



Teacher Views Regarding Speaking Education

Research Article

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ABSTRACT

In this study, it is aimed to evaluate the speech education in secondary school Turkish lessons from the opinions of teachers. Qualitative research technique was used in this study. The research was conducted on 20 Turkish teachers working in different secondary schools in Malatya during the spring term of 2018-2019 academic year. The interview technique was used and the participants were asked ten open-ended questions, which were prepared in advance. In the analysis of the research data, "classification analysis" was used from the content analysis methods. According to the findings of the study, Turkish teachers are required to make speech training in their classes. Most of the teachers stated that they used prepared and unprepared speech methods in speech education. There are a number of problems in speech education such as inadequacy of student readiness, lack of time, lack of effectiveness, lack of knowledge of methods, techniques and strategies, gains and differences in regional speech. The alternative assessment and evaluation approaches foreseen by constructivism are not included in speech training. Turkish teachers found that the skills of speaking in Turkish textbooks were insufficient and unqualified. It is stated that the achievements are insufficient to realize the skill of speaking. In order to turn the speech education into daily life skills, it was stated that the gains should be applicable and should be used in daily life. Turkish teachers stated that speaking skill is a completely neglected skill in Turkish lessons. Teachers made suggestions based on the problems they experienced.

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Introduction

Among language skills speaking is the skill which is related to socializing most. Correct, efficient and understandable speaking is the fundamental part of education. Unfortunately, the fact that speaking is an innate skill causes its improvable features to be neglected most of the time. Therefore language skill, which is firstly learned from mother, family environment, relevant environments, imbedded in individual's subconscious and enables the individuals to establish their connections with the society, (Aksan, 2003, p. 81) must gain speed via school. Within the school process teachers can develop speaking ability, which is innate,

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by means of appropriate environment, adequate time, efficient methods and techniques. Thus speaking, which is the base of understanding each other, becomes a part of communication, education and right cultural transmission in time. These are the processes that make language transferable from generation to generation; and a social institution (Korkmaz, 2003, p. 2) that protects and transfers culture.

Speaking is the reflector of mental development, personality formation and social relationships (Sever 2000: 19); presenting the message constituted with a mental effort, mental accretion to another person through language (Adalı, 2003, p. 27). Speaking which is the most efficient tool that enables the individuals to communicate in social life, share their knowledge and experiences, and express feelings, opinions, dreams and observations, (Özbay, 2013, p.7) is also important in terms of providing transfer of opinions, feelings and information through language, which is composed of sounds (Demirel, 1999, p.40). In addition it is a psychophysical process based on the muscles of the humans that have psychological and physical aspects in order to effect the person or people communicated (Taşer, 2001, p. 45).

Power of thinking and the skill of expressing thoughts are the primary features that separate humans from other living beings of the universe and speaking ability is the most important feature of humans (Aksan 2009). Since speaking in the process of sharing experiences verbally among individuals (Başaran & Erdem, 2009), its fundamentals are built on sharing. Therefore what removes speaking out of technical dimension and reach the purpose of sharing; and enables it to find a place in mind, is that it has common signs and sounds.

Speaking constitutes the base of Turkish language education. The ultimate aim of speaking lessons given at schools must provide students express their feelings and opinions correctly and efficiently (Gündüz & Şimşek, 2014, p.22). In Turkish Course Curriculum the development of speaking skill via education is emphasized and it is stated that students transfer what they know, feel and think by speaking (Doğan vd., 2018, p.56-57). Turkish Course Curriculum aims to prepare individuals for life with language skills acquisitions. Accordingly in parallel with Overall Objectives and Fundamental Principles of Turkish National Education that takes place in Basic Law of National Education Number 1739, it is aimed to develop listening, monitoring, speaking, reading and writing skills, and also providing the use of Turkish appropriately for its speaking and writing rules, consciously, correctly and attentively (MEB, 2017a, s. 10). Likewise students are expected to express themselves correctly and confidently benefiting from the rich vocabulary enjoying aesthetic pleasure of Turkish language, solve the problems they encounter in social life by speaking, interpret and evaluate (MEB, 2006, p. 6).

