



| Araştırma Makalesi / Research Article |

Methods and Techniques of Speaking Education and Their Problems in Application In Turkish Course

Konuşma Eğitimi Yöntem ve Tekniklerinin Türkçe Dersinde Uygulanma Durumları ve Yaşanan Sorunlar¹

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Keywords

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2. methods/ techniques
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Abstract

The aim of this research was to examine the teachers' views on the 2006 Turkish Lesson Curriculum (TLC) and speaking skill methods/techniques in the literature. The model of the research was a phenomenology pattern, which is one of the qualitative research methods. The data were obtained from 26 Turkish teachers working in the central district of Bolu in the 2013-2014 school year. Criteria sampling method, one of the purposeful sampling types, was used to determine the participant teachers in the study group. In the research, a semi-structured interview form consisting of 8 items was used as a data collection tool. The data obtained were analyzed according to the content analysis method. According to the findings of the research, it was concluded that the teachers did not know the methods/techniques of speaking education sufficiently, that they experienced conceptual confusion about the methods/techniques, they lacked theoretical knowledge in the application of the methods/techniques; however, they could not turn them into practice skills. Teachers attribute their insufficiency in methods/techniques to the deficiencies in undergraduate education, the complexity of programs and guidebooks, and the inadequacy of the literature. In the research, some of the implications and suggestions for education are included within the scope of these findings.

Öz

Bu araştırmanın amacı, 2006 Türkçe Dersi Öğretim Programı (TDÖP) ve literatürde yer alan konuşma becerisi yöntem/ tekniklerine ilişkin öğretmen görüşlerinin incelenmesidir. Araştırmanın modelini nitel araştırma yöntemlerinden olgubilim (fenomenoloji) deseni oluşturmaktadır. Veriler 2013-2014 eğitim öğretim yılında Bolu'nun Merkez ilçesinde görev yapan 26 Türkçe öğretmeninden elde edilmiştir. Çalışma grubunda yer alan öğretmenlerin belirlenmesinde amaçlı örnekleme türlerinden ölçüt örnekleme yöntemine başvurulmuştur. Araştırmada veri toplama aracı olarak 8 maddeden oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Elde edilen veriler içerik analizi yöntemine göre çözümlenmiştir. Araştırma bulgularına göre öğretmenlerin konuşma eğitimi yöntem/ tekniklerini yeterince tanımadıkları, yöntem/teknikler konusunda kavramsal karmaşa yaşadıkları, yöntem/tekniklerin uygulanmasında teorik bilgi eksikliği içerisinde oldukları ya da bildikleri halde uygulama becerisine dönüştüremedikleri sonucuna ulaşılmıştır. Öğretmenler yöntem/ tekniklere ilişkin yetersizliklerini, lisans eğitimindeki eksikliğe, program ve kılavuz kitapların karmaşıklığına, literatürün yeterli olmayışına bağlamaktadır. Araştırmada bu bulgular kapsamında eğitime yönelik bazı çıkarımlara ve önerilere yer verilmiştir.

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INTRODUCTION

Speaking skill can be claimed to have important effects on a human's cognitive, social and psychological existence. Having successful speaking skills in daily life, people gain advantageous positions in almost every field of life. Dominant communication channel is the speaking skills in all social constructs such as school, work, education, and family. Some regrets and self-criticisms are heard around, such as "All my troubles come from my tongue; nothing is more troublesome than my tongue." The complaint point here is about the obstacles during communication. A dialogue starting with the lack of basic communication approaches such as respect, nice style, emphatic vision, tolerance, and faith can go to unpleasant points, cause communication barriers and undermine socialization which is the greatest potential of the human being. In this context, the most important mediator variable of love, respect, and finally self-realization Maslow (1943) mentioned can be claimed to be speaking skill. Yusuf Has Hacı in *Kutadgu Bilig* points to the place of speaking in social relationships through his words "Destiny of human changes according to his/her speaking / Either he will be head of the country or will be beheaded." The proverb "Sweet speaking takes the snake out of its hole." emphasizing the importance of speaking skills in human-to-human relationships, indicates the power of speaking skill. Another word indicating this power is expressed among people in this way: "Speaking may make one either vile or the king." In their meta-analysis study (99 articles between 1955 and 1999), Morreale, Osborn, and Pearson (2000) examined the effects of speaking skills in human life under the four titles of personal development, academic development, social development, and professional development. In this context, training can be claimed to be extremely important in speaking skills that greatly affect on the individual's existence, mental processes, thinking world, communication with the society, production of culture, and sense of belonging.

All shareholders particularly formal educational institutions effective in the process, have great responsibilities in the development of speaking skills (Morreale and Pearson, 2008; Hunt, Wright and Simonds, 2014). Although Chomsky (1957) claims that human being is born with the ability to acquire and use the language, it should not be forgotten that this ability becomes operative by means of the environment. It was observed that wolf children (Amala and Kamala) grown in a medium far away from people in the 1920s in India could not speak and behave like humans (Şişman, 2001). Likewise, it was found that the children brought up far from concern, love and communication in "Romanian Orphanages" lacked various humane skills particularly speaking skills. Many similar cases have been observed and discussed so far. These cases have shown that the responsibility of emerging and developing the speaking skill belongs to environmental factors such as family, school and society though it is an innate humane ability.

