



Needs Analysis for the Information System to Support Middle School Students' Speaking Skills in English Classes

Ortaokul Öğrencilerinin İngilizce Dersinde Konuşma Becerilerini Destekleyecek Bilişim Sistemine Yönelik İhtiyaç Analizi

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Abstract. The study aimed to determine the needs and expectations regarding an online information system which will support speaking skills of secondary school students in English lesson. The participants of the study comprised 4 secondary school students and 4 secondary school English teachers in a district of Burdur province in Turkey. In the selection of the participants, convenience sampling model was adopted on the volunteering basis. In the study, the phenomenology research model was utilized. The data were obtained from the semi- structured interviews conducted face-to-face with the participants. In the analysis of the data, the Content Analysis technique was used. The results of the study revealed that participants were willing to access to the system via technological devices like smart phones, computers, tablet pc and smart board. Since communication is important, participants stated that there should be video chat, instant messaging, announcements, forum, social networks, storage and game components in the system. In addition to these, participants noted that the properties such as activities, uploading home works, grading students, student information, attendance schedule, feedback, and duties and responsibilities should be available in the system. Moreover, the participants stated that the applicability of the system depends on the introducing the system, motivation, internet-free usage, technological infrastructure, updatability and competitive features. Hereby, it is hoped that the results of these study will be useful in the development of an online information system to support speaking skills of secondary school students in English lesson.

Keywords: English, Speaking Skills, Information System, Need Analysis.

Öz. Bu araştırmada, ortaokul öğrencilerinin İngilizce dersinde konuşma becerilerini desteklemek için geliştirilecek bilişim sistemine yönelik ihtiyaçları belirlemek amaçlanmıştır. Araştırmanın katılımcılarını Burdur iline bağlı bir ilçede görev yapan 4 ortaokul İngilizce öğretmeni ve aynı ilçede öğrenim gören 4 ortaokul öğrencisi oluşturmaktadır. Katılımcıların belirlenmesinde gönüllük ve erişim kolaylığı dikkate alınmış ve amaçlı örnekleme tekniklerinden uygun örnekleme yöntemi kullanılmıştır. Araştırmada nitel araştırma desenlerinden olgubilim deseni kullanılmıştır. Araştırma verileri yarı yapılandırılmış yüz yüze görüşmelerle toplanmış ve içerik analizi tekniğiyle analiz edilmiştir. Araştırma sonuçları, katılımcıların sisteme akıllı telefon, bilgisayar, tablet bilgisayar ve akıllı tahta gibi teknolojik cihazlarla erişmeye istekli olduklarını ortaya koymuştur. Aynı zamanda, iletişim önemli olduğu için katılımcılar sistemde görüntülü sohbet, anlık mesajlaşma, duyurular, forum, sosyal ağlar, depolama ve oyun bileşenlerinin olması gerektiğini belirtmişlerdir. Bunlara ek olarak katılımcılar, etkinlikler, ödev yükleme, öğrencilere not verme, öğrenci bilgileri, yoklama çizelgesi, geri bildirim, görev ve sorumluluklar gibi özelliklerin de sistemde olması gerektiğini belirtmişlerdir. Ayrıca katılımcılar sistemin uygulanabilirliğinin sistemin tanıtılmasına, motivasyona, internetsiz kullanıma, teknolojik altyapıya, güncellenebilirliğe ve rekabetçi özelliklere bağlı olduğunu belirtmişlerdir. Bu çalışma sonuçlarının ortaokul öğrencilerinin İngilizce dersinde konuşma becerilerini destekleyecek bilişim sisteminin geliştirilmesinde faydalı olacağı umulmaktadır.

Anahtar Kelimeler: İngilizce, Konuşma Becerisi, Bilişim Sistemi, İhtiyaç Analizi.



