

Developing a Speaking Course for the 1st Year Undergraduate Students

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Abstract There is a common belief among methodologists that students who do oral activities learn the language material more quickly than those students who do any other type of learning activities. As teachers of English language, we are asked to boost the communicative aspect of our lessons. Majority of Turkmen students who study at higher educational institutions are reluctant to speak, therefore the speaking course which will enable them to communicate in their target language is of much need. Consequently, this paper under consideration focuses on the syllabus design of that speaking course that will be suitable for the needs of 1st year Turkmen students who study English at higher educational institutions of Turkmenistan. Classroom observation, informal conversation, surveys and interviews were used to gather data in order to identify characteristics of the speaking skill and to suggest some methods for practicing speaking and providing feedback. Data was collected from English as a Foreign Language (EFL) students and teachers who work and study at the Turkmen National Institute of World Languages in order to conduct the research. Following that, the gathered data were analyzed applying qualitative and quantitative methods and using the descriptive approach. The conducted research enabled the author to design a new syllabus based on the needs analysis questionnaire. The research paper under consideration contributes to the Methodology of teaching English language in terms of its relevant findings on improving the speaking skill of Turkmen students and newly-developed syllabus which will ameliorate the efficiency of the English lessons. This paper's results will be applicable in selecting necessary learning strategies and styles for language speaking course for 1st year students, almost certainly in any higher educational institute with

Turkmen sociocultural context.

Keywords English Language, Curriculum Development, Syllabus Design, Speaking Skill, Turkmen Students

1. Introduction

A language is not a subject, which can be taught; it is a subject, which must be learnt. We learn to perform any skill by actually performing it.

M. West

With each passing day, English language's status is getting more noticeable and steady in the entire world. Teachers of English language try to teach speaking more effectively. The methodology of teaching English language is developing as this language secures its position on the global stage [1]. As teachers of English language, we have to teach our students how to communicate in the target language because our learners are expected to become fluent speakers at the end of their studying process.

A well-designed course and accordingly produced teaching material are essential for higher educational institutes and we, as designers of syllabi's, have to be careful while creating courses for our students. The teacher who creates the speaking course or any other types of syllabi must make a wide range of choices, let it be content, methodology on how to teach or necessary technological aids which will be used during the course [2].

Oral target language practice is integral part of actually learning the language. In a favorable class environment,

students easily participate in speaking activities without second thought. However, it is not always the case. Sometimes students of the same group have different levels of language proficiency or topic fails to attract students' interest, therefore they will not discuss anything about that. Some of the students might be afraid of making mistakes in their speeches, while others might be suffering from the lack of self-confidence. If they practice target language more orally during the English classes, they will overcome their fears and become more confident speakers [3]. When teacher creates a friendly atmosphere where students feel comfortable, they will speak their minds by using all their target language knowledge.

Currently, permanently neutral and independent Turkmenistan establishes stable diplomatic relationships with many other countries of the world, therefore specialists who know more than two foreign languages are requested for the national job market in order to secure our diplomatic bonds with developed countries. Oral practice of target language must be upgraded in order to meet the expected standards of Ministry of Education. Students are expected to be fluent users of the target language, English language to be exact, until they graduate from the university. If teacher efficiently organizes learning process, students will have less hesitation and doubts to formulate their speeches and will not shy away to express their point of view on discussed theme.

The research work under discussion will address such research questions: Why is it vital for students to improve their speaking skills? What challenges do learners experience when learning to speak, and how can they overcome them? How to improve speaking abilities of undergraduate students who study in ELT departments?

This study makes use of the following hypotheses:

- Teachers of English as a Foreign Language (EFL) play the most important roles in enhancing students' speaking skills by applying various strategies and approaches in the classroom that will help students learn to talk more effectively;
- English speaking course designed accordingly to the needs of the 1st year undergraduate students will improve the speaking abilities of those students to great extent.

