaching. Teachers' beliefs are generally not articulated but implied. However, they play a role in affecting teacher perceptions, judgments, and decisions. Therefore, beliefs may direct teachers' actions. Similarly, Smith (1996) asserts that teachers' beliefs about language teaching and learning a second language became known as a factor that influences the types of teachers' decisions.

Furthermore, as Donaghue (2003) asserts, teachers' beliefs play a role in teachers' adopting and understanding of approaches, techniques, and activities. That is to say, these beliefs shape the way they teach. It may be concluded that different beliefs held by teachers result in different types of classroom activities and teaching techniques. Hence, teaching speaking skills which is one of the areas focus in this study will be reviewed later in this chapter accordingly.

2.1.1 Pre-service EFL Teachers' Beliefs about EFL Learners and EFL Learning

While reviewing teachers' beliefs, it is also necessary to touch upon pre-service EFL teachers' beliefs about EFL learners and EFL learning so as to perceive the effects of their beliefs on teaching performance. This subject has been the concern of several studies, which have shown that the beliefs of teachers affect the practices of teachers in classes. Johnson (1994) states that teachers' assumptions and expectations affect their way of

teaching and shape the way a pre-service teacher will teach in his/her future classes. Johnson (1994) puts it as follows:

Research on teachers' beliefs share three basic assumptions. First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach; that is, how they interpret new information about learning and teaching and how that information is translated into classroom practices. And third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs(p. 439).

From this perspective, teachers' beliefs play a crucial role in their actual teaching practices. That is to say, beliefs may affect the way teachers learn to teach and their professional developments. With that said, beliefs should be taken into account in teacher preparation programs. Accordingly, I myself believe that the current study, as well as the other studies on prospective EFL teachers' beliefs, might contribute to the professional developments of these teachers by raising awareness of their level of readiness to teach speaking skills. Given that such studies play an important role in these candidate teachers' improving their teaching practices, it might be to the point to present a literature review on beliefs in ELT.

2.1.2 Studies on Beliefs in ELT

To the best knowledge of the researcher, despite the increase in research about second/foreign language teachers' beliefs in recent years, studies of pre-service teachers' beliefs and teachers' beliefs about teaching speaking have been scarce. Therefore, the studies identified with regards to both pre-service teachers' beliefs and teachers' beliefs in English as a second language/EFL language teaching are given together as follows:

Dinçer & Yeşilyurt (2013) aimed to explore seven pre-service English teachers' beliefs about speaking skills based on motivational orientations by analyzing the data according to interview questions. Their findings demonstrated that the subjects had negative ideas about speaking instruction in Turkey although they all considered that it was the most significant language skill. Besides, it was observed that despite having different motivational orientations about speaking English, the subjects felt incompetent in their speaking skills.

Akpınar (2009) developed a research project trying to reveal the benefits and importance of "Effective Communication Skills" course for the freshman teacher trainees in the ELT

program in Turkey seeking the beliefs of teacher trainees. The data were collected through pre-course and post-course interviews about the said course with 20 freshman students who attended the course and 20 senior teacher trainees who did not take the course in the ELT program at Gazi University. The results showed that it would be beneficial if senior students also had the opportunity of taking the course since they had some hesitations on their self-efficacy of using effective communication skills during their teaching practices.

Similar to the current study, Güngör and Saraç (2012) proposed a working instrument in the form of a checklist to be used to explore pre-service EFL teachers' level of readiness for teaching of speaking skills based on the related literature, experts' opinions and the criteria suggested by Common European Framework of Reference for Languages (CEF, 2001). In their study, it is indicated that the developed checklist might be used by curriculum planners of teaching EFL, teacher trainers and pre-service EFL teachers and by researchers designing teacher knowledge tests on teaching of speaking skills.

Inozu (2011) carried out a study on beliefs about foreign language learning among EFL teacher trainees. The data were collected from 326 trainee teachers (23.3% freshman, 22.4%, sophomore, 22.1% junior and 32.2% senior) in the ELT department at Çukurova University through a survey representing key beliefs about language learning. The analysis of the data showed that the subjects in the study shared certain beliefs without difference throughout the years.

Woods (1996) carried out research on the relationships between teachers' beliefs, planning and decision making processes and classroom practice. The subjects of his study were eight teachers, who were all experienced ESL teachers, at four different university settings in east-central Canada. The data were collected through ethnographic interviews, observations, video-based recall, lesson plans, teachers' logs, and rough notes. According to the findings of the longitudinal study, one of the factors influencing teachers' decisions and their practices in the classroom was teachers' beliefs. The difficulty in distinguishing beliefs from knowledge led him to proposing the notion of BAK, which referred to beliefs, assumptions, and knowledge. Depending on one participant's statements, Woods described how a teacher's BAK evolves over time by *early language learning experiences*, *early teaching experiences*, *later language learning and teaching experiences*, and *current teaching experiences*. In addition, Woods stated that teachers' beliefs had an effect on the

interpretation of classroom events, the curriculum and the students, textbook, approaches, theoretical and pedagogical concepts, and approaches to planning.

Kamijo (2004) carried out a study on EFL teachers' beliefs and error correction behavior in grammar lessons. The participants were two experienced EFL teachers who were native speakers of English. The researcher collected the data through semi-structured interviews, classroom observations, and discourse analysis of classroom interaction, which lasted six weeks. The results revealed that the participants' beliefs were consistent with what research in second language acquisition suggested about error correction.

Yi (2004) investigated two high school teachers' beliefs about EFL teaching in Taiwan and how their beliefs influenced their classroom practices. The data were collected by classroom observations and individual interviews, through which the participants were asked open-ended questions. The results of the study revealed that the two teachers held completely different beliefs about EFL teaching and it was found that their classroom practices were highly consistent with the beliefs they held about EFL teaching.

Güven (2012) carried out a study, the aim of which was to determine the epistemological beliefs and metacognitive strategies of the pre-service teachers in the distance and formal education ELT program and to investigate whether there were any differences between them. The researcher collected data, via "Epistemological Belief Scale" developed by Schommer (1990) and translated and validated by Deryakulu and Büyüköztürk (2002), and "Metacognitive Strategy Inventory" which was adapted for university students by Yıldız, Akpınar and Ergin (2006). The results, analyzed through the descriptive method, revealed that there was a significant relationship between the epistemological beliefs and metacognitive strategy use of ELT pre-service teachers in both formal and distance education programs.

Umut (2012) carried out research aiming to explore the beliefs of English Language pre-service teachers and their instructors on the effectiveness of an educational program at a Turkish university within the evaluation framework by Peacock (2009). The data were collected through two similar form questionnaires based on Peacock (2009), a focus group discussion, and semi-structured interviews with three instructors. The participants were 200 senior students and 21 instructors from the ELT department. The findings indicated

that despite the fact that the pre-service teachers were mostly satisfied with the program, the practice, needs and language proficiency components were reported to be the major concerns and it was also revealed that the instructors held some similar and different attitudes towards the program.

Özmen (2012) conducted a four-year longitudinal study of student teachers' beliefs about language learning and teaching over the course of an ELT program. In the study entitled "Exploring Student Teachers' Beliefs about Language Learning and Teaching: A Longitudinal Study", the researcher aimed to explore possible changes in the beliefs and to analyze the impact of an ELT pre-service program by taking the program itself as a dynamic variable. The researchers conducted interviews with 49 student teachers for four years and processed the data through a mixed-method design. The results of the study indicated that different phases of the program resulted in various changes at certain degrees and student teachers' engagement in the teaching practicum seems to have a higher impact on the development of the beliefs about language learning and teaching.

Grijalva & Barajas (2013) conducted a research project in the Bachelor of Arts in the ELT program at a Mexican university. The study was longitudinal tracking fourteen students for four semesters of the eight semester program. The researchers aimed at identifying pre-service teachers' beliefs about English language teaching and learning at different stages of instruction during their teaching practice courses in the program. The data were collected through questionnaires and semi-structured interviews. The results revealed that students made links between theory and practice creating some changes in previous beliefs. The study demonstrated an increase of awareness and a better understanding of the complex processes involved in teaching and learning.

Mellati et al. (2013) investigated the relationship between Iranian ELT instructors' beliefs about language teaching and their real practices in classrooms. In their study, the researchers randomly selected 369 Iranian ELT instructors and 512 Iranian students. The researchers collected the data via Teacher's Beliefs Questionnaire (TBQ) to elicit instructors' beliefs about language teaching and via Students' Satisfaction Questionnaire (SSQ) to elicit to what extent Iranian instructors applied their beliefs in their practices. In addition, the researchers interviewed nine instructors to verify the results of questionnaires.

The results of their study revealed a positive significant relationship between instructors' beliefs about language teaching and their real practices in classrooms.

Based on the studies given above, it may be appropriate to state that several researchers carried out various studies on beliefs in ESL/EFL teaching and learning by focusing on different areas. Therefore, these studies may contribute to the knowledge base of this field. Their findings indicated several points. Firstly, some pre-service EFL teachers stated that they were satisfied with teacher education in Turkey, whereas some others stated that they were not. In addition, practice, needs and language proficiency components were said to be some of the major concerns. For instance, it was suggested that 'Effective Communication Skills' course should be offered to the senior teacher trainees in the ELT program as offered to the freshman students. Secondly, it may be concluded that research on beliefs may contribute to pre-service EFL teachers' raising awareness of their teaching skills, which may also lead to some changes in their previous beliefs. On the other hand, some studies showed that beliefs may not change throughout the years.

2.2 Teaching of Speaking Skills

In this section, firstly, speaking skills along with functions and purposes of speaking, background to teaching speaking, principles for teaching speaking skills, and integrating speaking skills with other skills are reviewed. Then, speaking activities and some important points about designing them are given and discussed in detail. Finally, the CEF (2001) scales for speaking are presented.

2.2.1 Speaking skills

Nunan (1991:39) states that "according to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". In other words, gaining spoken proficiency is the primary goal of most learners of the target language. Since speaking is considered as a valuable means of establishing communication with other people, it turns out to have a crucial role in language learning process as well.

Considering the importance of the concept of speaking skills, the definition of speaking has been made differently by various authors. Generally, it may be defined as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney & Burke, 1998: 13)". Saraç (2007), for instance, defines speaking as a tool for carrying out communication based on the definitions given by several authors. Similarly, Fulcher (2003:23) defines speaking as "the verbal use of language to communicate with others" whereas Ur (1996) emphasizes that speaking is the ability to function in the target language. As she asserts, being competent to communicate in a language means speaking in the target language. In addition, Nunan (1989) suggests that "...we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating" (p.12). Therefore, he emphasizes that establishing communication does not merely depend upon knowing a set of grammatical rules, and thus the appropriate use of those rules is also needed for effective communication. At this standpoint, we can have a brief look at the concept of Communicative Competence (CC) in line with Nunan's (1989) and Ur's (1996) views given above. Richards (2006:3) asserts that CC includes the following aspects of language knowledge:

*Knowing how to use language for a range of different purposes and functions,

*Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication),

*Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations),

*Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

When we look at the features of CC given above, it may be appropriate to state that speaking involves acquiring communicative competence. Hence, based on the definitions of speaking by several authors stated above, we may state that speaking is a tool for reflecting one's communicative competence.

Speaking is one of the four language skills (reading, writing, listening and speaking) and it can be considered as the means through which learners can communicate with others for different purposes and functions. Moreover, speaking is the most commonly used language

skill in communication when compared to the other skills (Rivers, 1981 cited in Torcky, 2006).

Of the four basic skills (reading, writing, speaking and listening), speaking and writing skills are regarded as 'productive skills' whereas reading and listening are considered to be 'receptive skills' (Harmer, 2007; Celce-Murcia, 2001; Torcky, 2006). Therefore, as cited in Torcky (2006), Oprandy (1994) and EL Menoufy (1997) state that speaking is mostly compared to writing. Besides, they assert that although they are not in the same category of skills, speaking and listening are closely related to each other as being two ways of establishing communication. Similarly, Heaton (1990) notes that it is not possible or desirable to separate the speaking skills from listening skills as these two skills depend on each other.

As for the types of speaking, Nunan (1989 cited in Torcky, 2006) classifies speaking into monologue and dialogue. What the speaker focuses on is giving an uninterrupted oral presentation in a monologue while the focus is on interacting with others in a dialogue. From a different perspective, Thornbury (2005) states that most speaking either in the form of a face-to-face dialogue or even monologic speaking involves interaction. For example, a lecturer adjusts his/her speech considering the response of their audience.

What is also needed to be known about speaking skills is the significance of 'turn-taking' during speaking, the basic rule "speakers should take turns to hold the floor" (Thornbury: 8) implying that two speakers do not speak at the same moment at least not for a continuous period of time. Rather, speakers wait for the appropriate moment to take a turn signaling that they are listening. At this standpoint, it may also be necessary to highlight the role of discourse markers in turn-taking, with which speakers change a topic (e.g. by the way) or return to the topic (e.g. anyway). Moreover, turn-taking does not merely rely on words. That is to say, 'paralinguistics', which is known as the use of eye gaze and gesture for interactional purposes, is also important. For instance, speaker's sharp intake of breath or raising shoulders may be the indicators of turn-taking. However, there are other signals of turn-taking when the conversation is not face-to-face. For example, while speaking on the phone, intonation, tempo or pausing might be the signals for turn-taking. As for the purposes of speaking, Richards (2008:19-39) indicates that speaking can serve some functions and classifies the functions of speaking as follows:

a. Talk as interaction: This type of talk refers to either casual or formal conversations. In such exchanges, the attention is aimed more at the speakers and how they desire to present themselves than at the message. The following examples of talk as interaction may be given accordingly:

e.g. Chatting to an adjacent passenger during a bus journey, chatting to a friend over coffee, telling a friend about personal experiences, and so on.

b. Talk as transaction: This type of talk refers to situations in which the attention is aimed at what is said or done. The central focus is on being understood clearly and accurately. The following examples of talk as transaction can be given accordingly:

e.g. Classroom group discussions and problem-solving activities, a class activity during which students design a poster, asking someone for directions on the street, buying something in a shop, ordering food from a menu in a restaurant, and so on.

c. Talk as performance: This type of talk refers to public talk, the aim of which is transmitting information before an audience.

e.g. Giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture, and so on.

On the other hand, Kingen (2000 cited in Torkey, 2006) gives a comprehensive list of various purposes of speaking. We can see the following examples for the purposes of speaking suggested by the author:

- to express personal feelings, opinions and beliefs,
- to describe someone or something,
- to narrate stories,
- to give instructions,
- to ask questions,
- to compare people or things,

- to express mental images of people, objects and events,
- to predict future events,
- to explore meanings and to make inferences,
- to persuade others,
- to explain something and
- to inform others.

Having reviewed the nature of speaking with its functions, it may be concluded that we may fulfill a variety of purposes through speaking, and thus speaking has a vital role in communicating with others. As the current study also puts it, developing speaking skills is of crucial importance in EFL/ESL programs. Furthermore, acquiring speaking skills may pave the way to learners' development in other skills. For instance, it may support the development of listening skills (Saskatchewan Education, 1997) as well as the other skills.

Given that speaking has an essential role in contributing to learner's developing language, it is essential to determine what speaking involves for learners in order to converse with native language speakers effectively. Accordingly, as proposed by Florez (1999 cited in Torky, 2006), while practicing speaking skills, a learner should enhance the following skills underlying speaking:

Using grammar structures accurately,

Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives,

Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs,

Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension, and

Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement (p.15).

By the same token, Burkart (1998) asserts that it is essential for language learners to recognize that speaking consists of three areas of knowledge. First, learners need to know how to use the right words in the right order with the correct pronunciation. Second, they should know that clarity of message is essential while speaking for information exchange

and that precise understanding is not required while speaking for relationship building. Third, they need to be aware of social and cultural rules and norms, that is understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

After discussing the nature of speaking along with its functions in real life and SL/FL learning environments, it is time to address the high points in teaching speaking within the framework of this study.

