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A MULTI-PERSPECTIVE STUDY ON TERTIARY LEVEL
STUDENTS' ACADEMIC ENGLISH SPEAKING SKILLS IN A TURKISH EMI
CONTEXT

MEHTAP YALÇIN

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FOR
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İHSAN DOĞRAMACI BILKENT UNIVERSITY
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To my father, Durmuş Yalçın...



A Multi-Perspective Study on Tertiary Level Students' Academic English Speaking
Skills in a Turkish EMI Context

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by
Mehtap Yalçın

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GRADUATE SCHOOL OF EDUCATION

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Mehtap Yalçın

February 2025

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Tijen Akşit (Advisor)

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ABSTRACT**A MULTI-PERSPECTIVE STUDY ON TERTIARY LEVEL STUDENTS'
ACADEMIC ENGLISH SPEAKING SKILLS IN A TURKISH EMI CONTEXT**

Mehtap Yalçın

MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Tijen Akşit

February 2025

This study investigated the perceptions of academic speaking skills outlined in the Turkish Higher Education Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools. Quantitative data were gathered from 265 pre-sessional EAP students, 67 pre-sessional EAP instructors, 47 undergraduate students, and 28 content professors at various departments at an EMI university via questionnaires. Participants' perceptions of the importance of academic speaking skills, practice opportunities in pre-sessional courses, and the competence of undergraduate students in these skills were examined through various parametric and nonparametric tests employing IBM Statistical Package for Social Sciences (V23). Findings indicate a consensus on the importance of academic speaking skills across all stakeholder groups despite some differences between pre-sessional students and content professors. Moreover, perception differences are observed among pre-sessional students based on their disciplines. As to the practice opportunities in the pre-sessional courses, having an ELT educational background is detected to affect pre-sessional EAP instructors' perceptions. Finally, results reveal perception differences between undergraduate students and content professors on students' competency in academic speaking skills. Awareness raising, enhanced practice opportunities, better assessment of academic speaking skills, and encouraging reflective practices are recommended.

Keywords: Academic speaking skills, Turkish Higher Education Quality Council, YÖKAK, Minimum Evaluation Criteria for English Preparatory Schools

ÖZET

Eğitim Dili İngilizce olan bir Türk Üniversitesinde Öğrencilerinin Akademik İngilizce Konuşma Becerileri Üzerine Çok Yönlü bir Algı Çalışması

Mehtap Yalçın

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Tijen Akşit

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Bu çalışma, Türkiye Yükseköğretim Kalite Kurulu'nun (YÖKAK) İngilizce Hazırlık Okulları için Minimum Değerlendirme Kriterleri'nde belirtilen akademik konuşma becerilerine ilişkin algıları araştırmıştır. Nicel veriler İngilizce eğitim veren bir üniversitedeki 265 hazırlık öğrencisi, 67 İngilizce öğretim görevlisi , 47 lisans öğrencisi ve çeşitli bölümlerde bölüm dersleri veren 28 alan profesöründen anketler aracılığı ile toplanmıştır. Katılımcıların akademik konuşma becerilerinin önemi, hazırlık okulundaki pratik yapma fırsatları ve lisans öğrencilerinin akademik konuşma yeterliliklerine ilişkin algıları IBM Sosyal Bilimler için İstatistik Paketi (V23) kullanılarak parametrik ve parametrik olmayan testlerle incelenmiştir. Bulgular, hazırlık okulu öğrencileri ve alan profesörleri arasındaki bazı farklılıklara rağmen, tüm paydaş gruplar arasında akademik konuşma becerilerinin önemi konusunda bir fikir birliği olduğunu göstermiştir. Ayrıca, hazırlık okulu öğrencileri arasında bölümlere dayalı bazı algı farklılıkları gözlemlenmiştir. Hazırlık okulundaki akademik konuşma fırsatları konusunda, İngilizce öğretmenliği eğitim alt yapısına sahip olmanın öğretim görevlilerinin algılarını etkilediği tespit edilmiştir. Son olarak, sonuçlar bölümlerdeki lisans öğrencileri ve alan profesörleri arasında öğrencilerin akademik konuşma becerilerindeki yeterlilikleri konusunda algı farklılıkları göstermektedir. Farkındalığın artırılması, uygulama fırsatlarının geliştirilmesi, akademik konuşma becerilerinin daha iyi değerlendirilmesi ve dönüşümsel düşünme uygulamaların teşvik edilmesi tavsiye edilmektedir.

Anahtar kelimeler: Akademik konuşma becerileri, Türkiye Yükseköğretim Kalite Kurulu, YÖKAK, İngilizce Hazırlık Okulları için Minimum Değerlendirme Kriterleri

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LIST OF ABBREVIATIONS

BALEAP	British Association of Lecturers in English for Academic Purposes
CEAP	Critical English for Academic purposes
CEFR	Common European Framework of Reference for Languages
CELTA	Certificate of English Language Teaching to Adults
CFTEAP	Competency Framework for Teachers of English for Academic Purposes
CP	Content Professors
DEDAK	The Association for Language Education Evaluation and Accreditation
DELTA	Diploma of English Language Teaching to Adults
EAP	English for Academic purposes
EHEA	European Higher Education Area
ELF	English as a Lingua Franca
ELT	English Language Teaching
EMI	English Medium Instruction
ENQA	European Association for Quality Assurance in Higher Education
ESP	English for Specific Purposes
ICELT	In-service Certificate in English Language Teaching
INQAAHE	International Network for Quality Assurance Agencies in Higher Education

<i>M</i>	Mean
MÜDEK	Accreditation Board for Engineering Programs
NQF-HETR	National Qualifications Framework for Higher Education in Türkiye
PDU	Professional Development Unit
PPP	Present, Produce, Practice
PSI	Pre-Sessional EAP Instructors
PSS	Pre-Sessional EAP Students
RQ	Research Question
<i>SD</i>	Standard Deviation
SFL	Systemic Functional Linguistics
TEPAV	The Economic Policy Research Foundation
THE	Times Higher Education
UGS	Undergraduate Students
YÖDEK	Higher Education Institutions' Academic Evaluation and Quality Improvement Commission
YÖK	Turkish Higher Education Council
YÖKAK	Turkish Higher Education Quality Council

CHAPTER 1: INTRODUCTION

Introduction

Globalization and the need to access more resources for academic purposes have brought about the necessity and the urgency to improve students' English proficiency. Consequently, many countries worldwide have adopted English medium instruction (EMI), including Türkiye (Karakaş, 2014). According to Kırkgöz (2005), due to Türkiye's geopolitical location, learning English is critical for Turkish citizens to achieve the nation's international communication goals and remain up to date with the advances in various sectors where English is used as the lingua franca. Therefore, although the official language is Turkish and English has never been an official second language (Atay & Ece, 2009), it is the sole foreign language to be taught obligatorily at all the phases of education, while some other foreign languages are offered as elective courses in some institutions (Kırkgöz, 2005).

According to Okan and Yıldırım (2007), the prospect of better job opportunities, higher salaries, and promotion are the most important reasons why English has been learned in Türkiye. Studying at English medium universities is considered a means to receive a high-quality education, and through which it is more likely to access decent jobs with good perks (Altay & Yüksel, 2021; Başibek et al., 2014). Consequently, EMI universities are on the rise, and preparatory schools provide English courses for students whose English command is insufficient to start studying directly at their departments (Kırkgöz, 2018). However, the quality and effectiveness of these pre-sessional courses are under scrutiny, and efforts are being made to set some standards for English preparatory schools.

In 2015, the British Council and TEPAV (the Economic Policy Research Foundation) collaborated to carry out a comprehensive baseline study to investigate the provision of English in Turkish universities (TEPAV-British Council, 2015). According to this study, valid tests should be given to assess four skills to exit from pre-sessional English programs to increase and maintain nationwide standards. Similarly, the Turkish Higher Education Quality Council (YÖKAK) 's minimum evaluation criteria for all pre-sessional English schools at the tertiary level expects students at the exit level to demonstrate specific competencies in all four skills (YÖKAK, 2018). However, in some EMI universities in Türkiye, speaking skills are not measured in the institutionally prepared and administered exams. This may affect the perceptions of pre-sessional English for Academic Purposes (EAP) instructors and students regarding the significance of oral academic English skills.

Additionally, pre-sessional EAP students might not be aware of what kind of oral academic skills are needed for their disciplinary studies, and they might mistakenly feel their academic speaking skills are sufficient to successfully fulfill all the departmental oral tasks. Similarly, EAP instructors in pre-sessional courses might not know the specific academic speaking skills needed in various disciplinary studies, and they might falsely believe their students are competent enough to accomplish all the given oral tasks when they start their undergraduate programs as they can orally express themselves in the speaking tasks in the pre-sessional courses. Therefore, it is necessary to hold a study to understand the perceptions of pre-sessional EAP instructors and students regarding the significance of academic oral skills and whether pre-sessional EAP students are given enough practice opportunities on these skills as perceived by pre-sessional EAP instructors. At the same time, understanding the perceptions of undergraduate students and content

professors at the departments is necessary to see whether there are any similarities or divergences in expectations or needs regarding specific dimensions of academic oral competencies.

Background of the Study

With globalization and the trend toward the international education, EMI has gained popularity worldwide (Karakaş, 2014), and the number of students studying English at the tertiary level as local or overseas students has increased substantially worldwide (Flowerdew, 1994). Similarly, in Turkish context, EMI has been adopted chiefly in Higher Education (HE) (Kırkgöz, 2005).

There are pre-session courses for students whose proficiency level is not sufficient to start their disciplinary studies directly, but many students start these classes with poor motivation and a rudimentary level of English that "it is 'virtually impossible' to reach the target level of B2 in the eight months of the pre-session courses – they are expected to do too much with too many students in too little time" (TEPAV-British Council, 2015, p. 20.). Consequently, not all students can develop essential academic English skills in pre-session courses.

Studies by Kılıç (2018) and Dippold et al. (2020) reveal that most students having studied English in pre-session courses feel that the training they receive fails to sufficiently prepare them for the difficulties of their departmental studies, and many undergraduate students especially complain about having trouble speaking. Similarly, a first-year student participating in the study of Dearden and Akıncioğlu (2015) is reported to have stated: "I've graduated from advance but not feel like this. Maybe upper or intermediate. It's all about speaking. We can understand what people say but can't reply them". To avoid such problems, TEPAV-British Council (2015) recommend that students not enter their disciplinary studies until they reach an

adequate level in all four English skills. It also suggests that exit standards should be reliably set and measured for all skills in pre-sessional English language courses at HE institutes. Nevertheless, in-house English proficiency exit exams do not have a speaking part, even in some prestigious and well-established universities.

Considering the washback effects of exams stated by Coombe et al. (2007), this situation might be one of the reasons why students' speaking skills are poorer than their other language skills. Additionally, students and instructors in pre-sessional courses might underestimate the prominence of academic speaking skills and form wrong ideas about students' level of competence in this respect. In contrast, undergraduate students and content professors in the departments might be more aware of the importance of academic oral skills and better at judging learners' competence in each skill.

To increase the quality of English instruction at universities, YÖKAK formed a commission that created the minimum evaluation criteria for all English Preparatory schools of EMI universities and conducted a pilot program in a selection of universities (YÖKAK, 2018). According to the criteria, students at the exit level of the pre-sessional courses should be able to demonstrate a series of competencies in all four skills at least at the B1+ CEFR level.

Some previous studies put forward that not all stakeholders share the same views about the EMI experience (Aksit & Kahvecioglu, 2022; Dippold et al., 2020; Kırkgöz, 2018). After analyzing the stakeholders' opinions on adopting EMI, Akşit and Kahvecioglu (2022) conclude that most respondents have a favorable opinion of EMI's capacity to increase the students' English language skills. However, when EMI's impact on students' cognitive development is questioned, while almost 80% of

English language teachers voice support, only 51.9% of the content professors share the same view.

In the Turkish context, there have been several studies related to English speaking skills at K12 in the last ten years, but the number of studies at the tertiary level, especially in EMI contexts, is relatively low (Akşit & Kahvecioglu, 2022; Alkan, 2017; Başak, 2019; Dippold et al., 2020; Durmuş, 2022; Heron et al., 2021; Kahvecioglu, 2019; Kesici, 2021; Koçak, 2017; Özmen, 2021; Tunç, 2021; Yılmaz-Virlan, 2014).

Statement of the Problem

While many Turkish students in EMI universities aspire to excel in English, they often struggle with academic speaking skills. This gap not only affects students' confidence but also limits their ability to engage fully in discussions, presentations, and other essential communication tasks that are crucial for their academic success. "Turkey consistently ranks very low on various measures of English language speaking" (TEPAV-British Council, 2015, p. 27). However, even in some EMI universities in Türkiye, speaking skills are still not tested at the local English proficiency exams. Not having a speaking component might lead to EAP instructors and students in such institutions not attaching enough importance to essential academic speaking skills required in using sources orally, joining discussions, participating in lectures, presentations, interviews, and carrying out formal academic tasks.

Over the last decade, some research studies have been carried out on speaking skills, but most are at the K12 level. Of the studies conducted at the tertiary level, only a few directly focus on academic speaking skills, while others are on general oral skills. Additionally, in studies examining the perceptions of learners and

teachers regarding academic speaking skills and competencies at HE, the participants are primarily content teachers or undergraduate students rather than pre-sessional instructors and students. However, as mentioned by TEPAV-British Council (2015), many content professors in departments believe that it is not their responsibility to develop learners' language skills, and few EMI academics are trained to accommodate students' language needs. Therefore, although it is informative to know the views of content teachers and undergraduate students on the prominence of academic speaking skills, it seems rather unlikely for content professors to make drastic changes in how they deliver departmental courses to improve students' academic speaking skills. The study's findings by TEPAV-British Council (2015) also suggest that most content professors appear unwilling to support students for their language needs. Therefore, further exploring how pre-sessional EAP students and instructors perceive academic oral skills is critical to finding new perspectives or confirming the findings of the previous studies, as their perceptions might positively influence learners' English-speaking skills.

Purpose

The present study aims to investigate the extent to which English academic speaking skills, included in YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools, are perceived to be important by pre-sessional EAP students, pre-sessional EAP instructors, undergraduate students, and content professors in the departments at a state EMI university in Ankara, Türkiye. It further explores potential differences in perception based on the demographics of each respective group. It also aims to see if there is a difference in perceived importance of academic speaking skills between the groups involved in the study. Secondly, the study seeks to understand to what extent pre-sessional EAP students have opportunities to

practice these academic speaking skills in the pre-sessional courses of the target university, according to pre-sessional EAP instructors.

The study aims to find out how competent the undergraduate students in the departments are perceived as in terms of their academic speaking skills by themselves and the content professors in the departments. Additionally, it is targeted to see whether there are any perception differences among undergraduate students regarding their competence in these skills based on their certain demographic features. Moreover, it examines whether there are any perception differences among content professors regarding the competency of undergraduate students in these academic speaking skills depending on the professors' specific demographics. Lastly, it studies whether the perceptions of undergraduate students and content professors in the departments differ regarding students' competency in academic speaking skills.

Research Questions

The study seeks to find answers to the following main questions:

1. How important are the academic speaking skills listed in the YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools as perceived at a state EMI university in Ankara, Türkiye by
 - i. pre-sessional EAP students,
 - ii. pre-sessional EAP instructors,
 - iii. undergraduate students in the departments
 - iv. content professors in the departments?
2. To what extent do students have opportunities to practice the academic speaking skills-listed in the YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools in the pre-sessional courses of the target university according to pre-sessional EAP instructors?

3. How competent are the undergraduate students in the departments considered in terms of the academic speaking skills listed in the YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools as perceived by
 - i. themselves
 - ii. their content professors in the departments?

Significance

Studies show a high correlation between students' linguistic abilities and academic success (Baştürkmen & Shackleford, 2015). Consequently, students are expected to demonstrate proficiency in all four language skills (TEPAV-British Council, 2015), and students' oral competencies are of utmost importance in determining their overall academic achievements in HE (Mowbray& Perry, 2013). However, in Türkiye, Başak (2019), Dippold et al.(2020), Heron et al.(2021), Karakaya (2017), and Tunç (2021) carry out some of the few studies on oral skills in HE. Başak (2019) and Karakaya (2017) compare the similarities and differences between students' and instructors' perceptions, but the transference of the oral skills gained in pre-sessional courses to departmental courses is not explored in their studies. Studies by Dippold et al. (2020), Heron et al.(2021), and Tunç (2021) address this gap. Dippold et al.(2020) and Tunç (2021) explore the issue from three perspectives: language teachers, content teachers, and undergraduate students, while Heron et al.(2021) focus primarily on content professors and undergraduate students' views. They all contribute significantly to the literature, but pre-sessional students' perspectives are missing in these studies, and this study aims to fill the gap.

The study is significant as it gathers data from four different sources: pre-sessional students and instructors, undergraduate students, and content professors students at the departments on oral academic skills using surveys created by the

researcher within the scope of YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools (YÖKAK, 2018), which was based on the Pearson's Global Scale of English, GSE, (Pearson, 2016). Through this research, it might be possible to better explore the expectations from and needs of English language academic speaking skills of tertiary level students studying in EMI settings in Türkiye.

Definition of Key Terms

EMI: stands for English Medium Instruction. It is using English in teaching and assessing the accomplishment in academic subjects in settings where English is referred to as either a foreign or second language (Richards & Pun, 2022).

EAP: stands for English for Academic Purposes and is "a branch of applied linguistics" (Hamp-Lyons, 2002).

Pre-sessional courses: In this study, pre-sessional courses refer to English preparatory schools where tertiary-level learners of English study for a minimum of a semester up to a maximum of two years before they start their undergraduate studies in an EMI university unless they prove English proficiency (Dippold et al., 2020).

YÖKAK: Acronym for the Turkish HE Quality Council, which is also known as THEQC. The institution was established in 2014 for quality assurance purposes in HE (YÖKAK, 2018).

GSE: stands for the Global Scale of English. It is a detailed scale developed by Pearson to identify and measure learners' abilities at each specific proficiency level on the scale for all four skills (Pearson, 2016).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This comprehensive exploration of academic speaking skills in an English medium instruction (EMI) context seeks to investigate the perceptions of tertiary-level pre-sessional English for Academic Purposes (EAP) students, instructors, undergraduate students, and content professors in the departments regarding the importance of academic speaking skills, practice opportunities for pre-sessional students, and the competence of undergraduate students. This examination is facilitated through surveys developed by the researcher, aligning with Turkish Higher Education Quality Council (YÖKAK)'s Minimum Evaluation Criteria for English Preparatory Schools in Higher Education (HE) in Türkiye (YÖKAK, 2018). By investigating these perceptions, the study seeks to provide a deeper understanding of the challenges and opportunities related to academic speaking in Turkish HE, thereby informing educational practice and policy.

For this reason, this chapter delves into English as a Lingua Franca (ELF) paradigm, particularly in the realm of EAP, and discusses academic speaking, its relationship with other language skills, teaching methods, and assessment. It also explores academic speaking and its role in EMI, considering challenges and affordances globally and locally in HE. Quality assurance mechanisms and international standards in HE, especially in English language teaching (ELT), are examined. Finally, the theoretical and conceptual frameworks are provided in reference to relevant international and local studies to provide insight into recent research.

ELF

It is argued that English gains its preeminent status as a global language due to first the colonial expansion of the British Empire and then the emergence of the United States as a superpower (Jenkins et al., 2018). According to Mauranen (2018), the working definition of ELF is the use of English to communicate when two or more individuals are in contact with each other and one or more of them utilize it as a secondary language. Jenkins et al. (2018) assert that English is not the sole or initial lingua franca. Over the centuries, a variety of languages, including Arabic, French, Greek, Persian, Portuguese, Spanish, and so on, have fulfilled this role, with some continuing to do so today, but what sets English apart is the vast geographical scope and diversity of domains in which it is currently utilized.

In today's globalized world, English is the language used most frequently for international contacts between countries, facilitating business, diplomacy, travel, and the flow of information between scholars. The scope and extension of English to such diverse fields of science, technology, entertainment, and business reveal its high status worldwide (Seidlhofer, 2013). Moreover, the considerable expansion of ELF has led to an ideological stand for global fraternity, multicultural respect, and cross-cultural awareness (Jenkins, 2014). According to Widdowson (2017), the norms of English as a global language are constantly being worked on and transformed by the users of English to fit in with a new kind of dual culture belonging to the speakers.

Speaking

In the context of ELF, speaking skills play a crucial role in the efficacy of communication (Jenkins, 2014). Ur (1991) regards speaking as the most paramount language skill. Likewise, Brown and Yule (1983) claim that people are primarily judged based on their real-life speaking abilities. During the job interviews,

candidates strive to prove their oral communication skills. They are asked to participate in debates and group discussions, where oral communication skills are a primary measure of their abilities. Professionals are expected to give oral presentations to promote products or provide training to colleagues (Rao, 2018). As Palmer (2023) states “ While speaking skills may have been somewhat underemphasized in schools, they have not been underemphasized in the real world” (p.4).

Recognized as the international language spoken globally, English enables individuals to communicate with each other worldwide, and having good English language skills is associated with opportunities for employment and achieving life goals (Başıbek et al., 2014).

Moreover, English communication proficiency can greatly influence a country's economic growth, significantly boosting its capabilities (Phillipson, 2015). As highlighted by Akşit and Kahvecioğlu (2022), English is a vital tool that allows individuals and their nations to participate in international dealings and attain success in both professional and academic realms, going beyond just the ability to communicate.

According to Thornbury (2005), speaking refers to the skill of verbal communication, which involves making quick adjustments or self-corrections on the spot. However, it does not mean that there is no planning involved. The planning is done rapidly due to time limitations. Therefore, as Bailey and Nunan (2004) assert, of all the skills, the most difficult one is probably speaking. The difficulty mainly lies in the real-time demand for spontaneous sentence production. To be able to produce sentences on the spot, it is not always enough for learners to have a grasp of grammatical structures and an adequate vocabulary. They also need to master

essential language elements, such as phonological, morphological, semantic, and syntactic aspects (Bueno et al., 2006).

So far, numerous theoretical techniques and perspectives have been offered to improve the speaking skills of foreign language learners. Newton (2016) analyzes research and practices on speaking under five main sections: Rehearsal, Interaction, Output, Feedback, and Language Comprehension, while Anderson (1982) believes three critical phases are required in language acquisition, and the first one is declarative, where learners are introduced to the language input. The second one is procedural, where learners are given controlled practice, and the last is automatic, in which students freely practice the language.

Although they define various stages and give them different names, many scholars strongly believe in the necessity of a controlled practice stage to enhance speaking skills. To illustrate, Scrivener (2005) describes the importance of drills and how to use them effectively to improve learners' speaking skills. Holliday (1994) talks highly of the shadowing technique since it gives learners meaningful language input. Learners are allowed to practice it in the imitation stage, and finally, they can internalize the language at the last stage. Similarly, Ding (2007) claims that memorizing texts and imitating them play an important role in language acquisition in a second language as it provides learners with automatization.

However, mechanical drills have also been criticized for not letting the learners create the link between form and meaning (Richards & Rodgers, 2001). Chang (2011) points out that placing too much emphasis on drilling, memorizing fixed phrases, and scripted dialogues does not help learners improve their fluency, which is the key to acquiring a new language. Similarly, Lynch (1996) argues that it

is important to lessen teacher control over student interactions to encourage open conversations and boost speaking skills.

Diaab (2016) highlights that mere linguistic knowledge tends to be temporary and fails to sustain effective communication skills in the long term and criticizes the tendency of teachers to prioritize other language skills over speaking in their classroom instruction.

Dörnyei (2001) lists language anxiety as a linguistic factor that adversely influences students' confidence in speaking, along with language proficiency and accuracy concerns. Dörnyei (2001) suggests that anxiety about speaking in a foreign language can inhibit students' confidence and willingness to communicate. Lower anxiety levels are associated with greater confidence. Moreover, proficiency level in the target language can greatly affect their confidence in communication. Greater proficiency levels often go hand in hand with greater confidence. Moreover, the fear of making mistakes or inaccuracy in speech can adversely affect confidence.

Concerning accuracy, students may be unwilling to take risks in communication.

Polat (2009) states that many teachers and students often prefer traditional teaching methods over communicative approaches due to anxiety when communicating in a second language.

There are also some non-linguistic factors: the personality traits, motivation, and confidence of the learner, as well as social factors (Dörnyei, 2001). These personality traits are related to extroversion and openness. The former positively influences confidence in communication among students. Furthermore, high motivation and interest in language learning reflect confidence. Generally, high motivation results in the willingness of the students to take risks, express, and communicate somehow, even under adverse circumstances. Associated with the

above-mentioned points, the general level of self-confidence that learners carry builds up their readiness to communicate in a foreign language. More self-confidence usually leads to more participation in communication. Dörnyei (2001) maintains that understanding these influences can help educators design effective language learning experiences that foster confidence and proficiency in communication. Similarly, encouraging students to engage in self-assessment can enhance their understanding of course material and contribute to their language development (Boud, 2013). This practice can foster metacognitive awareness and promote learner autonomy.

Baker and Westrup (2003) outline several stages for effective speaking skills instruction: simplifying explanations of new topics and language, encouraging questions, frequently revising learned material, and incorporating diverse activities to aid comprehension. They suggest that complex topics and language structures should be broken into simpler, more digestible chunks. Clear and concise explanations need to be used. Ample examples and visual aids could illustrate some new concepts and language points. Scaffolding, starting from basic concepts and moving to more complex ones, could be tried. It is crucial to develop a supportive learning environment where learners feel free to ask questions. Curiosity and critical thinking should be developed by encouraging questions and further discussions. Questions, comments, and discussions are essential as they help students learn better.

The learning experience should place the learner in various contexts to facilitate transfer and retention in future adaptive performance. Various interactive and communicative activities should be used to meet different learning styles and preferences. Tasks that focus on speaking, such as role-plays, debates, presentations, and discussions, should be put into practice to give authentic practice with language use. To increase engagement and relevance, multimedia, real-world materials, and

technology should be included. Activities should be scaled to interest and need to maximize motivation and involvement.

Finally, feedback and remedial guidance should be available in reviewing to clear any misconception or error. Lynch (1996) emphasizes feedback from teachers on the teaching of speaking skills and supports implicit correction through approval, disapproval, or requests for clarification so that the learners are not demotivated.

EAP

EAP is the teaching of English to assist students with their scholarly study or investigation through the medium of the language (Gillet, 2011). Over time, it has been adopted as integral to teaching English as a second or additional language due to its significant rise alongside the proliferation of universities worldwide hosting numerous international students enrolled in English courses at the tertiary level (Hyland, 2006). As a result, EAP is acknowledged for its vital role in equipping non-native English speakers to meet the language demands of HE (Johns, 2008). Gillet (2011) notes that EAP covers a wide range of areas and practices, going beyond just study skills to include elements that are also part of general English.

Since it has evolved from the broader English for Specific Purposes (ESP) field, EAP requires tailoring instruction for specific rather than general purposes. EAP considers language research and teaching, focusing on specific communicative needs and practices of particular groups in academic settings. Hyland and Hamp-Lyons (2002) claim that the study of EAP is more than exploring how students may learn the uses and forms of English written in an academic context. It aims to make students capable of appropriately communicating within the specific context of academic domains by addressing their cognitive, social, and linguistic requirements.

According to Flowerdew (2005), EAP has an interdisciplinary nature due to drawing on the areas of linguistics, education, and applied linguistics in the creation of apt language learning courses. Moreover, Paltridge and Starfield (2013) state that EAP learners' needs and expectations differ based on their academic needs in different parts of the world. Therefore, EAP courses should provide appropriate academic materials and tasks that produce effective language skills for learners to use in their fields of study. However, as stated by Pearson (2020), who evaluates the efficacy of pre-sessional EAP courses in the UK, although EAP courses aim to enhance language proficiency, they frequently lack practical speaking experiences vital for academic success. Leopold (2016) also asserts that EAP courses fail to provide sufficient opportunities for students to develop their spoken language skills.

As Hyland (2006) underscores, the most important goal of EAP is to communicate well in an academic environment, such as in universities, research institutions, and scholarly publications. The need for EAP expertise for non-native English speakers who undertake HE or are involved in academic research is stressed as academic discourse becomes more and more internationalized (Peacock & Flowerdew, 2001).

Academic Speaking

Academic speaking is the act of presenting, discussing, and disseminating scholastic ideas and research findings through speech (Swales & Feak, 2012). It refers to diverse activities such as lectures, seminars, conference presentations, and academic discussions. What makes academic speaking different from everyday talk is its formality, structure, and use of specialist lexis and conventions (Flowerdew, 2005). Speaking is considered an independent skill in language competence, but it is closely related to reading, writing, and speaking (Hyland, 2006). An effective

academic speaker should be able to understand high-complexity oral texts, synthesize information well, and critically evaluate arguments. Moreover, having good organizational skills in writing is essential for speakers to present ideas coherently in oral discourse (McCarthy & O'Keeffe, 2010). According to Jordan (1997), faculty members acknowledge that verbal communication skills are crucial for students to consider the depth of their thoughts, answer questions, and participate in analytical discussions. Mastery of academic speaking helps students develop confidence and presence, enhancing the effectiveness of their work.

Considering the globalization of education and the EMI context, speakers must possess linguistic proficiency and be aware of diverse communication styles, norms, and etiquette (Crystal, 2012). As Kachru (1992) points out, since speakers from different regions bring their unique linguistic features, adaptation to diverse accents and speech patterns is vital for effective communication in English.

Burns (2016) claims that the prominence attached to proficiency in English speaking has dramatically increased in various educational settings, and the link between language competence and academic success is now widely recognized (Schoepp, 2018). According to Brown (2007), teaching academic speaking skills requires a multifaceted approach integrating language instruction with content-based learning and task-based activities. In other words, various pedagogical strategies, such as role-plays, debates, presentations, and collaborative projects, must be employed to develop students' speaking proficiency in academic contexts, as Bailey and Nunan (2004) suggested. Moreover, scaffolding techniques, peer feedback, and self-assessment might help promote learner autonomy and skill development (Vygotsky, 2012).

Burns (2016) argues that language educators are well aware of the significance of oral competence in a foreign language, but since speaking requires complex interaction patterns and competence in various aspects of language, it is hard to reach a consensus on what teaching approaches should be embraced.

Apart from the difficulties of learning and teaching academic speaking skills, assessing speaking skills poses unique challenges due to the subjective nature of oral communication and the diverse criteria for evaluating proficiency (Hughes, 2003). This difficulty sometimes leads to refraining from the assessment of speaking skills. However, studies reveal that evaluation practices are determining factors in shaping the content, design and delivery of a course (Cheng, 2007; Pan, 2009; Shih, 2010). Standard assessment methods include oral presentations, debates, interviews, and discussions, which allow students to demonstrate their ability to convey ideas, engage with academic content, and communicate effectively (Fulcher, 2013). Rubrics and assessment criteria stress the learner's linguistic accuracy, fluency, coherence, relevance, critical thinking, and presentation skills (Brown & Hudson, 2002).

EMI

The development of ELF has altered the dynamics of global communication. The value of speaking skills is better recognized in cross-cultural communication and in academic contexts (Seidlhofer, 2013). As ELF supports its position as a vehicle for international interaction and for the discussion of scholarship, speaking skills play an ever more pivotal role in one's professional and career development (Hyland, 2006). Macaro and Akıncioğlu (2017) point out the essence of having good English skills for institutions to compete effectively in an expanding HE market not only in the recruitment of top students from anywhere but also in providing their graduates with an advantage over the rest in the international job market. Therefore, many HE

institutions worldwide now adopt English as the primary medium of instruction (EMI).