Genişletilmiş Özet

Giriş. Ortaokullarda okutulan İngilizce derslerinin, diğer eğitim kademelerinde de olduğu gibi, paydaşların beklentilerini tam anlamıyla karşılama noktasında sorunlar yaşandığı söylenebilir (Yılmaz, 2008). Bu durumun alanyazında yer alan birçok bilimsel çalışmada da vurgulandığı görülmektedir. Yapılan bilimsel çalışmalarda ortaokul İngilizce dersinde yaşanan sorunlardan bazıları; öğrencilerin İngilizce öğrenme sürecinde ders kitaplarından kaynaklı, bilgi eksikliğinden kaynaklı, fiziksel ve teknolojik yetersizliklerden kaynaklı, öğretim programının yetersizliğinden kaynaklı yaşadıkları sorunlar (Çatal, Şahin ve Çelik, 2018; Güçlü ve Uçar, 2019; Günbayı, Yörük, Günbayı ve Orhon, 2017), sınıfların kalabalık olmasından kaynaklı problemler (Çatal vd., 2018, Güçlü ve Uçar, 2019), öğrencilerin derse yönelik ilgi eksikliği (Çatal vd., 2018; Güçlü ve Uçar, 2019, Günbayı vd., 2017), öğretmenlerin öğretmenlik mesleği beklentileriyle tecrübe edindikleri süre zarfında yaşadıklarının tam anlamıyla örtüşmemesi (Güvendir, 2017), ölçme ve değerlendirme sürecinde yaşanan sorunlar (Yaman, 2018), öğretmenlerin öğrencilerin seviyesine inememesi (Yardibi, 2017), öğrencilerin İngilizce derslerinde birbirleriyle dalga geçmesi ve çok ödev verilmesinden kaynaklı motivasyon eksikliği (Ünal, 2018) olarak bulunmuştur. Ülkemizde İngilizce derslerinde okuma, yazma ve dinleme becerilerinin geliştirilmesinde sorunlar yaşandığı bilinse de en çok sorun yaşanan becerinin “konuşma becerisi” olduğu düşünülmektedir. Bu dört temel becerinin içinde yer almamasına rağmen dil bilgisi yetisine yeterince sahip olmanın o dilin etkili bir şekilde kullanılabilmesi anlamına gelmediği, yabancı dilin kullanılabilmesi için iletişimsel yetinin de geliştirilmesi gerektiğinin yıllardır vurgulanan konulardan biri olduğu söylenebilir (Çakır, 2013). Ancak özellikle Milli Eğitim Bakanlığına bağlı okullarda genellikle ölçme değerlendirmede konuşma sınavları yapılmadığından ve ölçme değerlendirme yöntemlerinin de öğrencilerin öğrenme süreçlerini doğrudan etkilediğinden dolayı öğrencilerin iletişim becerilerinin yeterince gelişemediği söylenebilir (Paker, 2012). Bu bağlamda, Türkiye’de İngilizce konuşma becerilerinin geliştirilmesinde yaşanan sorunların çözülmesine yönelik ihtiyaçların belirlenmesi ve gereken adımların atılması gerektiği düşünülmektedir. Alan yazın incelendiğinde, ortaokul İngilizce dersinde konuşma becerilerini destekleyecek bir bilişim sisteminin geliştirilmesine yönelik bir çalışmaya rastlanmamıştır. Bu araştırmanın konuyla ilgili alana katkı sağlayacağı düşünülmektedir. Buradan hareketle, bu çalışmada ortaokul öğrencilerinin İngilizce dersinde konuşma becerilerini desteklemek için geliştirilecek bilişim sistemine yönelik ihtiyaçları belirlemek amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki araştırma sorularına cevap aranmıştır:

1. Kullanıcıların hazırlanacak sisteme erişmek için kullanacakları teknolojiler nelerdir?
2. Kullanıcıların hazırlanacak sistemde yer almasını istedikleri bileşenler ve özellikler nelerdir?
3. Kullanıcıların hazırlanacak sistemde yer almasını istedikleri bilgiler nelerdir?
4. Kullanıcıların hazırlanacak sistemin uygulanabilirliğine yönelik düşünceleri nelerdir?

Yöntem. Bu çalışmada nitel araştırma desenlerinden olgubilim deseni kullanılmıştır. Nitel araştırmalarda örneklem kararında dikkate alınması gereken etkenlerden olan maliyet ve ulaşılabilirlik (Yıldırım ve Şimşek, 2018) göz önünde bulundurularak katılımcıların gönüllüğü ve erişim kolaylığı dikkate alınmış ve amaçlı örnekleme tekniklerinden uygun örnekleme yöntemi kullanılmıştır. Ayrıca katılımcılardan elde edilecek verilerin olabildiğince çeşitlendirilebilmesi amacıyla çalışma grubundaki öğrencilerin sınıf seviyeleri ve cinsiyetleri ile çalışma grubundaki öğretmenlerin dersine Sahin, H. ve Kil, G. (2023). Needs analysis for the information system to support middle school students’ speaking skills in English classes. *Western Anatolia Journal of Educational Sciences, 14(1), 371-391.*
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girdikleri sınıf seviyeleri, cinsiyetleri, eğitim durumları ve görev yaptıkları okullardaki öğrencilerin sosyo-ekonomik durumları gibi değişkenler dikkate alınmaya çalışılmıştır. Araştırmanın katılımcılarını Burdur iline bağlı bir ilçede görev yapan 4 ortaokul İngilizce öğretmeni ve aynı ilçede öğrenim gören 4 ortaokul öğrencisi oluşturmaktadır. Araştırma verileri araştırmacı tarafından oluşturulan yarı yapılandırılmış görüşme formu ile toplanmıştır. Görüşme soruları alanyazında İngilizce dersinde yaşanan sorunlar ve beklentiler dikkate alınarak hazırlanmıştır. Toplanan veriler içerik analizi tekniğiyle analiz edilmiştir. İçerik analizi sonucunda elde edilen kodlar çalışmanın amacına ve görüşme sorularına bağlı kalınarak gruplandırılmaya çalışılmıştır. Bu kodlar arasındaki benzerlik ve farklılıklar göz önünde bulundurularak temalar oluşturulmuştur. Bu araştırmada sırasıyla öğretmenler Ö1, Ö2,..., öğrenciler ise A1, A2,... şeklinde kodlanmıştır. Araştırma sonuçlarının geçerliliğini sağlamak adına veri analiz süreci ayrıntılı bir şekilde açıklanmış ve elde edilen veriler sistematik bir şekilde bulgular bölümünde sunulmuştur. Ayrıca, nitel araştırmanın aktarılabilişliğini artırmak için kullanılan yöntemlerden biri olan ayrıntılı betimlemenin araştırmanın geçerliliğini artırdığından (Yıldırım ve Şimşek, 2016) ayrıntılı betimlemede ulaşılan veriler değiştirilmeden okuyucuya aktararak doğrudan alıntılara sık yer verilmiştir. Ayrıca araştırma sonuçlarının güvenilirliği için verilerin analizi sürecinde rastgele seçilen iki veri seti araştırmacılar tarafından ayrı ayrı kodlanmış ve iki kodlayıcı arasındaki uyum katsayısı hesaplanmıştır. Uyum katsayısını hesaplamada, $P = \frac{Na}{Na+Nd} \times 100$ (Miles ve Huberman, 2015) formülü kullanılmıştır. Hesaplama sonucunda, iki araştırmacı arasında birinci görüşme (Ö3) kaydına ilişkin %76.92, ikinci görüşme (A4) kaydına ilişkin %71,42 oranında uyum tespit edilmiştir.