2.2.2 Background to Teaching Speaking

As Nunan (2003) puts it, for many years, students were taught speaking by ‘Audiolingual’ repetition drills. The aim of these drills was to familiarize students with the sounds and structural patterns of the target language. That is to say, foreign language learning was regarded as habit formation according to this method what is called to be the **Audiolingual Method** (Celce-Murcia, 2001; Richards & Rogers, 2001; Larsen-Freeman, 2003; Nunan, 2003), which became dominant in the United States from the 1940s to 1960s (Celce-Murcia, 2001). The characteristics of this method are listed by Celce-Murcia (2001) as follows:

- a. Lessons begin with dialogues.
- b. Mimicry and memorization are used, based on the assumption that language is habit formation.
- c. Grammatical structures sequenced and rules are taught inductively.
- d. Skills are sequenced: listening, speaking- reading, writing postponed.
- e. Pronunciation is stressed from the beginning.
- f. Vocabulary is severely limited in initial stages.
- g. A great effort is made to prevent learner errors.
- h. Language is often manipulated without regard to meaning or context.
- i. The teacher must be proficient only in the structures, vocabulary, etc. that he or she is teaching since learning activities and materials are carefully controlled.

Based on the principles of teaching above, the Audiolingual Method offered various techniques, such as *dialog memorization*, *backward build-up*, *repetition drill*, *chain drill*,

single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-answer drill, use of minimal pairs, complete the dialog and grammar game (Larsen-Freeman, 2003:47, 49). A typical example of a repetition drill can be seen in the following:

T: Repeat please: "Good morning, Maria." Ss: "Good morning, Maria." T: "Where are you going?" Ss: "Where are you going?" T: Good. "I'm going to the library." Ss: "I going to library." T: Listen: I'm going to THE library." Ss: "I going to THE library." T: Listen again. "Li-BRA-ry." Rrr. "Librrrary." Ss: "Librrrary." T: "To the library." Ss: "To the library." T: "Going to the library." Ss: "Going to the library." T: "I'm going to the library." Ss: "I'm going to the library." T: Good! Now the next part. Note: T stands for teacher and S represents a particular student.
--

(Taken from Nunan, 2003: 49)

As can be seen in the example given above, the teacher tries to practice pronunciation and grammar with the use of repetition drills. Therefore, this may be said to include typical techniques of the Audiolingual Method.

However, as also noted by Richards and Rogers (2001), when the Audiolingualism was rejected in mid-1960s, British applied linguists put emphasis on the functional and communicative potential of language. That is to say, a need for a communicative proficiency based language teaching arose rather than teaching structures. In addition, education became a major concern of Council of Europe as there was a need to teach adults the languages of the European Common Market. Later on, a group of experts began to seek new possibilities to language courses taking into account the learner's needs (van Ek and Alexander, 1980 cited in Richards & Rogers, 2001). Wilkins (1972, cited in Richards & Rogers, 2001) emphasized the communicative meanings of language which should be understood and expressed by the learners rather than the traditional concepts of grammar and vocabulary. All these developments paved the way to developing a communicative or functional approach to language teaching known as **Communicative Approach or**

Communicative Language Teaching (CLT), which also became prominent worldwide (Richards & Rogers, 2001) in the field.

2.2.2.1 Communicative Language Teaching

Communicative Language Teaching (CLT) is said to have two versions, the weak version and the strong version. The weak version implies that the components of language should be taught including communicative activities whereas the latter implies that learners should be provided with opportunities to communicate in the target language as learners learn through interacting (Nunan, 2003).

CLT is based on a theory of language as communication, the aim of which is to develop Hymes's (1972) 'communicative competence' as a reaction to Chomsky's notion of linguistic competence. Hymes (1972:277) asserted that knowing a language means knowing "when to speak, when not, ... what to talk about with whom, when, where, in what manner". In other words, learning a second language involves acquiring the linguistic means in order to perform different kinds of language functions (Richards & Rogers, 2001). Likewise, the term 'communicative competence was used by Savignon (1972) to identify "the ability of classroom language learners to interact with speakers, to make meaning, as distinct from the ability to recite dialogs or perform on discrete-point tests of grammatical knowledge" (cited in Savignon, 2001:16)

In CLT, the focus is on the learner taking into account the learner communicative needs (Savignon, 2001; Richards & Rogers, 2001). What is aimed to be achieved is to enable learners to communicate in the target language (Larsen-Freeman, 2003).

Similarly, Brown (2007) offers a definition of CLT highlighting its characteristics as in the following:

1. Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not central focus but rather aspects of language that enable the learner to accomplish these purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p. 241)

CLT offers a wide variety of communicative activities which enable learners to engage in communication, such as information sharing and negotiation of meaning (Richards & Rogers, 2001). Larsen-Freeman (2003) exemplifies some of the techniques and materials used in CLT, such as authentic materials, scrambled sentences, language games, picture strip story, and role play. While putting the communicative activities into practice, teachers have several roles. For instance, they may act as counselor, needs analyst or they may “facilitate communication process between all participants in the classroom, and between these participants, and the various activities and texts” and “act as an independent participant within the learning-teaching group” (Breen & Candlin, 1980 cited in Richards & Rogers, 2001, p.167). On the other hand, learners are described as ‘communicators’, actively engaged in negotiating meaning, “more responsible managers of their own learning” (Larsen-Freeman, 2003, p.129). In other words, teachers and students should share the responsibilities for developing speaking skills.

However, there have been major shifts in the realization of CLT and thus CLT today is based on principles which can be applied in different ways depending upon different teaching contexts and learners. Richards’ (2006) give “ten core assumptions” of current CLT (late 1990s to the present) as the rationale behind these shifts:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing. (pp. 22-23)

To sum up, today CLT consists of basic principles based on assumptions to be applied in different ways and it addresses different aspects of the processes in teaching and learning. Firstly, some focus on content-based teaching. They asserted that whole language process is driven by the content or subject matter of teaching. Secondly, some teaching proposals put emphasis on instructional processes, such as task-based instruction. According to them, learning is based on the use of specially designed instructional tasks. Thirdly, some other proposals to language teaching, such as competency-based instruction and text-based instruction were given. They put emphasis on the outcomes or products of learning as the starting point in planning teaching (Richards, 2006). At this standpoint, it may be appropriate to state that in most of the coursebooks and teaching resources today, the methods for teaching speaking skills as well as other skills are based upon the current principles of CLT.

2.2.3 Principles for Teaching Speaking Skills

ESL/EFL teachers should take into account that teaching speaking means teaching English language learners how to:

- Produce the English speech sounds and sounds patterns.
- Use words and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan, 2006 cited in Kayi, 2006, pp: 1-2).

As Nunan's (2006) views indicate, while teaching speaking skills, it is crucial to take into account the speaking micro skills as well. That is to say, speaking is made up of several sub-skills. Clavery (2001 cited in Topkaya, 2012) gives some of them as in the following:

- *Producing vowels, consonants, stressed/unstressed syllables (segmental features) at word level sufficiently correctly for communication to take.
- *Using intonation, stress in sentences, word-linking and weak forms (suprasegmental features) correctly in spoken utterances.
- *Using a range of vocabulary, phrases and structures at sentence level.
- *Marking the main points or important information in utterances through emphasis.
- *Expressing information or knowledge in informal and semi-formal utterances.
- *Talking about a range of topics (food, family, sports, etc.).
- *Selecting appropriate vocabulary, structures depending on the degree of formality/informality.
- *Using intonation to convey meaning.
- *Using a set of speaking strategies to cope with insufficient language resources (paraphrasing, inventing a word, using gestures, asking for clarification, etc.) (p. 206).

As asserted by several authors (Clavery, 2001 cited in Topkaya, 2012; Nunan, 2006), teachers should take into account that teaching speaking skills in the target language also involves teaching how to produce speech sounds and sound patterns in the target language and teaching how to use word stress, sentence stress and intonation patterns. Therefore, it may be to the point to briefly review teaching pronunciation in line with the views of these authors.

Goodwin (2001: 117) states that in teaching pronunciation there are basically three goals of teacher which are "to enable our learners to understand and be understood, to build their

confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment.” As she puts it, the primary goal of the teachers in the past was teaching the articulation of consonants and vowels and the discrimination of minimal pairs (e.g. practicing the contrast between /b/ and /p/ in ‘bin’ and ‘pin’). However, recently it is seen that there is a broader emphasis on suprasegmental features, such as stress and intonation. Therefore, we can have a brief look at the definitions of stress and intonation accordingly.

Stress can be defined as “the degree of loudness or force with which syllables are spoken in English” (English Language Services, 1968: 5) and classified into ‘word stress’ and ‘sentence stress’.

While giving the definition of word stress which is “the pattern of stress and unstressed syllables”, it is also necessary to touch upon the definitions of *primary stress* and *weak stress*. For example, in the words given below, the ‘primary stress’, that is, “the syllable with the greatest prominence” is on the first syllables, whereas the secondary stress, that is, “the next stressed syllable” (Richards and Schmidt, 2002:516) is on the second syllables.

e.g. pencil, table
 • . • .

On the other hand, there is also tertiary stress which can be defined as the stress “spoken a little louder or with a little more force than weak stress (English Language Services, 1968: 13). For example, in the words below the primary stress falls on the first syllables, the secondary stress falls on the second syllables and the tertiary stress is on the third syllables.

e.g. exercise, envelope
 • . - • . -

Before coming to the end of the explanation of word stress, we should take into consideration the stress as a phoneme which changes the class of the words. For example, the primary stress falls on the first syllable of nouns, whereas it falls on the last syllable of verbs.

e.g. convert (n), convert(v)

• . . •

There is also sentence stress which is “the pattern of stressed and unstressed words in a sentence or utterance” (Richards and Schmidt, 2002, p.516). It can be said that sentence stress gives English its rhythm or beat. At this standpoint, it may be necessary to state that in English content words (e.g. nouns, verbs, adjectives, etc.) that represent new information receive stress most of the time (Richards and Schmidt, 2002) whereas function words (e.g. pronouns, auxiliary verbs, prepositions, etc.) do not (Goodwin, 2001). For example, in the following sentence the strongest stress falls on the first syllable of the word ‘Oxford’ given in capital letters with bold font.

e.g. I am going to **OX**ford.

After defining and exemplifying ‘stress’ in English, we can have a brief look at the definition of ‘intonation’ with some examples. Intonation can be defined as “the melodic line or pitch pattern” (Goodwin, 2001:120) or “the rise and fall of the voice which can make a difference in meaning” (English Language Services, 1968: 1). For example, if we say the sentence ‘*She’s coming.*’ with a falling voice at the end, it means we are making a statement whereas if we say it with a rising voice, we are willing to ask a question. Besides, there are three levels that are commonly used to indicate intonation while speaking; pitch level 1 being the lowest and pitch level 3 being the highest.

As put by English Language Services (1968), the most commonly used intonation patterns in English can be classified as in the following:

(i) Rising-falling Intonation:

a. Declarative Intonation: Most sentences begin on level 2, rise to level 3, and then go down to pitch 1. For example, in the sentence below, the words ‘she, is and my’ are said with level 2, the capital letters in the word ‘mother’ are used to indicate pitch 3 and the final syllable ‘-er’ in the word ‘mother’ is said with level 1 which is shown with bold font.

e.g. She is my *MOTHER*.

b. Wh-question Intonation: In this type of question, we begin on pitch level 2. The voice goes up to pitch 3 and then goes down to pitch 1. For example, in the following question, the words ‘when, are and you’ are said with level 2. The capital letters in the word ‘coming’ are used to show pitch level 3 and then the voice goes down to pitch level 1 on the final syllable ‘-ing’ which is shown with bold font.

e.g. When are you *COMing*?

(ii) Rising Intonation:

a. Yes-no question intonation: In this kind of question, the voice rises at the end. That is to say, we start with pitch level 2; thus the voice goes up to pitch 3 and then continues to glide a little higher. For example, in the question given below, the words ‘Is, she and your’ are said with level 2, the capital letters in the word ‘sister’ are used to show pitch 3 and then continues to glide a little higher on the final syllable ‘-er’ in the word ‘sister’ which is shown in capital letters with bold font.

e.g. Is she your *SISTER*?

b. Tag Question Intonation: Tag questions, for example, *You’re hungry, aren’t you?* , typically have declarative intonation on the main clause and followed by rising-falling intonation on the tag (*aren’t you?*) when the speaker is sure about the statement. However, when the speaker is not sure about the statement, the main clause again has declarative intonation, but it has rising intonation on the tag.

e.g You’re hungry, *AREN’T* you? (rising-falling intonation- sure)

You’re hungry, aren’t *YOU*? (rising intonation- not sure)

After reviewing some of the basic features of suprasegmentality, we may state that teaching speaking skills does not merely involve knowing what it is made up of. There are also core principles that second language or foreign language teachers should take into account while teaching these skills. To that end, Nunan (2003:54-56) proposes the

following four principles for teaching speaking which may have considerable practical significance:

- Being aware of the differences between second language and foreign language contexts. That is to say, learning the target language in a foreign language context is different from learning the language in a second language context. For example, learners have very few opportunities to practice real life English outside the classroom in Turkey or Spain, whereas there are several opportunities for learners who learn English in an English speaking country, such as in the UK or the US.
- Having students practice with both fluency and accuracy. Accuracy is defined as “the extent to which students’ speech matches what people say when they use the target language” and fluency is defined as “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” (p. 55).
- Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk. For instance, in order to lessen the percent of teacher talking, pair work and group work activities can be used.
- Planning speaking tasks that involve negotiation for meaning which involve checking to see whether learners have understood what someone has said, clarifying their understanding, and confirming that someone has understood their meaning.
- Designing classroom activities that involve guidance and practice in both transactional and interactional speaking. As previously mentioned earlier in this study, speaking has two main purposes. That’s why speaking activities should include both these purposes.

Furthermore, given that the goal of language teachers is to develop learners’ communicative competence in order to enable them to communicate in the target language (Paulston, 1976), teachers should provide the students with opportunities to practice English language through different tasks which will prepare them for contexts they can encounter in the target culture. Hadley’s (1993 cited in Richards, 2003) suggestions for the

five principles for proficiency-oriented teaching in communicative syllabuses are in line with this view. To Hadley (1993 cited in Richards, 2003):

*Opportunities must be provided for students to practise using the language in a range of contexts likely to be encountered in the target culture.

*Opportunities should be provided for students to carry out a range of functions (tasks) necessary for dealing with others in the target culture.

*The development of accuracy should be encouraged in proficiency-oriented instruction. As learners produce language, various forms of instruction and evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use.

*Instruction should be responsive to the affective as well as the cognitive needs of students, and their different personalities, preferences, and learning styles should be taken into account.

*Cultural understanding must be promoted in various ways so that students are sensitive to other cultures and prepared to live more harmoniously in the target language community. (p.19)

As it can be seen in Hadley's (1993 cited in Richards, 2003) propositions, what is also significant for teachers, whose goal is to enhance their learners' proficiency levels, is to consider that the learners' development of accuracy is needed to be encouraged through instruction and by giving evaluative feedback so that learners learn to use language more precisely and coherently. Moreover, teachers should know that learners have different personalities, preferences and learning styles and they should also take into account the affective and cognitive needs of learners. Besides, learners should be prepared to adapt to the target language community's culture. For example, EFL teachers should prepare their learners to live more harmoniously in an English speaking community.

Similar to Hadley's (1993 cited in Richards, 2003) propositions in some ways, as cited in Torky (2006), Oprandy (1994) and Nunan (1999) propose that learners should be offered with plenty of opportunities for speaking the target language with numerous functions and they should be given opportunities to practice not only their linguistic competencies, but also their communicative competencies. In other words, learners should practice not only the grammar and the vocabulary of the target language, but they should also practice speaking for different functions in different contexts. At this standpoint, given that enhancing both linguistic and communicative competencies of learners is the goal of the teachers, it might be appropriate to have a brief look at integrating speaking skills with other skills.

