

THE PERCEPTIONS OF UNIVERSITY STUDENTS, LANGUAGE
INSTRUCTORS AND CONTENT PROFESSORS ON ACADEMIC SPEAKING
NEEDS OF STUDENTS AT EMI UNIVERSITIES IN TURKEY

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To my beloved family



Perceptions of University Students, Language Instructors and Content Professors on
Academic Speaking Needs of Students at EMI Universities in Turkey

The Graduate School of Education

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September 2021

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ABSTRACT

The Perceptions of University Students, Language Instructors and Content Professors
on Academic Speaking Needs of Students at EMI Universities in Turkey

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M.A. in Teaching as a Foreign Language

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This study investigated the perceptions of the main stakeholders on the academic speaking needs of students who study at 25 EMI universities in various departments in Turkey. In this regard, it explored to what extent the current approach applied to teach speaking in English in these universities meet the needs of students studying at various departments. To this end, 101 university students, 62 English language instructors, and 31 content professors of varying disciplines filled in a questionnaire to take part in the study. The quantitative data were derived through the questionnaires and further data were collected via semi-structured interviews with volunteered participants consisting of eight students, 12 language instructors and three content professors. The results of the study reveal that there is a mismatch between the current approach applied at universities to teach students academic speaking skills and the academic speaking skills that students need in their departments. Some discrepancies among stakeholders were also identified.

Keywords: English medium instruction (EMI), academic speaking skills, main stakeholder perceptions

ÖZET

Türkiye’de Eğitim Dili İngilizce olan Üniversitelerdeki Öğrencilerin Akademik

Konuşma İhtiyaçları Hakkında Öğrenci ve Öğretim Elemanı Algıları

Hilal Tunç

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Tijen Akşit

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Bu çalışma, önemli paydaşların Türkiye’de İngilizce eğitim veren 25 üniversitenin değişik bölümlerinde okuyan öğrencilerin akademik konuşma ihtiyaçları hakkındaki algılarını araştırmaktadır. Bu bakımdan, bu üniversitelerde İngilizce konuşmayı öğretmek için uygulanan mevcut yaklaşımın üniversitede farklı bölümlerde okuyan öğrencilerin ihtiyaçlarını ne ölçüde karşıladığını incelemektedir. Bu amaçla, 101 üniversite öğrencisi, 62 İngilizce öğretim görevlisi ve farklı bölümlerde alan dersleri veren 31 profesör çalışmada yer almak amacıyla anket doldurmuşlardır. Nicel veri anketler aracılığıyla toplanmıştır. Sekiz öğrenci, 12 öğretim görevlisi ve üç profesörden oluşan gönüllü katılımcılarla gerçekleştirilen yarı yapılandırılmış görüşmeler ile derinlemesine nitel veri toplanmıştır. Çalışmanın sonuçları göstermiştir ki akademik konuşma becerilerini öğretmek amaçlı üniversitelerde uygulanan mevcut yaklaşım ve öğrencilerin bölümlerinde ihtiyacı olan akademik konuşma becerileri arasında uyumsuzluk bulunmaktadır. Paydaşların konu ile ilgili algıları arasında da bazı farklılıklar saptanmıştır.

Anahtar kelimeler: İngilizce eğitim, akademik konuşma becerileri, önemli paydaş algıları

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CHAPTER 1: INTRODUCTION

Introduction

English is one of the most commonly used languages and it is becoming more important all around the world. It is the language that is used as a way for communication of scientific information in plenty of domains (Björkman, 2011). Turkey is one of the countries where English plays an essential role in terms of individual and national development (Doğançay-Aktuna, 1998). English is considered to be one of the most essential requirements in various fields in Turkey as in the case of many other countries and that is why it becomes more appealing especially in education sector (Hoffman, 2000). In the Turkish context, the purpose of English learning is to reach scientific and technological information that is mostly in English in specific disciplines (Kırkgöz, 2005).

Learning English in Turkish context is demanding since English is not the native language or the official language, but students are trying to learn it as a foreign language during their K-12 education. Therefore, some students really suffer during their experience in language classes and they cannot demonstrate the expected performance in spite of the fact that they are exposed to the target language for a long period of time (Karahan, 2007). English for academic purposes (EAP) is considered to be even more challenging for students because EAP is rather related with communicative and academic English (Hyland, 2006; Richards, 1998). It is the study of English in order to participate in higher education (HE) and it focuses on both spoken and written texts with academic contexts (Bruce, 2011). The emphasis in EAP is on guiding the students who study in higher education to do academic study in higher education to do academic tasks such as how to do research and

communicate with others (Charles, 2013).

In Turkey, the medium of instruction in some prestigious university departments such as Middle Technical University in Ankara or Boğaziçi University in İstanbul is English. Universities with EMI (English Medium Instruction) are more preferred by many students and parents compared to the universities without EMI (Başibek et al., 2014). It can be claimed that students are offered with or get better jobs if they are the graduates of universities with EMI because this gives them more prestige (Kırkgöz, 2014; Önalán, 2005). A great number of ELT students and students from other departments believe that EMI brings them the advantage of better employment opportunities after graduation (İşpınar Akçayoğlu et al., 2019; Çağatay, 2019).

In many prestigious universities in Turkey such as Boğaziçi University, Middle East Technical University and Bilkent University, there is a preparatory program that lasts for a year preparing students for their departments in the first year of attendance. At the end of the program, students sit a proficiency exam. The ones who fail to pass the proficiency exam, repeat the preparatory program as they are not found proficient enough and because they are not ready for the departmental courses, they start taking intensive courses (Önalán, 2005).

According to the State of English in Higher Education in Turkey, by British Council (2015), based on 38 universities in 15 cities across Turkey, the content in English preparatory programs in Turkey is mostly English for General Purposes (EGP) with 73%. 22% of the curriculum is English for general purposes (EGAP) focusing on academic fields and four % English for specific academic purposes (ESAP). According to the report, what is missing in the preparatory programs of universities is their lack of focus on the academic fields. It is suggested in the report

that those programs should be mostly EGAP including academic speaking instead of EGP. Speaking is essential and many students need to pay more attention to it so as to be able to study at a university where the medium of instruction is English as well as to access English-language academic texts (Harmer, 2007).

The aim of the present study is to investigate the academic speaking needs of university students who study in different university departments in Turkey, in which the medium of instruction is fully English. It also explores whether there are similarities and differences between the speaking needs of university students and other stakeholders, namely the instructors and content professors in those EMI (English Medium Instruction) universities in Turkey.

Background of the Study

English serves as the main means of academic communication turning into the language of instruction in many countries (Björkman, 2011). English is the lingua franca used for the interaction of both learners and academics (Koo, 2009). The dominance of English over other languages in scientific communication has influenced the development of the field of English for academic and specific purposes (Ferguson, 2007).

As it is indicated (Glaser, 2005), English has an overwhelming role in various contexts and it is the language of many fields such as business, economy, research, science, technology and education all of which are considered as prominent fields. There is no doubt that it has become the language of international communication (Xu & Fan, 2016). In addition, English is very important for education stakeholders because of its role as lingua franca (Huddleston & Pullum, 2002). It is regarded as the most significant language in the world not only because it is the official or de facto language of plenty of countries today, but it is also the language which is used

as the lingua franca of the internet (Huddleston & Pullum, 2002). Though outnumbered by some languages such as Mandarin, Hindi and Spanish in terms of their native speaker populations, English is still the most popular language to learn as a second language or as a foreign language (Peacock & Flowerdew, 2001).

According to The Organisation for Economic Co-operation and Development the number of students who study abroad is increasing and a remarkable number of students are enrolled in schools in English-speaking countries where there is the conventional EAP context such as Australia, the UK and the US. Furthermore, it also points out that the increase can be also due to the fact that in the countries where English is not the official language, EAP is contextualized and taught in this way in higher education, which is more effective. In other words, these schools can provide English medium education that can explain the rising trend of education in English (Blaj-Ward, 2014). EAP is now at the core of English language teaching as a second/other language because it has increased drastically with the increase in the number of universities in many countries having a lot of international students who study English at the tertiary level (Hyland, 2006).

In higher education in Turkey, English medium instruction (EMI) is used in many schools at university level (Kırkgöz, 2019). In many universities, there is a preparatory program at the end of which students take a proficiency exam (Önalın, 2005). The ones who are successful in that exam can start in their departments while the ones who fail in the exam have to repeat their classes (Önalın, 2005). In some universities, the medium of instruction is fully English, but there are also some departments with 30% English. In other words, the course content in those departments consisting of the mixture of 70% Turkish and 30% English (British Council & TEPAV, 2015).

A large-scale research investigating the importance of English in classroom teaching was conducted by the British Council and TEPAV in November 2013. It was concluded in the report that the primary and secondary schools in Turkey perform less well than expected in terms of English language teaching (Vale et al., 2013). The report claimed that Turkey demonstrates an unsatisfactory performance because the schools fail to provide English teaching as a way of communication as opposed to grammar teaching (Vale et al., 2013). Skills-based teaching should be regarded as the most significant feature of EAP with the language use that is meaningful, language knowledge as well as metacognitive awareness (Newton et al., 2018).

In November 2015, the British Council and TEPAV published another report which concludes that Turkey needs a change in its higher education system to achieve to meet 2023 targets because the students' level of English is lower than expected despite their exposure to the language to 1000+ hours by the end of Grade 12. In the report, it was also stated that most of the teachers have no or little training in EAP/ESP and thus lack the necessary skills to teach EGAP.

Statement of the Problem

Knowledge-based economies are needed so as to achieve economic development and universities are the key that can contribute to such development (Ding & Bruce, 2018). This is also aligned with Turkey's 2023 targets. The role of English in higher education (HE) can be attributed to the globalized and market-driven world where there is a great deal of international communication with the rising mobility of both students and academics (Ferguson, 2007). In this sense, speaking skills are essential in second language learning (SLA) and in spite of its importance, speaking has not been given enough importance in universities due to

some reasons such as focusing on grammar too much in lessons or having mostly teacher-oriented lessons (Leong & Ahmadi, 2017). Similarly, Von Wörde (1998) stated that the limited time that is allocated to instructional practices of speaking makes students even more anxious. Students were not even tested in speaking in the past because of the difficulty of its objective assessment and the time limit in testing (Clifford, 1987). In addition, in many exams, all the language skills are not assessed equally in EAP whereas reading is one of the skills that is given more importance compared to other skills (Zand-Moghadam et al., 2018). According to Richards and Rodgers (2001), in traditional methods of teaching, speaking was the skill that was neglected whereas the focus was mostly on reading and writing skills. However, among the four major skills, speaking has the biggest importance for an effective communication (Ur, 2000). Speaking skills are vital both in second and foreign language learning and that is why speaking needs to be given more importance in education (Nunan, 1991).

In Turkey, there are many universities with English medium, but as far as EAP is concerned, it is more demanding for Turkish students to learn English in Turkey where English is not the main language of communication outside the university campus. Although there are studies emphasizing the importance of English medium instruction in Turkey (Başibek et al, 2014; Kılıçkaya, 2006; Sert, 2008), only a few of them are about tertiary education. In addition, although there are some studies related with EAP language needs in general and speaking needs at the university level (Murray, 2010; Robinson et al., 2001; Wright, 1980; Zand-Moghadam et al., 2018), there are only a few about speaking at the tertiary level in Turkish context (Akyel & Özek, 2010; Kara et al., 2017).

There needs to be a change in the curriculum as it should be changed from EGP to EGAP with the focus to guide students with necessary EAP skills to get prepared for their own academic fields (British Council & TEPAV, 2015). Thus, the teaching content can be made more relevant and motivating for students. Regarding the inadequate EGAP in the curriculum with only four per cent, it is suggested that with such a change the materials can be organized as major-wise and thus students could develop the necessary skills that they need to be successful in their fields with more focus on EAP skills in the curriculum.

The 2015 report of the British Council and TEPAV concluded that there is insufficient classroom interaction in classes that mostly consist of teacher-oriented lessons. Students have limited opportunities to speak in those lessons and therefore they do not have the opportunity to practice their speaking skills enough. It is clearly stated in the study that Turkish students are not successful in speaking compared to other three skills and therefore they need more practice (British Council & TEPAV, 2015). As it can be expected, because of their limited interaction, students become merely passive listeners instead of participating in speaking activities actively, which is demotivating for them even more both in the preparatory program or in their departments. In addition, disciplinary tutors lack of adequate explicit training to be able to support non-native English-speaking students to improve their academic speaking skills (Dippold et al., 2020). In order to solve this problem, disciplinary tutors and language specialists might need to work collaboratively to assist students' language proficiency with more efficient linguistic and conceptual teaching guides (Dippold et al., 2020). Furthermore, a smooth transition from pre-sessional to disciplinary study seems missing for many students and thus better top-down and bottom-up practice are needed (Dippold et al., 2020).

Aim of the Study

The aim of this study is to investigate the academic speaking needs of students in university programs, where the medium of instruction is fully or partially English. The current study also explores whether these are met as perceived by the main stakeholders.

Research Questions

To this end, this study asks the following main research question:

1. To what extent does the current approach applied to teach speaking in Turkish EMI universities meet the needs of students studying at departments/faculties where the language of instruction is fully English as perceived by students, language instructors and content professors?

In order to answer the main research question following sub-questions were asked:

- 1a. What speaking skills are taught at the English language preparatory programs as perceived by language instructors?
- 1b. What speaking skills are needed for students studying at different departments/faculties as perceived by
 - i. students
 - ii. content professors?
- 1c. How well do the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by
 - i. students
 - ii. language instructors
 - iii. content professors?

Significance of the Study

EAP needs of students require a deeper investigation as it is quite difficult to make sure that the students are not disadvantaged when they are involved in international education in such a context as a result of this transnational education (Blaj-Ward, 2014). In addition to the difficulty of learning a completely different language, speaking makes the process even more difficult for students (Araki & Raphael, 2018). Compared to other skills, there has been quite little research about students EAP speaking needs at the tertiary level (Robinson et al., 2001). In this sense, this current study might be beneficial for English language instructors, curriculum designers and content professors to identify the needs of university students in speaking. It can help them design the curriculum at English medium universities and lessons according to the activities that are more effective for students to develop their speaking skills in different disciplines.

At the universities where the medium of language is English, students are asked to speak by using proper academic language in English. The language in academic contexts differs from informal speaking. For example, students need to demonstrate effective exchange of information with longer turns that include a better organization of content and appropriate linguistic devices (Baştürkmen, 2011). In this sense, academic speaking requires more complicated skills and the nature of academic speaking in English is challenging especially for students who are not the native speakers of English (Baştürkmen, 2011; Menggo et al., 2019). In addition to this, the feedback provided to students regarding their academic speaking mostly on individual basis is formative and students have difficulty when they start studying in their department. That is why, disciplinary tutors need more explicit training so as to be able to support non-native English-speaking students to develop better academic

speaking skills (Dippold et al., 2020). However, this might not be always the case in the curriculum at universities' preparatory programs or in different departments. The current study might provide implications to create better academic speaking content for university students.

Definition of Key Terms

EAP: It is the type of English that is studied in academic contexts such as in university courses. (Harmer, 2007).

EMI: It is teaching that is done through English as the medium of language (British Council & TEPAV, 2015).

ESAP: A kind of English language teaching (ELT) that is focused on teaching the academic language of a specific major containing specialist terminology (British Council & TEPAV, 2015).

ESP: Differently from EGP, students study a specific type of language such as English for tourism or business English (Harmer, 2007).

T-EMI: Using the mixture of both Turkish and English as the medium of instruction (British Council & TEPAV, 2015).

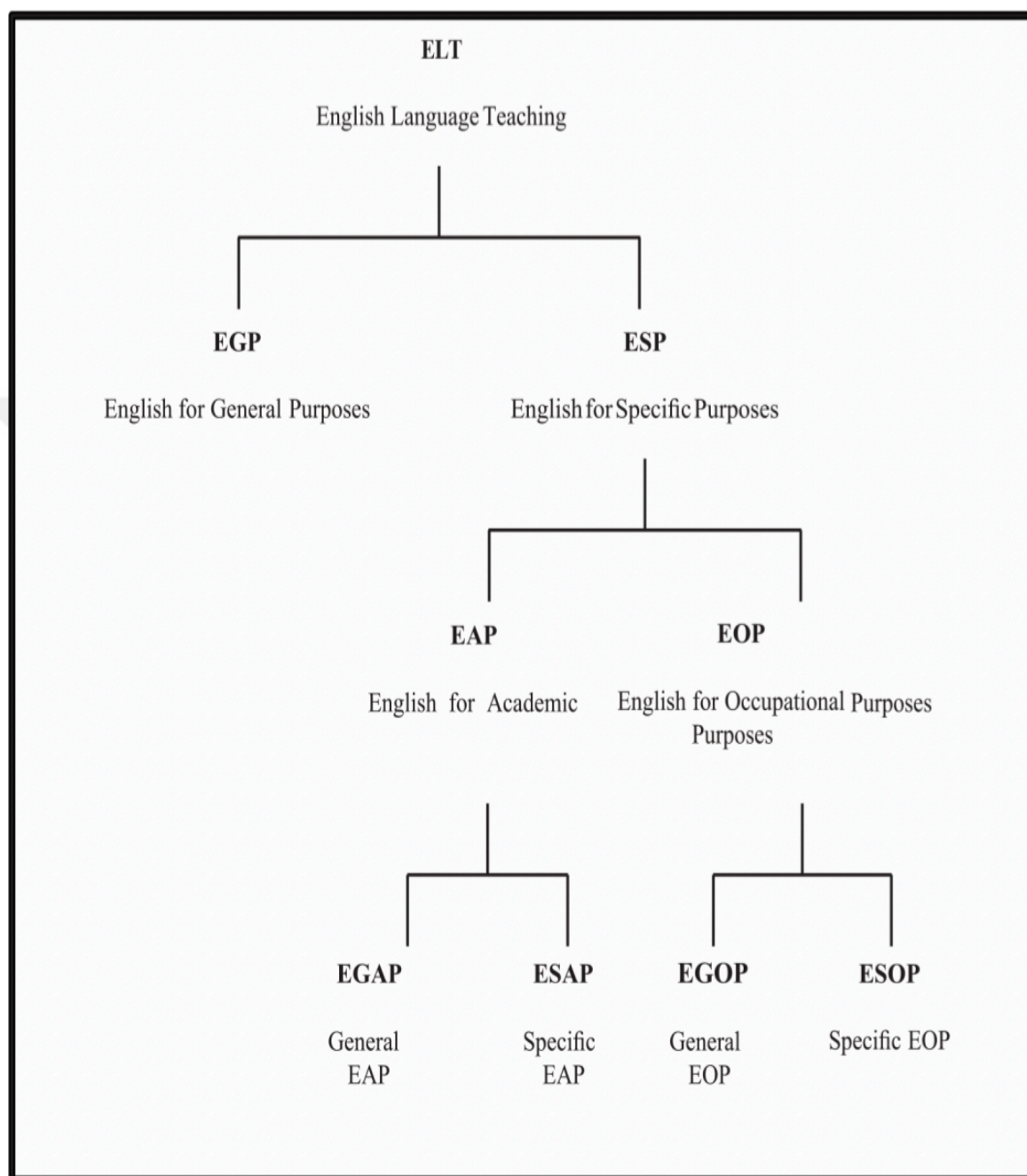
CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter aims to address the questions related with academic speaking in Turkish universities such as what academic speaking skills students need and whether these needs are compatible with the perspectives of English language instructors and content professors.

To this end, the literature will provide necessary definitions and approaches as well as the important issues regarding academic speaking. The chapter will cover EGP, ESP, EAP, EGAP and ESAP respectively in order to make the difference among them clearer. It will also provide a detailed discussion of some studies about the comparison between the academic speaking needs of university students and the curriculum provided in preparatory programs or in different disciplines. The relevant literature will be analyzed with the main focus on the perspectives of English language instructors, content professors and university students about academic speaking.

Figure 1 below provides the main categories of English language teaching and how these categories are interrelated with each other.

Figure 1*Categories of English Language Teaching*

Note. Categories of English language teaching. From *English for Academic Purposes* (1st ed., p. 3), by R. R. Jordan, 1997, Cambridge University Press. Copyright 1997 by Cambridge University Press.

According to Figure 1 taken from Jordan (1997), English language teaching

(ELT) is divided into two major categories as EGP and ESP. ESP is further divided into two as EAP and English for occupational purposes. The main focus of EAP is on the academic concerns of language teaching while in EOP it is on the language teaching concerning different occupations. EAP consists of two categories as EGAP and ESAP. EOP is also divided into two branches as English for general occupational purposes and English for specific occupational purposes.

Theoretical Framework

The theoretical assumption of the current study derives from Oracy Skills Framework (OSF) because of its comprehensible dimensions referring to academic speaking skills. The OSF developed by Mercer et al. (2017) was designed to help learners to improve their speaking skills that would enable them to deal with a wide range of difficult situations where they are supposed to talk. The framework had its roots from such second language acquisition theories as communicative competence as well as linguistic competence, discourse competence, sociocultural competence and strategic competence all of which are different applications of communicative competence (Dippold et al., 2020). In addition, the framework also relies on concepts such as accuracy, fluency and complexity and it is known that it has been formed with the help of feedback provided by many experts and practitioners (Dippold et al., 2020). In this sense, it was drawn on a wide range of available sources by means of intensive research and consultation of many experts. The four major areas of skills that are needed for effective speaking with their descriptions can be found in Table 1.

Table 1*The Oracy Skills Framework*

Category	Stands for
Physical	
Voice	Fluency and pace of speech, tonal variation, clarity of pronunciation, voice projection
Body language	Gesture and posture
Linguistic	
Vocabulary	Appropriate vocabulary choice
Language variety	Register, grammar
Structure	Structure and organisation of talk
Rhetorical questions	Metaphor, humour, irony, mimicry
Cognitive	
Content	Choice of content, building on the views of others
Clarifying and summarizing	Seeking information and clarification through questions, summarising
Self-regulation	Maintaining focus on task, time management
Audience awareness	Giving reasons to support views, critically examining ideas. Taking into account level of audience

Note. Adapted from “An Oracy Assessment Toolkit: Linking Research and Development in the Assessment of Students’ Spoken Language Skills at age 11-12,” by N. Mercer, P. Warwick & A. Ahmed, 2017, *Learning and Instruction*, 48(1), p. 8. Copyright by Cambridge University Press.

Table 1 (cont'd)*The Oracy Skills Framework*

Category	Stands for
Social and emotional	
Working with others	Guiding or managing interactions, turn-taking
Listening and responding	Listening actively and responding appropriately pronunciation, voice projection
Confidence in speaking	Self-assurance, liveliness and air

Note. Adapted from “An Oracy Assessment Toolkit: Linking Research and Development in the Assessment of Students’ Spoken Language Skills at age 11-12,” by N. Mercer, P. Warwick & A. Ahmed, 2017, *Learning and Instruction*, 48(1), p. 8. Copyright by Cambridge University Press.

The Oracy Skills Framework was chosen for the current study because it is comprehensible and applicable to different groups of learners. The OSF was created to assist not only the learners, but also school leaders and teachers. The framework consists of four main domains as physical, linguistic, cognitive and social/emotional skills all of which would make it possible to manage healthy communication, effective speech and better discussions. The OSF aims to help students develop their speaking skills they need to have successful spoken communication in various academic and social contexts as the theory suggests that different speaking skills are required depending on specific contexts. In this sense, the OSF can be utilized to help both teachers and students identify speaking skill needs of students and get feedback in terms of their current listening and speaking skills. What is more, it can be applied in various contexts as a result of its comprehensibility.

English for General Purposes (EGP)

In EGP, the main focus is on the general English concepts which students can come across in their daily lives for various reasons (Harmer, 2015; Hyland, 2006). Thus, the main aim of EGP courses is to improve general language proficiency of students in terms of accuracy and fluency when they need to deal with everyday situations (Liu et al., 2011). In general terms, EGP supports students regardless of their majors to improve their skills to overcome and solve their problems depending on various needs (Hyland, 2006). That is to say, in EGP, students are getting prepared to learn the language and skills that are needed in all disciplines (Dudley-Evans & St John, 1998). An effectively prepared EGP syllabus can help students to be successful in their disciplines by using the relevant skills which are applicable for all fields (Allen, 1985; Dudley-Evans & St John, 1998). In addition, EGP aims at helping weak students to acquire necessary abilities so as to survive in academic courses (Zohrabi, 2010).

On the other hand, although both EGP and ESP aim at supporting students in terms of their language skills at the tertiary level, students still face problems related with English as a result of not becoming proficient enough and not feeling confident (Leki & Carson, 1994; Liu & Littlewood, 1996). In addition, English education at the tertiary level might cause students to feel dissatisfied because the courses fail to meet their expectations in terms of language proficiency (Chia et al., 1998).

English for Specific Purposes (ESP)

The need for ESP occurred because the demands of learners and employers were no longer met by general English in the 1960s (Brunton, 2009). As stated by Hutchinson and Waters (1987), especially the changing economy in the whole world after World War II and the rapid growth of international trade brought a new

understanding of an international language. As a result, the main focus of learning English, which was for pleasure or prestige, changed into learning English for practical and professional use (Hutchinson & Waters, 1987). In this sense, the emphasis in ESP is on the context which might require a specific language. As a result of the improvements in the field of educational science, different learners are in need of different expectations (Hutchinson & Waters, 1987). The language one needs in the area of aviation is different from someone who is interested in medicine, technology and science (Gilmour, 2017). ESP courses are designed according to needs analysis to disclose the real needs and expectations of learners (Robinson, 1991). The needs analysis is done to improve effectiveness by revising objectives and the course design accordingly (Basturkmen, 2010; Richards, 2001; West, 1994). Thus, learners can have the opportunity to learn the language that they need depending on their own disciplines (Nunan, 2004).

According to Hutchinson and Waters (1984), ESP is usually considered as the best example of language teaching in a communicative way, and they make it clear that what they mean by the word ‘communicative’ is the target competence and demands of the participants in that learning process. In their other study, they state that what shapes the content and the methods to be used in ESP teaching is the purpose of the learners and their motivation (Hutchinson & Waters, 1987). In this sense, ESP is different from general English (GE) in many ways. It is the approach which aims at meeting the expectations and interests of learners for their professions so as to learn more about the language that is needed for real communication (Bojovic, 2006). When students are not provided with inspiring content and a clear communication purpose, lessons turn into rather teacher-oriented and less communicative (Hutchinson & Waters, 1987).

