

WCLTA 2010

## Evaluation of the attitudes of classroom teacher candidates towards oral expression and towards the lesson of oral expression

A. Halim Ulaş<sup>a</sup>, Emine Kolaç<sup>b</sup>, Oğuzhan Sevim<sup>c</sup>, Hatice Gözütok<sup>d</sup>

<sup>a</sup>Ass. Prof. Dr., Atatürk University, Erzurum 25000, Turkey

<sup>b</sup>Ass. Prof. Dr., Anadolu University, Eskişehir 26000, Turkey

<sup>c</sup>Res. Ass., Ardahan University, Ardahan 75000, Turkey

<sup>d</sup>Ataturk Universty, Erzurum 25000, Turkey

---

### Abstract

The purpose of this research is to reveal the attitudes of classroom teachers towards oral expression and towards the lesson of oral expression. In this research, where the opinions of 390 students studying at the Faculty of Education, Classroom Teaching Department during 2009-2010 educational year are taken, “Scale of attitude towards oral expression and towards the lesson of oral expression” used as data collecting tool. The findings are presented numerically. In light of the achieved findings, the reached result is that classroom teacher candidates have positive attitudes towards oral expression and towards the lesson of oral expression, and that the results do not differ according to gender.

© 2010 Published by Elsevier Ltd.

*Keywords: Turkish Language, Oral Expression, the Lesson of Oral Expression, Classroom Teacher Candidates .*

---

### 1. Introduction

Human, as a social being, can continue its existence only by being in a communication process with other humans. As John Dewey said, “communication is a process of sharing an experience til it becomes a common possession” (Muse, 1996: 1). A human being makes himself common for a society by sharing his experience with other humans and human societies by using his oral or written expression means, and thus gains the identity of becoming a social being.

There are two dimensions of our language, which we use to perform communication for its purposes: The first one is the dimension of understanding, and the second one is the behavioral dimension in which we express the perceptions behaviorally. During a lifetime, we feel the need to express our knowledge, opinions, thoughts and evaluations orally or in writing. The actions of comprehension and expression is improved by the abilities of speaking and writing, and meets our communication needs. The individual, who experiences the process of comprehension by structuring the information unit he receives, will then experience the process of expressing his thoughts, i.e. the oral expression process. An oral communication skill, the speaking skill is a language skill that the individual gains in order to perform the process of expression in a healthy way. Having an important position in social communication and in language teaching as a skill, speaking is essential for a human being to express himself

---

<sup>a</sup> A. Halim Ulaş. Tel.: +90-533-575-8474.

E-mail address: [ahalimulas@hotmail.com](mailto:ahalimulas@hotmail.com)

and is also the basis for Turkish Language teaching. Speaking is the originating point of two other important activities, reading and writing. (Temizyürek, 2004: 2771). Regarding this subject, Kirk (1940) asserts that an individual cannot be competent in reading without having a sound oral language basis. The oral communication, performed by the individual with individuals and society, is defined with this skill, and so exchange of information between the individuals are provided.

The first step of formal education, Primary school has an essential position for individuals in solving problems they will meet, adopting to the values of society, and for giving the basic competencies for observing the rules of society (Gürkan and Gökçe, 1999, 3). “*Speaking is the statements of a person said to listeners on a certain subject.*” (Karaalioglu, 1987, 313), “*Speaking is the expression of thoughts, ideas, knowledge, events, impressions, wishes, suggestions, demands, perceptions... with ‘statements’ to the other party. Thus, speaking is a ‘method of oral expression’.*” (Sarica and Gündüz, 1995, 217). During this period, the individual needs to gain basic language skills and additionally his speaking skill in accordance with the goals of Turkish education. In education life, social life and professional life, oral expression brings purposeful and effective communication to the individual.

“Communication can be defined as transmitting, receiving or changing information, opinions or ideas through writing, speaking, visual means or using through them together in order to make the material, which is desired to be communicated, to be understood by everybody related.” (Sillars, 1997:1). As stated in the definitions, although it is performed in many forms, when communication is mentioned, one immediately thinks of “*speaking between human beings in the form of an oral process*” (Oskay, 2005:1).

