

T.C.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN INVESTIGATION INTO THE SPEAKING-BASED
NEEDS OF ENGLISH PREPARATORY SCHOOL
STUDENTS DURING REMOTE LEARNING**

MASTER THESIS

Muhammet Mustafa ÜNLÜ

Istanbul
April-2022

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**Supervisor
Assoc. Prof. Dr. Emrah Görgülü**

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THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA Degree in English Language Teaching

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis/PhD dissertation titled “**An Investigation into the Speaking-based Needs of English Preparatory School Students During Remote Learning**” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Muhammet Mustafa ÜNLÜ

Istanbul, April 2022

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Muhammet Mustafa ÜNLÜ

Istanbul, April 2022

ABSTRACT

AN INVESTIGATION INTO THE SPEAKING-BASED NEEDS OF ENGLISH PREPARATORY SCHOOL STUDENTS DURING REMOTE LEARNING

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Remote learning has been a part of English language education for a long time. However, it had not been practiced as an alternative to face-to-face learning until the breakout of the Covid-19 epidemic in 2020. Due to the sudden surge in case numbers, English preparatory schools in universities worldwide had to create remote learning environments for their students. Therefore, an in-depth needs analysis study has become crucial in order to determine the newly-altering needs of English preparatory school students. In this qualitative study, an embedded single case study design was preferred. Semi-structured interview forms were used to conduct interviews with 57 participants. In this study, descriptive and content analysis techniques were employed. Consequently, the following suggestions emerged. Firstly, authentic and spontaneous tasks must be used, and independent and personalized learner language should be encouraged. Secondly, LMS software should be improved to facilitate instructors' monitoring and responding capabilities. Thirdly, verbal in-class interaction and dynamics ought to be enhanced via collaboration, assisting learners must be assigned to groups, and cameras should be turned on. Finally, oral assessment tools such as presentation and participation rubrics must be used, the conditions of verbal exams should be ameliorated, and immediate feedback ought to be given after assessment.

Keywords: English Language Education, Remote Learning, Needs Analysis, Speaking-Based Needs, English Preparatory School Students.

ÖZET

UZAKTAN ÖĞRENİM SÜRECİNDE İNGİLİZCE HAZIRLIK OKULU ÖĞRENCİLERİNİN KONUŞMA BECERİSİNE YÖNELİK İHTİYAÇLARININ İNCELENMESİ

Muhammet Mustafa ÜNLÜ
Yüksek Lisans, İngiliz Dili Eğitimi
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Uzaktan eğitim, uzun süredir İngilizce eğitiminin bir parçası olmuştur. Ancak 2020 yılında Covid-19 salgınının patlak vermesine kadar bu kadar kapsamlı bir şekilde uygulanmamıştı. Vaka sayılarındaki ani artış nedeniyle dünya çapındaki üniversitelerdeki İngilizce hazırlık okulları, öğrencileri için uzaktan öğrenme ortamları oluşturmak zorunda kaldı. Bu nedenle, İngilizce hazırlık sınıfı öğrencilerinin yeni değişen ihtiyaçlarının belirlenmesi için derinlemesine bir ihtiyaç analizi çalışması önemli hale gelmiştir. Bu nitel çalışmada gömülü tek durum çalışması deseni tercih edilmiştir. 57 katılımcı ile görüşme yapmak için yarı yapılandırılmış görüşme formları kullanılmıştır. Bu çalışmada betimsel ve içerik analizi teknikleri kullanılmıştır. Sonuç olarak aşağıdaki öneriler ortaya çıktı. İlk olarak, özgün ve spontane görevler kullanılmalı, bağımsız ve kişiselleştirilmiş bir öğrenci dili kullanımı dil teşvik edilmelidir. İkinci olarak, öğretmenlerin gözlemleme ve yanıt verme yeteneklerini kolaylaştırmak için ÖYS yazılımı geliştirilmelidir. Üçüncüsü, işbirliği yoluyla sınıf içi sözlü etkileşim ve dinamikler geliştirilmeli, asistan öğrenciler gruplara atanmalı ve kameralar açılmalıdır. Son olarak sunum ve katılım rubrikleri gibi sözlü değerlendirme araçları kullanılmalı, sözlü sınavların koşulları iyileştirilmeli ve değerlendirme sonrasında anında geri bildirim verilmelidir.

Anahtar Sözcükler: İngiliz Dili Eğitimi, Uzaktan Öğrenim, İhtiyaç Analizi, Konuşma Temelli İhtiyaçlar, İngilizce Hazırlık Okulu Öğrencileri

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LIST OF ABBREVIATIONS

LMS: Learning Management System

RL: Remote Learning

ERL: Emergency Remote Learning

ARL: Asynchronous Remote Learning

SRL: Synchronous Remote Learning

HL: Hybrid Learning

MC: Main Course

LS: Listening & Speaking

C: Consolidation

ELT: English Language Teaching

ELL: English Language and Literature

NA: Needs Analysis

PS: Preparatory Student

PI: Preparatory Instructor

PC: Preparatory Coordinator

B.A.: Bachelor of Arts

M.A.: Master of Arts

Ph.D.: Doctor of Philosophy

MS: Microsoft

CHAPTER I

INTRODUCTION

1.1. Introduction

This thesis focuses on investigating the speaking-based needs of English preparatory school students of a foundation university at five different levels during the remote learning (RL) process. The study was implemented in an embedded single case study design during the first and second modules in the fall semester of the 2020-2021 academic year. Due to the nature and primary objective of this study, it was based on a qualitative semi-structured interview format that aimed to gather participant opinions regarding the speaking-based needs as well as suggestions and alternative applications that could meet these needs.

In this chapter, a detailed account of six crucial aspects of the thesis subject will be included. First, an overview will take place regarding the subject of the study encompassing the historical background of RL and the incorporation of technology into English language education before the emergence of the Covid-19 pandemic. Then, the strain that Covid-19 applies to the education system will be scrutinized, and circumstances dictating a sudden transition to emergency remote learning (ERL) in the spring term of the 2019-2020 academic year will be laid out at length. Moreover, an explanation will be provided as to how an investigation into the speaking-based needs of the preparatory school students may shed further light on improving the quality of the education. Also, this chapter will refer to how the fall period of the 2020-2021 academic year continued to struggle in a prolonged state of emergency stemming from a spike in Covid-19 cases. Furthermore, it will touch upon how this situation mandated a fully remote education modal instead of a planned and intended hybrid learning model. Finally, vital details of this research, such as the research questions, significance, and limitations of the study, will be covered at length.

1.2. Background of the Study

Diversification in the means of acquisition of language education or means of learning has always been a common occurrence throughout history. Traditional methods of acquiring or providing language education have not always fulfilled the needs or demands of the stakeholders. As needs and purposes have varied over different periods of time, people have tried to come up with ingenious ways to meet them. In this sense, the earliest means of RL can be considered written material such as books, newspapers, and magazines. One example of this could be regarded as the case of Caleb Phillips' weekly newspaper-based shorthand writing lessons in 1728, or another similar case could be that of Sir Isaac Pitman's correspondence-based handwriting course in 1840. Yet, the main difference between the two examples was that while Phillips' course lacked interaction with the students, Sir Isaac Pitman corrected his pupils' mistakes and gave feedback via mailing postcards (Tanaś, 2015: 237). Then, with the advent of technology and more elaborate ways of attaining education, such as radio, television, videotapes, and films, correspondence education at the tertiary level became prevalent. This type of education can be pointed out as one of the primary examples of formal applications of RL prior to the emergence of the Internet (Farooq, Al Asmari & Javid, 2012: 91). With the prevalence of the Internet, different applications of RL, such as MOOCs or open universities, have become a practical solution for all students by allowing them to learn at their own pace (Wu, Fitzgerald & Witten, 2014: 354). Also, learning management systems (LMS) like Moodle and Canvas, which have been integrated into many tertiary curricula, have turned into an indispensable dimension of language courses worldwide (Celiköz, & Erdoğan, 2017: 244). And finally, videoconferencing platforms like Zoom and Microsoft (MS) Teams have made it possible for teachers and students to interact synchronously without requiring a physical setting (Cinkara & Bagceci, 2013: 120). Yet, the videoconferencing platforms allowing synchronous remote lessons to take place did not acquire their pivotal roles as the main modes and settings of formal language education at the tertiary level until 2020, when an epidemic called COVID-19 broke out and forced the world into an emergency status on all accounts. Therefore, carrying out this qualitative embedded single case study proves to be quite potent, assisting, and beneficial for future endeavors

in terms of gaining a more comprehensive insight into how has the novel RL process affected English preparatory school students' speaking skill across all levels. And it can prove beneficial in detecting the shortcoming aspects of RL and students' needs towards the speaking skill during this process.

1.3. Statement of the Problem

Remote learning mainly had been considered an optional or complementary method of acquiring education. It had never been regarded as an alternative to replace the traditional face-to-face way of providing English language education through which learning had mostly taken place in a physical classroom setting. Nonetheless, after one of the most contagious epidemics of the 21st century broke out in 2020, governments had to issue a mandatory worldwide lockdown of universities along and urge people to stay at their homes in order to decrease human mobility and the spread of Covid-19 (Toquero, 2020: 186). However, in this state of emergency, the issue of the continuity of education had to be put under scrutiny. And to achieve that, the decision to convert the traditional means of the education system into remote learning environments had to be made to ensure the continuity of the language education from safe zones for the stakeholders. Therefore, arrangements and adjustments were carried out by many universities so as to render the pre-planned curriculums, schedules, materials, and available infrastructure compatible with RL platforms such as MS Teams, Zoom, Moodle, and Canvas in a period of a fortnight. In this regard, the lessons' durations were lowered to one-third of what they used to be, and the interactive nature of the lessons became somewhat teacher-centered. Moreover, the academic staff had quite short notice to train themselves in significant aspects of RL, like preparing and administering exams in online platforms like MS Forms and Moodle in a safe manner or adapting the curriculum and the course materials to shortened lesson times. And the rest of the second term and summer semesters in English preparatory schools of some universities were completed in this fashion of ERL, which caused controversial claims from the stakeholders such as teachers, students, parents, and administrators towards the effectiveness, feasibility, and viability of RL as a concept at the tertiary level. By the same token, the absence of similar conditions prior to the Covid-19 pandemic, along with the uncertainty towards the future of this pandemic and the

duration of the RL process, made a need analysis study essential to come up with strategies to render this RL process more sustainable and effective in the long run. Consequently, this type of complementary needs analysis (NA) study investigating the speaking-based needs of these learners across all levels has become imperative for the viability and efficiency of RL.

1.4. The Purpose of the Study

The aim of this research is to analyze and determine the speaking-based needs of students at A1, A2, B1, B1+, and B2 levels in order to come up with strategies and solutions that could improve their speaking skills within the scope of English education given in an English preparatory school at a foundation university during the RL process in the first and second modules of the fall semester of the 2020-2021 academic year.

1.5. Research Questions

Considering the circumstances that led to RL through which universities now continue to operate, asking the following research questions which aim to investigate the speaking-based needs of the English preparatory school students is of vital significance:

1.5.1. What are the general needs of English preparatory school students at a foundation university towards improving their speaking skills during the remote learning process?

1.5.1.1. What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the lesson-planning procedure in remote learning?

1.5.1.2. What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the creation of learning environments used in the remote learning process?

1.5.1.3. What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the management of the remotely-conducted English learning process?

1.5.1.4. What are the needs of English preparatory school students at a foundation university towards improving their speaking skills within the scope of the remotely-conducted assessment and evaluation process?

1.6. The Significance of the Study

With the increasing controversial standpoints towards the sustainability of RL and the claims of decreasing satisfaction over the quality of the language education offered in universities, a debate over figuring out an alternative system of education was underway. Policy-making institutions such as Higher Education Institute started exploring concepts like hybrid learning (HL), which attempts to create a balanced and optimum learning environment by simultaneously incorporating both components of face-to-face learning like a physical classroom setting and aspects of RL through applications like MS Teams and Zoom (Alnajdi, 2014: 215). Nonetheless, a drastic surge in Covid-19 cases in the northern hemisphere around September 2020 forced the decision-making parties to shelve the face-to-face component of HL in English preparatory schools across many universities and proceed with a more normalized and planned version of RL. As a result of this development, measures such as prolonged lesson durations, a more student-centered approach via group work channels on MS Teams, and a more strictly applied attendance code were taken in order to encourage and assure students' participation and involvement in the lessons. Also, the standardization of a safer and more comprehensive set of testing protocols on Moodle and MS Forms was prioritized to enhance the quality of a normalized RL period.

Given the nature of the pandemic that the world has been struggling with, the way to a safer and healthier learning experience appears to be through RL for the unforeseeable future. In light of the challenges that English preparatory students underwent during the ERL process, this period was mainly regarded as a failure by many stakeholders due to reasons such as failure to adapt MS Teams to speaking-based activities with required technological infrastructure, lack of physical classroom setting on MS Teams, decreasing participation levels and inadequate timing of the speaking-based sessions. And since the primary objective of the language education provided in preparatory divisions of

universities is the acquisition, learning, and enhancement of speaking skill as well as providing a better learning environment in a socialized manner, the investigation of the speaking-based needs of the students through the means of exploring their perceptions and opinions towards the preparatory education offered via the novel and normalized RL components is of utmost importance in understanding what is required and crucial regarding the detection and revision of the problematic aspects of RL in order to implement and sustain a higher-quality speaking program at the tertiary level. In the same vein, by means of identification of the speaking-based needs within the scope of this research, it is possible to eliminate the deficiencies and needs in the RL settings of this English preparatory school and to develop new program designs and curriculums towards this goal, if necessary.

1.7. Limitations of the Study

This study has an embedded single case study design. Also, it is only limited to opinions, experiences, and perceptions of the English preparatory school students, instructors, and the unit coordinator regarding RL. This study focuses on the participants' opinions, experiences, and perceptions only regarding the first and second modules of the 2020-2021 academic year at an English preparatory school. Finally, it is limited to 42 students selected from all levels, 14 English instructors, and a single English preparatory school coordinator at a single foundation university.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter is formed around a relevant review of the literature on the research subject on four dimensions that are remote learning, speaking skill, needs analysis, and needs analysis studies towards improving English preparatory school students' speaking skill in a remote learning setting.

2.2. Remote Learning

Under this heading, different aspects of RL, such as its definition, history, and types, are elaborated at length by means of referring to relevant accounts in literature. Also, crucial information regarding RL's benefits, challenges, and shortcomings is included by benefiting from previous research.

2.2.1. Definition of Remote Learning

Remote learning has been an operational concept for some time, even though there are varying and conflicting views on how to define it (Moore, Dickinson-Deane, & Galyen, 2011: 129). According to Uşun (2006: 16), RL is a tool of education that offers adaptability to place and time to students by presenting personalized and unconstrained learning. It doesn't necessitate information sources and learners to be in close proximity to one another (Kırık, 2014: 75). Also, Moore, Dickinson-Deane, and Galyen (2011: 129) indicate that RL is an endeavor that aims to grant a means of learning to people who are geographically separated. In this regard, as different technological multimedia tools are integrated into educational platforms, the definition of RL appears to evolve as well. Based on Aoki's views (2010: 868), RL has the potential to redefine the process of learning by means of newly developing technologies (Traxler, 2018: 2). Moreover,

Miralay (2020: 79) claims that this shift towards employing information technologies like MOOCs and open universities in RL was foreseen by the experts. Nonetheless, due to Covid-19 and the hardships that the world had to undergo, especially with internet infrastructure and adaptation issues, RL's sudden shift occurred with no prior warnings, which demonstrated how unprepared the world was for the common wide application of RL (Crawford et al., 2020: 10).

For this reason, RL's definition and role also shifted by replacing traditional face-to-face learning as the primary mode of learning after the 2020 Covid-19 epidemic broke out (Ibid: 10-11). Last but not least, the current definition of RL for most instructors today could be considered a process during which instructors are expected to transform learners from passive participants into active speakers (Sun, Tang, & Zuo, 2020: 687).

2.2.2. History of Remote Learning

Remote learning dates back more than 300 years in the historical timeline (Bozkurt, 2019: 253-258). It primarily emerged in places and situations where learners had limited access to traditional face-to-face education (Pregowska et al., 2021: 3). This process could be marked in three stages based on means of delivery, media, and materials. These three generations are mainly formed around print/mass media, conferencing-based media such as radio, and lastly, computer/internet-based technologies (Anderson & Dron, 2011: 82-92; Aydemir, Özkeskin, & Akkurt, 2015: 1752). A known example of first-generation print media-based RL could be mentioned as the steno lessons offered by Caleb Phillips via the Boston Gazette in 1728 (Begimbetova, 2015: 10). Also, correspondence courses conducted via sending letters are among other examples of first-generation RL. As for the examples regarding the second-stage RL, which is radio, and television-based RL, during the early 1900s, universities and colleges around the world began broadcasting free remote courses (Sadeghi, 2019: 81). Last but not least, MOOCs and other LMS systems took their place as the latest generation of RL as computer/internet-based technologies (Ibid: 82). Yet, even with the advent of more recent technologies and updates such as augmented and virtual reality, platforms like Zoom and MS Teams are still in the process of development before RL can be adequate to replace face-to-face learning (Altunay,

2019: 131-132; Pregowska et al., 2021: 19-20). A chronological list of the worldwide RL applications can be found below in Table 2.1.

Table 2.1: Chronological Development of Remote Learning Applications

Date	Remote Learning Applications
1728	For the first time, remote learning was started with "Shortcut Lessons" in Boston Newspaper.
1833	"Informatics Lessons by Letters" started to be given at the Swedish University for ladies.
1840	Shorthand writing was started to be taught through letters in England.
1856	In Berlin, the German Gustav Langenscheidt and the French Charles Toussaint founded the Letter Training School.
1870	The home learning program started at Illinois Wesleyan University in the USA.
1883	The Correspondence Teaching University was established in Ithaca for women's secretarial skills.
1890	An off-campus open education program was conducted at the University of Queensland in Australia.
1892	The University of Chicago opened the first college-level education program.
1898	One of the leading institutions in remote learning, the "Hermands" language education institution, was established in Sweden.
1906	Correspondence primary education began in the United States.
1910	Remote learning in Australia was introduced at the higher education level. In this application, the standards applied in face-to-face education at the university were also applied to remote learning students.
1919	The first educational radio station was founded in the United States.
1920	One hundred seventy-six radio stations were built in the United States for educational purposes. In the same years, BBC school radio programs started in England.
1921	Colleges began to offer education via radio.
1922	A letter-learning school was opened in New Zealand. Remote learning projects have been developed and implemented in Canada, Italy, Spain, Israel, Poland, and India.
1923	In the United States, high school education began by lettering.
1932	Educational television broadcasts started at IOWA University in the United States.
1930	In schools, education began to be made through the radio.
1933	The world's first educational television program was broadcast at the Iowa State University.

Table 2.1 (continued).

1939	During the war years, education was provided with the remote learning system in France. In the same years, remote learning applications in the dimension of public education were started in Russia.
1946	In the field of remote learning, a department called "External Studies" was opened at the University of South Africa, and this department has become one of 11 universities.
1950	Remote learning applications for military purposes were made in the United States. China started remote learning under the name of "Learning by Letters".
1960	The British Open University was opened in England.
1963	The FCC Educational Television established its fixed service ITFS. ITFS is a low-cost, subscription-based system that enables educational institutions to broadcast on TV. The first university to apply for an ITFS license was California State University.
1964	The University of Wisconsin initiated the articulated learning environment project. The first effort to identify, classify and systematize remote learning practices is the AIM Project. It also provides guidance on the creation and inclusion of multimedia materials in remote learning. Radio and television universities and colleges were established throughout the country in China.
1970	Coastline Community College was the first college without a physical campus.
1971	Open University was established in England.
1972	The "National University of Remote Learning" was established in Spain.
1974	"National Expansion College" was opened in England. "Hagen Open Education University" was established in Germany.
1978	STOU, a public university established in Thailand, gave three types of degrees at master's, bachelor's, and certificate levels in the field of information science through remote learning to students who cannot study due to financial, geographical, or academic reasons and to students who want to increase their skills.
1980	The first public satellite-based education system was created in Learn/Alaska. Students in 100 towns could listen to six hours of lectures on educational television each day.
1985	The National University of Technology started offering online undergraduate courses using satellite broadcasts.
1986	"Air University" was opened in Japan.
1991	Tim Berners-Lee founded the World Wide Web.
1992	A computer-assisted personalized approach, a learning management system application, was applied at the University of Michigan. In the same years, the University of New Mexico, University of Oklahoma, Florida State University, Anadolu University Open Education Faculty, Arizona State University, and the University of Wyoming communicated with their students through computers.

Table 2.1 (continued).

1993	Jones International University, the first university to teach entirely remotely in the United States, was established.
1994	The use of the Internet became widespread and entered homes. Through the “Virtual Summer School” pilot application, students started to receive education at home using modems and computers.
1996	John Bourne established the asynchronous learning network (ALN). The Alfred P. Sloan-C Foundation supported development efforts. “Asynchronous Learning Network” refers to the provision of education anywhere and anytime via the internet.
2001	Moodle, a remote learning system that offers open-source opportunities, was started by moodle.com. Macromedia Breeze, the first application of Adobe Connect, was launched.
2002	MIT established the open course website. An open course is a free online presentation of MIT course materials, including lecture notes, quizzes, and videos. The beginning of this system is a historical milestone in terms of free and open sharing of the materials in the curriculum of an elite higher education institution over the internet.
2008	Open University started broadcasting on YouTube.
2011	Stanford University Professor Sebastian Thrun launched a massive open online course.
2012	Around 400,000 students study via remote learning in the UK, with a third of all students working part-time.
2013	The UK government made student loans for remote learning and part-time undergraduate students for the first time.
2017	Microsoft Teams was released for common use
2020	Covid-19 pandemic broke out, and the RL became the dominant mode of education

Reference: Begimbetova, K., Satisfaction Level of Teachers and Students in Distance Learning, 2015, 10-13.