English for Academic Purposes (EAP)

As a result of globalization, English as the medium of instruction in higher education is becoming more popular in academic contexts (Björkman, 2011). Peacock and Flowerdew (2001) defined EAP as teaching English in order to facilitate learning or doing research in that language. What is of utmost emphasis here is the specific communicative needs and practices of certain groups of learners in their distinct academic contexts (Hyland & Hamp-Lyons, 2002). According to Gillet (2011) EAP means the language and its relevant practices that the learners need to study or work in higher education through the medium of English. British Council and TEPAV (2015) define EAP as a teaching approach that is needed for academic studies such as writing something academic or listening to academic lectures. In this sense, EAP differs from EGP because it focuses on the academic side of higher education (McCarter & Jakes, 2009). EAP writers such as Blue (1988), Hutchison and Waters (1987) and Spack (1988) believe that the main focus of teaching English needs to be on students and the learning process instead of specific practices (Hyland, 2006). EAP approach includes various fields of academic language practice at different levels such as student interactions in undergraduate programs as well as academic practices such as thesis defenses (Hyland, 2006). EAP is goal oriented and cognitive skills such as critical thinking are essential in EAP (Alexander et al., 2008). Similarly, according to Dudley-Evans and St John (1998), the aim of EAP approach is practical and goal-oriented and therefore the content needs to be shaped according to the needs of the group in a specific discipline. In EAP, students have the opportunity to practice necessary skills that they need in their academic specific context and that is why it is vital to identify the real purpose of the learners to study English (Robinson, 1991). Similarly, according to Gillet (2011),

course designers and lecturers have the responsibility to figure out the academic needs of their students and guide them to be more successful in EAP.

English for General Academic Purposes (EGAP)

In EGAP approach, there is the tendency of isolation of the skills, language forms and study activities which are considered to be common in every discipline (Hyland, 2006). Dudley-Evans and St John (1998) give examples of EGAP activities such as listening to lectures, attending seminars, writing essays, etc. In the EGAP approach, some other activities such as questioning, giving prepared presentations and many other generic academic activities are also supported (Dudley-Evans & St John, 1998). According to some writers such as Spack (1988), the subject teachers should be the ones who teach subject-specific conventions, not the EAP teachers, because of the fact that EAP teachers do not have enough training, expertise as well as confidence to teach those subjects. In this sense, these writers think that EAP teachers are not qualified enough to teach in specific disciplines and as a result, they might mislead their students because they do not have the total control and confidence about subject-specific issues and different genres (Hyland, 2006). The other reason they think EGAP is considered important is that EAP is challenging especially for weaker students with limited proficiency in English as they seem to be unprepared to learn subject-specific language (Hyland, 2006). In other words, instead of teaching weaker students discipline-specific language, it might be better to teach them general English first so as to teach them the basic and necessary language (Hyland, 2006). According to Widdowson (1983), providing students with specific schemata is more limiting than the general aim of education. There are also some writers who are in the opinion that students who are taught subject-specific course content are not prepared for unexpected assignments, but they rather help students to

do assignments with some formulaic information that lack imagination (Hyland, 2006). In addition, some generic skills are common in all disciplines with little differences such as searching for information, taking notes and giving oral presentations (Jordan, 1997). Hutchison and Waters (1987) think that subject specific course content provides students with limited grammar and structures that are closely related to specific disciplines. Rather than this, students need to be taught general English with a common set of language structures and skills that are available almost all disciplines such as academic writing and making oral presentations so that students can transfer the relevant information across other contexts (Hyland, 2006).

English for Specific Academic Purposes (ESAP)

ESAP which is also called subject-specific approach (Jordan, 1997), focuses on the language that is required to a specific academic discipline (British Council, 2015; Hutchinson & Waters, 1987; Jordan, 1997). In ESAP approach, the differences among the skills, language forms and study activities are more obvious despite the possibility of making some sort of generalizations (Hyland, 2006). As a consequence, different learners from different disciplines or departments need subject-specific skills and ESAP provides learners to study relevant skills subject-wise.

As a result, unlike EGAP, each discipline requires specific teaching skills and language based on the specific requirements of that relevant discipline in ESAP (Hyland, 2006). On the other hand, Hyland (2006) emphasizes that although ESAP deals with specific practices and genres, this does not mean that learners will be merely passive learners. Students need to perform some other different complicated tasks more related with different disciplines so as to take elective courses, do group assignments and participate in a range of spoken and written genres (Hyland, 2006).

Therefore, the courses also need to be designed to meet these important skills with the help of the notion of specificity that brings the idea of diversity at tertiary education (Hyland, 2006).

The Importance of Speaking

Proficiency in speaking is regarded as something which most EFL and ESL learners need (Florez, 1999; Richards, 2008). Richards (2006) defines speaking as showing communicative competence by using language in a natural manner by engaging meaningful interaction and maintain communication. Speaking can be defined as the simplest way of communication among humans (Celce-Murcia, 2003). The focus in speaking is on maintaining oral communication (Celce-Murcia, 2001; Zaremba, 2006). Speaking is an interactive activity which is used to foster emotional intelligence (Bora, 2012) and social intercourse (Yule, 1989). In this sense, it can be stated that speaking supports interpersonal bonds as long as it is used properly during social interaction (Ounis, 2017). It is the skill to demonstrate the ability to say appropriate things depending on the context that requires appropriate language (Richards, 1990).

Another important feature of speaking is being transactional as stated by many researchers (Basturkmen, 2002; Nunan, 1991; Richards, 1990). The transactional side of speaking means situations when someone uses language mainly to communicate information (Richards, 1990). In other words, the interactional side of speaking focuses on the process of listening while the transactional side of speaking is about conveying a message (Thornbury & Slade, 2007). According to Kingen (2000), speaking has many functions such as descriptive, narrative, instructive, explanatory, etc. In addition, some researchers emphasize oral discourse which requires certain expressions and devices as well as repeating and rephrasing

(Hughes, 2002). There are also some other important characteristics of speaking such as pronunciation, stress, intonation and the use of idioms all of which can make speaking more effective when used appropriately (Brown, 1994). Similarly, Harmer (2007) claims that one can make his or her purpose or intention clear to the others by the use of intonation and stress such as showing interest or taking something seriously or not. The use of gestures are also the characteristics of speaking which are considered important (Harmer, 2007) as well as turn taking while speaking (Cornbleet & Carter, 2001; Harmer, 2007; Robinson et al., 2001). Speaking is accepted as one of the biggest challenges for students (Pinter, 2006). Proficiency in speaking also means being able to give a message not only verbally, but also non-verbally. According to Bailey and Savage (1994), speakers need to consider many features of speaking and that is why speaking can be regarded as the most difficult skill among all the four skills (Imaniah & Fitria, 2018).

Genre Analysis

Academic English can be made more specific with genre analysis. The word 'genre' goes back to the times of Aristotle meaning 'kind' or 'form' (Flowerdew, 2012). In Applied Linguistics and Educational Linguistics, though, the term 'genre' means various communicative events with specific contexts, structures and functions (Flowerdew, 2012). It can be considered as a communicative event that is used by a particular discourse community (Hyland, 2006). In this sense, it is a rather conceptualized term and academic lectures, news articles, or more recently, kinds of emails, tweets and instant messages can be given as examples of virtual genres (Flowerdew, 2012). One of the most important features of genres is their communicative purpose and according to Martin (1993), genre is a category explaining the link between the purpose and the language structure. This purpose can

be didactic, informative or persuasive, etc. (Flowerdew, 2012). The other important aspect of genres is their recurrent features. According to Flowerdew (2012), one builds up genre knowledge by being exposed to and practice genres repeatedly and thus create schemata as mental representations. Similarly, Hyland (2006) emphasizes that genres show how writers normally use language responses for recurring situations. Spoken and written genres are narratives, recounts, arguments and expositions (Hyland, 2006). Genres can be used to create other genres; for example, students can be asked to use their knowledge about procedure, to create other macro genres such as recipes as well as scientific lab reports (Hyland, 2006). Thus, teachers can make use of genres to introduce them more complicated genres gradually as in the example of using the knowledge of recipe to write a lab report or an instruction manual (Hyland, 2006). Some of the genres might be based on each other, some of them might be their alternatives; however, all of them represent a wide range of texts of a specific group in a specific context and that means teachers need to consider the current knowledge of students while integrating reading, speaking and writing activities in their lessons in a natural way (Hyland, 2006).

Genres with plenty of parameters are different from each other and that is what makes a simple recipe different from a successful political speech (Swales, 1990). The aim of academic genres is to develop one's understanding of a new language (Swales, 1990). Some examples of academic spoken genres can be given as lectures, seminars, tutorial sessions, peer feedback, student presentations, office hour sessions, dissertation defenses and admission interviews (Hyland, 2006).

Common Spoken Genres in EAP

There is a wide range of spoken genres in EAP from lectures to admission interviews or even office hours (Hyland, 2006). One of the most common spoken

genres in EAP is lectures as they can be considered as the central ritual of the culture in universities (Benson, 1994). Lecturing is one of the most common practices in tertiary education all around the world (Dunkel & Davy, 1989). A great deal of discourse study at tertiary level is carried out during lectures (Johns 1981; Richards, 1983). Understanding and internalizing the content provided in lectures seem to be the key to university success (Fortanet-Gomez & Bellés-Fortuño, 2005). The concept of lecture has been changing with new practices such as the increase in interaction of students during lectures. Students regard teachers now as facilitators or guides while teachers seem to encourage students to be more active in lessons than in the past, which also made the lessons more informal than before (Fortanet-Gomez & Bellés-Fortuño, 2005). According to Dudley-Evans and St John (1998), there are three styles of lecturing as reading style in which there is no range in intonation since it is as if the lecturer reads the lecture, the conversational style in which there is interaction with students and the lecturer uses his or her notes and lastly, the rhetorical style in which the lecturer makes jokes by using a wide range of intonation.

The other common academic spoken genre is oral presentations no matter what the discipline is (Campbell et al., 2001). The importance of oral presentations as in the form of public speaking is accepted all around the world (Harman, 2010). Oral presentation can be defined as a speech that has been planned and practiced before and the important aspect of it is that the speaker has not memorized the contents of the lecture or does not read from notes (Irvine, 2009). Oral presentations are challenging for students especially because they feel as if the teacher would only focus on their mistakes in English (Chaung, 2010). There are also some other reasons why students have difficulty presenting something orally. For example, some

students suffer from lack of vocabulary, grammatical problems or problems in pronunciation all of which cause them to feel insecure or anxious about oral presentations (Juhana, 2012).

Similar Studies

Speaking is regarded as one of the most important skills in learning all languages, especially while learning English; however, many students suffer from oral production in English (Manurung & Izar, 2019; Nijat et al., 2019). Many research studies have been conducted so far so as to investigate the factors that affect students' speaking performance in high schools and universities (İhsan, 2016; Juhana, 2012; Manurung & Izar, 2019). Students are required to demonstrate their speaking skills, but they sometimes cannot demonstrate effective communication skills because of the effect of their first language (Misbah et al., 2017). It can be claimed that students can learn another language more easily when the target language and the first language share similar cognates, meaning similar characteristics; otherwise, it becomes more difficult for students to improve (August et al., 2005). On the other hand, Manurung and Izar (2019) revealed in their study that their participants consisting of both students and instructors stated one of the main reasons why students have difficulty in speaking was because of their lack of vocabulary, which can be supported by many other studies (August et al., 2005; Khan et al., 2018; Misbah et al., 2017). It can be claimed that most students do not have sufficient vocabulary to speak, which makes them feel anxious and uncomfortable (Khan et al., 2018) Limited vocabulary knowledge causes undesirable results in speaking performance of students (Hamad, 2013).

Some researchers claim that there are also some psychological factors that affect students negatively when they are required to speak such as speaking anxiety,

being hesitant, shy, unconfident or demotivated (Araki & Raphael, 2018; Ehrman, 1995; Gebhard, 2017; Manurung & Izar, 2019; Rafada & Madini, 2017). According to Rafada and Madini (2017) there are three different categories of speaking anxiety of students as the ones resulting from the learning environment, the teachers and the idea of being tested. Students do not want to participate in discussion sessions because they are hesitant to make mistakes and do not have enough self-confidence and therefore they play the safe side by keeping silent since they do not want to feel intimidated by their peers and teacher (Ariyanti, 2016). Students feel anxious and do not want to speak as they are afraid of getting negative reactions from their peers (Ansari, 2015). Communicating with the teachers and speaking in front of the whole class make them feel anxious when they are required to make oral presentations, role-play, discuss or answer questions in lessons (Woodrow, 2006).

According to Huberty (2009), there is a negative correlation between student performance and anxiety level and a great deal of research on anxiety also claim that it has negative effects on student performance in the language learning process and their communicative competence (Heng et al., 2012; Wu & Lin, 2014). In addition, students feel competitive towards each other in class, which can also build up their speaking anxiety (Cutrone, 2009). In the classroom atmosphere, there is competition among each other since students try to find mistakes of each other to feel superior while the others feel disappointed and give up trying (Kayaoğlu & Sağlamel, 2013). In addition, Gregersen and Horwitz (2002) claim that being perfectionist also affects students' speaking performance negatively by causing them to feel more anxious.

In their study, having analyzed the narratives from the participants, who are the EAP students, Zand-Moghadam et al. (2018) concluded that students were not capable of communicating in their disciplines. Students stated that although some of

them believed that they had been quite proficient in EAP level, they still had difficulty in maintaining an effective communication (Zand-Moghadam et al., 2018). One's proficiency in English does not exactly mean that the same person is a successful speaker (Björkman, 2011).

Similarly, Ferris and Tagg (1996) examined that students have difficulty when they needed to make academic presentations or participate in group discussions. (Ferris & Tagg, 1996). According to Leong and Ahmadi (2017), students who have lower self-confidence and higher anxiety have hard times while speaking although they have some linguistic skills. Speaking is a hard process because students need to be able to use linguistic inputs and convey their thoughts simultaneously (Harmer, 2004). On the other hand, if the teachers provide their students with a friendly learning atmosphere, students can feel less anxious and more motivated to be more active in speaking activities as they will not be afraid of making mistakes while speaking (Leong & Ahmadi, 2017).

The other reason why students have difficulty in speaking can be because of their limited participation in lessons. Alharbi (2015) stated that when students are only passive listeners and do not have the opportunity to speak, they cannot improve themselves. It is important for students to participate in the activities in lessons in order to practice the language enough so that they improve their proficiency in that language (Rafada & Madini, 2017).

It can be claimed that students do not show sufficient performance because the curriculum is not designed in a way to encourage students to demonstrate their speaking skills at the tertiary level (Araki & Raphael, 2018). EAP teachers also believe that EAP courses need to emphasize teaching language skills and this needs to be done by creating a communicative atmosphere for students to practice speaking

and use communicative materials (Khany & Tarlani-Aliabadi, 2016; Mazdayasna & Tahririan, 2008; Zand-Moghadam et al., 2018).

In addition, in their study Araki and Raphael (2018) revealed that playing roles and brainstorming ideas with their peers by means of drama in which they are supposed to use imagination encouraged them to speak more freely. Similarly, Chang (2012) claimed that students are only provided with some superficial contexts and this really prevented the students from speaking and demotivated them. Students need to be provided with more meaningful contexts and that is what drama can achieve with its focus on communication and interaction (Winston, 2012). When the lesson content is not inspiring for students and when there is no clear communication purpose in activities done in class, lessons become less student-centered and less communicative (Hutchinson & Waters, 1987). One of the best ways to make lessons more communicative and student-centered can be to design the lessons based on a real needs analysis and agreement of the learners as well (Hutchinson & Waters, 1987). It can be beneficial to differentiate the needs and expectations of different groups of learners (Björkman, 2011). One of the reasons why EAP courses are not so effective with their methodology and materials can be resulted from the lack of such needs analysis (Afshar & Movassagh, 2016; Atai & Nazari, 2011).

EAP in Turkey

The findings of studies in Turkish context are quite similar to other studies that have been conducted in other parts of the world. There is a common view in Turkey that although students might be highly proficient in skills such as reading, writing and listening, they are not as proficient as their peers in different countries (Kara et al., 2017). Similarly, it was found out that when students were asked to make oral presentations and be active in group discussions, students tended to feel higher

anxiety (Öztürk & Gürbüz, 2014). According to Koçak (2010), since students were supposed to demonstrate their knowledge of vocabulary, grammar and syntax, lack of these could be also one of the reasons why students have difficulty in oral expression. Similarly, in the light of the data gathered from participants consisting of undergraduate students, English language instructors and content professors of 25 EMI universities in Turkey, Kahvecioğlu (2019) revealed that due to their lower proficiency in English, students are not willing to speak in lessons and they feel uncomfortable when they have to speak English. In his mixed methods research whose participants were both students and lecturers, Karakaş (2016) also revealed that students were negatively oriented to their speaking and this was because of the lack of practice in speaking and it was also because they tried to speak without making any grammar mistakes.

In their study, Öztürk and Çeçen (2007) link anxiety of language learning with the lack of self-esteem potentially arising from unsatisfactory level of English proficiency. According to Öztürk and Gürbüz (2014), most students consider speaking as an activity that causes them to feel anxious and there are many reasons why this is so such as difficulty in pronunciation, spontaneous questions, being afraid of making mistakes and getting negative evaluation. According to Ay (2010), the anxiety level of students gets even higher when they are expected to speak spontaneously without any preparation. Therefore, teachers need to persuade their students that making mistakes is a natural process to improve their speaking skills to help them deal with their anxiety (Öztürk & Gürbüz, 2014).

According to Dalkılıç (2001), there is a statistically significant relationship between anxiety level of students and their proficiency in speaking based on both quantitative and qualitative data. One of the most common reasons of students'

anxiety is speaking in class (Alptekin & Tatar, 2011). In this sense, it is essential for teachers to provide students with a learning environment where they guide students in terms of oral competence consisting of linguistic and communicative competence (Çağatay, 2015). Similarly, in their mixed methods research whose participants were engineering students and lecturers at a state university in Turkey, Turhan and Kırkgöz (2018) revealed that students should be encouraged to develop their communicative skills in speaking. In order to prepare students for real oral interaction, teachers need to create an environment where students have the opportunity to communicate with both native speakers and non-native speakers of English (Çağatay, 2015). It can be also stated that a friendly teacher in a positive learning atmosphere where students feel comfortable to speak can help students to lower their anxiety in speaking in class (Kayaoğlu & Sağlamel, 2013). In this sense, it is the lecturers' responsibility to create an effective and friendly learning environment where students are encouraged and motivated to speak (Turhan & Kırkgöz, 2018). What is more, teachers need to make sure that they give enough guidance and feedback about students' errors so as to prevent them from turning into fossilized errors (Cosgun & Hasırcı, 2017).

Based on the results of questionnaires and interviews, Akyel and Ozek (2010) observed that preparatory programs in universities did not give enough importance to develop students' speaking skills. Most students are not exposed to English enough to communicate in their daily lives, schools and homes (Kara et al., 2017). Some students also complain that they do not have enough opportunity to practice speaking and that is why they are not confident when they are required to speak (Koçak, 2010).

Uzum (2007) conducted a study in the preparatory schools of five Turkish universities that offer intensive English courses before students start studying in their departments. In the light of the data gathered from 219 participants, in his mixed method study, Uzum (2007) revealed that although students can easily access English movies, TV programs and music, they have limited access to books, journals and magazines because they are either too expensive or difficult to reach. As a result, students are exposed to English only in English courses in school. That is why they should be given more opportunities to meet native speakers of English in order to have first-hand observations, which will enable them to have a better opinion of the culture and the target language. In this regard, to increase the interaction and the exposure to the target language, students should be provided with different ways to meet people from target societies such as internet or exchange programs (Uzum, 2007).

Along with these, in their research, Turhan and Kırkgöz (2018) suggest that especially in preparatory school, language courses can be designed to help students improve their speaking skills (Turhan & Kırkgöz, 2018). Otherwise, as a result of lack of such a focus on speaking, students might have difficulty when they need to speak English especially in their first two years (Akyel & Ozek, 2010). In this regard, the current EMI policy in Turkey needs to be changed in such a way that students can be provided with necessary education in preparatory schools that is shaped according to the pre-requisites of EMI depending on how EMI is offered in specific departments (Turhan & Kırkgöz, 2018). Similarly, Cosgun and Hasırcı (2017) reveal in their study that it is crucial for universities to consider the nature of tasks and activities according to the needs of different departments so as to assist students' language proficiency more instead of focusing only on receptive skills.

Similarly, based on the data collected from 346 undergraduate students studying in different departments, 57 English language instructors teaching the preparatory classes and 35 professors teaching in various departments, Kılıç (2018) revealed in her study that students have difficulty in their departments because of the mismatch between the preparatory school and departments. That is to say, a change can be considered regarding the current tasks students are provided and the tasks can be planned more carefully based on students' departmental needs (Kılıç, 2018). On the other hand, the researcher pointed out in her study that because of the intensive and strict program of the preparatory school, students cannot be supported with more ESAP materials they might need in their departments (Kılıç, 2018).

Based on the data collected from ELT students and undergraduate students from other departments, Çağatay (2019) explored the differences between the two groups in terms of advantages and disadvantages of EMI. In her descriptive study, she demonstrated that students need to be supported with more guidance regarding their departmental studies according to their majors so as to develop their proficiency. She suggested that such a support can be best provided by a collaboration of content and language specialists (Çağatay, 2019). Çağatay (2019) also revealed in her study that EMI might have some negative effects on students' achievements as it might prevent students from internalizing the content because of the language barrier. Similarly, in her study, Kırkgöz (2014) revealed that students regard the use of the first language in courses as an advantage as they believe they are able to understand disciplinary concepts more easily and in a shorter period of time in Turkish and they think EMI as an obstacle to understand concepts and vocabulary. Along with these, Arkin (2013) showed in his study that a great number of participants believed that EMI prevents them from acquiring necessary

disciplinary knowledge and this affects their language proficiency negatively.

Therefore, in her descriptive study, Ekoç (2018) suggested making some changes in EMI courses and she asserted that universities should provide students with intensive EAP courses to help them deal with the language barrier (Ekoç, 2018). In order to help students overcome the language barrier, students should be exposed to more departmental terms with additional English courses and this can be possible by means of a training for both language instructors and content instructors collaboratively (Çağatay, 2019). Similarly, in her study, Ekoç (2018) emphasized the importance of in-service training for lecturers as they need to develop certain skills themselves first before they start teaching through EMI. Along with these, Başıbek et al. (2014) suggested in their study that the lecturers with limited teaching experience and proficiency in English teaching should be provided with linguistic, communicative and pedagogical support by taking some courses. Similarly, Kılıç (2018) revealed in her study that some teachers do not feel efficient and comfortable in terms of discipline-based teaching as they do not think they are proficient enough. By taking these courses should be designed by communication and education specialists so that the lecturers can develop necessary communication skills themselves (Başıbek et al., 2014). In addition, the researchers suggested to include a speaking component in students' portfolios, which will be more process and student-oriented (Akyel & Ozek, 2010).

It can also be claimed that students do not perform well in speaking because of some educational reasons. According to Kara et al. (2017), most of the lessons in Turkey are grammar-based although what students need and want is to focus on speaking. Similarly, Çetintaş (2010) states that one of the major issues in Turkey is that in most EFL classes there is a lack of oral emphasis whereas grammar teaching

is given too much importance and students do not have the chance to practice their speaking skills as a result. Consequently, students need to be encouraged to speak more and practice speaking without paying too much attention to structures and forms (Aktaş, 2005). In addition, lecturers need to decrease teacher talk and focus more on students' speaking skills so as to increase the mutual interaction and thus, students can be prevented from being just passive listeners (Turhan & Kırkgöz, 2018). In their mixed method study, İşpınar Akçayoğlu et al. (2019) investigated the relationship between Turkish university students' views on studying through EMI and their self-efficacy beliefs for English. They revealed in their study that giving the instructions only through the PowerPoint slides is regarded by students as an ineffective way of teaching as it does not encourage interaction and communication in classes (İşpınar Akçayoğlu et al., 2019).

In addition, the design of the lessons is considered very important because many researchers suggest implementing well-designed speaking activities based on students' needs and interests to make them more intriguing for students (Buyukyavuz & İnal, 2008; Kızıldağ, 2009). In this sense, it can be claimed that some class materials need to be modified and speaking components need to be added in lessons (Kızıldağ, 2009).

According to Kayaoğlu and Sağlamel (2013), competitiveness towards each other in the classroom environment creates extra pressure on students and this results in higher levels of anxiety while speaking in lessons. In this sense, it is important to create a better learning environment where students do not have to feel such pressure. The attitudes of the teacher are also effective in students' anxiety level as when teachers emphasize too much on grammar rules, students can feel more anxious or even a strict look or by the teacher can make students feel bad and

uncomfortable (Kayaoğlu & Sağlamel, 2013). In this sense, students are affected by how their teacher deal with students' mistakes as well.



CHAPTER 3: METHODOLOGY

Introduction

This chapter outlines the methodology of this study in terms of the setting, participants, the research design, materials and instruments, data collection and the data analysis procedures.

Research Design

This current mixed method study adopts an explanatory design because the quantitative and the qualitative data were collected respectively. The qualitative data was used to expand upon and refine the quantitative results (Fraenkel et al., 2011). The purpose of this research is to investigate whether the approach applied to the teaching of speaking in English at Turkish EMI universities meet the needs of students studying at departments/faculties. The study was conducted in 25 universities in Turkey that have adopted EMI to investigate the perceptions of the undergraduate students, the English language instructors, and the content professors. Therefore, this study asks the following main research question:

1. To what extent does the current approach applied to teach speaking in Turkish EMI universities meet the needs of students studying at departments/faculties where the language of instruction is fully English as perceived by students, language instructors and content professors?

In order to answer the main research question following sub-questions were asked:

- 1a. What speaking skills are taught at the English language preparatory programs as perceived by language instructors

- 1b. What speaking skills are needed for students studying at different departments/faculties as perceived by
 - i. students
 - ii. content professors?
- 1c. How well do the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by
 - i. students
 - ii. language instructors
 - iii. content professors?

Quantitative data was collected via surveys as they help researchers reach necessary data regarding the behaviors of the target population (Fowler, 2014). For the present study, quantitative data was analyzed first by using descriptive and inferential statistics. After analyzing the quantitative data, the qualitative data gathered via interviews was analyzed using content analysis to reach deeper understanding of the numerical findings.

Setting and Participants

This study was conducted in Turkish universities where the medium of instruction is fully or mostly English. There are 206 universities in Turkey consisting of 129 state universities and 77 foundation universities (Higher Education Council, 2020). Universities have been chosen as the context of this research because they are the appropriate setting to observe the growth in the use of English medium instruction through years (Başibek et al., 2014; Kırkgöz, 2005).

Many universities under the supervision of the Higher Education Council started to use EMI, which is also compatible with the goals of Turkey in order to

become a member of the European Union as well as to provide many advantages to students and the institutions (Başibek et al., 2014; Kırkgöz, 2009). In Turkey, there are 8 universities that totally use EMI and 17 universities that use EMI in most of their faculties (ÖSYM, 2018). In this sense, throughout this research, all these 25 universities are referred as EMI universities within the scope of this research. The main stakeholders of these 25 universities are the target population of this thesis since they are the ones who can provide rich information regarding the focus of this study by referring to their own experience in their universities.