An individual who gained the ability to Express himself has especially achieved speaking and cognitive perception integrity and reached oral expression competence. (Yalçın, 2002:110). Just as in individual life, speaking also has a critical importance in almost every area of social life. (Temizyürek, 2004: 2771). Both explanations show that oral expression skill can be gained by speaking skill but it is improved with other language skills. Having this improvement in a healthy manner depends of the implementers of education, the teachers. Therefore, it is quite important to detect the approaches of teachers, who aim to educate their students, for the necessity of oral communication and expression. With the methods applied by teachers in oral expression lessons, learners will be conscious individuals who can express themselves. Keeping the attitudes towards the lesson of oral expression is very important for the matter.

Attitudes have a very important place in the education process of an individual because the increase of the effectiveness of education process is based on students’ positive approach to the school, teacher, lessons and other education elements. It is also expected to provide a positive approach to oral expression activities and in this context, to the lesson of oral expression within the process of education. An individual’s developing a positive approach to oral expression cannot be provided only by the education at school. When taking into account the fact that attitudes are not gained by birth but learned later, developing a positive attitude towards oral expression is not a mission that will only be achieved by the school and the teacher. Necessary for oral expression Speaking skill is multidimensional, integral and a cognitive activity that the individual will use and need all his life. (İnceoğlu, 2000: 1).

Just like every skill, speaking skill is developed through education, too. Talking about the education of speaking, what we want to say is a human being’s becoming able to express his emotions and thoughts. Kids come to school having gained certain speaking habits. They are subjected to an education of speaking developed through the traditions, culture and habits of the family (Sever, 1997: 20). Although primary school students have Turkish language speaking skills they have some shortcomings and incompetence in this subject. These can be listed as shyness, speaking with a local accent, failure to adjust voice, speaking shortly and insufficiently, using unnecessary words, speaking disorderly, poor vocabulary, making unnecessary hand-arm gestures while speaking (Sever, 2004, s. 300). Said problems are also faced during academic periods.

Having all students coming to school in a perfect way in respect of oral expression skills is a very unlikely situation. In this context, particularly classroom and Turkish Language teachers have great responsibilities. “One of the most effective ways for students to correct their speaking faults is listening to their teachers speak” (Uçgun, 2007: 60). Therefore teachers must carefully follow oral expression skills in classroom communication and perform activities that improve these skills.

In daily life, communication is mainly performed through oral expression. The fact that “there are approximately 3000 speaking languages in the world but only 200 of them have a writing language” (Doğan, 2009: 118) supports this statement. So, the formula of a successful communication is based on oral expression skills. Success in oral expression will directly affect communications between one individual and another, and also between the individual and the society.

Full learning cannot be achieved before emphasizing the problems faced during educational processes and thinking of solutions for improving oral expression power and speaking skill.

The teacher can only give students the knowledge and skills that he has. Only the teachers, who are required by the modern era, reading, researching, interpreting, expressing these with all the refinement of the Turkish Language can bring up individuals with these qualities. Therefore, Turkish it is an inevitable necessity for Turkish Language teachers to have the ability to use the Language accurately and to be equipped with the knowledge to adopt to the changing modern age (Kolaç, 2007).

### **1.1. Purpose of the Research**

The purpose of this research is to reveal the attitudes of classroom teachers towards oral expression and towards the lesson of oral expression.

For this purpose, the answers will be sought for following questions:

- 1- What is the level of classroom teacher candidates towards “oral expression”?
- 2- What is the level of classroom teacher candidates towards “the lesson of oral expression”?
- 3- Do the level of classroom teacher candidates towards oral expression and the lesson of oral expression differ significantly according to gender?

