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Title:

**EXPLORING PRINCIPALS', TEACHERS', AND STUDENTS' PERCEPTIONS OF
PUBLIC SPEAKING PRACTICES AT PUBLIC SCHOOLS IN BAKU**


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STATEMENT OF AUTHENTICITY

We have read ADA's policy on plagiarism and certify that, to the best of our knowledge, the content of this paper, entitled "Exploring Principals', Teachers', and Students' Perceptions of Public Speaking Practices at Public Schools in Baku" is all our own work and does not contain any unacknowledged work.

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Abstract

This research examines the perceptions of students, teachers, and school principals regarding the importance of public speaking practices in public schools in Baku. It also explores potential actions that school principals can take to raise awareness about these practices. The research participants are three school principals, eight Azerbaijani and Language teachers and 22 students from 6th to 9th grade. Semi-structured interviews are conducted with school principals, and focus group discussions are carried out with teachers and students. The study examines the students', teachers' and principals' viewpoints on the relevance of public speaking skills in students' current and future lives, particularly in terms of their careers and effective communication. The findings indicated that students encounter difficulties such as panic, anxiety, fear of failure, word confusion, and shyness when speaking in public. Furthermore, the research provides suggestions which are given from students, teachers, and school principals to raise awareness on public speaking practices in public schools. The study highlights the significance of extracurricular activities such as public speaking clubs, oral competitions, and discussions on movies or books. By incorporating these activities into the school curriculum, students can enhance their public speaking abilities. Considering the findings of the study, a workshop called "Public speaking strategies and assessment criteria" has been conducted at one of the public schools in which the data was gathered. The purpose of this workshop was to increase awareness among principals, teachers, and students regarding the importance of public speaking practices by providing participants essential public speaking strategies and offer Azerbaijani Language and Literature teachers guidance on evaluating students' proficiency in various public speaking techniques.

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Chapter 1: Introduction

Public speaking, listening, rhetorical sensitivity, and critical thinking abilities are recorded by employers as necessary for a successful career (Hooker & Simonds, 2015). According to Morreale et al. (2008), being qualified in verbal communication is an advantage for professional, personal, and educational life. Because good public speaking ability is a remarkable learning outcome, a much sought-after and worthy professional skill, it plays a significant role in accomplishments and valuable results in higher education (Selvadurai, Choy, & Maros, 2012). Furthermore, according to Richmond and McCroskey (2012), verbal communication ability guides to a high level of esteem from colleagues, more upgrades, and life success in general. On the other hand, good interpersonal and public speaking skills are indicators of high self-confidence (Rathee et al., 2018). Considering the fact that public speaking skill is a tool for learning and knowledge assessment, this competence is necessary across the whole curriculum (Lee et al., 2013). In this regard, students must be able to effectively convey their knowledge and ideas in informative speeches when studying disciplines like literature, science, and math. As a result, assessments of students' knowledge and skills are influenced by their capacity to transmit information competently (Min, 2014). To sum up, public speaking skills can help students in terms of high level of oral communication, effective learning process and ability to express themselves clearly which can lead to successful work life in terms of promotion, smooth interview process, high paid jobs and new opportunities.

Problem Statement

One of our team members with an English bachelor's degree shared her experience from a debate tournament held at Baku State University. The debate was in the Azerbaijani language, and it was more challenging for her than other participants because the skills the secondary school provided her were not enough to succeed in the tournament. Based on her

observation, other participants who struggled with speaking in front of the public in the Azerbaijani language also had no public speaking practices, such as public speaking courses or debate student clubs in the universities they studied. Overcoming anxiety while giving a speech in front of an audience was one of the challenges that one of our team members faced. She could only overcome this challenge for six years by learning and applying public speaking skills during university life. Based on our experience, another difficulty was giving valid arguments to support our ideas during class discussions or debate competitions. According to our observation, the shortage of public speaking practices in public schools also created barriers to succeeding in professional life, such as interviews and self-promotion strategies in the labor market. The same negative tendency can be observed at the school level as well. Based on preliminary data, Tural Mirzaliyev (2022), a principal in one of the public schools in Baku, mentioned in his speech that they do not organize any extra activities or events to increase students' public speaking skills. This shortage of public speaking practices decreases their self-confidence and communication skills, creates stage anxiety and fear of speaking in front of an audience which will be discussed in detail in the literature review.

Another essential point to emphasize is the textbooks of Azerbaijani language for 8, 9, 10 and 11th grades (Ministry of Education, 2022) that have objectives aiming to promote public speaking practices for a few topics. However, those practices are limited to a few tasks and are used only to support the learning process rather than improve students' public speaking capacity. Thus, the preliminary data shows that students' speaking skills have notably decreased recently. An Azerbaijani Language and Literature teacher in one of the public schools in Baku stated that in one of her 6th grades, students have difficulty not only giving arguments about the topic but even using words correctly. As Harbein et al. (2018) stated one of the dimensions for an effective public speaking is the language use (usage of technical terms) which is a problem for the public schools' students in Baku. The teacher also added

that students' lack of self-expression skills also affects their grades. Furthermore, preliminary data taken from one of the 9th-grade students studying in a public school in Baku shows that students cannot catch the audience's attention, which is one of the main factors of public speaking ability. In other words, students do not listen to their other classmates who answer the teachers' questions. The reason behind this problem is the inability of students to get attention from the audience.

Purpose of the Study

This study aims to investigate the perceptions of students, teachers and administrators about the importance of public speaking practices at public schools in Baku and propose a practical guide or workshop that school principals could apply to to raise awareness about public speaking practices. The study consists of a comprehensive description of the findings and results of the research.

Research Questions

1. What are the students', teachers', and administrators' perceptions about the importance of public speaking activities?
2. What actions should school principals take to raise awareness about public speaking practices?

Significance of the Study

Ministry of Science and Education, school principals, teachers, and anyone interested in public speaking can benefit from the research findings. To increase the school's ranking, the school principals would like to practice some training programs to enhance the public speaking ability of their students with the help of the findings. Ministry of Science and Education can use findings to establish policies, action plans, strategies, and training for students from public schools to increase the employment rate and the amount of skilled and qualified human capital ready for the labor market.

The significance of this study is shown below:

- The end product of this study which is a workshop aims to help participants to raise awareness of principals, teachers and students on the importance of public speaking practices.
- Students can use important public speaking strategies to improve their public speaking skills.
- Azerbaijani Language and Literature teachers can apply suggested assessment criteria during their lessons in order to measure students' public speaking skills.

Chapter 2: Literature Review

As mentioned in the first chapter, the purpose of this study is to investigate the students' and teachers', and school principals' perceptions of the importance of public speaking at public schools in Baku and propose a practical guide or workshop that school principals could apply to enhance public speaking practices. Based on this purpose, the literature review will consist of the following parts: the public speaking concept, the importance of public speaking and the perception of it, and ways to enhance public speaking at public schools.

Public Speaking Concept

In the literature, several theories have been proposed to explain public speaking concepts as one of the types of communication. Public speaking is delivering a speech to a live audience in a structured, deliberate manner to inform, persuade or entertain in both face-to-face or electronic format (on camera). Everyone from various spheres such as business, media, politics, management, lecturing, retailing, restaurant management, or in other occasions of life will go through public speaking stages to reach an audience better, grab their attention, and persuade people to accept our ideas and public speaking skills can assist through that process (Herbein et al.,2018).

According to Nikitina (2011), recently, public speaking is considered as a source of competitive plus in the business world, which can be seen in job interviews, conference calls, meetings, product presentations, public events. Besides the job, everyone aged 10-90 has found themselves in a circumstance where they should have delivered different kinds of speeches in front of one, two, or more people. Nikitina (2011) identifies three common types of speeches that individuals from all fields will need in various situations: impromptu, manuscript, and extemporaneous. An impromptu speech is when there is no time for preparation, and a person should be able to deliver a speech based on the occasion or target group to convey the idea and persuade others to the person's idea (Miller & Stone, 2009). The second type of speech is manuscript speech, which is written to be used on political and social occasions and should be mainly delivered as quoted by political figures. Most people use extemporaneous speech to establish an emotional connection with others and allow the speaker to change the speech according to the audience's reaction (Nikitina, 2011). Another example of speech type, called "call to action speech," is presented in the study by Miller and Stone (2009). People use this type to encourage listeners to decide or to make them follow their ideology through more significant gestures, heightened tone, and varying tempo of spelling out the words.

As reported by Harbein (2018), public speaking skills can be grouped into four dimensions used to speak competently. Non-verbal behavior- visual impression consisting of factors such as eye contact, posture, and gestures; nonverbal behavior-auditory impressions including fluency, pitch, voice, and volume; language use (usage of technical terms), an organization which covers the structure of speech, research, selection of topic and knowledge (Herbein et al.,2018).

As reported by Rhodes (2019), public speaking is more than being present in front of people. However, a person should have informative content that most of the audience will

understand and accept the idea. For this reason, a person should research the topic, participants, and context analysis (Rhodes, 2018).

Importance of Public Speaking and Perceptions of Students about It

For several years great effort has been devoted to studying the benefits of public speaking skills in an academic, professional, and social life. Nikitina (2011) argues that there are several personal and social benefits that people can get from public speaking. The most essential benefits of having a greater level of public speaking skills are the increased self-confidence, improved communication skills, increased organizational skills, and enhanced ability to listen. Furthermore, public speaking decreases anxiety and fear when speaking in front of others, improves memory, enhances persuasion ability, and helps to have control over emotions and body language. These benefits of public speaking have a considerable impact on the social circle, relationships with other people, attitude in business and new friends (Nikitina, 2011.)

Results of the research by Hart Research Associates (2015) show that oral communications skills and written communication skills should be focused more on college, and to solve issues regarding the different views of other people, college students should receive educational experiences of mentioned skills as greed by 96% of employers (Kleckner & Nikolaus, 2022).

Harbein (2018) signifies that public speaking competence is not essential for language-based or other single subjects in schools. However, as a tool, this assists students in the learning process. In every subject, students are required to share opinions, deliver speeches on relevant topics, and give informative speeches while participating in extracurricular activities and contests outside of the school. Consequently, public speaking skills are essential for school kids, and they should be educated starting from school as it needs more time to establish from zero (Herbein et al., 2018).