Purposeful sampling was used to identify the universities where to conduct the study. As mentioned above, the main stakeholders of these universities that use EMI in Turkey were the target population of this research. These stakeholders whose data were collected from for this study were:

- i. undergraduate students
- ii. English language instructors
- iii. content professors of 25 EMI universities in Turkey

These groups were chosen as the participants of this research because of the fact that their perceptions could provide essential information about how EMI is adopted in Turkish context. Eight of the universities offer 100% English (EMI) and most of the courses are delivered in English in other 17 universities. All of the English language instructors, students and content professors who teach EMI classes were tried to be reached. However, because of the pandemic and the new online system in most of the universities, the response rate was lower than expected. The participants of the study were 102 tertiary students, 62 English language instructors and 31 content professors of those 25 universities. The whole picture that

summarizes the demographic information of the tertiary students who participated in the study can be found in Table 2.

Table 2

Demographic Information of Students

Variable	Category	<i>n</i>	%
Departments	Engineering	87	85.3
	Natural sciences	1	1.0
	Medical sciences	12	11.8
	Social and administrative sciences	1	1.0
	Other	1	1.0
	Total	102	100.0
Gender	Female	36	35.3
	Male	66	64.7
Studied preparatory program	Yes	34	33.3
	No	68	66.7

As it can be seen in the table, most of the participants were engineering students as 87 engineering students, constituting 85.3% of all students, took part in the study.

For the demographic information of English language instructors, Table 3 can be referred. Among 62 participants, the academic position of the two participants is assistant professor, one of the participants is an associate professor and 59 of the participants are instructors.

Table 3*Demographic Information of Language Instructors*

Variable	Category	<i>n</i>	%
Teaching experience	1-3 years	7	11.3
	4-6 years	19	30.6
	7-10 years	17	27.4
	More than 10 years	19	30.6
Gender	Female	44	71.0
	Male	18	29.0
University type	Public	13	21.0
	Foundation	49	79.0
Academic position	Instructor	59	95.2
	Assistant professor	2	3.2
	Associate professor	1	1.6

Lastly, 31 content professors took part in the questionnaire. For the demographic information of content professors, Table 4 can be referred. Majority (71%) of the content professors, were from engineering (32.3%) and medical sciences (38.7%) departments.

Table 4*Demographic Information of Content Professors*

Variable	Category	<i>n</i>	%
Departments	Engineering	10	32.3
	Natural sciences	1	3.2
	Medical sciences	12	38.7

Table 4 (cont'd)*Demographic Information of Content Professors*

Variable	Category	<i>n</i>	%
Departments	Education	4	12.9
	Other	4	12.9
	Total	31	100
Gender	Female	18	58.1
	Male	13	41.9
University type	Public	11	35.5
	Foundation	20	64.5

Pilot Study

Before the implementation of the questionnaires, in order to make the necessary changes, some sort of feedback was needed (Creswell, 2012). In this sense, the questionnaire of each participant group was piloted. The participants of the pilot study were 5 students, 5 language instructors and 2 content professors.

With the piloting of the questionnaire, the time that participants need to complete the questionnaires was calculated. It was found out that the participants needed 10 to 15 minutes to complete the questionnaires. Based on the feedback of participants of the pilot study, the researcher decided to keep the questions in the way they were since all of the participants gave positive feedback and stated they did not have any problems concerning any items in the questionnaires.

Method of Data Collection

The main stakeholders of the universities, who are the undergraduate students, instructors and content professors of EMI, were chosen as participants in

this research. In this sense, all the state and foundation universities were examined based on national Center of Assessment, Selection and Placement's (ÖSYM) 2020 university selection guidebook to reach the information of all the available undergraduate programs. The universities that have at most two faculties with T-EMI were also considered as EMI universities in this study since most of courses are offered in English in those universities. As a result, there are 25 universities out of 206 universities in Turkey fit into this description. The perceptions of the main stakeholders of these 25 EMI universities are suitable population to gather data about EAP speaking needs due to the fact that they experience EMI the most in Turkish context.

In order to collect data, an approval from Bilkent University Ethics Committee was taken to conduct the research. After getting the approval, a list including the names and email addresses of the deans were prepared based on the information on the official websites of 25 EMI universities. An email was sent to the deans whose emails were found on their official university websites. Those deans were also asked to forward the online survey to their content professors and undergraduate students in the university. In addition, an email was sent to the directors of Foreign Language Department and those directors were asked to forward the email to their language instructors. 102 students, 31 content professors and 62 language instructors completed the survey. Students, language instructors and content professors were also interviewed on a voluntary basis.

Questionnaires

The research questions are about students' EAP speaking needs. To answer the research questions, questionnaires were used at first. Questionnaires can provide a lot of useful information concerning the characteristics of the participants such as

age, sex, etc. as well as information about the details of the participant behavior of in terms of a specific action. Questionnaires can also give necessary information regarding personal opinions, beliefs and attitudes to be able to generalize based on the sample results (Aldridge & Levine, 2001). In this research, the questionnaires are used to collect data about the students' EAP speaking needs from three different points of views, namely graduate students, language instructors and the content professors. In this sense, questionnaires made it possible to gather data in a short time from three groups of participants.

The questionnaire adapted from British Council ELTRA report (Dippold et al., 2020) is one of the instruments used to collect data from students, language instructors and content professors. This questionnaire was chosen because it had a high Cronbach alpha of data which was .89 (Dippold et al., 2020). Additionally, it was one of the most comprehensive research on academic speaking needs of pre-sessional students in their disciplinary studies conducted so far referring to English as an academic lingua franca in EMI settings (Dippold et al., 2020).

The questionnaire is one of the instruments used to collect data from students, language instructors and content professors. Some adaptations were made in the first part of the questionnaire to provide demographic information about the participants as there were three different participant groups. The questions asking about the type and duration of pre-sessional course in the original questionnaire were removed because the current study aimed at investigating what speaking skills students are taught in preparatory programs in 25 English medium instruction (EMI) universities in Turkey rather than dealing with different pre-sessional course types and their duration. Students were asked whether they studied a preparatory program before they started studying in their department instead. The question asking whether

students were undergraduate or postgraduate students was also removed as the student participant group were all undergraduate students studying at different departments in EMI universities. For this reason, students were asked at which department they studied. Content professors were also asked which academic discipline they were teaching whereas language instructors were asked their academic position in their universities. To gather more demographic information from the three participant groups, some more questions were added to the questionnaires such as questions asking the gender, university type and the location of university.

For language instructors and content professors, another question asking about how long they have been teaching in an EMI context was added so as to see their experience in EMI context. In addition, both language instructors and content professors were asked if English is their first language or not in order not to differentiate the perspectives between the native speakers of English and the non-native speakers.

Three variations of the questionnaire for three participant groups were used as for undergraduate students (see Appendix A), language instructors (see Appendix B) and content professors (see Appendix C). They were designed to investigate the perceptions of the three groups about students' EAP speaking needs. The first part of the questionnaires consists of both a demographic part and 25 questions asking about students' speaking skills. There were also some questions such as under which circumstances, they switch from using English to their first language or whether they want to add any further comments. The content of questions can be seen in Table 5.

Table 5*Number of Questionnaire Items for Each Participant Group*

Participant Group	# of Demographic Information Questions	# Likert Scale Items	Open-ended Items
Undergraduate students	5	25	4
Language instructors	7	25	4
Content professors	6	25	4

The 25 questions in the questionnaire were 5-point Likert items including “Never”, “Rarely”, “Sometimes”, “Often”, and “Very often”. To measure the internal consistency of components, Cronbach’s alpha was checked.

The tool used in the study has high levels of internal reliability in general, as can be referred from Table 6 for each group of participants. In terms of in class speaking activities, student responses showed an alpha coefficient of .827 and content professors .837 indicating a fairly high level of range while the responses of language instructors showed an alpha coefficient of .537 which is again within a satisfactory range (Taber, 2017). In terms of out of class activities, Cronbach’s alpha was .728 for students and .876 for content professors which are at good range, and it was .688 for language instructors which is also acceptable (Taber, 2017). For the delivery skills construct, the alpha coefficient was .765 for students, .808 for language instructors and .702 for content professors, all of which again are a good range (Taber, 2017). As for language skills, Cronbach’s alpha was .772 for students, .718 for language instructors with a good range and 0.652 for content professors within an acceptable range (Taber, 2017). In terms of organizing skills, again the

Cronbach's alpha of data was at good range, which was .770 for students, .859 for language instructors and .821 for content professors (Taber, 2017). Lastly, in terms of social skills, the alpha coefficient of the student responses was .748 and content professors was .782 indicating a good range and it was .660 for language instructors within an acceptable range (Taber, 2017).

Table 6

Cronbach's Alpha Coefficients of the Questionnaire

Construct	Student	Instructor	Content Professor
In-class speaking activities	.827	.537	.837
Out of class activities	.728	.688	.876
Delivery skills	.765	.808	.702
Language skills	.772	.718	.652
Organizing skills	.770	.859	.821
Social skills	.748	.660	.782

Semi-Structured Interviews

To reach a deeper understanding of students' speaking needs, semi-structured interviews were carried out with students (see Appendix D) language instructors (see Appendix E) and content professors (see Appendix F). Wording in semi-structured interviews is very important as it affects the perception and the attitude of the participant toward the questions asked (Kasap, 2017; Kvale & Brinkmann, 2009; Lune & Berg, 2017). In order to answer research question 1c, semi-structured interview questions were prepared for each participant group and feedback by another researcher was also provided. Before conducting the main study, piloting of the interview questions was carried out to identify possible confusing parts for the

participants. Based on the feedback, students were asked five questions while language instructors and content professors were asked four questions in the interview. Each interview lasted 15 minutes approximately for each participant. Interviews were conducted in English. Since there was a demographic part in the questionnaires, this section was not included in the interviews. Participants were informed and with their consent the interviews were recorded for future transcription purposes.

Method of Data Analysis

After the collection of the data obtained via questionnaires and interviews, Statistical Package for Social Sciences (SPSS 24.0) was used to analyze the quantitative data of the study. After the data were collected, they were first cleared and sorted. All the data were merged, and the participants were given their grouping variable to analyze the data more easily. In order to create one construct that seeks to test the same item, composite scores were formed for each construct. The items of the questionnaire were measured on a five-point Likert scale. In the questionnaire, *1* means *never* and *5* stands for *very often*. It was shown that the data were appropriate to carry out a parametric test because the data were normally distributed. Research question 1a was:

What speaking skills are taught at the English language preparatory programs as perceived by language instructors?

To answer this research question, Descriptive Statistics was used to investigate to what extent the current approach that is applied to teach speaking in Turkish EMI universities meet the needs of students studying at different departments or faculties. For this reason, the responses of language instructors were analyzed to see what in-class speaking activities are used by the language instructors

in different universities.

Research question 1b was:

What speaking skills are needed for students studying at different departments/faculties as perceived by

- i. students
- ii. content professors?

To answer research question 1b, Independent samples *t*-test was used to analyze the quantitative data gathered through student and content professor questionnaires. In this sense, the perceptions of students and content professors were compared in terms of what speaking skills are needed for students studying at different departments or faculties where the medium of instruction is English.

Research question 1c was:

How well the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by

- i. students
- ii. language instructors
- iii. content professors?

In order to answer research question 1c, interviews with three participant groups were carried out to see how well the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by students, language instructors and content professors. The qualitative data were gathered through semi-structured interview questions. After the implementation of the questionnaires, the researcher sent an e-mail to each participant who would like to volunteer for interviews. A folder for each

participant of each group was created including the video recording of the interview, which was transcribed later through Google Speech-to-Text. By means of Google Speech-to-Text, the video recordings were converted into texts to make the analysis easier. This process took some time as it was sometimes difficult to transcribe the exact words of the participants because of some incomprehensible or inaudible parts. When the transcriptions were completed, they were checked once more by the researcher. The researcher also added some extra information depending on the nature of the interview if needed such as the emotions of the participants or long pauses. etc. (Creswell, 2012). Deductive content analysis was used and for the content analysis of the data obtained from the interviews, qualitative codes that were descriptive or interpretive were created and thus priori (selective) coding was used (Fraenkel et al., 2012). To ensure reliability and credibility, peer check was done by a language instructor who is a native speaker of English. About 25 percent of the coding was also carried out by a qualified researcher in order to be more objective during the analysis of the qualitative data and there was around 95 percent agreement. The codes in the priori list and what they stand for can be found in Table 7 below.

Table 7

Priori List Codes

Code	Stand for
ACSS	Academic speaking skills
SSP	Speaking skills taught at the Preparatory Program
IN-S	In-class speaking activities
SD	Students' difficulties

Furthermore, parent and sub-parent codes were derived from the conceptual framework of the study (Mercer et al., 2017). While reading the transcriptions and watching video recordings in detail, the exact quotations were also added to the list (Maxwell, 2013). Parent and sub-parent categories derived from the conceptual framework can be seen in Table 8 below.

Table 8

Parent and Sub-Parent Codes Emerged from the Conceptual Framework

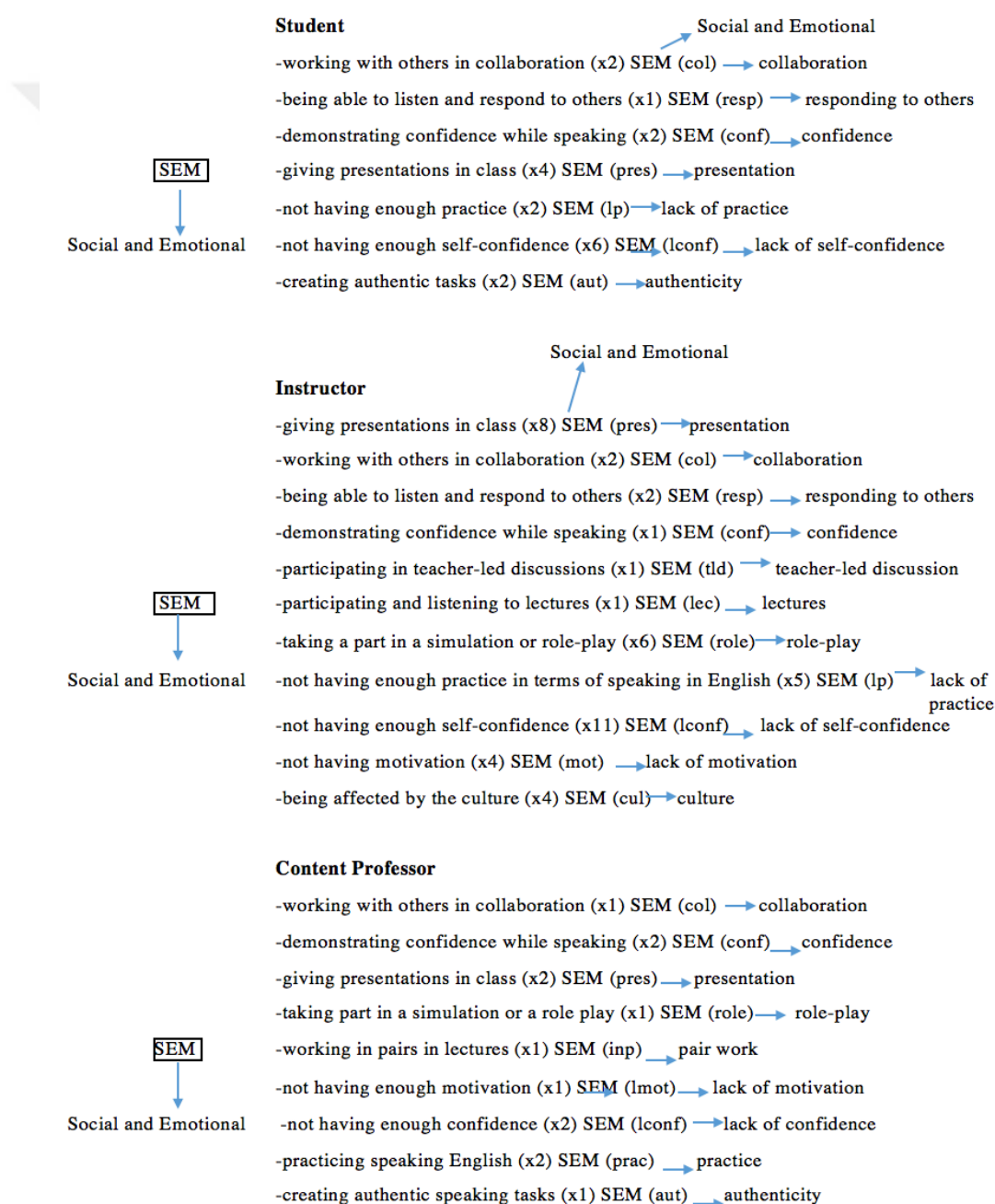
Parent Category	Sub- Parent Category	Code	Stands for
ACSS	PHY	vol	Using the proper volume of voice
ACSS	PHY	bod	Using proper body language
ACSS	LING	voc	Using correct vocabulary
ACSS	LING	gra	Using correct grammar
ACSS	COG	ask	Asking relevant questions
ACSS	COG	org	Being able to generate one's own ideas
ACSS	SEM	col	Working with others in collaboration
IN-S	COG	ask	Asking relevant questions
IN-S	SEM	resp	Listening and responding to others
SD	LING	lv	Limited range of vocabulary
SD	SEM	lp	Not having enough practice in speaking
SD	SEM	conf	Having enough self-confidence

Note. ACSS=Academic speaking skills, IN-S=In-class speaking activities, SD=Student difficulties, PHY=Physical, LING=Linguistic, COG=Cognitive, SEM=Social and emotional

It can be also seen how the transcriptions of the interviews were analyzed in Figure 2 below. The given number in parenthesis indicate the frequency of the codes in gathered data in each group of participants. From the transcriptions, the codes related with the main themes that emerged from different participant groups were listed below.

Figure 2

Sample Analysis of Open-Ended Data



After collecting quantitative data through questionnaires, the participants who volunteered for an interview were contacted. The interviews from each group of participants were video recorded and then the researcher watched the recordings and took detailed notes for tentative information so as to form codes and thus some new codes emerged and added in addition to the ones already derived from the theoretical framework and the questionnaire (Maxwell, 2013). For example, the code *vol* refers to *using the proper volume of voice* under *delivery skills*. Table 9 can be referred to see the emerged codes.

Table 9

New Codes Emerged

Parent Category	Sub-Parent Category	Sub-Sub Parent Category	Code	Stands for
ACSS	PHY	DEL	vol	Using the proper volume of voice
ACSS	PHY	DEL	bod	Using proper body language
ACSS	PHY	DEL	flu	Being fluent in speaking
ACSS	LING	LS	voc	Using correct vocabulary
ACSS	LING	LS	pron	Pronouncing words correctly
ACSS	LING	LS	acc	Using correct grammar
ACSS	LING	ORG	torg	Organizing the talk effectively
ACSS	COG	ORG	own	Being able to generate his/her own ideas

Note. ACSS=Academic speaking skills, IN-S=In-class speaking activities, SD=Student difficulties, PHY=Physical, LING=Linguistic, COG=Cognitive, SEM=Social and emotional, DEL=Delivery skills, LS=Language skills, INT=Intensity, INTR=Interaction

Table 9 (cont'd)*New Codes Emerged*

Parent Category	Sub- Parent Category	Sub-Sub Parent Category	Code	Stands for
ACSS	COG	ORG	ask	Asking relevant questions
ACSS	COG	ORG	sup	Being able to support ideas and arguments
ACSS	SEM	INTR	col	Working with others in collaboration
ACSS	SEM	INTR	resp	Being able to listen and respond to others
ACSS	SEM	INTR	conf	Demonstrating confidence while speaking
IN-S	SEM	INTR	pres	Giving presentations in class
IN-S	SEM	INTR	role	Taking a part in a simulation or a role play
IN-S	SEM	INTR	inp	Working in pairs during lectures and seminars
IN-S	SEM	INTR	Ing	Working in groups during lectures and seminars
SSP	SEM	INTR	tt	Using turn-taking skills in speaking activities
SSP	SEM	INTR	rol	Taking part in role-plays
SSP	PHY	DEL	bod	Using proper body language
SSP	PHY	DEL	pron	pronouncing words correctly
SSP	PHY	DEL	flu	Being fluent in speaking
SSP	LING	LS	acc	Using correct grammar structures
SSP	LING	LS	rang	Using a wide range of vocabulary

Note. ACSS=Academic speaking skills, IN-S=In-class speaking activities,
SD=Student difficulties, PHY=Physical, LING=Linguistic, COG=Cognitive,
SEM=Social and emotional, DEL=Delivery skills, LS=Language skills,
INT=Intensity, INTR=Interaction

Table 9 (cont'd)*New Codes Emerged*

Parent Category	Sub-Parent Category	Sub-Sub Parent Category	Code	Stands for
SD	PHY	DEL	pron	Having difficulty in pronouncing words
SD	LING	LS	org	Organizing the talk effectively
SD	PHY	DEL	flu	Not being fluent while speaking
SD	LING	LS	acc	Using correct grammar
SD	LING	LS	lv	Having a limited range of vocabulary
SD	SEM	INT	lp	Not having enough practice in terms of speaking in English
SD	SEM	INTR	Lconf	Lack of self-confidence
SD	SEM	INTR	mot	Lack of motivation
SUG	SEM	INT	prac	Practising speaking English
SUG	SEM	INT	cx	Teaching speaking skills in a more context-wise manner

Note. ACSS=Academic speaking skills, IN-S=In-class speaking activities,
SD=Student difficulties, PHY=Physical, LING=Linguistic, COG=Cognitive,
SEM=Social and emotional, DEL=Delivery skills, LS=Language skills,
INT=Intensity, INTR=Interaction

Figure 3 can be referred as interview analysis sample below.

Figure 3*Interview Analysis Sample*

We believe you know students should be as fluent as possible by not just focusing on

PHY-flu

grammar and language, because you know, in speaking communication is the medium. Using

LING-acc

grammar structures correctly is, of course an academic speaking skill, but I think when

LING-acc

ACSS

students pay too much attention on accuracy, they can't be fluent or natural.

LING-acc

PHY-flu

Because the interview questions were in parallel with the conceptual framework, a great deal of data were already in line with the categories in the framework. However, because of the fact that there were some more perceptions, new codes were added or created (Patton, 1987). After the recordings were transcribed, those new parent categories and sub-parent categories created. Appendix G can be referred to the main, sub and sub-sub categories and codes emerged. Depending on the necessity, some sub-sub parent categories were also added into the priori list. Lastly, exact quotation of each participant related to each category was added. Figure 4 is a sample analysis of interviews.

Figure 4*Sample Analysis of the Interviews*

Participant group	Participant code	Sub-Parent category (e.g., Social and Emotional)			Emerging Category
Language Instructor	T1	SUG	SEM	Prac	Students make mistakes because they don't practice enough. They need to practice speaking to improve their speaking skills.
Language Instructor	T1	SUG	SEM	Cx	We mostly fail to create a context, but I believe there should be a real life context for students.
Language Instructor	T1	SUG	SEM	Aut	Speaking tasks should be authentic. Otherwise, students find them meaningless.
Parent Category (e.g., Suggestion)					

More categories and sub categories emerged as the researcher analyzed the data and those were also added to the priori coding list (Appendix G). Sample Coding categories can be seen in Table 10 in more detail with the codes and what they stand for.

Table 10*Sample Coding Categories*

Parent Category	Sub-Parent Category	Code	Stands for
SUG	SEM	Prac	Practicing speaking English more
SUG	SEM	Cx	Teaching speaking skills in a more context-wise manner

Note. SUG=Suggestion, SEM=Social and Emotional

Depending on the need, to do further analysis and reach more reliable conclusions, the researcher went over the data once more and added another category which is called *sub-sub parent category* so as to be able to refer to the interview questions. To illustrate, the researcher added another *sub-sub parent category* as *intensity* to refer to do the activities, tasks etc., more than available such as practicing speaking more or creating more authentic tasks. In Table 11, sample second-level coding categories can be found.

Table 11

A Sample Second-Level Coding

Parent Category	Sub- Parent Category	Sub-Sub Parent Category	Code	Stands for
SUG	SEM	INT	Prac	Practicing speaking English more
SUG	SEM	INT	Cx	Teaching English in a more context- wise manner
SUG	SEM	INT	Aut	Creating more authentic tasks
SD	SEM	INT	Ltim	Having limited time because of the curriculum
SD	SEM	INT	Lconf	Lack of self-confidence
SD	SEM	INT	Lmot	Lack of motivation
SD	SEM	INT	Lp	Not having practice in terms of speaking

Note. SUG=Suggestion, SEM=Social and Emotional, SD=Student Difficulty,

INT=Intensity

Conclusion

The research design was explained in this chapter. The study was conducted in 25 EMI universities in Turkey after getting official permission from Bilkent University and the deans of the other 25 EMI universities. For this study, both quantitative and qualitative data was collected. For the quantitative data, SPSS 24.0 was used to analyze the responses given by 102 students, 62 language instructors and 31 content professors in order to find the means of their responses. For the qualitative part of the study, priori coding was used in order to analyze the transcriptions of the video recordings of the interviews that were carried out with 8 students, 12 language instructors and 3 content professors. In the following chapter, findings of the study will be explained.

CHAPTER 4: RESULTS

Introduction

The purpose of the study was to investigate the academic speaking needs of undergraduate students in their university programs, where the medium of instruction is fully or partially English. In this respect, the current study addressed the following main research question.

1. To what extent does the current approach applied to teach speaking in Turkish EMI universities meet the needs of students studying at departments/faculties where the language of instruction is fully English as perceived by students, language instructors and content professors?

In order to answer the main research question following sub-questions were asked:

- 1a. What speaking skills are taught at the English language preparatory programs as perceived by language instructors?
- 1b. What speaking skills are needed for students studying at different departments/faculties as perceived by
 - i. students
 - ii. content professors?
- 1c. How well do the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by
 - i. student
 - ii. language instructors
 - iii. content professors?

In this chapter, the results will be presented in reference to the research questions. Detailed analyses of the quantitative data gathered through the online questionnaires will be presented. Secondly, the qualitative data obtained through online interviews will be covered. The participants of the current study were 102 undergraduate students, 62 English language instructors and 31 content professors from different universities.

Findings of Questionnaires

Research Question 1a: What speaking skills are taught at the English language preparatory programs as perceived by language instructors?

The language instructors who teach in a preparatory program were asked to identify what speaking skills are taught in the preparatory program in their universities. In Table 12, the mean and the standard deviation of each speaking activity that is taught at the English language preparatory programs are compared.

