

To my family

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

(Dr. Martin Endley)
Supervisor

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

(Julie Mathews-Aydınlı)
Examining Committee Member

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

(Dr. Dođan Bulut)
Examining Committee Member

Approval of the Institute of Economics and Social Sciences

(Prof. Dr. Kürşat Aydođan)

CONTENT TEACHERS' PERCEPTIONS OF THE ACADEMIC AURAL-ORAL
SKILLS OF POST-PREPARATORY SCHOOL STUDENTS IN DEPARTMENTS
AT ANADOLU UNIVERSITY

The Institute of Economics and Social Sciences
of
Bilkent University

by

SERCAN SAĞLAM

In Partial Fulfilment of the Requirements for the Degree of
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

in

THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
BILKENT UNIVERSITY
ANKARA

July 2003

ABSTRACT

CONTENT TEACHERS' PERCEPTIONS OF THE ACADEMIC AURAL-ORAL SKILLS OF POST-PREPARATORY SCHOOL STUDENTS AT ANADOLU UNIVERSITY

Sağlam, Sercan

M.A., Department of Teaching English as a Foreign Language

Supervisor: Dr. Martin J. Endley

Co-Supervisor: Julie Mathews-Aydınlı

Committee Member: Dr. Doğan Bulut

July 2003

Recent studies show that lectures are moving away from traditional style towards more conversational style, where negotiation of meaning and spoken interaction becomes increasingly important. These changes in lecture style require learners to use language more effectively in academic settings. Furthermore, students need to engage in interactions with the content course teachers through questions, comments, explanations or answers. This shift leads content course teachers to expect students to participate in their classes through questions, comments, viewpoints, and difficulties of students in displaying these skills. Language programs should identify expectations of content course teachers about academic aural-oral skills and students' difficulties in displaying these skills to equip students with the skills that are expected from them in departments. Therefore, this study investigates the perceptions of content course teachers in terms of academic speaking / listening

English skills with reference to post-preparatory students in departmental courses at Anadolu University. Data was collected through questionnaires. A sample of 20 teachers was selected for follow-up interviews. The results show that asking-answering questions are the most commonly expected speaking skill. The questionnaire results revealed statistically significant differences between staff teaching social sciences, and those teaching natural sciences. Furthermore, lecturing style has an impact on students' listening comprehension, and expected participation forms from students. Moreover, it was found that emphasis given to oral participation and type of course has an influence on expectations of content course teachers and observed difficulties of students.

Key words: Academic oral-aural skills, lecturing style, content course teachers' perceptions

ÖZET

ANADOLU ÜNİVERSİTESİNDEKİ ÖĞRETİM ELEMANLARININ YABANCI DİL HAZIRLIK EĞİTİMİ SONRASI ÖĞRENCİLERİN ALAN DERSLERİNDEKİ İNGİLİZCE KONUŞMA VE DİNLEME BECERİLERİNE YÖNELİK ALGILAMALARI

Sağlam, Sercan

Yüksek Lisans, İkinci Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Dr. Martin J. Endley

Ortak Tez Yöneticisi: Julie Mathews-Aydınlı

Jüri Üyesi: Y. Doç. Dr. Doğan Bulut

Temmuz 2003

Yabancı dil olarak İngilizce öğretimi alanındaki son çalışmalar, ders anlatım yöntemlerinin geleneksel öğretmen merkezli yöntemlerden, konuşma merkezli iletişimin ve anlam merkezli görüş alışverişinin daha ön planda olduğu sınıf içerisinde yoğun karşılıklı konuşma gerektiren yöntemlere doğru kaymakta olduğunu ortaya koymaktadır. Öğretim yöntemlerindeki bu değişiklikler, öğrencilerin yabancı dili alan öğreniminde daha etkin bir şekilde kullanmaları gerekliliğini ortaya çıkarmıştır. Üstelik, öğrenciler sınıf içerisindeki konuşmalara dayalı dil gelişimlerinin yanı sıra soru sorma, yorumda bulunma, açıklama yapma ve yanıt verme yoluyla alan öğretim elemanlarıyla iletişim halinde bulunmaya gereksinim duymaktadırlar. Bu değişim, alan öğretim elemanlarının öğrencilerden ders sırasında farklı katılım biçimlerini gerçekleştirme

beklentilerine neden olduđu gibi öğrencilerin de bu beklenen katılım biçimlerini gerçekleştirmelerinde çeşitli güçlüklerle neden olmaktadır. Bu açıdan üniversite öğretim elemanlarının yabancı dilde yapılan alan derslerinde yabancı dil becerileri yönünden öğrencilerden beklentilerinin ve öğrencilerin bu beklentileri karşılamadaki güçlüklerinin bilinmesi gereklidir. Bu gerekliliğe dayandırılan bu çalışmada, Anadolu Üniversitesindeki öğretim elemanlarının hazırlık sınıfı (Yabancı Dil Hazırlık Eğitimi) sonrası öğrencilerin alan derslerindeki İngilizce konuşma ve dinleme becerilerine yönelik algılamaları araştırılmıştır. Araştırmada gerek duyulan veriler öğretim elemanlarına uygulanan anketler ve bu öğretim elemanları arasından yansız atama yoluyla belirlenen 20 öğretim elemanı ile yapılan görüşmelerle elde edilmiştir. Araştırmada alan derslerinde öğretim elemanlarının öğrencilerden en çok soru sorma ve yanıt verme dil becerilerini bekledikleri ortaya çıkmıştır. Ayrıca, sosyal bilimler ve fen bilimleri alanındaki öğretim elemanlarının öğrencilerin konuşmaları ile ilgili algılamalarının birbirinden belirgin bir şekilde farklı olduđu da belirlenmiştir. Öte yandan öğretim elemanlarının ders anlatım yöntem ve tekniklerinin öğrencinin dinleme-konuşma becerisi üzerinde ciddi bir etkisi olduđu görülmüştür. Ek olarak, dersin türünün ve öğretim elemanlarının öğrencilerin derse sözlü katılımına verdikleri önemin, öğretim elemanlarının beklentileri ve öğrencilerde gözlemlenen zorlukların üzerinde etkisi olduđu da saptanmıştır.

Anahtar Kelimeler: Akademik dinleme-konuşma becerileri, ders işleme yöntemi, öğretim elemanları.

ACKNOWLEDGEMENTS

I would like to thank and express my appreciation to my thesis advisor, Dr. Martin J. Endley, for his contributions, invaluable guidance and patience in writing my thesis.

Special thanks to Julie Mathews-Aydinli for her assistance and contributions throughout the preparations of my thesis. I would also like to thank Dr. Fredricka Stoller, the director of MA-TEFL Program, and Dr. Bill Synder for their support and understanding.

I owe much to Prof. Gül Durmuşođlu-Köse, who is the former director of Anadolu University, School of Foreign Languages, since she encouraged me to attend the MA-TEFL Program and gave me permission to conduct my study. And, I would like to thank Assoc. Prof. Handan Yavuz, who is the current director of Anadolu University School of Foreign Languages, who also supported my thesis research. I am also grateful to Assist. Prof. Bahar Cantürk, Assist. Prof. Şeyda Ülsever and Assist. Prof. Aynur Yürekli for their support and understanding.

I would like to express my special thanks to my classmate and colleague, Bülent Alan, for his invaluable support throughout the year. I thank to all my friends for their friendship and support. I am grateful to all participants of the study for their continuous assistance and patience in conducting my research.

Finally, I am grateful to my family who supported and encouraged me. I am also grateful to Gökçe Yıldız for her support, understanding and love throughout the year.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	v
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xvi
CHAPTER I: INTRODUCTION.....	1
Introduction.....	1
Background of the Study.....	1
Statement of the Problem.....	4
Research Questions.....	5
Significance of the Study.....	5
Key Terminology.....	6
Conclusion.....	7
CHAPTER II: LITERATURE REVIEW.....	8
Introduction.....	8
Academic Listening Skills.....	8
The Nature of Speech in Academic Lectures.....	9
Discourse features and rhetorical markers.....	10
Background knowledge and cultural elements.....	12

The Effect of Lecturing Style on Lecture Comprehension.....	13
Lecture style.....	14
Lecture structure.....	15
Academic Spoken Language.....	18
Features of Academic Spoken Language.....	18
The functions of academic spoken language.....	19
Language used.....	20
Socio-cultural considerations.....	21
Turn taking.....	22
Formulas of spoken language.....	24
Needs assessment studies.....	24
Conclusion.....	26
CHAPTER III: METHODOLOGY.....	27
Introduction.....	27
Setting and Participants.....	27
Participants.....	28
Information about the Courses.....	30
The year the course is offered.....	30
Type of course.....	31
Number of students enrolled in courses.....	32
Lecturing style.....	32
Instruments.....	33

Questionnaire.....	33
Interviews.....	36
Procedure.....	37
Data Analysis.....	39
CHAPTER IV: DATA ANALYSIS.....	41
Introduction.....	41
Data Analysis.....	41
General Tendencies of Participants towards Academic Aural-Oral Skills.....	42
The Expectations and Requirements of Content Course Teachers from Students with reference to Academic English Aural-Oral Skills.....	43
The Expectations with reference to Academic English Oral Skills.....	44
The Expectations with reference to Academic English Aural Skills.....	45
The Comparison of Expectations and Requirements of Content Course Teachers with reference to the Distinction between the Natural and Social Sciences.....	46
The Observed Difficulties of Students with reference to Academic English Aural-Oral Skills.....	47
Observed Difficulties of Students with reference to Academic Oral Skills	48
Observed Difficulties of Students with reference to Academic Aural Skills.....	49

The Comparison of Observed Students' Difficulty with reference to the Distinction between the Natural and Social Sciences.....	50
Factors Influencing Content Course Teachers' Expectations and Students' Observed Difficulties.....	51
The Type of Course.....	52
Lecturing Style.....	54
Emphasis given to Oral Participation.....	58
Interview Findings.....	59
The Factors that Influence Content Course Teachers' Expectations and Students' Observed Difficulties.....	60
What are your Expectations and Requirements from Students with reference to Academic Aural-Oral Skills?.....	63
Type of question that are expected from students	64
Type of questions posed by the lecturer.....	65
Other academic oral skills.....	67
Teachers' efforts to make lectures more comprehensible	69
To What Extent Can the Students Fulfill your Expectations? How is The Actual Students' Behavior in your Classes?.....	70
Natural and applied sciences.....	71
Social sciences.....	73
School of Civil Aviation.....	75

Attitudes of participants towards the use of English only in lectures	75
Conclusion.....	77
CHAPTER V: CONCLUSION.....	79
Introduction.....	79
Discussion of the Findings.....	79
What do Anadolu University the Content Course Teachers Expect of their Students in terms of Academic Aural-Oral English Skills ?.....	80
According to Content Course Teachers' Evaluation of their Students' Performances, What Difficulties do Students have in terms of Academic Aural-Oral Skills?.....	84
To What Extent Do The Requirements of and Observed Difficulties in Academic Aural-Oral English Skills Vary with reference to a) the Distinction between Social and Natural Sciences, b) Lecture Style, c) Type of Course, d) the Degree of Importance given to Oral Participation, e) the Year Course is Offered, f) Number of Students?.....	90
Implications for Practice.....	92
Authenticity of Classroom Tasks.....	93
Students' Academic Needs.....	94
Curricular Issues.....	95
Implications for Further Research.....	97

Limitations of the Study.....	98
Conclusion.....	99
REFERENCE LIST.....	100
APPENDICES.....	104
Appendix A:	
Survey (English Version).....	104
Appendix B:	
Survey (Turkish Version).....	108
Appendix C:	
Interviews.....	112
Appendix D:	
Checklist for the Interview.....	113

LIST OF TABLES

TABLE

1	The Distribution of Participants Across Faculties	28
2	The Distribution of Participants with respect to their Academic Titles.....	29
3	The Distribution of Participants with reference to their Teaching Experience.	29
4	The Distribution of Participants with reference to their Educational Background.....	30
5	The Year the Courses Offered with respect to faculties.....	31
6	Type of Course with respect to Faculties.....	31
7	Number of Students Enrolled in Courses with reference to Departments.....	32
8	The Way the Course is Taught.....	33
9	Questionnaire Parts and Information about the Questions.....	35
10	The Degree of Importance of the Four Language Skills in Fulfilling the Requirements.....	42
11	The Importance of the Four Skills with reference to the Distinction between Social and Natural/Applied Sciences.....	43
12	Expectations of Content Course Teachers with reference to Academic Oral Skills.....	44
13	Expectations of Content Course Teachers with reference to Academic Aural Skills.....	45
14	Academic Speaking Expectations Compared with reference to Social/ Natural Sciences.....	46

15	Academic Listening Expectations Compared with reference to Social/Natural Sciences.....	47
16	Perceived Difficulties of Students in Displaying the Academic Oral Skills	48
17	Perceived Difficulties of Students in Displaying the Academic Aural Skills	49
18	Students' Observed Academic Speaking Difficulties Compared with reference to Social/Natural Sciences.....	50
19	Students' Observed Academic Listening Difficulties Compared with reference to Social/Natural Sciences.....	51
20	The Impact of Course Type on Teachers' Expectations of Academic Speaking Skills.....	52
21	The Impact of Course Type on Students' Difficulties of Academic Aural Skills.....	53
22	The Impact of Lecturing Style on Teachers' Expectations of Academic Speaking Skills.....	54
23	The Impact of Lecturing Style on Students' Perceived Difficulties of Academic Speaking Skills.....	55
24	The Impact of Lecturing Style on Students' Perceived Difficulties of Academic Aural Skills.....	57
25	The Effect of Emphasis Given to Oral Participation on Expected Academic Oral Skills.....	58
26	Information about the Interviewees.....	60

LIST OF FIGURES

Figure

1	Discourse Features that Make Lectures Easier to Follow.....	10
2	Most and Least Expected Academic Oral Skills.....	80
3	Most and Least Expected Academic Aural Skills.....	80
4	The Observed Difficulties of Students in Displaying Academic Oral Skills....	85
5	The Observed Difficulties of Students in Displaying Academic Aural Skills..	88

CHAPTER I: INTRODUCTION

Introduction

With the spread of English as a lingua franca of communication, a growing number of students attend institutions where the medium of instruction is English, either in their own countries or in English-speaking countries. Lectures are the primary source of transmission of knowledge (Jordan, 1997; Richards, 1983). Hence, academic listening has long been an inseparable component of academic competence in university settings (Flowerdew, 1994). Recent studies show that lectures are moving away from traditional approaches towards more informal, conversational styles, where negotiation of meaning and spoken interaction becomes increasingly important (Flowerdew, 1994). With the shift away from teacher-centered classrooms, in which the teacher is the only source for the communication of knowledge, towards more interactive learning-centered classrooms, in which the negotiation of meaning is the basis for transmission of knowledge, the expectations of content course teachers and challenges for students change. Therefore, this study investigates the perceptions of content course teachers in terms of academic aural-oral English skills with reference to students in departmental courses at Anadolu University.

Background of the Study

Lectures constitute a major part of university study (Jordan, 1997; Richards, 1983). Lectures require listeners to identify information with respect to its relevance to the topic (Flowerdew, 1994). Flowerdew suggests that at least in western cultures, the trend is towards interactive lectures where participation is one of the main requirements of the course. Moreover, needs analysis studies, such as those of Ferris and Tagg, (1996a; b) and Ferris (1998) support Flowerdew's observation about the

lecturing style. Mason (1994), in another useful study to support changing lecture trends in western culture, identified three lecture styles: talk-and-chalk, give-and-take, and report-and-discuss.

In talk-and-chalk type of lecturing, the lecturer presents the content using a blackboard or other devices (i.e. over-head projectors, computers, data shows) as his main visual aid. In give-and-take type of lecturing, the lecturer presents the material to initiate discussion, and the oral participation of students. In report-and-discuss type of lectures, the topics or the content of the lecture are allocated to students for reading, discussions, or oral presentation and oral participation to the class is integral.

The preparatory language classrooms in a tertiary educational setting may fall short in preparing students with the challenges of academic life, and equip learners with essential strategies and skills. Even though proficient ESL/EFL students of English may have less problem understanding general conversations, Ostler (1981) suggests that students have more problems with academic listening.

Academic listening differs from general listening for many reasons. Richards (1983) identified 18 micro-skills that students should be able to display for effective academic listening, apart from the 33 micro-skills necessary for general listening. These skills include identifying the scope of the lecture, development of the organization, key vocabulary items, and the relation between the main and the supporting ideas. Richards considers academic listening as a specific genre since the skills mentioned above are different from general listening skills.

Lectures as a specific genre are problematic for students (Benson, 1994; Ross, 2002). As Flowerdew (1994) points out, listening to lectures calls for an ability “to concentrate on and understand long stretches of talk” (pp. 11-12) depending on

lecturing style. Second, the background information essential for listening to lectures is content specific, requiring an advanced technical vocabulary, and internalization of certain linguistic forms (Flowerdew, 1994). Third, students need to integrate the incoming spoken input, with information derived from other sources of media, such as handouts, OHTs, and data shows (Jordan, 1997). Finally, the discourse features and rhetorical markers employed by instructors play an important role in academic lecture comprehension (Chaudron, 1995).

Particular difficulties arise in that most lectures involve only one speaker (lecturer), and the rate of speech of that person accounts for a considerable amount of problems in lecture comprehension (Chaudron, 1995; Flowerdew, 1994). With the shift away from traditional approaches to more interactive lecturing styles, instructors use unplanned speech to respond to questions during or after the lecture, and to make adjustments in the content to keep students on track (Chaudron, 1995). Hence, this shift in style may cause additional listening problems for students. As with academic listening, academic speaking differs from general speaking and academic written prose. The language used is genre specific (Jordan, 1997). Brown and Yule (1983) suggest that academic language is full of incomplete sentences, and little or no subordination. The use of specialized vocabulary is common, and usually a limited number of syntactic forms are used. Passive usage is rare, depending on the disciplines. Since some of the speech is unplanned, there is consistent replacing and refining of expressions, with a lot of pauses or fillers (pp. 15-17). Non-native speakers of English need to be trained to deal with these features so that they can employ better discussion and presentation skills. English language teachers can use genuine presentations or discussions, and analyze them together with students,

raising their awareness about these features, and encourage them to integrate these features into classroom discussions and presentations (Brown, 1995; Jordan, 1997).

Statement of the Problem

Recent studies show that there is a shift in western cultures from teacher-centered classrooms to learning-centered classrooms where negotiation of meaning is integral (Flowerdew, 1994). Consequently, students are expected to contribute to the lecture discourse by displaying different participation forms. However, there has been limited research in EFL contexts and no study in Turkey that has looked at the current expectations of content course teachers with regard to academic aural-oral skills, and the difficulties students face in displaying these skills.

Considering the aim of preparatory schools in Turkey, educational institutions should explore the tasks that students are likely to be exposed to. Ferris (1998) suggests that students' academic needs are context bounded, and educational settings should conduct research studies looking at contextual needs of students. Curriculum designers need to know what students need in their academic studies in order to revise the current curriculum and make the necessary changes. Besides, Flowerdew (1994) comments that non-native students from backgrounds where the traditional style of lecture is favored may have problems understanding lectures that expect students' oral participation in the class. Since Turkish students are generally familiar with a more traditional style from their prior education, it is important to identify what content course teachers expect from students, and what they see as the difficulties of students in displaying these skills with reference to aural-oral academic English skills.

Anadolu University's Foreign Language School (AU FLS) has been teaching aural-oral skills to students, and the emphasis has been on the improvement of general English skills; however, as a part of the curriculum renewal project, there are

indications of a shift towards integrating academic aural-oral skills into the new curriculum. Since there has not been any specific study at AU identifying students' academic aural-oral English skill needs, the expectations of content course teachers at departmental courses of AU are not known. Furthermore, in order for teachers at AU to prepare their students for the tasks that are required of them in their departments, teachers need to be aware of these tasks.

Research Questions

1. What do Anadolu University content course teachers expect of their students in terms of academic aural-oral English skills?
2. According to content course teachers' evaluations of their students' performance, what difficulties do students have in terms of academic aural-oral English skills?
3. To what extent do the requirements of and perceived difficulties in academic aural-oral skills vary with reference to:
 - a. the distinction between the social/natural sciences
 - b. the type of course
 - c. lecture style
 - d. degree of importance given to oral participation
 - e. the year the course is offered
 - f. the number of students

Significance of the Study

The findings of this study may be useful for English language teachers working in tertiary education settings in Turkish universities where the medium of instruction is English particularly since previous studies have focused exclusively on western educational context. There has been little study of aural-oral academic needs of students in both ESL and EFL. As Ferris (1998) suggests, institution-based research

will contribute to the field, by reflecting the particular context in which the needs arise. These investigations and reflections may help scholars to generalize needs and form a more complete picture of learners' academic aural-oral needs in EFL contexts.

This study may shed light on tertiary education in Turkey, in terms of academic aural-oral needs of students in the target settings, namely, the departments in which students will enroll after the preparatory classes of the Foreign Language Schools

The findings of this study may help AU in their project of curriculum renewal by providing insights about students' future needs, with regard to academic aural-oral skills. Furthermore, if the teachers at Anadolu University are aware of the tasks that the students will be exposed to in their departments, they can prepare materials accordingly, or choose course materials that match the needs of the students.

Key Terminology

The following terms are used repeatedly throughout this study:

Academic speaking: Academic speaking is an overall term describing spoken language in different academic contexts. The language used is genre specific. Asking questions in lectures, participating in classroom discussions, and making oral presentation are typical genres that students may encounter in academic contexts.

Academic listening: Academic listening involves the comprehension of spoken input in the lectures, in which students are expected to display micro-skills.

Lecturing style: There are three types of lecturing style: chalk-and-talk, give-and-take, and present-and-discuss. These styles differ with reference to degree of student participation in class. In this study, chalk-and talk is an example of a traditional teacher-centered approach, and give-and-take/present-and-discuss are examples of student-centered approaches.

Authenticity: Authenticity refers to the appropriateness of tasks to the actual needs of the learners, reflecting language use in the academic world.

Genuineness: Genuineness involves the use of naturally occurring language in class to reflect the features of lectures.

Expectation: The term expectation is used for what the teachers would ideally like from students in terms of academic aural-oral skills.

Social Sciences (SS): The Faculty of Education, the Faculty of Business Administration and Economics, and the Faculty of Communication are the social sciences as they are classified in this study.

Natural and Applied Sciences (NAS): The Faculty of Science and the Faculty of Architecture and Engineering are the natural and applied sciences.

School of Civil Aviation (CA): The School of Civil Aviation comprises five departments: Civil Aviation Electric and Electronics, Pilot Training, Aircraft Frame and Engine Maintenance, Air Traffic Control, and Civil Air Transportation Management. The former three departments are related to natural and applied sciences and the latter two are related to social sciences.

