

## EVALUATION OF PROSPECTIVE TEACHERS' ORAL PRESENTATION SKILLS

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### **Abstract**

*The purpose of the research is to evaluate the oral presentation skills of the prospective teachers. The research conducted according to the general scanning method is a descriptive study. While the research population is prospective Turkish Language teachers, the research sample consists of 66 prospective teachers studying at the Mustafa Kemal University Turkish Language Education Department. "Speaking Skill Observation Form" was used in the study in order to collect data. This form consists of three aspects; "content", "language and expression" and "presentation skills" and of a total 34 items. The form was scaled as 1 (poor), 2 (unsatisfactory), 3 (average), 4 (good), 5 (very good). Expert opinions were taken to provide validity of the data collection tool. Based on the results gathered in the research, while success rate of the prospective students was high in some items regarding the presentation skills aspect, it remained low in certain items. However, the prospective teachers were generally successful in content aspect. The success rate in the language and expression aspect, on the other hand, was not as high as it was in the other two aspects.*

**Keywords:** Prospective teachers, presentation skills, speaking education.

## ÖĞRETMEN ADAYLARININ SÖZLÜ SUNUM BECERİLERİNİN DEĞERLENDİRİLMESİ

### **Özet**

*Bu araştırmanın amacı öğretmen adaylarının sunum becerilerini değerlendirmektir. Genel tarama modeline uygun olarak gerçekleştirilen bu çalışma betimsel bir nitelik taşımaktadır. Araştırmanın evrenini Türkçe öğretmen adayları, örneklemini ise Mustafa Kemal Üniversitesi Eğitim Fakültesi Türkçe Eğitimi Bölümü'nde eğitim görmekte olan 66 öğretmen adayı oluşturmaktadır. Çalışmada veri toplamak amacıyla "Konuşma Becerisi Gözlem Formu" kullanılmıştır. Bu form "içerik", "dil ve anlatım" ve "sunum teknikleri" olmak üzere üç boyut ve toplam 34 maddeden oluşmaktadır. Form 1 (zayıf), 2 (yetersiz), 3 (orta), 4 (iyi) ve 5 (çok iyi) şeklinde derecelendirilmiştir. Veri toplama aracının geçerliliğini sağlamak amacıyla uzman görüşüne başvurulmuştur. Araştırmadan elde edilen sonuçlara göre öğretmen adaylarının sunum teknikleri boyutunda bazı maddeleri yüksek gerçekleştirirken, bazı maddelerde başarı oranlarının düşük düzeyde kaldığı belirlenmiştir. Bununla birlikte öğretmen adayları, içerik boyutunda genel anlamda başarılı olmuşlardır. Dil ve*

*Evaluation Of Prospective Teachers' Oral Presentation Skills anlatım boyutundaki başarı düzeyi ise diğer iki boyutta olduğu kadar yüksek gerçekleşmemiştir.*

**Anahtar Kelimeler:** Öğretmen adayları, sunum becerileri, konuşma eğitimi.

### **Introduction**

Using many communication methods throughout the history, humans have felt that the best way to express themselves is through speaking. Speaking which is the conscious process of turning a content designed for sharing with target audience into action need to be dwelt upon and elaborated in systematic way. People use the act of speaking during the considerable part of the time they spend communicating with others. The act of speaking that we use in daily life often may have different purposes changing according to the subject, speaker, time and space. Among these are convincing, spending quality time, explaining, criticizing and questioning. In addition to these, the main unchanging purpose of the speaking under any condition is to reach mutual understanding. This should not be confused with "agreement". Because not all speaking activity necessarily result in agreement. People may understand each other despite the lack of agreement. This does not mean that there is not communication. This is where the uniqueness of the speaking lies. Speaking allows people to express and explain themselves to the outside world and make themselves recognized. In other words, although people do not reconcile with each other through speech, but they express themselves and understand each other. In this context, we often speak unprepared while continuing our lives. Unprepared speeches is the kind of conversation during which the message is designed and shared at that moment, and the feedback is given instantly. Greeting, introduction, introducing, congratulation, condolence etc. may be evaluated in the context of prepared speeches. Apart from these types, there are also prepared speeches made in order to communicate. In prepared speeches; information, documents and findings obtained in a preliminary research about any subject are shared with listeners within a certain plan. It is necessary to have some skills in order to make prepared speeches successfully. These are called oral presentation skills.

