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IDENTIFYING THE SPEAKING NEEDS OF ENGLISH LANGUAGE LEARNERS

Abstract

To design a speaking course curriculum for 8th graders, a needs assessment study was conducted in order to accomplish designing a communicative speaking course through understanding the real educational needs of the students. Three data collection methods were utilized. One of them was a student survey which had questions about a speaking course, second one was an attitude scale for students and the last was a semi-structure interview for the teachers. Needs and preferences of the students were reported and discussed accordingly. Considering the results, although teachers stated that students have negative attitudes towards English it was found out that the students have positive attitudes towards English. As communicative speaking activities were preferred by the students but not applied by teachers, necessary suggestions were made.

Keywords: needs analysis, English language teaching, speaking course.

İNGİLİZCE ÖĞRENCİLERİNİN KONUŞMA İHTİYAÇLARININ BELİRLENMESİ

Öz

Bu çalışmada, 8. sınıflar için bir konuşma dersi geliştirmek için öğrencilerin gerçek eğitim ihtiyaçlarını anlamak amacıyla ihtiyaç değerlendirme çalışması yapılmıştır. Üç farklı veri toplama yöntemi kullanılmıştır. Bunlardan biri konuşma dersi ile ilgili soruların olduğu bir öğrenci anketidir, ikincisi öğrenciler için bir tutum ölçeği ve sonuncusu ise öğretmenler için yarı yapılandırılmış bir görüşme formudur. Öğrencilerin ihtiyaçları ve tercihleri toplanan verilere göre raporlandı ve tartışıldı. Elde edilen sonuçlara bakıldığında, öğretmenlerin öğrencilerin İngilizceye karşı olumsuz tutumları olduğunu belirtmelerine rağmen öğrencilerin İngilizceye karşı olumlu tutumları olduğu ortaya çıkmıştır. İletişimsel konuşma etkinlikleri öğrenciler tarafından tercih edilmesine rağmen öğretmenler tarafından uygulanmadığı görüldüğü için gerekli önerilerde bulunulmuştur.

Anahtar kelimeler: ihtiyaç analizi, İngilizce öğretimi, konuşma dersi.

Introduction

English, as it has become the modern lingua franca, is the most common foreign language that is taught in almost all the academic institutions in Turkey (Karahan, 2007). A Turkish student starts learning English at second grade with the current legislations and continues to be exposed to English almost at every stage of his/her education. Therefore, the level of success in English has always been an important concern for learners, parents, teachers, institutions and stake holders. Especially developing speaking skills has gained considerable amount of importance for foreign language learners as evaluating success in language learning is closely connected with spoken language proficiency (Richards, 2005). Ability to communicate effectively and fluently in the target language lead learners to be self- confident and then this situation affects the language skills as well (MacIntyre, 2007). Therefore, with the rise of Communicative Language Teaching (CLT) in foreign language teaching and learning process developing communicative competence has become the major concern for both learners and teachers and it mostly includes these following aspects (Richards, 2005, p.3);

1. Knowing how to use language for a range of different purposes and function
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Turkey as one of the longitudinal candidate for the membership of European Union has made many changes and improvements in school curricula in order to make them compatible with the EU standards (Kırkgöz, 2007). English Language Curriculum was also affected by those reforms and CLT techniques and methods have become the basis and speaking and

listening skills were made prior skills especially for 8th graders (İlköğretim Kurumları İngilizce Dersi Öğretim Programı, 2013). Although the current curriculum favors communicative activities, there are some problems occurring from lack of necessary materials, crowded classes and insufficient class hours (Dönmez-Günel & Engin-Demir, 2012). As English is learned as a foreign language in Turkey, students have not the chance of practicing their speaking skills outside the classroom and this situation makes teaching speaking difficult in an authentic environment with a real context (Küçük, 2011). Moreover, when the speaking activities provided for students are examined it can be clearly seen that they are not communicative in nature as the functions that learners should use are already given beforehand and the conversation is constructed by the dictation of the textbook or the teacher (Küçük, 2011). Therefore, conditions should be created and relevant speaking courses should be designed for the primary school students through which they will develop their speaking skills and communicative competence naturally. Regarding these crucial facts this study was conducted for designing an authentic speaking course for 8th graders through which they will have the chance of developing their speaking skills with more communicative and authentic activities.