Conclusion

In this chapter, a brief summary of the issues related to academic aural-oral skills, the statement of the problem, research questions, and the significance of the study were covered. The second chapter is a review of literature on academic aural-oral skills. In the third chapter, participants, materials, and procedures followed to collect and analyze data are presented. In the fourth chapter, the procedures for data analysis and the findings are presented. In the fifth chapter, the summary of the results, implications, recommendations, limitations of the study and suggestions for further research are stated.

CHAPTER II: LITERATURE REVIEW

Introduction

The aim of this chapter is to present an overview of the literature dealing with academic English aural-oral skills. Academic listening has long been a focus of academic language programs, aiming at teaching students the necessary skills and strategies that they may need in their academic studies (Dudley-Evans & St John, 1998; Jordan, 1997; Richards, 1983). Nonetheless, the increasing importance given to spoken interaction and negotiation in academic settings has brought about the need for teaching both academic aural-oral skills to EFL/ESL students (Jordan, 1997).

In the first section, the nature of academic listening and effect of lecturing style on comprehension are discussed in detail. In the second part, the features of academic speaking are discussed.

Academic Listening Skills

Since most content knowledge is transmitted to students through lectures, academic listening is an inseparable part of academic study. Recent studies show that academic listening is a complex process, in which students have to develop strategies to cope up with the demanding task of listening to lectures (Jordan, 1997). Academic listening is a genre of its own. Teachers should find ways of integrating academic listening into general listening classes, pinpointing the differences in discourse, and training students with skills and strategies to handle the demands of academic listening (Rost, 2002).

Research on academic lectures can be classified into two major areas: in-depth analysis into lectures, and the effect of training on students' listening comprehension (Chaudron, 1995; Flowerdew, 1994; Jordan, 1997). Since the aim of this study is to investigate the perceptions of content course teachers with

regard to academic aural-oral skills, the effect of training on students' listening comprehension will not be addressed. This section is comprised of two sub-headings: the nature of speech in lectures, and the role of lecturing style on students' comprehension. In the first sub-section, the nature of speech, features of spoken language, discourse cues and rhetorical patterns, the role background information and cultural elements in lectures are discussed in detail. In the second section, the role of lecturing style on comprehension is discussed.

The Nature of Speech in Academic Lectures

The research into the nature of speech in academic lectures comes primarily from second language (L2) research on lecture comprehension or from simulations of lecture-type instruction (Chaudron, 1995). According to Lynch (1998), listening comprehension in interactive lectures is problematic for several reasons. First, the content is unfamiliar, and students cannot make use of content strategies to help them understand the meaning. Secondly, the kind of language employed in academic discussions is highly technical. Finally, negotiation of meaning between the speaker and listener depends on sharing ideas and interaction. Due to these reasons, listening in academic discussions is more demanding than the information gap type of activities that L2 learners are familiar with in language classes. In language classes, students are used to one-way information gap listening activities, where they have to listen and complete the task. These activities require no or little interaction; comprehending the meaning is enough to complete the task. On the other hand, the kind of listening that the students need in lectures requires them to comment on what they hear, and relate their comment to the preceding information. Furthermore, comprehension of the content may require some technical vocabulary. Problems arising from the limitations of language lead to communication breakdown in

academic discussions, and may lead many students to silence and reticence (Lynch, 1998). In the following sub-sections, discourse features and rhetorical patterns, the role background information and cultural elements in lectures are discussed in detail.

Discourse features and rhetorical markers: The discourse features and rhetorical markers employed by instructors play an important role in academic lecture comprehension. A significant number of studies about lecture discourse features and rhetorical markers come from ethnographic studies (Chaudron, 1995; Jordan, 1997; MacDonald, Rodger, & White, 2000). Figure 1 summarizes the findings from these studies.

Features that make lectures easier to follow	<u>Examples for each feature</u>
Global macro-organizers	Topic markers, topic shifters
Local macro-organizers	Exemplifier, relator, qualifier
Move types	Focusing, concluding, describing, asserting
Transaction types and sequence structure	Problem-solving, concept-giving, evaluative
Definitions, and vocabulary elaborations	Appositions, parallelisms, definitions, paraphrases, or synonyms (Chaudron, 1995 p.76).

Figure 1: Discourse Features that Make Lectures Easier to Follow

These features are added to lecture discourse to serve functions such as identifying the main points, establishing student-teacher rapport, distinguishing relevant from irrelevant information, referring to an idea already introduced and signaling the important points to keep students on task. Students who are aware of these features benefit more than those who are unaware (Chaudron, 1995; Flowerdew, 1994).

Recent studies, such as that of MacDonald, Rodger, and White (2000), suggest that with the increasing emphasis on spoken interaction discourse styles are changing. Traditional academic lectures are monologues and they are long. The teacher is the only source of information, and there is a clear discourse with long turns dominated by the lecturer. On the other hand, interactive lectures consist of

simple sentences -sometimes incomplete clauses- and exhibit pauses regularly after clauses, phrases and sentences. Furthermore, most interactive lectures are conversational in style with a lack of explicit discourse organization in most cases, so that transactional and interactional talk co-occurs. Finally, a great deal of body language, non-verbal communication, visual aids and deictic expressions and references occur in a lecture.

The features outlined above are important in realizing the shift in style from solid, solitary social interaction towards an informal conversation-like style. Additionally, Flowerdew and Miller's (1997) study provides evidence for the features advocated by MacDonald, Rodger, & White (2000). Flowerdew and Miller (1997) suggest that at the microstructural level, lectures have many incomplete sentences, filled by pauses, many false starts, redundancies or repetitions. Even though instructors have a planned and organized speech, instructors adjust themselves to the classroom dynamics, and exhibit a large amount of unplanned speech and reorganization of thought at the time of speaking.

Flowerdew and Miller (1997) identify interpersonal strategies that lecturers use when they are lecturing, besides the discourse features outlined above. They suggest that lecturers try to "empathize with students and try to make the lecture non-threatening" (p. 35) by simplifying the language as much as possible through rhetorical questions, meta-talk and informal language with personal pronouns to establish a friendly and encouraging social group in the class (Flowerdew & Miller, 1997; Hansen, 1994). Flowerdew and Miller (1997) argue that lecturers use "agreement markers" for "checking" comprehension or lack of comprehension. "Checking" as a strategy also enables lecturers to signpost transitions from one idea to the next. Interestingly, Flowerdew and Miller (1997) advocate that lectures, even

though organized carefully, and simplified through discourse features and structures, may be confusing for students, since ineffective usage of such features and structures leads instructors to stray away from the topic, and focus on less relevant information that may not be identified as such by the students. Similarly, in a study conducted by Dunkel and Davis (1994) investigating the effects of rhetorical signaling cues on lecture comprehension of native and non-native speakers, there was no significance in the number of information units identified and number of words noted with respect to the presence or absence of rhetorical signaling cues. One reason for the unexpected results may be that a familiar topic was used and this may have affected the results. As suggested by Flowerdew (1994), background knowledge about the content of a course has an important effect on listening comprehension.

Background knowledge and cultural elements: Background knowledge needed and cultural elements involved in academic lectures may affect students' ability to comprehend the spoken text (Flowerdew, 1994; Flowerdew & Miller, 1995; 1996). Flowerdew (1994) suggests that the background involved in academic listening is different from the background needed in general spoken language. In academic lectures, specific knowledge on a particular content is necessary, whereas in conversation general knowledge about the world is enough to follow the conversation.

Another factor that may affect students' comprehension of the lecture is the cultural elements involved in the lectures. Cultural elements determine the extent to which students comprehend the spoken text (Flowerdew & Miller, 1995, 1996). Via their analysis of extensive ethnographic studies, Flowerdew & Miller (1995, 1996) identified four cultural dimensions that have an effect on students' comprehension or

lack of comprehension: ethnic culture, local culture, academic culture, and disciplinary culture.

Ethnic culture and local culture refer to the social-psychological features that may be problematic due to differences of cultural background between the lecture presented and that of the students. Problems that arise from these differences fall into two categories. At the macro level, students have problems understanding lectures that are presented through examples of a particular culture that is not familiar to them. At the micro level, students are sensitive about examples that they are familiar with since they share the features of that local culture, especially when the examples are biased and evaluative.

Academic culture and disciplinary culture, on the other hand, refer to features of academia and academic style. Students have problems in understanding lectures that favor one style of lecturing that is peculiar to a culture that the students are unfamiliar with. Similarly, students have problems understanding disciplinary features, such as specialized vocabulary, and specific ways of presenting information. For instance, students who are familiar with problem-solution type of lectures may have problems in identifying the main ideas and arguments in a problem-solution-evaluation type of lectures (Dudley-Evans, 1994; Olsen & Huckin, 1990; Tauroza & Allison, 1994). In this study, problem-solution type of lecturing refers to the presentation of a problem, followed by its solution. On the other hand, problem-solution-evaluation refers to the presentation of the problem, along with its solution, and reflecting about it.

The Effect of Lecturing Style on Lecture Comprehension

Whether lecture style and structure have an effect on lecture comprehension or not has been an interest for researchers. The research in this field falls into four major categories: the effect of lecture style and structure on comprehension, the

effect of rate of lecture delivery on comprehension, the role of vocabulary on lecture comprehension, and the complexity of discourse structures and rhetorical structure on comprehension (Chaudron, 1995; Flowerdew, 1994; Jordan, 1997).

Lecture style: According to Morrison (Morrison, as cited in Jordan, 1997), there are two lecture styles: informal and formal. Morrison concluded that students have more difficulty in understanding an informal style, compared to a formal style. A study conducted in the 1980s analyzing lecture style in transportation, plant biology and mineral engineering identified three styles of lecturing: reading style, conversational style and rhetorical style (Dudley-Evans & Johns, 1981). Similarly, in a study by Goffman (1981, as cited in Flowerdew, 1994), three styles were identified: memorization, aloud reading and fresh talk. Both studies suggest that lectures in the past favored the dominance of lecturers on the stage, where students have the “easy task” of listening and taking notes. Nonetheless, recent studies show that lectures are moving away from the traditional approaches towards more informal, conversational style, based on notes and handouts (Ferris, 1998; Ferris & Tagg, 1996a; b; Flowerdew, 1994; Mason, 1994).

Studies that explored lectures with respect to structure tried to identify the rhetorical pattern and its effect on students’ comprehension. (Allison & Tauroza, 1995; Dudley-Evans, 1994; Olsen & Huckin, 1990; Rost, 2002; Tauroza & Allison, 1994). The findings of these studies suggest that students have more problems in understanding lectures with rhetorical patterns that they are unfamiliar with. Studies show that students have less problems in understanding problem-solution type of lectures (Allison & Tauroza, 1995; Olsen & Huckin, 1990; Tauroza & Allison, 1994).

Rost (2002) talks about academic lectures as a genre, independent from general listening, such as listening to news, listening in conversations. Nonetheless, he believes that lectures follow the five main types of rhetorical pattern that have been used to classify genres since ancient times. These rhetorical patterns are narrative, descriptive, comparison-contrast, causal/evaluative, and problem-solution. Rost suggests that students should be exposed to all five rhetorical patterns, in order to understand the underlying organization and purpose of instructors who use these rhetorical patterns in lectures. Clearly, what Rost suggests applies to a variety of disciplines. Since most EAP courses in Turkey are mixed classes, his suggestion is invaluable for EFL context.

Brown (as cited in Rost 2002) accounts for the basic skills of lecturing based on a survey involving students' and lecturers' preferred style of lecturing. He states that explaining, closure, orientation, narrating, 'lecturing', use of audiovisual aids, giving directions, comparing / contrasting, and varying students activities are the skills that are preferred by both the lecturers and students. Brown found that orientation, giving directions, and student activities are more common in introductions. Instructors tend to use narratives, comparing and contrasting, 'lecturing', and audiovisual aids during their actual presentation of ideas. Closure and student activities are preferred at the end of the lectures, having the purpose of reviewing the ideas and fostering a deeper understanding of the text. Brown suggests that EAP courses on listening should model most, if not all, skills involved in lecturing, and argues that the style that the instructor uses determines the extent to which lectures are comprehended by students.

Lecture structure: A significant body of literature looked at the structure of lectures to account for possible sources of difficulty in lecture comprehension

(Allison & Tauroza, 1995; Dudley-Evans, 1994; Olsen & Huckin, 1990; Tauroza & Allison, 1994). Olsen and Huckin (1990) looked at lecture comprehension of ESL engineering students. They found that even though students had no problem in identifying the words discreetly uttered during the lecture, they still had problems understanding the main points or logical arguments of the lecture. They suggest that one possible reason for the misunderstanding is the mismatch between instructors' intention and students' expectations from the lecture and lecture style. They identified two strategies students employ to cope with lectures: information-driven strategies and point-driven strategies. Learners using information-driven strategies seek for facts only, and they try to absorb facts, whereas students employing point-driven strategies seek to identify patterns in discourse that will help them spot the main points and supporting point(s). Based on their findings, Olsen and Huckin argue for the need to teach point-driven strategies as a part of general comprehension strategies, and suggest that the effective usage of these strategies may result in better comprehension, not only in science departments, but also in social sciences and humanities. It should be noted, however, that the study was conducted with a small population and only two main organizing frameworks were used in the study: the problem-solution pattern and the relationship between experimental data and theory (evaluative pattern).

Building on the work of Olsen and Huckin (1990) on the difference in strategies employed by different students, experimental studies have been conducted (Allison & Tauroza, 1995; Dudley-Evans, 1994; Tauroza & Allison, 1994).

The findings of Tauroza and Allison (1994) match those of Olsen and Huckin (1990); however, they found that students have fewer problems understanding lectures where they are familiar with the pattern of the lecture and the topic of the

lecture. They suggest that most of the students fail to identify main points when there is a mismatch between the expected pattern of lecture and real lecture. They argue that Chinese students, who are generally familiar with or expect a problem-solution pattern lecture, have difficulty comprehending lectures with a problem-solution-evaluation pattern. There is a tendency for students to leave out the evaluation part, or see it as irrelevant or less relevant to the topic. Allison and Tauroza (1995) duplicated their study a year after with native speakers, and found that native speakers also have difficulty in identifying the main points or relevant ideas in a problem-solution-evaluation pattern lecture. In the light of the three studies (Olsen and Huckin, 1990; Tauroza and Allison 1994; Allison and Tauroza, 1995), it is important that language teachers realize the significance of familiarity and expectation in lecture comprehension. They should model different lecture structures so that students familiarize themselves with these structures and develop important skills to handle the different structures instructors may employ in their lectures. Similarly, Dudley-Evans (1994) in his study analyzed the lecture structure in Highway Engineering (HE) and Plant Biology (PB) lectures to find out whether the patterns used in the Olsen and Huckin's (1990) study account for the main organizing framework in the lectures of HE and PB. He found the framework was employed extensively in HE, but less so in PB. He concluded that even though the argument for a distinction between point-driven and information-driven strategies is useful, it should not be generalized as a magic recipe for all disciplines, since each discipline has its own academic genre with specialized vocabulary and lecture-style preference.

All the studies above show that lecture style and lecture structure have an effect on students' comprehension. Language teachers should realize the importance

of student exposure to different rhetoric patterns and train them in the skills needed to undertake the challenges and demands of different lecture styles and structures.

Academic Spoken Language

The research into academic speaking comes from empirical studies in the field of discourse analysis, needs assessments and genre approach. The studies coming from the discourse analyst try to explain the discourse features of academic spoken language (e.g. Brown & Yule, 1983, McCarthy, 1991, McCarthy, 1998; McCarthy & Carter, 1994). The studies about needs assessment try to explain academic needs and requirements of students, in order to prepare material, curricula, syllabi, and tasks to train students to fulfill these requirements (e.g. Arık, 2002; Avcı, 1997; Ferris, 1998, Ferris & Tagg, 1996a; b; Johns, 1981; Olsen, 1980). A genre approach to studies is used to gather spoken corpus data. The aim is to categorize the corpus into meaningful units, and contribute to English Language teaching by establishing what kinds of formulaic language native speakers employ when they encounter people in different environments and contexts. The studies based on a genre approach try “to target not only a population of speakers but particular environments in which spoken language is produced” (McCarthy, 1998 p.8). The genre approach takes into consideration the speaker, the environment, the context and continuing features. The analysis of data enhances better understanding of spoken text types, and moves educators away from transplanting of written text types (McCarthy, 1998). In this paper, academic spoken language is analyzed with respect to its features.

Features of Academic Spoken Language

Academic spoken language differs from written prose and text-type transactions as they are employed in many textbooks. Non-native speakers of English

are trained in English that reveals the characteristics of written prose. (Brown, 1995, Jordan, 1997).

The functions of academic spoken language: Classroom language is a particular setting where people use transactional talk to convey information. The goal is the effective transfer of knowledge from one mind to another. It is important that the message is clearly expressed so that there is little chance for misunderstanding. Nonetheless, it is important to realize the role of interactional talk in lectures as a means for developing rapport and establishing friendly atmosphere with students (Flowerdew & Miller, 1997).

Brown & Yule (1983) and McCarthy (1991) identified two functions of talk through a detailed analysis of spoken discourse: transactional talk and interactional talk. Transactional talk is used for conveying the meaning; interactional talk is primarily used for establishing social roles and interpersonal relations. In a content-class, the teacher will use interactional talk prior to the transactional talk to prepare students for the message, and to establish good rapport with them. Foreign language speakers may have problems in understanding the purpose of interactional talk, since their training intuitively teaches them to expect transactional talk in lectures, with interactional talk having little place. Lynch (1998) states that the signs of interactional talk, such as praising before the comments, expressions of agreement before an evaluative statement, or restatement of ideas prior to questions or comments, may cause some problems for non-native speakers, since they are expecting a clear transactional message that simply agrees or disagrees with their ideas. Considering the fact that second or foreign language learners face a lot of difficulties in adjusting their talk because their expectations favor transactional talk,

it is necessary for language teachers to focus on both interactional and transactional talk equally, and show their students the relation between them (Richards, 1990).

Language used: Another aspect of academic discussion that is worth noting is the content of the discussion, and the language used with respect to the content. One of the biggest difficulties for students is to express themselves effectively in English. Their lack of competence also inhibits their participation in lectures and discussions. They have difficulty in asking the appropriate questions (McKenna as cited in Jordan, 1997). Another problem arises from the type of background information that is required from them (Flowerdew, 1994). Students need to be equipped with some strategies which they can use for signposting their ideas, and their value in the discussion. Some of these strategies include agreeing, disagreeing and commenting (Price; Tomlins both cited in Jordan, 1997). Similarly, for many students, the content of discussion is problematic because the type of listening required from them prior to speech is different from the form that they are used to from their language classrooms (Lynch, 1998).

Non-native speakers of English need training in how to ask questions, and the type of questions to ask. McKenna (as cited in Jordan, 1997) conducted a study at the University of Michigan analyzing the type of questions posed during lectures. She used observations of lectures and follow-up interviews with the participants. The findings suggest that most of the questions fall at the end of class hour, when the lecturer left some time for review sessions. The questions in the lectures were for either checking the interpretation or for expressing disagreement or challenge. Many of the questions were posed to contribute to the flow of class; a few questions were asked that sought for clarification. McKenna found that students ask clarification questions under two circumstances, namely when they request the repetition of the

information, and when they request extra information. She also found that students ask questions to check their interpretation. The questions of this type fall into two sub-categories. students paraphrase lecturers' words to check interpretation, or they illustrate the given information with an example to check. The other two types that she found out were questions of disagreement and challenge.

Socio-cultural considerations: Another aspect of academic discussion that may lead to problems is related to the socio-cultural dimension. L2 learners sometimes come from cultures where asking questions in a public setting has negative connotations. It may well be regarded in some cultures as a direct insult or threat to the speakers' knowledge of the field, or as an admission of not caring or ignorance about what the speaker says. L2 learners should become aware of Western academic settings, where asking questions is regarded positively; revealing a sense of intellectual curiosity (Lynch, 1998). Jones (1999), similarly, looked at the effects of cultural background on participation of learners in academic discussions. Many courses in the USA and Western cultures require the students to participate actively, with classroom participation being part of the assessment criteria in most of these courses. The professors either assign readings prior to class to be discussed in class, or have follow-up discussions after the lecture. Students need to talk about the content of the subject, based on their readings. In some cases, they may even need to evaluate what they read, and talk about it in class. The routines of the lecture-type discussions may lead many students to "silence and reticence" (p. 244), especially if these students are from cultures where lecture-type discussions are rarely used as a means of conveying information. Jones argues that one of the most important inhibitors that lead students to silence or reticence is cultural background. He suggests that students' cultural background prevents them from understanding the

two vital aspects of academic discussions, namely its characteristic “ethos of informality and its discourse forms” (p.257). Students, who came from cultures where little, if any, emphasis is given to classroom discussions, find the interactive nature of the lecture strange and demotivating. He strongly argues that students’ participation in discussions can only be promoted if the teachers show how English-speaking culture and especially the norms of classroom discussion, differ from the students’ native culture. This involves discriminating the culture-specific discourse conventions, the rules of turn-taking and effective usage of body language. He suggests that one possible way to accomplish this is by emphasizing cross-cultural teaching and learning.

Turn taking: Another feature of competence that native-speakers share is the rules and conventions of turn taking (Celcia-Murcia & Olshtain, 2000). The turn-taking rules of a language allow speaker and hearer to “change roles constantly and construct shared meaning by maintaining the flow of talk with relatively little overlap between the two and very brief pauses between them” (p. 172). Members of the same speech community know when to initiate a turn, when to switch a topic, and when to close the conversation.

Turn taking patterns in an academic discussion are highly complex (Basturkmen, 2002, Lynch, 1998). The type of turn taking that students are familiar with from their language classrooms differs from the turn-taking routines in content-course classes for two main reasons. First, it is probable that listeners will have more difficulty in getting a turn in a larger group than in pair-work tasks they are used to from their language classes. Second, L2 listeners must have a comment to make in the first place, which requires them to comprehend most of what the speaker has said. Besides, the comment is open to the public, so L2 learners need to take a risk,

which is a matter of personal consideration. The students must relate these comments to other listeners' comments, and finally they should provide feedback or a comment on the response of the speaker or other listeners. These features increase the cognitive load on L2 listeners, making participation more demanding and challenging task for them (Lynch, 1998). Both in lectures and discussions students may need to ask questions for clarification, checking whether they have interpreted the message correctly. Students may also ask questions to disagree or to challenge (Jordan, 1997). This means questions in discussions not only have a role of allowing students to express that they do not understand the message, or need elaboration on the message in the discussions, but allow them to express challenge or disagreement, as well as elaboration and agreement. The L2 learners of English need practice with asking questions, and they should be explicitly taught different ways of asking questions that best fit the context of the exchange.

