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PRE-SERVICE ENGLISH TEACHERS' BELIEFS ON READINESS OF TEACHING SPEAKING SKILLS

Abstract. In recent years, researchers have focused on how students and teachers perceive language learning and teaching. However, few studies have been conducted on pre- service teachers' and teachers' beliefs about teaching speaking skills. Therefore, the purpose of this study is to examine pre-service EFL teachers' beliefs about their readiness to teach speaking skills. In particular, the researcher aimed to find out which speaking skills pre-service EFL teachers felt ready or unprepared to teach, and to what extent pre-service EFL teachers perceived themselves as ready to teach speaking skills. The participants of the research are 61 undergraduate senior students enrolled in the English Language Teaching program at Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan. A mixed-method research design approach was used and samples from both quantitative and qualitative sections were utilized. Factor analysis was performed for the validity of the scale developed in this study, and the reliability of the scale was determined by Cronbach's alpha coefficient (0,92). The results of the study showed that the majority of the participants gave positive responses to the belief statements about teaching speaking skills. However, some participants stated that they did not agree with some statements of belief. Several interpretations and suggestions were derived from the results of the present study.

Keywords: Pre-service EFL teachers, belief, readiness, teaching speaking skills, speaking skills.

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Болашақ ағылшын тілі мұғалімдерінің сөйлеу дағдыларын үйренуге деген сенімдері

Аңдатпа. Соңғы жылдары зерттеушілер студенттер мен мұғалімдердің тілді үйрену мен оқытуды қалай қабылдайтынына назар аударды. Дегенмен, мұғалімдер мен болашақ мұғалімдердің ауызекі сөйлеу дағдыларын үйретуге деген сеніміне қатысты зерттеулер аз. Сондықтан, бұл зерттеу ағылшын тілін шет тілі ретінде үйрететін мұғалімдердің сөйлеу дағдыларын үйретуге қаншалықты дайын екендіктеріне деген сенімдерін зерттеуге бағытталған. Атап айтқанда, зерттеуші шетел тілі ретінде ағылшын тілі пәнінің мұғалімдері қандай сөйлеу дағдыларын үйретуге дайын немесе дайын емес екендігін сезінетінін және өзін ағылшын тілін шет тілі ретінде оқытуға дейінгі мұғалімдердің сөйлеу дағдыларын үйретуге қаншалықты дайын деп санайтынын анықтауды мақсат етті. Зерттеуге Түркістан қаласындағы Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университетінің «Шет тілі педагогтерін даярлау» бағдарламасы бойынша оқитын 61 жоғары курс студенттері қатысты. Аралас әдісті зерттеуді жобалау тәсілі қолданылды және сандық және сапалық бөлімдердің үлгілері пайдаланылды. Осы зерттеуде әзірленген шкаланың жарамдылығы үшін факторлық талдау жүргізілді, ал шкаланың сенімділігі Cronbachalpha коэффициентімен (0,92) анықталды. Зерттеу нәтижелері қатысушылардың көпшілігінің сөйлеу дағдыларын үйрету туралы сенім мәлімдемелеріне оң жауап бергенін көрсетті. Дегенмен, кейбір қатысушылар сенімнің кейбір мәлімдемелерімен келіспейтіндерін айтты. Осы зерттеудің нәтижелері бойынша бірнеше түсіндірмелер мен ұсыныстар берілді.

Кілт сөздер: шетел тілі ретінде ағылшын тілі мұғалімдері, сенім, дайындық, сөйлеу дағдыларын үйрету, сөйлеу дағдылары.

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Убеждения будущих учителей английского языка в отношении готовности к обучению разговорным навыкам

Аннотация. В последние годы исследователи сосредоточились на том, как студенты и преподаватели воспринимают изучение и преподавание языка. Тем не менее, было проведено мало исследований, посвященных убеждениям учителей и будущих учителей в необходимости обучения навыкам говорения. Таким образом, это исследование направлено на изучение убеждений учителей английского языка как иностранного в готовности обучать навыкам речи. В частности, исследователь стремился выяснить, какие разговорные навыки преподаватели английского языка как иностранного готовы или не готовы преподавать, и в какой степени преподаватели английского языка как иностранного до начала обучения считали себя готовыми обучать разговорным навыкам. В исследовании приняли участие 61 студент старших курсов бакалавриата, обучающихся по программе «Подготовка педагогов иностранного языка» Международного казахско-турецкого университета имени Ходжи Ахмеда Ясави г. Туркестан. Использовался подход проектирования исследования смешанного метода, и использованы модели количественного и качественного разделов. Был проведен факторный анализ валидности шкалы, разработанной в данном исследовании, и надежность шкалы была определена по коэффициенту альфа Кронбаха (0,92). Результаты исследования показали, что большинство участников положительно отреагировали на убеждения относительно обучения разговорным навыкам. Однако некоторые участники

заявили, что они не согласны с некоторыми показателями. По результатам этого исследования было дано несколько объяснений и рекомендаций.

