

Qualitative Research on Teacher Candidates' Oral Communication Skills

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ABSTRACT In today's diverse educational landscape, effective oral communication skills play a pivotal role in shaping the future of prospective educators. This research study aims to investigate the perspectives of 36 prospective educators, comprising 24 females and 12 males, who are currently enrolled in a university in Turkey, regarding their oral communication skills. A semi-structured interview form was used to collect the data. The study employed a qualitative case study methodology, and data content analysis was utilised to assess its effectiveness. The findings indicated that the prospective teachers' reading habits benefited their oral communication abilities, and they held the view that vocabulary was closely related to speaking ability. It was also emphasised how crucial it is to employ a variety of teaching techniques for skill development. It was discovered that they might face challenges, including a lack of confidence, excitement and stress, and it was suggested to focus on practical and diverse teaching methods and techniques to address this issue.

INTRODUCTION

The Latin term "communicate", which means "to share" or "to be in a relationship", is connected to the words "common", "commune", and "community" through their Indo-European etymological roots. It denotes the act of "assembling" (Cobley 2008). In any event, communication is an essential human phenomenon. In every aspect of social life, people have the power to choose how they engage with others. This skill significantly influences whether or not a person is successful, content, or unhappy in their family and social surroundings (Küçük 2012).

Information, knowledge, emotions, feelings, and attitudes can all be exchanged between people through the dynamic process of communication, which involves sending and receiving signals. It is utilised in daily life, from introducing oneself to strangers to staying in touch with family and friends (Taleb and Larbi 2018). Humans are social beings who do a variety of voluntary and accidental activities every day. These behaviours include greeting acquaintances on the street, talking on the phone, watching a movie in the theatre, listening to the radio in the car, reading and responding to emails, and posting images and videos on social networking sites like Facebook and Twitter. Every action, from observing personal

space to sending greetings on special occasions to grinning at a newborn or reading a morning editorial from a favourite columnist, can be viewed as a form of communication. This includes talking to oneself or reading a book (Tuna 2012: 3).

One of a person's necessities to be a social being is communication. A human becomes a social being capable of efficient communication once this requirement is met. The ability to sustain good physical health is influenced by nutrition, just as the development of a healthy spiritual life is influenced by communication. The only way to produce healthy people in a healthy society is through healthy communication (Günes 2011). The act of communicating involves interlocutors exchanging messages to express their needs, thoughts, attitudes, and feelings. The teaching and learning process heavily depends on communication (Merani 2019). Communication is exchanging information using words, body language, writing, touch, sound, and other skills. Communication comes in two forms: verbal and non-verbal communication. Verbal communication involves the exchange of information through spoken words. Non-verbal communication refers to interactions between individuals that take place without words, such as writing or using other noises, touch (such as hugs and handshakes), body language, eye contact, physical appearance, etc. (Agnihotri 2023).

There are several ways to communicate, including using words, speech, typing, touching, any sound, body language, and posture. Oral and non-oral communication, which are the two main forms, are used to exchange information. Verbal communication involves the exchange of information through speaking, whereas non-verbal communication involves the exchange of information without the use of voice. Non-verbal communication can be done through writing, producing sounds, embracing or other forms of physical touch, body language, eye contact, and more. Language is an essential tool in the process of human communication, which is a key aspect of daily living in modern civilisation. One of the most important life skills in modern culture is the capacity for spoken communication (Ying 2019).

Due to the simultaneous emergence of voice and language, vocal communication has been an inherent part of human contact since the beginning of the human species. In social interactions, basic sciences, diplomacy, professional settings, and daily life, words are the major form of communication. They are incredibly influential in all interdisciplinary communication fields (Erdönmez 2019).

The expression of one's sentiments, thoughts, impressions, and plans orally is referred to as oral communication. Due to the importance of maintaining the language for communication in interpersonal and societal contexts, it is crucial for maintaining cultural identity (Saraç 2006). In this context, oral communication is crucial for social engagement and psychological well-being, forming the basis for concepts such as isolation, integration, and harmony. Encouraging research and analysis in this area is essential (Lubinski 1979).

Spoken language is necessary to convey an intended message to a listener (McDuffie 2021). Speaking and listening are the first two language skills acquired through social and educational interactions. These complementary skills form the foundation of interpersonal communication and are collectively known as oral communication skills. The capacity for oral communication is one of the most critical social aptitudes possessed by human beings. Despite living in a technological and scientific age, the culture may not fully recognise the importance of speaking and listening as the two fundamental communication skills. The literature reveals that speaking and listening skills have not received enough high-quality study. However, it is

essential to understand that oral communication skills significantly impact achievement at all educational levels and in both personal and academic life. In communication, speaking accounts for 30 percent of the process, while listening accounts for 45 percent. One of the challenges to address is the potential misfocus on teaching listening and speaking (Il 2018). Speaking and listening are fundamental skills that enable people to interact effectively with one another. The emphasis on reading and writing skills in Turkish education from an early age has limited the attention given to the development of listening and speaking skills, which are essential components of oral communication. However, speaking and listening play distinct and crucial roles in human interaction (Erdogan et al. 2018).