2.2.4 Integrating Speaking Skills with Other Skills

Given that learners can develop their communicative competencies through exposure to and practice with language as it is used in real life, it is inevitable to state the importance of developing all the four skills which are listening, speaking, reading, and writing simultaneously. That is to say, while developing learners' speaking skills, teachers should take into account that other skills which are listening, reading and writing should also be integrated into the speaking skills.

As Harmer (2007: 265) puts it, it may not be very meaningful to talk about four skills separately since "skill use is multi-layered". That is to say one skill may provoke the use of another skill/ other skills. For example, when people listen to lectures, they can write notes or comment on something by speaking. Or, when they read an article, they may want to express their ideas about it.

Harmer (2007) also asserts that it is meaningful to integrate different skills to offer students maximum learning opportunities. Further, he points out that almost any speaking activity involves listening and sometimes writing as well, or all four skills can be used simultaneously in a speaking activity. For example, when students are assigned to carry out a project, this means that they will research through reading and writing and will speak in discussions or while presenting the project, and they will write while submitting a report.

Lubelska and Matthews (1997 cited in McDonough & Shaw) give their opinions with regards to the integrated skills as follows:

1. Integrating skills involves using some or all of listening, speaking, reading, and writing to practice new material (vocabulary, pronunciation, grammar, text/discourse).
2. All four skills must be practised in every lesson.
3. As Listening and speaking naturally go together, it is always desirable to integrate these two skills.
4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.
6. If we want to develop specific sub skills (reading for gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons.

7. Integrated skills may be fine with a small group of adults, but it is difficult to do with large classes and in lessons lasting only 35 minutes. (p:174)

Given the above statements, it can be concluded that all four skills should be integrated while practicing new material such as vocabulary, pronunciation, grammar, and text/discourse. Moreover, all four skills are to be practiced in every lesson taking into account the hear-speak-read-write sequence. However, it may be difficult to do integrated skills with large classes in short lessons.

Furthermore, as Thornbury (2005) states, the advent of communicative approach made way for multi-layer syllabuses, the focus of which are not only the grammar and vocabulary components, but also the skills to be taught. Given the fact that the skill of speaking is said to be much more than the oral production of grammar and vocabulary items, recently published general English coursebooks are organized in terms of specific conversational microskills (e.g. pronunciation features, conversational routines, situations, etc.) as well. Furthermore, a separate speaking syllabus may imply that speaking exists in isolation although it does not. For instance, making a formal speech also involves some writing preparation, or there is assumed to be a listener in every speaking. Thus, practice of speaking should be made in conjunction with other skills. Besides, speaking tasks may involve reading and writing as well. For example, at the immigration desk of an international airport in an English-speaking country, learners might have to interpret and fill in an immigration card, read the associated literature as well as answering the questions orally. Thornbury (2005:120) exemplifies a task with its steps integrating the reading, listening, and writing skills in addition to speaking. In the task, students are desired to design a charity campaign, present it to their classmates and decide which charity they are going to support. While doing this task, students are required to read brochures from a variety of charities, use dictionaries to check the meaning of unknown words, talk to their classmates about local charities and listen and evaluate other group's presentations. In doing so, learners have the opportunity to practice not only their speaking skills but the other skills as well.

Another example of an integrated task is given by Nunan (2003) under the name of 'analyzing the dialogue first'. The aim of the task is incorporating the suprasegmental phonemes (e.g word stress), which are referred to as 'conversational microskills' by

Thornbury (2005:117), into a speaking activity as well as integrating the reading skill, and different techniques. In this task, the teacher intends to teach the primary stressed-syllable in the word ‘Saturday’ by the techniques of ‘repeat after me’ and ‘slow motion speaking’. Learners are engaged in this task through reading and analyzing a dialogue script focusing their attention on the stress of the syllables, and then take notes about the stressed syllable and role play the dialogue. Finally, whole class discussion begins. The first phase of the lesson is as follows:

T: Please read through this selection carefully. Pick out any of words that are of two or more syllables. Try to figure out which of the syllables receives primary stress.

(Over the next few minutes students identify words such as busy, about, tennis, afraid, again, Saturday, pretty, maybe.)

T: Okay, now for each of those words, I want you to work with a partner and try to identify which syllable is the primary-stressed syllable.

After about three minutes the teacher says to the whole class:

T: I see most of you are finished. Of the words you identified, which of the two or more syllables receives a primary stress in the individual words?

S1: “Maybe, on the first, “may”

T: Yes, good.

S2: “Saturday,” the last, on “day”

S3: No, not on “day”.

T: Who can show us where on “SATurday”?

S1: “Sat” “SATurday”

T: I agree. Yes, it’s on the first syllable. (This lesson phase continues for several minutes.)

Note: T stands for teacher. S represents a particular student. Ss stands for students.

(Taken from Nunan, 2003:121-122)

As can be seen in the example given above, in this kind of activity, learners not only actively engage in the lesson but also they are given the chance to use different skills together with speaking skills.

2.2.5 Speaking Activities

Since the current study is seeking the beliefs of pre-service EFL teachers' level of readiness to teach the speaking skills, it may be beneficial to review various speaking activities which might be used by English teachers in their teaching contexts. Given that language learning is a process of constructing meaning through interaction in social contexts, teachers should enrich the language experiences with appropriate speaking activities and materials. Within this window, if learners are given the opportunities of broader and more enriching language experiences, the internalization of the language by learners will be more. Prior to the review of the speaking activities, it is necessary to briefly touch upon the role and the classification of teaching materials to be used during these activities. Sariçoban (2006) states that in language teaching process the teacher has a wide array of materials to select which can be classified into four main categories:

“the coursebook, the teacher’s book, the workbook and other supporting materials (e.g. real objects and people, visual materials for projection, audio materials(e.g. radio), audio visual materials, printed materials and display materials (p. 15-25)”

As cited in Sariçoban (2006:15), to Pakkan (1997) materials are used as a means of;

- defining the instructional objectives,
- setting learning tasks or activities to attain these objectives,
- informing learners of what tasks they have to perform,
- providing guidance in how to perform tasks; practice in performing tasks; and feedback on performance,
- enhancing retention of the skills the learner acquired through performing task (Richard, 1990:15).

What the above statements indicate is that materials serve as tools for language teaching and learning at each stage of a lesson, whether at pre- while- or post- stage of a lesson.

Another important issue for FL teachers while designing activities is selecting appropriate materials for language teaching and learning. Accordingly, Tomlinson (1998) states that it is essential for English language teachers to adapt materials, that is, to change materials so as to make them more suitable for a particular type of learner when necessary. In other words, teachers should take into account that learners have different needs, interests,

proficiency levels, and learning styles. For example, ESP (English for Specific Purposes), EAP (English for Academic Purposes) and general English materials should be selected carefully as relevant and useful for learners. Or, since learners have different learning styles, the materials should be chosen accordingly. For instance, some learners are visual and prefer to see language written down, some of them are auditory and prefer to hear the language or some of them are independent learners and like to learn from their experience of language and to use autonomous learning strategies.

At this point, it might be appropriate to point out that it is the teachers' creativity to use any kind of teaching materials appropriately while teaching speaking skills. After discussing the importance of material selection and adaptation for language learning and teaching, it is time to review various speaking activities to be used by EFL teachers.

As for the speaking activities, Harmer (2008:123) provides some suggestions highlighting the three main reasons for getting the students to speak in the classroom. To him, the reasons for this are:

- Speaking activities provide rehearsal opportunities, that is, chances to practice real-life speaking in the classroom.
- Speaking tasks, in which students try to use any or all of the language they know, offer feedback for both teacher and students. That is to say, everyone can see both how successful they are, and also what language problems they are experiencing.
- As long as students have more opportunities to activate the various elements of language they have stored in their brains, their use of these elements become more automatic.

At this standpoint, several examples for speaking activities for teachers to use while teaching speaking skills will be given. Some of the speaking activities regarded as helpful in getting students to practice 'speaking-as-a-skill' as suggested by Harmer (2007, 2008) are listed from 1 to 10 and some more examples given by some other authors in the list as well. The speaking activities are as follows:

1. Photographic competition: In this kind of activity, students have to discuss some criteria before reaching a final decision. For example, students, in groups, are going to be the judges of a photographic competition and what they need to do is to decide the criteria they are going to use to make their choice for the winning photograph. This way, students can have the opportunity to activate the language they know with a purpose for their speaking, such as designing criteria and making a choice.

2. Simulations and role-plays:

• **Simulations** are the activities in which students act as if they were in a real-life situation, for example, a check-in encounter at an airport, a job interview, or a presentation to a conference. Another example for simulations may be given from Ur (1996:132) as follows:

- Teacher gives an imaginary situation to the students saying:

“You are the managing committee of a special school for blind children. You want to organize a summer camp for the children, but your school budget is insufficient. Decide how you might raise the money.”

- Finally, students, usually in small groups, speak with their peers.

• **Role-plays**, on the other hand, are the activities in which students stimulate the real world in the same kind of way, but given particular roles, that is, they are told who they are and they are supposed to speak and act from their new character’s point of view. For example, Paulston (1976: 65-66) gives a typical example of a role-play in which students are required to perform a dialogue. In the role-play one student acts as a young man called Alfred who has just moved to Pittsburg wanting to open both a checking account and a savings account in Pittsburg National Bank and another student acts as a bank employee called Tilda conversing with that man. The role-play is performed as follows:

• Teacher introduces the situation and gives the roles for the role-play to students.

• Teacher gives some useful expressions for the role-play. For example,

- Alfred:

“I just moved to Pittsburg.

“I would like to open a bank account.”

“I have two checks to deposit.”

- Tilda:

“Good morning. May I help you?”

“I need your name, address, etc.”

“Let me have your checks and I’ll deposit them for you and bring your receipts.”

“What type of checking account do you want?”

- Teacher provides students with some information necessary to open bank accounts, such as name, address, occupation and employer, individual or joint account, type of the bank accounts and so on.
- Now, the students are required to perform the role-play.
- Finally, discussion session starts when the students may ask questions in order to clarify the matters unclear to them.

As can be seen in the activity given above, the teacher creates a context for learners in order to practice real life communication through a role-play. This kind of activity not only helps learners to practice speaking skills, but they also teach learners how to speak in different situations they may encounter in real life.

3. Discussion: Whether spontaneous or planned, discussion activities contribute to provoking fluent language use. While designing such activities, it is significant for teachers to give students pre-discussion rehearsal time, such as putting them in small ‘buzz groups’ so as to explore the discussion topic before organizing a whole-class discussion. For example, the students can be put into different groups and one group may be asked to prepare arguments against a proposition (e.g. ‘Money brings happiness’) whereas the other proposes arguments in favor. Another example of a discussion activity is performed as follows:

- Teacher makes a copy of the discussion statements and cut them into strips so those students can take one statement at a time and discuss it. Teacher may add some statements of his own if students have specific language issues they may want to discuss. Examples for discussion statements are:
 - “Everybody should speak at least two languages.”,
 - “In the future there won’t be so many different languages in the world.”,
 - “Tourists in my country should make an effort to speak my language.”,

-“Life would be easier if all countries spoke the same language.” and so on.

- Teacher divides students into groups of four or five and gives each group a statement.
- Teacher lets them discuss the statement for a few minutes while monitoring and helping them with any language they need.
- Then teacher rotates the statements around the groups.
- Finally, when all the students have discussed all the statements, teacher might desire to have a class vote to see what the consensus of opinion is on these statements and shares some of his own opinions and insights.

(taken from <http://www.teachingenglish.org.uk/print/542>)

4. Prepared talks: Prepared talk is a kind of activity in which a student (or students) makes a presentation on a topic of their own choice. As students are prepared, such activities are not designed for informal conversation. After giving the students time to prepare and rehearse their talks, students can be asked to present to each other in pairs or small groups first before performing their presentations in whole class. In addition, some kind of listening tasks can be given to the students listening to presentations (e.g. giving feedback).

5. Information-gap activities: In information gap activities, two speakers have different information and are supposed to complete the whole picture by sharing that information. Students in pairs may be asked to complete the missing parts in a text by question-answer technique. Or, they might be asked to perform a drawing activity to practice speaking as in the following example:

- e.g.** - Teacher divides students into pairs and distributes one partner a picture in each pair.
- The other partner is supposed to draw the picture without looking at the original through asking questions in order to get the one with the picture to give instructions and descriptions.

6. Telling stories: Since people spend a lot of their time telling others stories and anecdotes, students also should be able to tell stories in English. One way of this kind of activity can be giving students six objects, or pictures of objects and asking them to invent a story which connects the objects. Alternatively, students can be encouraged to retell

stories that they have read in their books or in newspapers or on the Internet, which may provoke the activation of previously learned or acquired language.

7. Favorite objects: This kind of activity involves getting students to talk about their favorite objects (e.g. mobile phones, clothes, cars, etc.). First, students think about the way they will talk about those objects, and then in groups they tell each other about the objects, and finally the groups tell the class about which was the most unusual/interesting, etc in their group.

8. Questionnaires: In these activities, firstly, students usually design a questionnaire (e.g. about people's speaking habits) and then they interview each other. Questionnaires are regarded as useful activities since they are pre-planned activities in which both questioner and respondent have something to say to each other. The results obtained from the questionnaires may be used for written work, discussions or prepared talks as well. A typical activity of this kind may be as follows:

- Teacher asks students to design a questionnaire on people's annoying habits and wants them to interview with each other.
- The questions of the survey may be:
 - “Do you take the subway on a regular basis?”
 - “What drives you on the subway?”
 - “What bugs you the most when you go the movies?”
 - “Have you ever told anybody to be quiet?”
- Teacher may ask students to write about people's annoying habits and to present their results of the survey in front of the class as a follow-up activity.

(adapted from <http://bogglesworldesl.com/surveys.htm>)

9. Balloon Debate: In this kind of activity, students, representing famous characters (Napoleon, Gandhi, etc) or professions (teacher, doctor, etc) are supposed to argue why they should be allowed to survive supposing they are in the basket of a balloon losing air and only one person stay in the balloon and survive.

10. Moral dilemmas: In these activities, students presented with a 'moral dilemma' are asked to come to a decision about the way to resolve it. For example, teacher asks students

to imagine that a student has been caught cheating during the exam and students have to decide which action should be taken for this student.

In addition to Harmer's (2007, 2008) suggestions for speaking activities, it may be of great value to review Nunan's (2003) two more suggestions about speaking activities, such as *jigsaw activities* and *contact assignments*.

1. Jigsaw activities: These activities are 'bidirectional or multidirectional information gap'. One example for this kind of activity may be as in the following:

- Teacher divides students into pairs.
- Student A draws a family tree diagram with the names and information about his family.
- Student B is supposed to describe Student A's family looking at the tree diagram and the information given.
- Then, students take turns speaking.

This kind of activity may be useful especially when students do not know each other well and is a good means of promoting negotiation for meaning. Another example of a jigsaw activity may be the one in which teacher asks his students to summarize and tell a story as well as listen to others and relay information. The steps of the activity are:

- Teacher prepares four articles and writes a letter at the top each one: A, B, C, D.
- Teacher asks the students to get into 4 groups assigning each group a letter: A, B, C, D.
- Teacher gives each group the article that corresponds with their group letter and writes the group letters on the board.
- Students read the article and write a summary on the paper.
- Teacher collects the articles and summaries asking the students to try to remember as much information as possible about the article.
- Then, the speaking session starts.
- Teacher asks the students to stand up and get a partner from another group.
- First, students tell their stories to a partner from a different group (e.g. A tells his story to B.). Next, their partners tell the story they have heard to another partner (e.g. B tells the story of A to B.)

(from http://www.eflsensei.com/uploads/eflsensei_lesson%20plan_1022_doc_5823.pdf)

With this activity, students not only have the chance to practice their speaking but they also have the chance to develop their reading and writing skills as well.

2. Contact assignments: In such activities, students are sent out of the classroom with a stated purpose to talk to people in the target language may be used. In S/L contexts, students can be sent to obtain information in a nearby business district (e.g. asking how soon a shipment of fresh fruit would be delivered). Or, in FL contexts, students can be sent to interview tourists in a train station or at a ferry terminal. In this way, students will be given the opportunity to practice their English in real life outside the classroom, which is of great value for students' developing their speaking skills.