Ключевые слова: преподаватели английского языка как иностранного, вера, готовность, обучение навыкам говорения, навыки говорения.

Introduction

English is an international language and rated as a symbol of globalization and progress it makes sense that the demand for this language would rise. One of the most significant components of learning English as a foreign language is an ability to communicate and speak in that language. Speaking in English is one of the crucial skills for learners to success in their life career. Speaking clearly, using the voice effectively, and using your voice well are the keys to effective communication [1]. Especially it is required from English teachers as they building the basic fundaments of learners' language knowledge.

An essential concept in the field of teacher education is teacher readiness where pre-service student teacher has the skills and knowledge required for effective teaching. According to Incecay and Dollar, in order to be effective teachers in the future pre-service teachers should focus on speaking skills that are related to classroom management during their undergraduate teacher education programs [2]. Studies on teacher readiness in teaching English languages skills indicate that pre-service students find themselves less efficient to teach speaking skill rather than reading, writing and listening skills [3]. Dinçer and Yeşilyurt explored pre-service English teachers' perceptions of teaching speaking based on motivational orientation and found out that students' self-assessment about their speaking ability was generally negative. Dinçer and Yesilyurt indicated that "the reasons for their negative feelings are generally related to prior language learning experiences in the education system" [4, p. 93].

They suggested that a variety of educational activities, such as in-service teaching trainees, workshops, seminars, conferences, and webinars, should be used to introduce teachers to speaking instruction at all primary, secondary, high school, and university levels in order to close the knowledge gap between educational policy and teachers' current knowledge. As determined by Mutiah et al., the teacher lack of confidence in using English affects the students' pronunciation correctness since young learners tend to make a teacher role model of English speaking and the facility of English learning teaching will automatically support the learning process effectively and efficiently where it attracts the students' motivation to learn English more. Mutiah et al. suggested there must be a match between the government policy and English provision for young learner training and young learner program for teaching faculty [5]. Gungör claimed that ELT pre-service teachers have challenges about some specific areas of teaching speaking skills such as "designing speaking activities for English, designing out-class activities, developing self-assessment tool for speaking skills, teaching how to use suprasegmental phonemes of English (e.g. stress and intonation), teaching how to express oneself fluently and convey finer shades of meaning precisely" [6, p. 77]. In order to overcome these issues Gungör proposed that pre-service teachers should raise awareness of the fact that learners have different needs, take into account the value of out-class activities and consider that self-assessment is valuable for learners since it gives them the opportunity to evaluate their own performance.

Besides above mentioned studies recently studies researches focused on pre-service students' and teachers' perceptions of readiness to teach on using digital tools, technology applications, platforms and teaching online. According to Bedir, ELT pre-service teachers believe that 21st century learning and innovation skills as the integration of technology into teaching and learning which requires teacher to improve their technological critical, creative thinking, collaboration and communication skills (4Cs). Bedir suggested ELT pre-service teachers should increase their

knowledge on the 4Cs and integrate them into their instruction [7]. Ghazali explored student teachers' readiness towards the digitalization of the 21st century English language classroom in education and found out that student teachers have responded positively towards the digitalization of ESL classroom with the use of proper technologies in enhancing teaching methods and learners' learning experience. He indicated that "student teachers have attended the methodologies and pedagogy courses where their lecturers have exposed them with all knowledge domains such as pedagogy knowledge, content knowledge, technology knowledge, technological pedagogical knowledge, technological content knowledge, and technological pedagogical content knowledge" [8, p. 72].

Researching readiness level of pre-service teachers in teaching online in the international internship program Ardiansah recommended that the institutions should provide teaching online training for pre-service teachers. Meanwhile he stated that "the pre-service teachers need to be aware that they must expand their knowledge and improve their teaching skills to be ready to carry out the learning process effectively in any situation" [9, p. 98].

Accordingly, through this research, the researcher aimed to find out which speaking skills the pre-service EFL teachers felt ready or unprepared to teach, and to what extent they perceived themselves as ready to teach speaking skills.

In addition, a new perspective can be brought to the teaching of speaking skills in terms of developing communicative competence and, accordingly, communicative activities to be used in the classroom.

The overarching purpose of this present study was to investigate the beliefs of pre-service EFL teachers' readiness of teaching speaking skills. As determined by the purpose, this study will answer the following research questions:

1. To what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills?

2. What are the pre-service EFL teachers' beliefs about using speaking learning strategies and approaches?

3. What kinds of speaking skills activities and materials do pre-service teachers feel ready to use?

Research methods and materials

Research design. This study is an exploratory research that aims to examine the research questions and to provide a better understanding of them. A mixed-method research design approach was used and samples from both quantitative and qualitative sections were utilized. Mixed method is a procedure for integrating both quantitative and qualitative data at one stage of the research. The research process of a single study is explored to gain more valuable insights into the problem being addressed. Various types of mixed method designs have been proposed, but this study utilized a convergent parallel mixed method design. According to Creswell, it is a method in which quantitative and qualitative data are used together. The research strands are conducted independently and the results are brought together in an overall interpretation. This is 'breadth and depth of understanding and validation', which is the overall aim of this study. This study falls under the category of observation and descriptive survey research. Observation is one of the most important research methods in the social sciences and at the same time one of the most diverse. The term includes various types, techniques and approaches that can be difficult to compare in terms of application and expected results. Observation can be the main method in a project or one of several complementary methods. In descriptive survey research, the sample is measured at a certain point in time and only the demographics of the sample are described by Creswell [11].

Settings and participants. The study used randomly sampling to collect necessary data, since the researcher was the master student of that department at that period. Random sampling is a sampling that allows each item in the universe to have an equal chance of being found in the sample

Etikan [12]. The study group of current research consists of senior undergraduate students enrolled in the ELT program at Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan in the fall semester of the 2022–2023 academic years. A total of 61 undergraduate senior students participated in the data collection process. 36 pre-service EFL teachers were females whereas 25 senior students were males.

Data collection and Instrument. In this observation stage, to test whether pre – service EFL teachers are ready to teach speaking skills, 15 randomly selected participants were observed. According to Appendix I, the progress of lessons was observed using the observation page of pre-service EFL teachers.

In addition, descriptive study, a questionnaire consisting of 55 items was used to collect the data. The questionnaire was developed from a checklist items suggested by Güngör and Saraç (2012). The aim of researchers Güngör and Saraç was to propose checklist to determine the readiness level of English teacher candidates for speaking teaching based on the relevant literature, expert opinions and the criteria proposed by the CEFR [3, p. 13]. Güngör (2013)used 24 items out of the original 55 items in their studies [6]. In the questionnaire, a five- point Likert type scale was used to categorize the participants' levels of agreement or disagreement with each item. The participants responses were ranged as strongly agree, agree, partially disagree, disagree, and strongly disagree.

Data collection procedure and analysis. To collect the data, all members of the study group were given a questionnaire to complete. The questionnaire was developed to find out what the participants' beliefs about their readiness of teaching speaking skills were, and it was distributed to the participants after the purpose and methodology of the study were briefly explained.

In addition, students were asked to mark statements honestly because these are crucial to the validity and reliability of the study. Then, the answers of the participants were entered into a computer for data processing. Social Science Statistical Package (SPSS) version 23.0 was used to analyze the information collected by the tool.The following descriptive statistical methods were used for analysis:

Percentage: Used to measure the relative frequency distributions of respondents' characteristics and their responses to test questions.

Mean: Used as the leading measure of central tendency to measure the average responses of respondents to test questions.

Standard Deviation: It was used as one of the dispersion measures to measure the deviation in the answers of the respondents regarding the middle of the arithmetic.

The development of the scale, the results and the discussions of the data analysis are presented in detail in the next section.

Results and discussions

According to the results of the qualitative data, the student's readiness for teaching speaking skills is not bad. Some participants have excellent speaking and listening skills. However, others were less ready to teach speaking skills. For instance, future teachers made themselves look a little weak, perhaps because of the tension, especially when it comes to speaking skills.

Firstly, the observation was carried out with 15 participants. The observation lasted 4 weeks. Each week, 4 participants were observed in two 50-minute lessons according to the syllabus. 2 participants attended the 50-minute lecture. One participant was given 18 minutes to give a lecture, 7 minutes of which were devoted to discussing the lecture. In total, one participant was given 25 minutes.

All 15 participants were well prepared for the lesson. 30 students of similar interests were introduced to important points that will be discussed during the lecture. Important points were highlighted during the lesson with 8 participants. And at the next stage, the content of the lesson

was clearly stated or explained to all students. 10 participants used a good example to clarify issues. The remaining 5 participants simply lectured. In the next step, when it comes to identifying beliefs about the readiness of future English teachers to teach speaking skills, the most important thing is that since this is an English department, the course should be taught in English, and at this stage, 6 participants presented the information in a prepared and convincing manner. The remaining 10 participants still need to improve the lesson. The remaining 4 steps below are dedicated to student feedback. As you can see in table 1, a large number of participants gave good feedback to the students.

Table 1 – The participants' results based on the questionnaire

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
Was well prepared for lecture	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Introduced major points which will be covered during lecture	+	+								+	+			+	
Emphasized important points		+	+		+			+	+	+	+		+		
Presented or explained content clearly	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Used good example to clarify points	+	+		+	+	+	+			+	+		+	+	
Presented information with readiness and beliefs		+			+					+	+		+	+	
Asked questions to gauge student understanding	+	+	+		+	+				+	+		+	+	
Gave satisfactory responses to student questions	+	+			+	+				+	+		+	+	+
Provided opportunities for students to interact to discover or practice content points	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Developed a good rapport with students	+	+			+	+				+	+		+	+	+

On the other hand, pre-service EFL teachers also made good use of auditory materials and visual aids for speaking.

According to researcher's observation the questionnaire was applied. The results of the quantitative data related to the research questions of this study are presented. According to the research questions, what kinds of speaking skills activities and materials do pre- service teachers feel ready to use, what are the pre- service EFL teachers' beliefs about using speaking learning strategies and approaches and to what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills.

The scale was developed to assess pre-service EFL teachers' beliefs on readiness of teaching speaking skills. The reliability of the scale was determined by the Cronbach alpha coefficient for internal consistency. The Cronbach's alpha coefficient was 0,924 indicated that the scale had a high degree of internal consistency as shown in Table 2.

Table 2 – Cronbach's alpha coefficient

Cronbach's Alpha	N of Items
0,924	24

RQ1. To what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills?

The present study aimed at investigating the beliefs of pre-service EFL teachers' readiness of teaching speaking skills. This section presents the findings revealed from descriptive statistics, frequency distributions and interpretations of the data followed by a discussion of the findings. The first research question was answered using primary descriptive statistics. To what extent do pre-service EFL teachers regard themselves as ready to teach speaking skills? The mean score of each subscale as shown in Table 3.

Table 3 – Means and standard deviations of the pre-service EFL teachers' beliefs on readiness of teaching speaking skills

Factors	N	Mean	Std.Deviation
Beliefs about using speaking tasks, activities, materials, learning strategies and approaches	61	3,6776	0,61286
Beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking	61	3,6906	0,63147
Beliefs about use of language	61	3,4918	0,87264
Beliefs about integrating different skills and components of language	61	3,6066	0,88560
Beliefs about teaching suprasegmentally features	61	3,3115	1,08460
Total	61	3,6223	0,59826

As seen in Table 3 according to the scores obtained overall pre-service EFL teachers' beliefs on the readiness of teaching speaking skills, the analysis revealed that the participants regard themselves as ready to teach speaking skills. The highest mean scores were observed in Factor 2 ($\overline{X}$= 3, 69), Factor 1 ($\overline{X}$= 3, 67) and Factor 4 ($\overline{X}$= 3.60) components of the scale, whereas the lowest mean score were found Factor 3($\overline{X}$= 3.49) and Factor 5 ($\overline{X}$= 3.31).

The responses of the participant's to a total of 24 items in the questionnaire were analyzed under five factor analysis. Each factor has been given five different titles:
- Pre-service EFL teachers' beliefs about using speaking tasks, activities, materials, learning strategies and approaches;
- Pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking;
- Pre-service EFL teachers' beliefs about use of language;
- Pre-service EFL teachers' beliefs about integrating different skills and components of language;
- Pre-service EFL teachers' beliefs about teaching suprasegmentally features.

The responses of the participant to the belief statements in the questionnaire were analyzed under the five factors mentioned above. The researcher provided frequency distributions for each item under each factor in the following sections, as well as interpretations of the results.

Based on the responses to the second research question *"What are the pre-service EFL teachers' beliefs about using speaking learning strategies and approaches?"* showed that the percentages of pre-service EFL teachers in Table 4.

Table 4 – Pre-service EFL teachers' beliefs about using speaking tasks, activities, materials, learning strategies and approaches

Items	Factor 1	Strongly Agree %	Agree %	Partially Disagree %	Disagree %	Strongly Disagree %
14	As a pre-service teacher, I am ready to teach by incorporating learning strategies of speaking skills to develop learner autonomy	8,2	59	24,6	8,2	0
13	As a pre-service teacher, I am ready to teach by combining listening and speaking.	18,0	52,5	24,6	4,9	0
36	As a pre-service teacher, I am ready to teach by developing self-assessment tool for speaking skills.	18,0	41,0	31,2	8,2	1,6
15	As a pre-service teacher, I am ready to teach by designing tasks to teach speaking	21,3	50,8	14,8	11,5	1,6
17	As a pre-service teacher, I am ready to teach by designing speaking activities for learners of English for Specific Purposes.	19,7	44,3	26,2	6,6	3,2
9	As a pre-service teacher, I am ready to teach transactional dialogues conducted for the purpose of information exchange (e.g. transformation gathering interviews, role plays, or debates).	21,3	37,7	24,6	13,1	3,3
26	As a pre-service teacher, I am ready to teach, by designing out-class activities.	19,7	44,3	18,0	14,8	3,3
20	As a pre-service teacher, I am ready to teach by designing speaking activities using the communicative approach.	23,0	42,6	21,3	11,5	1,6
37	As a pre-service teacher, I am ready to teach by adapting the speaking activities in the course books according to learners' proficiency levels.	16,4	34,4	29,5	19,7	0

Note: %= percentage of respondents who participate

The results showed that 59% of pre-service EFL teachers strongly agreed and 8,2% agreed with item 14 of questionnaire as a pre-service teacher. While 24,6% of teacher candidates partially disagreed with the concept of autonomy, 8,2% disagreed and none of them strongly disagreed.

The second item was a pre-service teacher, *I'm ready to teach by combining listening and speaking* (Item 13), with which 18% of the participants stated that they strongly agreed and agreed by 52,5%, whereas 24,6% of the participants partially disagreed, and only 4,9% disagreed and none of them strongly disagreed with this items.

The next item included that a pre-service teacher, *I am ready to teach by developing self-assessment tool for speaking skills* (Item 36). 18% of the participants strongly agreed and agreed by 41,0%, while 31,2% partially disagreed and 8,2% disagreed. Only 1,6% of the participants strongly disagreed with this belief.

The fourth item was a pre-service teacher, *I am ready to teach by designing tasks to teach speaking* (Item 15). The results showed that 21,3% of the participants strongly agreed and 50,8% agreed with this belief. 14,8% of the participants partially disagreed, 11,5% of them disagreed. Only 1,6% of the participants strongly disagreed with this item.

As a pre-service teacher, *I am ready to teach by designing speaking activities for learners of English for Specific Purposes* (Item 17) was strongly agreed and agreed by 64%, whereas 26,2 % of the participants partially disagreed and 6,6% disagreed. 3,2% of the participants strongly disagreed with this belief.

The sixth item was a pre-service teacher, *I am ready to teach transactional dialogues conducted for the purpose of information exchange* (Item 9) was strongly agreed or agreed by 59%, while 24,6% of the participants partially disagreed, 13,1 % of them disagreed and 3,3 % of them strongly disagreed.

As for the next item (Item 26) the percentage of the participants who strongly agreed or agreed with the belief that *as a pre-service teacher, I am ready to teach, by designing out-class activities* was 64%. Still 18,0% partially disagreed. 14,8% of the participants disagreed and 3,3% of them strongly disagreed.

The eighth item (Item 20) included the belief that *as a pre-service teacher, I am ready to teach by designing speaking activities using the communicative approach.* 65,6% of the participants strongly agreed or agreed with this item, whereas 21,3% of the participants partially disagreed, and 11,5% of them disagreed. Only 1,6% of the participants strongly disagreed with this item.

The last item (Item 37) the percentage of the participants who strongly agreed or agreed with the item that *as a pre-service teacher, I am ready to teach by adapting the speaking activities in the course books according to learners' proficiency levels* was 50,8%. Yet, 29,5% of them partially disagreed, 19,7% of them disagreed and none of them strongly disagreed.

As shown in the Table 4 above, items (14, 13, 36, 15, 17, 9, 26, 20 and 37) relate to the first factor. Considering the responses to these items, the researcher can make the following explanations.

It was sighted that 67,2% of the pre-service teachers considered themselves ready to teach by including speaking skills and learning strategies in order to develop learner autonomy. According to the literature has shown that fostering learner autonomy is very beneficial for English learners [14]. In contrast, 32,8% of pre-service EFL teachers partially disagreed or disagreed that they were ready to include such learning strategies to develop learner autonomy (refer to Item 14).

Most of the pre-service EFL teachers' stated that they were ready to teach by combining listening and speaking. Abu-Snoubar's findings showed that listening is closely related to speaking skills and has an effect on the development of oral proficiency in EFL classrooms [15]. Nevertheless, 29,5% of senior year students partially disagreed or disagreed that they are ready to teach by combining listening and speaking (see Item 13).

Although most pre-service EFL teachers saw themselves as ready to teach by developing a self- assessment tool for speaking skills, 41% still partially disagreed, disagreed, and strongly disagreed that they were ready to develop such a tool to improve their students' speaking skills.

Moreover, as noted by Rezai et al., self-assessment can be considered as a valuable additional way of improving verbal skills as well as increasing students' motivation and self-confidence [16]. Self-assessment is helpful for learners of English as a foreign language to understand the typical rules and values of their favorite professional community. Therefore, this fact should be taken into account by 41% of pre-service EFL teachers who partially disagreed, disagreed and strongly disagreed with this belief (refer to Item 36).

Most prospective teachers believed they were ready to design tasks for teaching speaking (refer to Item 15). Tasks are a useful tool for engaging students in the communicative classroom, where students become more creative and spontaneous and interact with each other to achieve desired results by reflecting and strategizing [17]. Therefore, it can be concluded that the beliefs of these participants are compatible with those suggested in the literature.

36% of pre-service EFL teachers partially disagreed, disagreed and strongly disagreed that they were ready to design speaking activities for English for Special Purposes learners. However, the literature suggested that teachers should take into account that students have different needs and interests. For instance, ESP (English for Specific Purposes) students' needs focus on the language, genres and skills needed to meet those needs and help students meet these needs through the use of general or discipline-specific teaching materials and methods. Therefore, Anthony argued, materials and methods should be carefully chosen to be appropriate and useful for these learners (see Item 17) [18].

36,1% of the senior year students still partially disagreed or disagreed that they were ready to teach out-class activities. In this sense, these pre-service EFL teachers' beliefs were different from what is suggested in the literature. For instance, Maharani mentioned that outclass learning is the learning process in the classroom will be more interesting and not boring, then the nature of learning will feel more meaningful and natural, students learn actively because students will prove, demonstrate, and test other facts [19]. In other words, through the use of out of class activities, we can provide students with the opportunity to practice speaking English in real life, which will contribute to students' improvement in their speaking skills (refer to Item 26).

Most pre-service EFL teachers' believed that they were ready to design speaking activities using the communicative approach. As noted by the Kazakh researchers Zhetpisbayeva et al. in CLT, the focus was on students' communicative needs and teachers' aim was to enable students to communicate in the target language [20]. Communicative language teaching should be an effective way of language teaching, requiring extensive training for teachers, creating a unique curriculum in the school curriculum, and using more teaching techniques to encourage English learners to improve their language skills. Therefore, the participants may have considered the positive effects of the communicative approach while expressing their beliefs (refer to Item 20).

Most EFL pre-service teachers' saw themselves as ready to adapt their speaking activities according to students' proficiency levels (refer to Item 37).

Third research question *"What kinds of speaking skills activities and materials do pre-service teachers feel ready to use?"*

To answer the third research question *"What kinds of speaking skills activities and materials do pre-service teachers feel ready to use?"* Table 4 showed the frequency distributions of pre-service EFL teachers.

The first item results showed that 82% of the pre-service EFL teachers strongly agreed or agreed, whereas 4,9% of the participants partially disagreed, 8,2% of them disagreed and 4,9% of the participants strongly disagreed.

The second item results showed that 65,6% of the participants strongly agreed or agreed, while 21,3% of the participants partially disagreed, still, 9,8% of the pre-service EFL teachers disagreed, and 3,3% of them strongly disagreed.

As for the next item 49% of the participants strongly agreed or agreed. On the other hand, 34, 4% of the participants partially disagreed, 11,6% of them disagreed and 4,9% of the pre-service EFL teachers strongly disagreed.

The fourth item according to the Factor 2, 72,2% of the senior year students strongly agreed or agreed. However, 24,6% stated that they partially disagreed 3,2% of them disagreed and none of them strongly disagreed with this statement about selecting materials.

The next item results showed that 67,2% of the participants strongly agreed or agreed, whereas 27,9% of them partially disagreed, 1,6% of the senior year students disagreed and 3,3% of them strongly agreed as shown in Table 4.

The sixth item strongly agreed and agreed were 70,5%. Still, 26,2% of them partially disagreed, and 3,3% of the participants disagreed and none of them strongly disagreed with this statement.

Pre last item of the Factor 2, 39,4% of the pre-service EFL teachers strongly agreed and agreed, whereas 39,3% of them partially disagreed and 19,7% of the participants disagreed and 1,6% of them strongly disagreed.

The last item was that 54,2% of the participants strongly agreed and agreed, while 31,1% of them partially disagreed. Yet, 13,1% of senior year students disagreed and only 1,6% of the participants strongly disagreed.

Table 5 – Pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking

Items	Factor 2	Strongly Agree %	Agree %	Partially Disagree %	Disagree %	Strongly Disagree %
31	As a pre-service teacher, I am ready to teach **by selecting visual materials for teaching speaking.**	32,8	49,2	4,9	8,2	4,9
46	As a pre-service teacher, I am ready to teach **how to communicate in simple and routine tasks**.	23,0	42,6	21,3	9,8	3,3
49	As a pre-service teacher, I am ready to teach **how to briefly give reasons and explanations for opinions and plans.**	18,0	31,1	34,4	11,6	4,9
32	As a pre-service teacher, I am ready to teach **by selecting auditory materials for teaching speaking**.	23,0	49,2	24,6	3,2	0
25	As a pre-service teacher, I am ready to teach **by designing in-class activities.**	19,7	47,5	27,9	1,6	3,3
33	As a pre-service teacher, I am ready to teach **by selecting audiovisual materials for teaching speaking.**	9,8	60,7	26,2	3,3	0
47	As a pre-service teacher, I am ready to teach **how to deal with situations while travelling in an area where the language is spoken.**	16,4	23,0	39,3	19,7	1,6
27	As a pre-service teacher, I am ready to teach **by designing activities for prepared speech**.	19,8	34,4	31,1	13,1	1,6

Note: %= percentage of respondents who participate

As seen in the Table 5 above, the results of the answers given by the pre-service EFL teachers to the questions about the second factor, (*pre-service EFL teachers' beliefs about using in-class speaking activities and tasks and incorporating various materials into teaching speaking*) revealed that they had similar beliefs about most of the items. These items included the statements about: designing in-class activities (Item 25); designing activities for prepared speech (Item 27); teaching how to briefly give reasons and explanations for opinions and plans (Item 49); teaching how to deal with situations while travelling in an area where the language is spoken (Item 47); teaching how to communicate in simple and routine tasks (Item 46) and selecting visual materials, auditory materials, and audiovisual material for teaching speaking (refer to Items: 21,32 and 33). The majority of the participants stated that they were ready to teach speaking using various materials such as auditory, visual, audio-visual materials, and most of them were ready to teach speaking for different purposes use of tasks and activities in the classroom. In this sense, it may be appropriate to conclude that most of the pre-service teachers believe that they are ready for the issues stated in these statements.

According to Table 6, pre-service EFL teachers answered items related to language use in percentage. The responses to the first item revealed that 47,5% of the participants strongly agreed and agreed with this statement. However, 34,4% of the senior year students partially disagreed, 14,8% of the participants disagreed and 3,3% of them strongly disagreed.

The second item results showed that 47,5% of the pre-service EFL teachers strongly agreed and agreed. The participants who partially disagreed represented 39,4% and those who disagreed represented 11,5% of the all participants. Only 1,6% of the pre-service EFL teachers strongly disagreed.

As can be seen the last item from the table 5, 55,7% of the participants strongly agreed or agreed whereas 26,2% of them partially disagreed. 14,8% of the pre-service EFL teachers disagreed and 3,3% of them strongly disagreed.

Table 6 – Pre-service EFL teachers' beliefs about use of language

Items	Factor 3	Strongly Agree %	Agree %	Partially Disagree %	Disagree %	Strongly Disagree %
55	As a pre-service teacher, I am ready to teach **how to express oneself fluently and convey finer shades of meaning precisely.**	13,1	34,4	34,4	14,8	3,3
52	As a pre-service teacher, I am ready to teach **how to use language flexibly and effectively for social and professional purposes.**	21,3	26,2	39,4	11,5	1,6
43	As a pre-service teacher, I am ready to teach **how to use language as a means of expressing values and judgments.**	19,7	36	26,2	14,8	3,3

Note: %= percentage of respondents who participate

As per CEFR and the regulatory educational documents of the Republic of Kazakhstan, mastering the level includes the formation of certain speaking skills, such as speaking, listening, reading and writing, defined by international standards [21]. Language learners at proficiency level

(C1) should be able to express themselves fluently and convey finer shades of meaning. In addition, language learners at mastery level (C2) should be able to use the language flexibly and effectively for social and professional purposes.

However, the participants' negative results had a little high degree than the positive attitude of both items (Items 52, 55). The results showed that in the table given above 52,5% of the participants partially disagreed, disagreed, and strongly disagreed.

Further, (Item 43) the result saw that 44,3% of the pre-service EFL teachers stated that partially disagreed, and strongly disagreed that they were ready to teach how to use language to express values and judgments. Nevertheless, Nunan points out, cited in Kayi that teaching English involved teaching students how to express values and judgments using language [22]. It was concluded that prospective teachers may have problems teaching speaking to learners with higher proficiency levels in the future after examining their responses to the items related to the use of language.

Pre-service EFL teachers' responses to the items related to integrating different skills and components of language are shown in Table 6.The results showed that, 18% of the senior year students strongly agreed and 32,8% of the participants agreed with the statement that as a pre-service teacher, I am ready to teach by integrating the speaking skill with writing skill. Still, 31,1% of the participants stated that partially disagreed, 14,8% of them stated that they disagreed and 3,3% of them stated that they strongly disagreed.

The next item included that as a pre-service teacher, I am ready to teach by incorporating vocabulary into speaking activities. 27,9% of the pre-service EFL teachers strongly agreed and 32,8% of them agreed. Yet, 19,7% of the participants partially disagreed and 14,8 of them disagreed. Only 1,6% of the senior year students strongly disagreed.

Table 7 – Pre-service EFL teachers' beliefs about integrating different skills and components of language

items	Factor 4	Strongly Agree %	Agree%	Partially Disagree %	Disagree %	Strongly Disagree %
30	As a pre-service teacher, I am ready to teach **by integrating the speaking skill with writing skill.**	18,0	32,8	31,1	14,8	3,3
35	As a pre-service teacher, I am ready to teach **by incorporating vocabulary into speaking activities.**	27,9	36,1	19,7	14,8	1,6

Note: %= percentage of respondents who participate

As demonstrated in the table 7 given above the participants' results showed that had a high level of disagreement (Items 30 and 35). It was concluded that they weren't ready to teach by integrating speaking skills with other skills (Item 30) and they weren't ready to teach by incorporating vocabulary into speaking activities (Item 35). The goal of language teachers is to teach learners how to communicate effectively in real life, so speaking skills should be integrated with other language skills (e.g. writing skills) and components (e.g. vocabulary).

The percentages of pre-service EFL teachers who responded to the suprasegmentally items are shown in Table 8. The first item results showed that, 13,1% of the participants strongly agreed and 29,5% of them agreed with the item that *as a pre-service teacher, I am ready to teach by integrating the speaking skill with writing skill*. 29,5% of the participants partially agreed and 24,

6% of them disagreed. 3,3% of the pre-service EFL teachers strongly disagreed with this statement about teaching suprasegmentally features.