However, it would be beneficial to state some crucial facts regarding this issue such as what is meant by communicative activity or what are the implications of communicative speaking lesson. In a real communicative activity, a speaker should want to convey information for some reason and a listener should want to receive information and they should search what they hear for certain pieces of information which they need and moreover, expression should be made to serve meaning, and the participants' attention should be focused on the message, not on achieving correctness of expression (Mulling, 1997). Then, what are the implications of communicative speaking lesson? These important principles that were taken into consideration in this study are as follows;

1. The teacher must make the activity as truly communicative as possible.
2. All of the students must be actively producing or receiving information.
3. The speaker or speakers must want to convey information for some reason, and the listener or listeners must want to receive some part of this information for some reason.
4. The teacher can structure activities so that two tasks are involved: one or more students must somehow utilize the information received.
5. The teacher should not dominate the activity; the teacher's role is to plan, structure, and guide communicative activity.
6. The teacher should create a classroom environment or atmosphere in which students feel free to express themselves, to make mistakes, and to try out new language.
7. The teachers should make students aware of the characteristics of authentic conversational English and also of the conventions and strategies of conversational exchange, including both verbal and nonverbal behavior.
8. Students must know how to interrupt, how to take turns, how far away to stand, when to make eye contact, what body language to use, and so on.
9. The teacher should not correct grammar during a communicative activity.
10. Assessment should focus on whether information has been successfully conveyed or not (Mulling, 1997).

Having all these necessary facts in mind in order to design a speaking course curriculum

for 8th graders firstly, a needs assessment study was conducted in order to accomplish designing a communicative speaking course goal through understanding the real educational needs of 8th graders. Three data collection methods were utilized in this study. One of them was a student survey which had questions about a speaking course, second one was an attitude scale for students and the last was a semi-structure interview for the teachers.

Background of the Study

In language learning and teaching process especially with the young learners, different pedagogical strategies determine the degree of success, for instance recitation of scripts, minimal interaction, and less involvement in productive thinking as in traditional classrooms are some examples of hindrance for developing communicative competence (Agbatagun, 2014). Therefore, active engagement of the learner (Emerson & Taylor, 2004) and interaction of students with other learners, teachers, and learning materials (Smith, Hardman & Higgins, 2006) are considered the most significant criterion to be satisfied for better learning and teaching process. Especially with the rise of constructivism researchers have studied active and learner-centered learning strategies for foreign language teaching and communicative approach is also commonly used to determine the effect of enhancing classroom interaction and learners' participation (Qinghong, 2009). Furthermore, to Qinghong (2009) there are some certain elements that are needed to be satisfied for creating a communicative language learning environment and these are syllabus design, the relation between the teacher and learner, accuracy and fluency, learning and acquisition; teaching and learning activities in CLT including communicative tasks, materials employed in teaching, usual classroom activities, and typical communicative activities such as group discussion, simulations, and role plays.