Healthy oral communication can be achieved when speaking and listening skills are developed concurrently (Sahin 2019). Humans are social beings who communicate efficiently using fundamental linguistic abilities, including speaking, listening, writing, and reading. These abilities are what distinguish humans from other living organisms. In this context, both speaking and listening are considered vital communication processes. To facilitate effective communication, it is essential to receive instruction in these two oral communication skills. Contrary to the misconception that speaking and listening abilities come naturally, they can be cultivated through practical and constructive activities and education (Yİ 2018).

Effective language use, driven by the essential skills of listening and speaking, permeates every aspect of daily life. These two pillars of oral communication are crucial, and children can better grasp language arts when appropriate studies focused on speaking and listening are conducted in classroom settings (Göçer and Kurt 2020).

Communication is vital for human survival and success, and it is closely linked to language proficiency. People predominantly utilise their speaking abilities in both personal and professional lives, frequently engaging in oral interactions. Effective communication is also pivotal for the smooth operation of education (Aydin 2013).

One of the professions that heavily relies on proper, eloquent, and effective communication in society is teaching. Issues with teachers' communication can have a broader impact on society and, more specifically, on students' speaking skills

(Akkaya 2012). When teachers fail to use language effectively, students' performance may suffer, leading to misunderstandings and learning challenges. Improving teachers' teaching abilities, especially in terms of oral communication, is crucial in these areas (Oguz 2009).

Hence, one of the essential attributes that teachers, considered a vital part of the education system, should possess is strong oral communication skills. Oral communication is crucial not only in personal but also in social contexts, with even greater significance for teachers. Teachers influence students through their style of expression, and they need to set an exemplary standard for language use (Yapici 2021: 157).

Several studies in the literature have examined the communication skills of teacher candidates, including those conducted by Özerbas and Bulut (2007), Acar (2009), Çetinkaya (2011), Tunçeli (2013), Küçükkaragöz et al. (2013), Çuhadar et al. (2014), Kayabasi and Akcengiz (2014), Milli and Yagci (2016), Elkatmis and Ünal (2014), Erkan and Avcı (2014), Elkatmis (2015), Baki (2018), Gün (2018), Dilber and Akhan (2019), Kaya et al. (2019), and Uygun and Arikan (2019). Research on "oral communication skills" has also been conducted by Saraç (2006), Arslan (2013), and Yapici (2021).

In this study, prospective teachers specialising in Turkish language and literature were interviewed to gauge their perceptions of oral communication abilities, which are essential for individuals, and to assess their understanding of these skills and the implications of teaching them in the learning-teaching process. Obtaining the viewpoints of pre-service teachers on matters such as their beliefs and potential solutions to problems related to their oral communication abilities was of paramount importance for this research.

This study is expected to contribute to the existing body of research on the concept of "oral communication skills", particularly in the context of teacher development. It addresses an area that has not been extensively explored in the literature, thus filling a gap in the understanding of this crucial aspect of communication and teaching.

Objectives

This research aims to investigate the perspectives of Turkish language and literature teacher candidates regarding oral communication skills,

encompassing both listening and speaking abilities. The following primary objectives are the focal points of this study:

1. To present information that linguists and teachers can use to comprehend the connection between oral communication abilities and reading culture.
2. In order to improve students' oral communication abilities, to discover successful tasks and outcomes that can be incorporated into teaching and learning plans. Teachers can then utilise this information to improve the effectiveness and efficiency of classroom activities.
3. To investigate ideas for ways to motivate students to engage more fully in oral communication tasks while employing active learning techniques, with the hope to assist teachers in raising student engagement.

To accomplish these objectives, the study sought answers to the following questions:

1. How do oral communication (listening and speaking) abilities relate to and interact with a reading culture?
2. What types of tasks and achievements can be integrated into instructional and training plans to enhance students' oral communication (listening and speaking) abilities?
3. How can active learning be promoted, and how can student participation in oral communication (listening and speaking) activities be ensured?
4. Which conventional and non-traditional teaching strategies can educators employ to assist students in developing their oral communication skills?
5. What challenges might emerge when aiding students in enhancing their oral communication skills?
6. What are the potential solutions to address the challenges that may arise when teaching students oral communication skills?

This research seeks to shed light on these critical aspects of oral communication skills within the context of Turkish language and literature teacher training and development.

METHODOLOGY

Research design/model, participant/study group, data collecting, and data analysis/analysis are all covered under the "methods" section of the research.

Research Design/Model

The objective of this study is to explore the perspectives of prospective Turkish language and literature teachers on oral communication skills, specifically listening and speaking. The research methodology employed in this study is qualitative. Qualitative research, utilising various data collection methods like observation, interviews, and document analysis, among others, aims to provide a comprehensive and realistic understanding of events and perceptions (Yildirim and Simsek 2013). As described by Creswell (2020), "The case study is a form of qualitative research design that can be both the research's product and its object. Case study research is an in-depth examination of a real-life, currently constrained system (a situation) or several constrained systems (states) over time by the researcher using a variety of informational sources (such as observations, interviews, audiovisual materials, documents, and reports). It is a qualitative strategy that gathers data and identifies situational descriptions or themes."

