



International Journal of Educational Methodology

Volume 7, Issue 2, 261 - 277.

ISSN: 2469-9632

<https://www.ijem.com/>

Impromptu Speaking Skills of Pre-Service Teachers*

Emel Guvey Aktay**

Mugla Sitki Kocman University, TURKEY

Received: June 1, 2020 • Revised: August 10, 2020 • Accepted: October 10, 2020

Abstract: The purpose of the study is to examine pre-service teachers' impromptu speaking skills on the basis of the evaluations of the instructor, peers and their own. The study employed a descriptive case study design, one of the qualitative research methods. A total of 23 pre-service math teachers taking the course of Art of Effective Speech in a state university in Turkey in the 2016-2017 academic year participated in the study. The data of the study were collected through the observations of the researcher and pre-service teachers. Descriptive analysis was used in the analysis of the data. As a result of the study, it was found that in most of the observation items, the pre-service teachers found themselves inadequate in terms of impromptu speaking skills while they were found to be adequate by their peers and instructor. In addition, it was revealed that the pre-service teachers found themselves inadequate in some items related to the use of voice while they found themselves adequate in most of the items related to articulation/diction and body language and in all of the items related to communication. However, while the instructor observed that the pre-service teachers were generally competent in all the sub-dimensions, she determined that they needed improvement in the sub-dimensions of eye contact, pausing at the appropriate place and speaking without repeating words.

Keywords: *Impromptu speaking, teacher evaluation, peer evaluation, self-evaluation, pre-service teacher.*

To cite this article: Guvey Aktay, E. (2021). Impromptu speaking skills of pre-service teachers. *International Journal of Educational Methodology*, 7(2), 261-277. <https://doi.org/10.12973/ijem.7.2.261>

Introduction

Speaking is a process that occurs during verbal communication and involves the use of appropriate sounds produced in the vocal tract to get the speaker's thoughts across (Tatham & Morton, 2011). Speaking is a language skill that enables individuals to directly convey their feelings and thoughts. Speaking, which enables individuals to interact with each other, is a skill used from an early age.

Individuals need to speak accurately and appropriately in order to establish effective relations with the society in which they live and to lead a healthy life (Kansizoglu, 2012). As it is assumed that an individual who comes to school with a certain level of speaking skill knows how to speak, this skill is neglected and students are often not given the opportunity to speak for the sake of ensuring classroom management (Saglam & Dogan, 2013). Correspondingly, the responsibility of teachers to improve their students' speaking skills gains a greater importance.

The communication channel most frequently used by teachers to carry out the teaching-learning process in the classroom is speaking. The teacher using the language through which he/she communicates accurately and beautifully ensures that the lesson is better understood by students (Katranci, 2014). Qualification of the teachers in terms of making their students speak accurately and effectively is related to the education they received about speaking during their undergraduate education (Bulut et al., 2016). Pre-service teachers could not learn the curriculum, methods, materials and strategies effectively in their undergraduate period, and that those who could learn these could not apply them in real classroom environments. For this reason, since pre-service teachers start their professional life regardless of their abilities, instructors who train teachers should get to know them and encourage them to be engaged in effective teaching practices at the very beginning (Gersten et al., as cited in Scheeler et al., 2004). Academic staff at universities should be role models in speaking for pre-service teachers (Basaran & Erdem, 2009). In this context, it is important that the university education of pre-service teachers who will train students in the future should be qualified enough to

* This study is the re-organized form of the presentation made in the 1st International Symposium of Limitless Education and Research (ISLER 2017) held on 24-27 April, 2017.

** Correspondence:

Emel Guvey Aktay, Mugla Sitki Kocman University, Educational Faculty, Turkey. ✉ emelguveyaktay@mu.edu.tr



increase their professional competences. In order to increase the quality of university education, first of all, the competencies and knowledge levels of university instructors about speaking should be addressed. In their study, Mowbray and Perry (2015) determined that teaching skills of faculty members improved after participating in impromptu speech trainings. Speaking in public and oral evaluations are common in university education and can be a major cause of anxiety and stress for students. Skill of speaking in public is of great importance for new graduated looking for a job. For this reason, it is necessary to improve the presentation skills of university students as early as possible (Nash et al., 2016).

Although speaking has a global value, curriculums or contents in which students are taught to speak in public are not universal and are affected by cultural differences (Boromisza-Habashi et al., 2016). Thus, teacher training targets and programs of each country may differ in terms of practices. As a reference document to be used for teachers to determine their competence level, in the processes of admission to the profession and induction, in the evaluation of performance of teachers and in the fostering of professional development, the General Competences of the Teaching Profession was updated by the Ministry of National Education in Turkey in 2020. In this reference document, there are domains of competences complementing each other such as “professional knowledge”, “professional skills”, “professional attitudes and values”, there are competences subsumed under these domains and there are specifications regarding these competences (Ministry of National Education [MoNE], 2017). In the competence of communication and collaboration under the domain of attitudes and values, there is the following specification: “Establishes effective communication and collaboration with students, colleagues, families and other stakeholders”. Teacher training institutions are expected to train pre-service teachers who know that speaking is the most basic communication tool and can acquire these professional competences.

In the training of teachers who have developed speaking skills and can express themselves correctly, a qualified speaking education is required. Pre-service teachers who have received speaking education will provide their students with meaningful and useful learning environments in their professional life. It is very important for pre-service teachers to know their mistakes in speaking, to be able to evaluate their proficiency levels and to gain awareness about improving their speaking skills. In this regard, the purpose of the current study is to investigate the impromptu speaking skills of pre-service teachers.

Literature Review

Speaking (Tomak, 2021), which can be defined as a compelling skill that requires individuals to be unique and creative and to develop themselves in order to express themselves, is one of the most common language skills that pre-service teachers will use in their professional lives. Given that most of the conversations they will make in class with their students will develop simultaneously and that these will help them to communicate, it is important to evaluate the proficiency of teacher candidates in speaking and to improve their impromptu speaking skills. Impromptu Speech

Impromptu speech refers to conversations made in daily life according to the conditions of the environment without any planning (Agarwal, 2010; Taser, 2006). Impromptu speech, which is included within the scope of speaking skills and education, is the most difficult and demanding speech among the types of speech. In this type of speech, negative situations such as the inability of the individuals to express their feelings and thoughts appropriately, the inability to use body language effectively, making a blunder, and using local words may be experienced (Emiroglu, 2015). In addition to these problems, other problems such as rapid speech (Cangi & Ozel, 2019), mistakes in intonation, emphasis and pronunciation (Akkaya, 2012), using gap fillers frequently (Clark, 1996) and inability to establish eye contact (Kemiksiz, 2019) can also be observed. In order to avoid such problems, it is important to develop individuals' ability to speak from an early age (Emiroglu, 2015). Impromptu speeches require developing a thesis and presenting examples of what individuals read, personal experiences, and existing situations. In this type of speech, individuals organize their knowledge to reach a meaningful result (Williamson, 2009). The topics of impromptu speech can consist of quotes, areas of interest, or keywords. Impromptu speeches have an introduction, development and conclusion parts as in other speeches (California High School Speech Association's Curriculum Committee, 2004). Impromptu speeches are conversations that keep communication alive and have an important place in daily life (Singh, 2010). Conversation, greeting and introducing, apologizing, thanking, asking and answering questions, asking for address, describing a place, talking on the phone, and conversations during visits are examples of impromptu speech (Gunes, 2020; Topcuoglu & Ozden, 2015).

Impromptu speeches are of great importance for teachers, especially for class teachers giving basic language education and Turkish teachers (Kirbas & Kanatli, 2019). It was revealed that teachers' impromptu speaking skills can contribute to the development of middle school students' speaking skill (Karakoc-Ozturk & Altuntas, 2012) and of their pronunciation, stress and intonation (Cerci, 2014) and that middle school students expect their teachers to include more speaking activities (Bagci & Temizkan, 2006). In the study of Hsieh (2006) conducted with university students, it was revealed that impromptu speech improves students' speaking skills and contributes especially to vocabulary and correct use of words. In addition, in the study of Suthiwartnarueput (2017), it was concluded that students had fun in impromptu speeches and their self-confidence increased in the language learning process.