It can be claimed that training of speaking skill is underestimated despite of its importance in individual and social life (Göğüş, 1978; Aşıcı, 1996; Taşer, 2000; Canbulat, Çelenk and Canbulat, 2004; Hart, 2005; Sargın, 2006; Arhan, 2007; Arslan, 2010; Baş, 2011; Altuntaş, 2012; Yaman, Tulumcu and Demirtaş, 2013; Hunt, Wright and Simonds, 2014; Herbein et al., 2018). The fact that the children can speak when they come to school makes the teachers think that the children know how to speak and that there is no need to spend effort on speaking skills. Moreover, it can be expressed that some educators think adding training of speaking skills to the program is unnecessary (Tompkins, 1988). However, research indicates that speaking activities at school and participation of the children in these activities are beneficial (Dickson and Patterson, 1981; Wilson, 1997; Zaher, 2006; Yıldız, 2015; Kemiksiz, 2016; Herbein et al., 2018; Kartallıoğlu, 2018; Ünsal, 2019). Children learn to speak more or less before starting school. However, that speaking is "Turkish of their own age and environment." Moreover, that speaking generally being casual bears dialect features. The facts that speaking skill acquired in the family contains local features and that regional dialects are dominant in new coming students create barriers in social agreement. Gökalp indicates the national agreement language conceptualized as Istanbul Turkish by saying "Fine language is Turkish to us / Another language is a night to us / Istanbul dialect / purest and finest to us." The institutions which can change speaking language from local structure to the national one are the schools. In Göğüş's (1978) view, local speaking should be absolutely terminated in primary and secondary schools. If the transfer from local to cultural speaking cannot be achieved until the age of fourteen, it will be more difficult after this age.

Speaking training is not a process of loading some memorized knowledge into the brain, but it is a skill lesson during which the individual makes all new learnings parts of his/her own life. It is not possible to develop speaking skills by memorizing the rules or making these rules memorized. Speaking skill is acquired only by speaking. Not speaking, not thinking in a way, and as a result, not participating in class activities mean not learning (Kavcar, Oğuzkan, and Sever; 2005). Therefore, it is necessary to make many and various practices, listen to fine and effective speaking persons and take them as models (Özbay, 2005). Development of speaking skills as in developing all other knowledge, skills, and abilities is possible with rich educational experiences. It cannot be contended that basic language skills particularly speaking and listening skills were given importance in Turkish

language classes before the 2006 Turkish Lesson Program (Özbay, 2006; Güneş, 2014). 2006 Turkish Lesson Program (6-8), unlike previous programs, included methods to implement; therefore, it led the teacher the way in the field of a method using in mother tongue courses (Özbay, 2006).

The program lists ten methods/techniques toward transferring speaking skills goals to students under the title of "Methods and Techniques" and asks for carrying the speaking activities to learning environments employing these methods. For instance, it suggests the method of free speaking in the activity of "Maymun Gözünü Açtı (Monkey Opened its Eyes)" and that of guided speaking in the activity of "Güzel Bir Gün (A Nice Day)." Furthermore, the need for using different methods in other speaking activities is emphasized (Ministry of National Education [MNE], 2006). It is placed an emphasis of "Each speaking activity should be done according to a definite method and technique and each activity should be done by a different method (MNE, 2006, p. 257)." by pointing to the importance of methods/techniques in the process in teaching lesson section of Turkish Course Teaching Program. Once again, in the memorandum of Turkish Teachers Special Competencies MNE (2008) transmitted, it is placed the expression of "Teacher uses different methods and techniques according to students' development levels.". It means that Turkish teachers should know and apply special teaching methods and techniques in Turkish teaching. Binbaşıoğlu (1995, pp. 46-47) concludes that the most important determinant of the teaching profession is his/her dominance over teaching methods. This fact was known in the first foundation phase of teacher-raising schools, and the teaching methods course was the first professional formation course inserted into the teacher schools' programs. In this respect, it can be stated that the method/technique issue in education plays a vital role in achieving program gains.

In the light of all these facts, speaking skill training and methods and techniques used in this training can be said to be important. When literature examined, it can be found a great number of studies related to speaking training (Kurudayıoğlu, 2003; Özbay, 2005; Temizyürek, 2007; Uçgun, 2007; Temizkan, 2009; Doğan, 2009; Altuntaş, 2012; Ayrancı, 2016; Kemiksiz, 2016; Kartallıoğlu, 2018; Ünsal, 2019) but no remarkable studies based on teachers' views about the practices of methods and techniques in speaking training. Considering the importance of speaking training and its problems explained above in detail, it is appreciated that the efforts to enlighten how methods and techniques are perceived and used by teachers are crucial. Within this scope, in this study examining teachers' views about 2006 (6-8) Turkish Lesson Program (TLC) and methods and techniques toward speaking skill existed in literature, answers have been sought for the following questions.

1. What are the methods/techniques teachers use in the development of speaking skills?
2. What are the teachers' views about their competencies related to speaking skill methods/techniques?
3. What are the teachers' views about factors they care about while choosing methods/techniques in speaking skills training?
4. What are the teachers' views about the practice of speaking skill methods/techniques in the learning-teaching process?
5. What are the teachers' solution proposals against the problems they encounter in the practice of speaking skill methods/techniques?

METHOD

In this section, explanations about the design of the study, study group, instruments, and data analysis were done.

Design of the Study

In this study, phenomenology design, one of the qualitative research methods, was used. The main goal in phenomenological studies is to discover the participants' views, perceptions, tendencies, and beliefs related to a phenomenon that exists but is not exactly understood (Creswell, 2013; Yıldırım and Şimşek, 2018).