Using communicative tasks and materials is one of the outstanding elements and Agbatagun (2014) studied the effects of the communicative approach and the lecture method on the communicative competence development of primary school learners who were taught English a second language and the study revealed that unlike in the control group, the English language communicative competence of the communicative approach group increased from the pre-test to the post-test. In this study researcher sustained students' active engagement through a technological device called clicker as usage of technology is an important enhancement for designing a communicative language learning environment. Another key element is the learner interaction as improving their speaking skills can only be made possible if the learners practice the language they are learning, therefore classroom interaction (both with the teacher and the other learners) should be sustained (Tuan & Nhu, 2010). Saeed, Khaksari, Eng & Ghani (2016) studied the role of learner-learner interaction in the development of speaking skills and the results of the study revealed that learner-learner interaction had a remarkable effect on enhancing speaking ability of language learners and additionally, the participants of the study who studied English language based on interactive class activities during the course of study, scored much higher in posttest over the pretest. Language acquisition researchers highlighted that a child acquire his first language through active use of it rather than becoming aware of it linguistics features therefore this situation should also be applied to second language learning and instead of grammar, active communication should receive the highest attention (Guntermann, 1987).

There are lots of different activity types that can be used for enhancing language use for both second and foreign language learners. Dramatic activities which also have different names

such as creative play activities or drama techniques provide students with the opportunities of using their personal characters and they enable teachers to integrate different communicative activities such as mime, role-playing, improvisation, simulation, language games, storytelling and dramatization (Davies, 1990). Iamsaard and Kerdpol (2015) compared the communicative speaking skills of high school students (11th grade) before and after learning by using dramatic activities and to examine students' satisfaction towards the dramatic activities. The findings were revealed that the English communicative speaking skills of grade 11th students after attending the teaching class using dramatic activities was significantly higher than before attending the teaching and the students' opinions towards dramatic activities on speaking were highly positive. Nuktong (2010) also studies the effects of drama activities on students' oral communication ability and motivation and the researcher found out significant difference between mean scores from the pre and post oral communication ability test and students reported positive attitudes towards learning through drama based instruction. Straksiene (2015) did a different kind of research and analyzed the textbooks in Lithuanian context in order to assess the existence dramatic activities which can be used for developing primary school students' communicative competence. The researcher found out that drama activities are used not always in a suitable manner, i.e. failing to take advantage of the opportunities provided by drama activities, drama activities in textbooks normally are limited to reading of texts (in dialog) and, focusing upon memorization and reproduction of a text. It has been found out that textbooks also lack tasks associated with different kind of drama activities, there is shortage of learning resources for to such activities, such as fairy tales, poems, small form folklore, etc. and the researcher made some recommendations on changing this situation for the benefits of the students.

Another tool that can be used for developing communicative competence in foreign language learners is using short stories which have various contributions such as;

1. Short stories are practical
2. Their length is short enough to cover very quickly
3. Theme and plot are not too complicated for the students to understand during listening or reading on their own
4. Variety of choices available according to the students' interest
5. They motivate the readers and promote critical thinking skill
6. Moral, mysterious and/or humorous stories become valuable tools in the attainment of cultural knowledge
7. Short stories are available for all levels from the beginner to advanced learner, as well as for all ages from young learners to adults (Thiyagarajan & Phil, 2014).

The researchers tested the effects of using short stories on developing communicative competence and they found out that during the short story classes, the learners got motivated and expressed their desire for improving their communication skills and they found the opportunity of characters enact all the real and symbolic acts which people carry out in a variety of registers and tones in their daily lives (Thiyagarajan & Phil, 2014).

It is also possible to combine different communicative activities and search for their effect on students' speaking abilities. Oradee (2015) studied the effects of discussion, role-playing, and problem solving on students' speaking skills and their attitudes towards teaching

English speaking skills through these three communicative activities. The researcher found out that the students' English speaking abilities after using the three communicative activities were significantly higher than before their use (Pretest = 60.80; Posttest = 85.63) and The students' attitude towards teaching English speaking skills using the three communicative activities were rated as good.