### **Oral Presentation Skills**

Prepared speeches are speeches made in front of different human communities at pre-determined location and time. It is usually done by experts prepared according to a pre-determined program. The subject of these speeches is known to both the speaker and the listeners. Listeners listen to the speaker to learn about the pre-determined subject. According to Vural (2007: 285), the presentation is a form of public speech, a communication channel. The word presentation derives from the verb, to present. The word means to present any content. This content may consist of thoughts, emotions, observations as well as food, pictures, goods, etc. It is necessary to define the presentation word somewhat differently when we think about it in the context of the concept of "speaking". According to this, speeches

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made to convey new knowledge and ideas, to complete missing information, to update old information, to persuade audiences in any subject, to share research results and so on are called presentation. In that case, one may say that the purpose of a presentation is to give information, to update the information, complete the missing information, and persuade. Presentation is one of the most important forms of verbal expression that we may use to share our knowledge, thoughts and opinions with both small and large groups. In this context, speeches made during the ceremonies and meetings, conferences, celebration speeches and so on are forms of presentation. The main feature of the presentation is that the previously prepared and planned content is effectively conveyed to the listener. In this process there are some oral presentation skills that presenters should possess. Skills in areas such as language and expression, body language, use of technology, effective communication with the listener, voice and use of voice are among the oral presentation skills. Especially it is professionally very important for prospective teachers to have oral presentation skills. Because teaching is a profession based on speaking and communication through speaking. Below are the oral presentation skills that should be possessed to make an oral presentation effective and understandable.

#### **Language and Expression**

Speech style includes features such as tone, intonation and emphasis on words and phrases, examples and explanations given for making the subject comprehensible, and hardness or softness voice. It is very important to use an appropriate language and style during the speech. Language demonstrates its characteristic of being a living thing during speech. In order for speech to be effective and engaging, the language must be used in a right and pleasant manner. People who fail to select the appropriate words to express feelings, thoughts, dreams, requests, suggestions, etc. and turn them into proper and understandable sentences will also have difficulty in speaking. In order for the speaker to be able to use the language consciously, he/she must have grasp of the linguistic knowledge, know and apply the correct dictation rules, use the words and sentences correctly and appropriately, and when necessary, make use of the conventional expressions forming a rich aspect of the language. Yoruk (2000: 86-89) categorizes the features that must be present in a good language and expression under some titles. Among these, clarity means being free of unnecessary words, unnecessary elaborations. Explicitness is the narrative style that is the easily understood and that explicitly put forward the purpose. The narration must be simple and fluid at the same time. Simplicity means being natural and sincere without resorting to polishing, preciousness, and without using pompous language; fluency means blatant, smooth narration without the slightest overlapping of words and flowing without interruption. In short, when making presentation, it is necessary to use the words on the spot, to construct short sentences, to express the emotions and thoughts clearly and perceptibly.

### **Power point Software and Usage**

The element that makes up the technological dimension of making effective presentations is the power point, a software that allows us to share the contents with listeners/audience. Using this software, we may effectively present texts, photographs, drawings, tables, graphics and films. Powerpoint software has three components; design, visual material and text layout.

a. Design: It is a very important element in terms of attention-grabbing and memorable quality. In Powerpoint presentations, the design element is more visible in background level and color schemes used in slides. For example, in the slides, appropriate colors should be selected for the content of the message, and a maximum of several different colors should be used in the same slide, avoiding exaggerated and distracting decorations.

b. Use of visual materials: Use of visual materials is very important in the presentations: The basic element that makes the content of a presentation clearer and more engaging and effective is the images. Utilizing visual materials in oral presentation arises the interest in the speech, allows listeners to better perceive and understand the given information, saves the presenter time in narration and adding program color by breaking the monotony in the presentation.

c. Text Layout: Text layout is also important in a well-prepared slide. It is necessary to pay attention to a few points about the text layout. For example, fonts should be easy to read, different fonts should be avoided as much as possible and only the main concepts, key words or brief and to the point sentences should be written in the slides.

### **Body Language**

One of the important elements of oral presentations is the body language which may be considered as non-verbal communication. Ergin-Birol (2000: 92) defines body language as non-verbal communication and describes it as visual behavior. According to this, our body language present itself through our gestures and mimics with various attitudes such as sitting, posture. These means is called non-verbal messages that carry the observations of the individual's on the situation in interpersonal communication. This form of expression with non-verbal messages is also called non-verbal communication. Speech is a visual act. Movements, posture, general body action, gestures, mimics are the visible behaviors of the speaker. The appropriate use of visual behaviors has an important place in terms of the healthy establishment of communication during the speech. Orhan (2010:15) also notes that using visual behaviors appropriately is important to attract the audience's attention to the issue that we are talking about. In this sense, the speaker's use of the body language is a greatly important. Because the body language and the presented subject should be parallel.

The use of the appropriate body language during the conversation helps to support the content as well as drawing the attention of the listener to the subject.

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Through non-verbal communication or body language; clothes, use of space, emphasis on the words, gestures and mimics, eye movements, and eye-contact help to convey the message (Yılmaz and Tutar, 2003: 57). According to Işık (2000: 39), while the person who has the role of being the source is trying to achieve fluency with the help of face and body; by looking at the face and body expressions of the other person, he/she is able to understand whether the message is perceived or not or the psychology of the other person. Sometimes the words used during the speech may be insufficient to convey the emotions, thoughts, dreams, information, wishes and complaints to the other people. This situation is more common, especially when emotion, excitement, enthusiasm are being told. For this reason, gestures, mimics and other forms of expression of body language are used during the oral communication. In this way people establish non-verbal communication (Temizyürek et al., 2016: 18).