Sonuç, Tartışma ve Öneriler. Bu araştırmada, öğrenci ve öğretmenlerle yapılan görüşmeler sonucunda elde edilen bulgular dört tema altında ele alınmıştır. Bu temalar, sisteme erişim ortamı, sistemde olması gereken bileşenler/özellikler, sistemde olması gereken bilgiler ve sistemin uygulanabilirliğidir. Araştırmada elde edilen bulgulardan ilki geliştirilecek bilişim sistemine erişim ortamına yönelik görüşler temasıdır. Öğretmen ve öğrencilerin ortaokul İngilizce dersinde konuşma becerilerini desteklemek için geliştirilecek bilişim sistemine akıllı telefon, akıllı tahta, bilgisayar ve tablet aracılığıyla ulaşmak istedikleri sonucuna ulaşılmıştır. Alanyazında yer alan bazı çalışmalar da bu bulguyu desteklemektedir (Durak ve Seferoğlu, 2018; Günbatar ve Gökçearslan, 2017; Tayfa, 2018; Ulaş ve Tuna, 2020; Eren, 2015; Akçay, Aydoğdu, Yıldırım ve Şensoy, 2005; Güven ve Sülün, 2012). Araştırmada katılımcılarla yapılan görüşmeler sonucunda, geliştirilecek bilişim sisteminde en çok olması gereken bileşenlerin görüntülü sohbet, duyurular ve anlık sohbet olduğu görülmektedir. Ayrıca bazı katılımcılar tarafından sistemin verileri kaydederek istenildiğinde geçmiş verilere ulaşabilmeye olanak veren depolama özelliğine sahip olması gerektiği, sadece İngilizce konuşma amaçlı sosyal ağlar olması gerektiği, İngilizce tartışma amaçlı forum olması gerektiği ve tamamen İngilizce seviyesine bağlı olarak ilerlenebilen oyunların yer alması gerektiği ifade edilmiştir. Alanyazında yer alan bazı çalışmalar bu bulguyu desteklemektedir (Alghammas, 2020; Öztürk ve Talas, 2015; Miyazoe ve Anderson, 2010; Karademir, 2017). Katılımcıların geliştirilecek bilişim sisteminde yer almasını istedikleri bilgiler; geri bildirim, öğrenci değerlendirme, etkinlik, ödev yükleme, öğrenci bilgileri, devamsızlık takibi ve görev ve sorumluluklar ile ilgili bilgilerdir. Bu bulgulara yönelik alanyazın incelendiğinde, bilişim sisteminde geri bildirim, öğrenci değerlendirme, etkinlik, ödev yükleme ve devamsızlık takibi gibi bilgilerin yer alması Akgün, Gökmen, Özer, Kaymak, Horzum ve Kıyıcı (2015)'nin staj uygulamasına destek vermek için geliştirilecek bilişim sistemine yönelik ihtiyaç analizi çalışmalarının bulgularıyla örtüşmektedir. Araştırmada elde edilen bulguların sonucusu geliştirilecek

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bilişim sisteminin uygulanabilirliğine yöneliktir. Katılımcılar geliştirilecek bilişim sisteminin uygulanabilirliğinin kullanıcıların motivasyonuna, sistemin tanıtımının yapılmasına, internetsiz kullanım imkanına, teknolojik altyapıya, rekabet ortamı oluşturmaya ve sistemin düzenli olarak güncellenmesine bağlı olarak değişebileceğini vurgulamışlardır. Bu araştırmadan elde edilen sonuçlar ışığında, ortaokul öğrencilerinin İngilizce dersinde konuşma becerilerini destekleyecek bir bilişim sistemi geliştirilebilir. Öte yandan, İngilizce dersinde okuma, yazma ve dinleme becerilerini destekleyecek bilişim sistemine yönelik ihtiyaç analizi çalışmaları da yapılabilir.



Introduction

In its broadest sense, language is the agreement people make with words or signs to express what they think, hear, and feel (Türk Dil Kurumu, 2022). Its use as a means of communication between people clearly shows that language has a social function (Demirel, 1999). Language, which assumes the role of establishing a relationship between the society and the culture of that society (Demirel, 1999), can also be seen as an important tool in intercultural dialogue (Temel, Bekir & Yazıcı, 2014). In this context, it can be said that the concept of “foreign language” come to the fore because of the fact that different cultures generally have different languages.

It can be said that one of the first languages that comes to mind when talking about a foreign language is “English.” There is a perception that English is the most widely used and popular language in the world (Mbaya, 2001). English, which is so popular in the world, was started to be taught by class teachers in the 4th grade of primary school in the 8-year compulsory education system in our country until the 2012-2013 school year. With the 4 + 4 + 4 education system put into practice in the 2012-2013 academic year, English lessons in schools started to be given by English branch teachers from the 2nd grade of primary school onwards. It is thought that there are critical periods in the teaching of English, the foundations of which are tried to be laid with 2 hours of lessons per week in primary school in Turkey. According to Demirezen (2003), these critical periods are from early ages to 12 or 13 years old. In this context, it is thought that English lessons are of great importance in middle schools where students are assumed to be in a critical period in learning a foreign language and to have come from primary school with the required level of readiness.