2.2.3. Types of Remote Learning

In this section, types of RL based on real-life applications are mentioned. There are mainly three different variations of RL, which are asynchronous remote learning (ARL), synchronous remote learning (SRL), and hybrid learning (HL). In the subsections below, a detailed theoretical framework is presented regarding each of them.

2.2.3.1. Asynchronous Remote Learning

There are various descriptions regarding asynchronous remote learning (ARL). Stewart (2002: 270) claims that ARL could be regarded as self-paced learning. Also, Simonson (2009) maintains that in ARL, learners and instructors do not convene in the same physical environment at the same time (Beldarrain, 2006: 145; Carswell & Venkatesh, 2002: 477; Dede, 1996: 17; King, et al., 2001: 11-12; Moller, 1998: 115). So far, the most commonly known and used RL variation has been ARL on account of not requiring physical or temporal prerequisites (Hrastinski, 2008: 52; Parsad & Lewis, 2008: 3). Some of the materials that are prevalently utilized in ARL could be referred to as books, readings, assignments, emails, e-courses, online forums, learning management systems (LMS), audio recordings, and video recordings (Wind, 2020; Sabir et al., 2014: 474; Watson, 2020; Wintemute, 2021; Littlefield, 2018; Gardiner, 2021). The element of time delay in ARL-related interaction aids the learners in employing their more advanced learning skills as this is how they manage to maintain their thinking processes regarding a problem for a prolonged period. Therefore, it may be possible for them to enhance their analytical and out-of-the-box thinking since a more well-thought and thoroughly built reply substitute the factor of spontaneity during this process. Consequently, ARL brings about more independent and student-centered learning (Murphy, Rodríguez-Manzanares & Barbour, 2011: 588-589; Serdyukov, 2020: 30-33).

2.2.3.2. Synchronous Remote Learning

Synchronous remote learning (SRL) refers to the second form of RL. According to Perveen (2016: 22-23), SRL can be regarded as the type of remote learning that occurs when the instructors and the learners interact with one another at the same time but at different locations (Singh, & Thurman, 2019: 296). There are various platforms and mediums through which SRL can be carried out (FAO, 2011: 118, as cited in Ogbonna, Ibezim, & Obi, 2019: 2). Among these mediums, the ones that could be considered prevalent are live webinars, virtual classrooms, and voice or text chat rooms that provide a chance for the teacher and student to interact (Perveen, 2016: 22; Saykılı, 2018: 6; Safavi, 2008: 55; Wind, 2020). In addition, video-conferencing applications such as Zoom, MS Teams, and Google Meet enable instant person-to-person communication

(FAO, 2011: 118-119; Pregowska et al., 2021: 15). By the same token, survey-based web conferences, questionnaires, and Q&A sessions may prove to be more interactive compared to video conferencing (Perveen, 2016: 22). All in all, synchronous lessons have the potential to increase learners' drive to remain active throughout activities on account of simultaneous teacher and peer involvement (Yamagata-Lynch, 2014: 193-194). Last but not least, immediate feedback and easy access to instructors may assist learners in figuring out all issues that might appear before them during the learning process (Perveen, 2016: 23). In this regard, by turning on their web cameras, learners may benefit from elements of gestures, mimics, and intonation to sense the human presence on a larger scale with ease, contributing to in-class dynamics by enhancing interaction (Ibid).

2.2.3.3. Hybrid Learning Versus Blended Learning

According to Boyarsky (2020), it is possible to confuse hybrid learning with blended learning, but there is a distinctive difference between the two concepts. Hybrid learning (HL), the last variation of remote learning, can refer to partial face-to-face lessons combined with synchronous and asynchronous remote lessons instead of an entirely remotely conducted learning form (Carlton, 2021; Kumar, 2012: 347). However, with blended learning, there are no synchronous remote learning elements such as videoconferencing apps like MS Teams or Zoom (Boyarsky, 2020; Rehman & Fatima, 2020: 132-133). There is solely face-to-face learning going hand-in-hand with some asynchronous remote learning components such as online activities on learning management systems or engaging in discussion forums along with other assignments in learners' leisure time (Reed, 2020; Picciano, 2017: 187). Even though blended learning has been a common practice for some time, hybrid learning only gained widespread use after the Covid-19 pandemic broke out and alleviated in certain locations, allowing fully remote synchronous lessons to be somewhat substituted with face-to-face lessons (Wangdi, Dema, & Chogyel, 2021: 2; Sanpanich, 2021: 213). In other places where the Covid-19 pandemic had a more severe course, only entirely remote synchronous lessons were conducted with asynchronous remote learning elements. And face-to-face lessons were utterly suspended, and blended learning was rendered inert for some time (Ibid; Pregowska et al., 2021: 15-16).

2.2.4. The Benefits of Remote Learning

Although RL started as a mandatory process due to the Covid-19 outbreak, it possesses a variety of advantages and benefits compared to conventional face-to-face learning (Sadeghi, 2019: 83). First and foremost, RL could be beneficial in reaching many learners and offering them an opportunity to maintain their learning process in a safe manner by overcoming temporal and spatial hindrances (Keleş, 2020; Dhawan, 2020: 2; Keles, & Özel, 2016: 2-3; Zafari, 2020: 28-29; Tahoon, 2021: 110; Köprülü, & Öznacar, 2019: 124; Dolmacı, & Dolmacı, 2020: 714-715; Gunes, 2019: 233; Sutisna, & Vonti, 2020: 104; Nagrale, 2013; Pregowska et al., 2021: 19; Bijesh, 2017; Brown, 2017). Also, it is indicated that the relaxing home environment and the virtual classroom setting in RL may be advantageous. It does not burden the learners with detrimental feelings in a physical classroom setting, such as peer pressure, anxiety, and stage fright. Consequently, the students might be more inclined to actively engage in relevant classroom tasks (Karataş, & Tuncer, 2020: 23; Dolmacı, & Dolmacı, 2020: 706). In addition, learners indicate that the extra time they acquire by joining lessons out of their homes grants them more overall practicing time to hone their speaking skills, fostering learner autonomy (Karataş, & Tuncer, 2020: 12; Brown, 2017; Gunes, 2019: 233). The final silver lining of RL is laid out to be the means to watch the lesson recordings for revisional purposes after the lessons are over (Durak, & Çankaya, 2020: 132; Sadeghi, 2019: 83).

2.2.5. The Challenges and Shortcomings of Remote Learning

While RL has many benefits, especially during pandemics like Covid-19, it has been known to have some challenging aspects and shortcomings (Hutt, 2017; Durak, & Çankaya, 2020: 132; Dolmacı, & Dolmacı, 2020: 714-715; Karataş, & Tuncer, 2020: 1; Sadeghi, 2019: 84; Wind, 2020). First of all, during RL, receiving instant feedback could be challenging as opposed to any learning type involving a face-to-face component (Hutt, 2017; Ekmekçi, 2015: 396; Hasan, & Khan, 2020: 210-211; Köprülü, & Öznacar, 2019: 7; Karataş, & Tuncer, 2020: 17; Sadeghi, 2019: 84; Wind, 2020). The main reason for this could be attributed to time lags between correspondences or lack of quality in the means of communication, such as internet-based technologies (Hutt, 2017; Coman et al.,

2020: 2; Karataş, & Tuncer, 2020: 13-18; Durak, & Çankaya, 2020: 132; Sadeghi, 2019: 84; Wind, 2020). The instructors may not respond as frequently as the learners require, or it could be too late for an effective feedback process to take place (Hutt, 2017; Sadeghi, 2019: 84; Gunes, 2019: 233; Stone, & Springer, 2019: 152-155; Dolmacı, & Dolmacı, 2020: 713; Karataş, & Tuncer, 2020: 13-18; Wind, 2020). Also, thanks to the distracting nature of internet-based environments, other problematic aspects of RL could be considered low motivation levels to participate in the speaking activities and concerns regarding maintaining interaction in breakout rooms (Nagrle, 2013; Simons, Leverett, & Beaumont, 2020: 277-278; Karataş, & Tuncer, 2020: 18-19; Wind, 2020; Wintemute, 2021). Last but not least, a lack of authentic human interaction is referred to as a significant shortcoming in RL (Ferri, Grifoni, & Guzzo, 2020: 10; Yağcı, Çınarbaş, & Hoş, 2016: 780). In this regard, a hybrid learning style is recommended by incorporating the face-to-face component into RL to create a more immersive learning environment (Sutisna, & Vonti, 2020: 106; Huang, Shi, & Yang, 2020: 414-415).

2.3. Speaking Skill

Under this heading, various aspects with regard to speaking skill are put under scrutiny. Different accounts of previous research on the definition, characteristics, and importance of speaking skill are focused on in detail, along with variables and problems affecting speaking skill. Finally, a review of the literature on vital strategies towards improving speaking skill is carried out.

2.3.1. Definition of Speaking Skill

Speaking is one of the four primary skills in the English language (Ur, 1996: 120; Deveci et al., 2016: 919). According to Martinez and Juan (2006: 139), it is the ability to combine the necessary linguistic and pragmatic knowledge by understanding how, when, and where to speak aptly (Finocchiaro and Brumfit, 1983: 140). It is viewed as a means to convey the desired emotions, intentions, and notions besides communicating (Lindsay & Knight, 2006: 58-60). It is also regarded as the most crucial and challenging one due to the fact that it is a phenomenon during which the culmination of multiple information processes interactively takes place, and production occurs (Ur, 1996: 120; Brown, 1994:

267; Önal, 2010: 8; Luoma, 2004: 2; Yıldız, 2013: 5). Moreover, speaking encompasses the activation of various components of paralinguistic communication like mimics, gestures, eye contact, body language, length of stops during speaking, stress-related changes in one's speech, alterations in voice clarity, and momentary shifts in voice pitch (Thornbury, 2005: 9). In the same vein, Bueno, Madrid, and McLaren (2006: 321) refer to the complex and challenging nature of the speaking skill by pointing out how problematic it could be when learners attempt to speak in real-life scenarios on account of the spontaneous nature of the speaking skill (Rao, 2019: 9; Trent, 2009: 257; Oradee, 2012: 533). For this very reason, the majority of the learners are intrigued by enhancing this particular skill (Ur, 1996: 120). Last but not least, speaking skill is regarded as an individual's capability in terms of conveying one's own wishes, requests, and feelings in a verbal, coherent, and fluent manner fitting all meaningful situations (Torky, 2006: 34; McDonough & Shaw, 1993: 134).

2.3.2. Importance of Speaking Skill

It is in human beings' nature to speak first before reading or writing (Leong, & Ahmadi, 2017: 35; Efrizal, 2012: 127; Hughes, 2006: 144). Without speaking, humans would have no way of carrying out a verbal dialogue (Leong, & Ahmadi, 2017: 35; Chen, Chang, & Chang, 2016: 1). It is pointed out that enhancing the speaking skill also improves the overall quality of one's command of English, especially when it comes to integrating all language skills (Leong, & Ahmadi, 2017: 35; MacIntyre, 2007: 573). By the same token, it is claimed that speaking makes it possible for learners to further their progress in vocabulary, grammar, and writing skills as well (Leong, & Ahmadi, 2017: 35; Yavuz, & Celik, 2017: 350 as cited in Xiao, Surasin, & Prabjandee, 2020: 377). They can utilize speaking for various goals such as conveying their feelings and thoughts, narrating stories, making requests, conversing or engaging in discussions, and displaying many other language-related functions (Leong, & Ahmadi, 2017: 35; Doğan, 2017: 22). According to Rivers (1981: 184-188), learners employ speaking at least two times more often than writing and reading put together in real-life situations when they are not in a classroom setting (Önal, 2010: 7; Byrne, 1986: 8). Last but not least, aiming for better job prospects in various aspects of a professional one's career ladder is another

stimulating factor for English learners as mastering speaking skill could help individuals operate on global and international platforms (Baker, & Westrup, 2003: 5; Rao, 2019: 9-10; Saeed et al., 2016: 236). Therefore, the significance and value of improving speaking skill in the current modern world are quite high for many individuals (Leong, & Ahmadi, 2017: 35; Rao, 2019: 9).

2.3.3. Characteristics of Speaking Skill

There are four major aspects of speaking skill. These could be mainly indicated as fluency, accuracy regarding linguistic properties such as grammar and vocabulary, pronunciation, and comprehension (Brown, 2004: 172-173; Rahman, & Deviyanti, 2012: 3). These aspects are considered to be the main indicators of speaking skill (Ibid). First of all, fluency refers to the extent to which speakers can convey their messages as legibly as possible so that communication might occur as smoothly as possible since their audience remain engaged and attentive (Hughes, 2002: 113; Mazouzi, 2013: 9). In the same vein, Hedge (2000: 54) accounts for fluency by maintaining that this notion involves utilizing linguistic properties aptly by smoothly linking the expressions, uttering the sounds, and employing phonological phenomena such as stress and intonation. On the other hand, accuracy is regarded as the precise and utter use of linguistic forms such as grammatical structures and various types of vocabulary during speaking (Mazouzi, 2013: 9). As for pronunciation, according to Thornbury (2005: 24), it is considered "the lowest level of knowledge speaker draw on." Yet, Leong and Ahmadi (2017: 36) claim that pronunciation could be regarded as the manner in which people turn the language into sounds. Therefore, the way the stress is located and intonation is utilized determine people's emotions and intentions, which is why proper command over pronunciation aids learners in speaking English efficiently (Ibid). Last but not least, comprehension refers to the ability of the interlocuters to comprehend one another in order to form a healthy manner of communication. It is also considered a prerequisite for speaking (Bohari, 2019: 71).

2.3.4. Variables and Problems Affecting Speaking Skill

It is vital for learners to be informed about the variables that have an undeniable impact on speaking skills to compensate for their speaking-related shortcomings (Leong, & Ahmadi, 2017: 37). These variables could be sorted out under the following categories: affective and psychological factors, situational and contextual factors, comprehension-related variables, factors based on subject and content knowledge, and variables affected by linguistic components (Tuan & Mai, 2015: 9; Buyruk, et al., 2018: 83). In this regard, situational and contextual factors have an impact on speaking performance, and the following elements fall under this category, including stress caused by time constraints during speaking, planning of speaking lessons, the quality of the conditions and setting regarding speaking performance, and the quantity of fostering and feedback during speaking (Nation & Newton, 2009: 117-119). As for the affective and psychological factors, Krashen (1982: 31-32) indicates that self-confidence, anxiety, and motivation are among the most prominent affective factors influencing a learner's speaking skill. In the same vein, Merisuo-Storm (2007: 228) points out that it is paramount for learners to embrace an integrative and friendly approach towards the target language, or they might have pronunciation and accuracy issues. Furthermore, personality features such as inhibition, anxiety, and risk-taking directly impact the factor of fear of speaking (Leong, & Ahmadi, 2017: 38). On that note, severe anxiety has been known to trigger despair-related failure in learners (Woodrow, 2006: 309-311). Also, introverted, slower, and weaker learners are usually suppressed by stronger and more talkative ones during a speaking activity (Leong, & Ahmadi, 2017: 38). As a direct result of this situation, suppressed learners become more reticent and choose to remain silent throughout the speaking activity, bringing about low rate rates of participation in the speaking activities (Ibid). This phenomenon can also be regarded as inhibition that hampers the learners' progress by causing them to take fewer risks while speaking to avoid making mistakes (Mahripah, 2014: 1041-1043; Leong, & Ahmadi, 2017: 36; Littlewood, 2007: 244-246; Latha, 2012: 2). Moreover, comprehension-related variables are of great significance in enhancing speaking skill (Shumin, 1997: 8; Latha, 2012: 3). As communication occurs bilaterally, speakers have to listen and comprehend the other interlocuter's sentences in

order to be able to respond to them (Ibid). Another vital factor that influences learners' speaking skill is having the prerequisite subject and content knowledge to form meaningful content regarding the relevant speaking topic (Baker, & Westrup, 2003: 12; Bachman, & Palmer, 1996: 65-66; Latha, 2012: 3). As for the final category, it is imperative to have proper command over linguistic properties such as vocabulary, syntax, phonology, semantics, and grammar to utilize and enhance speaking skills effectively (Mahripah, 2014: 1040; Leong, & Ahmadi, 2017: 37; Latha, 2012: 3).

2.4. Needs Analysis

As part of this heading, the notion of Needs Analysis (NA) is scrutinized concerning certain vital elements, such as its definition and historical background information. Also, the importance of NA in improving speaking skill is elaborated at length from an ELT standpoint.

2.4.1. Definition and Purpose of Needs Analysis

As a notion, needs analysis possesses a range of varying definitions (Erdoğan, & Güler, 2017: 62; Erdoğan, & Gürol, 2021: 57; Erdoğan, 2021: 52). Brown (1995: 35-42) indicates that, in essence, needs analysis could be referred to as a process of collecting information in order to understand the learners' needs. According to Brown (2001: 149-161), needs analysis is regarded as a vital means to enhance and create prolific learning settings and curricula in educational sciences. Also, Richards (2001: 52) indicates that there are six main aims of employing needs analysis in English language teaching, such as figuring out which language skills a student requires such as carrying out a specific task, aiding in ascertaining whether a course sufficiently targets students' needs or not, pinpointing the students in a group who require the highest amount of training regarding specific language skills, detecting shifts in how certain skills are acquired that are deemed as significant by a particular group of learners, identifying the interval between students' capability and the skills required of them, and last but not least, gathering data regarding a specific issue that students have. Therefore, needs analysis is considered instrumental in ensuring the continued effectiveness, development, and smooth progression of a course in ELT in the short and long term (Erdoğan, & Güler, 2017: 63).

2.4.2. History of Needs Analysis

The history of needs analysis dates back to the early 20th century (Erdoğan, & Güler, 2017: 63). As a notion, needs analysis arose in the 1920s (West, 1994: 1; Howatt, 1984: 245; White, 1988: 12-13). Nonetheless, it gained popularity during the 1970s and 1980s in various branches of English language teaching, such as English for Specific purposes and English for General Purposes (Johns, 1981: 16). Curriculum design is among the earliest application areas of need analysis (Ramani, & Pushpanathan, 2015: 98). In particular, in the early processes of designing speaking courses, needs analysis was utilized to clarify the verbal skills planned to be included in the course (Ibid). On that note, needs analysis has also encompassed which subjects, linguistic functions, and various other conversational dimensions should be included in the course and in what priority they should be covered during the course (Ibid). Consequently, needs analysis has continued to be an integral part of educational sciences, especially in universities worldwide, since the 1980s (Erdoğan, & Güler, 2017: 63).

2.4.3. Importance of Needs Analysis in Improving Speaking Skill

Needs analysis has become a paramount application in developing effective speaking curriculums. Especially during the post-Covid-19 era, where speaking lessons have undergone major changes to meet the conditions and prerequisites of the remote learning process, needs analysis has been employed to come up with a more sustainable way of conducting speaking lessons. In the same vein, it is indicated that instructors and learners may not always see eye to eye with regards to possessing aligning linguistic expectations and goals, or students' speaking-based needs in a real learning setting could be quite different from the estimations of the instructors. Therefore, benefiting from needs analysis might aid instructors in coming up with more down-to-earth and learner-oriented learning environments and meet their students' speaking-based needs more thoroughly (Doğan, 2017: 27). To this end, it is of great significance to review and understand the circumstances and consequences of resembling needs analysis studies carried out in similar contexts to benefit from the experiences of previous researchers in the process of

developing this study so as to acquire the optimum outcomes in detecting preparatory school students' speaking-based needs in a remote learning setting.

2.5. Needs Analysis Studies Towards Improving Preparatory School Students' Speaking Skill in a Remote Learning Setting

In this final heading, NA studies conducted worldwide and in the Turkish national context are laid out in detail with respect to improving preparatory students' speaking skills in the RL setting. Different components of these studies are explored in terms of methodology, findings, and conclusions which are also used in the discussion chapter of this thesis for comparison with the relevant outcomes of this study.

2.5.1. Studies on an International Scale

There has been a multitude of international studies carried out to investigate the speaking-based needs of English preparatory school students in a remote learning setting by means of exploring various shareholders' views such as instructors, coordinators, members of faculty, and students. One of the most prominent studies is a Vietnamese study conducted at a university in the form of a questionnaire by Phan and Huynh (2021: 97-105). It intends to survey challenges regarding teaching and learning the speaking skill via lessons carried out on Microsoft Teams. Moreover, the connection between interaction and concentration is elaborated on in connection with the learners' ability to speak fluently. As a result of this study, it is revealed that speaking skill is not practiced enough on Microsoft Teams, and students demonstrate a low ratio of interaction and participation in these lessons. Therefore, it is indicated that by employing Microsoft Whiteboard in MS Teams speaking sessions and incorporating enriched input into the speaking sessions, learners' lack of involvement and interaction could be lessened, and their fluency levels could be enhanced. Moreover, they could form more real-time, authentic, and spontaneous conversations. Consequently, the speaking sessions and the learning process could be structured to manage time more prolifically in a remote learning context. This study additionally recommends further investigating the means of facilitating the students' speaking fluency and developing the learners' pronunciation through real-time correction of mistakes on MS Teams (Ibid).

In the same vein, another study conducted by Hazaymeh (2021: 514) in the Arabic EFL context possesses corroborating outcomes. For this research, 60 voluntary university EFL learners are selected as participants to carry out tasks requiring them to utilize and enhance their innovative natures, creativity, and critical thinking processes to come up with verbal solutions for problems occurring in real-life scenarios. And upon watching various multimedia sources of input like videos or lectures, they are requested to reflect upon them and be involved in collaborative discussions on remote learning platforms such as Moodle or MS Teams. Following these tasks, they are asked to opine their views on the efficacy of the previously-mentioned activities in enhancing their speaking skills. The findings of this research evince that participants point out the necessity of physical interaction to prevent students from feeling isolated and keep their motivation up. In addition, it is maintained that remote learning can be enhanced and conducted more dynamically, flexibly, and spontaneously via collaborative interaction among learners and by allowing them to analyze input data effectively through verbal cooperation. In the same vein, it is recommended to foster the students' ability to come up with varying solutions in the face of real-life issues and form solid bonds with them. Last but not least, in accordance with the results of this research, it is paramount for instructors to be cognizant of learners' needs and effectively develop responses with the aid of the most current learning strategies and individualized solutions (Ibid).