As it can be understood from the explanations above, body language is an element that is utilized during speech. In order for speech to be productive, the subject, the words used in speech, the way of speaking and body language must be used in the most effective way. During speech, the body is in harmony with the words, and sometimes body movements reach the people before the words. In order for conversations to be effective and convincing, body movements and words need to support each other. A speech made when the movements of the body and the words do not support each other are not convincing as they do not have any effect on the listeners.

#### **Communication with the Audience**

Public presentations have three main components. These are the subject, speaker and listener. A successful presentation is measured by the attention, motivation, and level of understanding of the listener. For this reason, speakers should pay particular attention to communication with the target audience. For example, at the beginning of the speech, a salutation sentence must be used, questions must be asked to the listeners to determine their level of prior knowledge about the subject, and their opinions must be taken. As the speech progress, intermittent repetitions must be made and the audience's interest in the speech must be checked. Taking into account the non-verbal feedback that comes from listener and taking the necessary precautions is also part of the communication with the listener. Tosun (2012: 17) also addresses to the communication between the speaker and the listener. According to this, listeners should be respected, clothes must be selected according to a speech environment and the subject, must be neat and clean. The interest, expectation, knowledge of the audience must be learned. Opinions of the listener must be taken into consideration and feedback must be given to them when necessary. The speaker must be comfortable, natural, sincere during the speech; avoid imitation, should not reflect his/her personal problems.

### **Planning**

The plan is the framework that ensures that ideas about the selected topic for speech are included in the conversation in a certain order, that cleans up unnecessary details about the subject, and connects each part of the subject with a logical and solid links. In the planning stage, information obtained from the research on the subject and the notes taken are sorted according to their level of importance. If we do not give what we say during our speech in a certain order, our listeners may have problem in following us. In this regard, we need to plan in advance what we will say. Knowing where to say what is called "speaking planning". The speaking plan is arranged according to the degree of interest and importance of what we will speak. The order of the things to be spoken should also be appropriate. A speaking plan needs to include what kind of an introduction to be made on the subject which information will be given in which order; examples to be given about the subject, sources to be displayed, how to end the subject and what to say in the conclusion part. Expressing the gathered information and developed ideas on the subject in any part would not be correct. Any information reached as a result of the research conducted on the subject, any idea or suggestion developed in relation to the main idea must be expressed in an order. Prior to speaking, the speech content must be put in an order by following a sequence that considers priority and inferiority, cause and effect and problem and solution. This ordering process is called speaking plan.

The planning of the speech content is beneficial to the speaker in many ways. First of all, the plan ensures that what is spoken is organized. In addition, the speaking plan allows to put forward the message to be given, that is to say, the main idea effectively; to give the subject an unity and integrity; to free the talk to from being messy. The planning of speaking is also important for the audience. A person who listens to a previously planned speech can more easily follow and understand the thoughts to be conveyed to him/her.

### **Diction**

Diction is the art of effective and well enunciation while making the best of the voices and words when expressing feelings and thoughts verbally; saying the words correctly, beautifully, effectively and plainly; using our voice properly; considering the intonation, pauses and emphasis (Güler and Hengirmen, 2005: 113). A speaker must have a correct voice, a proper enunciation as well as must choose correct words and phrases to express his/her feelings and thoughts well. Enuanciation is more influential than words for the comprehension of speech. Therefore, the rules that concern the articulation should be well known (Temizyürek et al. 2016: 93).

Phonetics as a basic element of diction is a field that deals with the correct production of sounds. Articulation deals with the production of the sounds in whole and distinct way without any loss. In everyday life, people who speak without paying attention to the articulation can not tell exactly what they want to say to the other people. Because some sounds do not come out on properly, they scatter as or

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become mixed up when they leave the mouth. This situation may cause words to be misunderstood or not understood at all. The emphasis is a form of pronunciation that develops uniquely in each language and that allows the monotony of the speech to be broken. As written punctuation and pauses would be different than the speech pauses, pause section aims to solve this problem. Pause is to leave a gap between words and phrases during speech or reading. Enclitics aim to provide harmonious transitions between the words and utilizes natural rules of the language.

Effective and beautiful speech is the sum of many speech skills. The most important of these skills is to pronounce the words according to their structures. The correct pronunciation of a word is related to both the harmony of the sentence it is in and the easy and accurate understanding of the meaning it expresses. (Sefercioğlu, 2001). Incorrect pronunciation of the words often leads to misunderstandings.

### **Voice**

Voice is produced starting from the diaphragm with the help of the lungs, vocal cords and mouth organs. Voice is the vibrations that we produce when we exhale through these organs (Temizyürek et al. 2016: 47). Another one of the most important issues in the speech is voice. At the same time, there must be some characteristics of the voice which is a sign of your personality. Among these are being audible, being natural, being clear and distinct, being smooth and likeable. During the speech, the voice must be adjusted well; one should neither scream nor murmur. Pitchy and monotonous voice also bores audience. Talking with a natural, appropriate voice and with a tone that audiences can hear should be essential (Yörük, 2000: 23).