It can be said that there are problems in meeting the expectations of stakeholders in terms of students’ learning English in middle schools, as in other levels of education (Yılmaz, 2008). It is seen that this situation is emphasized in many scientific studies in the literature. The existing research has revealed many problems in terms of teaching and learning English in middle schools including problems arising from textbooks used in English classes, lack of students’ knowledge, physical and technological deficiencies and shortcomings in the course curriculum (Çatal, Şahin & Çelik, 2018; Güçlü & Uçar, 2019; Günbayı, Yörük, Günbayı & Orhon, 2017), problems arising from crowded classrooms (Çatal et al., 2018; Güçlü & Uçar, 2019), lack of students’ interest in English lessons (Çatal et al., 2018; Güçlü & Uçar, 2019; Günbayı et al., 2017), lack of compliance with teachers’ expectations from the teaching profession and their actual experiences lived in the class (Güvendir, 2017), problems experienced in the measurement and evaluation process (Yaman, 2018), problems arising from the high school entrance exam (Baltaoğlu & Sevmez, 2022), problems arising teachers’ inability to simplify the subjects enough for students to comprehend (Yardibi, 2017) and motivational problems arising from the fear of being mocked in English classes and too much homework (Ünal, 2018). However, although these and many similar problems have been reported in scientific studies, it is thought that the concrete solutions to these problems have not been proposed.

Although it is known that there are problems in the development of reading, writing and listening skills in English lessons in our country, it is thought that the most problematic skill is “speaking skill.” Although it is not included in these four basic skills, there is one more important



aspect of learning a foreign language and this is grammar knowledge, but having enough grammar knowledge of a foreign language does not guarantee the effective use of this language and it has been strongly emphasized in recent years that communicative competence should be developed in order to use a foreign language effectively (Çakır, 2013). However, it is generally accepted that teaching English as a foreign language is seen a process through which the rules but not skills of the language are thought in Turkey and as a result of this, we have many students who know the rules of English but cannot communicate in English, (Saday, 2007). Especially in schools affiliated to the Ministry of National Education, it can be said that students' communication skills are not sufficiently developed because speaking exams are generally not held to assess students and assessment methods directly affect students' learning processes (Paker, 2012). Accordingly, although we can easily come across people who say "I understand English but cannot speak" in our society, it is thought that meeting people who say "I speak English but I do not understand" is impossible.

It is thought that the needs for solving the problems experienced in the development of English speaking skills should be determined and the necessary steps should be taken in Turkey. Although there are many definitions of the concept of "need," it is generally defined as a concept that should be possessed by a human being and its absence is felt when it is lacking (Richerich, 1980). According to Declercq (1997), need is perceived as a social, economic and health-related concept and often has a qualitative meaning. In summary, need is the difference between the existing state and the expected or desired state. In a sense, it is the difference between "what" and "what should be?" (Şahin, 2006). Needs analysis is the process of revealing whether the objectives of the program meet the real needs (Demirel, 2015). The needs analysis is important in terms of determining and defining the curriculum or educational goals (Saleem, 2014). In this context, as a result of the literature review, it was seen that the studies in the literature were generally aimed at determining the problems experienced in English classes. However, it is observed that there is not enough needs analysis conducted to find solutions to the problems experienced in relation to the speaking skill in English classes. In addition, there is no study in the literature to develop an information system that will support the development of speaking skills in middle school English lessons. It is thought that the current study is important as it is the first study to be done on the subject and will contribute to the literature. Thus, the current study aimed to determine the needs for the information system to be developed to support middle school students' speaking skills in English lessons. To this end, answers to the following questions were sought:

1. What are the technologies to be used by the users to have access to the system to be developed?
2. What are the components and features the users want to be included in the system to be developed?
3. What is the information the users want to be included in the system to be developed?
4. What are the opinions of the users about the applicability of the system to be developed?



Methodology

In this section, information is given about the research model, study group, data collection and analysis processes.

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Research model

The current study employed the phenomenological design, one of the qualitative research designs. The phenomenological design focuses on the phenomena that we are aware of but do not have an in-depth understanding of and that can appear in various forms such as events, experiences, perceptions, orientations, concepts and situations in the world we live in (Yıldırım & Şimşek, 2016). In other words, in the phenomenological design, how people perceive facts, how they describe them, how they feel about them, how they judge them, how they remember them, how they make sense of them, and how they talk to others about them are important (Patton, 2018). In this respect, based on the problems and expectations in the literature, the opinions of students and teachers were taken. In order to improve the speaking skills of middle school students in English lessons, the needs for an information system that could be developed and used online were attempted to be determined.

Study group

In phenomenological research, data sources are individuals or groups who have experienced the phenomenon that the research focuses on and who can reflect their experiences (Büyüköztürk, 2016). In the current study, the convenience sampling method, one of the purposive sampling methods, was used in the selection of the participants, taking into account cost and accessibility (Yıldırım & Şimşek, 2016). Moreover, in order to ensure diversity in the data obtained from the participants as much as possible, variables such as the class levels and gender of the students in the study group and the grade levels which the teachers in the study group are teaching, their gender, education level and the socio-economic status of the students in the schools they are working in were tried to be taken into account. The study group of the current research is comprised of 4 students attending a middle school in a district of Burdur province and 4 teachers working in 3 different middle schools in the same district in Turkey. The Demographic profile of the participants is given in Table 1.

