



The Evaluation of the Practices Implemented to Improve English Speaking Skills at Preparatory Classes*

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Abstract

In this study, "Video, Listening and Speaking" curriculum implementations were aimed to be evaluated with respect to the opinions of the participants by using descriptive survey method. In the study, which was evaluated according to the aspects of the curriculum and based on participatory evaluation, the data was obtained from 325 students and 31 instructors. Chi-square, Cramer V and Phi were used in the data analysis. In the results of the research, it is seen that the objectives of the curriculum were not clear and they were free from the content. The findings showed that there were insufficiencies in the usage of the variables which increase the quality of the teaching, and in the ways and the methods followed in the assessment. At the end of the research, it was recommended that the curriculum designs, which will be prepared, directed towards improving speaking skills should be organized according to the principles of the curriculum development process.

Key Words: *Curriculum Evaluation, English Speaking Skills*

Introduction

Curriculum, which is an important input of the teaching systems, has important additives to the individuals in the simplification of the individuals' adaptation to the changing society of today and in gaining desired qualifications, which differentiate after the convergence of the societies to each other during globalization. According to Demirel (1999:5-6), curriculums which will supply this important additive should be designed, implemented and developed with a scientific approach. It can be asserted that foreign language skills, which are the skills that all people need today, can bring in the individuals by means of teaching curriculums which are prepared functionally, implemented effectively and evaluated suitably.

Today, people who speak English as a second language are more than the people who use it as a mother tongue. According to the statistics, English is used in the 70% of the scientific language, 80% of the communication language and 90% of the Internet language around the world (Cibaroğulları, 2007). This situation brings up the importance of English as a foreign language. Basic structures which gain language skills to the individuals can also be seen as teaching curriculums. While learning the first language without making an effort starting from the learning process as from birth, the situation is not the same after deciding to learn a foreign language. If the learner lives in the country where the foreign language is used, s/he can learn the basic vocabulary and daily speaking, but attendance necessity to a specific teaching curriculum arises to learn the language in fact. Demirel (2004) argues that teaching a foreign language is a process which is increasing accumulatively and this process includes cognitive attitudes and new psychomotor skills. In other words, learning a foreign language is evaluated as the process of gaining necessary skills to use a language.

In the prepared curriculums it is expected from the students to be suitable to the determined objectives and to acquire communicational and interactional skills in the departments which change according to the different fields at the end of the process that includes learning English as a foreign language. It is necessary for the individuals to get a specific level in listening, speaking, reading and writing in English, and to learn the structure, pronunciation and the vocabulary of the target language (Aydın, 2005). There are personally changing special aims in language learning. These can be arranged as the interest in different cultures, necessities coming from living in a society permanently or temporarily, willing to progress in work-life and learning necessity arising related to the teaching curriculums in education (Harmer, 1991). It is thought that an individual should be aware of his/her aims,

develop thinking steps by compounding experiences in the past and learning lives today, and fundamentally comprehend the importance of the internal effect of teaching and preparing a system for learning steps with his/her own self-discipline (İlter, 2007). But the basic aim stated as supplying communication in foreign language is the main function of the language.

An effective language education is made of speaking, writing, reading and skills, and from these skills listening and reading skills are defined as receptive skills and speaking and writing skills are known as the productive/expressive skills (Bygate, 1987; Doğan, 2008). Learning a language means understanding, speaking, reading and writing the target language. These skills cannot be separated from each other and each of them has the same importance. Even though these four skills are seen and taught like they are independent from each other, in daily life they are intimate with each other and inseparable.

One of these basic skills, speaking covers the biggest field in the individuals' relationships. Speaking, which is one of the tools that provides the interaction between people, plays a deterministic role in communication in the foreign language more than the mother tongue. Speaking skill is thought as not only a skill in teaching a foreign language, but also an important communication tool which provides people to socialize. Reading and writing skills can also be gained personally. But in speaking, there is a need for the listener and mutual interaction. So, speaking can be defined as an activity which includes mutual interaction and whose aim is verbal communication and there is a necessity of a speaker and a listener for this (Valette, 1977). Byrne (1986: 8) states that verbal communication is a two-sided process between a speaker and one or more listeners and listening with understanding using productive skills, and it is also a perception skill which takes place in speaking, too.