As well as the research previously mentioned, the following study that is carried out by Sritulanon, Chaturongakul, and Thammetar (2018: 430-431) in the Thai EFL remote learning setting is capable of shedding further light on the feasibility and sustainability of remote learning with regards to enhancement of English speaking skill. Views of students who undergo English speaking sessions via videoconferencing are retrieved by means of a survey, and perspectives of the instructors involved in this process are obtained through unstructured one-on-one interviews. Upon analysis of these reflections, the following needs have formed. Firstly, the instructions for the tasks and the learners' roles in them ought to be laid out individually for all learners. Secondly, all activities, content, and approaches that are benefited from during the planning, execution, and assessment of these remote speaking lessons need to be learner-centered. And finally, each individual

should be regularly informed of their progress via immediate verbal and written feedback during special sessions on synchronous remote learning platforms (Ibid).

In another study executed by Alzamil (2021: 24-26), 18 students partake in asynchronous remote speaking and listening sessions at a university in Saudi Arabia during the Covid-19 pandemic. They videotape their presentation performances and submit them to their instructors privately. Moreover, they obtain their feedback in a written way privately as well. Upon completing their course, they convey their impressions via a questionnaire. Most of them believe in the merits of remotely executed speaking sessions owing to their recordable natures, as learners may have the opportunity to go over their performances and redo them as many times as they need. Nonetheless, the respondents find the feedback aspect inadequate for efficient learning as it is carried out in a delayed fashion. Therefore, they do not deem remote learning a prolific alternative to face-to-face learning (Ibid).

In the following research implemented by Al-Jarf (2021: 183-191), 25 instructors and 50 learners who are involved in synchronous remote speaking sessions at various universities in Saudi Arabia pass on their perspectives via open-ended interview items. As for the outcomes of this study, students feel the need to interact using their body language and form a more solid bond. As most people turn off their cameras during class time, they regard it to be among the main contributing factors in a more dissociated learning environment. Also, as they are in a more detached class setting, they are unable to partake in immersive speaking activities such as role-plays and drama-based activities, which hinders their speaking development progress. In addition, instructors monitor that the frequency of peer feedback among learners during presentations was quite low when Covid-19 first broke out. Nevertheless, there is an enhancement in the overall state of learners speaking skill in the later stages of remote learning. So, more experience in remote learning also appears to have led to more interactive classroom dynamics (Ibid). In the same vein, this study indicates that learners need to interact more often by utilizing more interactive platforms, such as MS Teams and Adobe Connect. Furthermore, other key solutions to achieve interactivity in remote speaking sessions are evinced to be benefiting from videos for pronunciation exercises and using them as a basis for summarization activities and synchronous reflective debates. Last but not least, topics

that relate to daily-life issues and concern students should be prioritized in speaking classes (Ibid).

The ensuing study is carried out in a Korean EFL setting during remote learning by Lee (2021: 510-524). This study intends to investigate South Korean students' speaking and communication-based needs by interviewing them regarding their views and experiences on how to utilize breakout rooms constructively and smoothly on Zoom. The research is performed in the form of an online survey consisting of six written open-ended interview questions. Prior to the execution of this study, 25 participants undergo English courses for four months. During this time frame, respondent students join 65-minute-long sessions. In these sessions, they spend 20 minutes in the main lesson meeting, obtaining instructions and modeling from their instructors, and the rest of the sessions are spent in the breakout rooms. Consequently, the needs stemming from the findings of this study are specified as monitoring the breakout rooms more frequently to prevent lack of participation by some students, appointing a room leader, and a graduate supervising student in each breakout room. Furthermore, the following needs are to let students know that they are being monitored and request them to turn on their cameras. In the same vein, audio or video recordings should be created automatically by Zoom to aid instructors in observing each room during the activities. It is also deemed necessary to help students overcome their initial timidity in the rooms and grant authority to students to share their screens when necessary. More importantly, enforcing strict rules and incentivizing students are put forward to ensure dynamism and participation in breakout rooms. Moreover, it is suggested to put the students at similar levels in the same room and advise them to invite the instructor into their rooms whenever they require assistance. Last but not least, it is maintained that before launching the breakout rooms, instructions should be clarified as many times as necessary, and more pair-based activities should be conducted instead of group-based activities in the breakout rooms (Ibid).

The subsequent research is an unpublished study executed in an Arabic EFL context during remote learning (Ahmed, 2021: 1-19). This study also aims to determine the needs of Arabic students related to breakout rooms and come up with additional ways to enhance the inner dynamics of these learning environments with regard to elements such

as participation, interactivity, feedback, and improvement and assessment of speaking skill. Therefore, the views and opinions of 43 participants are gathered utilizing a Google Forms survey. Upon analysis of the findings, the following suggestions are made. First of all, learners should be able to use the screen sharing button when necessary. Secondly, the students who constantly have technical issues should be assigned to the same rooms so that other students' interactions and learning processes continue uninterrupted in the other rooms. Thirdly, the number of breakout rooms created for a speaking task should be adjusted in accordance with the class population. Large classes should have more students per breakout room to help instructors monitor the rooms more easily and give feedback faster by responding to each room more quickly when the students require assistance. Also, in connection with managing the rooms more easily, it is recommended that the instructors should assign group leaders in the rooms and conceal their profile pictures while switching rooms so that students remain on task and not get distracted by their instructor's presence. Moreover, the instructors should congratulate the participating students on their hard work by conveying encouraging emojis, meaning well-done. Last but not least, the instructors incentivize students by granting them participation marks and making these points part of their overall speaking assessment and evaluation process (Ibid).

In the next research conducted by Sosas (2021: 958-970) in Phillipinian EFL remote learning context, 21 volunteering university students are interviewed utilizing a semi-structured interview form to examine the effects of technology use on the improvement of speaking skill. Following the execution of the interviews, the participants' opinions are analyzed through thematic analysis, and pertaining strategies are determined to improve speaking in a remote learning setting. These strategies could be specified as constructing rapport with learners, accruing accuracy and fluency, alleviating learners' anxious and apprehensive state, increasing learners' confidence levels, and enhancing their communicative competence. (Ibid)

Last but not least, the final international study executed by Megat-Abdul-Rahim et al. (2021: 203-214) is another needs analysis study carried out in the Malaysian EFL context. This research is intended to investigate learners' perspectives regarding practicing

speaking and listening skills on interactive online learning management systems such as MOOCs. The participants are 102 university students from various socio-economic backgrounds and different departments. They are initially exposed to synchronous remote learning settings. Then, they are tasked with completing MOOC activities asynchronously after their synchronous sessions. They also receive constant feedback through MOOCs from their instructors. Upon completing this 10-week-long program, the learners are subjected to a questionnaire aiming to reveal the silver linings and drawbacks of MOOCs in remote speaking and listening practice. As a result of analyzing the respondents' replies, the use of speaking and listening activities in online learning management systems such as MOOCs has been deemed beneficial and necessary (Ibid).

2.5.2. Studies on a National Scale

As for the studies performed in the Turkish EFL context, one of the most prominent ones is the research carried out by Özişik (2021: 45-51). This study investigates university students' perspectives regarding an online speaking-based course adapted into a remote learning setting. In this study, qualitative research methods are benefited from so as to acquire a more comprehensive understanding of the issues the learners have experienced to detect and resolve the shortcomings of the planned and unplanned aspects of remote learning. Enhancing student participation is also another crucial purpose of this research. On that note, a two-stage study is conducted. Firstly, students are requested to answer open-ended questions by conveying their personal experiences and opinions in a reflective writing format. Then, six volunteering respondents are selected to participate in semi-structured interviews consisting of 15-20 minutes to obtain further elaborations from the participants. Upon detailed analyses, the emerging findings indicate that making presentations aids students in alleviating their concerns regarding interactive and spontaneous speaking. In addition, adding a follow-up debate session boosts the spectator learners' participation in presentations. Incorporating such sessions into presentations has also enhanced their critical thinking skills, as well as their self-assurance. Another crucial finding is that increased participation and interaction assist reticent students in overcoming their shyness and boosting their motivation levels. In the same vein, participants also state that they can quickly ameliorate their speaking skills thanks to

Google Meet and Google Classroom platforms. These platforms have enabled them to interact among themselves and get instant feedback from their instructors. Finally, respondents mention the lack of eye contact stemming from the absence of cameras as a significant shortcoming. They believe lack of eye contact decreases willingness to participate in speaking activities. As a result of their peers' reduced participation levels, their motivation also lessens. Therefore, turning on the cameras is considered a vital need (Ibid).

In another study conducted by Durak and Çankaya (2020: 122-147), researchers aim to obtain the views and experiences of 32 volunteering university students from four state universities regarding the extent of prolificity of remote learning during the Covid-19 pandemic. By doing so, they attempt to gain a deeper understanding of the needs speakers may have in order to improve their English during remote learning. It is also intended that the practitioners can make ameliorations upon detecting the relevant needs. The findings of this research are based on learners' opinions concerning the first semester of the pandemic process. After extensive analyses, the following conclusions have been drawn. Primarily, equipping learners with instant feedback has proven challenging due to the lack of interaction between the learners and the instructors. Therefore, instructors could come up with more creative ways to enhance the spontaneous nature of the lessons. In the same vein, they could employ more original and unique assessment methods to improve its reliability aspect. In the same vein, providing social and technological support to learners could enhance their motivation levels and reduce potential discipline issues, which could lead to more prolific lessons. Consequently, more prolific sessions could boost learners' overall participation and engagement levels. Last but not least, utilizing creative discussion topics could assist the instructors in providing learners with the necessary opportunities to form meaningful output and remain engaged (Ibid).

The following study is performed by Karatas and Tuncer (2020: 1-34) in accordance with university students' perspectives regarding the first semester during the Covid-19 pandemic. The main goal of this research is to examine both the beneficial aspects and the shortcomings of the Emergency Remote Learning process to identify learners' needs, figure out their challenges and ensure the sustainability of this process. On that note, all

of the four primary skills are put under scrutiny within the scope of this study. Overall, 118 university students have taken part in this study. Due to the high number of participants, an open-ended questionnaire is benefited from throughout the data acquisition stage. Upon the analysis of the data, the following relevant needs have arisen. Primarily, instructors ought to have more ingenuity when planning more interactive content and tasks that are compatible with online courses to create more opportunities for learners to hone their speaking. Also, it is found that matching students with one another as “speaking buddies” might be more beneficial in creating solidarity among learners. In this sense, more reticent students could open up more easily when matched with a more talkative student. Moreover, it is determined that learners may require instant and simultaneous support from the instructors during speaking sessions. Finally, it is indicated that instructors could assign various automated online learning management systems to students so as to foster their speaking efforts on their own time (Ibid).

Last but not least, the final study pertinent to this thesis belongs to Altunay (2019: 121-134). This study mainly aims to scrutinize university students’ standpoints on the remote learning aspect of the English language and put forward vital recommendations on how to make speaking-based lessons more viable during remote learning. On that note, the experiences and viewpoints of 62 learners are acquired by means of a semi-structured interview form consisting of open-ended questions. The researchers have explored the following outcomes in line with the data gathered from the interviewees. According to most of the participants, remote lessons lack the component of physical interaction and body language. It is also suggested that the course load reserved for practicing speaking is not enough. Increasing speaking-based session hours with enhanced visual input is a valid recommendation for these issues. Lastly, the lack of simultaneous interaction and the resulting low willingness to participate are identified as the prominent causes of low-quality lessons. Therefore, revisions in remote learning environments are recommended to be made in order to create a more hands-on learner profile during remote speaking sessions. (Ibid).

Consequently, this chapter has focused on the definition, history, and types of remote learning. It has also covered the benefits, challenges, and shortcomings related to RL.

Moreover, various aspects of speaking skill have been covered. These aspects include definition, importance, characteristics, variables, and problems regarding speaking skill. Then, crucial dimensions of needs analysis such as its definition, purpose, history, and significance for speaking skills have been put under scrutiny. Last but not least, relevant needs analysis studies with regards to improving speaking at the tertiary level have been investigated both on an international and national scale. The following chapter will cover various components concerning the methodology of this thesis at length.



CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter will present extensive information on the research design, setting and participants, data collection instruments and procedure, data analysis procedure, and ethical concerns regarding the methodology of the thesis.

3.2. Research Design

This study was implemented in the form of a qualitative embedded single case study design for two main reasons. Firstly, it was carried out on five different levels (layers) of an English preparatory school of one foundation university. And secondly, it aimed to focus on a single case which was to explore and analyze the speaking-based needs of English preparatory school students based on participant views and observations regarding the first and second modules in the fall semester of the 2020-2021 academic year. Therefore, due to the nature and primary objective of this study, separate qualitative semi-structured interview forms were used for each participant type. And the participants were chosen based on the volunteering principle utilizing an easily accessible and criterion sampling method with equal representation of diversity regarding the socio-economic and academic backgrounds of the interviewees. Prior to the execution of the study, all the external factors that the participants were exposed to, such as the platforms and channels through which they received their input and formed their output, the course contents, course loads, and course types, remained alike. Last but not least, the data collection process was carried out over the course of one month during the spring semester of the 2020-2021 academic year.

3.3. Setting and Participants

The participants of this study were selected from three parties. The first participant party was the preparatory school students who got exposed to RL during the first and second modules of the 2020-2021 academic year at English classes of all levels, each of which included about twenty students, whose ages ranged from eighteen to twenty-three. The second one was the English instructors who were involved in remotely-carried out the main course (MC), consolidation (C), and listening & speaking (LS) lessons at all levels. The last participant category included the unit coordinator of the English preparatory school.

The participant students were English preparatory school students from different socio-economic and academic backgrounds who experienced RL through the MS Teams platform. They graduated from six different types of high school, and they were students of sixteen various departments belonging to four different faculties. All student participants got exposed to the same type of courses with the same lesson loads per week, which encompassed sixteen hours of MC, two hours of C, four hours of LS, and six hours of reading & writing courses adding up to twenty-eight hours in total per each week for the duration of two modules which were fourteen weeks in total. By the same token, the lessons that the students underwent consisted of 50-minute-long periods, each of which was carried out in breakout rooms under each MS Teams class in the form of groups of four people or pairs. As MC and C courses were under the domain of the same teacher, C was considered an extension of MC. Moreover, the activities and the materials used in these courses were comprehension-based information-gap activities in the same coursebook. Yet, LS had a different set of courseware. All in all, the nature of the lessons in MC and LS courses were mostly interactive as well as speaking skill-oriented, and the primary objective of these courses was to enhance the students' speaking skill. Therefore, participants' opinions and perceptions of the MC and LS courses were the focal points of this study. Consequently, as the students were the participants who were affected most throughout RL, their views and participation were of vital importance to the outcomes of this study. Detailed statistics of the demographic information of the student participants can be found below in Table 3.1.

Table 3.1: Demographic Information and Statistics of Student Participants

	Groups	n	%
Gender	Female	34	80.95
	Male	8	19.04
Age	18	14	33.33
	19	17	40.47
	20	7	16.66
	21	2	4.76
	22	1	2.38
	23	1	2.38
Faculty	Faculty of Education	11	26.19
	Faculty of Engineering and Natural Sciences	16	38.09
	Faculty of Humanities and Social Sciences	9	21.42
	Faculty of Business and Management Sciences	6	14.28
Department	English Language Education	10	23.80
	Economics (30% English)	3	7.14
	Islamic Economics and Finance (English)	1	2.38
	International Trade and Finance (English)	1	2.38
	Business Administration (30% English)	1	2.38
	Sociology (30% English)	2	4.76
	Political Science and International Relations (English)	2	4.76
	Psychology (English)	5	11.90
	Software Engineering (30% English)	6	14.28
	Industrial Engineering (30% English)	3	7.14
	Electrical and Electronics Engineering (30% English)	2	4.76
	Architecture	1	2.38
	Molecular Biology and Genetics (30% English)	2	4.76
	Food Engineering (30% English)	1	2.38
	Primary School Education	1	2.38
	Computer Engineering	1	2.38

Table 3.1 (continued).

English Level	A1	10	23.80
	A2	10	23.80
	B1	7	16.66
	B1+	7	16.66
	B2	8	19.04
Type of graduated high school	Private high school	1	2.38
	Anatolian high school	24	57.14
	Anatolian Imam Hatip high school	8	19.04
	Science high school	1	2.38
	Basic high school	4	9.52
	Open high school	4	9.52
Type of device with which lessons are attended to	Computer	37	88.09
	Smartphone	4	9.52
	Tablet	1	2.38
Any prior involvement in a Remote Learning setting	Yes	20	47.61
	No	22	52.38

The second participant group was the English instructors covering MC and LS courses at five different levels. While one-half of them worked as full-time instructors, the other half worked in a part-time status. Most of them had work experience between one to fifteen years. Their ages ranged from twenty to fifty-four, and they were all native-like non-native English speakers. The academic backgrounds of these instructors were heterogeneous and diverse. Almost half of them (42.85%) possessed a Master of Arts (M.A.) degree in various fields such as English Language Literature (ELL) and English Language Teaching (ELT), which allowed them to work as full-time instructors. Similarly, another group of 42.85% only held a Bachelor of Arts (B.A.) degree in fields such as ELT, ELL, and American Language and Literature, so they were only able to operate in a part-time capacity. Also, two instructors (14.28%) had a Doctor of Philosophy (Ph.D.) degree. Most of them didn't have any prior experience in an RL setting. Yet, thanks to their unique role in the RL process as the instructors, role models, and facilitators of the students, their involvement in this study was in a complementary

manner with that of the students. Detailed statistics of the demographic information of the instructor participants can be found below in Table 3.2.

Table 3.2: Demographic Information and Statistics of Instructor Participants

	Groups	n	%
Gender	Female	8	57.14
	Male	6	42.85
Age group	20-24	2	14.28
	25-29	6	42.85
	30-34	3	21.42
	35-39	1	7.14
	40-44	0	0
	45-49	1	7.14
	50-54	1	7.14
Personnel status	Full time	7	50
	Part time	7	50
Teaching experience	Less than 1 year	0	0
	1-4 years	6	42.85
	5-9 years	5	35.71
	10-14 years	2	14.28
	15-19 years	0	0
	20-24 years	0	0
	25 years and above	1	7.14
Graduated undergraduate program	English Language Education	12	85.71
	English Language and Literature	1	7.14
	American Culture and Literature	1	7.14
Level of education	Bachelor's Degree	6	42.85
	Master's Degree	6	42.85
	Ph.D. Degree	2	14.28
Attended types of courses as an instructor	Main Course (MC)	10	71.42
	Listening & Speaking (LS)	4	28.57
Attended levels of classes as an instructor	A1	3	21.42
	A2	4	28.57
	B1	2	14.28
	B1+	3	21.42
	B2	2	14.28

Table 3.2 (continued).

Any prior involvement in a Remote Learning setting	Yes	4	28.57
	No	10	71.42

With respect to the final participant, the unit coordinator of the English preparatory school of the same foundation university was chosen. The final participant had an age of sixty-two, and he holds a B.A. degree in the department of ELL and an M.A. degree in Translation and Interpreting studies with professional background in positions such as Translator and Interpreter, Software and Program Developer, and Proofreader. He also maintained more than forty years of experience as an English Instructor and a total of twenty years of experience as the unit coordinator of two major foundation universities, the latter of which is the institution where this study took place. He also had extensive knowledge in RL as he was involved in designing an asynchronous LMS where learners could function autonomously and maintain their learning process remotely and independently. The primary reason for the unit coordinator to be chosen for this study was that he is one of the most vital parties actively contributing to the smooth functioning of the English preparatory school. As the head of this unit, he has been planning and overseeing the coordination of all EFL/ESL activities. In addition, he is in charge of syllabus design, program, and material development and testing, including the planning of remote learning. He also has experience teaching English at various levels for the last eight years in the same institution where this study was carried out. Therefore, due to his extensive experience as an administrator and his unique perspective, this final participant managed to shed further light on aspects of RL that may only be done so by an administrator. Detailed statistics of the demographic information of the coordinator participant can be found below in Table 3.3.

Table 3.3: Demographic Information and Statistics of the Coordinator Participant

	Groups	n	%
Gender	Female	0	0
	Male	1	100

Table 3.3 (continued).

Age group	20-24	0	0
	25-29	0	0
	30-34	0	0
	35-39	0	0
	40-44	0	0
	45-49	0	0
	50-54	0	0
	55 and above	1	100
Personnel status	Full time	1	100
	Part time	0	0
Teaching experience	Less than 1 year	0	0
	1-4 years	0	0
	5-9 years	0	0
	10-14 years	0	0
	15-19 years	0	0
	20-24 years	0	0
	25 years and above	1	100
	Graduated undergraduate program	English Language Education	0
English Language and Literature		1	100
American Culture and Literature		0	0
Level of education	Bachelor's Degree	0	0
	Master's Degree	1	100
	Ph.D. Degree	0	0
Any prior involvement in a Remote Learning setting	Yes	1	100
	No	0	0

3.4. Data Collection Instruments

As the primary data collection tool, a semi-structured interview form that equipped the researcher with the means to add or subtract more items during the research was chosen. In the development of the interview items, relevant literature was reviewed in detail via the examination of interview forms used in previously published reports, theses, and research articles in various scientific journals to detect the English preparatory school students' speaking-based needs during RL. Then, based on these needs, open-ended

interview questions were created for the semi-structured interview forms. Afterward, one question was removed when expert opinions of one associate professor, one assistant professor from the ELT department, and two peer instructors working in the English preparatory school were consulted and benefited from to ensure and optimize the reliability and the validity values of the interview items. On that note, specific criteria were utilized in the process of expert selection, such as being academically active in the area of ELT for at least a decade, carrying out research, and publishing articles in international journals in the area of Needs Analysis for at least five years. As for the selection criteria of the peer instructors, activeness in the field and maintaining direct contact with the students were taken into consideration as the main determinants. Following that, in accordance with the input and the feedback acquired through expert opinions, the wording of the interview form items was altered to enhance the clarity and intelligibility of the interview questions. This final version of the same interview form was implemented for all participants to minimize complications during the analysis of the data. Finally, a pilot study was carried out with six people representing all three participant categories. The interview form items took their final shape in terms of wording before the actual research was conducted.