Table 1.

The demographic profile of the participants

		English teachers	Students
Gender	Female	2	2
	Males	2	2
Professional Seniority	5-10 years	-	-
	10-15 years	4	-
Grade Level	5 th grade	-	1
	6 th grade	-	1
	7 th grade	-	1



	8 th grade	-	1
Education Level	Undergraduate	3	-
	Graduate	1	-
Total		4	4

As can be seen in Table 1, the study group of the current research is comprised of four English teachers (two females and two males) and four students (two females and two males). All the teachers have 10-15 years of professional experience. Moreover, while three of the teachers have an undergraduate degree, one of them has a graduate degree. Each of the students in the study group is from different grade level of middle school.

Data collection tools

The data of the current study were collected by using a semi-structured interview form developed by the researcher. The items in the interview form were prepared considering the problems and expectations reported in the relevant literature for English classes. The items in the form were submitted to the review of 2 academicians specialized in the field of educational sciences. After the feedbacks were received from the experts, the interview form was piloted in an interview lasting for about 10 minutes. In light of the findings obtained from the pilot interview, the necessary corrections were made on the interview form and thus, the final form of the interview form consisted of 6 items was obtained.

Validity and reliability

For the sake of ensuring “the credibility of the results,” which is considered to be one of the most important criteria to be satisfied in any research, every researcher is expected to test the reliability of the data collection tools and research design used and to report the results (Yıldırım & Şimşek, 2016). In the current study, the data analysis process is explained in detail to ensure the validity of the research results and the obtained data are systematically presented in the findings section. Moreover, as detailed description, one of the methods used to increase the transferability of any qualitative research, increases the validity of the research, the obtained data are conveyed to the reader without making any change and direct quotations are frequently included (Yıldırım & Şimşek, 2016). In this connection, the data obtained in the current study are analyzed in-depth and presented together with direct quotations in the findings section.

One of the methods used to examine the reliability of the results in scientific research is the inter-coder reliability referring to the consistency between the evaluations of two or more researchers (Büyüköztürk, 2016). It can be said that the closer the results obtained by the measurements by different researchers separately, the greater the reliability of the mean value obtained (Patton, 2018). In this connection, in the process of data analysis in the current study, two data sets randomly selected were encoded separately by the researchers and the coefficient of agreement between the two encoders was calculated. The formula $P = [Na / Na + Nd] \times 100$ (Miles & Huberman, 2015) was used to calculate the coefficient of agreement. Results of calculations are given in Table 2.

**Table 2.**
Inter-coder reliability

Data Set	Frequency of agreement (Na)	Frequency of disagreement (Nd)	Percentage of agreement (P)
Interview record of T3	10	3	76.92
Interview record of S4	10	4	71.42

Table 2 presents that as a result of the calculation, the agreement between the two researchers was found to be 76.92% for the first interview (T3) and 71.42% for the second interview (S4) recording.

Data collection

In the current study, the data were obtained through face-to-face interviews with the participants and the semi-structured interview approach was taken as the basis. In a semi-structured interview, the interview can be conducted by changing the sentence structure and order in such a way as to cover the questions that will serve the purpose of the research (Yıldırım & Şimşek, 2016). In this regard, in order to get detailed information during the interview, the interview was carried out in a conversation style and was supported with helpful questions when necessary. Before the interviews, the necessary information about the study was given to the teachers and students. The participation in the interviews lasting for 10- 15 minutes was on a volunteer basis. During the interviews, with the permission of the participants, the interviews were recorded.

Data analysis

Content analysis, one of the qualitative data analysis techniques and frequently used in the field of social sciences, was used in the analysis of the data obtained in the current study. In content analysis, in which the main purpose is to reach concepts and relationships that can explain the data collected, it is necessary to first conceptualize the data collected for this purpose, then to organize them rationally according to the emerging concepts and to determine the themes that explain the data accordingly (Yıldırım & Şimşek, 2016). Content analysis generally refers to text analysis, and the basic meanings obtained in this way are often called patterns or themes (Patton, 2018). In this context, in the current study, the data obtained from the interviews were transferred to the computer environment and the raw data texts were subjected to content analysis through the line by line reading technique. The codes obtained as a result of the content analysis were tried to be grouped depending on the purpose of the study and the interview questions. Considering the similarities and differences between these codes, themes were created. In this study, the teachers were coded as T1, T2,..., and the students as S1, S2,....

Ethical permissions of the research

This study was conducted in accordance with the principles of research ethics and necessary ethics committee permissions were obtained. The document dated 21.12.2022 and numbered Sahin, H. ve Kil, G. (2023). Needs analysis for the information system to support middle school students' speaking skills in English classes. *Western Anatolia Journal of Educational Sciences, 14(1), 371-391.* DOI: 10.51460/baebd.1274798



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Findings

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In this section, the findings obtained from the English teachers and students are presented in tables. The middle school students' opinions about the way of access to the information system to be developed to support the speaking skills of students in English classes, the middle school students' opinions about the components/features to be included in the information system to be developed to support the speaking skills of students in English classes, the middle school students' opinions about the information to be included in the information system to be developed to support the speaking skills of students in English classes, and the middle school students' opinions about the applicability of the information system to be developed to support the speaking skills of students in English classes are presented in these tables.