Given that pronunciation is said to be one of the sub-skills of speaking skills (Goodwin, 2001; Nunan, 2003; Thornbury, 2005; Harmer, 2007; Topkaya; 2012), it may be beneficial to touch upon some pronunciation activities which particularly give learners the opportunity to practice the suprasegmental features (e.g. stress and intonation) of speaking.

Accordingly, some of the techniques relating to teaching pronunciation suggested by Nunan (2003) are given with specific examples as in the following:

1. Gadgets and props:

Tool: Rubber balls

Aim: To illustrate the word's stress pattern of the word 'education'

Steps:

- The teacher says the word aloud while slightly stretching the rubber band in coordination with the first syllable but much more dramatically for the following word's third syllable: (Ed u **CA** tion)
- Students may analyze words on their own and practice saying words stretching the rubber band.

2. Slow motion speaking:

Tool: A brief excerpt of scripted language

Aim: To illustrate accurate sound articulation, rhythm, intonation, and pausing patterns.

Steps:

- Teacher models to students how to intentionally slow down one's speech.
- Students are given an excerpt of scripted language.
- Students say it aloud along with their teacher while the teacher pronounces the excerpt in a very slow-down-manner.

3. Tracking:

Tool: Commercially produced ESL/EFL materials/ transcripts from TV talk shows or radio shows

Aim: Imitating speech produced by native speakers

Steps :

- Learners are familiarized with the transcript.
- Learners try to say the words while simultaneously listening to the voices they are listening to.

After reviewing some helpful speaking activities, it will be appropriate to highlight some important points to focus on pertinent to designing speaking activities. To begin with, given the fact that it is important for learners to plan their activities, monitor their progress and evaluate their outcomes during their learning process, learners should be given the opportunity to make choices and decisions about their learning. In other words, teachers should foster 'autonomy' in the classroom (Nunan, 2003). Therefore, teachers should create contexts for such activities in the classroom. At this standpoint, in addition to the speaking activities given above, the following activity (taken from Nunan, 2003: 302) may be an example for a speaking activity designed with the aim of fostering autonomy in the classroom. With this activity, teacher aims to leave space for learners to express what they mean through their own linguistic choices. In other words, teacher tries to create an atmosphere for learners in which they become actively involved in their own learning.

T: Yes that we can support them as people who have social and legal rights, but we don't have to be like

them.

Stan: But maybe they think you are gay too, maybe they think you are because they see your pin and that's what they think.

Rosa: No, you are not like them but it's OK.

Stan: What if they see this pin on you, they must just think you are too.

T: Well, what would you think if you saw someone wearing this pin? ...

(Jonson, 1995, p. 104)

As can be seen in the activity, the teacher tries to foster autonomy in the classroom by leaving space for them to express their feelings and opinions about a topic rather than talking most of the time.

As the second important point about designing speaking activities, we can state that teachers should take into account the significance of well-organized activities. Any activity done in the classroom should contribute to learners' progress; and thus they should be arranged carefully. Similarly, Topkaya (2012: 215) states that arranging activities is as important as selecting and planning them and gives three essential steps to consider in a speaking activity:

1. Setting up (when activity is introduced by the teacher),
2. Running the activity (when students do the activity),
3. Elicitation/ Feedback (when teacher receives feedback and follow-on work is done, such as teacher's correcting learners' mistakes or learners' self-assessing themselves).

Therefore, teachers should be aware of the fact that speaking activities consist of different phases and each phase of the activities should be arranged in a way that students get the most benefit from them.

Thirdly, with the rise of interest in the area of autonomous learning, there has been a rise in interest in self-assessment as well (Blue, 1984 cited in Coombe & Canning, 2002). Self-

assessment, which is defined by Ur (1996: 245) as a way of assessment in which “the learners themselves evaluate their own performance, using clear criteria and weighting systems agreed on beforehand”, may be regarded as “one measure of learners’ language competencies” (Naeini, 2011: 1225). The research on self-assessment in language learning reveals that self-assessment may be regarded as a valuable additional means of improving oral abilities as well as boosting learners’ motivation and self-esteem (Naeini, 2011). Therefore, though it is not an activity but one means of improving speaking skills, teachers might benefit from self-assessment tools (e.g. student progress cards, check lists and questionnaires) in order to observe learners’ outcomes and to develop learner autonomy in the classroom. The following example can be used as a self-assessment tool by teachers:

Ability	Student
I can tell a story.	
I can talk about future plans.	
I can talk about regrets and wishes.	
I can order a meal in a restaurant.	

(Adapted from <http://www3.telus.net/linguisticsissues/selfassess2.html>)

With the self-assessment tool presented above, teachers may ask their students to evaluate their own speaking skills, which may not only raise students’ awareness of their spoken proficiency, but it may also increase their motivation.

To sum up, teaching speaking involves several principles. While designing a speaking syllabus, teachers should take into account that speaking activities or tasks should be appealing to learners’ needs, interests and learning styles. They should be well-designed and appropriate for their proficiency levels as well. However, it might be difficult for teachers to decide the appropriate proficiency level for speaking activities. Therefore, while selecting speaking materials for our learners, it may be helpful to have a look at the CEF (2001) scales for speaking because in recent years they have been used in language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe and,

increasingly, in other countries. Accordingly, the next section gives a brief summary of the definition of the CEF (2001) and its scales for speaking.

2.2.6 Common European Framework of Reference for Languages (CEF) Scales for Speaking:

Since published in 2001, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF) has made a considerable impact on the teaching and learning of languages around the world. The CEF is used by many ministries of education, local education authorities, educational institutions, teachers' associations, and publishers, and it will continue to have an impact for the next years. The CEF, in its own words, "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc." (CEF, 2001: 1 cited in Teacher's Guide to the Common European Framework, n.d.). The CEF (2001) provides scales for speaking dividing speaking skills into two sub-headings as *spoken interaction* and *spoken production*. It may be beneficial to review the CEF scales in terms of the speaking skills in conjunction with this study. The scales by the CEF (2001: 26-27) are presented under these two sub-headings as in the following:

Spoken Interaction:**A1 (Breakthrough):**

- I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.
- I can ask and answer simple questions in areas of immediate need or on very familiar topics.

A2 (Waystage):

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

B1 (Threshold):

- I can deal with most situations likely to arise while travelling in an area where the language is spoken.
- I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

B2 (Vantage):

- I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

C1 (Effective Operational Proficiency):

- I can express myself fluently and spontaneously without much obvious searching for expressions.
- I can use language flexibly and effectively for social and professional purposes.
- I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

C2 (Mastery):

- I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.
- I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people hardly aware of it.

(From the CEF 2001: 26-27)

Spoken Production

A1 (Breakthrough):

- I can use simple phrases and sentences to describe where I live and people I know.

A2 (Waystage):

- I can use a series of sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

B1 (Threshold):

- I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- I can briefly give reasons and explanations for opinions and plans.
- I can narrate a story or relate the plot of a book or film and describe my reasons.

B2 (Vantage):

- I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.
- I can explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.

C1 (Effective Operational Proficiency):

- I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

C2 (Mastery):

- I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

(From the CEF 2001: 26-27)

What the above scales indicate is that learner's spoken proficiency consists of spoken interaction and spoken production. These scales define the contents of different levels of spoken proficiency of learners. As can be seen in the scales, learners are supposed to speak the target language for different purposes, such as personal, social and professional purposes in various contexts in order to reach a certain level. Therefore, while we are evaluating pre-service EFL teachers' beliefs on their readiness level to teach the speaking

skills, it may be contributory for us to refer to the CEF scales for speaking. In other words, EFL teachers' skills for teaching speaking explicitly involve a required spoken proficiency level of English, and thus some items in the questionnaire used in this study were based upon the scales proposed by the CEF (2001).

The CEF (2001) also presents the examples for speaking activities dividing speaking activities into two categories, such as 'activities for spoken interaction' and 'activities for spoken production':

1. Activities for spoken interaction may be exemplified as follows:

- Overall spoken interaction (e.g. expressing oneself fluently and spontaneously, almost effortlessly)
- Conversation (e.g. using language flexibly and effectively for social purposes)
- Informal discussion (e.g. commenting, putting point of view clearly)
- Formal discussion and meetings (e.g. expressing one's ideas and opinions with precision)
- Goal-oriented co-operation (e.g. repairing a car, organizing an event)
- Transactions to obtain goods and services (e.g. arranging travel or accommodation)
- Information exchange (e.g. giving opinions about an article, discussion or interview, and answer further questions of detail)
- Interviewing and being interviewed (e.g. participating fully in an interview, as either interviewer or interviewee) (CEF, 2001, pp.73-82).

2. Activities for spoken production may include the following:

“public address (e.g. information, instructions, etc.), addressing audiences (e.g. speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.)” ... “reading a written text aloud, speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.), acting out a rehearsed role, speaking spontaneously and singing (CEF, 2001, p.58).”

Having reviewed the scales and activities for speaking proposed by the CEF (2001), we may have a brief look in the ELT program in Turkey and the contents of 'Oral Communication Skills' courses in line with this study.

2.3 ELT Program in Turkey

After having a literature review on EFL teachers' beliefs, teaching speaking skills and the CEF scales, it may be beneficial to give a brief overview of the ELT program applied in Turkey in order to have an idea about the national standards/ curricula.

The ELT program in Turkey mainly aims at training full time undergraduate students who would like to pursue a career in teaching English in private and public schools of the Ministry of National Education and as research assistants or instructors in universities. Besides, they have the opportunity to work as experts in institutions such as the Ministry of Foreign Affairs and Ministry of Culture and Tourism or they can work in sectors related to media, public relations, international relations and commerce.

Most of the prospective teachers are from Turkey except for a few Erasmus exchange students coming from various parts of Europe. Students can enroll into the program by means of ascertaining the required scores in the YGS (Transition to Higher Education Examination) and the LYS-5 (Undergraduate Placement Examination-Foreign Language Exam) consisting of multiple choice questions which assess the students' level of English proficiency.

The majority of prospective teachers in this program are female, most of whom come from Anatolian or Anatolian Teacher Training high schools that provide a more thorough and intensive English training. The program covers compulsory and elective courses. The courses offered in English are given in the following:

- Contextual Grammar I/II
- Oral Communication Skills I/II
- Advanced Reading/Writing I/II
- Listening and Pronunciation I/II
- Building Vocabulary in English
- Presentation Skills
- Methodology I/II
- Approaches and Methods in ELT I/II

- Materials Development and Adaptation
- Teaching English to Young Learners I/II
- English Language Testing and Evaluation
- Teaching Language Skills I/II
- Classroom Management (English or Turkish-taught)
- Comparative Education (English or Turkish taught)
- Research Techniques (English or Turkish-taught)
- 3 Elective Courses
- Linguistics I/II
- Language Acquisition
- English Literature I/II
- Novel in ELT
- Short Story in Language Teaching
- English-Turkish Translation
- Turkish-English Translation
- School Experience
- Teaching Practice

As can be seen in the list of courses given above, it may be asserted that prospective teachers are provided with the opportunities to develop their skills of teaching speaking through various courses (e.g. Methodology I/II, Approaches and Methods in ELT I/II, Teaching Language Skills I/II, School Experience, Teaching Practice, etc.). Since the primary focus of this research is teaching speaking skills, it may be to the point to review the contents of the courses in the ELT program in Turkey aiming to develop the pre-service EFL teachers' speaking skills as well. The contents of the courses are as follows:

- **Listening and Pronunciation I/II:** Sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist; phonetics; aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts of different accents of English. Sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist; phonetics; aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts of different accents of English.
- **Oral Communication Skills I/II:** Communication-oriented speaking such as discussions, individual presentations and other interactive tasks; formal and informal language; informative and persuasive presentations; supra-segmental

features (pitch, stress and intonation); use of audiovisual aids (OHP, power point, posters) and techniques, extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks in formal and informal contexts; interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-provoking, strategic communicative competence.
(<http://egitim.baskent.edu.tr/english/docs/elep.pdf>)

Having reviewed the contents of the courses which primarily focus on developing the speaking skills of prospective EFL teachers briefly, it seems appropriate to exemplify the ways ‘Oral Communication Skills I/II’ courses are given, in particular. As the lecturers and the students in these departments indicate, in the first year, that is in ‘Oral Communication Skills I’ course, it is usually preferred to use a coursebook not merely focusing on speaking skills but on four skills, namely; reading, writing, speaking and listening simultaneously (e.g. *Clockwise* published by Oxford University Press- upper-intermediate level). The rationale behind this might be the fact that these freshman students may not have reached the necessary and desired level of language proficiency taking into consideration the general discrepancies in foreign language teaching in Turkey. Considering the learners are ready for a more advanced speaking course in the second year, as for the ‘Oral Communication Skills II’ course, it is usually preferred to use a coursebook primarily focusing on developing learners’ speaking skills (e.g. ‘Real Talk’ published by Pearson-Longman - high-intermediate to advanced level). Various speaking activities underlying different sub-skills of speaking with the purposes of transaction, interaction and performance are performed during this course.

In addition to the ‘Oral Communication Skills I/II’ courses, students are also assigned to present the given topics, and thus the presentations provide them with the chance to develop and practice the English language as well. According to the related literature, it may be concluded that every listening activity involves speaking (Heaton,1990; Nunan, 2003; Lubelska & Matthews, 1997 cited in Mc Donough& Shaw, 2003; Harmer, 2007; Topkaya, 2012) since it is not possible or desirable to separate the speaking skills from listening skills (Heaton, 1990), that is, these two skills depend on each other. Besides, pronunciation is regarded as one of the sub-skills of speaking skills (Goodwin, 2001; Nunan, 2003; Thornbury, 2005; Harmer, 2007; Topkaya; 2012). Therefore, it might be inevitable to assert that ‘Listening and Pronunciation I/II’ courses also contribute to learners’ developing their speaking skills.

CHAPTER III METHODOLOGY

3.0 Introduction

In this chapter, the study group, data collecting instrument that was used in the research and the process of data collection and analysis are described and explained.

3.1 Study Group

The study group of the current research consists of senior undergraduate students enrolled in the ELT program in Uludağ University, Ondokuz Mayıs University and Başkent University in Turkey in the spring semester of 2011– 2012 academic year. A total of 100 senior undergraduate students were involved in the data collection process. The distribution of the participants involved in the sample of the research is demonstrated in Table 3.1.

Table 3.1. The Distribution of the Participants in the Study Group with regard to Universities

University	Frequency	Percent
Uludağ	52	52%
Ondokuz Mayıs	34	34%
Başkent	14	14%
Total	100	100%

3.2 Instrument

In this descriptive study, a questionnaire consisting of 55 statements was used for collecting data. The questionnaire was developed from the items of a checklist proposed by Güngör and Saraç (2012: 95-97). The aim of the researchers (Güngör& Saraç, 2012) was suggesting a checklist to identify pre-service EFL teachers' readiness level of teaching speaking based on the related literature, experts' opinions and the criteria suggested by

Common European Framework of Reference for Languages (CEF, 2001). Since it was considered to be directly related to the scope of the current study, this instrument was conducted in a study group of 100 pre-service EFL teachers who were enrolled in three universities in Turkey.

A careful analysis of the language being tested and of the particular objectives should be made for the ‘content validity’ of a test (Heaton, 1990). Therefore, when developing the questionnaire, three different experts were asked to comment on the questionnaire in order to obtain the content validity of the questionnaire. The experts were asked, specifically, to evaluate the statements in the questionnaire in terms of their appropriateness to measure pre-service EFL teachers’ beliefs on their level of readiness to teach the speaking skills. One of the experts is a professor in the field of Linguistics at a university in Sweden and the others are an associate professor and an assistant professor in the field of ELT at a university in Turkey. In the questionnaire, a five-point Likert - Type scale was used to determine the level of agreement or disagreement of the participants on each statement. The participants responded to each statement by deciding whether they *strongly agree*, *agree*, *partially disagree*, *disagree*, and *strongly disagree*, and afterwards marked the item that they thought best described their preference.