Secondly, two separate types of demographic information forms were created for both participant students and the instructors. During the creation of these forms, based on the participant profile, categories of information were included, such as age, gender, work experience, English levels, previous RL experience, and the type of high school or university program graduated from in order to acquire data about the socio-economic and academic backgrounds of the participants.

3.5. Data Collection Procedure

Once the interview items took their final form, the Ethics Board's approval was officially made, and the required permits from the English preparatory school were received. And, upon attainment of the necessary documents and completion of the prerequisite protocols, the scheduling of the interviews with the volunteering participants commenced around the last week of April 2021. Moreover, in the selection of the interview dates and times, the requests, conveniences, and preferences of the participants were factored in so as to

enhance the productivity of the interviews and the quality of the data collected from the participants. Accordingly, all the interview sessions were recorded and transcribed on MS Teams to ensure accountability for the study. The data collection was carried out with 42 students, 14 instructors, and 1 unit coordinator. Each participant was interviewed for approximately one hour. The data collection and analysis were completed in approximately a month. On the last Saturday of May 2021, the findings of the study were presented in a relevant Social Sciences Graduate Student Congress session. Upon completing the findings, discussion, and conclusion chapters of the thesis, the final draft of this thesis was submitted around the last week of April 2022.

3.6. Data Analysis Procedure

As this study was executed in the design of a qualitative embedded single case study, descriptive analysis was utilized to interpret the findings of this study. First of all, approximately one-hour-long interviews were conducted with the English preparatory school students, instructors, and the coordinator involved in RL. Following that, recordings of the participant interviews were transcribed, and relevant parts expressing speaking-based needs were filtered into a separate file. Then, the file involving relevant transcripts, which are the sum of the speaking-based needs attained from the participants, was translated from Turkish into English. Afterward, they were employed in this study to account for the speaking-based needs of English preparatory school students by means of the verbatim quotation technique. And finally, in order to account for codes and categories regarding speaking-based needs, content analysis was implemented in a detailed manner. Upon carrying out the content analysis on the verbatim quotes involving relevant participant views, recurring codes were detected via calculation based on the repetition of specific keywords, which, in return, resulted in the emergence of four main categories under the theme of speaking-based needs.

3.7. Ethical Considerations

In the execution of this research, all ethical concerns were addressed with the utmost rigor. All data collection instruments were prepared with careful consideration and consultation with pertaining experts and peers. Prior to the execution of the actual

research, a pilot study was carried out with a group of six people representing each type of participant and all levels in the English preparatory school. All participants were informed thoroughly regarding all aspects of the research, and their complete consent was received. Also, any question posed by the participants was replied to in detail so as to prevent any confusion and remove any unclear issues. Moreover, no actions were taken, or part of the research was conducted until all necessary permits and approvals were acquired. And last but not least, all due dates were determined with diligence to avoid any potential delays in the procedure and plan of the study. In the next chapter, a detailed look into the aspects of the findings of this thesis will be made.



CHAPTER IV

FINDINGS

4.1. Introduction

This chapter investigates the findings of the qualitative analysis of the participant views on speaking-based needs by means of verbatim quotations and examination of these quotes. It also encompasses the content analysis of these quotes by accounting for the keywords regarding the list of speaking-based needs.

4.2. Findings

This heading includes the descriptive analysis of participant views on the speaking-based needs of English preparatory students under four sections along with the content analysis of these needs in the format of a table. This table includes the essential codes obtained via examining the frequencies of the most crucial and repeating keywords throughout participant views on relevant needs.

4.2.1. Descriptive Analysis of the Views of the Participants on Speaking-Based Needs of English Preparatory School Students

In this section, views that the participants have most prominently put forth are laid out verbatim and interpreted. These views have been identified and examined under four categories. These categories are lesson planning during RL, creation of learning environments used in RL, management of the remotely-conducted English learning process, and remotely-conducted assessment and evaluation process. Also, each participant has been represented based on the groups that they belong to. These groups are preparatory student (PS), preparatory instructor (PI), and preparatory coordinator (PC), along with their respective CEFR levels that are A1(breakthrough), A2(waystage), B1(threshold), B1+(threshold plus) and B2(vantage) (North, 2014: 74). Student

participants have been given level designations based on their MS Teams classes where they experienced RL. Yet, instructor participants have received their level categorizations depending on the MS Teams class they taught English during the first and second modules of the 2020-2021 academic year. Instructors have also been granted a course classification such as MC (for main course instructors) and LS (for listening & speaking instructors). However, as the coordinator participant did not belong to any specific level or course, he received neither level nor course classification. Moreover, these participants have been assigned numbers based on the chronological order in which they were interviewed within the same participant group. (PS1, PI1, PC1, etc.) With student, instructor, and coordinator groups, ordering occurred independently and internally. Relevant quotes and their descriptive analyses for each research dimension can be found in the subheadings below, along with the participants they belong to.

4.2.1.1. The Views of the Participants on Speaking-Based Needs of English Preparatory School Students Regarding Lesson-planning Procedure During Remote Learning

In this subsection, an answer was attempted to be directed at the following question: “What are the general needs of English preparatory school students at a foundation university towards improving their speaking skills during the remote learning process?” As part of this endeavor, the following quotes were examined in detail, and participants’ views were analyzed in terms of discourse. The first need that arose in this process was the increased emphasis on modeling pronunciation and phonetic alphabet in writing. Also, the need for pronouncing schwa correctly and a native speaker covering LS lessons were identified. Based on these needs, it can be deduced that students in A1, A2, B1, B1+, and B2 found modeling of pronunciation and an LS native speaker teacher integral components with regards to improving their speaking skills. Pertinent quotes can be inspected below:

...Maybe it doesn't seem to be very important, but here we put the pronunciation part a little bit behind I think; maybe this is because we just started, but we do not put enough emphasis on learning pronunciation (in English). You know, because it (pronunciation in Turkish) feels so flat to me. It is not like that in English; it has a unique way; we ignore this...(A1-PS8)...The phonetic alphabet should be

taught. It is essential if we want to learn how to produce certain sounds...(A2-PS16)...We should improve our pronunciation. In our MC lessons, for example, our teacher opened a Word document and showed us how to spell the words we had difficulty pronouncing or the words we had mispronounced via the phonetic alphabet. I think this adds something to our pronunciation...(B2-PS30)...For example, you know there is schwa, learning how to pronounce it well is vital...(B1-PS9)...In terms of pronunciation, it would be nice if a teacher whose native language was English covered the LS class...(B1+-PS6)

Secondly, according to A2, B1, and B2 level students, covering C lessons like MC lessons was not considered an optimum way of making use of these lessons in terms of enhancing their speaking skills. Instead of this approach, it was asserted to be more prolific to practice for speaking exams using question bank items or to reinforce the weekly learned topics via intriguing discussion-based activities. Based on the following views, it can be inferred that diversity in lesson planning with activities that could stimulate verbal production in an exciting way might be more productive for the aforementioned students. Relevant opinions can be scrutinized below:

...I think it (Consolidation) is a very important lesson, but it is as if we cover this lesson a little more like an MC lesson, so I do not know exactly whether the MC book should be focused on here, but for example, we can reinforce the topics we learned that week by means of talking or writing activities in this lesson...(A2-PS2)...In the Consolidation course, instead of continuing to MC, I think that we should put aside the MC textbook and have a normal conversation with everyone in the style of speaking exam, which would make more sense for this course...(A2-PS11)...In Consolidation lessons, revision of the MC lessons of that week can be made, and question bank items for the module-end speaking exam for each unit can be used to do this...(B1-PS12)...In some of our lessons, the teachers gave us extra questions that would interest us more, even people who normally do not attend the lesson would answer them. For example, what do you think about gossiping, how often you gossip, etc. Maybe if the teacher gives us such extra questions, the C lesson can be completely focused on Group activity...(B1-PS3)...In C lesson, discussion-based activities should be included...(B2-PS40)

According to the views stated by A2, B1, and B1+ level students, there can sometimes be repetitive activities in LS and MC books which could, in turn, bring about confusion and boredom. This situation was also claimed to be counter-productive as a result of constant monotonicity, and in order to prevent this, grammar-based activities could be avoided in LS lessons, and exercises with enriched content could be utilized. Germane views can be

examined below:

...(About the LS book) When we are asked the same question again in a different way, we think, "We just gave the same answer, I wonder if we got it wrong," and we get some kind of stress in such situations. In fact, I think the teacher needs to notice this and ask a different, spontaneous question, bypassing that repetitive question...(A2-PS11)...In the LS book, there are many activities similar to what we do in MC, except for speaking parts. I think we should not waste time with these in the LS lesson. We're already covering enough grammar in the MC lessons...(B1+-PS38)...There are a lot of similar activities constantly repeating in the MC book. We go to talk about an activity in a lesson, then an hour later, we talk about almost the same activity again...(B1-PS14)

Also, in light of the quotes from the students at A1, A2, B1, and B2 levels, it is possible to discern that sticking to coursebooks too much and not going beyond the book could be detrimental to improving speaking skill. This situation might lead to the utilization of activities that could be regarded as unstimulating when it comes to enhancing speaking skill. By the same token, similar views expressed a specific need to include exercises that foster spontaneous thinking and commenting/interpreting skills. It was put forth that achieving this might require not using clear-cut dialogue patterns to activate students' ability to think creatively and expand upon their versions of the conversations. Otherwise, it was maintained that students might see the language as a set of rules, and their interest might diminish, which might decrease the desire to speak. Therefore, in order to prevent this outcome from happening, it was suggested that it might be beneficial to stick to the book for the subjects, themes, or headings yet, enough flexibility should also be given to the learners to foster a more independent and personalized learner language. Applicable quotes can be found below:

...We stick to book too much. We never go outside the book. All activities are from the book. When we see the activities beforehand, we can think about it for a few minutes and easily do it by looking at the example above, which does not give us any improvement. It may be necessary to stick to the book for the subjects, themes, or headings, or to stick to the listening parts, but I think not all activities should be based on the book. I think, instead of sticking to the book too much, spontaneous questions can be used to make thinking activities faster. Frankly, I think we can improve our speech by learning to think fast...(A1-PS22)...The teacher should come up with more discussion questions; the books are not enough for this. He should go beyond the book if necessary. And these discussion topics should be interesting. They should target our commenting and interpreting

skills...(B2-PS35)...In LS, the book should not be followed, the topics should be determined. Instead of giving the students a clear-cut dialogue pattern, I think it would be more beneficial to leave the boundaries completely wide and say, "Okay, your subject is this, speak according to your mind." Because when 12 pairs of students speak in the same type of structures, the speeches are, give or take, the same, the price changes, the product changes, but all dialogue structures are the same. I think it is better for the student to expand the dialogue in relation to their imagination rather than proceeding through the dialogue pattern...(B1-PS4)...So, I'm not sure if we can create this communicative environment a lot in the MC. Maybe we stay too much bound by the book in group activities. Of course, this is also important, but when we go through the book too much, at some point, the student starts to see it like a math lesson or a Turkish grammar lesson. Because when students don't speak too much, at some point, they see the language as a set of rules, and their interest is lost. After the loss of interest, the students' desire to speak decreases, and (the student) cannot learn. So, if the lesson is taught in a slightly more conversational way, I think it would be more beneficial for us...(A2-PS2)

In parallel with the needs regarding the courseware, further quotes related to recommendations were expressed by students from all levels. In this context, participants asserted that in the place of focusing on restrictive activities such as matching and filling in the blanks, movies that interest learners could be watched, and discussions regarding up-to-date topics might be made in connection with these movies as well as organizing debates and role-play activities in order to expand beyond the book to get the learners to use the language in a creative and inspiring manner. Also, to accomplish students' active involvement in the aforementioned activities, participants voiced that learners' needs and interests should be detected and taken into consideration in the preparation of these activities and resources. Last but not least, participants maintained that it might be more constructive for the students if they were encouraged to build their own sentences from top to bottom and personalize their own languages instead of filling in the blanks with standardized sentence structures in order to compensate for the lacking aspects of the courseware. Apposite views can be seen below:

...Now, speaking only based on the coursebook and the unit seems boring to many students, but talking about something like this or talking about a more up-to-date and interesting movie to young people encourages the student to speak at first. That is, from the first day, he thinks that he cannot talk, but after seeing his own and others' mistakes, he opens up after a point...(A2-PS7)...Movies can be watched, and discussions can be made in the class following that...(B1-PS23)...I

think LS lessons are the ones that matter the most. In these lessons, we need to identify a main topic or theme and talk in the rooms, but in this way, I do not think it is very useful to go by doing restrictive activities such as "match this with this, fill the gap here" over the book in the classroom meeting. Debates and role-play discussions should be made. We should improve our listening by listening to each other talking about up-to-date subjects, not just the listening tracks in the book...(B1+-PS10)...There may be more fun and more youthful topics than irrelevant trivia-related information in the LS book. The book should appeal to us. At this point, our areas of interest need to be determined in the preparation of these resources...(A1-PS21)...Themes that interest the student should be chosen in the lessons, and the students should be prepared in advance...(B1+-PS38)...More up-to-date and fun themes and topics should be covered...(B1-PS23)...The teacher should go beyond the material already given in the book, expand and personalize the discussion questions in the book in a way that they can relate to daily life. The book alone is insufficient in this respect...(A1-PS20)...The book is not enough alone. The teacher should not only cover the parts given in that book for us to complete but also open a Word file and take our ideas. The teacher may ask for our unique sentences by asking 'what sentence would you say', 'what would you like to do'. Because in the book, there is nothing much that we do when we try to speak. I think it would be more beneficial for us to build sentences ourselves from the very beginning...(A1-PS15)

Another need that came up during the interviews with students from A1, A2, B1, and B2 levels was asking spontaneous comprehension questions regarding courseware materials such as videos and listening tracks. The aforementioned participants maintained that if they were asked such questions, they would feel the need to focus on all aspects of the visual or auditory material in question, which would add the factor of the unknown into the equation and make the listening activity more interesting and engaging. As a result of this, the post-listening discussion could be more fruitful and productive. Also, in the relevant courseware, listening recordings were stated to be too long to follow, and the participants had difficulty forming reflective and comprehension-based discussions as they couldn't obtain enough information from these materials. Appurtenant expressions can be located below:

...We watch a video and try to understand only the parts in that video that have the answers to the questions that we see in the book before watching the video, in order to answer these questions we have seen and prepared before, and we take notes towards this goal. But we stare blankly when a different spontaneous question comes up. When you start asking different questions that we cannot prepare in advance and that are not written in the book, you start to make the whole video interesting and engaging...(A2-PS42)...The speaking lesson is more

about listening than speaking, so we automatically tell the teacher what we understood from what we heard, but I do not think that we do much about speaking in that sense. We don't talk as much as we should as we only say what is mentioned in the listening directly. So, how the book works, I think, is not enough. At least, I think so...(A2-PS41)...Listenings in the book are too long and hard to follow...(B1-PS23)...My teacher, it really pays off to listen, but while listening, we have a hard time catching up it...(A2-PS7)...Listening tracks in the LS book were too long to be effective...(A1-PS20)...There weren't enough post-listening discussions...(B2-PS31)

As for the following need regarding the lesson-planning procedure in RL, it was observed that participants from A2, B1, and B2 levels felt the hampering effect of lacking the necessary amount of vocabulary knowledge on their English speaking fluency, especially during speaking exams carried out in RL. In this sense, they touched upon their need to be provided with examples involving vocabulary chunks appealing to their areas of interest. They also emphasized the significance of making idioms an essential part of the curriculum as they contributed to the naturality of their learner languages. Relevant quotes can be found below:

...I mean, my teacher, I realized that I have to do a serious vocabulary study in Remote Learning. When I want to say something different, I have a hard time expressing myself in English because I don't know enough words. Frankly, I felt this, especially during the speaking exam. When I learn enough vocabulary, too, I think it will have a more fluent effect on my speech...(A2-PS7)...Vocabulary should be taught in chunks. More examples should be provided in this sense. These examples should appeal to our areas of interests...(B2-PS35)...Idioms should be an important part of the curriculum. Learning idioms makes our speech more natural...(B1-PS23)

The next speaking-based need regarding the courseware was related to the pacing and timing of the lesson material. Participants from A2, B1, and B1+ levels expressed their concerns in connection with the book being too thick and thus maintaining anxiety over finishing the courseware on time. It was pointed out that the timing of the speaking activities might be problematic and that the learners require more time to complete them in time. Yet, it was also stated that more time could be spared for group discussions by designing activities to take less time, shortening lunch breaks, or increasing lesson durations which might reduce the participant's anxiety over finishing the courseware on time. Appertaining views can be spotted below:

...The book is too thick, so there is anxiety about finishing it on time...(A2-PS11)...The timing of the speaking activities in the MC book is problematic. We need more time to finish them. The lesson duration could be longer or numbers could be higher. Or the activities could be designed to take a shorter amount of time...(A2-PS7)...We are already at home due to lockdowns most of the time, so the lunch breaks could be shorter. This way, we can allocate more time for speaking. Instead of an hour, we can get by in half an hour...(B1+-PS24)...As the MC book is too thick, the teacher tries to finish the topics on time, he has to finish on time, and it barely ends at the end. That's why we're going a little fast. But I do not think that enough time can be allocated to both interchange activities and group activities. More emphasis can be placed on group activities...(B1-PS3)

The final need expressed under this category was found to be towards the lesson durations and weekly lesson numbers. Participants from all levels argued for revisions towards lesson durations by suggesting shorter sessions and replacing a certain number of MC hours with LS hours to boost speaking time. This could be interpreted as a need for more time for effective speaking processes to take place. Linked opinions can be inspected below:

...Lessons should be 35-40 minutes. We concentrate better that way. We don't have enough energy to speak in 50 minute-long lessons...(B1-PS14)...In fact, the number of LS lessons should really be increased because it is not enough. At least it should be 11-12 hours instead of 6 hours, which should be done by reducing the number of MC lessons...(A2-PS11)...MC lesson hours should be reduced and transferred to LS...(A1-PS37)...Four hours for LS course per week is not near enough...(B1+-PS24)...LS should be at least 6 hours per week...(B2-PS40)

4.2.1.2. The Views of the Participants on Speaking-Based Needs of English Preparatory School Students Regarding Creation of Learning Environments Used in the Remote Learning

In this subsection, an answer was intended to be granted to the following question: "What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the creation of learning environments used in remote learning process?" Within the confines of this question, the following quotes were thoroughly put under scrutiny, and participants' views were analyzed in terms of discourse. The first need that was spotted in this category was the inclusion of randomized

speaking activities in asynchronous LMS systems. Based on the views of learners from A1, B1, B1+, and B2 levels, speaking activities could be recorded and graded by these systems. Also, enhancements could be made to the voice input algorithms of these LMSs so that they record accurately and accept alternative answers with minor mistakes in pronunciations of the learners. It was also determined that as LMSs lacked human interactivity on their own, they led to the learners' frustration and, thereby, the loss of motivation in terms of speaking. In this regard, participants recommended using artificial intelligence in asynchronous LMSs and matching member learners who could be randomly assigned with one another on any given activity in order to compensate for the lack of human interactivity in LMSs. Relevant views can be located below:

...With MC LMSs, there could be random speaking activities in every unit to make things more fun and interesting...(A1-PS22)...There could be at least voice recording activities in MC LMSs...(B2-PS32)...When there is a person in front of us, that person can understand what we say, at least what we want to say, by looking past the minor mistakes, and this can increase our confidence in ourselves. On the other hand, since the LMSs try to register every word we speak literally, it accepts what we directly say as wrong. It can not ignore little mistakes as there is only one true version of the correct answer for it. It accepts no alternatives, which can lead us to despair by causing discouraging thoughts and making us think, "I cannot learn this, I have no talent, I cannot talk about or pronounce it correctly"...(B1-PS4)...There was an activity in LS LMS, you press one part, you listen to the word, you try to record your voice in the other part, but we had to skip it all the time. Because no matter how much we tried to record, it didn't. I would definitely correct this first so that students can learn the correct pronunciation...(B1+-PS5)...I do not think that LMSs have an effect on speaking because you need practice for speaking. We have to have a person in front of us. LMSs don't provide that...(B2-PS34)...I think LMSs are inadequate in terms of human interactivity. I think it is much more necessary to increase the interactivity of the students among themselves rather than being included in them for the betterment of overall speaking...(B1+-PS10)...Artificial Intelligence could speak with us on LMSs...(B1-PS14)...At most, the LMS system can match you with someone else who is a member in itself and tell you to talk to that person about a certain topic...(B1-PS4)

As for the second need under this category, a student from the A1 level and the coordinator participant indicated that during the interaction-based activities in the breakout rooms on MS Teams, some learners didn't respond to the questions of their partners. Even though their names appeared in the rooms, there were no movements from

their ends. As a result, their partners had to experience considerable delays in executing the activities in question and decreased motivation upon waiting for partners who didn't answer back. Consequently, they recommended that the MS Teams system should be able to detect the inactive students by pinging their systems, thus allowing teachers to match the active learners with other students possessing a real sense of desire to speak and learn. Pertinent opinions can be found below:

...Our teacher matches us in the rooms on MS Teams, says you match with person A. I'm going. There is no person A because he attends the lesson meeting, but he is not actually there; maybe he is sleeping. He has nothing to do with the lesson. I stay alone there, and then the in-class activity ends before I can even speak or before I am able to do anything at all. I wish the application could detect the people who opened the meeting but were not physically active there at that moment when there is no movement through the system, and it would be much better if it could automatically separate us and match me with another active student. Therefore, only the students with the real purpose of learning in the lesson would be matched. In this way, our time would not be wasted...(A1-PS1)...The teacher should be able to send a ping to students' devices at will and see if the students are physically behind the computer and actively involved in the lesson or the speaking activity in the rooms...(PC1)