Disturbance in tone is one of the most important speech disorders. It means adding meanings to the speech such as feeling, enthusiasm, softness, hardness, ridicule, thought. If the speaker does not make such meaning changes in the tone of his/her voice, the speech becomes monotonous and thus the listeners get bored (Tekşan, 2005: 346). According to Yaman (2010), the basis of speaking is essentially sound and word. The stronger the sound, the better the speech is. Using different tones during the speech makes the speech understandable and interesting. Sounds following each other are never on the same level (Dülger, 2011). For a speaker, the best tone is the one that is non-uniform and that may be raised and lowered when necessary (Gökkaya, 2008). Attention should be paid to the tone of voice to ensure that speech is not monotonous. The qualities that a speech sound should carry are only earned by training the voice.

### **Method**

This section includes the topics such as research model, population and sample, data collection tools, validity and reliability, analysis of data.

### **Research Model**

This is a descriptive study organized in accordance with the general scanning model in order to determine the present situation. Scanning model is a research approach that aims to depict a past or current situation as the way it existed. The research is a qualitative conducted to evaluate the oral public presentation skills of prospective teachers.

### **Population and sample**

Research population consists of prospective Turkish Language teachers. Sampling method was used in the research and research sample was determined as 66 prospective teachers that are 3rd year students studying at Mustafa Kemal University Faculty of Education Turkish Language Education Department.

### **Data collection tools**

"Speaking Skill Observation Form" was used in the research in order to collect data. This observation form is a structured observation form developed before the application. This form consists of three aspects; "content", "language and expression" and "presentation skills" and of a total 34 items. The form was scaled as 1 (poor), 2 (unsatisfactory), 3 (average), 4 (good), 5 (very good). Expert opinions were taken to provide validity of the data collection tool. For this purpose, a 44-item item pool was created. Based on expert opinion, 12 of these items were selected and some of them were combined to form a single item. For example, the items "direct introduction to the subject, explanatory introduction to the subject, introduction to the subject by asking question" were combined and gathered under the item "Making an effective introduction into the speech". The items "Conformity between conveyed messages and body language, use of body language in a proper manner (without exaggerating)" were re-organized as "Using the body language to support the messages conveyed during the speech". The items "Evaluating non-verbal feedback from the listeners, making the information about the subject audience-oriented instead of theoretical, making associations between the subject and the daily life, giving the impression that a serious preparation for the speech was made" were removed from the observation form and the 34-item main form was created. This form used for collecting data was filled out by the researcher for each teacher candidate separately and then analyzed.

### **Analysis of the Data**

The data obtained from the "Speaking Skill Observation Form" used in the research were primarily analyzed descriptively, in terms of presentation techniques, content, language-expression aspects, and percentages and frequency analyzes



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were conducted. In the second stage, the oral presentation records were analyzed according to the frequency in terms of "planning, body language, expression, diction, power point, communication with the audience, voice" and more detailed findings about the presentation skills of the prospective teachers were determined.

### Findings

This section includes the findings about 'presentation skills and frequency of the mistakes made during presentation.

#### 1. Findings on Presentation Skills of Prospective Teachers

Findings on Presentation Skills of Prospective Teachers

##### 1. 1. Findings on "presentation techniques" aspect of the presentation skills of prospective teachers

Findings on "presentation techniques" aspect of the presentation skills of prospective teachers are given in the table below.

Table 1. Frequency and Percentage Values Related to the Presentation Techniques Aspect Of Prospective Teachers

Items	Valuation criteria										Total		
	1		2		3		4		5				
	f	%	f	%	f	%	f	%	f	%	f	%	
Using salutation sentence at the beginning of the speech	1	1,6	0	0	0	0	0	0	0	61	98.4	62	100
Using visual materials (image, photo, video, cartoons, etc.)	0	0	0	0	10	16.1	23	37.1	29	46.8	62	100	
Keeping his/her excitement under control during the speech	0	0	3	4.8	6	9.7	39	62.9	14	22.6	62	100	
Using body language to support the messages presented during the speech	0	0	6	9.7	6	9.7	28	45.2	22	35.5	62	100	
Establishing eye contact with the audience	0	0	6	9.7	8	12.9	21	33.9	27	43.5	62	100	

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Speaking independently from the text	0	0	3	4.8	9	14.5	17	27.4	33	53.2	62	100
Displaying self-confidence during the speech	1	1,6	2	3.2	12	19.4	31	50.0	16	25.8	62	100
Giving a general summary of what has been told at the end of the speech	12	19.4	0	0	0	0	0	0	50	80.6	62	100
Using pauses and repetitions to attract audience's attention	47	75.8	0	0	0	0	0	0	15	24,2	62	100
Making an effective introduction to the speech	0	0	0	0	4	6.5	38	61.3	20	32.3	62	100
Including listeners into the speech	2	3.2	0	0	6	9.7	28	45.2	26	41.9	62	100
Good use of the space where the speech was given (not staying at one spot)	0	0	10	16.1	10	16.1	25	40.3	17	27.4	62	100
Ending the speech with an effective conclusion	2	3.2	4	6.5	10	16.1	37	59.7	9	14.5	62	100
Adjusting the speed of the speech according to the audience	0	0	4	6.5	12	19.4	21	33.9	25	40.3	62	100
Thanking the audience at the end of the speech	2	3.2	0	0	0	0	0	0	60	96.8	62	100