Boonkit (2010) designed a qualitative research for studying the effects on improving students' speaking skills and she used task-based instruction with 18 students, later she made interviews with the students and she also examined the recorded speaking performances of the students. Based on the results of this study task-based instruction found out to be an effective way of developing speaking skills and other factors that have effects on speaking skills are listed as follows;

1. Confidence should be developed first; more confidence very important to make students gain confidence to speak.
2. Out-of-class factors that enhanced students' speaking included frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching television programs, and accessing multimedia websites. Murad (2009) also studied the effects of task-based language instruction on students' speaking skills (11th grade) and found out that this instruction enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English

Although these activities provide students opportunities with practicing and improving their speaking skills there is an important factor that should be kept in mind while implementing these activities; students participation level to these activities. Therefore, in order to be sure that students participated enough to those activities some researchers studied participation instruction treatment. Participation instruction focuses on applying techniques for changing participation' behaviors in class and providing communication strategies for participating in discussions such as taking and/or maintaining the floor, indicating a lack of comprehension, requesting help and/or additional information, checking a point of view, and clarifying as well as inquiring about classroom procedures (Tsou, 2005). Based on the results of this study, it was found out that if participation instruction can be integrated into regular foreign language teaching not only will students' speaking proficiency improve, but their attitudes towards class will also become more positive (Tsou, 2005).

Using data gathered from observations and interviews, Tang (2011) aimed to investigate how speaking can be improved from word level to a meaningful conversation with a co-operative approach using games. Games are also regarded as a useful tool for developing students' speaking skills as they provide natural environment for students to practice. The results, together with the pupils' positive response to a co-operative approach to developing speaking skills with games, supported the need to organize learning activities in a way that pupils interact and complete tasks together, with a shift away from the dependence on the teacher (Tang, 2011). Bashir, Azeem, and Dogar (2011) studied the factors effecting students' speaking skills with 9th grade students and teachers and at the end of the study they made some important recommendation such as;

1. Teachers should more emphasize English as a medium of instruction in the English class.
2. Teachers should promote interactive techniques while teaching English.
3. For the enhancement of speaking skill in school environment teacher should cultivate English communication culture within schools.
4. Students may be speaking English with fellow students and encouraged to respond in English.

Overall, based on the literature reviewed on developing speaking skills it can be observed that communicative activities have lots of beneficial effects thus they can be considered in detail while designing a speaking course which aims to provide communicative an authentic environment for students in which they can practice and develop their speaking skills.

Needs Assessment

As a required and significant step in curriculum development process, needs analysis is defined by Fenwick and Kaufman (1975) as a process of defining the desired end for outcome, product, or result of a given sequence of curriculum development. And they specified the characteristics of needs assessment process as follows;

1. Needs assessment is a process of making specific, in some intelligible manner, what schooling should be about and how it can be assessed.
2. Needs assessment is an empirical process for defining the outcomes of education.
3. Needs assessment is a process for determining the validity of behavioral objectives.
4. Needs assessment is a logical problem solving tool by which a variety of means may be selected and related to each other in the development of curriculum.

From this perspective, data were collected from the students and English teachers of an Elementary School in small province of Turkey to provide basis for needs analysis process and determine the specific needs of the learners regarding a speaking course. A survey regarding speaking course and an attitude scale were administered to students and data obtained were analyzed via SPSS Version 22.0 for Windows. Moreover, a semi-structured interview was conducted with 2 teachers who have been teaching English in the same school.

Data Collection Instruments

Three data collection methods were utilized in this study. One of them was a student survey which had questions about a speaking course, second one was an attitude scale for students, the last was a semi-structure interview for the teachers.

The survey for students was developed to determine the needs of the 8th year students of an Elementary School in small province of Turkey with regard to objectives, content, teaching-learning process, and evaluation of a speaking course. The survey was developed by the researcher and some adjustments were made based on an expert view. Moreover, for the face validity of the survey three 8th year students read the questions and assessed its understandability. The survey consists of six parts. The first part is on background information of the students. The second and third part is about the activities on different language skills (listening activities, grammar activities, etc.), and in the second part the students were asked about the frequency of the given activities and in the third part they were asked about the difficulty level of these activities. In the fourth part the students were given some different

speaking course activities (such as discussion or pair-work) and they were asked about their preferences related to these activities. In the fifth part they were asked about the difficulties they encounter while they are speaking in the classroom such as pronunciation mistakes. Finally, in the last part they were asked about some specific instances related to a speaking course such as class hour or assessment techniques.