Also, some learners from A2 and B1+ levels expressed their concerns regarding the abstract nature of the remote learning environments. They claimed that RL environments caused difficulty in communication and brought about physical inconveniences such as loss of motivation led by migraines. On top of that, another participant mentioned the challenge of remaining isolated in their homes which caused a great disturbance in these learners' concentration levels during speaking activities. All of these can be interpreted as needs with regards to technical aspects of the RL environments. Views regarding these can be located below:

...It is as if we focus more on the grammar part rather than the communication part. Unfortunately, we have less opportunity to speak, and I have a little difficulty communicating because I don't see or hear the person on the other side or because I am in an electronic environment even if I can...(A2-PS16)...Remote learning mentally tires the student. I have a migraine. My headache is starting to become very typical for me now that I am constantly on the computer. This is a problem for me. Of course, it causes a loss of motivation in speaking...(A2-PS2)...It is difficult to be isolated and focus on the speaking activity at home...(B1+-PS25)

The following need was towards monitoring the learners during breakout room speaking activities on MS Teams. Student and instructor participants from all levels argued for revisions and modifications with various suggestions regarding systematic changes in breakout rooms to create a better learning environment. Firstly, the need for monitoring all rooms simultaneously from a single screen was put forth. The main reason for this kind of change was accounted for to be the loss of time spent skipping back and forth among rooms trying to start the recordings or keep track of the learners. Thus, to avoid wasting time trying to start the recordings in the rooms, it was advised that recordings should be made to start automatically by being tied to the main class meeting recording, and the room member numbers should be increased to lessen the number of the rooms. Secondly, it was indicated that a time lag existed between the moments when learners started speaking and their names appeared on the instructors' screens. This delay could lead to a disruption in the quality of the feedback because there could be confusion when instructors try to figure out the speaker's identity during monitoring before giving feedback. Also, it was maintained that when the instructors joined a breakout room to observe it, albeit silently, learners could still notice it and start speaking not to stand out, or they could be perplexed and stop talking to avoid disrespecting the instructor. Therefore, participants claimed that monitoring would be done more efficiently if MS Teams allowed it to be carried out without distracting the students. Furthermore, students also expressed their desire to be able to join other rooms and interact with other group members, presumably to increase socialization during speaking activities. Lastly, it was recommended that there should be a warning sign on the room monitor screen that blinks when students switch to a different language other than English to keep the teacher informed and alert at all times. Relevant views are as stated below:

...We should be able to roam among rooms and observe other classmates. We can learn from them that way...(A2-PS26)...The teacher should be able to view the discussion rooms simultaneously on a single screen. The teacher may observe students via subtitles or transcripts on Rooms. It may not be possible to observe the rooms by listening all at once. He should not have to skip among rooms. MS Teams should allow this. It should be done in a way without the students realizing it. When the teacher skips among rooms, the student knows when the teacher is actively observing him and when he is not, and as a result, this student can get excited or abuse it. For example, when the teacher is not looking, the student does

not speak, but when the teacher is looking, the student is speaking...(B2-PS29)...I can not see the students' names as soon as they start speaking; there is a delay that impedes me during monitoring...(A2-PI10-MC)...There should be a warning sign on the room monitor screen that blinks when students switch to a different language other than English...(A1-PI11-MC)...The recordings should start automatically when the teacher starts the discussion rooms so that the teacher doesn't have to waste time moving around the rooms to start recording in between...(B1-PS12)...Rooms should be a part of main meeting recordings...(A2-PI10-MC)...While the teacher visits and observes each room, s/he has to waste a lot of the during transitioning among rooms. The system should take less time to skip among rooms. It takes 2-3 minutes at least for each transition. This way, we can observe students more often...(B2-PI9-LS)...The room number should be no more than four because otherwise, the teacher doesn't have the time to visit every room as frequently as she / he needs to. One way to do this could be to increase the number of room members in each room...(B1+-PS24)

Another need that came up regarding this category is preventing multiple microphones from accidentally turning on at the same time and voices from conflicting with one another. Participants from A1, A2, B1 and B2 levels emphasized that when multiple learners heard each other in a delayed manner due to connection issues and accidentally turned on their microphones simultaneously, there was a state of confusion in the meeting; therefore, in order to prevent interrupting another person, most students hesitated about turning on their microphones which decreased overall speaking participation. Two solutions were offered for this problem: designing MS Teams to regulate students' microphones and, if necessary, turn them off so that only the instructor's and the speaking student's microphones remain on at any given time. The second solution was to suppress all background noise so that even when multiple students turned on their microphones, the lesson would continue uninterrupted. Lastly, it was also suggested that reducing the class population from 20-25 students to 12 could help with the turn-taking process to make sure everyone could easily say what they wanted to say. Applicable opinions are as indicated below:

...When there is a lot of participation in the main class meeting, and especially when you open the microphone at the same time with someone else, there is a lot of confusion, and we interrupt each other involuntarily. After that, even if the folks in the class want to answer and speak, they feel embarrassed and do not intentionally turn on their microphone so as not to interrupt you. Or the teacher may have to say, "Ahmet OK, you stop, for example, Ayşe, you continue". And frankly, we get discouraged when this also happens. Then, I hesitate about

whether I should turn on my microphone or not, or whether someone else will open their microphone and speak at the same time, or whether I am the only person thinking about turning the microphone on or not. For example, it could be something like this: Our teacher can always keep his microphones on. But when a student turns on his or her microphone, everyone else's microphones should be automatically turned off by the system except for the teacher's and the talking student's microphones. Others shouldn't be able to turn on their microphones. Because when a person is talking, sometimes we have an internet problem, and we cannot notice that the person is speaking, and we may turn on our microphones while that person is speaking. This puts us in a difficult situation...(B1-PS14)...Student numbers should not exceed 12 people in an MS Teams class. Otherwise, students don't get to speak often enough or they unintentionally interrupt one another...(A2-PI10-MC)...Sometimes suddenly, our voices did not reach the other side (on MS Teams). For example, while the teacher was saying something, his voice would suddenly disappear and come back a second later. Maybe that silence may seem like not much, but you would miss that part. The teacher speaks English anyway. So, there was no taking it back...(A1-PS8)...MS Teams should suppress the background noise so that we can turn on our microphones simultaneously...(B2-PS29)

The last need that was specified in this category was revising the MS Teams system to avoid the interruption of speaking activities in the breakout rooms due to abruptly ending timing with no prior reminders. Especially, participants from A2 and B1 levels pointed out the vitality of properly adjusted timing during speaking activities. It was indicated that reminding learners of the remaining time every five minutes might remedy the interruptions mentioned above. Relevant quotes are laid out below:

...When the time automatically ends in the breakout rooms, and the teacher calls us back, our activities get disrupted and become unfinished. Maybe the teacher can set up the timing in the rooms automatically, and the system can give us some warning before the teacher closes the room or the time is up...(A2-PS39)...For the room activities, more time-related notices should be given in the form of checkpoints. We can be reminded of the remaining time every five minutes by the system after the teacher sets it up and starts the room. When the teacher calls us back to the main class meeting, we may get interrupted; we don't get a warning...(B1-PS14)

4.2.1.3. The Views of the Participants on Speaking-Based Needs of English Preparatory School Students Regarding the Management of the Remotely-conducted English Learning Process

In this subsection, the following question was planned to be answered: ‘‘What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the management of the remotely-conducted English learning process?’’ In parallel with the answer to this question, the quotes below were comprehensively examined, and participants’ views were determined through the analysis of the discourse. Based on student and instructor participants’ opinions from all levels, the first need belonging to this category was having someone to speak English with and being friends with international students. In this sense, it was advised that there should be at least 4-5 international students in each class and one in each breakout room. Also, as it was quite dangerous to socialize face-to-face due to Covid-19, group presentations were referred to as a cause for socializing and speaking English on MS Teams outside the lesson meetings, mainly due to preparation purposes. By the same token, it was suggested that debate clubs and speaking meetings could be conducted on MS Teams, and the factor of competitiveness could make these activities more appealing to the learners. And to ensure the continuity of these activities, even instructors could organize them during C lessons. This way, according to the participants, crucial components of speaking skill such as cohesion, enhanced synergy, socialization, and critical and spontaneous thinking could be fostered. Finally, there could be at least two hours of free speaking lessons with a native speaker every week. By means of these sessions, learners would be able to speak more spontaneously, overcome their fears and become more confident in their speaking endeavors. Pertaining views are as follows:

...Of course, the most basic need is to have someone to talk to in English. Maybe if we were at school, we could establish more sincerity with our foreign friends. But we can't talk about them much because they are distant right now. So I think the most basic need is people to talk to...(B1-PS3)...There should be international students in the class; we should have the need to speak with them...(B1-PS14)...Outside of class, we need to meet someone from the class once or twice a day via MS Teams and improve ourselves by speaking only English for at least an hour...(A2-PS11)...Being friends with international students and being in the same classes with them is crucial. Classes should not only consist of full-time

Turkish students. I think there should be at least 4-5 international students in each class. There should be at least one in each breakout room...(A1-PI14-MC)...Group presentations can help us socialize and speak outside the lesson meetings for preparation purposes...(B1+-PS36)...We can make debate clubs outside lesson time (on MS Teams). We can talk about casual topics. Most of us don't have anyone to speak English with at home...(A1-PS8)...Within the scope of the preparatory school, activity clubs can be established by creating teams on MS Teams, and everyone can participate and talk in their free time...(B1+-PS10)...(Outside the lesson hours) Students can organize and start a speaking meeting on MS Teams, choose a topic by voting among themselves and play a speaking game. In this game, for example, when they choose the 13th number (topic title), they can speak based on questions located under that topic heading for 5 minutes. Maybe this time limitation adds seriousness. Pairs can compete with each other, as in knowledge competitions that start from the lower level and become increasingly difficult...(B1+-PS10)...(About MS Teams) Actually, for example, we established a speaking practice group with friends outside of the lesson, but we did not maintain much continuity, so we used it twice or something. Maybe these can be done under the supervision of the teachers in the C class. For example, I am in the debate club. I think we can do this in English, or a volunteer tournament can be organized where everyone can participate and watch or take part. Such activities can create processes that support cohesion, socialization, critical and spontaneous thinking, and therefore the environment in which speaking skill develops...(B1-PS3)...We should at least have 2 hours of free speaking lessons with a native speaker every week. This way, we would be able to speak more spontaneously and overcome our fears and become more confident in our speaking...(B2-PS30)...We can get in touch with students coming back from Erasmus and continue talking with them (on MS Teams). Our school can make this happen. Extra teams can be created for this (on MS Teams)...(A2-PS19)...Competitive contests like Kahoot helped the synergy and participation increased in the class, as everybody joined because of their desire to be the winner...(A2-PI7-MC)

As for the second need in connection with this category, participants from A1, A2, and B1 levels claimed that turning on the cameras during speaking-based activities would lead to better management of the lessons. Because according to them, the learners would be more attentive and active, knowing that they would be under constant monitoring. It was also put forth that instructors would be able to use gestures and mimics to render their communication even more effective and clear by turning on the cameras. Finally, it was asserted that when cameras weren't turned on, most learners did not participate effectively, which led to the frustration of a few willing learners and the instructor as the interaction among class members and class dynamics remained fairly limited. As a result of this, the motivation of the few diminished, and their desire to speak lessened

considerably. Germane opinions can be examined at length below:

...Cameras must be open during the lesson. This can help students concentrate on the lessons...(A1-PS8)...With the help of cameras, we can use body language to make our points clear...(A1-PI11-MC)...I was turning the camera off in the morning. I was not completely detached from the lesson, so I could answer if someone called my name, but I was not 100 percent in the lesson. Therefore, I think the students should turn on their cameras in speaking activities. This will lead to better management of the lesson. Because when the students know that they are being watched, they may be distracted involuntarily at first, but they will be able to be wary of themselves constantly and adapt to the lesson by being aware of their actions...(A2-PS2)...As far as I know, at some universities, students turn on their cameras from the beginning of the lesson to the end of the lesson. Maybe it's just a matter of turning on the cameras. Maybe if this can be made compulsory in LS or C lessons, it can make the tasks more active and fruitful...(B1-PS3)...Teachers are always asking questions, but when others do not answer, the dialogue is only between the teacher and me. This, of course, lowers both of our motivation. Maybe turning on the cameras could drive people to focus and participate...(B1-PS9)...The student should be able to see how I pronounce the words. Turning on the camera is crucial here...(A2-PI2-LS)

Participants from all levels revealed that another critical need under this category was establishing a good rapport with learners and offering them guidance and counseling with a range of issues regarding speaking strategies and technical assistance with LMSs, which could be done during C lessons. It was implied that forming sincere vibes by means of small talk and getting the student better in a class setting would act as incentives and put all the learners in a cooperative mood. By doing so, the learners could be made to feel more appreciated and valued, which, in turn, could result in the creation of a student profile who is not afraid of making mistakes. Also, it was noted that some students leave breakout rooms early by interrupting the speaking activity carried out there. According to some participants, this could be avoided by informing these students more comprehensively regarding how the rooms were extensions of the classroom meeting and that they could not leave it without the knowledge of the instructors. This way, it could be possible to ensure uninterrupted continuity of the speaking tasks in the rooms. In the same vein, it was maintained that early finishers in the rooms could be kept busy by being assigned to a different room with another task to use the remaining time efficiently. Finally, it was indicated that matching reticent students with assertive and talkative ones in the rooms and outside the lesson meetings could be instrumental in incorporating these

learners into the lesson discussions since they would get to participate more often and have more things to say about their partners. Applicable views are located below:

...Our teacher developed really sincere vibes and a good rapport with everyone in the class. It was easier to interact and speak this way. Everyone tried to contribute and participate. Everyone was keen to help each other. Even if we didn't know the subject, we were researching and trying to explain to each other...(A1-PS8)...The MC teacher could host some weekly guidance and counseling sessions as our academic advisor because we don't know the systems well enough, and we have many needs towards speaking strategies and technical assistance with the systems. It is very difficult to maintain focus here at our homes. This could be done in one of the Consolidation hours...(A1-PS17)...The teacher should make it clear that rooms are part of the lesson. There are still some students who leave the discussion rooms without giving any notice...(B1-PS23)...I would send the early finishers to another room and assign time-filler activities to make sure they are busy, and they take the lessons seriously...(A1-PI11-MC)...Talkative people become evident in the lesson. Maybe we can contact them privately and maybe at least ask them to have a conversation with timid friends not only during the lesson but also outside of the lesson (meeting) or something. Because maybe when there is a familiar person, students feel more comfortable and talk more easily. I had a student; she was usually a reticent girl. When I asked a talkative student to be friends and form a dialogue with her outside the lesson, the girl was relieved and confident during the lesson...(B2-PI8-MC)...The first week is especially like a meeting week. The teacher can ask questions and identify the topics that are of interest to the students or that they are more likely to talk about. Apart from this, in group activities or pair works, it can be ensured that the more assertive students and the more timid students work together. For example, since I am a more assertive student, my teacher generally matched me with more timid students. And when I realized that there was such a distinction, I would give them responsibility, too. We would have done a good job together...(A2-PS2)...The MC teacher was trying to get to know us one by one. He was trying to establish sincerity with us with follow-up questions such as "How are you?", "How was your day?". Since we were in the classroom, we could get to know each other with the teacher's questions...(B2-PS40)...The teacher needs to create a profile of a student who is not afraid of making mistakes. My teacher at the B1 level achieved this by making us feel valued...(B1-PS12)...The teacher can give us incentives to increase participation in the Rooms...(B1+-PS36)...If students could see each others' participation percentages on MS Teams, they could be more motivated, and this could cause friendly rivalry in the Rooms...(A1-PI11-MC)...Room assignments should be given more to prevent students' speaking fears and help them overcome it...(B1-PS14)

Moreover, according to participants from A1, B1, B1+, and B2 levels, ensuring dynamism and accommodating communication dynamics in RL were the following needs

related to this category. It was determined that mixing room members on a regular basis could be essential in achieving that. Another way of accomplishing this was pointed out as making groups of two people instead of four or five in the breakout rooms. This could be mentioned because more people might mean an increased tendency to speak Turkish in the rooms, or some people could step aside for others to do the talking. And also, there could be higher chances of experiencing miscommunication with more people as there would be more variables (people) to make the activity work. Last but not least, with pair works, the individuals got to be more dynamic and talk more by having to answer faster and more frequently. Relevant opinions can be found below:

...The teacher was sending us to the rooms, opening rooms. He was constantly trying to mix room members. He was paying attention so that the same people would not coincide in the same groups; I think this is very necessary. It provided dynamism in the classroom. Accommodating communication dynamics are essential for speaking...(B1+-PS5)...Room members should be mixed regularly...(A1-PS37)...I don't think there should be too many people in the rooms. It is best to have a maximum of 2 people. Otherwise, some people step aside when there are a few people in the room because they won't talk. When they are two people (in the room), they have no choice but to talk...(A1-PS15)...Pair works are better than group works done with 3-5 people because more people tend to speak Turkish during the activities in the breakout rooms with group works. And there is room for more miscommunication that way as there are more variables (people) to make it work. Also, with pair works, the individuals are more dynamic and get to talk more by having to answer faster and more frequently...(B2-PS33)...Group activities are great activities in terms of idea generation. But in group activities, some students can stand out too much, and some can stay in the background. A student who cannot keep his turn in the presence of talkative people cannot improve himself in group activities. But this is not the case in pair works...(B1-PS4)

In addition, participants from all levels argued that getting learners to build their sentences and providing examples from daily life could be paramount with regard to achieving variation in linguistic structures and fluency. And this could be obtained by getting pairs to take notes about each other's responses and summarize these notes after returning to the main lesson meeting. Therefore, to achieve this goal, it was emphasized that learners should avoid evasion during speaking activities. Related views are as follows:

...After covering the subject, the teacher used to take sentences from all of us one by one. Everyone was trying to give an example sentence, and it affected our

speaking positively...(A1-PS8)...Examples from daily life can be given. This way, you can talk for a longer time, talk to different people in different ways in the same tense. These kinds of tasks need to be assigned and done in the rooms, and nobody should be silent here...(B1-PS14)...We need to avoid the mentality of "My friends talk, I can get away with not talking."...(A2-PS11)...Everyone should speak equally. Here, too, group leaders come into play...(B2-PS34)...Upon returning from the rooms to the main class meeting, everyone has to make some sentences about what was spoken in the rooms by summarizing their roommates' responses. This integrates students into the lesson...(B1+-PI5-MC)

Another need expressed by A1 level participants was incorporating collaborative writing activities into the breakout rooms to engage learners in speaking English. It was indicated that learners were able to talk without pauses or hesitation upon completion of collaborative activities, which implies that such activities assisted in enhancing students' fluency. Views in connection can be examined below:

...Writings can be done collaboratively in the rooms, and we can practice speaking at the same time, too...(A1-PS21)...Writing affects the ability to think in English, This also affects my speech. After a while, I could talk more comfortably. At first, I used to check my sentences on the phone via Translate. When I made a sentence, I would look there first if I set it right, but then I started to turn on the microphone and started talking without pauses or hesitation...(A1-PS15)

The following need was conveyed in line with the lack of physical presence in RL lessons compared to those of face-to-face education. Participants from all levels maintained that as RL did not involve face-to-face physical rapport, some learners might be distracted doing things unrelated to the lessons in the background, especially during breakout room sessions. In order to compensate for this lacking aspect of RL, it was asserted that the instructors could choose room leaders among students with keen observation skills and high analytical powers. These room leaders could moderate the breakout room sessions and report to the instructors with the necessary feedback regarding the speaking performance of their room members afterward. In addition to that, participants alleged that the instructors should be active and constantly ask reflective spontaneous questions to keep the learners on their toes and connect them to the lesson. With that being said, it was also put forth that students should be asked questions that are suitable to their levels because keeping the questions level-appropriate could make them more intriguing and worth answering. In the same vein, keeping the suspense up was suggested as another

way to incorporate unwilling students into the lesson. Therefore, randomly choosing names from the class roster was implied as a potent way of achieving increased participation rates in the communication-gap speaking activities. Opinions in conjunction with these needs are included below:

...The lack of a physical presence drives the student to cut corners...(A2-PS7)...Some students think the teacher will not be able to see them, and they can do other things in the background...(A2-PS11)...I think a leader who can share the workload in groups can be chosen. Then, this leader can then present the activity report to the teacher in a very straightforward way...(B1-PI3-MC)...Some students may not do anything by saying, "I forgot to record my teacher". The leaders do not have an on/off record button. They report everything, so it is also helpful to the teacher as it will be challenging for the teacher to listen to a group of students for 15 minutes and examine who is doing what one by one. At this point, leaders should be chosen from students with keen observation skills and high analytical power...(A2-PS11)...Especially when you figure out the teaching routine of the teacher, you act accordingly, you enter the meeting, but you do other stuff or go back to sleep in the background. That's why the teacher's activeness is more critical in this application...(A2-PS16)...I think our teacher may push us forward a little by constantly asking questions like, "What do you think about this issue?" or "Why do you think this is like this?" so that he can connect us to the lesson and the permanence of the lesson will increase. Because when he did not ask us a lot of questions, many people were going to back sleep or going to breakfast or something else right away, and therefore we did not speak...(A2-PS7)...At certain points, the student's attention scale can also be seen to decrease. I believe teachers who asked reflective questions such as "What do you think this is about, Ayşe?" or "What do you think of this, Mehmet?" kept the students' attention span alive and going...(B1+-PS10)...In an environment where we cannot sleep in the lessons, and the teacher suddenly asks questions like "Ahmet, Ayşe, what do you think about it?". Frankly speaking, I think that spontaneous speaking makes the lesson more useful. Because otherwise, only willing students talk and take their turns and talk, the rest remain quiet. When it is so, the lesson is not efficient for every student...(A1-PS18)...When the question posed by the teacher is very simple and obvious, many do not turn on the microphone. Everyone thinks that others will answer anyway...(B1-PS14)...I think the teachers can ask questions by choosing names from the list in a random way and try to make unwilling people talk, even if they don't raise their hands. Otherwise, those people are disconnected from the lesson. Let's say, in the first and second lessons, they did not speak. When the teacher calls to them on the third lesson, they cannot answer because they are disconnected from the subject and asks what we are doing....(B1-PS9)