In this table frequency and percentage values related to the presentation techniques aspect of prospective teachers are given. According to this, the item "Using salutation sentence at the beginning of the speech" is at very good level with 98.4%; the item "Using visual materials (image, photo, video, cartoons, etc.)" is at

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average level with 16.1%, good level with 37.1% and very good level with 46.8; the item "Keeping his/her excitement under control during the speech" is at poor level with 4.8%, average level with 9.7%, good level with 62.9% and very good level with 22.6%; the item "Using body language to support the messages presented during the speech" is at poor level with 9.7%, average level with 9.7%, good level with 45.2% and very good level with 35.5%; the item "Establishing eye contact with the audience" is at poor level with 9.7%, average level with 12.9%, good level with 33.9% and very good level with 43.5%; the item "Speaking independently from the text" is at poor level with 4.8%, average level with 14.5%, good level with 27.4% and very good level with 53.2%; the item "Displaying self-confidence during the speech" is at very poor level with 1.6%, poor level with 3.2%, average level with 19.4%, good level with 50% and very good level with 25.8%; the item "Giving a general summary of what has been told at the end of the speech" is at very poor level with 19.4%, and very good level with 80.6%; the item "Using pauses and repetitions to attract audience's attention" is at poor level with 75.8%, and very good level with 24.2%; the item "Making an effective introduction to the speech" is at average level with 6.5%, good level with 61.3% and very good level with 32.3%; the item "Including listeners into the speech" is at very poor level with 3.2%, average level with 9.7%, good level with 45.2% and very good level with 41.9%; the item "Good use of the space where the speech was given (not staying at one spot)" is at poor level with 16.1%, average level with 16.1%, good level with 40.3% and very good level with 27.4%; the item "Ending the speech with an effective conclusion" is at very poor level with 3.2%, poor level with 6.5%, average level with 16.1%, good level with 59.7% and very good level with 14.5%; the item "Adjusting the speed of the speech according to the audience" is at poor level with 6.5%, average level with 19.4%, good level with 33.9% and very good level with 40.3%; the item "Thanking the audience at the end of the speech" is at very poor level with 3.2%, and very good level with 96.8%.

## **1. 2. Findings On "Content" Aspect Of The Presentation Skills Of Prospective Teachers**

Findings on "content" aspect of the presentation skills of prospective teachers are given in the table below.

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Table 2. Frequency and Percentage Values Related to the Content Aspect Of Prospective Teachers

Items	Valuation criteria										Total	
	1		2		3		4		5			
	f	%	f	%	f	%	f	%	f	%	f	%
Expressing the topic on basis of which the subject will be explained	2	3.2	0	0	0	0	0	0	60	96.8	62	100
Using though improvement ways to enrich the subject	0	0	0	0	1	1,6	36	58.1	25	40.3	62	100
Explaining the meanings of the concepts related to the subject at the introduction	0	0	0	0	6	9.7	7	11.3	49	79.0	62	100
Answering the questions of the audience in an accurate and open way	0	0	4	6.5	7	11.3	33	53.2	18	29.0	62	100
Establishing unity and integrity between the parts of the speech	0	0	1	1,6	5	8.1	5	8.1	51	82.3	62	100
Not dwelling on the subject with unnecessary details	0	0	2	3.2	3	4.8	8	12.9	49	79.0	62	100

In this table frequency and percentage values related to the content aspect of prospective teachers are given. According to this, the item "Expressing the topic on basis of which the subject will be explained" is at very poor level with 3.2% and very good level with 96.8%; the item "Using though improvement ways to enrich the subject" is at average level with 1.6%, good level with 58.1%, very good level with 40.3%; the item "Explaining the meanings of the concepts related to the subject at the introduction" is at average level with 9.7%, good level with 11.3%, very good level with 79.0%; the item "Answering the questions of the audience in an accurate and open way" is at poor level with 6.5%, average level with 11.3%, good level with 53.2% and very good level with 29.0%; the item "Establishing unity and integrity between the parts of the speech" is at poor level with 1.6%, average level with 8.1%, good level with 8.1% and very good level with 82.3%; the item "Not dwelling on the

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subject with unnecessary details" is at poor level with 3.2%, average level with 4.8%, good level with 12.9% and very good level with 79.0%.

### 1. 3. Findings On "Language-Expression" Aspect Of The Presentation Skills Of Prospective Teachers

Findings on "language-expression" aspect of the presentation skills of prospective teachers are given in the table below.