The state of the art: The purpose of this study is to investigate the role of English speaking lessons for 1st year undergraduate students. It also looks into how students might develop their speaking skills by participating in various projects and activities. Furthermore, this research aims to highlight the importance of well-designed speaking course in student's success. The research gap: Because of the high demand for spoken English, numerous scholars have proposed a variety of approaches and procedures for improving oral language proficiency. However, they do not correspond to the needs of Turkmen students, i.e. teachers tend to apply Grammar Translation method in their lessons. The current study intends to examine the methods used by EFL teachers who teach at higher educational buildings of

our country and to reveal the strengths and shortcomings of those approaches, as well as the issues that teachers and students confront in the speaking lessons.

The main objective of this study is to develop a well-designed speaking course in order to improve speaking skills of 1st year Turkmen undergraduate students. While doing that this research has some more objectives: to highlight the importance of speaking course; to guide students to overcome their speaking problems; to provide techniques to improve speaking abilities; to highlight the useful methodological way in teaching speaking. The findings of this paper will help teachers who have struggled to encourage their students to speak in the target language.

Creating a language course is a difficult task. One of the most important components of any language education program is its syllabus. A syllabus is a complete systematic instruction of language teaching and learning process [4]. It organizes the curriculum's beliefs and concepts into a series of planned stages that lead to more precisely defined objectives at each level. A well-designed syllabus for a language instruction program should cater to the demands of a specific group of students in a specific setting.

Jack Richards [5] claims that there are many types of speaking skills, among which the speaker ought to choose based on his/her intention of communication. The possible intentions might be for socializing, for discussing, for entertaining, for applying job opportunities and so on. Teachers of English language have to take those purposes of learning English as a foreign language into consideration when constructing a speaking course given the fact that we want our students to succeed in life. In addition, Jack Richards [5] classified components of speaking ability and affirm that speaking proficiency in English language depends on grammatical competence, strategic competence, discourse competence and sociolinguistic competence.

In general, a syllabus serves as a map or guide for both professors and students, outlining some objectives to be met. To the researcher's mind, a syllabus might be considered a representation of its designer's or developer's thoughts regarding language learning. Moreover, the process of designing a syllabus entails selecting, arranging, executing, and assessing learning experiences based on the learners' needs, abilities, and interests, as well as the characteristics of the society or community [6]. In a nutshell, a properly designed course serves as a road map for both teachers and students.

There are many different varieties of syllabi in the methodology of teaching English language and White [7] divides all of them into two groups: A-Type syllabuses and B-Type syllabuses.

1. A-Type syllabus. The teacher defines the course's objectives and content. Teachers role during the lessons is that of an authority and decision maker. Students must learn whatever the teacher teaches in order to become successful users of the English language.
2. B-Type syllabus. Content of language learning is negotiated between learners and teachers, who

collaboratively make decisions during the Type B course. In this way, learners are encouraged to make choices in terms of what to study and read during the English lessons, owing to that they become more autonomous and independent.

2. Materials and Methods

2.1. Research Design

In this study, the researcher implemented both quantitative and qualitative methods of study, i.e. mixed method [8]. From the researcher's perspective, the readers of this dissertation would better comprehend the findings of this paper if a variety of diagrams and charts illustrated the results of this work. The author of this survey project protected the anonymity of participants. Investigated findings helped greatly in composing a new syllabus for the speaking course under discussion.

The students were informed that if they would conform to take part in the research project, their identity would not be revealed. The author of this research paper persuaded the 3rd year students who study at Dovletmamet Azadi Turkmen National institute of World Languages to fulfill the questionnaire insisting that the questions did not require much consideration and effort. The researcher also pointed out that the students could write their sincere thoughts on the way speaking lessons should be taught by the teachers since their survey was anonymous and no one would criticize them for expressing their opinions.

3. Results

3.1. Students' Expectations from the English Lessons

According to the results of the opinionnaires, the ages of the students ranged from 19 years old to 33 years old. The majority part of the students (27%) were 21 years old students while 18% of the research population were 20-year-old students. For some unknown reasons, 35% of the respondents decided not to write their ages.