When studies on impromptu speech of university students were examined (Browne & Fulcher, 2017; Hwang et al., 2016; Litman et al., 2018; Safdari & Fathi, 2020; Zou, 2013), it was determined that they largely focused on speaking skills of university students receiving foreign language education and on the development of their skill of speaking in public. There are also technology-assisted impromptu speech studies (Butler, 2017; Hung & Huang, 2016; Lohmander et al., 2021) and studies investigating university students' state of anxiety about speaking in public while addressing the language learning processes (Hunter et al., 2014; LeFebvre et al., 2018, 2020; Nash et al., 2016). Moreover, in addition to studies where impromptu speech skills are developed by applying certain techniques (Bulut et al., 2016; Kuru, 2017), there are studies where impromptu speech skills are measured and evaluated (Hansen, 2016; Iberri-Shea, 2017; Kiyamaz & Doyumgac, 2020; LeFebvre et al., 2015; Schneider & Bodensohn, 2017; Schreiber et al., 2012; Yuceer, 2014).

What is important in the creation of an effective evaluation environment in the classroom is the goal of the evaluation methods that teachers use in the classroom. Accomplishment of this goal is directly related to the assessment methods used by the teacher, the criteria determined, the teacher's feedback, the teacher's preparation and knowledge of the assessment, the teacher's student perception and assessment environment (Brookhart, 2003). Pre-service teachers' receiving effective and constructive feedback in the classroom environment or experiencing ineffective strategies can affect their future performance in their professional life (Rathel et al., 2008). The feedback given can also occur in the form of peer evaluation and self-evaluation.

Peer Evaluation

Although peer evaluation is a part of peer teaching, it refers to the assistance given by one student to another in the learning-teaching process (Johnson, 2004) and their evaluating each other according to certain criteria or checklists determined by their teachers (Falchikov, 2007). Peer evaluation in teacher education is an invaluable learning tool to support the development of pre-service teachers' skills required in their professional lives (Sluijsmans & Prins, 2006). Peer evaluation offers many benefits such as increasing pre-service teachers' professional knowledge and enabling them to see their mistakes again (Tunkler, 2019), skills of planning, classroom management, preparation for the lesson and relating to real life (Biri, 2014) and fostering critical thinking and decision-making skills of pre-service teachers (Yigit & Kirimli, 2015). Peer evaluation includes tasks that require time for reflection, comparison and communication (Topping, 1998). Studies on the negative aspects of peer evaluation (Cheng and Warren, 2005; Dundar, 2016; Gurbuzoglu-Yalmanci, 2016; Hamzadayi and Dolek, 2017; Hasirci, 2018; Izgar and Akturk, 2018; Ozdemir and Erdem, 2017; Panadero and Brown, 2017; Sarpkaya-Aktas, 2017) indicate that there is a problem of objectivity in peer evaluation. Peer and self-evaluation approaches also play an important role in teacher training programs and can positively affect pre-service teachers' professional lives by improving their academic performance (Roberts, as cited in Aslanoglu, 2017). Peer evaluation and self-evaluation are related concepts (Liu & Carless, 2006).

Self-Evaluation

Self-evaluation is a form of evaluation that allows students to reflect on their learning processes and results (Brown & Harris, 2014; Sluijsmans et al., 1998; Spiller, 2012) and judge their own work (Falchikov & Goldfinch, 2000). Teachers use self-evaluation for students to be involved in the evaluation process so that they can determine the criteria to be used in evaluating their own work, for students to make an intense effort while performing tasks, and take responsibility for learning and evaluation (Ross, 2006). Self-evaluation includes the features of self-regulation addressed in learning theories such as defining students' competences and tasks and allowing them to evaluate learning outcomes at a metacognitive level (Zimmerman, 2008). Self-evaluation competence involves conducting a realistic evaluation. However, sometimes objective and realistic evaluations cannot be made because students have prejudices and tend to evaluate their own work at higher standards (Butler, 2011). Uyar et al. (2016) found that pre-service teachers studying in different teaching fields did not make objective self-evaluation. The use of peer evaluation and self-evaluation at the university level increases effective learning (Aslanoglu et al., 2020) and students' success in communication (Ozan & Yurdabakan, 2008) as they take responsibility for learning. Peer evaluation and self-evaluation enable students to develop critical and reflective thinking skills and participate in the evaluation process (Wanner & Palmer, 2018). The peer evaluation and self-evaluation scales prepared on the basis of teacher opinions to evaluate primary school students (Lysaght et al., 2017) can be seen as a way of expressing the responsibility for learning which teachers aim to impart to their students from an early age within certain criteria. In this respect, Wanner & Palmer (2018) stated that these types of evaluation should be explained to students and the teacher should be involved in the process as a part of it.

Methodology

The current study employed the case study design, one of the qualitative research methods. Case study refers to the investigation of an up-to-date phenomenon in its real context (Yin, 2003). Case studies are conducted to "describe", "explain" and "evaluate" different social phenomena. The main purpose of the descriptive case study is to clearly conceptualize and describe an up-to-date phenomenon. In this way, the reader is offered the opportunity to form an

opinion on the real environment of the phenomenon described (Gall et al., 1999). In the current study, the pre-service teachers' impromptu speaking skills were observed from three different perspectives (instructor, pre-service teachers, and peers) and the observation results were described.

Research Goal

The purpose of the current study is to investigate the impromptu speaking skills of pre-service teachers. To this end, answers to the following research questions were sought:

How are the pre-service teachers' impromptu speaking skills in the dimensions of use of voice, articulation, body language and communication,

- According to the evaluation of the instructor?
- According to their self-evaluation?
- According to peer-evaluation?

Sample and Data Collection

A total of 23 pre-service math teachers taking the course of Art of Effective Speech in a state university in Turkey in the 2016-2017 academic year participated in the current study. Criterion sampling, one of the purposive sampling methods, was used in the selection of the participants. The criteria taken into consideration in the selection of the participants include the following: attending a grade level except for the 1st grade level at university, attending a numerical department, having taken a course on verbal expression and regularly attending the Art of Effective Speech course throughout the term. In this context, 2 of the 25 pre-service teachers were excluded from the study as they did not regularly attend classes. The participants were coded as S1, S8, Information about the participants is given in Table 1.

Table 1. Information about the participating pre-service teachers

Code Name	Gender	Grade Level	Topic of Speech
S1	Male	4	Topic 1
S2	Male	4	Topic 13
S3	Female	2	Topic 15
S4	Female	4	Topic 20
S5	Female	4	Topic 23
S6	Female	4	Topic 10
S7	Female	4	Topic 4
S8	Female	4	Topic 16
S9	Male	4	Topic 2
S10	Female	4	Topic 21
S11	Male	4	Topic 17
S12	Male	4	Topic 19
S13	Female	4	Topic 22
S14	Female	4	Topic 5
S15	Female	2	Topic 12
S16	Male	4	Topic 6
S17	Male	4	Topic 8
S18	Female	4	Topic 18
S19	Male	4	Topic 9
S20	Male	4	Topic 3
S21	Female	3	Topic 7
S22	Female	4	Topic 14
S23	Female	4	Topic 11
Total	14 Females 9 Males	20 persons_4 th grade 2 persons_2 nd grade 1 person_3 rd grade	

The data were collected through the observations of the researcher and pre-service teachers. Firstly, the pre-service teachers were informed about the study to be conducted and their consent was gained for the video recording. In the study, three observation forms were used: Peer Evaluation Form, Instructor Evaluation Form and Self-Evaluation Form.

Preparation of the observation forms

In the preparation of the observation form, primarily the topics studied in the Art of Effective Speech course and the elements that should be considered in speech were taken into consideration. In this context, the relevant literature was reviewed and an item pool consisted of 42 items was constructed. The item pool was submitted for a review of 2 field experts and in light of their feedbacks, some items were removed from the pool. The experts specialized in the field of language teaching. The final observation form was comprised of 22 items. The observation form has four main headings called the Use of Voice, Articulation/Diction, Body Language and Communication. The items in the Instructor Observation Form, Peer Evaluation Form and Self-Evaluation form are the same just with different subjects and verb forms in the sentences. For example, the statement in the self-evaluation form "I used my tone of voice effectively." was turned into the statement "He/she used his/her tone of voice effectively." in the peer evaluation form and instructor evaluation form. The items in the impromptu speech form were scored from "the least adequate; 1 point" to "the most adequate; 5 points". The speech performance of the pre-service teachers for each item was determined by taking the mean of the scores taken from the self-evaluation form, peer evaluation form and instructor evaluation form.

Determination of the topics of impromptu speech

A total of 71 topics were determined for the impromptu speeches of the pre-service teachers. These topics were reviewed by 2 experts and reduced to 59 topics. The topics were presented to the pre-service teachers in the following forms: questions, completion of because and statements indicating a judgement. The topics selected by the pre-service teachers are shown in Table 2.

Table 2. Impromptu speech topics selected by the pre-service teachers

1	Animal shelters should be closed.
2	What are your phobias?
3	Which country do you want to see most? Why?
4	Marriage is an important issue.
5	If I were a teacher, I would because ...
6	I like listening to music because ...
7	Talk about the book you last read.
8	Hobbies make people happy.
9	Women must cook.
10	What kind of television programs do you watch?
11	The most important cause of environmental pollution is because
12	Do you like math problems?
13	Talk about a teacher important to you.
14	Marriage programs on TV should be cancelled because...
15	I do not like the internet at all because ...
16	I use the internet very frequently.
17	I use the ... social sharing source the most.
18	Who do you think cook the dish you like the most? Why?
19	How is your dream home?
20	Life is valuable because ...
21	I think people from different faiths can marry because ...
22	If I would like to write, it would be about ... because ...
23	What would you like to do in your summer holiday?

Observation process

A camera was placed in the classroom to record the observations in the study. The camera was positioned sometimes at the back of the classroom and sometimes at the right edge of the classroom, depending on the situation of other students in the classroom blocking the view of the speaker. The research environment was the class. In the classroom, there is a table and a white board behind it apart from the desks in rows in the class. The pre-service teacher, who got the turn to speak, made his/her speech next to or in front of this table.

The pre-service teachers were asked to choose three pieces of paper from the bag containing the topics and decide on one of the topics written on these three pieces of paper and give a speech of at least 2 minutes on the selected topic. Before the pre-service teacher started the speech, the instructor stated that he/she would record; then, the process was initiated. Before the speech, the pre-service teachers were given 1 minute to think about what they would say. After each pre-service teacher finished his/her speech, peer evaluation forms were distributed to his/her friends and he/she was given the self-evaluation form. Evaluation forms were collected before each new speech and new forms were

distributed to evaluate the speech of the other pre-service teacher. After watching the video recordings again, the instructor made a separate evaluation for each pre-service teacher.

Analyzing of Data

The collected data were analyzed by means of descriptive analysis considering the specific headings in the observation forms. In descriptive analysis, data are summarized according to previously determined themes (Yildirim & Simsek, 2018). The headings in the observation form formed the themes and sub-themes and in this context, the observation records were examined and analyzed together with the observation scores and means. The observations of the instructor were enriched by macro and micro analyzes of the video recordings besides the observation scores and they were supported with direct quotations in line with the themes.

In qualitative research, validity and reliability are addressed under the concept of “trustworthiness”. In this context, credibility and transferability of the study are examined to establish validity while dependability of the study is examined to establish reliability (Lincoln & Guba, 1985). Within the context of credibility, expert review was capitalized on. The researcher sought the opinions of an expert specialized in the field of qualitative research before and during the observation. Within the context of transferability, the participants were selected through the purposive sampling method. Within the context of dependability, the researcher gave 40% of the video recordings and the observation forms of the instructor to a field expert. The researcher examined the speech behaviours in the videos together with an instructor who is an expert in language teaching and evaluated similar situations in the observations. Within the context of consistency analysis, it was determined whether the research process was applied with the same techniques for each pre-service teacher and whether the observations were carried out through similar processes.

Findings / Results

The means of the observation scores given to the Instructor Evaluation Form, the Peer Evaluation Form and the Self-Evaluation Form and the data obtained from the video recordings constitute the findings of the study. Table 3 shows the mean scores obtained from the observations of the instructor, peers and pre-service teachers for each observation item.

Table 3. Observation scores

	Item	Observation Items 1 point → 5 point	Instructor Evaluation	Peer Evaluation	Self- Evaluation
The use of voice	(+) 1	He/she used his/her tone of voice effectively.	4.66	4.41	3.96
	(-) 2	His/her voice trembled while speaking.	1.17	1.48	2.96
	(-) 3	He/she was gasping while speaking. (He started breathing fast.)	1.00	1.30	4.13
	(-) 4	He/she was out of breath while speaking. (He/she had difficulty in breathing.)	1.04	1.26	4.13
	(-) 5	As he/she finished his/her sentence, his/her voice became low. (His voice gradually faded towards the end of the speech.)	1.17	1.34	4.48
Articulation/Diction	(+) 6	He/she pronounced letters correctly. (He/she did not slur, rather pronounced them distinctly).	4.30	4.47	4.09
	(+) 7	He/she correctly pronounced words.	4.43	4.58	4.43
	(-) 8	He/she spoke in a local dialect.	1.22	1.64	4.26
	(+) 9	He/she paid attention to intonation.	4.26	4.25	3.83
	(+) 10	He/she paid attention to stress in the sentences.	4.22	4.27	3.78
	(+) 11	He/she paid attention to pauses while speaking.	3.74	4.34	4.04
	(-) 12	He/she used gap fillers such as eee and um while speaking.	2.13	2.01	3.52
	(-) 13	He/she repeated some specific words while speaking.	1.96	2.01	3.48

Table 3. Continued

	Item	Observation Items 1 point → 5 point	Instructor Evaluation	Peer Evaluation	Self- Evaluation
Body Language	(+) 14	He/she used gesture.	4.65	4.27	3.78
	(+) 15	He/she used mimics.	4.87	4.25	3.87
	(+) 16	He/she used hand and arm movements effectively.	4.65	4.11	3.96
	(-) 17	He used hand and arm movements in exaggeration.	1.17	2.72	3.39
Communication	(+) 18	He/she made eye contact with the listener.	4.00	4.43	4.57
	(+) 19	He/she paid attention to the rules of courtesy while speaking.	4.77	4.67	4.83
	(+) 20	He/she explained the topic coherently.	4.91	4.59	4.57
	(+) 21	He/she felt comfortable while speaking.	4.43	4.42	3.74
	(+) 22	He/she spoke fluently.	4.70	4.60	4.17

*(-) denotes negative behaviours in speech; (+) denotes desired behaviours in speech

In Table 3, there are 5 observation items regarding the use of voice. First of these observation items is the effective use of tone of voice. In the observations of the instructor regarding this item, the instructor seems to have evaluated the pre-service teachers positively in terms of impromptu speech by assigning a score over the average. The same item was also evaluated positively by the peers having assigned a score over the average; yet, the pre-service teachers evaluated themselves less positively in terms of using their tone of voice effectively. The pre-service teachers were found to evaluate themselves less positively in terms of using their tone of voice than the instructor and their peers. The item regarding the trembling of voice was scored by the instructor and peers with a score below the average; that is, it was evaluated to be a positive behaviour of speech for the pre-service teachers. Similarly, the pre-service teachers also evaluated themselves positively for this item by giving a score below the average. While the peers of the pre-service teachers found them more competent in the items related to the use of breath and lowering voice, the pre-service teachers made negative evaluations of themselves in relation to becoming out of breath and lowering voice. On the other hand, the instructor evaluated the pre-service teachers more positively in the use of breath and lowering voice by assigning a score far below the average indicating fewer mistakes of the pre-service teachers.

By evaluating each pre-service teacher individually and in light of the instructor's observations in the class and from the video recordings, the items in which the pre-service teachers made frequent mistakes under the heading of the "Use of Voice" and evaluated negatively in their speeches were determined. In terms of the effective use of tone of voice, S5, S9, S10 and S13 were observed to have exhibited a more negative speech behaviour compared to the other pre-service teachers. In addition, it was observed that while S4, S5 and S10 were speaking, their voice lowered, that S6 became out of breath and that the voice of S4 trembled.

The evaluations made in the observation forms filled by the instructor, peers and the pre-service teachers themselves in relation to the items subsumed under the heading of "Articulation/Diction" such as correct pronunciation of letters and paying attention to intonation and stress were found to be positive with mean scores over the average. Observation scores assigned to the pre-service teachers for the items of pronouncing words correctly, pronunciation, stress and pausing were found to be higher than the scores assigned by the instructor. In these items, the peers seem to consider their friends more competent. According to the evaluations made by the instructor and peers, the pre-service teachers used local dialects very little. In addition, it was found that the pre-service teachers used gap fillers and repeated some specific words not much. However, according to their self-evaluation scores, the pre-service teachers evaluated themselves negatively in terms of using local dialects, gap fillers and repeating some specific words.

By evaluating each pre-service teacher individually and in light of the instructor's observations in the class and from video recordings, the items in which the pre-service teachers made frequent mistakes under the heading of "Articulation/Diction" and evaluated negatively in their speeches were determined. From among these items, the most frequently exhibited negative speech behaviour was found to be paying attention to pauses. In this regard, the pre-service teachers coded as S1, S4, S5, S9, S12, S14, S21, S22, S23 were found to not exhibit the speech behaviour of paying attention to pauses at the adequate level and to be negatively evaluated by the instructor. A sample from the observations regarding this item is given in Picture 1.



Picture 1. Pausing behaviour in the speech of S23

In Picture 1, S23, one of the pre-service teachers, kept the pause time long in her speech and started thinking by raising her eyes. Afterwards, she laughed saying “I forgot... got confused... (Video recording: 1.23-1.29)”. Here you can see the behaviour of smiling and raising her hand to her chin.

In addition, the pre-service teachers were assigned observation scores below the average for the items of pronouncing letters correctly (S2, S3, S20, S22), using gap fillers (S17 and S18) and repeating some specific words (S3, S5, S16, S17); thus, were negatively evaluated. One of the pre-service teachers, S22, got a low observation score on the pronunciation of letters correctly, as he/she pronounced the sounds of s and ch in a more dominant and lisping way. Regarding the frequent use of gap fillers, S17 made a speech about hobbies that make people happy and expressed his/her opinions as follows: “Euu hanging out with my friends as everyone wishes to do euu reading books, eu listening to music are among my hobbies ...(Video recording: 0.47s-01.15s)”. Thus, it was determined that this pre-service teacher used gap fillers such as euu frequently while speaking. Regarding the repetition of some specific words, in his/her speech on the topic of likening to listen to music, Ö16 said that “...That is, the person identifies with himself/herself. That is, it reveals the feelings of the person. That is, feelings of the person are sometimes revealed. That is, the person’s good and bad feelings may sometimes be revealed but it is good for me in any case... (Video recording: 0.39 s-1.00 s)”; thus, he/she repeatedly used the words “that is” and “sometimes”. With regard to paying attention to intonation, S5 and S9 did their speech in the same tone and without paying attention to stress; they continued their speech in a plain and monotonous manner. Regarding the correct pronunciation of words, it was observed that the pre-service teacher S20 could not pronounce some words well because he/she used her jaw and mouth motionless.

The evaluations made in the observation forms filled by the instructor and peers in relation to the items subsumed under the heading of “Body Language” such as the use of gestures and mimics and their effective use were found to be positive with mean scores over the average. In relation to the last item under the heading of body language, the use of hand and arm movements in exaggeration, the instructor gave the lowest score, indicating that the pre-service teachers used hand and arm movements appropriately. The pre-service teachers were also found to be successful by their peers in this item; yet, their score is a bit higher than the score given by the instructor but they also indicated that the pre-service teachers did not use their hand and arm movements in exaggeration. On the other hand, while the pre-service teachers evaluated themselves, they stated that they used hand and arm movements in exaggeration. In light of the individual observation scores of the pre-service teachers, the pre-service teacher S20 was found to be not exhibiting the proper speech behaviour in terms of effective use of hand and arm behaviours. He/she did not use his hands according to the rhythm and fiction in his/her speech, but continued his/her speech by playing with the topic paper he/she chose and sitting at the table. In addition to these observations, S17 also used body language in his/her speech by bringing his/her feet together in the front frequently and playing with the paper in his/her hand. S4 and S13 are among the other students who were observed to be unable to use hand and arm movements effectively. Samples regarding this item are shown in Picture 2 and Picture 3.



Picture 2. Hand and arm movements and body language of S20



Picture 3. Hand and arm movements and body language of S17

Regarding the exaggerated use of hand and arm movements in impromptu speech, S4, one of the pre-service teachers, got very excited during her speech and showed this excitement by using hand and arm movements in an exaggerated manner. Samples regarding this situation are given in Pictures 4 and 5.



Picture 4. Hand and body movements of S4



Picture 5. Hand and arm movements of S4

In the “Communication” dimension, which is the last part of the impromptu speech observation form, it was determined that the pre-service teachers found themselves good in the items of establishing eye contact with the listener and obeying the rules of courtesy by giving a score above the average. These two items were observed in a similar way by the instructor and their peers, and although they gave scores lower than the pre-service teachers themselves, their scores were also found to be above the average. The pre-service teachers were found to have

evaluated themselves in the items of explaining a topic coherently, speaking fluently and feeling comfortable while speaking less positively than the instructor and their peers; yet, the scores they gave to themselves were also found to be above the average, indicating that they found themselves competent enough in these items.

When the observations made by the instructor under the heading "Communication" of the observation form were examined, it was determined that the most negative situation experienced in speech is related to establishing eye contact to the listener. A sample picture related to this situation is given in Picture 6.



Picture 6. S16's avoiding eye contact

In Picture 6, it is seen that S16 is facing upwards. It was observed that S16 often avoided making eye contact with his classmates during the speech. The fact that S16 walked around the table quickly before starting to speak and started to relax his fingers can be interpreted as his being anxious and excited about starting to speak. It was also observed that the pre-service teachers S4, S9, S13 and S17 did not feel comfortable while speaking. One of the pre-service teachers, Q17 expressed his/her excitement as follows: "Sorry, I am very excited" while S9 showed that he/she did not feel comfortable while speaking by exhibiting the behaviour of swinging where he was standing. Regarding the rules of courtesy, Q22 warned his/her friend at the beginning of the speech, who wanted to give suggestions about his/her topic, by saying "Leave it to me". However, afterwards, this tension ended when he/she and other classmates laughed and it was observed that the pre-service teacher returned to the rules of courtesy.

The pre-service teachers S7, S10, S12, S14 and S15 got high scores in the observations of all the items subsumed under the heading "Communication" and it was observed by the instructor that they displayed positive speaking behaviour. Apart from the items in the observation forms, especially during the distribution of the peer assessment form, some pre-service teachers were observed to be talking to each other and to utter such statement as "We are friends; I will give you a high score". In this respect, it is possible to say that some of the scores in the peer evaluation forms are not realistic and that the pre-service teachers also wanted to be evaluated with a higher score by their peers.

Discussion

As a result of the current study, it was revealed that in most of the observation items related to impromptu speaking skills, the pre-service teachers evaluated themselves less positively than their peers and instructor and that they did not find themselves adequate. The pre-service teachers found themselves inadequate by giving points above the average for 8 of the 8 items regarding negative speaking behaviours. Although they gave points above the average to 10 out of the 14 items regarding positive speaking behaviours, they still evaluated themselves with lower scores than their peers and lecturers did. On the other hand, in most of the observation items, it was concluded that the peers and the instructor found the pre-service teachers adequate in terms of using their impromptu speaking skills correctly. While a realistic self-evaluation is a basic communication skill that students acquire outside the classroom (LeFebvre et al., 2015), evaluation is seen as a concept through which pre-service teachers can reflect their perceptions of professional competence and their own competencies (Schneider & Bodensohn, 2017). In this regard, it can be said that the approaches adopted by pre-service teachers in the self-evaluation process are important. In the study conducted by Eyup (2013), it was revealed that university students found themselves inadequate in using speaking skills, and the reason for this was shown that students did not receive a qualified education on speaking skills in their primary and secondary education. In the study conducted by Cangi and Ozel (2019) on the fluent speaking skill of adults, it was found that the adults considered themselves highly successful in fluent speaking, contradicting with the results of the current study. This might be because the participants of the current study are younger than adults and as the current

study was conducted within the context of a course at university, the participating pre-service teachers were more knowledgeable on the features and criteria of a good speech. In the study conducted by Ceran (2012) regarding the mastery of a subject within the scope of a lesson, it was revealed that the pre-service teachers who took the Speaking Education course expressed themselves better in daily life.

In the study, it was determined that among the observation items related to the use of the voice, the most negative evaluation of the pre-service teachers was on the items of being out of breath, gasping and lowering the voice. These problems may have occurred because of the pre-service teachers' not being able to adjust their breathing well at the beginning of the speech and this continued throughout the speech. However, the interpretation and evaluation of these items by the instructor were different from those of the pre-service teachers because according to the instructor, these speech behaviours indicated in these items only occurred at the beginning of the speech.

According to the results of the current study related to the heading of articulation and diction, the pre-service teachers were evaluated negatively in terms of using local dialects and repeating specific words by themselves, their peers and instructor. This might be because the majority of the pre-service teachers came from the western region of Turkey to study at this university and thus, they tend to use the dialect of this region. However, although the teacher candidates thought that they carried this local dialect to their speeches, such a situation did not occur throughout their entire speech. Under this heading, the item most negatively evaluated in the observations of the instructor is the use of pauses in the speech. It was also revealed that some pre-service teachers did not exhibit correct speaking behaviour in terms of using gap fillers, repeating some specific words and pronouncing letters accurately. Clark (1996) defined gap fillers in speech as verbal and visual expressions that are sometimes seen in the form of the speaker's clearing his/her throat, laughing, exhibiting different gestures and mimics and stated that the use of repetitive words is quite common in spontaneous speeches. In this context, the reason for the pre-service teachers' using gap fillers and repeating words may be because they wanted to prolong the speech to fill the time given for them to speak. Some pre-service teachers emphasized this situation by thinking aloud about what they could tell and what more they could add in their speech. This result of the current study is similar to the result of Kiymaz and Doyumgac (2020) stating that pre-service teachers included unnecessary repetitions in their impromptu speeches. In their study, Safdari and Fathi (2020) revealed that university students reduced their mistakes in speech and developed a more fluent speech as a result of a dynamic evaluation. In this respect, it can be said that an effective evaluation method can reduce the problems in speaking.

In the study, it was revealed that three pre-service teachers did not show the expected behaviours in intonation and correct pronunciation. It can be said that one of these pre-service teachers had a problem with pronunciation as his/her mouth was almost closed during his/her speech. It can be said that the intonations of the other two pre-service teachers progressed in a flat and monotonous manner, since they woke up late and came to the class and had not yet become fully alert. Singh (2010) determined that some of the university students who were learning foreign languages and making impromptu speech had problems with pronunciation. In the study conducted by Browne and Fulcher (2017), it was revealed that pronunciation is related to the familiarity of the listener with the sounds in the speech, especially in the process of learning a foreign language. In this respect, it can be said that there are different factors that affect pronunciation. In the current study, it was also concluded that the pre-service teachers were evaluated more positively by their peers than the instructor in the observations regarding the correct pronunciation of letters, stressing and pausing. Similar results were obtained in the study of Ozdemir and Erdem (2017). In their study on presentation skills with pre-service computer teachers, it was determined that the mean score assigned by the peers was higher than the mean score assigned by the instructor.

It was revealed in the current study that the pre-service teachers evaluated themselves positively in the dimension of "Body Language" and that they were of the opinion that they exhibited correct behaviours in the items found in this dimension. However, it was concluded that the pre-service teachers negatively evaluated their speaking behaviours regarding the exaggerated use of hand and arm movements. Moreover, the peers and instructor were also found to have observed exaggerated use of hand and arm movements by the pre-service teachers. Some pre-service teachers used body language, hand and arm movements incorrectly and in an exaggerated manner, and displayed body postures such as swinging, putting their feet together in the front, playing with paper and leaning on the table. These situations can be explained in relation to the emotional states of the pre-service teachers who said they were excited at the beginning of their speech. In the study of Kemiksiz (2019), in which pre-service teachers were evaluated by their peers, it was revealed that gestures and mimics, sound intensity and eye contact are factors that support the content of the speech by pre-service teachers. The use of body language in speaking increases students' interest in using and learning language (Benzer, 2015). It is important for teachers to use body language correctly while communicating with students (Habaci et al., 2013). Thus, it can be said that pre-service teachers, as future teachers, need to use body language correctly in order to be able to communicate effectively with their students.

It was revealed that the pre-service teachers were evaluated positively by themselves, their peers and the instructor in all the items in the Communication dimension. However, the instructor was found to have evaluated the pre-service teachers more negatively than themselves and their peers for the items regarding establishing eye contact and paying attention to the rules of courtesy. It can be said that some pre-service teachers were excited and preferred eye contact with their close friends while talking in class, so they could not make eye contact with others. In their study, Nash et al.

(2016) found that evaluations of speaking in public are effective in enabling students to establish eye contact and to reduce their speech anxiety. In the study conducted by Akkaya (2012) on pre-service teachers, it was found that the participants experienced problems of excitement and feeling uncomfortable while speaking in front of the public. LeFebvre et al. (2020) demonstrated that the speech anxiety of university students decreased as a result of their participating in a course of speaking in public. In the study conducted by Ozden (2018), it was revealed that pre-service teachers used the expressions of worry, inadequacy, bullshit and excitement in the metaphors they used regarding impromptu speaking skills. In the current study, it was also revealed that only one pre-service teacher did not obey the rules of courtesy at the beginning of his speech due to the tension he/she experienced with his/her friend.

It was revealed that some pre-service teachers gave high scores to their close friends during the peer evaluation phase. In studies conducted with university students (Dundar, 2016; Gurbuzoglu-Yalmanci, 2016; Hasirci, 2018; Izgar & Akturk, 2018; Sarpkaya-Aktas, 2017), it was revealed that students did not trust their peers' evaluation. In the study by Cheng & Warren (2005), it was determined that university students studying in the engineering department did not rely on their own language competences while evaluating their friends during their oral presentations and did not make an objective assessment because they did not have a command of these competences. Similarly, the reason why peers could not evaluate the pre-service teachers objectively can be because they are attending a numerical department at university, they do not have full competence of speaking skills and they use speaking less than students attending literacy departments of universities.