Another data collection tool used in this study was an attitude scale which was adapted by Anbarlı-Kırkız (2010) from an attitude scale for geography course which was developed by Güven-Uzman (2006). It has 5 point likert scale, and 10 positively and 10 negatively worded items. Validity and reliability of the scale were studied by the researchers.

The last data collection was semi-structured interview for the teachers. The main purpose of the interview is to provide sufficient information related to a speaking course from teachers' perspectives. There are two English teachers and both them were answered the questions below and their responses were recorded and transcribed.

Results

Findings of Students Survey

Background Information

In the background information part of survey students were asked about their gender and their parents' educational level. The frequencies and percentages of the participants regarding their gender were examined. 23 of the participants (41.8%) were females and 32 of the participants were males (58.2%). The other question was asked in this part about the students' parents' educational level and the results of this question are provided in Table 1.

Table 1

Distribution of educational levels of parents

Educational Level	Mother		Father	
	<i>n</i>	%	<i>n</i>	%
Illiterate	4	7.3	-	-
Literate but not graduated from any school	2	3.6	1	1.8
Primary school graduate (5 years)	22	40.0	13	23.6
Middle school graduate	15	27.3	14	25.5
High School graduate	12	21.8	26	47.3
University Graduate	-	-	1	1.8

When the Table 1 is examined it can be observed that mothers of the students are mostly primary school graduates with 40 % (n=22) and fathers of the students are mostly high school graduates with 47.3% (n=26).

English Language Activities

In this second and third part of the questionnaire the students were asked questions about

the English language activities. In the second part they were asked about the frequencies of these activities and in the third part they were asked about the difficulty level of these activities. Table 2 and Table 3 were created for the results of these two parts.

Table 2

Students' opinions on frequencies of language activities

Activities	Always		Often		Sometimes		Rarely		Never	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading	13	23.6	27	49.1	9	16.4	4	7.3	2	3.6
Listening	13	23.6	20	36.4	15	27.3	5	9.1	2	3.6
Speaking	17	30.9	15	27.3	14	25.5	4	7.3	5	9.1
Writing	18	32.7	13	23.6	11	20.0	9	16.4	4	7.3
Grammar	16	29.1	10	18.2	19	34.5	3	5.5	7	12.7
Vocabulary	32	58.2	12	22	5	9.1	3	5.5	3	5.5

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In the second part, the students were asked the frequencies of English language activities that they are doing at classroom with a 5 points likert scale (1=never, 2=rarely 3=sometimes, 4=often, 5=always). When the Table 2 is examined it can be seen that with 58.2% (n=32), students stated that they are always doing vocabulary activities. Then, 49.1% of the students (n=27) stated that they are often doing reading activities. As for the speaking activities 30.9% of the students (n=17), stated that they are always doing speaking activities. In the third part, the students were asked about the difficulty levels of the language activities (1=very difficult, 2=difficult, 3=normal, 4=not difficult, 5=very easy). When the Table 3 is examined, it can be observed that the students found speaking activities as the second most difficult one after reading activities.

Table 3

Difficulty levels of activities according to students opinions

Activities	<i>M</i>	<i>SD</i>
Reading activities	2.89	1.23
Listening activities	3.53	1.22
Speaking activities	2.96	1.31
Writing activities	3.73	1.15
Grammar activities	3.13	1.31
Vocabulary activities	3.58	1.38

Speaking Activities

In the fourth part the students were given various speaking activities like role-playing or discussion and they were asked to what extent they prefer these activities in their speaking course with a 5-Likert scale (1=never, 2=rarely 3=sometimes, 4=often, 5=always). The means and standard deviations for these activities are provided in Table 4.