Concerning the gender of the students, 56% of the students who completed the survey were females while only 8% of the respondents' gender were males. Thirty-six percent (36%) of the research population kept their gender identity in secret.

At the beginning of the opinionnaire, the students were also asked to write the names of their future professions. Almost half of the respondents (46%) ignored this point while a third of them (34%) said that they would be teachers once they graduate from the institution. Another 12% of the students wrote that they would be translators or interpreters after graduation. Some answers amused the author of the conducted questionnaire, for instance some students were sure enough about their future careers that they pointed the

professions as dean or the head of the school.

Besides, the respondents wrote the time duration that they had spent learning English language. The time the students learned English language started from 3 years to 11 years. Some of them had been studying English language since their childhood.

In addition, the respondents wrote why they learn English language at the beginning of the opinionnaire. Sixteen students confessed that they adore the English language while nineteen of the students wrote that English is their future profession and it is international language, additionally they need this language to travel, so they need to acquire a perfect command of the English language. Furthermore, according to the results, the respondents are aware that they will have more opportunities in their future careers if they know English well. Some replies gave food for the thought to the author, because one student wrote that they study for obtaining a diploma and another student - for earning a lot of money.

Regarding the themes the students would like to study during the speaking classes, most (28%) of the students chose the themes, which are connected with the holidays and travelling. The smaller part (17%) of the research population chose the themes "Geography and information about various countries". Another part (15%) of the participants wanted to study the texts about science and technology. Some students (13%) claimed that they would rather study topics concerned with the jobs and employment. The least favored topics were food or eating habits (11%) and human body/clothes (7%). The majority of participant students, 39% to be exact think that they will use their knowledge of English language in communicating with foreigners. 26% of the students claimed that they need English language for travelling. The minority (15%) of the research population thought that they would like to read original English books once they reach that level of language proficiency. The smaller part (15%) of the participants admitted that they are likely to translate texts from English to Turkmen or vice versa. The smallest part (8%) of the students decided to offer their own options on the situations they are going to use English language. For instance, their English proficiency will probably be beneficial for their future career, for studying and working abroad, for attending the conferences with foreign representatives and for watching films in original language.

Moreover, many students (31%) favored the competitions over any other type of speaking tasks. Roughly a quarter (24%) of the research population voted for the variant "Brainstorming". The smaller part (22%) of the participant students chose the educational language games while the minority of students marked the options "Conducting surveys on different themes" (13%) and "Information gap activities" (8%). Only 3 students (2%) from the total 123 participants specified their own opinions such as debating, communicating and translating word phrases and sentences.

Furthermore, the research population also gave their preferences on the way they would like to practice the new learned language material or unit. The majority of the

students (40%) agreed that they would like to practice the new language material in a group. Another large part (36%) of the students claimed that they wish to practice the new theme as whole class. The minority (17%) of the students said that they would like to work in pairs. Only 7% of the research population were not satisfied with the provided answers that they had to propose their own options. Five students among 123 participants would like to learn and practice new language unit by themselves, i.e. individually. They also wrote that they desire to practice English language with their close friend at home, with whom they can share their every thought.

Now we move on to the following survey question's results. The majority of the students (29%) think that the English teacher can best encourage his/her students to speak at the lesson if s/he uses humor, e.g. making jokes, puns or asking riddles and so on. 21% of the participants claimed that the usage of technical aids during the lessons would increase their likelihood to speak up in the target language. The fifth part (20%) of the research population stated that they would like to speak after having watched a movie in English language. From the perspective of the smaller part (19%) of the survey population, the teacher should use culturally friendly material or cultural information at the lesson. The smallest part of the students, 6% to be precise, thought that the teacher should use poetry. In addition, a few students (5%) specified their own answers. They wrote that the English teachers could best encourage their students to speak at the lesson by showing videos; organizing games; using idioms, proverbs and interesting facts; working on the weak points of the learners after having identified them and telling about their own personal lives.