Basturkmen (2002) found that the expected pattern of turn taking may not give an explanation for different types of turn-taking patterns in seminar-type of discussions. Basturkmen found that the general initiation (I) –response (R) - evaluation or feedback (F) pattern accounted only for 2/3 of all exchanges that she analyzed. In the pattern I R (F), the interlocutor initiates the exchange and receives a response. She refers to I R (F) types of exchange as static set of ideas that interlocutor and speaker exchange through clarification, refutation, or sharing opinions. On the other hand, 1/3 of all the exchanges had a pattern like I R (F/I R) n (F), where n indicates the number of inserted sequences. In the pattern I R (F/I R) n (F), the interlocutor initiates an exchange, and receives a response. If the response does not satisfy him/her, s/he starts a new exchange through a new initiation. The cycle goes on until the interlocutor is satisfied with the response and gives a positive

evaluation. The second type of exchange pattern is what Basturkmen refers to as ideas emerging from negotiation of meaning.

Formulas of spoken language: Academic spoken language has many formulas that can be acquired and used in appropriate settings. Recent research in cognitive psychology provides evidence for the existence of two different sources of memory systems that speakers refer to in communication: a rule-based system, and a memory-based system (Ellis, 1997; Shekan, 1989). It is argued that certain forms are automatized through salient and frequent input, and stored in the memory-based system. Since spoken language occurs in natural, predictable chunks, it is possible to teach students certain forms, and allow them to store these forms in the memory-based system (Henry, 1996). The argument for teaching chunks or formulas of spoken language comes from the notion that the relationship between any speaker's turn and the one that follows is quite predictable, therefore students can be taught the chunks in predictable contexts to develop fluency skills. Some of these chunks can be seen in 'exchanges' involving clarifications, restatements, compliments, suggestions, and agreement / disagreement. These exchanges have predictable initiations and follow-ups (McCarthy, 1991), hence it is possible to teach the parts of the exchanges and use learning activities to show students how to manage and vary the exchanges.

In academic discussions and in oral presentations most of the discourse is formulaic. The use of discourse cues and rhetoric patterns in oral presentations (Chaudron, 1995, Jordan, 1997, MacDonald, Rodger, & White, 2000), not only makes the presentation more effective, but is quite predictable, and hence teachable.

Needs assessment studies: The increasing interest in academic language has lead some researchers to conduct needs analysis in order to find out students' aural-oral needs (Arik, 2002; Avcı, 1997; Ferris & Tagg, 1996a; 1996b; Johns, 1981; Ostler, 1980). Johns (1981) looked at the general academic needs of students, and the results revealed that students need receptive skills (reading and listening) more than productive skills (writing and speaking). In a more detailed study into students' academic English needs, Ostler (1980) found that taking notes, asking questions, and participating in class discussions were more important with respect to aural-oral skills. Ferris and Tagg (1996a & 1996b) carried out a study with content-area instructors at four different institutions in the USA to find out the participants' view on their ESL students' aural-oral skills. Their findings suggest that students have difficulty with class participation, asking and responding to questions, and lecture comprehension. At the same time, they found that instructors' expectations and requirements varied substantially, with respect to academic disciplines. For many of the participants, taking notes was considered an important skill that contributed to success in the lecture. Interaction and collaboration depended on class sizes, academic area and preference of lecturing style.

Two studies in Turkey (Arik, 2002, Avcı, 1997) looked at students' academic needs. Arik (2002) looked at general academic English language needs including aural-oral ones in a Turkish medium university. The findings revealed that for most content-teachers, English is important, and reading skill is the most important of all four skills. In terms of academic speaking and listening, there is consensus that academic speaking and listening is not needed to follow the courses, since the lectures are in Turkish. Avcı (1997) investigated the perceived needs of students at Hacettepe University Department of Basic English, with respect to academic oral

skills. The findings showed that freshman students felt themselves ill equipped to give oral presentations, and participate in discussions. Students felt in need of extra training in these two skills.

Conclusion

Psychometric, discourse analysis, and ethnographic studies about lectures provide invaluable insights into the demanding task of attending lectures. Changing trends in lecturing style in the recent years provide evidence for the changing face of academic listening-speaking. In traditional classes, the students were expected to listen to lectures, take notes, and participate orally only when they have questions. More learning centered content classes lead to new expectations of content course teachers and also to new difficulties for students in displaying the skills in the lectures. Needs assessment studies carried out to examine the perceptions of content course teachers' and the needs of students with reference to academic English skills show that lecture discourse is moving away from teacher-centered monologues towards interactive lectures that require students' participation and oral contribution to the flow of the lectures. Some of these changing expectations may cause problems for students studying in English-medium departments, since most of the academic listening in preparatory schools are built around what Buck (2001:98) calls "non-collaborative" listening activities that allow no or little opportunity for students to interact with the aural input that they receive.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study is to investigate content teachers' perceptions of the academic aural-oral skills of post-preparatory school students in departments at Anadolu University. The study aims at addressing the following research questions:

1. What do Anadolu University content course teachers expect of their students in terms of academic aural-oral English skills?
2. According to content course teachers' evaluations of their students' performance, what difficulties do students have in terms of academic aural-oral English skills?
3. To what extent do the requirements of and perceived difficulties in academic aural-oral skills vary with reference to:
 - a. the distinction between the social/natural sciences
 - b. the type of course
 - c. lecture style
 - d. degree of importance given to oral participation
 - e. the year the course is offered
 - f. the number of students

In this chapter, the methodological procedures are presented. First, the participants of the study and the setting are described. Then, the data collection instruments and the ways the data were collected are presented. Lastly, the way the data were analyzed is explained.

Setting and Participants

The study was conducted in various English medium departments of Anadolu University. Anadolu University is a mixed university, where some faculties are fully English, while others offer courses in both Turkish and English.

Participants

The target group of this study was the 124 Anadolu University content course teachers who were teaching their courses in English in the Spring Semester of 2003. Early in January 2003, an official paper was sent to the Students Affairs Department of Anadolu University requesting a list of instructors who teach their courses in English. The questionnaires were sent to all 124 teachers, and returned by 75 participants. The first three questions in Part A of the questionnaire dealt with biographical information. The distribution of the participants across the faculties is presented in Table 1.

Table 1

The Distribution of Participants Across Faculties

Faculty	Questionnaires sent to the participants	Questionnaires returned from the participants	Return Rate %
Architecture & Engineering	61	22	36.0
Business Administration	14	14	100
Communication	6	4	66.7
Education	19	18	94.7
Civil Aviation	16	11	68.7
Science	8	6	75.0
Total	124	75	59.6

The participants who returned the questionnaire varied with reference to their academic title. There were eleven Öğretim Görevlisi (Instructors), thirty Yardımcı Doçent Doktor (Assistant Professor), eleven Doçent Doktor (Associated Professor), eighteen Profesör Doktor (Professor) and five that held other academic title, such as Okutman (lecturer), and Uzman (Expert). The distribution of the participants across faculties is presented in Table 2.

Table 2

The Distribution of Participants with respect to their Academic Titles

	ELT	Science	Business	Communication	Engineering	Civil Aviation	Total
Ögr. Gr.	6			2	2	1	11
Y. Doç. Dr.	7	2	5	1	11	4	30
Doç. Dr.	1	1	5		3	1	11
Prof. Dr.	3	3	4	1	6	1	18
Other	1					4	5
Total	18	6	14	4	22	11	75

The participants also varied with reference to their experience teaching in English. Most participants had 1-3 years of experience. The distribution of participants with reference to their teaching experience in English is in Table 3.

Table 3

The Distribution of Participants with reference to their Teaching Experience

	ELT	Science	Business	Communication	Engineering	Civil Aviation	Total
1-3 years	1	5	13	1	19	4	43
4-6 years	4	1	1	1	3	5	15
7-9 years	1						1
10+	12			2		2	16
Total	18	6	14	4	22	11	75

All of the participants completed their undergraduate studies in Turkey. Some participants had completed both their masters and doctorate degrees abroad, while some had done both in Turkey. A few of the participants had completed their master's degree in Turkey, and then gone abroad for their doctoral studies while a few of the participants had completed their master's degree abroad and then done their doctoral studies in Turkey. The distribution of the participants with reference to their educational background is presented in Table 4.

Table 4

The Distribution of Participants with reference to their Educational Background

Degree	Affiliation	ELT	Science	Business	Communication	Engineering	Civil Aviation	Total
Bachelor	Turkey	18	6	14	4	22	11	75
	Abroad	0	0	0	0	0	0	0
	Total	18	6	14	4	22	11	75
Master's	Turkey	12	3	2	2	13	8	40
	Abroad	4	3	12	2	8	0	29
	Total	16	6	14	4	21	8	69
Doctorate	Turkey	8	1	9	3	11	6	38
	Abroad	3	5	5		10	1	24
	Total	11	6	14	3	21	7	61

Information about the Courses

The questions in Part B of the questionnaire asked the respondents to focus on one course that they taught at undergraduate level in English. The items aimed at exploring the year the course was offered, the type of the course, the approximate number of students enrolled on the course, the way participants taught the course, the importance of the four main skills in accomplishing the requirements of the course, and the importance given to oral participation in evaluating the success of the students. The items in this section thus provided the essential information to answer the third research question.

The year the course is offered: The participants were asked to indicate as part of question 5 in Part B of the questionnaire the year the course was offered.

The aim of this question was to gather the necessary information needed to test the assumption that the teachers' expectations and students' difficulties may change as students proceed in their education. One potential reason that causes listening difficulty is inadequate content knowledge (Flowerdew, 1995). As students continue their education, they become more knowledgeable about their field, and this may ease their understanding of lectures. Table 5 shows the distribution of courses with respect to faculties.

Table 5

The Year the Courses Offered with respect to Faculties

	1 st year		2 nd year		3 rd year		4 th year		Total
	6	33.3%	9	50.0%	1	5.6%	2	11,1%	18
2	4	66.4%	2	33.6%	0	0%	0	0%	6
3	7	50.0%	4	28.6%	3	22,4%	0	0%	14
4	1	25.0%	1	25.0 %	2	50%	0	0%	4
5	2	9.1%	9	40.9%	7	31.8%	4	18.2%	22
6	2	18.2%	4	36.3%	2	18.2%	3	27.3%	11
Total	22	29.3%	29	38.7%	15	20%	9	12.0%	75

Note: 1- Faculty of Education ELT Department, 2- Faculty of Science, 3- Faculty of Business Administration and Economics, 4- Faculty of Communication, 5- Faculty of Architecture and Engineering, 6- School of Civil Aviation

Twenty-two of the courses were 1st year, twenty-nine 2nd year, fifteen 3rd year and nine 4th year. Most courses were either the first or the second year.

Type of course: At Anadolu University five different types of course are presented in the catalogue of the university. These are theoretical, applied, theoretical-applied, seminar, and laboratory. The sixth item in Part B of the questionnaire investigated the type of the course. Table 6 shows type of course.

Table 6

Type of Course with respect to Faculties

	Theoretical		Applied		Theoretical/Applied		Total
1	8	44.4%	5	27.8%	5	27.8%	18
2	2	36.6%	0	0.0%	4	66.4%	6
3	8	57.1%	1	7.2%	5	35.7%	14
4	3	75.0%	0	0.0%	1	25.0%	4
5	12	54.5%	1	4.5%	9	41.0%	22
6	5	45.4%	3	27.3%	3	27.3%	11
	38	50.7%	10	13.3%	27	36.0%	75

Note: 1- Faculty of Education ELT Department, 2- Faculty of Science, 3- Faculty of Business Administration and Economics, 4- Faculty of Communication, 5- Faculty of Architecture and Engineering, 6- School of Civil Aviation

The aim of this question was to gather the necessary information to investigate whether the type of course had any effect on expectations of content course teachers and difficulties of students in performing these expected skills with reference to academic English speaking and listening skills. Most courses that the participants

indicated were either theoretical or theoretical/applied. Only ten out of the seventy-five courses were applied courses. There were no seminar courses or laboratory courses indicated by the participants. Interview data showed that most laboratory courses are conducted by research assistants in Turkish, even if they are scheduled to be in English. The students are asked to write their reports of applied studies in English; however, most of the classroom interaction is performed in Turkish. Most seminar courses are fourth year courses, and the participants preferred to indicate other courses.

Number of students enrolled in courses: Class size is one of the important factors effecting students' oral participation. The researcher asked the participants to indicate the approximate number of students enrolled in the course. The researcher classified the number of students in three independent groups: less than 20 for a small class, 20-50 for a medium-sized class, and more than 50 for a large class. Table 7 presents number of students enrolled in courses.

Table 7

Number of Students Enrolled in Courses with reference to Departments

	1-20 students	21-50 students	50+ students	Total
1	0 0.0%	12 75.0%	6 25.0%	18
2	4 66.6%	2 33.4%	0 0.0%	6
3	3 21.4%	8 57.2%	3 21.4%	14
4	0 0.0%	3 75.0%	1 25.0%	4
5	3 14.3%	11 52.4%	7 33.3%	21
6	8 72.7%	3 27.3%	0 0.0%	11
	18 24.3%	39 52.7%	17 23.0%	74

Note: 1- Faculty of Education ELT Department, 2- Faculty of Science, 3- Faculty of Business Administration and Economics, 4- Faculty of Communication, 5- Faculty of Architecture and Engineering, 6- School of Civil Aviation

The results show that in most courses, the number of students enrolled to the course varies from 21-50 students.

Lecturing style: Whether or not lecture style and structure have an effect on lecture comprehension has been a question of some interest for researchers. The

eighth question in the Part B of the questionnaire aimed at investigating the lecture style. In this study, the lecture styles identified by Mason (1994) are used. The findings are presented in table 8.

Table 8

The Way the Course is Taught

	Talk-and-chalk		Give-and-take		Present-and-discuss		Other		Total
1	0	0.0%	11	61.1%	5	27.8%	2	11.1%	18
2	4	66.6%	2	33.4%	0	0.0%	0	0.0%	6
3	4	28.7%	8	57.1%	1	7.1%	1	7.1%	14
4	2	50.0%	1	25.0%	0	0.0%	1	25.0%	4
5	16	72.7%	4	18.2%	2	9.1%	0	0.0%	22
6	4	36.4%	3	27.3%	2	18.2%	2	18.1%	11
	30	40.0%	29	38.7%	10	13.3%	6	8%	75

Note: 1- Faculty of Education ELT Department, 2- Faculty of Science, 3- Faculty of Business Administration and Economics, 4- Faculty of Communication, 5- Faculty of Architecture and Engineering, 6- School of Civil Aviation

As shown in Table 8, the lecturing style varies with reference to the faculties in which the courses are offered. However, the majority of content course teachers favor the chalk-and-talk style of lecturing or give-and-take lectures. The interview data shows that content course teachers favor a chalk-and-talk type of lecturing style in theoretical courses, whereas in applied and applied/theoretical courses a more learner-centered lecturing style is favored, i.e. give-and-take and present-and-discuss.

The results in Table 8 also indicate that content course teachers from the field of social sciences (for example, the Faculty of Business Administration & Economics and the Faculty of Communication) favor more learner-centered courses, in which students' participation and interaction is important. In natural & applied sciences, (for example, the Faculty of Science and the Faculty of Architecture & Engineering) the content course teachers favor chalk-and-talk lectures.

Instruments

Questionnaire

In order to gather the data, a questionnaire was prepared. A questionnaire was chosen as the primary data collection instrument because it is the easiest and most practical means of gathering information from a large population. Furthermore, questionnaires have wider range coverage, compared to other data collection procedures like classroom observation. According to Cohen & Manion (1994), questionnaires are only effective if they are concise, avoid ambiguous language, and manageable in terms of length and cognitive load from the participants' side.

The questionnaire used in this study was made up of four major sections, and one open-ended commentary part (Appendix A & B). Part A of the questionnaire dealt with personal information. There were four questions. In all questions except the fourth one, participants were asked to check the responses that apply to them. In the fourth question, they were expected to indicate their educational background. The questions in this part aimed at gathering personal background information about the participants.

Part B of the questionnaire consisted of questions related to a course that the participants taught in English. There were six questions. This section not only provided essential demographic information, but dealt with the variables that influence the skills the students need in class. The questions in this part provided the necessary information to answer the third research question.

Part C of the questionnaire consisted of the items that the participants require from students in terms of academic aural-oral skills for the course. There were eighteen questions, employing a Likert-type scale. The first ten items aimed at gathering significant data about the academic speaking requirements of content

course teachers. These items were based on the literature (Jordan, 1997) and the survey prepared by Ferris & Tagg (1996a). The latter eight items were about academic listening. These items were based on Richards' (1983) taxonomy of micro-skills involved in academic listening. The items referred to the first and third research questions.

Part D of the questionnaire consisted of the items related to the participants' opinions regarding the students' academic aural-oral skills difficulties. There were eighteen questions. All the items in the fourth part were Likert-type questions. These items referred to the second research question.

Part E of the questionnaire was designed to provide participants with an opportunity to comment further, providing information on thoughts and ideas besides those expressed in the earlier items. Table 9 below summarizes the questionnaire.

Table 9

Questionnaire Parts and Information about the Questions

	Question Types	Info. about the questions	No. of questions
Part A		about the participants	Fill-in the blanks
Part B	Fill-in-the-blanks Likert-scale	Demographic information about a course the participant teaches in English	6
Part C	Likert-scale	What the participants require from students in terms of English speaking-listening skills for the course	18
Part D	Likert-scale	What are the participants' opinions regarding the English speaking-listening difficulties of students that the participants observe	18
Part E	Open-Ended	Participants' thoughts and ideas, besides the ones in the questionnaire	1

The questionnaire was conducted in Turkish, with the aim of avoiding any inconvenience arising from language problems. The questionnaire was translated into

Turkish by the researcher and a classmate on the MA TEFL program. Then the draft Turkish version was informally piloted with some instructors at Anadolu University to identify items that were not clear. Based on the feedback from the informal piloting of the questionnaire, the revised questionnaire was given to seven professors at the Anadolu University Education Faculty for content validity. Their feedback was taken into consideration in rewording the items, and correcting the grammar mistakes. Some items were deleted from the questionnaire, since they were inconsistent with the purpose of the study. The final draft of the questionnaire was prepared on March 10, 2003, and piloted at Osmangazi University with seventeen participants.

Interviews

Semi-structured interviews were conducted as a follow-up to the questionnaire. In semi-structured interviews, there is a list of questions or issues to be explored in detail; however, the order and the wording of the questions can vary from interview to interview. Semi-structured interviews allow the researcher to elaborate more on the issue under investigation, and explore the issues in depth based on the interviewee's responses to the questions (Meriam, 1998).

The interview questions were parallel to the questions in the questionnaire. The interview consisted of four basic questions that were asked to all participants (Appendix C). The first question explored the way the subject teachers teach their courses with the aim of exploring the relationships with lecturing style, requirements of and observed difficulties of academic speaking and listening skills. The second question explored the requirements of content teachers with reference to academic aural-oral skills. For speaking, the participants were asked to comment on the items in the questionnaire in detail. Based on the data analysis, the most required skills

were explored in depth with reference to findings from similar studies. For listening, the participants were asked to comment on academic aural skills that the participants expected from their students. Since the data analysis showed that students had considerably less difficulty in displaying the academic aural skills, techniques advocated in the literature proven to ease comprehension were also explored within this question. The third question explored the extent to which students meet the expectations of subject teachers with reference to academic aural-oral skills. The participants were asked to comment on what students actually do in the class with reference to academic aural-oral skills. The fourth question explored the difficulties of students in performing the tasks that the subject course teachers expected from them. The participants were asked to comment on difficulties of speaking and listening. The researcher questioned the potential sources of difficulty, and elaborated on the attitudes of subject teachers towards student difficulties. The researcher asked follow-up questions, based on the responses of the interviewees.

Procedure

After the piloting of the questionnaire, a request form was sent out to the Rectorate to get permission to conduct the questionnaire with the target group. The final version of the questionnaire was sent to the target group of 125 teachers on March 15, 2003. Seventy-five of the questionnaires were returned on March 30, 2003. The data from the questionnaire was entered into the SPSS Version 10.0 program and analyzed by the researcher. For the last part of the questionnaire, quantitative data was analyzed through categorization of data.

The interviews were carried out in the first week of April with 20 content course teachers from five faculties of Anadolu University. Since the independent *t*-test results exploring the differences in the expectations of content course teachers

and observed difficulties of students with reference to the distinction of social sciences and natural/applied sciences were significant, the researcher decided to investigate the needs with reference to the ‘social sciences (SS)’ and the ‘natural & applied sciences (NAS)’ distinction. The Communication Faculty and the Business Administration Faculty were dealt under the heading of ‘Social Sciences’. The researcher conducted seven interviews with participants from these two faculties in total. The Science Faculty and the Architecture & Engineering Faculty were dealt under the heading of ‘natural and applied science’. The researcher conducted nine interviews with participants from these two faculties in total. The School of Civil Aviation is unique among other faculties or schools because it is difficult to label this school as either ‘social science’ or ‘natural & applied science’ (see the Key Terminology section on p. 7 for details). Therefore, the School of Civil Aviation was dealt with on its own. The researcher conducted four interviews with the participants from this school. The English Language Teaching Department within the Education Faculty was not addressed in the interviews. After a year of extensive English at School of Foreign Languages, ELT students are exposed to advanced English courses in reading, writing, speaking, and grammar for two semesters. In these courses, they practice advanced English study skills, along with academic skills. It is believed that the comparison of ELT department with other faculties would not yield meaningful results because in the ELT department English teaching is the primary goal, whereas in other departments, English is only the tool of instruction. In the ELT department all four skills are equally important, and subject teachers help students develop effective language skills so that they become successful in their profession.

The interviews were transcribed and translated into English by the researcher. To make sure that the translations were effective in terms of content, a back-

translation method was used. Two classmates from MA TEFL program were asked to translate the interview transcripts back into Turkish. The two versions from the back-translation technique were compared with the original transcripts, and necessary changes were made based on the feedback. A checklist was prepared by the researcher to analyze the interview transcripts in depth. Checklist was prepared on cross-sectional basis (Mason, 1996). The transcripts from all participants were analyzed carefully, and emergent themes were added onto the checklist. For responses that may be significant, but not common among all participants, an “other” section was added to categorize data on non-cross sectional basis. A copy of the checklist is attached in Appendix D.