One of the general aims in foreign language teaching is to make the students be able to talk clearly in the language they learn. For that reason, it is important to prepare suitable environments and teach the language using communicational techniques in order to gain speaking skills to the learner (Bright & McGregor, 1983; Demirel, 1999; Florez, 1999; Littlewood, 1984; Murcia, 1991). Because, speaking is considered as one of the indicators of knowing a foreign language exactly. Mostly, knowing a language means speaking that language. On the other hand, although millions of people around the world supply their needs by speaking, they may not know reading or writing. Speaker affects the listener at least with his/her statements. Besides, it is a functional feature of the human brain that at first understanding, that is listening; and then producing, that is to say speaking improves during the learning process of the mother tongue. Hence, it is recommended not to break this sequence in language teaching (Taşer, 1996).

Speaking skill is indicated as one of the hardest skills to gain. Demirel (1993) expresses that speaking contributes not only cognitive skills but also psychomotor skills. It is necessary to have a good knowledge about grammar, disclose and vocabulary to gain speaking skill (Bygate, 1987). One of the most important points in the aim of developing speaking skills in teaching English is to prepare a communicational environment to the students (Byrne, 1986; Murcia, 1991; Shaw & McDonough, 1993). Actually, most of the methods used in teaching process appear in different times and after different factors. As language is a changing entity, methods are continually being developed and changed. News in learning and developmental psychology, results of the researchs in educational sciences and teaching, and changes in the comprehension about linguistics play a role in changing and developing foreign language methods. New view points which arise because of the continual development and change in language make it necessary to recover or at least revise the methods (Uslu, 2005).

For university students, knowing a foreign language increases the number of the reachable sources about their departments, helps them in literature reviews, reaching information, classification and using the information. Using a foreign language effectively widens the horizons and supplies the individuals to meet the concepts they do not meet in their cultures. Also, in the century we live in, it is expected from the universities to educate people who can think and interrogate, produce information and compete in international platforms (Yücel, 2009). Thus, students' knowing one or more languages is becoming an obligation to be able to benefit from the information network in the world which is globalizing scientifically. But even though lot of of labour is given, and time and sources are spent, studies are not efficient in desired level (Demirel, 2007). That's why there is a need for language curriculums to attribute scientific data and evaluate keeping the necessities in mind in foreign language education.

The studies about the proficiency in a foreign language, which are being tried to gain to the students by means of the implemented curriculums in the foreign language classes at universities or by the general cultural lessons in the first grade curriculums at universities, bring up that "the proficiency in English which is necessary for the departments and the work-life" is important from the perspectives of the students (Karataş & Fer, 2009). That result, draws the content of the expectations of the university students from the foreign language curriculums. In other words, the curriculums which are being prepared should provide the students to have an English proficiency in a level that they can use during education and after it, in the work fields. However, in the study that Güllü (2007) did on the university students about English curriculum, it is obtained that the curriculum does not cover the needs and the expectations of the students, and it is recommended that the curriculum should be changed and adapted to meet the need of the students in the future. In addition, in the study done by Güllüoğlu (2004), it was emerged that speaking skills were not seen important in English preparatory classes and there were some lackings about improving speaking skills. The results of these two surveys revealed the importance of designing and implementing English curriculums according to the needs of the target groups. After Barın's research (1997), the importance of the listening and speaking skills came out and the necessity of the curriculums' covering these skills was occurred. This situation makes one think that the language skills should be integrated not only for the needs of the students, but also for the necessities in the branches. However, the studies did not change the reality about the unsuccess of the implementations carried out on improving students' speaking skills (Zeytin, 2007). For that reason, it is thought that considering the studies searching the dimension of educational sciences of the implemented speaking curriculums can be useful for understanding and removing the problems of improving speaking skills in a foreign language.

It is stated in the related literature review that the implementation processes or the curriculums' covering various implications of teaching learning theories have contributions to the development of the speaking skills (Finch, 2001; Florez, 1999; Atik, 2006; Kılıç, 2003; Saday, 2007; Kasap, 2005; Zeytin, 2007; Saraç, 2007). Therefore, it is important to design, implement and evaluate the curriculums which will be prepared to improve the speaking skills, standing on the related literature review and teaching learning theories.