### **1.2. Importance of the Research**

Today, where student based approaches are being implemented, oral communication skills of students in and out of the classroom has become more important (Saraç, 2006:108). Now, a transition from a one way communication, where the teacher is active, is made to a two way communication, where students are also active. Acquisitions are being given in education environments by being linked to each other, where positive classroom atmospheres are created, and application areas for multiple intelligences are created. So, since the learner is required to enrich its knowledge and life accumulations, and most of all his comprehension and expression skills, especially the attitudes of classroom teacher candidates towards oral expression and towards the lesson of oral expression was evaluated.

## **2. METHOD**

In this research, where it was intended to evaluate the attitudes of classroom teacher candidates towards oral expression and towards the lesson of oral expression, a scanning model that was aimed to describe a present situation with its current form was used.

The research was performed with the participations of a total of 390 students from Atatürk University, Ağrı İbrahim Çeçen and Kars Kafkas universities, who study in classroom teacher departments.

In the research, a “Scale of Attitude towards Oral Expression and towards the Lesson of Oral Expression”, which was developed by Yelok and Sallabaş.

The scale has 30 items. These items are rated as “Absolutely Disagree”, “Disagree”, “Indecisive”, “Agree” and “Absolutely Agree”; positive items are rated as 1-2-3-4-5, and negative items as 5-4-3-2-1 with five likert type.

Cronbach Alpha coefficient, which is related to the items of “Scale of Attitude towards Oral Expression and towards the Lesson of Oral Expression”, was found as  $\alpha=0.71$ . This result shows that the scale has reliability.

### **2.1. Collecting and Analyzing Data**

The data collected from the scale of attitude towards oral expression and towards the lesson of oral expression in line with the purposes of the research have been analyzed by PASSW Statistic - 18 program, presented and

interpreted with tables. To test the significance of the collected data between two variables, t test was applied to the data.

### 3. FINDINGS AND COMMENTS

In this section of the research, the answers of the students were interpreted for the attitudes towards oral expression and towards the lesson of oral expression.

**Table 1. The Attitudes of Classroom Teacher Candidates towards Oral Expression and towards the Lesson of Oral Expression**

Items of Attitude Scale	Answering Options									
	Absolutely Disagree		Disagree		Indecisive		Agree		Absolutely Agree	
	f	%	f	%	f	%	f	%	f	%
1. I do not like to use oral expression because I cannot express what I really mean.	110	28.2	141	36.2	51	13.1	71	18.2	17	4.4
2. I do not like to speak because I think I might be misunderstood.	131	33.6	168	43.1	40	10.3	36	9.2	15	3.8
3. I do not like to express myself orally because I get nervous while speaking.	84	21.5	135	34.6	58	14.9	82	21.0	31	7.9
4. Orally expressing myself makes me comfortable.	17	4.4	47	12.1	69	17.7	149	38.2	108	27.7
5. For my success in social life, oral expression lesson is important.	11	2.8	16	4.1	27	6.9	115	29.5	220	56.4
6. I think that oral expression lesson is important for me to have success in my professional life.	10	2.6	8	2.1	21	5.4	125	32.1	224	57.4
7. Oral expression lesson is necessary to impress the people, who we speak to.	15	3.8	19	4.9	26	6.7	123	31.5	206	52.8
8. I don't think that Oral Expression lesson is necessary for me to express myself verbally.	160	41.0	119	30.5	51	13.1	37	9.5	22	5.6
9. I do not like to express myself verbally.	111	28.5	147	37.7	63	16.2	45	11.5	23	5.9
10. I think that oral expression lesson helps me to express myself fully and accurately.	21	5.4	42	10.8	61	15.6	145	37.2	121	31.0
11. Orally expressing myself makes me confident.	16	4.1	41	10.5	43	11.0	150	38.5	140	35.9
12. I do not like to use oral expression because I am afraid of making a mistake.	101	25.9	127	32.6	74	19.0	65	16.7	23	5.9
13. Oral expression lesson helped me learn the rules of speaking.	40	10.3	64	16.4	65	16.7	126	32.3	95	24.4
14. Orally expressing myself makes me uncomfortable.	141	36.2	142	36.4	52	13.3	42	10.8	13	3.3
15. I do not feel myself free while speaking.	122	31.3	107	27.4	66	16.9	55	14.1	40	10.3
16. I think that the subjects we study in the oral expression lessons will help me in daily life.	23	5.9	41	10.5	45	11.5	149	38.5	131	33.6
17. I think that the oral expression lesson is one of the lessons that will contribute mostly to our daily lives.	26	6.7	34	8.7	67	17.2	133	34.1	130	33.3
18. I love to have a fine and impressive speech.	8	2.1	26	6.7	31	7.9	152	39.0	173	44.4
19. I think that I can be a better speaker through oral expression lesson.	18	4.6	44	11.3	92	23.6	133	34.1	101	25.9
20. I do not like to speak in front of a group.	62	15.9	110	28.2	93	23.8	94	24.1	29	7.4
21. I do not think that I am capable of expressing myself verbally.	52	13.3	99	25.4	94	24.1	109	27.9	36	9.2
22. I get bored in oral expression lessons.	103	26.4	122	31.3	79	20.3	53	13.6	33	8.5