In accordance with these expectations and objectives planned programs and qualified teachers are required to perform these programs to conduct speaking skill systematically. The teacher, who is in the field, must not only be considered as the performer of the program but must be included in improvement process with appropriate feedbacks.

When literature is observed it is seen that there are few studies on teachers, who are on the factory floor. In this context especially considering the studies directly related to the study aforementioned, we encounter a study called "The Views of Teachers towards Speaking Education in Secondary Stage of Elementary School: A Qualitative Study the Purpose of Research", which belongs to Öztürk and Altuntaş (2012). The views of Turkish language teachers in the secondary stage of elementary school and the problems they encountered in speaking education were revealed in the study. Similarly another study in which teachers' views take place is the study of Dölek and Hamzadayı (2017) called "Approaches of Turkish Language Teachers Evaluating Speaking Skill". As a result of the analysis it was determined that Turkish language teachers considered speaking skill as important as other skills. In addition it was seen that Turkish language teachers paid regard for speaking principles that require cognitive function at low levels such as student' gesture and facial

expressions, adjusting voice, pronunciation, and also appropriate and correct usage of words. On the other hand it can be stated that teachers are aware of the fact that the quality of the feedback given has a great effect on students.

In Er & Demir's (2013) study called "An Investigation of Speaking Skills of Turkish Teachers from the Viewpoint of the Pre-service Turkish Teachers" the views of Turkish language teacher candidates were taken via semi structured interview form regarding usage of speaking skill by Turkish teachers in intern schools.

According to analysis results conducted in Karahan's (2015) study called "Attitudes of Turkish Language Teachers towards Speaking Education" it was determined that students' attitudes towards speaking were at medium level. It was also determined that students' attitudes towards speaking differed according to gender variable and this difference was on behalf of female students. In addition to all these in Akkaya's (2012) study called "The Opinions of Teacher Candidates about Speech Problems" problems of teachers about speaking were discussed. In the study it was determined that teacher candidates made mistakes resulting from voice, tone, stress, and pronunciation errors and also had speaking problems such as pauses during speaking, failure of grammar rules, lack of information, not focusing on speech and speech problems resulting from social handicaps and physical causes.

After the survey it was observed that studies conducted regarding language skills generally centred on reading and writing skills. Therefore it can be stated that extended studies are required regarding speaking skills. In this sense this study consulted teacher views and it aimed to take views of teachers regarding acquisition of speaking skill.

The Purpose of The Research

This research was conducted with reference to views of Turkish language teachers to make evaluations about speaking education performed in secondary schools. Based on the purpose of research answers were searched for the questions below:

Do you give "speaking education" in Turkish lessons? Why?

Which methods and techniques do you use in speaking education?

Which methods do your students use while they realize speaking skill?

What problems do you have in speaking education?

How do you make assessment and evaluation in speaking education?

What are your opinions about the activities included in Turkish course books regarding speaking education?

What speaking acquisitions do you observe in your students?

Does speaking education taken at school turn into a skill in your students' daily life? Why?

How do you interpret condition of speaking education in Turkish lesson? Why?

How do you think speaking education must be given, what are your recommendations?

The Method of The Research

The Model of The Research

This research was a qualitative research. Qualitative research; is a research type in which qualitative data gathering methods such as observation, interview and document analysis are used, a qualitative process is followed towards revealing perceptions and events in a natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2011).

Data Gathering Method

Data of the research was obtained via “open ended questionnaire interview” (Rubin, 1983 as cited Yıldırım & Şimşek, 2011). It was aimed to reveal Turkish language teachers’ views using semi structured interview form regarding secondary school 5th, 6th, 7th, and 8th grade students. Interview form was prepared by researcher and content validity consists of questions provided by two academicians and two Turkish teachers. Questions in the interview form were firstly asked three Turkish teachers, at the end of the application expression types of some of the questions were changed and questions were put in order again appropriately for subject unity.