Data Analysis

In this study, quantitative data were collected through questionnaire and qualitative data were gathered through interviews. The questionnaire allowed the researcher to gather data to find out what students require in terms of academic English speaking-listening skills, and teacher observed difficulties in performing these skills. The questionnaire also enabled the researcher to compare the requirements with respect to the distinction between the natural and social sciences, the type of course, lecture style, the year the course is offered, degree of importance given to oral participation, and number of students. The items in Part C and D were analyzed using SPSS. For every item, frequencies and percentages were taken. Independent *t*-tests were used to investigate whether there was any significant difference in participants’ responses with reference to the distinction between natural/applied and social sciences. The researcher grouped the Faculty of Education English Language Department, the Faculty of Business Administration and Economics, and the Faculty of Communication under the category of social sciences,

and the Faculty of Science and the Faculty of Engineering and Architecture under the category of natural/applied sciences. The School of Civil Aviation was not addressed for the reasons already given. One-way ANOVA tests were used to compare the items in Part C and Part D of the questionnaire with variables in Part B of the questionnaire to answer the third research question. Post-hoc tests were computed to ensure the differences were not due to chance.

The interview transcripts were coded onto checklists prepared by the researcher. This allowed the researcher to analyze the interviews on a cross-sectional basis (Mason, 1996). The checklist was used to support the questionnaire results, and helped in exploring the issues in depth. The checklist also allowed the researcher to present the data from interviews quantitatively. Unexpected patterns were presented on a non-cross sectional basis. In other words, the patterns that did not emerge in all interviews were dealt with separately, and accounted for individual differences in expectations and perceived difficulties. Extracts from the interviews were used as a support to the findings from the questionnaire. The next chapter presents the results in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

This case study investigated, firstly, the expectations and the requirements of content course teachers with regard to the academic aural-oral skills of students in departmental courses of Anadolu University where the medium of instruction is English. Secondly, the study examined the teachers' perceptions of difficulties students face in displaying the academic aural-oral skills, based on teachers' personal evaluation of students' performances and their observations of students' behavior in their courses. Finally, the study explored whether the expectations and observed difficulties varied with regard to the distinction between the natural/applied and the social sciences, type of course, importance given to oral participation, class size, and year the course is offered. Questionnaire and semi-structured interviews were used to collect the data.

Data Analysis

The items in Part A and Part B of the questionnaire were analyzed using descriptive statistics. SPSS was used to compute frequencies and chi-squares for all items in Part C and Part D to answer the first and the second research questions. One-way ANOVA tests were used to compare the items in Part C and Part D with variables in Part A and Part B of the questionnaire to answer the third research question. Post-hoc tests were computed to ensure the differences were not a result of chance. Independent *t*-tests were computed to investigate whether the expectations or the observed difficulties differed with reference to the distinction between social and natural sciences. The interviews were transcribed and coded into categories, using a checklist prepared by the researcher.

This chapter is divided into four sections. In the first section, participants' responses to the importance of the four-language skills are discussed. In the second section, the analysis of the items in Part C of the questionnaire, along with the independent *t*-test results are presented to reflect the expectations and requirements of content course teachers with reference to academic English aural-oral skills. In the third section, the analysis of the items in Part D of the questionnaire and independent *t*-test results are presented to investigate the observed difficulties of students in performing the academic speaking and listening skills. In the fourth section, one-way ANOVA results are presented.

General Tendencies of Participants towards Academic Aural-Oral Skills

Question nine in part B of the questionnaire investigated the importance participants give to the four language skills in fulfilling the requirements of the course. The findings are represented in Table 10.

Table 10

The Degree of Importance of the Four Language Skills in Fulfilling the Requirements

	1		2		3		4		χ^2
Reading	1	1.3%	2	2.7%	26	34.7%	46	61.3%	74.17**
Listening	0	0.0%	1	1.3%	26	34.7%	48	64.0%	44.24**
Speaking	3	4.0%	23	30.7%	32	42.7%	17	22.7%	23.72**
Writing	5	6.7%	13	17.3%	33	44.0%	24	32.0%	24.15**

Note: 1. Very little important, 2. Little important, 3. Important, 4. Extremely important
 χ^2 = Chi-square; * $p < .05$ ** $p < .01$

Listening was considered the most important skill. Interviews also provide support for the importance of listening in fulfilling the requirements of the courses indicated in the questionnaire. Typical was participant SS 6, who stated that the students should understand the lectures first, so that they can be equipped with the essential content knowledge for reading other resources, relating the theory to what they already know, and writing about it in exams and assignments. Similarly,

academic English aural-oral skills. There were 18 Likert type questions in this part. For each question, frequencies were computed, and the results were interpreted. The participants were asked to designate the extent to which they expected their students to display the skill referred to.

The items from 11-20 in this part covered academic oral skills. The items from 20-28 dealt with academic aural skills. The results from the questionnaire will be presented under three headings: expectations and requirements of content course teachers from students with reference to academic oral skills and academic aural skills, respectively, and the comparison of expectations of academic oral and aural skills with reference to the distinction between the natural and social sciences.

The Expectations with reference to Academic English Oral Skills

The items from 11-20 in Part C of the questionnaire aimed at investigating the expectations and requirements of content course teachers with reference to academic English oral skills. The responses are presented in Table 12.

Table 12

Expectations of Content Course Teachers with reference to Academic Oral Skills

	1	2	3	4	χ^2
Asking questions about the content	0 0.0%	2 2.7%	36 48.0%	37 49.3%	67.34**
Answering questions about the content	0 0.0%	4 5.3%	36 48.0%	35 46.7%	60.30**
Making explanations or comments	0 0.0%	13 17.3%	28 37.3%	34 45.3%	37.48**
Expressing viewpoints or ideas	0 0.0%	8 10.7%	30 40.0%	37 49.3%	49.42**
Verbalizing visual material	4 5.4%	16 21.6%	36 48.6%	18 24.3%	28.27**
Making oral presentations	11 14.9%	21 28.3%	25 33.8%	17 23.0%	5.78
Understanding what is said/asked	0 0.0%	1 1.3%	19 25.4%	55 73.3%	105.64**
Reporting the results of applied studies	2 2.8%	11 15.3%	40 55.5%	19 26.4%	43.89**
Participating actively in class discussions	1 1.3%	6 8.0%	39 52.0%	29 38.7%	52.95**
Participating effectively in group works	4 5.4%	12 16.2%	33 44.6%	25 33.8%	27.30**

Note: 1. Rarely, 2. Sometimes, 3. Frequently, 4. Consistently

χ^2 = Chi-square; * $p < .05$ ** $p < .01$ s

In general, most teachers expect students to display the academic English oral skills covered by items in the questionnaire frequently or consistently in their classes, except for making presentations, which is the only skill where the

participants' responses distribute normally. This suggests that asking students to make oral presentations is a matter of individual choice, and probably related to the way the lesson is taught. The findings show that the content course teachers expect a degree of participation from the students. Asking and answering questions, and understanding what is said or asked are the most important skills. The responses to others items imply that most teachers expect their students to perform these skills; however, they are not prioritized.

The Expectations with reference to Academic English Aural Skills

The items from 21-29 in Part C of the questionnaire aimed at investigating the expectations and requirements of content course teachers from their students with reference to academic English aural skills. The responses from the participants are presented in Table 13.

Table 13

Expectations of Content Course Teachers with reference to Academic Aural Skills

	1	2	3	4	χ^2				
Understanding the scope of the lecture	0	0.0%	1	1.34%	19	25.33%	55	73.33%	105.64**
Understanding fundamental ideas and key vocabulary items	0	0.0%	1	1.3%	15	20.0%	59	78.7%	122.71**
Understanding the relationship between the main idea and the supporting ideas	0	0.0%	2	2.7%	25	33.3%	48	64.0%	81.43**
Understanding key sentences	0	0.0%	1	1.4%	20	27.0%	53	71.6%	99.51**
Making use of prior knowledge effectively when listening to the lectures	1	1.3%	8	10.7%	32	42.7%	34	45.3%	44.73**
Making use of visual materials effectively when listening to the lectures	3	4.0%	14	18.7%	36	48.0%	22	29.3%	30.87**
Making use of cues, signals the teacher uses	1	1.4%	10	13.7%	36	49.3%	26	35.6%	40.59**
Differentiate the important points from less important ones	1	1.3%	3	4.0%	41	54.7%	30	40.0%	63.19**

Note: 1. Rarely, 2. Sometimes, 3. Frequently, 4. Consistently
 χ^2 = Chi-square; * $p < .05$ ** $p < .01$

The skills dealt with in items 21, 22, 23, 24, and 25 are expected frequently or consistently by almost ninety percent of all participants. These skills are essential for understanding any academic lectures (Richards, 1984). Making use of cues, and visual materials effectively are suitable only in contexts where the teachers use such techniques. These skills were considered less important compared to other skills.

The Comparison of Expectations and Requirements of Content Course Teachers With Reference to the Distinction between the Natural and the Social Sciences

To investigate whether the responses of participants from different faculties differed with reference to the distinction of social and natural/applied sciences, independent-samples *t*-tests were calculated. The results of the *t*-tests did indeed reveal some significant differences between the two groups. Table 14 presents the *t*-test results with reference to academic speaking skills. Only significant results are presented.

Table 14

Academic Speaking Expectations Compared with reference to Social/ Natural Sciences

		N	M	SD	T
Answering questions	SS	35	3.57	0.56	2.12*
	NAS	28	3.25	0.65	
Making explanations or comments	SS	35	3.48	0.66	2.08*
	NAS	28	3.11	0.79	
Expressing view points or ideas	SS	35	3.46	0.66	2.31*
	NAS	28	3.07	0.66	

Note: NAS= Participants from natural/applied sciences oriented faculties
 SS= Participants from social sciences oriented faculties
 N= number of participants; M=mean; SD=standard deviation; *t*=*t*-test
 p*<.05 *p*<.01

The responses from the two groups revealed significant differences in their expectation that students will make explanations or comments, answer questions, and express viewpoints or ideas. As can be seen from the mean differences of the two groups, participants from the social sciences expect students to display these skills more frequently than the participants from the natural/applied sciences. The

mean scores support the importance given to speaking, since the mean scores of participants from social sciences are higher with regard to the academic English skills in the questionnaire (see Table 11, p. 44 for reference).

Because the responses to the questionnaire fall largely in the third and the fourth band of the Likert-scale with almost all academic aural skills, the responses of the participants from social and natural sciences did not differ.

Table 15 presents the *t*-test results with reference to academic listening skills.

Table 15

Academic Listening Expectations Compared with reference to Social/Natural Sciences

		N	M	SD	t
Understanding the relationship between the main idea and the supporting ideas	SS	35	3.77	0.43	2.15*
	NAS	28	3.50	0.58	

Note: NAS= Participants from natural/applied sciences oriented faculties
 SS= Participants from social sciences oriented faculties
 N= number of participants; M=mean; SD=standard deviation; *t*=*t*-test
 p*<.05 *p*<.01

The only skill that revealed a significant difference is “understanding the relationship between the main idea and the supporting ideas”. Since listening is considered the most important skill by almost ninety percent of the participants, it is not surprising that there is no difference between the expectations of the groups.

The Observed Difficulties of Students with reference to
 Academic English Aural-Oral Skills

The items in Part D of the questionnaire aimed to investigate the difficulties of students in terms of academic aural-oral skills, according to content course teachers’ evaluation of students’ performances based on their personal observations and experiences. There were 18 Likert-type questions in this part. For each question, frequencies were computed, and the results were interpreted.

The items from 28-38 in this part covered academic oral skills. The items from 38-46 dealt with academic aural skills. The results from the questionnaire will be

presented under three headings: the difficulties of students with reference to academic oral skills, the difficulties of students with reference to academic aural skills, and the comparison of observed difficulties of students in displaying the skills of academic speaking-listening with reference to the distinction between the social sciences and the natural sciences.

Observed Difficulties of Students with reference to Academic Oral Skills

The items from 29-38 in Part D of the questionnaire aimed at investigating the difficulties of students in terms of academic oral skills, according to content course teachers' evaluation of students' performances. The responses from the participants are presented in Table 16.

Table 16

Perceived Difficulties of Students in Displaying the Academic Oral Skills

	1	2	3	4	χ^2
Asking questions about the content	7 9.4%	40 53.3%	15 20.0%	13 17.3%	33.96**
Answering questions about the content	3 4.0%	36 48.0%	25 33.3%	11 14.7%	34.39**
Making explanations or comments	6 8.0%	19 25.3%	35 46.7%	15 20.0%	23.51**
Expressing viewpoints or ideas	8 10.6%	23 30.7%	32 42.7%	12 16.0%	18.92**
Verbalizing visual material	6 8.5%	26 36.6%	33 46.5%	6 8.5%	32.49**
Making oral presentations	6 8.6%	26 37.1%	27 38.6%	11 15.7%	19.26**
Understanding what is said/asked	13 17.3%	43 57.3%	19 25.4%	0 0.00%	51.88**
Reporting the results of applied studies	5 6.9%	39 54.2%	20 27.8%	8 11.1%	39.67**
Participating actively in class discussions	9 12.0%	25 33.4%	34 45.3%	7 9.3%	26.92**
Participating effectively in group works	9 12.5%	36 50.0%	23 31.9%	4 5.5%	34.78**

Note: 1-They have no difficulty, 2- They have little difficulty, 3- They have a lot of difficulty, 4- They have extreme difficulty χ^2 = Chi-square; * $p < .05$ ** $p < .01$

The responses of the participants show that students have little difficulty with asking questions, understanding what is said, and reporting the results of applied studies. However, content course teachers indicated that students have more difficulty in expressing viewpoints/ideas, making explanations/comments, verbalizing visual materials and participating effectively in whole class discussions. Almost fifty percent of all participants stated that students have

somewhat or extreme difficulty in answering questions. In the interviews, participants indicated that lack of effective language skills was the primary reason for low participation because oral participation is higher when students were allowed to speak in Turkish.

Observed Difficulties of Students with reference to Academic Aural Skills

The items from 39-46 in Part D of the questionnaire aimed at investigating the difficulties of students in terms of academic aural skills, according to content course teachers' evaluation of students' performances based on their personal observations and experiences. The findings are presented in Table 17.

Table 17

Perceived Difficulties of Students in Displaying the Academic Aural Skills

	1	2	3	4	χ^2
Understanding the scope of the lecture	19 25.33%	42 56.0%	13 17.33%	1 1.34%	47.40**
Understanding fundamental ideas/key vocabulary items	18 24.0%	48 64.0%	9 12.0%	0 0.0%	69.48**
Understanding the relationship between the main the supporting ideas	9 12.0%	42 56.0%	23 30.7%	1 1.3%	51.67**
Understanding key sentences	17 22.7%	44 58.7%	14 18.6%	0 0.0%	54.12**
Making use of prior knowledge effectively when listening to the lecture	11 14.9%	41 55.4%	18 24.3%	4 5.4%	41.78**
Making use of visual materials effectively when listening to the lecture	23 31.9%	43 59.7%	5 6.9%	1 1.4%	61.56**
Making use of cues, signals the teacher uses	25 34.7%	37 51.4%	10 13.9%	1 1.4%	41.80**
Differentiate the important points from less important ones	16 21.3%	40 53.3%	17 22.7%	2 2.7%	39.61**

Note: 1-They have no difficulty, 2- They have little difficulty, 3- They have a lot of difficulty, 4- They have extreme difficulty χ^2 = Chi-square; * $p < .05$ ** $p < .01$

Compared to speaking, students have less difficulty in displaying the academic listening skills covered by the items 39-46. Almost eighty percent of all responses fall under the first or the second band of the Likert Scale, indicating that according to the teacher's evaluation, students have little or no difficulty with the academic aural skills. Interview data suggested that lecturing style may have an effect on students' listening comprehension. Participants stated that they avoid using complex linguistic forms, and technical, low frequency words. Furthermore, they pointed that when they

use sophisticated vocabulary, and complex linguistic forms, students ask for repetition or a Turkish explanation.

The Comparison of Observed Students' Difficulties with reference to the Distinction Between the Natural and Social Sciences

To investigate whether students' difficulties in displaying the academic aural-oral skills differed with reference to the distinction between the social and natural sciences, independent samples *t*-tests were computed. The results showed significant differences in participants' responses about the observed difficulties of students in displaying the academic speaking and listening skills. Table 18 presents the results with reference to students' difficulties in displaying academic speaking skills.

Table 18

Students' Observed Academic Speaking Difficulties Compared with reference to Social/Natural Sciences

		N	M	SD	t
Asking questions	SS	35	2.23	0.69	-2.312*
	NAS	28	2.71	0.97	
Answering questions	SS	35	2.37	0.77	-2.240*
	NAS	28	2.82	0.82	
Making explanations or comments	SS	35	2.63	0.91	-2.104*
	NAS	28	3.07	0.72	
Expressing view points or ideas	SS	35	2.40	0.85	-2.983**
	NAS	28	3.00	0.72	
Verbalizing visual material	SS	31	2.32	0.75	-2.688**
	NAS	28	2.82	0.67	
Reporting the results of applied studies	SS	34	2.18	0.63	-2.862**
	NAS	26	2.73	0.87	
Participating effectively in group works	SS	34	2.12	0.64	-2.246*
	NAS	26	2.54	0.81	

Note: NAS= Participants from natural/applied sciences oriented faculties
 SS= Participants from social sciences oriented faculties
 N= number of participants; M=mean; SD=standard deviation; *t*=*t*-test
 p*<.05 *p*<.01

The results presented in table 18 show that teachers in natural/applied sciences consider their students as having more problems in displaying academic speaking skills than those in social sciences. The mean scores of teachers in the natural/applied

sciences report that students have some difficulty with making explanations or comments, expressing viewpoints or ideas and verbalizing visual material. Looking at the mean scores of teachers in the social sciences, students are seen as having more difficulty in making comments / explanation than any other skill presented in the table.

With reference to academic listening skills, students are seen as having fewer problems in displaying the academic aural skills than the academic oral skills examined in the questionnaire. Teachers from social sciences report that their students have fewer problems with listening than teachers from the natural/applied sciences report. Table 19 presents the *t*-test results. Only significant results are presented.

Table 19

Students' Observed Academic Listening Difficulties Compared with reference to Social/Natural Sciences

		N	M	SD	t
Understanding the scope of the lecture	SS	35	1.80	0.63	-2.588**
	NAS	28	2.21	0.63	
Understanding the relationship between the main idea and the supporting ideas	SS	35	2.08	0.61	-2.087*
	NAS	28	2.43	0.69	
Making use of prior knowledge effectively when listening to the lectures	SS	35	2.11	0.68	-1.759*
	NAS	27	2.44	0.80	

Note: NAS= Participants from natural/applied sciences oriented faculties
 SS= Participants from social sciences oriented faculties
 N= number of participants; M=mean; SD=standard deviation; *t*=*t*-test
 **p*<.05

***p*<.01

The results show that students in the natural & applied sciences are seen as having more difficulty with the academic listening skills, compared to students from the social sciences.

Factors Influencing Content Course Teachers' Expectations

And Students' Observed Difficulties

Analysis of Variance (ANOVA) tests were computed in order to examine whether a) lecturing style, b) type of course, c) the importance given to oral

participation, d) number of students, or e) the year the course is offered had any significant impact on content course teachers' expectations and students' observed difficulties with reference to academic aural-oral skills. The results showed that the number of students, and the type of course have no significant impact on the participants' responses to the items in part C and D of the questionnaire. The ANOVA tests showed that a) the type of course, b) lecturing style, c) the degree of importance given to oral participation in assessing students' success had some significant impact on participants' responses to the items in the questionnaire. Once it was determined that differences exist among the means of groups, post hoc range tests were computed to determine which means differ through pair-wise multiple comparisons. The results are discussed below.

The Type of Course

Table 20 presents the significant results from the ANOVA tests.

Table 20.

The Impact of Course Type on Teachers' Expectations of Academic Speaking Skills

		N	M	SD	F	Tukey HSD		Sig.
Asking questions	1	38	3.24	0.54	6.867**	1	2	0.04
	2	10	3.70	0.48				
	3	27	3.67	0.48		3		
	Total	75	3.45	0.55				
Answering questions	1	38	3.21	0.62	5.105**	1	2	0.05
	2	10	3.70	0.48				
	3	27	3.59	0.50		3		
	Total	75	3.41	0.59				
Verbalizing visual material	1	38	2.63	0.82	7.279**	1	2	0.00
	2	10	3.60	0.70				
	3	26	3.08	0.69		3		
	Total	74	2.92	0.82				

Note: 1-Theoretical, 2-Applied, 3-Theoretical-Applied,

N= number of participants; M=mean; SD=standard deviation; F=f-test

*p<.05 **p<.01 sig.=significance

The ANOVA results showed that the responses of participants are significantly different for asking questions, answering questions, and verbalizing visual material.

The posthoc tests were computed for significantly different academic oral skills and,

as shown in Table 20, the participants teaching theoretical courses have different expectations from participants teaching applied or theoretical/applied courses with regard to asking and answering questions, and verbalizing visual material. The mean scores suggest that the teachers in theoretical courses expect students to ask and answer fewer questions. The interviews showed that participants teaching theoretical courses expect students to ask questions only when they have comprehension problems. The participants indicated that they verbalize visual materials in the class for modeling, and usually ask students to verbalize visual material in written exams. Furthermore, they ask questions to check students' understanding of concepts and theoretical aspects. Therefore, they do not expect students to answer all questions posed during the course, since the goal is the effective transmission of knowledge.

The participants' responses differed with regard to students' perceived academic listening difficulties. Table 21 presents the results from ANOVA tests.

Table 21

The Impact of Course Type on Students' Perceived Difficulties with Academic Aural Skills

		N	M	SD	F	Tukey HSD	Sig.
Making use of visual materials effectively when listening to the lectures	1	36	1.86	0.64	3.55*	2	1
	2	10	1.30	0.48			
	3	26	1.85	0.61			
	Total	72	1.78	0.63			
Making use of cues, signals the teacher uses	1	37	1.89	0.61	4.96**	2	1
	2	10	1.20	0.42			
	3	26	1.96	0.82			
	Total	73	1.82	0.71			

Note: 1-Theoretical, 2-Applied, 3-Theoretical-Applied,
 N= number of participants; M=mean; SD=standard deviation; F=f-test
 *p<.05 **p<.01 sig.=significance

There is a significant difference between participants teaching applied courses and theoretical or theoretical/applied courses with regard to students' perceived difficulty in making effective use of visual materials when listening to the lectures. The mean scores suggest that students are considered to have less difficulty in applied courses.

Lecturing Style

The ANOVA tests results show that lecturing style has the greatest impact on content course teachers' expectations, and students' perceived difficulty with regard to academic aural-oral skills. Table 22 presents the ANOVA tests.