Participants then expressed their opinions on when should the teacher of English language speak in the target language. Almost half of the research population (47%) stated that the EFL teacher should speak English language all the time during the class. The second most favored option (35%) was that the teacher should use English language with her/his students "during the class and out the class". Only 12% of the participant students claimed that it is enough for a teacher to use English language when explaining a new theme. Notwithstanding, 6% of the students decided to specify their own thoughts on this matter. They said that the period of time the teacher speaks in English language must depend on the students' language level. Moreover, they think that sometimes the teacher should explain a new theme not only in English language, but also in the source language, in our particular situation Turkmen language for the students who cannot comprehend.

Afterwards the participants chose how they would like to experience the new information about the English language. The author inferred this question from the fact that the outstanding psychologist Howard Gardner suggested that there are multiple intelligence types, i.e. each person has their own style of learning [9]. According to the results, a

quarter (25%) of the survey population turned out to be visual learners; 21% - aural learners; 18% - interpersonal learners; 13% - kinesthetic learners; 12% - logical; 5% - mathematical learners and 3% - naturalistic learners. Only one student specified his/her own answer by saying that it does not matter how he/she will learn new information about English language as long as it is organized in a fun way. Wittily, the researcher might initiate a new work for objectively analyzing and identifying what is considered fun during the English lessons from the perspectives of the Turkmen students in the future.

The research population were also encouraged to complain about their difficulties in learning to speak in the target language. Almost half of the students (51%) stated that they lack motivation and 11% of the research population claimed that they lack the time to study. Approximately a fifth of the participants (21%) complained about incompetent teaching, while 17% of the students elaborated on their own difficulties such as:

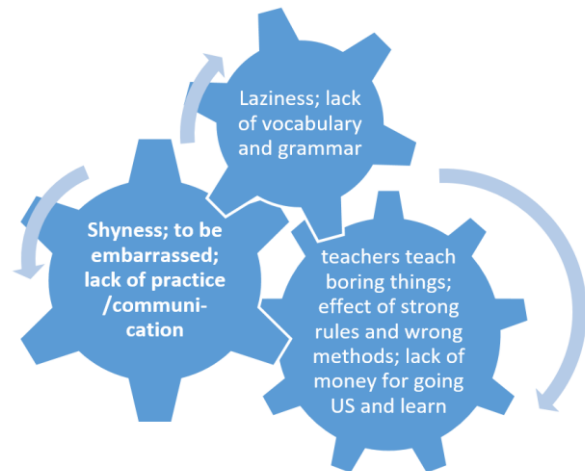


Figure 1. The Challenges the Students Face When They Speak in the Target Language

Furthermore, the students wrote their favored ways of improving their speaking skills in English language. Forty-five students stated that talking in English all the time with others everywhere would be the best way to improve their speaking skills. Twenty-one of the participants said that they could improve their speaking skills by watching cartoons and movies with or without subtitles. Eighteen of them claimed that learning each day at least 10 new words in a fun way and using those new words in their daily lives ameliorate their English proficiency level. Twelve students wrote that listening to audios or music would improve their speaking skills during the lessons. The less amount of students also proposed different ways to improve their speaking skills and the author decided to illustrate them in the Fig. 2.

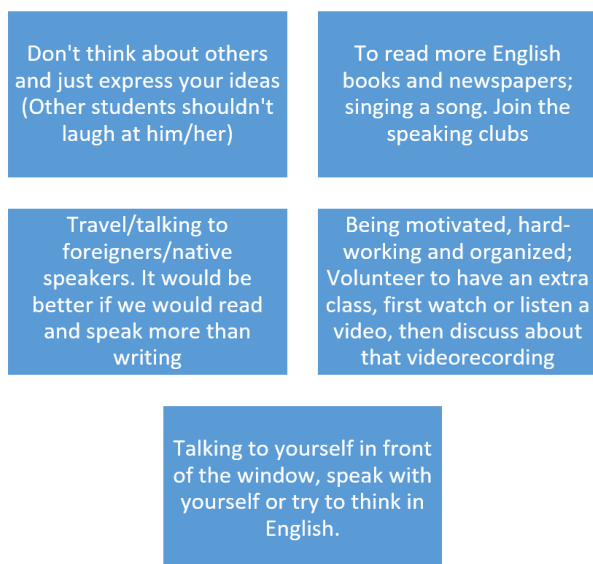


Figure 2. The Students' Thoughts on How Do They Improve Their Speaking Abilities

Then the students were asked to share their thoughts on what English teachers can do in order to enhance the speaking skill of their students. Nine out of 123 participants' answers were almost the same; they said that the teacher should motivate, interest and persuade students that they can speak English if they really want to. Seven students claimed that they want their teacher to speak only in English.

Finally, the students elaborated on their speaking challenges in the target language. Forty students out of the 123 total number of the research population wrote that they do not possess enough word stock and grammar knowledge to speak in English language. Eleven students admitted having insecurities and second thoughts whenever they speak due to the fact they have the fear of being laughed at whenever they are likely to make mistakes before their course mates. Those students cannot concentrate in front of others. Figure 3 shows other participants' confessed problems of speaking in the target language.

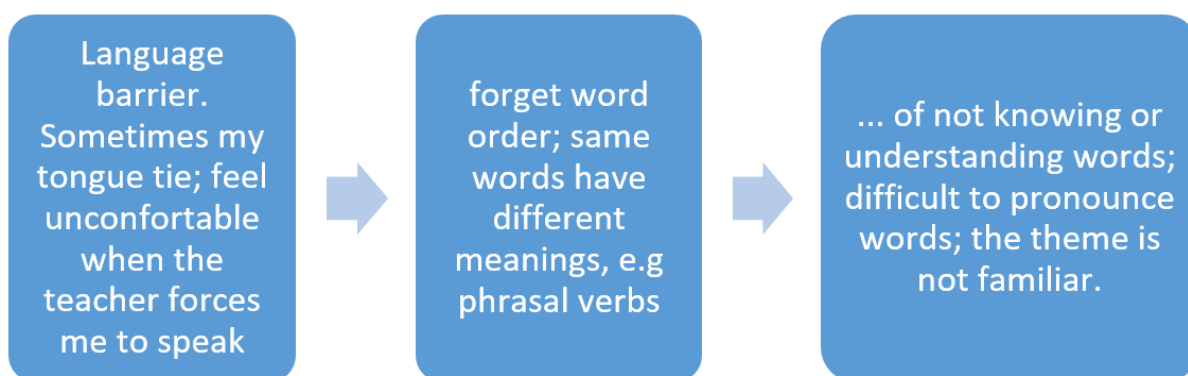


Figure 3. The Speaking Difficulties of the Students in the Target Language

3.2. The Teachers' Answers for Improving the Syllabus

The author of this research paper discussed the results of the interviews with the EFL teachers of higher educational establishments and analyzed the written answers of those participants in this subchapter.

The research population of teachers were people who are starting from 23 years old to 61 years old. Just about half of the respondents (49%) were between 25-30 years old teachers. Regarding the gender of the teachers, 70% of the research population belonged to the female gender, while 21% of the respondents were males. No more than 9% of them did not indicate their gender. The participants also wrote the names of their profession when they started to complete the questionnaire. The most obvious answer being the teacher, some of the respondents wrote a lecturer, a philologist, a tutor and a translator. The reply, which astonished the researcher, was a housewife. Concerning the academic qualifications of the participants, the majority part of the respondents had a master's degree while only 6% of them had doctorate degrees. All the other participants had bachelor's degree. In addition, the findings indicate that the large part of the survey population (43%) had less than 5 years of teaching experience, 24% of the respondents had 6-10 years of experience, 21% of the teachers had 21-30 years of academic teaching experience and 3% of them had 11-20 years of teaching experience.

The first reflective interview question was concerned with the ways the students might overcome their speaking problems. The teachers gave a wide variety of suggestions to the students who are experiencing obstacles when they want to express their thoughts in the target language. Three teachers from the total 33 of interviewees said that listening to audio podcasts or watching TV would ameliorate the students' speaking skills greatly. Two teachers asserted that the students overcome their speaking problems by speaking indeed and reading books often in the target language, learning new vocabulary, communicating with other people and so on. Another two participant teachers claimed that the students should speak every time even though they make mistakes. Advices offered by teachers are categorized by the author in Fig. 4.

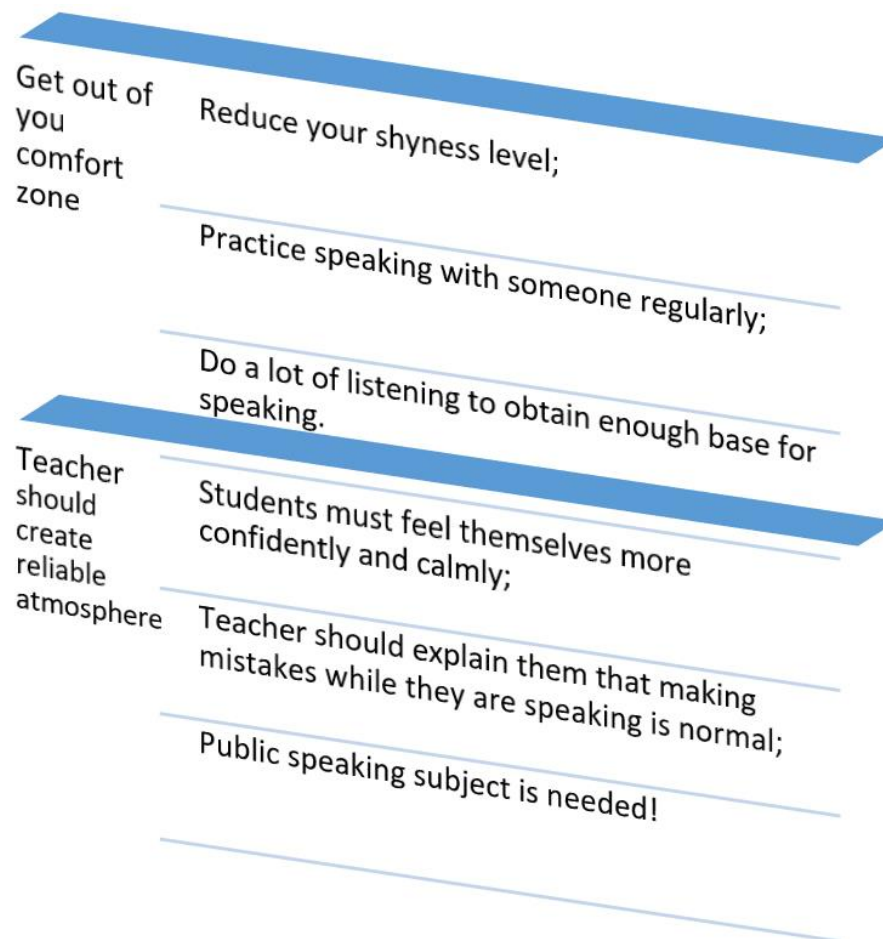


Figure 4. Teachers' Proposals on How the Students Can Overcome Their Speaking Difficulties

The following question of the interview inquired the frequently used techniques of the EFL teachers directed to improve the students' speaking skills. Two teachers among 33 of them recommended to use recordings and audio-visual aids during the lessons while another two participants stated that creating speaking clubs and doing them regularly would be beneficial for enhancing the students speaking abilities. Other teachers also shared their techniques and the researcher classified them in the Fig. 5 underneath.

The third reflective question gave participants chance to share their most effective speaking activities with the interviewer. Once having analyzed the results, the author became aware of the fact that the question under consideration had double or ambiguous meaning: "What was

the most effective speaking activity in your experience?" On the one hand, some participants understood this question was directed to their learning to speak in English language in the past, on the other hand, some of them thought that this question is related to their students' speaking skills. Three teachers said that organizing a debate among students on different themes is a very effective speaking activity.