Opinions about the way of access to the system

Table 3 presents middle school students' opinions about the way of access to the information system to be developed to support the speaking skills of students in English classes.

Table 3.
Opinions about the way of access to the system

Theme	Codes	Teacher	Student	Total
Way of access	Smart phone	4	4	8
	Smart board	2	2	4
	Computer	1	2	3
	Tablet	2	1	3

As can be seen in Table 3, all of the teachers and students (n=8) stated that they would like to have access to the system by smart phones. Moreover, 2 students and 2 teachers (n=4) also stated that they would like to have access to the system by smart boards and 2 teachers and 1 student (n=3) also stated that they would like to have access to the system by computers. In addition, 1 student and 2 teachers (n=3) stated that they would like to have access by tablets. Excerpts from the statements expressed by some teachers and students about the way of access to the system are given below;

Excerpts related to having access by smart phone:

"I'd like to have access by a smart phone because everyone has a smart phone in their hands. I would like it to be like an app (S3).

As everyone has a smart phone, the best way of having access to the system will be smart phone (T2).



Excerpts related to having access by smart board:

"If the use of system is not limited to the classroom, students can have access by their smart phones, tablets. If the use of the system is limited to the classroom, then we can have access to the system by our smart board or computer (T3)".

"It can be via smart board (S1)".

Excerpts related to having access by computer:

"If the use of the system is limited to the classroom, then we can have access to the system through our smart board and computers in the classroom (T3)".

"It should via computer in the classroom and smart phone outside the classroom. When we are outside the classroom, we always have our smart phones. Therefore, it would be easier to have access. It could also be useful to use the system by using a computer and a projector to reflect what is on the computer (S4)".

Excerpts related to having access by tablet computer:

"I would prefer a device having more mobility such as tablet and smart phone rather than desktop computer as it would make it easier for students to have access (T1)".

Opinions about the components/features to be included in the system

Table 4 presents middle school students' opinions about the components/features to be included in the system to be developed to support students' speaking skills in English classes.

Table 4.
Opinions about the components/features to be included in the system

Theme	Code	Teacher	Student	Total
Components/features to be included in the system	Vide chat	4	4	8
	Announcements	4	3	7
	Instant chat	3	3	6
	Forum	2	1	3
	Storage	2	-	2
	Social networks	2	-	2
	Game	-	1	1

As can be seen in Table 4, the component most wanted by the teachers and students to be included in the system is live chat (n=8), followed by announcements (n=7) and instant chat (n=6). Two teachers and 1 student (n=3) stated that forums should also be included in the system. While some of the teachers stated that there should be social networks (n=2) and storage (n=2) in the system, none of the students mentioned these components. On the other hand, 1 student (n=1) stated that there should be games in the system. Excerpts from some students and teachers' statements about the components/features to be included in the system.



Excerpts related to the component of live chat:

“In video chat, you can see the gestures, mimics and lips of the person you are talking to in the video call, which makes it more effective than other applications such as instant messaging, and other business correspondence tools. You can understand the differences in the tone of sound. I think that seeing facial expressions and body movements all contribute to the student's speech. That's why I believe that video chat should be included in this system (T1)”.

“In my opinion, it would be necessary. It is necessary because if there is something I do not know or if there is something I want to learn, I normally ask the teacher in the class. This system should be something like this (S3)”.

Excerpts related to the component of announcements:

“There should be an announcement system through which I can inform my students about what we have studied today, what we will talk about in the next lesson, what they are expected to prepare for (T1)”. *“It can be used to make announcements or send messages (S1)”.*

Excerpts related to component of instant chat:

“Namely, instant chat would be good as it would draw the attention of students because it would allow them to immediately socialize with their peers (T4)”.

“...for example, everyone can introduce themselves to each other, say their requests and chat instantly (S2)”.

Excerpts related to the component of storage:

“So we did it, we talked about it nicely, the communication was very well, but when you want to access the data about that lesson or that day after 2 weeks, you must have a record. Let me give an example, assume that we had a speaking lesson about the use of technology and the effect of social media in our lives, then I wanted to see what we had talked in this lesson; in this case, there should be the full recording of this lesson (T1)”.

“A recording system that students can easily use at home and school on their own. They can watch it again and again, listen to dialogues again and again; they may even recognize their own mistakes. Let's say there is a native speaker speaking on the opposite side, a system that will store the patterns he/she uses in its memory (S3)”.

Excerpts related to the component of social networks:

“This should be a social network apart from the existing social networks. It can be a social network where the students trying to achieve the same goal can come together; for example, only the students who would like to develop their speaking (T1)”.

“... there should be possibility to talk to outsiders in social networks. (T2)”.

Excerpts related to the components of forums:

“Maybe a heading can be created on the subject that students would like to talk about according to their own interests. There can be a dialogue on the subject. Students can put



dialogues prepared in advance or spontaneous dialogues there on the issues they are interested in (T3)".

"They actually write carelessly in Turkish. Messages in Turkish should not be allowed; they should only be allowed to share their messages in English (S1)".

Excerpts related to the game component:

"There should be levels as in games. It can make English learning more enjoyable for students because everybody wants to play games; thus, they can play in English. ... the sections in the games should be in English; thus, students could have more opportunities to hear and read in English, leading to increasing exposure to English (S3)".