23. I attend oral expression lessons because it is compulsory.	109	27.9	126	32.3	70	17.9	51	13.1	34	8.7
24. I avoid being forefront in oral expression lessons.	87	22.3	105	26.9	89	22.8	76	19.5	33	8.5
25. Oral expression lesson is not necessary in faculty curriculum.	159	40.8	119	30.5	48	12.3	33	8.5	31	7.9
26. Oral expression is an important lesson for teacher candidates.	8	2.1	26	6.7	31	7.9	152	39.0	173	44.4
27. Taking oral expression lesson is a waste of time for teacher candidates.	159	40.8	119	30.5	48	12.3	33	8.5	31	7.9
28. I wouldn't take oral expression lesson if it wasn't compulsory.	109	27.9	126	32.3	70	17.9	51	13.1	34	8.7
29. I only study oral expression lesson to pass the class.	111	28.5	147	37.7	63	16.2	45	11.5	23	5.9
30. Each new subject that I learn in oral expression lesson makes me more confident.	21	5.4	42	10.8	61	15.6	145	37.2	121	31.0

### 3.1. Findings and Comments on the Attitudes towards the Lesson of Oral Expression

In this section, the answers given by teacher candidates to the items in the scale and the interpretations in line with the findings will be shown. While making the comments, item numbers in the scale are adhered to.

5. Looking at the answers given to the item of *"For my success in social life, oral expression lesson is important."*, we see that the teacher candidates responded to this item positively to a large extent (85.90%). This shows that the teacher candidates believe in the importance of oral expression lesson for being successful in social life.

6. Looking at the answers given to the item of *"I think that oral expression lesson is important for me to have success in my professional life."*, we see that the teacher candidates responded to this item positively to a large extent (89.50%). This shows that the teacher candidates believe in the importance of oral expression lesson for being successful in their professional lives.

7. Looking at the answers given to the item of *"Oral expression lesson is necessary to impress the people, who we speak to."*, we see that the teacher candidates responded to this item positively to a large extent (84.30%). This shows that the teacher candidates believe in the importance of oral expression lesson for impressing the people who they speak to.

8. Looking at the answers given to the item of *"I don't think that Oral Expression lesson is necessary for me to express myself verbally."*, we see that the teacher candidates responded to this item negatively to a large extent (71.50%). This shows that the teacher candidates believe in the importance of oral expression lesson for expressing themselves verbally.

10. Looking at the answers given to the item of *"I think that oral expression lesson helps me to express myself fully and accurately."*, we see that the teacher candidates responded to this item positively to a large extent (68.20%). This shows that the teacher candidates believe that oral expression lesson helps them expressing themselves fully and accurately.