Conclusion

In this study, it was revealed that the pre-service teachers think that they are inadequate in impromptu speaking such as not being able to control the breath, lowering the voice, and using local dialects. However, it was observed that they were adequate in most of the impromptu speaking criteria for their peers and instructors. While the pre-service teachers were seen as adequate by their peers in terms of effective use of body language, pronunciation, stressing and pausing properly in impromptu speaking; some behaviors like eye contact, pausing properly and speaking without word repetition were not considered adequate enough according to the instructor.

Recommendations

In light of the results of the current study, action research-based studies can be carried out for the development of each topic (use of voice, articulation/diction, body language, and communication) related to the impromptu speaking skills of pre-service teachers in future. It may be suggested that instructors who are the main actors in preparing students for impromptu speech can conduct activities to allow pre-service teachers to use peer evaluation and self-evaluation more frequently during their undergraduate education. In addition, pre-service teachers should be encouraged by instructors to behave objectively in peer evaluation and to consider their own competencies more realistically in self-evaluation, and the necessary trainings about evaluation should be given in pre-service and in-service processes.

Limitations

The limitation of the study is that only qualitative approach and observations were used. Therefore, the topics such as pre-service teachers' opinions and subjects about the number of the words that they used, their speed of the speaking etc. could not be studied via quantitative methods.

References

- Agarwal, M. (2010). *Communication for management*. Krishna Prakashan Media.
- Akkaya, A. (2012). Ogretmen adaylarinin konusma sorunlarına ilişkin gorusleri [The opinions of teacher candidates about speech problems]. *Mustafa Kemal University Journal of Social Sciences Institute/ Mustafa Kemal Universitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(20), 405-420.
- Aslanoglu, A. E. (2017). Grup icinde bireyin degerlendirilmesi: Akran ve oz degerlendirme [Assessment of the individual in a group: Peer and self-assessment]. *Bogazici University Journal of Education/ Bogazici Universitesi Egitim Dergisi*, 34(2), 35-50.
- Aslanoglu, A. E., Karakaya, I., & Sata, M. (2020). Universite ogrencilerinin oz ve akran puanlama surecinde puanlama davranislarinin Facet Rasch modeli ile incelenmesi [Evaluation of university students' rating behaviors in self and peer rating process via many Facet Rasch model]. *Eurasian Journal of Educational Research*, 89, 25-46.
- Bagci, H., & Temizkan, M. (2006). Ilkogretim ikinci kademe ogrencilerinin Turkce ogretmenlerinden beklentileri [The expectations of students from Turkish teachers in the second grade of primary schools]. *The Journal of Turkish Educational Sciences/ Turk Egitim Bilimleri Dergisi*, 4(4), 477-498.
- Basaran, M., & Erdem, I. (2009). Ogretmen adaylarinin guzel konusma becerisi ile ilgili gorusleri uzerine bir arastirma [A research about views of teacher candidates on rhetorical speaking skill]. *Kastamonu Education Journal/ Kastamonu Egitim Dergisi*, 17(3), 743-754.

- Benzer, A. (2015). Turkce ogretiminde beden dili kullaniminin ogrenme ve tutum uzerindeki rolu [The role of using body language in Turkish teaching on learning and attitude]. *Hacettepe University Journal of Education/ Hacettepe Universitesi Egitim Fakultesi Dergisi*, 30(1), 33-47.
- Biri, H. (2014). *Akran degerlendirme yonteminin ogretmen egitimine katkisi* [Contribution of peer assessment method to teacher education] [Unpublished master's thesis]. Karadeniz Teknik University.
- Boromisza-Habashi, D., Hughes, J. M. F., & Malkowski, J. A. (2016). Public speaking as cultural ideal: Internationalizing the public speaking curriculum. *Journal of International and Intercultural Communication*, 9(1), 20-34. <https://doi.org/10.1080/17513057.2016.1120847>
- Brookhart, S. M. (2003). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement: Issues and Practice*, 22(4), 5-12. <https://doi.org/10.1111/j.1745-3992.2003.tb00139.x>
- Brown, G. T. L., & Harris, L. R. (2014). *Frontline Learning Research*, 3, 22-30.
- Browne, K., & Fulcher, G. (2017). Pronunciation and intelligibility in assessing spoken fluency. In T. Isaacs & P. Trofimovich (Eds.), *Second language pronunciation assessment: Interdisciplinary perspectives* (pp. 37-53). Multilingual Matters.
- Bulut, K., Acik, F., & Ciftci, Ö. (2016). Mikro ogretim tekniginin Turkce ogretmen adaylarinin konusma becerilerine etkisi [The effect of microteaching on pre-service Turkish language teachers' speaking skills]. *Journal of Mother Tongue Education/ Ana Dili Egitimi Dergisi*, 4(1), 134-150.
- Butler, R. (2011). Are positive illusions about academic competence always adaptive, under all circumstances: New results and future directions. *International Journal of Educational Research*, 50, 251-256. <https://doi.org/10.1016/J.IJER.2011.08.006>
- Butler, N. D. (2017). Learning to speak in the digital age: an examination of instructional conditions for teaching public speaking online. *Voice and Speech Review*, 11(1), 40-54. <https://doi.org/10.1080/23268263.2017.1370805>
- California High School Speech Association's Curriculum Committee (2004). Spontaneous speaking. In *Speaking across the curriculum: Practical ideas for incorporating listening and speaking into the classroom* (pp. 217-236). International Debate Education Association.
- Cangi, M. E., & Ozel, S. B. (2019). Turkce konusan hizli bozuk konusmasi olan yetiskinlerin akicisizlik ozelliklerinin ve yasam kalitelerinin incelenmesi: On calisma [A preliminary study of disfluency characteristics and quality of life aspects of Turkish-speaking adults who clutter]. *Journal of Language, Speech and Swallowing Research/ Dil Konusma ve Yutma Arastirmalari Dergisi*, 2(2), 121-145.
- Ceran, D. (2012). Turkce ogretmeni adaylarinin konusma egitimi dersine yönelik tutumlarinin degerlendirilmesi [Turkish teachers attitudes towards the evaluation of speech training course]. *The Journal of Academic Social Science Studies*, 5(8), 337-358. http://dx.doi.org/10.9761/JASSS_326
- Cerci, A. (2014). Telaffuz, vurgu ve tonlama konularinin dinleme destekli ogretimi [Pronunciation, stress and intonation issues aided teaching listening]. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9(3), 467-485. <https://doi.org/10.7827/TurkishStudies.5997>
- Cheng, W., & Warren, M. (2005). Peer assessment of language proficiency. *Language Testing*, 22(1), 93-121. <https://doi.org/10.1191/0265532205lt298oa>
- Clark, H. H. (1996). *Using language*. Cambridge University Press.
- Dundar, M. S. (2016). *Akran degerlendirmesinin uzaktan egitimde kullanimi ve akademik basariya etkileri* [The use of peer assessment in distance education and its effects on academic success] [Unpublished master's thesis]. Ondokuz Mayıs University.
- Emiroglu, S. (2015). Ogrencilerin hazirliksiz konusmada kullandigi farkli kelime sayisinin tespiti ve incelenmesi [Determination and study of number of different words used by students in impromptu speech]. *Journal of History School/ Tarih Okulu Dergisi*, 8, (XXIII), 19-40. <https://doi.org/10.14225/Joh764>
- Eyup, B. (2013). Universite ogrencilerinin konusma becerilerini kullanmaya yönelik tutumlari [The attitudes of university students towards using speaking skills]. *The Journal of National Education/ Milli Egitim Dergisi*, 197, 95-113.
- Falchikov, N. (2007). The place of peers in learning and assessment. In D. Bound & N. Falchikov (Eds.), *Rethinking assessment in higher education: Learning for the longer term* (pp.128-145). Routledge.
- Falchikov, N., & Goldfinch, J. (2000). Student peer assessment in higher education: A meta-analysis comparing peer and teacher marks. *Review of Educational Research*, 70(3), 287-322. <https://doi.org/10.3102/00346543070003287>

- Gall, M. D., & Gall, J. P., & Borg, W. R. (1999). *Applying educational research: How to read, do, and use research to solve problems of practice*. Longman.
- Gunes, F. (2020). Turkce ogretiminde hazirliksiz konusma sorunu [Unprepared speaking problem in Turkish teaching]. *The Journal of Limitless Education and Research/ Sinirsiz Egitim ve Arastirma Dergisi*, 5(2), 109 – 124. <https://doi.org/10.29250/sead.742337>
- Gurbuzoglu-Yalmanci, S. (2016). Mikroogretim uygulamalarinda akran degerlendirmelerini etkileyen niteliklerin belirlenmesi [Determining the factors that influence peer assessment in microteaching practices]. *Kastamonu Education Journal/ Kastamonu Egitim Dergisi*, 24(4), 2005-2020.
- Habaci, I., Urker, A., Bulut, S., Atici, R., & Habaci, Z. (2013). Beden dilinin egitim ogretim uzerine etkileri [The effects of body language on education-teaching]. *Turkish Studies*, 8(9), 1639-1655.
- Hamzadayi, E., & Dolek, O. (2017). Konusma becerisinin degerlendirilmesinde Turkce ogretmenlerinin yaklasimlari [The approaches of Turkish teachers in evaluating speaking skills]. *Journal of Language Education and Research/ Dil Egitimi ve Arastirmalari Dergisi*, 3(3), 135-151.
- Hansen, J. B. (2016). Practices of response in public speaking the transformation of revision techniques into oral feedback. *Review of Communication*, 16 (2-3), 213-221. <https://doi.org/10.1080/15358593.2016.1187450>
- Hasirci, S. (2018). Turkce ogretmeni adaylarinin konusma kaygileri uzerindeki etkisi acisindan akran ve ogretmen geribildirimini [Peer and teacher feedback in terms of effect on speaking anxiety of Turkish language student-teachers]. *Turkish Studies*, 13(4), 685-706. <https://doi.org/10.7827/TurkishStudies.13078>
- Hsieh, S. (2006). Problems in preparing for the English impromptu speech contest. *Regional Language Centre Journal*, 37(2), 216-235. <https://doi.org/10.1177/0033688206067429>
- Hung, S. T. A., & Huang, H. T. D. (2016). Blogs as a learning and assessment instrument for English-speaking performance. *Interactive Learning Environments*, 24(8), 1881-1894. <https://doi.org/10.1080/10494820.2015.1057746>
- Hunter, K. M., Westwick, J. N., & Haleta, L. L. (2014). Assessing success: The impacts of a fundamentals of speech course on decreasing public speaking anxiety. *Communication Education*, 63(2), 124-135. <https://doi.org/10.1080/03634523.2013.875213>
- Hwang, W. Y., Shadiev, R., Hsu, J. H., Huang, Y. M., Hsu, G. L., & Lin, Y. C. (2016). Effects of storytelling to facilitate EFL speaking using Web-based multimedia system, *Computer Assisted Language Learning*, 29(2), 215-241. <https://doi.org/10.1080/09588221.2014.927367>
- Iberri-Shea, G. (2017). Adaptation and assessment of a public speaking rating scale. *Cogent Education*, 4(1), 1287390, <https://doi.org/10.1080/2331186X.2017.1287390>
- Izgar, G., & Akturk, A. O. (2018). A mixed method research on peer assessment. *International Journal of Evaluation and Research in Education*, 7(2), 118-126. <https://doi.org/10.11591/ijere.v7i2.12770>
- Johnson, R. (2004). Peer assessments in physical education. *Journal of Physical Education, Recreation & Dance*, 75(8), 33-40. <https://doi.org/10.1080/07303084.2004.10607287>
- Kansizoglu, H. B. (2012). Konusma dili ve yazi dili etkilesimi [The interaction of spoken language and written language]. *Bartın University Journal of Faculty of Education/ Bartın Universitesi Egitim Fakultesi Dergisi*, 1(1), 217-235.
- Karakoc-Ozturk, B., & Altuntas, I. (2012). Ilkogretim ikinci kademedede konusma egitimine yonelik ogretmen gorusleri: Nitel bir calisma [Teachers' views about speaking education in elementary school: A qualitative study]. *Journal of Research in Education and Teaching/ Egitim ve Ogretim Arastirmalari Dergisi*, 1(2), 342-356.
- Katrancı, M. (2014). Ogretmen adaylarinin konusma becerisine yonelik oz yeterlik algilari [Pre-service teachers' self-efficacy perception of their speaking skills]. *Bartın University Journal of Faculty of Education/ Bartın Universitesi Egitim Fakultesi Dergisi*, 3(2), 174-195.
- Kemiksiz, O. (2019). Akran degerlendirmesine gore Turkce ogretmen adaylarinin hazirlikli konusma becerisinde onem verdikleri hususlar [Important factors in prepared speaking skills according to Turkish language pre-service teachers in terms of peer assessment]. *EKEV Academy Journal/ EKEV Akademi Dergisi*, 23(80), 393-412.
- Kirbas, A., & Kanatli, F. (2019). Turkce ogretmen adaylarinin hazirliksiz konusma surecinde kullandiklari gerekcelendirme rollerinin cesitli degiskenler baglaminda incelenmesi [Investigation of justification roles of Turkish teacher candidates during improvised speech in terms of various variables]. *Journal of Advanced Education Studies/İleri Egitim Calismalari Dergisi*, 1(2), 140-151.
- Kiyamaz, M. S., & Doyumgac, I. (2020). Turkce ogretmeni adaylarinin dinlediklerinden hareketle hazirliksiz konusma basarilari: Karma yontem arastirmasi [Listening-based impromptu speech achievements of pre-service Turkish