Table 4

Means and standard deviations for speaking activities

Activities	<i>M</i>	<i>SD</i>
Asking questions (students)	3.64	1.10
Games, song, role playing	3.11	1.32
Group work	2.91	1.91
Lecturing (teacher)	4.51	1.00
Pair work	2.95	1.24
Questions and answers sessions	4.00	1.12
Small group discussions	2.76	1.28
Whole class discussions	2.80	1.53

When the Table 4 is examined it can be seen that the students mostly preferred lecturing by teacher ($M=4.51$, $SD=1.00$) and questions and answers sessions ($M=4.00$, $SD=1.12$). However, when we look at the discussion activities students did not favor both the small group discussions ($M=2.76$, $SD=1.28$) and whole class discussions ($M=2.80$, $SD=1.53$).

Problems in Speaking Courses

In the fifth part students were asked about the problems that they encounter in speaking courses such as pronunciation and grammar. The questions were asked in positively worded items with 5 point liker scale (1=never, 2=rarely 3=sometimes, 4=often, 5=always), as they are more appropriate for this age group of students. The results of this part are provided in Table 5.

Table 5

Means and standard deviations for problems that students encounter

Problems	<i>M</i>	<i>SD</i>
I do not have problem with pronunciation.	3.51	1.05
I do not problem with grammar.	3.56	1.07
I can say what I think.	3.53	1.22
I can use appropriate words while speaking.	3.80	1.16
I do not hesitate to make mistakes	3.42	1.52

When the Table 5 is examined it can be observed that students do not have so many problems in the stated areas such as pronunciation, grammar or using appropriate words. Especially, they thought that they can use appropriate words while speaking ($M=3.80$, $SD=1.16$) but they hesitate to make mistakes more than other situations ($M=3.42$, $SD=1.52$).

Learning Environment in Speaking Courses

In this last part of the student questionnaire, they were asked 8 different questions with 5 point liker scale (5=completely agree, 4= agree, 3= partially agree, 2=do not agree, 1=strongly disagree), and the questions are about the general learning environment of a speaking course. The results of this part are provided in Table 6.

Table 6

Means and standard deviations for learning environment

Learning environment	<i>M</i>	<i>SD</i>
I really enjoy a speaking course if it is connected with daily life	3.33	1.59
I really interest in speaking course if it is connected with current issues	3.16	1.60
The speaking course topics should include social sciences or math	2.40	1.36
School facilities are enough for a speaking course	2.80	1.45
Our English teachers are capable of giving a speaking course	3.85	1.57
2 class hours is enough for a speaking course	2.96	1.45
I get frustrated when my teacher correct my mistakes while I am speaking	2.44	1.48
Peer evaluation is beneficial for a speaking course	2.98	1.47

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When the Table 6 is examined it can be determined that students moderately agree with the statements about the learning environment. However, they do not want their other courses such as social sciences or math be included in English speaking course ($M=2.40$, $SD=1.36$). They think that their English teachers are capable of giving a speaking course ($M=3.85$, $SD=1.57$).

Findings of the Attitude Scale

Another data collection tool used in this study was an attitude scale which was adapted by Anbarlı-Kırkız (2010) from an attitude scale for geography course which was developed by Güven-Uzman (2006). It has 5 point likert scale, and 10 positively and 10 negatively worded items. Validity and reliability of the scale were studied by the researcher. In this scale there are some positively worded items such as item 7 “I like English lessons as I find it useful” or there are negatively worded items such as item 1 “I find English lessons boring”. The students answered these questions with 5 point liker scale (5=completely agree, 4= agree, 3= partially agree, 2=do not agree, 1=strongly disagree) and their mean score was calculated through SPSS

22 in order to see their general attitude towards English. The results of this analysis are provided in Table 7.