Table 22

The Impact of Lecturing style on Teachers' Expectations of Academic Speaking Skills

		N	M	SD	F	Tukey HSD	Sig.
Answering questions	1	30	3.20	0.61	2.96*	1 2	0.24
	2	29	3.48	0.57			
	3	10	3.60	0.52		3	0.23
	4	6	3.83	0.41			
	Total	75	3.41	0.59		Other	0.07
Making explanations or comments	1	30	2.97	0.76	3.38*	1 2	0.05
	2	29	3.45	0.69			
	3	10	3.50	0.71		3	0.18
	4	6	3.67	0.52			
	Total	75	3.28	0.75		Other	0.13
Verbalizing visual materials	1	30	2.70	0.75	4.90**	1 2	0.97
	2	28	2.79	0.87			
	3	10	3.60	0.52		Other	0.01
	4	6	3.50	0.55			
	Total	74	2.92	0.82		2 3	0.03
Making presentations	1	29	2.38	0.86	2.86*	1 2	0.78
	2	29	2.62	1.08			
	3	10	3.40	1.08		3	0.03
	4	6	2.83	0.41			
	Total	74	2.65	1.00		Other	0.72
Reporting the results of applied studies	1	28	2.79	0.63	3.62*	1 2	0.42
	2	28	3.07	0.77			
	3	10	3.50	0.71		3	0.03
	4	6	3.50	0.55			
	Total	72	3.06	0.73		Other	0.11
Participating effectively in whole class discussions	1	30	3.00	0.69	3.23*	1 2	0.03
	2	29	3.48	0.58			
	3	10	3.40	0.70		3	0.33
	4	6	3.50	0.55			
	Total	75	3.28	0.67		Other	0.31
Participating effectively in group works	1	29	2.79	0.73	3.77*	1 2	0.67
	2	29	3.03	0.98			
	3	10	3.70	0.48		3	0.02
	4	6	3.50	0.55			
	Total	74	3.07	0.85		Other	0.21

Note: 1-Chalk & Talk, 2-Give-and-take, 3- Repeat-and-discuss, 4- Other.

N= number of participants; M=mean; SD=standard deviation; F=f-test

*p<.05 **p<.01 sig.=significance

Participants who preferred a chalk-and-talk lecturing style have the lowest mean scores for all skills, indicating that this group expects students to display the skills examined less frequently than any other group.

In terms of speaking difficulties, the groups showed similar tendencies. Table 23 presents the results of ANOVA tests.

Table 23

The Impact of Lecturing Style on Students' Perceived Difficulties of Academic Oral Skills

		N	M	SD	F	Tukey HSD	Sig.	
Asking questions	1	30	2.90	0.84	6.88**	1	2	0.00
	2	29	2.03	0.68			3	0.04
	3	10	2.10	0.88			Other	1.00
	Other	6	2.83	0.98				
	Total	75	2.45	0.89				
Answering questions	1	30	2.87	0.78	3.06*	1	2	0.03
	2	29	2.31	0.71			3	0.34
	3	10	2.40	0.84			Other	1.00
	Other	6	2.83	0.75				
	Total	75	2.59	0.79				
Expressing view points or ideas	1	30	3.00	0.78	3.06*	1	2	0.03
	2	29	2.38	0.98			3	0.22
	3	10	2.40	0.70			Other	0.55
	Other	6	2.50	0.55				
	Total	75	2.64	0.88				
Verbalizing visual material	1	30	2.90	0.66	5.97**	1	2	0.02
	2	26	2.35	0.75			3	0.00
	3	9	1.89	0.60			Other	0.88
	Other	6	2.67	0.82				
	Total	71	2.55	0.77				
Understanding what is said or asked	1	30	2.43	0.57	6.89**	1	2	0.00
	2	29	1.76	0.57			3	0.07
	3	10	1.90	0.74			Other	0.74
	Other	6	2.17	0.41				
	Total	75	2.08	0.65				
Reporting the results of applied studies	1	28	2.82	0.77	5.05**	1	2	0.00
	2	28	2.07	0.66			3	0.40
	3	10	2.40	0.84			Other	0.45
	Other	6	2.33	0.52				
	Total	72	2.43	0.78				
Participating effectively in group works	1	28	2.68	0.82	4.58**	1	2	0.00
	2	28	2.00	0.61			3	0.13
	3	10	2.10	0.74			Other	0.70
	Other	6	2.33	0.52				
	Total	72	2.31	0.76				

Note: 1-Chalk & Talk, 2-Give-and-take, 3- Repeat-and-discuss, 4- Other.

N= number of participants; M=mean; SD=standard deviation; F=f-test

*p<.05 **p<.01 sig.=significance

Students in classes where teachers prefer a chalk-and-talk style of lecturing are perceived by the teachers as having more difficulty in asking and answering questions than in classes where teachers prefer give-and-take or report-and-discuss type of lectures. In chalk-and-talk classes, students are seen as having considerably difficulty in making comments or explanations, or expressing view points and ideas (with a mean score of 3.00, and 2.90 respectively). Apparently, 71.4 % of all participants from natural/applied sciences prefer a chalk-and-talk style of lecturing. The results from the independent *t*-test comparison between the social and natural/applied sciences show similar results (see Tables 15 & 16). The results are interesting in that it is not clear whether students are weaker in English so that the teacher changes to a chalk-and-talk method, or it is the teacher's method that leads to fewer students' questions, comments or ideas, and consequently, teachers' perceptions that the students have lower competence. The interview data supports the first assumption, though some participants stated that type of course also influences their preferred lecturing style. In other words, both participants from the social and natural/applied sciences reported that they favor chalk-and-talk style of lecturing mainly in theoretical courses.

The listening expectations of participants preferring different lecturing styles did not yield any significant differences. However, ANOVA tests show that in classes where the teachers prefer a chalk-and-talk style of lecturing students are perceived as having considerably more difficulty in listening. Interview data shows that participants teaching courses which involve the transmission of theoretical aspects and concepts, prefer chalk-and-talk lecturing, and they have stated that students have difficulty in understanding the concepts and theoretical aspects due to the lack of language, an absence of strategies to cope with the task of listening, and

background knowledge. Even though the students are seen as having little difficulty in listening in general (see p. 50, Table 16), in-depth statistical analysis of responses shows that students are perceived as having difficulty with listening in theoretical courses and in courses where teachers prefer a chalk-and-talk style of lecturing. Table 24 presents the ANOVA table investigating the impact of lecturing style on perceived listening difficulty.

Table 24

The Impact of Lecturing Style on Students' Perceived Difficulties of Academic Aural Skills

		N	M	SD	F	Tukey HSD	Sig.
Understanding the scope of the lecture	1	30	2.30	0.59	5.21**	1 2	0.01
	2	29	1.72	0.65			
	3	10	1.60	0.70		3	0.02
	4	6	1.83	0.75			
	Total	75	1.95	0.69		4	0.37
Understanding fundamental ideas and key vocabulary items	1	30	2.13	0.51	3.60*	1 2	0.03
	2	29	1.72	0.59			
	3	10	1.60	0.52		3	0.05
	4	6	1.83	0.75			
	Total	75	1.88	0.59		4	0.63
Making use of prior knowledge effectively when listening to the lectures	1	29	2.52	0.78	3.14*	1 2	0.04
	2	29	2.00	0.70			
	3	10	1.90	0.74		3	0.10
	4	6	2.17	0.41			
	Total	74	2.20	0.76		4	0.71
Making use of cues, signals the teacher uses	1	30	2.13	0.73	4.28**	1 2	0.08
	2	27	1.70	0.67			
	3	10	1.50	0.53		3	0.05
	4	6	1.33	0.52			
	Total	73	1.82	0.71		4	0.05

Note: 1-Chalk & Talk, 2-Give-and-take, 3- Repeat-and-discuss, 4- Other.

N= number of participants; M=mean; SD=standard deviation; F=f-test
 *p<.05 **p<.01 sig.=significance

The results show that the groups that prefer chalk-and-talk lectures indicate that students have more difficulty with academic aural skills than other groups. The results indicate that questionnaire responses are similar to the responses of the participants in the interviews.

The Emphasis given to Oral Participation

The ANOVA tests computed to investigate the effect of oral participation on teachers' overall assessment show no significant results with regard to academic aural skills expectations, and students' observed difficulties in displaying the academic aural-oral skills expected of them. Nonetheless, the ANOVA results show that participants who consider oral participation important in assessing students' success differ from those who do not consider it at all, or consider it a little with reference to academic oral skills. The results are presented in Table 25.

Table 25

The Effect of Emphasis Given to Oral Participation on Expected Academic Oral Skills

		N	M	SD	F	Tukey HSD	Sig.			
Asking Questions	1	16	3.38	0.50	2.78*	4	1	0.14		
	2	27	3.30	0.61						
	3	24	3.54	0.51					2	0.04
	4	8	3.88	0.35						
	Total	75	3.45	0.55					3	0.42
Verbalizing visual materials	1	15	2.53	0.99	5.37**	4	1	0.00		
	2	27	2.74	0.76						
	3	24	3.08	0.65					2	0.01
	4	8	3.75	0.46						
	Total	74	2.92	0.82					3	0.15
Making presentations	1	16	2.06	0.99	5.43**	4	1	0.00		
	2	26	2.58	0.95						
	3	24	2.79	0.93					2	0.03
	4	8	3.63	0.52						
	Total	74	2.65	0.99					3	0.13
Reporting the results of applied studies	1	15	2.87	0.74	3.10*	4	1	0.03		
	2	26	3.00	0.57						
	3	23	3.00	0.85					2	0.05
	4	8	3.75	0.46						
	Total	72	3.01	0.73					3	0.05
Participating effectively in whole class discussions	1	16	3.00	0.89	3.35*	4	1	0.01		
	2	27	3.26	0.59						
	3	24	3.29	0.55					2	0.09
	4	8	3.88	0.35						
	Total	75	3.28	0.67					3	0.12
Participating effectively in group works	1	16	2.63	1.02	3.53*	4	1	0.01		
	2	27	3.11	0.70						
	3	23	3.09	0.85					2	0.21
	4	8	3.75	0.46						
	Total	74	3.07	0.85					3	0.19

Note: 1- I don't consider, 2-I consider a little, 3-I consider to some extent, 4- I consider a lot.

N= number of participants; M=mean; SD=standard deviation; F=f-test

*p<.05 **p<.01 sig.=significance

The participants who consider oral participation a lot in their assessment of student success differ from the those who do not consider oral participation at all, or consider it very little, with reference to their perceptions of students' oral academic skills presented in the table. In the next section, the interview data is discussed in detail in order to provide support for the findings above, and to elaborate more on the expectations of content course teachers and the observed difficulties of students with regard to academic speaking and listening skills.

The Interview Findings

The interviews were carried out with content course teachers from five faculties of Anadolu University. The four questions explored in the interviews were:

- 1) How do you teach your courses?
- 2) What are your expectations and requirements from students with reference to academic oral-aural skills?
- 3) To what extent can the students fulfill your expectations? How is the actual students' behavior in your classes?
- 4) Based on your observation and personal evaluation of student behaviors, what difficulties do students have with reference to academic oral-aural skills?

Follow-up questions were also asked. The interviews were conducted with 20 participants. Information about the type of course, the participants taught, their preferred lecturing style and the year the course was offered, are presented in table 26.

Table 26

Information about the Interviewees

Participant	Type of course	Lecturing style	The year the course is offered
SS 1	Theoretical/Applied	Give-and-take	2 nd year
SS 2	Theoretical	Give-and-take	1 st year
SS 3	Theoretical/Applied	Chalk-and-talk*	2 nd year
SS 4	Theoretical	Chalk-and-talk	1 st year
SS 5	Theoretical/Applied	Give-and-take	3 rd year
SS 6	Theoretical	Chalk-and-talk	1 st year
SS 7	Theoretical	Chalk-and-talk	1 st year
CA 1	Theoretical/Applied	Report-and-discuss	4 th year
CA 2	Theoretical	Chalk-and-talk	1 st year
CA 3	Applied	Give-and-take	3 rd year
CA 4	Theoretical	Chalk-and-talk	2 nd year
NAS 1	Theoretical/Applied	Chalk-and-talk	1 st year
NAS 2	Theoretical	Chalk-and-talk	2 nd year
NAS 3	Theoretical	Chalk-and-talk	1 st year
NAS 4	Theoretical	Chalk-and-talk	3 rd year
NAS 5	Theoretical/Applied	Chalk-and-talk	2 nd year
NAS 6	Theoretical/Applied	Chalk-and-talk	3 rd year
NAS 7	Theoretical	Give-and-take	2 nd year
NAS 8	Theoretical	Chalk-and-talk	2 nd year
NAS 9	Theoretical/Applied	Chalk-and-talk	2 nd year

*Note: Participant SS 3 stated that his desired lecturing style is give-and-take.

The Factors that Influence Content Course Teachers' Expectations and Students' Observed Difficulties

The first question of the interview was designed to reveal the effect of lecture style, type of course, the year the course is offered, the number of students and importance given to oral participation on listening comprehension, and academic speaking requirements.

The degree of expected oral participation differed with reference to lectures style. In more teacher-centered classrooms, where chalk-and-talk is the norm, the content course teachers expect little or moderate oral contribution from their students. In more student-centered classes, where teachers prefer give-and-take or report-and-discuss, the content course teachers expect high participation, with students displaying all or most of the academic speaking skills, depending on. In

chalk-and-talk classes, the teachers expect students to ask questions, answer questions, and express viewpoints where applicable. The teachers who prefer a student-centered lecturing style expect students to make comments, express their ideas, and participate in discussions and group-work activities, besides the ability to ask and answer questions.

As the questionnaire findings indicate, type of course has an effect on lecturing style, and hence on the expectations of content course teachers and perceived difficulties of students. In theoretical courses, the expectations of displaying academic oral skills are low, because students need the content knowledge and technical vocabulary, along with internalization of basic theories, in order to contribute orally to the classes. Therefore, content course teachers prefer a chalk-and-talk type of lecturing, assuming students have no or little knowledge to contribute to the lecture discourse.

(NAS 1) This is a theoretical course. Student participation is low, because the aim of the course is to provide students with the theoretical aspects. Therefore, I present the material, using visual aids to assist spoken input. Since it is an introductory course, students cannot participate in the lecture discourse, even if they want to. As I said before, they need the background information first in order to contribute orally in the class.

(SS 7) Students need the essential background information first. The aim of this first year course is to provide students with the theory. Therefore, I present the material. I write the key vocabulary on the board. From time to time, I ask questions. If I were teaching an applied course, I would consider different ways to encourage students' participation.

(SS 4) In order for students to participate in the class, they need to know the concepts, technical vocabulary. Since they don't have such knowledge, I am not expecting any student participation. Hence, I have to teach the subject matter myself.

(CA 4) I am teaching a theoretical course. Therefore, I present the material using visual materials. I don't expect any form of student participation, since the aim of the course is to equip students with the essential field knowledge that they need.

Other participants teaching applied or theoretical/applied courses indicated that because the theory can easily be put into practice, they expect high participation from their students. Students can easily contribute to the class by finding examples from the situation in Turkey, and around the world. They can comment on how the theory is put into practice, and express their ideas about the potential problems people may have in doing so.

The year the course is offered has an effect on the expectations of teachers with reference to academic oral skills. Participants teaching second, third or fourth year courses expect students to display different participation forms more frequently than those teaching first year courses. One participant (CA 1) stated that she is teaching a four year course, where students already have the necessary background information and field knowledge. In that course, she allocates topics to students to be presented in the class. Students present the topic, and there are follow-up discussions. All students participate in the course. On the other hand, CA 2 indicated that, in a first year course, she presents the material to initiate student discussions, although the participation is low. Similarly, teachers teaching second or third year courses in NAS and SS (NAS 5, 7, 9; SS 2) stated that they expect students to talk about what they have learned in other courses, relating it to the topic.

The number of students enrolled on courses may become a debilitating factor in some classes, particularly with reference to whole class discussions and oral presentations. NAS 7 and SS 2 stated that they would like students to make oral presentations. However, in their actual practice they cannot ask students to make presentations, due to the number of students, the content that needs to be covered in the course, and limitations of resources. Another participant, SS 5, stated that she has a small class of only eight students. Therefore, she can initiate class discussions, and

allow students to discuss issues in depth, tolerating problems arising from language; however, she doubts whether she would be able to devote the time and be as patient in future years, when she will have classes of forty students.

As with number of students, the emphasis given to oral participation in assessment of students' overall achievement in the course yielded little significant data. Only SS 2 indicated that in the syllabus, oral participation accounts for fifteen percent of the overall evaluation of students' performance. The expectations of SS 2 are higher compared to all other participants, and he observed that students have more difficulty with oral skills in his class. Students with language problems usually receive lower grades from oral participation.

What are your Expectations from Students with reference to Academic Aural-Oral Skills?

When participants were asked to comment on their expectations from students with reference to academic oral-aural skills, all participants highlighted the need for students to comprehend the lectures. They stated that students should be able to identify important information, and relate what they learn in that course with knowledge gained in previous courses. With regard to academic oral skills, there is a consensus on the need for students to ask and answer questions. Nonetheless, other oral skills, such as making comments, expressing ideas, verbalizing visual material, or reporting the results of applied studies showed variation among the participants. In this section, the type of questions expected from students, type of questions that the teachers pose during the course and other academic oral skills expected from the students are discussed. Since the participants perceive listening as the most important skill, teachers' efforts to make lectures more comprehensible are also discussed in this section.

Type of questions that are expected from students: There is consensus among all the participants about the need for students to be able to ask questions, and answers questions. Nonetheless, there are differences in the degree to which participants expect questions, and the type of questions expected from students. The expectations are moderate or low compared to social sciences. Generally, the participants from NAS expect questions of clarification, checking comprehension and elaborations. Nonetheless, some participants also expect questions for participation, or to initiate discussions.

(NAS 4) I have questions in mind that I think students should ask with reference to the topic discussed. At the end of the class, I tell my students that you should have asked the following questions, if they failed to do so.

(NAS 3) I want my students to interrupt any time during the lecture, and ask me questions. These questions can be checking interpretation or comprehension, or simply begging me to repeat.

(NAS 7) I expect all sorts of questions. I believe that through questions, students will start questioning what they hear, and broaden their horizons. Questions encourage students to think about the topic more, and evaluate it critically (NAS 7).

In SS, participants expect questions for participation and disagreement, along with questions of clarification, elaboration, and checking comprehension. Ideally, these questions should contribute to the flow of the lecture, and initiate discussions.

(SS 5) I want the students to ask questions for both participation and clarification. The students can check their interpretation by paraphrasing what I have told them. I do not want any questions of challenge or digression, because the course is theoretical and there is not much that students can question.

(SS 1) The course allows students to see how the theory is put into practice with examples and illustrations. I want students to ask questions that would question the applicability of these theories to all contexts and practices. It does not mean that students should challenge everything that they hear. However, they should learn to be critical about the theories and their practices. . . . students should ask questions for elaboration, clarifications or checking comprehension.

Three participants (SS4, SS6, SS 7), all teaching theoretical courses only, expect students to ask questions for clarification, elaboration and checking comprehension.

In CA the expectations differ with reference to type of course, lecturing style and the year the course is offered. In applied-theoretical courses, where students oral participation in class is highly valued, participants expect questions for participation. In theoretical courses, the teachers generally expect questions for clarification, repetition, elaboration and checking comprehension. CA 2 also expects questions for participation; however, since it is a theoretical first year course, the expectation is low and moderate compared to questions for checking comprehension or interpretation.

Type of questions posed by the lecturer: The interview data showed that the type of questions that teachers pose during lectures depends on the type of course. In theoretical courses, teachers prefer questions that check prior knowledge. In courses with practical orientations, questions that allow students to put theory into practice are more frequently demonstrated. Factual questions are also posed from time to time to check students' prior knowledge, and comprehension of theories and concepts.

Typical comments from participants teaching courses with practical orientations were as follow:

(SS 1) I ask questions that require students to think critically about the issues discussed in class, and their practices around to world, to put the theory into practice in the Turkish contexts.

(SS 2) From time to time, I ask questions that require students to employ higher level thinking skills, such as synthesizing, and evaluating. Such questions require students to relate the knowledge that they acquired before, with the knowledge that they are exposed to in that particular course to answer the questions (SS 2).

(CA 4) Since students have the necessary background information, I can present the information using visual aids. I ask questions to initiate discussions, and students will lead the discussions, putting into practice the theory that they have learned in other courses.

In theoretical courses, teachers ask questions for checking prior content knowledge and questions for checking comprehension.

(SS 7) I ask both factual and opinion questions. However, factual questions are more frequently displayed than questions for opinion. Fact questions allow me to check what students already know and organize the content accordingly.

(CA 4) I present the material using visual materials, and I ask questions from time to time to students to check whether they understood the topics or not.

In SS, participants generally ask questions that allow students to put theory into practice and participate orally in class. Teachers usually ask questions with the intention of initiating discussions. Nonetheless, teachers also ask factual questions, and questions for checking comprehension. As one participant (SS 3) says, “it is not always easy to understand whether students successfully comprehend the concepts dealt with in the course”.

In NAS, participants ask questions to check prior knowledge, questions that allow students to synthesize information they have gained from other courses with concepts and theories discussed in that course. In addition, questions for checking prior content knowledge are commonly displayed in order to investigate what students already know, and build on that knowledge. From time to time, participants ask questions to check students’ comprehension of the topic. Some of the participants stated that they ask questions that keep students alert and on task. These questions may be tangentially relevant to the topic, or entirely off the topic. The aim of such questions is to prevent students “falling a sleep”, as one of the participants (NAS 7) puts it.

Other academic oral skills: Half of the participants (NAS 6, 7, 8, 9; SS 1, 2, 3, 5; CA 1, 3) stated that they give importance to whole class discussion. They stated that they require students to participate effectively in whole-class discussion. They

expect students to participate through expressing ideas, or making summaries/comments about the subject matter. In addition, the participants generally commented that students should be able to think of examples that illustrate how the theory is put into practice. In other words, if the courses are not “lecture-lecture” (SS 7), where the teachers convey the theoretical aspects and concepts about the field, the teachers expect whole-class discussions. Although SS courses are generally more conducive to whole class discussions, statistical data from NAS, SS and CA revealed that almost 90 percent of all participants would like students to participate in whole class discussions through explanations/comments and viewpoints ideas (see p. 45, Table 12). Besides, there is a significant difference between SS and NAS with reference to teachers’ expectations of academic oral skills. In SS, teachers expect students to make explanations and express viewpoints more frequently than those of NAS (see p. 47, Table 14). Finally, lecture style has an impact on teachers’ expectations. Statistically, participants who prefer chalk-and-talk type of lecturing expect students to display the skills such as participating whole class discussions and making comments less frequently (see p.57, Table 23).