13. Looking at the answers given to the item of *"Oral expression lesson helped me learn the rules of speaking."*, we see that the teacher candidates responded to this item positively to a large extent (56.70%). This shows that the teacher candidates believe that oral expression lesson contributes to their learning of the rules of speaking.

16. Looking at the answers given to the item of *"I think that the subjects we study in the oral expression lessons will help me in daily life."*, we see that the teacher candidates responded to this item positively to a large extent (72.10%). This shows that the teacher candidates believe that the subjects they study in the oral expression lessons will help them in daily life.

17. Looking at the answers given to the item of *"I think that the oral expression lesson is one of the lessons that will contribute mostly to our daily lives."*, we see that the teacher candidates responded to this item positively to a large extent (60.00%). This shows that the teacher candidates believe that the oral expression lesson is one of the lessons that will contribute mostly to their daily lives.



19. Looking at the answers given to the item of *“I think that I can be a better speaker through oral expression lesson.”*, we see that the teacher candidates responded to this item positively to a large extent (60.00%). This shows that the teacher candidates believe that they can be better speakers through oral expression lessons.

22. Looking at the answers given to the item of *“I get bored in oral expression lessons.”*, we see that the teacher candidates responded to this item negatively to a large extent (57.70%). This shows that the teacher candidates are not bored in oral expression lessons.

23. Looking at the answers given to the item of *“I attend oral expression lessons because it is compulsory.”*, we see that the teacher candidates responded to this item negatively to a large extent (60.20%). This shows that the teacher candidates attend to oral expression lessons willingly.

24. Looking at the answers given to the item of *“I avoid being forefront in oral expression lessons.”*, we see that the teacher candidates responded to this item negatively with a ratio of 49.20%, and that a part of them are indecisive (22.80%).

25. Looking at the answers given to the item of *“Oral expression lesson is not necessary in faculty curriculum.”*, we see that the teacher candidates responded to this item negatively to a large extent (71.30%). This shows that the teacher candidates believe that oral expression lessons are necessary in faculty curriculum.

26. Looking at the answers given to the item of *“Oral expression is an important lesson for teacher candidates.”*, we see that the teacher candidates responded to this item positively to a large extent (83.40%). This shows that the teacher candidates believe that oral expression is an important lesson for teacher candidates.

27. Looking at the answers given to the item of *“Taking oral expression lesson is a waste of time for teacher candidates.”*, we see that the teacher candidates responded to this item negatively to a large extent (71.30%). This shows that the teacher candidates do not see oral expression lessons as a waste of time.

28. Looking at the answers given to the item of *“I wouldn’t take oral expression lesson if it wasn’t compulsory.”*, we see that the teacher candidates responded to this item negatively to a large extent (60.20%). This shows that the teacher candidates do not take oral expression lessons as a result of an obligation.

29. Looking at the answers given to the item of *“I only study oral expression lesson to pass the class.”*, we see that the teacher candidates responded to this item negatively to a large extent (66.20%). This shows that the teacher candidates do not study oral expression lessons just to pass the class.

30. Looking at the answers given to the item of *“Each new subject that I learn in oral expression lesson makes me more confident.”*, we see that the teacher candidates responded to this item positively to a large extent (68.20%). This shows that the teacher candidates think that each new subject they learn in oral expression lessons makes them more confident.

### 3.2. Findings and Comments on the Attitudes towards Oral Expression

1. Looking at the answers given to the item of *“I do not like to use oral expression because I cannot express what I really mean.”*, we see that the teacher candidates responded to this item negatively to a large extent (64.40%). This shows that the teacher candidates do not avoid expressing themselves verbally.

2. Looking at the answers given to the item of *“I do not like to speak because I think I might be misunderstood.”*, we see that the teacher candidates responded to this item negatively to a large extent (76.70%). This shows that the teacher candidates do not get anxious for being misunderstood while speaking and that they do not hesitate to speak.

3. Looking at the answers given to the item of *“I do not like to express myself orally because I get nervous while speaking.”*, we see that the teacher candidates responded to this item negatively to a large extent (56.10%). This shows that the teacher candidates do not get nervous while speaking and they do not hesitate to express themselves verbally.