Participants of The Research

Since data gathering takes a long time in qualitative researches it is appropriate to work with small groups. Therefore the research was conducted with 20 Turkish teachers who work in different secondary schools in Malatya and teach students from every grade in 2018-2019 academic year. 15 of the participants graduated from Turkish Teaching and 5 of them graduated from Literature Teaching department.

Analysis of The Research Data

Content analysis approach was used for analysing the data. In this study classification analysis technique was used, which is one of the content analysis techniques. In the research, in which applied categorizing process was conducted, respond texts were examined. These responds belong to participants for the interview questions. While forming categories (theme) it was attempted to determine the relationship between these texts and research questions. During the formation of categorizes, themes were constituted appropriately for research objectives. In this research interviews were performed with teachers using semi structured interview form and the data obtained was analysed according to content analysis technique. In qualitative researches validity can be provided by observation of the searched phenomenon or subject with its most natural state and objectively, as far as possible. In this analysis in order to provide objectivity answers of teachers were examined and analysed by two researchers. These two researchers determined the common points in these responds and coded them individually. After matching and combining the codifications made by researchers themes were formed. Themes were checked by researchers once more making comparison with the original data. For the explanation of data, themes that consist of responds given to each question in the interview form were interpreted under the title of relevant question. Teachers’ views were stated with quotations. In order to provide reliability of the research inter-coder agreement was checked. For this, data was coded by two expert academicians apart from researchers. For consensus percentage of coders, reliability formula of Miles and Huberman (2015) was used; $Reliability = \frac{\text{Number of agreements}}{\text{Total number of agreements} + \text{disagreements}}$. As a result of calculation it was seen that reliability was 87%.

Findings

In this part findings obtained as a result of the analyses of interviews performed with Turkish teachers are interpreted by tables.

All teachers give speaking education in Turkish lessons and they consider it necessary.

“Yes. I make an effort to make students’ dictions better.” T2

“Yes. I give speaking education for enabling students to be successful in social life.” T4

“Yes. I perform activities aimed at speaking skill.” T5

“Yes. I conduct speaking education for developing speaking ability.” T8

“Naturally I do. I perform speaking education when we apply question answer activities and when I give pronunciation information about the words the students use.” T10

“Yes, because most of the acquisitions of the lesson require speaking in practice.” T11

“I do, because it s one of the language skills to be given in the course. Students’ expressing themselves, suggesting what they feel and think effectively with a correct Turkish are main reasons why Turkish lessons are being studied at school.” T13

“Yes I do. I think acquisition of four basic language skills is important.” T15

“I do. I’m trying to make my students be aware of proper use of Turkish and use of voice tone appropriately.” T17

“Yes. I perform it in order to enable them acquire speaking skill”. T18

“Yes. I conduct speaking education for developing ability of expressing.” T19

All these applications can be accepted as an indicator that teachers try to put into practice the foreseen acquisitions in Turkish curriculum.

Table 1. Views of Turkish Teachers Regarding the Methods They Use In Speaking Education

Methods	f	%	Codes
Prepared speech (Presentation)	11	55	T1, T2, T4, T9, T12, T13, T14, T16, T17, T18, T19
Impromptu speech	13	65	T1, T2, T3, T4, T9, T12, T13, T14, T16, T17, T18, T19, T20
Question-answer	3	15	T3, T11, T15
Dramatization	2	10	T3, T8, T15
Tongue twister	2	10	T8, T1
Discussion	2	10	T3, T8
Debate	2	10	T8, T15
Case Study	2	10	T10, T15
Direct Instruction	1	5	T11
Visual interpretation	1	5	T9
Brain storm	1	5	T8

According to Table 1 Turkish teachers state that they benefit from methods, techniques and strategies such as prepared speech (presentation), impromptu speech, question answer, dramatization, reading and

memorizing tongue twisters, discussion, debate, case study, direct instruction, visual interpretation and brain storm.