As a result of the increasing necessity of the speaking skills in a foreign language at universities and seeing that the speaking skills of the students in the departments were not in the desired level, lacking of the Speaking course revealed and a Speaking exam implemented for the first time in 2009-2010 academic year at Ege University preparatory classes. "Video-Listening" course was changed as "Video, Listening and Speaking" course in 2009-2010 academic year and some activities about improving speaking skills were added to the curriculum. Thus, evaluating this new curriculum according to the thoughts of the

stakeholders of the curriculum is important for the additives of the students' development in speaking skills and for forming the action plans about speaking skills which have an important place in language skills. Hence, there was a need for a research about how the instructors and the students evaluate the new "Video, Listening and Speaking" curriculum which was implemented to improve the speaking skills at Ege University preparatory classes.

Aim of the Research

The main aim of this research is to evaluate the practices of "Video, Listening and Speaking" curriculum, which was implemented at Ege University School of Foreign Languages, in order to reach the findings that will be the source for developing the curriculum according to the determined needs and the opinions of the students and the instructors to bring the curriculum continuity to light the wrong and lacking aspects of the curriculum practices. For this purpose, response to "How the practices implemented to improve English speaking skills at preparatory classes are evaluated by instructors and students?" was investigated.

Method

Model of the Research

In this research, "Video, Listening and Speaking" curriculum, which was added to the curriculum of Ege University Foreign Languages as from 2009-2010 academic year in order to improve the students' speaking skills, was evaluated according to the views of the instructors and the students by using descriptive survey method. The studies aiming to collect data about specific features of a group are called survey method (Büyüköztürk et al., 2008: 15). Besides, the curriculum was evaluated with the participatory evaluation and the evaluation was based on the objectives, content, assessment and the aspects of the curriculum. Some of the features of the participatory evaluation are understanding the process of the evaluation and the integration of the data coming from different resources (Fitzpatrick, Sanders & Worthen, 2004). The aspect based on the dimension of the survey is composed by the responses of the participants in the questionnaire presented directed to the dimensions of the curriculum.

Sampling

This survey was implemented with a study group chosen from the students and the instructors who are the stakeholders of the curriculum. Study group was determined by using cluster sampling method because of the difficulties in reaching the population. Cluster is a sampling method especially used in large scaled surveys and in the situations when the units, needed to insert in the sample, are hard or impossible to list (Balçı, 2000: 98). In the survey, totally 272 students in the Basic group and 408 students in the Regular group were chosen randomly from the classes taking place in 11 clusters and reaching to all of the instructors who taught "Video, Listening and Speaking" in 2009-2010 academic year. However, the study was implemented totally with 325 students and 31 instructors.

Instruments

In the research, 2 questionnaire forms are reformed in order to apply to the students and the instructors. According to Büyüköztürk et al., (2008: 114), a questionnaire should be formed in 4 basic stages: 1) describing the problem, determining the aim and the questions, 2) writing items and forming a framework, 3) receiving opinions of the experts and forming pre-application form, 4) pre-application, analysis and forming the questionnaire lastly. The

instruments of the study were also made up following those 4 stages. Thus, in the preparation stage, survey's problem and subproblems were investigated (1). Then, framework form was constituted. During that stage a large item tool was comprised utilizing Stufflebeam's CIPP model, evaluation model based on the aspects of the curriculum, the questionnaire used in a project by Ünver and her colleagues (2008) and the related literature review. Later, the features to be evaluated, designed as a questionnaire form being same for the students and the instructors, but changing the wording according to the target group. 2 items in the students' questionnaire could not be placed in the instructors' due to not being able to express in terms of the instructors (2). In the third stage, "Personal Information" dimension, consisting 6 questions, was added before receiving the opinions of the experts (3). Totally 140 items were presented to the experts came to an eventual state of 146 items. The features to be evaluated in the eventual form were configured in different ways like the options of "Yes-No" or "Yes-Partly-No", choosing more than one option and sometimes writing completely open-ended (4).