Mauranen (2012) defines EMI as "a vehicular language used by speakers who do not share a first language" (p.8), and Dearden (2014) elaborates, describing it as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (p.2). However, these definitions may not fully encompass the complexities of EMI, particularly in cases where most academics and students share the same native tongue, but classes are still conducted in English, as seen in many EMI universities worldwide. Therefore, Murata and Iino's (2017) description of EMI as the use of English as the primary medium of communication for academic instruction and learning, facilitating interactions between individuals of diverse linguistic and cultural backgrounds within an educational framework, seems to be a better fit for the scope of this study held in the Turkish context.

As for EMI in Türkiye, Kırkgöz (2005) asserts that historically, the Tanzimat Period, 1839-1876, is referred to as the onset of Westernization efforts in the Turkish education system and English medium instruction (EMI) first starts with the establishment of Robert College in 1863. English language teaching (ELT) gained more momentum after the foundation of the Turkish Republic in 1923 as closer bonds were formed with American and European countries. ELT became widespread in secondary and high schools, and the trend spread to universities. The first public EMI university, Middle East Technical University (METU), was founded in 1956, and Bilkent University became the first foundation university to offer education in English in 1983.

EMI has become popular in Türkiye among parents and students (Başibek et al., 2014). Several reasons are cited for this popularity, such as the possibility of better job prospects (Öz, 2005), obtaining prestige, and intellectual growth (Atik, 2010). However, these are not specific to the Turkish context only. According to Dearden (2018), universities seek to enhance accessibility for students and scholars globally by instructing in English. Moreover, they train students to contribute to English writing publications in prestigious journals so that universities can improve their position in the global rankings.

Global Challenges and Affordances of EMI

Studies show that EMI brings about several problems as well as opportunities. According to Yang (2003), the globalization of education leads to persistent inequality in global exchanges across economic, cultural, and educational realms. The trend toward the adoption of EMI makes education increasingly commodified as it primarily revolves around economic aspects. As a result, in some institutions, students are viewed as consumers, and ethical principles are challenged. Similarly, Kim (2011) argues that there is often a lack of consideration for students' varying abilities and the specific requirements of different courses, with the primary focus being on improving institutional rankings rather than addressing students' individual needs.

According to Macaro et al. (2018), one of the significant problems with imparting knowledge through EMI is that, in many institutions, the concept of language proficiency is not clearly specified through empirical evidence or institutional specifications, which inevitably results in several problems. For example, some students encounter difficulties in following lectures and taking notes. Specifically, students in technical disciplines face more significant challenges in

understanding lectures than management-related disciplines, primarily due to their limited vocabulary and slower reading speed (Chang, 2011; Eslami, 2010). This difficulty in comprehending specialized vocabulary can also hinder students' speaking abilities, as demonstrated by Turhan and Kırkgöz (2018), who found that a lack of such vocabulary negatively impacted the spoken communication of engineering students. Airey and Linder (2006) also argue that EMI limits students' engagement in asking and answering questions.

Another global issue that might affect the quality of education in EMI institutions is that there is no internationally standardized list of qualifications required for entry into the EAP profession (Tsui, 2011). Thus, EAP practitioners may possess a wide range of qualifications, from no formal credentials to advanced degrees, including doctorates with specializations in EAP. While many practitioners are highly qualified non-native speakers, few come from English speaking countries, holding various qualifications (Ding & Campion, 2016). Darling-Hammond (2017) believes in the necessity of having at least a master's degree as EAP practitioners need to know research skills and integrate theory into practice. Similarly, Ding and Campion (2016) state that in the UK, many EAP teachers come from an English as a Foreign Language (EFL) background and typically hold qualifications such as CELTA or DELTA, along with a Master's degree in TESOL, ELT, or Applied Linguistics.

There are few studies discussing the impact of EAP teachers' academic qualifications on their teacher identities, beliefs and practices. Having done a comprehensive literature review on quality teaching, Wang et al. (2011) conclude that there exists a disparity in the understanding of how each factor or teaching approach influences teaching practices as there is little empirical evidence.

However, the study by Akbari and Dadvand (2011), examining the teacher cognition reveals that ELT teachers with a master's degree generate more than twice thought units per minute (5.18), in contrast to their peers with a bachelor's degree (2.58). Researchers link this significant difference to the advanced academic training of the graduate teachers, enhancing both their theoretical understanding and practical skills. In other words, they claim that strong educational background is expected to positively influence instructors' cognition and teaching practices. The study by Akcan et al., (2016) seems to align with the results. According to the participants of the study who were involved in the processes of hiring instructors for English preparatory schools in Türkiye and Northern Cyprus, applicants having graduated from a four-year ELT program or advanced degree program in ELT exhibit notable strengths in pedagogical and content knowledge.

On the other hand, some researchers claim that an increase in teachers' academic qualifications do not necessarily translate into their teaching practices (Aksoy et al., 2021; Borg, 2003; Peacock, 2001) as there are other determiners such as curriculum, time constraints, assessment, teaching experience, and so on. Each seems to have the potential to create differences, but sometimes they just do not lead to major changes. For example, the study by Estaji and Rahimi (2018) found that teachers' perceptions of international communicative competence were consistent across different levels of teaching experience. As stated by Wang et al. (2011) there are so many factors influencing teaching practices that it is virtually impossible to draw conclusions and make generalizations.

Another common challenge in EMI is that there seems to be an imbalance between EAP courses and the departmental courses held in English. According to Airey (2016) and Fedorova (2021), while EAP courses are primarily language-

focused and aim at developing academic language skills independent of content areas and the departmental courses focus basically on content ignoring the language skills. Ideally, they should be incorporated so that students can improve their language skills while learning the content in English at the same time. However, literature shows that the enhancement of language proficiency through EMI is often ineffective partly because content professors seem to focus primarily on content, and language is perceived as a pragmatic tool (Doiz & Lasagabaster, 2020). Tamtan et al. (2012) also claim that faculty members often neglect to develop linguistic proficiency among students and focus on academic content only. Similarly, Heron et al. (2021) point out that many content instructors seem hesitant to assist students with their language development, believing it to be solely the students' responsibility. Collins (2010) asserts that inadequate language skills bring about lack of interest as well as hurting self-esteem of the students.

Therefore, content professors' tendency to refrain from teaching language skills is criticized by many scholars. Sağlam's (2003) research indicates that content professors' perceptions of student speaking and listening skills can vary depending on the academic discipline due to notable differences between social science and natural science professors. This suggests that disciplinary context may influence the evaluation of these skills for both students and instructors, highlighting the importance of considering disciplinary perspectives in research on academic speaking.

Heron et al. (2021) maintain that it is essential for all students, regardless of their language proficiency, to receive explicit instruction in vocabulary and speaking skills that are specific to the content area. Similarly, the study by Eslami (2010) reveals that students' requirements differ among various academic fields. According

to Airey (2016), instructors in EMI need to possess knowledge in both content and language teaching, as they are responsible for enhancing their students' disciplinary literacy. Nevertheless, studies reveal that although many content professors perceive themselves as experts in their fields, they do not always feel the same in terms of language teaching (Dearden, 2018). The study by Dafouz and Smit (2019) reveals that according to EMI teachers, the development of language specific to various disciplines is often given low priority in teacher education. Moreover, EMI teachers express dissatisfaction regarding the quality of support provided by their higher education institutions in addressing the numerous challenges associated with EMI. According to Baştürkmen and Shackleford (2015), EMI teachers are not always well-trained in how to support students to deal with specialized discourse. They tend to focus on only disciplinary vocabulary but ignore the other discourse specific conventions or grammatical features.

The linguistic challenges in EMI are experienced in several countries by both students and teachers (Breeze & Roothoof, 2021; Pearson, 2020) and they are listed as one of the primary reasons for translingual practices in EMI classes. Educators' opinions and institutional policies vary greatly on the use of L1 in class. An and Macaro (2022) explore the use of L1 by both teachers and students in a Chinese EMI context. The study reveals that science teachers participating in the study hold three distinct views regarding the use of L1 in class: the ones favoring an English-only approach, the ones who are tolerant to limited use of L1 and those believing in the benefits of using L1. When the teachers are asked for the rationale for their preferences, most teachers in the English-only group state students cannot enhance their English and lexis and do not make an effort to use L2 if L1 is available, too. On the other hand, teachers benefitting from L1 show a position favoring content over

language. They believe L1 facilitates learning and helps students engage more in group discussions. As for the views of the teachers who are more lenient toward L1 use, those participants assert that sometimes it is not feasible to use only English as sometimes students cannot understand the concepts due to their poor English levels and they cannot actively participate in classes. In such cases, minimal use of L1 help students significantly and they can also join discussions.

All of these views are supported by different scholars and backed with some studies, but the results are not conclusive as there are so many other factors influencing the results and perceptions. For example, several studies highlight the positive impacts of language immersion through creating a strictly English-only environment. Salman and Yanpar-Yelken (2024) argue that speaking only in the target language can enhance students' confidence and reduce anxiety associated with language use. Similarly, Yuvayapan (2019) asserts opposition to use of L1 in class mainly because it means a decrease in language immersion, and it leads several problems over an extended time despite its potential to save time temporarily. On the other hand, some scholars believe that L1 use offers a lot of potential benefits and teachers use L1 for various reasons (An & Macaro, 2022; Kırkgöz et al., 2023). Moreover, it is worth noting that in some cases, teachers are not allowed to use L1 due to strict English-only institutional language policies, which are frowned upon by various scholars. Manan et al. (2023) severely criticize strict 'English-only' policies and, the perception of the use of L1 as a sign of English deficiency. The stigmatization of L1 use is perceived as a reflection of the imperialist approach and the judicious use of L1 is praised and perceived as teacher's agency.

As for the limited use of L1, the study by Lasagabaster (2013) examining the beliefs of teachers in Colombia regarding the use of L1 in class reveals some

consensus among teachers that L1 is acceptable if it is for better comprehension of content. In addition, the views do not differ much between local teachers and the native speakers of English who are also proficient in the local language, contradicting with the view considering L1 use an indication of language deficiency.

Despite multiple challenges, there are several reasons why the popularity of EMI prevails. First, EMI caters to certain aspects of globalization in HE, where the ability to use English is increasingly considered a prerequisite for academic and professional competence (Piller, 2016). In addition, teaching in English can improve the standing of institutions internationally and provide cooperation with foreign universities in the sharing of research projects (Knight, 2011). Universities also set themselves the target of recruiting more international students to boost their profiles and encourage intercultural exchange (Dearden, 2014). Additionally, EMI is considered a tool to enhance employability with a global workforce focus. Many employers prefer graduates proficient in English, as it is easier for them to communicate in multinational workplaces (Mansour & Al-Hoorie, 2019). In short, as Hellekjær (2017) states, EMI is often perceived as a pathway to academic prestige and excellence.

Local Challenges and Affordances

The findings of the international studies are quite similar to those of the studies carried out in Türkiye. Some scholars criticize education through a foreign language within the scope of Turkish universities. Kılıçkaya (2006) maintains that EMI makes learning hard, especially for students with low English proficiency, and according to Sert (2008), it fails to teach the academic content effectively and hurts students' capacity for critical thinking. Moreover, it is claimed that students who are not proficient enough in English have difficulty understanding the content.

Consequently, both L1 and L2 are used to teach content (Somer, 2001). According to Kırkgöz et al. (2023), the translanguaging tendencies of educators go beyond ensuring the comprehension of the content or lessening the cognitive burden on students. There could be several other reasons, such as establishing good bonds, pedagogical support, encouraging engagement, maintaining discipline, reducing anxiety, so on and so forth (Macaro et al., 2018; Yüzlü & Dikilitaş, 2021).

Students also have their various reasons for using L1 in class. The study by Yürekli (2022) shows that most students use L1 in class regardless of their language proficiency levels but the extent and purpose vary. While the students struggling with language often use L1 to comprehend the content better or complete the given task by seeking help from peers and less frequently to socialize, students proficient in English tend to use L1 for communicating with friends for social reasons such as making jokes. The study reveals that most Turkish students find it artificial to speak in English when they communicate with their local friends or teachers. Another reason for using L1 is that many students are dissatisfied with their speaking abilities (Islam, 2013), which leads to loss of motivation (Falout & Maruyama, 2004). This lack of confidence is also observed by content professors, as Kahvecioğlu (2019) found that they perceive a lack of speaking confidence in some students, which can lead to reduced participation in classroom activities. The study Sakai and Kikuchi (2009) also detects that success and motivation are positively correlated and the tests and materials used in class significantly influence learners' motivation in English classes.

Kırkgöz (2009) conducted one of the initial comprehensive studies on EAP. She scrutinized the efficiency of the EAP courses accessible to first-year students in EMI programs from the students' and instructors' perceptions. A great majority of the

students reported that they thought EAP courses had not prepared them enough for the academic demands of their departments. The same sentiment was shared by the instructors participating in the study. Kırkgöz (2008) highlights the superficial covering of language skills in the course as its primary deficiency. She, therefore, suggests that a more serious EAP program be given to the students to deal with various question types, text forms, and vocabulary in their respective fields of study. Flowerdew (2005) emphasizes that EAP programs should be tailored to meet the unique communication demands of specific academic areas. Therefore, it is recommended to conduct a thorough needs analysis prior to developing the EAP curriculum for pre-session courses (Baştürkmen, 2014; Chemir & Kitila, 2022).

In contrast to the findings of the study held by Kırkgöz (2009), the study by Macaro and Akıncıoğlu (2017) reveals that most university students are aware of the challenges of EMI but they still express overall satisfaction with EMI experience. Satisfaction levels are detected to be higher among students at private EMI universities compared to their counterparts at state universities. Especially female students studying at private universities feel more positive about enhancing their English skills through EMI. According to Zhang and Ardasheva (2019), investigating public speaking skills of tertiary level students, gender is a determinant in self-efficacy beliefs, but the results do not always align (Çubukçu, 2008; Hoesny et al., 2023; Tahsildar & Kabiri, 2019). Female participants in Macaro and Akıncıoğlu (2017) consider speaking in English in class to be more demanding than their male peers, which alligns with the results of a study conducted by Başak (2019) where male students perceive their speaking efficacy higher compared to female participants. Nevertheless, the results contradict with those of the study by Sundari and Dasmo (2014) as the female students in that study demonstrate significantly

higher perceptions of speaking self-efficacy. De Grez et al.'s (2012) findings add another dimension to this discussion by examining gender in relation to the *assessment* of speaking skills as their analysis of student presentations revealed no significant differences in the evaluations given by male and female instructors.

Studies pinpoint the skill imbalance in EAP courses as another important challenge. Yürekli (2012) examines an EAP course prepared for the students of the Computer Sciences Faculty. The study shows that although students are generally satisfied with academic reading and writing components, they are disturbed by the insufficient attention paid to the development of speaking and listening skills. This study also echoes the need to offer more comprehensive EAP programs to students so that they become more equipped to use all the primary language skills instead of being competent in only one or two specific skills.

A similar result was obtained when Demir (2015) investigated the specific needs of the university students and the teachers regarding a particular EAP course. It is detected that although academics and most students appreciate the advantages of the EAP course, they are critical of the imbalanced emphasis placed on specific language skills since speaking and writing get little attention.

In their study, Bayram et al. (2022) explore undergraduate students' perceptions regarding the effectiveness of EAP courses at three EMI universities in Türkiye. This study involves 563 students and seeks to determine whether these courses help students increase their academic performance and it also aims to define the features of an ideal EAP course. Students state that they believe the courses help them with the acquisition of certain academic skills and language abilities. However, they express dissatisfaction with the instructional design concerning productive skills, vocabulary, and reading. Students express preference for a skills-based EAP

curriculum with two to three hours of instruction per week by either content professors or English EAP instructors. The study calls for reforming EAP courses according to students' academic needs and expectations to make students better prepared to deal with the challenges of EAP courses.

Another significant concern for HE in Türkiye is that each university has its own way of determining language proficiency. However, according to the findings of TEPAV-British Council (2015), it is imperative to implement robust assessments covering all four language skills to elevate and uphold academic standards nationally. Consequently, for quality assurance, the Turkish HE Quality Council (YÖKAK) initiates a set of specific evaluation criteria for pre-sessional English programs in tertiary institutions, requiring students to demonstrate proficiency across all language domains after their studies (YÖKAK, 2018). Nevertheless, within certain EMI universities in Türkiye, oral proficiency remains overlooked in the institutionally administered examinations.

Taking internationally recognized language examinations like IELTS, TOEFL, and PTE is possible, but again each university sets its passing standards. For instance, while Bilkent and Boğaziçi Universities require an average of 6.5 from IELTS, METU sets it at 6 (METU, 2023). Moreover, while Bilkent University requires a minimal score of 5.5 for each language skill in IELTS (Bilkent, 2023), Boğaziçi University requires a score of 6.5 from the writing section of IELTS but a minimum score for the other skills (Boğaziçi, 2023). On the other hand, METU does not require any minimum score for individual components of IELTS and students become eligible to start taking their departmental courses as long as they get an overall average of 6 or higher (METU, 2023).

As for TOEFL IBT, Bilkent University asks for 87 points in total. Boğaziçi University requires 79, and METU accepts 75 for the same exam. These universities are prestigious EMI universities in Türkiye, and they also prepare and administer their in-house proficiency exams. Boğaziçi University and METU do not have a speaking part in their exams, while Bilkent University does, which shows a lack of standards. Such inconsistencies and other problems in Turkish HE are also clearly defined by the British Council and TEPAV's extensive baseline study (TEPAV-British Council, 2015), which has brought about efforts to increase the quality of language instruction in HE and the certification of HE institutes for quality assurance purposes.

Quality Assurance

The internalization of education is assumed to date back to the medieval period up until the 18th century in Europe when scholars from diverse regions exchanged ideas and knowledge through visits to foreign lands (De Wit & Merckx, 2022). Altbach (2004) states that during the Renaissance and Enlightenment periods, there was a growing emphasis on critical thinking and empirical observation, and the trend towards globalization in education persisted through colonial movements, the rise of nation-states, and the Cold War era, facilitating international political, technical, and academic cooperation (Kim, 2009). However, in the 19th century, significant reforms occurred in HE, particularly with the establishment of modern research universities (Altbach, 2004). Clark (2006) states that the rise of humanism also influenced educational ideals and the holistic development of students.

In the 20th century, the dramatic expansion of HE worldwide led to increased concerns about quality assurance (Altbach, 2004). Governments and accrediting agencies began to play a more prominent role in monitoring and evaluating the

quality of HE institutions and programs. As Clark (2006) maintains, by setting and enforcing standards, quality assurance ensures a high-quality education that prepares students for future challenges and opportunities. Moreover, it promotes accountability among HE institutions. That is, institutions are held responsible for the outcomes of their educational programs. Hence, students' interests, rights, and welfare are protected, and they receive quality education. Finally, Altbach (2004) notes that quality assurance is a principal way of enhancing the international acceptance and respectability of HE institutes and their programs. Accreditation and peer-reviewing procedures enhance such acceptance by fostering student mobility and cultural exchange. In addition, Deardorff et al. (2022) emphasize the prominence of EAP instructors' being knowledgeable about how to adjust to social and academic international settings so that they can aid students in their progression into international education.

Altbach (2004) notes that in the latter part of the 20th century, quality assurance agencies aided cooperation and the sharing of experiences among quality bodies of various countries across the globe. Two key organizations operating at this level were the European Association for Quality Assurance in HE (ENQA) and the International Network for Quality Assurance Agencies in HE (INQAAHE). Quality assurance in HE in the 21st century is now getting even more complicated and diversified. However, the significant trends include the move towards assessment-based outcomes and a greater focus on accountability and transparency (Clark, 2006). There is also growing recognition of the importance of stakeholder engagement and continuous improvement to ensure the quality and relevance of HE.

According to Hamm (1997), accrediting bodies exhibit diverse structures and characteristics influenced by the regulatory context and the stakeholders they serve.

However, when examining reputable and longstanding accreditation agencies, certain commonalities emerge. These are listed as:

- A financially and administratively independent organizational framework
- Standards and procedures developed by experts with extensive input from the field
- Adherence to high ethical standards and fulfillment of responsibilities
- Transparent and accountable policies and practices
- Emphasis on principles of peer review
- Implementation of shared governance
- Recognition by government and members (Hamm, 1997).

Ayvaz and Mutçalıoğlu (2019) argue that quality assurance is about setting, implementing, and evaluating standards for best practices in a particular field. This evaluation is usually carried out by a recognized independent body or a government agency and applicants go through a series of steps before receiving accredited status.

In 2005, the Turkish HE Council (YÖK) introduced regulations to enhance HE institutions' academic and administrative services and foster international cooperation in quality assurance as a part of the Bologna Process. The HE Institutions' Academic Evaluation and Quality Improvement Commission (YÖDEK) was assigned to organize and coordinate academic evaluation and quality enhancement efforts. Composed of nine members and a student representative, YÖDEK subsequently developed guidelines to steer these processes in alignment with relevant regulations.

Therefore, Türkiye's active participation in quality assurance to align its efforts to ensure comparability and compatibility of HE systems dates back to early 2000 due to the Bologna process and the establishment of the European Higher Education Area (EHEA). The establishment of the Accreditation Board for Engineering Programs (MÜDEK) in 2002 is also considered a milestone in this process. When MÜDEK was endorsed by YÖK in 2007, it became publicly recognized, and similar independent organizations in various academic fields, including nursing and education, pursued accreditation (Ayvaz & Mutçalıoğlu, 2019).

DEDAK, the Association for Language Education, Evaluation and Accreditation, was established by a committee of directors from Schools of Foreign Languages at five universities in October 2012, and later it evolved into an official association in 2016 with the inclusion of additional universities and committee members (DEDAK, 2024). However, its approval was finalized on January 27, 2017 (Ayvaz & Mutçalıoğlu, 2019).

Meanwhile, in July 2015, the HE Quality Assurance Regulation came into effect, leading to the establishment of the HE Quality Board (YÖKAK). According to Şivil (2019), YÖKAK was set up to evaluate the quality assurance system of Türkiye with particular reference to accountability, transparency, and measuring skills through an evidence-based innovation approach. YÖKAK's primary functions include conducting institutional external evaluations, granting authorizations, and recognizing accreditation organizations.

In July 2017, YÖK announced that the accreditation status of Foreign Language Schools would be included in the HE Institutions Preference Guide (YÖK, 2017). Ayvaz and Mutçalıoğlu (2019) claim that the European Association for

Quality Assurance in HE (ENQA) was pivotal in this development. Accreditation studies related to foreign language education in HE institutions in Türkiye reveal that numerous universities began seeking accreditation following this announcement.

YÖKAK aims to increase the standards for HE institutions, working in collaboration with certain authorized national and international accreditation agencies specialized in different fields (YÖKAK, 2024). For example, DEDAK is now the accreditation agency responsible for checking the quality of language education in institutions seeking official accreditation and recognition. As declared on DEDAK's website, it was registered with the YÖKAK Quality Evaluation Registration Certificate from 15.09.2021 to 15.09.2025, and now DEDAK undertakes several initiatives such as setting quality standards for language schools nationwide aligned with the National Qualifications Framework for HE in Türkiye (NQF-HETR). Applicants go through a set of assessment procedures to prove that they meet the established standards to receive accreditation, and DEDAK also offers consultancy to assist institutions in obtaining the desired outcomes (DEDAK, 2024).

According to its website, DEDAK has 43 members from around 30 state and foundation universities. There are six universities whose English Preparatory Programs have already been accredited by DEDAK, and eight institutions are in the process of accreditation (DEDAK, 2024).

Before DEDAK was granted the YÖKAK Quality Evaluation Registration Certificate, YÖKAK itself held the accreditation processes of English Preparatory Schools, and a commission was created to set the minimum evaluation criteria for all pre-sessional English courses in Türkiye as a part of its English Preparatory Schools External Evaluation Pilot Program. The criteria required all students at the exit level of these programs to demonstrate certain B1+ competencies in all four skills

(YÖKAK, 2018) based on the Global Scale of English, GSE (Pearson, 2016).

According to De Jong and Benigno (2017), a specific focus on each skill makes sense as language acquisition differs from disciplines, where knowledge builds progressively in a logical sequence. Language learning lacks inherent linearity, and proficiency in one domain does not necessarily indicate mastery in another.

Therefore, attaining a specific level on the GSE does not imply mastery of every associated learning objective at that level.

It is stated in Ayvaz and Mutçalıoğlu (2019) that in June 2018, DEDAK's chair and two members contributed to discussions while setting the minimum quality standards for English Preparatory Schools and DEDAK's involvement in the process reinforced its relationship with YÖKAK and enhanced its understanding of local educational contexts and standards.

As for the official qualifications EAP practitioners in HE should hold, a significant step was taken in 2018 by YÖK, when a new regulation to recruit only instructors with at least a master's degree with a thesis in a relevant discipline as instructors at universities was introduced (Resmi Gazete, 2018). Nevertheless, the study conducted by Aksoy et al. (2021) indicates that some administrators in the School of Foreign Languages at various universities are not entirely satisfied with this new legislation, primarily due to the scarcity of qualified instructors meeting the legal requirements. Additionally, some administrators do not believe that having a master's degree in ELT leads to better practice in class. Nevertheless, the administrators in the study by Akcan et al. (2016) perceive prospective EAP instructors with ELT educational background as stronger in terms of pedagogical and content knowledge.

Theoretical/Conceptual Framework

The framework for the study comes from YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools, based on GSE (Pearson, 2016). De Jong and Benigno (2017) maintain that the inception of the GSE marks a pivotal milestone as the world's universally accepted standard for evaluating English language proficiency. Developed over 25 years and tested on a diverse cohort of over 10,000 students across 130 countries, the GSE is claimed to have revolutionized English assessment, teaching, and evaluation. Pearson (2016) states that the GSE offers a significantly more accurate evaluation of a learner's capability than the broader categorizations prevalent in existing assessment methods, as it provides a list of learning objectives for each language skill at different language proficiency levels.

Following and measuring all the objectives in all pre-sessional English language courses can help teachers and students learn the expectations and collaborate to achieve them. If the pilot evaluation criteria are proven effective and implemented in all pre-sessional English language courses, the quality of language instruction might go up significantly through the objective measurement of all English skills. However, this present study focuses only on the academic speaking skills component of the scale, as speaking is known to be the weakest skill for Turkish students (TEPAV-British Council, 2015).

Previous Research

In the HE context, few studies have focused on academic speaking skills globally or locally over the last decade. One of them is an international study funded by the British Council and held by Dippold et al. (2020). The study is conducted in four universities in the UAE, the UK, and Türkiye. It explores whether undergraduate or graduate students can have a smooth transition to their departments

after their studies in pre-sessional courses regarding their oral skills and whether their perceptions differ depending on their being in an EFL or ESL context. It is significant because of being carried out in both Anglophone and non-Anglophone settings and analyzing the development of oracy skills at the tertiary level by bringing the perceptions of three different stakeholders: L2 undergraduate/graduate students, disciplinary tutors, and language instructors. The study reveals that the stakeholders emphasize different aspects of oracy skills, and further support is needed for a better transition in both EFL and ESL settings (Dippold et al., 2020).

Another relevant study is Heron et al. (2021), which uses data from Dippold et al. (2020). It examines the perceptions of disciplinary tutors and L2 learners of English on developing learners' oracy skills, "a range of academic speaking skills," and students' transition to their disciplines (Heron et al., 2021, p.2). Student participants are undergraduate or graduate students who have taken pre-sessional courses and continue their studies in EMI contexts in English-speaking or non-English-speaking countries. The tutors are both native and non-native English speakers in the same institutions. The study's results reveal that for tutors, organizing ideas is more important, while students care more about how they deliver a speech or whether they make any grammar or pronunciation mistakes. This shows that students and teachers do not always perceive competencies in a language similarly, and their expectations may differ, creating tensions.

Additionally, the study highlights that most content tutors appear reluctant to support learners' language skills as they view language learning as learners' responsibility. However, the researchers of the study strongly argue that all students explicitly need to be taught content-specific vocabulary and oracy skills no matter what their language proficiency levels are, and it is just a false assumption that

content professors cannot or ought not to teach language (Heron et al., 2021). The study also gives valuable insights and recommendations for a smoother transition to disciplinary studies.

In the Turkish context, in the last decade, there have been few studies related to English speaking skills at the tertiary level, such as Alkan, 2017; Başak, 2019; Dippold et al., 2020; Durmuş, 2022; Heron et al., 2021; Kesici, 2021; Koçak, 2017; Özmen, 2021; Topuz, 2024; Tunç, 2021; Yılmaz-Virlan, 2014. They have examined various aspects of academic speaking skills, but the ones below seem to be quite relevant to the present study directly or indirectly.

Tunç's study (2021) focuses explicitly on academic speaking skills and tries to detect the speaking skills that students need in their academic lives and which skills require more attention using the oracy skill by Mercer et al.'s (2017) framework.

Başak (2019) examines the difference between the self-evaluation of the students and the teachers' evaluation of the speaking skills. The results indicate that learners seem not to be confident enough since teachers give higher ratings on students' speaking ability than students give themselves. The study also suggests that self-assessment depends on proficiency level, gender and exposure to English.

In another study, Topuz (2024) examines the importance of proficiency in second language speaking skills and evaluates a new assessment measure developed to enhance these skills. The study suggests that the traditional summative assessment could create a lot of anxiety for students and that there is a need for a reliable model to assess speaking skills away from traditional methods.

Özmen (2021) examines another critical issue: the impact of pre-sessional courses' final English proficiency exams on students' speaking and writing skills.

The results of this study show that although the final assessments help with targeted learning strategies, some challenges exist regarding the effective assessment of productive skills.

Karakaya (2017) assesses the accuracy of self-evaluation of second language speaking proficiency among university-level students. The results show that although self-assessment can increase learners' awareness of their speaking skills, it should also be combined with teacher feedback to ensure the best results.

Previous studies reveal the multi-dimensional aspect of academic speaking in higher education and the need to understand the diversity of perceptions held by stakeholders. Therefore, this study intends to address these gaps in the literature by gathering data from four different stakeholders: pre-sessional students, pre-sessional instructors, undergraduate students, and content professors, to contribute to the understanding of the expectations and needs surrounding the academic speaking skills in EMI contexts in Türkiye.

CHAPTER 3: METHOD

Introduction

This chapter describes the methodology employed in the current study by detailing the setting, research design, and procedures followed to collect and analyze data. The study seeks to answer three main questions. First, it investigates how much importance is attached to academic speaking skills by pre-sessional EAP students, instructors, undergraduate students at the departments, and content professors and whether specific demographics of individuals and their participating groups play a role in their perceptions. Second, it examines to what extent pre-sessional EAP students are provided with the opportunities to practice oral academic skills according to pre-sessional EAP instructors and whether their perceptions differ based on their demographic features. Finally, the perceptions of undergraduate students and content professors on undergraduate students' competency in academic speaking skills are gathered and analyzed to see if they differ significantly based on certain demographic features. The three main questions this research aims to explore and their detailed related sub-questions are presented below.

Research Questions

1. How important are the academic speaking skills listed in YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools as perceived at a state EMI university in Ankara, Türkiye by
 - i. pre-sessional EAP students,
 - ii. pre-sessional EAP instructors,
 - iii. undergraduate students in the departments

iv. content professors in the departments?

1.1. Are there any perception differences among pre-sessional EAP students in terms of the importance of these academic speaking skills based on their

- i. gender
- ii. discipline of study
- iii. language level
- iv. length of study in the pre-sessional courses
- v. language choices in the classroom
- vi. instructors' language choices in the classroom?

1.2. Are there any perception differences among pre-sessional EAP instructors in terms of the importance of these academic speaking skills based on their

- i. years of teaching experience
- ii. field of undergraduate study
- iii. field of graduate study
- iv. degree level
- v. teaching qualifications
- vi. students' language choices

1.3. Are there any perception differences among undergraduate students in terms of the importance of these academic speaking based on their

- i. gender
- ii. discipline of study
- iii. language choices in the classroom
- iv. content professors' language choices in the classroom?