The next item which included the statement that *as a pre-service teacher, I am ready to teach by incorporating vocabulary into speaking activities* was strongly agreed 23% and 26,1% of the participants agreed. The rest of the senior year students who constituted 50,9% partially disagreed 19,7%, disagreed 27,9% and 3,3% of the participants strongly disagreed.

Table 8 – Pre-service EFL teachers' beliefs about teaching suprasegmentally features

items	Factor 5	Strongly Agree %	Agree %	Partially Disagree %	Disagree %	Strongly Disagree %
39	As a pre-service teacher, I am ready to teach **how to use word stress of English.**	13,1	29,5	29,5	24,6	3,3
40	As a pre-service teacher, I am ready to teach **how to use sentence stress, intonation patterns and the rhythm of English.**	23,0	26,1	19,7	27,9	3,3

Note: %= percentage of respondents who participate

According to the table above, 57,4% of the pre-service EFL teachers' partially disagreed, disagreed and strongly disagreed that English should be taught with word stress (Item 39).

The second and last item of the Factor 5 the result that 50,9% of the participants that they partially disagreed, disagreed and strongly disagreed that they ready to teach how to use sentence stress, intonation patterns and the rhythm of English. These participants suggested that they might have difficulties teaching suprasegmental features of English, which is considered a sub-skill of speaking. This attitude might have been influenced by the fact that they were learning English in a foreign language context, or they might not have had enough practice teaching suprasegmentals during their training.

Conclusion

The purpose of this present study was to investigate the beliefs of pre-service EFL teachers' readiness of teaching speaking skills. Considering the study findings and students' there is a common belief that pre-service teachers do not find themselves very competent to teach speaking skills. Although this research study revealed that while most of the pre-service teachers believe that they are ready to teach speaking skills, some of them partially disagree, disagree or strongly disagree with some points about teaching speaking. For example, as some future teachers imply that they are likely to have problems in certain areas of speaking teaching skills, special attention can be given to the following points to improve the speaking teaching skills of these future teachers:

- Designing speaking activities for English for Specific Purposes;
- Designing extracurricular activities;
- Developing self-assessment tool for speaking skills;
- Teaching how to use suprasegmental phonemes of English (such as stress and intonation);
- Teaching to express oneself fluently and to convey the finer shades of meaning precisely.

Considering the above mentioned areas, we can conclude that some pre-service teachers may have problems in some areas in teaching speaking skills. Therefore, it may be appropriate to make some suggestions for future teachers. First, some pre-service EFL teachers should raise awareness that learners have different needs. For instance, ESP (English for Specific Purposes), EAP (English

for Academic Purposes) and general English materials should be chosen carefully as they are relevant and useful for learners.

Secondly we can conclude that teachers of this future should consider the value of extra or out-class activities (for example, students can interview English tourists at the airport or they can make friends with them). These kinds of activities are beneficial for our students as they give our students the opportunity to practice their speaking skills in real life.

Third, some trainee teachers should consider that self-assessment is valuable to students as it gives them the opportunity to evaluate their own performance. Self-assessment tools can improve students' oral abilities as well as increase their motivation and self-confidence.

Before closing the conclusion, after stating its limitations, we may continue with some possible contributions from this research. Because the present study was a small-scale study, the results cannot be generalized. However, the assessment of pre-service EFL teachers' beliefs about their level of readiness of teaching speaking skills has not received much academic attention. Thus, the current study can contribute to the knowledge in this field by serving as a model for future studies. In addition, the questionnaire can be useful as they have the opportunity to recognize and strengthen the weak points of pre-service EFL teachers.

On the other hand, a mismatch between pre-service teachers' beliefs and their future teaching practice can be observed. Therefore, given the possible mismatch, further research on both pre-service and in-service English language teachers' beliefs about their ability to teach speaking is needed to evaluate the national curriculum used in teacher education in Kazakhstan. In addition to the present study, further research could also examine teachers' beliefs about teaching speaking.

For example, about one of the specific topics included in the questionnaire created for this study, such as designing out-of-class activities for teaching speaking in an EFL context or how to teach suprasegmental components of speaking.

There is a need for further research on pre-service EFL teachers' beliefs and the effects of their beliefs on their practice. To achieve this aim, classroom observations can be conducted during their internships and the relationship between beliefs and practice can be reflected.

Finally, pre-service EFL teachers' beliefs about other skills such as listening, reading or writing could also be investigated in ELT departments in Kazakhstan to shed light for further studies on the evaluation of the formally designed program.

Furthermore, pre-service EFL teachers can try to make changes in their teaching approaches by raising awareness about the areas that need to be reconsidered. As noted by Kumaravadivelu, teacher beliefs have a significant impact on teaching practice [23]. Therefore, these beliefs may play a big role in shaping prospective teachers' future teaching practices.

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