Table 12

In-class Speaking Activities

Construct	<i>N</i>	<i>M</i>	<i>SD</i>
Teacher led discussions	62	3.90	0.76
Lecturing	62	3.11	1.04
Student presentations	62	3.00	1.02
Simulations/Role play	62	3.05	1.19
Pair work during lectures and seminars	62	4.32	0.74
Group work during lectures and seminars	62	4.21	0.77
Question-Answer sessions	62	4.03	0.95

As Table 12 suggests, language instructors report that they use pair work during their lectures or seminars more than the others with the highest mean 4.32 as they state they often use pair work in their lessons. The other activity they often use in their lessons is group work during lectures and seminars with a mean of 4.21. Question-answer sessions are the other in class activities the language instructors often use in their lessons with a mean of 4.03. The last in-class activity they often use is teacher-led discussions with a mean of 3.90. The instructors sometimes use lecturing, student presentations, simulations in their lessons with lower means. However, high standard deviations of lecturing, student presentations and role-plays indicate that there is disagreement about these in-class activities among instructors. Table 13 can be referred to see the frequency of in-class speaking activities that were reported by the language instructors.

Table 13

Frequency of In-class Speaking Activities

Constructs	Never		Rarely		Sometimes		Often		Very Often	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Teacher led discussions	0	0	2	3.2	15	24.2	32	51.6	13	21.0
Lecturing	5	8.1	10	16.1	25	40.3	17	27.4	5	8.1
Student presentations	4	6.5	15	24.2	25	40.3	13	21.0	5	8.1
Simulations /Role play	6	9.7	17	27.4	14	22.6	18	29.0	1	11.3
Pair work	0	0	1	1.6	7	11.3	25	40.3	29	46.8
Group work	0	0	2	3.2	7	11.3	29	46.8	24	38.7
QA sessions	0	0	6	9.7	9	14.5	24	38.7	23	37.1

As it can be referred from Table 13, language instructors use pair work more than the other in-class speaking activities with 87.1% of the instructors reporting that

they use these activities either often or very often in their classes. The other in-class speaking activity that is used by 85.5% of the language instructors often or very often in their lessons is group work. Question-answer sessions are also important for the language instructors as 75.8% of them often very often use question-answer sessions in their lessons. In addition, 75.6% of the instructors also use teacher-led discussions often or very often in their lessons. Simulations/Role-plays are often or very often used as well by 40.3% of the instructors. Lecturing is used by 35.5% of the instructors often or very often in their lessons. Lastly, only 29.1% of the instructors use student presentations often or very often in their lessons.

Research Question 1b: What speaking skills are needed for students studying at different departments/faculties as perceived by students and content professors?

Student and content professor responses were analyzed to answer research question 1b, which was what speaking skills are needed for students studying at different departments/faculties as perceived by students and content professors. This part consists of a descriptive analysis of the questionnaire items with a focus on each in-class speaking activity. In this sense, to continue with the descriptive statistics, the means and standard deviations were calculated for each construct. The scores of student and content professor questionnaire constructs that consist of mean (M) and standard deviation (SD) of the constructs can be referred in Table 14. As it was mentioned earlier in Chapter 3, the questionnaire items were measured on a five-point Likert scale. Scale 1 means *never* while scale 5 stands for *very often*.

Table 14

Scores of the Student and Content Professor Questionnaire Constructs

Construct	Group	<i>M</i>	<i>SD</i>
In class speaking activities	Students	3.41	0.81

Table 14 (cont'd)*Scores of the Student and Content Professor Questionnaire Constructs*

Construct	Group	<i>M</i>	<i>SD</i>
In class speaking activities	Content professors	3.53	0.80
Out of class activities	Students	2.48	0.96
	Content professors	2.79	1.23
Delivery skills	Students	3.82	0.92
	Content professors	3.90	0.89
Language skills	Students	3.86	0.77
	Content professors	3.91	0.59
Organizing skills	Students	4.22	0.55
	Content professors	4.23	0.61
Social skills	Students	4.25	0.76
	Content professors	4.39	0.58

As it can be referred from Table 14, the means of content professors were higher than students in each in-class speaking activity. That is to say, content professors reported that they used each in-class speaking activity more than students thought. *Social skills* have the highest mean among the others. The students showed the highest mean ($M=4.25$) among all constructs, and this was also the case in content professors ($M=4.39$). Moreover, it can be seen that there was a low variance among participants as the standard deviations were lower than 1. That is, the scores of the participants were similar to each other (Field, 2018). Therefore, lower standard deviations in both students ($SD=0.76$) and content professors ($SD=0.58$) indicated

that participants in each group mostly agree with each other and they believe that students need social skills to study at an EMI university.

As for the *organizing skills*, high means in both groups show that both students and content professors believe that *organizing skills* are needed to study at an EMI university. The mean of content professors ($M = 4.23$) is similar to students ($M = 4.22$) and the standard deviations of students ($SD = 0.55$) and content professors ($SD = 0.61$) lower than 1 show that there is agreement among the participants.

On the other hand, both students and content professors agree that *delivery skills* and *language skills* are needed to study at an EMI university as their mean scores for related items were 3.82 and 3.90 respectively. It can be observed that the means and standard deviations are very close to each other. In students, the mean of *delivery skills* is quite high ($M = 3.82$) with a standard deviation lower than 1 ($SD = 0.92$) while content professors have even a higher mean ($M_2 = 3.90$) and a lower standard deviation ($SD = 0.89$). As for the *language skills* again the mean of students ($M_2 = 3.86$) is similar to the mean of content professors ($M = 3.91$). Similarly, the standard deviation of students ($SD = 0.77$) was also lower than 1 like the standard deviation of content professors ($SD = 0.77$) when they were compared to both *in-class* and *out of class speaking activities*.

As for *out of class activities*, it can be seen that the number of the participants showed a relatively lower mean towards *out of class activities* compared to other constructs ($M = 2.48$) and a higher standard deviation ($SD = 0.96$). Likewise, the content professors had the lowest mean ($M = 2.79$) in *out of class activities* when it is compared to other constructs with the highest standard deviation ($SD = 1.23$) among all constructs. In other words, some students and content professors believe that out of class activities are needed for students at an EMI context. A relatively higher

standard deviation also showed that there was also disagreement among the content professors.

As for the *organizing skills*, it can be concluded that both students and content professors had a more positive high frequency because it can be seen that there are much higher means and lower standard deviations in both groups. The mean of students ($M = 4.22$) is again very similar to the mean of content professors ($M = 4.23$). In addition, there was agreement among participants in both groups as both the standard deviation of students ($SD = 0.55$) and content professors ($SD = 0.61$) were lower than 1.

When it comes to *in class speaking activities*, student responses had a high mean ($M = 3.41$) and a standard deviation that was lower than 1 ($SD = 0.81$). This means that the frequencies are high among the participants in terms of the use of *in class speaking activities* and the standard deviation indicated a low variance which meant that the scores of the participants were demonstrated in a similar pattern (Field, 2018). On the other hand, it can be seen that content professor responses had even higher mean ($M = 3.53$) and a lower standard deviation ($SD = 0.80$). This means that there was a high frequency in terms of the use of *in class speaking activities* and the standard deviation indicated a low variance among content professors since the scores of the participants were similar to each other (Field, 2018).

To be able to see if there is a statistically significant difference between the students' and content professors' perceptions regarding the student speaking skills needed to study in an EMI context, independent samples *t*-test was conducted for each in-class speaking activity to compare both student and content professor responses in the questionnaires. The results of the independent samples *t*-test can be seen in Table 15.

Table 15*In-class Speaking Activities*

Construct	Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Teacher-led discussion	Students	3.63	1.12	131	-1.215	.227
	Content	3.90	1.04			
	Professors					
Lecturing	Students	4.46	0.86	131	-1.094	.276
	Content	4.65	0.66			
	Professors					
Student presentation	Students	3.26	1.25	131	0.027	.979
	Content	3.26	1.03			
	Professors					
Simulations/Role-play	Students	2.61	1.28	131	0.591	.556
	Content	2.45	1.31			
	Professors					
Pair work	Students	3.21	1.13	131	0.447	.655
	Content	3.10	1.35			
	Professors					
Group work	Students	3.33	1.23	131	0.292	.771
	Content	3.26	1.35			
	Professors					
Question-Answer session	Students	3.41	1.19	131	-2.854	.005
	Content	4.10	1.07			
	Professors					

Independent samples *t*-test was conducted to compare the scores of students and content professors in *in-class speaking activities*. As it can be seen in Table 15, the only significant decision we can see is for question-answer sessions as all the *p* value for all the others are above .05. With a mean difference of .31, students' mean of *question-answer session* ($M=3.41$) in *in-class speaking activities* was found to be much lower than content professors ($M= 4.10$). The standard deviation of students ($SD= 1.19$) and content professors ($SD= 1.07$) were not very different from each other. In this sense, independent samples *t*-test results showed that there was a significant difference between the scores of question-answer sessions of students ($M=3.41$, $SD=1.19$) and content professors ($M= 4.10$, $SD=1.07$) conditions; $t(131) = -2.85$, $p=0.005$. The results suggest that content professors often use question-answer sessions in their lessons and believe in their benefits more than students.

Findings of the Interviews

Research Question 1c: How well do the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by students, language instructors and content professors?

To answer the research question 1c, which is how well the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by students, language instructors and content professors, semi-structured interviews were conducted with students, language instructors and content professors. Based on the data coming from the semi-structured interviews, the main themes (*academic speaking skills, speaking skills taught in Preparatory Program, in class speaking activities, student difficulty and suggestion*) are shown in the table with their sub-themes (*physical, linguistic,*

cognitive, social and emotional). In addition, the themes and phrases that refer to those sub themes were given under the sub-sub themes (*delivery, language skills, organization, interaction, intensity*). Data that came from three different groups of participants were presented by referring to each of these themes. The similarities and differences among the perceptions of participants in terms of academic speaking needs of undergraduate students were also presented.

Perceptions on Academic Speaking Skills

A table was prepared by adding the sub-sub themes under each relevant theme. The number and the percentages of participants that respond similarly from each group were also given in the table. Table 16 shows the perceived academic speaking skills referring to relevant sub and sub-sub themes in detail below. The table also presents the numbers of the responses along with the percentages.

Table 16

Most Frequent Themes Referring to Academic Speaking Skills

Sub theme	Sub-Sub Theme	S N=8	Tot %	I N=12	Tot %	P N=3	Tot %	Tot N=23	Tot %
LING	Using correct vocabulary	4	50.0	5	41.6	1	33.3	10	43.4
	Knowing specific jargon	5	62.5	0	0	3	100	8	34.7
	Pronouncing words correctly	3	37.5	4	33.3	1	33.3	8	34.7
	Using correct grammar	4	50.0	6	50.0	1	33.3	11	47.8
	Using a wide range of vocabulary	5	62.5	7	58.13	2	66.6	14	60.8
	Using proper body language	2	25.0	2	16.6	1	33.3	5	21.7
	Being fluent in speaking	5	62.5	3	25.0	2	66.6	10	43.4

Note. S=Students, I=Instructors, P=Professors, Tot=Total, LING=Linguistic Skills,

PHY=Physical, COG=Cognitive, SEM=Social and Emotional

Table 16 (cont'd)*Most Frequent Themes Referring to Academic Speaking Skills*

Sub theme	Sub-Sub Theme	S N=8	Tot %	I N=12	Tot %	P N=3	Tot %	Tot N=23	Tot %
COG	Organizing the talk effectively	3	37.5	5	41.6	1	33.3	15	65.2
	Being able to generate his/her own ideas	2	25.0	4	33.3	2	66.6	8	34.7
	Giving references to other people's ideas	2	25.0	2	16.6	1	33.3	5	21.7
	Asking relevant questions	4	50.0	5	41.6	3	100	12	52.1
	Being able to support ideas and arguments	1	12.5	3	25.0	1	33.3	5	21.7
SEM	Working with others in collaboration	4	50.0	7	58.3	0	0	11	47.8
	Being able to listen and respond to others	2	25.0	7	58.3	2	66.6	11	47.8
	Demonstrating confidence while speaking	5	62.5	9	75.0	2	66.6	16	69.5
	Giving presentations	4	50.0	5	41.6	2	33.3	11	47.8

Note. S=Students, I=Instructors, P=Professors, Tot=Total, LING=Linguistic Skills,

PHY=Physical, COG=Cognitive, SEM=Social and Emotional

Perceptions of Students. In terms of academic speaking skills, *knowing specific jargon/terminology* and *using a wide range of vocabulary under linguistic skills* were found to be the most two frequent themes that emerged from student responses. More than half of the students stated that *knowing specific jargon/terminology* is another important academic skill. Five of the students believed that being able to use relevant jargon depending on the department or faculty makes

a difference in their speaking. They said that knowing the exact terminology is crucial to enable them to demonstrate that they are knowledgeable about the issue.

The other student (S5) gave an example from her department. She stated:

As an engineering student, I tried to learn more engineering terminology to be successful in my department, like when I was trying to learn about the coding process. For example, when I was trying to learn about the coding process, we need to explain our code and why we choose this approach of solution.

Therefore, I believe that students need to know a lot of terminology and specific phrases related with their department if they want to be successful.

The other most frequent theme under *linguistic skills* was *using a wide range of vocabulary* as another academic skill. Similarly, more than half of the students stated the importance of the vocabulary knowledge as a crucial speaking skill. One of the participants (S5) stated that using the same simple words all the time is a problem while speaking and that was what she faced especially during her first year at university. She said students definitely need to have a wider range of vocabulary as an indication of a good academic speaking skill. Another participant (S1) said because she had relatively wider range of vocabulary, she could express her ideas more healthily compared to others and that was possible as she had read books and searched information from different sources more than her friends.

Half of the students stated that *using correct vocabulary* under *linguistic skills* is an important academic skill they need to work on as they make some vocabulary mistakes while speaking rather than writing. Two of the participants stated that the vocabulary choice is important while speaking. One of the participants expressed the importance of register or how to speak formally when necessary.

Another one said (S4):

Even one word might be important as if you do not know a word, you need to describe it by using lots of words. This makes your job much more difficult. I experienced this in the past. I was asking a question to my teacher in class, and I could not remember the exact word that I needed. I tried really hard, but I did not remember. I felt embarrassed, but fortunately, my teacher could understand my question and answered it.

Yet another student (S5) stated that they have many debates in classes where they are supposed to demonstrate their speaking skills. She said the vocabulary choice is important in those debates to be persuasive and successful.

The other important academic speaking skill under *linguistic skills* is *pronouncing the words correctly* as three of the students emphasized the importance of correct pronunciation while speaking. One of the students (S1) stated that although they do not have separate pronunciation lessons, they still need to demonstrate their pronunciation skills as their teacher expects them to pronounce most of the words correctly. The other one (S7) added that in his first year, his pronunciation was not that good, and he felt uncomfortable while speaking, but he said he is now satisfied with his pronunciation and this affects his speaking performance quite positively.

Using correct grammar is another academic skill under *linguistic skills* that are mentioned by half of the students. They said using correct grammar structures is important while they need to speak. Two of them stated that those structures become very important when they are supposed to make presentations. The other student (S1) said that if a person makes too many basic grammar mistakes while speaking, this prevents the listeners from understanding the topic and thus, this creates unhealthy communication between the presenter and the audience. Another student (S2) stated

that she feels uncomfortable when she realizes her mistake while speaking and therefore, she does many rehearsals before the real presentation not to make any grammar mistakes.

Based on students' responses, the most frequent theme emerged in terms of academic speaking skill under *physical skills* is *being fluent* in speaking. Five of the students stated that fluency is an important academic skill they are currently working on to improve themselves. They stated that although they know enough vocabulary, they still need to be more fluent and natural while speaking English. One of them said (S1) that because she thinks that she is not fluent, she hesitates to speak most of the time as she feels sad when she compares herself with her friends who can speak English fluently. The two other themes emerged under *physical skills* were *using the proper volume of voice* and *using proper body language*. One of the students (S1) reported:

Using your volume and tone of voice effectively is an academic skill, we don't work especially on it, but sometimes I think my tone of voice makes me feel uncomfortable. I do not know why but it is OK when I speak Turkish, but I do not like it when I speak English. I do not know, but it might be because I do not know enough about intonation and stress I think.

The other student (S3) said:

Something that I care more than other skills is my tone of voice. This really makes a difference I believe. I try to use my voice effectively when I speak English. You know, different from others, so I try to sound better [laugh] I try to imitate native speakers to sound just like them.

Two of the students emphasized the importance of *using proper body language*. They reported that as an academic skill, it is important to use gestures

while speaking. One of them (S3) stated:

That does not count in the online system because you are not physically in a classroom environment and you can just read from the screen, but in face-to-face lessons, it is very important to use your body language effectively. For example, when you make a presentation, you should know how to use your body language appropriately.

According to the responses of students, *asking relevant questions* was found to be the most frequent theme in terms of academic speaking skills under *cognitive skills*. Half of the participants believed that they need to be able to ask relevant questions to learn better. One of them (S5) stated, “We should ask questions when we need extra information or some clarification about a subject.” Similarly, another one (S4) said, “As a student, I believe you should always question, I mean, you shouldn’t be afraid of asking questions to your teacher, but these are meaningful questions, of course.”

Another frequent theme emerged under *cognitive skills* was *organizing the talk effectively*. Three of the students believed that it is essential for them to know how to organize their talk especially when they are supposed to make a presentation. One of them (S3) said, “I need to be able to express my thoughts, my ideas properly. [Hmm] in a short way, without making too much talking is important. So I can say organizing my ideas is essential.” Another student stated, “If your organization is not good in your presentation, this might be confusing for the people who listen to you.”

The other two themes emerged under *cognitive skills* were *being able to generate one’s own ideas* and *giving references to other people’s ideas* as one-fourth of the participants believed they are essential academic speaking skills. One student (S5) emphasized the importance of generating one’s own ideas by saying:

We have to speak a lot because we have a lot of debates in our lessons and you need to come up with your ideas to persuade the others in those debates.

Otherwise, it will be just repeating other people's ideas and this is not good.

Similarly, another student (S7) said:

I sometimes see that some of my friends don't express what they think about a subject or a question. They are always silent during the whole lesson and say nothing. I think if you are good enough, you should be able to produce ideas and express them well to others.

Two students believed that it is highly important to *give references to other people's ideas*. The student (S5) who emphasized the importance of generating one's own ideas also pointed out the necessity to give references and the difference between the two by saying, "In the debate, you need to give examples from other people to persuade your friends more easily. This is not repetition. This is showing another resource." Similarly, another student (S3) said

If you are the speaker, I think it is good to give references. If you do this, other people will think that you have enough information about the topic and they will respect you. You should support what you say with other people's ideas. Otherwise, you will only give your personal belief and they might disagree.

Lastly, another theme emerged based on students' responses under *cognitive skills* was being able to support ideas and argument. One of the students (S2) stated, "I should make others understand what I actually mean, so I should be able to support my ideas well."

The most frequent theme emerged under *social and emotional skills* was *demonstrating confidence while speaking*. Out of eight students, five of them

mentioned the importance of having enough confidence. One student (S2) stated, “You need to have enough confidence to present something in front of the audience. You definitely need to show your confidence.” Another student (S5) said, “I’m a very confident person and I think being confident is an important academic skill.” Similar to what has been said, another student (S7) explained why she needs confidence by saying:

I was not confident in my first year, really. I was afraid to make mistakes and my pronunciation was really bad. Therefore, I didn’t want to talk in my lessons. It was embarrassing when I made mistakes. But after some time, I think I improved myself and now I am confident enough to speak English in my lessons.

The second most frequent theme emerged under *social and emotional skills* was *working with others in collaboration*. Half of the students stated that they believed working with their friends collaboratively was one of the requirements of their lessons. One of the students (S5) said, “If you have a debate as a team, it is important to support each other and work together well”. The other one (S8) said, “To be more successful, you need to be good at communication in a group as sometimes there might be students who are not Turkish.”

The other frequent theme emerged was *giving presentations* as another academic speaking skill under *social and emotional skills*. Half of the students again stated that they need to give successful academic presentations as a requirement of some of their courses. They believed that they need presentation skills to manage this. One of them (S3) said:

Making a presentation is another example. For example, I need presentation skills to be successful in my department and we make lots of presentations,

but that does not count in the online system because you can just read from the screen, but in face-to-face lessons it is not like that. You definitely need to have presentation skills.

Another student (S4) stated, “Presentation skills are important in my field.

We

need to make many presentations. Similarly, another one (S3) said, “We need presentation skills to express our ideas well and I’m still trying to make better presentations.”

The other frequent theme emerged under *social and emotional skills* was *being able to listen and respond to others*. Out of eight students, two of them believed that they were supposed to respond to their teacher or friends properly in order to demonstrate good academic speaking skills. One of the students (S1”) stated, “You should know how to answer the other people's arguments. You should listen to them carefully to do that”. Another one (S5) said, “In debates I should find something to argue against the others who argue with me. So, I have to listen to my friends and answer properly”.

Perceptions of Language Instructors. *Using a wide range of vocabulary* is the most frequent theme emerged under *linguistic skills* based on instructor responses. Out of twelve instructors, seven of them said that they expect their students to have a wide range of vocabulary while speaking as an important academic speaking skill. They said the expectation related with the range of vocabulary depends on the level of the students and the overall performance of the students is supposed to get higher in high levels, so is the range of vocabulary. Therefore, students in high levels are taught wider range of vocabulary and therefore, they are expected to use wide range of vocabulary in both their speaking and writing.

One of the instructors (T1) said, “We mostly focus on academic vocabulary in higher levels, as expected, students are taught more complicated grammar structures and higher level of vocabulary and therefore, they should be able to use those in speaking and writing.”

Out of twelve language instructors, five of them stated that they expect their students to *use correct vocabulary* while speaking. One of the instructors (T10) said that they give related vocabulary in each unit of their course book as well as giving the definitions of those words and sample sentences. Students also sometimes do more related vocabulary exercises from different sources and thus they expect their students to be able to use that target vocabulary correctly. One of the instructors (T10) added that students need different jargons at times, but in General English, they do not focus on those items, but they rather work on the set of vocabulary presented in their book and the vocabulary knowledge of students are tested in quizzes and exams. She stated, “Of course, in terms of vocabulary they need different terms, different jargons. In general English we don't have this difference, but in each topic, there are different sets of vocabulary, so we focus on those.”

One third of the instructors believed that *pronouncing words correctly* is another example of an academic speaking skill under *linguistic skills*. However, all of them also stated that they do not focus on pronunciation parts much in detail most of the time because they spend more time teaching grammar and vocabulary especially in lower levels. They said because of the time limit and the intensive program, they superficially go over the pronunciation parts that are available in their course books. One of them (T2) also stated:

Pronunciation is not one of our main objectives. There are pronunciation parts in the book, but I personally skip those parts because there is never enough

time to do them. Because of the time limit, because of the conditions and because of the curriculum, we just give the basic grammar and vocabulary in each unit. So, we do not focus on pronunciation much in class.

The other frequent theme that was found as an academic speaking skill under *linguistic skills* was using *correct grammar*. Half of the language instructors stated that they teach their students certain grammar structures according to their level and they expect them to use those target structures accurately as an academic speaking skill. One of them (T8) stated that especially students care too much about grammar and accuracy and this might affect their fluency in a negative way. The other instructor (T1) said that they deal with grammar more than anything in their lessons, especially in lower levels and students give importance to grammar more than others as the students are grade-oriented and there are many grammar questions in exams. She made the following comment:

We also teach grammar, of course and I think that our students just care about accuracy. Of course, this is an academic skill, but there is more than grammar. Knowing the structure doesn't guarantee that you can use it correctly, but I also understand them. There are many grammar questions in the exams and they care about their grades.

The most two frequent themes emerged from instructor responses under *physical skills* were *using the proper volume of voice* and *being fluent in speaking*. As for using the proper volume of voice, three instructors pointed out the importance of using voice properly. One of the instructors (T5) stated “Some of my students can use their voice effectively. Therefore, I think our lessons are effective, but I see that some others still need improvement”. The other (T1) said, “In our speaking exams,

we evaluate our students in terms of their volume of voice as well, like are they loud enough to be heard, or are they only mumbling?”

The other most frequent theme in instructor responses was *being fluent in speaking* as an academic speaking skill under *physical skills*. One of the instructors (T9) said:

In speaking exams, we use a rubric and there is fluency, for example. We also give a grade for fluency, but this is of course different from the fluency of a native speaker [laugh]. We expect to see that they are fluent to some extent according to their English level.

Similarly, another instructor (T4) said “Fluency is an academic speaking skill. Here, in our program, we do not concentrate much on it. We don't expect them to sound native-like, of course this is impossible.

The other frequent theme emerged under *physical skills* was *using proper body language*. Two instructors stated that they do not teach their students how to use their body language effectively in their lessons although they believe it is an important academic skill. One of them (T4) said, “Well, body language comes to my mind as an example of non-verbal communication, but we don’t deal with that much actually. Our students learn how to express their ideas, mostly.”

Another instructor (T2) believed that *using proper body language* is an academic skill at advanced levels and she said “Knowing how to use your body is an academic skill, but this is beyond my students’ level and we do not pay much attention to that.

One of the most frequent theme emerged in instructor responses in terms of *academic speaking skills* under *cognitive skills* was *asking relevant questions*. Five

of the instructors believed that asking relevant questions was another important academic speaking skill. One of them (T3) made the following comment:

They should be able to ask meaningful questions without hesitating and without having any problems. I encourage them to ask questions all the time. I think this is necessary for learning something. So, I think it's another academic speaking skill, like being able to form meaningful questions and being able to ask them.

Similarly, another one (T8) said “I first try to teach how to ask questions because I believe that they should learn how to ask a question when needed. They need to ask meaningful and relevant questions.

Another instructor (T11) emphasized the importance of questioning by saying:

And they should question whatever they hear. They should ask questions. They should ask to themselves ‘How do I know this?’ Our program has this goal in the first place. They need to ask lots of questions. We try to teach them how to question things first of all.

The other most frequent theme emerged as an *academic speaking skill* under *cognitive skills* is *organizing the talk effectively*. More than half of the instructors stated that they focus on organization skills in their lessons. One of the instructors (T2) said, “They should know how to organize the content and make a presentation out of it. They also sometimes work in pairs and present a topic, so again they organize their ideas first.”

Another one (T1) stated:

Students have to know how to organize their thoughts and I think this is an academic skill. We don't want our students to make academic presentations,

but some mini talks. Let's say to see how they present and organize their ideas especially in the production stage. I think presentation skills should be categorized as an academic skill because in their academic life, we want them to show their presentation skills to organize their thoughts.

Similarly, another instructor (T5) made the comment below to emphasize the importance of presentation skills:

We want them to prepare short presentations. Making presentations is an academic skill, for example. From the preparation part to the presentation moment, it is an academic speaking skill. It is just like writing in this sense, because it includes the organization of your ideas and some certain steps to follow.