1.4. Are there any perception differences among content professors regarding the importance of these academic speaking skills based on their

- i. gender
- ii. years of teaching experience
- iii. language choices in the classroom

1.5. Are there any differences among the perceptions of pre-sessional EAP students, pre-sessional EAP instructors, undergraduate students, and content professors regarding the importance of these academic speaking skills?

2. To what extent do students have opportunities to practice the academic speaking skills- listed in the YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools- in pre-sessional courses of the target university according to pre-sessional EAP instructors?

2.1. Are there any perception differences among pre-sessional EAP instructors based on their

- i. years of teaching experience
- ii. field of undergraduate study
- iii. field of graduate study
- iv. degree level
- v. teaching qualifications
- vi. students' language choices in the classroom?

3. How competent are the undergraduate students in the departments considered in terms of the academic speaking skills- listed in the YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools as perceived by

- i. themselves
- ii. their content professors in the departments?

- 3.1. Are there any perception differences among undergraduate students regarding how competent they perceive themselves in these academic speaking skills-based on their
 - i. gender
 - ii. discipline of study
 - iii. language choices in the classroom
 - iv. content professors' language choices in the classroom?
- 3.2. Are there any perception differences among content professors regarding the competency of undergraduate students in these academic speaking skills based on their
 - i. gender
 - ii. years of teaching experience
 - iii. students' language choices in the classroom?
- 3.3. Are there any differences between the perceptions of content professors and undergraduate students regarding students' competency in these academic speaking skills?

Research Design

This quantitative study uses an explanatory, cross-sectional survey design. The study aims to describe the perceptions of pre-sessional EAP students, instructors, undergraduate students, and content professors at the departments regarding tertiary-level students' academic speaking skills by collecting data via self-administered online questionnaires with Likert-type items. Gall et al. (2006) define such quantitative studies as descriptive because their main concern is determining "what." It is a cross-sectional survey because the data was gathered at one instance through online questionnaires. Fraenkel and Wallen (2008) explain that in cross-

sectional studies, the data is gathered at "just one point in time, although the time it takes to collect all the data may take anywhere from a day to a few weeks or more" (p.391). A questionnaire with 31 close-ended questions was used due to the adoption of the positivist approach (McKinley, 2019), and quantitative data was obtained to investigate the participants' perceptions (Dörnyei, 2007), but the participants were also given the chance to add comments at the end.

Setting and Participants

According to Fraenkel et al. (2012), sampling, choosing the informants of the study, is of utmost importance in a research design, and this study goes under the "purposive sampling" category. The study was conducted at a state university located in Ankara, Türkiye. It has a distinguished reputation as one of the country's most established and esteemed EMI universities. It was selected deliberately due to its apt representation of the target population, primarily because of its huge and diverse student and academic body. The university has over 25.000 students and offers various departments under six main faculties: Architecture, Arts and Sciences, Economics and Administrative Sciences, Education, and Engineering. Admission to this university is through getting the minimum required score or over from the central HE exam. As one of the best and most prestigious public universities, it is preferred by many high achievers. It is an EMI university, but in Türkiye, there is no pre-set minimum English language requirement for initial admission to the EMI universities, as criticized in the British Council and TEPAV's report (TEPAV-British Council, 2015).

However, since the classes are held in English, enrollment in undergraduate programs mandates proof of English proficiency by submitting a valid official exam score from an internationally accepted language proficiency test like PTE, TOEFL,

or passing the in-house proficiency exam. Therefore, those who cannot prove their English competency need to take pre-sessional English language courses aiming to improve students' English language skills before they start studying in their undergraduate programs.

In the pre-sessional courses of the target university, there are around 3000 students and 200 instructors. There are two academic semesters, Fall and Spring, each lasting 16 weeks. In addition, there is a voluntary summer school for students who cannot pass the institutional proficiency exam held in June. All the courses are held face-to-face, and the contact hours vary based on the English proficiency level of students and the semester they are in. The study was held in the second semester of the 2023-2024 academic year. In the first semester, there were five levels in pre-sessional courses varying from Beginner to Upper Intermediate, referring to A1.1 to C1.1, respectively, based on the Common European Framework of Reference for Languages (CEFR) standards. In the spring term, there were five levels: pre-intermediate, lower intermediate, intermediate, upper-intermediate, and advanced (ranging from A2.2 to C1.2, respectively). Students at the lowest level had 30 hours of instruction weekly, while the ones in the highest group had 10 contact hours a week. In this study, only Intermediate, Upper Intermediate, and Advanced level students were targeted as their level curriculum was supposed to include EAP skills work, and they were supposed to have at least B1.1+ English level to be able to demonstrate all the academic speaking skills listed in YÖKAK's Criteria. Intermediate and Upper Intermediate students were offered 20 hours of face-to-face classroom instruction, while advanced-level students only had 10 hours a week. Since the study uses an instrument based on YÖKAK's minimum evaluation criteria for students at the exit level of preparatory schools, the questionnaire for the pre-

sessional EAP students was given to only B1.1+ CEFR level students. Additionally, only pre-sessional EAP instructors teaching or having previously taught B1.1 or B1.1+ students in the target institution were requested to join the study. However, all voluntary undergraduate students at the departments and content professors of the target university were eligible to participate in the study without any eligibility restrictions.

The EAP instructors teaching in the pre-sessional courses have varied academic qualifications. They hold B.A., M.A., or Ph.D. degrees in different disciplines. Some also have additional teaching certificates or diplomas like the In-service Certificate in English Language Teaching (ICELT), the Certificate of English Language Teaching to Adults (CELTA), or the Diploma of English Language Teaching to Adults (DELTA). Regardless of their previous experience or academic qualifications, all the newly recruited academic staff are given at least one year of in-service training by the trainers in the professional development unit (PDU) during their first year at the institution. The trainees are required to attend input sessions, observe peers, do some written assignments, and successfully pass the assessed teaching practices.

According to the recent faculty application criteria of the target university where the study was held, prospective content professors seeking employment at the departments of the target university are required to have a minimum of a Ph.D. degree from either an internationally acknowledged university abroad, ranked within the top 700 universities worldwide according to Times HE (THE) or QS World University Rankings. Alternatively, the department or faculty they graduated from should be among the top 250 in the respective field; however, if the candidates obtained a doctoral degree from an accredited university in Türkiye, they must also

have physically participated in the "academic production processes" of a reputable university or independent research institute abroad for a minimum of two semesters, and the university should be ranked among the top 700 worldwide according to either THE or QS World University Rankings.

A total of 407 participants, 265 pre-sessional EAP students (PSS), 67 pre-sessional EAP instructors (PSI), 47 undergraduate students (UGS), and 28 content professors (CP) at the departments, volunteered to take part in the study. Tables 1 to 4 display the details regarding the demographic features of each participating group respectively. Table 1 depicts the demographic features of pre-sessional EAP instructors.

Table 1

Demographics of PSS (n=265)

Characteristics	<i>n</i>	%
Gender		
Female	121	45.7
Male	138	52.1
Not mentioned	6	2.3
Discipline of study		
Architecture	29	9.8
Engineering	99	37.4
Arts and Sciences	71	26.8
Economics and Administrative Sciences	36	13.6
Education	33	12.5
Length of studying in the pre-sessional courses		
First	213	80.4
Second	52	19.6
Language level		
Intermediate	95	35.8
Upper-Intermediate	166	62.6
Advanced	4	1.5
Language choices in the classroom		
Only English	35	13.2
Mainly English, Turkish if needed	161	60.8
Both English and Turkish	69	26
Their instructors' language choices in the classroom		
Only English	58	21.9

Characteristics	<i>n</i>	%
Mainly English, Turkish if needed	184	69.4
Both English and Turkish	23	8.7

As given in Table 1, 265 pre-sessional students participated in the study, and the gender distribution was relatively balanced, with slightly more males (52.1%). Yet, a small percentage (2.3%) chose not to disclose their gender, so it was not possible to include their data statistically while examining the gender factor.

Pre-sessional EAP students were from diverse academic disciplines, but some faculties were relatively more poorly represented, so while doing statistical analysis, the two technical disciplines, Engineering and Architecture, were combined as they shared similar characteristics relevant to their studies. Similarly, participants from the Arts and Sciences, Economics and Administrative Sciences, and Education departments were combined as one group.

The majority (80.4%) were first-year pre-sessional EAP students. Most of the participants (62.4%) were at upper-intermediate level. Only four students from the advanced level (1.5%) participated in the study, which led to their combination of the upper-intermediate group students for statistical analysis due to the similarity in their levels. The rest were intermediate-level students (35.8). Most students preferred using mainly English and Turkish if needed (60.8%). 26 % stated that they used both Turkish and English, and 13.2% preferred English-only.

Most participants (69.4%) stated that their instructors mainly used English with some Turkish. 21.9% stated that their teachers used only English, and 8.7% of the students stated that their instructors used both English and Turkish.

The second participating group was pre-sessional EAP Instructors, and Table 2 shows their characteristic features.

Table 2*Demographics of PSI (n=67)*

Characteristics	n	%
Gender		
Female	62	92.5
Male	5	7.5
Years of teaching in EMI context		
1-5 years	1	1.5
6-10 years	3	4.5
11-15 years	7	10.4
16+	56	83.6
Teaching experience in these pre-sessional courses		
1-5 years	4	6.0
6-10 years	5	7.5
11-15 years	14	20.9
16+	44	65.7
Highest degree held		
Bachelor's	19	28.4
Master's	43	64.2
Doctorate	5	7.5
Field of study for bachelor's degree?		
English Language Teaching	40	59.7
American/British Literature and Culture	20	29.9
Linguistics	2	3
Translation	2	3
Human Resources in Education	1	1.5
Finance	1	1.5
Architecture	1	1.5
Field of Study for Master's degree		
English Language Teaching	28	56
American/British Literature and Culture	9	18
Educational Sciences	7	14
Translation	1	2
Linguistics	1	2
Women's studies	1	2
Public Administration	1	2
Field of Study for Doctorate degree		
English Language Teaching	2	40
Educational Sciences	2	40
American/British Literature and Culture	1	20
Any other teaching qualifications (certificates)		
No	29	43.3
Yes	38	56.7
COTE/CELTA/ICELT	28	73.6
DOTE/DELTA/DTEFLA	8	21.1

Characteristics	<i>n</i>	%
ELT Pedagogy	1	2.6
Certelt	1	2.6
Language choices in the classroom		
Only English	11	16.4
Mainly English. Turkish if needed	52	77.6
Both English and Turkish	4	6.0
Students' language choices in the classroom		
Only English	3	4.5
Mainly English. Turkish if needed	38	56.7
Both English and Turkish	26	38.8

As depicted in Table 2, 67 pre-sessional EAP instructors participated in the study. There was a significant imbalance in the gender distribution of pre-sessional EAP instructors, as 92.5% were female. Most had 16 years or more of teaching experience in the EMI context and the target pre-sessional courses. The number of inexperienced or less experienced instructors was low, so while statistically studying the teaching experience of the pre-sessional EAP instructors in the pre-sessional courses, instructors were grouped as those with 16 years or more experience and those with less than 16 years of experience. As for the degree level, the majority of the instructors had a master's degree in English Language Teaching (ELT), and they were compared to those with only a bachelor's degree. Moreover, the majority of instructors had acquired additional teaching certificates, and they were compared to instructors who did not have any additional teaching qualifications.

59.7% of the instructors obtained undergraduate degrees from the English Language Teaching (ELT) departments. Yet, over half of them had a master's or PhD degree in another field. Instructors with bachelor's or master's degrees in ELT were compared with those with degrees in other fields to see whether their perceptions differed significantly.

77.6% of the instructors preferred to speak mainly English and Turkish if necessary in class, while only 16.4% reported speaking solely English. 6% stated

using both English and Turkish in class. According to pre-sessional EAP instructors, the majority of the pre-sessional EAP students (56.7%) used English and Turkish if necessary, while 38.8% preferred both English and Turkish. Only 4.5% of them used only English. That is, most EAP instructors and the students in the target institution used the mother tongue when needed.

The third group participating in the study comprised undergraduate students from different departments. Table 3 shows the demographic features of undergraduate students.

Table 3

Demographics of UGS (n=47)

Characteristics	<i>n</i>	%
Gender		
Female	26	55.3
Male	21	44.7
Faculty of study		
Architecture	1	2.1
Engineering	18	38.3
Arts and Sciences	12	25.5
Economics and Administrative Sciences	8	17
Education	8	17
Pre-sessional Background		
No	11	23.4
Yes	36	76.6
(If yes) Length of study in pre-sessional courses		
One	28	77.8
Two	8	22.2
Language choices in the classroom		
Only English	16	34.0
Mainly English. Turkish if needed	22	46.8
Both English and Turkish	9	19.1
Content professors' language choices in the classroom		
Only English	13	27.7
Mainly English. Turkish if needed	31	66.0
Both English and Turkish	3	6.4

Table 3 shows that the study included 47 undergraduate students, with a slight majority of female students (55.3%) compared to males (44.7%). The

participants came from diverse academic backgrounds. The strongest representation was from Engineering (38.3%), while the lowest was from Architecture (2.1%). During the statistical analysis, the participants from these two departments, Engineering and Architecture, were combined due to their being more technical than the other fields of study where the rest belonged.

Most participants (76.6%) had studied English in a pre-session courses, while 23.4% had not. Among those who attended the pre-session courses, most (77.8%) studied there for one year, while 22.2% studied for two years.

Regarding the language students use in the classroom, 46.8% preferred mainly English with Turkish if needed. 34% preferred using only English, while 19.1% preferred English and Turkish.

According to undergraduate students in departments, 66.6% of their professors mainly used English and Turkish if needed, 27.7% used only English, and 6.4% used both English and Turkish in class.

The final group participating in the study was content professors in different departments. Table 4 shows their demographic features.

Table 4

Demographics of CP (n=28)

Characteristics	<i>n</i>	%
Gender		
Female	19	67.9
Male	9	32.1
Faculty of teaching		
Arts and Sciences	1	3.6
Economy	4	14.3
Education	11	39.3
Engineering	12	42.9
Teaching experience in EMI context		
1-5 years	2	7.1
6-10 years	5	17.9
11-15 years	1	3.6

Characteristics	<i>n</i>	%
16+	20	71.4
Language choices in the classroom		
Only English	13	46.4
Mainly English (Turkish if needed)	15	53.6
Both English and Turkish	-	-
Students' language choices in the classroom		
Only English	3	10.7
Mainly English (Turkish if needed)	19	67.9
Both English and Turkish	6	21.4

Table 4 shows that most of the professors participating in the study were female (67.9%). Most worked in the Engineering (42.9%) and Education (39.3%) faculties. Economics (14.3%) and arts and sciences (3.6%) faculties were poorly represented.

A significant proportion of professors (71.4%) had 16 or more years of teaching experience in an EMI context. While 53.6% of the professors preferred to use mainly English and Turkish if needed, 46.4% of the professors used English-only. None of the professors opted for 'both English and Turkish'. As for the language preferences of undergraduate students, professors perceived that 67.9% of them preferred to use mainly English and Turkish if needed, 21.4% used both English and Turkish, and a small percentage (10.7%) used only English.

Instrumentation

Four parallel questionnaires for academic speaking skills were prepared by the researcher for pre-sessional EAP students, instructors, undergraduate students, and content professors at the departments within the framework of YÖKAK's 'Minimum Evaluation Criteria for English Preparatory Schools' (YÖKAK, 2018), based on the Pearson's the Global Scale of English, (Pearson, 2016). As stated by De Jong and Benigno (2017), the GSE constitutes a linear transformation of the scale devised initially by North (2000) to determine the proficiency levels outlined in the

Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001). With a numeric range spanning from 10 to 90, the GSE was initially adopted as the reporting scale for the Pearson Test of English Academic (Pearson, 2010), undergoing validation through alignment with other globally recognized proficiency scales like IELTS and TOEFL.

The validity of the GSE reporting scale is claimed to have been substantiated by several factors. Firstly, the correlation between PTE Academic scores and CEFR levels was predicated on independent expert evaluations of test components and candidate responses (Pearson, 2010). Secondly, the correlation of PTE Academic scores with those of TOEFL and IELTS was established through comparative analyses of students' scores obtained across these assessments within a two-month time frame, along with data furnished by ETS and Cambridge regarding the concordance between TOEFL and IELTS (De Jong & Benigno, 2017).

The questionnaires utilized in the study were comprised of two main sections: one focusing on demographic details of the participants and the other on their perceptions of academic speaking skills.

The researcher devised the first section, covering participants' demographic information. While there are some common questions like gender, some vary for each participating group depending on their relevant features. For example, in the demographic information part of the questionnaire for pre-sessional EAP students, there are inquiries about their faculty of study, whether this is their first or second year in the pre-sessional courses, and so on. However, EAP instructors' demographics include questions like how long they have been teaching in an EMI context, their degree levels, and so on.

For the second section, the researcher utilized the items listed as B1+ CEFR level as Overall Academic Speaking Skill given in YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools (YÖKAK, 2018). In the scale, academic speaking skills are given under four main categories: Using Sources Orally, Taking Part in Discussions, Participating in Lectures, and Carrying Out a Formal Oral Academic Task, and the skills are listed as general or academic. In this study, only academic speaking skills were taken as they are relevant to the scope of this study.

All the participating groups were asked to rate the importance of academic speaking skills (on a scale from 1 to 5, 1 being the lowest and 5 being the highest). In addition to the importance dimension, pre-sessional EAP instructors were also asked to rate to what extent practice opportunities pre-sessional EAP students had at the target pre-sessional courses using the same scale of 1 to 5. Undergraduate students in the departments also rated the importance of academic speaking skills and how competent they perceived themselves in each given skill. Finally, content professors in the departments rated the importance of each given academic speaking skill and how competent their students were in these skills. Table 5 displays *Overall Academic Speaking Skill* and the number of items composing each sub-skill.

Table 5

Overall Academic Speaking Skill and Sub-Skills

Overall Academic Speaking Skill	31 items in total
Sub-skills	
Using Sources Orally	8 (items : 1-8)
Taking Part in Discussions	12 (items : 9-20)
Participating in Lectures	5 (items : 21-25)
Carrying Out Formal Academic Tasks	6 (items : 26-31)

According to Taber (2017), the calculation of internal reliability can provide valuable insights into the items being used in a study since it measures the

consistency with which a set of items designed to measure the same outcomes or skills can produce similar results within the context of the study. Therefore, values for Cronbach's alpha were measured for each questionnaire. While all questionnaires measure the importance attached to academic speaking skills, questionnaire B also measures practice opportunities pre-sessional students have for each skill, and Questionnaires C and D also focus on competency in these skills. The reliability results of each questionnaire in various dimensions studied can be seen in Table 6.

Table 6

Reliability Results for Overall Academic Speaking Skill and Its Sub-skills

Questionnaires	Overall Academic Speaking Skill and its sub-skills	n	Cronbach's α Values
Questionnaire A (Importance)	Overall Academic Speaking Skill	31	.94
	Using Sources Orally	8	.83
	Taking Part in Discussions	12	.89
	Participating in Lectures	5	.79
	Carrying Out a Formal A. Task	6	.86
Questionnaire B (Importance)	Overall Academic Speaking Skill	31	.97
	Using Sources Orally	8	.94
	Taking Part in Discussions	12	.94
	Participating in Lectures	5	.89
	Carrying Out a Formal A. Task	6	.90
Questionnaire B (Practice Opportunities)	Overall Academic Speaking Skill	31	.98
	Using Sources Orally	8	.96
	Taking Part in Discussions	12	.96
	Participating in Lectures	5	.93
	Carrying Out a Formal A. Task	6	.93
Questionnaire C (Importance)	Overall Academic Speaking Skill	31	.98
	Using Sources Orally	8	.92
	Taking Part in Discussions	12	.97
	Participating in Lectures	5	.92
	Carrying Out a Formal A. Task	6	.95
Questionnaire C (Competence)	Overall Academic Speaking Skill	31	.98
	Using Sources Orally	8	.91
	Taking Part in Discussions	12	.96
	Participating in Lectures	5	.91
	Carrying Out a Formal A. Task	6	.95
Questionnaire D (Importance)	Overall Academic Speaking Skill	31	.97
	Using Sources Orally	8	.93
	Taking Part in Discussions	12	.95

Questionnaires	Overall Academic Speaking Skill and its sub-skills	<i>n</i>	Cronbach's α Values
Questionnaire D (<i>Competence</i>)	Participating in Lectures	5	.85
	Carrying Out a Formal A. Task	6	.91
	Overall Academic Speaking Skill	31	.98
	Using Sources Orally	8	.96
	Taking Part in Discussions	12	.96
	Participating in Lectures	5	.89
	Carrying Out a Formal A. Task	6	.93

As depicted above, Cronbach's alpha coefficients in all questionnaires in various academic speaking skills show very high levels of internal consistency, reaching as high as .98, and with the majority of Cronbach's alpha coefficients above .90. The lowest Cronbach's alpha coefficient value reported in Table 6 is .79 for the Participating in Lectures sub-skill in Questionnaire A, which is still considered relatively high and indicative of good internal reliability as Taber (2017) regards values over .50 as acceptable.

Methods of Data Collection

Data collection was commenced via the distribution of online questionnaires (Appendix A-D) by emailing the participants' university mail addresses immediately after obtaining the necessary approvals from the university the researcher studied at and the target institution. Participants were first provided with an informed consent form, and only those agreeing to participate could proceed with any questions in the questionnaires (see the beginning of each questionnaire in Appendix A to D). The anonymity of the participants was ensured throughout the questionnaire process.

Pilot Study

Mackey and Gass (2005) argued that a pilot study is essential to determine whether data collection and instrumentation methods are feasible and beneficial. The questionnaire for each participating group underwent a pilot phase before administration. Five pre-sessional EAP students, three pre-sessional EAP instructors,

four undergraduate students, and two content professors participated in the pilot study. One of the aims was to assess the time required for participants to complete the questionnaires. Results indicated that pre-sessional EAP students needed approximately five minutes to complete the questionnaire, while the participants of other groups typically needed around ten minutes to finish. That was because pre-sessional EAP students were asked to rate only how important each academic speaking skill was, while all the other participants were required to rate each item twice depending on their relevant features. For example, in the first Likert-type item, pre-sessional EAP students were asked how important it was to explain key information in graphs and tables, using appropriate language for their departmental studies. Undergraduate students were asked how important it was to explain key information in graphs and tables, using appropriate language for their departmental studies, and how competent they perceived themselves in that skill. Consequently, they needed more time. Another purpose of the pilot study was to ensure that each questionnaire item was clear enough for the participants. Feedback was mostly positive, but some pre-sessional EAP students reported difficulty understanding some vocabulary items. Therefore, certain words or phrases were replaced with their synonyms or paraphrased, keeping the original meaning as much as possible. Figure 1 shows the changes made to the terminology based on the received feedback.

Figure 1

Changes Made to Terminology Based on Pilot Study Findings

ORIGINAL TERM	REVISED TERM
•orally	•in spoken form
•charts	•table
•summarize	•give a summary of
•clarification	•explanation
•acronym	•short forms
•justify	•support
•pros and cons	•advantages and disadvantages
•rehearsed	•practiced
•collate	•synthesize

Note. Terms were adjusted for clarity based on the findings of the pilot study.

Moreover, pre-sessional EAP instructors and content professors recommended that the researcher ensure that all participants understood all the items in the survey referring to verbal academic skills. Consequently, the phrase 'being able to orally' was written in bold capital letters as a common phrase at the beginning of all questions. Furthermore, for surveys designed for pre-sessional EAP students and undergraduate students in the departments, the explanation '*in spoken form' was added in parenthesis after the word '*orally' to clarify the meaning further. Additionally, the order of questions four and five was changed based on the feedback that as the first three questions were related to the interpretation of charts and graphs, it would be better to continue with question five, which is also about describing conclusions from graphs and charts. After making these modifications, the final version of the questionnaires with the consent form on their first pages was sent to the participants by electronic mail after getting the required permissions from the Ethics Committees of Bilkent University and the target institution.

The participants receiving the email were asked to read the consent form and agree to participate after being informed of the purpose of the study, the criteria, and how their confidentiality would be ensured. Only the volunteers who agreed to the consent form could access the surveys.

Methods of Data Analysis

Following the data collection, quantitative analysis was conducted by employing IBM Statistical Package for Social Sciences (V23). Before analyzing the questionnaire data, Cronbach's alpha coefficient was computed to assess the consistency of results within the study's context. Subsequently, frequency and percentage distributions were given according to the socio-demographic characteristics of the participants in all groups.

Tabachnick and Fidell (2013) recommend the use of the parametric methods if the basic assumptions are met since the parametric tests are more sensitive and successful in detecting the differences between groups. Therefore, the assumptions of the parametric analyses were verified to select appropriate tools. As stated by Osborne and Waters (2002), violations of assumptions can adversely impact Type I and Type II errors. According to Hayes and Cai (2007), primarily, for most statistical procedures, it is imperative to check assumptions of normality and homogeneity of variances.

Therefore, first, compliance with normal distribution was examined. Based on the results, independent two-sample T-test was used to compare normally distributed data according to paired groups, and the Mann-Whitney U test was used to compare non-normally distributed data. One-way ANOVA was used to compare normally distributed data for groups of three or more. The Kruskal-Wallis test was used to compare the non-normally distributed data for groups of three or more. When significant differences were detected in the Kruskal-Wallis test, multiple comparisons were analyzed with Dunn's test.

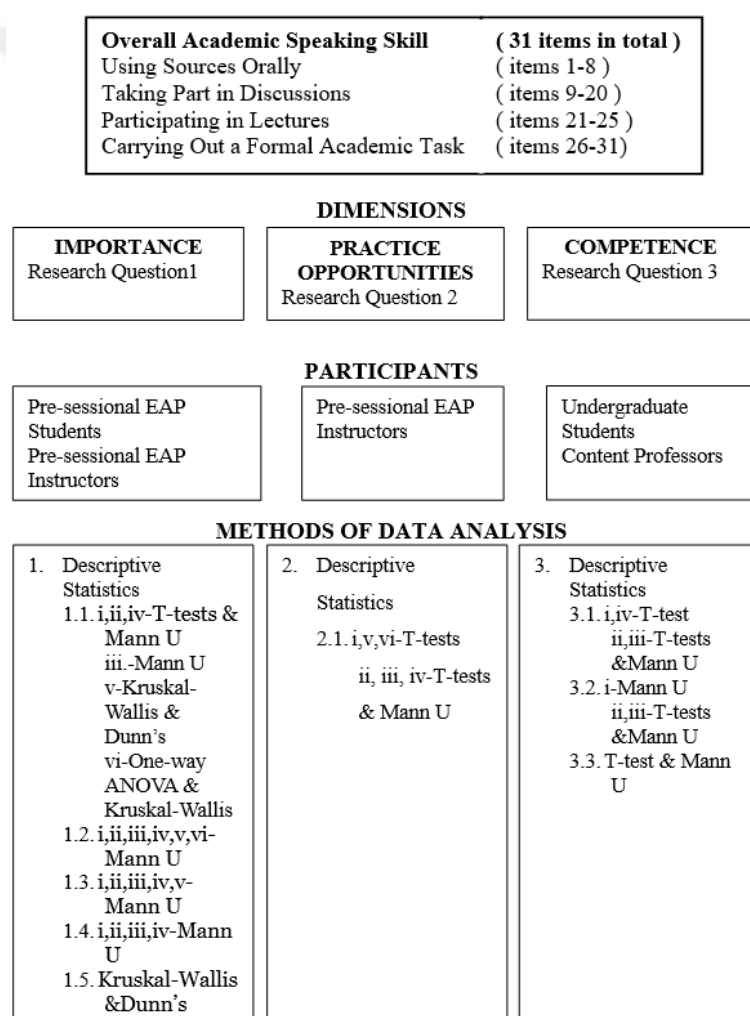
The data analysis approach used in this study involved selecting appropriate statistical tests based on the underlying assumptions. Non-parametric tests were employed when the normality assumption was not met. The Mann-Whitney U test was used for the categorical variables with two groups, while the Kruskal-Wallis test was used for the categorical variables with three groups or more.

Parametric tests, T-test and ANOVA, were used after ensuring that the assumptions of normality and homogeneity of variances were met. Levene's test was utilized to assess the homogeneity of variances, which is a widely accepted method (Garson, 2012).

For some research questions requiring the inclusion of undergraduate students and content professors in the departments, the number of participants was insufficient to carry out parametric tests, so descriptive statistics and non-parametric methods were employed. Figure 2 was prepared by the researcher to outline the study by showing the scale, dimensions, relevant research questions, stakeholders, and the data analysis methods used to answer each research question.

Figure 2

Outline of the Study



Note. A structured representation of the study.

Figure 2 demonstrates that the study examines the Overall Academic Speaking Skill and its sub-skills: Using Sources Orally, Taking Part in Discussions,

Participating in Lectures, and Carrying Out a Formal Academic Task. They were analyzed under three significant dimensions (importance, practice opportunities, and competence). The first research question and its sub-questions are about the importance of academic speaking skills, and all the stakeholders of the study were asked to rate the importance of each academic speaking skill. The second research question examines pre-sessional EAP students' practice opportunities in academic speaking skills in the pre-sessional courses as perceived by pre-sessional instructors. The third question studies the competence of undergraduate students in academic speaking skills as perceived by themselves and their content professors.

As for the methods of analysis, to gauge the significance attached to academic speaking skills, namely addressing research question 1, descriptive statistics were examined across all stakeholders: (i.) pre-sessional EAP students, (ii.) pre-sessional EAP instructors, (iii.) undergraduate students in the departments, and (iv.) content professors in the departments. Participants' demographics were previously outlined in the settings and participants section to provide more contextually rich data, and in this section, descriptive statistics for each group were given.

For research question (RQ) 1.1, disparities in perceptions among pre-sessional students regarding the importance of the tested academic speaking skills were explored based on the normality test results for the Overall Academic Speaking Skill and four sub-skills for each feature. For example, for (i) gender, differences were assessed using an independent T-test for normally distributed data, while the others required non-parametric Mann-Whitney U tests. For the (ii) discipline of study, the independent T-test and the Mann-Whitney U tests were held as the data did not distribute normally for all scale components. Next, (iii) language levels were

analyzed using the Mann-Whitney U test as normal distribution was not achieved. As for (iv) the length of study in the pre-sessional courses, an independent sample T-test was held for the normally distributed scale item, while the others were analyzed via the Mann-Whitney U test. Afterward, (v.) language preferences of pre-sessional students in the classroom were analyzed via the Kruskal Wallis test due to non-normal distribution in three groups. A significant difference was detected in some sub-skills, so Dunn's test was also employed to make multiple comparisons. Finally, (vi) instructors' language preferences were evaluated using one-way ANOVA for the normally distributed data, and the rest was analyzed using the Kruskal- Wallis test.

Regarding RQ 1.2, 3, and 4, differences in perceptions among pre-sessional EAP instructors were examined using non-parametric Mann-Whitney U tests due to the non-normal distribution of the data for groups of two. However, for RQ 1.5., the non-parametric Kruskal-Wallis test was used to study the perception differences among all the stakeholders for the importance dimension. Some test results showed significant differences. Consequently, Dunn's test was done for multiple comparisons.

For RQ 2, descriptive statistics were initially used. Then, for RQ 2.1. (i) years of teaching experience, (v) teaching qualifications, and vi. pre-sessional students' language choices, independent T-tests were held due to the normal data distribution. On the other hand, for (ii) field of undergraduate study, (iii) field of graduate study, and (iv) degree level, both independent T-tests and the Mann-Whitney U tests were carried out as some of the data did not distribute normally for all the skills.