Table 3. Frequency and Percentage Values Related to the Language and Expression Aspect Of Prospective Teachers

Items	Valuation criteria											
	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Speaking (fluently) without any interruption	0	0	4	6.5	10	16.1	39	62.9	9	14.5	62	100
Making pauses at points that do not cause any incoherency in the meaning units	0	0	3	4.8	6	9.7	43	69.4	10	16.1	62	100
Using the words and concepts in the correct places and with the correct meanings	0	0	3	4.8	6	9.7	26	41.9	27	43.5	62	100
Do not use any incoherent phrases	0	0	5	8.1	10	16.1	38	61.3	9	14.5	62	100
Giving different sounds (intonation) to the voice during the speech	0	0	5	8.1	12	19.4	29	46.8	16	25.8	62	100
Pronouncing the words correctly during speech	0	0	0	0	3	4.8	27	43.5	32	51.6	62	100
Making emphasis in the right places during the speech	0	0	0	0	5	8.1	19	30.6	38	61.3	62	100
Following articulation rules during the speech	0	0	0	0	3	4.8	27	43.5	32	51.6	62	100
Using audible and lively voice	0	0	1	1,6	8	12.9	35	56.5	18	29.0	62	100
Explaining the meanings of the words of which meaning may not be known	0	0	2	3.2	5	8.1	30	48.4	25	40.3	62	100
Not making word repetition during the speech	0	0	0	0	10	16.1	40	64.5	12	19.4	62	100
Not using filler voices, words	0	0	1	1,6	13	21.0	34	54.8	14	22.6	62	100

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Adjusting the volume of the voice according to the content	0	0	1	1,6	12	19.4	37	59.7	12	19.4	62	100
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In this table frequency and percentage values related to the content aspect of prospective teachers are given. According to this, the item "Speaking (fluently) without any interruption" is at poor level with 6.5%, average level with 16.1%, good level with 62.9%, very good level with 14.5%; the item "Making pauses at points that do not cause any incoherency in the meaning units" is at poor level with 4.8%, average level with 9.7%, good level with 69.4%, very good level with 16.1%; the item "Using the words and concepts in the correct places and with the correct meanings" is at poor level with 4.8%, average level with 9.7%, good level with 41.9%, very good level with 43.5%; the item "Do not use any incoherent phrases" is at poor level with 8.1%, average level with 16.1%, good level with 61.3%, very good level with 14.5%; the item "Giving different sounds (intonation) to the voice during the speech" is at poor level with 8.1%, average level with 19.4%, good level with 46.8%, very good level with 25.8%; the item "Pronouncing the words correctly during speech" is at average level with 4.8%, good level with 43.5%, very good level with 51.6%; the item "Making emphasis in the right places during the speech" is at average level with 8.1%, good level with 30.6%, very good level with 61.3%; the item "Following articulation rules during the speech" is at average level with 4.8%, good level with 43.5%, very good level with 51.6%; the item "Using audible and lively voice" is at poor level with 1.6%, average level with 12.9%, good level with 56.5%, very good level with 29.0%; the item "Explaining the meanings of the words of which meaning may not be known" is at poor level with 3.2%, average level with 8.1%, good level with 48.4%, very good level with 40.3%; the item "Not making word repetition during the speech" is at average level with 16.1%, good level with 64.5%, very good level with 19.4%; the item "Not using filler voices, words" is at poor level with 1.6%, average level with 21.0%, good level with 54.8%, very good level with 22.6%; the item "Adjusting the volume of the voice according to the content" is at poor level with 1.6%, average level with 19.4%, good level with 59.7%, very good level with 19.4%.

**2. Findings on Errors Regarding Presentation Skills of Prospective Teachers**

**2. 1. Errors of Prospective Teachers Related to the Language and Expression Aspect**

Frequency of the errors of prospective teachers related to the language and expression aspect is given in the table below.

Table 4. Errors of Prospective Teachers Related to the Language and Expression Aspect

Error Field	Error Type	Frequency
Language and Expression	Incomprehensibilities caused by word repetition	27
	Incomprehensibilities caused by incomplete words	18
	Incomprehensibilities caused by not using the word in the right place and with the right meaning	14
	Incomprehensibilities caused by subject-verb disagreement	23
	Not explaining the meanings of the words of which meaning may not be known	3
	Using too long sentences	6
	Problems in the fluency because of the unnecessary pauses	18
	Using too much filler sound/words	25
	Speaking too fast for audience to follow	8
	Using the words and concepts with the correct meanings	5

Table 4 includes the frequency of the errors of prospective teachers related to the language and expression aspect. According to this, prospective teachers make errors in oral presentations most frequently in incomprehensibilities. In language and expression aspect, errors such as using too many filler sounds, losing the fluency, speaking too fast are among the most frequent errors.

## 2. 2. Findings on the Errors of Prospective Teachers Related to the PowerPoint Aspect

Findings on the errors of prospective teachers related to the powerpoint aspect are given in the table below.

Table 5. Errors of Prospective Teachers Related to the PowerPoint Aspect

Error Field	Error Type	Frequency
PowerPoint	Avoiding eye straining background color selection	6
	Mismatch between the background color and the color of the font that is used	8
	Using different font types	3
	Putting too many texts in the slides	16
	Using small font size	14
	Presence of punctuation errors and typos in the slides	21
	Using too many visual material (picture, cartoon, table, diagram, etc.)	5
	Using too few visual materials	3

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Table 4 includes the frequency of the errors of prospective teachers related to the powerpoint aspect. According to this, in the powerpoint aspect of the oral presentations, prospective teachers make error mostly in punctuation and spelling. In addition, errors are made frequently also in the items of including too many texts in the slides, using small font sizes, mismatch between the color of background and the font type.