Table 8

Students' general attitude towards English

	Min.	Max.	M	SD	n
General attitude	43	97	73.49	15.49	55

When the Table 7 is examined it can be observed that students have positive attitude towards English (M=73.49, SD=15.49). There are 20 items in this scale and the highest point that a student take from this scale is 100 and the lowest point that a student can take from this scale is 20. When the Table 8 is examined it can be observed that students have positive attitude towards English (M=73.49, SD=15.49).

Findings of Interviews with Teachers

How important to have a speaking course in 8th grade English curriculum?

Both of the teachers stated that speaking course is very important for not only for 8th students but also all the students learning English starting from 2nd grade to improve their language communication skills and one of the teachers stated that;

As English has become a world's second language our students have to learn English and their biggest motivation to learn a language should be communicate in that language.

Because a baby learn its mother tongue in order to communicate and by being exposed to that language. Therefore, we need to have speaking courses in our English curriculum as they do not have the opportunity of using English outside the classroom.

Is there sufficient information related to speaking skills in your current course book?

Both of the teachers think that the current course book have some information for the students to improve their speaking skills compared to previous years' course books as they had more reading texts and less place for speaking activities. However, they think that the activities provided are not enough for practicing speaking skills as one of the teachers stated that;

There some speaking activities through which students can practice daily life situation like telephone conversations but I think they are not enough.

Are the objectives related to speaking skills in your current course book attainable?

Both of the teachers thought that the attainments were simplified compared to previous years' course books thus they can be attained. However, they think that there are some problems regarding the consistency among the other grades' attainments. One of the teachers stated that;

Students can not relate what they have learned in their previous grade to their current grade. For instance, when they are 7th grade they accomplished the stated attainments but when they come to 8th grade they cannot transfer that knowledge therefore we could have problems regarding current attainments.

What kind topics do you want to include in a speaking course?

Both of the teachers talk about the importance of including topics which are interesting and attention drawing for the students. These students have low socio economic status and regarding the environment they live they do not have the opportunity of practicing or experiencing different activities outside of the classroom. Therefore, the topic should be related to various issues which can open a new window for them or make them develop different points of views. One of the teachers highlighted that;

For instance, in one unit we had conversations of different extreme sports and almost all the students participated in the lesson because they became curious about them and they wanted to learn more.

Other teacher added that;

We had the same situation with the Internet unit. Almost all the students especially the ones who do not have interest towards the courses but love to spend time with computers attended the course and stated their opinions.

What kind of materials and techniques do you use for a speaking course?

As they have smart boards in their classrooms they can use those boards providing students with videos or short films for speaking activities but their main material for the lesson is their course books. However, both of them stated that they didn't have the opportunity to bring extra materials to the classroom.

How do you think a classroom atmosphere should be for a speaking course?

Regarding the physical atmosphere of the classroom, they stated that the students should have the opportunity of having face to face interaction through seating arrangements but considering their current classroom they do not have that chance. The number of students (20-25) is not a problem but for the speaking course it would better have fewer students in class to give everyone a chance to speak.

What kind of activities are you doing in your speaking courses?

Both of the teachers stated that they are using question-answer method mostly. One of the teacher stated that she could also use role-plays from time to time but not very much. However, when it comes to small-group or whole-group discussion both of them stated that they cannot use them and one of them added;

We have problems with making students work in groups of 3 or 4 and then present their works because they do not have that capability to run a group work. Rather than group work we prefer pair work and make them practice mostly structure conversations.

What kind of techniques should be used for a speaking course?

Both of the teachers stated the importance of communicative activities like presentations, Role-plays, information gap activities, problem solving activities, debate, picture narration, and video recording etc. but they also stated that they cannot have the opportunity of implementing them mostly because of the time restrictions.

What kind of problems are you experiencing in your speaking courses?