Group work is practiced frequently outside the class in both SS and NAS. Students are expected to work on assignments and research projects. In-class group discussions are less frequently displayed in the courses. In fact, only one participant (SS 7) stated that she expects students to work in groups to do quizzes during the class hour.

Many participants reported that even though they would like students to perform oral presentations, this is difficult due to time allotted for the course and class size. Only four teachers (NAS 7, 9, SS 7, CA 1) actually mentioned that they require students to make presentations. SS 7 stated that she used to ask students to

make presentations in the previous years, when she had fewer students. However, she stated that it was not feasible this year with sixty students. CA 1 stated that she assigns topics to students in groups to be presented in class. Statistical data also supports participants responses that making presentations is the least expected academic oral skill (see p. 45, Table 12).

In NAS, students are expected to report the results of applied studies, and verbalize visual materials in laboratory courses. However, the laboratory courses are carried out in Turkish by the research assistants. Therefore, the interactions in these courses are in Turkish, although students do need English in writing up the reports.

In SS, only SS 1, SS 2 actually expect students to verbalize visual materials. Participant SS 2 stated that he required students to verbalize graphs, figures and charts prepared by the Republic of Turkey, Prime Ministry State Institute of Statistics (Devlet İstatistik Enstitüsü-DİE). They are required to verbalize data about Turkey, commenting on the changes, trends, and practices relating these to theoretical aspects of the course. Participant SS 1 stated that he usually ask graph, chart and figure reading questions in written exams. However, from time to time he urges students to verbalize visual materials in class, commenting on them effectively.

It is clear that there is a mismatch between what teachers expect and what they actually require students to do in class. These two academic skills are expected frequently by almost 70 % of all participants (see p. 45, Table 12). Nonetheless, in the interviews, only two participants from SS stated that they actually require students to display these skills. In NAS, students do not need to speak in English since these skills are expected in laboratory courses, carried out in Turkish.

Teachers' efforts to make lectures more comprehensible: In general, the teachers are aware of students' language problems. They try to make lectures as

comprehensible as possible, using simple linguistic forms, high frequency or familiar words, frequently recycle of content in different contexts, and avoid formal academic language and sophisticated expressions in their lectures.

(NAS 1) Sometimes I have to write every word on the board so that students could follow the lecture. ... As a department policy, we choose textbooks that have Turkish translations. The lectures are means of transmitting the content of the book in the class, with some further explanation and elaboration. The course books with Turkish versions help weak students to follow the course more easily.

Even though the participants' responses to the questionnaire indicated that students had no or little difficulty with academic aural skills, such as following the lecture, identifying the main point and the key ideas, the interview data showed that teachers provide guidance and scaffolding for students so that they will not lose track and will be able to follow the courses effectively. Almost all participants mentioned that they have to repeat certain aspects of the lecture more once. Some teachers employ strategies such as simplification, enrichment of content, paraphrasing, or exemplification; most teachers prefer to make a short explanation or summary to put students back on task. The interviewees stated that as a last resort summarizing in Turkish is a technique that they employ in cases of misunderstanding or breakdown of communication. However, many found that an occasional word of Turkish is more effective in some contexts than any of the techniques mentioned above. One participant, (NAS 4), stated that no matter whether students have understood the topic or not, he devotes the last fifteen minutes of the class hour to summaries in Turkish.

Generally, participants from SS use visual materials, such as data shows, overhead transparencies, blackboard and diagrams or charts to assist their lectures. SS 4, SS 5, SS 6 and SS 7 stated that they only use the blackboard; however, the use is

extensive, with students seeing all the important concepts, key ideas and important vocabulary items on the board. SS 1, SS 3 and SS 2 stated that they use PowerPoint to assist their verbal comments. These three participants give students copies of the data show. SS 1 has a personal web site, where he has all the data shows for students to download. Another participant, SS 3, provides students with handouts during the class, with empty spaces to take detailed notes. SS 2 hands out the data show presentation after the class, so that students can go over the notes at home.

As with participants from SS and NAS, participants from CA indicated that they use simplification, enrichment of the content, elaboration, and paraphrasing when students have difficulty in comprehension. All the participants stated that they switch to Turkish when all other techniques fail.

To What Extent Can The Students Fulfill Your Expectations? How Is the Actual Students' Behavior In Your Classes?

The biggest factor that influences students' oral participation is language. The participants agree that students coming from Anatolian High Schools, or other schools with intensive language programs are better in terms of both listening and speaking. Students who have studied English in the preparatory school lack the language skills, and the courage, to take risks and speak in the class. Most participants observed students have difficulty in understanding when teachers use complex linguistic forms, and prefer technical, low frequency words. Some participants commented that students prefer it when teachers made Turkish summaries; however, the students are pleased that the lectures are conducted in English.

Students' behavior is not considered to differ much across the participants. Students are seen, generally, as being hesitant to speak, asking questions only

when they have to, and making comments only when teachers force them. They are perceived as being better at academic listening than academic speaking. The teachers are, in general, not satisfied with students' behavior in class.

Natural and applied sciences: The participants in the NAS generally stated that the classes are not homogeneous, so it is difficult to generalize the problems that students have. Generally, participants mentioned the lack of vocabulary and lack of advanced mastery of grammar as the factors that lead to difficulties in speaking and listening. Lack of content knowledge and lack of self-confidence are other factors that affect students' oral participation in the classes. Below are some excerpts from the participants:

(NAS 1) We can separate the students into two groups: a) Those sitting in front rows, and b) those sitting in the back rows. The students in the front rows are more enthusiastic about the course, and hence these students have little, if any, difficulty with listening. Speaking is not a problem for these students. I believe that the students with English language problems, with comprehension problems are the ones in back rows, and I suspect that they do not understand the lecture at all. They either take notes heavily or follow the lecture from the book in front of them. I mean, the students have the Turkish version of the textbook used in the class in front of them. All figures, problems and content that I teach in the lectures are available to them in the Turkish version of the book.

(NAS 3) Students' biggest problem is the limited vocabulary. Without the vocabulary knowledge, they neither succeed in listening to lectures effectively, nor participate orally effectively. Interestingly, some students cannot respond in English; however, they have no problem when they are allowed to speak Turkish.

(NAS 8) Students have problems with grammar and technical words because of their deficiencies; they are embarrassed to speak in the class... Students get stuck on a word, or a sentence. Before they can figure out what was said, they miss the points covered in the meanwhile.

The participants from NAS state that students' actual behavior does not match with the expected forms of oral participation. As a general pattern, participants state that students' actual oral participation is low. Students prefer asking questions for checking comprehension, and for clarification and elaboration. Questions for participation or for digression and challenge are rarely displayed by students. Students generally ask questions in Turkish, although some students try to ask their questions in English. Most of the participants indicate that only one third of their students actually participate orally in the class, and the number of students who participate completely in English is even less.

Participants commented that students have problems answering the questions that the teacher asks, and most of the time they avoid answering questions, or answer in Turkish only. NAS 5 stated that students did not answer questions that checked their prior knowledge. They were either not sure about what they know, or they lacked the speaking skills. He commented that students have fewer problems in answering questions checking comprehension. However, the students prefer using Turkish, often not even trying to speak in English. Similarly, NAS 4 commented that he devoted the last fifteen minutes to summarizing in Turkish the topics discussed. Most of the questions and comments from the students come in the last fifteen minutes of the lecture.

The interview data is interesting. In the questionnaire, 63 % of the teachers indicated that students had little or no difficulty in asking questions; and almost half of the participants stated that students had few problems answering questions. There seems to be a mismatch between the interview data and the questionnaire results with reference to asking and answering questions.

Nonetheless, the interview data supports the findings from questionnaire with reference to students' observed difficulties in expressing viewpoints/ideas, making comments/explanations and participating whole-class discussions (see p. 50, Table 16).

Students have fewer problems with reporting the results of applied studies, and verbalizing visual materials than they have with asking and answering questions, making comments or expressing viewpoints. Students are expected to perform such skills in laboratory courses. However, as I have already indicated, the laboratory courses are carried out in Turkish by the research assistants. Therefore, all the spoken interactions in these courses are in Turkish, even though students do need English in writing up the reports.

Social sciences: As with NAS, the students in SS have problems with both speaking and listening, although speaking problems are more severe than comprehension problems. The participants suggest that their classes are not homogeneous. There are students with no difficulty at all with either listening or speaking. These students, while scarce in number, participate effectively in the class. They have no listening or note-taking difficulties, and hence they are more successful in the courses. There are students with moderate language problems. These students participate from time-to-time, and they are enthusiastic about the course. Of course, there are also students with severe language problems. These students also have motivation problems, and drop out from courses (SS 5). These students are "lost" (SS 2) in the class. They never ask questions, or participate to the class.

Students' actual behavior in the class does not match with teachers' expectations. Students' oral participation is lower than expected. Most of the participants state that only five percent of the students enrolled on the courses

actually participate in the lectures effectively. Other students participate from time to time. The students generally ask questions for clarification and elaboration, sometimes for checking comprehension. The students never ask questions of challenge and digression, nor questions for participation. When the teachers ask questions, only a few students try to answer. SS 1 stated that he expects most students to respond when he asks a question; however, only three or four students actually try to answer. SS 7 stated that out of a class of sixty students only three students take long turns, expressing their ideas in detail. Furthermore, these three students answer ninety percent of the questions that the teacher asks. This does not mean that other students never participate. They participate when they feel that they are required to; however, because the three students answer most of the questions, and make the necessary comments, other students do not feel the need to speak in the class. SS 4 stated that students only participate when they do not understand what is said, and ask for Turkish elaboration or a summary. Furthermore, she stated that students could find the examples when they were asked; however, they are unable to answer, because they have difficulty in wording them. She stated that she tries to use question-answer techniques to encourage students participation, however often students do not understand the questions, or lack the language skills to answer in English. She commented that she allows them to use Turkish for ease of expression. SS 3 stated that:

(SS 3) The participation is very low. Only three or four students actively participate in the class with their ideas or comments. Some students do try to participate from time to time; however, they give up soon, because they lack the language skills and the ability to express themselves freely in English. Compared to the prior years, my expectations from students are lowered in terms of speaking.

Similarly, SS 6 and 7 commented that students are unwilling to speak, because they are concerned about making mistakes.

School of Civil Aviation: As with NAS and SS, participants from CA are also dissatisfied with the extent to which students fulfill the teachers' expectations, with regard to academic oral skills. Only CA 1 stated that she is satisfied with students' oral participation in class. CA 2 & 4, teaching first and second year theoretical courses respectively, stated that students hardly speak in class. Even though, CA 2 tries to initiate discussions through questions, students hardly respond to the comments of the teacher. Students only ask questions to check their comprehension and interpretation and usually prefer speaking Turkish. The students urge teachers to provide Turkish explanations to make comprehension easier. In addition, CA 3 stated that students have difficulty with asking and answering questions, so most of the time they are allowed to ask and answer questions in Turkish. He further commented that few students can express themselves with ease in English. He stated that students have less difficulty with listening, because he supports the spoken input with visual materials. Furthermore, he uses signals and cues to signpost important information.

Attitudes of participants' towards the use of English only in lectures: One interesting pattern that emerged from the interviews is the issue of whether students need to speak in English to display the expected forms of oral participation. Participants question whether they should urge their students to use English only in courses, considering the fact that the majority of students have problems with participating in class in English. They state that they prioritize the content, not the language. They are not in a position to teach students English. The aim is to teach the content knowledge. Therefore, they try to avoid problems arising from low language abilities, by allowing students to use Turkish. Almost all participants state that they

do not require students to participate in English. They comment that even though the teachers responded in English to the questions and comments the students make, students are free to speak in the language they are most comfortable with. In other words, students can participate in English or in Turkish. Participants indicate different reasons for allowing students to speak in Turkish. Below are some responses from the interviewees:

(NAS 1) I think it is important that students ask questions when they do not understand. Considering that students are hesitant to speak in general no matter what language they use, it is not feasible to force them speak in English only. That will discourage them.

(NAS 9) Well, isn't it interesting to expect students to participate in any classroom using a foreign language, where all students can use their native tongue, Turkish? Let students use the language that they feel more comfortable. I don't think that it is my duty to teach my students English, or force them to use English. Students should come to class knowing adequate English, I am not their language teacher, I am their content teacher.

(SS 5) Since the goal is to initiate students' participation in class, I think it is not reasonable to expect students to use English only. If students have something important to say but they lack the English to express it, let them speak Turkish.

(CA 1) I allow them to speak in Turkish, so they know that they can switch to Turkish when they need to. From time to time, students have difficulty in expressing their ideas in English. At such times, they speak Turkish.

Furthermore, participant NAS 7 stated that if students have something to say, then it really does not matter how the students expressed it. Similarly, participant NAS 4 stresses that their goal is to encourage students' oral contribution to the classes; limiting students to English might demotivate some students, and they would avoid all forms of participation because they do not feel comfortable with the language. Several participants commented that even though they encourage students

to use English most of the time, sometimes they allow students to switch to Turkish, considering students' difficulty in expressing themselves in English.

This approach to students' oral participation is reflected in teachers' evaluation of student production in terms of accuracy, fluency and pronunciation. Even though students have problems with accuracy, fluency and pronunciation, the teachers are satisfied if they understand what the students are saying. They encourage students to use English, no matter how badly they use it. They pay attention to what students are attempting to say rather than expecting them to use English perfectly. While fluency is the least concern of the content course teachers, pronunciation and accuracy are important because these can lead to communication breakdown, and misunderstandings in the interactions between the teacher-student(s), and student-student(s). Three of the participants (NAS 5, NAS 7, NAS 9) stated that due to problems of accuracy and pronunciation, they often request their students to repeat the sentence. If the teacher still has difficulty understanding, the students switch to Turkish. Other participants (SS 3, 5, CA 1, 3) stated that since they were all non-native speakers of English, they could understand what the students are saying most of the time. However, there were occasions when they could not understand what the students were trying to say after three or more repetitions. At such times, they would ask students to use Turkish, even if the students were keen to use English.

Conclusion

The questionnaire results revealed statistically significant differences between staff teaching social sciences, and those teaching natural sciences. Furthermore, lecturing style has an impact on students' listening comprehension, and expected participation forms from students. Moreover, it was found that importance given to oral participation and type of course has an influence on expectations of content

course teachers and observed difficulties of students. These findings are supported by the interview data.

The next chapter will present the implications and recommendations in light of these findings.

CHAPTER V: CONCLUSION

Introduction

This study explored the content course teachers' perceptions of the academic aural-oral skills of post-preparatory school students in departments at Anadolu University. To gather the necessary data, questionnaires and semi-structured interviews were used. The research questions posed for this study are as follows:

1. What do Anadolu University content course teachers expect of their students in terms of academic aural-oral English skills?
2. According to content course teachers' evaluations of their students' performance, what difficulties do students have in terms of academic aural-oral English skills?
3. To what extent do the requirements of and perceived difficulties in academic aural-oral skills vary with reference to:
 - a. the distinction between the social/natural sciences
 - b. the type of course
 - c. lecture style
 - d. degree of importance given to oral participation
 - e. the year the course is offered
 - f. the number of students

In the following sections of this chapter, the findings and implications drawn from the results of data analysis will be presented and discussed in relation to other earlier studies. The discussions will be presented under three headings relating to the research questions posed for this study. Finally, limitations of the study and suggestions for further research will be given.

Discussion of the Findings

The findings from the data analysis in Chapter IV are discussed in three subsequent sections. Below, findings relevant to the first research question are presented.

What do Anadolu University Content Course Teachers Expect of Their Students
In Terms of Academic Aural-Oral English Skills?

Part C of the questionnaire was designed to investigate content course teachers' requirements of aural-oral skills from post-preparatory students in departmental courses at Anadolu University. The results show that teachers' expectations vary for all of the academic speaking-listening skills covered by the questionnaire. The average mean scores vary from 2.65 to 3.72 for speaking, and from 3.03 to 3.77 for listening in a four point Likert-scale of rarely (1) to consistently (4). Figures 2 and 3 below present the results in a linear continuum from most to least expected skills.

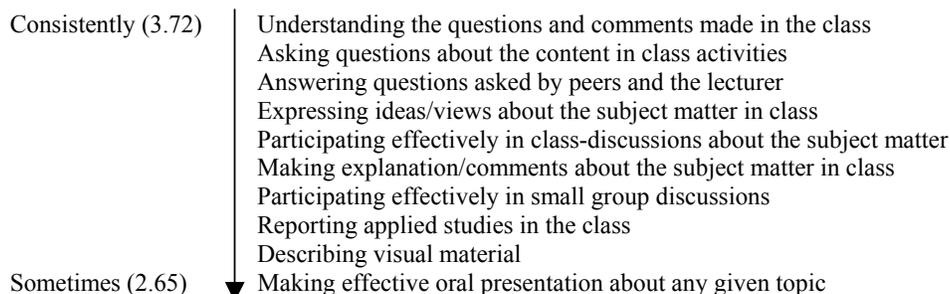


Figure 2: Most and Least Expected Academic Oral Skills

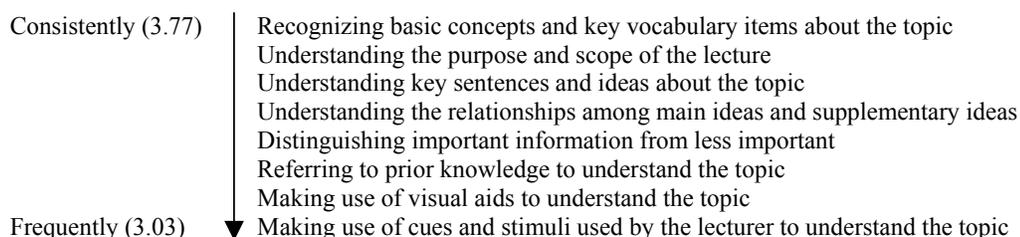


Figure 3: Most and Least Expected Academic Aural Skills

In the interviews, the participants were asked to indicate the type of questions that they expected their students to ask. Using McKenna's classification (cited in Jordan, 1997), the teachers expect mostly clarification, checking comprehension or elaboration questions. It is generally felt that students' questions should contribute to the general flow of the lecture. In other words, through questions, students should explore the issues in depth, and urge teachers to elaborate on the concepts and ideas.

However, the interview data shows that there is a disparity between the type of questions that teachers would like their students to ask, and the type of questions that students actually ask. Students usually ask questions for clarification or elaboration and for checking their comprehension of concepts and ideas discussed in the class. As with McKenna's findings (cited in Jordan, 1997), students either illustrate teachers' explanations with an example or they paraphrase what the teachers say. In addition, as McKenna suggests, non-native speakers of English, unlike native speakers, ask questions to seek extra information, rather than to contribute to the general flow of the lecture. The interview data supports this. The participants state that students ask questions only when they have difficulty understanding the concepts. Furthermore, they ask questions of comprehension, rather than interpretation, signaling that they seek extra information to understand the content knowledge. Students' actual questions are in conflict with the content course teachers' expected types of questions. Teachers anticipate questions that would urge them to elaborate on the issues in depth. However, students ask questions only when they do not understand and these questions usually ask teachers to repeat what they have already said, or to paraphrase.

The interview data also provided insights about the types of questions that participants ask their students. The participants generally ask questions to check students' comprehension of the lecture and students' prior knowledge of the field. These questions are, in fact, questions that allow teachers to plan their courses, and develop the content more effectively. In the social sciences, questions that allow students to put theory into practice are also frequently asked by teachers. The interview responses show that teachers sometimes ask questions to check comprehension or prior knowledge. One or two teachers ask questions to keep

students alert. These types of questions are sometimes off the topic, although challenging.

The results from this study are similar to the results of Ferris & Tagg (1996b). They found that asking questions was the most commonly expected skill. Furthermore, they found that small group discussions were not commonly expected in lower-division (undergraduate) courses. Similarly, participants in this study, with a group mean average of 3.06, expect fewer discussions in groups, when compared to asking and answering questions, making comments, expressing ideas, and participating in whole-group discussions. In the interviews, only two participants indicate that they use group work in their classes, whereas almost all participants emphasize the importance of asking and answering questions, making comments or explanations, and expressing ideas or view points where applicable.

Ferris and Tagg (1996) found that the participants from natural sciences or applied sciences rarely expected students to take part in whole class discussions, lead discussions, or make oral presentations. The participants from this study would like students to participate in whole class discussions frequently, and make oral presentations sometimes. On this matter, the results from this study seem to conflict with those of Ferris and Tagg. Nonetheless, in the interviews only two teachers (NAS 7, 9) actually brought up the need for students to make presentations. Three participants suggested that the number of students prevents them from insisting on presentations. Besides, they stated that they have a lot to cover in the class and presentations slow their pace. Hence, there is a mismatch between what teachers would like their students to do, and what they actually ask students to do in the class. One possible reason for the mismatch between the expectations (what teachers would like students to do) derived from the questionnaire data, and the requirements (what

teachers actually ask students to do) derived from the interview data is that teachers ideally would like students to display all academic oral/aural skills. Considering the aim of preparatory schools (preparing students for the tasks in departmental courses), the expectations are realistic, since the teachers would prefer students who are competent in English so that they would not have any problems arising from language. Though, in actual lectures, the requirements are influenced by all sorts of different factors, such as class size, lecturing style, type of course.

The importance given to the four language skills are similar to findings of Johns (1981). She found that receptive skills (reading and listening) were more important than speaking and writing. In this study, there was significant difference between the responses of natural sciences and social sciences with reference to writing and speaking. Participants' rankings of the importance of the main English language skills and the interview data reveal that the teachers expect students to access knowledge first through listening to lectures and reading from other sources. Presenting the knowledge in written form is the second step, since the students are expected to display the knowledge that they acquire from books and lectures in exams. Presenting the knowledge in spoken form seems to be a matter of individual choice. Some teachers prefer students to display their knowledge through different forms of spoken interactions in lectures. The findings suggest that students should acquire the knowledge first, and then present it in written and spoken forms. Preparatory schools in tertiary settings can equip students with the skills and strategies through meaningful tasks, in which students are asked to synthesize knowledge from different sources (aural, visual, aural/visual) and present the knowledge in written or spoken forms.

Teachers' expectations of oral and aural skills match students' ranking of academic oral/aural skills in Ostler's (1981) study. Ostler surveyed 131 ESL students about the importance of various academic tasks with regard to four language skills. Ostler found that the students ranked the oral/aural skills in the following order of importance: class notes, asking questions, discussing issues, giving talks. In this study, it was also found that understanding what is asked and said was the most consistently expected academic oral skill, followed by asking and answering questions, making comments, participating effectively in class discussions, and expressing viewpoints respectively. Moreover, the content course teachers expect students to understand the keywords, concepts, and sentences. Students need to make comments, express ideas and discuss issues. They have to understand the key vocabulary items, key sentences, and the relationship between the main and supporting ideas in order to take effective class notes.