Furthermore, the participants also enumerated different kinds of teaching materials, which will encourage students to speak. Two teachers claimed that the authentic materials are important for students' everyday lives. Moreover, from the perspective of the research population, the teaching materials that encourage students to speak are described in the Fig. 6.

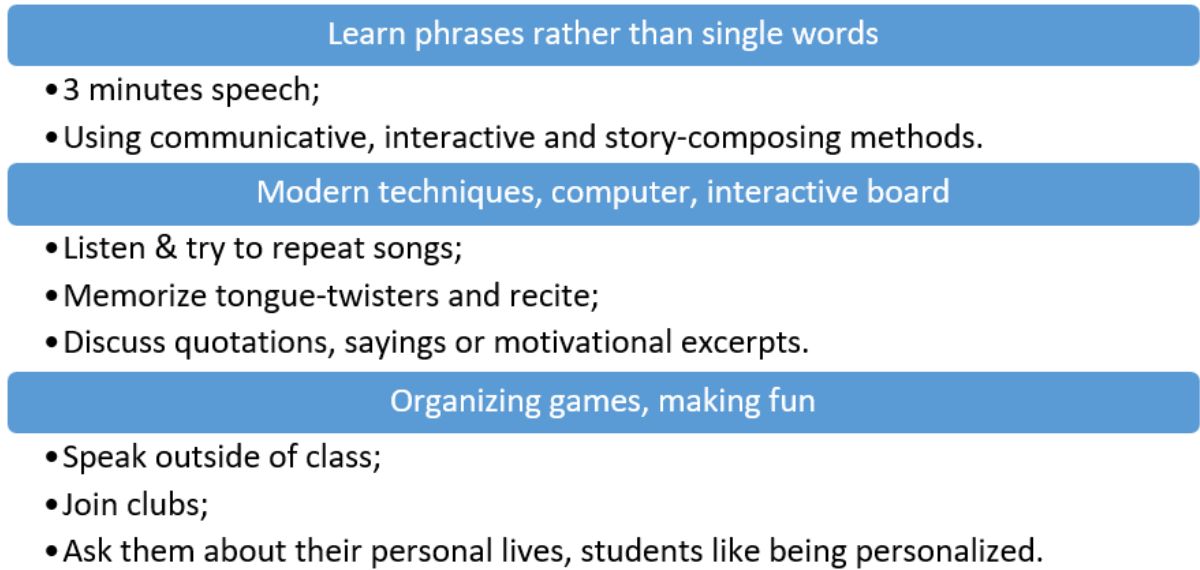


Figure 5. EFL Teachers' Favorable Techniques to Improve the Speaking Skill of Their Students