Study Group

Study group of this research consists of 26 Turkish teachers serving in the Bolu city center. In selecting teachers in the study group, the criterion-referenced sampling method, one of purposive sampling, was used. The criteria were teachers' actively teaching, graduated department, serving time, average student numbers of the classes in which they teach, voluntary participation, and their representation qualities of the population. The interviews with the study group were held in April, May, and June 2014. Demographic information of the teachers in the study group has been depicted in Table 1.

Table 1. Demographic information of the teachers in the study group

Personal Information		<i>f</i>	%
Gender	Female	15	57.7
	Male	11	42.3
Graduated department	Turkish Language Teaching	19	73.0
	Turkish Language and Literature Teaching	2	7.6
	Classroom Teaching	2	7.6
	Department of Turkish Language and Literature	2	7.6
	Others (English, French, German)	1	3.8
Student numbers	20 and below	3	11.5
	Between 21 and 30	14	53.8
	30 and above	9	34.6
Service time	0-5 years	7	26.9
	6-15 years	15	65.3
	16 years and above	4	15.4
TOTAL		26	100

Data Collection Tool

Data resources in phenomenological studies are the persons who experience the phenomenon the research focused on and can reflect the phenomenon. The main data collection tool in this study is the interview. In this context, a semi-structured interview form prepared by the researcher was used in this study. The interviewer has great flexibility in a semi-structured interview. The researcher, in this kind of data collection, has the freedom of asking both pre-determined questions and additional questions to take detailed information about the pre-determined questions (Yıldırım and Şimşek, 2018). Within this scope, literature was reviewed, and a series of draft questions were prepared before forming the last version of the interview form. Views of six academicians serving in the departments of Turkish Education and Educational Sciences were taken about draft questions. As a result of these views, the number of questions was increased from six to eight and some corrections about wordings were done. These studies were done to ensure the content validity of the interview form. Before finalizing the interview form, it was submitted to two Turkish teachers serving in the Bolu city center to test the intelligibility of the questions, and these teachers were excluded from the study group.

Data Collection

Taking voluntariness into consideration, all the teachers in the study group were contacted through telephone, and an appropriate time was planned for the interviews. The interviews were held at lunch time, after classes, at free hours, or on free days as pre-planned. Teachers' rooms, libraries, administrative rooms, canteens, or open areas were preferred in accordance with the teachers' requests. The interviews held with a total of 26 Turkish teachers took between a minimum 13.04 minutes and a maximum 45.31 minutes. The total interview time in the study was 11 hours, 44 minutes, and 49 seconds. Mean interview time was 27 minutes and 07 seconds. Recording equipment was used in the interviews by taking the teachers' permissions. Additionally, important points were written down by the researcher. These notes mainly involve a description of teachers' body language reflecting their mood while they answer the questions. The environment was arranged, and necessary breaks were taken in long interviews or unexpected situations in accordance with the teachers' requests. Therefore, validity and reliability of the data were tried to ensure. The names of the schools and the teachers' institutional and personal information were not revealed for ethical considerations, but only random coding (T1, T2, T3, ...) was used to facilitate the elaboration of the data.

Data Analysis

Content analysis was used to analyze the interview data. The main aim of content analyses is to find out the concepts and relationships that can explain collected data. Data were processed in detail in content analyses, and the concepts and the themes hard to notice are discovered at the end of these analyses. The main process is to gather similar data around the definite concepts and themes and to explain them in a way reader can understand by organizing (Yıldırım and Şimşek, 2018). Validity and reliability studies are crucial in data analysis. Therefore, data were analyzed synchronically with another researcher (Turkish teacher / expert in educational sciences). In Yıldırım and Şimşek's (2018) view, an additional study to ensure coding reliability is needed in cases when more than one researcher studies on data. Researchers in these cases code the same data sets and compare coding similarities and differences numerically and calculate the coding percentage. It is necessary to reach at least 70 percent level reliability in these cases. In reliability of data in this study, codes of both researchers and the categories related to the codes were compared and calculated an agreement percentage of 91 (Miles and Huberman, 1994). Researchers reached an agreement after discussing disagreed items.

FINDINGS

In this section, there are findings related with teachers' views about 2006 (6-8) Turkish Lesson Program (TLC; MNE, 2006: 64,65) and methods and techniques toward speaking skill existed in literature.

Findings Related to the First Research Question

In the first research question, there are Turkish teachers' views about what methods and techniques they use to develop speaking skills. Obtained findings related to this question have been summarized in Table 2.

Tablo 2. Turkish teachers' views about methods and techniques they use in speaking training (n=26)

Themes and sub-themes	<i>f</i>	Themes and sub-themes	<i>f</i>
Methods and Techniques not placed in TLP		Methods and Techniques not placed in TLP	
Question-Answer	26	Guided Speaking	20
Brainstroming	24	Attended Speaking	15
Dramatization	15	Creative Speaking	14
Deduction	12	Discussion	10
Induction	12	Emphatic Speaking	8
Six Hats Thinking Method	3	Critical Speaking	7
Speaking on Desk	3	Persuasion Method	7
Speaking Based on Caricature, Picture, etc.	3	Free Speaking	6
Telling Memory or Story	3	Speaking by Choosing from Word Pool	3
Role Cards	1	Keeping in Mind	-
Speaking Circle	1		
Perform Karagöz or Puppet Show	1		

In examining Table 2, it can be said that techniques mostly used by the participant teachers are question-answer ($f=26$), brainstorming ($f=24$), guided speaking ($f=20$), dramatization ($f=15$), creative speaking ($f=14$), deduction ($f=12$), induction ($f=12$) and discussion ($f=10$). It can also be said that emphatic speaking ($f=8$), critical speaking ($f=7$), persuasion method ($f=7$), free speaking ($f=6$), speaking by choosing from word or concept pool, six thinking hats, speaking on desk, caricature, picture, etc. are used less, and technique of keeping in mind is not used at all by the participant teachers.

Views of majority of the teachers can be gathered under the inclusive statement of "I use the methods and techniques in Turkish course within the development of speaking skill. I make the children do the activities of question-answer and brainstorming and make them do guide speaking or discussion in which I also participate in order to make them speak (T.14)." The teachers emphasized that they do not much use the methods and techniques the program suggests because the question-answer method is at the center of the lessons for the development of speaking skills. They concretize their usage level by expressing, "We try to use a couple of times by considering the intensity of the topics when we have time during the year (T.4)."

T.4: "I use the methods the program suggests as well, but I use the methods of question-answer, brainstorming and discussion more, which are easier for me."

T.18: "We are not open to different methods and techniques. We constantly use the methods which are familiar, known, and easy for us."

T.20: "A non-reading child cannot speak. This is an important problem for the children. Therefore, I generally use guided speaking. Everyone can say something with this method. I want the children to enter into the spirit of the subject at the same time by using the question-answer method."

T.21: "I do not use a specific method in speaking training. I take the children's views about the subject by means of the question-answer method."

Findings Related to the Second Research Question

In the second research question, Turkish teachers' views about their competences related to the methods/techniques they use in the development of speaking skills have been examined. Findings related to the second research question have been summarized in Table 3.

Table 3. Teachers' views and reasons about their competencies in using methods/techniques for speaking training (n=26)

Themes and sub-themes	f	Themes and sub-themes	f
Sufficient	6	Partly Sufficient-Insufficient	20
		Insufficient Domain	
Sufficiency Cases		Conceptual Lackness	5
Knowledge of Method/Technique	6	Knowledge of Method/Technique	14
Application Skill toward Method and Technique	6	Application Skill toward Method and Technique	6
		Reasons	
		Lackness during undergraduate education	15
		Guidebook confusion	15
		Program insufficiency	12
		Literature Lackness	4
		Scarcity of Personal Effort	3

In examining Table 3, it has been determined that majority of the participant teachers (f=20) see themselves as partly competent or incompetent in the fields of misconception (f=5), lack of knowledge (f=14), transferring the knowledge to practice (f=6) and integration of methods and techniques with Turkish lessons. On the other hand, the minority of the teachers (f=6) see themselves as competent related to this topic.

T.2: "These methods have been explained just with a couple of sentences. They remain so brief. I do not know how to use them."

T.12: "There was something called side field during our university time. For instance, our side field was Social Sciences, and we always took the courses of History and Geography. We also learned about grammar, phonetics, morphology, Old Turkish, Middle Turkish; these are all useful, but I do not remember much about language skills at the moment. I mean, there is the effect of the courses that we did not take during university instruction for our incompetency."

T.10: "We do not give adequate importance to speaking training as a community or group. I mean, none of us ask the question of 'What have you done for the development of speaking skill?' to each other."

T.26: "Children like to jaw, and they withdraw themselves when their views are asked. Children are quarreling in this situation, and so I have to cut the activity. I do not make separate time for speaking in order not to face these kinds of situations. I make them speak by asking them questions."

Findings Related to the Second Research Question

In the third research question, Turkish teachers' views about methods and techniques they use for developing a speaking skill have been examined. Findings related to the second research question have been summarized in Table 4.

Table 4. Turkish teachers' views about factors when they choose methods and techniques for developing a speaking skill (n=26)

Themes and sub-themes		Themes and sub-themes	
Student Characteristics	<i>f</i>	Teacher Characteristics	<i>f</i>
Student's Active Participation	11	Teacher's Inclination toward the Method	20
Student's Level	9	Knowledge of Method/Technique	6
Student's Desire	3		
Time and Physical Opportunities		Features Related with Program and Method	
Duration	25	Features of subject/theme	16
Student Number	20	Speaking Skill Goals	6
Classroom Properties	6	Other Learning Domains	4
School Properties	2	Suggestion of Program and Guidebook	3
		Method/ Practicality of the Technique	2

In examining Table 4, the interviewed teachers can be said to consider the factors related to student, teacher, time, physical opportunities, program and method when they choose methods and techniques for developing speaking skills. It can be said that class duration ($f=25$), student number ($f=20$), familiarity of the teacher with the method ($f=20$), features of topic/theme ($f=16$), students' active participation ($f=11$) and students' levels ($f=9$) are particularly taken into consideration by the teachers. It can also be said that speaking skills goals ($f=6$) and students' desires ($f=3$) are relatively less considered by the participant teachers in choosing methods and techniques for developing speaking skills. Views of participant teachers are presented below by quoting.

T.4: "Everyone has a specific teaching style, and practicality is important for me."

T.6: "I choose the practical techniques by which all our students can speak, and the class duration will be adequate because speaking is an individual activity."