According to Content Course Teachers' Evaluation of Their Students' Performances,

What Difficulties do Students Have in Terms Of Academic Aural-Oral Skills?

Part D of the questionnaire was designed to investigate content course teachers' perceptions of post-preparatory students' difficulties in displaying aural-oral skills in departmental courses at Anadolu University. The results show that teachers perceived students to have little or no difficulty in displaying academic aural skills, with the average mean scores ranging from 1.77 to 2.21 on a four point Likert-Scale of no difficulty (1) to extreme difficulty (4). Students are perceived as having more difficulty in displaying the academic oral skills, with the average mean scores ranging from 2.08 to 2.79. Figure 4 presents the observed difficulties of students with reference to academic oral skills.

Least Difficulty (2.08)	<ul style="list-style-type: none"> Understanding the questions and comments made in the class Participating effectively in small group discussions Reporting applied studies in the class Asking questions about the content in class activities Participating effectively in class-discussions about the subject matter Describing visual material Answering to questions asked by peers and the lecturer Making effective oral presentation about any given topic Expressing ideas/views about the subject matter in class Making explanation/comments about the subject matter in class
Some Difficulty (2.79)	<div style="text-align: center;">↓</div>

Figure 4: The Perceived Difficulties of Students in Displaying Academic Oral Skills

As shown in Figure 4, the teachers perceive students to have little or some difficulty with academic oral skills. Nonetheless, the interview data shows that students are using Turkish most of the time, and only a few students attempt to participate in lectures in English. The difference between the questionnaire and interview data may be explained if we suppose that participants have a target group in mind when they answer the questions, since their classes are not homogenous. It is possible that the participants consider students who are good at English when they answer the questions in the questionnaire. If this is so, then the data reveals teachers' perceptions of students who use English only in the lectures. On the other hand, in the interviews the participants may have reflected on weak students who prefer using Turkish most of the time. All of this is speculative admittedly. However, what we can say is that in these classes, there are students who have no or little difficulty and others who have severe difficulty with English.

Another interesting pattern that emerged in this study is the perceived difficulty of students in participating in discussions. Even though students have practiced discussion skills frequently in their language preparatory classes, in this study the content course teachers perceive students to have more difficulty in displaying skills that require free expression of thought; i.e. making comments, expressing ideas and answering questions. These skills require students to construct knowledge they have

previously acquired into meaningful chunks of speech. Flowerdew (1994) asserts that the specific content knowledge that students need in order to produce free speech in lectures is different from the knowledge students need to accomplish language classroom tasks. He suggests that two possible sources of difficulty that students may face when they are required to express their thoughts freely in lectures are either lack of specific content knowledge or lack of language competence. Participants in this study state that students have no difficulty in expressing themselves in Turkish. However, when the students are asked to speak English only, students are perceived as having difficulty with transmitting the knowledge that they possess. If this is so, it is reasonable to assume that they lack the language skills, rather than the specific content knowledge.

Only three participants in the interviews actually stated that they require English at all times. Two of these participants cannot speak Turkish; therefore, students have to speak in English. All other Content course teachers allow students to speak in Turkish when they have difficulty speaking English. The advantage of this is that, even students with severe English language problems can contribute orally to the discourse by speaking in Turkish. As a result, there seems to be a conflict between teachers' expectations and their actual practice. They would like students to display academic oral skills in English; however, they do not insist on the need for students to speak in English only. This same attitude is also seen in teachers' approach to problems arising from accuracy, fluency or pronunciation. Since the aim of the lecture is the negotiation of meaning, content course teachers do not pay attention to such problems unless they interfere with meaning. Thus, the findings of this study once again differ from those of Ferris & Tagg (1996a; b) with reference to teachers' expectations about accurate language usage, fluency in the expression of

thoughts and clear pronunciation in spoken output. Ferris and Tagg show that participants perceive accurate language, with clear pronunciation and fluent expressions as important and essential. However, we should be aware of the contextual difference between Ferris and Tagg's study and this one. In ESL contexts, English is the only means for communicating ideas, since there are students from different ethnic backgrounds. Any problems arising from the misuse of English will lead to a breakdown of communication in ESL contexts. On the other hand, at Anadolu University, the students and the teacher can also communicate in Turkish, besides English. Students and teachers can switch to Turkish in times of a breakdown of communication.

Although the content course teachers' are tolerant of problems arising from English language and encourage students' attempts to participate orally in the class, the participants in the interviews stated that students' actual participation is lower than expected. Even in the most teacher-centered classes, content course teachers state that they are not content with the level of oral participation. In more learning-centered classes, teachers comment that even if they want to involve students more in the class through encouraging interaction and contributions, they are unable to prevent the lectures from becoming monologues. Avcı (1997), in a similar study, found that students were not active participants in the courses. Almost 65 % of all students who took part in the study did not feel confident in speaking. Furthermore, she found that students avoided asking questions due to their lack of speaking skills. Students were tense and nervous when they asked to make presentations, and they avoided them whenever possible. Students also felt nervous when they were asked to work in small-group activities. The findings of both this study and that of Avcı's show that students are not willing to participate in classes. As teacher-centered

approaches to teaching are generally the norm in Turkey, especially at middle and high schools, it is reasonable to assume that students are familiar with traditional chalk-and-talk styles of lecturing from their previous schooling experience. As a result, it is possible that they have problems with adjusting themselves to their new roles as a negotiator of meaning and an active participant in the class. Furthermore, the students may not value their new role since they are not familiar with how they can contribute to the flow of the lectures through questions, answers, comments and ideas. Finally, the university entrance examination that all students have to take before they are admitted to university is based on rote learning and memorization, rather than critically engagement with the information that students receive. Therefore, it is possible that their prior schooling experience, subconsciously, has trained them not to think critically about the information that they are exposed to in class or from books, and hence comment about it or question it.

Recent studies show that lectures are moving away from traditional styles towards more informal, conversational styles of lecturing, where negotiation of meaning and interaction becomes increasingly important (Flowerdew, 1994). The findings in this study reveal that the content course teachers at Anadolu University prefer lectures that involve students' participation and contribution, even though the level of expected participation differed with respect to academic discipline, type of course and individual preferences.

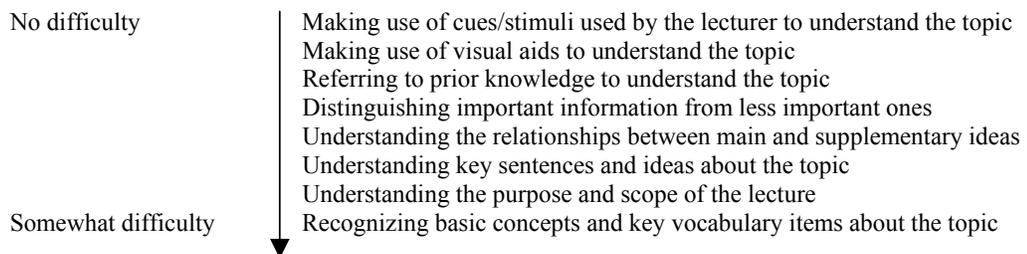


Figure 5: The Observed Difficulties of Students in Displaying Academic Aural Skills

Figure 5 shows the areas where students have difficulty with reference to academic aural skills. The participants in the interviews state that to make comprehension easier for students, they use extensive visual materials, avoided complex linguistic elements, and prefer high frequency words when presenting the topics. When students still have difficulty understanding the topics, the teachers repeat or paraphrase their sentences, enrich the content with illustrations and examples, and simplify the language that they use. During the lecture, the participants emphasize the use of macro and micro discourse markers to signal the organization of the lecture and the key points/ideas in the lecture, and verbal cues to draw students' attention to particular aspects. When students still fail to understand, the teachers offer explanations in Turkish. Some participants state that they assist students by using handouts, visual materials, and downloadable materials to prevent any problems that may arise from inadequate note-taking skills. Three participants state that they use verbal cues to assist students, and signal what they should write down and what not. Dictation is also a strategy that these participants use to transmit essential content knowledge. These strategies are believed to make lectures easier to follow (Chaudron, 1995; Jordan, 1997; MacDonald, Rodger, & White, 2000). Even though the participants perceive their students as effective listeners, the findings suggest that students have some difficulty with listening. Nonetheless, since the students have the chance to ask the teacher to repeat, elaborate, or clarify the points; students generally understand the main points in the class. Besides, the students know that they can ask for Turkish explanation, if they still fail to understand. Given all the precautions that teachers and students take, it is not surprising that students are perceived as having relatively little difficulty in academic aural skills. As for note taking, students are perceived as having 'no difficulty', since half of the time they are

either copying from the board or not taking notes because the teachers hand them out.

To What Extent do the Requirements of and Observed Difficulties in Academic

Aural-Oral English Skills Vary with reference to

- a) the Distinction Between Social And Natural Sciences, b) Lecture Style, c) Type Of Course, d) the Degree of Importance Given to Oral Participation, e) the Year Course is Offered, f) Number of Students?

Independent sample *t*-tests were computed to compare the mean scores of social and natural sciences, and analysis of Variance (ANOVA) tests were computed in order to examine whether a) lecture style, b) the type of course, c) the degree of importance given to oral participation, d) the year the course is offered, and e) number of students, have any influence on teachers' expectations or perceived difficulties of students. The results show that there are significant differences with regard to the distinction between the natural and social sciences, lecturing style, the type of course, and the degree of importance given to oral participation.

Ferris and Tagg (1996) found that there were significant patterns of difference across academic disciplines regarding the extent to which students participate in class discussions, are involved in small group work, or make oral presentations. The results showed that business and music classes were more likely to require class participation than engineering and science courses. Similarly, in this study, teachers in the natural sciences differed significantly from those in the social sciences in their expectations from students with reference to making explanations or comments, answering questions, and expressing viewpoints or ideas. In the natural and applied sciences, the expectations of teachers are lower compared to those in the social sciences. In addition, students enrolled in the natural sciences were perceived as

having more difficulty displaying academic speaking skills compared to those in the social sciences.

Ferris and Tagg (1996a) found that the number of students enrolled on the course, class type, and lecturing style had a significant effect on participants' expectations of students in terms of academic aural-oral skills and observed difficulties of students in displaying these skills. Again, this study found significant differences between the expectations of staff teaching different types of courses. It was found that participants teaching theoretical courses have different expectations from participants teaching applied or theoretical/applied courses with regard to asking questions, answering questions, and verbalizing visual material. In theoretical courses, students are seen as having more difficulty in displaying the academic speaking skills, compared to students enrolled in applied and applied/theoretical courses. However, unlike Ferris and Tagg, in this study, the number of students yielded no significant difference with regard to expectations of content course teachers and observed difficulties of students in displaying the skills. The difference may arise from contextual differences. In the USA, the first and second year undergraduate courses often have hundreds of students, where oral participation is not possible. In graduate courses, most classes have less than 20 students, and students are equipped with the necessary background information from their undergraduate courses. In these courses, teachers may expect students to participate more. At Anadolu University, most courses have up to fifty students. Therefore, teachers may still expect students' participation. However, the degree of expected oral participation may differ. Since the questionnaire data were used to indicate general tendencies of participants, one-way ANOVA tests may not have revealed any significant result.

It was observed that lecturing style had the greatest impact on content course teachers' expectations with regard to academic speaking skills and observed students' difficulty in displaying the academic speaking/listening skills. With reference to their expectations from students, and perceived difficulties of students in displaying the academic oral-aural skills, teachers whose preferred lecturing style is chalk-and-talk differ from teachers who prefer give-and-take or report-and-discuss. There are two possible reasons for the differences. First, since teachers prefer chalk-and-talk type of lecturing, they may not consider oral participation as valuable and essential. Besides, since students are familiar with that kind of lecturing from their prior schooling experience, they may prefer to remain silent. Second, since teachers do most of the talking, students need to concentrate on and understand long stretches of talk without having the opportunity to engage in spoken interaction with the lecture. Such listening is argued to be more difficult for students (Buck, 2002; Lynch, 1998).

Implications for Practice

One general problem, closely associated with English for Academic Purposes is the effectiveness of preparatory courses in training students to deal with the tasks and activities that they are expected to perform in their academic studies (Jordan, 1997). The findings of this study indicate that the instruction students receive in language programs falls short of providing students with the necessary skills to deal with their academic studies in English. Considering the literature review and the results of the study, it is reasonable to suggest that language programs preparing students for academic studies in a foreign language should consider: a) the authenticity of classroom tasks, b) the actual students' needs in academic study settings, and c) curriculum design.

The Authenticity of Classroom Tasks: Listening and speaking tasks practiced in the language classroom may not reflect the real life listening and speaking tasks that students will be exposed to in their academic studies (Flowerdew & Miller, 1997; MacDonald, Rodger, & White, 2000). This study shows that content course teachers expect student participation through questions, comments, or ideas. Besides, half of the participants indicated that they favor a give-and-take type of lecturing, rather than traditional chalk-and-talk. In give-and-take lectures, students have to contribute to classes through unplanned, spontaneous comments and questions, and comprehend unplanned responses from the professors (Ferris & Tagg, 1996b). Yet, the listening tasks practiced in language classrooms are usually what Buck (2001:98) called “non-collaborative” listening situations, where students listen to a text, such as a lecture, or an oral presentation about a topic from the tape recorder and they have to complete a task based on the text. Therefore, students have no opportunity to interact with the listening task, and orally participate, as they will be expected to do in academic life. There is a case for saying, therefore, that classroom tasks should be redesigned with reference to authentic academic tasks (Rost, 2002).

It is important to distinguish between authentic and genuine texts. Authenticity, in this context, refers to the appropriateness of texts to the actual needs of the learners, reflecting the appropriate language use in the academic world. Genuineness, on the other hand, involves the use of naturally occurring language to reflect the features of lectures. Most textbooks use genuine texts; however, the authenticity of text is still problematic. Again, therefore, it can be argued that the classroom teachers and curriculum designers should supplement genuine classroom texts with authentic activities, exposing students to tasks that they are likely to encounter in their academic studies.

In the actual departmental courses, students need to interact with the input that they receive. In other words, the listening in content courses is two-way listening, in which students need to listen, and respond to the aural input. They have to collaborate with the teacher and peers through questions, comments and ideas. Language teachers and curriculum planners may consider ways of implementing two-way listening into language classrooms using authentic video types of lectures, or audio-taped lectures involving more than one speaker. These materials will help familiarize students with their role in the lectures, and show them how they can contribute to the flow of the lectures through their questions and comments, as well as practicing authentic listening tasks that they will be exposed to in their academic studies.

Students' Academic Needs: Since the primary goal of preparatory programs in the tertiary setting should be equipping students with the academic skills, the academic needs of students should also be addressed in preparatory schools' language curricula (Ferris & Tagg, 1996 a; b). Even though the intention of this study was not to conduct needs analysis, it has shed light on the academic aural-oral needs of students from the point of view of the content course teachers in faculties of Anadolu University (AU) where the medium of instruction is English. The findings may be useful for curriculum planners and language teachers, suggesting perhaps a need to revise the current speaking and listening syllabi, and implement pedagogically prepared material to match students' needs. Curriculum designers can review the existing courses to see whether these really match the tasks that students will be exposed to in their academic studies (Richards, 1990). Moreover, the findings of this study may help curriculum designers to determine the tasks, materials and tests.

The results of this study also show that teachers are in favor of participatory lessons in which students have the opportunity to interact with the aural input and respond through questions, comments, and viewpoints. Statistical data from this study shows that students have less difficulty in interactive lectures, since they have the opportunity to elaborate on the issues, and check their comprehension through different participation forms. Nonetheless, data from both statistical data and teachers' interview responses also reveal that students' lack of proficiency in academic speaking and listening hinders student participation in the lectures. Therefore, it is reasonable to suggest that more emphasis should be given to these two academic skills in the English preparatory class of students.

Cooperation between the content course teachers and curriculum designers of the School of Foreign Languages (SFL) may lead to a consensus on what to teach to students based on content course teachers' expectations and what students will likely need in their departmental courses. Service English courses, which are carried out at departments for post-preparatory students, can be used as a mirror of students' performances observed by service English teachers. These teachers, in consultation with content teachers, can inform SFL in order to make necessary revisions. In the interviews, participants stated that students lack the technical vocabulary and the required content knowledge in order to express themselves freely in courses. Thus, the service English courses can be designed to compensate for these lacks in order for students to succeed in departmental courses.

Curricular issues: The data analysis revealed that content course teachers expect student participation in their classes. In particular, asking and answering questions, making comments, expressing ideas and participating in group and whole class discussions are the most commonly desired forms of student participation

revealed through the statistical data and interview responses. Furthermore, the findings of this study show students are exposed to listening that requires proficiency in speaking to interact with the aural input that they receive during the lecture.

Curriculum designers at AU SFL can easily introduce listening activities into the speaking classes. Integration of speaking and listening courses can be considered part of the curriculum revision project. Through the integration of speaking and listening, students may become familiar with the lecture discourse that requires student participation and negotiation of meaning. Furthermore, integrated speaking-listening courses will allow students to experience the role of interaction for negotiation of meaning, and possibly raise students' consciousness about their role in interactive lectures. Therefore, interactive lecture simulations should become integral to speaking and listening courses, where students have the opportunity to interact with the listening tasks.

It is widely agreed that theme-based instruction with sustained content allows language teachers to focus on language and content at the same time. Choosing themes that match students' needs and interests can be the starting point for the integrated speaking-listening course. Through sustained content, students will be exposed to input that is salient. One of the findings of this study is that lack of adequate academic vocabulary is a factor inhibiting students' participation. Through theme-based instruction, academic vocabulary can be recycled. Academic vocabulary is important for a number of reasons. First, the use of academic vocabulary is peculiar to academic texts. Second, teaching students academic vocabulary ensures that students understand academic texts with ease. Third, most academic vocabulary involves technical words. Even if students know what the words mean in non-academic contexts, they may need extra training and exposure to

the usage of these words in academic texts, in order to understand their technical meaning. Since most of the vocabulary and linguistic features are recycled in a theme-based approach, students receive the necessary background information to talk about issues, and hence have the opportunity to interact with the input.

Implications for Further Research

This study looked at content course teachers' perspectives only. As a follow up study, research could be conducted examining the students' perspective. The results could be compared and contrasted with this study for a broader picture of the academic aural-oral tasks that students need and the difficulties they have with these tasks in departmental courses at Anadolu University. The research could be broadened in scope to investigate the aural-oral tasks in other tertiary settings in Turkey and so to contribute to the larger picture of academic aural-oral tasks that non-native speakers need. The focus of the study was not on needs, but to look at perceptions of content course teachers towards academic aural-oral skills. As a follow-up study, a needs analysis could be carried out from the perspective of current preparatory students, post-preparatory students, graduate students of the university, content course teachers, and language teachers for an in-depth analysis into learning needs. Through needs analysis, students' actual needs and lacks, desires and wants, could be identified.

This study was a broad investigation into content course teachers' expectations of students, and students' observed difficulties in displaying the academic oral-aural skills. A case study of only one course at one of the faculties where courses are carried out in English at Anadolu University could be carried out for in depth analysis of expectations of content course teachers and difficulties of students, using student surveys, classroom observations and interviews.

In the interviews, participants suggested different sources for the problems that affect students' oral participation. It is possible that the biggest debilitating factor is the lack of language abilities; however, lack of motivation, lack of content knowledge, teachers' behavior, lack of self-confidence, affective factors, and anxiety are other factors that may influence oral participation. A further study could look at the factors influencing students' oral participation in class.

Limitations of Study

This study is not generalizable. The study was conducted in the faculties of Anadolu University, with 75 participants; hence, the results of the study are only applicable to the participants at that institution who actually completed the questionnaire and returned them for analysis. It would not be appropriate to generalize the findings to all content course teachers conducting their courses in English. Furthermore, the return rate of questionnaires from the Faculty of Engineering and Architecture was only 30%, suggesting that the findings may only reveal the tendencies of the 22 participants who have actually completed the questionnaire, but not the actual expectations and observed difficulties of the target group of 61 content course teachers.

Another limitation of the study is that no classroom observation was done to examine whether the expectations of participants and observed difficulties reported in the responses to the instruments revealed the actual practices of teachers in the classroom. Furthermore, content course teachers were only secondary sources of information regarding students' difficulties with reference to academic aural-oral skills. Data from the students would have been more meaningful in order to examine in depth the difficulties they face.

Conclusion

This study revealed that content course teachers' expectations of academic aural-oral skills at Anadolu University varied with reference to the distinction between the social and natural sciences. Type of course and lecture style had the greatest impact on teachers' expectations and students' observed difficulties. The expectations and observed difficulties are similar to the findings from prior studies. The findings of this study suggest that students need extra training with academic speaking and listening. Integration of speaking and listening courses can be considered. Lastly, there is a need to reconsider the authenticity of classroom tasks, as a means for preparing students for their academic studies.

REFERENCE LIST

- Allison, D., & Tauroza, S. (1995). The effect of discourse organization on lecture comprehension. *English for Specific Purposes, 14*(2).
- Arik, S. (2002). *An investigation into the requirements of discipline teachers for academic English language use in a Turkish medium university*. Unpublished MA Thesis, Bilkent University. Ankara, Turkey.
- Avcı, Z. (1997). *Needs assessment of academic oral skills for the students of the Department of Basic English at Hacettepe University*. Unpublished MA Thesis, Bilkent University. Ankara, Turkey.
- Basturkmen, H. (2002) Negotiating meaning in seminar-type discussion and EAP. *English for Specific Purposes, 21*, 233-242.
- Benson, M. J. (1994). Lecture listening in an ethnographic perspective. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 55-74) Cambridge: Cambridge University Press.
- Brown, G. & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Brown, G. (1994). Dimensions of difficulty in listening comprehension. In D. Mendelsohn and J. Rubin (Eds.), *A guide for the teaching of second language listening*. (pp. 59-74) San Diego, CA: Dominie Press.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle.
- Buck, G. (2002). *Assessing listening*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. & Olshtain, T. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.
- Chaudron, C. (1995). Academic Listening. In D. Mendelsohn and J. Rubin (Eds.), *A guide for the teaching of second language listening*. (pp. 74-97) San Diego, CA: Dominie Press.
- Cohen, L. & Manion, L. (1994). *Research methods in education*. New York: Roudledge.
- Dudley-Evans, A. (1994). Variations in the discourse patterns favored by different disciplines and their pedagogical implications. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 146-158) Cambridge: Cambridge University Press.