Last but not least, the final need that emerged under this category was ameliorating time management during lesson meetings and speaking activities. Participants from A1, B1,

and B1+ levels pointed out that in order to save more time for the actual speaking tasks and reduce the time spent during turn-taking, the instructors might skip undecided people and return to them later on. Also, increasing learners' activeness and getting them to turn on their microphones were considered instrumental in ensuring silent time in the breakout rooms. Therefore, when students returned to the main class channel, they had much more discussion points to summarize and talk about. In this sense, much of the responsibility was placed on each student by the participants. The opposite opinions are as follows:

...During the main lesson meetings, the teacher can skip people who want to think and return to them later on. This way, less time would be wasted while waiting for students to talk...(A1-PS22)...The groups that I was a part of in the rooms were generally unable to complete the activities on time. There was a lot of speaking activity, and as I said, there were people attending, not participating, and a lot of time was being wasted while waiting for the other person to talk...(B1+-PS5)...If students really engage in active participation, maybe even short speaking activities in breakout rooms can be productive for us because even if we have 10 minutes, at least 4 minutes pass in silence as the others don't turn on their microphones. I always have to ask them questions, so they turn on their microphones. Here, every student has a responsibility...(B1-PS13)

4.2.1.4. The Views of the Participants on Speaking-Based Needs of English Preparatory School Students Within the Scope of the Remotely-conducted Assessment and Evaluation Process

In this subsection, the following question was aimed to be replied: "What are the needs of English preparatory school students at a foundation university towards improving their speaking skills within the scope of the remotely- conducted assessment and evaluation process?" Under the scope of this question, the quotes below were thoroughly investigated, and participants' views were detected by means of discourse analysis. As stated by student and instructor participants from A2 and B1 levels, the first shortcoming belonging to this category was decreased reliability of written exams. According to participants from A2 and B1 levels, it was possible for students to share their passwords with other people and let them do their exams or LMS activities to get to the next level. Therefore, they advised that the importance of written exams should be reduced, and the significance and percentage of video assignments, speaking exam sections, or

presentation assignments should be increased with regard to affecting pass/fail status of the learners. Linked views can be found below:

...To be honest, with Remote Learning, you know, the reliability of written exams and LMSs is now next to zero. Everybody cheats in some way to get to the next level. They can share their passwords with other people and let them do their exams or LMS activities. To prevent this, I think the importance of written exams should be reduced, the importance and percentage of video assignments, speaking exam section, or presentation assignments should be increased...(A2-PS11)...The reliability of the written exams is too low; maybe students have it done by others. But, they cannot cheat on speaking exams. Speaking exams should affect our pass/fail status more...(B1-PS14)

The second need specified under this category was improving the circumstances of speaking exams. First of all, it was voiced that the frequency and number of the speaking exams and quizzes should be accrued. As there were too many written exams, it was deemed necessary that a balance between the proportions of written and speaking exams should be formed. Also, it was added that learners' interests could be acquired through presentations, and question items about these areas of interest could be developed to be asked during the speaking part of the end of module exams. Thanks to this, participants might have more information to convey and more meaningful sentences to make during these exams. Moreover, it was indicated that speaking exam questions and courseware content should be compatible with cultural and social components so that students could relate to the speaking exam questions and give satisfactory answers. Another need that came up was related to the timing of the speaking exams. It was propounded that speaking exam time should be higher as the learners were not accustomed to such exams in their previous education background, and less time caused more stress and anxiety for them. Last but not least, it was claimed that there should be an element of spontaneity in the preparation of the questions, and the question items should be level-appropriate. In this regard, it was of participants' opinion that if the learners considered speaking exams to be too easy to pass, they might not take the lessons seriously enough. Similarly, it was recommended that learners should be incentivized to give more detailed answers as opposed to simpler ones. Relevant views are located below:

...Speaking exams should not be once in a quarter. They could be every two weeks, for example, three or four times in a quarter. This way, the student's progress can be observed and assessed. There are always grammar quizzes. There should be balance...(A1-PS1)...Speaking exam questions can be more challenging. The student's interests can be learned through presentations. Questions related to this may also be asked in the final speaking exam...(A1-PS1)...Our areas of interest should be included in speaking exams. It would comfort us and help us speak more...(B2-PS30)...Neither speaking exam questions nor the content of the material corresponds with the cultural and social issues making it harder for students to relate to the questions and give satisfactory answers...(B1-PI12-MC)...The speaking exam time could be at least 20 minutes instead of 10...(A2-PS28)...Ten minutes is not enough (about the module-end speaking exam). We are already stressed and new in this. More time could be given...(A1-PS8)...6-7 minutes are not enough in a speaking exam (Module-end)...(B1+-PS36)...I think the student has little time to prove himself. Because that person may not be able to understand that question at that moment, he may be confused. There is also anxiety, so asking 6 or 7 questions and waiting for an answer within 7-10 minutes may be a little unfair to the student. Because this is something we do not know in our education system, so we have learned grammar so far, but we have not learned speaking...(A2-PS2)...In (End of the module) speaking exams, a random topic should be chosen per student, which is not told to the student before the exam. In the last module, I could already explain which book I liked, what was mentioned in the book, which instrument I wanted to play, and why I wanted to play it. These questions are below B1. I don't think it is constructive to ask questions below my level. I think there should be an improvement in this respect...(B1-PS4)...During the speaking exam, the questions should not be asked in a predictable way. They should be spontaneous, they shouldn't be directly copied from the question bank...(B1-PS12)...We can predict the questions that will come up in the speaking exam. This is too predictable. There is no spontaneity here. The questions shouldn't be predictable. It is not a reliable way like this. If the grammar pattern is assessed in different ways on different topics, it may be a more unknown, spontaneous question style...(A2-PS11)...You shouldn't just ask very simple A1 questions in the speaking test. Like "What do you do on your weekends?" Otherwise, students don't take lessons seriously at the next level because they are like "I can pass anyway"...(A2-PS2)...Students should not simply stop by saying Yes/no in the speaking exam. Higher grades should be given to more detailed answers, and incentives should be provided. This should be standard practice among teachers...(A2-PS2)

The following need was to include active participation in the assessment and evaluation process as a process-based speaking quiz grade. According to participants from all levels, MS Teams could be adjusted to designate colors in the rings around people's profiles during lesson and room meetings. To this end, it was suggested that green could

symbolize talkative people, yellow could stand for average speakers, and red could represent non-speakers, which would make simultaneous monitoring much easier in the breakout rooms. Also, it was pointed out that there could be an activity tracker on MS Teams. It could put the learners' participation rates in percentages, which could be benefited from during process-based speaking grading. This approach was claimed to be quite effective because it would help the instructors reward hard work and incentivize students to participate more by keeping them alert and motivated. Moreover, it might lower the stress levels of the learners, given that process-based assessment might be conducted over a prolonged period of time with many repetitive opportunities for the students as opposed to a single final high-stakes exam which only offers one chance to students demonstrate their speaking level and ability. In this context, it was proposed that process-based participation performance grading could be considered a much more reliable assessment method compared to a high-stakes final speaking exam. Germane views are as follows:

...MS Teams can designate colors in the rings around people's profiles during lesson and room meetings. For example, green can be for talkative people or yellow can be for average speakers, or red can be for non-speakers. This way, we can check who speaks and who doesn't speak in the rooms by constantly looking at these colors on everyone's profiles in the rooms...(B1+-PI13-MC)...There could be an activity tracker in MS Teams. The teacher can see how active we are and how much we speak English during lesson and room meetings in numbers this way. And this can even be used for grading our participation points...(B2-PS35)...Our teacher can give a speaking quiz grade by watching our participation performance via room recordings. This can increase our active participation in the lessons...(A1-PS27)...When grading, teachers should reflect our behavior and active speaking participation in the grades as quiz or homework grades. Because otherwise, you cannot distinguish and reward hard work in speaking activities. Everybody thinks 'I can pass, I don't have to speak'...(A2-PS2)...Weekly in-class participation statistics should have an equal impact on our pass/fail status compared to module-end speaking exams. We would have less stress this way because we wouldn't have to be afraid of a single high-stakes exam. We should have multiple chances to prove our speaking, not one...(A2-PS16)...You know, sometimes, there is less participation in the lesson. Sometimes there are few people speaking. Perhaps, if the difference between the student who actively participates in the lesson and the student who does not take part is a little more obvious, low participation can be prevented. If the person participating in the lesson gets a hundred, the student who does not attend the lesson should not get 80...(B1-PS3)...Our teacher should show us that he keeps track of our activities in

Rooms. He can show us statistics for grading maybe...(B1-PS23)...Since in-class participation is entirely related to speaking, the participation rate in this course can be increased in grading. Actually, I think this is more valuable than exams or a presentation. This will definitely affect students' performances...(B1-PS14)...MS Teams should calculate students' participation ratio in terms of percentages...(A1-PS37)...I think it is not very correct and necessary to make a speaking assessment over a single exam (End-of-module speaking exam). Grades can be given every week based on discussions on major topics...(B1+-PS10)...Grading students based on their process-based speaking participation performance during a module is much more reliable than the grading of a one-time high-stakes presentation or exam performance. The percentage of the former must be higher. This will also lower students' anxiety towards speaking exams...(A1-PI6-LS)...Fluency and accuracy should be held in high regard in B2 and B1+ speaking exams while in A1 and A2 levels, comprehension could be prioritized in terms of grading...(PC1)

As for the next need concerning the presentations, participants from all levels touched upon the issue of students reading from a written source during their presentations. They argued for not tolerating this behavior and grading students accordingly. Similarly, dynamism and interactivity in presentations were brought up as crucial criteria without which learners might not be incentivized and try to take the easy way out by reading through a paper. Also, presentation assignments were stated to be taken in the form of a speaking portfolio consisting of videos where learners role-play and carry out their tasks using drama elements without the pressure of the audience every week. Finally, group presentations were included to be made in groups of 3-4 people, which might help them socialize outside the lesson meetings on MS Teams during the preparation phase. As a result of this, more interaction might be accomplished via presentations. Pertaining opinions can be found below:

...Teachers should not tolerate those who read from a paper during presentations...(A1-PS8)...There are presentations in the module to evaluate the speaking performance. In presentations, they write on papers to read from there. In the last week, a few people added presenter notes to the slides for reading and accidentally reflected it to us, and we watched them read their notes from beginning to end. But my teacher, it was not a problem; their grades were high anyway. I think they need to be evaluated in the same strict way as we are evaluated in the speaking exam...(B1-PS3)...Presentations should be interactive. The teacher should consider this as a criterion for grading as an incentive...(B2-PS33)...Dynamism should be an essential criterion in presentations...(A2-PS11)...Presentation assignments can be taken in the form of videos; we can go

to the video camera, talk about something specific and maybe enter a certain role...(A1-PS20)...Students can do interviews and group presentations in groups of 3-4 people, which can help them socialize outside the lesson meetings...(B1+-PI1-LS)...Group presentations can be recorded and graded, and we can do this every week. Students can make a presentation portfolio...(A2-PI4-MC)

Also, participants from B1 and B2 levels referred to in-module speaking quizzes as alternative means of assessment and evaluation. In this regard, they elaborated on the necessary conditions to carry out an effective and reliable speaking quiz. These conditions could be named as the following steps: choosing two random students, getting them to turn on their cameras, sending them to the breakout rooms, giving them a speaking task about a spontaneous topic, and monitoring their performances in that breakout room while the rest of the class use multiple breakout rooms as waiting rooms to practice their speaking and warm-up in pairs using randomized subjects of their choosing. The instructor could observe and grade each pair's room for a certain amount of time and skip to the next room. It was also indicated that this method could be carried out every two weeks during the quarter. Since there were usually no more than ten breakout pair rooms in a class, two fifty-minute-long sessions could be enough for conducting a class-wide speaking quiz. Compatible views are located below:

...(About in-module speaking quizzes on MS Teams) There are a lot of students. The teacher cannot talk to every student, and there is no such time. But it could be something like this: 2 people are chosen; they go to the discussion room with the teacher. Both people turn on their cameras, and they talk about a particular topic under the recording. I think that this way, the levels can be better understood. Since the camera is on, students will not have the opportunity to read from somewhere. To prevent cheating, these spontaneous and instant groups should be made, and it should be said, "You and you are in this group, you will come and do it now" Because, even if he intervenes for half an hour, information about that subject is transferred from Google Translate, written, memorized and so on. But when you give the subject and say " You will go and talk " within 5 minutes, students don't have a chance to cheat...(B2-PI8-MC)...It would be very nice if there were a speaking quiz in LS during the module. In B1, our teacher performed a reading, writing, grammar, and listening-based quiz on the LS LMS. I don't think it is necessary to have reading, writing, and grammar sections in the quiz parts. Instead of being responsible for these, we could have had speaking quizzes during the quarter every two weeks or so. We could have done this in two hours, as there are usually no more than ten rooms, and ten minutes per room could do the trick. Since there are already Rooms in Teams, you could send the students to the rooms in groups of two. While one student holds the test and talks with you, the others

use the rooms as waiting rooms where they practice. In the meantime, the teacher can admit students for the exam one by one...(B1-PS4)

Lastly, in accordance with the views of the participants from A1, A2, B1+, and B2 levels, the final speaking-based need was getting instant feedback. Participants indicated that collectively and anonymously given feedback, especially after finishing a speaking activity, did not precisely satisfy them, mainly because they were not sure if the feedback was intended for their person or not. They pointed out that they doubted where their mistakes occurred. Therefore, they expressed their desire to be corrected immediately upon making their mistakes through feedback directed at them. Also, they declared that there could be adjustable and ready-made feedback buttons that could be prepared for different contexts by the instructors before the lessons and used for each individual separately at will during the lessons for immediate feedback. Applicable opinions are included below:

...Frankly, I strongly believe in immediate intervention. I know our time is very limited. Of course, it is vital to observe the students, take notes and then collectively say, "these issues should be paid attention to." But let me tell you for myself when I am corrected in the middle of the conversation like "look here, you've made a mistake like this" or "you'd better use that phrase instead," the wrong and the right match in my head. But when I am warned collectively, the feedback does not sit well with me, and I think like "Did I make this mistake or not?", "Is it me that he (the teacher) is speaking about?" Therefore, while I am speaking, the teacher should interrupt me immediately if necessary and give me instant feedback. The student should not be offended in this respect...(A1-PS20)
...There could be adjustable and ready-made feedback buttons that could be prepared for different contexts by the teacher before the lesson and used for each individual separately at will during the lesson for immediate feedback. MS Teams can be made to have this feature...(B2-PI8-MC)...I wish the teacher stated that your mistakes are these (After module-end speaking exam)...(A2-PS7)...I need more immediate feedback after the module-end speaking exam...(B1+-PS38)

4.2.2. Content Analysis of the Views of the Participants on Speaking-based Needs of English Preparatory School Students

In this section, the content analysis of speaking-based needs was conducted utilizing participants' views. Upon examining the content of all the relevant quotes put forth by the coordinator, instructor, and student participants, the essential keywords related to

speaking-based needs of English preparatory school students were determined and laid out in the form of noun phrases. They were also separated and listed in accordance with the four categories of lesson-planning in RL, creation of RL environments, management of the RL process, and remotely-conducted assessment and evaluation. A comprehensive list of key phrases regarding speaking-based needs can be found below in Table 4.1.

Table 4.1: List of Speaking-Based Needs

Theme	Category	Code
Speaking -based Needs	Lesson- planning in Remote Learning	<p>Prioritizing pronunciation, improving pronunciation, native speaker teacher, teaching the phonetic alphabet</p> <p>Not conducting C like MC, putting aside MC book in C, in speaking exam style, weekly revision of MC, revising speaking question bank, covering intriguing and authentic discussion topics, focusing on group activity</p> <p>Bypassing repetitive activities, asking spontaneous questions, not wasting time on grammar in LS, avoiding constantly-repeating LS activities</p> <p>Not sticking to book too much, going outside the book, faster thinking, using spontaneous questions, learning to think fast, not seeing language only as a set of rules, preventing loss of interest, preventing decrease in speaking desire, skipping boring units, speaking based on content outside the coursebook, seeing others' mistakes, opening up after a point, not giving a clear dialogue pattern, expanding the dialogue, avoiding same dialogue patterns</p> <p>Talking about up-to-date and interesting movies, avoiding restrictive activities, doing debates and role-plays, avoiding fill-in-the-blank activities, coming up with interesting themes, more discussion questions, personalizing discussion questions, discussions relating to daily life, enhancing insufficient courseware, building sentences from the beginning, More fun and youthful topics, less unappealing coursebook, removing irrelevant coursebook content, determining areas of students' interest</p> <p>Not staring blankly at spontaneous questions, more spontaneous questions,</p>

Table 4.1 (continued).

	<p>more engaging videos, not only directly answering about listening content, doing more in speaking sense, not simply telling what is heard, shorter listening tracks, tracks hard to follow, having difficulty catching up, recordings too long to be effective, not enough post-listening discussions</p> <p>Fewer challenges in expressing, knowing enough vocabulary, having enough fluency, vocabulary taught in chunks, topics appealing to areas of interests, learning idioms, having a more natural speech</p> <p>A thinner coursebook, less anxiety about finishing coursebook on time, less problematic speaking activity timing, needing more time per activity, activities designed to take less time, shorter lunch breaks, allocating more time for speaking, placing more emphasis on group activities, not barely finishing the activity</p> <p>Shorter lessons, having enough energy to speak, increasing LS hours, reducing MC lessons, having enough LS hours</p>
Creation of Remote Learning Environments	<p>Random speaking activities in LMSs, making things more fun and interesting, voice recording activities in MC LMSs, recording answers, not accepting the answer wrong, not registering every word, to be able to ignore minor mistakes, accepting not only one correct answer, accepting alternative answers, not leading to despair, not causing discouraging thoughts, recording properly, correcting recording problems, learning the correct pronunciation, human interactivity in LMSs, increasing student interactivity in LMSs, speaking with artificial intelligence, matching member students</p> <p>Matching only active students in the rooms, detecting the absent students, detecting the absence of movement, preventing waiting in the rooms, preventing waste of time, detecting students inactive in the rooms, providing efficient interaction, separating inactive students from others, pinging the student</p> <p>Less exposure to the electronic environment, more physical interaction, more opportunity to speak, less mentally tiring setting, not losing motivation in speaking, less difficulty being isolated at home, fewer problems focusing at home</p>

Table 4.1 (continued).

	<p>Being able to roam among rooms, observing other classmates, learning from others, monitoring rooms simultaneously all at once, instructors not having to skip among rooms, monitoring without students' realization, automatically starting recordings, not having to waste time with recordings, no more than four rooms, more attention per room, increasing room member numbers, observing each room more frequently, no delays in monitoring students</p> <p>Turning on microphones simultaneously, suppressing the background noises and conflicting sounds, preventing students from feeling embarrassed, being able to answer at the same time, not having to fear interrupting others, not having to avoid turning on microphones, not hesitating to participate in speaking, not getting discouraged from speaking, realizing open microphones, internet connection issues, system intervention to prevent conflicting microphones, not interrupting voice input, no connection-related delays, not missing important instructor input, more chances to hear the instructions again, no momentary pauses in interlocuter voices, not exceeding 12 people in a class</p> <p>Preventing the interruption of activities in rooms, no abruptly ended timing, no closed rooms without time warning, no unfinished speaking activities, more time to finish, getting a time warning, checkpoint warnings in every five minutes, system reminding remaining time regularly</p>
Management of the Remote Learning Process	<p>Having someone to talk in English, establishing sincerity with international students, having international students in class, meeting with foreign friends, socializing on Teams outside lesson meetings, debate clubs on Teams, organizing speaking meetings on Teams, adding seriousness to meetings, organizing knowledge competitions on Teams, continuity in speaking club, speaking club under teacher supervision, speaking club in C lesson, native speakers, creating cohesion and socialization in class, critical and spontaneous thinking, overcoming speaking fears, becoming more confident speakers, competitive contests, increasing synergy and participation in class, desire to be winner, communicating with Erasmus students on Teams</p>

Table 4.1 (continued).

Turning on the cameras, managing lessons better with cameras on, making cameras compulsory in LS and C, being more aware of oneself, driving students to focus and participate, use of body language, seeing instructor's pronunciation

Developing sincere vibes with students, maintaining good rapport with students, being keen to help, hosting guidance and counseling sessions in C, informing students of LMSs, advising against leaving rooms without notice, matching talkative students with timid ones, familiar faces, talking more easily, identifying students' interests, not fearing making grammar mistakes, making students feel valued, raising hands to speak, offering incentives, seeing participation percentages on Teams, ensuring friendly rivalry, motivating students, increasing participation, preventing students' speaking fears, helping students overcome speaking fears

Mixing room members, putting different members in different rooms, providing dynamism in the rooms, accommodating communication dynamics, fewer room members, more speaking time per person, speaking more frequently in the rooms, staying active in the rooms

Taking sentences from students, giving examples from daily life, increasing talk time, providing equal speaking opportunity, summarizing room talk, reporting about room members' answers, taking notes about room members' answers, avoiding evasion mentality towards talking, summarizing roommates' responses

Collaborative writing for speaking interaction, collaborative writing for meaningful discussions, improving speaking via writing, talking without pausing or hesitating

More physical presence, more transparency towards students' actions, less difficulty in monitoring students, preventing irrelevant student activities, appointing group leaders in rooms, sharing the workload in rooms, group leaders as teacher assistants, presenting room activity reports to teachers, choosing leaders with high analytical powers, preventing students from exploiting instructors'

Table 4.1 (continued).