T.11: "I cannot make much time for speaking activities, but as long as I have time, especially at the end of the class, I use practical methods and techniques. I sometimes ask the students to tell one memory and sometimes use a free speaking method on current issues."

T.14: "There some methods students like much; but these methods take too much time. Therefore, I cannot make time for other learning skills. As a result, I generally use practical question-answer and brainstorming techniques."

T.26: "The best method for me is the method I know, and I am capable of using. Therefore, I do not use the methods I do not know. It cannot be called choosing, but I use the methods on which I specialized. For instance, I use wh question method."

Findings Related to the Fourth Research Question

In the fourth research question, Turkish teachers' views about the application of the methods and techniques for developing speaking skills. The findings obtained related to the research question have been summarized in Table 5.

Table 5. Frequency values related to the teachers' views about the application of the methods and techniques for developing speaking skills (n=26)

Themes	Positive View <i>f</i>	Negative View <i>f</i>
Necessity of Method/Technique in Speaking Training	11	15
Practicality of Methods/Techniques with Activities	13	13
Sufficiency of the Methods/Techniques suggested in TLP to Achieve Speaking Skill Goals	10	16
Guidance of Program and Guidebooks	8	18

In examining Table 5, the participant teachers can be said to have both positive and negative views about the application of methods and techniques for developing speaking skills. It has been found that the participant teachers have more negative views ($f=15$) about the need for methods and techniques in speaking training. Similarly, the majority of the teachers ($f=16$) think that the methods and techniques suggested in TLC are inadequate for developing speaking skills. Moreover, it can be said that the guidance of the program and guidebook is inadequate ($f=18$) and teachers' positive and negative views about the practicality of methods and techniques are equal ($f=13$) according to teachers' views. Views of participant teachers are presented below by being quoted.

T.3: "Children already speak in Turkish classes. I do not need an extra method. I use these methods from time to time as the program suggests them."

T.10: "Methods and techniques take place without planning. Speaking with a specific method limit the students."

T.9: "These techniques are introduced at the beginning of guidebooks. They also state which methods and how they should be used. Sometimes, I even think that these limit teachers."

T.14: "Guidebook and program should guide the teachers more because teachers have deficiencies in knowledge and skills related with this field and they should present the activities for this process more concretely."

T.19: "I look into the guidebook when I plan to make speaking activity. It only tells us to use a specific method but does not explain how to practice exactly. I can understand how to practice by means of activities; I can practice them only in this way."

T.5: "The program is just interested in what students speak. But for me, how students speak is also important. Methods do not foster this though the program has goals about it."

Findings Related to the Fifth Research Question

In the fifth research question, teachers' views about (a) problems and (b) solutions encountered in the application of the methods and techniques of speaking skills have been examined. Findings obtained related to the research question have been summarized in Table 6.

Table 6. Teachers' views about solutions of the problems encountered in the application of the methods and techniques of speaking skills (N=26)

Suggestions	<i>f</i>
In-service training should be given to teachers on speaking training and the methods.	21
A separate lesson having a program for speaking training will make the practice of methods and techniques more effective.	20
The program and the guidebooks, by being updated, should provide guidance in the application of the methods and techniques.	18
Didactic activities should be included in undergraduate education.	16
The duration of speaking training in Turkish lessons should be increased.	14
Student numbers in classes should be decreased.	14
A separate classroom having necessary equipment is needed for speaking training.	9
Lesson intensity should be decreased in the unitized yearly plan.	6
Nice speaking samples prepared as auditory should be included in listening activities.	4
Importance of speaking training should be recognized in educational mediums.	4
Students should have books including nice speaking samples.	3
Methods and techniques should be arranged according to class grades.	2
Speaking skills should be developed from very young ages.	2
Activities in which methods and techniques are practiced should be interesting.	2

Table 6 shows that participant teachers suggest in-service training ($f=21$), a separate lesson for speaking skills ($f=20$), development of the program and guidebooks ($f=18$), quality undergraduate education ($f=16$), increasing the duration for speaking in the lessons ($f=14$), decreasing the student numbers ($f=14$), designing classrooms appropriate for speaking training and development of course materials toward speaking skills as solutions for the problems encountered in the application of the methods and techniques for speaking skills.

Views of participant teachers are presented below by being quoted.

T.18: *“Speaking should be a separate lesson. Children should come to these classes without books because they feel themselves more comfortable. This will be quite effective. Speaking methods can be practiced more comfortably in this way. It can be a selective lesson. Curriculum can be lightened more.”*

T.1: *“Undergraduate education is inadequate in this context. We weren’t given information and skills in the field of Turkish skills. Therefore, speaking training should be valued more.”*

T.12: *“Practical activities should be done with the studies of speech stand, practical oratory and dramatization.”*

T.6: *“Number of lesson hours should be increased. It should be a selective lesson if needed. Guidebooks should be more toward practices. Proposed activities should be in accordance with the methods. Guidebook perplexes me instead of helping. It should be a guide for us more.”*

DISCUSSION

It can be stated that the participant teachers use the methods and techniques of question-answer (f=26), brainstorming (f=24), guided speaking (f=20), dramatization (f=15), and attended speaking (f=15) as a result of examining the findings obtained in this study goal of which is to determine the views of the teachers related with Turkish Lesson Program (TLP, 2006) and methods and techniques existing in literature for developing speaking skills. On the other hand, it has been found that teachers use guided and attended speaking methods and techniques more often, but they less or never use the techniques of speaking by choosing from the word or concept pool (f=3) and keeping in mind. Moreover, it can be stated that teachers use general teaching methods and techniques (question-answer and brainstorming) more than the methods and techniques the program suggests for developing speaking skills. It can be stated that the most suggested methods and techniques are the guided and creative speaking; the least suggested ones are free and critical speaking in teacher guidebooks. It is seen that the technique of keeping in mind is not suggested in any activity. In the light of these findings, it can be stated that guided and creative speaking techniques which are among the most used techniques by the teachers are also the most suggested techniques by teacher guidebooks. Another finding obtained in this study is that teachers who make separate time for speaking training use the methods and techniques suggested in the program; teachers who do not make separate time for speaking training and mostly teach reading, writing and grammar do not use the methods and techniques suggested in the program.

The great majority of the teachers (f=20) have views that can be summarized as “I use the method and techniques I use in Turkish lesson also for the development of speaking skills. I use the techniques of question-answer, brainstorming, guided speaking and discussions (T.14).” Teachers expressed that they base the question-answer technique on developing speaking skills (f=26), and they emphasized that they do not much use the methods and techniques the program suggests. They concretized their usage levels by stating, “We try to use them for a couple of times during the year when we have time within the frame of subject intensity (T.4).” The findings obtained within this scope are in line with the findings of previous studies (Kutluata, 2008; Altuntaş, 2012). On the other hand, the question-answer method most used according to findings is seen as important by domain experts in terms of speaking training. Alperen (1994), Özbay (2005), Temizyürek (2007) and Kurudayıoğlu (2003) emphasized the importance of the question-answer method and make suggestions about how to use this method. It is seen that the second most used method is brainstorming following the question-answer method (f=24). The brainstorming method, just like the question-answer method, is also seen as important by experts in terms of speaking training. Kurudayıoğlu (2003) claimed that brainstorming is used not only in Turkish lessons but also in all lessons and it is important for the mental development dimension of speaking skills.

It can be stated that more than half of the teachers (57%, f=15) use the dramatization technique which is not included in the program. Öz (2001) claimed that dramatization which is important to activate the students in primary schools, can also be used in the development of verbal performance. It can be stated that it is important to use the methods and techniques (question-answer, brainstorming, dramatization) that take place in literature but are not included in the program and which the teachers state that they use intensively in the activities for the development of speaking training. It can be evaluated as a deficiency that emphatic and free speaking methods which the program requires to be practiced particularly at definite moments of Turkish lessons are used by a small number of teachers (30%, f=8).

In examining the findings related to the Turkish teachers’ competences in speaking skill methods and techniques, the great majority of the teachers are seen to state that they do not make much time for speaking

training and do not often use the methods and techniques for developing speaking skills. Among the reasons for not using, the view that they do not know the methods and techniques well and they are not so competent to use them takes place on the top. On the other hand, some teachers stated that they know the methods and techniques, but they cannot transform this knowledge into skill.

Six of the teachers (T3, T4, T5, T10, T18) stated that they do some studies in the classroom for speaking goals, but they do not name the methods and techniques, and they do not know the names of these methods well. In this sense, similar results were found, and teachers emphasized conceptual confusion in Yaman, Tulumcu and Demirtaş's (2013, p.415) study. Similarly, a conceptual confusion toward the applying the methods and techniques was expressed according to the results of Kutluata's (2008) study conducted in relation to the methods and techniques in Turkish lessons.

An important part of the participant teachers (f=14) expressed that they do not have the knowledge of methods and techniques and do not need them to develop of speaking skills. Arhan (2007, p.135) reported that 70% of the teachers have a view that methods are formed on their own in speaking training in time, and 12,3% of the teachers have a view that there is no need for any method. These findings support the findings of this study. It can be stated that knowledge about methods and techniques is needed before anything else in order to use any method and technique healthily. This result of the study may have challenging consequences for the teachers who are designers and practitioners of educational mediums. Öztürk and Altunta (2012) also stated that many methods and techniques suggested in the program are not used for speaking skills and they claimed that knowledge deficiency is among the reasons for this case. Although speaking skill is accepted as an innate ability, it can be developed through education like all skills. Therefore, it can be stated that knowing and practicing the methods and techniques included in the program is the most important responsibility of a teacher. Akdeniz and Küçük (2011) call this responsibility a legal-social responsibility.

Nearly one third of the participant teachers (f=8) stated that they know the methods TLP suggests in terms of both conceptual and content and practice, but they could not bring them to the classroom medium. The prominent reason, according to the teachers' views related to inadequacy is the deficiency in undergraduate education. Constructivist language approach entering rapidly into education after 2005 bases on the learning-teaching process teachers are not so familiar. It is predictable that teachers who were graduated from university before 2007 when undergraduate programs were updated according to constructivism may have difficulties in teaching the language skills, particularly speaking training. Moreover, teachers added other reasons for the guidebook and literature deficiencies related to inadequacy about methods and techniques they experience.