3. 3 Data Collection and Analysis

In order to collect data, the questionnaires were administered to all of the participants in the study group. The participants were briefly informed of the purpose of the research and its instrument explaining that the questionnaire was designed to determine what their beliefs on their level of readiness to teach the speaking skills were. They were also told to mark the statements sincerely as it is extremely important for the credibility and the reliability of the research. The students were given approximately 30 minutes for responding the statements. Then, the responses of the participants were transferred to computer for data analysis. The data collected through the instrument were analyzed by using the Statistical Package for Social Sciences (SPSS). The chi-square test was used in the analysis of data and the interpretations were made based on the frequency distributions. The development of the scale and the results of the data analysis are presented in detail in the next chapter.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter provides the results of quantitative data about the research questions of this study. The research questions aimed to find out for what speaking skills pre-service EFL teachers feel ready to teach, for what speaking skills pre-service EFL teachers feel unprepared to teach and to what extent pre-service EFL teachers perceive themselves ready to teach speaking skills. Accordingly, the results of the data are presented in this section through frequency distributions and interpretations of the data after presenting the development of the scale including validity of the scale, reliability of the scale, factor analysis of the scale and the Chi-square test.

4.1 Development of the Scale

The scale was developed in order to evaluate pre-service EFL teachers' beliefs on their level of readiness to teach speaking skills. The reliability of the scale was determined by Cronbach's alpha coefficient for internal consistency and the validity of the scale was determined by factor analysis which is one of the methods of assessing construct validity (Büyükoztürk, 2003: 162) for a study group of 100 pre-service EFL teachers.

4.1.1 Validity of the Scale

Validity is defined as the degree to which the researcher has measured what he has set out to measure (Smith, 1991: 106 cited in Kumar, 1999: 137) Similarly, validity of a test is defined by Heaton (1990:159-161) as "the extent to which it measures what it is supposed to measure and nothing else". And of the different types of validity, 'construct validity' is based on statistical procedures and determined by revealing the contribution of each construct to the total variance observed in a phenomenon (Kumar,1999). To Heaton (1990), 'construct validity' means a test's being capable of measuring certain specific

characteristics in accordance with a theory of language behavior and learning assuming the existence of learning theories or constructs which underlie the acquisition of abilities and skills. Therefore, for the construct validity of the scale developed in this study, a five-point Likert scale consisting of 55 items was formed at first and factor analysis was conducted for a study group of 100 pre-service EFL teachers.

4.1.2 Reliability of the Scale

A test must first be reliable as a measuring instrument. Therefore, reliability is a necessary characteristic of a good test (Heaton, 1990). Factors which affect the reliability of a test are: the extent of the sample of material chosen for testing; and the administration of the test. The degree of reliability increases with a larger sample (e.g. more tasks to perform in a test) or when the same test is administered to different groups under different conditions or at different times. Besides, a research instrument is considered to be reliable if it is consistent and stable, and thus, predictable and accurate (Kumar, 1999). Streiner (2003:217) discussing the reliability of a test states that “one of the central tenets of classical test theory is that scales should have a high degree of internal consistency, as evidenced by Cronbach’s alpha”. Thus, a scale of 24 items was formed via a validity study in this research and for the reliability of the scale, Cronbach’s alpha coefficient was calculated. The fact that Cronbach’s alpha coefficient was 0.92 indicated that the scale had a high degree of internal consistency.

4.1.3 Factor Analysis of the Scale

Items of the questionnaire were evaluated through factor analysis in order to define the inner factor-structure of pre-service EFL teachers’ beliefs on their readiness level to teach speaking skills. When analyzing the tables of “Total Variance Explained” and “Communalities” in the factor analysis conducted, it was seen that the 55 items in the analysis were collected under the 14 factors with eigenvalue of just over 1, all factors explaining the 74,26% of the variance in scale. It was analyzed that the communalities of the two defined factors of the items were ranging in value from 0.645 to 0.841.

Accordingly, it was seen that the 14 factors appeared as important factors in the analysis and explained a majority of the sum of the item variances and the variances in scale.

The important factor number of the analysis was defined as 14 based on eigenvalue criteria. When the table of 'Component Matrix' was analyzed, it was seen that 55 items were ranging from 0.016 and 0.746. Given this indicator, it can be said that the scale was a multi-factor scale. That the variance due to the first factor resulted in 32.09% before the rotation was another proof of its being a multi-factor scale. After analyzing the results of Rotated Component Matrix, a total of nine items (1, 4, 5, 24, 19, 42, 45, 48, and 50) in the questionnaire were eliminated in order to constitute a scale with fewer factors. The elimination of the items was based on the following criteria:

- Having a factor loading below 0.30,
- Having a high factor loading and
- Having close loadings on several factors.

As a result, a 12 factor structure was constrained after the second factor analysis. Then, the third factor analysis was needed in order to see whether the factors had a meaningful relationship. After the third rotation, a total of 22 items (2, 3, 6, 7, 8, 10, 11, 12, 16, 18, 21, 22, 23, 28, 29, 34, 38, 41, 44, 51, 54, and 53) were also eliminated based on the criteria given above. Finally, the number of factors was reduced to five.

The scree plots after the first factor analysis, the second factor analysis, and the third factor analysis are presented in Figure 4.1, Figure 4.2., and Figure 4.3. successively.

Figure 4.1. Scree plot after the first factor analysis

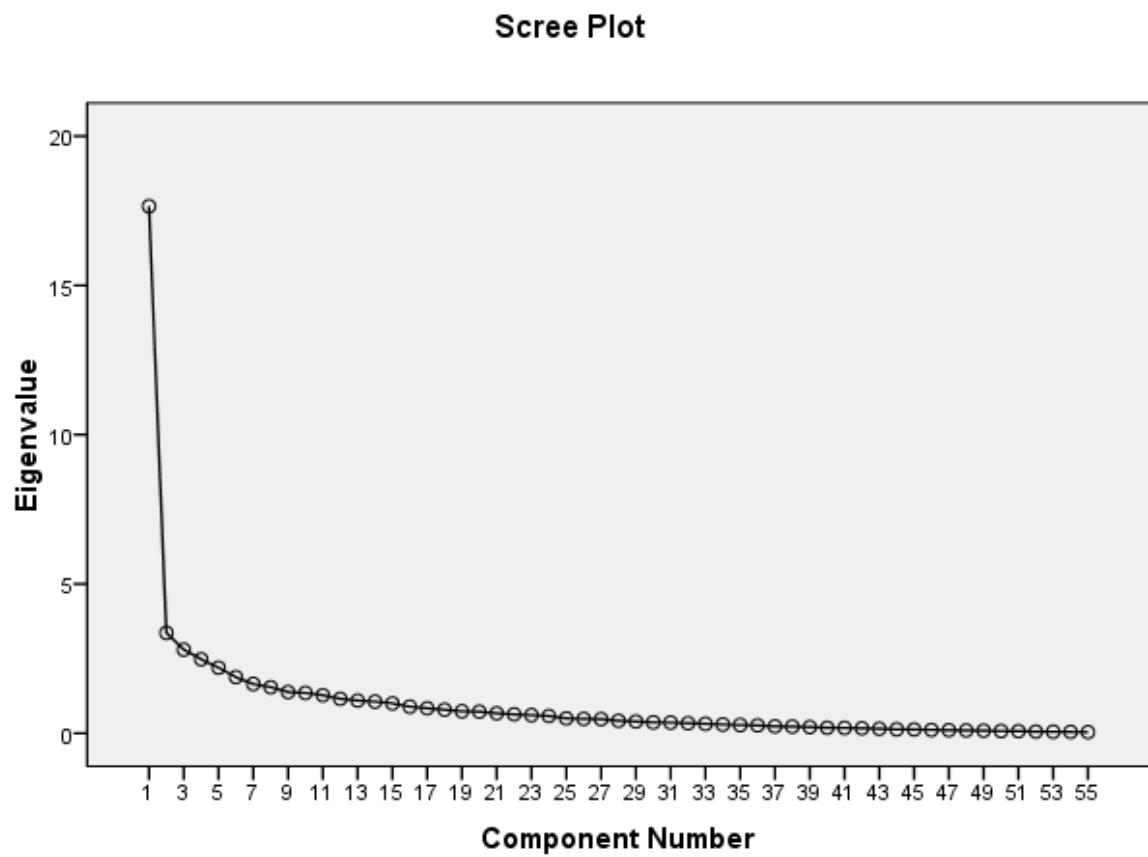


Figure 4.2 Scree plot after the second factor analysis

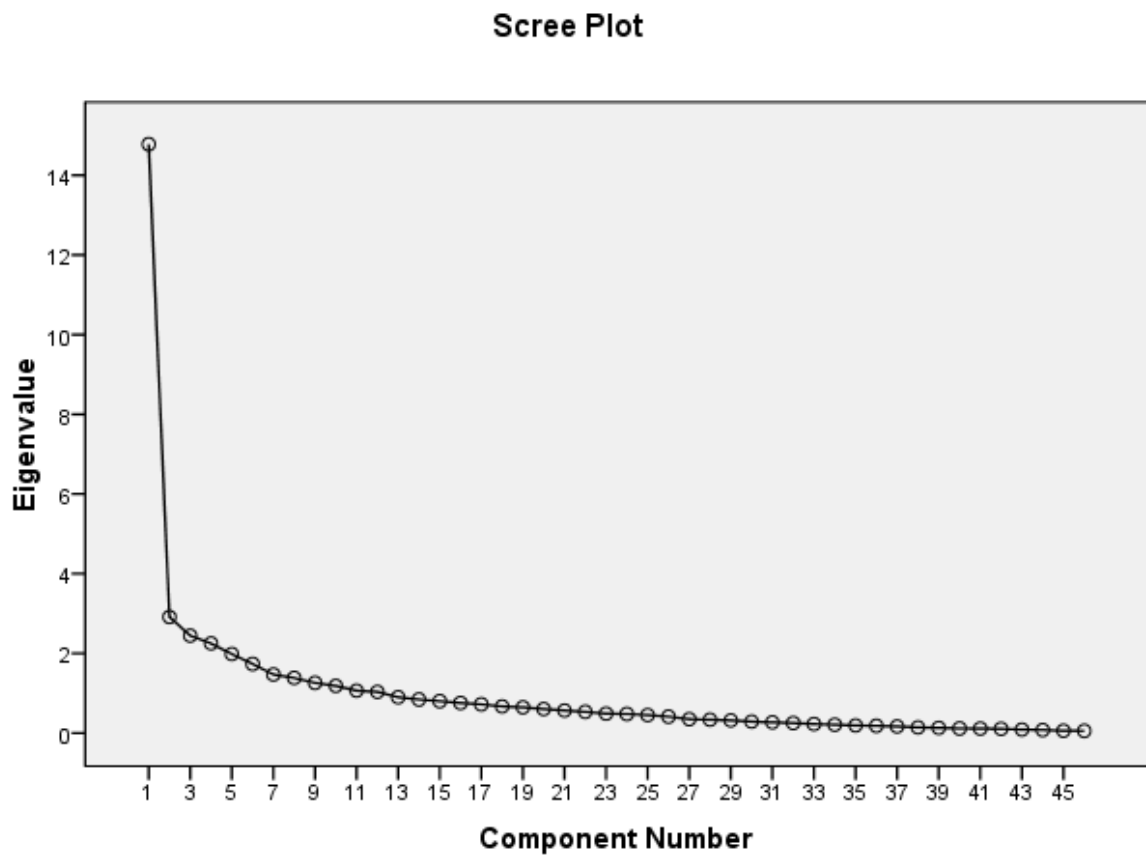
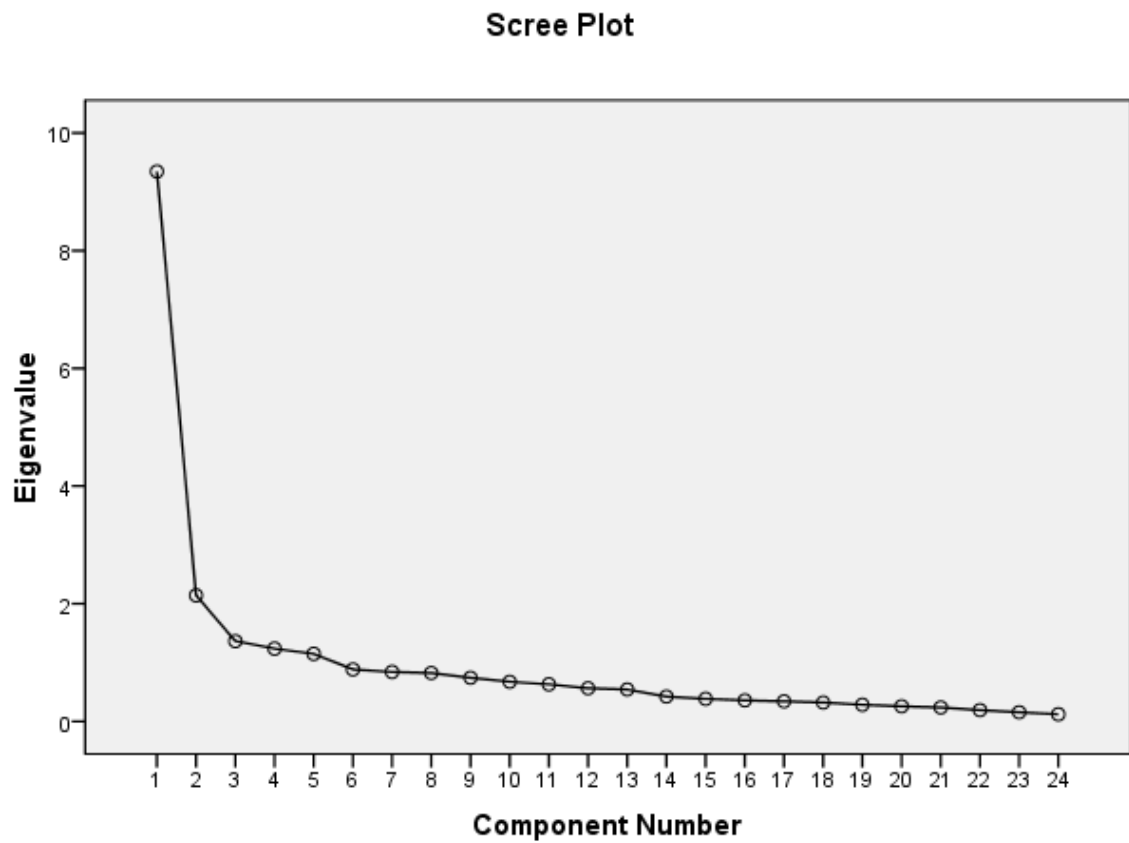


Figure 4.3 Scree plot after the third factor analysis



Finally, a scale of 24 items with 5 factors (subscales) was obtained. In order to see this final solution, the total variance explained after the third factor analysis is presented in Table 4.1.

Table 4.1 Total Variance Explained after the Third Factor Analysis

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,346	38,940	38,940	9,346	38,940	38,940
2	2,142	8,924	47,864	2,142	8,924	47,864
3	1,365	5,686	53,550	1,365	5,686	53,550
4	1,236	5,151	58,701	1,236	5,151	58,701
5	1,148	4,782	63,483	1,148	4,782	63,483
6	,883	3,678	67,161			
7	,840	3,501	70,662			
8	,823	3,428	74,090			
9	,742	3,090	77,180			
10	,674	2,807	79,986			
11	,630	2,624	82,610			
12	,563	2,344	84,954			
13	,542	2,258	87,212			
14	,422	1,760	88,972			
15	,383	1,595	90,567			
16	,357	1,489	92,056			
17	,342	1,424	93,480			
18	,320	1,335	94,815			
19	,282	1,176	95,991			
20	,257	1,072	97,062			
21	,236	,985	98,047			
22	,192	,802	98,849			
23	,156	,650	99,499			
24	,120	,501	100,000			
Extraction Method: Principal Component Analysis.						