Opinions about the information to be included in the system

Table 5 presents middle school students' opinions about the information to be included in the system to be developed to support students' speaking skills in English classes.

Table 5.
Opinions about the information to be included in the system

Theme	Code	Teacher	Student	Total
Information to be included in the system	Student evaluation	4	2	6
	Feedback	3	2	5
	Activity	-	4	4
	Homework uploading	-	3	3
	Student information	2	1	3
	Recording of absence	-	1	1
	Tasks and responsibilities	1	-	1

As can be seen in Table 5, the information most wanted by the participants to be included in the system is student evaluation (n=6) and feedback (n=5). While the teachers did not mention information to be included in the system about activities, homework uploading and recording of absence, 4 students (n=4) stated that information about activities should be included in the system, 3 students (n=3) stated that information about homework uploading should be included in the system and 1 student (n=1) stated that information about the records of absence should be included in the system. Moreover, 2 students and 1 teacher (n=3) stated that information about students should be included in the system. On the other hand, 1 teacher (n=1) stated that there should be a section of tasks and responsibilities in the system. In light of these findings, it can be argued that the teachers are more focused on the inclusion of information about feedbacks in the system while the students are more focused on the inclusion of information about homework and activities besides this information. Some student and teacher opinions about the information to be included in the system are given below.



Excerpts related to feedback:

“In my opinion, the most important thing is feedback. That is, if students can receive feedbacks over the system, then it will be more useful. At the end of each lesson, each student can be informed about what he/she did well and what his/her shortcomings are; this can be done individually or it can be open to general discussion (T1)”.

“A student noted: “For example, teacher can correct wrong pronunciations. If the same mistake is done again, the teacher can explain more clearly. The feedback can be in the form of correction (S3)”.

Excerpts related to student evaluation:

“As it is based on speaking, it is related to speaking. There can be a short test in the introduction section to determine your level in English. Students should be evaluated. It would be good and motivating. It can be focused on the correction of mistakes. It enables us to develop ourselves (S4)”.

Excerpts related to activities:

“There should be some activities. A different activity each week or month; this can be enjoyable (S3)”.

“Activities can be more enjoyable and instructive. ... They can act out a scenario together (S4)”.

Excerpts related to homework uploading:

“There should be special speaking homework. For example, they can write what they will speak about on a piece of paper. Pronunciations of words can be checked or they can be asked to use the word in a sentence to check whether they use the word in correct places in a sentence (S1)”.

“Students can be allowed to upload homework because everybody is highly familiar with technological devices such as mobile phone, so they can upload their homework with their mobile phones. For example, record a speech (S2)”.

Excerpts related to student information:

“If the system is going to be managed by the Ministry of National Education, then there should be student information. Then, the program would be more serious. Otherwise, students can develop a perception of the system similar to their perception of e-school (T2)”.

“Students’ private information that they can see themselves. The teacher should be able to see just the school number and name of the student. He/she can also see their faces (S1)”.

Excerpt related to recording of absence:

“Students’ absence should be recorded. That is, we need to know how regularly the student is attending and how long he/she stays in the system (S4)”.

Excerpt related to tasks and responsibilities:

“The tasks and responsibilities of the students should be determined in advance and be announced in the announcements section mentioned above (T4)”.



Opinions about the applicability of the system

Table 6 presents middle school students' opinions about the applicability of the system to be developed to support students' speaking skills in English classes.

Sayfa | 386 **Table 6 .**

Opinions about the applicability of the system

Theme	Code	Teacher	Student	Total
Opinions about the applicability of the system	Motivation	1	2	3
	Introduction	-	2	2
	Use of it without internet connection	-	1	1
	Technological infrastructure	1	-	1
	Competition	-	1	1
	Up-to-dateness	1	-	1

As can be seen in Table 6, the points emphasized by the teachers and students in relation to the applicability of the system include motivation (n=3), introduction (=2), use of it without internet connection (n=1), technological infrastructure (n=1), competition (n=1) and up-to-dateness (n=1). While the teachers most strongly emphasized motivation, technological infrastructure and up-to-dateness, students most strongly emphasized motivation, introduction and use of it without internet connection. Some student and teacher opinions about the applicability of the system are given below.

Excerpts related to motivation:

"The teacher must be willing. ... It would be useful for sure but not for every student. For students who want to progress, are motivated and have high self-confidence; that is, for students who do not feel demotivated and strive to continue even if they make mistakes (T3)".

"In my opinion, it would be useful because English is a foreign language liked by many. They watch foreign TV series. You know, they have to watch them in Turkish. They cannot even follow the sub-titles. With such an application, students may like English more. ... They can correct their speeches with fun and without feeling bored (S3)".

Excerpts related to introduction:

"It is applicable, but everyone should get to know this with an announcement at first because not everyone can do it without knowing it (S2)".

"Actually, teachers can tell students about this application and tell them to install it. ... Probably more than half of Turkey can use this application (S1)".



Excerpts related to use of it without internet connection:

“I think the biggest problem is that in everybody's home; most of the homes, there are some problems related to internet connection. The internet of families is very difficult to access if there is no modem. Therefore, it would be very good if the system could be used without internet connection (S2)”.