For RQ 3, descriptive statistics were used to show how competent the undergraduate students in the departments were considered by (i.) themselves and (ii.) their content professors. For RQ 3.1. undergraduate students' perceptions of

competence based on (i.) gender and (iv.) their content professors' language choices was analyzed through an independent T-test as the assumption of normality was achieved. As for (ii) discipline of study and (iii.) undergraduate students' language choices, both independent T-tests and the Mann-Whitney U tests were used to analyze perception differences based on the normality results for each scale component.

Then, for RQ 3.2. (i.) gender, the Mann-Whitney U test was done due to the non-normal distribution of data. For (ii.) years of teaching experience and (iii.) content professors' language choices, both independent T-tests and the Mann-Whitney U tests were conducted as data was not normally distributed for some skills. Finally, for RQ 3.3, the independent T-test was held for the normally distributed scale components, while the Mann-Whitney U test was carried out for the ones distributing non-normally.

CHAPTER 4: RESULTS

Introduction

The research aims to address three primary inquiries. Firstly, it delves into the level of significance assigned to academic speaking skills among EAP pre-sessional students, instructors, undergraduate students, and content professors in departments. Additionally, it explores whether certain demographic factors influence their perceptions. Secondly, it assesses the extent to which pre-sessional EAP students have opportunities to practice oral academic skills, as reported by instructors, and whether the perceptions of pre-sessional EAP instructors vary depending on their demographic characteristics. Lastly, it gathers and analyzes the viewpoints of undergraduate students and content professors regarding the competence of undergraduates in academic speaking skills based on their specific demographics, investigating potential significant differences.

Importance of the Academic Speaking Skills

Research question (RQ) one and its subcomponents mainly (RQ.1.1 to 1.5) focus on how *important* academic speaking skills are considered by pre-sessional EAP students, pre-sessional EAP instructors, undergraduate students in the departments, and content professors in the departments at a state EMI university in Ankara, Türkiye. First, descriptive statistics for each participating group were held to answer RQ 1 by analyzing the results of the mean (*M*) and standard deviation (*SD*) for the scale items. Next, a thorough investigation was conducted to find out whether there were any prominent divergences in the data based on certain demographic features of the participants. Finally, additional tests were carried out to compare the

results gathered from all the stakeholders. As mentioned previously, in total, there are 31 *Overall Academic Speaking Skill* in the scale, referring to four sub-skills. The first eight (1 to 8) of them corresponded to *Using Sources Orally*, the next 12 (9-20) *Taking Part in Discussions*, the following five (21-25) *Participating in Lectures* and the final six (26-31) *Carrying Out a Formal Academic Task*. All of the participants rated each skill from one to five, one being the lowest and five being the highest, in terms of its importance. Descriptive statistics results were obtained from four different participating groups regarding the *importance* of academic speaking skills.

Descriptive Statistics for Importance by Pre-sessional EAP students

Pre-sessional EAP students were asked to rate the importance of the given academic speaking skills and the results are shown in Table 7.

Table 7

Descriptive Statistics for Importance by PSS

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	265	3.96	0.56
Using Sources Orally	265	3.99	0.59
Taking part in Discussions	265	4.00	0.63
Participating in Lectures	265	3.87	0.73
Carrying Out a Formal Academic Task	265	3.92	0.78

The results revealed that participants generally attached high importance to *Overall Academic Speaking Skill*, with a mean score of 3.96 ($SD = 0.56$). This indicates a strong consensus among participants regarding the significance of academic speaking skills.

The highest mean result was found in *Taking Part in Discussions*, which received a score of 4.00 ($SD = 0.63$). This suggests that discussions were perceived as particularly important, though the moderate standard deviation indicates some variability in how participants valued that sub-category.

Results for more structured academic tasks and lecture participation were slightly lower. *Carrying Out a Formal Academic Task* achieved a mean of 3.92 ($SD = 0.78$), while *Participating in Lectures* received the lowest mean score of 3.87 ($SD = 0.73$). The higher standard deviations in these areas suggest wider differences in participants' perceptions of importance, indicating that while some viewed these skills as crucial, others might not prioritize them as highly.

In summary, while participants placed high importance on speaking skills and discussions, there was greater variability in the perceived importance of skills related to lectures and formal tasks.

Descriptive Statistics for Importance Based on Sub-skills by PSS

Pre-sessional EAP students were asked to rate each item of the sub-skills, all of which make up *Overall Academic Skill*. Tables 8- 12 reveal the descriptive statistics by giving the mean score for each item and its standard deviation.

Table 8 demonstrates the importance attached to the sub-skill of *Using Sources Orally* by pre-sessional EAP students.

Table 8

Importance of Using Sources Orally by PSS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables, using appropriate language	67	4.01	0.93
2) answer questions about information presented in graphs and tables about a familiar topic	67	4.06	0.85
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	67	4.09	0.87
4) describe conclusions drawn from graphs and tables, using appropriate language	67	4.16	0.86
5) give a summary of information from an academic text on a familiar topic	67	4.42	0.78
6) paraphrase information taken from an academic text on a familiar topic	67	4.52	0.59
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	67	4.31	0.82

Item	<i>n</i>	<i>M</i>	<i>SD</i>
8) synthesize information from several written sources and give a summary of the ideas	67	4.37	0.78

The results revealed that participants placed the highest importance on the ability to “paraphrase information taken from an academic text on a familiar topic” (Item 6) with a mean of 4.52 ($SD = 0.59$), while they rated (Item 1), the ability to “explain key information in graphs and tables, using appropriate language” with a mean score of 4.01 ($SD = 0.93$). The gap between the highest (4.52) and lowest (4.01) scores is relatively small, indicating that pre-sessional students perceive all items related to this sub-skill as highly important.

Table 9 displays the importance attached to the sub-skill of *Taking Part in Discussions* by pre-sessional EAP students.

Table 9

Importance of Taking Part in Discussions by PSS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	67	4.49	0.75
10) contribute to a group discussion on familiar topics	67	4.49	0.66
11) answer questions in an academic discussion on familiar topics	67	4.60	0.63
12) suggest advantages and disadvantages when discussing a familiar topic	67	4.49	0.68
13) develop an argument using common fixed expressions	67	4.31	0.74
14) ask someone to give more information on a point in an academic discussion using appropriate language	67	4.28	0.75
15) ask for explanation during an academic discussion using appropriate language	67	4.45	0.63
16) participate in a classroom discussion about an academic topic effectively	67	4.55	0.63
17) lead a simple discussion if given time in advance to prepare	67	4.37	0.81
18) ask for explanation of unknown short forms or technical terms used in conversation	67	4.16	0.86
19) contribute ideas in a panel discussion using appropriate language	67	3.99	0.91
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	67	4.37	0.71

Pre-sessional EAP students attached the highest importance to "the ability to answer questions in an academic discussion on familiar topics" (Item 11) with a mean of 4.60 ($SD = 0.63$). They considered item 19, the ability to "contribute ideas in a panel discussion, using appropriate language" to be the least important of the skills in this category with the lowest mean score of 3.99 ($SD = 0.91$). Again, the gap between the highest (4.60) and lowest (3.99) scores is small, suggesting that students view all aspects of *Taking Part in Discussion* as significant.

Table 10 shows the importance attached to the sub-skill of *Participating in Lectures* by pre-sessional EAP students.

Table 10

Importance of Participating in Lectures by PSS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	67	4.39	0.67
22) ask questions about the content of a presentation or lecture on a familiar topic	67	4.39	0.70
23) describe conclusions drawn from a presentation or lecture on a familiar topic	67	4.40	0.74
24) ask for confirmation of understanding during a live discussion or presentation	67	4.31	0.78
25) effectively request information from a professor outside of class	67	4.30	0.85

In this sub-skill, the item with the highest mean score was the ability to "describe conclusions drawn from a presentation or lecture on a familiar topic" (Item 23) with a mean of 4.40 ($SD = 0.74$), while the item with the lowest mean score was item 25, the ability to "effectively request information from a professor outside of class" ($M = 4.30$, $SD = 0.78$). Such a tiny gap between the highest (4.40) and lowest (4.30) scores indicates a general perception of importance among these skills.

Table 11 shows the importance attached to the sub-skill of *Carrying Out Formal Academic Tasks* by pre-sessional EAP students.

Table 11*Importance of Carrying Out Formal Academic Tasks by PSS*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	67	3.99	0.93
27) give an effective presentation about a familiar topic by using visuals (e.g.. slides) appropriately	67	4.55	0.63
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	67	4.51	0.64
29) give a short practiced talk or presentation on a familiar topic	67	4.61	0.55
30) answer information questions about the facts provided in a presentation they have given	67	4.60	0.60
31) give a presentation on a familiar academic topic	67	4.64	0.54

The item with the highest mean score was the ability to "give a presentation on a familiar academic topic" (Item 31) ($M = 4.64$, $SD = 0.54$). The item with the lowest mean score was the ability to "carry out a prepared interview checking and confirming information as necessary" (Item 26) ($M = 3.99$, $SD = 0.93$). That is, although the gap between these scores (4.64 and 3.99) was notable, even the lowest mean score was almost highly important, indicating that while students valued presentation skills highly, they put less emphasis on the ability to "carry out a prepared interview checking and confirming information as necessary".

Descriptive Statistics for Importance by Pre-sessional EAP instructors

Pre-sessional EAP instructors were asked to rate the importance of the given academic speaking skills and the descriptive statistics are shown in Table 12.

Table 12*The Descriptive Statistics for Importance by PSI*

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	67	4.36	0.55
Using Sources Orally	67	4.24	0.69
Taking Part in Discussions	67	4.38	0.59
Participating in Lectures	67	4.36	0.63
Carrying Out a Formal Academic Task	67	4.48	0.54

As depicted in Table 12, pre-sessional EAP instructors attached high importance to various academic speaking skills, with mean results ranging from 4.24 ($SD=0.69$) to 4.48 ($SD=0.54$). This suggests that all assessed skills were considered very important.

The highest mean result was for *Carrying out a Formal Academic Task*, with 4.48 ($SD = 0.54$). This indicates that instructors regarded this skill as the most important among all the assessed skills.

Conversely, *Using Sources Orally* had the lowest mean score at 4.24 ($SD = 0.69$), suggesting that while still important, instructors viewed this skill as relatively less critical compared to others.

The standard deviations for the skills were generally low, indicating consistent evaluations among respondents. Notably, *Carrying out a Formal Academic Task* had the lowest standard deviation ($SD = 0.54$), reflecting a strong consensus among instructors on the importance of this skill.

Overall, instructors placed high importance on all academic speaking skills, with a particular emphasis on *Carrying out a Formal Academic Task* 4.48 ($SD = 0.54$), while showing slightly less emphasis on *Using Sources Orally* 4.24 ($SD = 0.69$).

Descriptive Statistics for Importance Based on Sub-skills by PSI

Pre-sessional EAP instructors were asked to rate the items making up each of the sub-skills of *Overall Academic Skill*. Tables 13-16 reveal the descriptive statistics for the sub-skills by giving the mean score for each item and its standard deviation. Table 13 demonstrates the importance attached to the sub-skill of *Using Sources Orally* by pre-sessional EAP instructors.

Table 13*Importance of Using Sources Orally by PSI*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables using appropriate language	265	4.05	0.81
2) answer questions about information presented in graphs and tables about a familiar topic	265	3.97	0.82
3) discuss illustrations graphs and tables in an academic text on a familiar topic using appropriate language	265	3.91	0.91
4) describe conclusions drawn from graphs and tables using appropriate language	265	3.96	0.87
5) give a summary of information from an academic text on a familiar topic	265	4.10	0.84
6) paraphrase information taken from an academic text on a familiar topic	265	4.03	0.89
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	265	3.90	0.90
8) synthesize information from several written sources and give a summary of the ideas	265	3.96	0.90

The item with the highest mean score was the ability to “give a summary of information from an academic text on a familiar topic” (Item 5) with a mean of 4.10 ($SD = 0.84$). The item with the lowest mean score was the ability to “summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic” (Item 7) with a mean of 3.90 ($SD = 0.90$). This indicates that while instructors valued the ability to summarize information from an academic text on a familiar topic, they placed slightly less emphasis on the summary of information from a presentation or lecture. Table 14 displays the importance attached to the sub-skill of *Taking Part in Discussions* by pre-sessional EAP instructors.

Table 14*Importance of Taking Part in Discussions by PSI*

Item	<i>n</i>	<i>M</i>
9) ask questions in an academic discussion	265	4.17
10) contribute to a group discussion on familiar topics	265	4.02
11) answer questions in an academic discussion on familiar topics	265	4.06

Item	<i>n</i>	<i>M</i>
12) suggest advantages and disadvantages when discussing a familiar topic	265	4.06
13) develop an argument using common fixed expressions	265	3.96
14) ask someone to give more information on a point in an academic discussion. using appropriate language	265	4.05
15) ask for explanation during an academic discussion using appropriate language	265	4.08
16) participate in a classroom discussion about an academic topic effectively	265	4.02
17) lead a simple discussion if given time in advance to prepare	265	3.92
18) ask for explanation of unknown short forms or technical terms used in conversation	265	3.92
19) contribute ideas in a panel discussion using appropriate language	265	3.87
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	265	3.89

The item with the highest mean score was the ability to “ask questions in an academic discussion” (Item 9) with a mean of 4.17. The item with the lowest mean score was the ability to “contribute ideas in a panel discussion, using appropriate language” (Item 19) with a mean of 3.87. This suggests that instructors view questioning skills as particularly important, while panel discussions are perceived as slightly less critical. Table 15 depicts the importance attached to the sub-skill of *Participating in Lectures* by pre-sessional EAP instructors.

Table 15

Importance of Participating in Lectures by PSI

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	265	3.89	0.93
22) ask questions about the content of a presentation or lecture on a familiar topic	265	3.83	0.99
23) describe conclusions drawn from a presentation or lecture on a familiar topic	265	3.84	0.93
24) ask for confirmation of understanding during a live discussion or presentation	265	3.89	0.99
25) effectively request information from a professor outside of class	265	3.89	1.08

In this sub-skill, the items with the highest mean score were “ask questions for more information after a lecture or presentation aimed at a general audience” (Item 21), “ask for confirmation of understanding during a live discussion or presentation” (Item 24), and “effectively request information from a professor outside of class” (Item 25), all with a mean of 3.89. The item with the lowest mean score was “ask questions about the content of a presentation or lecture on a familiar topic” (Item 22) with a mean of 3.83. This indicates that instructors consider the ability to seek clarification and additional information as highly important. Table 16 shows the importance attached to the sub-skill of *Carrying Out Formal Academic Tasks* by pre-sessional EAP instructors.

Table 16

Importance of Carrying Out Formal Academic Tasks by PSI

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	265	3.76	0.98
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	265	3.98	1.06
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	265	3.92	0.93
29) give a short practiced talk or presentation on a familiar topic	265	4.02	1.02
30) answer information questions about the facts provided in a presentation they have given	265	3.96	1.01
31) give a presentation on a familiar academic topic	265	3.89	1.06

The item with the highest mean score was the ability to “give a short, practiced talk or presentation on a familiar topic” (Item 29) with a mean of 4.02 (*SD* = 1.02). The item with the lowest mean score was the ability to “carry out a prepared interview checking and confirming information as necessary” (Item 26) with a mean of 3.76 (*SD* = 0.98). This indicates that while instructors valued presentation skills highly, they placed less emphasis on the ability to conduct interviews.

Descriptive Statistics for Importance by Undergraduate Students

Undergraduate students in departments were asked to rate the importance of the academic speaking skills and the descriptive statistics are shown in Table 17.

Table 17

Descriptive Statistics for Importance by UGS

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	47	4.15	0.82
Using Sources Orally	47	4.13	0.80
Taking Part in Discussions	47	4.17	0.85
Participating in Lectures	47	4.17	0.86
Carrying Out a Formal Academic Task	47	4.14	0.89

The mean of *Overall Academic Speaking Skill* was between 4.13 and 4.17, meaning that the undergraduate students in the departments found all the academic speaking skills important. The means were quite close to each other across all skills, indicating that the respondents saw these different skills as almost equivalent in importance and no clear prioritization difference was observed. Yet, the standard deviations were slightly high (between 0.80 and 0.89), indicating that there was some diversity in the respondents' views.

Descriptive Statistics for Importance Based on Sub-skills by UGS

Undergraduate students in the departments were asked to rate the items making up each of the sub-skills of *Overall Academic Skill*. Table 18 reveals the descriptive statistics by giving the mean score for each item and its standard deviation.

Table 18

Importance of Using Sources Orally by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables using appropriate language	47	4.17	0.92

Item	<i>n</i>	<i>M</i>	<i>SD</i>
2) answer questions about information presented in graphs and tables about a familiar topic	47	4.06	0.84
3) discuss illustrations, graphs and tables in an academic text on a familiar topic. using appropriate language	47	4.26	0.90
4) describe conclusions drawn from graphs and tables. using appropriate language	47	4.17	0.94
5) give a summary of information from an academic text on a familiar topic	47	4.11	1.11
6) paraphrase information taken from an academic text on a familiar topic	47	4.04	1.06
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	47	4.11	1.03
8) synthesize information from several written sources and give a summary of the ideas	47	4.11	1.05

The results revealed that undergraduate students placed the highest importance on the ability to “discuss illustrations, graphs and tables in an academic text on a familiar topic” (Item 3) with a mean of 4.26 (SD = 0.90). This indicates a strong preference for engaging with visual data in academic contexts. Conversely, the item rated lowest was the ability to “paraphrase information taken from an academic text on a familiar topic” (Item 6), which received a mean score of 4.04 (SD = 1.06). Despite this lower score, the relatively small gap between the highest (4.26) and lowest (4.04) means suggests that students generally view all aspects of using sources orally as important. Table 19 shows the importance attached to the sub-skill of *Taking Part in Discussions* by undergraduate students in departments.

Table 19

Importance of Taking Part in Discussions by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	47	4.19	1.01
10) contribute to a group discussion on familiar topics	47	4.09	1.06
11) answer questions in an academic discussion on familiar topics	47	4.23	0.91
12) suggest advantages and disadvantages when discussing a familiar topic	47	4.26	0.87
13) develop an argument using common fixed expressions	47	4.02	0.94
14) ask someone to give more information on a point in an academic discussion. using appropriate language	47	4.23	0.94

Item	<i>n</i>	<i>M</i>	<i>SD</i>
15) ask for explanation during an academic discussion. using appropriate language	47	4.21	0.93
16) participate in a classroom discussion about an academic topic effectively	47	4.17	1.09
17) lead a simple discussion if given time in advance to prepare	47	4.17	0.99
18) ask for explanation of unknown short forms or technical terms used in conversation	47	4.21	0.88
19) contribute ideas in a panel discussion. using appropriate language	47	4.15	1.12
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	47	4.15	0.98

Undergraduate students demonstrated the highest regard for the ability to “suggest advantages and disadvantages when discussing a familiar topic” (Item 12), achieving a mean of 4.26 ($SD = 0.87$). This reflects an appreciation for critical thinking in discussions. In contrast, the lowest rating was given to the ability to “develop an argument using common fixed expressions” (Item 13) with a mean score of 4.02 ($SD = 0.94$). The narrow margin between the highest (4.26) and lowest (4.02) scores indicates that all skills associated with taking part in discussions are perceived as important by students. Table 20 demonstrates the importance attached to the sub-skill of *Participating in Lectures* by undergraduate students in departments.

Table 20

Importance of Participating in Lectures by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	47	4.17	0.99
22) ask questions about the content of a presentation or lecture on a familiar topic	47	4.19	0.85
23) describe conclusions drawn from a presentation or lecture on a familiar topic	47	4.30	0.91
24) ask for confirmation of understanding during a live discussion or presentation	47	4.15	1.02
25) effectively request information from a professor outside of class	47	4.04	1.16

As shown in Table 20 all items listed have quite high mean scores ranging from 4.04 ($SD = 1.16$) to 4.30 ($SD = 0.91$), indicating that students generally

consider these skills to be important. The skill received the highest rating is item 23, suggesting that students value describing conclusions drawn from a presentation or lecture on a familiar topic. Nevertheless, item 25, received the lowest score, indicating that students may feel less confident or less capable in requesting information from a professor outside of class. Table 21 below reveals the importance attached to the sub-skill of *Carrying Out Formal Academic Tasks* by undergraduate students in departments.

Table 21

Importance of Carrying Out Formal Academic Tasks by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	47	4.02	1.07
27) give an effective presentation about a familiar topic by using visuals (e.g.. slides) appropriately	47	4.17	0.96
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	47	4.19	0.95
29) give a short. practiced talk or presentation on a familiar topic	47	4.13	1.03
30) answer information questions about the facts provided in a presentation they have given	47	4.15	0.93
31) give a presentation on a familiar academic topic	47	4.17	1.03

The analysis revealed that the highest importance was attached to item 28, which garnered a mean score of 4.19 ($SD = 0.95$). This underscores the students' recognition of the value of answering questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience. Conversely, the item rated lowest was the ability to “carry out a prepared interview checking and confirming information as necessary” (Item 26) with a mean of 4.02 ($SD = 1.07$). The small difference between the highest (4.19) and lowest (4.02) scores indicates that all competencies related to carrying out formal academic tasks are regarded as important by undergraduate students.

Descriptive Statistics for Importance by Content Professors

Content professors were asked to rate the importance of *Overall Academic Skill* and its sub-skills. Tables 22-26 reveal the descriptive statistics by giving the mean score for each item and its standard deviation. Table 22 demonstrates the descriptive statistics for importance by content professors.

Table 22

Descriptive Statistics for Importance by CP

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	28	4.47	0.54
Using Sources Orally	28	4.58	0.52
Taking Part in Discussions	28	4.44	0.58
Participating in Lectures	28	4.33	0.63
Carrying Out a Formal Academic Task	28	4.52	0.58

The data obtained from content professors suggest that content professors at the departments attached high importance to all the academic speaking skills, particularly emphasizing *Using Sources Orally* and *Carrying out a Formal Academic Task*, with mean results ranging from 4.33 (*SD* = 0.63) to 4.58 (*SD* = 0.52).

After the evaluation of descriptive statistics for each group, the *importance* dimension was further analyzed to pinpoint any statistically significant divergences in each participating group based on their demographic features.

Descriptive Statistics for Importance Based on Sub-skills by CP

Content professors in the departments were asked to rate the items making up each of the sub-skills of *Overall Academic Skill*. Tables 23-26 below reveal the descriptive statistics by giving the mean score for each item and its standard deviation. Table 23 below demonstrates the importance attached to the sub-skill of *Using Sources Orally* by content professors.

Table 23*Importance of Using Sources Orally by CP*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables using appropriate language	28	4.64	0.62
2) answer questions about information presented in graphs and tables about a familiar topic	28	4.54	0.69
3) discuss illustrations graphs and tables in an academic text on a familiar topic. using appropriate language	28	4.64	0.62
4) describe conclusions drawn from graphs and tables. using appropriate language	28	4.68	0.55
5) give a summary of information from an academic text on a familiar topic	28	4.54	0.58
6) paraphrase information taken from an academic text on a familiar topic	28	4.57	0.63
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	28	4.46	0.69
8) synthesize information from several written sources and give a summary of the ideas	28	4.61	0.63

The highest-rated item among content professors was the ability to “describe conclusions drawn from graphs and tables, using appropriate language” (Item 4), with a mean score of 4.68 ($SD = 0.55$). This indicates a strong emphasis on clarity and precision in interpreting visual data. Conversely, the lowest mean score was for the ability to “summarize information from a presentation or lecture aimed at a general audience” (Item 7), which received a mean of 4.46 ($SD = 0.69$). The relatively small gap between these scores suggests that while there are preferences for certain skills, all aspects of using sources orally are considered important by content professors. Table 24 below displays the importance attached to the sub-skill of *Taking Part in Discussions* by content professors.

Table 24*Importance of Taking Part in Discussions by CP*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	28	4.61	0.57

Item	<i>n</i>	<i>M</i>	<i>SD</i>
10) contribute to a group discussion on familiar topics	28	4.57	0.63
11) answer questions in an academic discussion on familiar topics	28	4.61	0.63
12) suggest advantages and disadvantages when discussing a familiar topic	28	4.50	0.64
13) develop an argument using common fixed expressions	28	4.21	0.74
14) ask someone to give more information on a point in an academic discussion, using appropriate language	28	4.39	0.74
15) ask for explanation during an academic discussion, using appropriate language	28	4.46	0.74
16) participate in a classroom discussion about an academic topic effectively	28	4.50	0.64
17) lead a simple discussion if given time in advance to prepare	28	4.39	0.79
18) ask for explanation of unknown short forms or technical terms used in conversation	28	4.11	0.88
19) contribute ideas in a panel discussion, using appropriate language	28	4.29	0.85
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	28	4.61	0.63

Content professors rated the ability to “ask questions in an academic discussion” (Item 9) and “answer questions in an academic discussion on familiar topics” (Item 11) both at a high mean of 4.61 ($SD = 0.57$ and $SD = 0.63$, respectively). This reflects the significant value they place on inquiry and responsiveness in academic discourse. In contrast, the lowest-rated item was “ask for explanation of unknown short forms or technical terms used in conversation” (Item 18), with a mean score of 4.11 ($SD = 0.88$). The small difference between the highest and lowest scores indicates that while preferences exist, all discussion-related skills are recognized as crucial. Table 25 below reveals the importance attached to the sub-skill of *Participating in Lectures* by content professors.

Table 25

Importance of Participating in Lectures by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	28	4.32	0.72
22) ask questions about the content of a presentation or lecture on a familiar topic	28	4.36	0.68
23) describe conclusions drawn from a presentation or lecture on a	28	4.61	0.63

Item	<i>n</i>	<i>M</i>	<i>SD</i>
familiar topic			
24) ask for confirmation of understanding during a live discussion or presentation	28	4.32	0.86
25) effectively request information from a professor outside of class	28	4.04	1.00

Among the items, content professors placed the highest importance on the ability to “describe conclusions drawn from a presentation or lecture on a familiar topic” (Item 23), scoring a mean of 4.61 ($SD = 0.63$). This suggests they prioritize the synthesis of lecture content. Conversely, the item rated lowest was “effectively request information from a professor outside of class” (Item 25), with a mean score of 4.04 ($SD = 1.00$). The relatively close scores indicate that while there are variations in preference, all participation-related skills are valued by content professors. Table 26 below demonstrates the importance attached to the sub-skill of *Carrying Out Formal Academic Tasks* by content professors.

Table 26

Carrying Out Formal Academic Tasks by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	28	4.21	0.99
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	28	4.64	0.62
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	28	4.46	0.64
29) give a short, practiced talk or presentation on a familiar topic	28	4.64	0.56
30) answer information questions about the facts provided in a presentation they have given	28	4.57	0.63
31) give a presentation on a familiar academic topic	28	4.57	0.57

The highest-rated items among content professors were “give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately” (Item 27) and “give a short, practiced talk or presentation on a familiar topic” (Item 29), both receiving a mean score of 4.64 ($SD = 0.62$ and $SD = 0.56$, respectively). This

highlights the emphasis placed on effective presentation skills and the use of visual aids. In contrast, the lowest score was for the ability to “carry out a prepared interview checking and confirming information as necessary” (Item 26), which received a mean of 4.21 ($SD = 0.99$). The small difference between the highest (4.64) and lowest (4.21) scores indicates that all formal academic tasks are regarded as important by content professors.

Perception Differences for Importance by Pre-sessional EAP Students

The results from pre-sessional EAP students were studied to explore whether (i) gender, (ii) discipline of study, (iii) language level, (iv) length of study in the pre-sessional courses, (v) the language choices of students and (vi) instructors' language choices played a role in the perceptions of the pre-sessional EAP students regarding the importance of various academic speaking skills.

Gender

265 pre-sessional EAP students volunteered to take part in the study, yet six of the participants did not specify their gender. Therefore, while studying the role of gender on the importance given to academic speaking skills, students preferring not to mention their gender were excluded from the analysis of this component of the research question one. Table 27 below shows the independent T-test results for *Overall Academic Speaking Skill* by the gender of pre-sessional EAP students.

Table 27

Independent T-test for Importance by PSS' Gender

Overall Academic Speaking Skill	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (257)	<i>p</i>	Cohen's <i>d</i>
Female	121	3.97	0.59	0.138	.890	0.017
Male	138	3.96	0.54			

The independent T-test revealed no significant difference in *Overall Academic Speaking Skill* between female ($M = 3.97$, $SD = 0.59$) and male pre-

sessional students ($M = 3.96$, $SD = 0.54$), ($t(257) = 0.138$, $p = .89$, $d = 0.017$). The effect size was negligible, indicating that gender did not influence how important pre-sessional EAP students perceived academic speaking skills. For the other speaking-related sub-skills, the Mann-Whitney U test was conducted, and the results are given in Table 28.

Table 28

Mann-Whitney U for Importance by PSS' Gender

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Using Sources Orally					
Female	121	132.46	16027.5	8051.500	.620
Male	138	127.84	17642.5		
Taking Part in Discussions					
Female	121	131.78	15945.5	8133.500	.720
Male	138	128.44	17724.5		
Participating in Lectures					
Female	121	129.59	15680.5	8299.500	.934
Male	138	130.36	17989.5		
Carrying Out a Formal Academic Task					
Female	121	133.4	16141.5	7937.500	.492
Male	138	127.02	17528.5		

As shown in the table, the test results revealed no statistically significant differences between genders (all $p > .05$) in neither *Overall Academic Speaking Skill* nor any of the sub-skills: *Using Sources Orally*, *Taking Part in Discussions*, *Participating in Lectures*, and *Carrying Out a Formal Academic Task*. This suggests that gender did not play a significant role in students' perceptions of how much importance EAP students give to academic speaking skills.

Discipline of study

Pre-sessional EAP students' responses were also analyzed to see whether their discipline of study influenced how important they perceived academic speaking

skills. Table 29 shows the results of the independent T-test held for the sub-skill *Taking Part in Discussions* by pre-sessional EAP students' discipline of Study.

Table 29

Independent T-test for Importance by PSS' Discipline of Study

Taking Part in Discussions						
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (257)	<i>p</i>	Cohen's <i>d</i>
Engineering	125	3.87	0.68	-3.223	.001	-0.397
Other	140	4.12	0.55			

As shown in Table 29, the independent T-test revealed a significant difference in *Taking Part in Discussions* component of the scale between students in Engineering ($M = 3.87$, $SD = 0.68$) and students in other disciplines ($M = 4.12$, $SD = 0.55$), $t(257) = -3.223$, $p = .001$, $d = -0.397$. The moderate effect size suggests that students in disciplines other than Engineering attached higher importance to *Taking Part in Discussions*. *Overall Academic Speaking Skill* and the other sub-skills were measured by the Mann-Whitney U test and the results are depicted in Table 30.

Table 30

Mann-Whitney U for Importance by PSS' Discipline of Study

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Speaking Learning Skill					
Engineering	125	115.94	14492.5	6617.500	.001
Other	140	148.23	20752.5		
Using Sources Orally					
Engineering	125	122.3	15287	7412.000	.031
Other	140	142.56	19958		
Participating in Lectures					
Engineering	125	117.96	14745	6870.000	.002
Other	140	146.43	20500		
Carrying Out a Formal Academic Task					
Engineering	125	118.82	14852	6977.000	.004
Other	140	145.66	20393		

Similar to the *Taking Part in Discussions* sub-skill, as depicted in Table 30, the Mann-Whitney U test also revealed significant differences between disciplines both for *Overall Academic Speaking Skill* and for all relevant sub-skills.

In all cases, students from disciplines other than Engineering had higher test results, indicating that they regarded academic speaking skills as more important compared to the students in Engineering.

Language Level

The responses from pre-sessional EAP students were further studied to see whether their current English proficiency level in the pre-sessional courses made a significant difference in their perceptions of the importance of academic speaking skills. Table 31 below depicts the statistical analysis of the responses through the Mann-Whitney U test.

Table 31

Mann-Whitney U for Importance by PSS' Language Level

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Intermediate	95	130.5	12397.5	7837.500	.691
Upper-Int. and Advanced	170	134.4	22847.5		
Using Sources Orally					
Intermediate	95	127.71	12132.5	7572.500	.400
Upper-Int. and Advanced	170	135.96	23112.5		
Taking Part in Discussions					
Intermediate	95	133.06	12641	8069.000	.992
Upper-Int. and Advanced	170	132.96	22604		
Participating in Lectures					
Intermediate	95	124.57	11834	7274.000	.178
Upper-Int. and Advanced	170	137.71	23411		
Carrying Out a Formal Academic Task					
Intermediate	95	132.63	12600	8040.000	.953
Upper-Int. and Advanced	170	133.21	22645		

The Mann-Whitney U tests comparing Intermediate level students with Upper-Intermediate and Advanced level students showed no significant differences in any of the speaking-related variables (all $p > .05$). This suggests that students' English language proficiency level did not significantly influence their perceptions of the importance of academic speaking skills.

Length of Studying in the Pre-sessional courses

Whether the length of study in the pre-sessional courses affected EAP students' perceptions regarding the importance of academic speaking skills was also studied via the independent T-test for *Overall Academic Speaking Skill*, and Table 32 depicts the results.

Table 32

Independent T-test for Importance by PSS' Length of Study

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (257)	<i>p</i>	Cohen's <i>d</i>
Overall Speaking Learning Outcomes						
First	213	3.98	0.55	1.257	.210	0.194
Second	52	3.87	0.61			

As the table suggests, no significant difference was found in *Overall Academic Speaking Skill* between first-year ($M = 3.98$, $SD = 0.55$) and second-year ($M = 3.87$, $SD = 0.61$) students. The small effect size suggests a minimal difference. For the sub-skills, the Mann-Whitney U test was employed, and Table 33 presents the results.

Table 33

Mann-Whitney U for Importance by PSS' Length of Study

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>P</i>
Using Sources Orally					
First	213	134.05	28552.5	5314.500	.651
Second	52	128.7	6692.5		

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>P</i>
Taking Part in Discussions					
First	213	137.6	29308.5	4558.500	.048
Second	52	114.16	5936.5		
Participating in Lectures					
First	213	135.54	28871	4996.000	.272
Second	52	122.58	6374		
Carrying Out a Formal Academic Task					
First	213	132.61	28245.5	5454.500	.866
Second	52	134.61	6999.5		

The Mann-Whitney U test results for other speaking-related variables showed a significant difference only in the *Taking Part in Discussions* ($U = 4558.5$, $p = .048$), with first-year students reporting higher mean ranks. Other variables showed no significant differences. That is, although there was not a significant divergence in the perceptions of the first and second-year pre-sessional EAP students in terms of the importance they attached to *Overall Academic Speaking Skill*, the first-year pre-sessional EAP students regarded *Taking Part in Discussions* sub-skill as more important than second-year pre-sessional EAP students did.

Language choices of Pre-sessional Students in Class

Pre-sessional EAP students' language choices in class was examined to understand if they created a prominent difference in the importance that EAP students attach to academic speaking skills by the Kruskal Wallis test (Table 34).

Table 34

Kruskal Wallis Test for Importance by PSS' Language choices in Class

Categories	<i>n</i>	Mean Rank	$X^2(2)$	<i>p</i>
Overall Academic Speaking Skill				
Only English	35	164.29	6.780	.034
Mainly English, Turkish if needed	161	129.02		
Both English and Turkish	69	126.43		
Using Sources Orally				

Categories	<i>n</i>	Mean Rank	$X^2(2)$	<i>p</i>
Only English	35	153.49	2.902	.234
Mainly English, Turkish if needed	161	129.67		
Both English and Turkish	69	130.38		
Taking Part in Discussions				
Only English	35	161.34	5.758	.056
Mainly English, Turkish if needed	161	130.26		
Both English and Turkish	69	125.02		
Participating in Lectures				
Only English	35	153.4	3.594	.166
Mainly English, Turkish if needed	161	127.13		
Both English and Turkish	69	136.36		
Carrying Out a Formal Academic Task				
Only English	35	169.5	9.383	.009
Mainly English, Turkish if needed	161	128.8		
Both English and Turkish	69	124.28		

The Kruskal-Wallis test revealed significant differences in *Overall Academic Speaking Skill* ($\chi^2(2) = 6.78$, $p = .034$) and *Carrying Out a Formal Academic Task* ($\chi^2(2) = 9.383$, $p = .009$) based on language choices in the classroom. Therefore, a post-hoc Dunn's test was conducted for pairwise comparisons. The results can be seen in Table 35.

Table 35

Dunn's Test for Importance by PSS's Language choices in Class

Sample 1-Sample 2	Test Statistic	<i>p</i>
Overall Academic Speaking Skill		
Both English and Turkish-Mainly English, Turkish if needed	2.588	1.000
Both English and Turkish-Only English	37.858	.052
Mainly English, Turkish if needed-Only English	35.27	.041
Carrying Out a Formal Academic Task		
Both English and Turkish-Mainly English, Turkish if needed	4.519	1.000
Both English and Turkish-Only English	45.217	.013
Mainly English, Turkish if needed-Only English	40.699	.013

The results of the multiple comparisons using the Dunn's test showed significant differences in the *Overall Academic Speaking Skill* results of pre-

sessional EAP students based on their language preference in the classroom.

Specifically, a significant difference was found between those who generally preferred to use Mainly English, Turkish if needed and those who preferred to use only English ($z = 37.27, p = .041$). This suggests that pre-sessional EAP students who preferred to use only English in class considered *Overall Academic Speaking Skill* more important than those who used Mainly English, Turkish if needed in the classroom.

Additionally, the multiple comparisons using the Dunn's test revealed significant differences in the *Carrying out a Formal Academic Task* results based on pre-sessional EAP students' language preference in the classroom. A significant difference was found between those who preferred to use only English and the ones using both English and Turkish ($z = 45.217, p = .013$), and Mainly English, Turkish if needed ($z = 40.699, p = .013$). These findings indicate that pre-sessional EAP students who preferred to use only English in the class considered *Carrying Out a Formal Academic Task* considerably more important than their peers preferring to use Both English and Turkish or than those preferring to use Mainly English, Turkish if needed in class.

Pre-sessional EAP Instructor's Language choices

Pre-sessional EAP students' instructors' language choices in class was also analyzed to see whether it created a prominent difference in the perceptions of the pre-sessional EAP students regarding the importance of academic speaking skills based on normality test results. The results of the one-way ANOVA test can be seen in Table 36.

Table 36*One-Way ANOVA Test for Importance by PSI's Language choices in the Classroom*

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,262)	<i>p</i>	η^2
Overall Academic Speaking Skill						
Only English	58	3.97	0.67	0.179	.836	0.001
Mainly English, Turkish if needed	184	3.95	0.54			
Both English and Turkish	23	4.03	0.52			

As shown in the given table, the test results showed no significant difference in the importance of *Overall Academic Speaking Skill* based on the instructor's language choices ($F(2, 262) = 0.179, p = .836, \eta^2 = 0.001$).

For the sub-skills, the Kruskal Wallis test was held due to non-normal distribution of the data (Table 37).

Table 37*Kruskal-Wallis Test for Importance by PSI's Language choices in Class*

Categories	<i>n</i>	<i>Mean Rank</i>	$\chi^2(2)$	<i>p</i>
Using Sources Orally				
Only English	58	134.93	0.065	.968
Mainly English, Turkish if needed	184	132.21		
Both English and Turkish	23	134.48		
Taking Part in Discussions				
Only English	58	135.93	2.138	.343
Mainly English, Turkish if needed	184	129.5		
Both English and Turkish	23	153.61		
Participating in Lectures				
Only English	58	134.63	0.487	.784
Mainly English, Turkish if needed	184	131.28		
Both English and Turkish	23	142.63		
Carrying Out a Formal Academic Task				
Only English	58	134.28	0.347	.841
Mainly English, Turkish if needed	184	133.71		
Both English and Turkish	23	124.07		

The Kruskal-Wallis test results for other speaking-related variables also revealed no significant differences based on the instructor's language choices.

Overall, the data suggest that discipline of study and students' language choices in the classroom were the most influential factors affecting how important pre-sessional EAP students find academic speaking skills. Length of study in the pre-sessional courses also seems to have made a difference in perceptions in one of the sub-skills only: *Taking Part in Discussions* ($U = 4558.5$, $p = .048$). Gender, language level, and instructor's language choices did not have a significant role in shaping students' perceptions of the importance attached to academic speaking skills.

Perception Differences for Importance by Pre-Sessional EAP Instructors

The data from pre-sessional EAP instructors were studied to explore whether (i) their years of teaching experience, (ii) undergraduate field of study, (iii) graduate field of study, (iv) degree level, (v) additional teaching certificates, and (vi) students' language choices played a role in forming their perceptions regarding the importance of various academic speaking skills.

Teaching Experience in the Pre-sessional courses

Data from pre-sessional EAP instructors were analyzed to decide whether the length of their teaching experience in the target pre-sessional courses made a significant impact on their perceptions in terms of the importance of academic speaking skills. Table 38 depicts the Mann-Whitney U test results for the scale items.

Table 38

Mann-Whitney U for Importance by PSI' Teaching Experience

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
<16	23	36.87	848	440.000	.383
16+	44	32.5	1430		
Using Sources Orally					
<16	23	37.89	871.5	416.500	.235
16+	44	31.97	1406.5		
Taking Part in Discussions					

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
<16	23	36.24	833.5	454.500	.495
16+	44	32.83	1444.5		
Participating in Lectures					
<16	23	36.93	849.5	438.500	.364
16+	44	32.47	1428.5		
Carrying Out a Formal Academic Task					
<16	23	35.76	822.5	465.500	.587
16+	44	33.08	1455.5		

The results indicated that the length of teaching experience in the pre-session courses did not play a significant role in the perceptions of the pre-session EAP instructors in terms of the importance they attached to *Overall Academic Speaking Skill* and the given sub-skills.

Field of Bachelor's Degree

The majority of the pre-session EAP instructors in the pre-session courses had a bachelor's degree in ELT, while the others were from various fields of study. The test results of the instructors with an ELT background were compared with the results of those from other disciplines to measure the possible impact of the undergraduate degree regarding the importance of academic speaking skills. Table 39 gives the Mann-Whitney U test results.

Table 39

Mann-Whitney U for Importance by PSI's Field Of Study for Bachelor's Degree

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
English Language Teaching	40	40.19	1607.5	292.500	.002
Other	27	24.83	670.5		
Using Sources Orally					
English Language Teaching	40	39.36	1574.5	325.500	.006
Other	27	26.06	703.5		
Taking Part in Discussions					
English Language Teaching	40	40.21	1608.5	291.500	.001
Other	27	24.8	669.5		

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Participating in Lectures					
English Language Teaching	40	40.78	1631	269.000	<.001
Other	27	23.96	647		
Carrying Out a Formal Academic Task					
English Language Teaching	40	38.36	1534.5	365.500	.023
Other	27	27.54	743.5		

The results indicate that there were significant perception differences in the importance of academic speaking skills among pre-sessional EAP instructors based on their undergraduate field of study.

Specifically, pre-sessional EAP instructors who held an undergraduate degree in English language teaching (ELT) regarded *Overall Academic Speaking Skill* and all the relevant sub-skills as more important than those who had an undergraduate degree in other fields.

Field of Study for Graduate Degrees

Perception differences between pre-sessional EAP instructors with an advanced degree in ELT and those with an advanced degree in another field of study regarding the importance of academic speaking skills were explored through the Mann-Whitney U test. Table 40 presents the results of this analysis and significance levels for different academic speaking skills.

Table 40

Mann-Whitney U for Importance by PSI' Graduate Degree

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
English Language Teaching	28	27.79	778	216.000	.115
Other	21	21.29	447		
Using Sources Orally					
English Language Teaching	28	27.07	758	236.000	.239
Other	21	22.24	467		
Taking Part in Discussions					

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
English Language Teaching	28	28.64	802	192.000	.038
Other	21	20.14	423		
Participating in Lectures				188.500	.029
English Language Teaching	28	28.77	805.5		
Other	21	19.98	419.5		
Carrying Out a Formal Academic Task				205.000	.067
English Language Teaching	28	28.18	789		
Other	21	20.76	436		

The comparison of pre-sessional EAP instructors with graduate degrees (MA or PhD) in ELT versus the instructors with advance degrees in other fields revealed some noteworthy insights regarding the influence of their field of study on their perceptions of the importance of academic speaking skills.

For graduate degree holders, the analysis indicated that pre-sessional EAP instructors' perceptions of the importance of *Overall Academic Speaking Skill, Using Sources Orally* and *Carrying Out a Formal Academic Task* did not differ based on their advanced degree field of study.

However, there were significant differences between the perceptions of instructors according to their advanced degree field of studies in two sub-skills: *Taking Part in Discussions* ($U = 192, p = 0.038$) and *Participating in Lectures* ($U = 188.5, p = .029$). The results showed that instructors with degrees in ELT attached considerably more importance to *Taking Part in Discussions* ($M = 4.59, SD = 0.38$) compared to their colleagues with advanced degrees from other fields ($M = 4.23, SD = 0.63$). Similarly, they regarded *Participating in Lectures* as more important ($M = 4.59, SD = 0.45$) compared to their counterparts from other fields ($M = 4.19, SD = 0.70$).

Degree Level

To investigate the influence of degree level on pre-sessional EAP instructors' perceptions of the importance of academic speaking skills, the Mann-Whitney U test

was conducted. This analysis compared instructors only holding bachelor's degrees with those who also hold master's and/or doctorate degrees. Table 41 summarizes the results.

Table 41

Mann-Whitney U for Importance by PSI's Highest Degree Level

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Bachelor's	19	30.58	581	391.000	.365
Master's and Doctorate	48	35.35	1697		
Using Sources Orally					
Bachelor's	19	31.95	607	417.000	.586
Master's and Doctorate	48	34.81	1671		
Taking Part in Discussions					
Bachelor's	19	30.45	578.5	388.500	.346
Master's and Doctorate	48	35.41	1699.5		
Participating in Lectures					
Bachelor's	19	29.08	552.5	362.500	.186
Master's and Doctorate	48	35.95	1725.5		
Carrying Out a Formal Academic Task					
Bachelor's	19	32.47	617	427.000	.682
Master's and Doctorate	48	34.6	1661		

The results indicated that there were no significant differences in the perceived importance of academic speaking skills between pre-sessional EAP instructors with a Bachelor's and Graduate degrees in the pre-sessional courses, both regarding the Overall Academic Speaking Skill and its sub-skills.

Teaching Qualifications

To assess whether the possession of additional teaching qualifications, such as certificates, influenced pre-sessional EAP instructors' perceptions of the importance of academic speaking skills, the Mann-Whitney U test was conducted. The results of the pre-sessional EAP instructors were compared with those of pre-

sessional EAP instructors with no additional teaching qualifications. The results are summarized in Table 42.

Table 42

Mann-Whitney U for Importance by PSI' Other Teaching Qualifications/Certificates

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
No	29	34	986	551.000	1.000
Yes	38	34	1292		
Using Sources Orally					
No	29	33.69	977	542.000	.909
Yes	38	34.24	1301		
Taking Part in Discussions					
No	29	34.78	1008.5	528.500	.775
Yes	38	33.41	1269.5		
Participating in lectures					
No	29	34.1	989	548.000	.969
Yes	38	33.92	1289		
Carrying out a formal academic task					
No	29	34.41	998	539.000	.877
Yes	38	33.68	1280		

As illustrated in the table, the analysis did not yield any significant results showing any difference between these two groups. That is, the findings suggest that additional teaching qualifications and/or certifications did not play a significant role in shaping instructors' perceptions regarding academic speaking skills in the context of the pre-sessional courses.

Students' Language Choices in Class

To explore the impact of students' language choices in the classroom on pre-sessional EAP instructors' perceptions of academic speaking skills, the Mann-Whitney U test was performed. Table 43 presents the results of the analysis comparing instructors' views based on whether their students mainly used English with Turkish if needed or utilized both English and Turkish.

Table 43*Mann-Whitney U for Importance by PSS' Language choices in Class*

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Mainly English, Turkish if needed	38	30.09	1143.5	402.500	.210
Both English and Turkish	26	36.02	936.5		
Using Sources Orally					
Mainly English, Turkish if needed	38	29.55	1123	382.000	.124
Both English and Turkish	26	36.81	957		
Taking Part in Discussions					
Mainly English, Turkish if needed	38	30.62	1163.5	422.500	.326
Both English and Turkish	26	35.25	916.5		
Participating in lectures					
Mainly English, Turkish if needed	38	31.42	1194	453.000	.568
Both English and Turkish	26	34.08	886		
Carrying out a formal academic task					
Mainly English, Turkish if needed	38	30.54	1160.5	419.500	.301
Both English and Turkish	26	35.37	919.5		

The investigation into pre-sessional EAP instructors' perceptions regarding the importance of academic speaking skills based on their students' language preferences in the classroom yielded no statistically significant differences in *Overall Academic Speaking Skill* and the relevant sub-skills.

Perception Differences for Importance by Undergraduate Students

The data from undergraduate students in departments were analyzed to explore whether their (i) gender, (ii) discipline of study, (iii) language choices in class, and (iv) content professors' language choices played a role in forming their perceptions regarding the importance of various academic speaking skills.

Gender

The role of gender in undergraduate students' perceptions of the importance of academic speaking skills was assessed using the Mann-Whitney U test. Table 44 below presents the results.

Table 44*Mann-Whitney U for Importance by UGS' Gender*

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Female	26	23.62	614	263.000	.830
Male	21	24.48	514		
Using Sources Orally					
Female	26	24.08	626	271.000	.966
Male	21	23.9	502		
Taking Part in Discussions					
Female	26	23.21	603.5	252.500	.659
Male	21	24.98	524.5		
Participating in Lectures					
Female	26	24.13	627.5	269.500	.940
Male	21	23.83	500.5		
Carrying out a Formal Academic Task					
Female	26	24.1	626.5	270.500	.957
Male	21	23.88	501.5		

As the table suggests, the results of the analysis of the role of gender in undergraduate students' perceptions of the importance of academic speaking skills produced no statistically significant differences based on gender across the various speaking skills assessed.

Discipline of Study

The Mann-Whitney U test conducted to see if there is an influence of discipline studied on undergraduate students' perceptions of the importance of academic speaking skills comparing students from Engineering with those from other disciplines also did not produce any significant results (Table 45).

Table 45*Mann-Whitney U for Importance by UGS' Discipline Of Study*

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Engineering	19	20.68	393	203.000	.172
Other	28	26.25	735		

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Using Sources Orally					
Engineering	19	22.08	419.5	229.500	.426
Other	28	25.3	708.5		
Taking Part in Discussions					
Engineering	19	20.08	381.5	191.500	.105
Other	28	26.66	746.5		
Participating in Lectures					
Engineering	19	21.18	402.5	212.500	.241
Other	28	25.91	725.5		
Carrying Out a Formal Academic Task					
Engineering	19	20.32	386	196.000	.124
Other	28	26.5	742		

The analysis indicates that the discipline of study (Engineering vs. other fields) did not significantly affect undergraduate students' perceptions of the importance of academic speaking skills.

Undergraduate Students' Language choices in Class

The impact of undergraduate students' language choices in the classroom on their perceptions of the importance of academic speaking skills was also evaluated using the Mann-Whitney U test. (Table 46).

Table 46

Mann-Whitney U for Importance by UGS's Language choices in Class

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Only English	16	20.06	321	167.000	.804
Mainly English, Turkish if needed	22	19.09	420		
Using Sources Orally					
Only English	16	21.06	337	151.000	.473
Mainly English, Turkish if needed	22	18.36	404		
Taking Part in Discussions					
Only English	16	19.31	309	173.000	.942
Mainly English, Turkish if needed	22	19.64	432		
Participating in Lectures					
Only English	16	19.16	306.5	170.500	.872

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Mainly English, Turkish if needed	22	19.75	434.5	166.000	.781
Carrying Out a Formal Academic Task					
Only English	16	20.13	322		
Mainly English, Turkish if needed	22	19.05	419		

The Mann-Whitney test results revealed that undergraduate students' language choices did not seem to have a significant influence on their perceptions of the importance of academic speaking skills, as none of the tests yielded significant differences.

Content Professors' Language choices in Class

The influence of content professors' language choices in the classroom on undergraduate students' perceptions of the importance of academic speaking skills was examined using the Mann-Whitney U test. Table 47 presents the results, comparing the test results of undergraduate students based on whether their content professors primarily used English-only or mainly English, Turkish if needed.

Table 47

Mann-Whitney U for Importance by CP' Language choices in Class

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Only English	13	25.73	334.5	159.500	.279
Mainly English, Turkish if needed	31	21.15	655.5		
Using Sources Orally					
Only English	13	26.42	343.5	150.500	.187
Mainly English, Turkish if needed	31	20.85	646.5		
Taking Part in Discussions					
Only English	13	24.58	319.5	174.500	.485
Mainly English, Turkish if needed	31	21.63	670.5		
Participating in Lectures					
Only English	13	24.38	317	177.000	.524
Mainly English, Turkish if needed	31	21.71	673		
Carrying Out a Formal Academic Task					

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Only English	13	27.08	352	142.000	.122
Mainly English, Turkish if needed	31	20.58	638		

The results indicated that there were no significant perception differences between undergraduate students whose professors use only English in class and those whose professors use Mainly English, and Turkish if needed.

Perception Differences for Importance by Content Professors

The data from content professors in departments were examined to find out whether their (i) gender, (ii) years of teaching experience in EMI context, and (iii) language choices in class played a role in forming their perceptions regarding the importance of the academic speaking skills.

Gender

The analysis of whether there are differences in perceptions among content professors regarding the importance of academic speaking skills based on gender was conducted using the Mann-Whitney U test due to the nonnormal distribution of the data. The results comparing female and male content professors across various academic speaking skills are summarized in Table 48.

Table 48

Mann-Whitney U for Importance by CP' Gender

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Female	19	15.45	293.5	67.500	.383
Male	9	12.5	112.5		
Using Sources Orally					
Female	19	15.26	290	71.000	.498
Male	9	12.89	116		
Taking Part in Discussions					
Female	19	15.42	293	68.000	.410
Male	9	12.56	113		

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Participating in Lectures					
Female	19	16.03	304.5	56.500	.156
Male	9	11.28	101.5		
Carrying Out a Formal Academic Task					
Female	19	15.45	293.5	67.500	.383
Male	9	12.5	112.5		

The results indicated that gender did not play a significant role in content professors' perceptions of the importance of academic speaking skills.

Teaching Experience in EMI Context

The influence of years of teaching experience on content professors' perceptions of the importance of academic speaking skills was also examined using the Mann-Whitney U test. This analysis compared the test results of professors with 16 years or more experience with those with less teaching experience in EMI contexts (Table 49).

Table 49

Mann-Whitney U for Importance by CP's Teaching Experience in EMI Context

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
<16	8	14.88	119	77.000	.901
16+	20	14.35	287		
Using Sources Orally					
<16	8	15.88	127	69.000	.601
16+	20	13.95	279		
Taking Part in Discussions					
<16	8	15.63	125	71.000	.672
16+	20	14.05	281		
Participating in Lectures					
<16	8	13.63	109	73.000	.746
16+	20	14.85	297		
Carrying Out a Formal Academic Task					
<16	8	14.38	115	79.000	.980
16+	20	14.55	291		

The Mann-Whitney U test results indicated no significant differences in content professors' perceptions of the importance of academic speaking skills based on their years of teaching experience in the EMI context.

Content Professors' Language choices in Class

The effect of content professors' language choices in the classroom on their perceptions of the importance of academic speaking skills was also analyzed using the Mann-Whitney U test (Table 50). This analysis aimed to determine if professors using only English in class differed in their perceptions compared to those who used mainly English and Turkish if needed.

Table 50

Mann-Whitney U for Importance by CP' Language choices in Class

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Only English	13	15.12	196.5	89.500	.717
Mainly English, Turkish if needed	15	13.97	209.5		
Using Sources Orally					
Only English	13	15.12	196.5	89.500	.717
Mainly English, Turkish if needed	15	13.97	209.5		
Taking Part in Discussions					
Only English	13	15.27	198.5	87.500	.650
Mainly English, Turkish if needed	15	13.83	207.5		
Participating in Lectures					
Only English	13	15.81	205.5	80.500	.440
Mainly English, Turkish if needed	15	13.37	200.5		
Carrying Out a Formal Academic Task					
Only English	13	13.08	170	79.000	.413
Mainly English, Turkish if needed	15	15.73	236		

As can be seen in the table the analysis determined no significant difference among content professors' perceptions of the importance of *Academic Speaking Skills*, regarding their language choices for classroom interaction.

Comparison of All Groups for Importance

The table below provides a comparison of the mean (M) and standard deviations (SD) for the skills and sub-skills of the study concerning the importance of academic speaking skills as perceived by the four stakeholder groups that participated in the study: pre-sessional EAP students, pre-sessional EAP instructors, undergraduate students in various departments, and content professors. The descriptive statistics reveal varying perceptions of the importance of these skills across groups (Table 51).

Table 51

Importance of Academic Speaking Skills Across Groups

Skills	PSS(265)	PSI (67)	UGS (47)	CP (28)
Overall Academic Speaking Skill	3.96 (0.56)	4.36 (0.55)	4.15 (0.82)	4.47 (0.54)
Using Sources Orally	3.99 (0.59)	4.24 (0.69)	4.13 (0.80)	4.58 (0.52)
Taking Part in Discussions	4.00 (0.63)	4.38 (0.59)	4.17 (0.85)	4.44 (0.58)
Participating in Lectures	3.87 (0.73)	4.36 (0.63)	4.17 (0.86)	4.33 (0.63)
Carrying Out a Formal Academic Task	3.92 (0.78)	4.48 (0.54)	4.14 (0.89)	4.52 (0.58)

The comparison of results indicate that content professors ($M = 4.47$) rated the importance of *Overall Academic Speaking Skill* the highest. That is, they perceived these skills as crucial for academic success. On the other hand, pre-sessional EAP students had the lowest mean with 3.96.

As for the sub-skills, content professors ($M = 4.58$) placed the highest value on the ability to *Use Sources Orally*, while pre-sessional EAP students ($M = 3.99$) once more rated this skill the lowest.

Pre-sessional EAP instructors ($M = 4.38$) and content professors ($M = 4.44$) both see *Taking Part in Discussions* as very important. In contrast, pre-sessional EAP students rated this sub-skill slightly lower ($M = 4.00$).

Pre-sessional EAP instructors ($M = 4.36$) rated *Participation in Lectures* highly prominent, yet pre-sessional EAP students ($M = 3.87$) rated this the lowest.

Both pre-sessional EAP instructors ($M = 4.48$) and content professors ($M = 4.52$) regarded *Carrying Out a Formal Academic Task* as vital. However, pre-sessional EAP students ($M = 3.92$) rated this lower.

To sum up, the differences in ratings across groups suggest that instructors and professors have a stronger perception of the importance of academic speaking skills than students do.

To further compare the results from all the stakeholders and detect any possible significant differences a Kruskal Wallis test was carried out. The results can be seen in Table 52.

Table 52

Kruskal-Wallis for Importance by All Groups

Categories	Group	<i>n</i>	Mean Rank	χ^2	<i>Df</i>	<i>p</i>
Overall	PSS	265	176.51			
Academic	PSI	67	261.35	45.174	3	.001
Speaking Skill	UGS	47	230.76			
	CP	28	282			
Using Sources	PSS	265	180.83	36.404	3	.001
Orally	PSI	67	242.65			
	UGS	47	224.59			
	CP	28	296.23			
Taking Part in	PSS	265	180.28	33.57	3	<.001
Discussions	PSI	67	254.99			
	UGS	47	226.88			
	CP	28	268.11			
Participating in	PSS	265	178.14	38.211	3	<.001
Lectures	PSI	67	260.74			

Categories	Group	<i>n</i>	Mean Rank	χ^2	<i>Df</i>	<i>p</i>
Carrying Out a Formal Academic Task	UGS	47	238.16	40.285	3	<.001
	CP	28	255.61			
	PSS	265	178.77			
	PSI	67	263.34			
	UGS	47	220.46			
	CP	28	273.2			

As shown in the table, the importance attached to *Overall Academic Speaking Skill* differed significantly across groups ($\chi^2 = 45.174$, $p < .001$). Content professors rated the skill highest ($M = 4.47$, $SD = 0.54$), followed by pre-sessional EAP instructors ($M = 4.36$, $SD = 0.55$). Pre-sessional EAP students rated it lowest ($M = 3.96$, $SD = 0.56$), while undergraduate students scored slightly higher ($M = 4.15$, $SD = 0.82$).

For sub-skills, content professors consistently rated the importance of them highest, except for *Participating in Lectures*, where pre-sessional EAP instructors rated that sub-skill the highest ($M = 4.36$, $SD = 0.63$). In all other categories, *Using Sources Orally* ($\chi^2 = 36.404$, $p < .001$), *Taking Part in Discussions* ($\chi^2 = 33.57$, $p < .001$), and *Carrying Out a Formal Academic Task* ($\chi^2 = 40.285$, $p < .001$), content professors maintained perceiving them the most important.

In other words, the results of the Kruskal-Wallis test consistently demonstrated that content professors and pre-sessional EAP instructors had a significantly higher perception of the importance of academic speaking skills compared to undergraduate students and pre-sessional EAP students across all skills.

Since significant differences were detected in the Kruskal-Wallis test, Dunn's test was held as a post hoc to further examine the data (Table 53).

Table 53*Dunn's Test for Importance by Groups*

Categories	Sample 1-Sample 2	Test Statistic	p
Overall Academic Speaking Skill	PSS-UGS	-54.242	.021
	PSS-PSI	-84.838	<.001
	PSS-CP	-105.487	<.001
	UGS-PSI	30.595	1.000
	UGS-CP	-51.245	.408
	PSI-CP	-20.649	1.000
Using Sources Orally	PSS-UGS	-43.753	.110
	PSS-PSI	-61.817	.001
	PSS-CP	-115.400	<.001
	UGS-PSI	18.064	1.000
	UGS-CP	-71.647	.063
	PSI-CP	-53.583	.254
Taking Part in Discussions	PSS-UGS	-46.606	.073
	PSS-PSI	-74.708	<.001
	PSS-CP	-87.830	.001
	UGS-PSI	28.102	1.000
	UGS-CP	-41.224	.849
	PSI-CP	-13.122	1.000
Participating in Lectures	PSS-UGS	-60.016	.007
	PSS-PSI	-77.464	.005
	PSS-CP	-82.595	<.001
	UGS-PSI	-17.448	1.000
	UGS-CP	22.579	1.000
	PSI-CP	5.132	1.000
Carrying Out a Formal Academic Task	PSS-UGS	-41.691	.146
	PSS-PSI	-84.577	<.001
	PSS-CP	-94.430	<.001
	UGS-PSI	42.886	.324
	UGS-CP	-52.739	.354
	PSI-CP	-9.853	1.000

As shown in the table, significant differences were detected in the perceived importance of *Overall Academic Speaking Skill* and *Using Sources Orally* between pre-sessional EAP students and pre-sessional EAP instructors ($p < .001$), with instructors valuing the skill more highly. A similar significant difference was observed when comparing pre-sessional EAP students to content professors ($p < .001$). However, the comparison between undergraduate students and content

professors yielded a non-significant difference ($p = .063$), suggesting that while content professors rated the importance of academic speaking skills higher, the difference was not statistically meaningful.

For the sub-skill of *Taking Part in Discussions*, significant differences were also noted between pre-sessional EAP students and instructors ($p < .001$), indicating that instructors valued this skill more. A prominent difference was observed between pre-sessional EAP students and content professors ($p < .001$) as well.

Similarly, for *Participating in Lectures*, a significant difference was found between pre-sessional EAP students and instructors ($p = .005$), with instructors perceiving this skill as more important. Additionally, pre-sessional EAP students rated this skill significantly lower than content professors ($p < .001$).

That is, the data indicate that pre-sessional EAP students had significant differences in their perceptions of the importance of academic speaking skills compared to both pre-sessional instructors and content professors across multiple academic speaking skills. In contrast, undergraduate students seem to have more aligned perceptions with instructors and professors.

Practice Opportunities for the Academic Speaking Skills

Research question (RQ) two and its subcomponents focus on the *practice opportunities* of academic speaking skills pre-sessional students are provided with at the target pre-sessional courses as reported by pre-sessional EAP instructors. First, descriptive statistics were held to answer RQ 2 by analyzing the results of the mean (M) and standard deviation (SD) for the scale items. Next, a thorough investigation was conducted to find out whether there were any prominent divergences in the data based on the following demographic features of the participants: (i) years of teaching

experience, (ii) undergraduate field of study, (iii) graduate field of study, (iv) degree level, (v) additional teaching certificates, and (vi) their students' language choices.

Descriptive Statistics for Practice Opportunities by Pre-sessional EAP

Instructors

Table 54 shows the descriptive statistics for the *practice opportunities* pre-sessional EAP students had at the target pre-sessional courses as reported by pre-sessional EAP instructors.

Table 54

Descriptive Statistics for Practice Opportunities in pre-sessional courses by PSI

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	67	3.32	0.94
Using Sources Orally	67	3.12	1.14
Taking Part in Discussions	67	3.41	0.95
Participating in Lectures	67	3.24	1.03
Carrying out a Formal Academic Task	67	3.50	0.97

The results of the descriptive statistics reveal that pre-sessional EAP instructors perceived the practice opportunities pre-sessional students had in various aspects of academic speaking skills to be moderate, with an overall mean score of 3.32 ($SD = 0.94$) for *Overall Academic Speaking Skill*.

The mean for the sub-skills varied from 3.12 to 3.50. *Carrying Out a Formal Academic Task* had the highest mean of 3.50 ($SD = 0.97$), indicating that instructors believed students were provided with relatively good opportunities in these skills. Whereas, The *Using Sources Orally* sub-skill had the lowest mean of 3.12, indicating that instructors felt there were relatively limited opportunities for students to engage with sources orally, and the higher standard deviation ($SD = 1.14$) reflects greater disagreement on this aspect.

Descriptive Statistics for Practice Opportunities Based on Sub-skills by PSI

Table 55 depicts the perceptions of pre-sessional EAP instructors regarding the practice opportunities at pre-sessional courses in Academic Speaking Sub-skills.

Table 55

Practice Opportunities in Using Sources Orally by PSI

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables, using appropriate language	67	2,96	1,16
2) answer questions about information presented in graphs and tables about a familiar topic	67	3,04	1,17
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	67	2,97	1,19
4) describe conclusions drawn from graphs and tables, using appropriate language	67	3,00	1,29
5) give a summary of information from an academic text on a familiar topic	67	3,28	1,28
6) paraphrase information taken from an academic text on a familiar topic	67	3,63	1,18
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	67	3,21	1,27
8) synthesize information from several written sources and give a summary of the ideas	67	2,85	1,51

As illustrated in Table 55, pre-sessional EAP instructors perceived the skill to “paraphrase information taken from an academic text on a familiar topic” (Item 6) as the area where students had the most practice opportunities, with a mean score of 3.63 ($SD = 1.18$). On the other hand, the skill to “synthesize information from several written sources and give a summary of the ideas” (Item 8) was seen as the area providing the least practice opportunities, with a mean of 2.85 ($SD = 1.51$). The notable difference between these two scores suggests that instructors believe students engage more frequently in paraphrasing than in synthesizing information.

Table 56 displays the perceptions of pre-sessional EAP instructors regarding the practice opportunities at pre-sessional courses in the sub-skill of Taking Part in Discussions.

Table 56*Practice Opportunities in Taking Part in Discussions by PSI*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	67	3,34	1,30
10) contribute to a group discussion on familiar topics	67	3,57	1,18
11) answer questions in an academic discussion on familiar topics	67	3,69	1,14
12) suggest advantages and disadvantages when discussing a familiar topic	67	3,87	1,00
13) develop an argument using common fixed expressions	67	3,34	1,02
14) ask someone to give more information on a point in an academic discussion, using appropriate language	67	3,37	0,95
15) ask for explanation during an academic discussion, using appropriate language	67	3,46	0,97
16) participate in a classroom discussion about an academic topic effectively	67	3,51	1,08
17) lead a simple discussion if given time in advance to prepare	67	3,27	1,21
18) ask for explanation of unknown short forms or technical terms used in conversation	67	3,16	1,23
19) contribute ideas in a panel discussion, using appropriate language	67	2,76	1,34
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	67	3,55	1,00

In this sub-skill, the highest-rated skill was the ability to “suggest advantages and disadvantages when discussing a familiar topic” (Item 12), which scored a mean of 3.87 ($SD = 1.00$). This indicates that instructors believe students have ample opportunities to engage in critical discussion. Conversely, the lowest rating was given to the skill to “contribute ideas in a panel discussion, using appropriate language” (Item 19), with a mean score of 2.76 ($SD = 1.34$). The substantial gap between these two scores implies that instructors find students less prepared for panel discussions compared to other types of academic discussions.

Table 57 demonstrates the perceptions of pre-sessional EAP instructors regarding the practice opportunities at pre-sessional courses in the sub-skill of *Participating in Lectures*.

Table 57*Practice Opportunities in Participating in Lectures by PSI*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	67	3.28	1.11
22) ask questions about the content of a presentation or lecture on a familiar topic	67	3.49	1.05
23) describe conclusions drawn from a presentation or lecture on a familiar topic	67	3.22	1.15
24) ask for confirmation of understanding during a live discussion or presentation	67	3.07	1.17
25) effectively request information from a professor outside of class	67	3.12	1.32

As shown in Table 57, instructors rated the skill to “ask questions about the content of a presentation or lecture on a familiar topic” (Item 22) as the most practiced, with a mean score of 3.49 ($SD = 1.05$). This reflects a perception that students have significant opportunities to engage with lecture content. In contrast, the skill to “ask for confirmation of understanding during a live discussion or presentation” (Item 24) received the lowest mean score of 3.07 ($SD = 1.17$). This indicates that instructors feel students have less practice on this particular skill.

Table 58 shows the perceptions of pre-sessional EAP instructors regarding the practice opportunities at pre-sessional courses in the sub-skill of *Carrying Out Formal Academic Tasks*.

Table 58*Practice Opportunities in Carrying Out Formal Academic Tasks by PSI*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	67	2.61	1.40
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	67	3.63	1.03
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	67	3.48	1.06
29) give a short, practiced talk or presentation on a familiar topic	67	3.85	1.02
30) answer information questions about the facts provided in a	67	3.72	1.11

Item	<i>n</i>	<i>M</i>	<i>SD</i>
presentation they have given 31) give a presentation on a familiar academic topic	67	3.69	1.03

In Table 58, the skill rated highest by instructors was the skill to “give a short, practiced talk or presentation on a familiar topic” (Item 29), which received a mean score of 3.85 ($SD = 1.02$). This suggests that instructors believe students have ample opportunities to prepare and deliver focused presentations. In contrast, the skill to “carry out a prepared interview checking and confirming information as necessary” (Item 26) received the lowest rating, with a mean of 2.61 ($SD = 1.40$). This significant difference highlights a perceived lack of practice opportunities in conducting interviews, indicating an area where additional focus could be beneficial for students.

Perception Differences for Practice Opportunities by Pre-Sessional EAP

Instructors

Data gathered from pre-sessional EAP instructors were thoroughly investigated to find out whether there were any significant differences in the instructors’ perceptions of the practice opportunities provided at the target pre-sessional courses based on the following demographic features of the participants: (i) years of teaching experience, (ii) undergraduate field of study, (iii) graduate field of study, (iv) degree level, (v) additional teaching certificates, and (vi) their students’ language choices.

Teaching Experience

The data from pre-sessional instructors with less than 16 years of teaching experience and those with 16 or more years were compared with the independent T-test to provide insight into whether this demographic factor influenced the instructors’ perceptions of the practice opportunities available to pre-sessional

students in various academic speaking skills. The results from the independent T-tests can be seen in Table 59.

Table 59

T-test for Practice Opportunities by PSI' Experience in Pre-sessional courses

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (65)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
<16	23	3.38	1.02	0.379	.706	0.098
16+	44	3.29	0.9			
Using Sources Orally						
<16	23	3.2	1.14	0.402	.689	0.103
16+	44	3.08	1.15			
Taking Part in Discussions						
<16	23	3.48	1.01	0.436	.664	0.112
16+	44	3.37	0.93			
Participating in Lectures						
<16	23	3.33	1.11	0.521	.604	0.134
16+	44	3.19	1			
Carrying Out a Formal Academic Task						
<16	23	3.49	1.02	-0.058	.954	-0.015
16+	44	3.5	0.95			

Independent T-test results indicate that the pre-sessional EAP instructors' years of teaching experience in the target pre-sessional courses did not make a significant difference in their perceptions in terms of the practice opportunities available to pre-sessional students in *Overall Academic Speaking Skill and the relevant sub-skills*.

Field of Study for Bachelor's Degree

The comparison of pre-sessional EAP instructors based on their field of study for their bachelor's degree offered valuable insights into whether this academic background shaped their perceptions regarding the academic speaking practice opportunities pre-sessional students had in the pre-sessional courses. The data of the instructors with undergraduate degrees in English Language Teaching (ELT) were compared with those of other fields through Independent T-test and the Mann-

Whitney U test based on the normality test results. Table 60 shows the results for Independent T-test for *Overall Academic Speaking Skill* and the two of the sub-skills: *Taking Part in Discussions* and *Participating in Lectures*.

Table 60

T-test for Practice Opportunities by PSI' Field Of Study for Bachelor's Degree

Categories	n	M	SD	t(65)	p	Cohen's d
Overall Academic Speaking Skill						
English Language Teaching	40	3.48	0.94	1.707	.093	0.425
Others	27	3.09	0.89			
Taking Part in Discussions						
English Language Teaching	40	3.56	0.94	1.644	.105	0.409
Other	27	3.18	0.94			
Participating in Lectures						
English Language Teaching	40	3.39	1.03	1.418	.161	0.353
Others	27	3.02	1.03			

There was no significant difference in pre-sessional EAP instructors' perception of pre-sessional students' practice opportunities in *Overall Academic Speaking Skill* ($t = 1.707$; $p = .093$), *Taking Part in Discussions* ($t = 1.644$; $p = .105$) and *Participating in Lectures* ($t = 1.418$; $p = .161$) based on their having a bachelor's degree in ELT or in another field.

Table 61

Mann-Whitney U for Practice Opportunities by PSI' Undergraduate Field of Study

Categories	n	Mean Rank	Sum. of Ranks	U	p
Using Sources Orally					
English Language Teaching	40	36.54	1461.5	438.500	.194
Others	27	30.24	816.5		
Carrying Out a Formal Academic Task					
English Language Teaching	40	36.78	1471	429.000	.155
Others	27	29.89	807		

As depicted above, whether pre-sessional EAP instructors had an undergraduate degree in ELT or from another field of study did not significantly

affect their perceptions regarding the practice opportunities pre-sessional students were provided with in terms of the sub-skills of *Using Sources Orally* ($U = 438.5$; $p = .194$) and *Carrying Out a Formal Academic Task* ($U = 429$; $p = .155$).

Field of Study for Master's Degree

Of the 49 pre-sessional EAP instructors with a master's degree, 28 had a master's degree in ELT while the other 21 completed their master's degree in other fields. These two groups of instructors were compared to see whether having a graduate degree in ELT made a significant difference in their perceptions of pre-sessional EAP students' practice opportunities in the pre-sessional courses.

Table 62 shows the independent T-test results carried out based on the normality test results.

Table 62

T-test for Practice Opportunities by PSI' Field a Master's or PhD

Categories	n	M	SD	t(65)	p	Cohen's d
Overall Academic Speaking Skill	28	2.97	0.87			
English Language Teaching	21	3.52	0.83	-2.210	.032	-0.638
Others						
Taking Part in Discussions						
English Language Teaching	28	3.12	0.91			
Others	21	3.56	0.84	-1.713	.093	-0.494
Participating in lectures						
English Language Teaching	28	2.96	1.08			
Others	21	3.38	0.91	-1.424	.161	-0.411
Carrying Out a Formal Academic Task						
English Language Teaching	28	3.19	0.97			
Others	21	3.71	0.85	-1.974	.054	-0.570

Independent T-test results showed that pre-sessional EAP instructors with an advanced degree in ELT and those with a degree from another field perceived the practice opportunities available to pre-sessional students in *Overall Academic Speaking Skill* significantly different ($t = -2.21$; $p = .032$). The mean score of the ones with an MA or PhD degree in ELT was 2.97 ($SD = 0.87$), while the mean score

of other field graduates was 3.52 ($SD = 0.83$). Pre-sessional EAP instructors with an advance degree in ELT perceived the provided practice opportunities as significantly lower than those with an advance degree in other fields.

However, the independent T-test results for the sub-skills, *Taking Part in Discussions*, *Participating in Lectures* and *Carrying Out a Formal Academic Task* did not differ according to pre-sessional instructors' advance field of education.

For *Using Sources Orally*, the Mann-Whitney U test was held due to nonnormal distribution of data for this sub-skill (Table 63).

Table 63

Mann-Whitney U by PSI' Field of Study for Master's or PhD degree

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Using Sources Orally					
English Language Teaching	28	20.29	568	162.000	.008
Other	21	31.29	657		

For the *Using Sources Orally* sub-skill, the Mann-Whitney U test was held, and the results revealed that *Using Sources Orally* results differed significantly according to the field of education for the master's degree ($U=162$; $p=.008$). The mean score of master's in ELT graduates was 2.6 ($SD=1$), whereas the mean score of those from other fields was 3.39 ($SD=1.03$).

That is, the pre-sessional instructors with a master's degree in ELT differed from the ones with a master's degree in other fields in both *Overall Academic Speaking Skill* and *Using Sources Orally*. They perceived that pre-sessional EAP students had fewer opportunities to practice academic speaking skills in pre-sessional courses when compared to their colleagues with a master's degree in other fields.

Degree Level

The degree level of pre-sessional EAP instructors was analyzed to determine its influence on their perceptions of students' academic speaking practice opportunities in the pre-sessional courses. A total of 19 instructors held only a bachelor's degree, while 48 instructors held a postgraduate degree (MA and/or PhD); among these, 5 also possessed a PhD.

Results for the independent T-test comparing the data of pre-sessional EAP instructors with a bachelor's degree with those who had a more advanced degree can be seen in Table 64.

Table 64

T-test for Practice Opportunities by PSI' Degree Level

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (65)	<i>p</i>	<i>Cohen's d</i>
Participating in Lectures						
Bachelor's	19	3.57	1.06	1.662	.101	0.451
Master's/Doctorate	48	3.11	1.01			
Carrying Out a Formal Academic Task						
Bachelor's	19	3.78	1.02	1.540	.128	0.417
Master's/Doctorate	48	3.38	0.93			

Independent T-test results indicated no statistically significant differences for the evaluated sub-skills in pre-sessional EAP instructors' perceptions based on their degree level although instructors with only a bachelor's degree perceived available academic speaking practice opportunities at the target pre-sessional courses higher than those with a master's or/and doctorate degrees for both.

The Mann-Whitney U test was conducted to assess instructor perception differences regarding practice opportunities in the following three categories:

Overall Academic Speaking Skill, Using Sources Orally and Taking Part in

Discussions based on normality test results (Table 65).

Table 65*Mann-Whitney U for Practice Opportunities by PSI' Degree Level*

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Overall Academic Speaking Skill					
Bachelor's	19	43.03	817.5	284.500	.017
Master's and Doctorate	48	30.43	1460.5		
Using Sources Orally					
Bachelor's	19	43.76	831.5	270.500	.010
Master's and Doctorate	48	30.14	1446.5		
Taking Part in Discussions					
Bachelor's	19	42.18	801.5	300.500	.030
Master's and Doctorate	48	30.76	1476.5		

These findings suggest a notable difference in how available practice opportunities in the pre-sessional courses are perceived as by the pre-sessional EAP instructors based on their highest degree level.

That is, pre-sessional EAP instructors with only a bachelor's degree regarded the provided practice opportunities in *Overall Academic Speaking Skill* ($U = 284.500, p = .017$) and the sub-skills: *Using Sources Orally* ($U = 270.5, p = .010$) and *Taking Part in Discussions* ($U = 300.5, p = .030$) significantly higher than their colleagues with a master's and/or doctorate degrees.

Teaching Qualifications or Certificates

Pre-sessional EAP instructors were compared to determine whether having additional teaching qualifications or certificates influenced their perceptions of the practice opportunities available to students in the pre-sessional courses (Table 66).

Table 66*T-Test for Practice Opportunities by PSI' Other Teaching Qualifications/Certificates*

Categories	n	M	SD	t(65)	p	Cohen's d
Overall Academic Speaking Skill						
No	29	3.4	0.89	0.592	.556	0.146
Yes	38	3.26	0.97			

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (65)	<i>p</i>	<i>Cohen's d</i>
Using Sources Orally						
No	29	3.13	1.13	0.073	.942	0.018
Yes	38	3.11	1.17			
Taking Part in Discussions						
No	29	3.51	0.89	0.778	.439	0.192
Yes	38	3.33	1			
Participating in Lectures						
No	29	3.32	1.05	0.539	.592	0.133
Yes	38	3.18	1.04			
Carrying Out a Formal Academic Task						
No	29	3.61	0.97	0.844	0.402	0.208
Yes	38	3.41	0.97			

The independent T-test results reveal that having additional teaching qualifications or certificates didn't significantly influence pre-sessional EAP instructors' perceptions of the practice opportunities available to students at the target pre-sessional courses. Instructors with and without additional qualifications reported similar perceptions across all evaluated skills indicating that the additional qualifications may not impact their views on the practice opportunities in the pre-sessional courses.

Pre- Sessional Students' Language choices

Pre-sessional EAP instructors' results were scrutinized to see whether their students' language choices in class played a role in their perceptions of the available practice opportunities of academic speaking skills in the pre-sessional courses. Table 67 demonstrates the independent T-test results carried out for all the relevant skills based on normality test results (Table 67).

Table 67

T-Test for Practice Opportunities by PSS' Language choices in Class

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (65)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
Mainly English, Turkish if needed	38	3.35	0.82	0.445	.658	0.113

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (65)	<i>p</i>	<i>Cohen's d</i>
Both English and Turkish	26	3.25	1.09			
Using Sources Orally						
Mainly English, Turkish if needed	38	3.11	1.08	0.064	.949	0.016
Both English and Turkish	26	3.09	1.25			
Taking Part in Discussions						
Mainly English, Turkish if needed	38	3.46	0.88	0.634	.528	0.161
Both English and Turkish	26	3.3	1.07			
Participating in Lectures						
Mainly English, Turkish if needed	38	3.29	0.96	0.663	.510	0.169
Both English and Turkish	26	3.12	1.13			
Carrying Out a Formal Academic Task						
Mainly English, Turkish if needed	38	3.53	0.86	0.287	.775	0.073
Both English and Turkish	26	3.46	1.13			

The findings suggest that the language preference of students in the classroom did not significantly affect pre-sessional EAP instructors' perception of the available practice opportunities in academic speaking skills provided for the pre-sessional EAP students.

Competence in Academic Speaking Skills

Research question three and its subcomponents examine how *competent* undergraduate students in departments are perceived by themselves and their content professors at a state EMI university in Ankara, Türkiye. First, descriptive statistics for each participating group were held to answer RQ 3 by analyzing the results of the mean (*M*) and standard deviation (*SD*) for the scale items of both undergraduate students and content professors in the departments for the competence factor. Next, for RQ 3.1 and 3.2, a thorough investigation was conducted to find out whether there were any significant differences in the data based on the demographic features of the participants. Finally, for RQ 3.3, the data from undergraduate students and content professors in the departments were compared to see whether there were any significant perception differences.

Descriptive Statistics for Competence by Undergraduate Students

Table 68 below shows the descriptive statistics for the undergraduate students in the departments regarding their competence in academic speaking skills.

Table 68

Descriptive Statistics for Competence by UGS

Categories	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	47	3.58	0.86
Using Sources Orally	47	3.65	0.75
Taking Part in Discussions	47	3.61	0.91
Participating in Lectures	47	3.47	0.96
Carrying Out a Formal Academic Task	47	3.53	1.05

The results from the descriptive statistics indicate that undergraduate students self-assess their competencies across various speaking-related skills with a mean of 3.58 ($SD = 0.86$) out of 5 for *Overall Academic Speaking Skill*, suggesting a moderate level of competence. Among the specific competencies assessed, *Using Sources Orally* received the highest mean score of 3.65 ($SD = 0.75$), indicating that students felt most competent in their ability to articulate information from various sources in oral formats. On the other hand, the competency with the lowest mean score was *Participating in Lectures*, with 3.47 ($SD = 0.96$), but the relatively high standard deviation value suggests that perceptions varied among students.

Descriptive Statistics for Competence based on Sub-skills by UGS

Undergraduate students were asked to rate the items making up each of the sub-skills of *Overall Academic Skill*. Tables 69-72 below reveal the descriptive statistics by giving the mean score for each item and its standard deviation. Table 69 shows the self-perceived competence of undergraduate students in the sub-skill of Using Sources Orally.

Table 69*Competence in Using Sources Orally by UGS*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables. using appropriate language	47	3.70	0.81
2) answer questions about information presented in graphs and tables about a familiar topic	47	3.68	0.81
3) discuss illustrations. graphs and tables in an academic text on a familiar topic. using appropriate language	47	3.68	0.84
4) describe conclusions drawn from graphs and tables. using appropriate language	47	3.79	0.91
5) give a summary of information from an academic text on a familiar topic	47	3.60	0.99
6) paraphrase information taken from an academic text on a familiar topic	47	3.64	1.11
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	47	3.62	0.99
8) synthesize information from several written sources and give a summary of the ideas	47	3.51	1.04

In Table 69, the highest average score was for the ability to “describe conclusions drawn from graphs and tables, using appropriate language” (Item 4), with a mean of 3.79 ($SD = 0.91$). This suggests that undergraduate students feel quite competent in articulating their understanding of visual data. Conversely, the lowest mean score was for the skill to “synthesize information from several written sources and give a summary of the ideas” (Item 8), which received a score of 3.51 ($SD = 1.04$). This indicates that students feel less adept at synthesizing information compared to other skills, highlighting a potential area for growth.

Table 70 shows the self-perceived competence of undergraduate students in the sub-skill of Taking Part in Discussions.

Table 70*Competence in Taking Part in Discussions by UGS*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	47	3.60	1.14
10) contribute to a group discussion on familiar topics	47	3.55	1.08
11) answer questions in an academic discussion on familiar topics	47	3.57	1.04
12) suggest advantages and disadvantages when discussing a familiar topic	47	3.64	0.97
13) develop an argument using common fixed expressions	47	3.49	0.98
14) ask someone to give more information on a point in an academic discussion. using appropriate language	47	3.70	1.04
15) ask for explanation during an academic discussion. using appropriate language	47	3.81	0.97
16) participate in a classroom discussion about an academic topic effectively	47	3.47	1.20
17) lead a simple discussion if given time in advance to prepare	47	3.70	1.08
18) ask for explanation of unknown short forms or technical terms used in conversation	47	3.66	1.09
19) contribute ideas in a panel discussion. using appropriate language	47	3.49	1.21
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	47	3.60	1.12

Table 70 reveals that the highest competence was reported for the skill to “ask for explanation during an academic discussion, using appropriate language” (Item 15), with a mean score of 3.81 ($SD = 0.97$). This indicates that students feel quite capable in seeking clarification during discussions. In contrast, the lowest competence was noted for the ability to “contribute ideas in a panel discussion, using appropriate language” (Item 19), which had a mean of 3.49 ($SD = 1.21$). This suggests that students may feel less confident in panel discussion settings, pointing to another area where they could benefit from more practice.

Table 71 displays the self-perceived competence of undergraduate students in the sub-skill of Participating in Lectures.

Table 71

Competence in Participating in Lectures by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	47	3.55	1.14
22) ask questions about the content of a presentation or lecture on a familiar topic	47	3.43	1.04
23) describe conclusions drawn from a presentation or lecture on a familiar topic	47	3.62	1.01
24) ask for confirmation of understanding during a live discussion or presentation	47	3.45	1.12
25) effectively request information from a professor outside of class	47	3.32	1.25

In Table 71, the highest mean score is attributed to the skill of “describe conclusions drawn from a presentation or lecture on a familiar topic” (Item 23), with a mean score of 3.62 ($SD = 1.01$). This suggests that students feel reasonably competent in engaging with lecture content after it has been presented. Conversely, the lowest score was for the ability to “effectively request information from a professor outside of class” (Item 25), with a mean of 3.32 ($SD = 1.25$). This indicates a lack of confidence in seeking information beyond the classroom, highlighting an area that may require additional support or encouragement.

Table 72 demonstrates the self-perceived competence of undergraduate students in the sub-skill of Carrying Out Formal Academic Tasks.

Table 72

Competence in Carrying Out Formal Academic Tasks by UGS

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	47	3.40	1.14
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	47	3.51	1.25

<i>Item</i>	<i>n</i>	<i>M</i>	<i>SD</i>
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	47	3.53	1.10
29) give a short, practiced talk or presentation on a familiar topic	47	3.60	1.23
30) answer information questions about the facts provided in a presentation they have given	47	3.51	1.10
31) give a presentation on a familiar academic topic	47	3.62	1.21

In Table 72, the skill rated highest was “give a presentation on a familiar academic topic” (Item 31), achieving a mean score of 3.62 ($SD = 1.21$), indicating that students feel quite competent in presenting familiar material. However, the lowest mean score was for the skill to “carry out a prepared interview checking and confirming information as necessary” (Item 26), which received a score of 3.40 ($SD = 1.14$). This suggests that students feel less confident in conducting interviews, which might be an area where they need more practice or training to enhance their competence.

Descriptive Statistics for Competence by Content Professors

Table 73 below shows the descriptive statistics for the content professors in the departments regarding the competence of undergraduate students in various academic speaking skills.

Table 73

Descriptive Statistics for Competence by CP

<i>Categories</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Academic Speaking Skill	28	3.84	0.84
Using Sources Orally	28	3.80	1.00
Taking Part in Discussions	28	3.78	0.86
Participating in Lectures	28	3.75	0.84
Carrying Out a Formal Academic Task	28	4.07	0.81

The results from the descriptive statistics indicate that content professors assessed the competencies of undergraduate students for *Overall Academic Speaking*

Skill with an overall mean of 3.84 ($SD = 0.84$) out of 5. This suggests content professors perceive their students' academic speaking abilities in all assessed skills as higher than moderate.

Among the specific competencies assessed, *Carrying Out a Formal Academic Task* received the highest mean score of 4.07 ($SD = 0.81$), while *Participating in Lectures* received the lowest mean score of 3.75 ($SD = 0.84$). This suggests that while content professors perceived undergraduate students generally competent in academic speaking skills, particularly excelling in *Carrying Out a Formal Academic Task*, they perceived them slightly less competent in *Participating in Lectures*.

Descriptive Statistics for Competence Based on Sub-skills by CP

Content professors were asked to rate the items making up each of the sub-skills of *Overall Academic Skill*. Tables 74-77 below reveal the descriptive statistics by giving the mean score for each item and its standard deviation. Table 74 displays the perceptions of content professors regarding the competence of undergraduate students in the sub-skill of Using Sources Orally.

Table 74

Competence in Using Sources Orally by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
1) explain key information in graphs and tables, using appropriate language	28	3.82	1.09
2) answer questions about information presented in graphs and tables about a familiar topic	28	3.89	1.07
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	28	3.79	1.20
4) describe conclusions drawn from graphs and tables, using appropriate language	28	3.79	1.20
5) give a summary of information from an academic text on a familiar topic	28	3.82	0.98
6) paraphrase information taken from an academic text on a familiar topic	28	3.86	1.01
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	28	3.86	1.01

Item	<i>n</i>	<i>M</i>	<i>SD</i>
8) synthesize information from several written sources and give a summary of the ideas	28	3.61	1.29

In Table 74, the highest average scores were reported for the skills to “answer questions about information presented in graphs and tables about a familiar topic” (Item 2) with a mean of 3.89 (SD = 1.07) and “explain key information in graphs and tables, using appropriate language” (Item 1) at 3.82 (SD = 1.09). This indicates that content professors perceive undergraduate students as quite competent in these areas. Conversely, the lowest mean score was for the skill to “synthesize information from several written sources and give a summary of the ideas” (Item 8), which was rated at 3.61 (SD = 1.29). This suggests a perceived deficiency in students' ability to integrate and summarize information from multiple sources. Table 75 displays the perceptions of content professors regarding the competence of undergraduate students in the sub-skill of *Taking Part in Discussions*.

Table 75

Competence in Taking Part in Discussions by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
9) ask questions in an academic discussion	28	3.82	1.02
10) contribute to a group discussion on familiar topics	28	3.64	1.06
11) answer questions in an academic discussion on familiar topics	28	3.86	0.93
12) suggest advantages and disadvantages when discussing a familiar topic	28	3.71	1.12
13) develop an argument using common fixed expressions	28	3.61	0.88
14) ask someone to give more information on a point in an academic discussion, using appropriate language	28	4.07	0.94
15) ask for explanation during an academic discussion, using appropriate language	28	4.07	0.86
16) participate in a classroom discussion about an academic topic effectively	28	3.68	1.16
17) lead a simple discussion if given time in advance to prepare	28	3.89	1.13
18) ask for explanation of unknown short forms or technical terms used in conversation	28	3.89	0.99

Item	<i>n</i>	<i>M</i>	<i>SD</i>
19) contribute ideas in a panel discussion, using appropriate language	28	3.54	1.07
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	28	3.61	1.17

In Table 75, the highest competence scores were noted for the skills to “ask someone to give more information on a point in an academic discussion, using appropriate language” (Item 14) and “ask for explanation during an academic discussion, using appropriate language” (Item 15), both receiving a mean of 4.07 ($SD = 0.94$ and 0.86 , respectively). This indicates that professors view students as highly capable of seeking clarification and expanding on discussion points. Conversely, the lowest average score was for the ability to “contribute ideas in a panel discussion, using appropriate language” (Item 19), which received a mean of 3.54 ($SD = 1.07$). This suggests that content professors perceive students as less competent in panel discussion settings. Table 76 shows the perceptions of content professors regarding the competence of undergraduate students in the sub-skill of *Competence in Participating in Lectures*.

Table 76

Competence in Participating in Lectures by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
21) ask questions for more information after a lecture or presentation aimed at a general audience	28	3.82	0.98
22) ask questions about the content of a presentation or lecture on a familiar topic	28	3.79	0.96
23) describe conclusions drawn from a presentation or lecture on a familiar topic	28	3.86	0.93
24) ask for confirmation of understanding during a live discussion or presentation	28	3.71	0.98
25) effectively request information from a professor outside of class	28	3.57	1.17

As shown in Table 76, the skill rated highest was “ask questions for more information after a lecture or presentation aimed at a general audience” (Item 21)

with a mean score of 3.82 ($SD = 0.98$). This suggests that professors believe students are competent in engaging with content post-lecture. However, the lowest score was for the skill to “effectively request information from a professor outside of class” (Item 25), with a mean of 3.57 ($SD = 1.17$), indicating a perceived challenge in this area. Table 77 demonstrates the perceptions of content professors regarding the competence of undergraduate students in the sub-skill of *Carrying Out Formal Academic Tasks*.