In essence, this study employs a qualitative case study design to delve deeply into the perspectives and experiences of prospective Turkish language and literature teachers regarding oral communication skills, shedding light on their insights and perceptions in a comprehensive manner.

Study Group/Participants

The study participants consisted of 24 female and 12 male students who were enrolled in the education faculty of a state university during the 2021-2022 academic year. These students were majoring in the department of Turkish language and literature education and were in the second, third, and fourth grades. They voluntarily agreed to participate in the study, making a total of 36 teacher applicants in this group.

The researchers employed the easy-to-access criterion sampling method, a form of purposeful

sampling, to select the sample population for the study. The participants were pre-service teachers enrolled in the 2nd, 3rd, and 4th grades who had taken the course "Turkish Language and Literature Teaching Programs, Turkish Language and Literature Learning and Teaching Approaches". These courses were chosen as they provide relevant information about oral communication skills, aligning with one of the purposeful sampling techniques known as criteria sampling.

To collect data, a semi-structured interview form consisting of six open-ended questions was administered to the pre-service teachers to allow them to express their thoughts and insights. The selection of subjects for participation was based on voluntariness, ensuring the internal validity of the research. Individual data and information collected from the participants were kept confidential, and codes FTC (Female Teacher Candidates) and MTC (Male Teacher Candidates) were assigned based on the order in which the questions were answered, and numbered sequentially. Table 1 gives demographic information about the study group.

In the Turkish Language and Literature Education program, 66.67 percent ($f=24$) of the participants were female, while 33.33 percent ($f=12$) were male. The distribution of participants across different grade levels is as follows:

- ♦ In the 2nd grade, there were 7 females and 3 males, totaling 10 participants, accounting for 27.78 percent.
- ♦ In the 3rd grade, there were 10 females and 2 males, totaling 12 participants, accounting for 33.33 percent.
- ♦ In the 4th grade, there were 7 females and 7 males, totaling 14 participants, accounting for 38.89 percent.

The majority of the pre-service teachers who took part in the research were female (66.67%), with a lower percentage of males (33.33%).

According to findings, female teacher candidates make up the majority of the program, with an upper-grade level representation that is slightly

Table 1: Demographic information of participants

<i>Department/ Main Science</i>	<i>Grade</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>(%)</i>
Turkish Language and Literature Education	2	7	3	10	27.78
	3	10	2	12	33.33
	4	7	7	14	38.89
Total		24	12	36	100

greater. The findings of this demographic research clarify the gender-based participation rates and distribution of the program across grade levels.

Data Collection Tools

To learn more about the oral communication skills of Turkish language and literature teacher candidates, specifically listening and speaking, the researcher used a semi-structured interview form with six open-ended questions.

The process for formulating and changing the interview questions is described as follows:

1. **Formulation of a Question:** Initially, nine questions based on an analysis of pertinent literature were created. After talking with three subject-matter specialists, these questions were honed and reduced to six. The questions were well-focused and pertinent to the research goals thanks to the collaborative process.
2. **Semi-Structured Interview Methodology:** The semi-structured interview methodology was selected as the data-gathering strategy for this project. In this method, the researcher creates a list of questions in advance, giving the participants some latitude for debate and question modification throughout the interview. This approach is appropriate for qualitative research because it gives both the researcher and the participants some control (Ekiz 2009; Sönmez and Alacapinar 2014).
3. **Questionnaire Content:** The interview form consisted of open-ended questions related to oral communication skills and closed-ended questions about personal information. This combination of question types aimed to enhance the validity of the data collected.
4. **Pilot Application:** Before using the interview form with the study participants, a pilot application was conducted. Twelve students from the second, third, and fourth grades of Turkish Language and Literature instruction participated in this pilot phase, responding to the semi-structured interview questions. The researcher examined the information gathered during these interviews and made necessary modifications to the

interview form, taking into consideration the feedback from the experts.

5. **Finalisation of Interview Form:** The semi-structured interview form was completed by June 2022 and was prepared for use with teacher candidates who volunteered to take part in the study. It was underlined that the sincere and unforced expression of the participants' opinions was essential for the validity of the research results. The participants were also given the assurance that their responses would have no bearing on their grades or records and that the data they submitted would be kept private and not shared with any person or organisation.

This thorough procedure shows the great thought and planning that went into ensuring the authenticity and dependability of the information gathered through the semi-structured interviews with the teacher candidates.

Tools of Data Analysis

Content analysis, a method frequently used in social science research, was used to analyse the data for this study. Finding concepts and connections in the data is the main goal of content analysis. To get a better understanding, it entails a careful evaluation of the data (Yildirim and Simsek 2013).