4. Looking at the answers given to the item of *“Orally expressing myself makes me comfortable.”*, we see that the teacher candidates responded to this item positively to a large extent (65.90%). This shows that orally expressing themselves makes the teacher candidates comfortable.

9. Looking at the answers given to the item of “*I do not like to express myself orally.*”, we see that the teacher candidates responded to this item negatively to a large extent (66.20%). This shows that the teacher candidates like to express themselves verbally.

11. Looking at the answers given to the item of “*Orally expressing myself makes me confident.*”, we see that the teacher candidates responded to this item positively to a large extent (74.40%). This shows that orally expressing themselves makes the teacher candidates confident.

12. Looking at the answers given to the item of “*I do not like to use oral expression because I am afraid of making a mistake.*”, we see that the teacher candidates responded to this item negatively to a large extent (58.50%). shows that the teacher candidates do not take a negative approach towards oral expression due to fear of making mistakes.

14. Looking at the answers given to the item of “*Orally expressing myself makes me uncomfortable.*”, we see that the teacher candidates responded to this item negatively to a large extent (72.60%). This shows that the teacher candidates do not feel uncomfortable for expressing themselves verbally.

15. Looking at the answers given to the item of “*I do not feel myself free while speaking.*”, we see that the teacher candidates responded to this item negatively to a large extent (58.70%). This shows that the teacher candidates feel themselves free while speaking.

18. Looking at the answers given to the item of “*I love to have a fine and impressive speech.*”, we see that the teacher candidates responded to this item positively to a large extent (83.40%). This shows that the teacher candidates love to have a fine and impressive speech.

20. Looking at the answers given to the item of “*I do not like to speak in front of a group.*”, we see that the teacher candidates responded to this item positively with a ratio of 44.10%, and that a part of them are indecisive (23.80%).

21. Looking at the answers given to the item of “*I do not think that I am capable of expressing myself verbally.*”, we see that the teacher candidates responded to this item negatively with a ratio of 38.70%, and that a part of them are indecisive (24.10%).

### 3.3. Findings and Comments on the Effect of the Gender Variable on the Attitude Points of Teacher Candidates

Table-3, reveals the results of the t-test, which is related to whether the attitude points of the teacher candidates differ significantly according to gender.

Gender	N	X	S	Sd	t	p
Female	212	2.09	9.87	981	-.363	.717
Male	178	2.11	11.30			

Attitudes of teacher candidates towards oral expression and oral expression lesson do not reveal a meaningful difference as per their genders [ $t(981) = -0.363, p > .05$ ]. In respect of the findings, we cannot say that the gender factor is an important variable on attitudes. Nevertheless, we can say that the averages of the males are higher than those of the females.

## 4. CONCLUSIONS AND SUGGESTIONS

### 4.1. Conclusions on Attitudes towards the Lesson of Oral Expression

It is concluded that the teacher candidates believe the necessity of the lesson of oral expression in order to become successful in social life, in their professional lives, to impress the people who they speak to, to express themselves verbally; believe that the lesson of oral expression helps to express themselves fully and accurately, helps them learn the rules of speaking, believe that oral expression lesson subjects will contribute to their daily lives,

think that the lesson of oral expression is one of the lessons that will contribute mostly to their daily lives, believe that they can be better speakers through oral expression lesson, they are not bored in oral expression lessons, they participate willingly in oral expression lessons, believe that oral expression lessons are necessary in faculty curriculum, think that oral expression is an important lesson for teacher candidates, they do not see it as waste of time, they do not take it because it is compulsory, they do not only study oral expression lesson to pass the class and think that each new subject that they learn in oral expression lesson makes them more confident.