It can be expressed that the program and the guidebooks explain the related methods and techniques in a limited way (MNE; 2006, pp. 64, 65). Activities that reflect the basic understanding of the program have been highlighted. Highlighting the activities is the desired situation, but methods and techniques have been named as a suggestion (MNE, 2006, pp. 87, 103). The point of how methods and techniques are used has not been fully clarified in the program. Although much time passed after the introduction of the program, it can be stated that intensive effort and time are still needed for the introduction and the absorption of the methods and techniques. It particularly seems not so possible that teachers will learn these methods and techniques through their own efforts. Moreover, the great majority of publications in this field explain these methods and techniques in a limited way to the extent that the program introduces them. Özbay (2006), Ünalın (2006), Temizyürek and et al. (2011), Şahin and Kana (2013) and Kurudayıoğlu (2013) included these methods in their books but they did not refer to the detailed specifications other than the program mentioned. On the other hand, Demirel and Şahinel (2006), Yıldız (2008), Tazebay and Çelenk (2008), Kırkkılıç and Akyol (2007) and Akyol (2010) did not include these methods at all in their books. As a result, the case the teachers do not know the methods and techniques TLP suggests is closely related to the reasons they expressed.

In examining the findings related to the first and second research questions, it can be stated that teachers do not see themselves as competent particularly in the techniques of keeping in mind, six hats, speaking by choosing from word and concept pool. In the study of Öztürk and Altuntaş (2012, p. 352), it was found that the techniques of keeping in mind and six hats were not used by the teachers. Similarly, in Yaman, Tulumcu and Demirtaş's (2013, p. 419) study, it was found that the technique of keeping in mind was never used. Teaching technique is the practicing way of teaching method depending on the individual, place, time, physical conditions, tools and materials (Oğuzkan, 1989; Calp, 2010; Demirel, 2010). If handled in this term, teaching techniques can be seen important factors in developing speaking skills. Speaking skills consist of many complex factors integrating each

other. These can mainly be expressed as mental and physical factors (Özbay, 2006; Kurudayıoğlu, 2013; Temizyürek, Erdem ve Temizkan, 2007). Memory education is at the center of mental factors. Knowledge existing in the memory lies in the background of good speaking. The techniques of keeping in mind and speaking by choosing from the word and concept pool are important practices in the development of memory in this term. It should be stated that techniques like the six hats thinking technique can develop speaking skills considering that speaking exists with a thought or the best evidence of the thought is speaking.

In examining the points that the participant teachers consider in choosing the methods and techniques for developing speaking skills, it is seen that they value the practice time most. The other points they value other than this are their familiarity with any method and technique, features of the topic, active participation of the students, learners' levels and desires, student numbers, easiness and practicality for the method and technique. Küçükahmet (2011) claimed that the most important factor is the time in determining method selection. Therefore, it is an expectation that teachers take the time into consideration while choosing the method. However, it is well known that many teachers explain their dependencies to classical methods with inadequacy of lesson time. Another point valued by the teacher is student numbers. When asked about the maximum student number for the contemporary teaching methods to be used, the answer is often "as few as possible". This point is more important in terms of speaking training. Speaking skill is only acquired by speaking and students need the opportunities to acquire communication skills in life. Another finding is that very few teachers consider student desires and program goals in choosing a method.

Lesson goals may give clues about what methods that lesson will be taught. For instance, the statement "using voice and body language" of the second goal related to speaking skills in the program is directive for method determination. Choosing a method and technique focusing on physical properties of speaking (diaphragm, vocal cords, articulation, intonation, etc.) instead of mental skills may be more functional in order to achieve this kind of goal. Onan (2010) emphasized the importance of considering the effect fields of methods and techniques in order to achieve the goals with reference to the relation between brain, language and speaking.

Ergin and Birol claimed that speaking ability consists of four elements of visual behavior, voice, language and mental activity. There are intensive mental activities at the back of audio-visual elements of speaking, which also make these elements meaningful. Güteryüz (2002) and Calp (2004) emphasized that speaking has the dimensions of cognitive, affective, and psychomotor and the skills depending on these dimensions can be developed. Not taking these acquirable skills and program goals into consideration makes the instruction questionable. It means arbitrariness because teachers' first task is making the students acquire the program goals. Another important point with reference to the findings is that teachers consider "student characteristics" less than "time, physical properties and teacher characteristics". This situation can be accepted as the natural result of teacher-centered approaches they were exposed to and accustomed to during their own learning lives.

Contemporary understanding in education has a viewpoint taking the students into the center and making them responsible for their own learning. The role of the teacher has changed in educational mediums and the teacher has a new role of leading the students as a guide instead of the role of transferring the knowledge (Yaşar, 1998; Arslan, 2007). This new viewpoint has not decreased the teacher's responsibility and also has created new responsibilities. The basic responsibility for the teacher is to know the individual's interests and needs and bring the methods and techniques into educational mediums to make the student active in the learning process. Therefore, speaking methods and techniques should be practiced with a holistic approach considering the students' learning styles. Güneş (2014) claims that multiplicity and diversity have been aimed toward speaking goals instead of one concept, one principle, one method, one technique in the Turkish Teaching Program developed after 2005. Various kinds of methods and techniques have taken place in the program. Teachers should take many variables into consideration, travel among the methods and techniques masterfully, and bring the diversity of methods into educational mediums.

It is seen from the findings related to the application of the methods and techniques that teachers have positive and negative views. Great majority of the teachers have negative views about the need and practicality of the methods and techniques in the development of speaking skills. TLP emphasizes the need for the methods and techniques to achieve the goals related to speaking skills (MNE, 2006: 21). The understanding of achieving the language goals through the activities the program bases on is largely accepted also by the domain experts (Sever et al., 2011; Özbay, 2006; Ünalın, 2006; Akyol, 2010). It can be referred to as an important problem that teachers have negative views about using a definite method and technique in speaking training. The way to

achieve the speaking goals cannot be making the students memorize some speaking formulas or using one- or two-minute superficial activities at the end of a lesson (Göğüş, 1978). Speaking skill, the basic accelerator of human relationships and democratic life, seems impossible to reach the desired level without any efforts (Morreale and Pearson, 2008; Hunt, Wright, and Simonds, 2014).