To better understand both natural events and human behaviour, content analysis is very helpful. It entails using coding and specified criteria to condense the words in a text into digestible topic divisions. Researchers can examine if particular words or concepts are present in the text or texts using this methodical and iterative procedure. By analysing the presence, meanings, and connections between these words and concepts, researchers can then conclude the message being delivered in the texts (Büyüköztürk et al. 2020).

The following stages were used in this study's data analysis process:

1. **Initial Coding:** Researchers individually coded the data based on the research questions. The coding process was driven by ideas generated from the data itself.
2. **Categorisation:** Codes were grouped into manageable categories. This step involved organising and collecting codes related to specific themes.

3. **Theme Development:** In this phase, themes emerged from the organised codes, and these themes were defined.
4. **Analysis and Conclusion:** Information was presented without commentary up to this point. In the final stage, the identified findings were evaluated, and conclusions were drawn.

To assess the reliability of the coding process, consistency among coders was examined using the Percent Consensus (P) formula, as developed by Miles and Huberman (1994). With values of 70 percent or more commonly being regarded as satisfactory and values over 90 percent being regarded as good, this formula calculates the percentage of agreement amongst coders (Miles and Huberman 1994). Achieving a 90 percent agreement rate in this study demonstrated that the researchers ensured coding reliability.

The research findings were presented within the scope of the research objectives, using tables to display the results. Codes and themes were presented with numerical information. However, it is important to note that digitisation was employed primarily to enhance accuracy and minimise bias in the research, rather than for making broad generalisations or identifying patterns among multiple variables.

The coding reflected the opinions of the participants, and the initials "FTC" (Female teacher candidates) and "MTC" (Male teacher candidates) were used to identify the participants in the study.

In summary, content analysis was the chosen method for data analysis, and a systematic approach was followed to ensure the reliability of the findings, which were presented in tables and supported by numerical data, adhering to the research objectives.

Validity and Reliability

In qualitative research, demonstrating validity and reliability is essential, and it involves transparency in detailing the research methodology, including participant selection criteria, data collection tools, tool preparation, data collection methods, data analysis procedures, and interpretation methods (Batdi 2021). Here is how validity and reliability were addressed in this study:

1. **Researcher's Role:** The researcher, who is also the course instructor, played a central

role in the study. The researcher explicitly outlined the research's aim, assured participants of the confidentiality of their opinions, and emphasised the voluntary nature of participation.

2. **Tool Development:** The researcher created a semi-structured interview form with open-ended questions to gather data. After several iterations and discussions with a subject matter expert, this form was finally completed. This action shows efforts to guarantee the quality and dependability of the data collection tool.
3. **Data Collection:** Following the ethical principles and rules for the research, the researcher gathered the opinions of the study's participants.
4. **Data Analysis:** A qualitative and scientific research expert was included in the data analysis process, adding credibility to the results. The categories chosen by the researcher were assessed by two faculty members with competence in qualitative research, which helped to increase inter-researcher dependability. Themes were then constructed based on the data. When experts could not agree, the researcher's judgement and the participants' opinion took precedence.
5. **Transparency:** Transparency was maintained at all times during the research process. The research report fully outlined the study's methodology, covering participant recruiting, data collecting, and analysis to give readers a thorough grasp of the proceedings.

The study's goal was to establish validity and reliability in the context of qualitative research by incorporating these components into the research technique and outlining the research process as it took place. This open and detailed methodology raises the validity of the study's conclusions and the reliability of the research process.

Research Ethics

In conducting this research, ethical considerations were given significant attention, aligning with the "Higher Education Institutions Scientific Research and Publication Ethics Directive" (YÖK

2023). The study adhered to ethical principles, and behaviours and attitudes that could violate the ethical guidelines outlined in the directive's section titled "Behaviours Contrary to Scientific Research and Publication Ethics" were not exhibited. Furthermore, ethical approval for the research was obtained from the Atatürk University Social and Human Sciences Ethics Committee, specifically the Educational Sciences Unit Ethics Committee. The resolution for ethical approval was dated 14.06.2022, and it was numbered 07/03. This demonstrates the research's commitment to upholding ethical standards and ensuring that the study was conducted ethically and responsibly, with the approval of the relevant ethics committee. Ethical approval is crucial in research to protect the rights and well-being of participants and to maintain the integrity and credibility of the research process.

RESULTS

The section discusses Turkish language and literature teacher candidates, their perceptions of oral communication skills, the implications of these skills for their future roles as educators, their awareness levels regarding this skill, their attitudes toward integrating these skills into the teaching and learning process, and inquiries concerning oral communication skills. Direct quotations from the sources of the findings are presented, along with the results of gathering the viewpoints of pre-service teachers to address issues such as strategies for resolving problems. The question, "How do reading culture and oral communication (listening and speaking) skills affect each other?" was posed to prospective Turkish language and literature teachers. Below presents the responses to this question, including categories, codes, participants, and frequencies.