- language teachers: a mixed method research]. *Journal of Mother Tongue Education/ Ana Dili Egitimi Dergisi*, 8(4), 1049-1070. <https://doi.org/10.16916/aded.718809>
- Kuru, O. (2017). Mikro ogretim tekniginin akici konusma becerisine etkisi [Effect of the micro teaching technique to fluent speaking]. *Ahi Evran University Journal of Kirsehir Education Faculty/ Ahi Evran Universitesi Kirsehir Egitim Fakultesi Dergisi*, 18(3), 792-810.
- LeFebvre, L., LeFebvre, L., Blackburn, K., & Boyd, R. (2015). Student estimates of public speaking competency: The meaning extraction helper and video self-evaluation. *Communication Education*, 64(3), 261-279. <https://doi.org/10.1080/03634523.2015.1014384>
- LeFebvre, L., LeFebvre, L. E., & Allen, M. (2018). Training the butterflies to fly in formation: cataloguing student fears about public speaking. *Communication Education*, 67(3), 348-362. <https://doi.org/10.1080/03634523.2018.1468915>
- LeFebvre, L., LeFebvre, L. E., Allen, M., Buckner, M. M., & Griffin, D. (2020). Metamorphosis of public speaking anxiety: Student fear transformation throughout the introductory communication course. *Communication Studies*, 71(1), 98-111. <https://doi.org/10.1080/10510974.2019.1661867>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Litman, D., Strik, H., & Lim, G. S. (2018). Speech technologies and the assessment of second language speaking: Approaches, challenges, and opportunities. *Language Assessment Quarterly*, 15(3), 294-309. <https://doi.org/10.1080/15434303.2018.1472265>
- Liu, N., & Carless, D. (2006). Peer feedback: The learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290. <https://doi.org/10.1080/13562510600680582>
- Lohmander, A., Klintö, K., Schalling, E., Portela, A. S., Johansson, K., & McAllister, A. (2021). Students take charge of learning – Using e-learning in perceptual assessment in speech–Language pathology. *Scandinavian Journal of Educational Research*, 65(3), 468-480. <https://doi.org/10.1080/00313831.2020.1716064>
- Lysaght, Z., O'Leary, M., & Ludlow, L. (2017). Measuring teachers' assessment for learning (AFL) classroom practices in elementary schools. *International Journal of Educational Methodology*, 3(2), 103-115. <https://doi.org/10.12973/ijem.3.2.103>
- Ministry of National Education. (2017). *Öğretmenlik mesleği genel yeterlikleri* [General competencies for teaching profession]. <https://cutt.ly/0vKxXkt>
- Mowbray, R., & Perry, L. B. (2015). Improving lecture quality through training in public speaking. *Innovations in Education and Teaching International*, 52(2), 207-217. <https://doi.org/10.1080/14703297.2013.849205>
- Nash, G., Crimmins, G., & Opreacu, F. (2016). If first-year students are afraid of public speaking assessments what can teachers do to alleviate such anxiety? *Assessment & Evaluation in Higher Education*, 41(4), 586-600. <https://doi.org/10.1080/02602938.2015.1032212>
- Ozan, S., & Yurdabakan, I. (2008). Oz ve akran degerlendirmenin temel iletisim becerileri basarisi uzerindeki etkileri [The effects of self and peer-assessment on basic communication skills achievement]. *Tip Egitimi Dunyasi*, 27, 27-39.
- Ozdemir, O., & Erdem, D. (2017). Sunum becerilerinin akran degerlendirmesine arkadasligin etkisi [The effect of friendships to peer assessment of presentation skills]. *Turkish Journal of Educational Studies*, 4(1), 21-43.
- Ozden, M. (2018). Turkce egitimi lisans ogrencilerinin hazirlikli ve hazirliksiz konusma hakkinda gelistirdikleri metaforlar [Metaphores developed by Turkish teacher candidates in terms of prepared-unprepared speech]. *Ordu University Journal of Social Science Research/ Ordu Universitesi Sosyal Bilimler Arastirmalari Dergisi*, 8(2), 347-357.
- Panadero, E., & Brown, G. T. L. (2017). Teachers' reasons for using peer assessment: Positive experience predicts use. *European Journal of Psychology of Education*, 32, 133-156. <https://doi.org/10.1007/s10212-015-0282-5>
- Rathel, J. M., Drasgow, E., & Christle, C. C. (2008). Effects of supervisor performance feedback on increasing preservice teachers' positive communication behaviors with students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 16(2), 67-77. <https://doi.org/10.1177/1063426607312537>
- Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(10), 1-13. <https://doi.org/10.7275/9wph-vv65>
- Safdari, M., & Fathi, J. (2020). Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners. *Cogent Education*, 7(1), 1818924. <https://doi.org/10.1080/2331186X.2020.1818924>

- Saglam, O., & Dogan, Y. (2013). 7. sinif öğrencilerinin hazirliksiz konusma becerileri [The impromptu speaking skills of 7th grade students]. *Mustafa Kemal University Journal of Social Sciences Institute/ Mustafa Kemal Universitesi Sosyal Bilimler Enstitüsü Dergisi*, 10(24), 43-56.
- Sarpkaya-Aktas, G. (2017). Mikroogretim uygulamalarinda akran degerlendirmelerine gore ogretmen yeterlikleri [Teacher competencies according to peer evaluations in micro-teaching applications]. *International Journal of Social Sciences and Education Research*, 3(5), 1657-1669. <https://doi.org/10.24289/ijsser.329880>
- Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27, 396-407. <https://doi.org/10.1177/088840640402700407>
- Schneider, C., & Bodensohn, R. (2017). Student teachers' appraisal of the importance of assessment in teacher education and self-reports on the development of assessment competence. *Assessment in Education: Principles, Policy & Practice*, 24(2), 127-146. <https://doi.org/10.1080/0969594X.2017.1293002>
- Schreiber, L. M., Paul, G. D., & Shibley, L. R. (2012). The development and test of the public speaking competence rubric. *Communication Education*, 61(3), 205-233. <https://doi.org/10.1080/03634523.2012.670709>
- Singh, K. K. G. (2010). A study of impromptu speeches among undergraduates at the university of Malaya. *The English Teacher*, XXXIX, 51-71.
- Sluismans, D., Dochy, F., & Moerkerke, G. (1998). Creating a learning environment by using self-, peer- and co-assessment. *Learning Environments Research*, 1, 293-319.
- Sluismans, D., & Prins, E. (2006). A conceptual framework for integrating peer assessment in teacher education. *Studies in Educational Evaluation*, 32, 6-22. <https://doi.org/10.1016/j.stueduc.2006.01.005>
- Spiller, D. (2012). Assessment matters: Self assessment and peer assessment. *Teaching Development*. http://cei.hkust.edu.hk/files/public/assessment_matters_self-assessment_peer_assessment.pdf
- Suthiwartnarueput, T. (2017). The effects of impromptu speaking practice on English speaking ability of Thai EFL students. *Journal of Institutional Research in South East Asia*, 15(1), 106-120.
- Taser, F. (2006). *Konusma egitimi [Teaching of speaking]*. Papirus.
- Tatham, M., & Morton, K. (2011). *A guide to speech production and perception*. Edinburgh University Press.
- Tomak, B. (2021). Evaluation of the "speaking" component of a curriculum applied in a school of foreign languages: An action research in a state university in Turkey. *International Journal of Educational Methodology*, 7(1), 33-51. <https://doi.org/10.12973/ijem.7.1.33>
- Topcuoglu, F., & Ozden, M. (2015). *Diksiyon ve konusma egitimi [Diction and teaching of speaking]*. Pegem Akademi.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3), 249-276. <https://doi.org/10.2307/1170598>
- Tunkler, V. (2019). Akran degerlendirmenin ogretmen adaylarinin mesleki bilgi ve becerilerine etkisinin incelenmesi [Investigating the effect of peer assessment on preservice teachers' to professional knowledge and skills]. *Marmara University Journal of Educational Sciences/ Marmara Universitesi Atatürk Egitim Fakultesi Egitim Bilimleri Dergisi*, 50, 206-221. <https://doi.org/10.15285/maruaebd.525171>
- Uyar, S., Demir, K., & Aksekioglu, B. (2016). A triplet on performance-based assessment: Self, peer and rater assessments. *International Journal of Turkish Education Sciences*, 4(7), 69-80.
- Wanner, T., & Palmer, E. (2018). Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment & Evaluation in Higher Education*, 43(7), 1032-1047. <https://doi.org/10.1080/02602938.2018.1427698>
- Williamson, L. (2009). *On demand writing: Applying the strategies of impromptu speaking to impromptu writing*. International Debate Education Association.
- Yigit, F., & Kirimli, B. (2015). Turkce ogretmenlerinin alternatif olcme degerlendirme yontemlerinin islevleri ve kullanim sikligi hakkindaki gorusleri [Teacher opinions on functions and frequency of using of alternative assessment and evaluation methods]. *The Journal of National Education/ Milli Egitim Dergisi*, 205, 64-86.
- Yildirim, A., & Simsek, H. (2018). *Sosyal bilimlerde nitel arastirma yontemleri [Qualitative research methods in the social sciences]*. Seckin.
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Sage Publications.

- Yuceer, D. (2014). *Turkce ogretmenligi birinci sinif ogrencilerinin hazirliksiz konusma becerileri uzerine bir arastirma* [A research on impromptu speech skills of freshmen of Turkish language teaching department] [Unpublished master's thesis]. Gazi University.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. <https://doi.org/10.3102/0002831207312909>
- Zou, B. (2013). Teachers' support in using computers for developing students' listening and speaking skills in pre-sessional English courses. *Computer Assisted Language Learning*, 26(1), 83-99. <https://doi.org/10.1080/09588221.2011.631143>