Another instructor (T6) said, "Organization of the ideas is essential in communicative competence in speaking skills. We teach them and they show these skills in discussions and debates, but this is done in higher levels". The other one (T8) stated, "We teach them how to organize ideas well. We teach them how to use some signal words to express their ideas and have a good organization when they don't agree or agree with an idea."

The other frequent theme emerged under *cognitive skills* was *being able to generate one's own ideas*. Four of the instructors stated that they consider generating one's ideas as a crucial speaking skill. One of the instructors (T6) stated, "Expressing their own ideas, independent from others is crucial and we want to teach our students this. We ask what they personally think about a topic."

Another instructor (T7) said:

Some patterns for discussion such as stating opinions, advantages and disadvantages of certain phenomenon are needed and they should think and

form their own ideas. We give such necessary phrases beforehand, but ask them to come up with their own ideas by using those structures. So, what we do is to teach them first how to use certain phrases and then we want them to use those phrases correctly when they produce their own ideas.

Another frequent theme under *cognitive skills* is *giving references to other people's ideas*. One-fourth of the instructors emphasized giving references as an important academic speaking skill. One of the instructors (T6) stated, "I would definitely categorize giving details, giving references as academic skills, but we mostly want them to express their own ideas rather than giving references at this stage". Similarly, another instructor (T12) said in most of their lessons, they do not teach how to give references except for some specific courses. She said "Well, normally citing people and giving references come to my mind as other examples, but we don't teach these in our lessons in lower levels".

One of the most frequent themes emerged as an *academic speaking skill* under *social and emotional skills* in the instructor responses was *working with others in collaboration*. More than half of the instructors pointed out the importance of working as a pair or group in their lessons. One of them (T4) said:

I think, the academic skills that student need also depend on their departments as well. What I mean is, for example, in engineering programs, they need some conversation patterns, because they are supposed to work on some projects together. In this aspect, they need to work together efficiently for those projects. Sometimes, they need to work with foreign students, too. So, they should know how to communicate well in a group work. And that's what we teach in our lessons, how to work in pairs and or in groups efficiently.

Similarly, another instructor (T8) said:

If a student is from an engineering faculty, since they are going to do many projects and make presentations, their spoken parts of the course content can be organized in line with their academic needs and interests, so working in groups is essential for engineering students. We don't teach specific speaking skills based on our students' department, but we teach them how to communicate with others when they need to work together and I believe this is an important academic skill.

The other most frequent theme under *social and emotional skills* was *being able to listen and respond to others*. More than half of the instructors stated that they teach their students this skill and they all emphasized its importance as an academic speaking skill. One of the instructors (T1) stated, "We teach our students some turn-taking skills. In a discussion, for example, they need to listen to each other and give appropriate responses to each other or answer a question."

Another instructor (T12) said, "When they discuss something, they need to listen to each other and answer accordingly and I think this is an academic skill that they learn here."

The other frequent theme emerged under *social and emotional skills* was *giving presentations*. Five of the instructors said that making effective presentations was one of the academic skills they teach in their lessons. One of the instructors (T3) stated, "I think presentation skills should be categorized as an academic skill because in their academic life, we want them to show their presentation skills to organize their thoughts." Similarly, another instructor (T2) said:

Well, academic speaking is more like giving a meaningful presentation in the subject matter. I mean students should be able to give a good spoken

presentation to their classmates about their field, for example, and here we give them the basic things to consider to make good presentations.

Another one (T4) said, “I think giving presentations is an academic skill because it includes lots of other skills. We sometimes ask our students to present their projects or in clubs, they do it.”

Similarly, another instructor (T5) made the following comment:

Making presentations is an academic skill, for example. From the preparation part to the presentation moment, it is an academic speaking skill. It is just like writing because it includes the organization of your ideas and some certain steps to follow. We do not teach them how to give academic presentations in a detailed way, but they learn the main parts or stages of the presentations for example.

Lastly, an instructor (T12) said:

I think presentation skills is the most important one. Students definitely must be taught presentation skills as they are supposed to make academic presentations at their departments or they may need those skills later in their professional life. In our prep program, higher levels deal with these and learn about the important steps to make a good presentation.

The other frequent theme emerged as an *academic speaking skill* under *social and emotional skills* in the instructor responses was *demonstrating confidence while speaking*. Two of the instructors stated that they encourage their students to help them feel more self-confident.

One of them (T3) said, “I always encourage my students to speak more, but they are not used to speaking in front of other people. They definitely need more confidence.” Similarly, the other instructor (T7) said, “We discuss the importance of

confidence in our Presentation Skills course and I see that the more they make presentations, the more confident they become.”

Perceptions of Content Professors. The most frequent themes emerged in content professor responses in terms of academic speaking skills under *linguistic skills* were *knowing specific jargon* and *asking relevant questions* as they were mentioned by all of the content professors. The content professors emphasized the necessity of knowing terminology related to specific departments as an academic speaking skill. They stated that students need to know and learn certain terminology to be successful in their departments. One of them (P2) said, “Students lose time to understand the subject when they don’t know some certain concepts specific to their faculty or department.”

All of the content professors also emphasized the importance of *asking relevant questions* under *linguistic skills*. One of them (P2) said that being able to ask questions is an important academic skill and she encourages her students to ask more questions in her lessons. Similarly, another content professor (P1) said, “I believe asking questions is a good way to learn about a subject matter. I say to my students that they should ask more questions, but of course these should be meaningful questions [laugh]”. The other content professor (P3) stated, “I try to teach student how to question things first.”

The other theme that was pointed out by the content professors was *using a wide range of vocabulary* under *linguistic skills*. Out of 3 content professors, two of them said that they see *wide range of vocabulary* as an indication of a good academic speaking skill. They said the students who have wider range of vocabulary compared to other students tend to participate in speaking activities and express themselves better than others in class. The other one (P2) said, “I think vocabulary knowledge is

more important than other skills because if they use the right words while speaking, I can understand what they mean even if they have poor grammar.”

Using correct vocabulary is another theme emerged under *linguistic skills* as one of the content professors (P2) said correct vocabulary choice is a significant verbal skill. She stated:

They should know where to use which vocabulary in a correct way.

Unfortunately, most of them fail to do so. For example, sometimes I understand what they mean and I think that they know something about the topic, but wrong choice of vocabulary affects their speaking performance too negatively.

The other two themes emerged under *linguistic skills* were *pronouncing words correctly* and *using correct grammar* as each was pointed out by one of the content professors. One of the content professors (P3) said she expects to hear good pronunciation of at least the basic vocabulary related to their field. The other content professor (P1) stated that the students are expected to use basic grammar structures accurately even though they do not expect their students to have perfect grammar knowledge.

Based on content professor responses, the most frequent theme emerged in *academic speaking skills* under *physical skills* was *being fluent in speaking*. Out of three content professors two of them believe that their students are supposed to be fluent to some extent. One of them (P2) said, “While speaking, I can’t expect them to be perfectly fluent, but they should be fluent enough you know. Some of my students can speak really fluently.”

Another theme emerged under *physical skills* was *using proper body language*.

One of the content professors (P2) said:

Using body language is another example I can give as an academic speaking skill. It also shows the confidence of the students when they speak and some of them are really good at using their body language when they make presentations, for example. Sometimes I feel they feel too nervous because they don't want to make mistakes when they speak. Maybe because of this, they aren't comfortable to use their body language. They want their speech to be over soon.

According to content professor responses, the most frequent theme emerged in *academic speaking skills* under *cognitive skills* was *asking relevant questions*. All of the content professors believed that they need to create a friendly environment to encourage their students to ask questions during their lessons. They also stated that students can learn better when they ask questions. One of the participants (P2) said, "I want my students to ask lots of questions. I always encourage them to ask they need." The other content professor (P1) stated, "When they come to the department, we want them to ask questions and produce ideas. They learn more easily when they ask questions."

The other frequent theme emerged under *cognitive skills* was *being able to generate one's own ideas*. Two of the content professors said that it is a crucial skill to generate ideas and this is what they want their students to be able to do when they start studying in their departments. One of them (P2) also added that she is encouraging her students to produce their own ideas in her lessons. She made the following comment:

Well, personally, I become very happy when I see that my students can produce their own ideas without hesitating. I make it clear to my students that

they should argue and produce their own ideas. I think they are sometimes afraid to do it.

The other theme emerged under *cognitive skills* was *organizing the talk effectively*.

One of the content professors (P2) said, “I want my students to organize their ideas well when they speak, so I advice them to make shorter sentences not to make the organization in their talk worse. So, they won’t get lost in meaning.”

Giving references to other people’s ideas was the other theme emerged in *academic speaking skills* under *cognitive skills*. Out of three content professors one of them (P3) said, “Exemplifying is important, too. We teach them that they need to give relevant examples from other people and references.”

Another theme emerged under *cognitive skills* was *being able to support ideas and arguments*. One of the content professors (P2) pointed out that she teaches her students the necessity of supporting their ideas. She said, “As an academic skill, I can say that we try to teach them how to give examples to support what they think.”

The most frequent theme emerged in *academic speaking skills* under *social and emotional skills* was *demonstrating confidence while speaking*. All of the content professors raised the importance of having confidence while speaking. One of them (P1) said, “Showing confidence is an important academic skill and I want to see this in my students' eyes, so I try to help them feel comfortable when they speak in my lessons. They shouldn’t feel afraid.” The other one (P2) said:

Confidence is really important. It isn’t something I can teach, but I always encourage my students to believe in themselves and feel more self-confident when they express their ideas. They need this in speaking. I believe most of my students can speak much better if they have enough self-confidence.

Another frequent theme emerged under *social and emotional skills* was *giving presentations*.

Two of the content professors said that delivering presentations is a good way to help students improve their academic speaking skills. One of the content professors (P3) said, “They make presentations in class and get feedback afterwards because they need to see their mistakes and this should be constructive feedback, of course.” Another content professor (P2) made the following comment:

Making presentations in English in lessons is also important. For example, for two semesters, I give students some homework which requires them to make short videos about the lesson content. I ask them to prepare a few mini recordings in which they demonstrate their verbal skills. They are like short presentations. I find them really useful.

Perceptions on In-class Speaking Activities

The most frequent themes emerged in the participants’ responses on *in-class speaking activities* can be found in Table 17. The table presents the numbers of the responses along with the percentages.

Table 17

Most Frequent Themes Referring to In-Class Speaking Activities and Out of Class Speaking Activities

Sub theme	Sub-Sub Theme	S N=8	Tot %	I N=12	Tot %	P N=3	Tot %	Tot N=23	Tot %
IN-S	Student presentations	4	50.0	4	33.3	3	100	9	39.1
	Participating in teacher-led discussions	1	12.5	0	0	1	33.3	2	8.6

Note. S=Students, I=Instructors, P=Professors, Tot=Total, IN-S=In-class Speaking Skills, OUT-S= Out of class activities, COG=Cognitive

Table 17 (cont'd)*Most Frequent Themes Referring to In-Class Speaking Activities and Out of Class**Speaking Activities*

Sub	Sub-Sub Theme	S	Tot	I	Tot	P	Tot	Tot	Tot
theme		N=8	%	N=12	%	N=3	%	N=23	%
IN-S	Participating and listening to lectures	3	37.5	2	16.6	1	33.3	6	26.0
	Taking part in a simulation or role-play	1	12.5	6	50.0	1	33.3	8	34.7
	Working in pairs	0	0	5	41.6	2	66.6	7	30.4
	Working in groups	2	25.0	4	33.3	0	0	6	26.0
	Asking questions to lecturers	3	37.5	2	16.6	3	100	8	34.7
OUT-S	Supporting ideas and arguments	2	25.0	3	25.0	1	66.6	6	26.0
	Communicating with teachers outside of class	2	25.0	0	0	1	33.3	3	13.0

Note. S=Students, I=Instructors, P=Professors, Tot=Total, IN-S=In-class Speaking

Skills, OUT-S= Out of class activities, COG=Cognitive

Perceptions of Students. Based on student responses, the most frequent theme emerged in terms of *in-class speaking activities* under *social and emotional skills* was *giving presentations in class*. Half of the students stated that they make presentations in their departments and they find them useful as they think they develop their speaking skills. One of the students (S3) stated:

We make a lot of presentations about different topics in class. I definitely need presentation skills to be successful in my department. Especially in face to face lessons, it is very important to show presentation skills to make better presentations. I think I'm getting better, too.

Similarly, another student (S8) said, “I learned to give a presentation at university. I feel nervous but learn a lot at the same time as a result of doing research and also from my friends’ presentations. Another student (S1) stated, “I think class presentations helped me a lot to develop my speaking. There is a big difference in my speaking when I think about the past.”

The second most frequent theme emerged was *participating and listening to lectures*. Three of the students believed listening to the lessons attentively and being active in the lessons helped them to be more successful in their lessons. One of them (S5) said, “I try to answer my teachers’ questions in the lessons. I think this is important to be successful.” Similarly, another one (S2) said, “It is difficult to learn a subject myself. So, I try to attend lessons regularly.”

Another frequent theme emerged under *social and emotional skills* was *working in groups*. One-fourth of the students believed that they learn better when they work with their friends in class. One of them (S8) said “Sometimes we work in groups. I think they are important. I enjoy and learn at the same time”. The other one (S6) said, “I think we learn from each other when we do a group project together.”

Another frequent theme emerged under *social and emotional skills* was *participating in teacher-led discussions*. One of the students (S4) stated that he enjoyed learning by involving in teacher-led discussions. He said, “I like when my teachers ask questions in lessons. If they speak all the time, it’s boring.”

Another frequent theme was *taking part in a simulation or role play* under *social and emotional skills*. One of the students (S4) stated that she believes role-plays help her learn a lot in class by saying, “Sometimes our teacher gives roles to us in class. One of us is a patient and one of us a doctor, for example. I like role-plays.”

The most frequent theme under *cognitive skills* was *asking questions to lecturers*. Three students believed that they learn more easily when they ask questions to their teachers. One of the students (S5) said, “I ask lots of questions to my teachers in lesson. If I don’t understand something, I ask to my teacher.” Another one (S4) said, “I’m a curious person. I ask too much, but this helps me to learn.”

Another frequent theme emerged under *cognitive skills* was *supporting ideas and arguments*. Two students said they need to support what they think with examples in class to persuade the others. One of the students (S2) said, “I have to give examples when I speak with people. Or they don’t believe me.” Similarly, the other student (S5) said, “In debates, I should support my ideas to argue the other groups.”

The most frequent theme emerged in terms of *out of class speaking activities* under *social and emotional skills* was *communicating with lecturers outside of class*. Two of the students stated that they visit their teachers after their lesson. One of them (S4) said “I also ask questions sometimes in the office hours of my teachers. They help me with my questions”. Another student (S5) said, “Talking to our teachers and communicating with them outside is also important, I believe because we mostly need to speak in English with them both in class and outside.”

Perceptions of Language Instructors. The most frequent theme emerged in *social and emotional skills* was *working in pairs* in instructor responses was *taking a part in a simulation or role-play*. Three of the instructors believed that role-plays are useful to improve students’ speaking skills. One of the instructors (T3) said, “They enjoy when I assign them some roles to act out in front of the class.” while the other instructor said, “We also sometimes ask our students to prepare mini dialogues like role-plays and then share it with their classmates.” Similarly, another instructor (T4)

stated, “Although they generally don't like speaking and they hesitate speaking most of the time, it is interesting that they have fun when they do role-plays”. The other instructor (T7) stated, “We try to give them some situations, role plays and drama implications to demonstrate their speaking skills.” Another instructor (T6) made the following comment:

They get very excited when it comes to role-plays. They really enjoy them. I try to use them in my lessons when it is applicable. It depends on the topic, of course. Even the ones who are not active in most of the lessons, participate in those role-plays. They interestingly take it seriously[laugh].

The second most frequent theme emerged in *social and emotional skills* was *working in pairs* in instructor responses. Five of the instructors stated that they ask their students to work in pairs as they believe pair-work is useful in their lessons. One of the instructors (T5) said, “They work on some conversational patterns, usages, dialogues in pairs mostly.” Similarly, another instructor (T8) said, “We focus on interactional patterns and discussion, like, for example, we check turn taking skills in pair work.” Another instructor (T11) said:

I believe speaking needs interaction. For this reason, I often make my students work with a partner to discuss or brainstorm ideas in class. Before asking a question directly to them, I prefer to let them discuss with their partner first. They interact with each other and I think they also feel more confident when I ask the same question later.

The other frequent theme emerged was *giving presentations* under *social and emotional skills*. Four of the instructors stated that their students deliver in-class presentations and those presentations help the students improve their speaking skills. One of the instructors (T2) said “They make presentations, for example. I think

making presentations is important because it includes lots of other skills, like expressing ideas, organizing and so on”. Another instructor (T1) said, “When they are supposed to give a presentation in class, they rehearse many times before they come to class to present in front of their friends. I think this really helps to develop their speaking.”

Another frequent theme emerged was *working in groups* as four of the language instructors stated that they use group work in their lessons. One of them (T7) said “Now, because we have online lessons, I mostly ask them to work in their groups in break out rooms to discuss some questions. I visit the rooms and guide them if necessary. Similarly, another language instructor (T9) said:

I want my students to work in groups most of the time. I used to do it when we had face to face lessons. I now do it in my online lessons, too. There are always some students, you know, who don't want to participate in discussions or to be active, but still they can learn when they listen to the others.

The other frequent theme emerged in instructor responses was *participating and listening to lectures* under *social and emotional skills*. Two of the instructors stated that their students get better in speaking when they are actively involved in their lessons. One of the instructors (T6) said, “As far as I have observed, generally, the ones who regularly attend the lessons and listen to the lessons more carefully tend to have better speaking skills compared to the others. I think participation improves their speaking skills.” The other instructor (T1) said, “I believe students need to be active. They should participate and be active in the lesson to practice and develop their speaking.”

The most frequent theme in instructor responses under *cognitive skills* was *supporting ideas and arguments*. Three of the instructors raised the importance of

being able to support ideas while speaking. One of them (T8) stated, “They should know how to support their ideas while they interact with others. We give them certain structures to show if they agree or disagree with an idea, for example.” Similarly, the other one (T2) said, “We give some phrases to agree or disagree with an idea. We also want them to justify their reasons with some sort of explanations, too” while another instructor (T10) stated, “They learn how to interact with each other and how to support their ideas while speaking.”

The other frequent theme emerged was *asking questions to lecturers*. Two of the instructors stated that they believe that asking questions is another way to learn and improve speaking skills. One of them (T4) said, “I believe when a student asks a question, he or she can learn better. I always tell them to ask questions, even this is an opportunity to practice their speaking.” Similarly, another instructor (T2) said, “I wish more students asked questions because it is more effective when they wonder about something rather than us giving all the answers and information.”

Perceptions of Content Professors. The most frequent theme in content professor responses under *social and emotional skills* was *student presentations*. All of the content professors stated that they use student presentations in their lessons. One of the content professors (P1) said, “They make presentations in class and get feedback afterwards because they need to see their mistakes and this should be of course constructive feedback.” The other content professor (P2) made the following comment:

Making presentations in English in lessons is also important. For example, for two semesters, I give students some homework which requires them to make short videos about the lesson content. I ask them to prepare a few-minute recordings in which they demonstrate their verbal skills.

Similarly, another content professor (P3) said, “I make them present a topic at least once each semester. So, they practice their speaking.”

The second most frequent theme in content professor responses under *social and emotional skills* was *working in pairs*. Out of three content professors, two of them stated that they use pair-work in their lessons as a speaking activity. One of the content professors (P1) said “We give some conditions like a dialogue between a patient and a consultant. They are supposed to work in pairs”. The other content professor (P3) said, “They work in pairs. I first want them to discuss things with their partner.”

The other theme emerged was *participating in teacher-led discussion*. Out of three content professors, one of them (P3) said, “Sometimes they need help. They need to be guided and I ask some questions to them. Then they can have better discussions.”

The other theme emerged under *social and emotional skills* was *participating and listening to lectures*. One of the content professors (P1) stated that she expected her students to participate in her lessons as she thought that this was necessary for them to be successful.

Lastly, another theme emerged in content professor responses under *social and emotional skills* was *taking a part in a simulation or role-play*. One of the content professors (P1) pointed out the importance of role-plays in lessons. She said, “They need some skills for role-play because we usually assign them some roles. They need to be able to explain that condition we give to them and we want our students to role-play.”

The most frequent theme in content professor responses under *cognitive skills* was *asking questions to lecturers*. All of the content professors emphasized the

necessity of asking questions. One of them (P2) said, “I believe that students learn by asking.” The other one (P3) said, “Students should ask questions. They can learn when they ask. Therefore, I want them to ask more and more questions to me in class.”

Lastly, another frequent theme emerged was *supporting ideas and arguments* under *cognitive skills*. One of the content professors (P2) stated that being able to support ideas is another speaking skill that they teach in class. She said, “They also learn how to support what they say. They should be able to support ideas with good examples when they speak.”

The only theme emerged in terms of *out of class speaking activities* under *social and emotional skills* was *communicating with lecturers outside of class*. One of the content professors (P1) pointed out the importance of communication outside the classroom setting. She also stated that they prefer to speak in Turkish when she is visited by her students in her office. She made the following comment:

I think there should be healthy communication between the student and the teacher. Students need to practice speaking with their teachers in class and also outside. For example, sometimes my students visit me in my office hours, but we mostly communicate in Turkish then.

Perceptions on Student Difficulties

The most frequent themes emerged in the participants’ responses on *student difficulties* can be found in Table 18. The table presents the numbers of the responses along with the percentages.

Table 18*Most Frequent Themes Referring to Student Difficulties*

Sub theme	Sub-Sub Theme	S N=8	Tot %	I N=12	Tot %	P N=3	Tot %	Tot N=23	Tot %
PHY	Using proper volume/tone of voice	1	12.5	1	8.3	0	0	2	8.6
	Having difficulty in pronouncing words	2	25.0	4	33.3	1	33.3	7	30.4
	Lack of fluency	5	62.5	3	25.0	1	33.3	9	39.1
LING	Organizing the talk effectively	1	12.5	2	16.6	1	33.3	3	17.3
	Having a limited range of vocabulary	4	50.0	6	50.0	1	33.3	11	47.8
	Interference of the first language	2	25.0	2	16.6	2	66.6	6	26.0
	Using correct grammar	4	50.0	3	25.0	1	33.3	8	34.7
	Using correct vocabulary	3	37.5	2	16.6	0	0	5	21.7
SEM	Not having enough practice	2	25.0	7	58.3	1	33.3	10	43.4
	Lack of self-confidence	6	75.0	11	91.6	3	100	20	86.9
	Lack of motivation	0	0	4	33.3	1	33.3	5	21.7
	Being affected by the culture	0	0	4	33.3	0	0	4	17.3
COG	Being able to generate his/her own ideas	0	0	1	8.3	1	33.3	2	8.6
	Asking questions to teachers	0	0	3	25.0	2	66.6	5	21.7

Note. S=Students, I=Instructors, P=Professors, Tot=Total, PHY=Physical,

LING=Linguistic, SEM=Social and Emotional, COG=Cognitive

Perceptions of Students. The most frequent theme in student responses under *student difficulties* was *lack of fluency* under *physical skills*. Five of the students stated that they are still not fluent enough when they speak English. One of them (S5) said, “I like those debates, but you need to be fluent when you speak and I think I’m not fluent when I speak. I’m too slow.” Similarly, another student (S1) stated, “I want to be more fluent” while the other student (S6) said, “Some of my friends are very fluent. They can easily talk, but I’m not good enough. I think I need to develop myself.”

Another frequent theme emerged in student responses under *physical skills* was *having difficulty in pronouncing words*. Two of the students said that they are not satisfied with their pronunciation. One of them (S2) stated, “I’m never confident about my accent and pronunciation. I’m always scared that I pronounce something incorrectly when I say something in front of other people. And that is something I really work on.” Another student (S3) made the following comment:

I usually talk to native speakers of English to improve myself. Sometimes I only see the written form of the word, but when I hear it from a native speaker, I realize that it is pronounced in a completely different way. So I try to practice and see my mistakes first.

Lastly, another theme emerged in student responses under *physical skills* was *using proper volume/tone of voice*. One of the students (S1) said, “Using your tone of voice properly is an academic skill, we don’t work especially on it, but sometimes I think my tone of voice makes me feel uncomfortable. I don’t know what, but I do a wrong thing.”

One of the most frequent themes emerged in student responses under *linguistic skill* was *having a limited range of vocabulary*. Half of the students pointed

out that they have limited range of vocabulary. One of them (S4) said, “You shouldn't use very simple words all the time, but I use simple words all the time because I don't know other words.” Similarly, another student (S2) said, “My vocabulary isn't good I think, so I think that's a problem. I think I always use the same words when I speak. I need to improve myself.” Another one (S3) said, “I'm trying to learn new words. I think my vocabulary isn't enough. I should learn academic words.”

Another most frequent theme emerged under *linguistic skills* was *using correct grammar*. Half of the students believe that they need to improve their grammar knowledge. Out of eight students, four of them said that they need to do some extra work to improve it. One of them (S2) said, “I do grammar mistakes a lot. I know grammar, but when I speak it is difficult.” Similarly, another student (S6) said, “I feel unhappy when I make a grammar mistake. Sometimes I correct it.”

Another frequent theme emerged was *using correct vocabulary*. Three of the students said sometimes they fail to use accurate words and thus make vocabulary mistakes when they speak English. One of them (S3) stated:

I think I try to be perfect sometimes which is not good. I try to make best sentences. I have difficulty mostly in finding the right words, because I personally try to speak with the best words possible. So, that can be challenging sometimes.

Another student (S6) said, “Sometimes I can't explain things and people don't understand because I use wrong words.”

The other frequent theme emerged in student responses under *linguistic skills* was *interference of the first language*. Two of the participants pointed out that they

make mistakes while speaking as a result of their mother tongue, Turkish. One of them (S4) said:

Most of the time, we can't think in English. We think in Turkish. I do the same and make mistakes. We need to be able to think in English, but we try to just translate it and this creates a big mess. It's not just about English. It's about all languages.

Similarly, another student (S6) made the following comment:

Sometimes, because English isn't my first language. Sometimes when I'm expressing myself. I feel like I'm not really coming off as I actually want to come off and explain that, but sometimes when I'm speaking Turkish. I usually can express myself the way I actually want to express myself. Sometimes my thoughts and feelings can come out wrong because I translate the sentences from Turkish in my mind. I may not understand the cultural background of the words that I may be using like certain expressions that I may be using.

The other theme emerged was *organizing the talk effectively*. One of the students (S5) said, "I speak too much, and I get, like, everything gets very messy ways, I make the listener get lost, sometimes [laugh]. I can say I'm not good at organizing in this sense".