Procedures

The questionnaire prepared to reveal the thoughts of the students and the instructors about the aspects of the curriculum, was implemented to the study group on the 2nd week of May in the spring semester of 2009-2010 academic year. The reason of this is to get data about all of the dimensions of the implementations of the curriculum.

Data Analysis

According to the state of meeting necessary premises of the data, the data of the survey was analyzed using chi-square from the nonparametric statistical methods. Descriptive statistics are given for the sample in the analysis of the data collected. Chi-square analysis is made for establishing the relations in the subproblems and meanwhile, for determining the differences between the variables. Cramer V and Phi were used for computing the correlation coefficient between the views of the students and the instructors. In the aim of showing the level of the relations between the nominal variables more than 2, Cramer V was needed because Phi number just shows the level of the relation between 2 nominal variables.

Findings

"Video, Listening and Speaking" curriculum implementations were evaluated in terms of the objectives, content, teaching-learning process, physical environment, resource materials and the assessment. However, as part of these studies' limitations, besides the thoughts about the general features of the students and the instructors, the findings and comments related to the significance of the relation between the students' and the instructors' thoughts were issued.

Table 1. *Opinions of the Participants Directed to the Sentences about “Video Listening and Speaking” Lesson*

Item	Groups	Yes	Partly	No	Total	Test Statistics	Correlation Coefficient	
I think this course is useful for the development of the students.	Student	f	115	155	54	324	$\chi^2 = 12,357$ P=0,002	Cramer V =0,187 P=0,002
		%	35,5	47,8	16,7	100,0		
	Instructor	f	20	11	0	31		
		%	64,5	35,5	0,0	100,0		
	Total	f	135	166	54	355		
		%	38,0	46,8	15,2	100,0		
I think the students' Listening and Speaking skills improved after taking this course.	Student	f	93	167	64	324	$\chi^2 = 1,706$ P=0,426	Cramer V =0,069 P=0,426
		%	28,7	51,5	19,8	100,0		
	Instructor	f	12	15	4	31		
		%	38,7	48,4	12,9	100,0		
	Total	f	105	182	68	355		
		%	29,6	51,3	19,2	100,0		
After taking this course, students' interest to the Listening and Speaking increased.	Student	f	118	123	83	324	$\chi^2 = 0,812$ P=0,666	Cramer V =0,048 P=0,666
		%	36,4	38,0	25,6	100,0		
	Instructor	f	9	14	8	31		
		%	29,0	45,2	25,8	100,0		
	Total	f	127	137	91	355		
		%	35,8	38,6	25,6	100,0		
After taking this course, one can speak English easily.	Student	f	76	141	106	323	$\chi^2 = 0,501$ P=0,779	Cramer V =0,038 P=0,779
		%	23,5	43,7	32,8	100,0		
	Instructor	f	9	13	9	31		
		%	29,0	41,9	29,0	100,0		
	Total	f	85	154	115	354		
		%	24,0	43,5	32,5	100,0		
Students tried to reach the objectives of the lesson in the course of the half year.	Student	f	131	144	49	324	$\chi^2 = 13,525$ P=0,001	Cramer V =0,195 P=0,001
		%	40,4	44,4	15,1	100,0		
	Instructor	f	5	14	12	31		
		%	16,1	45,2	38,7	100,0		
	Total	f	136	158	61	355		
		%	38,3	44,5	17,2	100,0		
Students were coming to the course eagerly.	Student	f	99	146	79	324	$\chi^2 = 1,969$ P=0,374	Cramer V =0,074 P=0,374
		%	30,6	45,1	24,4	100,0		
	Instructor	f	6	15	10	31		
		%	19,4	48,4	32,3	100,0		
	Total	f	105	161	89	355		
		%	29,6	45,4	25,1	100,0		

35,5 % of the students and 64,5 % of the instructors participated in the “I think this course is useful for the development of the students.” sentence as yes, 47,8 % of the students and 35,5 % of the instructors as partly, and 16,7 % of the students as no as it is presented in the table. After making chi-square test statistics, there was no meaningful difference between the participating ratio of the students and the instructors. While the percentage of the instructors who said yes to the sentence was more, the percentage of the students who said partly or no to the sentence was more. Statistically, a significant correlation coefficient (Cramer V = 0,187, P= 0,002) was obtained between being a student or an instructor and the

responses they gave to this sentence. It can be said that the instructors think the course was useful; on the other hand, the students were not aware of the necessity of the course.