Excerpts related to technological infrastructure:

“I think it is in full compliance with today's technological conditions, but when it is considered for our country, can it be applied in any region? I think it cannot. Surely, this is a video talk system we are talking about, live conversations; these are cloud applications that require high data speeds, running over the internet. Therefore, there must be a good internet connection, and the devices to be used must have a camera. If it will be used over the smart boards in classrooms, a camera should be added to the smart boards. If not, as we suggest, if there will be a tablet or a phone, there should be classes with built-in wireless, stable and fast internet connection and requiring a little more technological hardware. Therefore, it may not be applicable in many village schools, so it may not be applicable in places where there is no such infrastructure (T1)”.

Excerpt related to competition:

“The most successful students from different schools or provinces can compete (S4)”.

Excerpts related to up-to-dateness:

“If it is continuously up-dated and if it is fast enough, then it can be applied (T2)”.

Conclusion, discussion and suggestions

The main purpose of the current study was to determine the needs for the information system to be developed to support middle school students' speaking skills in English lessons. To this end, interviews were conducted with students and teachers and the findings obtained from these interviews were discussed under four themes. These themes are medium of access to the system, components/features to be included in the system, information to be included in the system and applicability of the system.

The first set of the findings obtained in the study was addressed under the theme of opinions regarding the medium of access to the information system to be developed. In this connection, it was concluded that the teachers and students wanted to access the information system to be developed to support students' speaking skills in middle school English lessons via smart phones, smart boards, computers and tablets. The most preferred technological device for having access to the information system by the participants was found to be smart phone. This is thought to be due to the fact that smart phones are accessible by almost everyone today and they are easy to carry. When the literature is reviewed, it is seen that in a study conducted by Durak and Seferoğlu (2018) on the smart phone use of middle school students and their smart phone addiction level, it was found that more than half of the students showed symptoms of smart phone addiction. When the studies in the literature on other technological devices preferred to access the information system such as smart

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boards, computers and tablets are examined, it is observed that secondary school students have positive attitudes towards the use of smart boards and that the use of smart boards increases academic success (Günbatır & Gökçearslan, 2017; Tayfa, 2018; Ulaş & Tuna, 2020) and that the use of computers and tablets in middle school increases the achievement and improves attitude in education (Eren, 2015; Akçay, Aydoğdu, Yıldırım, & Şensoy, 2005; Güven & Sülün, 2012). In light of the findings, it is thought that it would be more beneficial if the information system to be developed to support students' English speaking skills could work on computers, tablets and smart boards, especially smart phones, rather than on a single device.

As a result of the interviews made with the participants in the study, it was seen that the components that should be included in the information system to be developed are video chat, announcements and instant chat. In addition, it was stated by some participants that the system should have a storage feature that would allow access to past data, should include social networks just for speaking English, should have a forum for discussion in English, and games where the progress would be completely depended on the English level. In some studies in the literature regarding these findings, it has been reported that web-based synchronous speech platforms positively contribute to the development of English speaking skills and attitudes of students (Alghammas, 2020), that social networks support teachers and students in many subjects due to their many features and possibilities (Öztürk et al. Talas, 2015) and that the spontaneous online conversations of students learning English as a foreign language in forums have a positive effect on learning outcomes and students' perceptions (Miyazoe & Anderson, 2010). In addition, Karademir (2017) reached a conclusion about the negative effects of social network use, indicating that as the social network usage levels of middle school students increase, their physical activity levels decrease. It is thought that it will be beneficial to include all of the aforementioned components in the information system to be developed to support English speaking skills, provided that there is English content and interaction.

The information that the participants want to be included in the information system to be developed is information about feedback, student evaluation, activity, homework, student information, recording of absence, and tasks and responsibilities. The information most strongly emphasized by the teachers to be included in the system is information about feedback and student evaluation. It is thought to be due to teachers' habits of being in evaluative role in the education system. On the other hand, the information that the students most wanted to be included in the information system includes information about activity and homework up-loading and this might be because of the habits of the students related to their roles in the education system. The findings of the current study concur with the findings reported by Akgün, Gökmen, Özer, Kaymak, Horzum and Kıyıcı (2015) in terms of the components to be included in an information system to be developed such as feedbacks, student evaluation, activity, homework up-loading and recording of absence. Since the inclusion of comprehensive information in the system will increase efficiency, it is thought that all the information specified by the participants should be included in the system.

The last set of the findings obtained in the current study is related to the applicability of the information system to be developed. The participants emphasized that the applicability of the information system to be developed may change depending on the motivation of the users, the



introduction to the system, the possibility of using the system without internet connection, the technological infrastructure, the creation of a competitive environment and the regular updating of the system. It is thought that these points should be considered in order to increase the applicability and usefulness of the system to be developed. In addition, it is thought that the fact that the information system to be developed has a structure motivating for users is as important as its technical features.

As a result, in the current study, it was tried to offer solutions to the problems in English classes in terms of speaking skills. In this context, it was tried to determine the needs for the information system to be developed in order to support the speaking skills of middle school students in English lessons. In light of the data obtained, it was concluded that the information system to be developed should be accessed through technological devices such as smart phones, computers, smart boards, that it should have features that would appeal to different sensory organs such as video chat, announcement, forum, and that it should have components such as evaluation, feedback and activities that would allow students to follow their development. In addition, it was concluded that in order for the system to be applicable, it should be a system that is capable of motivating the users, is constantly updated and allows offline use in order to benefit users at different socio-economic levels. However, these results should be taken into account within the limitations of the current study. In light of the results obtained in the current study, an information system can be developed to support middle school students' speaking skills in English lessons. On the other hand, needs analysis studies for the information system that will support reading, writing and listening skills in English lessons can also be done.



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