Table 77

Competence in Carrying Out Formal Academic Tasks by CP

Item	<i>n</i>	<i>M</i>	<i>SD</i>
26) carry out a prepared interview checking and confirming information as necessary	28	3.86	1.15
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	28	4.11	0.96
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	28	4.14	0.80
29) give a short, practiced talk or presentation on a familiar topic	28	4.14	0.93
30) answer information questions about the facts provided in a presentation they have given	28	4.07	0.81
31) give a presentation on a familiar academic topic	28	4.07	0.90

In Table 77, the highest competence was reported for “answer questions about the content of a presentation or lecture on a familiar topic” (Item 28) and “give a short, practiced talk or presentation on a familiar topic” (Item 29), both receiving a mean of 4.14 ($SD = 0.80$ and 0.93 , respectively). This indicates that professors perceive students as very capable in these formal academic tasks. In contrast, the skill with the lowest rating was “carry out a prepared interview checking and confirming information as necessary” (Item 26), which had a mean of 3.86 ($SD = 1.15$). This suggests that professors believe students may not be as proficient in conducting interviews, highlighting an area for development.

Perception Differences for Competence by Undergraduate Students

Gender

This first set of analyses examines whether the gender of undergraduate students (female vs. male) influences their self-perceptions of competence in various academic speaking skills. Independent T-tests were conducted to compare the mean results between female and male students for both the *Overall Speaking Skill* and the relevant academic speaking sub-skills (Table 78).

Table 78

T-test for Competence by UGS' Gender

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (45)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
Female	26	3.5	0.94	-0.758	0.453	-0.222
Male	21	3.69	0.77			
Using Sources Orally						
Female	26	3.57	0.79	-0.803	0.426	-0.236
Male	21	3.75	0.71			
Taking Part in Discussions						
Female	26	3.52	0.99	-0.727	0.471	-0.213
Male	21	3.71	0.8			
Participating in Lectures						
Female	26	3.4	1.05	-0.568	0.573	-0.167
Male	21	3.56	0.86			
Carrying out a formal academic task						
Female	26	3.42	1.13	-0.758	0.452	-0.222
Male	21	3.66	0.97			

When undergraduate students self-perceived competence in *Overall Academic Speaking Skill* results were compared based on their gender, the results did not differ much ($t = -0.758$; $p = 0.453$). Similarly, the sub-skills *Using Sources Orally* ($t = -0.803$; $p = 0.426$), *Taking Part in Discussions* ($t = -0.727$; $p = 0.471$), *Participating in Lectures* ($t = -0.568$; $p = 0.573$), *Carrying Out a Formal Academic*

Task results did not change significantly according to gender ($t = -0.758$; $p = 0.452$).

That is, undergraduate students' gender didn't seem to affect their perceptions of self-competence in various academic speaking skills.

Discipline of Study

The academic discipline of undergraduate students (Engineering vs. other disciplines) was also explored to see whether it can be associated with differences in their self-perceptions of competence in academic speaking skills. Independent T-tests were used to compare the mean results between the two discipline groups for the *Overall Academic Speaking Skill* and the sub-skills except for the *Taking Part in Discussions* based on the normality test results (Table 79).

Table 79

T-test for Competence by UGS' Discipline of Study

Category	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (45)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
Engineering	19	3.48	0.83			
Other	28	3.65	0.9	-0.654	.516	-0.195
Using Sources Orally						
Engineering	19	3.59	0.71			
Other	28	3.69	0.79	-0.443	.660	-0.132
Participating in lectures						
Engineering	19	3.41	0.94			
Other	28	3.51	1	-0.358	.722	-0.107
Carrying out a formal academic task						
Engineering	19	3.35	1.11			
Other	28	3.65	1.02	-0.949	.348	-0.282

Independent T-test results show that undergraduate students' self-perceived competence did not differ significantly either *in Overall Academic Speaking Skill* or *the evaluated sub-skills* by their faculty. For the *Taking Part in Discussions* sub-skill, a The Mann-Whitney U test was conducted due to the non-normal distribution of the data (Table 80).

Table 80*Mann-Whitney U for Competence by UGS' Discipline of Study*

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Taking Part in Discussions					
Engineering	19	22.68	431	241.000	.587
Other	28	24.89	697		

The Mann-Whitney U test results of undergraduate students in the field of Engineering did not differ significantly for *Taking Part in Discussions* sub-skill from the results of those in other disciplines of study ($U = 241$; $p = .587$).

Undergraduate Students' Language choices in Class

The language preference of undergraduate students in the classroom (only English vs. mainly English with Turkish if needed) was examined to understand if it is related to differences in their self-perceptions of competence in academic speaking skills. Independent T-tests were used to compare the mean results between the two language preference groups for the *Overall Academic Speaking Skill* and the other relevant sub-skills apart from *Taking Part in Discussions* based on the normality test results (Table 81).

Table 81*T-test for Competence by UGS' Language choices in Class*

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (45)	<i>p</i>	Cohen's <i>d</i>
Overall Academic Speaking Skill						
Only English	16	3.67	1	-0.097	.923	-0.032
Mainly English, Turkish if needed	22	3.7	0.76			
Using Sources Orally						
Only English	16	3.75	0.8	0.070	.945	0.023
Mainly English, Turkish if needed	22	3.73	0.7			
Participating in lectures						
Only English	16	3.55	1.14	-0.070	.945	-0.023
Mainly English, Turkish if needed	22	3.57	0.86			

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (45)	<i>p</i>	<i>Cohen's d</i>
Carrying out a formal academic task						
Only English	16	3.67	1.09	0.224	.824	0.074
Mainly English, Turkish if needed	22	3.59	0.98			

According to the independent T-test results, *Overall Academic Speaking Skill* results did not differ according to undergraduate students' language preference in the classroom ($t=-0.097$; $p=.923$). Likewise, the sub-skills *Using Sources Orally* ($t=0.07$; $p=.945$), *Participating in Lectures* ($t=-0.07$; $p=.945$), *Carrying Out a Formal Academic Task* ($t=0.224$; $p=.824$) results did not indicate a prominent divergence in the perceptions of undergraduate students regarding their self-perceived competence in academic speaking skills based on their language preferences. The Mann-Whitney U test was conducted for the *Taking Part in Discussions* sub-skill due to nonnormal distribution of data in that sub-skill (Table 82).

Table 82

Mann-Whitney U for Competence by UGS' Language choices in Class

Categories	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Taking Part in Discussions					
Only English	16	19.97	319.5	168.500	0.827
Mainly English, Turkish if needed	22	19.16	421.5		

Similarly, the Mann-Whitney U test results show that undergraduate students' self-perceived competence did not significantly change in the sub-skill of *Taking Part in Discussions* ($U=168.5$; $p=.827$).

Content Professors' Language choices

The next analysis investigates whether the language preference of content professors in the classroom (only English vs. mainly English, Turkish if needed) is associated with differences in undergraduate students' self-perceptions of

competence in academic speaking skills. Independent T-tests were used to compare the results because of the normal distribution of the data (Table 83).

Table 83

T-Test for Competence by CP's Language choices in Class

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (45)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
Only English	13	3.62	1	0.514	.610	0.170
Mainly English, Turkish if needed	31	3.48	0.8			
Using Sources Orally						
Only English	13	3.66	0.8	0.385	.702	0.127
Mainly English, Turkish if needed	31	3.57	0.72			
Taking Part in Discussions						
Only English	13	3.62	1.07	0.340	.736	0.112
Mainly English, Turkish if needed	31	3.52	0.85			
Participating in Lectures						
Only English	13	3.57	1.15	0.762	.450	0.252
Mainly English, Turkish if needed	31	3.33	0.86			
Carrying Out a Formal Academic Task						
Only English	13	3.62	1.13	0.639	.526	0.211
Mainly English, Turkish if needed	31	3.39	1.03			

Undergraduate students' results for their self-perceived competence in academic speaking skills were compared based on their content professors' language preferences in the classroom. The results pinpoint that *Overall Academic Speaking Skill* results did not differ significantly ($t=0.514$; $p=.61$). In the same vein, the sub-skills, *Using Sources Orally* ($t=0.385$; $p=.702$), *Taking Part in Discussions* ($t=0.34$; $p=.736$), *Participating in Lectures* ($t=0.762$; $p=.45$), *Carrying Out a Formal Academic Task* ($t=0.639$; $p=0.526$) results did not seem to play a prominent role in their perceptions of competence in academic speaking skills.

Perception Differences for Competence by Content Professors

Content professors also rated undergraduate students' competence in academic speaking skills. To understand whether the gender, teaching experience,

and language choices of the content professors in class influenced their perceptions of undergraduate students' competence in academic speaking skills significantly, following statistical analyses were held based on normality test results.

Gender

The Mann-Whitney U test was conducted to determine if there were any significant differences in content professors' perceptions of undergraduate students' competence in academic speaking skills based on content professors' gender. Table 84 below presents the results of this analysis.

Table 84

Mann-Whitney U for Competence by CP' Gender

Categories	n	Mean Rank	Sum of Ranks	U	p
Overall Academic Speaking Skill					
Female	19	15.79	300	61	.243
Male	9	11.78	106		
Using Sources Orally					
Female	19	15.42	293	68	.41
Male	9	12.56	113		
Taking Part in Discussions					
Female	19	16.08	305.5	55.5	.142
Male	9	11.17	100.5		
Participating in Lectures					
Female	19	16.05	305	56	.156
Male	9	11.22	101		
Carrying Out a Formal Academic Task					
Female	19	15.92	302.5	58.5	.188
Male	9	11.5	103.5		

Content professors were compared to see whether their gender changed their perceptions regarding the competence of undergraduate students in *Overall Academic Speaking Skill* ($U=61$; $p=.243$), and the sub-skills: *Using Sources Orally* ($U=68$; $p=0.41$), *Taking Part in Discussions* ($U=55.5$; $p=.142$), *Participating*

in Lectures ($U=56$; $p=0.156$), *Carrying Out a Formal Academic Task* ($U=58.5$; $p=.188$) but none differed significantly according to gender.

Teaching experience

To explore whether content professors' teaching experience in EMI settings had an impact on their perceptions of students' competence in academic speaking skills, independent sample T-tests were conducted. Professors with less than 16 years of teaching experience and those with 16 or more were compared (Table 85).

Table 85

T- Test for UGS' Competence by CP' Teaching Experience in EMI Context

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (26)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
<16	8	3.91	0.91	0.29	.774	0.121
16+	20	3.81	0.83			
Using Sources Orally						
<16	8	3.98	1	0.599	.554	0.251
16+	20	3.73	1.01			
Taking Part in Discussions						
<16	8	3.81	0.98	0.114	.910	0.048
16+	20	3.77	0.83			
Participating in Lectures						
<16	8	3.88	0.87	0.488	.629	0.204
16+	20	3.7	0.85			

According to the independent T-test results, content professors' EMI teaching experience did not significantly influence their perceptions of undergraduate students' competence in *Overall Speaking Skill* ($t=0.29$; $p=.774$) and the sub-skills: *Using Sources Orally* ($t=0.599$; $p=.554$), *Taking Part in Discussions* ($t=0.114$; $p=.91$), *Participating in Lectures* results ($t=0.488$; $p=0.629$).

For the sub-skill of *Carrying Out a Formal Academic Task*, the Mann-Whitney U test was done based on the normality test results (Table 86).

Table 86*Mann-Whitney U for UGS' Competence by CP' Teaching Experience in EMI*

Categories	n	Mean Rank	Sum of Ranks	U	p
Carrying Out a Formal Academic Task					
<16	8	14.13	113	77.000	0.901
16+	20	14.65	293		

Similar to other scale components, content professors' perceptions of undergraduate students' competence in the sub-skill of *Carrying Out a Formal Academic Task* results did not differ according to their teaching experience in EMI context ($U=77$; $p=.901$).

Content Professors' Language choices in Class

Based on normality test results, both independent T-test and the Mann-Whitney U tests were employed to investigate whether content professors' language preference in the classroom, using only English or mainly English, Turkish if needed, influenced their perceptions of undergraduate students' competence in various of academic speaking skills. The independent T-test results are given in Table 87 below.

Table 87*T-Test for UGS' Competence by CP' Language choices in Class*

Categories	n	M	SD	t(26)	p	Cohen's d
Overall Academic Speaking Skill						
Only English	13	3.96	0.86	0.716	0.481	0.271
Mainly English, Turkish if needed	15	3.73	0.83			
Using Sources Orally						
Only English	13	3.96	0.99	0.774	0.446	0.293
Mainly English, Turkish if needed	15	3.67	1.02			
Taking Part in Discussions						
Only English	13	3.93	0.89	0.837	0.410	0.317
Mainly English, Turkish if needed	15	3.66	0.84			
Participating in Lectures						

Categories	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (26)	<i>p</i>	<i>Cohen's d</i>
Only English	13	3.86	0.85	0.644	0.525	0.244
Mainly English, Turkish if needed	15	3.65	0.85			

The results show that content professors' perceptions of undergraduate students' competence in *Overall Academic Speaking Skill* ($t=0.716$; $p=.481$), *Using Sources Orally* ($t=0.774$; $p=.446$), *Taking Part in Discussions* ($t=0.837$; $p=.41$), *Participating in Lectures* ($t=0.644$; $p=.525$) were not affected by their own language preference in the classroom.

For *Carrying Out a Formal Academic Task* sub-skill, the Mann-Whitney U test was held. The results are presented in the Table 88.

Table 88

Mann-Whitney U by CP 'Language choices in Class

Categories	<i>n</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Carrying Out a Formal Academic Task					
Only English	13	14.77	192	94.000	.892
Mainly English, Turkish if needed	15	14.27	214		

Results show that content professors' perceptions of undergraduate students' competence in *Carrying Out a Formal Academic Task* did not differ according to their own language preference in the classroom ($U=94$; $p=0.892$).

Comparison of Perception Differences for Competence by Undergraduate Students and Content Professors

The perceptions of undergraduate students and content professors in the departments were compared regarding undergraduate students' competence in academic speaking skills. Table 89 shows the independent T-test results for *Overall Academic Speaking Skill*.

Table 89*T-test for Competence by UGS and CP*

Category	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (73)	<i>p</i>	<i>Cohen's d</i>
Overall Academic Speaking Skill						
Undergraduate Students	47	3,58	0,86	-1,256	0,213	-0,300
Content Professors	28	3,84	0,84			

When undergraduate students and content professors were compared according to undergraduate students' competence in *Overall Academic Speaking Skill* results, independent T-test results ($t=-1.256$; $p=0.213$) did not differ significantly.

For the sub-skills, the Mann-Whitney U test was carried out due to nonnormal distribution of data and the results are summarized in Table 90.

Table 90*Mann-Whitney U for Competence by UGS and CP*

Categories	<i>n</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Using Sources Orally					
Undergraduate Students	47	36.41	1711.5	583.500	.414
Content Professors	28	40.66	1138.5		
Taking Part in Discussions					
Undergraduate Students	47	36.35	1708.5	580.500	.395
Content Professors	28	40.77	1141.5		
Participating in Lectures					
Undergraduate Students	47	35.16	1652.5	524.500	.142
Content Professors	28	42.77	1197.5		
Carrying Out a Formal Academic Task					
Undergraduate Students	47	33.79	1588	460.000	.030
Content Professors	28	45,07	1262		

When the sub-skills: *Using Sources Orally* ($U=583,5$; $p=.414$), *Taking Part in Discussions* ($U=580,5$; $p=.395$), *Participating in Lectures* ($U=524,5$; $p=.142$) and *Carrying Out a Formal Academic Task* ($U=460$; $p=.03$) results were compared, a significant difference was detected in the perceptions of undergraduate students and

content professors in *Carrying out a Formal Academic Task*. While the mean rank of the undergraduate students in the departments was 33.79, the mean score of the content professors in the department was 45.07. That is, undergraduate students perceived themselves as significantly less competent in *Carrying Out a Formal Academic Task* than their content professors perceived them.



CHAPTER 5: DISCUSSION

Introduction

This study examines the stakeholder perceptions regarding academic speaking skills as outlined in the Turkish HE Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools, mainly focusing on the importance of these skills, practice opportunities in the pre-sessional courses, and the competence of undergraduate students in the target institution. The research involved four distinct groups of participants: 265 pre-sessional EAP students, 67 pre-sessional EAP instructors, 47 undergraduate students, and 28 content professors in departments at a state English medium (EMI) university in Ankara, Türkiye.

First, a brief overview of the study's objectives and methodology will be given. Later, the chapter will discuss the significant conclusions drawn from the study and the existing literature, highlighting the implications of the findings for educational practice and future research. Finally, it will address the limitations of the study.

Overview of the Study

This research study investigates the perceptions of academic speaking skills among various stakeholders within the context of a state, EMI university in Ankara, Türkiye. It specifically targets to reveal the perceptions of four major stakeholders of a typical EMI university, namely pre-sessional EAP students, pre-sessional EAP instructors, undergraduate students, and content professors in the departments.

The study first aims to identify the perceptions of importance attached to academic speaking skills by all the stakeholders and then evaluate whether there are significant differences in the perceptions within each group regarding certain demographic traits of the participants, such as gender, discipline of study, language use in class, so on and so forth. Later, the mean scores and standard deviations for the importance factor are compared across the groups.

The study also targets to examine the extent to which pre-sessional EAP students have practice opportunities in academic speaking skills as perceived by their pre-sessional EAP instructors and whether certain demographic features of the instructors significantly affect their perceptions.

Finally, it aims to examine the level of competence undergraduate students are perceived to have in these skills by themselves and their content professors. Additionally, whether the perceptions vary significantly within the groups of undergraduate students and content professors based on various characteristics are analyzed. Besides, undergraduate students' and content professors' perceptions are compared to determine any statistically significant divergences.

Overall, the study concludes that although all groups acknowledge the high importance of academic speaking skills, some discrepancies exist in prioritizing specific skills based on their unique experiences and backgrounds within and across groups. Pre-sessional EAP instructors perceive practice opportunities available to pre-sessional EAP students as moderate. Still, some significant perception differences are present among the instructors based on their undergraduate and advanced fields of study. As for the competence of undergraduate students in academic speaking skills, undergraduate students perceive themselves as less

competent in academic speaking skills than how their content professors perceive them.

Discussion of Major Findings

The prominent findings will be discussed under three main sections: the importance of academic speaking skills, practice opportunities in the pre-sessional courses, and competence in academic speaking skills.

Importance of Academic Speaking Skills

The data gathered from all the stakeholders- pre-sessional EAP students, instructors, undergraduate students, and content professors in departments are analyzed to identify the participants' perceptions of the importance of academic speaking skills.

The results of the study indicate that all the participating groups recognize the high importance of academic speaking skills. Such results are supported by the current literature underlying the crucial function of oral language in academic performance, especially under EMI conditions. As stated by Burns (2016), due to the increasing recognition of the relationship between language ability and academic performance, there has been a remarkable passion for English-speaking abilities across all educational settings.

However, there are some subtle but consistent differences among groups. For example, instructors and professors perceive academic speaking skills as more critical than pre-sessional and undergraduate students do in all academic speaking skills. Akbari and Dadvand (2011) maintain that teachers' educational background and experiences positively influence their cognition, and this might explain why academics in the current study are more appreciative of academic speaking skills than students.

Another finding of the study is that undergraduate students attach higher importance to academic speaking skills ($M=4.13-4.17$) than pre-sessional EAP students ($M=3.92-4.00$). Macaro et al. (2018) highlight the importance of authentic communication and interaction in EMI contexts and Doiz et al. (2013) emphasize the need for students to develop strong English language skills to succeed in their studies. Within their educational context, departmental students are more likely to have genuine interactions that require them to use various speaking skills, such as in seminars, presentations, collaborative discussions, or group projects. This increased exposure to English in various forms and the genuine need to practice speaking in English might explain why undergraduate students have higher mean values compared to pre-sessional EAP students.

Moreover, as stated in previous studies, in EAP courses, language acquisition, reading, and writing skills are often prioritized in preparation for academic research (Demir, 2015; Yürekli, 2012), but this may lead students to view speaking as a less immediate concern (Hyland, 2006). Insufficient attention to speaking skills or not providing enough practice opportunities for students in EAP courses is not a problem unique to the Turkish context. The study by Pearson (2020), showed that EAP programs aiming to enhance language proficiency frequently lack practical speaking experiences crucial for academic success. Leopold (2016) also highlights that EAP courses fail to provide students with adequate practice opportunities in speaking.

However, this imbalance might be more obvious when English exams do not test speaking skills. Assessment literacy emphasizes the inevitable effects of tests on course content and delivery (Cheng, 2007; Pan, 2009; Shih, 2010). The gap in assessment can also significantly impact students' perceptions of speaking as a

crucial component of their academic success. It is worth noting here that the current study has been conducted at an institution where the students' exit speaking proficiency levels are not tested upon finishing their intensive English language preparatory program.

Demographic Influences on Perceptions

Pre-sessional EAP students

The conclusions drawn from the analysis of demographic factors (gender, discipline of study, language level and length of study in the pre-sessional courses, students' language choices, and their instructors' language choices in the classroom) for pre-sessional EAP students show significant differences in perceptions regarding students' discipline of study, their language choices in the classroom and their length of study in the pre-sessional courses. The other demographic features do not seem to create statistically significant differences in pre-sessional students' perceptions.

Firstly, pre-sessional EAP students from the Faculty of Engineering rate all academic speaking skills significantly less important than their peers in other faculties. The difference is not only for the *Overall Academic Speaking Skill* but for all the other sub-skills, *Taking Part in Discussions* being the most prevalent one. This divergence validates the finding of other studies that students' needs vary across different academic disciplines, and students in more collaborative fields tend to place a higher value on discussion skills (Eslami, 2010). As Flowerdew (2005) notes, EAP programs should be designed with an understanding of the specific communicative demands of distinct academic disciplines. Baştürkmen (2014) suggests that a comprehensive need analysis should be conducted before designing the EAP curriculum for pre-sessional courses.

Secondly, the current study concludes that the language choices of pre-sessional students in class affects the importance they attach to academic speaking skills. The students preferring to use 'English-only' in class rate *Overall Academic Speaking Skill* considerably higher than those using 'Mainly English, Turkish if needed'. In addition, pre-sessional students choosing 'English-only' in class find *Carrying Out a Formal Academic Task* considerably more important than other pre-sessional students who use 'Mainly English, Turkish if needed' or 'Both English and Turkish' in class.

Students' language choices in class might give hints about their anxiety levels, self-confidence and motivation. Dörnyei (2001) suggests having high anxiety about speaking in a foreign language can inhibit students' confidence and willingness to communicate. Conversely, lower anxiety levels are linked with greater confidence as strong motivation leads students to be more willing to take risks and engage in communication, even in challenging situations. Consequently, the overall self-confidence that learners possess enhances their preparedness to communicate in a foreign language.

Finally, according to the results of this study, the length of study in the pre-sessional courses appears to be another factor affecting how important pre-sessional students find academic speaking skills. First-year pre-sessional students rate the importance of *Taking Part in Discussions* higher than those in their second year in the pre-sessional courses. This result supports the findings of the study by Macaro and Cohen (2007), maintaining that students change their perception of language skills when they progress through their studies. In addition, according to Sakai and Kikuchi (2009), success and motivation are closely linked, and exam scores and the materials used in class affect students' motivation greatly while learning English. A

study by Falout and Maruyama (2004) suggests that students with poor language proficiency often experience dissatisfaction with their performance, contributing to a decline in motivation to learn English. This is supported by the current study results where the first-year students in the pre-session courses are likely to be more motivated to engage in class discussions, and the higher ratings that first-year students give for the importance of speaking skills could be a reflection of higher motivation compared to second-year pre-session students, who have failed to start their departments at the end of their first year in the pre-session courses.

As for the other demographic features analyzed, the study finds no statistically significant differences in pre-session students' perceptions of the importance of academic skills based on their gender, language level in the pre-session courses, and instructors' language choices in class. This may be due to what Hyland (2006) discusses: While individual factors like gender and proficiency level may influence students' perceptions to some extent, the broader academic environment and discipline-specific practices often have a more significant impact.

Pre-session EAP Instructors

The analysis of perception differences among pre-session EAP instructors based on their years of teaching experience, field of undergraduate study, field of graduate study, degree level, teaching qualifications, and students' language choices in class concludes that instructors' undergraduate and/or graduate/postgraduate field of study significantly influence the importance they attach to academic speaking skills.

Firstly, pre-session EAP instructors with an undergraduate degree in English language teaching (ELT) regard *Overall Academic Speaking Skill* and all the relevant sub-skills as more important than those with an undergraduate degree in

other fields, such as Linguistics, and Translation. Similarly, instructors who have an MA or/and Ph.D. in ELT perceive *Taking Part in Discussions* and *Participating in Lectures* as significantly more important than their counterparts with an advanced degree in another field of study.

These significant differences could be linked with the positive impact of ELT education on teacher cognition as proposed by Akbari and Dadvand (2011). If ELT education increases teacher cognition substantially, instructors with a strong background in ELT could be more likely to prioritize academic speaking skills in their teaching.

On the other hand, the analysis revealed that pre-sessional EAP instructors with advanced degree in ELT had similar perceptions on the importance of *Overall Academic Speaking Skill*, *Using Sources Orally* and *Carrying Out a Formal Academic Task* regardless of the area of advanced study. In other words, the instructors' backgrounds in different fields did not influence how they valued these specific academic skills. That is, as noted by Burns (2016) language educators recognize the importance of speaking skills. However, the ones with an advanced degree in ELT seem to attach more prominence to *Taking Part in Discussions* and *Participating in Lectures* probably due to the positive impact of their training in the field and the importance they attach to academic socialization.

Undergraduate Students

The analysis of data from undergraduate students based on gender, discipline of study, language choices in the classroom, and their content professors' language choices in the classroom shows no significant difference among undergraduate students in terms of how important they perceive academic speaking skills. The results show that overall, undergraduate students regard academic speaking skills as

very important. The perception difference detected among engineering students in the pre-sessional courses and those from other faculties does not appear among undergraduate students in the engineering faculty and their peers in other disciplines. As stated in Palmer (2023), even if speaking skills do not always get the deserved attention, the real world emphasizes them greatly. Therefore, pre-sessional engineering students' lower ratings of the importance of academic speaking skills could result from inexperience, some misperceptions, or false expectations.

Content Professors

The analysis of data from content professors based on their gender, years of teaching experience in the EMI context, and their language choices in the classroom shows no significant difference among groups regarding the importance they give to academic speaking skills. All content professors attribute high importance to all academic speaking skills regardless of their demographic characteristics. This aligns with the contention by Burns (2016) that educators recognize the importance of oral proficiency in a foreign language.

As for the language choices of the educators in class, the analysis shows no significant differences between the perceptions of the professors preferring to use only English in class and those preferring to use mainly English and Turkish if needed, both groups seem to be aware of the importance of academic speaking skills. According to the study by Kırkgöz et al. (2023), the translanguaging tendencies of educators and the extent could be based on several different reasons, such as lessening the cognitive burden on students, establishing good bonds, pedagogical support, encouraging engagement, ensuring the comprehension of the content, so on and so forth. However, several studies highlight the positive impacts of language immersion on skill acquisition. It is argued that speaking only in the target language

can enhance students' confidence and reduce language anxiety (Salman & Yanpar-Yelken, 2024) and the use of L1 decreases the amount of language immersion, despite saving time temporarily (Yuvayapan, 2019). Moreover, students can immerse themselves more in English by being in an English-only environment (Salman & Yanpar-Yelken, 2024). Consequently, as suggested by Macaro & Akincoğlu (2017), students who are exposed to more English in the classroom have more positive perceptions of their speaking skills, which might make them more appreciative of the value of speaking skills.

Comparison of All Groups for Importance of Academic Speaking Skills

The comparison of results across groups shows that pre-sessional EAP instructors and content professors give more importance to academic speaking skills compared to their students, aligning with a study by Tunç (2021). It is also in line with previous research by Eslami (2010), highlighting the misalignment between student and instructor perceptions in EAP contexts. As claimed by Jordan (1997), many faculty members recognize that verbal communication skills are essential for students to reflect on how deeply they think, respond to questions, and engage in analytical dialogue, and proficiency in academic speaking enables students to build confidence and presence, which can make their work more impactful.

The importance attached to *Overall Academic Speaking Skill* differs across groups. Content professors rate the skill highest, followed by pre-sessional EAP instructors, and undergraduate students scored higher than pre-sessional EAP students. The same pattern is only broken once when pre-sessional EAP instructors rate the sub-skill of *Participating in Lectures* slightly higher than content professors.

The conclusions demonstrate that content professors and pre-sessional EAP instructors attach significantly higher importance to academic speaking skills than pre-sessional EAP students.

Overall, as highlighted by Hyland (2006), effective communication is vital for non-native English speakers in HE, and the high mean values reported in the current study suggest that all stakeholders share a common understanding of the necessity of effective communication skills in academic discourse. The consistent differences in the perceived importance of academic speaking skills among the groups can be attributed to each participating group's varying roles and experiences. As Kachru (1992) suggests, speakers from diverse linguistic backgrounds may have different expectations and challenges regarding academic communication.

Practice Opportunities in Academic Speaking Skills

The analysis of the data collected from pre-sessional EAP instructors to identify their perceptions of the practice opportunities provided for pre-sessional students (moderate) shows that there was a significant drop when compared to the importance they attach to the same skills (very high). This underscores the concerns in the literature about the adequacy of EAP programs in providing practical speaking experiences (Leopold, 2016). As often claimed by researchers, the speaking skills practice within EAP courses needs to be enhanced. Bayram et al. (2022) note that students in EMI universities feel a heavy need for more speaking practice opportunities and a concentration on vocabulary building. The demand for more practice not only comes from students but also from EAP instructors. Fedorova (2021) criticizes the structure of pre-sessional EAP courses, arguing that they give more weight to writing than speaking; therefore, students tend to need more preparation for the oral demands of their academic work.

Limited practice opportunities could also be related to the assessment policies. Despite the recognized importance of academic speaking skills in many Turkish universities, including the one where the current study was conducted, these skills are not always adequately assessed in in-house proficiency exit exams. When EAP courses emphasize other skills like reading and writing, students may receive the message that academic speaking skills are not as valuable as those skills, creating a hierarchy among language competencies (Demir, 2015; Yürekli, 2012).

Differences in Perceptions among Pre-sessional EAP Instructors

The analysis of data comparing pre-sessional EAP instructors' perceptions based on their years of teaching experience, the field of undergraduate study, the field of graduate study, degree level, and teaching qualifications displays significant differences for the degree level and field of graduate degree.

Firstly, there is a notable difference in how the pre-sessional EAP instructors perceive available practice opportunities in the pre-sessional courses based on their highest degree level. The instructors with a bachelor's degree regard the provided practice opportunities in *Overall Academic Speaking Skill* and the sub-skills, *Using Sources Orally* and *Taking Part in Discussions*, as significantly higher than their colleagues with master's and/or doctorate degrees.

These results could also be connected to the influence of educational background on teacher cognition as suggested by Akbari and Dadvand (2011). That is, academic training of teachers in ELT pedagogy seems to have the potential to dramatically enhance their cognitive skills, which is likely to impact their perceptions and practices. Moreover, Deardorff et al. (2022) highlight the importance of EAP instructors' awareness of socialization processes in international academic settings. Academics with master's and/or PhD degrees in ELT are often more

involved in international academic conferences or collaborative projects, where they get first-hand knowledge of how effective speaking skills help them enhance their network and make meaningful contributions to the field. This intercultural immersion might have increased those instructors' perceptions of the importance of academic speaking skills and might have led them to perceive the available opportunities as less limited.