The results obtained from the research by Silliman (2016) suggest that public speaking events, preparation for them, and competition boost their self-confidence, help them learn the topics more deeply, and build other learning skills. In the findings, it was shown that from the point of youth's view, public speaking events have an essential effect on young people and prepare them as responsible citizens, contribute to society and community service, and practice class leadership which enhances the quality of their resume (Silliman, 2016).

Previous studies indicate that to ensure students' employability, besides the hard skills, soft skills are necessary because they build self-esteem and self-confidence. Handling information, communication, and presentation (including written and verbal communication), planning and problem-solving (including critical assessment, practical and technical knowledge), and social development and engagement (including interpersonal, responsibility, teamwork) are all examples of soft skills (Selvadurai et al., 2012).

Even though oral communication plays a huge role in a person's career path, public speaking anxiety can be one of the most typical mental problem that most people face (Kirkwood and Melton, 2002). Bodie (2010) defines public speaking anxiety as social anxiety that results from the actual or anticipated performance of an oral presentation, and it impedes advancement of effective oral communication abilities. Spijck's research (2011) demonstrates that roughly eighty out of every hundred people have some level of public speaking anxiety, and four out of ten people list their greatest fear as public speaking, frequently ranking it higher than death. Bartoo and Sias (2004) have demonstrated that a high anxiety level can cause low job satisfaction, lower-paying positions, and lower status. Furthermore, it can result in less opportunity for employees to receive competent information on the tasks from the supervisor, which can lead to less productivity (Bartoo & Sias, 2004).

Raja (2017) reported in his study that the most frequent cause of public speaking anxiety was a lack of confidence because many people are hesitant by nature and experience

anxiety when speaking in front of an audience. Selvadurai et al. (2012) reported that to convince stakeholders of your project, program, or idea managers by simplifying complex information for them may face shyness, withdrawal, and non-inquisitiveness issues with a low level of self-confidence. Moreover, in the study of Basharan and Erdem (2009), lack of self-confidence was determined as one of the most negative factors affecting the good speech of teacher candidates. However, Thaicharoen's (2017) work observed that practicing speech and performing in front of people decreases the level of stage anxiety, making it easier for them to remember points, control emotions, and talk confidently to be able to react to the audience.

When it comes to the perception of the students, according to the results of the research conducted by Bilmez and Unal (2021), 80% of secondary school students are willing to participate in a public speaking course. Furthermore, students have a positive attitude towards speech training and understand its importance (Syarfyadin et al., 2020).

Ways to Enhance Public Speaking at Schools

According to Nikitina (2011), for successful public speaking, people should devote their time to preparation and practice. She dictates that public speaking is a field that demands continuous training for further development. Thus, the more the people present in public, the more they teach their minds and bodies to determine speaking as a typical and secure circumstance, and the more self-confident they will be. Considering the importance of practice in public speaking, Gedik and Orhan (2014) claim that these skills should be taught to students starting from school years. The authors explain that the fundamental purpose of education is to equip a person with the talent to present oneself effectively and correctly.

Speaking is a skill shaped by education and is very important for education itself (Yujer & Doghan, 2021). Information exchange, explanation, and evaluation between teacher and student at all education levels are mostly done through speaking, and teachers have an essential role in this process (Ozbay, 2009). Therefore, there is a need for activities in the

school environment to develop correct and practical speaking skills for healthy and prosperous educational environments. Current data illustrates that some schools implement various types of practices to improve students' public speaking skills.

Tien and Ari (2021) explore the effectiveness of Focus Group Discussions (FGD) at schools and the five stages that need to be implemented during the classes. The stages consist of the determination of the problem, methods of discussion, data collection, analysis and implementation, evaluation and reflection. The authors mention that the FGD in learning models help to develop communication and public speaking skills while students reflect on the results of the analysis, brings up the idea of learners, and allows students to prioritize their opinion. Another in-class activity is debate, and Astri (2017) finds out that the implementation of debates in classes not only enables students to enhance their attitude during talking to the crowd but also offers many benefits in developing their speaking skills. In addition, Goodwin (2003) explores that debate encourages all students to contribute the class time, helps to bring different views on topics, and increases self-expression abilities.

On the other hand, Orhan and Gedik (2014) analyze the impact of students' participation in social activities on their speaking skills. They explore the difference in public speaking abilities of students who participate in social activities and those do not. The main differences are that the students who took part in social activities had more advanced skills in starting the speech with the appropriate expression. Additionally, they had a more advanced level of emphasizing the important information while speaking. Another difference is that those students had a more advanced level of speaking and sentence making skills in accordance with the rules of standard Turkish. Moreover, Uchgun (2007) stresses that during the ceremonies held on important days and weeks, students should be given tasks such as reading the script and presenting the program. Thus, it is ensured that the students learn to speak in

front of the community without getting excited, and other students who listen to them correct their mistakes in their own speech.

In addition to the activities, earlier studies demonstrate that teachers can promote a more positive learning environment in the classroom by utilizing confirmation behaviors (Sidelinger & Booth-Butterfield, 2010), slang (Mazer & Hunt, 2008), and refraining from verbal aggression (Myers & Rocca, 2001). Additionally, it has been demonstrated that creating opportunities for more peer engagement, like peer workshops, improves students' impressions of the supportive classroom environment in public speaking programs (Broeckelman-Post & Hosek, 2014).

Gaps in the Literature

One of the gaps of the literature review is the limited number of studies regarding the public speaking skills in Azerbaijan. Additionally, there are some findings about students' perceptions about the importance of public speaking practices, however, the perceptions of principals and teachers have not yet been studied in previous literatures.

Chapter 3: Research Methodology

As the purpose of the study is to explore opinions of students, teachers, and school principals on the necessity of the public speaking, we used the qualitative research method since it is crucial for understanding how individuals interpret their experiences, construct their own worlds, and give meaning to their experiences (Merriam & Tisdell, 2017). The qualitative research method helped us to put a special emphasis on learning about and comprehending students', teachers', and school principals' experiences, perspectives, and ideas about public speaking practices (Creswell, 2012). Its primary benefit, which also establishes its fundamental difference from quantitative research, is that it provides a thorough description and analysis of a research study without restricting the scope of the study or the nature of participant replies (Collis & Hussey, 2014). An inductive approach was used for this study as a research approach. Using this approach, we started to collect data from three public schools that then was utilized to generate broader conclusions about the subject matter (Merriam & Tisdell, 2017).

As the study explored the perceptions of students, teachers, and administrators regarding the importance of public speaking practices and possible actions to apply at public school in Baku, the research design of the study was the exploratory research (Merriam & Tisdell, 2017).

For the purposes of this study, focus group discussions and in-depth qualitative interviews were utilized. According to Rubin and Rubin (2016), conducting in-depth qualitative interviews in which the experiences, motivations, and opinions of others are examined can help one see the world from different perspectives. It was a semi-structured interview as we had a specific topic to learn about. It enabled us to adapt to the current circumstance, the principals' developing perspective, and new insights into the subject (Creswell, 2012). Focus group interview is the way of collecting data via interviewing a group of individuals at the same time (Creswell, 2012). Focus group discussions with teachers and

students allowed us to comprehend their perspectives on the importance of public speaking practices, on the recommendations toward improving implementation of public speaking activities, and to find secondary factors related to the study without spending much time with individual interviews.

Research Site and Participants

As a research site for this study, we chose three public schools in Baku. We did not focus on private schools because, according to the preliminary data, public speaking events (i.e., debates and public speaking competitions) are organized at private schools. We conducted research in three different public schools rather than focusing only on one school, which would give us limited data.

The participants of this research were 22 school students from 6th-9th grades, eight Azerbaijani language and Literature teachers, and three school principals (Figure 1).

Table 1.

Participants	Number of Participants	Data Collection Method
Students	22	Focus group discussions
Principals	3	Interviews
Teachers	8	Focus group discussions

Sampling Strategies

According to Creswell (2012), to make generalizations about the target population, the researcher investigates a sample subset of the target population. The sample of individuals was selected to represent the entire population. We used purposeful sampling as the students, teachers, and principals were intentionally chosen to comprehend the context. Purposeful sampling involves selecting people based on availability, convenience, and representation of a characteristic the researcher seeks to investigate (Creswell, 2012).

As a type of purposeful sampling, convenience sampling was chosen considering the most available sites and participants. According to Mertens (2012), researchers choose individuals and sites for convenience sampling because they are available to be researched. In order to reach the sites, we got permissions from the schools where we have access through the help of our relatives or friends.

Data Collection

Using a data collection process is essential to gather and measure the information on public speaking practices and answer research questions. There are several types of data collection techniques: surveys, focus group discussions, interviews, documents, observations, media materials, and physical artifacts (Creswell, 2012). Even though all of them are important for obtaining the data, our Capstone team acquired data via focus group discussions and in-depth semi-structured interviews for the qualitative research. We reviewed literature based on our topic; however, as the secondary data, we looked for the previous public speaking practices implemented in Azerbaijan through publications on the internet. Before conducting any data collection methods, we introduced a consent form about our research and its purpose to the principals, teachers, and students' parents. Consequently, parents had enough information on their agreement and let their children participate.

Sources of Data

For this study, we referred to the primary data by conducting interviews and focus group discussions. Thus, we conducted semi-structured interviews as the data collection method to get more information on the perception of principals toward public speaking activities at school (Creswell, 2012; Rubin & Rubin, 2012). We chose the semi-structured interview type because it allowed us to ask extra questions and stray away from the interview guide. The reason was that some questions could lead to new but relevant discussions which contributed to the research.

This research aimed to discover the challenges students faced while speaking in front of the public, their experience in public speaking activities, and their opinions and beliefs about public speaking practices by conducting focus group discussions (Creswell, 2014). Moreover, focus group discussions was also conducted with Azerbaijani Language and Literature teachers to know their opinion and feelings toward implementing public speaking activities at schools and their views on students' public speaking skills. We conducted focus group interviews with teachers and students separately as focus groups can be utilized to gather shared understanding and obtain thoughts from several people (Creswell, 2012). This data collection method contributed to our study by allowing us to maintain the interaction among Azerbaijani language and Literature teachers. In addition, it helped us to collect comprehensive data from 22 students in a short period.

In both individual interviews and focus group discussions, besides the note-taking method, we used tape-record after participants signed the consent form and confirmed the terms (Creswell, 2012; Merriam et al., 2016). Additionally, we utilized two devices for audio recordings to decrease the risk of losing collected data (Creswell, 2014).

Data Analysis

According to Creswell (2012), there are several steps to analyze qualitative data: transcribing the interviews and focus group discussions, scanning the data, coding the data, categorizing and labeling, and using a coding process to see the whole picture and interpret the findings. Following the guidance, we prepared a transcription from the interviews and focus group discussions and apply a coding procedure for each transcript. Utilizing the two-cycled coding process helped us to accomplish effective collaborative coding (Creswell, 2012). After scanning the data from the interviews and focus group discussions, we discussed them and examined how the participants reacted to the questions in various circumstances. In the first coding cycle, we used affective methods for our study to analyze experiential aspects

of participants' experiences by directly acknowledging and labeling them. Secondly, we added the codes with descriptions to the shared original codebook on Google Drive. Then, we searched for patterns and organized codes. Besides, with the help of mapping the codes, we built a data display that helped us to understand our findings clearly and visually.

Validity and Reliability

It should be indicated that validity and reliability are necessary parts of the study. Validity of data means the guarantee for the accuracy of the collected data and the high quality of it (Creswell, 2009). Reliability refers to the correctness of the study's results and the content and internal validity, triangulation and member checking were provided to maintain reliability.

Content Validity

One of the forms of validity is content validity, which measures the extent to which the content of the instrument covers the questions the research intends to answer. Thus, to be sure about the focus group and interview questions, their formats, and scales, it is essential to build content validity by implementing the testing process of these instruments (Creswell, 2009). Therefore, interview and focus group questions were presented for an expert's view, who was one of the public speaking experts before asking research participants to answer them.

Internal Validity

The main purpose of internal validity is to determine whether the study's analysis, design, and methodology parts lead to reliable conclusions for the research questions and whether there are no other factors affecting the results (Merriam, 1998). Triangulation and member check strategies were utilized to maintain this study's internal validity.

Triangulation

The main benefit of triangulation is that it supports both trustworthiness and internal validity (Merriam, 1988). The main information should be collected from various resources to maintain data triangulation (Creswell, 2009). Thus, we collected the data from not only school principals and teachers, but also students at public schools. It should be indicated that besides the data sources, the data collection methods are also crucial in the triangulation process. Therefore, we did not only interview school principals but also conducted focus group discussions with teachers and students to strengthen the validity of the data.

Member Checking

To maintain the validity, we also referred to member checks. Member checking is one of the strategies used by researchers to display the accuracy of the results and persuade the audience about the study (Creswell, 2009). Thus, this process helped us to validate the collected data by asking the participants to confirm the results when we submitted the transcripts of the interviews.

Ethical Considerations

Ethical consideration is not only the thing that increases the trustworthiness of the research but also the researchers' obligation to respect the values and rights of the interviewees (Spradley, 1980). In this regard, the names of the participants were not shared with other parties in this study. In addition, participants were given an informed consent form to sign. The school principals, teachers, and parents of students were introduced consent forms for signature before participants took part in the study; it ensured their rights and showed their willingness to participate in the research (Creswell, 2009). In the consent form, various information such as the purpose of the research, guarantee of confidentiality, and benefits of participating were provided for the participants (Sarantakos, 2005).

Limitations of the Study

- This research was conducted at three public schools in Baku. By considering that it is very small percentage of public schools in Baku, the sample size is insufficient to generalize information.
- The focus of this research was 6th-9th graders of public schools in Baku. Consequently, the findings of this study cannot be applicable to other grades.

Chapter 4: Findings

The purpose of this study was to identify how the importance of public speaking practices are perceived by students, teachers, and principals in Baku public schools and intends to suggest a useful guideline or workshop that school administrators may use to improve public speaking practices.

The following research questions provide the framework for this study:

1. What are the students', teachers', and administrators' perceptions about the importance of public speaking activities?
2. What actions should school principals take to raise awareness about public speaking practices?

For this qualitative research, data was collected through focus group discussions and one-on-one interviews. Focus group discussions were conducted with 6th – 9th grade students and Azerbaijani Language and Literature teachers, and we carried out semi-structured interviews with school principals in three different public schools in Baku. Students and teachers were asked about their perceptions about public speaking, importance of it, challenges they face, the reasons of challenges, experiences with public speaking practices, and the level of students' motivation to participate in public speaking activities. Focus group discussions with both teachers and students consisted of ten questions, but we also asked some additional questions when it was needed. The interviews with principals consisted of nine questions. The focus of these questions was to find out the extent of organizing public speaking activities at public schools and inhibiting factors to implement these activities. In this chapter, we introduce our results from these focus group discussions and interviews.

In order to carry out our study, we conducted interviews with three school principals and focus group discussions with 22 students and eight teachers (Table 1). The distribution of 22 students is shown based on their grades are shown in Figure 1. Table 2 indicates information

such as years of experience and academic background of school principals and teachers without indicating their names.

Table 1. Number of participants

Participants	Number of participants	Data collection method
School Principals	3	Semi-structured interviews
Teachers	8	Focus group
Students	22	Focus group

Figure 1. Distribution of Students Based on Their Grades

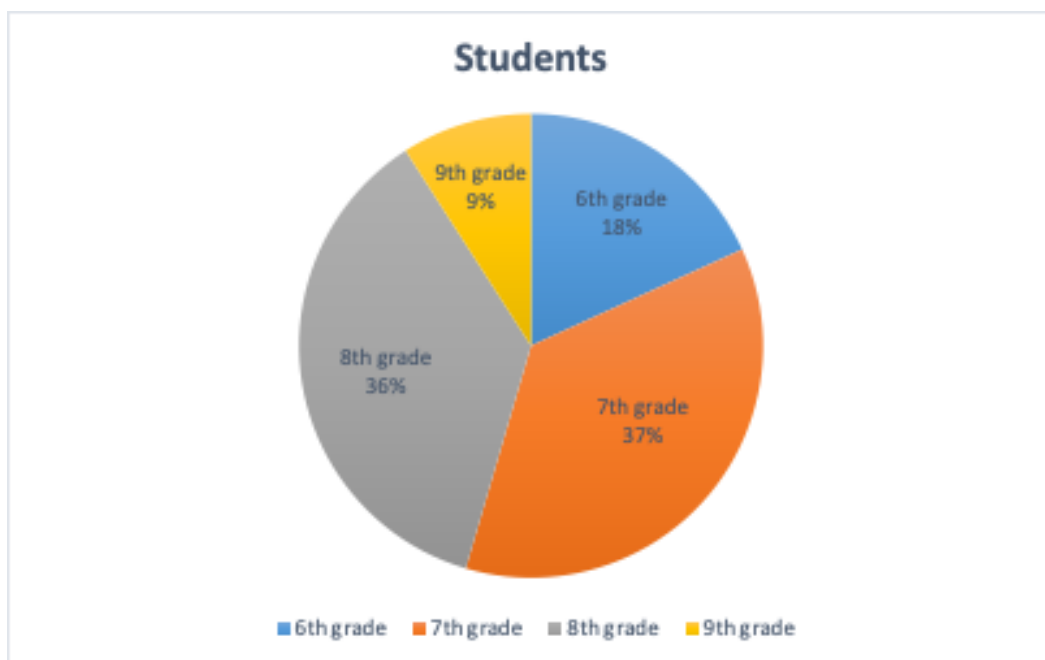


Table 2. Information about Principals and Teachers

School Principal 1	Academic background: Bachelor in Philology Experience: 27 years Job: School Principal
School Principal 2	Academic background: Bachelor in Education Experience: 21 years Job: School Principal
School Principal 3	Academic background: Bachelor in Pedagogy Experience: 4 years Job: School Principal
Teacher 1	Academic background: Secondary qualification in Pedagogy Teaching experience: 1 years Job: Homeroom teacher
Teacher 2	Academic background: Bachelor in Philology Teaching experience: 16 years Job: Azerbaijani and Literature teacher
Teacher 3	Academic background: Bachelor in Philology Teaching experience: 24 years Job: Azerbaijani and Literature teacher
Teacher 4	Academic background: Bachelor in Philology Teaching experience: 47 years Job: Azerbaijani and Literature teacher
Teacher 5	Academic background: Bachelor in Philology Teaching experience: 21 years Job: Azerbaijani and Literature teacher
Teacher 6	Academic background: Bachelor in Philology Teaching experience: 32 years Job: Azerbaijani and Literature teacher
Teacher 7	Academic background: Bachelor in Philology Teaching experience: 43 years Job: Azerbaijani and Literature teacher
Teacher 8	Academic background: Bachelor in Philology Teaching experience: 30 years Job: Azerbaijani and Literature teacher

By considering the purpose of this study, we divide our findings chapter into two sections under the themes of (1) perceptions on the importance of public speaking practices and (2) suggestions for school principals.

Theme 1. Perceptions on the Importance of Public Speaking Practices

To understand how the teachers, students, and principals perceive the importance of public speaking practices, our first question to all participants was how they understand "Public Speaking" itself.

Sub-theme 1. Students' Perceptions. Students mainly perceive public speaking as "fluent speech", "no difficulty in conversation", "ability to explain oneself", and "communicating ideas without excitement". Only one student mentioned that he does not understand the meaning of public speaking.

On the other hand, some students acknowledge public speaking as knowledge and being informed about diverse topics. One of the students mentions:

Natıqlıq elm əsasında olan bir şeydir, insanın natıqlıyı onun savadından, biliyindən asılı ola bilər.

[A person's public speaking skill is something based on science, his education and knowledge].

Table 3. Students answers to "How do you understand the public speaking?"

Students' answers in Azerbaijani	Translation
"Sərbəst danışiq qabiliyyəti"	"Fluent speech"
"Danışıqda çətinlik çəkməyən"	"No difficulty in conversation"
"Həyəcanlanmadan fikrini çatdırmaq"	"Communicating ideas without excitement"

“Başa düşmürəm”	"I do not understand"
“Özünü hərtərəfli izah etmək qabiliyyəti”	"Ability to explain oneself thoroughly"
“Savadlı və elmi şəkildə özünü təqdim etmək”	"Presenting oneself in an educated and scientific way"

Then we asked, “What do you think about the importance of public speaking skills?” Most of the students mentioned the importance of public speaking in the context of career, communication, and participation in contests (Table 4).

Moreover, one of the students mentions:

Mənə natiqlik bacarığı lazım olmur. Mən insanlara onsuz da fikrimi tam çatdırı bilmirəm, mənə lazım deyil. Bəzi tədbirlərdə iştirak etməkdən çəkinirəm.

[I don't need public speaking skills. I can't really convey my thoughts to people anyway. Thus, I do not need this skill. I avoid attending events].

Table 4. Students’ perceptions on the importance of public speaking skills

Students’ answer in Azerbaijani	Translation
“İş həyatında uğur qazanmaq üçün”	“To succeed in career”
“Anlaşılmaq üçün”	“To be understood”
“Cəmiyyətdə insanlarla əlaqə qurmaq üçün”	“To establish network with people in the society”
“Müzakirə edə bilmək üçün”	“To be able to discuss”

“Yarışmalarda iştirak edə bilmək üçün”	“To participate in any contest”
“Təqdimat nümayiş edərkən”	“During presentations”
“Mənə lazım deyil”	“I do not need”

Sub-theme 2. Teachers’ Perceptions. While some teachers comprehend public speaking as “Concise speech”, “Nice speech”, “Persuasiveness”, “Being able to attract people with speech”, others believe that it is “Knowing the subject well” and “following the rules of literary language”.

Teacher 7 points out:

Natıqlıq müəyyən mövzu haqqında danışarkən, o mövzuya mükəmməl yiyələnmək, qarşısındakı tərəfdaşı ilə düzgün əlaqə saxlamağı bacarmaq, jest və mimikalardan yerində istifadə etmək, səs tembrinə xüsusi fikir vermək və auditoriyanı nəzərə almaq deməkdir.

[Public speaking means mastering that topic perfectly and communicating correctly with the partner in front of you, using gestures and facial expressions on the spot, paying particular attention to the tone of voice and considering the audience].

Table 5. Teachers’ answers to “How do you understand the public speaking?”

Teachers’ answers in Azerbaijani	Translation
“insanların diqqətini nitqimizlə cəlb edə bilmək”	“Being able to attract people with speech”

“Emosiyalarımızdan, jestlərimizdən və mimikalarımızdan düzgün istifadə edə bilmək”	“Being able to use our emotions, gestures, and facial expressions accurately”
“Yığcam nitq”	“Concise speech”
“İnandırma qabiliyyəti”	“Persuasiveness”
“Gözəl nitq”	“Nice speech”
“Ədəbi dilin qayda-qanunlarına riayət etmək”	“following the rules of literary language”
“Mövzuya mükəmməl yiyələnmək”	“Knowing the subject well”

When it comes to the teachers’ perceptions on the importance of public speaking skills, they highlights two factors which are career and the ability to control emotions while speaking in front of the public.

Savadlı olmaq başqa şeydir, fikrini qarşı tərəfə çatdırmaq isə başqa şeydir. Ona görə də bugün iş həyatına atılan gənclərimizlə əvvəlcə sorğu keçirilir. Emosiyaları kontrol edərək özünü gözəl ifadə etmək lazımdır ki, öz fikrinə qarşı tərəfi inandıra biləsən.

[To be educated is different rather than conveying your opinion. That's why our young people, who are entering the work life today, firstly are interviewed. It is essential to express yourself well by controlling the emotions so that you can convince the others to your opinions].

Sub-theme 3. School Principals’ Perceptions. Principals think that public speaking is "Having a broad vocabulary", "Communicating your emotions in the right way", “Using synonyms in correct sentences according to logic and sentence”, and “Explaining the concept correctly”.

School Principal 1 mentions:

Natiqlik qabiliyyəti özü bir sənətdir, fitri bir şeydir. Yəni bu gün mən filoloqamsa natiqəm demək deyil. Yəni mən natiqliyi professional bir sənət kimi görürəm. O doğulan gündən insanda olur. Mənim zənnimcə genlərin də böyük rolu var.

[Public speaking ability is an art, something innate. Thus, if I am a philologist today, it does not mean that I am a good public speaker. So, I see public speaking as a professional art. It is present in a person from the day of birth. I think genes also play a big role there].

Table 6. Principals' answers to "How do you understand the public speaking?"

Principals' answers in Azerbaijani	Translation
"Fitri istedaddır"	"It's an innate talent"
"Geniş söz ehtiyatına malik olmaq"	"Having a broad vocabulary"
"Sinonim sözləri məntiqə və cümləyə uyğun olaraq düzgün cümlələrdə işlətmək"	"Using synonyms in correct sentences according to logic and sentence"
"Fikrini düzgün çatdırmaq"	"Explaining the concept correctly"
"Emosiyalarımı doğru şəkildə çatdırmaq"	"Communicating your emotions in the right way"
"Qrammatik səhvlərə yol verməmək, vurğu işarələrini düzgün qoymaq"	"No making grammatical mistakes, putting accent marks correctly"

We have also asked principals “What do you think about the importance of public speaking skills in students?” and most of them have given career related answers, such as “succeeding in career”, “being able to express oneself in interviews” (Table 7).

Table 7. School principals’ perceptions on the importance of public speaking skills

School Principals' answers in Azerbaijani	Translation
“İş həyatında nailiyyət əldə etmək üçün”	“To succeed in career”
“Müsahibə zamanı özünü ifadə etmək üçün”	“Expressing oneself during interviews”
“Diplom müdafiəsi zamanı”	“During thesis defense”
“Elmi konfranslarda çıxış zamanı”	“While participating in educational conferences”

Theme 2: Suggestions for School Principals

Before moving to the recommendations given by participants, we tried to understand the current setting in public schools by getting information on the in-class and extracurricular activities aiming to improve public speaking skills, difficulties students face during those activities, causes of those difficulties and students’ reactions to those difficulties, during both interviews and focus groups discussions.

Sub-theme 1: Current In-class and Extracurricular Activities in Public Schools.

In Table 8, all current activities that can be considered as public speaking practices are listed, and these activities are used in Azerbaijani language, Literature, Mathematics, History, Life science, Chemistry, and English language classes.

Table 8. In-class and extracurricular activities and frequencies of them.

Class activities	Frequency	Extracurricular public speaking activities	Frequency
<ul style="list-style-type: none"> ·Groupworks · Staging · Open classes (class observation) ·Presentation ·Debate ·Discussions ·Drawing ·Making videos ·Expressive reading ·presentation and parallel dialogue ·Meeting at library ·K-W-L chart ·Cinquain ·Venn diagram ·Syllogism ·Asking questions ·Reading poetry 	<p>Once or twice a month</p>	<ul style="list-style-type: none"> · Presentation at museum · Presentation in park · Watching Azerbaijani films · Poetry competitions · Events (memorial days) · Roundtable discussion · Poetry nights · Recitation study club 	<ul style="list-style-type: none"> · 5-6 times in a month · 4-5 times in a month · We have very few activities of this type.

To understand how students are selected for extracurricular activities, we asked additional questions and found out that even though the selection process goes based on a voluntary basis, the skills of students are considered during this process.

School principal 3 mentions:

Biz uşaqları tədbirə cəlb edərkən adətən onların bacarıqlarına uyğun seçirik. Məsələn, əgər hansısa uşağın danışmaq qabiliyyəti daha üstün səviyyədədirsə, şeir demə bacarığı və ya aktyorluq qabiliyyəti varsa, biz həmin uşaqları o tədbirə cəlb edirik.

[When we involve children in an event, we usually select them according to their abilities. For example, if a child has a superior level of speaking ability, reciting poetry or acting ability, we select those children for that event].

Sub-theme 2. Difficulties Students Face, Reasons of Those Difficulties and Their Reactions to Them during Public Speaking Practices. We asked students, teachers and principals about the difficulties students face in front of the public while giving the speech, the reasons behind them and their reactions to them. While two students believe that they do not have any problems with speaking in front of a big audience, other participants think that there are issues that need to be focused on.

One of the students mentions:

İnsanların qarşısında çıxış etməklə bağlı mənə heç bir problemim yoxdur, kim olsun qarşımdakına fikrimi rahat çatdırıram.

[I don't have any problem with speaking in front of people, I easily convey my opinion to whoever is in front of me].

Most of the students' difficulties while speaking in public are related to "psychological factors" such as panic, anxiety, losing themselves, and shyness (Table 9).

Table 9. Difficulties students face during public speaking activities.

Students', teachers' and principals' answers in Azerbaijani	Translation
“Psixoloji faktorlar (panika, həyəcan, özünü itirmək və utancaqlıq)”	“Psychological factors (Panick, anxiety, losing themselves and shyness)”
“Səs-küylü mühit və auditoriya”	Noisy environment and audience
“İnsanlar tərəfindən səhv başa düşülmə”	“Getting misunderstood by audience”
“Səhv etmək və çaşmaq”	“Making mistakes and getting confused”

Teachers that participated in the focus group stated that they are somehow satisfied with students' public speaking skills.

Teacher 4 highlights:

İndiki uşaqlar danışıq səviyyələri çox yüksəkdir. Bu qədər internetdən bilik alırlar ki, əlavə məlumatlar var ki, çox qəşəng fikir mübadiləsinə girə bilirlər.

[Their public speaking level is high because of the knowledge they obtain from the internet and this makes it easier for them to engage in debate and discussion.]

Teacher 5 mentions:

İndiki uşaqların nitqi əvvəlkinə baxanda daha təmizdir. Rus sözlərindən istifadə demək olar ki, yoxdur, ingilis dili də o qədər də təsir etməyib, dialekt də demək olar ki görmək olmur. Amma bəzən türk dili sözlərindən istifadə edirlər.

[Nowadays' kids' speeches are clearer than past times. They don't use Russian words and it is rare for them to use dialects. However, sometimes students use Turkish words].

Teacher 4 states:

Danışiq zamanı vurğuların istifadəsində ciddi problem görürəm. Uşaqlar çox zaman vurğuları düzgün qoymur.

[I see serious problems in usage of word stresses while speaking. Most of the time students cannot use them properly].

Students, teachers and principals see different reasons behind the difficulties students confront while speaking in front of the public, such as “fear of making mistakes”, “being exposed to technology too much”, “test based assessment methods” (Table 10).

Table 10. Reasons behind difficulties students face during public speaking activities.

Students', teachers' and principals' answers in Azerbaijani	Reasons of difficulties mentioned by participants
“Səhv etmək qorxusu”	“Fear of making mistakes”
“Şagird kütləsi çox olduqda stressli oluram”	“I get nervous with because of number of students”
“Texnologiyadan çox istifadə edildiyinə görə canlı ünsiyyətin azalması”	“Lack of face-to-face communication with others because of too much usage of technology”
“Valideynlərin biganəliyi”	“Lack of parent involvement”
“Test əsaslı qiymətləndirmə üsulları”	“Test based assessment methods”
“Oxu bacarıqlarının və ya oxumaq motivasiyasının olmaması səbəbindən söz ehtiyatının az olması”	“Limited vocabulary range because of lack of reading skills or motivation to read”

Teacher 6 highlights:

Uşaqlarda söz ehtiyatı yoxdur, çünki ünsiyyət yoxdur, bədii ədəbiyyat oxumurlar, ailədə ünsiyyət qurmurlar və telefonla çox vaxt keçirirlər.

[Children have limited vocabulary range because there is no communication, they don't read literature, they don't communicate in the family and they spend a lot of time on the phone].

There are some reactions that students give to the difficulties they face during speaking in front of the public (Table 11). Among their answers we can see that some students choose to be silent when they face difficulties.

Table 11. Reactions of students to difficulties they face during public speaking activities

Students' answers in Azerbaijani	Translation
“Rahat ola biləcəyim mühit deyilsə, sakit durmağa və çox danışmamağa daha çox üstünlük verirəm.”	[If the environment is not comfortable for me, I get silent and prefer not to talk too much].
“Mən özümə ən az 5-10 saniyə vaxt verirəm ki, özümü səliss formada ifadə edim”.	[I do not know how to solve this problem].
“Mən özüm bilmirəm problemi necə aradan qaldırmaq olar”.	[I do not know how to solve this problem].
“İstifadə etdiyim jestlər mənim həyəcanımı daha da azaldır”.	[Gestures that I use help me to overcome my excitement and anxiety].

“İnsanların maraq dairəsində danışmağa çalışar və həyatdan bir misal gətirərəm ki, insanların diqqətini cəlb edirəm”.	[I will try to speak in the context of people’s interests and give an example from real life].
“Səs tonumu dəyişərəm”.	[I would change the tone of my voice].

Sub-theme 3. Students’ Motivation. We asked students, teachers and principals a question about to what extent students are motivated to participate in public speaking activities. Thus, 13 students from three different public schools mentioned that they are highly motivated to participate except three of them. Both teachers and principals also agreed that students are very interested in such kinds of activities (Table 12).

Table 12. Students’ motivation

Students’ answers	Teachers’ answers	Principals’ answers
“Mən çox həvəsliyəm”. [I am highly motivated]. -13 students	“Şagirdlər bir-birlərinə diqqətlə qulaq asırlar”. [Students listen to each other attentively].	“Tələbələr çox həvəslidirlər”. [Students are highly motivated].
“Həvəsli deyiləm”. [I am not interested]. - 3 students	“Tələbələr fikir mübadiləsində və danışqla bağlı fəaliyyətlərdə çox fəaldırlar”. [Students are very active in exchanging ideas and speaking activities].	

Students are asked to share their positive memories about the public speaking activities which they have participated in. Their answers show that being liked by other people increases their motivation (Table 13).

One of the students highlights:

Direktorun və gələn qonaqların yanında qalmaq istəyirsənsə tədbirlərdə natiqlik qabiliyyətindən istifadə etməlisən.

[If you want to be remembered by the principal and the guests, you must use your public speaking skills during events].

Table 13. Students' experiences

Students' answers in Azerbaijani	Translation
<p>“Mən “Ana və poçtalyon” şeirinin son 14 misrasını demişdim. Oradakılar bu şeirə kövrəlmişdilər. Məndə xoş təəsüratlar yaranmışdı ki, dediyim şeiri bəyənmişdilər.”</p>	<p>[I recited the last 14 lines of the poem “Mother and Postman”. The people there were moved by this poem. I had a good impression that they liked my poem].</p>
<p>“Biz Mikayıl Müşfiq haqda əvvəlcədən ətraflı məlumat toplamışdıq. Gələn yazıçılar da bizim çıxışlarımızı bəyənmişdi deyə özümü yaxşı hiss etmişdim.”</p>	<p>[We collected detailed information about Mikayil Mushfig beforehand. I felt good because the writers who came also liked our performances].</p>

<p>“Mən 3-cü sinifdə oxuyarkən qruplara bölünmüşdük, hər qrup bir çərşənbəni təqdim edirdi. Hər kəs bayram ab-havasında geyinmişdi və xonçalar hazırlamışdıq. İrandan bizi izləməyə gələn insanların da çox xoşuna gəlmişdi.”</p>	<p>[When I was in 3rd grade, we were divided into groups, each group presented one Novruz Charshanba. Everyone was dressed in a festive style and we had prepared khonchas. The people who came to watch us from Iran liked it very much].</p>
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There are some factors that decrease students’ motivation such as lack of implementation of those activities.

Teacher 7 mentions:

“Brain Ring” verilişinə uşaqları hazırla dedilər, hazırladım amma olmadı. Uşaqlara söz verirsənsə gərək onu edəsən.

[They told me to prepare the children for the Brain Ring show, I prepared for them, but it was cancelled. If you make a promise to the children, you must keep it.]

Recommendations Provided by Students, Teachers and Principals. Considering students’ high motivation about participating in public speaking activities, we thought it is also important to learn students’ teachers’ and principals’ opinions on possible actions that administrators can take to raise awareness about public speaking practices (Table 13).

Table 13. Suggestions should be taken.

Suggestions	
<p>“Kitabxananın Azərbaycan dilindəki kitablarla zənginləşdirilməsi”</p>	<p>“Enriching the library with books in Azerbaijani Language”</p>
<p>“Müxtəlif mövzular ətrafında müzakirələr”</p>	<p>“Discussions around different topics”</p>

“Müxtəlif xüsusi günlərdə təqdimatlar”	“Presentations on different special days”
“Məktəbdə şagird dərəcələrinin yaradılması”	“Creating student clubs at school”
“Sinifdənkənar mütaliə fəaliyyəti”	“Extracurricular reading activities”
“Dünyagörüşünü artıran tədbirlər”	“Events to increase worldview”
“Kinoya getmək və bu barədə müzakirələr aparmaq”	“Going to the cinema and discussing about it”
“Danışiq əsaslı müsabiqələr”	“Speaking based competitions”
“İctimaiyyət qarşısında natiqlik təcrübəsi və işləmək imkanı”	“Opportunity to practice and work on public speaking”
“Şagirdlərdə özünəinam və özünüifadə hisslərinin aşılması”	“Instilling self-confidence and self-expression in students”
“Müəllimlərə natiqlik bacarıqlarının aşılması”	“Instilling public speaking skills in teachers”
“Şagirdlərin söz ehtiyatının artırılması”	“Increasing students’ vocabulary”
“Dərs saatlarına natiqlik fəaliyyətlərinin əlavə edilməsi”	“Adding public speaking activities to class hours”
“Bütün siniflər üçün ritorika dərsi”	“Lesson on rhetoric for all classes”

“Natiqlik üçün xüsusi dərslər”	“Special lessons for public speaking”
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Secondary Findings

Theme 1. Factors Affecting Implementing Public Speaking Activities. Teachers and principals mentioned some factors which can inhibit implementation of public speaking activities. One of those factors is related to teachers’ salary. Some teachers do not feel motivated to participate in public speaking activities due to low salaries.

Teacher 7 mentioned:

300 AZN maaş alıramsa mən bütün günümü, həyatımı uşaqlara tədbir təşkil edə bilmərəm axı.

[If I get a salary of 300 AZN, I can't spend my whole day and life organising events for children].

Sub-theme 1. Lesson Load

Principals also mentioned inhibiting factors to implement public speaking activities. One of these factors was students’ lesson loads.

School principal 3 describes this factor as follows:

Tədris planı belədir ki, orada adətən şagirdlərin yaşı, dərslər yükü nəzərə alınır ki, bir gündə onların neçə dərsləri ola bilər. Çox daha fərqli fənlər keçmək arzumuz ola bilər, amma tədris planına onu yerləşdirəndə uşağa bir gündə 10 dərslər düşəcəksə təbii ki, bu öz effektini heç cür göstərə bilməz.

[The curriculum is such that it usually takes into account the age the students, the lesson load, how many lessons they can have in one day. We may wish to teach many different subjects, but if the child will have 10 lessons in a day when we put it in the curriculum, of course it will not show its effect in any way].

Sub-theme 2. Teachers’ Experience and Age

Another factor which can inhibit the implementation of public speaking activities is teachers' age and experience.

School principal 3 mentioned:

Bir az müəllimlərin yaş kateqoriyası da önəmlidir, ümumiyyətlə istənilən bir tədbirdə, istənilən bir yenilikdə bunu müşahidə etmişəm ki, nisbətən gənc nəsil daha həvəslidir, daha yenilikçidir. Nisbətən orta nəslin də təcrübəsi var ondan yararlana bilərik təbii ki.

[Teachers' age is also important, in general, I have observed that in any event, any innovation, the younger generation is more enthusiastic and innovative. The middle generation has experience, of course we can take advantage of it].

Sub-theme 3. Teachers' Public Speaking Skills. Not being able to attract students' attention due to teachers' monotonous speech can also affect implementing public speaking activities.

School principal 3:

Birincisi müəllim öz danışığı ilə, nitqi ilə nümunə olmalıdır. Bu çox əhəmiyyətlidir. Ola bilər ki, müəllim çox savadlıdır, amma monoton danışır, o həyəcanı ifadə edib uşağın diqqətini cəlb edə bilmir, maraq yaranmır.

[First, the teacher should be an example with his speech. This is very important. It is possible that the teacher is very well-educated, but speaks monotonously, cannot express excitement and attract the child's attention, does not arouse interest].

Chapter 6: Final Product

Workshop Plan

Workshop title: Public speaking strategies and assessment criteria

Facilitator name: Gulnar Dadashova, Sama Aghazada, Sevinj Yusifova

Location: In one of the public schools

Date and time of the session: May 18, 12:00 p.m.

Purpose: The purpose of this workshop is to help participants to raise awareness of principals, teachers and students on the importance of public speaking practices. Also, this workshop aims to help participants to be informed about some important public speaking strategies and to provide Azerbaijani Language and Literature teachers with guideline in terms of how to assess students' skills on different public speaking techniques.

Learning outcomes: By the end of the workshop,

A) teachers are provided with assessment criteria to measure students' public speaking skills in terms of usage of gestures, tone of voice

students learn how to

B) identify the audience and prepare their speech based on their needs;

C) construct speech by answering three main questions;

D) overcome stage anxiety with practice;

E) use body language and gestures;

F) use voice and avoid monotonous tones;

G) engage audience, observe audience and pay attention to their reactions;

H) bring real-life examples during speech;

I) identify settings of speech.

Delivery mode: face-to-face

Duration: 2-3 hours

Focus area: Students and teachers at public schools

Skill level: novice

Format: Presentation and practice

Procedure:

1. Presentation by facilitators (30 minutes)

Description: Introducing the purpose of the project and findings

Purpose: To increase awareness **Materials:** book named “Sözünə güvən” by Rashad Bayramov, smartboard for presentation, A4 paper, handouts for assessment strategies, markers, classroom.

on the current level of students’ public speaking skills and implemented public speaking practices at public schools

2. Presentation (20 minutes) + Q&A session (10 minutes)

Description: Introducing the public speaking techniques to students and teachers

Purpose: To present techniques of public speaking to students and provide teachers with guideline in which some criteria mentioned to assess students’ skills on diverse public speaking techniques

3. Practice session (1 hour)

Description: three students out of participants give a speech in front of the public based on a given topic with the help of handouts (Appendix A) provided by Rashad Bayramov (2017). Other students and teachers assess them based on the assessment strategies provided in handouts (Appendix B) by the same author.

Purpose: Students have an opportunity to get acquainted with the public speaking techniques, have opportunity to practice their public speaking skills, know their strengths and weaknesses, and learn from each others. Teachers get information on the

assessment method that can be used during class time and get new ideas to make class time more engaging and interesting.

Implementation of the Workshop

We conducted a workshop named "Public speaking strategies and assessment criteria" with 22 students and two teachers at one of the public schools in Azerbaijani language. These students had previously participated in a focus group. Before preparing the workshop plan and conducting it we had consulted with one of the public speaking coaches Rashad Bayramov who guided us through this process and was very helpful with providing needed handouts for the workshop (Appendix G and F).

Firstly, we began by discussing our research study and its findings on students' current public speaking skills and the practices used in public schools to raise awareness.

Then, we provided information on some public speaking techniques that can help students enhance their speaking abilities. These techniques can also be utilized by teachers in their classes and outside of class to assess their students' speaking skills.

During a 1-hour practice session, we selected three students who volunteered to give a speech for 4-6 minutes in front of the class. These students randomly picked three topics and were given 15 minutes to prepare their speech using handouts. We provided them with ten principles for a successful speech during our second presentation, and they were expected to use these principles to check their readiness. The rest of the students and teachers were grouped into three-judge teams and given different evaluation forms (Appendix G and F) to assess the speakers.

We have announced a winner based on results of the evaluation forms and rewarded him with a book related to the public speaking.

During the practice session, some students struggled to speak for more than 2 minutes, and one student experienced stage anxiety. Despite this, our post-workshop feedback

revealed that students were motivated to continue participating in these activities. They expressed a willingness to improve their public speaking skills after recognizing their weaknesses and areas for improvement during the session.

Furthermore, after workshop, we provided all teachers with workshop plan, handouts and evaluation forms. It can encourage them to use those source and materials during their class or extra-curricular activities. You can find them in the Appendix G and F.



Chapter 6: Conclusion

In conclusion, this research investigated students', teachers', and school principals' perceptions about the importance of public speaking practices in public schools in Baku, as well as the possible actions that school principals can take to raise awareness about public speaking practices.

Firstly, the research explored the perception of students, teachers and school principals on the importance of public speaking practices in students' current and future life in terms of their career and being able to establish effective communication with people. Thus, the study found out that students face some difficulties, such as panic, anxiety, fear of failure, confusing the words and shyness, while they are speaking in front of the public.

Finally, the study focused on some suggestions to improve public speaking practices in public schools. In general, findings shows that extracurricular public speaking activities, such as public speaking clubs, oral competitions, discussions about movies or books, can be organized at public schools.

Strengths of the study:

1. As it is qualitative research, it provides more detailed information to explain complex issues.
2. The study approaches the problem from three different perspectives: students', teachers', and principals' perspectives, considers their suggestions, and it decreases the chance of bias.

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Appendices

Appendix A. Semi-structured interview questions for principals.

1. Zəhmət olmasa özünüzü təqdim edin. Neçə ildir ki, məktəb direktoru olaraq fəaliyyət göstərirsiniz?
2. Natiqlik dedikdə nə başa düşürsünüz? Sizin üçün natiqlik nədir?
3. Şagirdlərdə natiqlik bacarıqlarının əhəmiyyəti haqqında nə düşünürsünüz? Sizcə bu şagirdlər üçün vacibdirmi? Əgər belədirsə, niyə? Buna dair hər hansı konkret nümunələr gətirə bilərsinizmi?
4. Məktəbinizdə hansı natiqlik fəaliyyəti həyata keçirilir? Zəhmət olmasa bir neçə konkret misal göstərin.
5. Sizcə, bu fəaliyyətlər məktəbdə əsas natiqlik bacarıqları əldə etmək üçün kifayətdirmi?
6. Məktəbdə (əlavə) ictimai natiqlik fəaliyyətini həyata keçirməyə nə mane olur?
7. Şagirdlərin natiqlik bacarıqlarını artırmaq üçün hansı fəaliyyətlərin həyata keçirilməsini təklif edərdiniz? Zəhmət olmasa bir neçə konkret misal göstərin.
8. Əlavə etmək istədiyiniz hər hansı bir fikir varmı?
9. Sizcə, şagirdlər natiqlik bacarıqlarını necə inkişaf etdirə bilərlər? Müəllimlər bu prosesə necə cəlb oluna bilər?

Appendix A. Semi-structured interview questions for principals (translation).

1. Please introduce yourself. How long have you been working as a school principal?
2. How do you understand public speaking? What is public speaking for you?
3. What do you think about the importance of public speaking skills in students? Do you think it is important for the students? If so, how? Any specific examples of its importance.
4. Which public speaking activities are implemented at your school? Please provide some specific examples.
5. Do you believe these activities are enough to gain major public speaking skills at school?
6. What inhibits the school from implementing (extra) public speaking activities?
7. Which activities would you suggest implementing to increase students' public speaking skills? Please provide some specific examples.
8. Would you like to add any additional comments?
9. How do you think students can improve their public speaking skills? How can the teachers be involved in this process?

Appendix B. Focus group questions for teachers.

1. Zəhmət olmasa özünüzü qısaca təqdim edin. Bu məktəbdə nə qədər müddətdir işləyirsiniz?
2. Natiqlik dedikdə nə başa düşürsünüz? Sizin üçün natiqlik nədir? Şagirdlər dərs zamanı öz fikirlərini nə dərəcədə bölüşməyə hazırdırlar?
3. Şagirdlərin nitq bacarıqlarının artırılması üçün sinifdə hansı fəaliyyətlər təşkil olunur?
4. Şagirdlər bu cür sinif fəaliyyətlərində iştirak etməyə nə dərəcədə həvəslidirlər?
5. Onların aşağı marağının səbəbi nə ola bilər/ hansı fəaliyyətlər onların motivasiyasını daha çox artırır bilər?
6. Şagirdlərdə natiqlik bacarıqlarının əhəmiyyəti haqqında nə düşünürsünüz? Sizcə bu şagirdlər üçün vacibdirmi? Əgər vacibdirsə, necə? Onun əhəmiyyətinə dair hər hansı konkret nümunələr verə bilərsinizmi?
7. Məktəbinizdə hansı natiqlik fəaliyyətləri həyata keçirilir? Zəhmət olmasa bir neçə spesifik nümunə göstərin.
8. Sizcə, bu fəaliyyətlər məktəbdə mühüm natiqlik bacarıqlarını əldə etmək üçün kifayətdirmi?
9. Sizcə, məktəbdə şagirdlərin natiqlik bacarıqlarının inkişafı üçün əlavə fəaliyyətlərin təşkil edilməsinə mane olan faktorlar nələrdir?
10. Sizcə, şagirdlər natiqlik bacarıqlarını necə inkişaf etdirə bilərlər? Siz bu prosesdə necə iştirak edə bilərsiniz?

Appendix B. Focus group questions for teachers (translation).

1. Please briefly introduce yourself. How long have you been working at this school?
2. How do you understand public speaking? What is public speaking for you? To what extent are students willing to share their opinions during the lesson?
3. What kind of class activities are arranged for students to increase their speaking skills?
4. To what extent are students motivated in this kind of class activities?
5. What can be the reason for their low interest/ which activities can increase their motivation more?
6. What do you think about the importance of public speaking skills in students? Do you think it is important for the students? If so, how? Any specific examples of its importance.
7. Which public speaking activities are implemented at your school? Please provide some specific examples.
8. Do you believe these activities are enough to gain major public speaking skills at school?
9. What inhibits the school from implementing (extra) public speaking activities?
10. How do you think students can improve their public speaking skills? How can you be involved in this process?

Appendix C. Focus group questions for students.

1. Zəhmət olmasa özünüzü qısaca təqdim edin.
2. Natiqlik dedikdə nə başa düşürsünüz? Sizin üçün natiqlik nədir?
3. Dərslər zamanı fikrinizi bölüşməyə nə dərəcədə həvəslisiniz?
4. Danışiq bacarıqlarınızı artırmaq üçün sinif daxilində hansı fəaliyyətlər təşkil olunur?
5. Çox sayda insanlar qarşısında çıxış edərkən yaşadığınız çətinliklərdən danışın.
Zəhmət olmasa bir neçə konkret misal göstərin.
6. Təsəvvür edin ki, sinif yoldaşlarınızın qarşısında bir mövzu haqqında danışırınsınız.
Sizcə, onlar sizi fəal şəkildə dinləyəcəklərmi? Sizi dinləməsələr, necə hiss edərdiniz?
Onların sizi dinləmələri üçün nə edərdiniz?
7. Sinif daxilində həyata keçirdiyiniz maraqlı fəaliyyətlər (təqdimat, müsabiqə, debat)
haqqında bizə məlumat verin. Zəhmət olmasa bir neçə konkret misal göstərin.
8. Nə vaxtsa hər hansı natiqlik fəaliyyətində iştirak etmişinizmi? Əgər belədirsə, zəhmət
olmasa təcrübənizi bölüşün.
9. Natiqlik fəaliyyətlərində iştirak etdiyiniz bütün vaxtları xatırlayın və bizə ən xoş
xatirənizi danışın.
10. Sizcə, natiqlik bacarığı sizə necə və nə vaxt lazımdır? Zəhmət olmasa bir neçə konkret
misal göstərin.

Appendix C. Focus group questions for students (translation).

1. Please briefly introduce yourself.
2. How do you understand public speaking? What is public speaking for you?
3. To what extent are you motivated to share your opinion during the classes?
4. What kind of class activities are arranged for you to increase your speaking skills?
5. Tell us about the challenges you have had with speaking in front of many people.
Please provide some specific examples.
6. Imagine you are talking about one topic in front of your classmates. Do you think they will listen to you actively? How would you feel if they do not listen to you? What would you do to make them listen to you?
7. Tell us about engaging class activities (presentation, contest, debate) you've experienced. Please provide some specific examples.
8. Have ever been involved in any public speaking activities? If so, please share your experience.
9. Think back over all the times you have participated in public speaking activities and tell us your most enjoyable memory.
10. How and when do you need public speaking skills? Please provide some specific examples.

Appendix D. Interview Consent Form

Müsahibəyə Razılıq Forması

Tədqiqatçıların adı: Gülnar Dadaşova, Səma Ağazadə, Sevinc Yusifova

Tədqiqat başlığı: Bakıdakı Dövlət Məktəblərində Direktorların, Müəllimlərin və Tələbələrin Natiqlik Qabiliyyəti üzrə Praktikalər haqqında Düşüncələrinin Araşdırılması

Tədqiqatın məqsədi: Bakıdakı dövlət ümumtəhsil məktəblərində natiqlik qabiliyyəti üzrə praktikaların əhəmiyyəti ilə bağlı şagirdlərin, müəllimlərin və məktəb direktorlarının fikirlərini araşdırmaq və sözügedən praktikaların tətbiqinin artırılması məqsədilə Praktiki metodologiyanın və ya bu istiqamət üzrə seminarların keçirilməsi üçün məzmunun hazırlanması kimi təkliflərin irəli sürülməsidir.

- Mən bu tədqiqatda könüllü iştirak etməyə razıyam.
- Mən, istənilən vaxt bu tədqiqatda iştirakımı geri götürə və istənilən suala cavab verməkdən imtina edə bilərəm.
- Bu tədqiqatda iştirak etdiyim üçün heç bir ödəniş almayacağam.
- Mənim müsahibəmin audio yazıya (səs yazısına) alınması ilə razıyam.
- Müsahibənin 50-60 dəqiqə davam edəcəyini təsdiq edirəm.
- Mən başa düşürəm ki, bu müsahibədən alınan məlumatlar yalnız həmin məlumatların təhlili məqsədləri üçün istifadə olunacaq və 3-cü tərəflərlə paylaşılmayacaq.
- Təqdim etdiyim şəxsi məlumatlar məxfi saxlanılacaq və adım anonim qalacaq.

Mən razılıq formasını diqqətlə oxudum və bu sənədi imzalamaqla bu tədqiqatda iştirak edəcəyimə razılıq verirəm.

_____	_____	_____
İştirakçının adı	Tarix	İmza
_____	_____	_____
Tədqiqatçının adı	Tarix	İmza

Appendix D. Interview Consent Form (translation)

Interview Consent Form

Researchers' names: Gulnar Dadashova, Sama Aghazada, Sevinj Yusifova

Research title: Exploring Principals', Teachers', and Students' Perceptions of Public Speaking Practices at Public Schools in Baku

Purpose of the research: To investigate the perceptions of students, teachers, and school principals about the importance of public speaking practices at public schools in Baku and propose a practical guide or workshop that school principals could apply to enhance public speaking practices.

- I agree to voluntarily participate in this study.
- I can withdraw my participation in this study and refuse to answer any questions at any time.
- I will not receive any payment for participating in this study.
- I agree to audio recording of my interview.
- I confirm that the interview will last 50-60 minutes.
- I understand that the data from this interview will be used only for the purposes of analyzing that data and will not be shared with 3rd parties.
- The personal information I provide will be kept confidential and my name will remain anonymous.

I have read this consent form carefully and by signing this document, I agree to participate in this interview.

_____	_____	_____
Participant name	Date	Signature
_____	_____	_____
Researcher name	Date	Signature

Appendix E. Focus group consent form.

Fokus Qrup Razılıq Forması

Tədqiqat başlığı: Bakıdakı Dövlət Məktəblərində Direktorların, Müəllimlərin və Tələbələrin Natiqlik Qabiliyyəti üzrə Praktikalər haqqında Düşüncələrinin Araşdırılması

Tədqiqatçıların adı: Gülnar Dadaşova, Səma Ağazadə, Sevinc Yusifova

Tədqiqatın məqsədi: Bakıdakı dövlət ümumtəhsil məktəblərində natiqlik qabiliyyəti üzrə praktikaların əhəmiyyəti ilə bağlı şagirdlərin, müəllimlərin və məktəb direktorlarının fikirlərini araşdırmaq və sözügedən praktikaların tətbiqinin artırılması məqsədilə Praktiki metodologiyanın və ya bu istiqamət üzrə seminarların keçirilməsi üçün məzmunun hazırlanması kimi təkliflərin irəli sürülməsidir.

- Mən bu tədqiqatda könüllü iştirak etməyə razıyam.
- Mən fokus qrupda müzakirə olunacaq mövzulardan xəbərdaram və tədqiqatın məqsədlərini başa düşdüm.
- Bu tədqiqatda iştirak etdiyim üçün heç bir ödəniş almayacağam.
- Mən, istənilən vaxt bu tədqiqatda iştirakımı geri götürə və istənilən suala cavab verməkdən imtina edə bilərəm.
- Təqdim etdiyim şəxsi məlumatlar məxfi saxlanılacaq və adım anonim qalacaq.
- Mən fokus qrupun (video və ya diktofon) yazılmasına razıyam, beləliklə, fokus qrup keçirildikdən sonra onun transkripsiya edilməsi mümkün olsun. Mən başa düşürəm ki, Fokus Qrupunun stenoqramı tamamlandıqdan sonra redaktə etmək hüququm var.
- Mən bu razılıq formasında hər hansı məqsədmüvafiq hesab edilən dəyişiklik edə biləcəyimi bilirəm.

Mən razılıq formasını diqqətlə oxudum və bu sənədi imzalamaqla bu tədqiqatda iştirak edəcəyimə razılıq verirəm.

İştirakçının adı

Tarix

İmza

Tədqiqatçının adı

Tarix

İmza

Appendix E. Focus group consent form (translation).

Focus Group Consent Form

Researchers' names: Gulnar Dadashova, Sama Aghazada, Sevinj Yusifova

Research title: Exploring Principals', Teachers', and Students' Perceptions of Public Speaking Practices at Public Schools in Baku

Purpose of the research: To investigate the perceptions of students, teachers, and school principals about the importance of public speaking practices at public schools in Baku and propose a practical guide or workshop that school principals could apply to enhance public speaking practices.

- I agree to voluntarily participate in this study.
- I am aware of the topics to be discussed in the focus group and understand the objectives of the study.
- I will not receive any payment for participating in this study.
- I can withdraw my participation in this study and refuse to answer any questions at any time.
- The personal information I provide will be kept confidential and my name will remain anonymous.
- I agree to the recording of the focus group (video or voice recorder) so that it can be transcribed after the focus group has been conducted. I understand that I have the right to edit the Focus Group transcript after it is complete.
- I understand that I can make any changes to this consent form that I deem appropriate.

I have read this consent form carefully and by signing this document, I agree to participate in this interview.