The most frequent theme emerged in student responses under *social and emotional skills* was *lack of confidence*. Most of the students stated that they do not have enough self-confidence when they speak English. One of them said, (S1) "I think I look awkward when I speak. I believe this is because of lack of confidence". Another student (S7) said:

Definitely, I have difficulty in confidence. I think I still have not overcome this. When I think there are people whose English is better than me, I feel afraid to make mistakes. I feel the pressure and this affects me badly.

Similarly, another student (S8) said, “Stress is a big problem. I don’t feel in individual talks, but I feel very nervous during a presentation. It is like being nervous because of speaking to public. I think I'm not confident enough.

The last frequent theme emerged under *social and emotional skills* was not *having enough practice*. Two of the students stated that they believe they need more practice to improve their speaking skills. One of the students (S1) said, “I need more practice, to be more fluent or not to make mistakes when I speak English”. Another student (S8) said, “Sometimes we don't have any chance to speak English because everyone speaks Turkish. We don't need to use English at all. So they can't improve their English especially their speaking skill.

Perceptions of Language Instructors. The most frequent theme emerged in language instructor responses under *physical skills* was *having difficulty in pronouncing words*. One-third of the participants stated that their students mostly fail to pronounce words correctly. One of the instructors (T1) said, “They mostly have difficulty in pronunciation” while the other instructor (T7) said, “They are afraid to pronounce the words differently and incorrectly”. Similarly, another instructor (T11) said, “They avoid speaking because they think their pronunciation isn’t good enough” while the other instructor (T12) made the following comment:

They don't feel comfortable when they speak because of poor pronunciation. They care about fluency a lot. I think they think they will look stupid if they make a pronunciation mistake in front of their friends. I encourage them to speak more, but some of them are really shy and they don’t give it a try.

The other frequent theme emerged in language instructor responses under *physical skills* was *lack of fluency*. One-fourth of the participants said their students are not fluent enough when they speak English. One of the instructors (T4) said, “We don’t necessarily focus on fluency. We expect some sort of fluency, though. Some of my students need to be much more fluent”. Similarly, another instructor (T2) said, “Sometimes there are too long pauses when they speak. Or they even stay silent for a long time while speaking. They definitely need fluency” while the other instructor (T8) said, “I think when students pay too much attention on accuracy, they can’t be fluent or natural. Because they focus too much on accuracy, they neglect fluency, they just memorize.”.

Another theme emerged under *physical skills* was *using proper volume/tone of voice*. One of the instructors (T1) complained about her students’ volume of voice as she stated “Even adjusting your volume of voice is an academic skill, but it is sometimes difficult to hear them because they don’t speak loud enough. It is sometimes difficult to hear them because they don’t speak loud enough”.

The most frequent theme in language instructor responses under *linguistic skills* was *having a limited range of vocabulary*. Half of the language instructors said that their students fail to use a wide range of vocabulary as they have limited vocabulary knowledge. One of them (T1) said, “When they need to speak, they use the same, very basic words. This is also the case in writing. They do not use a wide range of vocabulary.” Similarly, another instructor (T5) said, “Their vocabulary competence is not enough, so it is not surprising they have difficulty in speaking English”. Another instructor (T8) said, “They have such a limited range of vocabulary” while the other one (T11) said, “They might be lacking the vocabulary or grammar knowledge to convey the meaning in the given context, so they feel

uncomfortable.” Similarly, another participant (T12) stated, “They suffer in speaking because of lack of vocabulary knowledge.”

The other frequent theme emerged under *linguistic skills* was *using correct grammar*. One-fourth of the instructors said that some of their students fail to use grammatical form and structures incorrectly when they speak English. One of the instructors (T8) made the following comment:

They focus too much on accuracy, or they're just interested in saying their part, without, you know, making it a natural discussion, you know, language is a natural learning process, but they just make it like a memorized speech. So they are not natural. Although they focus on accuracy, they still make a lot of grammar mistakes.

Another instructor (T12) said, “They have difficulty because they have poor grammar knowledge.” while the other one (T11) stated, “They don’t have enough grammar knowledge to convey their ideas. They fail to express what they think because of this.”

The other frequent theme emerged under *linguistic skills* was *organizing the talk effectively*. Two of the language instructors pointed out that their students sometimes have difficulty in organizing their ideas when they speak English. One of them (T2) said, “Although they have some ideas to express, they have difficulty in organizing their ideas in a good way.” Similarly, the other instructor (T8) made the following comment:

They have difficulty in discussion parts, especially in group discussions, because you know, it requires some organizational skills, they need to get prepared beforehand and they should know where, when to stop, all of which make them more fluent as well. And it shouldn't be like a monologue. When

we analyze some of the discussions that our students do sometimes, you know, group discussions turned out to be monologues, too.

The other frequent theme emerged was *inference of the first language*. Two of the instructors said that students make mistakes while speaking because of direct translation from their first language. One of the instructors (T2) said, “Their first language interferes with their second language they just try to translate the words, according to the rules in their first language so this is one of the main problems.” Similarly, another instructor (T5) stated:

L1 interference is also effective. Even the word order is different in Turkish. They try to translate it and they try to form a sentence and they try to act it out. It takes time in their mind to make especially long sentences.

Lastly, *using correct vocabulary* is another theme emerged under *linguistic skills* in instructor responses. Two of the instructors believed that their students have difficulty in choosing the right words while speaking English. One of them (T4) said, “Sometimes it is really difficult to understand them because of wrong word choices.” Similarly, another instructor (T6) said, “Some of my students make mistakes in parts of speech, you know, they use the wrong form of the words.”

The most frequent theme emerged in instructor responses under *social and emotional skills* was *lack of self-confidence*. Out of twelve instructors, eleven of them said that their students suffer from not having enough self-confidence while speaking and they made similar comments. One of them (T1) said, “Some of my students are afraid of speaking and making mistakes. They do not have enough self-confidence. They need to overcome this problem”. Similarly, another instructor (T2) said, “They are not confident enough to express themselves in the second language because they feel bad, they can feel embarrassed because of the presence of the other

friends or students” while the other instructor (T3) stated, “They don’t ask questions because of lack of confidence.” Another instructor (T4) pointed out, “Some of my students do not want to take part in speaking because they are afraid to make mistakes. They’re always like hocam my pronunciation can be bad. They are really apologetic”. The other instructor (T5) also made a similar comment by saying, “I think they have some anxiety problems. For example, when they speak, they don't have enough self-confidence. When they speak, they think that they are making mistakes all the time. They are shy about giving their opinions”. Another instructor (T6) stated, “They hesitate speaking, and sometimes they try to enjoy speaking, but they sometimes can’t express themselves, they just don't have enough self-confidence.” while another participant (T8) said, “They feel their English is not sufficient to express themselves. They have some confidence problem because they study English for so long, and many students cannot improve their English so that brings confidence problems”. One of the instructors (T10) made the following comment:

Self-assertiveness is something we have a problem with. So this is indirectly reflected in their speaking skills, they get very nervous so when they really experience such anxiety, they are blocked. I mean, they forget what they have learned. So it's important that we have to motivate students starting from very young ages.

The other frequent theme under *social and emotional skills* was *not having enough practice*. Half of the instructors believe that their students do not practice speaking English enough. One of the instructors (T1) said, “We do not spend enough time on speaking. We just teach and continue with something else. Students do not

practice it enough because of time limit. They need to be exposed to the language more.” Similarly, another instructor (T2) said:

We have some parts to teach our students the speaking skills but we cannot allocate enough time for these parts for the students to practice. Mostly, to be honest, we have to skip that part because of the time limit, so we can't give enough importance to that.

Another instructor (T4) also made it clear that she wanted to spare more time to speaking activities in her lessons with the following comment:

Because of the time limit, I don't think that we are focusing so much on teaching academic speaking skills, and I think we lack on this point. Because there is online teaching and hybrid teaching, speaking is neglected in this point as we are just trying to cover the points and give some structures, but the production part needs more time. Because of the time limit, because of the conditions. Because of the curriculum, we just gave the basics.

Similarly, the other instructor (T5) commented:

Because of the program, I can't allow enough time for speaking. We are trying to finish the program all the time. That's why we don't give enough time for speaking activities. Because of time limit, curriculum and the course book we are using, we have to rush to teach all these things.

Another instructor (T6) stated, “Time limit is another problem, because students aren't exposed to the language enough in terms of speaking. And that's why they don't have enough opportunity to practice the language. They also come with insufficient base knowledge to university.” The other instructor (T11) said, “The students need academic presentation skills in their departments however, because of the time limit, the preparatory program provides them with basic grammar and

vocabulary, which is barely enough for their departmental studies.” One of the instructors (T1) also pointed out that although her students know the words, they still have difficulty in using those while speaking by saying “They remember the words when they see, but because they do not use them actively, they can’t show their real performance, level in speaking exams.”

The other frequent theme emerged *under social and emotional skills* was *lack of motivation*. One-third of the instructors said that some of their students are not enthusiastic about participating in speaking activities. One of them (T3) said, “They're really unwilling to participate in the lesson, because they don't want to do absolutely directed tasks like phone conversation.” while the other instructor (T4) said, “And sometimes they are just lazy to practice, you know, they don’t want to do it. And they have to do it, because they will get a grade.” Another instructor (T6) emphasized that her students are not active in speaking activities by saying, “They sometimes don't want to take part in those speaking activities. I keep asking questions most of the time and force them to give an answer.” Another instructor (T10) stated, “And they don't enjoy because they have these difficulties. They are reluctant to speak in the classroom. Apart from a few who are really very much interested and motivated to speak, they mostly prefer to be silent. Maybe they don’t want to take a risk.”

Another frequent theme emerged in instructor responses was *being affected by the culture*. One-third of the instructors pointed out that the culture of the students also has a role on their speaking performance. One of the instructors (T4) said, “In Turkey, students don't know how to communicate with one another in a group work, and I think not every student is like this and I think this is because of the Turkish culture and the educational system, because they are affected in this way.” Similarly,

another instructor (T5) said, “I think it is because of the education system and our culture why they might not feel self-confident enough to share their ideas. Maybe till university, they have never been given this chance to practice speaking.” The other one (T9) made the following comment:

I think listening to one another, is another problem and I believe it is cultural. We don't listen to each other. Even if we seem to be listening, we don't really concentrate on the real listening. Empathy to each other young people can have really, really bright ideas, and when you listen to them.

Another instructor (T10) stated:

The culture puts some pressure on the students, like they are not very used to speaking to elder people or people in charge, or authority. So, first they have this barrier, I mean the psychological burden. They are not accustomed to speaking and expressing their ideas, so I think it's somehow the culture. For example, I'm 60 years old but I still feel this cultural pressure when I speak in public.

The most frequent theme emerged in language instructor responses under *cognitive skills* was *asking questions to lecturers*. Three of the language instructors stated that their students hesitate to ask questions in class. One of the instructors (T3) said:

They should be able to ask meaningful questions without hesitating and without having any problems. I encourage them to ask questions all the time. I think this is necessary for learning something. So I think it's another academic speaking skill, like being able to form meaningful questions and to be able to ask them, but unfortunately, most of them hesitate to do that most of the time.

Another instructor (T4) stated, “They even don’t prefer to ask questions to me. They rather prefer to stay silent during the lesson except a few.” Similarly, another instructor said “Apart from the ones who are really eager to learn, most of the students don't ask any questions.”

The other frequent theme emerged in language instructor responses was *generating one’s own ideas*. One of the instructors (T7) complained that some of his students fail to generate their own ideas. He said, “They see their teachers as the only source of information. They don’t question or try to think about something, they aren’t used to producing their own ideas. They want everything ready for themselves.”

Perceptions of Content Professors. One of the themes emerged in content professor responses under *physical skills* was *having difficulty in pronouncing words*. Out of three content professors, one of them (P3) stated that sometimes students mispronounce words, but this does not cause any big problems. She said, “Sometimes they are not good at pronunciation, but I think that's OK most of the time if I can understand enough.”

The other theme emerged under *physical skills* was *lack of fluency*. One of the content professors (P3) said that students aren’t fluent enough and she said “Some of my students are not natural while they are speaking English. They are not fluent.”

The most frequent theme emerged in content professor responses under *linguistic skills* was *interference of the first language*. Out of three content professors, two of them said that their students’ speaking performance is affected by Turkish. One of them (P2) said, “They cannot express themselves in English. I think most of our Turkish students cannot speak and express themselves because of the language barrier because expressing emotions and using technical language are

different from each other. They try to speak as in the way they do in Turkish.”

Similarly, another content professor (P3) said, “They focus too much on Turkish and make mistakes which are easy to understand that they directly translate those parts from Turkish.”

Another theme emerged under *linguistic skills* was *organizing the talk effectively*. One of the content professors (P2) said:

We want our students to organize their ideas well, but when they try to use longer sentences, they make the organization in their talk worse. They get lost in meaning, but I think organizing what you say is an important speaking skill, so they should learn how to do it.

Another theme emerged under linguistic skills was having limited range of vocabulary. One of the content professors (P2) said, “The vocabulary choice can be a problem most of the time as it makes it difficult to understand their questions and this is because they don't have enough vocabulary knowledge.”

Lastly, *using correct grammar* was one of the themes emerged in content professor responses under *linguistic skills*. One of the content professors (P2) stated that some of her students fail to use grammatical structures accurately, but this is something tolerable. She said, “It is OK when they make grammar mistakes to some extent if they have good vocabulary.”

The most frequent theme emerged under *social and emotional skills* was *lack of self-confidence*. All of the content professors pointed out that their students do not have enough self-confidence to be able to express their ideas. One of the content professors (P1) made the following comment:

When it comes to our students, I don't think they feel comfortable when they speak in class. There are just a few who can express themselves well and

clearly, but most of them cannot express themselves and stay silently during the lessons. I try to encourage and support them when I give feedback to them. I don't know why they are like this, but it might be lack of self-confidence. Showing confidence is an important academic skill and I want to see this in my students' eyes, but most of our students lack of it, unfortunately.

Similarly, another one (P2) commented:

Most of our students do not have self-confidence. They don't feel confident when they speak, so they hesitate to ask a question in English or some of them prefer to ask some questions to me after class in private. It might indicate they don't have enough confidence. They are afraid of making mistakes in front of their friends.

Another content professor (P3) said, "They should definitely need to be more confident of themselves when they speak."

Another theme emerged under *social and emotional skills* in content professor responses was *not having enough practice*. One of the content professors (P3) emphasized that students do not have the chance to speak English before they start studying at university. She said, "Most of them start speaking English here, so I think they don't use English enough before they come here."

The last theme emerged under *social and emotional skills* was *lack of motivation*. One of the content professor (P1) stated that students do not have enough motivation to speak English in classes as they have been affected negatively by the Covid-19 Pandemic. She said, "For the time being, I can say that the biggest problem is lack of motivation both in terms of us and students especially after coronavirus."

The most frequent theme emerged in content professor responses under *cognitive skills* was *asking questions to lecturers*. Out of three content professors, two of them stated that their students are not comfortable when they need to ask questions or they prefer not to ask any questions. One of the content professors (P1) said, “I wish more students ask questions, but most of them are quiet in lessons. Only a few ask questions in class.” Similarly, another content professor (P2) stated, “Most of our students hesitate to ask a question in English or some of them prefer to ask some questions to me after class in private.”

Lastly, *being able to generate one's own ideas* was the other theme emerged in content professor responses under *cognitive skills*. One of the content professors (P2) said, “When they come to the department, we expect them to ask questions and produce ideas, but there are a few who can express themselves really well, but mostly they can't produce ideas.”

Perceptions on Speaking Skills Taught in Preparatory Program

The most frequent themes emerged in the participants' responses on *speaking skills taught in preparatory program* can be found in Table 19. The table presents the numbers of the responses along with the percentages.

Table 19

Most Frequent Themes Referring to Speaking Skills Taught in Preparatory Program

Sub Theme	Sub-Sub Theme	I	Tot %
N=12			
SEM	Using turn-taking skills	4	33.3
	Performing mini-dialogues	1	8.3

Note. I=Instructors, Tot=Total, SSP=Speaking skills taught in preparatory program, SEM=Social and Emotional, PHY=Physical, COG=Cognitive, LING=Linguistic

Table 19 (cont'd)*Most Frequent Themes Referring to Speaking Skills Taught in Preparatory Program*

Sub Theme	Sub-Sub Theme	I	Tot %
		N=12	
SEM	Taking part in role-plays	3	25.0
	Student presentations	3	25.0
PHY	Using proper body language	3	25.0
	Pronouncing words correctly	5	41.6
	Being fluent in speaking	3	25.0
COG	Expressing relevant language patterns	5	41.6
	Supporting ideas and arguments	2	16.6
LING	Using correct grammar structures	7	58.3
	Using a wide range of vocabulary	2	16.6
	Organizing the talk effectively	2	16.6

Note. I=Instructors, Tot=Total, SSP=Speaking skills taught in preparatory program,

SEM=Social and Emotional, PHY=Physical, COG=Cognitive, LING=Linguistic

The Perceptions of Language Instructors. The most frequent theme emerged in language instructor responses under *social and emotional skills* was *using turn-taking skills*. One-third of the language instructors said that they teach their students how to use turn-taking skills depending on the speaking task. One of them (T4) stated, “In the curriculum, we teach turn taking skills and how can they form a conversation between two people.” Similarly, another one (T1) said, “We

teach turn-taking strategies like how to agree or disagree with someone, or how to reach an agreement after a discussion and they learn how to express their ideas mostly.”

The other frequent theme emerged under *social and emotional skills* was *taking part in role-plays*. One-fourth of the language instructors stated that they ask their students to act out some role-plays in class. One of the instructors (T6) said, “They get very excited when it comes to role-plays. They really enjoy them. I try to use them in my lessons when it is applicable.” Similarly, another instructor (T1) stated, “Our students learn how to express their ideas and role play.” while another one (T4) said “We teach them how to express their ideas or do role-plays.”

Another frequent theme was *student presentations*. One-fourth of the language instructors stated that their students are supposed to deliver short in-class presentations. One of them (T12) made the following comment:

I believe presentation skills are crucial to be successful in their department as well as in their social life. Students should know about necessary presentation skills. For example, in our prep program, higher levels have a presentation skills course and they learn about the important steps to make a good presentation.

Another one (T11) said, “There is a course called Presentation Skills in our preparatory program and that lesson, for example, has been designed to teach student how to make better presentations.”

Similarly, another instructor (T12) said:

In one of the courses we provide, we focus on presentation skills. In that course, we deal with many speaking skills and students make many presentations. They get feedback from their peers and from us. What I

observe is that most of my students aren't used to speaking English in front of people and I ask them to speak up most of the time. I think they need to work on how to use their voice more effectively and we also give feedback on those issues, like, you know, how to use fillers, pauses or laying their sentences down.

The other theme emerged was *performing mini-dialogues*. Two language instructors pointed out that they use mini-dialogues in their lessons. One of them (T1) said, "We also sometimes ask our students to prepare mini dialogues and then share it with their classmates." Similarly, another instructor (T9) said, "I ask my students to write short-dialogues in class and then share it with their friends."

The most frequent theme emerged in language instructors under *physical skills* was *pronouncing words correctly*. Some of the instructors said that they deal with pronunciation in their lessons. One of them (T2) said, "We also focus on the pronunciation of the words in our preparatory program, the words that are specific to the level of the students." However, most of the instructors stated that they don't allocate much time to the pronunciation section in their lessons. One of the instructors (T6) said:

We don't concentrate on pronunciation much. I just remedy mistakes when I hear them. Although there are separate parts in the book in terms of pronunciation, we don't concentrate on those much because I think that those parts that are in the book are not so necessarily for Turkish students.

Similarly, another instructor (T10) said, "In the book, there are also pronunciation sections, but we don't focus on those. We mostly deal with the content like language functions rather than pronunciation."

Another frequent theme emerged was *being fluent* in speaking under *physical*

skills. Three of the instructors pointed out that they deal with fluency in their program. One of them (T8) said, “When they're speaking, we teach and then check their fluency”. The other one (T9) also said, “We focus on fluency in our program, not too much of course though. We focus both on fluency and accuracy.”

Another theme emerged was *using proper body language*. One of the instructors (T12) said she teaches her students how to use their body language effectively. She made the following comment:

In our Presentation Skills Course, we also teach how to use body language effectively. Especially in face-to-face lessons, it is very important. But, these days, most of my students have to deliver their presentations online, unfortunately because of you know coronavirus. You can see only facial expressions and hands in online presentations. But under normal conditions, we teach using body language and give feedback on it.

Another instructor (T2) pointed out that they don't focus on body language in their lessons. She said, “When it comes to the body language, or the gestures we don't actually teach them.” Similarly, another one (T4) said, “We don't focus on intonation, or posture, gesture or body language much.”

The most frequent theme emerged in language instructor responses under *cognitive skills* was *expressing relevant language patterns*. Five of the instructors stated that they teach some certain phrases that are task-specific in their lessons. One of the instructors (T2) said:

They learn how to express their ideas and ask questions, or to get confirmation from the person they speak to, depending on what they need according to the nature of the activity. So they need to learn about these skills as well and we give them some phrases and prompts to use.

Similarly, another instructor (T3) stated, “Well we teach mostly useful language patterns like excusing, like apologizing. Going to a shop, you know, real life teaching skills, based on useful language skills.”

Another instructor (T2) made the following comment:

We try to teach them how to organize their conversation, dialogue or speech and to use some linking words to have the transitions to use them well and to start or how to greet the person they speak to and to finish the conversation on how to go into person that takes to finish their conversational speech. We give them some certain language structures in this sense.

The other theme emerged under *cognitive skills* was *supporting ideas and arguments*. Two of the instructors said that they teach their students how to give examples to support their ideas. One of them (T7) said, “They should know how to support their ideas while they interact with others. We give them certain structures to show if they agree or disagree with an idea, for example.” Similarly, the other instructor (T8) said, “They learn how to give examples to support what they say.”

The most frequent theme emerged in language instructor responses under *linguistic skills* was *using correct grammar structures*. Seven of the instructors stated that they teach grammar structures in class. The instructors pointed out that they deal with grammar in most of their lessons. One of the instructors (T9) said, “We mostly focus on accuracy in our lessons. They need to use grammar structures correctly in both writing and speaking.” Similarly, another instructor (T8) said, “We teach grammar most of the time. We give the functions and the forms of some grammatical structures.” Another instructor (T1) said “In higher levels, students are taught more complicated grammar structures and more vocabulary.”

Another theme emerged under *linguistic skills* was *using a wide range of vocabulary*. One of the instructors (T1) said, “We mostly focus on vocabulary and grammar in our preparatory program, so in higher levels, students are taught more complicated grammar structures and more vocabulary”. Similarly, another instructor (T2) made the following comment:

In terms of the suitable words and the lexis, for some specific themes and the topics that we have covered during the lessons, in the units we teach our students some groups of words related to the themes and the topics and the collocations, of course and how to use them in the speaking exam or in class. They are useful.

Lastly, *organizing the talk effectively* was the other theme emerged under *linguistic skills*. Two of the instructors said they teach their students how to organize their ideas when they speak. One of the instructors (T2) made the following comment:

We try to teach them how to organize their conversation, dialogue or speech and to use some linking words to have the transitions to use them well and to start or how to greet the person they speak to and to finish the conversation on how to go into person that takes to finish their conversational speech. We give them some certain language structures in this sense.

Similarly, another instructor (T8) stated, “And also we check the content, the relevancy of ideas and therefore organization of ideas is important.”

Perceptions on Suggestions

The most frequent themes emerged in the participants’ responses on *suggestions* can be found in Table 20. The table presents the numbers of the responses along with the percentages.

Table 20*Most Frequent Themes Referring to Suggestions*

Main Theme	Sub-Sub Theme	S N=8	Tot %	I N=12	Tot %	P N=3	Tot %	Tot N=23	Tot %
SUG	Learning specific jargon/terminology	4	50.0	1	12.5	1	33.3	6	26.0
	Practicing speaking	8	100	8	66.6	3	100	19	82.6
	Teaching speaking skills in a context-wise manner	1	12.5	4	33.3	0	0	5	21.7
	Creating authentic speaking tasks	2	25.0	3	25.0	1	33.3	6	26.0
	Getting feedback	0	0	2	16.6	1	33.3	3	13.0

Note. S=Students, I=Instructors, P=Professors, Tot=Total, SUG=Suggestion

Perceptions of Students. The most frequent theme emerged in student responses under *social and emotional skills* was *practicing speaking*. All of the students pointed out that they need to practice speaking English to better their speaking skills. One of the students (S5) said, “Students need more practice to improve their speaking. Rehearsal is important. I rehearse before. I need to practice before I present it to the audience.” Another student (S2) said, “Practicing is important and it doesn't even have to be with someone like when I was learning English I was speaking to myself in English in my head”. Another student (S3) also emphasized the importance of practicing speaking English with native speakers of English and made the following comment:

I usually talk to native speakers of English. Sometimes I only see the written form of the word, but when I hear it from a native speaker, I realize that it is pronounced in a completely different way. So you need to practice and see your mistakes first.

Another student (S2) said:

I think the best way to improve is to use it. Of course I learn in English my classes are in English. I talk to the professors. Interaction is in English, an academic situation. I think it really helps me to improve my speaking. So more I practice, I get better.

One of the students (S4) also stated, “Having more practice decreases the anxiety of people I think as they practice more and more. You can learn from your mistakes. You should know how to improvise. You should practice the language.”

Another one (S5) suggested that there should be more speaking lessons designed to meet students with their speaking needs. She made the comment below:

There should be separate speaking classes in which students speak English. They should get feedback and they can improve their speaking skills there. I think that practicing speaking is really important. Or you should give more presentations and thus you can practice speaking English.

Similarly, another student (S8) said:

There can be more workshops where students can practice speaking among each other as well as with their teachers because if you have a Turkish teacher, then the conversation turns out to be in Turkish at the end, and this is something normal, of course because you are both Turkish. So as an alternative, there might be English workshops. Practicing speaking also lowers my anxiety. When you practice more, you get used to doing it and you feel less stressed.

One of the students (S7) made it clear that students should be given more opportunities to practice the target language so as to improve their speaking. She said:

Personally, I can say that I really started speaking when I realized I could actually speak. Therefore, I believe more opportunities should be created for students to make them realize and prove that they can speak. Even if they start at lower levels, they can still get better if they practice enough.

The other theme emerged under *social and emotional skills* was *creating more authentic tasks*. Two of the students believed that students should be given more authentic tasks to internalize the knowledge more easily. One of them (S1) said:

I think the problem is that some of the speaking tasks do not make any sense. Students, for example, need to learn how to express themselves. But they are asked to introduce themselves in a café. That is not academic, it is not relevant to their real life. I believe, in speaking lessons, a problem needs to be put into real life.

Similarly, another student (S3) said, “The topics that require students to speak can be more interesting and real life-like. There might be some topics that can interest more students.”