When Table 4.1 was analyzed, it was seen that the five factors explained the 83.48 % of the total variance after the third factor analysis. Some variables were effective on several factor loadings, that is, the factors on which the variables were loaded were unclear. Therefore, varimax method which is one of the orthogonal rotation methods was used to decide which variables belonged to which factor loadings. The factor loadings of the variables as a result of the varimax method are presented in table 4.2.

Table 4.2. Rotated Component Matrix for the Third Factor Analysis

Item no.	Factor				
	1	2	3	4	5
14	,781	,031	,297	-,025	,44
13	,746	,180	,000	,101	,104
36	,651	,098	,316	,292	,141
15	,641	,242	,375	,151	-,015
17	,624	,233	,231	,186	,264
9	,553	,420	,086	,155	,071
26	,532	,399	,147	,023	,140
20	,456	,451	,057	,347	-,021
37	,417	,352	,053	,311	,252
31	,025	,755	,058	,194	,048
46	,223	,654	,082	,097	-,058
49	,017	,651	,483	-,090	,96
32	,358	,633	,253	,166	-,139
25	,343	,626	,087	,353	,118
33	,229	,610	,367	,254	,041
47	,343	,518	,504	-,102	-,010
27	,236	,487	,081	,358	-,083
55	,212	,216	,766	,310	,042
52	,321	,141	,764	,215	,076
43	,262	,199	,529	,393	,299
30	,091	,162	,145	,796	,002
35	,168	,241	,264	,728	,050
39	,147	-,017	,097	,014	,915
40	,137	-,026	,046	,026	,907

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 12 iterations.

As can be seen in the table given above, a scale of 24 items with 5 factors (sub-scales) was obtained after the third factor analysis. The researcher decided which variables belonged to which factor loadings by analyzing table 4.2.

4.1.4 Chi-square Test

As Richards and Schmidt (2002) stated, a statistical procedure known as the chi-square test is used in order to see whether there is an independent relationship between two or more different variables. In other words, the aim of this test is comparing the difference between

the observed frequencies with the expected frequencies in the data. If these two results are closer to each other, this means it is more probable that the observed frequencies are affected by chance alone.

To this end, the chi-square test was performed on the items of the scale after the analysis of the data and the results revealed that there was a meaningful difference between the expected frequencies and the observed frequencies of all the items.

4.2 Frequency Distributions and Interpretations of the Data:

In this study, a group of 100 pre-service EFL teachers were asked to decide to what extent they agreed with the belief statements in the questionnaire about their level of readiness to teach speaking skills. The participants' responses to totally 24 items in the questionnaire (9, 13, 14, 15, 17, 20, 25, 26, 27, 30, 31, 32, 33, 35, 36, 37, 39, 40, 43, 46, 47, 49, 52, and 55) were analyzed under five factors after conducting the factor analysis. Five different headings were given to each factor:

- using speaking tasks, activities, materials, learning strategies and approaches,
- using in-class speaking activities and tasks and incorporating various materials into teaching speaking,
- use of language,
- integrating different skills and components of language, and
- teaching suprasegmental features.

The participants' responses to the belief statements in the questionnaire were analyzed under the five factors given above. The following parts present the frequency distributions for each item under each factor separately and each part ends with the interpretations of those particular results.

4.2.1 Pre-service EFL teachers' beliefs about using speaking tasks, activities, materials, learning strategies and approaches

Table 4.3 displays the percentages of pre-service EFL teachers' responses to the items related to using speaking tasks, activities, materials, learning strategies and approaches. The results showed that 38% of the teachers strongly agreed and 34% of them agreed with Item 14 in the questionnaire, which was *as a pre-service teacher, I am ready to teach by incorporating learning strategies of speaking skills to develop learner autonomy*, while 25% of the pre-service teachers partially disagreed, 3% of them strongly disagreed and none of them strongly disagreed with it.

The second item included the belief that *as a pre-service teacher I am ready to teach by combining listening and speaking* (Item 13). 72% of the participants strongly agreed or agreed with this belief, whereas 22% of the participants partially disagreed, only 6% disagreed and none of them strongly disagreed with it.

The belief that *as a pre-service teacher, I am ready to teach by developing self-assessment tool for speaking skills* (Item 36) was strongly agreed by 33% and agreed by 36% of the participants. The participants who partially disagreed constituted 27% of the participants. Only 4% of the participants disagreed and none of them strongly disagreed with this statement.

The next item was *as a pre-service teacher, I am ready to teach by designing tasks to teach speaking* (Item 15), with which 86% of the participants stated that they strongly agreed or agreed and 12% partially disagreed and only 2% disagreed and strongly disagreed with this belief. The fifth item included the statement that *as a pre-service teacher, I am ready to teach by designing speaking activities for learners of English for Specific Purposes* (Item 17) was strongly agreed by 30% and agreed by 34% of the participants, while 25% partially disagreed and 10% disagreed. Only 1% of the participants strongly disagreed with this belief.

As a pre-service teacher, I am ready to teach transactional dialogues conducted for the purpose of information exchange (Item 9) was strongly agreed or agreed by 75%, while

19% of the participants partially disagreed, 6% of them disagreed and none of them strongly disagreed with this belief.

Similar to the previous item, 69% of the participants strongly agreed or agreed with the statement *as a pre-service teacher, I am ready to teach, I am ready to teach by designing out-class activities* (Item 26). None of the participants strongly disagreed with this item, but 25% of them partially disagreed and 6% of them disagreed with this statement.

As for the next item (Item 20), the percentage of the participants who strongly agreed or agreed with the belief that *as a pre-service teacher, I am ready to teach by designing speaking activities using the communicative approach* was 86%. Still, 13% partially disagreed, 1% disagreed and none of the participants strongly disagreed with this belief.

The last item which included the statement *as a pre-service teacher, I am ready to teach by adapting the speaking activities in the coursebooks according to learners' proficiency levels* (Item 37) was strongly agreed or agreed by 83% of the participants. Yet, 13% of them partially disagreed, 3% of them disagreed and 1% of them strongly disagreed with this statement.

Table 4.3 Pre-service EFL teachers' beliefs about using speaking tasks, activities, materials, learning strategies and approaches

Item No	ITEMS	Strongly Agree	Agree	Partially Disagree	Disagree	Strongly Disagree
		%	%	%	%	%
14	As a pre-service teacher, I am ready to teach by incorporating learning strategies of speaking skills to develop learner autonomy.	34	38	25	3	0
13	As a pre-service teacher, I am ready to teach by combining listening and speaking.	40	32	22	6	0
36	As a pre-service teacher, I am ready to teach by developing self-assessment tool for speaking skills.	33	36	27	4	0
15	As a pre-service teacher, I am ready to teach by designing tasks to teach speaking.	37	49	12	1	1
17	As a pre-service teacher, I am ready to teach by designing speaking activities for learners of English for Specific Purposes.	30	34	25	10	1
9	As a pre-service teacher, I am ready to teach transactional dialogues conducted for the purpose of information exchange (e.g. transformation gathering interviews, role plays, or debates).	26	49	19	6	0
26	As a pre-service teacher, I am ready to teach, I am ready to teach by designing out-class activities.	34	35	25	6	0
20	As a pre-service teacher, I am ready to teach by designing speaking activities using the communicative approach.	42	44	13	1	0
37	As a pre-service teacher, I am ready to teach by adapting the speaking activities in the coursebooks according to learners' proficiency levels.	43	40	13	3	1

Note: %=percentage of the participants responded

As indicated in the table given above, the items (14, 13, 36, 15, 17, 9, 26, 20 and 37) are related to the first factor (*pre-service EFL teachers' beliefs about using speaking tasks, activities, materials, learning strategies and approaches*). When the responses to these items were examined, the following interpretations can be given respectively:

- It was seen that 72% of the prospective teachers regarded themselves as ready to teach by incorporating learning strategies of speaking skills to develop learner autonomy. According to the literature, fostering learner autonomy is of great value for learners of English (Nunan, 2003). However, 28% of the prospective teachers partially disagreed or disagreed that they were ready to incorporate such learning strategies to develop learner autonomy (see Item 14).
- Most of the prospective teachers stated that they were ready to teach by combining listening and speaking. As suggested in the literature, speaking is closely related to listening (Oprandy, 1994 & EL Menoufy, 1997 cited in Torky; 2006 Heaton, 1990). However, 28% of the prospective teachers still partially disagreed or disagreed that they were ready to teach by combining listening and speaking. Therefore, this result might be considered to be inconsistent with what is suggested in the literature (see Item 13).
- Although the majority of the prospective teachers regarded themselves as ready to teach by developing self-assessment tool for speaking skills, 31% of them still partially disagreed or disagreed that they were ready to develop such a tool to develop their learners' speaking skills. However, as noted by Naeini (2011) self-assessment may be regarded as a valuable additional means of improving oral abilities as well as boosting learners' motivation and self-esteem. Therefore, this fact should be taken account by 27% of the prospective teachers who partially disagreed or disagreed with this belief (see Item 36).
- The majority of the prospective teachers believed that they were ready to design tasks to teach speaking (see Item 15). Designing tasks are said to be one of the techniques of teaching speaking by several authors (e.g. Nunan, 2003; Harmer 2007, 2008; Thornbury, 2005). Thus, it may be concluded that the beliefs of these participants were congruent with what the literature suggests.

- 36% of the prospective teachers partially disagreed, disagreed or strongly disagreed that they were ready to design speaking activities for learners of English for Specific Purposes. However, the literature suggests that teachers should take into account that learners have different needs and interests. For example, the needs of learners of ESP (English for Specific Purposes) differ from the needs of learners of general English. Therefore, as Tomlinson (1998) asserts, materials should be selected carefully as relevant and useful for these learners (see Item 17).

- 31% of the prospective teachers still partially disagreed or disagreed that they were ready to teach out-class activities. In this sense, these prospective teachers' beliefs were different from what is suggested in the literature. For example, Krashen & Terrell (1983) focused on the importance of out-class activities highlighting that learners can understand language outside the classroom through such activities and can develop their speaking skills accordingly. In other words, with the use of out-class activities, we can provide learners with the opportunity of practicing speaking English in real-life, which will contribute to learners' progress in their speaking skills (see Item 26).

- Most of the prospective teachers believed that they were ready to design speaking activities using the communicative approach. As noted by several authors (e.g. Savignon, 2001; Richards & Rogers, 2001; Larsen-Freeman, 2003), in CLT, the focus is on learners' communicative needs and the goal of teachers is to enable learners to communicate in the target language. Hence, while stating their beliefs, the participants might have thought about the positive effects of communicative approach (see Item 20).

- The majority of the prospective teachers regarded themselves as ready to adapt speaking activities according to the learners' proficiency levels (see Item 37). This belief is also parallel to the literature. As Tomlinson (1998) states, it is essential for English language teachers to adapt materials, that is, to change materials so as to make them more suitable for a particular type of learner when necessary.

4.2.2 Pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking

Table 4.4 displays the percentages of pre-service teachers' responses to the items pertinent to using in-class speaking activities and tasks and incorporating various materials into teaching speaking. As can be seen in the table, the responses to the first item (Item 31) revealed that 93% of the participants strongly agreed or agreed with the belief that *as a pre-service teacher, I am ready to teach by selecting visual materials for teaching speaking*. Only 4% of the participants partially disagreed, 3% of them disagreed and none of them strongly disagreed with this statement about selecting materials.

The second item included the belief that *as a pre-service teacher, I am ready to teach how to communicate in simple and routine tasks* (Item 46) and it was strongly agreed or agreed by 96% of the participants. On the other hand, 3% of the participants partially disagreed, 1% of them disagreed and none of them strongly disagreed with this belief.

As for the next item (Item 49), the percentage of the participants who strongly agreed or agreed with the statement that *as a pre-service teacher, I am ready to teach how to briefly give reasons and explanations for opinions and plans* was 91%. Still, 9% of them partially disagreed, but none of them disagreed or strongly disagreed with this belief.

As a pre-service teacher, I am ready to teach by selecting auditory materials for teaching speaking (Item 32) was another item about selecting materials and it was strongly agreed or agreed by 90% of the participants. However, 9% stated that they partially disagreed and 1% stated that they disagreed with this belief.

The next item included the statement that *as a pre-service teacher, I am ready to teach by designing in-class activities* (Item 25) and it was strongly agreed or agreed by 85% of the participants. However, 11% of the participants still partially disagreed, 4% of them disagreed and none of them strongly disagreed with this belief about designing in-class activities.

The sixth item (Item 33) was about selecting materials similar to the Item 31 and Item 32. This item included the statement that *as a pre-service teacher, I am ready to teach by*

selecting audio-visual materials for teaching speaking and it was strongly agreed or agreed by 91% of the participants. Still, 7% of them partially disagreed and 2% of them disagreed with this belief, but none of the participants stated that they strongly disagreed with this statement.

As for the next item (Item 47), the percentage of the participants who strongly agreed or agreed with the statement *as a pre-service teacher, I am ready to teach how to deal with situations while travelling in an area where the language is spoken* was 87%. Still, 10% of them partially disagreed and 3% of them disagreed with this belief, but none of the participants stated that they strongly disagreed with it.

The last item was that *as a pre-service teacher, I am ready to teach by designing activities for prepared speech* (Item 27), with which 83% of the participants strongly agreed or agreed. On the contrary, 14% partially disagreed and 3% disagreed with this statement. And, none of the participants strongly disagreed with it.

Table 4.4 Pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking

Item No	ITEMS	Strongly Agree	Agree	Partially Disagree	Disagree	Strongly Disagree
		%	%	%	%	%
31	As a pre-service teacher, I am ready to teach by selecting visual materials for teaching speaking.	57	36	4	3	0
46	As a pre-service teacher, I am ready to teach how to communicate in simple and routine tasks.	61	35	3	1	0
49	As a pre-service teacher, I am ready to teach how to briefly give reasons and explanations for opinions and plans.	50	41	9	0	0
32	As a pre-service teacher, I am ready to teach by selecting auditory materials for teaching speaking.	55	35	9	1	0
25	As a pre-service teacher, I am ready to teach by designing in-class activities.	48	37	11	4	0
33	As a pre-service teacher, I am ready to teach by selecting audio-visual materials for teaching speaking.	59	32	7	2	0
47	As a pre-service teacher, I am ready to teach how to deal with situations while travelling in an area where the language is spoken.	53	34	10	3	0
27	As a pre-service teacher, I am ready to teach by designing activities for prepared speech.	43	40	14	3	0

Note: %=percentage of the participants responded

As can be seen in the table given above, the results of the prospective teachers' responses to the items related to the second factor, (*pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking*) revealed that they had similar beliefs about most of the items. These items included the statements about: selecting visual materials, auditory materials and audio-visual materials for teaching speaking (see Items: 31,32 and 33), teaching how to communicate in simple and routine tasks (Item 46), teaching how to briefly give reasons

and explanations for opinions and plans (Item 49), designing in-class activities (Item 25) teaching how to deal with situations while travelling in an area where the language is spoken (Item 47), and designing activities for prepared speech (Item 27). The majority of the participants stated that they regarded themselves as ready to teach speaking with the use of various materials, such as auditory, visual and audio-visual materials and most of them also stated that they are ready to teach speaking for different purposes with the use of tasks and activities in the classroom. In this sense, it may be appropriate to conclude that most of the prospective teachers believed that they were ready about the points indicated in these statements. Therefore, their beliefs were congruent with the views of several authors which were presented in the literature review of the current study.

4.2.3 Pre-service EFL teachers' beliefs about use of language

Table 4.5 shows the percentages of pre-service EFL teachers' responses to the items related to use of language. As can be seen from the table, the responses to the first item (Item 55) revealed that 25% of the participants strongly agreed and 38 % agreed with the belief that as a pre-service teacher, I am ready to teach how to express oneself fluently and convey finer shades of meaning precisely. On the contrary, 25% of the participants partially disagreed, 10% of the participants disagreed and 2% of them strongly disagreed with this belief about use of language.