28,7 % of the students and 38,7 % of the instructors participated in the “I think the students’ Listening and Speaking skills improved after taking this course.” sentence as yes, 51,5 % of the students and 48,4 % of the instructors as partly, and 19,8 % of the students and 12,9 % of the instructors as no. After making chi-square test statistics, there was no significant difference between the participating ratio of the students and the instructors. Responding that sentence mostly as partly by both of the groups can show that after having this course, students’ listening and speaking skills partly improved. Hence, it can be said that the course was not effective as it was desired in terms of improving listening and speaking skills.

36,4 % of the students participated as yes, 38 % as partly and 25,6 % as no; 29 % of the instructors participated as yes, 45,2 % as partly and 25,8 % as no to the “After taking this course, students’ interest to the listening and speaking increased.” sentence. After making chi-square test statistics, there was no significant difference between the participating ratio of the students and the instructors. Both of the groups’ responding to this sentence as partly can show that after having this course, their interest did not exactly increase. According to last two findings, it can be said that the cognitive and the sensual effects of the course were not enough.

23,5 % of the students and 29 % of the instructors participated as yes, 43,7 % of the students and 41,9 % of the instructors participated as partly, and 32,8 % of the students and 29 % of the instructors participated as no to the “After taking this course, one can speak English easily.” sentence. Participants’ responding to the sentence mostly as no shows that they do not completely agree that after having this course, English can be spoken easier. The finding is consistent with the other two findings. So, this situation supports the comment on the insufficiency of the cognitive and sensual effects of the course.

40,4 % of the students and 16,1 % of the instructors participated as yes, 44,4 % of the students and 45,2 % of the instructors participated as partly, 15,1 % of the students and 38,7 % of the instructors participated as no to the “Students tried to reach the objectives of the lesson in the course of the half year.” sentence. After making chi-square test statistics, there was a significant difference between the participating ratio of the students and the instructors. While the percentage of the instructors who said partly of no to the sentence was more, the percentage of the students who said yes to the sentence was more. Statistically, a meaningful correlation coefficient (Cramer V = 0,195, P= 0,001) was obtained between the responses of the sentence as being a student or an instructor. While the instructors were giving negative answer relying on the performances of the students in the course, the students could have given opposite answer on the purpose of showing their efforts.

30,6 % of the students and 19,4 % of the instructors participated as yes, 45,1 % of the students and 48,4 % of the instructors participated as partly, 24,4 % of the students and 32,3 % of the instructors participated as no to the “Students were coming to the course eagerly.” sentence. After making chi-square test statistics, there was no significant difference between the participating ratio of the students and the instructors. Most of the participants responding to this sentence as partly may have arisen from partly sufficiency of the course’s sensual effects. This finding is consistent with all of the other findings about this subject.

Table 2. *Opinions of the Participants Directed to the Sentences about “Video Listening and Speaking” Lesson (continued)*