Findings on the Effects of Reading Culture and Oral Communication Skills on Each Other

When the findings were examined, 7 codes were created under the category of "relationship between reading culture and oral communication", with the most generated code (f=15) for participants being "rich vocabulary, effective speech, gain self-confidence", and then, respectively (f=13) development of oral communication (speaking and

listening) skills, 4 participants for "parts that make up the whole", 3 participants answered "having good, correct, and effective listening skills and making sense", "having an effective diction and effective communication" with 3 participants, 1 participant "having a culture of discussion, being tolerant and rational behaviour", and one participant expressed categorical views as "not having a reading culture and having difficulties in communication".

In conclusion, this research shows that reading culture positively affects individuals' verbal communication skills and that these skills support each other. These results show that developing both reading habits and oral communication skills is very important in education.

Some of the opinions of pre-service teachers on this subject are given below:

MTC₂: "Being a good reader and listener comes before being able to discuss something. Our ability to master the topic and have more fruitful conversations increases as we become better listeners."

FTC₁₅: "Our vocabulary grows as a result of our culture of reading. Our speech is greatly influenced by the growth and expansion of our vocabulary. By using various words to describe ourselves, we can increase our oratory talents."

FTC₁₆: "I think that people with low reading levels have difficulties and have problems with other language skills."

FTC₂₁: "Reading culture has a good impact on communication abilities, the ability of a person raised in a reading culture to communicate orally has also enhanced. He has better self-expression."

MTC₃₆: "People who have a reading culture do not have communication issues in their day-to-day and professional lives. The reader of the book has no trouble talking because his vocabulary has been expanded. Since the speaker and listener are the same, this has favourable effects on both parties."

It was asked of Turkish language and literature teacher candidates, "What kind of activities and

achievements can be included in education and training programs to improve students' oral communication (listening and speaking) skills?" Below provides a detailed breakdown of the responses to the question.

Findings Related to Activities and Achievements for the Development of Oral Communication Skills

When findings are examined, 10 codes were created under the category of "activities and achievements for the development of oral communication skills". The most generated code was "emphasis on reading-related activities" with 17 participants, then 11 participants "emphasising activities and gains related to oral communication practices", 8 participants "emphasis on speaking activities and public speaking", with the response of 6 participants "discussion, panel, information feast, forum, debate, poetry performances, audio performances, presentations, educational games, etc. focus on activities", 3 participants focusing on activities", 1 participant "increasing the duration of oral communication lessons", 1 participant "concentrating on theatre and drama activities", 1 participant "concentrating on material design related to oral communication skills" and 1 participant expressed categorically as "no response".

The study emphasises the value of oral communication skills development practices. Participants stress the importance of reading-based activities in developing these skills. Additionally, it has been found that concentrating on speaking exercises and public speaking is efficient. Discussions, panels, and knowledge-sharing events are among the activities that are thought to support oral communication abilities. These results highlight the value of using a variety of activities and implementing procedures designed to improve these skills in schooling.

Some of the opinions of pre-service teachers on this subject are given below:

- MTC*₂: "Curriculum-required lessons like voice and diction should be thoroughly addressed. It is important to practise consistently. And those with expertise should complete this task."
- FTC*₁₁: "Reading should play a significant role. Additionally, additional time

should be allotted during class hours to help students develop their oral communication abilities, and the themes should be changed to reflect this. Different approaches and strategies ought to be adopted."

*FTC*₂₁: "Public speaking-related activities may be included. forums, discussions, etc. Techniques can help pupils become better oral communicators."

*MTC*₃₄: "Aloud reading, theatre, and dramatics activities can be included."

The research question for "What steps may be taken to guarantee student participation in oral communication (listening and speaking) tasks and to encourage active learning?" aimed at prospective instructors of Turkish language and literature. Below shows the information that was given in response to the question.

Findings Regarding the Relationship Between Oral Communication Skills Activities, Class Participation, and Active Learning

When findings are examined, there are 10 codes under the theme of "oral communication skills activities, class participation, and active learning relationship". Most generated code was for 18 participants for "remarkable, motivating events done", followed by 10 participants for "theatre, drama, debate, panel, forum, questioning, etc. creating discussion environments with activities", 8 participants "increasing applications", 4 participants "doing reading comprehension activities", "Assignments and presentations for high-level cognitive skills" with 2 participants, likewise, 2 participants said "video, movie, etc. tracing", again 2 participants for "written expression exercises", 1 participant for "increasing class hours", again 1 participant for "equipped teachers", and 1 participant expressed an opinion as "importance to family education".

The results highlight the importance of the connections between oral communication activities, classroom participation, and active learning. They also emphasise the importance of developing events that are attractive and inspiring, while also enabling conversation. It is thought that these activities should be implemented more. In addition, the importance of reading comprehension

exercises, homework, and presentations in terms of high-level cognitive skills is emphasised. The use of multimedia resources is also considered advantageous. Therefore, it is important to take an integrated approach to foster meaningful learning opportunities, active classroom participation, and excellent oral communication skills.