#### 4.2. Conclusions on Attitudes towards Oral Expression

It was concluded that the teacher candidates did not avoid expressing themselves verbally, did not get anxious for being misunderstood and did not hesitate to speak, did not get nervous while speaking, did not hesitate to express themselves verbally, that orally expressing themselves made them comfortable, they liked express themselves verbally, that orally expressing themselves made them confident, they did not take a negative approach against oral expression because of the anxiety to make a mistake, that they did not feel uncomfortable while expressing themselves orally, they felt free while speaking, and that they loved to have a fine and an impressive speech.

#### 4.3. Conclusions on the Effect of the Gender Variable on the Attitude Points of Teacher Candidates

In respect of the findings, we cannot say that the gender factor is an important variable on attitudes. Nevertheless, we can say that the averages of the males are higher than those of the females.

#### References

- Doğan, Y., (2009). Konuşma Becerisinin Geliştirilmesine Yönelik Etkinlik Önerileri. *Türk Eğitim Bilimleri Dergisi*, K1ş, 7(1), s. 185-204.
- Gürkan, T. and Erten G., (1999). *Türkiye’de ve Çeşitli Ülkelerde İlköğretim (Program Öğrenci-Öğretmen)*. Ankara, Sayısal Kitabevi.
- İnceoğlu, M., (2000). *Tutum-Algı İletişim*. Ankara, İmaj Yayıncılık.
- Karaalioğlu, S. K., (1987). *Yazmak ve Konuşmak Sanatı-Kompozisyon*. İstanbul, İnkılâp Kitap Evi.
- Kavcar, C. ; Oğuzkan, F. and Sever, S., (2004). *Türkçe Öğretimi*. Ankara, Engin Yayınları.
- Kirk, S., (1940). *Teaching Reading to Slow-learning Children*. Boston, Houghton-Mifflin.
- Kolaç, E., (2007). Sınıf Öğretmeni Adaylarının Okuyucu Profilleri. *VI. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu (27-29 Nisan 2007)*, Eskişehir.
- MEB, (1981). Temel Eğitim Okulları Türkçe Eğitim Programı. *Tebliğler Dergisi*, S. 2098. 26 Ekim 1981.
- Muse, I., (1996). Oral and Nonverbal Expression. *Eye on Education*, Inc. Larchmont.
- Oskay, Ü., (2005). *İletişimin ABC’si*. İstanbul, Der Yayınları.
- Saraç, C., (2006). Sözlü İletişim Becerileri Açısından Türk Dili ve Edebiyatı Eğitimi. *Millî Eğitim*, S. 169, s.106-117.
- Sarıca, S. and Gündüz, M., (1995). *Güzel Konuşma Yazma*. İstanbul, Fil Yayın Evi.
- Sever, S., (1997). *Türkçe Öğretimi ve Tam Öğrenme*. Ankara, Anı Yayınları.
- Sever, S., (2004). *Türkçe Öğretimi ve Tam Öğrenme*. Ankara, Anı Yayıncılık
- Sillars, S. (1997). *İletişim*. (Çev. Nüzhet Akın), İstanbul, MEB Yayınları.
- Temizyürek, F., (2004). Türkçe Öğretiminde Konuşma Eğitiminin Yeri ve Önemi. *XII. Eğitim Bilimleri Kongresi*, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, C.4, s. 2769-2784. Ankara.
- Temizyürek, F., (2007 b). İlköğretim İkinci Kademedeki Konuşma Becerisinin Geliştirilmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 40(2), s. 113-131.
- Tompkins, G. E., (1998). *Language Arts Content and Teaching Strategies*. California State University, Prentice-Hall Inc. New Jersey.
- Uçgun, D., (2007). Konuşma Eğitiminin Etkileyen Faktörler. *Sosyal Bilimler Enstitüsü Dergisi*, Sayı: 22, s. 59-67.
- Ünalın, Ş., (2003). *Kişisel Gelişim Teknikleriyle Sözlü Anlatım*. Ankara, Nobel Yayın Dağıtım.
- Yalçın, A., (2002). *Türkçe Öğretim Yöntemleri Yeni Yaklaşımlar*. Ankara, Akçağ Yayınları.