Item	Groups	Yes	Partly	No	Total	Test Statistics	Correlation Coefficient	
If another instructor had taught this lesson, students could have learnt more.	Student	f	36	67	220	$\chi^2 = 4,056$ P=0,255	Cramer V =0,107 P=0,255	
		%	11,1	20,7	67,9			100,0
	Instructor	f	0	8	23			31
		%	0,0	25,8	74,2			100,0
	Total	f	36	75	243			355
		%	10,1	21,1	68,5			100,0
This course should be taken whoever teaches it.	Student	f	147	102	74	$\chi^2 = 9,436$ P=0,024	Cramer V =0,163 P=0,024	
		%	45,4	31,5	22,8			100,0
	Instructor	f	22	8	1			31
		%	71,0	25,8	3,2			100,0
	Total	f	169	110	75			354
		%	47,6	31,0	21,1			100,0
I think this course reached its objectives.	Student	f	81	155	87	$\chi^2 = 0,614$ P=0,893	Cramer V =0,042 P=0,893	
		%	25,0	47,8	26,9			100,0
	Instructor	f	8	13	10			31
		%	25,8	41,9	32,3			100,0
	Total	f	89	168	97			355
		%	25,1	47,3	27,3			100,0
The things learnt in this course could be used in the others.	Student	f	116	149	59	$\chi^2 = 0,910$ P=0,634	Cramer V =0,051 P=0,634	
		%	35,8	46,0	18,2			100,0
	Instructor	f	9	17	5			31
		%	29,0	54,8	16,1			100,0
	Total	f	125	166	64			355
		%	35,2	46,8	18,0			100,0
Assessment activities determined the learning levels of the students correctly.	Student	f	71	180	72	$\chi^2 = 1,411$ P=0,494	Cramer V =0,063 P=0,494	
		%	22,0	55,7	22,3			100,0
	Instructor	f	4	19	8			31
		%	12,9	61,3	25,8			100,0
	Total	f	75	199	80			354
		%	21,2	56,2	22,6			100,0
The activities done in the classroom were sufficient to improve the speaking skills.	Student	f	73	134	118	$\chi^2 = 2,935$ P=0,230	Cramer V =0,091 P=0,230	
		%	22,5	41,2	36,3			100,0
	Instructor	f	3	16	12			31
		%	9,7	51,6	38,7			100,0
	Total	f	76	150	130			356
		%	21,3	42,1	36,5			100,0

For the “If another instructor had taught this lesson, students could have learnt more.” sentence, 11,1 % of the students participated as yes, 20,7 % as partly and 67,9 % as no; instructors participated 25,8 % as partly, 74,2 % as no. There was no significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. Mainly in the sentence the instructors and the students are both given no answer, can handled as there was no significant difference if another instructor taught the lesson or not. In conclusion, it can be evaluated as that the students were pleased about their instructors. 45,4 % of the students and 71 % of the instructors participated

as yes, 31,5 % of the students and 25,8 % of the instructors participated as partly, and 22,8 % of the students and 3,2 % of the instructors participated as no to the “This course should be taken whoever teaches it.” sentence. There was no significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. There was a meaningful difference between the participating ratio of the students and the instructors according to the results of the chi-square test statistics. While the percentage of the instructors who said yes to the sentence was more, the percentages of the students who said partly or no to the sentence were more. Statistically, a meaningful correlation coefficient (Cramer V = 0,163, P= 0,024) was obtained between the responses of the sentence as being a student or an instructor. This finding, which can be commented as the instructors see the course necessary, shows that most of the students perceive this course as unnecessary. This situation is consistent with the finding about the sensual effects of the course. Consequently, it can be thought that the course could not motivate the students enough about the importance and the usage of the speaking skills.

25 % of the students and 25,8 % of the instructors participated as yes, 47,8 % of the students and 41,9 % of the instructors participated as partly, and 26,9 % of the students and 32,3 % of the instructors participated as no to the “I think this course reached its objectives.” sentence. After making chi-square test statistics, there was no meaningful difference between the participating ratio of the students and the instructors. In the other findings, both of the participant groups’ responses about learning partly something in this course was a small evidence about not reaching the objectives of the course completely in terms of the participants. So, the participants’ partly responses about the reaching the objectives of the course can be presented as another evidence for that comment. For the “The things learnt in this course could be used in the others.” sentence, 35,8 % of the students participated as yes, 46 % as partly and 18,2 % as no; the instructors participated 29 % as yes, 54,8 % as partly and 16,1 % as no. There was no meaningful difference between the participating ratio of the students and the instructors according to the results of chi-square test statistics. All participants responding to this sentence mostly as partly shows that the students partly used the things they learned in this course in the other courses. Its reason may be coming from that the teachings of the students could not become skilled, and consequently, they could not exactly use these skills.

For the “Assessment activities determined the learning levels of the students correctly.” sentence, 22 % of the students participated as yes, 55,7 % as partly and 22,3 % as no; 12,9 % of the instructors participated as yes, 61,3 % as partly and 25,8 % as no. There was no significant difference between the participating ratio of the students and the teachers after making chi-square test statistics. That makes one think that there are problems about the assessment activities because of the statements of the participants about partly correct determination of the assessment activities. Some of these problems were analyzed in the views of the sentences about the assessment of the course. For these reasons, it can be said that the students think that the assessment activities were partly enough for determining the learning levels of the students. For the “The activities done in the classroom were sufficient to improve the speaking skills.” sentence, 22,5 % of the students participated as yes, 41,2 % as partly and 36,3 % as no; the instructors participated 9,7 % as yes, 51,6 % as partly, 38,7 % as no. There was no significant difference observed on the participating ratio between the instructors and the students according to the result of the chi-square test statistics. Mainly in the sentence that the instructors and students are both given partly, can be considered as the exercises in class were not enough to improve the speaking skills.