In addition, the current study concludes that the opportunities for pre-sessional students to practice *Overall Academic Speaking Skill* are often perceived as significantly more limited by pre-sessional EAP instructors with a master's or a PhD degree in ELT compared to their colleagues with graduate or postgraduate degrees in other fields of study. Similarly, the results differ significantly according to the field of advanced degree for the sub-skill of *Using Sources Orally*. In other words, the pre-sessional EAP instructors with an advanced degree in ELT regard practice opportunities for pre-sessional EAP students as more limited than their non-ELT counterparts in both *Overall Academic Speaking Skill* and *Using Sources Orally*. This might be linked with the findings of the study by Akcan et al. (2016) in which the administrators hiring instructors for English preparatory schools claim that applicants having graduated from a four-year ELT program or advanced degree program in ELT demonstrate noticeable strengths in pedagogical and content knowledge. Therefore, educational background in ELT might make it possible for instructors to realize better how essential academic speaking skills are for students' academic studies. Consequently, this might be a potential reason why the instructors with ELT degrees perceive the available practice opportunities for pre-sessional EAP students as more limited than their counterparts with non-ELT backgrounds. The results of the study by Kılıç (2018) also align with the view of instructors with ELT

background. That study also asserts that students do not receive enough input and practice in the pre-sessional courses on the skills they need for their disciplinary studies. Similarly, according to a study by Tunç (2021), some instructors express that time constraints do not allow them to allocate sufficient time to speaking activities in pre-sessional courses.

Competence in Academic Speaking Skills

A comprehensive analysis of the data from 47 undergraduate students and 28 content professors on undergraduate students' competence in academic speaking skills was carried out across several dimensions.

Perception Differences

Undergraduate Students

The analysis of data from undergraduate students reveals that undergraduate students rate themselves as moderately competent in academic speaking skills. There is not much difference among ratings of the sub-skills, with the highest being in *Using Sources Orally* and the lowest in *Participating in Lectures*. However, undergraduate students' mean values for the importance of academic speaking skills are considerably higher. That is, while undergraduate students recognize the high importance of these skills, they perceive themselves as moderately skilled in them.

The study shows no statistically significant perception difference among undergraduate students regarding how competent they perceive themselves in academic speaking skills based on their gender, discipline of study, and their content professors' language choices in the classroom. However, the results in the related literature about the relationship between language learners' gender and their perceived competency and efficacy are not conclusive. While some of them support the conclusions drawn in the current study, others contradict. The findings of the

correlational research by Hoesny et al. (2023) are similar to those of this study in terms of gender not causing significant differences in students' self-perceived speaking competency. Likewise, in the studies conducted by Çubukçu (2008) and Tahsildar and Kabiri (2019) gender does not lead to significant perception differences between males and females regarding their self-efficacy. However, while the study by Sundari and Dasmo (2014) reveals that female students have significantly higher perceived self-efficacy when speaking, Başak (2019) shows male students' self-perceived speaking efficacy is higher than their female counterparts. Similarly, according to Zhang and Ardasheva (2019), investigating university students' public speaking skills, gender has a role in self-efficacy, and it is recommended to implement gender-sensitive pedagogies while giving feedback or encouraging students to become more engaged in classes.

When it comes to the field of study, in some studies, it significantly affects students' perceptions of speaking self-efficacy. The study by Turhan and Kırkgöz (2018) reveals that students in the engineering faculty encountered more problems with speaking because of their insufficient content vocabulary knowledge.

As for the language preference of the content professors, studies on the translanguaging habits of instructors seem to agree that it has the potential to influence students' language abilities. However, as mentioned in Kırkgöz et al. (2023), educators might have several reasons for switching to Turkish, and the extent matters. Some studies reveal that many instructors believe in the benefits of translanguaging when done purposefully (Macaro et al., 2018; Yüzlü & Dikilitaş, 2021), while some others, as mentioned by Yuvayapan (2019), argue the opposite due to reasons such as leading to a decrease in the amount of language immersion, saving time temporarily but leading to other problems over an extended time.

Content Professors

The study shows that content professors rate undergraduate students' overall competence in academic speaking skills higher than undergraduate students perceive themselves. The highest ratings are for *Carrying out a Formal Academic Task*, while the lowest are for *Participating in Lectures*. These results seem to contradict with the conclusion drawn from the study by Akşit and Kahvecioğlu (2022). Their work conclude that stakeholders' perceptions, including that of the content professors, pose poor student language proficiency, “especially the productive language skills, namely speaking and writing” as the “biggest challenge of EMI”.

However, the results may reflect undergraduate students' low self-perceived efficacy. Kahvecioğlu (2019) and Tunç (2021) suggest that content professors believe some students lack confidence in their speaking skills, affecting their engagement in class activities. The study by Dippold et al. (2020) also highlights a meaningful relationship between self-confidence and the ability to speak effectively. Airey and Linder (2006) assert that EMI limits students' engagement in class due to their low language proficiency levels. A combined effect of all might explain why the content professors in this study perceive undergraduate students as the least competent in the sub-skill of *Participating in Lectures*.

Content professors' data on undergraduate students' competence in academic speaking skills do not render any significant differences based on content professors' demographic features such as gender, years of teaching experience in the EMI context, and their language choices in the classroom. The results of the study by De Grez et al. (2012) seem to be similar in terms of not detecting gender bias in the evaluation of students' speaking skills. In their research, the analysis of whether the gender of the teachers influences their assessment of students' speaking skills

through student presentations does not indicate significant differences between male and female instructors. As for the teaching experience aspect, the results are similar to those of Estaji and Rahimi (2018), who observe no significant perception differences regarding international communicative competence among teachers with varying teaching experience.

When it comes to the impact of content professors' language preference in class, despite not yielding a significant statistical difference, it might be noteworthy that content professors who speak only English in class have a slightly lower mean rank for students' competence than the professors using mainly English and Turkish if needed in class. Moreover, the study reveals that only 13 content professors out of 28 claim to use only English in class, while the others state that they use mainly English, and Turkish if needed. This shows that in the target institution, at least in practice, there is not a very strict 'English-only' language policy during class, supporting the claim that, to some extent, translanguaging exists in EMI as asserted by Kırkgöz et al. (2023).

Comparison of Perceptions of Competence

When the perceptions of content professors and undergraduate students are compared to spot similarities and divergences in terms of how competent undergraduate students are in the listed academic speaking skills, the findings suggest that there is a statistically significant difference between undergraduate students' self-perceived competence and the professors' perceptions of their competence in the sub-skill of *Carrying Out a Formal Academic Task*. While undergraduate students rate themselves as the second least competent in this sub-skill after *Participating in Lectures*, content professors consider the student to be the most competent in *Carrying Out a Formal Academic Task*.

Another noteworthy conclusion is that although the perceptions of undergraduate students and content professors differ significantly in the sub-skill of *Carrying Out a Formal Academic Task*, undergraduate students and content professors agree that undergraduate students are the least competent in the skills requiring active engagement in lectures and especially the skill of ‘effectively requesting information from a professor outside of class’. These findings are similar to those of Tunç (2021). In her study, content professors are unified on the belief that some students lack self-confidence in speaking, hampering their academic engagement, and neither the professors nor the students regard the speaking skills required to carry out activities outside as important as the other speaking skills. The prominence of EAP practitioners' motivating students to express their thoughts is highlighted in “can do framework,” (BALEAP, 2021, July 27). However, as stated by Hayland (2006) and Heron et al. (2021), content professors seem to be less motivated to assist students during their transition to departmental courses and their learning content-specific vocabulary. This could be one of the reasons for undergraduate students' perceptions of low competence.

Implications for Practice

This study shows that although there is a consensus on the importance of academic speaking skills among all participating groups, pre-sessional EAP students consistently perceive academic speaking skills as significantly less important than pre-sessional EAP instructors and content professors.

This discrepancy also signifies that pre-sessional EAP students may benefit from better guidance. As suggested by Wang et al. (2011), instructors should actively try to lessen the gap between their professional goals and the realities of their

teaching environments, as well as fostering students' speaking abilities. This active engagement may help students to place a higher value on academic speaking skills.

Moreover, the variability among pre-sessional EAP students based on their faculty might emphasize the need for more tailored instructional practices in EAP programs. Since pre-sessional EAP students may not know what academic speaking skills are critical in their departments before starting their departments, they might underestimate the value of certain skills. Therefore, pre-sessional EAP instructors must inform their students about the way academic speaking skills differ from general speaking skills and how important they are for students' success in their educational lives.

Additionally, the results indicate that pre-sessional EAP students in their second-year regard *Taking Part in Discussions* sub-skill as less important than first-year students. To change this perception, incorporating more opportunities into the EAP program for all students to engage in meaningful academic discussions and debates could be beneficial, which may remotivate demotivated second-year pre-sessional students.

Since the results show that pre-sessional instructors' undergraduate degree fields in ELT lead them to perceive academic speaking skills as more important than their counterparts with degrees in other fields, the gap could be narrowed by encouraging the non-ELT degree holders to pursue additional advanced degrees in ELT or some additional certificate programs.

Moreover, pre-sessional EAP instructors perceive fewer opportunities in practice compared to the perceived importance of corresponding academic speaking skills. Therefore, there is a need to enhance the practice opportunities for academic speaking skills within the curriculum, primarily focusing on the sub-skill of *Using*

Sources Orally, due to the big difference detected among pre-sessional EAP students and content professors.

Similarly, there is a significant difference in the perceptions of pre-sessional EAP instructors with advanced degrees in ELT when compared to their colleagues with advanced degrees in other fields in terms of practice opportunities available for pre-sessional students in both *Overall Academic Skill* and in the sub-skill of *Using Sources Orally*. Advanced studies in ELT seem to make pre-sessional EAP instructors value academic speaking skills more and perceive the available practice opportunities less. In that sense, although the recent change in the recruitment of EAP instructors in HE seems to have caused some difficulties in terms of access to qualified staff (Aksoy et al., 2021), in the long run, it is likely to encourage more potential EAP instructors to pursue graduate or postgraduate degrees in ELT. A further step could be providing some incentives for ELT instructors who do not have a degree in ELT, as being hired before 2018, to make them more up-to-date with the new trends and improvements in the field.

Another major move could be encouraging more universities to seek for accreditation for quality assurance purpose. Implementation of a clear set of criteria like YÖKAK's Minimum Evaluation Criteria for English Preparation Schools (YÖKAK, 2018) could resolve a lot of major issues in Turkish EMI highlighted in the report by TEPAV-British Council (2015).

In addition, in some pre-sessional courses, in-house English proficiency exams do not have a speaking component but several studies have shown that tests inevitably impact what is included in a course and how it is designed and delivered (Cheng, 2007; Pan, 2009; Shih, 2010). That is, unless speaking skills are tested in the exams, teachers may not feel compelled to teach or practice them as much as they

should and students may also deprioritize those skills. Therefore, it is critical to establish clear standards for the pre-sessional courses of EMI universities nationwide and speaking skills should also be assessed.

The findings of this study reveal that both undergraduate students and content professors perceive undergraduate students as the least competent in academic speaking skills related to *Participating in Lectures*. Since studies (Dippold et al., 2020; Heron et al., 2021; Tunç, 2021) highlight the need to explicitly train students for their disciplines, it could be beneficial to provide students with crash English for Specific Academic Purposes (ESAP) courses as soon as they start their departmental courses so that they can get academic socialization, enabling them to have an easier transition to their disciplines. Consequently, they may participate in classes more actively.

Moreover, since undergraduate students are perceived to be the least competent in the skill to ‘effectively request information from a professor outside of class’, some extracurricular activities encouraging collaboration between students and faculty members outside class could be organized to help students enhance this skill.

Furthermore, in the study, content professors perceive undergraduate students as highly competent in *Carrying out Formal Tasks*, but undergraduate students seem not to be fully aware of their strengths. Teachers are expected to assist students to feel responsible for their learning by familiarizing them with various learning strategies and encouraging them to experiment with them to choose the ones that work best for them. Tasks requiring reflective thinking, such as keeping learning journals or self-assessment of learning outcomes, could make students more confident in the skills they are good at and give them a chance to work on areas that

need more attention. Research by Boud (2013) indicates that when educators promote self-assessment among students, it significantly improves their comprehension of class concepts.

Furthermore, despite the critical importance of self-assessment in educational contexts, it may not be a common practice in every university in the Turkish context, and the participants of the study may not be used to assessing their own skills. However, for students to be truly autonomous, they must be trained and empowered to undertake self-assessment for their own purposes (Brown & Harris, 2013).

Implications for Further Research

The study aims to uncover perceptions of four different groups: 265 pre-sessional EAP students, 67 instructors, 47 undergraduate students, and 28 content professors in three different aspects (importance, practice opportunities, and competence) of academic speaking skills through the collection and analysis of quantitative data. It offers valuable insights into a relatively less explored area, YÖKAK's Minimum Evaluation Criteria for English Preparatory Schools (YÖKAK, 2018).

However, there is a lot more to be explored in further research. Firstly, the conclusions of this study could be backed up and enriched with qualitative studies involving research methods such interviews and class observations.

The results of this study display some significant perception differences among EAP instructors with respect to their degree level and the field of advanced degrees. However, whether these differences lead to substantial differences in practice requires qualitative research studies involving interviews and class observations to explore the relationship between these variables and actual teaching practice. Moreover, the findings reveal that translanguaging practices are common in

both the pre-sessional courses and the departments in the target institution. Exploring these practices to understand the reasons behind them and their potential benefits and drawbacks in terms of its effects on the development of students' academic speaking skills could be enlightening and help shape effective teaching practices in the future.

Furthermore, as undergraduate students' self-perceived competence is detected to be lower than their content professors' perceptions of them, comprehensive studies could be held to understand the underlying reasons for their low self-perceived efficacy and how it affects their autonomy as learners.

Conducting mixed method studies in more varied settings, such as private EMI universities or universities with a speaking component in their exit exams or a strict English-only policy, could be considered to compare the results.

Limitations

One of the limitations of the study is that it has been conducted at only one EMI state university, whose institutional proficiency exam lacks a speaking component. The target institution is one of the biggest universities in Türkiye, with a large student and tutor population. Consequently, results might change if the study is replicated with other groups of participants within the same institution or in others. Therefore, caution should be taken regarding the generalizability of the findings as they might vary depending on several factors, such as the institution's status as being public or private, the existence of a speaking component in the in-house proficiency exam, participant profiles, having a strict English-only policy and so on.

Finally, this is a quantitative study. Although the collection of data from four different sources contributes to the triangulation and reliability of the findings to some extent, additional research involving qualitative tools, such as interviews and observations, would further enrich the study and make the results more reliable

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Appendix A

Questionnaire for Pre-Sessional EAP Students

Dear Student,

The questionnaire below was designed, based on the Turkish HE Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools' expectations, for a master's thesis in Teaching English as a Foreign Language at Bilkent University conducted under the supervision of Asst. Prof. Dr. Tijen Akşit. This study explores the perceptions of pre-sessional EAP students, instructors, undergraduate students, and content professors in the departments on students' **ACADEMIC ENGLISH SPEAKING SKILLS** in a public, English medium university in Ankara, Türkiye.

Participation in the study is on a voluntary basis, and it will take approximately 10 minutes to complete the questionnaire.

In this questionnaire:

- Your identification will never be disclosed.
- Your data will be kept on a password-protected file, will be accessible only by the researcher, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and not affect your studying rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you reach the researcher via the e-mail address stated below.

Mehtap Yalçın

MA. Bilkent University/ TEFL

email: [REDACTED]

Supervisor: Asst. Prof. Dr. Tijen Akşit

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am 18 or over.
- I have read and understood the information about this study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to the identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

☐

I meet the criteria and agree to participate.

PART A

Please answer the following questions by choosing the best answer for you:

1. How do you identify your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to mention.

2. What is your faculty of study?

- ☐ Architecture
- ☐ Arts and Sciences
- ☐ Economic and Administrative Sciences
- ☐ Education
- ☐ Engineering

3. Is this your 1st or 2nd year in the preparatory program?

- ☐ First
- ☐ Second

4. What is your current level?

- ☐ Intermediate
- ☐ Upper-Intermediate
- ☐ Advanced

5. What is your language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both English and Turkish

6. What is your instructor's language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed.
- ☐ Both English and Turkish

PART B- Importance of Academic speaking skills

How IMPORTANT do you think are the following skills for your departmental studies?

Please respond according to the following scale:

1	2	3	4	5
NOT IMPORTANT AT ALL	SLIGHTLY IMPORTANT	MODERATELY IMPORTANT	VERY IMPORTANT	HIGHLY IMPORTANT

BEING ABLE TO ORALLY* (* in spoken form)

1) explain key information in graphs and tables, using appropriate language	1	2	3	4	5
2) answer questions about information presented in graphs and tables about a familiar topic	1	2	3	4	5
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	1	2	3	4	5
4) describe conclusions drawn from graphs and tables, using appropriate language	1	2	3	4	5
5) give a summary of information from an academic text on a familiar topic	1	2	3	4	5
6) paraphrase information taken from an academic text on a familiar topic	1	2	3	4	5
7) give a summary of information from a presentation or lecture aimed at a general audience and/or a familiar topic	1	2	3	4	5
8) synthesize information from several written sources and give a summary of the ideas	1	2	3	4	5
9) ask questions in an academic discussion	1	2	3	4	5
10) contribute to a group discussion on familiar topics	1	2	3	4	5
11) answer questions in an academic discussion on familiar topics	1	2	3	4	5
12) suggest advantages and disadvantages when discussing a familiar topic	1	2	3	4	5
13) develop an argument using common fixed expressions	1	2	3	4	5
14) ask someone to give more information on a point in an academic discussion, using appropriate language	1	2	3	4	5
15) ask for explanation during an academic discussion, using appropriate language	1	2	3	4	5
16) participate in a classroom discussion about an academic topic effectively	1	2	3	4	5
17) lead a simple discussion if given time in advance to prepare	1	2	3	4	5
18) ask for explanation of unknown short forms or technical terms used in conversation	1	2	3	4	5

19) contribute ideas in a panel discussion, using appropriate language	1	2	3	4	5
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	1	2	3	4	5
21) ask questions for more information after a lecture or presentation aimed at a general audience	1	2	3	4	5
22) ask questions about the content of a presentation or lecture on a familiar topic	1	2	3	4	5
23) describe conclusions drawn from a presentation or lecture on a familiar topic	1	2	3	4	5
24) ask for confirmation of understanding during a live discussion or presentation	1	2	3	4	5
25) effectively request information from a professor outside of class	1	2	3	4	5
26) carry out a prepared interview checking and confirming information as necessary	1	2	3	4	5
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	1	2	3	4	5
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	1	2	3	4	5
29) give a short, practiced talk or presentation on a familiar topic	1	2	3	4	5
30) answer information questions about the facts provided in a presentation they have given	1	2	3	4	5
31) give a presentation on a familiar academic topic	1	2	3	4	5

Please add if you have any comments.

--

Thank you so much for your contributions.

Appendix B

Questionnaire for Pre-Sessional EAP Instructors

Dear Professor,

The questionnaire below was designed, based on the Turkish HE Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools' expectations, for a master's thesis in Teaching English as a Foreign Language at Bilkent University conducted under the supervision of Asst. Prof. Dr. Tijen Akşit.

This study explores the perceptions of pre-sessional EAP students, instructors, undergraduate students, and content professors in the departments on students' **ACADEMIC ENGLISH SPEAKING SKILLS** in a public, English medium university in Ankara, Türkiye.

Participation in the study is on a voluntary basis, and it will take approximately 10 minutes to complete the questionnaire.

In this questionnaire:

- Your identification will never be disclosed.
- Your data will be kept on a password-protected file, will be accessible only by the researcher, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and not affect your working rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you reach the researcher via the e-mail address stated below.

Mehtap Yalçın

MA. Bilkent University/ TEFL

Supervisor: Asst. Prof. Dr. Tijen Akşit

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I have read and understood the information about this study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

☐

I meet the criteria and agree to participate.

PART A

Please answer the following questions by choosing the best answer for you:

1. How do you identify your gender?

- ☐ Female ☐ Male ☐ Prefer not to mention

2. How long have you been teaching in an English medium instruction (EMI) context?

- ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16+

3. How long have you been teaching in this preparatory school?

- ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16+

4. What is the highest degree you hold?

- ☐ Bachelor`s
☐ Master`s
☐ Doctorate

5. At which department did you study your bachelor`s degree?

- ☐ English Language Teaching
☐ American/ British Literature and Culture
☐ Educational Sciences
☐ Linguistics
☐ Translation
☐ Other (Please specify)_____

6. If you have a Master`s degree, at which department did you complete it?

- ☐ English Language Teaching
☐ American/ British Literature and Culture
☐ Educational Sciences
☐ Linguistics
☐ Translation
☐ Other (Please specify)_____

7. If you have a Doctorate degree, at which department did you complete it?

- ☐ English Language Teaching
- ☐ American/ British Literature and Culture
- ☐ Educational Sciences
- ☐ Linguistics
- ☐ Translation
- ☐ Other (Please specify) _____

8. If you have any other teaching qualifications, please choose all the completed ones.

- ☐ COTE/ CELTA/ ICALT
- ☐ DOTE/ DELTA /DTEFLA
- ☐ Other TESOL Certificates (Please specify) _____

9. What is your language choices in the classroom as an instructor?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both English and Turkish

10. What is your students' language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both English and Turkish

PART B

For each item, please rate how IMPORTANT you think the ACADEMIC ENGLISH SPEAKING SKILL is for students' departmental studies and to what extent students have OPPORTUNITIES TO PRACTICE the skill at the prep. school.

Please respond according to the following scale:

1	NOT AT ALL	IMPORTANCE: The skill is not at all important for departmental studies. PRACTICE OPPORTUNITIES: Students do not have any opportunities to practice the skill at all.
2	LITTLE	
3	MODERATE	
4	HIGH	
5	VERY HIGH	IMPORTANCE: The skill is of very high importance for departmental studies. PRACTICE OPPORTUNITIES : Students have a lot of opportunities to practice the skill.

BEING ABLE TO ORALLY* (* in spoken form)

1) explain key information in graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
2) answer questions about information presented in graphs and tables about a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
4) describe conclusions drawn from graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
5) give a summary of information from an academic text on a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
6) paraphrase information taken from an academic text on a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
7) summarize information from a presentation or lecture aimed at a general audience and/or a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
8) synthesize information from several written sources and give a summary of the ideas	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
9) ask questions in an academic discussion	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
10) contribute to a group discussion on familiar topics	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
11) answer questions in an academic discussion on familiar topics	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
12) suggest advantages and disadvantages when discussing a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5

13) develop an argument using common fixed expressions	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
14) ask someone to give more information on a point in an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
15) ask for explanation during an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
16) participate in a classroom discussion about an academic topic effectively	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
17) lead a simple discussion if given time in advance to prepare	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
18) ask for explanation of unknown short forms or technical terms used in conversation	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
19) contribute ideas in a panel discussion, using appropriate language	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
21) ask questions for more information after a lecture or presentation aimed at a general audience	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
22) ask questions about the content of a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
23) describe conclusions drawn from a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
24) ask for confirmation of understanding during a live discussion or presentation	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
25) effectively request information from a professor outside of class	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5

26) carry out a prepared interview checking and confirming information as necessary	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
29) give a short, practiced talk or presentation on a familiar topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
30) answer information questions about the facts provided in a presentation they have given	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5
31) give a presentation on a familiar academic topic	Importance	1	2	3	4	5
	Practice Opportunities	1	2	3	4	5

Please add if you have any comments.

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Thank you for your contributions

Appendix C

Questionnaire for Undergraduate Students

Dear Student,

The questionnaire below was designed, based on the Turkish HE Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools' expectations, for a master's thesis in Teaching English as a Foreign Language at Bilkent University conducted under the supervision of Asst. Prof. Dr. Tijen Akşit.

This study explores the perceptions of pre-sessional EAP students, instructors, undergraduate students, and content professors in the departments on students' **ACADEMIC ENGLISH SPEAKING SKILLS** in a public, English medium university in Ankara, Türkiye.

Participation in the study is on a voluntary basis, and it will take approximately 10 minutes to complete the questionnaire.

In this questionnaire:

- Your identification will never be disclosed.
- Your data will be kept on a password-protected file, will be accessible only by the researcher, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and not affect your studying rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you reach the researcher via the e-mail address stated below.

Mehtap Yalçın

MA. Bilkent University/ TEFL

Supervisor: Asst. Prof. Dr. Tijen Akşit

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am 18 or over.
- I have read and understood the information about this study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to the identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

☐

I meet the criteria and agree to participate.

PART A

Please answer the following questions by choosing the best answer for you:

1. How do you identify your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to mention

2. What is your faculty of study?

- ☐ Architecture
- ☐ Arts and Sciences
- ☐ Economic and Administrative Sciences
- ☐ Education
- ☐ Engineering

3. Have you studied English at Prep School?

- ☐ Yes
- ☐ No

4. If yes, how many years have you studied at Prep School?

- ☐ One
- ☐ Two

5. What is your language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both Turkish and English

6. What is your professors' language choices in the classroom in general?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed.
- ☐ Both Turkish and English

PART B

For each item, please rate how **IMPORTANT** you think the **ACADEMIC ENGLISH SPEAKING SKILL** is for your departmental studies and how **COMPETENT** you perceive yourself.

Please respond according to the following scale:

1	NOT AT ALL	IMPORTANCE: The skill is not at all important for departmental studies. COMPETENCE: I do not have any competence in the skill at all.
2	LITTLE	
3	MODERATE	
4	HIGH	
5	VERY HIGH	IMPORTANCE: The skill is of very high importance for departmental studies. COMPETENCE: I have very high competence in the skill.

BEING ABLE TO ORALLY* (* in spoken form)

1) explain key information in graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
2) answer questions about information presented in graphs and tables about a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
4) describe conclusions drawn from graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
5) give a summary of information from an academic text on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
6) paraphrase information taken from an academic text on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
7) give a summary of information from a presentation or lecture aimed at a general audience	Importance	1	2	3	4	5

and/or a familiar topic	Competence	1	2	3	4	5
8) synthesize information from several written sources and give a summary of the ideas	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
9) ask questions in an academic discussion	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
10) contribute to a group discussion on familiar topics	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
11) answer questions in an academic discussion on familiar topics	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
12) suggest advantages and disadvantages when discussing a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
13) develop an argument using common fixed expressions	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
14) ask someone to give more information on a point in an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
15) ask for explanation during an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
16) participate in a classroom discussion about an academic topic effectively	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
17) lead a simple discussion if given time in advance to prepare	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
18) ask for explanation of unknown short forms or technical terms used in conversation	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
19) contribute ideas in a panel discussion, using	Importance	1	2	3	4	5

appropriate language	Competence	1	2	3	4	5
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
21) ask questions for more information after a lecture or presentation aimed at a general audience	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
22) ask questions about the content of a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
23) describe conclusions drawn from a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
24) ask for confirmation of understanding during a live discussion or presentation	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
25) effectively request information from a professor outside of class	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
26) carry out a prepared interview checking and confirming information as necessary	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
29) give a short, practiced talk or presentation on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
30) answer information questions about the facts provided in a presentation they have given	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
31) give a presentation on a familiar academic topic	Importance	1	2	3	4	5

	Competence	1	2	3	4	5
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Please add if you have any comments.

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Thank you for your contributions.

Appendix D

Questionnaire for Content Professors

Dear Professor,

The questionnaire below was designed, based on the Turkish HE Quality Council's (YÖKAK) Minimum Evaluation Criteria for English Preparatory Schools' expectations, for a master's thesis in Teaching English as a Foreign Language at Bilkent University conducted under the supervision of Asst. Prof. Dr. Tijen Akşit.

This study explores the perceptions of pre-sessional EAP students, instructors, undergraduate students, and content professors in the departments on students' **ACADEMIC ENGLISH SPEAKING SKILLS** in a public, English medium university in Ankara, Türkiye.

Participation in the study is on a voluntary basis, and it will take approximately 10 minutes to complete the questionnaire.

In this questionnaire:

- Your identification will never be disclosed.
- Your data will be kept on a password-protected file, will be accessible only by the researcher, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and not affect your working rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you reach the researcher via the e-mail address stated below.

Mehtap Yalçın

MA. Bilkent University/ TEFL

Supervisor: Asst. Prof. Dr. Tijen Akşit

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I have read and understood the information about this study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

☐

I meet the criteria and agree to participate.

PART A

Please answer the following questions by choosing the best answer for you:

1. How do you identify your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not mention

2. What faculty are you currently teaching?

- ☐ Architecture
- ☐ Arts and Sciences
- ☐ Economic and Administrative Sciences
- ☐ Education
- ☐ Engineering

3. How long have you been teaching in an English medium instruction (EMI) context?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16+

4. What is your language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both English and Turkish

5. What is your students' language choices in the classroom?

- ☐ English-only
- ☐ Mainly English, Turkish if /when needed
- ☐ Both English and Turkish

PART B

For each item, please rate how **IMPORTANT** you think the **ACADEMIC ENGLISH SPEAKING SKILL** is for your students' departmental studies and how **COMPETENT** your students are in the skill.

Please respond according to the following scale:

1	NOT AT ALL	IMPORTANCE: The skill is not at all important for students' departmental studies. COMPETENCE: Students do not have any competence in the skill at all.
2	LITTLE	
3	MODERATE	
4	HIGH	
5	VERY HIGH	IMPORTANCE: The skill is of very high importance for students' departmental COMPETENCE: Students have very high competence in the skill.

BEING ABLE TO ORALLY* (* in spoken form)

1) explain key information in graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
2) answer questions about information presented in graphs and tables about a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
3) discuss illustrations, graphs and tables in an academic text on a familiar topic, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
4) describe conclusions drawn from graphs and tables, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
5) give a summary of information from an academic text on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
6) paraphrase information taken from an academic text on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
7) give a summary of information from a presentation or lecture aimed at a general audience and/or a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
8) synthesize information from several written sources and give a summary of the ideas	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
9) ask questions in an academic discussion	Importance	1	2	3	4	5

	Competence	1	2	3	4	5
10) contribute to a group discussion on familiar topics	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
11) answer questions in an academic discussion on familiar topics	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
12) suggest advantages and disadvantages when discussing a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
13) develop an argument using common fixed expressions	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
14) ask someone to give more information on a point in an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
15) ask for explanation during an academic discussion, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
16) participate in a classroom discussion about an academic topic effectively	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
17) lead a simple discussion if given time in advance to prepare	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
18) ask for explanation of unknown short forms or technical terms used in conversation	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
19) contribute ideas in a panel discussion, using appropriate language	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
20) support a viewpoint on a familiar topic by discussing the advantages and disadvantages of various options	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
21) ask questions for more information after a lecture or presentation aimed at a general audience	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
22) ask questions about the content of a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
23) describe conclusions drawn from a presentation or lecture on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5

24) ask for confirmation of understanding during a live discussion or presentation	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
25) effectively request information from a professor outside of class	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
26) carry out a prepared interview checking and confirming information as necessary	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
27) give an effective presentation about a familiar topic by using visuals (e.g., slides) appropriately	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
28) answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
29) give a short, practiced talk or presentation on a familiar topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
30) answer information questions about the facts provided in a presentation they have given	Importance	1	2	3	4	5
	Competence	1	2	3	4	5
31) give a presentation on a familiar academic topic	Importance	1	2	3	4	5
	Competence	1	2	3	4	5

Please add if you have any comments.

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Thank you for your contributions