Some of the opinions of pre-service teachers on this subject are given below:

MTC₂: *“First of all, there should be an increase in course hours. Teachers ought to be prepared. By ensuring that pupils are motivated by activities, it is possible to engage students with games.”*

FTC₄: *“Debate, which is one of the listening and speaking activities, is one of the best brain workouts for enhancing children’s thinking and problem-solving abilities as well as their self-confidence. Activities similar to debates can be done.”*

FTC₃₁: *“Applying things they enjoy doing together can help them develop a habit.”*

FTC₃₄: *“Students ought to be forced to discuss subjects that interest them. Every student should engage in speaking practice without prior preparation.”*

MTC₃₆: *“Reading time can occasionally be added on top of the book’s exercises. In the wake of these book reading sessions, students can be asked to summarise the passage they read. This method also enhances listening and speaking skills by helping students get over their fear of getting enthusiastic when they approach the board and being unable to speak in front of an audience.”*

For the research question on “What instructional strategies should teachers employ while teaching their students oral communication skills?” for Turkish language and literature teacher candidates, below are the responses provided in response to the question.

Findings on Teaching Methods and Techniques that can be Used by Teachers Regarding Oral Communication Skills

When findings are examined, 34 codes were created under the theme of “teaching methods and

techniques that can be used by teachers regarding oral communication skills”. Most generated code for 12 participants was “question-answer method”, then “debate” with the answers of 10 participants, “panel” of 9 participants, “forum” with answers from 7 participants, “discussion method” with responses from 6 participants, “drama” with responses from 5 participants, 5 participants “brainstorm”, 4 participants “telling method”, “opinion search” with responses from 4 participants, 4 participants “role playing”, “station technique” with the answer of 3 participants, 3 participants for “symposium”, 3 participants for “research method”, 3 participants for “vision development technique”, 2 participants for “aquarium technique”, 2 participants said “no response!”, 2 participants for “choosing method and technique according to the situation”, 2 participants for “group teaching techniques”; 2 participants for “open session”, 2 participants for “six hat thinking technique”, 2 participants for “reading circle technique”, 2 participants for “show-and-show technique”, 2 participants for “read aloud”, 1 participant for “opposite panel”, 1 participant for “flashback technique”, 1 participant for “gossip technique”, 1 participant for “circle technique”, 1 participant for “buzz technique”, 1 participant for “educational game”, 1 participant for “construction”, 1 participant for “simulation technique”, 1 participant for “presentation technique”, 1 participant stated “Phillips 66 technique”, and 1 participant stated “butter bread technique”.

The study’s results show that teacher candidates can improve oral communication abilities by making use of a variety of training methods. The question-and-answer format, followed by panel, forum, and debate, is the one that is most usually recommended. Various methods, such as role-playing, drama, and brainstorming, are also noteworthy. To successfully improve oral communication skills, this variation highlights the necessity for adaptability and innovation in instructional approaches.

Some of the opinions of pre-service teachers on this subject are given below:

FTC₃: *“Teachers can employ techniques like panels, symposiums, and debates to help students improve their oral communication skills.”*

MTC₇: *“Students should be divided into groups and given their topics. In a classroom setting, students can describe the subjects they are studying.”*

*FTC*₂₃: "Various methods and techniques may be employed, including lectures, question-and-answer sessions, and group discussions."

*MTC*₃₂: "Can employ instructional strategies and approaches to enhance students' speaking and listening abilities. One illustration of these strategies is the question-and-answer method."

For the research question on "What are the potential issues that might arise when teaching pupils oral communication skills?" for teachers candidates in Turkish language and literature, below is a detailed breakdown of the responses to the question.

Findings Regarding Possible/Potential Problems that May Be Encountered in Acquiring Oral Communication Skills for Students

When findings are examined, 18 codes were created under the theme of "problems that may be encountered in acquiring oral communication skills to students". The most generated code was 14 participants who said "lack of self-confidence, shyness, introversion"; then 6 participants "time, the problem of time", 3 participants "no response"; 3 participants "too many students"; 3 participants "student reluctance"; 2 participants "the student's language and speech impairment"; 2 participants "problems with the level of understanding"; 2 participants "weakness of vocabulary", 1 participant "differences in local dialects, local sayings"; 1 participant "disorganisation and noise in the classroom"; 1 participant "go off purpose"; 1 participant "extreme stress and speech phobia"; 1 participant "student's inclusive education status"; 1 participant "lack of interest and talent"; 1 participant "inappropriate for the level"; 1 participant "family related problems"; 1 participant stated "attention-getting problem", and 1 participant expressed his views as "the teacher's knowledge level problem".

The results highlight the difficulties students may encounter when they work to improve their oral communication abilities. These difficulties include a lack of self-assurance, shyness, introversion, time restraints, an excessive number of students, reluctance, and communication and language issues. These findings demonstrate the ne-

cessity for educators to modify their instructional strategies to address these issues. The improvement of pupils' oral communication abilities depends on the curriculum and educational practices as well.

Some of the opinions of pre-service teachers on this subject are given below:

*FTC*₄: "Speech disorders and students' lack of confidence can be seen as major problems."