- Dudley-Evans, A., & Johns, T. (1981). A team teaching approach to lecture comprehension for overseas students. In *The teaching of listening comprehension*. ELT Documents Special. London: British Council.
- Dudley-Evans, T. & St John, M. J. (1998). *English for specific purposes: A multi disciplinary approach*. Cambridge: Cambridge University Press.
- Dunkel, P. A., & Davis, J. N. (1994). The effects of rhetorical signaling cues on the recall of English lecture information by speakers of English as a native or second language. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 55-74) Cambridge: Cambridge University Press.
- Ellis, R. (1997). *SLA research and language learning*. Oxford: Oxford University Press.
- Ferris, D. (1998). Students' views of academic aural/oral skills: A comparative needs analysis. *TESOL Quarterly*, 32, 289-319.
- Ferris, D. & Tagg, T. (1996a). Academic oral communication needs of EAP learners: What subject-matter instructors actually require. *TESOL Quarterly*, 30, 31-55.
- Ferris, D., & Tagg, T. (1996b). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30, 297-321.
- Flowerdew, J. (1994). Research related to second language lecture comprehension: An overview. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 7-31) Cambridge: Cambridge University Press.
- Flowerdew, J., & Miller, L. (1995). On the notion of culture in L2 lectures. *TESOL Quarterly*, 29, 345-373.
- Flowerdew, J., & Miller, L. (1996). Lectures in a second language: Notes towards a cultural grammar. *English for Specific Purposes*, 15, 121-140.
- Flowerdew, J., & Miller, L. (1997). The teaching of academic listening comprehension and the question of authenticity. *English for Specific Purposes*, 16, 27-46.
- Hansen, C. (1994). Topic identification in lecture discourse. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 131-145) Cambridge: Cambridge University Press.
- Henry, A. (1996). Natural chunks of language: Teaching speech through speech. *English for Specific Purposes*, 15, 295-309.
- Johns, A. M. (1981). Necessary English: A faculty survey. *TESOL Quarterly*, 15, 51-59.

- Jones, J. F. (1999). From silence to talk: Cross-cultural ideas on students' participation in academic group discussion. *English for Specific Purposes*, 18, 243-259.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press
- Larsen-Freeman, D. (1991). Second language acquisition research: Staking out of territory. *TESOL Quarterly*, 25, 315-350
- Lynch, T. (1998). Questions of presentation: Evaluating success in EAP seminar. *Edinburgh Working Papers in Applied Linguistics*, 9, 52-62. Retrieved November 25, 2002 from the EBSCOhost Database
- MacDonald, M, Rodger, B., & White, G. (2000) The real thing?: Authenticity and academic listening. *English for Specific Purposes*, 19, 253-267.
- Mason, A. (1994). By dint of: Student and lecturer perceptions of lecture comprehension strategies in first-term graduate study. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 199-218) Cambridge: Cambridge University Press.
- McCarthy, M. (1991). *Discourse analysis for language teacher*. Cambridge: Cambridge University Press.
- McCarthy, M. & Carter, R. (1994). *Language as discourse: Language teaching*. New York: Longman.
- McCarthy, M. (1998). *Spoken language & applied linguistics*. Cambridge: Cambridge University Press.
- Meldelsohn, D. J., & Rubin, J. (Eds.), (1995). *A guide for the teaching of academic listening*. San Diego, CA: Dominic Press.
- Mason, J. (1996). *Qualitative researching*. Thousand Oaks: Sage Publication.
- Meriam, S. B. (1998). *Research in education and qualitative approach*. San Francisco: Jossey-Bass
- Olsen, L. A., & Huckin, T. N. (1990). Point-driven understanding in engineering lecture comprehension. *English for Specific Purposes*, 9, 33-47.
- Ostler, S. E. (1980). A survey of academic needs for advanced ESL. *TESOL Quarterly*, 14, 489-503.
- Richards, J. C (1983). Listening comprehension: Approach, design, procedures. *TESOL Quarterly*, 17, 219-241.
- Richards, J. C. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press.

Rost, M. (2002). *Teaching and researching listening*. London: Longman.

Shekan, P. (1989). *Individual differences in second-language learning*. London: Edward Arnold.

Tauroza, S., & Allison, D. (1994). Expectation-driven understanding in information systems lecture comprehension. In J. Flowerdew (Ed.), *Academic Listening: Research Perspectives*. (pp. 35-54) Cambridge: Cambridge University Press

APPENDICES

APPENDIX A

CONTENT TEACHERS' PERCEPTIONS OF THE ACADEMIC AURAL-ORAL SKILLS OF POST-PREPARATORY SCHOOL STUDENTS IN DEPARTMENTS AT ANADOLU UNIVERSITY

Dear Instructor,

This questionnaire is prepared to gather necessary data for a thesis research conducted at Bilkent University Faculty of Humanities and Letters, Teaching English as Foreign Language Masters Program.

This study aims at investigating the requirements of content course teachers' in terms of English speaking-listening skills with reference to students, who have completed one year English Preparatory School, at their English medium courses conducted at their faculties. This study also aims to explore the general English speaking-listening difficulties of students observed by their content course teachers.

The first part of the questionnaire is allocated to the questions related with you. The second part of the questionnaire consists of the questions related with a course that you instruct in English. The third part of the questionnaire consists of the items that you require from your students in terms of English speaking-listening skills for the course. The final part of the questionnaire consists of the items related with your opinions regarding to the English speaking-listening difficulties of students that you observed.

Your responses will be confidential. It will only be used in this study and only for scientific purposes. I hope you to complete every question and thank you for your contribution and time.

Yours sincerely,

Anadolu University
Yabancı Diller Yüksekokulu
Yunusemre Kampüsü-ESKİŞEHİR
Telephone: 0 222 335 05 80-2050
E-mail: sercans@bilkent.edu.tr
sercans@anadolu.edu.tr

07/03/2003

Sercan SAĞLAM

A. Personal Information

1. Faculty
 Architecture and Engineering Business Administration
 Communication Education
 Science School of Civil Aviation
2. Academic title
 Öğr. Gr. Y. Doç. Dr. Doç. Dr. Prof. Dr. Other _____
3. How long have you been teaching the courses in English?
 1-3 years 4-6 years 7-9 years 10 + Other _____
4. Degree Programs completed

	University/ Faculty/Institute	Department/Program	Year
B.A. / B.S. in			
M.A. / M.S. in			
PhD in			

B. Specific Course Information

For this section, please choose one course which you teach regularly at undergraduate level and which you teach only in English.

5. Title of course _____ Year _____
6. Type of course: Theoretical Applied
 Theoretical / Applied Seminar Laboratory
7. Average number of students in the course _____
8. Which of the following explains best the way you teach? (*If none of the below apply, please explain the way you lecture*)
 I usually teach the subject myself, student participation is low. Students rarely ask questions about the subject matter.
 While I am presenting or after I have presented the subject matter, students ask questions, make comments and discuss the subject matter in the class.
 The students prepare for the class before the class hour. They make presentations, and discuss the subject matter..
 Others _____.
9. How important are the following language skills with reference to your to fulfill this course requirements effectively? (*Please check all that apply*)
1. Very little important, 2. Little important, 3. Very important, 4. Extremely important

	1	2	3	4
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. To what extent do you consider **students' oral participation** to the class when you are assessing students' success?
 I consider every little I consider
 I consider little I consider a lot

C. *To what extent do your students require the following **academic English speaking/listening skills**? (For each question check a number from 1 to 4)*

1. Very little, 2. Little, 3. A lot, 4. Fairly lot

- | | | | | |
|--|---|---|---|---|
| 11. Asking questions about the content in class activities | 1 | 2 | 3 | 4 |
| 12. Answering questions asked by peers and the lecturer | 1 | 2 | 3 | 4 |
| 13. Expressing explanation/comments about the subject matter | 1 | 2 | 3 | 4 |
| 14. Expressing ideas/views about the subject matter in class | 1 | 2 | 3 | 4 |
| 15. Describing visual materials | 1 | 2 | 3 | 4 |
| 16. Making effective oral presentation about any given topic | 1 | 2 | 3 | 4 |
| 17. Understanding the questions and comments made in the class | 1 | 2 | 3 | 4 |
| 18. Reporting applied studies in the class | 1 | 2 | 3 | 4 |
| 19. Participating effectively in class-discussions | 1 | 2 | 3 | 4 |
| 20. Participating effectively in small group discussions | 1 | 2 | 3 | 4 |
| 21. Understanding the purpose and scope of the lecture | 1 | 2 | 3 | 4 |
| 22. Recognizing basic concepts and key vocabulary items
about the topic | 1 | 2 | 3 | 4 |
| 23. Understanding the relationships among main ideas
and supplementary ideas | 1 | 2 | 3 | 4 |
| 24. Understanding key sentences and ideas about the topic | 1 | 2 | 3 | 4 |
| 25. Referring to prior knowledge, such as world knowledge,
and specific content knowledge to understand the topic | 1 | 2 | 3 | 4 |
| 26. Making use of visual aids to understand the topic, | 1 | 2 | 3 | 4 |
| 27. Making use of cues, signs and stimuli
used by the lecturer to understand the topic, | 1 | 2 | 3 | 4 |
| 28. Distinguishing important information from less important | 1 | 2 | 3 | 4 |

D. According to your personal evaluation, answer the following statements, bearing in mind your students' difficulties in performing them. (For each question check a number from 1 to 4)

1. They have no difficulty, 2. They have little difficulty, 3. They have a lot of difficulty, 4. They have extreme difficulty

- | | | | | |
|---|---|---|---|---|
| 29. Asking questions about the content in class activities | 1 | 2 | 3 | 4 |
| 30. Answering questions asked by peers and the lecturer | 1 | 2 | 3 | 4 |
| 31. Expressing explanation/comments about the subject matter in class | 1 | 2 | 3 | 4 |
| 32. Expressing ideas/views about the subject matter in class | 1 | 2 | 3 | 4 |
| 33. Describing visual materials, such as pictures | 1 | 2 | 3 | 4 |
| 34. Making effective oral presentation about any given topic | 1 | 2 | 3 | 4 |
| 35. Understanding the questions and comments made in the class | 1 | 2 | 3 | 4 |
| 36. Reporting applied studies in the class | 1 | 2 | 3 | 4 |
| 38. Participating effectively in class-discussions about the subject matter | 1 | 2 | 3 | 4 |
| 39. Participating effectively in small group discussions | 1 | 2 | 3 | 4 |
| 40. Understanding the purpose and scope of the lecture | 1 | 2 | 3 | 4 |
| 41. Recognizing basic concepts and key vocabulary items about the topic | 1 | 2 | 3 | 4 |
| 42. Understanding the relationships among main ideas and supporting ideas | 1 | 2 | 3 | 4 |
| 43. Understanding key sentences and ideas about the topic | 1 | 2 | 3 | 4 |
| 44. Referring to prior knowledge, such as world knowledge, and specific content knowledge to understand the topic | 1 | 2 | 3 | 4 |
| 45. Making use of visual aids to understand the topic, | 1 | 2 | 3 | 4 |
| 46. Making use of cues, signs and stimuli used by the lecturer to understand the topic | 1 | 2 | 3 | 4 |
| 47. Distinguishing important information from less important | 1 | 2 | 3 | 4 |

E. If you have any further comments about **the requirements and the difficulties of academic English listening-speaking skills with reference to your students** besides the ones expressed in the questionnaire, please indicate them below.

APPENDIX B

ANADOLU ÜNİVERSİTESİNDEKİ ÖĞRETİM ELEMANLARININ YABANCI DİL HAZIRLIK EĞİTİMİ SONRASI ÖĞRENCİLERİN ALAN DERSLERİNDEKİ İNGİLİZCE KONUŞMA-DİNLEME BECERİLERİNE YÖNELİK ALGILAMALARI

Değerli Öğretim Elemanı,

Bu anket, Bilkent Üniversitesi Sosyal Bilimler Enstitüsü İngilizce Olarak Yabancı Dil Eğitimi Yüksek Lisans Programı (MA TEFL) kapsamında yapılmakta olan bir tez çalışması için gerekli duyulan verilerin sağlanması amacıyla hazırlanmıştır.

Bu araştırmada, üniversitelerde yabancı dil hazırlık eğitimini tamamlamış öğrencilerin kendi fakültelerinde İngilizce yapılan derslerde, öğretim elemanlarınca istenen İngilizce konuşma-dinleme becerileri ile öğretim elemanlarınca genel olarak gözlenen öğrencilerin İngilizce konuşma-dinleme güçlüklerinin belirlenmesi amaçlanmıştır.

Anketin birinci bölümünde **sizinle**, ikinci bölümünde **İngilizce işlediğiniz bir dersinizle** ilgili sorulara yer verilmiştir. Üçüncü bölümde **bu dersinizde öğrencilerinizden istediğiniz konuşma dinleme becerileriyle** ilgili maddeler, dördüncü bölümde ise genel olarak gözlediğiniz **öğrencilerin İngilizce konuşma-dinleme güçlükleriyle** ilgili görüşlerinize dönük maddeler yer almaktadır.

Yanıtlarınız sadece bu araştırmada ve bilimsel amaçlarla kullanılacaktır. Yanıtsız soru bırakmamanızı diler, zaman ayırdığınız ve katkınız için teşekkür ederim.

Saygılarımla.

Anadolu University
Yabancı Diller Yüksekokulu
Yunusemre Kampüsü-ESKİŞEHİR
Telefon: 0 222 335 05 80-2050
E-mail: sercans@bilkent.edu.tr
sercans@anadolu.edu.tr

07/03/2003

Sercan SAĞLAM

A. Kişisel Bilgiler

- Görev yaptığınız fakülte/yüksekokul
 Eğitim Fen
 İktisadi ve İdari Bilimler İletişim
 Mühendislik Mimarlık Sivil Havacılık
- Ünvanınız:
 Öğr. Gr. Y. Doç. Dr. Doç. Dr. Prof. Dr. Diğer _____
- Dersinizi kaç yıldır İngilizce işliyorsunuz?
 1-3 yıl 4-6 yıl 7-9 yıl 10 + Diğer _____
- Öğrenim Durumunuz

	Üniversite/Fakülte/Enstitü	Bölüm/Program	Bit. Yılı
Lisans			
Yük. Lisans			
Doktora			

B. Dersle İlgili Bilgiler

Bu bölümdeki soruları **lisans düzeyinde girdiğiniz ve sadece İngilizce olarak işlediğiniz bir dersinizi dikkatte alarak** yanıtlayınız.

- Dersin Adı _____ Sınıf _____
- Dersin Türü: Kuramsal Uygulamalı Kuramsal/Uygulamalı
 Seminer Laboratuar
- Dersinizdeki öğrenci sayısı _____
- Aşağıdakilerden hangisi bu dersi işleme tarzınıza en uygundur? (Eğer verilen seçeneklerden hiçbiri uygun değilse, lütfen tarzınızı yazınız.)
 Derste konuyu daha çok ben anlatırım; öğrenci katılımı düşüktür, arada sırada birkaç öğrenci konuyla ilgili soru sorar.
 Derste ben konuyu anlatırken veya anlattıktan sonra, öğrenciler konuyla ilgili sorular sorar, görüşlerini dile getirirler, konuyu tartışırlar.
 Dersimde öğrenciler konuyu önceden hazırlanarak sınıf içinde sunarlar ve tartışırlar.
 Başka _____.
- Size göre öğrencilerin dersinizdeki gereklilikleri yerine getirebilmeleri açısından aşağıdaki dil becerilerini **dersiniz** için ne kadar önemlidir? (Uygun olanları işaretleyiniz)
1. Çok az önemli, 2. Az Önemli, 3. Çok önemli, 4. Oldukça çok önemli

	1	2	3	4
Okuma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinleme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Konuşma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yazma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Öğrencilerin başarısını değerlendirirken, **derse sözlü katılımlarını** ne kadar dikkate alırsınız?
 Çok az dikkate alırım Çok dikkate alırım
 Az dikkate alırım Oldukça çok dikkate alırım

C. Aşağıdaki **İngilizce konuşma-dinleme becerileri** dersinizde öğrencilerden ne oranda göstermelerini istersiniz? (Her bir soru için 1'den 4'e kadar bir rakam işaretleyiniz.)

1. Çok az, 2. Az, 3. Çok, 4. Oldukça Çok

11. Derste konuyla ilgili soru sorma	1	2	3	4
12. Derste konuyla ilgili soruları yanıtlama	1	2	3	4
13. Derste konuyla ilgili açıklama/yorum yapma	1	2	3	4
14. Derste konuyla ilgili görüş/düşünce bildirme	1	2	3	4
15. Derste konuyla ilgili görsel materyalleri sözlü ifade etme	1	2	3	4
16. Derste etkili sunu yapma,	1	2	3	4
17. Derste anlatılanları/sorulanları anlama	1	2	3	4
18. Derste uygulamalı çalışmaları sözlü olarak aktarma	1	2	3	4
19. Derste sınıf tartışmalarına etkin katılma	1	2	3	4
20. Derste grup çalışmalarına etkin katılma	1	2	3	4
21. Derste işlenen konunun genel amacını ve kapsamını anlama	1	2	3	4
22. Konuyla ilgili temel kavramları / anahtar sözcükleri anlama	1	2	3	4
23. Konunun ana fikirlerini ve yan fikirlerini anlama	1	2	3	4
24. Konuyla ilgili önemli cümleleri/fikirleri anlama	1	2	3	4
25. Konuyu anlamada önceki bilgilerinden (genel kültür, alan bilgisi vb.) yararlanma	1	2	3	4
26. Konuyu anlamada görsel materyallerden yararlanma,	1	2	3	4
27. Konuyu anlamada, derste kullandığım uyarıcılardan (ipucu, işaret, vb.) yararlanma	1	2	3	4
28. Konuyla ilgili önemli bilgileri daha az önemlilerden ayırt etme	1	2	3	4

D. Bu bölümdeki sorulara, genel olarak gözlemlediğiniz öğrencilerin Aşağıdaki dersinizde konuşma-dinleme becerilerini gerçekleştirmelerinde zorlukları düşünerek yanıtlayınız. (Her bir soru için 1'den 4'e kadar bir rakam işaretleyiniz.)

1. Hiç zorluk çekmezler, 2. Biraz zorluk çekerler, 3. Çok zorluk çekerler, 4. Oldukça çok zorluk çekerler

29. Derste konuyla ilgili soru sorma	1	2	3	4
30. Derste konuyla ilgili soruları yanıtlama	1	2	3	4
31. Derste konuyla ilgili açıklama/yorum yapma	1	2	3	4
32. Derste konuyla ilgili görüş/düşünce bildirme	1	2	3	4
33. Derste konuyla ilgili görsel materyalleri sözlü ifade etme	1	2	3	4
34. Derste etkili sunu yapma,	1	2	3	4
35. Derste anlatılanları/sorulanları anlama	1	2	3	4
36. Derste uygulamalı çalışmaları sözlü olarak aktarma	1	2	3	4
37. Derste sınıf tartışmalarına etkin katılma	1	2	3	4
38. Derste grup çalışmalarına etkin katılma	1	2	3	4
39. Derste işlenen konunun genel amacını ve kapsamını anlama	1	2	3	4
40. Konuyla ilgili temel kavramları / anahtar sözcükleri anlama	1	2	3	4
41. Konunun ana fikirlerini ve yan fikirlerini anlama	1	2	3	4
42. Konuyla ilgili önemli cümleleri/fikirleri anlama	1	2	3	4
43. Konuyu anlamada önceki bilgilerinden (genel kültür, alan bilgisi vb.) yararlanma	1	2	3	4
44. Konuyu anlamada görsel materyallerden yararlanma,	1	2	3	4
45. Konuyu anlamada, derste kullandığım uyarıcılardan (ipucu, işaret, vb.) yararlanma	1	2	3	4
46. Konuyla ilgili önemli bilgileri daha az önemlilerden ayırt etme	1	2	3	4

E. Öğrencilerin İngilizce konuşma-dinleme becerilerine yönelik ankette dile getirilmeyen isteklerinizi ve öğrencilerde gözlemlediğiniz güçlükleri lütfen buraya yazınız.

APPENDIX C

Interview Questions

Turkish Version

- 1) Genel olarak dersinizi nasıl işlersiniz?
- 2) Dersinizde öğrencilerden ne beklersiniz?
- 3) Genel olarak dersinizde öğrencilerin derse katılma durumu nasıldır?
Öğrencileriniz onlardan beklentilerinizi ne ölçüde gerçekleştirebiliyor?
- 4) Gözlemlerinize göre dersinizde öğrencilerin İngilizce konuşma ve dinleme becerileriyle ilgili güçlükleri nelerdir?

English Version

- 1) How do you teach your courses?
- 2) What are your expectations and requirements from students with reference to academic oral-aural skills?
- 3) To what extent can the students fulfill your expectations? How is the actual students' behavior in your classes?
- 4) Based on your observation and personal evaluation of student behaviors, what difficulties do students have with reference to academic oral-aural skills?

APPENDIX D

Interview Checklist

Participant _____ Faculty: _____

Lecturing style: () Chalk-and-talk () Give-and-take () Report-and-discuss

Expected Student Participation: () Low () Middle () High

Actual Student Participation: () Low () Middle () High

Forms of expected participation:

- () Asking questions about the content,
- () Answering to questions posed by peers and the lecturer,
- () Making oral presentation about any given topic,
- () Expressing ideas or making summaries / comments about the subject matter,
- () Participating in class-discussions about the subject matter,
- () Commenting on visual materials, such as picture, graphics, figures,
- () Verbalize the results and processes of applied studies such as experiments,
- () Participate actively in small group discussions.
- () Other (Specify) _____.

Field Notes:

Difficulties in expected forms of participation:

- () Asking questions about the content,
- () Answering to questions posed by peers and the lecturer,
- () Making oral presentation about any given topic,
- () Expressing ideas or making summaries / comments about the subject matter,
- () Participating in class-discussions about the subject matter,
- () Commenting on visual materials, such as picture, graphics, figures,
- () Verbalize the results and processes of applied studies such as experiments,
- () Participate actively in small group discussions.
- () Other (Specify) _____.

Field Notes:

What kind of questions do you ask to your students?

- () questions for checking prior content knowledge,
- () questions that allow students to put the theory into practice,
- () questions for checking comprehension,
- () questions that keep students alert and on task,
- () questions that require higher thinking level thinking/cognitive skills, such as synthesizing, evaluation and analysis
- () questions that require students to retell/report what they read outside the classroom,
- () Other (Specify) _____.

What kind of questions do you want your students to ask?

- () questions for clarification () questions for elaboration
- () questions for participation () questions for checking interpretation,
- () questions of digression and challenge
- () Other (Specify) _____.

Field Notes:
