



Trend in Research on Methods and Techniques for Speaking Skills

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Abstract

This study aims to determine the general trends in the literature regarding methods and techniques used to improve speaking skills, based on the findings of postgraduate theses examining these methods and techniques. Determining these trends is expected to provide guidance for future research and to offer useful data for researchers in the field.

In this study, which adopts a case study design within qualitative research approaches, studies addressing methods and techniques related to speaking skills were examined in terms of publication years, publication types, research designs, and the distribution of methods and techniques used. The study includes 23 postgraduate theses published between 2014 and 2024 that are accessible in the Council of Higher Education (YÖK) National Thesis Center database. Fifteen of these studies are master's theses and eight are doctoral dissertations.

The distribution of the studies was examined by grouping them into two periods: 2014–2019 and 2019–2024. Findings show that more studies focusing on speaking-related methods and techniques were conducted between 2014 and 2019. Methods and techniques related to speaking skills were more frequently addressed in master's level research. It was also found that the mixed research design was preferred more frequently than other research designs. Among the methods and techniques aimed at improving speaking skills, specialized instructional methods and techniques were most frequently examined as research variables.

The results of the study highlight the contributions of research examining speaking methods and techniques through various approaches alongside traditional methods. In addition, suggestions for practitioners and researchers are presented.

Keywords: Speaking skills, Speaking training, Methods and techniques

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Konuşma Becerisi Yöntem ve Teknikleriyle İlgili Araştırmaların Eğilimleri

Öz

Bu çalışma konuşma becerisinin geliştirilmesine yönelik yöntem ve teknikleri inceleyen lisansüstü düzeydeki tez çalışmalarının bulguları doğrultusunda yöntem ve tekniklerin alan yazındaki genel yönelimlerini belirlemeyi amaçlamaktadır. Bu yönelimlerin belirlenmesinin yeni araştırmalara ışık tutması, araştırmacılara önemli veriler sağlaması beklenmektedir.

Nitel araştırma yaklaşımlarından durum çalışması deseni kullanılan bu çalışmada konuşma becerisine yönelik yöntem ve teknikleri ele alan araştırmalar; yayımlandıkları yıllar, yayım türleri, araştırma desenleri ve yöntem/teknik dağılımları açısından incelenmiştir. Çalışmada 2014-2024 yılları arasında yayımlanan, YÖK Ulusal Tez Merkezi veri tabanından ulaşılabilen 23 adet bilimsel araştırmaya yer verilmiştir. Araştırmaların 15'i yüksek lisans, 8'i doktora düzeyindedir. Çalışmada yıllara göre dağılım 2014-2019 ve 2019-2024 yılları arasında gruplandırılarak incelenmiştir. 2014-2019 yılları arasında konuşmaya yönelik yöntem/teknikleri inceleyen araştırmalar daha fazla yapılmıştır. Konuşma becerisine yönelik yöntem/teknikler yüksek lisans düzeyindeki araştırmalarda daha sık ele alınmıştır. Araştırmalarda karma araştırma deseninin diğer araştırma desenlerine göre daha çok tercih edildiği görülmektedir. Konuşma becerisini geliştirmeyi hedefleyen yöntem/tekniklerden en çok özel öğretim yöntem/tekniklerinin araştırmaların değişkeni olarak ele alındığı tespit edilmiştir.

Çalışmanın sonucunda geleneksel yöntemlerin yanında farklı yaklaşımlarla ele alınan konuşma yöntem ve tekniklerin konuşma becerisine çeşitli etkilerini inceleyen araştırmaların alan yazına sunduğu katkılara, uygulayıcı ve araştırmacılar için önerilere yer verilmiştir.

Anahtar Kelimeler: Konuşma becerisi, Konuşma eğitimi, Yöntem ve teknikler.

INTRODUCTION

Language is a skill that develops based on the fundamental abilities of comprehension and expression. These basic language skills are divided into two groups: comprehension and expression. Comprehension skills include reading and listening, whereas expression skills encompass speaking and writing. Among these, listening as a comprehension skill and speaking as an expressive skill are generally acquired naturally at earlier stages compared to other language skills, provided that no unusual circumstances occur (Doğan, 2009). For this reason, they can be described as natural language skills.

Speaking skills can be defined as a discourse-based communication ability that enables individuals to communicate with others, exchange knowledge and cultural values with the society in which they live, and express their feelings, thoughts, opinions, and impressions. This skill involves not only mental processes but also physical processes that operate simultaneously during communication. The development of students' speaking skills aims to help them recognize the aesthetic aspects of the Turkish language and express themselves accurately, clearly, and effectively. In addition, it is expected that students will develop the ability to interpret, analyze, and evaluate the situations and problems they encounter in daily life (MEB, 2006).

Demirel (2003, p. 90) emphasizes four essential characteristics of speaking, which he defines as a tool of communication and interaction:

1. Physical dimension
2. Biological dimension
3. Psychological dimension
4. Sociological dimension

Taşer (2020) describes the characteristics of speaking as follows:

1. The Physical Dimension of Speaking

Speaking is a physical phenomenon that occurs when sound and light waves travel through space and reach a particular receiver. From this perspective, speaking should be regarded not only as a mental activity but also as a process of physical transmission.

2. The Biological Dimension of Speaking

Speaking is a complex biological process that emerges through the simultaneous, coordinated, and systematic functioning of many organs, including the lungs, brain, tongue, vocal cords, nose, lips, teeth, palate, larynx, and trachea.

3. The Psychological Dimension of Speaking

The process of speaking is shaped by meaning-making activities within the individual's mental world. From a semantic perspective, individuals express them-

selves during speech by drawing upon their thoughts, beliefs, and worldviews, thereby verbalizing their inner experiences.

4. The Social Dimension of Speaking

With the emergence of social life, human beings developed the need to interact with others, share their emotions and thoughts, and transmit knowledge and experiences. This need made communication essential, while language gained a functional position within society as the primary tool of

For the act of speaking to occur healthily and effectively, individuals must first possess adequate physical and biological capacities. Any functional impairment in organs involved in speech production—such as the nervous system, brain, lungs, vocal cords, tongue, teeth, and lips—may hinder the realization of fluent and effective speech. Such impairments can also negatively affect the content of the message intended to be transmitted from the source to the receiver (Eyüp, 2013).

As a multidimensional and complex skill, speaking is not merely a means of communication through which individuals convey their feelings and thoughts to one another. Beyond this function, it also plays a significant role in the development of comprehension, learning, affective, social, and cognitive skills (Çiftçi, Batur and Duru, 2017).

The speaking skill is often regarded as an area that receives comparatively less attention than other language skills and is addressed only to a limited extent within the instructional process (Potur and Yıldız, 2016). One possible reason for this situation is that students tend to develop their speaking and listening skills to a certain level before starting school. In contrast, reading and writing skills are expected to develop primarily during the formal schooling process; therefore, teachers generally place greater emphasis on activities aimed at improving reading and writing skills (Doğan, 2009).

However, the speaking skills that students acquire prior to schooling often reflect the dialectal characteristics of the environment and community in which they live. At this point, the teacher's responsibility is to guide students' local or insufficient speech patterns toward the commonly accepted standard form of language through a patient and supportive approach, without exerting pressure on the learners (Temizyürek, 2007).

The continuity of a practice-based instructional process is an important factor in the effective development of individuals' speaking skills. In this process, it is of great importance for individuals to listen to or observe people who are proficient in speaking and to transfer their observations into their daily lives (Kurudayıoğlu,

2003). From this perspective, it can be argued that the classroom environment constitutes the most appropriate setting for making speaking instruction functional (Gündüz and Şimşek, 2014).

In the classroom, it is a fundamental requirement to employ appropriate teaching methods and techniques that actively engage students communicatively, cognitively, and physically in the development of speaking skills. In this process, the teacher should act as a guide and ensure that students actively participate in the practice-based activities. Furthermore, teachers should adopt a holistic approach by incorporating activities that develop speaking, writing, reading, and listening skills together during the instructional process (Aykaç and Çetinkaya, 2013).

Research indicates that information presented without the use of appropriate instructional methods and techniques tends to be perceived by students as fragmented and meaningless, which significantly reduces the effectiveness of teaching activities. Moreover, relying on a single instructional approach or repeatedly using the same method may negatively affect students' motivation. Therefore, in order to ensure an effective and productive learning process, different instructional methods should be employed according to the nature of the subject matter being addressed (Güneş, 2016).

When selecting instructional methods and techniques, several factors should be taken into consideration, including the learning outcomes of the lesson, the subject matter, students' characteristics, the classroom environment, the number of students, the teacher's level of proficiency in the chosen method, and time constraints (Sarıtaş, 2019).

An interactive classroom environment that allows students to participate actively requires teachers to employ student-centered methods and techniques during the teaching–learning process by considering these factors (Aslan et al., 2008). A review of the literature indicates that the lecture method and the question–answer technique are frequently used by teachers (Gözütok, 2020). However, the use of contemporary methods and techniques rather than traditional ones is crucial for the development of basic language skills. Therefore, it is important for teachers to adopt a holistic teaching–learning approach that integrates the opportunities offered by various instructional perspectives with diverse methods and techniques (Sever, Kaya, & Aslan, 2006). Instead of frequently relying on traditional teaching methods that tend to reduce students' interest in lessons and lead to boredom, prioritizing contemporary methods that require active student participation is likely to increase students' engagement in the learning process (Kesici, 2023). In the Turkish Language Teaching Curriculum prepared by the Ministry of National Education (Turkey), various speaking methods and techniques are included

in order to ensure students' active participation both physically and cognitively and to promote lasting learning. These methods and techniques include critical speaking, persuasive speaking, participatory speaking, discussion, speaking by putting oneself in another person's place (empathic speaking), guided speaking, speaking by selecting from a pool of words and concepts, free speaking, creative speaking, and memorization (MEB, 2006).

Critical speaking is defined in the Turkish Language Teaching Curriculum as the ability to evaluate a topic from both positive and negative perspectives with an objective viewpoint, and to generate interpretations, ideas, and possible solutions (Türkel, 2019, p. 143).

Persuasion is defined in the Turkish Language Teaching Curriculum as the process of presenting ideas and opinions related to a particular topic in a manner that encourages listeners to adopt these views and aims to influence their attitudes (Türkel, 2019, p. 141).

Participatory speaking is addressed in the Turkish Language Teaching Curriculum as involving listeners in the speaking process in order to develop different perspectives on the topic being discussed (Türkel, 2019, p. 146).

Discussion is explained in the Turkish Language Teaching Curriculum as the process in which students defend their own views by presenting both positive and negative opinions about a particular topic (MEB, 2006).

Empathic speaking, which is also referred to as empathetic speaking in the Turkish Language Teaching Curriculum, is considered a method that enables students to understand one another, develop awareness of differences, and cultivate sensitivity. Türkel (2019) emphasizes that efforts toward empathy contribute to the development of a shared culture of coexistence. Through empathy, students can understand each other more easily, respond sensitively to social issues, and thereby adapt to the culture of democracy. Within the classroom context, questions such as "*How would you act if you were in the protagonist's place?*" posed after reading a text are not considered sufficient for fostering empathy. Instead, Türkel (2019) argues that a speech demonstrating an understanding of the problems of a community facing difficulties would be a more effective approach for developing empathic awareness (Türkel, 2019, p. 148).

Guided speaking is described in the Turkish Language Teaching Curriculum as a speaking activity aimed at developing students' ability to express their knowledge, feelings, and thoughts about a particular topic in a planned and effective manner (Türkel, 2019, p. 149).

Speaking by selecting from a pool of words and concepts is described in the Turkish Language Teaching Curriculum as an activity that aims to enrich students' vocabulary and expressive abilities by encouraging them to incorporate the words, concepts, proverbs, and idioms they have learned into their expressions (Türkel, 2019, p. 152).

Free speaking is described in the Turkish Language Teaching Curriculum as an activity aimed at developing students' ability to verbally express their thoughts, feelings, or imaginations on any given topic (Türkel, 2019, p. 150).

Creative speaking is described in the Turkish Language Teaching Curriculum as a practice aimed at developing students' speaking skills and creativity while enabling them to gain different perspectives (Türkel, 2019, p. 151).

Memorization is defined in the Turkish Language Teaching Curriculum as ensuring that speech is delivered fluently and in accordance with the established rules without interruption (Türkel, 2019, p. 154).

Türkel (2019, pp. 155–162) states that speaking is a language skill frequently used in all areas of daily life, particularly in learning and teaching processes. Therefore, instructional methods and techniques that require the effective use of speaking skills are also classified under the heading of special instructional methods and techniques related to speaking education. These methods and techniques are as follows:

Taboo Cards: In this technique, a target concept and a set of prohibited words are determined, and students are asked to explain the given concept without using the restricted words. Through this method, it is aimed not only to support vocabulary development but also to enhance students' effective use of body language as well as their language and communication skills.

Six Thinking Hats Technique: This technique is considered an activity that requires information and ideas to be presented according to a specific plan and sequence. It enables students to examine a topic from different perspectives.

Hot Seating: This is a practical activity used to support the development of students' questioning, discussion, interviewing, consulting, and creative abilities. It also contributes to the development of skills such as asking questions, inquiry, and critical thinking.

Kulenga Story Technique: This technique is an activity based on students narrating a story by drawing on previously prepared visuals. Through this technique, students are encouraged to use their creative thinking and speaking skills effectively.

Aquarium (Inner Circle) Technique: This method enables a greater number of students to participate in discussions within the classroom. The aquarium technique can be used to make the discussion process more engaging and to diversify speaking activities in instructional settings.

Buzz Group Technique: This technique involves dividing students into small groups to discuss a problem, question, or topic and subsequently present their ideas. It enables students to focus on issues by engaging in speaking activities within a natural and interactive environment.

Ball Passing Technique: This technique enables students to exchange ideas about a specific problem, question, or topic through different pairings. It promotes interaction among students within the classroom.

Courtroom (Mock Trial): This technique involves organizing a simulated courtroom in the classroom where lawyers present their defenses and witnesses share what they know about the issue. The judge identifies any missing aspects, and the jury reaches a decision by evaluating the evidence and the defenses presented. It is a technique that enables all students to participate actively in the speaking process.

Phillips 66 Technique: In this technique, students are divided into groups of six and discuss a given topic for six minutes. Through this process, the discussion environment becomes more dynamic, helping to develop students' creative thinking, problem-solving, language, and communication skills.

Jigsaw Technique: As one of the most widely used techniques within cooperative learning, the jigsaw technique involves dividing students into groups of three to seven members. The selected topic is divided into subtopics corresponding to the number of group members. Students then meet in expert groups to discuss how they will present their assigned subtopics and exchange ideas with their peers. After the presentations, evaluations are conducted. Through this technique, peer learning enables students to develop a deeper understanding compared to traditional instructional methods.

Scenario Technique: This technique involves the process of creating a scenario to be enacted in the classroom and transforming the produced scenario into a performance. After the performances are presented, evaluations are conducted. Through this technique, it is aimed to develop the oral and written expression skills of students, particularly those who are shy.

Türkel (2019, pp. 162–169), drawing on the idea that curricula are designed in accordance with the principles of the Multiple Intelligences Theory, provides expla-

nations suggesting that multiple intelligence–based speaking strategies can also be employed in speaking education. The multiple intelligence speaking strategies mentioned are as follows:

1. Verbal–Linguistic Intelligence Instructional Strategies

1.1. Storytelling: Storytelling activities carried out both orally and in writing provide opportunities to organize instructional objectives, concepts, and ideas within a narrative framework. This strategy can be effective in the implementation of methods and techniques such as creative speaking and speaking by selecting from a pool of words and concepts.

1.2. Brainstorming: This strategy is based on encouraging students to generate a large number of ideas without restrictions. It contributes to the development of creative thinking and problem-solving skills.

2. Logical–Mathematical Intelligence Instructional Strategies

2.1. Socratic Questioning: In this technique, the teacher assumes the role of questioning students' viewpoints. It aims to develop students' respect for different perspectives as well as their critical thinking skills.

2.2. What Is Similarity, What Is Difference?: This strategy aims to enable students to understand how and in what ways two or more items, ideas, or events differ from one another and in which aspects they resemble each other.

3. Interpersonal Intelligence Instructional Strategies

3.1. Think–Pair–Share: Within this strategy, students form pairs to discuss and share their ideas before, during, or after a lesson, topic, event, film, or performance. This process enables students to express their opinions, organize and clarify their thoughts, and present them in a more comprehensible manner.

3.2. Small Discussion Groups: This strategy involves students working in groups of three to five to share what they have learned, as well as their thoughts and evaluations related to their learning. Through peer interaction, it contributes to the development of awareness of differences, critical thinking, and the reinforcement of learning.

4. Intrapersonal Intelligence Instructional Strategies

4.1 One-Minute Reflections: This strategy provides students with the necessary time to internalize the topic they are learning. It is particularly useful in facilitating the understanding of complex or difficult concepts.

4.2. Speak or Pass: In this strategy, used to encourage active student participation, students are invited to express their opinions on a given topic. It also aims

to help students who are reluctant to speak gradually become more willing to express themselves.

4.3. Emotional Moments: This strategy enables students to recognize and express the various emotions they experience in the classroom environment. Although verbal expression may not always be required, body language—an essential component of communication—plays an important role in this strategy. In this way, it contributes to the development of body language use and supports more natural speaking.

4.4. Concluding Sentence: This strategy can be defined as having students summarize what they have learned or the experiences they have had during the lesson in the form of a concluding sentence at the end of the class. When the concluding sentence is expressed orally, it also serves as an instructional activity aimed at developing speaking skills.

5. Bodily–Kinesthetic Intelligence Instructional Strategies

5.1. Bodily Responses: This strategy aims to ensure students' active participation in the learning process through various physical responses. It seeks to promote the effective use of body language and thereby contribute to the development of communication skills.

5.2. Classroom Theatre: This strategy aims to enable students to express their feelings and thoughts about a particular topic, event, or situation by adopting a different perspective or role.

A review of the literature indicates that postgraduate studies on speaking skills have generally focused on identifying keywords, determining research trends, examining theses, and reviewing the methods and techniques employed in qualitative or mixed-design studies. However, no study has been encountered that systematically reviews postgraduate theses on speaking skills conducted using quantitative, qualitative, and mixed research designs. Determining the overall landscape of studies on speaking conducted within these research designs will provide guidance for researchers who intend to work in this field. Accordingly, the aim of this study is to identify the general patterns in the literature based on the findings of studies that address methods and techniques used to develop speaking skills.

Accordingly, the research questions addressed in this study are as follows:

1. What is the distribution of the studies by years?
2. What is the distribution of the studies according to publication types?
3. What is the distribution of the studies according to research designs?
4. What is the distribution of the methods and techniques used in the studies?

METHOD

Research Design

In this study, which aims to answer the research questions, the case study design, one of the qualitative research approaches, was adopted. Case studies can be conducted using either quantitative or qualitative methods and aim to examine the factors affecting a particular situation from a holistic perspective, as well as to reveal the effects of these factors on the situation and the extent to which they are influenced by it (Yıldırım & Şimşek, 2021).

Units of Analysis

In this study, theses conducted between 2014 and 2024 were included in the analysis. Particular attention was given to selecting postgraduate theses focusing on methods and techniques aimed at developing speaking skills in the teaching of Turkish as a native language in Türkiye. In total, 23 postgraduate theses were examined.

Data Collection

In this study, document analysis and meta-synthesis methods were employed during the data collection process. Document analysis is a systematic and replicable method that enables the classification and summarization of information contained in texts through coding based on specific criteria (Büyüköztürk et al., 2020). Another method used in the study, meta-synthesis, aims to comparatively examine the common and differing aspects of qualitative studies conducted within a particular field (Çalık & Sözbilir, 2014). Within this framework, the database of the National Thesis Center of the Council of Higher Education (YÖK) was utilized. The studies included in the scope of the research were grouped according to predetermined common themes and analyzed in detail. In addition, careful consideration was given to ensuring that the studies obtained from the database were sufficient in number and consistent with the limitations determined for the research.

In order to identify theses that include methods and techniques related to speaking, the keywords “*speaking*,” “*speaking education*,” “*speaking skill*,” and “*methods and techniques for speaking*” were determined. A literature search was conducted in the database of the National Thesis Center of the Council of Higher Education (YÖK) based on these keywords. As a result of the search, a total of 23 scientific studies were identified.

In order to ensure that the data collection process was conducted accurately, particular attention was paid to determining the limitations of content analysis, identifying the relevant studies, evaluating and coding them, and comparing the studies and synthesizing the results obtained.

While determining the theses to be included in the scope of the study, the following criteria were considered: that the studies were conducted in Türkiye, employed qualitative, quantitative, or mixed research designs, were accessible through the database of the National Thesis Center of the Council of Higher Education (YÖK), were completed between 2014 and 2024, and focused on methods and techniques related to speaking.

Data Analysis

The theses identified according to the evaluation criteria were examined within the scope of document analysis and coded with the code “T.” The theses included in the study are presented in Table 1.

Table 1. Examined Theses

Study Code	Publication Title	Year
T1	Uysal, B. (2014). Dinleme ve konuşma becerilerinin kazandırılmasında yaratıcı drama temelli bir model önerisi.	2014
T2	Erden, B. (2014). Ortaokul Türkçe dersi öğretim programında konuşma eğitimine yönelik olarak önerilen yöntem tekniklere ilişkin öğretmen görüşleri.	2014
T3	Marangoz, M. M. (2014). İlköğretim Türkçe ders kitaplarında konuşma eğitimi uygulamaları.	2014
T4	Yegen, Ü. (2014). Ortaokul öğrencilerinin konuşma becerilerinin geliştirilmesinde görsellerin etkisi.	2014
T5	Bulut, K. (2015). Mikro öğretim tekniğinin Türkçe öğretmen adaylarının konuşma beceri ve kaygılarına etkisi.	2015
T6	Kartalçoğlu, N. (2015). Bilişsel farkındalık stratejilerinin 7.sınıf öğrencilerinin konuşma becerilerini geliştirmeye etkisi.	2015
T7	Kemiksiz, Ö. (2016). Doğrudan öğretim modeliyle 5 sınıf öğrencilerinin konuşma becerilerinin geliştirilmesi.	2016
T8	Gün, E. (2018). 8.Sınıf Türkçe dersi konuşma eğitiminin öğretmen ve öğrenci görüşlerine göre belirlenmesi.	2018
T9	İl, İ. (2018). Aktif öğrenme yönteminin 5.sınıf öğrencilerinin sözlü iletişim becerilerine (konuşma-dinleme) etkisi ve öğrencilerin aktif öğrenme uygulamalarına ilişkin görüşleri.	2018
T10	Aslan, M. A. (2018). Diksiyon etkinliklerinin ortaokul öğrencilerinin konuşma becerilerine etkisi.	2018
T11	Kardaş, N. (2018). Drama etkinliklerinin 7.sınıf öğrencilerin Türkçe dersi konuşma beceri ve kaygılarına etkisi.	2018
T12	Köse, A. (2018). İlköğretim ikinci kademedeki konuşma becerilerinin geliştirilmesine yönelik yaratıcı drama temelli etkinliklerin incelenmesi.	2018

T13	Ünsal, F. (2019). Türkçe dersine rol alma modeli ile hazırlanan etkinliklerin öğrencilerin konuşma tutum ve kaygılarına etkisi.	2019
T14	Beggi, G. (2019). Yaratıcı drama eğitimine yönelik uzman görüşleri.	2019
T15	Sarioğlu, A. İ. (2021). Dil becerilerinin öğretiminde kullanılan yöntem ve tekniklerin Türkçe ders kitaplarında kullanımının incelenmesi.	2021
T16	Yardım, L. (2021). Okuma çemberi tekniğinin söz varlığına, konuşma becerisine ve okuma tutumuna etkisi.	2021
T17	Reyhan, O.O. (2021). Tiyatro izletiminin konuşma kaygısı olan öğrencilerin konuşma kaygısı ve konuşma becerisi üzerindeki etkisinin incelenmesi.	2021
T18	Doğan, F. (2022). Hikâye anlatma becerisi ediniminin hazırlıksız konuşma becerisi gelişimine katkısı.	2022
T19	Uyar, S.S. (2022). Konuşma stratejilerinin öğretiminin konuşma başarımına ve konuşmanın duyuşsal niteliklerine etkisi.	2022
T20	Başaran, M. (2022). Konuşma halkası tekniğinin ortaokul öğrencilerinin hazırlıksız konuşma becerisine ve konuşma kaygısına etkisinin incelenmesi.	2022
T21	Yıldırım, N. (2024). Stratejiye dayalı konuşma etkinliklerinin ortaokul öğrencilerinin konuşma becerisi ve konuşma kaygısına etkisi.	2024
T22	Bektaş, A. (2024). Yaratıcı dramının 6. Sınıf öğrencilerinin konuşma bilişsel farkındalığına, konuşma kaygısına ve Türkçe dersine yönelik tutuma etkisi.	2024
T23	Başkan, Y. (2024). Yaratıcı konuşma stratejisinin öğrencilerin yaratıcı konuşmalarına yansımaları: Bir durum çalışması.	2024

The common themes of the theses included in the sample, identified according to the meta-synthesis data collection method, are presented below in Table 2.

Table 2
Common Themes Identified in the Sampled Theses

Item No	Theme	Sub-Theme	Studies	Frequency
1	Methods and Techniques in Speaking Skills	1.1. Views on the Method and Technique	T2, T8, T14	3
		1.2. The Effect of the Method and Technique on Speaking Skills	T1, T4, T5, T6, T7, T9, T10, T11, T12, T13, T16, T17, T18, T19, T20, T21, T22, T23	18
2	Methods and Techniques in the Literature	2.1. The Role of the Method and Technique in the Literature	T3, T15	2

FINDINGS

This section presents the findings obtained in the study. The findings are illustrated through tables.

Table 3

Distribution of the Sampled Theses by Year

Study Code	Year of Publication	Frequency
T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14	2014–2019	14
T16, T17, T18, T19, T20, T21, T22, T23	2019–2024	9

Based on the findings obtained, it was observed that studies examining opinions on methods and techniques related to speaking, as well as research investigating the effects of these methods and techniques on speaking skills, were conducted more frequently between 2014 and 2019 ($f = 14$). In contrast, fewer studies were identified between 2019 and 2024 compared to the previous period ($f = 9$). From this perspective, it can be suggested that speaking skills have been selected as a research topic in postgraduate theses over the past decade and that an awareness of speaking skills has emerged in the literature. Research focusing on the use of methods and techniques to develop speaking skills may also guide teachers and other researchers. Furthermore, the findings of such studies can offer new.

Table 4

Distribution of the Sampled Studies by Publication Type

Study Code	Publication Type	Frequency
T2, T3, T4, T8, T9, T10, T11, T12, T13, T14, T15, T17, T19, T20, T23	Master's Thesis	15
T1, T5, T6, T7, T16, T18, T21, T22	Doctoral Dissertation	8

Based on the findings obtained, 15 of the theses on speaking skills were conducted at the master's level, while 8 were carried out at the doctoral level. It was observed that fewer doctoral-level theses examined the use of methods and techniques related to speaking skills ($f = 8$). Speaking is a skill area that has received relatively less attention among the fundamental language skills. Increasing the number of doctoral-level studies focusing on this skill may contribute more substantially to the literature.

Table 5*Distribution of the Sampled Studies by Research Design*

Study Code	Research Design	Frequency
T19, T20	Quantitative	2
T3, T4, T8, T14, T23	Qualitative	5
T1, T2, T5, T6, T7, T9, T10, T11, T12, T13, T15, T16, T17, T18, T21, T22	Mixed-Methods	16

Based on the findings obtained, it was observed that the mixed-methods design was preferred in the majority of the theses examined. All of the doctoral dissertations were conducted using a mixed-methods design. At the master's level, researchers were found to prefer mixed, qualitative, and quantitative research designs. Mixed-methods designs allow for a more comprehensive examination of the research topic by integrating both qualitative and quantitative approaches. Therefore, the fact that most of the theses conducted at both the doctoral and master's levels employed a mixed-methods design can be considered a positive approach.

Table 6*Distribution of Methods and Techniques in the Sampled Theses*

Study Code	Methods and Techniques	Frequency
T3, T8, T15, T19	Methods and Techniques Included in the Turkish Language Curriculum	4
T1, T2, T4, T5, T6, T9, T10, T11, T12, T13, T14, T16, T17, T18, T20, T21, T22, T23	Special Methods and Techniques Related to Speaking Education	18
T6	Multiple Intelligence Strategies That Can Be Used in Speaking Education	1

Based on the findings obtained, it was observed that researchers most frequently preferred special methods and techniques related to speaking education ($f = 18$). Some theses examine the methods and techniques included in the Turkish Language Curriculum. However, these focusing on multiple intelligence strategies that can be used in speaking education are relatively limited in number. From this perspective, conducting more thesis studies that incorporate multiple intelligence strategies in speaking education may contribute to the literature. Moreover, increasing the use of this theory in studies related to speaking skills within curricula structured according to the Multiple Intelligences Theory may be beneficial. Integrating students' different intelligence domains into the learning process may also enhance their interest in speaking lessons.

DISCUSSION & CONCLUSION

This study was conducted to present an overall perspective based on findings from research on methods and techniques for developing speaking skills. In the study, a case study design, a qualitative research method, was adopted. Within the scope of the study, the research was examined according to the distribution of studies by years, publication types, research designs, and the methods and techniques used.

In the analysis of the first research question concerning the distribution by years, theses conducted over ten years between 2014 and 2024 were examined. The theses completed between 2014–2019 and 2019–2024 were grouped and analyzed within two separate five-year periods. The findings indicated that studies focusing on methods and techniques related to speaking were more numerous between 2014 and 2019 ($f = 14$). In the period between 2019 and 2024, nine theses addressing this field were identified.

The presence of theses addressing speaking skills is considered important for increasing awareness of speaking in the literature. Speaking is a process that occurs through a series of physical and cognitive actions carried out over a period of time. Since speaking is a skill acquired before reaching school age, activities aimed at improving speaking skills during the schooling process may sometimes be overlooked. Therefore, the quantitative presence of such studies in the literature gains importance in enabling teachers, who are the practitioners of this process, to develop different perspectives. Additionally, the number of theses submitted may have decreased in 2019 due to limitations in practical application caused by the Covid-19 pandemic.

In the analysis of the second research question concerning the distribution by publication type, it was found that 15 of the 23 theses were conducted at the master's level, while 8 were doctoral dissertations. This finding indicates that theses on speaking skills have been addressed more frequently by master's-level researchers, whereas they have received comparatively less attention at the doctoral level. Increasing the number of theses on speaking skills at all academic levels may enable the topic to be examined more comprehensively. Therefore, diversifying the methods and techniques related to speaking and examining them in relation to different variables may facilitate the identification of more comprehensive findings.

In the analysis of the third research question concerning the distribution by research design, it was observed that the mixed-methods design was used most frequently. The mixed-methods research design aims to achieve a higher level of validity and reliability than could be obtained by using either qualitative or quan-

titative designs alone (Creswell & Plano Clark, 2018, p. 65). Through this design, the findings obtained from qualitative and quantitative data are cross-checked to verify their accuracy (Johnson & Onwuegbuzie, 2007).

In line with this approach, the theses examined in this study—both at the master's and doctoral levels—attempted to determine the effects of various methods and techniques on different variables by employing mixed-methods designs. In studies addressing speaking skills, it may be difficult to obtain sufficient findings when relying solely on qualitative or solely on quantitative research designs. Therefore, the more frequent use of mixed-methods research designs contributes significantly to the literature.

In the analysis of the fourth research question concerning the distribution of methods and techniques related to speaking, these methods and techniques were examined under three main categories: methods and techniques included in the Turkish Language Curriculum, special instructional methods and techniques related to speaking education, and multiple intelligence strategies that can be used in speaking education.

The analysis revealed that special instructional methods and techniques related to speaking education were the most frequently emphasized approaches in both master's and doctoral theses. Similarly, in their study examining theses conducted between 2005 and 2016 on speaking, Alver and Taşdemir (2017) concluded that the creative drama method was one of the most frequently preferred approaches. Creative drama is also an application-oriented and interaction-based method that requires active student participation. From this perspective, it can be considered a positive approach that the theses included in the sample of this study predominantly preferred methods and techniques that are student-centered, require collaboration, increase classroom interaction, aim to develop students' communication skills, and emphasize creativity. Emphasizing contemporary methods in research—rather than traditional ones—that can positively influence students' attitudes toward speaking is of great importance. In this way, students' attitudes toward speaking may also be improved. Furthermore, the theses conducted in this field can guide teachers and enrich instructional practices in the classroom.

Speaking is a process that consists of physical, cognitive, and affective dimensions in which these dimensions operate together. Just as the effective functioning of the physical and cognitive dimensions is essential for successful speaking, the proper management of the affective dimension is equally important. The use of methods and techniques related to speaking also influences the affective dimension of speaking. The increasing number of studies on the use of speaking methods and techniques in the literature compared to the past can be considered

a positive development. However, the fact that the theses conducted largely focus on special methods and techniques related to speaking education may be regarded as a limitation, suggesting that the field has often been approached from a single perspective.

In particular, increasing the number of theses focusing on multiple intelligence strategies that can be used in speaking education may contribute to the literature. In this way, students can be provided with opportunities to develop various skills such as learning how to learn, utilizing different intelligence domains, and employing their creativity at higher levels. Speaking is an action-oriented skill that develops through practice; therefore, the more practice students engage in, the more their speaking skills will improve. As educators, our responsibility is to incorporate new methods and techniques to enhance speaking skills and to increase classroom practices related to speaking.

Recommendations for Researchers

1. It was observed that the theses included in the sample primarily focused on special instructional methods and techniques related to speaking education. Future thesis studies may examine the effects of multiple intelligence strategies that can be used in speaking education on speaking skills.
2. In selecting the theses included in the sample, attention was given to studies conducted in Türkiye between 2014 and 2024. Future research may also include theses examining methods and techniques related to speaking conducted in other countries. Additionally, samples covering a longer time span than the one specified in this study may be formed.
3. The present study included only master's and doctoral theses. Future research may expand the scope by including articles and symposium papers.
4. Meta-analysis studies may be conducted on the methods, techniques, and strategies used in speaking education.

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