Table 3. *Opinions of the Participants Directed to the Sentences about “Video Listening and Speaking” Lesson (continued)*

Item	Groups	Yes	Partly	No	Total	Test Statistics	Correlation Coefficient	
Students' personal features (e.g. shyness, unsociableness, excitement,...etc.) blocked their English speaking.	Student	f	90	130	105	$\chi^2 = 13,664$ P=0,001	Cramer V =0,196 P=0,001	
		%	27,7	40,0	32,3			100,0
	Instructor	f	16	14	1			31
		%	51,6	45,2	3,2			100,0
	Total	f	106	144	106			356
		%	29,8	40,4	29,8			100,0
The course improved Listening and Speaking skills endearingly.	Student	f	75	173	77	$\chi^2 = 4,763$ P=0,092	Cramer V =0,116 P=0,092	
		%	23,1	53,2	23,7			100,0
	Instructor	f	2	21	8			31
		%	6,5	67,7	25,8			100,0
	Total	f	77	194	85			356
		%	21,6	54,5	23,9			100,0
The course had the quality of responding personal needs of the students.	Student	f	65	165	95	$\chi^2 = 5,856$ P=0,054	Cramer V =0,128 P=0,054	
		%	20,0	50,8	29,2			100,0
	Instructor	f	1	21	9			31
		%	3,2	67,7	29,0			100,0
	Total	f	66	186	104			356
		%	18,5	52,2	29,2			100,0
The activities done during the course helped the students to improve their general English level.	Student	f	91	163	70	$\chi^2 = 1,371$ P=0,504	Cramer V =0,062 P=0,504	
		%	28,1	50,3	21,6			100,0
	Instructor	f	9	18	4			31
		%	29,0	58,1	12,9			100,0
	Total	f	100	181	74			355
		%	28,2	51,0	20,8			100,0
The processing of the course helped the students to learn.	Student	f	102	144	79	$\chi^2 = 0,403$ P=0,817	Cramer V =0,034 P=0,817	
		%	31,4	44,3	24,3			100,0
	Instructor	f	10	15	6			31
		%	32,3	48,4	19,4			100,0
	Total	f	102	144	79			356
		%	31,4	44,3	24,3			100,0
I could not notice how the time passed during the lessons.	Student	f	54	136	135	$\chi^2 = 20,750$ P=0,000	Cramer V =0,241 P=0,000	
		%	16,6	41,8	41,5			100,0
	Instructor	f	15	12	4			31
		%	48,4	38,7	12,9			100,0
	Total	f	69	148	139			356
		%	19,4	41,6	39,0			100,0
The time for the course per week was sufficient for the subjects to be learnt.	Student	f	98	113	113	$\chi^2 = 6,537$ P=0,038	Cramer V =0,136 P=0,038	
		%	30,2	34,9	34,9			100,0
	Instructor	f	14	4	13			31
		%	45,2	12,9	41,9			100,0
	Total	f	112	117	126			355
		%	31,5	33,0	35,5			100,0

For the “Students' personal features (e.g. shyness, unsociableness, excitement,... etc.) blocked their English speaking.” sentence, 27,7 % of the students participated as yes, 40 % as partly and 32,3 % as no; the instructors participated 51,6 % as yes, 45,2 % as partly, 3,2 % as

no. There was a significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. Although the ratio of the instructors participated as yes was higher, the ratio of the students participated as partly and no were higher. A statistically significant correlation coefficient (Cramer V = 0,196, P= 0,001) was obtained between the participants according to their being student or instructor, between the answers they had given. Although in students' opinion, characteristic specifications of the students do not prevent them to speak English, in instructors' opinion they do. This situation shows that there is a misunderstanding between the students and the instructors, and the students can not express themselves healthily; therefore, this shows the instructors do not recognize the students well.