**2. 3. Findings on the Errors of Prospective Teachers Related to the Body Language Aspect**

Findings on the errors of prospective teachers related to the body language aspect are given in the table below.

Table 6. Findings on the Errors of Prospective Teachers Related to the Body Language Aspect

Error Field	Error Type	Frequency
Body Language	Having arms crossed	8
	Keeping the hands in the pockets	3
	Turning back to the audience from time to time	5
	Avoiding establishing eye contact with the audience	15
	Holding hands crossed in the middle of the body	6
	Half-facing the audience	17
	Standing at the same point in the presentation stage	6
	Showing too much excitement during the presentation	29

Table 6 includes the frequency of the errors of prospective teachers related to the body language aspect. According to this, prospective teachers mostly make errors in the item of showing too much excitement with regard to the body language aspect. Error are also made in the items such as half-facing the audience, avoiding eye-contact with the audience, having arms crossed and standing at the same spot on the stage.

**2. 4. Findings on the Errors of Prospective Teachers Related to the Communication with the Audience Aspect**

Findings on the errors of prospective teachers related to the communication aspect are given in the table below.

Table 7. Errors of Prospective Teachers Related to the Communication with the Audience Aspect

Error Field	Error Type	Frequency
Communication	Not including the audience into the speech	12



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Asking questions to the listeners with only one correct answer and whose answer is known to everyone.	16
Not providing feedback to the audience's remarks	18
Underestimating the views of the audience	2
Not giving satisfactory answers to the questions of the listeners	5

Table 7 includes the frequency of the errors of prospective teachers related to the communication with the audience aspect. According to this, the prospective teachers make errors mostly in the item of not providing feedback to the audience's remarks, with regard to the communication with the audience aspect. Errors are also made in the items such asking questions to the listeners with only one correct answer and whose answer, not including the audience into the speech, not giving satisfactory answers to the listeners.

## 2. 5. Findings on the Errors of Prospective Teachers Related to the Planning Aspect

Findings on the errors of prospective teachers related to the planning aspect are given in the table below.

Table 8. Errors of Prospective Teachers Related to the Planning Aspect

Error Field	Error Type	Frequency
Planning	Not stating the topics under which the subject will be discussed	2
	Inconsistency between the topics given before the speech and content of the speech	4
	Forgetting to talk about a topic which is previously mentioned	11
	Forgetting to show the videos prepared with regard to the subject	3
	Including unnecessary details into the presentation planning	3
	Not having a attention-grabbing introduction	6
	Lack of integrity and unity in the body part	4
	Ineffective conclusion	8

Table 8 includes the frequency of the errors of prospective teachers related to the planning aspect. According to this, the prospective teacher make errors mostly in the item of forgetting to talk about a topic which is previously mentioned, with regard to the planning aspect. Errors are also made in the items such as ineffective conclusion, not having an attention grabbing introduction, lack of integrity and unity in the body part.

## 2. 6. Findings on the Errors of Prospective Teachers Related to the Diction Aspect

Findings on the errors of prospective teachers related to the diction aspect are given in the table below.

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Table 9. Errors of Prospective Teachers Related to the Diction Aspect

Error Field	Error Type	Frequency
Diction	Not pronouncing the word correctly	8
	Not following the articulation rules	6
	Not using the emphasis on the correct places when pronouncing the words	7
	Not giving different intonation to the voice	31

Table 9 includes the frequency of the errors of prospective teachers related to the diction aspect. According to this, prospective teachers mostly make errors in the item of not giving different intonations to the voice with regard to the diction aspect. Errors are also made in the items such as not pronouncing the words correctly, not using emphasis in the right places, not following articulation rules.

### 2. 7. Findings on the Errors of Prospective Teachers Related to the Voice Use Aspect

Findings on the errors of prospective teachers related to the voice use aspect are given in the table below.

Table 10. Errors of Prospective Teachers Related to the Voice Use Aspect

Error Field	Error Type	Frequency
Voice Use	Using low volume voice	14
	Using high volume of the voice	3
	Shaky voice	8
	Not using lively voice	12

Table 10 includes the frequency of the errors of prospective teachers related to the voice aspect. According to this, prospective teachers make errors mostly in the item of using low volume voice with regard to the voice use aspect. Error are also made in the items such as not using lively voice, shaky voice, high volume voice.

### Discussion and Conclusion

This research conducted to evaluate the oral presentation skills of the prospective teachers has revealed important results. Oral presentation skills are examined under the titles of "presentation techniques, content, language and expression" in the research. Prospective teachers perform some items at very high rates in terms of presentation techniques. For instance, the success rate in the items "Using salutation sentence at the beginning of the speech (98.4%)", "Thanking the audience at the end of the speech (96,8%)", "Giving a general summary of what has been told at the end of the speech" (80.6%) is high in general. The success rate in the items "Speaking independently from the text (53,2%)", "Using visual materials (image, photo, video, cartoons, etc.) (46,8%)", "Establishing eye contact with the

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audience (43,5%)", "Including listeners into the speech (41.9%)", "Adjusting the speed of the speech according to the audience (40.3%)" is average. On the other hand the success rate remain low in the items "Ending the speech with an effective conclusion (14.5%)", "Keeping his/her excitement under control during the speech (22.6%)", "Using pauses and repetitions to attract audience's attention (24.2%)", "Displaying self-confidence during the speech (25.8%)", "Good use of the space where the speech was given (not staying at one spot) (27.4%)" remain low.