Participant name	Date	Signature
Researcher name	Date	Signature

Appendix F. Handouts for Students

Jestlər və onların mənası				
	Pozitiv		Neqativ	
	Jest	Mənası	Jest	Mənası
1	Əllərin açıq olması	"Açıq və dürüst danışaram. Siz mənə güvənə bilərsiniz – heç nəyi gizlətmirəm".	Yumruqlanmış əl	"Həyəcanlıyam və buna görə də özümü müdafiə edirəm. Mənə sual verməyin".
2	Göz təması	"Nitqimi söyləməkdən məmnunam. Dediklərimə inanıram və sizin də mənə inanmağınızı istəyirəm".	Göz təmasından yayınmaq (kağızdan oxumaq; ətrafa və ya aşağı baxmaq)	"Mən özümü əmin hiss etmirəm, ona görə də gözlərinizə baxmıram. Deyəcəklərim tam yardımda deyil, ona görə kağızdan oxuyuram".
3	Düz dayanmaq, auditoriyaya baxmaq (ayaqlar möhkəm dayanır)	"Özümə əminəm. Nə haqda danışdığımı bilirəm. İstənilən suala cavab verməyə hazırım".	Tribunanın arxasında dayanmaq	"Tribunanın arxasında dayanaraq özümü daha əmin hiss edirəm".
4	Yüngülcə qabağa əyilmək (auditoriyadan kimsə dinləyərkən)	"Mən sizə diqqətlə qulaq asıram. Sizin fikriniz mənim üçün vacib və dəyərlidir".	Əllər sinədə çarpazlanıb	"Sizinlə razı deyiləm. Hətta sizdən o qədər də xoşum gəlmir. Ümumiyyətlə, mən bunu sizdən yaxşı bilirəm".
5	Gülümsəmək	"Açıq, pozitiv və ünsiyyətçi insanam. Özümə əminəm, həm də sərbəstəm".	Əllər belin arxasında	"Mən konservativəm, bir az həyəcanlanıram və öz emosiyalarımı sizdən gizlətməyə çalışıram".
6	Asta və əmin addımlarla auditoriyada gəzişmək	"Özümə əminəm və nə haqda danışdığımı bilirəm".	Əsəbi şəkildə, sürətlə gəzmək	"Çox həyəcanlıyam və sürətlə addımlayaraq həyəcanımı azaltmağa çalışıram".

7	Barmaqların uclarını birləşdirmək (auditoriyadan kimisə dinləyərkən)	"Sizə diqqətlə qulaq asıram. Sizin fikriniz mənim üçün vacib və dəyərlidir".	Danışarkən arxanızı auditoriyaya çevirmək	"Deyəcəklərim tam yadımda deyil, ona görə ekrandan oxuyuram".
8	Başı tərpətmək (razılıq əlaməti olaraq)	"Mən sizə diqqətlə qulaq asıram və nə dediyinizi başa düşürəm".	Üzünü toxunmaq, ağızını gizlətmək	"Mən tam düzünü demirəm. Bəzi məlumatları gizlədirəm və özümə əmin deyiləm".
9	Auditoriyaya yaxınlaşmaq	"Sizlə şəxsən söhbət etmək istəyirəm. Gəlin danışaq. Mənə nə demək istərdiniz?"	Əlinizdə hər hansı əşya oynatmaq	"Çox həyəcanlıyam və əlimdəki qələm və ya pult ilə oynayaraq həyəcanımı azaltmağa çalışıram".
10	Kiməsə söz verərkən əllə işarə etmək	"Sizə hörmət edirəm və sizin fikrinizi bilmək istədim".	Kimisə barmaqla göstərmək	"Sən, bəli-bəli, sən nəyə demək istəyirsən?"

Appendix F1. Gestures and their meanings

Sınaq çıxışı üçün sorğu

Sınaq çıxışını maksimum səmərəli etmək üçün cədvəldə verilən sualları cavablandırın. Əgər sualı “yox” cavablasanız, müvafiq məsləhətə əməl edin.

1	Çıxışınızın mətnini əvvəldən axıra qədər səsle oxumusunuzmu?	✓	X
2	Çıxışınızın yazılı mətni yoxdursa (məsələn, yalnız slaydlardan ibarətdirsə), slaydları bir-bir çevirərək onları şifahi izah etmişinizmi?	✓	X
3	Nitqiniz təbii səslənirmi? (Nitqinizdə süni səslənən cümlələrin (və ya sözlərin) olmadığına əminsinizmi?)	✓	X
4	Hansı sözlərin və ya cümlələrin vurğu tələb etdiyini və harada dramatik effekt yaratmaq üçün fasilə etməli olduğunuzu bilirsinizmi?	✓	X
5	Çıxışınızın sınaq zamanı real müddəti sizə təbircdə verilən vaxta uyğundurmu?	✓	X

6	Əgər çıxışınız çox uzundursa, hansısa hissəsini ixtisar edə bilərsinizmi?	✓	X
7	Çıxışınızı telefona yazıb ona qulaq asmısınızmi?	✓	X
8	Güzgü qarşısında sınaq çıxışı etmişinizmi?	✓	X
9	Ən azı bir nəfərin qarşısında sınaq çıxışı etmişinizmi?	✓	X
10	Sınaq çıxışından sonra aldığınız rəylərdən çıxışınızı təkmilləşdirmək üçün istifadə etmişinizmi?	✓	X

Appendix F2. Questionnaire for trial speech

Müsbət və mənfi reaksiya cədvəli

Aşağıdakı cədvəldə çıxış zamanı auditoriyada əmələ gələn müsbət və mənfi reaksiyaları əks etdirən jest və davranışlar, həmçinin natiqin həmin hərəkətlərə ən uyğun cavabı verilir.

	Müsbət		Mənfi	
	Reaksiya	Cavab	Reaksiya	Cavab
1	Gülümsəmək	Gülümsəmək, insanın gözüne baxmaq	Qolları sinədə çarpazlaşdırmaq	İnsanın gözüne baxmaq, sual vermək, mövqeyini soruşmaq
2	Başı önə tərپətmək	Gülümsəmək, insanın gözüne baxmaq	Natiqin gözüne baxmamaq	Dinləyicinin gözüne baxmaq, ona adıyla müraciət etmək
3	Göz təması yaratmaq	Gülümsəmək, dinləyicinin gözüne baxmaq	Qonşu ilə söhbət etmək	Dinləyiciyə adı ilə müraciət etmək, sual vermək, mövqeyini soruşmaq
4	İrəli əyilmək	Gülümsəmək, dinləyicinin gözüne baxmaq	Telefonda qurdalanmaq	Dinləyicinin diqqətini çəkmək, ona adı ilə müraciət etmək, onu söhbətə qoşmaq
5	Diqqətlə baxmaq	Dinləyicinin gözüne baxmaq	Kinayəli gülüş (təbəssüm)	Mövqeyini soruşmaq

Appendix F3. Positive and negative reaction form

Appendix G. Handouts for Teachers

Səsin qiymətləndirmə forması								
	Neqativ	1	2	3	4	5	6	Pozitiv
1	Səsin yüksəkliyi							
	Səs çox uca, çox sakitdir, auditoriyanı yorur, hər yerdə rahat eşidilmir							Səs kifayət qədər ucadır, hər yerdə rahat eşidilir
2	Səsin tonu							
	Səs monoton-dur, bütün nitq eyni tərz-də söylənilir							Uyğun yerlərdə səsin tonu dəyişir
3	Tələffüz							
	Sözlər və ya ayrı-ayrı səslər aydın tələffüz edilmir							Nitq tam aydındır, sözlər tam dəqiq və düzgün tələffüz edilir
4	Emosionallıq							
	Səsdə emosiyalar bilinmir, nitq həvəssiz söylənilir							Səsdə emosiyalar hiss olunur, nitq həvəslə söylənilir
5	Nitqin sürəti							
	Nitq çox sürətli, çox yavaşdır, məzmun tam başa düşülmür, pauzalar verilmir							Nitqin sürəti məzmunu anlamaq üçün tam uyğundur, pauzalar verilir
6	Məntiqi vurğular							
	Nitq zamanı heç bir söz və ya cümlə, xüsusi vurğulanmır							Vacib məqam və hissləri çatdırmaq üçün lazımi söz və cümlələr xüsusi vurğulanır

Appendix G1. Voice evaluation form

Əhvalatın qiymətləndirmə forması

	Neqativ	1	2	3	4	5	6	Pozitiv
1	Real insanlar							
	Əhvalat çox ümumdür, konkret şəxs(lər)ə istinad yoxdur							Əhvalatda insan(lar)ın adı, peşəsi, yaşı və digər göstəricilər verilir
2	Emosionallıq							
	Əhvalatda hisslər yoxdur – sadəcə quru faktlar sadalanır və insanların münasibəti açıqlanmışdır							Əhvalat bu hisslərlə zəngindir: sevinc, təəccüb, yumor, hirs, qorxu, kədər, sevgi
3	Sadəlik							
	Əhvalat uzun-uzadı, bir fikirdən digərinə qəfil adlayaraq, məntiqi ardıcılıq olmadan çatdırılır							Əhvalat nəgəl kimi sadə və aydındır; təhkiyədə məntiqi ardıcılıq gözlənilir; bir fikirdən digəri doğur
4	Təfsilatlar							
	Əhvalat quru dillə, təfsilatsız çatdırılır; dinləyici eşitdiklərini təsəvvür edə bilmir							Əhvalat təfsilatlarla zəngindir; bunların sayəsində dinləyicinin beynində təsvirlər canlanır
5	Dramatiklik							
	Təhkiyədə, əhvalatın təqdim olunmasında dramatik gərginlik yoxdur; auditoriyada həyəcan oyatmır							Təhkiyədə dramatik gərginlik var; auditoriya daim "Sonra nə olacaq?" sualını verir
6	Məna							
	Əhvalatın mövzu ilə əlaqədar çatdırmalı olduğu məna aydın deyil; nitqə aidiyyəti olub-olmadığı anlaşılmır							Əhvalatın dərin mənası var; natiqin əsas fikrini önə çıxarır

Appendix G2. Evaluation form of the story in speech

Çıxışın qiymətləndirilməsi üçün sorğu forması

Hörmətli dinləyici! Qulaq asdığınız nitqi aşağıdakı meyarlar əsasında qiymətləndirmənizi xahiş edirik.

	<i>Tam razi deyiləm</i>	<i>Razi deyiləm</i>	<i>Qismən razıyam</i>	<i>Razıyam</i>	<i>Tam razıyam</i>
1. Nitq auditoriya üçün uyğun hazırlanmışdı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nitq məntiqi və aydın idi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Natiq sərbəst və özünə inamlı idi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Natiq jestlərdən bacarıqla istifadə edirdi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Natiq iştirakçılarla göz təması qurmuşdu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Natiqin səsi monoton və yorucu deyildi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Natiq auditoriya ilə interaktiv ünsiyyət saxlayırdı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Natiq danışmaq zamanı real misallardan istifadə edirdi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Nitq auditoriyaya çağırışla bitdi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ümumiyyətlə, əla nitq idi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix G3. Speech evaluation form