Table 2. Views of Turkish Teachers Regarding the Methods They Use While Realising Students' Speaking Skill

Methods	f	%	Codes
Prepared speech (Presentation)	6	30	T2, T4, T6, T15, T16, T17
Impromptu speech	5	25	T4, T12, T13, T16, T20
Question-answer	3	15	T1, T8, T10
Dramatization	1	5	T3
Tongue twister	1	5	T7
Discussion	1	5	T7
Debate	1	5	T14
Imitation	1	5	T10
Direct Instruction	1	5	T11

According to Table 2 teachers state that while putting students' speaking skills into practice they benefit from methods, techniques and strategies such as prepared speech (presentation), impromptu speech, question answer, dramatization, reading and memorising tongue twisters, discussion, debate, direct instruction and imitation.

Table 3. Views of Teachers Regarding the Problems They Have In Speaking Education

Problems	f	%	Codes
Inadequacy of student's readiness	18	90	T1, T2, T4, T5, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20
Inadequacy of time	12	60	T1, T3, T4, T6, T9, T10, T11, T12, T15, T16, T17, T20
Inadequacy of activity	4	20	T6, T8, T14, T17
Unknown methods, techniques and strategies	5	25	T2, T4, T7, T9, T10 T13, T20
Acquisitions	3	15	T7, T15, T20
Regional dialect speeches	1	5	T9

According to Table 3 Turkish teachers state that they have problems such as "inadequacy of readiness, inadequacy of time, inadequacy of activity, unknown methods, techniques and strategies, acquisitions and regional speech differences".

Table 4. Turkish Teacher' Views Regarding the Assessment and Evaluation of Speaking Education

	f	%	Codes	Assessment- evaluation methods and tools	f	%	Codes
I do not apply assessment and evaluation in speaking education.	2		T7, T15		-	-	
I apply assessment and evaluation in speaking education.	18		T1, T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T13, T14, T16, T17, T18, T19, T20	Rubrik Peer evaluation form Via observation Via impromptu speech Via interpreting text Questionnaire	9 3 3 2 1 1	45 15 15 10 5 5	T2, T4, T10 T12, T16, T17 T81, T19, T20 T1, T3, T17 T6, T8, T13 T9, T11 T5 T14

According to Table 4 only two Turkish teachers do not apply assessment and evaluation. Turkish teachers, who apply assessment and evaluation, state that they utilize tools such as rubric, peer evaluation form and questionnaire. Some Turkish teachers state that in speaking education they apply assessment and evaluation via observation, impromptu speech and interpreting texts.

Table 5. Views of Turkish Teachers Regarding the Activities in Turkish Course Books

Views	f	%	Codes
Adequate and qualified	4	20	T3, T11, T18, T20
Not adequate and qualified	7	35	T2, T5, T6, T7, T12, T13, T15
Adequate but not qualified	6	30	T4, T9, T10, T14, T16, T19
Qualified but not adequate	3	15	T1, T8, T17

In Turkish Course Curriculum (2018) it is stated that an activity based approach is adopted and acquisitions regarding learning domains will be realised through the activities to be applied in lessons. In this respect the activities to be applied in Turkish lessons are expected to be adequate in terms of both quality and quantity. According to Table 5 considering the number of teachers, who found activities inadequate, it can be suggested that Turkish teachers think that speaking education must be included more. This problem not only may result from inadequacy and unqualified condition of activities and also from the fact that teachers are not adequate in terms of applying activities according to constructivist approach.

Table 6. Views of Teacher Candidates Regarding the Acquisitions of Their Students

Acquisitions	f	%	Codes
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My students prepare presentations using supportive materials; visual, audio etc..	13	65	T1, T3, T4, T6, T8, Ö9, T11, T14, T15, T17, T18, T19, T20
My students make impromptu speeches.	14	70	T1, T3, T4, T5, T6, Ö7, T8, T9, T11, T12, T14, T16, T18, T20
My students apply speaking strategies.	8	40	T1, T3, T5, T8, T12, T18, T19, T20
My students use body language efficiently in their speeches.	7	35	T6, T8, T9, T10, T11, T13, T20
My students use words appropriately considering their meaning.	9	45	T2, T3, T7, T8, T10, T11, T13, T17, T18
My students use appropriate transitions and connections in their speeches.	12	60	T1, T2, T3, T6, T7, T8, T10, T11, T13, T15, T16, T18
My students use Turkish words instead of foreign words in their speeches.	4	20	T2, T7, T14, T15
My students fulfil speaking skills completely.	1	5	T5