Two of the teachers stated four problems in general; time restrictions, classroom atmosphere, background of the students, and their attitudes towards English. One of the teachers stated that;

As the students have problems regarding background information they have lots of problems in speaking activities. For instance, when they come to 8th grade we realize that he or she did not have proper English instruction until that grade. I have some students who do not speak because of pronunciation mistakes or vocabulary restrictions.

Other teacher added that;

They have negative attitudes towards learning English for instance they are always asking why they are learning speaking in English or having telephone conversation in English as they do not have the chance of doing it outside the classroom.

What kind of assessment techniques should be used for a speaking course?

Both of the teachers assess their students based on their observations but one of them stated that she uses teacher guided rubrics from some time to time but she added that she does not consider grammatical accuracy rather than she looks at the meaningful conversations.

Discussion of Needs Analysis Results

Based on the results of needs analysis study some conclusions were drawn and they were discussed. Regarding the education levels of students' parents, there is not any university graduate in mothers and there is only one university graduate in fathers even there are some illiterate mothers. Therefore, we can conclude that students do not have opportunity of practicing English with their parents. Socio-economic status (SES) is an important construct and it is mainly studied in the academic achievement of students or their motivation for learning. Although the teaching of English as a foreign language is prone to influence of factors such as SES, it has rarely been investigated in the field of foreign language education (Iwaniec, 2020). However, in the OECD reports in 2013 it is suggested that educational attainment tends to differ according to students' socio-economic status (SES), with lower SES students attaining less than their peers with higher SES. Educational level of the parents is a significant indicator for SES. Therefore, in one of the studies it has been found out that both school location and educational level of parents affect language learning motivation as in students from rural schools and those whose parents have a lower level of education tended to be less motivated than their peers from cities and those whose parents have higher levels of education (Iwaniec, 2020). Considering the results of the current study, special attention should be given education levels of students' parents while determining the needs of the students for a communicative speaking course.

Secondly, students think that they are doing mostly reading and vocabulary activities and speaking activities do not have significant places in their English courses and they regard speaking as the second most difficult activity after reading activities. Types of activities used in the classroom are needed to be examined because they might have positive and negative consequences. For instance, if teachers are able to make use of appropriate activities in the classroom according to the needs and preferences of the students these activities could be the mediator to increase students' motivation and to decrease their anxiety (Samperio Sanchez, 2017). In a study by Nikolov (2009) it has been pointed out that when activities were not motivating for students, it had a negative effect on learners' motivation. In this study, regarding

speaking activities they are doing in the classroom it was found out that they are doing mostly lecturing (explanations provided by the teacher) and question and answer sessions as also the teachers highlighted. Small group and whole class discussions are not preferred a lot. This finding of the study is compatible with a study by Eslami-Rasekh and Valizadeh (2004) as the researchers found that students have a higher preference for communicative activities, but teachers are cognizant enough of these preferences. Thus, they do not often incorporate communicative activities in their practice. However as McDonough (1995) states students might have their own learning preferences therefore teachers should be aware of what is valued by the learners. Another crucial finding for speaking course is that students do not have so many problems in speaking activities but as the teachers stated they do not have a chance of making so many speaking activities. Moreover, teachers do not correct them every mistake they do thus students do not hesitate to make mistakes. Lastly, students think that their teachers are capable of giving a speaking course but they also stated that they do not want topics from other course like social sciences or math. About this issue teachers also added that students get bored when they encounter the same topics in different courses.

At last but not least, students' attitudes towards English were studied. Attitude has always been considered as one of the most crucial affective characteristics that effect students' learning, as it has the role of both forming and determining the perception of learning (Chan, 2009). Therefore, the relationship between learners' attitude towards the target language and their achievement by using different types of attitude scales has been analyzed by many researchers (Gardner, 1985). In this current study, although teachers stated that students have negative attitudes towards English it was found out that the students have positive attitudes towards English. As students' perceptions are valuable sources of information, they can help teachers improve language teaching and learning process if obtained and used effectively (Hawkey, 2006).

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