*FTC*₉: "Cultural diversity and variations in regional dialects can harm people's ability to communicate."

*FTC*₁₅: "Enabling an introverted student to participate actively in the session and to acquire and strengthen oral communication skills is one of the potential issues."

*MTC*₃₂: "Large-group activities might make it more difficult for the instructor to manage the classroom."

*MTC*₃₆: "Some physical issues with the student (stuttering, being unable to speak from birth, etc.) may pose difficulties for the student or students in developing oral communication skills."

For the research question on "What solutions do you have for issues with oral communication skills?", as per the questions posed to the Turkish language and literature teacher candidates, the responses to the question are broken down in great depth below.

Findings Regarding the Solution Suggestions for the Problems Experienced in Oral Communication Skills

When findings are examined, 11 codes were created under the theme of "solution proposals for the problems experienced in gaining oral communication skills to students". The most generated code was 21 participants said "opinions that there are no suggestions"; then 4 participants "attracting students' attention and motivation"; 3 participants "ensuring the use of different methods and techniques"; 3 participants "doing the activities and practices adequately"; 2 participants "ensuring active participation of the student"; 2 participants "getting to know the student"; 2 participants "making an observation"; 1 participant "improv-

ing learning environments”; 1 participant “increasing school-family cooperation”; 1 participant “making a plan” and 1 participant “good use of time” participants expressed their opinions as “good evaluation”.

These findings point to strategies for overcoming obstacles to oral communication skill development in students. The majority of participants claimed that there was no particular advice. There are also recommendations for enhancing planning, efficient time management, student identification and observation, successful activities and practices, the use of diverse methods and techniques, and boosting students’ engagement and motivation in the classroom. These results imply the need for a thorough analysis.

Some of the opinions of pre-service teachers on this subject are given below:

FTC₁₂: *“Simple questions that will get passive students involved in the lecture without making them uncomfortable or nervous should be given to them.”*

FTC₁₇: *“Some students may want to hide out in their corner in class. One of the goals of language and literary education providers should be to assist these students, each of whom may have unique interests and talents, in adjusting to society so they may socialise.”*

MTC₁₈: *“Science should be used, and without making it too simple, methods and techniques should be applied.”*

FTC₂₁: *“In education, there are more activities geared at enhancing students’ emotional, physical, etc. attributes than activities. I can suggest increasing your skill-building activities.”*

MTC₃₅: *“The family should get guiding services, and there should be strong communication between the family and the school.”*

DISCUSSION

In general, it was noted that concentrating on exercises and applications that enhance reading comprehension and oral communication (listening and speaking) skills, as well as offering a variety of teaching strategies, is crucial. It was emphasised

that individuals must actively engage in self-realisation during the learning and teaching process to foster skill development.

On the topic of “oral communication skills activities, class participation, and active learning relationships”, pre-service teachers of Turkish language and literature shared their views. In general, it was emphasised that offering different teaching approaches and strategies in the learning-teaching process is essential for skill development. Especially in the areas of speaking, debating, expressing oneself, and critical thinking, the participants emphasised the importance of using specific procedures and techniques. In general, it can be inferred that pre-service teachers may lack sufficient information or confidence to propose solutions to this issue, as indicated by the prevalence of the “no suggestion” responses.

Pre-service teachers believe in the positive impact of reading culture on their oral communication skills and recognise a clear correlation between vocabulary richness, effective speaking, and the development of self-confidence. Özbay (2006) suggests that there are situations in the language learning process where language development and self-confidence development mutually influence and enhance each other. According to Dogan (2016), “reading” is the most crucial element in vocabulary development, effective speaking, and writing skills. Developing the habit and enjoyment of reading is fundamental for children. With improved reading skills, vocabulary expansion, and proficient language use follow. Consequently, reading is a multifaceted conscious activity. Batur et al. (2008) argue that reading proficiency in mother tongue instruction is essential for the growth of comprehension abilities and the expansion of a student’s vocabulary, enhancing their ability to communicate verbally and in writing.

The most frequently generated code, which is the heading “activities and achievements for the development of oral communication skills” suggested that pre-service teachers should focus on activities related to reading. It is a widely held view that similar to Western nations, reading habits among children and younger generations have declined in Turkey in recent years, as noted by Kakirman Yıldız (2015). However, unlike the West, Turkey has historically not had a high literacy rate. According to data from TÜİK (Turkish Statistical

Institute) in 2014, the rate of reading habits, which still stands at an estimated level of 25-30 percent throughout Europe, is only 7 percent in Turkey. In this context, it is evident that the attitudes of teacher candidates reflect the insufficient level of reading culture in the country (Kakirman Yildiz 2015).

Effective communication is essential to both the development of a healthy social structure and a successful educational process. In this setting, the most common type of communication oral communication appears at different phases of life (Kaya and Koçoglu 2023).

Aydin and Uçgun's (2023) study found that Turkish teachers encounter three primary challenges while assessing their pupils' speaking abilities. These challenges have been linked to environmental factors, timidity, and a lack of self-confidence.