Another theme emerged was *teaching speaking skills in a context-wise manner*. One of the students (S1) emphasized that they do not have the chance to use English because of the lack of context as they do not speak except for in their lessons. She said, “But, students quickly abandon English outside the academic environment. There is not enough chance for students to improve themselves. They only speak English in lessons.”

The most frequent theme emerged in student responses under *linguistic skills* was *knowing specific jargon/terminology*. One-third of the students believed that they need to know certain terminology that is specific to their fields. One of them

(S3) said, “I need to know technical terms in physics and in maths. If I know those terminology, my job is easier.” Similarly, another student (S4) said, “In the department, some technical terms become important. You should know about those to be successful.” Another student (S6) made the comment below:

Students should be given more subject specific information and this might be even in the preparatory program because in the departments terminology becomes more important. My department is electrical engineering. I don't have a lot of verbal classes, most of my classes are more based on programming, doing calculations. So I don't need a lot of verbal skills, but I do need to understand certain mathematical physical concepts and certain ways of programming which requires language skills.

Another one (S8) said:

In department, some technical knowledge becomes very important. For example, I am studying computer engineering, so I need to be better in terms of computer engineering terminology compared to a Psychology student. But in the preparatory school, I know that students are given the basics, in a more general sense, let's say because there are beginners in prep program, so that technical terminology can be very challenging for students at that stage.

Perceptions of Language Instructors. The most frequent theme emerged in language instructor responses *under social and emotional skills* was *practicing English*. Most of the instructors stated that students should practice speaking English so as to improve themselves. One of the instructors (T8) said, “I believe we need to use more speaking tasks as I think practice improves speaking.” Similar to this, another instructor (T9) stated, “They make mistakes because they don't practice enough. It's like they see it as like a paper presentation. I mean, people just read it,

but it needs rehearsals, it needs practice.” Another one (T10) made the following comment:

Any language needs to be practiced for many, many years and you have to be exposed to English in an extended time so that you can really internalize all these skills. It is not something that our programs can handle. It has to be like some extracurricular activities, so that we can fill up the gaps of speaking needs like speaking clubs because students can practice speaking there at least. So that's why maybe this should start in elementary school. Students can come together in their classes and discussion sessions, etc. so that they can get rid of these difficulties.

The other frequent theme emerged was *teaching speaking skills in a context-wise manner*. Four of the instructors pointed out the importance of having a context while teaching speaking. One of them (T1) said, “We can use the context to help students use that target grammar and vocabulary.” Another instructor (T3) said:

Prep Program does not prepare them for their academic classes. My students were like they didn't know how to interrupt the teacher politely. And they really don't know how to ask questions, because they didn't know the correct manner and they complained about it and I think this is because, as teachers, we fail to create a context for each task.

Similarly, another instructor (T7) said, “Real life context should be created for students like for psychology students because they need to put themselves in a real role play context.” while the other instructor stated, “Especially speaking needs a more effective, natural environment and a real context.”

Another theme emerged was *creating authentic speaking tasks*. Two of the instructors believed that there should be authentic materials and tasks for students to help them learn better. One of the instructors (T8) made the following comment:

If a student is from the sociology department, and if they are required to make a lot of presentations in the faculty, their speaking lessons can be designed in line with that need. So that the speaking strategies are authentic. Or for engineers, more projects should be created to work on and discuss to create authenticity.

Similarly, another instructor (T3) stated, “Sometimes students find the speaking tasks unnecessary and I agree with them. There should be authentic tasks which they will use later in real life.”

Another theme emerged was *getting feedback*. Two of the instructors stated that students should be given feedback on their speaking performance to improve their speaking skills. One of them (T10) said, “We should give feedback, I mean constructive feedback. They need to see and understand their mistakes. Otherwise, they will keep making the same mistakes.” Similarly, another instructor (T11) said, “We don’t give feedback after announcing speaking exam results. I think we should. They need to get feedback after the exam, so they will work on their weaknesses.”

The only theme emerged under linguistic skills was learning specific jargon/terminology. One of the instructors (T10) said that students should be taught certain jargon related with their departments. She said, “I think students should be prepared for the key vocabulary depending on their departments or faculty. They need to know the relevant jargon, terminology specific to their departments. Each department has a different set of vocabulary.”

Perceptions of Content Professors. The most frequent theme in content professor responses under *social and emotional skills* was *practicing speaking*. All of the content professors believed the necessity of practicing English to improve students' speaking skills. One of them (P1) stated, "Students need to get accustomed to speaking, they need to practice speaking. This needs to be done more in high school as well." Similarly, the other one (P2) said, "Most students start learning English at university, so I think they should practice speaking English before coming to university." The other content professor (P3) made the following comment:

They need to practice a lot. I do not know what kind of exercises they do in the preparatory program, but they need to practice it there. They need to have courage and they need to show effort to use English all the time, so that they can improve.

The other theme emerged under *social and emotional skills* was *creating authentic tasks*. One of the content professors (P1) said, "I think more speaking activities should be integrated in to lessons, but it might not be very easy to do so in engineering lessons like ours, but the tasks should be like real life."

The other theme emerges was *getting feedback*. One of the content professors (P1) believed that students should be given constructive feedback to help them improve their speaking skills. She said, "They make presentations in class and get feedback afterwards because they need to see their mistakes and this should be constructive feedback I believe."

The last theme emerged was *learning specific jargon/terminology*. One of the content professors (P3) suggested students that they learn certain terminology before they start studying in their departments. She emphasized that she believed that it would be advantageous for them to remember the relevant terminology more easily

when they need. She said “Sometimes our students have difficulty with technical terms and terminology, so maybe they can start learning those earlier to make their job easier then they come here, to their department”.

Summary of the Interview Findings

The perceptions of students, language instructors and content professors on students’ speaking skill needs have been observed to show some differences in terms of *academic speaking skills, in class speaking activities, out of class activities, student difficulties* and *suggestions*. Table 21 demonstrates the variations among the perceptions of the three groups of participants on speaking skills with percentages.

Table 21

Perceptions of Groups

Sub-Sub Theme	S	I	P
	%	%	%
Using correct vocabulary	50.0	41.6	33.3
Knowing specific jargon	62.5	0	100
Pronouncing words correctly	37.5	33.3	33.3
Using correct grammar structures	50.0	50	33.3
Using a wide range of vocabulary	62.5	58.13	66.6
Using the proper volume of voice	25.0	25.0	0
Using proper body language	25.0	16.6	33.3
Being fluent in speaking	62.5	25.0	66.6
Organizing the talk effectively	37.5	41.6	33.3
Being able to generate his/her own ideas	25.0	33.3	66.6
Giving references to other people's ideas	25.0	16.6	33.3
Asking relevant questions	50.0	41.6	100

Table 21 (cont'd)*Perceptions of Groups*

Sub-Sub Theme	S	I	P
	%	%	%
Being able to support ideas and arguments	12.5	25.0	33.3
Working with others in collaboration	50.0	58.3	0
Being able to listen and respond to others	25.0	58.3	66.6
Demonstrating confidence while speaking	62.5	75.0	66.6
Giving presentations	50.0	41.6	33.3
Student Presentations	50.0	33.3	100
Participating in teacher-led discussions	12.5	0	33.3
Participating and listening to lectures	37.5	16.6	33.3
Taking a part in a simulation or role-play	12.5	50.0	33.3
Working in pairs	0	41.6	66.6
Working in groups	25.0	33.3	0
Asking questions to lecturers	37.5	16.6	100
Supporting ideas and arguments	25.0	25	66.6
Communicating with teachers outside of class	25.0	0	33.3
Using proper volume/tone of voice	12.5	8.3	0
Having difficulty in pronouncing words	25.0	33.3	33.3
Organizing the talk effectively	12.5	16.6	33.3
Having a limited range of vocabulary	50.0	50.0	33.3

Table 21 (cont'd)*Perceptions of Groups*

Sub-Sub Theme	S	I	P
	%	%	%
Interference of the first language	25.0	16.6	66.6
Using correct grammar	50.0	25.0	33.3
Using correct vocabulary	37.5	16.6	0
Not having enough practice	25.0	58.3	33.3
Lack of self-confidence	75.0	91.6	100
Lack of motivation	0	33.3	33.3
Being affected by the culture	0	33.3	0
Being able to generate his/her own ideas	0	8.3	33.3
Asking questions to teachers	0	25.0	66.6
Practicing speaking	100	66.6	100
Teaching speaking skills in a context-wise manner	12.5	33.3	0
Creating authentic speaking tasks	25.0	25.0	33.3
Getting feedback	0	16.6	33.3
Learning specific jargon/terminology	50.0	12.5	33.3

Conclusion

In this section, the data gathered through the questionnaires and semi-structured interviews with students, language instructors and content professors were introduced along with the tables in reference to research questions. The following

chapter presents the discussion and interpretation of those findings by referring to previous studies in the literature. It also demonstrates the significance of the current study, its limitations and implications for the field of ELT.



CHAPTER 5: CONCLUSION

Introduction

The purpose of the study was to investigate whether the approach applied to the teaching of speaking in English at Turkish EMI universities meet the needs of students studying at departments/faculties. In this respect the following main research question was investigated:

1. To what extent does the current approach applied to teach speaking in Turkish EMI universities meet the needs of students studying at departments/faculties where the language of instruction is fully English as perceived by students, language instructors and content professors?

In order to answer the main research question following sub-questions were asked:

- 1a. What speaking skills are taught at the English language preparatory programs as perceived by language instructors?
- 1b. What speaking skills are needed for students studying at different departments/faculties as perceived by
 - i. students
 - ii. content professors?
- 1c. How well do the speaking skills taught at the English language preparatory programs prepare students for their speaking needs during their departmental studies as perceived by
 - i. students
 - ii. language instructors
 - iii. content professors?

Regarding these research questions, the data were collected through questionnaires and semi-structured interviews. The quantitative data were gathered from 101 students, 62 language instructors and 31 content professors through questionnaires. The qualitative data were collected from eight students, 12 language instructors and three content professors through semi-structured interviews. Statistical Package for Social Sciences (SPSS 24.0) was used to analyze the quantitative data of the study. In addition, the video-recordings of the interviews were transcribed and those transcriptions were later transferred to the Microsoft Excel Spreadsheet program. Then, a priori coding list that was created based on the theoretical framework of the study were used to analyze the notes and transcriptions.

There are three main sections in this chapter. The first chapter is the discussion of the main findings in the study with reference to the relevant literature. The second section is the limitations of the study. The last section is the implications for practice and further research.

Discussion of the Main Findings

In this part, the main findings related to the perceptions of students, language instructors and content professors on academic speaking needs of students studying at different departments will be presented and discussed by referring to the relevant literature. The main findings of the study are to be discussed in the same order as the research questions presented before.

What Speaking Skills are Taught at the English Language Preparatory Programs as Perceived by Language Instructors?

The results indicated that language instructors used pair-work more compared to other in-class activities as they believed the use of pair work help their students develop their speaking skills. Similarly, in previous studies it was concluded that

using pair work is one of the best options with which teachers can encourage their students to better their speaking skills (Mufidah, 2019). In this sense, the results were in line with previous studies since the language instructors aim at helping their students to improve their speaking skills. In addition to this, the use of pair work in class might stem from the need to reduce the stress level of students as shown in previous studies that the use of pair work in class helped students to overcome their speaking anxiety (Mufidah, 2019). Similarly, in their research, Turhan and Kırkgöz (2018) suggest that if there is mutual interaction in the classroom, students feel happier and more relaxed and thus they become more positive towards EMI. Therefore, students need to be encouraged by their teachers to demonstrate and improve their speaking skills in class (Turhan & Kırkgöz, 2018).

The second most common in-class activity that was preferred by the language instructors was group-work during lectures and seminars. These results were in line with the previous studies. To illustrate, it was observed that group work in lessons became more important for both students and teachers as students were required to work in groups to get a final assessed assignment and therefore it became more common (Doherty et al., 2011). Similarly, it was concluded that tutors reported they supported their students in terms of their oracy skills by means of group and pair work (Dippold et al., 2020). Thus, as it was shown in previous studies, it can be stated for the current study that teachers prefer to integrate group work in their lessons so as to assist students to improve their speaking skill (Madjid, 2020). That is, language instructors believe that making their students work in groups is a good way meet students' speaking needs and enhance their overall speaking skills (Ha, 2020). Thus, less teacher talk and more mutual interaction in class will help students feel more relaxed and motivated to speak (Turhan & Kırkgöz, 2018). The lack of

interaction and communication in classes where the teachers use only PowerPoint slides with a lot of teacher talk is considered as an undesirable way of instructing the course (İşpınar Akçayoğlu, et al., 2019).

Along with the previous studies, question-answer sessions were found to be as another in-class activity that was considered important by language instructors. It was concluded that teachers attached high importance to asking questions and the ability to argue, which was also in line with previous studies (Dippold et al., 2020). This might be because the teachers want to increase the interaction in class and encourage their students to contribute to the lesson by means of longer and more effective responses based on the questions and thus develop their higher order thinking skills (Babu, 2014).

In addition to question-answer sessions, language instructors reported that they also used teacher-led discussions in most of their lessons. This might be also because of the increasing emphasis on discussions as a result of the recent curriculum (Dippold et al., 2020). In addition to this, it might be because the teachers want to offer feedback during those teacher-led discussions (Dillon, 1982; Goffman, 1981; Hargreaves, 1984; Mehan, 1979; Sinclair & Coulthard, 1975; Young, 1984). The feedback provided by the teacher is really important because when teachers do not correct students' errors or when they do not give enough guidance to their students, students might not develop their proficiency and this might even cause fossilized errors in time (Cosgun & Hasırcı, 2017).

What Speaking Skills are Needed for Students Studying at Different Departments/Faculties as Perceived by

- i. students**
- ii. content professors?**

Students believed that the most important speaking skill was social skills among all oracy skills. They believed they needed to work with their classmates, listen and respond to each other while speaking. This might be because of the increasing popularity of the integration of social learning about the target language and its users into the EFL classroom setting (Alshenqeeti, 2016). In this sense, teachers might desire to help their students to reach social construction where individuals achieve by participating in speaking activities and sharing their knowledge with each other (Vygotsky, 1978). Therefore, it can be concluded that teachers expect their students to be more interactive by responding to each other and share their knowledge based on Vygotskian perspectives (Johnson, 2000). Similarly, content professors believed that social skills were the most crucial dimension of speaking needs compared to others. Both groups were also in the opinion that students need to demonstrate confidence when they were expected to speak in class and these results of the current study were in line with previous studies as well (Allo & Priawan, 2019; Dippold et al., 2020; Roysmanto, 2018; Sudirman et al., 2020).

Results also showed that both students and content professors felt that organizing skills were also essential in speaking. Both participant groups believed that students need to justify and support ideas while speaking, which was in line with previous studies (Dippold et al., 2020). They also believed that students need to be able to ask questions in lectures, which is in line with previous studies as teachers give big importance to asking questions and being able to argue against others (Dippold et al., 2020). Therefore, it can be concluded that both students and content professors believe that questioning helps students develop better speaking skills (Wahyudi, 2017).

In line with previous studies, results of the current study also indicated that

students and content professors felt that using correct grammar, vocabulary and pronouncing words accurately were also significant under language skills (Dippold et al., 2020). In terms of grammar, it can be said that teachers believe that grammar cannot be ignored while teaching a second language (Debata, 2013). On the other hand, Karakaş (2016) revealed in his study that, too much focus on grammar might cause some negative results in speaking proficiency of students as they try to speaking without any grammar mistakes.

Results also indicated that the participants believe range of vocabulary as another important indication of academic speaking skills. In their study, Khan et al. (2018) concluded that vocabulary knowledge plays an important role in oral communication. Along with these findings, the current study revealed that both students and content professors regard vocabulary as an important speaking skill needed for students to be successful in their departments.

Lastly, both groups were in the idea that pronunciation affects students' speaking performance. This might be because they want to encourage their students to participate in speaking activities more as students with bad pronunciation tend to avoid speaking in front of other people (Gilakjani, 2012).

In line with the previous studies, delivery skills was found to be another important speaking skill according to both student and content professor responses. Both groups felt that the volume of voice and body language were important. This might be again due to the increasing requirement as a result of oral assessments as in the case of student presentations and various discussions in class (Dippold et al., 2020). It can be concluded that both groups were in the idea that speaking combines verbal aspects such as the tone of voice, volume of voice or accent as well as non-verbal aspects such as gestures and facial expressions (Kramsch, 1998).

The results also indicated that both students and content professors believed that out of class activities were least important speaking needs of students. It was found that students were not assigned many pair-work or group-work outside of class. In addition, students mostly did not prefer to communicate with their lecturers outside of class such as office hours.

The results also demonstrated that the means of content professors were higher than the means of students for each speaking skill asked in the questionnaires. This might indicate that students were not aware of the in-class activities carried out in lectures although content professors use them in their lectures. This may be due to the gap created by the lack of effective transitions and such gap can be compensated by coming up with more effective top-down policies as well as better bottom-up practice (Dippold et al., 2020). As a result, students can be more aware of what is aimed to achieve in each activity.

As mentioned earlier, there was significant variation in the perception of students and content professors towards question-answer sessions. Content professors believed question-answer sessions were crucial whereas students did not give much importance to those sessions. This might be because students regard themselves as merely 'learners' while the content professors believed that their responsibility was to guide students by letting them question and thus facilitate learning (Dippold et al., 2020).

There was not significant difference in student and content professor perceptions towards other in-class activities except question-answer sessions. To illustrate, both groups believed that lecturing was one of the most important in-class activities. They felt that comprehension of the content provided in lecture played an important role in academic speaking (Macaro et al., 2018). Teacher-led discussions

were found to be another important speaking activity according to both students and content professors. This might be again due to the increasing demand of the oral assessments such as the assessment conducted during discussions, which can be deemed to be one of the consequences of the curriculum (Dippold et al., 2020).

How Well Do the Speaking Skills Taught at the English Language Preparatory Programs Prepare Students for Their Speaking Needs During Their Departmental Studies as Perceived by

i. students

ii. language instructors

iii. content professors?

Some similarities and differences can be observed when the responses of three participant groups (e.g., students, the language instructors and the content professors) were compared. First of all, it can be concluded that all groups have similar perceptions regarding demonstrating confidence while speaking as an academic speaking skill. Majority of each participant group believed that it is important for students to show their confidence when they speak. Thus, it can be concluded that all the groups were in the opinion that having enough confidence affects speaking proficiency positively. The findings were in line with the previous studies as in considerable number of studies, it was shown that there was a significance correlation between self-confidence and speaking skills (Allo & Priawan, 2019; Dippold et al., 2020; Hasan et al., 2020; Roysmanto, 2018; Sudirman et al., 2020).

Similarly, it can be seen that both students and content professors reported that knowing specific jargon depending on the field is crucial for students to be successful in their departments or faculties. All of the content professors emphasized

the importance of knowing the terminology and more than half of the students agreed that they need to know certain terminology. Such a necessity might be due to the need to acquire a professional identity as well as a group membership by means of relevant jargon (Gallo, 2016). Along with these findings, Turhan and Kırkgöz (2018) evidenced that students face difficulties in finding suitable words from terminology related to their field if they were not provided with any sort of education or guidance about certain terminology. On the other hand, none of the language instructors reported such a necessity and this might be because they deal with the language in general terms rather than specific jargon in their classes whereas content professors and students are supposed to know and use the specific terminology in their fields.

All the groups have similar attitudes toward asking relevant questions as they all stated that students need to be able to ask relevant questions as another academic speaking skill. All of the content professors and some language instructors emphasized the importance of questioning and stated that they expect their students to ask more questions as long as those questions are meaningful and relevant to the topic. Along with the previous studies, the results of the current study revealed that participants believed in the idea that questioning enables students to get better in oral skills (Dippold et al., 2020; Wahyudi, 2017).

Using a wide range of vocabulary was also found to be a crucial academic skill based on the responses of all the three participant groups. Most of the participants again stated that vocabulary range is an important indication of an academic speaking skill. Students said that they had difficulty in speaking when they had to use the same range of vocabulary at times while speaking. Similarly, most of the language instructors and content professors also reported that a wide range of vocabulary is an indication of a good academic speaking skill and they encourage

their students to use a wider range of vocabulary. The findings were also in line with previous studies as limited range of vocabulary was shown to be one of the major reasons behind students' failure to speak efficient English (Khan et al., 2018).

Students, language instructors and a content professor believed that accurate use of grammar is another essential requirement of academic speaking. They stated that grammar played an important role in speaking. The results were in line with the previous studies as it was shown in previous studies that effective communication could take place with the correct use of grammatical structures (Debata, 2013; Syvak, 2018)

As for fluency, it can be concluded that most of the students and content professors as well as one-quarter of the language instructors believed that being fluent in speaking is another crucial academic speaking skill. Along with the previous studies, the majority of the students and content professors were in the opinion that students need to demonstrate fluency while speaking because fluency is regarded as one of the indications of communicative competence required for meaningful communication (Richards, 2006).

Results also showed that most of the language instructors and half of the students pointed out that students were required to work with each other in collaboration since they considered working with others in harmony as an essential academic speaking skill. It can be concluded that along with previous studies, language instructors and students believed that collaborative learning provides students with a more positive learning environment where they can practice the language together and learn from each other (Novitasari, 2019). However, when these two groups are compared with the content professors, it can be seen that none of the content professors mentioned collaboration as an academic speaking skill. This

might be because of the variations of the speaking tasks they use in class that are specific to their fields requiring students to work individually rather than in groups.

As for in-class speaking activities, along with the previous research, the results demonstrated that student presentations were regarded as one of the most common in-class activities by all participant groups through which critical communication skills are acquired (Alshare & Hindi, 2004). All of the content professors and half of the students stated that students were required to make individual presentations in class. This rate was a bit low in language instructors as only one-third of them pointed out that their students were supposed to make in-class presentations. This might be again because of the various content of the courses as the language instructors who emphasized the importance of student presentations were the instructors who taught presentation skills course. On the other hand, the majority of them said that they were dealing with mostly grammar and vocabulary in their lessons.

Both content professors and language instructors shared similar ideas regarding pair work. They said that they made their students work in pairs to discuss some questions or work on different speaking tasks with their partners. This might be because the content professors and the language instructors want their students to have more interaction that will make them feel less stressed and anxious while speaking (Mufidah, 2019). On the other hand, none of the students mentioned pair work in the interviews. This difference might be stemming from the students' departments that required distinct task types depending on the nature of their field.

As for supporting ideas and arguments, it can be concluded that groups have differing opinions. The majority of the content professors emphasized the necessity of justifying and supporting ideas in class whereas this rate was much lower in both

students and language instructors. In this sense, content professors expect from their students to be able to support their ideas as an important indication of good speaking skills (Dippold et al., 2020).

Regarding student difficulties, it can be understood that the groups have some similar and different opinions. First, the most frequent difficulty pointed out in the interviews was lack of confidence. All of the content professors said that some of their students did not have enough self-confidence, which hindered their performance. The results in Kahvecioğlu (2019) also revealed that the participants shared the common opinion that students are mostly hesitant to speak and cannot show the confidence to speak in most of the classes. Similarly, in the current study, all of the language instructors except one, pointed out that their students did not want to participate in speaking activities as they did not have enough courage and confidence to speak in front of the others. Likewise, except for only two students, they all agreed that they had difficulty in finding enough courage to speak as they did not trust their speaking skills. The results were again in line with numerous previous studies as they showed the close correlation between confidence and speaking skills (Allo & Priawan, 2019; Dippold et al., 2020; Hasan et al., 2020; Roysmanto, 2018; Sudirman et al., 2020). Kahvecioğlu (2019) demonstrated that such a hesitance might stem from the lower proficiency of students when they need to speak as they do not have necessary speaking skills.

Another common difficulty that was shared by all three groups was having limited range of vocabulary. Half of the students and half of the language instructors said that students needed to have a wide range of vocabulary while speaking. Similarly, a fair number of content professors had similar opinions. Along with the previous studies, the participants were in the idea that limited vocabulary range is

one of the most common reason that causes students to be less successful in speaking (Khan et al., 2018).

Results also indicated that some content professors, language instructors and students believed that the interference of the first language was another difficulty that students suffer from while speaking. Along with the previous studies, it can be concluded that students make mistakes while speaking or hesitate to speak because of the differences between their first language and English (Alzamil, 2019; Derakhshan & Karimi, 2015). In addition, Karakaş (2019) revealed in his study that students produce a kind of hybrid language, *Tarzanish*, the mixture of Turkish and English, which might be considered as one of the reasons why EMI policy is not implemented successfully. The researcher revealed that EMI shareholders unofficially use such a language among each other (Karakaş, 2019). In his study, Arkın (2013) also emphasized the disadvantage of EMI as a great number of respondents felt that EMI affects their acquisition of disciplinary content in a negative way due to the language problem. Therefore, it can be suggested to redesign the curriculum and include more intensive EAP courses to help the students overcome the linguistic barrier which affects their language proficiency quite negatively (Ekoç, 2018).

As for the suggestions, it can be concluded that groups have similar opinions. The suggestion offered by most of the participants in each group was practicing speaking. All of the content professors and students believed that students needed to practice speaking more in order to improve their speaking skills. In addition to this, most of the language instructors shared the same opinion stating that their students need to practice speaking and get more feedback to see their strengths and weaknesses in their speaking. Along with the previous studies, the participants of the

current study believed that it is crucial for students to be active in lessons to practice speaking sufficiently so as to develop their proficiency in the target language (Rafada & Madini, 2017). Similarly, Uzum (2007) showed in his study that students need more practice to improve their speaking skills. It was revealed in his mixed method study that Turkish students need to be provided with more accessible resource and the chance to interact with native speakers of English and practice speaking English with them. In this sense, students should be exposed to English more as a result of gathering more first hand experience, which will also help them get rid of the bias they have against the target culture and language (Uzum, 2007). Regarding the necessity of feedback, the findings were in line with Cosgun and Hasırcı (2017) as they revealed that teachers need to correct students' errors before they become fossilized and that is why teachers need to provide their students with necessary feedback and guidance.

Another suggestion made was creating authentic speaking tasks. Some of the participants in all groups stated that it would be a good idea to use more authentic tasks which would help students to make a connection between the speaking tasks and real life. Along with the previous studies, the participants believed in the effectiveness of authentic tasks to foster oral production that could make the tasks more meaningful for the students (İşpınar Akçayoğlu et al., 2019). Similarly, Turhan and Kırkgöz's (2018) study suggested that students should be provided with more meaningful speaking tasks in which they use English and content knowledge, which might motivate students more to speak English. Some students and language instructors also pointed out that it would be a good idea to teach speaking skills in a context-wise manner so that they could help students to improve their speaking skills more easily. They believed that the speaking tasks provided would not be so

meaningful to students if the tasks were assigned without providing students with a proper context. Regarding this, it can be said that with contextual teaching learning (CTL) approach, students are encouraged to improve critical thinking skills as they were exposed to context of the real world (Muliani & Sumarsono, 2019).