Teacher candidates' presentation skills have been found to be generally successful in the content aspect."Expressing the topic on basis of which the subject will be explained (96.8%)", "Establishing unity and integrity between the parts of the speech (82.3%)", "Not dwelling on the subject with unnecessary details (79.0%)" are among these.

Teacher candidates' presentation skills have not been as successful as other dimensions in language and expression aspect. In the items of "Making emphasis in the right places during the speech (61.3%)", "Following articulation rules during the speech (51.6%)", "Pronouncing the words correctly during speech (51.6%)" an average success has been achieved. In the items of speaking (fluently) without any interruption (14.5%), Do not use any incoherent phrases (14.5%), Making pauses at points that do not cause any incoherency in the meaning units (16.1%), Not making word repetition during the speech, the success rate remained low.

The frequency of errors made during oral presentations was evaluated in order to be able to more closely identify the presentation skills of the prospective teachers in the research. According to this, errors made by prospective teachers in the language and expression aspect are usually collected at the points of incomprehensibilities. The most important reasons for this are the anxiety of building long sentences, the lack of thoughtful planning of ideas, and the excitement during presentation. On the other hand, with respect to the body language aspect, the prospective teachers make errors such as showing excitement during the presentation, half-facing the audience, avoiding eye-contact with the audience, having arms crossed and standing at the same spot on the stage. Audience is an important element in presentation and the speaker needs to develop healthy communication with the listener. According to the research, with respect to the communication with the audience aspect, the prospective teachers also make errors in the items such not providing feedback to the audience's remarks asking questions to the listeners with only one correct answer and whose answer, not including the audience into the speech, not giving satisfactory answers to the listeners. Presentation planning is a field where teacher candidates often make errors. According to this, with respect to the planning aspect, prospective teachers make errors in the items such as forgetting to talk about a topic which is previously mentioned, ineffective conclusion, not having an attention grabbing introduction, lack of integrity and unity in the body part. Diction is very important in terms of effective presentation. In this important aspect, prospective teachers make errors

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are in the items such as not giving different intonations to the voice, not pronouncing the words correctly, not using emphasis in the right places, not following articulation rules. Voice is an element that need to be used well during oral presentations. Prospective teachers are making mistakes at this aspect, such as low volume voice, lack of lively voice, shaky voice and high volume voice.

Studies conducted in the related literature also support the results obtained in this research. Ayan, Katrancı and Melanlıoğlu (2014), for example, pointed out that language teachers stated that the most difficult language skill that they use when they use Turkish language is speaking. According to Akkaya (2012), the most common speaking problems among the prospective teachers include voice, tone, emphasis, pronunciation errors; psychological ones (unable to speak in front of public, unable to speak in interrelated relations), speech pause, unable to apply the rules of language knowledge, lack of information, unable to focus on speech (Katrancı and Kuşdemir, 2015: 439). Arslan (2012: 229) states that teachers refrain from public speaking due to reasons such as mocking behaviors of the students and the teachers, lack of knowledge and self-confidence, fear of giving false or incomplete information, shy nature, not being accustomed to talking in front of public, not having a grasp of Turkish language, not expressing themselves correctly and not being understood. Speaking skill, especially public speaking depends to one's successful fulfillment of many tasks. Many elements such as using proper and effective language, planing the speech content, supporting the message in body language, appropriately using the stage to speak, establishing eye contact with listeners, controlling excitement, overcoming the fear of speech, self-confidence, grabbing the attention of the audience are components of a successful speech (Temizkan and Atasoy, 2016: 83). According to Akkaya (2012: 417-418), most of the teacher candidates' speaking problems are due to their voice, tone, accent and pronunciation mistakes. Nevertheless, many other elements such as not adjusting breathing, having shaky voice, speaking gutturally or through the nose, interrupting the speech with filler expressions or due to excitement, forgetting what to say, attention deficit, not feeling comfortable in front of public, fear, hesitation, not controlling the gestures and mimics, stuttering, sweating, trembling are among the speaking problems. In line with the results derived from this study, the following suggestions may be put forward;

1. It should not be forgotten that speaking skill is a skill that can be developed with training, this should be told to the people who need to give public speeches.
2. Talking to the community should primarily focus on situations such as self-confidence, control of excitement, and overcoming the fear of speaking that constitute the affective dimension.
3. It must be known that making successful speeches in front of the public is a process; this process should be studied through pre-speech, during speech, and post-speech steps.

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4. In public speech, the importance of giving feedback in should be emphasized and feedback should be provided to the speaker such as peer review, teacher evaluation.

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