In Turkish Course Curriculum (2018) according to Table 6, in which acquisitions about speaking skill are indicated, most Turkish teachers state that students make prepared and impromptu speeches and they use appropriate transitions and connection expressions in their speeches. According to data the number of students, who use Turkish words instead of foreign words in their speeches, is at low level, which is interesting. Another point is that most Turkish teachers think that although students fulfil the acquisitions that take place in Turkish Course Curriculum they do not fulfil speaking skills completely. In that case it can be stated that acquisitions are not adequate in terms of fulfilling speaking skill.

Table 7. Views of Turkish Teachers Regarding the Use of Speaking Education in Daily Life

Views	f	%	Codes
Speaking education is used in daily life.	6	30	T6, T7, T8, T11, T12, T18
Speaking education is partially used in daily life.	7	35	T1, T3, T5, T9, T13, T14, T20
Speaking education is not used in daily life.	7	35	T2, T4, T10, T15, T16, T17, T19

According to Table 7 some Turkish teachers think that speaking education they give at school turns into skill in daily life:

“With speaking education students express themselves better in daily life.” T7

“Yes. They express themselves better.” T8

“Since we make speaking applications oriented in real life, education turns into skill.” T12

“Of course it turns into skill, they learn as they apply.” T18

According to Table 7 some Turkish teachers think that speaking education they give at school partially turns into skill in daily life. The reason for that was stated as the family, friends and social environments of students:

“Turning into skill depends on family and the environment students live in.” T1

“I think it is partially. Since school life is not real life according to students’ perception, what we do at school stays at school.” T3

“It does not turn at all. They prefer using regional dialect in daily life.” T9

“I don’t think it turns completely. Because they continue their local speeches out of class, during break time, and in places such as cafeteria.” T13

According to Table 7 some Turkish teachers think that speaking education they give at school does not turn into skill in daily life. The reason for this situation was stated as inadequacy of acquisitions, speaking skill is a neglected skill, students consider speaking education as an activity performed at school, in their opinion the applications performed at school do not reflect real life.

“No. Because strategy based instruction is not given at school adequately. Since speaking skill is considered as an acquired skill, it is not emphasized. Activities do not apply to four basic language skills equally. Since speaking skill is a neglected skill it does not turn into a daily life skill.” T4

“No because at school speaking education remain artificial, texts do not push students to speaking, speaking obligation in accordance with rules at school/education retrain students from speaking.” T10

“When they leave school generally they go back to their daily routine because of the environment.” T15

“No. Students consider speaking skill only as a task to be fulfilled. They do not pay attention in daily life.” T16

“It does not turn. Family, friends and environments do not fit with what is given in the education program.” T17

Table 8. Views of Turkish Teachers Regarding the Condition of Speaking Skill in Turkish Course

Views	f	%	Codes
Speaking skill is a completely neglected skill in Turkish courses.	16	80	T2, T4, T5, T6, T7, T9, T10, T11, T12, T13, T14, T15, T16, T17, T19, T20
Speaking skill is a partially neglected skill in Turkish courses.	4	20	T1, T3, T8, T18

According to Table 8 almost all Turkish teachers state that speaking skill is a completely neglected skill in Turkish courses. Turkish teachers state that speaking education is neglected in Turkish courses with reasons such as “inadequacy of students’ readiness, inadequacy of time, students’ being unfamiliar with methods, techniques and strategies, and a also concentrating on exam and solving tests in 8th grades”.