In this sense, teachers need to be able to make use of more authentic and contextualized tasks to help their students internalize the content more easily. Thus, it might be concluded that teachers should be provided with necessary training regarding these issues. Along with this, in her descriptive study, Ekoç (2018) suggested that lecturers should be equipped with necessary skills before they start teaching their students in an EMI context and therefore they should be trained with some in-service training before they are appointed to EMI courses. In line with these findings, Kahvecioğlu (2019) revealed that the low proficiency of the content professors or the language instructors also have negative effects on students' learning as they might prevent students from understanding the content and the materials. Similarly, Dippold et al. (2020) suggested in their study that it is vital for disciplinary tutors to have sufficient explicit training that would enable them to support their students to develop their oracy skills, especially to encourage non-native English-speaking students in a Turkish context. In order to do this, a collaborative work by language specialists and disciplinary tutors are needed with which students can be encouraged to improve their proficiency in speaking with more successful teaching guides (Dippold et al., 2020). Başıbek et al. (2014) also suggested in their study that the lecturers who lack of adequate teaching experience and proficiency in teaching English definitely need specific training by a team consisting of language specialists and education specialists in terms of language, communication and pedagogical support so as to demonstrate necessary speaking skills while teaching.

Results also demonstrated that half of the students believed that they needed to learn specific jargon or terminology related with their field to improve their speaking skills. Kırkgöz (2014) revealed in her study that students think that EMI might prevent them from understanding some concepts and vocabulary as they believe they can understand them better in their first language. In this regard, it can be suggested that students need more guidance in terms of relevant vocabulary and jargon based on their departments. Along with the findings with the current study, Turhan and Kırkgöz (2018) also emphasized the importance of terminology knowledge in their research. They found that as a result of the lack of focus on relevant terminology, engineering students had to face difficulties finding suitable words from the engineering terminology (Turhan & Kırkgöz, 2018). Similarly, in her descriptive study, Çağatay (2019) suggested that students should be provided with more input regarding their departmental studies to be more successful and therefore it is important for both language and content specialists to get some training and work collaboratively.

Results of the current study also revealed that language instructors are not happy with the heavy load and the intensive program of the preparatory school. They think due to the strict program they are supposed to follow, they cannot guide their students enough in speaking as they want. Thus, a change in the current program can be considered to be flexible depending on student needs. In her study, Kahvecioğlu (2019) suggested that English language education can start before undergraduate education to teach students sufficient knowledge before they proceed with their university education.

Along with these, Turhan and Kırkgöz (2018) suggested in their study that there has to be a change in the current Turkish EMI policy so as to provide students

with necessary education in preparatory schools that is shaped by the pre-requisites of EMI offered in their departments. Kılıç's (2018) study was also in line with these as in her study she demonstrated that there is a mismatch between what students need when they start studying in their departments and what is actually being done in preparatory programs.

In the current study, the reason why participants emphasized the importance of certain terminology for students depending on their departments might be due to the need to share a common identity and the desire to feel like a group member by means of such knowledge about the relevant terminology (Gallo, 2016). The results revealed that students are supposed to know certain terminology based on their majors and it can be suggested for them to work on such terminology before their departmental studies. Thus, a change in the content and the materials can be considered to help students get more familiar with the terminology they need for their fields. The findings are in line with Çağatay (2019) as she demonstrated in her study that EMI can affect students negatively as students might have difficulty in comprehending the content because of a different language other than their first language. That is why language instructors and content instructors should be provided with training in order to teach students according to their departmental needs such as certain terminology depending on their majors (Çağatay, 2019). Teachers also have concerns regarding discipline-based teaching because they believe they have not developed enough proficiency themselves (Kılıç, 2018). In addition, most of the students complain that they are not proficient in academic English which they need at departments and that is why these students should be supported not only in the preparatory programs, but throughout their whole education at university (İşpınar Akçayoğlu et al., 2019).

Implications for Practice

Some recommendations can be made based on the findings of the current study. As the findings suggested the curriculum of the preparatory programs can be changed in order to help students get more familiar with some departmental terminology before they study in their departments. This is because students might face difficulties when they are expected to use certain jargons or even when they are exposed to the language used by their teachers in classes in their departments. As Turhan and Kırkgöz (2018) suggested in their study, students can be given more guidance about the pre-requisites of EMI based on different departments.

Results also indicated that language instructors would like to spare more time for the speaking activities in their lessons. They stated that they have to cover the speaking parts fast in order to keep up with the intensive program in a short period of time. They believe that the heavy burden of the current program puts extra pressure on them and they cannot spare as much time as they want for in-class speaking. In this regard, another recommendation could be to make some changes in the current curriculum in such a way that English language instructors can be more flexible in giving more guidance depending on their students' needs. On the other hand, it might be suggested that language instructors are also responsible to know how to approach the curriculum. In this sense, they need to have certain knowledge so as to be able to make some necessary changes depending on the nature of the lessons and the students' needs when necessary.

It was also concluded that the lack of authentic and contextualized materials might cause some difficulties as students might find the tasks provided in lessons somehow meaningless. Therefore, it would be a good idea to educate the lecturers about how to make use of more authentic materials and how to contextualize the

available materials or produce their own. As Ekoç (2018) suggested in her study, it is crucial for the lecturers to have necessary skills before they are supposed to teach them in class and thus those lecturers should be provided with some extra trainings regarding these. It is essential for disciplinary tutors as well to have sufficient explicit training so as to guide their students to improve their speaking skills in a Turkish context (Dippold et al., 2020). Especially the language instructors who do not have ELT background need to be trained about how to teach speaking skills and apply different teaching techniques in their lessons, which will also help them to make their lessons more interactive and student-oriented.

Participants of the current study believed that students need to be provided with more opportunities to practice and thus demonstrate their speaking skills. It is crucial for students to develop certain speaking skills as long as they are exposed to the target language (Uzum, 2007). In addition, students need to practice speaking in order to be provided with feedback to improve their proficiency in speaking; otherwise, their errors become fossilized (Cosgun & Hasırcı, 2017).

Implications for Further Research

Some suggestions can be made for further research in the light of the findings of the current study. To start with, more data can be gathered in different universities to make comparisons and reach more generalizable results based on the data obtained from different contexts.

Secondly, the participants of the study were students, language instructors and content professors. In order to be able to see similarities and differences and reach more data, the perceptions of language specialists and the administration of preparatory schools could be also investigated for further research. In addition, only students and content professor were chosen as the participants to investigate what

speaking skills are needed for students studying at different departments or faculties for research question 1b. Language instructors can be also added as participants so as to be able to make comparison. Furthermore, the participants of the current study were mostly engineering students and content professors from engineering departments or medicinal sciences. Therefore, the perceptions of students and content professors from different disciplines can be investigated for further research.

In the current study, the focus was on academic speaking needs of students. Therefore, more comprehensive studies can be conducted to explore students' academic reading and writing needs as they experience EAP in a Turkish context. Thus, further data can be obtained about whether the academic reading and writing needs of students from various departments are met in preparatory programs.

Limitations of the Study

Due to some limitations the findings of the current study need to be approached cautiously. Firstly, the participants of the study were confined to only the students, language instructors and content professors of 25 EMI universities in Turkey. Therefore, other stakeholders of those EMI universities could have been also asked about their perceptions such as the administration of preparatory school, policy makers or parents.

The questionnaires were sent through email to the deans to reach content professors and students. In addition, preparatory school directors were sent another email to reach language instructors in their institutions. In this regard, it was not possible to make sure whether the correct participants completed the questionnaires or whether all of the target participants could reach the questionnaires. Because of the restrictions, a longitudinal study could not have been conducted to reach more generalizable data.

Another limitation is that because of the COVID-19 pandemic, the researcher could not reach more participants face to face to obtain more data as it was planned before. The researcher tried to reach participants only through emails at a time when they also struggled with problems caused by the pandemic such as health issues or the new online system in most institutions. As a consequence, the data in the current study were collected from a fewer number of participants than expected and planned.

Lastly, the semi-structured interviews were also held online because of the pandemic. The researcher recorded the interviews with the consent of the participants. However, the body language and gestures of the participants might not have been observed by the observer because the interviews were held online rather than face to face. More detailed data based on the participants could have been gathered in face to face interviews with the participants.

Conclusion

The purpose of the study was to investigate the perceptions of undergraduate students, language instructors and content professors on EAP students' speaking needs in English medium universities in Turkey. In this final chapter, the similarities and differences between among the perceptions of students, language instructors and content professors were presented and discussed with reference to the literature. The findings of the study were interpreted in reference to the reach questions. Based on the findings, implications for further practice and implications further research were made. Lastly, the limitations of the study were acknowledged.

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APPENDICES

Appendix A

Student Questionnaire

Dear Students,

This questionnaire (adapted from Dippold et al., 2020) was prepared for a thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program. The purpose of this questionnaire is to investigate the perceptions of undergraduate students, language instructors and content professors on EAP students' speaking needs in English medium universities in Turkey under the supervision of Asst. Prof. Dr. Tijen Akşit.

Your participation in this study is voluntary. You will be asked to complete an online survey, which should take no more than 10 minutes. All responses will be kept confidential and anonymous. The results of this study will be used for scholarly purposes only.

In terms of this questionnaire;

- You must be above 18 years old.
- Your identification will never be disclosed.
- Your data will be kept in a secure coded computer and will not be shared with third parties.
- You can leave the questionnaire any time you want.
- The results will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.
- You have the right to forbid the use of your data in my research. If this is the case, please select the box below.

☐ *I do not allow the use of my answers in the questionnaire or my data.*

If you accept these terms, please click "Next" to begin the questionnaire. Thank you for your contribution.

Hilal Tunç

MA. Bilkent University/ TEFL

e-mail: hilal.tunc@bilkent.edu.tr

Supervisor: Asst. Prof. Dr. Tijen Akşit

Questions in PART A focus on your specific situation and PART B explores your experiences of academic speaking and listening activities.

PART A

1. Gender: ☐ Female ☐ Male
2. University type: ☐ Public ☐ Foundation
3. Where is your university?
☐ İstanbul ☐ Ankara ☐ İzmir Other: _____
4. Did you study a preparatory program before you started studying in your department?
☐ Yes ☐ No
5. What is your department?
☐ Engineering ☐ Natural Sciences
☐ Medicinal Sciences
☐ Social and Administrative Sciences ☐ Education
☐ Art
Other: _____

PART B - Please answer each question below according to your interactions (speaking and listening) in ENGLISH.

6. How often do you take part in the following **IN-CLASS** listening/speaking activities during your degree studies in **ENGLISH**?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Teacher led discussions					
Listening to lectures					
Giving presentations					
Simulations/Role Play					
Pair work during lectures and seminars					
Group work during lectures and seminars					
Asking questions to the lecturers					

7. What language do you normally use IN-CLASS group or pair activities?

English

Turkish

Another language

7a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to using your first language?

--

8. How often do you take part in the following **OUT OF CLASS** speaking activities during your degree studies in **ENGLISH**?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Pair work outside of class					
Group work outside of class					
Communication with lecturers (e.g. office hours)					

9. What language do you normally use in OUT OF CLASS group or pair activities?

English
 Turkish
 Another language

9a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to using your first language?

--

10. How important are **DELIVERY SKILLS** for you to be effective in your degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Volume of voice					
Body language					

11. How important are LANGUAGE SKILLS for you to be effective in your degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Correct vocabulary					
Correct pronunciation					
Correct grammar					
Organisation of talk					

12. How important are skills in ORGANISING IDEAS for you to be effective in your degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Using own ideas					
Referring to others' ideas					
Asking questions					
Managing time					
Justifying and supporting ideas					
Awareness of other speakers					

13. How important are SOCIAL SKILLS for you to be effective in your degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Working with others					

Listening and responding					
Confidence					

14. Are there any other speaking skills you believe you need to be effective for your future studies? Please explain.

15. Please add any further comments on your use of spoken academic English during your studies.

- If you would like to volunteer for a short interview to provide me with further information, please share your e-mail address and phone number below.

e-mail: _____ mobile: +90 (5) _____

Appendix B

Language Instructor Questionnaire

Dear Instructors,

This questionnaire (adapted from Dippold et al., forthcoming) was prepared for a thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program. The purpose of this questionnaire is to investigate the perceptions of undergraduate students, language instructors and content professors on EAP students' speaking needs in English medium universities in Turkey under the supervision of Asst. Prof. Dr. Tijen Akşit.

Your participation in this study is voluntary. You will be asked to complete an online survey, which should take no more than 10 minutes. All responses will be kept confidential and anonymous. The results of this study will be used for scholarly purposes only.

In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will be kept in a secure coded computer and will not be shared with third parties.
- You can leave the questionnaire any time you want.
- The results will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.
- You have the right to forbid the use of your data in my research. If this is the case, please select the box below.

☐

I do not allow the use of my answers in the questionnaire or my data.

If you accept these terms, please click "Next" to begin the questionnaire. Thank you for your contribution.

Hilal Tunç

MA. Bilkent University/ TEFL

e-mail: hilal.tunc@bilkent.edu.tr

Supervisor: Asst. Prof. Dr. Tijen Akşit

Questions in PART A focus on your specific situation and PART B explores your experiences of academic speaking and listening activities.

PART A

1. Gender: ☐ Female ☐ Male
2. University type: ☐ Public ☐ Foundation
3. Where is your university?
☐ İstanbul ☐ Ankara ☐ İzmir Other: _____
5. What is your academic position?
☐ Instructor ☐ Assistant Professor ☐ Associate Professor ☐ Professor
6. How long have you been teaching in an English medium instruction (EMI) context?
☐ less than 1 year ☐ 1-3 years ☐ 4-6 years ☐ 7-10 years
☐ more than 10 years
7. Is English your first language?
☐ Yes ☐ No

PART B - Please answer each question below according to your interactions (speaking and listening) in ENGLISH.

8. How often do you use in the following **IN-CLASS** listening/speaking activities during your lectures?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Teacher led discussions					
Lecturing					
Student presentations					
Simulations/Role Play					
Pair work during lectures and seminars					
Group work during lectures and seminars					
Question-answer sessions					

9. What language do you normally use in-class activities?

☐ Turkish ☐ English ☐ Another language: _____

9a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to Turkish or your native language?

--

10. How often do you want your students to take part in the following **OUT OF CLASS** speaking activities during their degree studies in **ENGLISH**?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Pair work outside of class					
Group work outside of class					
Communication with lecturers (e.g. office hours)					

11. What language do you normally use in OUT OF CLASS with your students?

☐ Turkish ☐ English ☐ Another language: _____

11a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to Turkish or your native language?

--

12. How important are **DELIVERY SKILLS** for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Volume of voice					
Body language					

13. How important are LANGUAGE SKILLS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Correct vocabulary					
Correct pronunciation					
Correct grammar					
Organisation of talk					

14. How important are skills in ORGANISING IDEAS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Using own ideas					
Referring to others' ideas					
Asking questions					
Managing time					
Justifying and supporting ideas					
Awareness of other speakers					

15. How important are SOCIAL SKILLS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Working with others					
Listening and responding					
Confidence					

16. Are there any other speaking skills you believe your students need to be effective for their future studies? Please explain.

17. Please add any further comments on the use of spoken academic English of your students during their studies.

- If you would like to volunteer for a short interview to provide me with further information, please share your e-mail address and phone number below.

e-mail: _____ mobile: +90 (5) _____

Appendix C

Content Professor Questionnaire

Dear Professor,

This questionnaire (adapted from Dippold et al., forthcoming) was prepared for a thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program. The purpose of this questionnaire is to investigate the perceptions of undergraduate students, language instructors and content professors on EAP students' speaking needs in English medium universities in Turkey under the supervision of Asst. Prof. Dr. Tijen Akşit.

Your participation in this study is voluntary. You will be asked to complete an online survey, which should take no more than 10 minutes. All responses will be kept confidential and anonymous. The results of this study will be used for scholarly purposes only.

In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will be kept in a secure coded computer and will not be shared with third parties.
- You can leave the questionnaire any time you want.
- The results will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.
- You have the right to forbid the use of your data in my research. If this is the case, please select the box below.

☐

I do not allow the use of my answers in the questionnaire or my data.

If you accept these terms, please click "Next" to begin the questionnaire. Thank you for your contribution.

Hilal Tunç

MA. Bilkent University/ TEFL

e-mail: hilal.tunc@bilkent.edu.tr

Supervisor: Asst. Prof. Dr. Tijen Akşit

Questions in PART A focus on your specific situation and PART B explores your experiences of academic speaking and listening activities.

PART A

1. Gender: ☐ Female ☐ Male

2. University type: ☐ Public ☐ Foundation

3. Where is your university?

☐ İstanbul ☐ Ankara ☐ İzmir Other: _____

4. Which academic discipline are you teaching?

☐ Engineering ☐ Natural Sciences ☐ Medicinal Sciences

☐ Social and Administrative Sciences ☐ Education ☐ Art

Other: _____

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

☐ less than 1 year ☐ 1-3 years ☐ 4-6 years

☐ 7-10 years ☐ more than 10 years

6. Is English your first language?

☐ Yes ☐ No

PART B - Please answer each question below according to your interactions (speaking and listening) in ENGLISH.

7. How often do you use in the following **IN-CLASS** listening/speaking activities during your lectures?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Teacher led discussions					
Lecturing					
Student presentations					
Simulations/Role Play					
Pair work during lectures and seminars					
Group work during lectures and seminars					
Question-answer sessions					

8. What language do you normally use in-class activities?

☐ Turkish ☐ English ☐ Another language: _____

8a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to Turkish or your native language?

--

9. How often do you want your students to take part in the following **OUT OF CLASS** speaking activities during their degree studies in **ENGLISH**?

Please don't select more than 1 answer(s) per row.

	Never	Rarely	Sometimes	Often	Very Often
Pair work outside of class					
Group work outside of class					
Communication with lecturers (e.g. office hours)					

10. What language do you normally use in OUT OF CLASS with your students?

☐ Turkish ☐ English ☐ Another language: _____

10a. Can you please explain your choices, e.g. under what circumstances do you switch from using English to Turkish or your native language?

--

11. How important are **DELIVERY SKILLS** for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important

Volume of voice					
Body language					

12. How important are LANGUAGE SKILLS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Correct vocabulary					
Correct pronunciation					
Correct grammar					
Organisation of talk					

13. How important are skills in ORGANISING IDEAS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important

Using own ideas					
Referring to others' ideas					
Asking questions					
Managing time					
Justifying and supporting ideas					
Awareness of other speakers					

14. How important are SOCIAL SKILLS for your students to be effective in their degree studies?

Please don't select more than 1 answer(s) per row.

	Not important	Slightly important	Moderately important	Important	Very important
Working with others					
Listening and responding					
Confidence					

15. Are there any other speaking skills you believe your students need to be effective for their future studies? Please explain.

--

16. Please add any further comments on the use of spoken academic English of your students during their studies.

- If you would like to volunteer for a short interview to provide me with further information, please share your e-mail address and phone number below.

e-mail: _____ mobile: +90 (5) _____



Appendix D

Consent Form for the Interview

This study investigates the perceptions of undergraduate students, English language instructors and content professors on academic speaking needs of students. The data will be collected by questionnaires and semi-structured interviews. The interview will be conducted online. The study investigates how undergraduate students, instructors and content professors perceive the needs of students at different university departments in terms of academic speaking. The mixed method study aims to obtain information about the attitudes of the undergraduate students, English language instructors and content professors from different universities, in which the medium of instruction is fully English about academic speaking needs of students. Moreover, it intends to examine the differences between years of experience, educational background and nationalities with regard to perceptions on academic speaking needs. The study also makes some recommendations based on the findings.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. The recording will be erased as soon as it has been transcribed. The transcript, without your name, will be kept until the research is complete with a password that only the researcher will have an access. Your response will not be shared with third parties and will have no effect on your relations with your university.

Agreement:

☐

The nature and purpose of this research have been sufficiently explained and

I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date: _____

Name: _____

Interview Questions with Undergraduate Students

1. What speaking skills did you learn in the preparatory program?
 - a. Which of these skills would you categorize as ‘academic skills’?
2. How effectively the speaking skills you learned at the English language preparatory program prepared you for your speaking needs during your departmental needs?
3. What else can be done to improve students’ academic speaking skills?
 - a. Before they start their freshman year
 - b. After they start their freshman year
4. What speaking skills do you need to be successful in your department/faculty?
5. When you need to speak, what are the biggest difficulties you face?
 - a. How do you and your teachers deal with these difficulties?

Anything you would like to add about academic speaking needs:

Appendix E

Consent Form for the Interview

This study investigates the perceptions of undergraduate students, English language instructors and content professors on academic speaking needs of students. The data will be collected by questionnaires and semi-structured interviews. The interview will be conducted online. The study investigates how undergraduate students, instructors and content professors perceive the needs of students at different university departments in terms of academic speaking. The mixed method study aims to obtain information about the attitudes of the undergraduate students, English language instructors and content professors from different universities, in which the medium of instruction is fully English about academic speaking needs of students. Moreover, it intends to examine the differences between years of experience, educational background and nationalities with regard to perceptions on academic speaking needs. The study also makes some recommendations based on the findings.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. The recording will be erased as soon as it has been transcribed. The transcript, without your name, will be kept until the research is complete with a password that only the researcher will have an access. Your response will not be shared with third parties and will have no effect on your relations with your university.

Agreement:

☐

The nature and purpose of this research have been sufficiently explained and

I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date: _____

Name: _____

Interview Questions with English Language Instructors

1. What speaking skills do you teach in your preparatory program?
 - a. Which of these skills would you categorize as ‘academic skills’?
2. What speaking skills are needed for students studying at different departments/faculties?
3. How effectively the speaking skills taught at the English language preparatory programs prepare your students for their speaking needs during their departmental studies?
4. What are the academic tasks that involve speaking your students have difficulty in doing? Why do you think so?
5. What else can be done to improve your students’ academic speaking skills?

Anything you would like to add about academic speaking needs:

Appendix F

Consent Form for the Interview

This study investigates the perceptions of undergraduate students, English language instructors and content professors on academic speaking needs of students. The data will be collected by questionnaires and semi-structured interviews. The interview will be conducted online. The study investigates how undergraduate students, instructors and content professors perceive the needs of students at different university departments in terms of academic speaking. The mixed method study aims to obtain information about the attitudes of the undergraduate students, English language instructors and content professors from different universities, in which the medium of instruction is fully English about academic speaking needs of students. Moreover, it intends to examine the differences between years of experience, educational background and nationalities with regard to perceptions on academic speaking needs. The study also makes some recommendations based on the findings.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. The recording will be erased as soon as it has been transcribed. The transcript, without your name, will be kept until the research is complete with a password that only the researcher will have an access. Your response will not be shared with third parties and will have no effect on your relations with your university.

Agreement:

☐

The nature and purpose of this research have been sufficiently explained and

I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Date: _____

Name: _____

Interview Questions for Professors

1. What speaking skills are needed for students taking your classes?
2. When you ask your students to speak, what are the biggest difficulties they face?
 - a. How do you and your students deal with these difficulties?
3. How effectively the speaking skills taught at the English preparatory program prepare your students for their speaking needs during their departmental studies?
 - a. Before they start their freshman year
 - b. After they start their freshman year
4. What else can be done to improve your students 'academic speaking skills?
 - a. Before they start their freshman year
 - b. After they start their freshman year

Anything you would like to add about academic speaking needs:

Appendix G

Parent, Sub-Parent and Sub-Sub Parent Categories

Parent Category	Sub Parent Category	Sub sub parent category	Code	Stands for
ACSS	PHY	DEL	vol	Using the proper volume of voice
ACSS	PHY	DEL	bod	Using proper body language
ACSS	PHY	DEL	flu	Being fluent in speaking
ACSS	LING	LS	voc	Using correct vocabulary
ACSS	LING	LS	pron	Pronouncing words correctly
ACSS	LING	LS	acc	Using correct grammar
ACSS	LING	ORG	torg	Organizing the talk effectively
ACSS	COG	ORG	own	Being able to generate his/her own ideas
ACSS	COG	ORG	ref	Giving references to other people's ideas
ACSS	COG	ORG	ask	Asking relevant questions
ACSS	SEM	INTR	pres	Giving presentations in class
ACSS	SEM	INTR	pres	Giving presentations in class
ACSS	COG	ORG	time	Using the time effectively
ACSS	COG	ORG	sup	Being able to support ideas and arguments
ACSS	COG	ORG	aos	Being aware of the other speakers
ACSS	SEM	INTR	col	Working with others in collaboration
ACSS	SEM	INTR	resp	Being able to listen and respond to others
ACSS	SEM	INTR	conf	Demonstrating confidence while speaking
IN-S	SEM	INTR	tld	Participating in teacher-led discussions
IN-S	SEM	INTR	lec	Participating and listening to lectures
IN-S	SEM	INTR	peer	Listening to peers in class
IN-S	SEM	INTR	pres	Giving presentations in class

IN-S	SEM	INTR	role	Taking a part in a simulation or a role play
IN-S	SEM	INTR	inp	Working in pairs during lectures and seminars
IN-S	SEM	INTR	Ing	Working in groups during lectures and seminars
IN-S	COG	INTR	AskL	Asking questions to the lecturers
SSP	SEM	INTR	tt	Using turn-taking skills in speaking activities
SSP	SEM	INTR	mind	Performing mini dialogues
SSP	SEM	INTR	rol	Taking part in role-plays
SSP	PHY	DEL	bod	Using proper body language
SSP	PHY	DEL	pron	pronouncing words correctly
SSP	PHY	DEL	flu	Being fluent in speaking
SSP	PHY	DEL	flu	Being fluent in speaking
SSP	COG	ORG	rel	Expressing relevant language patterns
SSP	LING	LS	acc	Using correct grammar structures
SSP	LING	LS	rang	Using a wide range of vocabulary
SSP	LING	LS	org	Organizing the talk effectively
SD	PHY	DEL	vol	Using the proper volume of voice
SD	PHY	DEL	pron	Having difficulty in pronouncing words
SD	LING	LS	org	Organizing the talk effectively
SD	PHY	DEL	flu	Not being fluent while speaking
SD	LING	LS	acc	Using correct grammar
SD	LING	LS	lv	Having a limited range of vocabulary
SD	LING	LS	firs	Interference of the first language
SD	SEM	INT	lp	Not having enough practice in terms of speaking in English
SD	SEM	INTR	Lconf	Lack of self-confidence

SD	SEM	INTR	mot	lack of motivation
SD	SEM	INTR	cul	Being affected by the culture
SUG	SEM	INT	prac	Practicing speaking English
SUG	SEM	INT	cx	Teaching speaking skills in a more context-wise manner
SUG	SEM	INT	aut	Creating authentic speaking tasks
SUG	LING	LS	jarg	Learning specific jargon/terminology