For the "The course had the quality of responding personal needs of the students." sentence, 20 % of the students participated as yes, 50,8 % as partly and 29,2 % as no; instructors participated 3,2 % as yes, 67,7 % as partly, 29 % as no. There was no significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. It can be considered as the lessons could not answer the demands of the students precisely and the instructors could not teach the students precisely by means of the partly answer of both the instructors and students.

For the "The activities done during the course helped the students to improve their general English levels." sentence, 28,1 % of the students participated as yes, 50,3 % as partly and 21,6 % as no; the instructors participated 29 % as yes, 58,1 % as partly, 12,9 % as no. There was no significant difference observed on the participating ratio between the instructors and the students according to the results of the chi square test statistics. According to answers for both of the participant groups, the studies done in the lessons partly improved the students' English levels. Therefore, it can be considered as the lessons' contribution for the general English levels was little.

For the "The processing of the course helped the students to learn." sentence, 31,4 % of the students participated as yes, 44,3 % as partly and 24,3 % as no; instructors participated 32,3 % as yes 48,4 % as partly, 19,4 % as no. There was no significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. The participants' opinions show that the processing of the course partly provided the students' learning.

For the "I could not notice how the time passed during the lessons." sentence, 16,6 % of the students participated as yes, 41,8 % as partly and 41,5 % as no; the instructors participated 48,4% as yes, 38,7 % as partly, 12,9 % as no. There was a significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square statistics. Although the ratio of the instructors participated as yes was higher, the ratio of the students participated as partly and no, were higher. Statistically, a significant correlation coefficient (Cramer V= 0,240, P= 0,001) was obtained between the answers of the participants according to being a student or an instructor. The finding can be considered as the instructors could not realize the time during the course because of being in a hurry to catch the programme and because of feeling bored feeling of the students the lesson passed difficult for them.

For the "The time for the course per week was sufficient for the subjects to be learnt." sentence, 30,2 % of the students participated as yes, 34,9 % as partly and 34,9 % as no; the instructors participated 45,2 % as yes, 12,9 % as partly, 41,9 % as no. There was a significant difference observed on the participating ratio between the instructors and the students according to the results of the chi-square test statistics. Although the ratio of the instructors participated as yes was higher, the ratio of the students participated as partly and no was

higher. Statistically, a significant correlation coefficient (Cramer V = 0,240, P= 0,001) was obtained between the answers of the participants according to being a student or an instructor. While the instructors' gave completely opposite opinions about the time, the students' thought that the time was enough. This difference could be caused because of the different times changing according to the subjects.

Conclusion and Recommendations

Considering the sentences about the course, while the instructors see the course beneficial for the development of the students, students are in the view of that the course is not beneficial, listening and speaking skills do not improve sufficiently, the course does not exactly increase the interest in English listening and speaking and just after taking this course, English can not be spoken easily. Even though it is seen that the students do not attend the course due to the absenteeism being taken, but because of trying to reach the objectives of the course, and making the course more attractive will make them to come to the classes more eagerly. It is seen that if another instructor teaches the course, that will not change the development level of the students; the students do not see this course necessary; although the instructors think that this course teaches partly something and it partly reaches its objectives, they believe that this course should be taken whoever teaches it. Results show that the students can transfer the things they learned in this course to the other courses. Evaluation activities do not seem to be determining correctly and the exercises done in the classes are not seen adequate; furthermore, differently from the students, the instructors think that the students' personal features block their English speaking. Another interesting result is that both of the groups suppose that 1 year education for gaining speaking skills in a foreign language is not enough.

Suggestions

In the curriculum designs, which will be prepared for the preparatory classes in foreign languages, this and similar surveys' results should be seen as a needs analysis, and the objectives, content, teaching learning process and assessment should be organized considering the principles of the process of the curriculum. The designed curriculum, which was organized separately for the Basic and the Regular groups, should be experimented in the classes as a pilot study, and generalized into the other classes after removing the mistakes and the drawbacks. Furthermore, curriculum development studies should be rendered as constant by setting up a Research and Development (R&D) unit at the School of Foreign Languages.

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