The most common codes generated under the theme of "problems that may be encountered in acquiring oral communication skills in students" by Turkish language and literature teacher candidates mentioned "lack of self-confidence, shyness, introversion" as a major issue, followed by who mentioned "time and duration problems". Additionally, provided "no answer" to this question, cited the "excessive number of students" as a problem, mentioned "student reluctance", and identified "student's language and speech disorder" as potential challenges. Specifically, "lack of self-confidence", "inability to speak in public, shyness", and related issues were acknowledged as areas where they felt deficient. Despite being in front of the community, many pre-service teachers find it challenging to express themselves in public for various reasons, including a lack of Turkish proficiency, late acquisition of Turkish, anxiety about providing incorrect or incomplete information, and fear of encountering sarcastic remarks, as indicated in Arslan's (2012: 221) study on "public speaking". Similarly, Basaran and Erdem's (2009) research revealed that anxiety, excitement, impromptu speech, subconscious speech influences, and a lack of confidence were the factors most detrimental to the speeches of teacher candidates. Akkaya's (2012) study also found that "inability to speak in public and nervousness" were the most common speech problems reported by teacher candidates. In this context, the study's findings are consistent with previous research.

Participants underlined how reading increases vocabulary and fosters confident, effective speak-

ing. It was also mentioned that reading habits are closely related to the growth of excellent speaking and listening abilities. Pre-service instructors think that to boost students' oral communication abilities, reading-focused activities should be prioritised. Additionally, they recommended including diverse practical tasks in the curriculum and using varied teaching strategies. Participants acknowledged that shyness, introversion, and a lack of self-confidence are common problems for students. Planning captivating and motivating activities, utilising a variety of teaching techniques, comprehending the distinctive qualities of each student, and performing observations were suggested as solutions to these problems. These findings highlight how crucial oral communication abilities are for aspiring teachers, as well as their recommendations for improving these abilities. These suggestions put into practice might help students communicate more effectively by enhancing their communication abilities.

CONCLUSION

The results of this study show how important oral communication skills are to Turkish language and literature teacher candidates. These skills include having a large vocabulary, speaking, gaining confidence, and having good listening skills. Some participants think that encouraging reading-focused activities can help students develop these skills because they see a direct link between these talents and reading culture. Creating discussion contexts, prioritising speaking activities, and applying different exercises and practices are all suggestions for improving oral communication abilities. Pre-service teachers recognise that issues like low self-esteem, language and speech disorders, and other difficulties may arise for students, but they also suggest remedies including student engagement, the use of a variety of teaching methodologies, a focus on activities, and greater motivation.

Additionally, pre-service teachers stress the value of using a variety of instructional techniques to teach oral communication skills and are well aware of any challenges that students might encounter as they hone these abilities. Turkish language and literature teacher candidates support using a variety of techniques and ways to teach oral communication skills, with a focus on inspiring activities and building students' self-confi-

dence. To overcome the difficulties students could face in developing these skills, they also suggest using a variety of strategies and teaching techniques.

RECOMMENDATIONS

Based on the research's findings, the following recommendations can be made:

- ◆ **Include courses in oral communication:** Oral communication (listening and speaking) courses should be included in Higher Education Council teacher preparation undergraduate programs. Pre-service teachers can benefit from these courses by improving their communication skills, increasing their self-assurance, and overcoming their public speaking phobia. Increasing the number of courses focusing on "reading skills" can also aid in the improvement of these abilities.
- ◆ **Prioritise practice-based activities:** Practice-based activities should take precedence in courses that focus on oral communication. These exercises can give students the chance to use their communication abilities in actual situations, enhancing their communication skills.
- ◆ **Adopt modern teaching strategies:** Teacher preparation programs should emphasise the use of constructivist learning strategies and current teaching strategies over conventional ones. Pre-service teachers' oral communication abilities can be improved by varying instructional strategies and methodologies during the learning-teaching process.
- ◆ **Overcome obstacles students face:** It is crucial to look into and overcome the obstacles students face when striving to develop their oral communication abilities. Further research should be done on certain problems like low self-esteem and speech or language anomalies, and solutions to these problems should be devised. The development of specialised teaching strategies can benefit from understanding the underlying reasons for these challenges.
- ◆ **Review and update teacher education programs:** It is important to review and update teacher education programs to include instructional strategies, activities, and evalu-

ation methods that are explicitly geared toward enhancing the oral communication abilities of future teachers. These programs can offer more thorough information on this subject, and better prepare aspiring teachers.

- ◆ **Conduct additional study:** Additional study is required to ascertain the efficacy of the strategies and techniques recommended in increasing the oral communication skills of pre-service teachers. Find out which teaching methods significantly increase students' oral communication skills and what kinds of activities the students enjoy doing the most. Future teaching tactics will have a more solid evidence-based foundation thanks to this research.

By putting these recommendations into practice, teacher preparation programs can provide pre-service educators with the crucial oral communication abilities needed for their careers, eventually improving the standard of instruction and communication in educational environments.

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