	<p>monitoring routine, active instructors in rooms, increasing the students' attention scale, keeping students' attention span alive, keeping students active, including students in conversations, asking challenging questions, making sure not only willing students talk, not asking very simple questions, avoiding obvious questions, getting students to take lessons seriously, making another room out of early finishers, getting early inattentive finishers to take things seriously, keeping early finishers busy, choosing names randomly from the list, connecting students to discussions, increasing permanence of the lesson</p> <p>Skipping students wanting to think, less waiting time in the class discussions, less wasted time during class discussions returning to skipped students later on, engaging students in active participation, turning on microphones quickly in rooms, distributing responsibility to each student</p>
<p>Remotely-conducted Assessment and Evaluation Process</p>	<p>Less cheating in written exams, more reliable written exams, sharing LMS passwords with others, reducing importance of written exam, utilizing recorded speaking-based assignments, increasing speaking exam and presentation percentages, speaking with bigger effect on pass/fail</p> <p>More frequent speaking exams, speaking exams every two weeks, fewer grammar quizzes, assessing students' progress in speaking, harder speaking exam questions, keeping speaking exam questions level-appropriate, learning students' interests through presentations, including students' interests in speaking exams, increasing speaking exam times, not enough speaking exam times, asking unpredictable questions in speaking exams, asking spontaneous questions in speaking exams, not using speaking question banks literally, higher grades for more detailed answers, providing incentives for detailed answers, exam questions regarding cultural and social issues</p> <p>Activity tracker on MS Teams, designating color system on Teams, colored rings around student profiles, green for talkative, yellow for average speakers, red for non-speakers, giving participation grades based on colors, monitoring students' activity status, speaking quiz grade based on participation, grading participation points,</p>

Table 4.1 (continued).

distinguishing and rewarding hard work, preventing low participation, weekly participation impact on pass/fail status, increased participation, having less stress, not fearing one high-stake speaking exam, multiple chances of assessing speaking level, process-based assessment of speaking, keeping track of student progress, more reliable speaking assessment, fluency, and accuracy in B levels, comprehension in A levels
Not tolerating reading during presentations, encouraging interactive presentations, dynamic presentations, weekly recorded presentation portfolios
Spontaneous pair-based speaking quizzes, insufficient timing for individualized speaking quizzes, opening cameras during presentations, preventing reading during presentations
Immediate intervention and feedback, not delaying feedback, individualized feedback buttons

To conclude, the focal points of this chapter were descriptive and content analyses of the participant views on the speaking-based needs of English preparatory school students. As a result of these analyses, four main categories emerged. These categories were lesson planning in RL, creation of RL environments, management of the RL process, and remotely-conducted assessment and evaluation process. Under these categories, all the relevant needs were laid out and specified at length. In the next chapter, the discussion of these needs is conducted in connection with the studies from the relevant literature through comparison. Also, suggestions for practitioners and future researchers are included.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, a discussion is conducted regarding the speaking-based needs of English preparatory students in line with the findings of this study and previous studies via comparison and contrasting methods. Also, a conclusion is drawn where needs are recapped. And finally, suggestions are made for the practitioners and future researchers based on the outcomes of this research.

5.2. Discussion of the Findings

In this section, previous research is reviewed, and studies with relevant results are examined in connection with the speaking-based needs that English preparatory students have during RL. Then, the findings of this study are discussed by being compared and contrasted with those of other prior relevant studies. Each expressed need is addressed in line with the pertinent literature under four categories: the planning process of the remote lessons, creation of remote learning environments, management of remote learning process, and last but not least, remotely-conducted assessment and evaluation process.

5.2.1. Discussion of the Needs Regarding Lesson-Planning

Under this title, the findings of the research question “What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the lesson-planning procedure in remote learning?” were discussed. As a result of the descriptive analysis of the interviews with the stakeholders of the English preparatory school, it was found that the steps had to be taken to meet specific speaking-based needs to plan remotely-conducted lessons more productively.

Based on the findings of this study, the needs that ought to be taken into consideration during the planning of the remote lessons could be set forth as placing more emphasis on modeling of pronunciation, visual demonstration of the phonetic alphabet, not conducting C lessons like MC lessons, and incorporating more authentic speaking tasks into C lessons. Additional needs could be delineated as avoiding too restrictive activities, not sticking to the coursebooks too much, fostering a more independent and personalized learner language, avoiding too repetitive and similar activities, and adding spontaneity factor into the listening and speaking activities. Moreover, the following needs could also be presented as learning enough vocabulary, adjusting the pacing of the speaking tasks in accordance with learners' needs, worrying less about finishing the book on time, and increasing LS hours. The relevant literature was also reviewed within the scope of the speaking-based needs of English preparatory students towards the planning process of remotely-conducted lessons. Upon further exploration, a variety of similar needs were discovered based on the outcomes of the previous research. In this regard, Karataş and Tuncer (2020: 29) pointed out that speaking-based lessons could be rendered more captivating and intriguing for the learners by incorporating more authentic tasks into these sessions (Yağcı, Çınarbaş, & Hoş, 2016: 779; Hazaymeh, 2021: 514; Phan, & Huynh, 2021: 102-103; Al-Jarf, 2021: 190-191; Rodrigues, & Vethamani, 2015: 61). Moreover, Evisen, Akyilmaz, and Torun (2020: 84) maintained that creative solutions ought to be generated regarding planning the speaking lessons' materials (Hazaymeh, 2021: 514; Syafiq et al., 2021: 54; Phan, & Huynh, 2021: 102-103). These solutions could be indicated as avoiding repetitive activities, not sticking to the coursebooks too much, or adding spontaneity into the listening and speaking activities. Another need was to plan the lessons to encourage students to embrace and develop a more independent and personalized language (Özışık, 2021: 45; Hazaymeh, 2021: 514; Rodrigues, & Vethamani, 2015: 61; Ferri, Grifoni, & Guzzo, 2020: 15; Phan, & Huynh, 2021: 102-103). In this regard, Özışık (2021: 45) stated that a learner-centered approach could be beneficial in increasing participation since it would give more freedom to learners to interact more independently. Furthermore, Evisen, Akyilmaz, and Torun (2020: 84) suggested that instructors should be less concerned with completing the book on time. They should prioritize adjusting the pacing of the speaking tasks according to learners'

needs in order to increase the quality of the speaking-based courses planned during remote learning (Ekmekçi, 2015: 396; Hazaymeh, 2021: 514; Sevik, & Yucedag, 2021: 185; Cakrawati, 2017: 29; Evisen, Akyilmaz, & Torun, 2020: 84). In the same vein, Altunay (2019: 129) determined that increasing speaking-based session hours creates more opportunities for learners to interact (Evisen, Akyilmaz, & Torun, 2020: 84), while Yağcı, Çınarbaş, and Hoş (2016: 781) argued against doing so since increased lesson hours might mean an increased workload for the students and this might lower the effectiveness of the previously-mentioned sessions. Last but not least, Syafiq et al. (2021: 54) emphasized the importance of visual modeling pronunciation and the phonetic alphabet as this might help learners increase their awareness of the production of certain sounds (Al-Jarf, 2021: 183-191; Phan & Huynh, 2021: 102-103). On the whole, all the aforementioned findings from the pertinent literature and this study regarding the planning of remote lessons point to the necessity of creating more original, intriguing, and learner-centered lesson plans.

5.2.2. Discussion of the Needs Regarding Creation of Learning Environments

Under this title, the findings of the research question “What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the creation of learning environments used in the remote learning process?” were discussed. As a result of the descriptive analysis of the interviews with the stakeholders of the English preparatory school, it was found that the steps had to be taken regarding meeting specific speaking-based needs to create better remote learning environments.

In reference to the findings of this study, the needs that ought to be borne in mind while creating remote learning environments could be laid out as the inclusion of randomized speaking activities in asynchronous LMS systems, enhancing recording and voice input algorithms, detecting inactive students by pinging their systems, launching recordings in the rooms automatically, and removing delays in MS Teams visual indicators to prevent confusion in turn-taking during speaking. In addition, further needs could be expressed as simultaneous monitoring of the breakout rooms, not tipping learners off or distracting them during monitoring, and warning signs to alert instructors for learners not speaking

English. Furthermore, the following needs could be put forward: allowing learners to interact among rooms, preventing conflicting voices, and regular time reminders in the breakout rooms. The pertaining literature was also scanned in connection with the speaking-based needs of English preparatory students towards the creation of remote learning environments. After extensive scrutiny, a range of matching needs was unearthed based on the outcomes of the previous research. On that note, Megat-Abdul-Rahim et al. (2021: 209) specified the inclusion of randomized speaking activities in asynchronous LMS systems as a vital need since they are an essential aspect of the learners' asynchronous learning environments, and speaking-related tasks are not included frequently enough in a majority of them. Also, Lee (2021: 518) mentioned that automated launching of the recordings in the rooms should be regarded as a critical feature in breakout rooms, as the instructors lose so much time trying to start them manually. By the same token, Ahmed (2021: 17) maintained that simultaneous monitoring of the breakout rooms could be offered as an assisting feature to the instructors by the remote learning platforms or, as Lee (2021: 519) indicated, graduate assistants could aid the instructors in monitoring the breakout rooms. This type of improvement could improve the quality of the instructors' feedback in remote learning environments. As for another need, Sevik and Yucedag (2021: 185) argue that it is paramount for learners to be free to interact among rooms in order to increase their ability to form further interactions and conduct more comprehensive group tasks (Coman et al., 2020: 15; Hazaymeh, 2021: 514; Lee, 2021: 518; Chandler, 2021: 22; Ferri, Grifoni, & Guzzo, 2020: 15). Therefore, the remote learning platform should be able to provide enough technical freedom to learners to attain the authority to roam around the breakout rooms at will or by the instructors' commands. Last but not least, Ahmed (2021: 17) pointed out that avoiding distracting the learners during monitoring is vital in order not to disturb the natural course of interaction among learners in the breakout rooms (Lee, 2021: 518). No opposing findings were discovered during the review of the relevant literature. Yet, various unique needs were uncovered under this category. These results were not indicated by the previous research. The first of these outcomes could be laid out as ameliorating the recording and voice input algorithms in LMS systems to enable learners to practice speaking in their own leisure time. Another unique finding could be referred to as spotting inactive students via sending

pings to their devices in the rooms to discern the passive students in the breakout rooms and intervene if necessary so that they would not hinder the flow of the interaction among other speakers. In the same vein, the remote learning platform could provide colors that alert the instructors about learners not speaking English for more enhanced breakout monitoring. Also, eliminating the delays in MS Teams' visual indicators and preventing conflicting voices were determined to be an essential need to avoid confusion in turn-taking during speaking. Lastly, constant time reminders could be issued at regular intervals in the breakout rooms in order to aid both the learners and instructor in managing time more prolifically. Consequently, all the findings under this category emphasize the importance of enhancing remote learning environments with regard to the smooth functioning of the interactive nature of the breakout rooms.

5.2.3. Discussion of the Needs Regarding the Management of the Learning Process

Under this title, the findings of the research question “What are the needs of the English preparatory school students at a foundation university towards improving their speaking skills regarding the management of the remotely-conducted English learning process?” were discussed. As a result of the descriptive analysis of the interviews with the stakeholders of the English preparatory school, it was found that the steps had to be taken concerning meeting particular speaking-based needs to improve the management of the remote learning process.

With regard to the findings of this study, the needs that should be kept in mind while managing the remote learning process could be maintained as conducting debate clubs, organizing speaking meetings with international learners, providing learners with more opportunities to boost their overall meaningful English output, and turning on the cameras during discussions. Further needs could be indicated as establishing a good rapport with learners, offering students guidance and counseling regarding speaking strategies, matching talkative learners with reticent ones, ensuring dynamism during speaking activities, identifying early finishers, and assigning them to different rooms. Moreover, the following needs could additionally be added as forming pairs in breakout rooms instead of larger groups, getting learners to take notes about each other's answers during

breakout room sessions and summarize them afterward, incorporating collaborative writing activities for creative discussions, choosing group leaders in the rooms, and ameliorating time management. The germane literature was also investigated with respect to the speaking-based needs of English preparatory students regarding the management of the remote learning process. Following comprehensive perusal, miscellaneous congruent needs were uncovered in line with the results of the previous studies. In this respect, Sosas (2021: 968) identified providing learners with more opportunities to boost their overall meaningful English output as a crucial need (Tosun, 2020: 91; Syafiq et al., 2021: 54; Ferri, Grifoni, & Guzzo, 2020: 15; Durak, & Çankaya, 2020: 143; Karataş, & Tuncer, 2020: 29). Also, Lee (2021: 518) specified turning on the cameras during discussions as another vital need since it enhances the interactive nature of the lessons (Al-Jarf, 2021: 190; Bayram, 2018: 40; Altunay, 2019: 129; Özışık, 2021: 50). Moreover, Hazaymeh (2021: 514) indicated that establishing a good rapport with learners was a significant need as it assisted learners in dealing with their shyness before and during the lessons (Yağcı, Çınarbaş, & Hoş, 2016: 780; Sosas, 2021: 968). Additionally, Durak and Çankaya (2020: 143) maintained that offering students guidance and counseling regarding speaking strategies is another vital need that could increase in-class interaction and solidification (Karataş, & Tuncer: 2020: 29; Coman et al., 2020: 17; Hazaymeh, 2021: 514; Mohammed, & Mohammed, 2021: 130). As for the next need, Karataş and Tuncer (2020: 29) argued for matching talkative learners with reticent ones as this could enable learners to help their classmates improve their communication skills while preventing huge gaps from forming among individual learners. On the other hand, Lee (2021: 518) pointed out that students at similar levels should be matched during pair and group work activities in breakout rooms because they would have a more efficient session by avoiding potential communication issues. Lee (2021: 518) also emphasized the significance of ensuring dynamism during speaking activities so as to keep the participation ratio high during in-class discussions (Hazaymeh, 2021: 514; Ferri, Grifoni, & Guzzo, 2020: 15). In the same vein, Lee (2021: 518) indicated that dynamism could be achieved during speaking tasks by forming pairs in breakout rooms instead of larger groups. (Chandler, 2021: 21) Nonetheless, Ahmed (2021: 17) recommended constructing larger groups in the breakout rooms, especially in larger classes, since this would enable

the instructors to monitor the rooms more frequently and give instant feedback whenever necessary. On that note, Lee (2021: 518) and Ahmed (2021: 17) also came up with resembling suggestions. They both agreed that choosing group leaders in the rooms would facilitate the instructors' effort to manage breakout rooms more smoothly and attend to learners in more urgent need of assistance. Another prominent need was indicated by Sevik and Yucedag (2021: 181). In this regard, ameliorating time management was paramount in improving the overall quality of the tasks and reducing the learners' anxiety (Phan & Huynh, 2021: 102-103; Evisen, Akyilmaz, & Torun, 2020: 84; Yağcı, Çınarbaş, & Hoş, 2016: 780). Also, Al-Jarf (2021: 190) underlined that instructors could implement interactivity-boosting strategies such as getting learners to take notes about their mutual answers during breakout room sessions and reflect upon their notes later during in-class discussions (Syafiq et al., 2021: 54). Similarly, Coman et al. (2020: 15) put forward incorporating collaborative writing activities as a basis for creative discussions. As well as the aforementioned needs this study has in common with the relevant literature, findings unique to this study were detected. These results were not indicated by the previous research. They could be expressed as conducting debate clubs, organizing speaking meetings with international learners, identifying early finishers, and assigning them to different rooms. Nevertheless, certain outcomes of the previous research were discovered to be unique. These findings were not obtained as a result of this study. One of these needs is helping students overcome their initial timidness in the rooms (Sosas, 2021: 968; Özışık, 2021: 49; Lee, 2021: 518). Another can be stated as assigning students who constantly have technical issues in the same room (Ahmed, 2021: 17). And the final one is clarifying the instructions for the tasks and the learners' roles (Sritulanon, Chaturongakul, & Thammetar, 2018: 430; Lee, 2021: 518; Coman et al., 2020: 15). All of the findings discovered as part of the relevant literature regarding this category indicate that an interactive and student-centered learning process enriched with solidarity among the learners and their instructors can be instrumental in ensuring effective and smooth management of speaking-based English sessions.

5.2.4. Discussion of the Needs Regarding Assessment and Evaluation Process

Under this title, the findings of the research question “What are the needs of English preparatory school students at a foundation university towards improving their speaking skills within the scope of the remotely-conducted assessment and evaluation process?” were discussed. As a result of the descriptive analysis of the interviews with the stakeholders of the English preparatory school, it was found that the steps had to be taken in order to meet particular speaking-based needs regarding the enhancement of the remotely-conducted assessment and evaluation process.

As per the outcomes of this study, the needs that should be taken into account during the remotely-conducted assessment and evaluation process could be outlined as reducing the importance of written exams, improving the circumstances of speaking exams, and increasing the significance of speaking exams and presentations. Additionally, the following needs could be specified as asking questions in line with learners' areas of interest and focusing on process-based grading by including active participation as a speaking mark. Furthermore, other needs could be conveyed as improving presentations in terms of interactivity, arranging more in-module speaking quizzes regularly, and finally, providing learners with immediate feedback. The related literature was also inspected regarding the speaking-based needs of English preparatory students towards enhancing the remotely-conducted assessment and evaluation process. Subsequent to substantial reviewing, diverse concordant needs were brought to light in accord with the results of the previous studies. In this respect, Durak and Çankaya (2020: 143) pointed out the decreasing importance of written exams due to written assessment techniques' remote and less reliable nature. In this sense, it was indicated that more creative and applied assessment strategies for remote learning must be developed and implemented to boost the reliability and validity of remote learning assessments (Ferri, Grifoni, & Guzzo, 2020: 15). Therefore, it could be maintained that speaking exams and presentations became much more vital, especially in fostering learners' autonomous attributes (McDougall, & Holden, 2017: 174; Özışık, 2021: 49; Ferri, Grifoni, & Guzzo, 2020: 15). On that note, it was deemed paramount that the conditions of verbal assessment techniques such as speaking exams and presentations ought to be ameliorated (Ferri,

Grifoni, & Guzzo, 2020: 15; Ekmekçi, 2015: 396). In line with these findings, Özışık (2021: 49) underlined that presentations need to be improved by incorporating follow-up class discussions in terms of interactivity to create independent and autonomous speakers (Hazaymeh, 2021: 514; McDougall, & Holden, 2017: 174; Phan & Huynh, 2021: 102-103). Sritulanon, Chaturongakul, and Thammetar (2018: 430-431) specified asking questions compatible with learners' areas of interest and organizing speaking quizzes more frequently as crucial needs for the enhancement of speaking-based assessment. Additionally, Ahmed (2021: 17) put forward that incentivizing participation could be an instrumental tool in remote learning assessment processes. This could be achieved by focusing on alternative assessment methods such as process-based grading or using an active participation rubric to give a speaking-based mark. Finally, the most vital and frequent need related to this category could be indicated as providing learners with immediate feedback (Cakrawati, 2017: 29; Özışık, 2021: 49; Tosun, 2020: 91; Sritulanon, Chaturongakul, & Thammetar, 2018: 430-431; Alzamil, 2021: 24-26; Ahmed, 2021: 17; Ferri, Grifoni, & Guzzo, 2020: 15; Coman et al., 2020: 17; Ekmekçi, 2015: 396; Durak, & Çankaya, 2020: 142; Karataş, & Tuncer: 2020: 29). It forms one of the most fundamental aspects of language education, especially during remote learning, since physical interaction has proven to be quite challenging during this process. Overall, it could be claimed that placing more emphasis on the implementation and improvement of verbal assessment techniques is required during remote learning based on the aforementioned findings from the pertinent literature.

5.3. Conclusion

In this research, titled “An investigation into the speaking-based needs of English preparatory school students during remote learning”, the speaking-based needs of English preparatory school students were investigated via semi-structured interviews. As a result of conducting a discourse and a content analysis, four main categories emerged based on the discovered needs. These four categories were respectively designated as the planning process of the remote lessons, creation of remote learning environments, management of remote learning process, and ultimately, remotely-conducted assessment and evaluation process.

Concerning the first category, it was indicated that increased emphasis should be placed on modeling pronunciation and phonetic alphabet. Also, it was pointed out that C sessions should not be conducted just like MC lessons since C sessions could be structured better with more authentic speaking tasks to foster the enhancement of analytical thinking and fluency. Also, this research touched upon the necessity of avoiding too repetitive, restrictive, and similar speaking tasks and not sticking to the coursebooks too much to foster a more independent and personalized learner language. In the same vein, it was found that adding the spontaneity factor into the speaking activities also could prove to be crucial and beneficial because the element of spontaneity aids the learners in building a more self-sufficient and autonomous learner language. Furthermore, the factor of unknown could make the lesson more intriguing. Besides, learning enough vocabulary and increasing LS hours were laid out to be highly instrumental with regard to increasing exposure to language and fluency. Last but not least, it was presented that adjusting the pacing of the activities and being less concerned with finishing the book on time could be considered vital needs in lowering the anxiety levels of the learners and increasing the productivity and effectiveness of the speaking sessions.

Concerning the second category, the asynchronous LMSs were proposed to be enhanced through the inclusion of randomized speaking activities and the improvement of recording and voice input algorithms to ensure the learners' engagement in productive exercises. In addition, it was stated that synchronous LMSs need to be ameliorated by incorporating features such as the detection of inactive students and allowing instructors to monitor the breakout rooms simultaneously without distracting them. Instructors could send pings to their systems to detect passive students, and the system could warn the instructor about unresponsive learners. It was also indicated that instructors could also be provided with a single screen to observe everything happening in all of the rooms at the same time. Moreover, the automated launch of recordings in the breakout rooms was expressed as a need since the time delay caused by the manual start of recordings could be utilized to give more detailed instruction or feedback to learners. Furthermore, it was stated as a need that the speakers' names should not appear in a delayed fashion on other MS Teams users' screens. Otherwise, there could be confusion when instructors try to figure

out the identity of the speaker during monitoring before giving feedback. Implementing the aforementioned solutions on MS Teams could help instructors locate willing learners more easily and bring them together in the breakout rooms more quickly to ensure they have collaborative partners. In addition, it was deemed required that there should be a warning sign on the room monitor screen that blinks when students switch to a different language other than English to keep the teacher informed and alert at all times. Finally, it was regarded as a mandatory feature for synchronous LMSs to facilitate learners to interact among rooms, prevent conflicting voices and microphones, and issue regular time reminders in the breakout rooms to ensure intelligibility and necessary time management during conversations among learners.