The second item (Item 52) included the statement that *as a pre-service teacher, I am ready to teach how to use language flexibly and effectively for social and professional purposes* and it was strongly agreed by 38% of the participants and agreed by 36% percent of them. The rest of the participants who constituted 26% partially disagreed (19%), disagreed (6%) or strongly disagreed (1%) with this belief.

The last item was *as a pre-service teacher, I am ready to teach how to use language as a means of expressing values and judgments* (Item 34). According to the results of the responses, this item was strongly agreed by 27% of the participants and it was agreed by 49% of them. The participants who partially disagreed represented 20% and those who disagreed represented 4% of all the participants. As can be seen from the table, none of the participants strongly disagreed with this item.

Table 4.5 Pre-service EFL teachers' beliefs about use of language

Item No	ITEMS	Strongly Agree	Agree	Partially Disagree	Disagree	Strongly Disagree
		%	%	%	%	%
55	As a pre-service teacher, I am ready to teach how to express oneself fluently and convey finer shades of meaning precisely.	25	38	25	10	2
52	As a pre-service teacher, I am ready to teach how to use language flexibly and effectively for social and professional purposes.	38	36	19	6	1
43	As a pre-service teacher, I am ready to teach how to use language as a means of expressing values and judgments.	27	49	20	4	0

Note: %=percentage of the participants responded

According to the CEF (2001) scales for speaking, a mastery level (C2) language learner should be able to express himself fluently and convey finer shades of meaning, and an effective operational proficiency level (C1) language learner should be able to use language flexibly and effectively for social and professional purposes. However, the results in the table given above showed that 37% of the participants partially disagreed, disagreed or strongly disagreed that they were ready to teach how to express oneself fluently and how to convey finer shades of meaning precisely (Item 55) and 26% of the participants partially disagreed, disagreed or strongly disagreed that they were ready to teach how to use language flexibly and effectively for social and professional purposes (Item 52). In addition, 24% of them stated that they partially disagreed or disagreed that they were ready to teach how to use language as a means of expressing values and judgments (Item 43). However, as noted by Nunan, (2006 cited in Kayi, 2006: 1-2) teaching English involves teaching learners how to use language as a means of expressing values and judgments. When the responses to the items related to the use of language were examined, it may be concluded that from 37% to 24% of the prospective teachers may have problems in the future while teaching speaking to learners with higher proficiency levels.

4.2.4 Pre-service EFL teachers' beliefs about integrating different skills and components of language

Table 4.6 displays the percentages of pre-service EFL teachers' responses to the items pertinent to integrating different skills and components of language. The results showed that, 28% of the participants strongly agreed and 46% of them agreed with the statement that *as a pre-service teacher, I am ready to teach by integrating the speaking skill with writing skill* (Item 30). Yet, 20% of the participants stated that they partially agreed, 4% of them stated that they disagreed and 2% of them stated that they strongly disagreed with this belief.

The next item was *as a pre-service teacher, I am ready to teach by incorporating vocabulary into speaking activities* (Item 35) and it was strongly agreed or agreed by 87% of the participants. The rest of the participants who constituted 13% partially disagreed (10%), disagreed (2%) or strongly disagreed (1%) with this item.

Table 4.6 Pre-service EFL teachers' beliefs about integrating different skills and components of language

Item No	ITEMS	Strongly Agree	Agree	Partially Disagree	Disagree	Strongly Disagree
		%	%	%	%	%
30	As a pre-service teacher, I am ready to teach by integrating the speaking skill with writing skill.	28	46	20	4	2
35	As a pre-service teacher, I am ready to teach by incorporating vocabulary into speaking activities.	48	39	10	2	1

Note: %=percentage of the participants responded

As displayed in the table given above, the results showed that 24% of the participants partially disagreed, disagreed or strongly disagreed that they regarded themselves as ready to teach by integrating the speaking skill with writing skill (Item 30) and 87% of the participants strongly agreed or agreed that they were ready to teach by incorporating vocabulary into speaking activities (Item 35). Given that the goal of language teachers

should be teaching learners how to communicate in real life, teachers should integrate speaking skills with other skills (e.g writing skills) and components of language (e.g. vocabulary).

4.2.5 Pre-service EFL teachers' beliefs about teaching suprasegmental features

Table 4.7 shows the percentages of pre-service EFL teachers' responses to the items pertinent to teaching suprasegmental features. The results showed that, 26% of the participants strongly agreed and 36% of them agreed with the statement that *as a pre-service teacher, I am ready to teach how to use word stress of English* (Item 39). The rest of the participants who constituted 38% partially disagreed (29%), disagreed (8%) or strongly disagreed (1%) with this item.

The next item which included the belief that *as a pre-service teacher, I am ready to teach how to use sentence stress, intonation patterns and the rhythm of English* (Item 40) was strongly agreed by 21% and agreed by 36% of the participants. However, 32% of the participants partially disagreed, 9% of them disagreed and 2% of them strongly disagreed with this belief about teaching suprasegmental features.

Table 4.7 Pre-service EFL teachers' beliefs about teaching suprasegmental features

Item No	ITEMS	Strongly Agree	Agree	Partially Disagree	Disagree	Strongly Disagree
		%	%	%	%	%
39	As a pre-service teacher, I am ready to teach how to use word stress of English.	26	36	29	8	1
40	As a pre-service teacher, I am ready to teach how to use sentence stress, intonation patterns and the rhythm of English.	21	36	32	9	2

Note: %=percentage of the participants responded

As the results shown in the table given above indicate, 38% of the participants stated that they partially disagreed, disagreed or strongly disagreed that they regarded themselves as

ready to teach how to use word stress in English (Item 39). These participants had similar beliefs about Item 40. That is to say, 43% of them stated that they partially disagreed, disagreed or strongly disagreed that they were ready to teach how to use sentence stress, intonation patterns and the rhythm of English. Although suprasegmental features are regarded to be one of the sub-skills of speaking as stated in the literature review of this study, these participants implied that they might have problems to teach suprasegmental features of English. The reason that led these prospective teachers to thinking in this way might have been their learning English in a foreign language context, or they might not have been provided with enough practice in teaching suprasegmentals during their training in the ELT program.

Having examined the responses to the items in the questionnaire, the summary of the study and related suggestions and implications will be provided in the next chapter.

CHAPTER V

CONCLUSION

In the last chapter, a brief summary of the study and suggestions and implications for pre-service EFL teachers and the ELT program in Turkey are presented based on the current research.

5.1 Summary of the Study

With the influence of globalization, gaining spoken proficiency has become a priority for most learners of English in recent years. Therefore, there has been an increased interest in research on learners' beliefs and teachers' beliefs about language learning and teaching. However, studies of pre-service teachers' beliefs and teachers' beliefs about teaching speaking have been scarce.

To this end, this study investigated pre-service EFL teachers' beliefs on their readiness level to teach speaking skills and provided an overall view for all the parties involved in this study. The participants of the study were 100 senior undergraduate students enrolled in the ELT program in Uludağ University, Ondokuz Mayıs University and Başkent University in Turkey. This study was designed in the light of the following research questions:

1. For what speaking skills do pre-service EFL teachers feel ready to teach?
2. For what speaking skills do pre-service teachers feel unprepared to teach?
2. To what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills?

In accordance with the research questions, the related literature was reviewed in terms of teachers' beliefs and teaching speaking skills. In addition, a brief review of the CEF (2001) scales and the contents of the ELT program in Turkey were presented. Having reviewed the literature, first a questionnaire was developed from a checklist suggested in the literature. Then, the instrument was administered to find out pre-service EFL teachers'

beliefs on their readiness level to teach speaking skills. The questionnaire consisted of 55 belief statements about teaching speaking skills. Participants were asked to respond to a 5-point Likert-Scale to determine to what extent they agreed or disagreed with the items in the questionnaire.

The responses to the questionnaire were analyzed through factor analysis and the questionnaire was developed into scale of 24 items after the factor analysis. The results and discussions were presented under five different headings each referring to a factor.

The results of the study indicated that the majority of the prospective teachers (72% to 93%) participated in this study strongly agreed or agreed with 18 statements in the questionnaire. Therefore, this result was considered to be positive as their beliefs about teaching speaking skills were congruent with what is suggested in the literature.

On the other hand, there were 6 items with which 31% to 43% of the participants stated that they partially disagreed, disagreed or strongly disagreed. These beliefs were:

- As a pre-service teacher, I am ready to teach by designing speaking activities for English for Specific Purposes.
- As a pre-service teacher, I am ready to teach by designing out-class activities.
- As a pre-service teacher, I am ready to teach by developing self-assessment tool for speaking skills.
- As a pre-service teacher, I am ready to teach how to use word stress of English.
- As a pre-service teacher, I am ready to teach how to teach sentence stress, intonation patterns and the rhythm of English.
- As a pre-service teacher, I am ready to teach how to express oneself fluently and convey finer shades of meaning precisely.

5.2 Suggestions and Implications

Although there is a common belief that prospective teachers find themselves not very competent to teach speaking skills (Saraç, 2011), this study reveals that most of the pre-service teachers have indicated that they believed that they were ready to teach speaking skills, whereas some of them still partially disagreed, disagreed or strongly disagreed with some points related to teaching speaking. Therefore, based on the results of the current study, some important implications and suggestions might be given:

There may be some areas to be reviewed with regard to teaching speaking skills in the ELT program applied in Turkey. Although the contents of the courses are in line with what is suggested in the literature, it may be contributory to revise the syllabuses of the program. For instance, as some future teachers implied that they were likely to have problems about some specific areas of teaching speaking skills, particular emphasis might be given to the following points in order to enhance these future teachers' skills of teaching speaking:

- designing speaking activities for English for Specific Purposes,
- designing out-class activities,
- developing self-assessment tool for speaking skills,
- teaching how to use suprasegmental phonemes of English (e.g. stress and intonation),
- teaching how to express oneself fluently and convey finer shades of meaning precisely.

The literature review of the current study might be used by the pre-service teachers in order to have an idea about the specific points given above.

When the areas given above are considered, we may conclude that some pre-service teachers may have problems in some areas of teaching speaking skills. Thus, it may be appropriate to give some suggestions for these future teachers. Firstly, some pre-service teachers should raise awareness of the fact that learners have different needs. For example, ESP (English for Specific Purposes), EAP (English for Academic Purposes) and general English materials should be selected carefully as relevant and useful for learners (Tomlinson, 1998).

Secondly, we may also conclude that these future teachers should take into account the value of out-class activities (e.g. students can interview English tourists at the airport or they can make friends with exchange students). These activities are beneficial for our learners since they are provided with the opportunity to practice their speaking skills in real life. However, it should also be noted that these future teachers may have doubts about conducting out-class speaking activities since they are likely to teach English in Turkey, which is a foreign language context.

Thirdly, some pre-service teachers should consider that self-assessment is valuable for learners since it gives them the opportunity to evaluate their own performance. Self-assessment tools (e.g. student progress cards, check lists and questionnaires) may not only improve learners' oral abilities but they may also boost their motivation and self-esteem (Naeini, 2011).

Another weak point which is to be reconsidered and strengthened by pre-service teachers is the teaching of suprasegmental components of English. Thus, let's move to the suprasegmentality with typical examples. In English, although the verb is said to carry important information, it does not receive the primary stress of a first-time noun. For example, in the sentence 'Boys want cars.' we can see that the intonation is like '**BOYS** want **CARS**.' However, in the sentence 'They want them.' the intonation changes like 'They **WANT** them.' We can also give an example about how the stress changes the word class of words. The speaker may indicate that a word is a noun or a verb by changing its stress. For instance, if we say the word 'content' like '**CON**tent', this means that it is a noun. However, the word is considered to be a verb when the last syllable is stressed like 'con**TENT**'.

As the findings of this study revealed, it may be appropriate to state that some pre-service teachers participated in the study might have implied their problems with fluency and accuracy by stating that might not be ready to teach how to express oneself fluently and convey finer shades of meaning precisely. A suggestion for solving this problem may be fostering cooperation (e.g. Erasmus, Comenius, etc.) with English Language or Foreign Language departments of the universities in English speaking countries. In doing so, prospective teachers can participate in the mobility programs as exchange students; and they may not only have the opportunity to advance their knowledge related to the ELT

field, but they may also have the opportunity to develop their speaking skills during the period of their stay in these countries. However, student selection criteria should not be limited to those who have higher spoken proficiency levels. Rather, the ones which are regarded to have lower spoken proficiency levels can also be encouraged to participate in these mobility programs.

As also proposed by Akpınar (2009), another suggestion for developing these pre-service EFL teachers' speaking skills may be offering them 'Oral Communication Skills' courses in the fourth year as well as in the first year. In this way, prospective teachers might have the opportunity to practice their speaking skills, which will also reflect to their actual teaching practices in the future.

Before closing this section, we can continue with some possible contributions of this research after stating its limitations. Since this study is a small scale study, the results are not readily generalizable. However, evaluation of pre-service EFL teachers' beliefs on their readiness level to teach speaking skills has not received much scholarly attention. Thus, the current study might contribute to the knowledge base of this field by setting a model to further studies. Furthermore, the questionnaire might be beneficial for the prospective teachers as they had the opportunity to realize their weak points to be strengthened. In addition, raising awareness of the areas to be reconsidered, prospective teachers may attempt to make changes in their approaches to teaching. As noted by Kumaravadivelu (2012), teacher beliefs have considerable influence over teaching practice. Hence, these beliefs may play a role in shaping prospective teachers' future teaching practices.

On the other hand, there might be a mismatch to be observed between the beliefs of the prospective teachers and their future teaching practices. Therefore, given the possible mismatch, further research on both pre-service and in-service English teachers' beliefs on their skills of teaching speaking is needed in order to evaluate the national curriculum used for teacher training in Turkey.

In addition to the current study, further research may also investigate the teachers' beliefs about one of the particular topics involved in the questionnaire constructed for this study,

such as designing out-class activities for teaching speaking in EFL context or how to teach suprasegmental components of speech.

Besides, research may be carried out to investigate pre-service EFL teachers' beliefs on their level of readiness to teach speaking skills with a larger sample of participants, as this study was only limited to pre-service EFL teachers enrolled in the ELT program of Uludağ University, Ondokuz Mayıs University and Başkent University.

Further investigation needs to be carried out about the beliefs of pre-service EFL teachers and the effects of their beliefs on their practice. To achieve this goal, classroom observations could be done during their internship and the relationship between beliefs and practice could be reflected.

Last but not least, pre-service EFL teachers' beliefs about other skills, such as listening, reading or writing, can also be investigated in the ELT departments in Turkey to cast light upon further studies on the evaluation of the program formally designed.

REFERENCES

- Akpınar, D. K. (2009). Developing Communication Skills of EFL Teacher Trainees. *Journal Of Language & Linguistics Studies*, 5(1), 110. Retrieved on June 9, 2013 from <http://ehis.ebscohost.com/eds/detail?vid=7&sid=18609da6-4f4e-463f-9b88-37555a573379%40sessionmgr15&hid=16&bdata=JnNpdGU9ZWRzLWxpdmU%3d>
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Borg, S. (2001). Key concepts in ELT: Teachers' beliefs. *ELT Journal*, 55(2), 186-188.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman Inc.
- Burkart, G. S. (1998). Spoken language: What it is and how to teach it. Retrieved on April 15, 2012 from <http://www.eric.ed.gov/PDFS/ED433722.pdf>
- Büyüköztürk, S. (2003). *Sosyal Bilimler İçin Veri Analizi El Kitabı*. 3. Baskı. Ankara: Pegem Yayınları.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia, (Ed.), *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.
- Chaney, A.L. , & Burke, T.L. (1998). *Teaching oral communication in grades K-8*. Boston: Allyn&Bacon.
- Coombe C. & Canning C. (2002). Using self-assessment in the classroom: Rationale and suggested techniques. Retrieved on May 20, 2013 from: <http://www3.telus.net/linguisticsissues/selfassess2.html>
- Coskun, A. & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock's model. *Australian Journal of Teacher Education*, 35(6), 24-38. Available at: <http://ro.ecu.edu.au/ajte/vol35/iss6/2>
- Council of Europe. (2001). *Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.
- Dinçer, A. & Yeşilyurt, S. (2013). Pre-Service English Teachers' Beliefs on Speaking Skill Based on Motivational Orientations. *English Language Teaching*, 6(7), 88-95. doi:10.5539/elt.v6n7p88. Retrieved July 20, 2013 from <http://ehis.ebscohost.com/eds/detail?vid=5&sid=18609da6-4f4e-463f-9b88-37555a573379%40sessionmgr15&hid=16&bdata=JnNpdGU9ZWRzLWxpdmU%3d>
- Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions, *ELT Journal*, Volume 57/4, 344-351.

- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4/3: 193–200.
- English Language Services (1968). *Drills and Exercises in English Pronunciation Stress and Intonation Part 1*. Washington, D. C: Macmillan.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Longman.
- Goodwin, J. (2001). Teaching pronunciation. In M. Celce-Murcia, (Ed.), *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.
- Grijalva, S., & Barajas, E. (2013). Pre-Service Teachers' Beliefs about Language Teaching and Learning: A Longitudinal Study. *Profile: Issues in Teachers' Professional Development*, 15(1), 81-95. Retrieved on July 8, 2013 from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer?vid=13&sid=0d8793a8-25e1-4f74-83b7-5cece4fa469d%40sessionmgr198&hid=4>
- Güven, M. (2012). Epistemological Beliefs and Metacognitive Strategies of ELT Pre-Service Teachers in Distance and Formal Education. *Turkish online journal of distance education*, 13(2), 346-369. Retrieved on July 19, 2013 from <http://ehis.ebscohost.com/eds/detail?vid=2&sid=c686d3ee-257a-4126-8ae6-7601c3b7081a%40sessionmgr10&hid=4&bdata=JnNpdGU9ZWRzLWxpdmU%3d>
- Güngör, Ö. & Saraç, H. S. (2012). Pre-service EFL Teachers' Level of Readiness for Teaching of Speaking: Proposing a Working Instrument, *International Journal of Arts & Sciences*, 5(3):93–98.
- Harmer, J. (2007). *The Practice of English Language Teaching*. New York: Longman.
- Harmer, J. (2008). *How to Teach English*. New York: Longman.
- Heaton, J. B. (1990). *Writing English Language Tests*. London: Longman.
- Hymes, D. H. (1972). On communicative competence. In J.B. Pride and J. Holmes, eds. *Sociolinguistics*. Harmondsworth, England: Penguin Books.
- Inozu, J. (2011). Beliefs About Foreign Language Learning Among Students Training To Teach English As A Foreign Language. *Social Behavior & Personality: An International Journal*, 39(5), 645-653. doi:10.2224/sbp.2011.39.5.645. Retrieved May 8, 2013 from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer?sid=18609da6-4f4e-463f-9b88-37555a573379%40sessionmgr15&vid=12&hid=16>
- Johnson, K.E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Larsen-Freeman, D. (2003). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Kamijo, T. 2004. *Teacher Beliefs and Error Correction Behavior in the L2 Classroom*. Explorations in Teacher Education, Vol 12, 3, 3-9.

Kayi, H. (2006) *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, <http://iteslj.org/Articles/KayiTeachingSpeaking.html>. p. 1 - 2.

Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching*, 3(1), 184-190.

Richards, J.C. (2003). Current trends in teaching and speaking. *The Language Teacher*, 27(7),17-19.

Krashen, S. & Terrell, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon.

Kumar, R. (1999). *Research Methodology-A Step-by-Step Guide for Beginners*. Singapore: Pearson Education.

Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society*. Routledge: New York.

Mellati, M., Mohammad Ali, F., & Khalil, M. (2013). The Relationship between Iranian ELT Instructors' Beliefs about Language Teaching and Their Practices in Real Classrooms. *English Language Teaching*, 6(4), 126-133. doi:10.5539/elt.v6n4p126. Retrieved on July 10, 2013 from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=0d8793a8-25e1-4f74-83b7-5cece4fa469d%40sessionmgr198&hid=102>

McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT*. (2nd ed.). Oxford:Blackwell.

Naeini, J. (2011). Self-assessment and the impact on language skills. *Educational Research* (2141-5161), 2(6), 1225-1231. Retrieved July, 2013 from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer?vid=14&sid=db67ee2e-1302-4cfd-8818-84db1986a90f%40sessionmgr112&hid=107>

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.

Nunan, D. (Ed.). (2003). *Practical English Language Teaching*. New York: McGraw Hill.

Özmen, K. S. (2012). Exploring Student Teachers' Beliefs about Language Learning and Teaching: A Longitudinal Study. *Current Issues in Education*, 15(1), 1-15. Retrieved May 5, 2013 from <http://ehis.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=039caa4a-0d6f-4a7e-9837-4a252f69e665%40sessionmgr10&hid=5>

Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct. *Review of Educational Research*, Vol. 62, No. 3.

Paulston, C. B. (1976). *Teaching English as a Second Language, Techniques and Procedures*. Massachusetts: Winthrop Publishers, Inc.

- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press.
- Richards, J. C., Gallo, P. B. and Renandya, W. A. (2001). Exploring teachers' beliefs and the processes of change, *PAC Journal*, 1(1), 41-58.
- Richards, J., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics* (3rd ed.). NY: Pearson Education.
- Richards, J.C. (2003) *Current trends in teaching listening and speaking*. Transcript of JALT National Conference, Shizuoka, November 22-24, 2003. Tokyo: OUP
- Richards, J. C. (2006). *Communicative Language Today*. Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From theory to practice*. Cambridge: Cambridge University Press.
- Richardson, V. (1996). *The role of attitudes and beliefs in learning to teach*. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 102-119). New York: Macmillan
- Saskatchewan Education, (1997). *English Language Arts: A curriculum guide for the middle level (Grades 6-9)*. Regina, SK: Author.
- Sarıçoban, A. (2006). *Instructional Technologies and Material Design for Foreign Language Teaching*. Ankara: Anı Yayıncılık.
- Saraç, H. S. (2007). Teacher Knowledge on Grammar Teaching: A Case Study. *Hacettepe Üniversitesi Eğitim Fakültesi*, (32), 255-265.
- Saraç, G. (2007) . The Use of Creative Drama in Developing the Speaking Skills of Young Learners. MA Thesis, Gazi University Institute of Educational Sciences.
- Saraç, S. (2011). Preservice EFL Teachers' Degree of Readiness for Teaching of Four Skills: A Qualitative Case Study, *ICERI2011 Proceedings*, pp. 1692-1695.
- Savignon, S. J. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia, (Ed.), *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.
- Shinde, M. B., & Karekatti, T. K. (2012). Pre-service teachers' beliefs about teaching English to primary school children. *International Journal of Instruction*, 5(1), 69-86.
- Smith, H.A. (1996). Non-verbal communication in teaching. *Review of Educational Research*, 49 (4), 631-672.
- Streiner, D. L. (2003). Being inconsistent about consistency: When coefficient alpha does and doesn't matter. *Journal of Personality Assessment*, 80(3), 217-222.

Stuart, C., & Thurlow, D. (2000). Making it their own: Preservice teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 113-121.

Teacher's Guide to the Common European Framework. (Unknown). Pearson Longman: Available at <http://www.pearsonlongman.com/ae/cef/cefguide.pdf>

Trachsel, M. & Severino, C. (2004). The Challenges of Integrating and Balancing Speaking and Writing in First-Year Rhetoric Classes. Retrieved on 10th March, 2013 from http://www.mhhe.com/socscience/english/tc/trachselANDseverino/trachselANDseverino_module.html.

Thornburry, S. (2005). *How to Teach Speaking*. Longman.

Topkaya, E. Z. (2012). "Listening and speaking", Teaching English to young learners: An activity-based guide for prospective teachers, eds. Esim Gürsoy & Arda Arıkan, 237-246, Eğitim Kitap, Ankara, Turkey.

Tomlinson, B. (Ed.). (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Torky, S. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Online Submission. Retrieved on December 15, 2012 from <http://eric.ed.gov/?id=ED523922>

Umut, M. S. (2012). Pre-Service Teachers' and Their Instructors' Beliefs on the Effectiveness of an English Language Teacher Education Program. *Procedia - Social And Behavioral Sciences*, 46(WCES-2012). Retrieved on July 15, 2013 from <http://ehis.ebscohost.com/eds/detail?vid=3&sid=0d8793a8-25e1-4f74-83b7-5cece4fa469d%40sessionmgr198&hid=4&bdata=JnNpdGU9ZWRzLWxpdmU%3d>

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press

Vartuli, S. (2005). Beliefs: The Heart of Teaching. *Young Children*, 60(5), 76-86.

Woods, D. (1996). *Teacher Cognition in Language Teaching*. Cambridge: Cambridge University Press.

Yi, J. H. (2004). Teachers' beliefs about EFL teaching and their classroom practice: two case studies of senior high school English teachers, MA Thesis submitted to National Yunlin University of Science & Technology. Retrieved on July 5, 2013 from http://ethesis.yuntech.edu.tw/ETD-db/ETD-search/view_etd?URN=etd-1120104-210349

References from internet

<http://egitim.baskent.edu.tr/english/docs/elep.pdf>

<http://www.teachingenglish.org.uk/print/542>

<http://bogglesworldesl.com/surveys.htm>

http://www.eflsensei.com/uploads/eflsensei_lesson%20plan_1022_doc_5823.pdf

APPENDIX A (Questionnaire used in the present study)

Dear Colleagues,

You are invited to participate in a research study that explores pre-service EFL teachers' beliefs on their readiness level to teach speaking skills. Your participation in this study involves answering a series of questions organized in a checklist and should take approximately 30 minutes of your time.

By answering the questions and returning the questionnaire below, you imply your consent to participate in the study.

Thank you for your contribution in advance.

Özgür GÜNGÖR

Giresun University, Turkey

	<i>As a pre-service teacher, I am ready to teach....</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Partially disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1	<i>speech acts, (e.g. requests, refusals, compliments, or clarification questions).</i>					
2	<i>conversational routines (e.g. ending and beginning conversations, leading into topics, breaking up conversations, etc.).</i>					
3	<i>styles of speaking (e.g. politeness, speaking depending on the roles, age, sex and status of participants, etc.).</i>					
4	<i>talk as a transaction (e.g. classroom group discussions, buying something in a shop, ordering food in a restaurant).</i>					
5	<i>talk as performance (e.g. giving a class report, giving a speech of welcome, making a sales presentation).</i>					
6	<i>imitative drills (e.g. "Excuse me." or "Can you help me?").</i>					
7	<i>intensive drills (e.g. minimal pairs or repetition of a series of imperative sentences).</i>					
8	<i>responsive short replies to teacher or learner questions or comments (e.g. a series of answers to yes/no questions)</i>					
9	<i>transactional dialogues conducted for the purpose of information exchange (e.g. information gathering interviews, role plays, or debates)</i>					
10	<i>interpersonal dialogues to establish or maintain social relationships (e.g. personal interviews or casual conversation role plays)</i>					
11	<i>by creating a relaxed atmosphere in my classes so that most learners are not frightened of speaking in front of the rest of the class.</i>					

12	<i>by exposing the learners as much as possible to naturally pronounced speech.</i>					
13	<i>by combining listening and speaking.</i>					
14	<i>by incorporating learning strategies of speaking skills to develop learner autonomy.</i>					
	As a pre-service teacher, I am ready to teach by designing...					
15	<i>tasks to teach speaking</i>					
16	<i>lesson plans to teach speaking.</i>					
17	<i>speaking activities for learners of English for Specific Purposes.</i>					
18	<i>curriculum for a school or institution.</i>					
19	<i>a syllabus for a speaking course.</i>					
20	<i>speaking activities using the communicative approach.</i>					
21	<i>speaking activities using Multiple Intelligences Theory.</i>					
22	<i>speaking activities using task-based teaching.</i>					
23	<i>speaking activities using Neuro-Linguistic Programming.</i>					
24	<i>activities for impromptu speech.</i>					
25	<i>in-class speaking activities.</i>					
26	<i>out-class speaking activities.</i>					
27	<i>activities for prepared speech.</i>					
	As a pre-service teacher, I am ready to teach by...					
28	<i>integrating the speaking skill with listening skill.</i>					
29	<i>integrating the speaking skill with reading skill.</i>					
30	<i>integrating the speaking skill with writing skill.</i>					
31	<i>selecting visual materials for teaching speaking.</i>					
32	<i>selecting auditory materials for teaching speaking.</i>					
33	<i>selecting audio-visual materials for teaching speaking.</i>					
34	<i>incorporating grammar into speaking activities.</i>					
35	<i>incorporating vocabulary into speaking activities.</i>					
36	<i>developing self-assessment tool for speaking skill.</i>					
37	<i>adapting the speaking activities in the coursebooks according to the learners' proficiency levels.</i>					

	<i>As a pre-service teacher, I am ready to teach how to...</i>					
38	<i>produce the English speech sounds and sound patterns.</i>					
39	<i>use word stress of English.</i>					
40	<i>use sentence stress, intonation patterns and the rhythm of English.</i>					
41	<i>select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.</i>					
42	<i>organize their thoughts in a meaningful and logical sequence.</i>					
43	<i>use language as a means of expressing values and judgments.</i>					
44	<i>use the language quickly and confidently with few unnatural pauses, which is called as fluency.</i>					
45	<i>ask and answer simple questions.</i>					
46	<i>communicate in simple and routine tasks.</i>					
47	<i>deal with situations while travelling in an area where the language is spoken.</i>					
48	<i>describe things, people, experiences and events using simple phrases.</i>					
49	<i>briefly give reasons and explanations for opinions and plans.</i>					
50	<i>narrate a story or relate the plot of a book or film.</i>					
51	<i>interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</i>					
52	<i>use language flexibly and effectively for social and professional purposes.</i>					
53	<i>take part effortlessly in any conversation or discussion.</i>					
54	<i>have a good familiarity with idiomatic expressions and colloquialisms.</i>					
55	<i>express oneself fluently and convey finer shades of meaning precisely.</i>					

APPENDIX B (Questionnaire formed after the factor analysis)

	<i>As a pre-service teacher, I am ready to teach....</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Partially disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1	<i>by incorporating learning strategies of speaking skills to develop learner autonomy.</i>					
2	<i>by combining listening and speaking.</i>					
3	<i>by developing self-assessment tool for speaking skill.</i>					
4	<i>by designing tasks to teach speaking.</i>					
5	<i>by designing speaking activities for learners of English for Specific Purposes.</i>					
6	<i>transactional dialogues conducted for the purpose of information exchange (e.g. information gathering interviews, role plays, or debates).</i>					
7	<i>by designing out-class activities.</i>					
8	<i>by designing speaking activities using the communicative approach.</i>					
9	<i>by adapting the speaking activities in the coursebooks according to the learners' proficiency levels.</i>					
10	<i>by selecting visual materials for teaching speaking.</i>					
11	<i>how to communicate in simple and routine tasks.</i>					
12	<i>how to briefly give reasons and explanations for opinions and plans.</i>					
13	<i>by selecting auditory materials for teaching speaking.</i>					
14	<i>by designing in-class speaking activities.</i>					
15	<i>by selecting audio-visual materials for teaching speaking.</i>					
16	<i>how to deal with situations while travelling in an area where the language is spoken.</i>					
17	<i>by designing activities for prepared speech.</i>					
18	<i>how to express oneself fluently and convey finer shades of meaning precisely.</i>					
19	<i>how to use language flexibly and effectively for social and professional purposes.</i>					
20	<i>how to use language as a means of expressing values and judgments.</i>					
21	<i>by integrating the speaking skill with writing skill.</i>					
22	<i>by incorporating vocabulary into speaking activities.</i>					
23	<i>how to use word stress of English.</i>					
24	<i>how to use sentence stress, intonation patterns and the rhythm of English.</i>					