Turkish teachers stated their opinions below regarding how speaking education must be:

“According to me firstly speaking education must be given to teachers then it must be given to students.” T1

“Interesting conversations must be included in books and time problem must be solved in courses.” T2

“Speaking lessons including contents that students will encounter in daily life must be planned.” T3

“Students firstly must be given speaking strategies. They must be enabled to encounter appropriate examples. They must be supported for participating in conferences and panels. Strategy based speaking activities must be performed in classroom constantly.” T4

“Feedback must definitely be given and students’ deficiencies must be determined then education must be provided in a way to respond their needs accordingly.” T5

“Speaking education must not be given just like a course, but in a way not causing anxiety and it must be supported with reading activities.” T6

“More acquisitions must be included in curriculum concerning speaking education. Assessment and evaluation must be applied and evaluated with a mark.” T7

“Speaking education must be given supported with appropriate materials.” T8

“This skill is common. In other words we must be attentive to acquisition of this skill in every course. Family must be given speaking education too.” T9

“An education must be planned, in which there are significant activities according to grammar rules but speaking is not the point.” T10

“Speaking skill must be developed via applicable speaking activities.” T11

“Doable activities must be included in course books.” T12

“A particular class can be planned for developing speaking skill. Speaking skill can be supported with the addition of selective courses such as reading skills, authorship and writing skills.” T13

“It must be given via activities such as drama, case study, debate and interview.” T14

“There must be evaluation criteria for measuring speaking skill and a class must be planned for speaking education. Otherwise it can be neglected among acquisitions. In addition crowded classrooms do not give opportunity to every student to speak.” T15

“Students must focus on audible reading method. Students must be motivated for speaking. For this, efficient interscholastic speaking activities can be arranged. They can be provided for making persuasive public speeches in crowded places. This can develop self confidence in students.” T16

“Speaking education must be given in a way to be used in daily life.” T17

“After education some applications must be performed and this kind of studies must be carried out in the whole school.” T18

“Speaking education must be given making the rules simpler.” T19

“Every student must be given enough time and feedback must be given in activities.” T20

In the recommendations of Turkish teachers regarding how speaking education must be given, they mentioned issues such as acquisitions, activities included in books, methods, techniques and strategies used, inadequacy of course hours, and not being able to use the activities applied in daily life. Teachers made recommendations on the basis of the problems they had.

Conclusion And Discussion

This research was carried out considering the views of Turkish teachers in order to make an evaluation regarding speaking education provided in secondary school.

All Turkish teachers provide speaking education performing the applications foreseen in the curriculum planned according to constructivist approach. In Öztürk’s (2013) study it was found that Turkish teachers do not have adequate information about constructivist understanding, in addition most of them do not use assessment and evaluation techniques based on the principles of constructivist approach actively.

In speaking education most Turkish teachers utilize from both prepared and impromptu speech methods and some of them utilize from methods, techniques and strategies such as dramatization, reading / memorizing tongue twisters, discussion, debate and case study. Likewise in the studies of Karakoç, Öztürk & Altuntaş (2012) it was found that teachers perform activities such as asking open ended questions, prepared speech, impromptu speech, predicting, debate and animating, however it was also found that the activity teachers use most was asking open ended questions. In Altun Demir's (2015) study, which was carried out on high school teachers, it was found that teachers found techniques such as drama, dialogue, role play and question-answer more beneficial. From this point of view, Turkish teachers provide speaking education using methods, techniques and strategies according to acquisitions included in Turkish Course Curriculum.

Turkish teachers state that while they perform speaking skills, they especially apply prepared (presentation) and impromptu speeches and they utilize from various strategies doing all these. In a study carried out by Sağlam & Doğan (2013) it was determined that during impromptu speeches students often make mistakes when they make grammatical sentences, they have trouble finding words, often repeat words and sentences, mostly they speak without a plan and they use expressions based on events. Therefore teachers need to determine some strategies concerning the development of impromptu speech skills considering the mistakes aforementioned. Students perform speaking skill according to acquisitions included in Turkish Course Curriculum.

In speaking education there are several problems such as inadequacy of students' readiness, inadequacy of time, shortage of activities, students' being unfamiliar with methods, techniques and strategies, acquisitions and regional speaking differences. It was concluded that these problems may be resulting from students and program. The existence of these problems indicates that speaking education is not performed according to constructivist approach.