Speaking activity is not only a tool for sharing our feelings and ideas but also an important factor in the formation of democratic culture. Being aware of self-expression rights and respectful of the exercise of this right is the requirement of the current age. Social consensus and common understanding are only possible in this way. The development of civilization and democratization does not seem so possible without speaking training. Therefore, there are speaking classes in primary and secondary schools in the West. These classrooms contain tape deck, video player, microphone, and lectern to use in speaking training (Yalçın, 2002, p. 164). However, it brings failure to construct speaking training independent of any method and technique. Moreover, the results of the recent experimental studies investigating the development of speaking skills point to the importance of method, technique, tactics, and activity practices (Yıldız, 2015; Kemiksiz, 2016; Herbein et al., 2018; Kartallıoğlu, 2018; Ünsal, 2019).

Findings related to the problems encountered in the application of speaking methods and techniques and the solution proposals indicate that the participant teachers need in-service training. The teachers suggested that there should be a separate lesson for speaking training, the program should be updated considering the speaking training more, didactic studies on special teaching methods should take place in undergraduate education, the duration for speaking skills in Turkish lesson should be increased, student numbers should be decreased, and special classrooms should be designed.

Great majority of the teachers suggested that there should be a separate lesson or hour for speaking training. Literature has studies supporting this suggestion (Arslan, 2010; Dedeoğlu Orhun, 2009; Sağlam, 2010). However, the emphasis of the program related to this point is “Turkish learning consists of listening/watching, speaking, reading, writing and grammar toward the development of comprehension, interpretation. The mentioned learning fields should be handled holistically as they interact with each other (MNE, 2006, p. 2)”.

MNE has issued view letters and circulars on the development of the mother tongue holistically at various times so far. It is mentioned in these issues that behaviors related to comprehension (listening-reading), production (speaking-writing) and grammar should be taught to students and the teachers should switch from one activity to another masterfully (Altuntaş, 2012). In this context, the fact that speaking cannot be separated from other language skills should be taken into consideration, and the development of speaking skills should be valued even if speaking training does not have separate lessons. It can be stated that teachers have the greatest responsibilities at this point. Turkish teachers should be able to switch among learning fields masterfully and use methods and techniques proper to students’ levels and lesson goals (Özbay, 2005; Kurudayıoğlu, 2003). Moreover, there are different views other than the view that speaking training cannot have a separate lesson. According to this view, speaking skills cannot be taught to children by superficial activities in the limited time during lessons. Therefore, a separate lesson is needed for the speaking training (Göğüş, 1978; Kılıç, 2000; Dedeoğlu Orhun, 2009). Er (2011) claimed that speaking training should take place as a mandatory lesson in the curriculum of primary schools. Similarly, Sağlam (2010) claimed that a lesson named “Diction and Oratory” should take place in the -7th- grade classes. In this context, placing the lessons of ‘drama’ for the -5th- and -6th- grade classes and ‘communication and presentation skills for the -7th- and -8th- grade classes in secondary schools in the 2011-2012 school year can be evaluated as pleasing.

CONCLUSION AND SUGGESTIONS

It has been concluded that the participant teachers in this study are not aware of their own competences related to the methods and techniques for speaking training suggested in the Turkish Lesson Program. It can be expressed that the participant teachers do not know the methods and techniques well. They experience conceptual confusion, and have theoretical knowledge deficiencies in applying the methods and techniques or cannot practice them even if they have theoretical knowledge. The teachers explained their incompetencies depending on the deficiencies in undergraduate education, the complexity of the program and the guidebook, inadequacy of literature, and the fact that they do not spend much individual effort. The most used methods and techniques for developing speaking skills are question-answer, brainstorming and guided speaking. It has been

concluded that the methods other than guided speaking the Turkish Lesson Program suggests are used in a limited way and the technique of keeping in mind is not used at all. Teachers mainly view that methods and techniques are not needed in speaking training or methods and techniques arouse automatically.

It can be expressed within the scope of this study that there are many problems in the practice of methods and techniques, but the value given to and the need felt for speaking skills in mother tongue by the teachers are not at an adequate level. It can be useful to give the teachers in-service training on introducing the methods and techniques to the teachers and how they can be practiced. It has been seen that the teachers substantially attribute their deficiencies in knowledge and skills to undergraduate education. Therefore, detailed instruction should be done for speaking training methods and techniques and how they can be practiced in the undergraduate Turkish education program. Speaking training should be conducted by contemporary methods and techniques considering the quality of speaking and developing the skills in a holistic way both physically and mentally, not by general teaching methods and techniques used in Turkish lessons. A thematic speaking activity should be arranged after each text or listening/watching material, and the activities should be conducted by means of a definite method and diverse methods as much as possible should be used during the school year.

Statements of publication ethics

I hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Note for Ethical Committee Approval

The document 10th April 2014 dated and 2014/34 numbered document by Bolu Abant İzzet Baysal University, Ethical Committee of Human Research in Social Sciences.

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