Regarding the third category, organizing debate clubs and speaking meetings with international learners emerged among prominent needs. By means of communication-gap debates and meetings, interaction, confidence, and solidarity could potentially be boosted among learners, and friendly rivalries could occur on MS Teams. Also, the learners may get more opportunities to accrue their overall meaningful English output, particularly with international speakers. Additionally, turning on the cameras during the speaking sessions could be influential in terms of incorporating gestures and mimics into the communication process. On that note, it was ascertained that turning on cameras could alleviate the negative influence stemming from the lacking aspects of remote learning related to lessened physical interaction. Moreover, it was indicated that establishing a good rapport with learners and offering students guidance and counseling regarding speaking strategies could contribute to learners' confidence and motivation to speak. By the same token, matching talkative learners with reticent ones and forming pairs as opposed to larger groups in breakout rooms were identified as crucial needs. These solutions could ensure fewer chances of experiencing miscommunication and complications, creating more dynamism during speaking activities. Otherwise, reluctant learners may have less speaking time in breakout rooms. On that note, it was laid out that the instructor could identify early finishers and put them into different random groups to use the remaining time more effectively and in a more interactive manner. Another essential need was getting learners to take notes about their partners' answers during breakout room sessions

and summarize them to the class afterward. Getting learners to talk about their partners' responses could get each pair to interact more and focus on one another's output in the rooms. Reinforcing interaction in breakout rooms could also be implemented by incorporating collaborative writing activities for more comfortable and fluent discussions as well as choosing attentive group leaders in the rooms. Because appointing alert and responsible leaders might assist instructors in managing the learning process and ameliorating time management. These leaders could aid in distributing workload and overseeing the turn-taking process to reduce the waiting time between the interlocutors.

For the final category, it was unearthed that some of the most crucial needs were to reduce the importance of written exams and increase the importance of verbal assessment tools like speaking exams and presentations. The primary basis was the declining reliability and validity of the written assessment tools during remote learning. More in-module speaking quizzes could be arranged regularly to reduce the possibility of dishonest behavior during the remote speaking assessment process. Also, more speaking quizzes executed during the module and longer quiz durations could lessen the anxiety learners might experience brought about by a single high-stake final speaking exam. In the same vein, prioritizing process-based grading of learners' active participation in speaking tasks was put forward as a potent means of assessing the speaking skill. Instructors could obtain more realistic and accurate outcomes by evaluating students' module-long speaking performances. Furthermore, it was suggested that the circumstances of speaking exams could be enhanced by asking more improvised questions in line with learners' levels and areas of interest. In addition, it was noted that presentations or speaking quizzes could be interactive, and learners could be encouraged to carry them out in randomly selected groups. Last but not least, providing learners with individualized immediate feedback was indicated to help them raise awareness of the potential errors in their output.

5.4. Suggestions for Practitioners

This study aims to contribute to ELT by improving the sustainability of remote learning processes for university students at preparatory levels. On that note, instructors of English preparatory schools could benefit from the following suggestions:

- In order to provide a more effective remote learning setting, it is paramount to keep track of recent updates in the synchronous/ asynchronous LMSs and make use of them when they count.
- It is also of utmost importance to heed the suggestions and sometimes complaints of the students so as to better understand their needs. For example, during speaking activities, it is imperative for some students to turn on their cameras to make up for the communicative aspect of the language.
- As this process has occurred due to a pandemic, it is also essential to establish good relationships with students, empathize with their conditions and accommodate their requests when applying the results of this study to learning settings.
- Moreover, it is vital for the instructors to maintain contact with the developers of platforms such as MS Teams, Zoom, etc., so that proper feedback regarding the software can be conveyed in connection with learners' altering needs.
- Last but not least, as the needs in remote learning processes shift along with the technology, it is crucial for instructors to be able to adapt to these shifts and keep themselves professionally and pedagogically updated.

5.5. Suggestions for Future Researchers

- This thesis focuses on detecting the speaking-based needs of English preparatory school students during remote learning. In the future, additional studies could be carried out to investigate the needs of English preparatory school students regarding different skills such as reading, listening, and writing.
- This thesis is conducted to determine the speaking-based need of students in the English preparatory school of a foundation university in Turkey. In the future, more speaking-based needs analysis studies could be implemented in remote

learning processes in different units of preparatory schools of a foundation university. These units could be based on the education of a variety of languages such as Turkish, Arabic, Italian or Russian.

- This study intends to explore the speaking-based needs of English students studying at the preparatory school of a foundation university. In the future, further research analyzing the speaking-based needs could be performed during remote learning in non-preparatory English courses of a foundation university, such as undergraduate elective and mandatory English courses or the courses offered by the continuing education center.
- This thesis only investigates the speaking-based needs of English preparatory students in a foundation university during remote learning. In the future, similar studies could be carried out on the English preparatory students of a state university. Or these studies could be conducted simultaneously in a state and foundation university by employing a multiple case study design. Then, the results could be examined comparatively to determine if there are any similarities or differences among the speaking needs of English preparatory schools of a state and foundation university.
- This research is solely designed as a needs analysis study as it is intended to be a basis for an M.A. thesis. As part of more extensive research, it could be repeated as needs may change in the future. And this repeated needs analysis study may serve as an initial step in developing, implementing, and testing a more enhanced English preparatory program that meets the students' speaking-based needs in remote learning.
- This need analysis study is only conducted in a remote learning context. In the future, similar needs analysis studies could be carried out comparatively in hybrid, face-to-face, and remote learning environments simultaneously. Then, the findings of these studies executed in different contexts could be analyzed in

correlation with one another to check if there are any potential patterns in terms of similarities or differences.

- This thesis is based on a qualitative embedded single case study design. Also, descriptive and content analysis methods are employed in this research. Future researchers might conduct similar needs analysis studies utilizing different data collection tools such as surveys. In the same vein, they may gather data from other participants, such as graduated students of English preparatory schools or faculty members who teach these graduated students in their departments. Finally, they could employ different study designs such as action research, longitudinal studies, or additional data analysis methods.



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APPENDIX

APPENDIX A: Informed Consent Form For Participants

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Sizi Muhammet Mustafa ÜNLÜ tarafından yürütülen "Uzaktan Öğrenim Sürecinde İngilizce Hazırlık Okulu Öğrencilerinin Konuşma Becerisine Yönelik İhtiyaçlarının İncelenmesi" başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı Uzaktan Öğrenim sürecinde bir vakıf üniversitesinin İngilizce hazırlık okulunda uygulanan İngilizce eğitimi kapsamında öğrencilerin konuşma becerilerini geliştirmek adına duyabilecekleri ihtiyaçların analizini yapmaktır. Araştırmada sizden tahminen 1 saat zaman ayırmanız istenmektedir. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamamızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır. Araştırmada Kişisel veri toplanacağından 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verileri korumak amacıyla gerekli tüm tedbirler alınacaktır. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya muhammet.unlu@izu.edu.tr e-posta adresi üzerinden ulaşabilirsiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güvence verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:

İmzası:

İletişim Bilgileri: e-posta:

Telefon:

Velayet veya Vesayet Altında Bulunanlar İçin:

Veli veya Vasisinin

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı: Muhammet Mustafa ÜNLÜ

İmzası:

APPENDIX B: Demographic Information Form For Students

Demographic Information Form (English Preparatory School Students)

This demographic information form will be evaluated within the scope of research conducted to analyze the needs of students in order to improve their speaking skills within the scope of English education applied in an English preparatory school of a foundation university during the Remote Learning process. Within the scope of this research, participant views on the needs of distance learning students in English preparatory school for the development of speaking skills will be examined through face-to-face interviews. Since personal data will be collected in the research, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be fulfilled with care. The study aims to collect data for scientific research. The results of the study will only be used for scientific purposes, and the results of the study will not be used to the detriment of the participants. Participation in the study is on a voluntary basis, your answers will be kept completely confidential, and any revealing behavior will be avoided. If you feel uncomfortable for any reason during participation in the study, you can terminate your participation at any time.

*Your gender

-Female

-Male

*Your faculty

-Faculty of Education

-Faculty of Engineering and Natural Sciences

-Faculty of Business and Management Sciences

-Faculty of Humanities and Social Sciences

*Your department

-Computer engineering

-Electrical-Electronics Engineering (30% English)

-Industrial Engineering (30% English)

-Food Engineering (30% English)

-Economics (30% English)

-English Language Teaching

-Islamic Economics and Finance (English)

-Business (30% English)

-Molecular Biology and Genetics (30% English)

-Psychology (English)

-Political Science and International Relations (English)

-Sociology (30% English)

-International Trade and Finance (English)

-Software Engineering (30% English)

-Classroom teaching

-Architecture

*Your age

-17

-18

-19

-20

-21

-22

-23

-24

-25 and above

*Your English level

-A1

-A2

-B1

-B1+

-B2

*Which device do you use to attend the classes?

-Smart phone

-Tablet

-Computer

*Have you participated in any form of remote learning program before?

-Yes

-No

*What kind of high school did you graduate from?

-Anatolian high school

-Anatolian Imam Hatip high school

-Science high school

-Social sciences high school

-Basic high school

-Vocational high school

- Open high school

-Other:



APPENDIX C: Demographic Information Form For Instructors And The Coordinator

Demographic Information Form (English Preparatory School Instructors and Unit Coordinator)

This demographic information form will be evaluated within the scope of research conducted to analyze the needs of students in order to improve their speaking skills within the scope of English education applied in an English preparatory school of a foundation university during the Remote Learning process. Within the scope of this research, participant views on the needs of distance learning students in English preparatory school for the development of speaking skills will be examined through face-to-face interviews. Since personal data will be collected in the research, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be fulfilled with care. The study aims to collect data for scientific research. The results of the study will only be used for scientific purposes, and the results of the study will not be used to the detriment of the participants. Participation in the study is on a voluntary basis, your answers will be kept completely confidential, and any revealing behavior will be avoided. If you feel uncomfortable for any reason during participation in the study, you can terminate your participation at any time.

*Your gender

-Female

-Male

*Your age group

-20-24

-25-29

-30-34

-35-39

-40-44

-45-49

-50-54

-55-59

-60-64

-65 and above

*Your personnel status

-Full time

-Part time

*Your experience

-1 year less

-1-4 years

-5-9 years

-10-14 years

-15-19 years

-20-24 years

-25 years and above

*The undergraduate program from which you graduated

- English Language Teaching
- English Language and Literature
- American Culture and Literature
- Translation and Interpreting studies
- Linguistics
- Other

*Your education level

- License
- Master's
- Doctorate

*Do you have any form of online education experience prior to the Remote Learning process?

- Yes
- No

*Type of course that you attended as an instructor

- General English
- Listening and Speaking

* Level of class that you attended as an instructor

- A1
- A2

-B1

-B1+

-B2



APPENDIX D: Interview Form For Students

Interview Form Prepared for English Preparatory School Students on Speaking Skills of English Preparatory School Students in the Remote Learning Process

This interview form will be evaluated within the scope of research conducted to analyze the needs that students may have in order to improve their speaking skills within the scope of English education applied in the English preparatory school of a foundation university during the Remote Learning process. Within the scope of this research, participant views on the needs of distance learning students in English preparatory school for the development of speaking skills will be examined through face-to-face interviews. Since personal data will be collected in the research, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be fulfilled with care. The study aims to collect data for scientific research. The results of the study will only be used for scientific purposes, and the results of the study will not be used to the detriment of the participants. Participation in the study is on a voluntary basis, your answers will be kept completely confidential, and any revealing behavior will be avoided. If you feel uncomfortable for any reason during participation in the study, you can terminate your participation at any time.

1. What are your general needs to improve your English speaking skills during the remote learning process?

1.1. What are your general needs to improve your English speaking skills during the planning of remote lessons?

1.1.1. How should the plans of remote lessons be prepared in line with your general needs to improve your English speaking skills?

1.2. What are your general needs to improve your English speaking skills during the creation of remote learning environments (Microsoft Teams, CLMS, WEXT, Qskills)?

1.2.1. How should remote learning environments be created in line with your general needs to improve your English speaking skills?

1.3. What are your general needs to improve your English speaking skills during the management of the remote learning process?

1.3.1. How should the remote learning process be managed in line with your general needs to improve your English speaking skills?

1.4. What are your general needs to improve your English speaking skills during the remotely-conducted assessment and evaluation process?

1.4.1. How should the remotely-conducted assessment and evaluation process be in line with your general needs to improve your English speaking skills?

2-What are your general needs to improve your English speaking skills within the scope of the remote General English course?

3-What are your general needs to improve your English speaking skills within the scope of the remote Listening and Speaking course?

4-What are your general needs to improve your English speaking skills within the scope of the remote Consolidation course?

APPENDIX E: Interview Form for Instructors

Interview Form Prepared for English Preparatory School Instructors on Speaking Skills
of English Preparatory School Students in the Remote Learning Process

This interview form will be evaluated within the scope of research conducted to analyze the needs that students may have in order to improve their speaking skills within the scope of English education applied in the English preparatory school of a foundation university during the Remote Learning process. Within the scope of this research, participant views on the needs of distance learning students in English preparatory school for the development of speaking skills will be examined through face-to-face interviews. Since personal data will be collected in the research, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be fulfilled with care. The study aims to collect data for scientific research. The results of the study will only be used for scientific purposes, and the results of the study will not be used to the detriment of the participants. Participation in the study is on a voluntary basis, your answers will be kept completely confidential, and any revealing behavior will be avoided. If you feel uncomfortable for any reason during participation in the study, you can terminate your participation at any time.

1. What are the general needs to improve your preparatory school students' English speaking skills during the remote learning process?

1.1. What are your preparatory school students' general needs to improve their English speaking skills during the planning of remote lessons?

1.1.1. How should the plans of remote lessons be prepared in line with your preparatory school students' general needs to improve their English speaking skills?

1.2. What are your preparatory school students' general needs to improve their English speaking skills during the creation of remote learning environments (Microsoft Teams, CLMS, WEXT, Qskills)?

1.2.1. How should remote learning environments be created in line with your preparatory school students' general needs to improve their English speaking skills?

1.3. What are your preparatory school students' general needs to improve their English speaking skills during the management of the remote learning process?

1.3.1. How should the remote learning process be managed in line with your preparatory school students' general needs to improve their English speaking skills?

1.4. What are your preparatory school students' general needs to improve their English speaking skills during the remotely-conducted assessment and evaluation process?

1.4.1. How should the remotely-conducted assessment and evaluation process be in line with your preparatory school students' general needs to improve their English speaking skills?

2-What are your preparatory school students' general needs to improve their English speaking skills within the scope of the remote General English course?

3-What are your preparatory school students' general needs to improve their English speaking skills within the scope of the remote Listening and Speaking course?

4-What are your preparatory school students' general needs to improve their English speaking skills within the scope of the remote Consolidation course?

APPENDIX F: Interview Form for Coordinator

Interview Form Prepared for the English Preparatory School Coordinator for Speaking Skills of English Preparatory School Students in the Remote Learning Process

This interview form will be evaluated within the scope of research conducted to analyze the needs that students may have in order to improve their speaking skills within the scope of English education applied in the English preparatory school of a foundation university during the Remote Learning process. Within the scope of this research, participant views on the needs of distance learning students in English preparatory school for the development of speaking skills will be examined through face-to-face interviews. Since personal data will be collected in the research, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be fulfilled with care. The study aims to collect data for scientific research. The results of the study will only be used for scientific purposes, and the results of the study will not be used to the detriment of the participants. Participation in the study is on a voluntary basis, your answers will be kept completely confidential, and any revealing behavior will be avoided. If you feel uncomfortable for any reason during participation in the study, you can terminate your participation at any time.

1. What are the general needs of your preparatory school students at A1, A2, B1, B1+, and B2 levels to improve their English speaking skills during the remote learning process?

1.1. What are the general needs of your A1, A2, B1, B1+, and B2 preparatory school students to improve their English speaking skills during the planning of remote lessons?

1.1.1. How should the plans of remote lessons be prepared in line with the general needs of your preparatory school students at A1, A2, B1, B1+, and B2 levels to improve their English speaking skills?

- 1.2. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills during the creation of remote learning environments (Microsoft Teams, CLMS, WEXT, Qskills)?
 - 1.2.1. How should remote learning environments be created in line with the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills?
 - 1.3. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills during the management of the remote learning process?
 - 1.3.1. How should the remote learning process be managed in line with the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills?
 - 1.4. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills during the remotely-conducted assessment and evaluation process?
 - 1.4.1. How should the remotely-conducted assessment and evaluation process be in line with the general needs of your preparatory school students at A1, A2, B1, B1+, and B2 levels to improve their English speaking skills?
2. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills within the scope of the remote General English course?
 3. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills within the scope of the remote Listening and Speaking course?

4. What are the general needs of your preparatory school students at A1, A2, B1, B1+ and B2 levels to improve their English speaking skills within the scope of the remote Consolidation course?

5. How do the general needs of your preparatory school students at A1, A2, B1, B1+, and B2 levels differ in terms of improving their English speaking skills during the remote learning process?

6. How are the general needs of your preparatory school students at A1, A2, B1, B1+, and B2 levels similar to improve their English speaking skills in the remote learning process?



Appendix G: Ethical Board Approval

Evrak Tarih ve Sayısı: 13.04.2021-E.4862



T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
ETİK KURULU

ETİK ONAY BELGESİ

Tarih	26.03.2021
Sayı	2021/03
Araştırmanın Niteliği	Yüksek Lisans Tezi
Araştırmanın Adı	Uzaktan Öğrenim Sürecinde İngilizce Hazırlık Okulu Öğrencilerinin Konuşma Becerisine Yönelik İhtiyaçlarının İncelenmesi
Sorumlu Araştırmacının Adı Soyadı	Muhammet Mustafa ÜNLÜ
Diğer Araştırmacılar/Danışman Adı Soyadı	Doç. Dr. Emrah GÖRGÜLÜ
Karar	UYGUNDUR

(İstanbul Sabahattin Zaim Üniversitesi Etik Kurulu'nun kararı tavsiye niteliğinde olup, Üniversitemizle ilgili etik ilkelerinin belirlenmesi ve değerlendirilmesi amacıyla taşınmaktadır.)

Prof. Dr. Nasuh USLU
Başkan

Prof. Dr. Ali GÜNEŞ
Başkan V.

Prof. Dr. Mustafa ATEŞ
Üye

Prof. Dr. Mehmet Emin KÖKTAŞ
Üye

Prof. Dr. Ayşe Nefise BAHÇECİK
Üye

Prof. Dr. Yahya Kemal YOĞURTÇU
Üye

Av. Bilal ŞAMAT
Üye

Kurul Yeminli Kâtibî

Zeyneb Funda TEZ

1 / 1

Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır. Evrak sorgulaması (VALUF

Appendix H: Research Application Permit

Evrak Tarih ve Sayısı: 26.04.2021-E.5933



T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
REKTÖRLÜK

Sayı : E-33121373-044-5933
Konu : Anket Uygulama İzni

YABANCI DİLLER KOORDİNATÖRLÜĞÜNE

Üniversitemiz Yabancı Diller Koordinatörlüğü İngilizce Hazırlık Birimi Öğr. Gör. Muhammet Mustafa ÜNLÜ'nün, "Uzaktan Öğrenim Sürecinde İngilizce Hazırlık Okulu Öğrencilerinin Konuşma Becerisine Yönelik İhtiyaçlarının İncelenmesi" araştırmasının anket çalışmasını, Üniversitemiz İngilizce Hazırlık Birimi'nde gerçekleştirme talebi uygun bulunmuştur.
Bilgilerinizi rica ederim.

Prof. Dr. Nasuh USLU
Rektör Yardımcısı

Ek: Etik Kurul Onayı ve Anket Soruları (11 sayfa)

Dağıtım:
Yabancı Diller Koordinatörlüğüne
İngilizce Hazırlık Birimine

Mevcut Elektronik İmzalar

NASUH USLU (Rektörlük - Rektör Yardımcısı) 26.04.2021 17:03

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BE6LFTNE* Pin Kodu : 81961
Adres: Halkalı Caddesi No: 281 Kâğıthane/İstanbul
Telefon: 444 97 98 Faks: +90 (212) 693 82 29
e-Posta: bilgi@izu.edu.tr Web: www.izu.edu.tr
Kep Adresi: izu@is01.kep.tr

Belge Takip Adresi : <https://ebys.izu.edu.tr/en/Vision/Doğrula/ONS>

Bilgi için: Yurdagül TAŞ
Uzman
Tel No: +902126929642



Appendix I: Social Sciences Graduate Student Congress Participation Certificate



CURRICULUM VITAE

Name: Muhammet Mustafa

Last Name: Ünlü

Location: Istanbul / Turkey

EDUCATION

Master of Arts: Istanbul Sabahattin Zaim University, English Language Teaching, 2022

Undergraduate: Boğaziçi University, Foreign Language Education Department, 2017

ACADEMIC EXPERIENCE

Instructor, Istanbul Sabahattin Zaim University, English Preparatory School (2018-Present).

PROCEEDINGS

Görgülü, E., & Ünlü, M., M. (2021). An Investigation into the Speaking-Based Needs of English Preparatory School Students During Remote Learning. *2nd IZU Social Sciences Graduate Student Congress*. Istanbul Sabahattin Zaim University, Istanbul.