Only two Turkish teachers do not apply assessment and evaluation in speaking education. In the studies of Karakoç, Öztürk & Altuntaş (2012) similarly it was concluded that teachers do not use an assessment tool including speaking skill evaluation form recommended in the program to evaluate speaking skill and they evaluate students via verbal warnings during students' speeches. When they make assessment and evaluation Turkish teachers use tools such as rubric, peer evaluation form and questionnaire. On the other hand in speaking education some Turkish teachers state that they make assessment and evaluation via observation, asking students to make impromptu speeches, and interpret texts. It is understood that some Turkish teachers focus on usual assessment and evaluation tools, yet constructivist approach foresees the evaluation of students through alternative assessment and evaluation methods. In Arhan's (2007) research it was seen that in speaking education 93,3% of teachers apply "assessment and evaluation" via non-academic criteria. In parallel with Göçer's (2011) study, which is about writing skills, it was concluded that all teachers assess and evaluate students' written expression skills via different tools other than essay questions in exams. Accordingly although assessment and evaluation tools are not stated in Turkish Course Curriculum, lack of including alternative assessment and evaluation tools that constructivism foresees is a worrying situation.

In Turkish Course Curriculum (2018) it is stated that activity based approach is adopted and acquisitions regarding learning domains will be performed via activities to be applied in lesson. In this aspect the activities to be applied in Turkish lessons are expected to be adequate in terms of both quality and quantity. Turkish teachers found speaking education activities included in Turkish course books inadequate and unqualified. Activities are short in number, not interesting for students and they are not used in daily life. This situation indicates that they think speaking education issue must be discussed more. This problem may be related with not only inadequacy or unqualified condition of activities but teachers' being inadequate in terms of applying the activities according to constructivist approach.

Most Turkish teachers state that students make prepared and impromptu speeches and they use appropriate transitions and connection expressions in their speeches. Students' not using Turkish words instead of foreign words in their speeches is interesting. Another point is most Turkish teachers think that students do not fulfil speaking skills completely although they perform acquisitions included in Turkish Course Curriculum. In the circumstances it can be concluded that acquisitions are inadequate in terms of fulfilling speaking skills and students are not attentive to use Turkish words.

Some Turkish teachers think that speaking education they provide at school turns into skill according to the family, friends and social environment of the students and some of them suggest that the education they provide at school does not turn into skill in daily life. The reasons for this situation were stated as; inadequacy of acquisitions, speaking education is a neglected skill, students consider speaking education as an activity only applied at school, and activities applied at school do not reflect real life. In this case acquisitions must be applicable and must be used in daily life for speaking education turning into a skill in daily life.

Turkish teachers state that speaking skill is a completely neglected skill in Turkish courses. Turkish teachers state that speaking skill is neglected in Turkish courses because of reasons such as "inadequacy of student' readiness, inadequacy of time, students being unfamiliar with methods, techniques and strategies, focusing on exam and solving tests in 8th grade students. Although in Turkish Course Curriculum it is stated that listening, speaking, reading and writing skills must be approached together, speaking skill is neglected.

In teachers' recommendations regarding how speaking education must be provided, they mentioned issues such as acquisitions, activities included in course books, methods, techniques and strategies used, inadequacy of course hours, not using activities in daily life. Teachers made recommendations regarding the problems they encountered.

Recommendations

Teachers can be given in-service training regarding how speaking education must be provided.

The existence of central examinations handicaps teaching language skills. If the materials used as a means of applying Turkish Course Curriculum were prepared according to the acquisitions of the program, they may be more beneficial.

The acquisitions included in the program regarding speaking education can be arranged appropriately for every grade level.

The speaking education provided can be assessed and evaluated appropriately for constructivist approach. For this, information about how assessment and evaluation must be performed can be included in the program.

It is beneficial to draw attention on adapting speaking activities included in Turkish course books to daily life. Presenting the directives and instructions in Turkish Course Curriculum in a more explanatory way can contribute to solving problems concerning acquisitions.

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