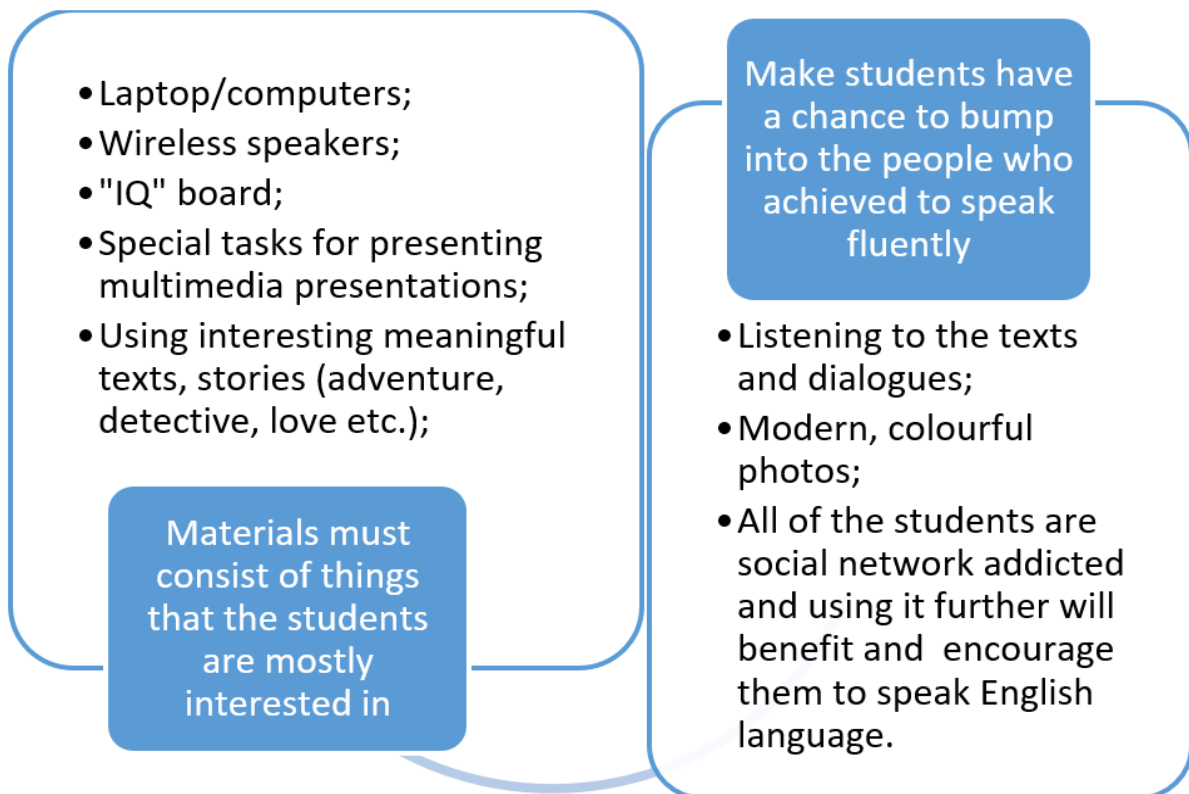


Figure 6. The Best Teaching Instructional Material for Encouraging Students to Speak in the Target Language

Table 1. The Participant Teachers' Strategies for Improving the Speaking Skills of Their Students

I encourage them	to express their own opinions, agreeing or disagreeing.
	to use the technical aids and illustration.
	to speak their minds, their own opinions rather than specific answers.
	to learn neologisms and slangs, in this manner they make a step to progress.
	to explain words with definitions, antonyms and synonyms.
	to listen to a story.
	to memorize poems and songs.
I don't interrupt them for correcting their mistakes. I do it after they finish their speech.	
I divide the lesson into two parts: 1. Accuracy; 2. Fluency.	
I use all types of corrections: teacher, computer, peer, self.	

Then the teachers told about the ways they improve the speaking abilities of their students. Four teachers suggested improving the students' speaking skills through listening, answering and giving questions or making dialogues. Teachers have his/her own applied strategy for enhancing the speaking skill of their students. The author decided to illustrate those strategies, which were answered by the interviewees, in the Table 1 above.

The next question of the interview assessed the methods applied by the teachers during the English lessons which concentrated on improving the speaking skill of the students. Having analyzed the findings from the interview, the author has a right to announce that the most favored approach for the speaking lessons is Communicative. Other reliable methods, according to the research population, are Direct method, Task-based method, Natural method, Total Physical Response, Interactive Method, CLIL, Audio lingual method, Community Language Learning and others. Bewildering was to read the answer "Silent way" method written by one of the interviewees. Other than the methods, some teachers also gave the instructions for improving speaking abilities of the learners, e.g. Shadow Reading and Immersion. Many tasks enhance the speaking skill of the students, for instance students expressing their own ideas on specific open-ended questions or writing an open-ended essay, which would develop their sentence formation, watching TV (BBC news especially) or reading English books (belles-lettres), so on and so forth. However, the author approves the one participant teacher's reply on this issue of which method is the best in terms of improving the speaking skill of students: "All methods are effective if you chose them in right way".

During the following part of the interview, the participants gave their piece of mind to their colleagues who struggle to develop the speaking skill of their students. The author classified all the answers given by the survey population in the below-mentioned Fig. 7:

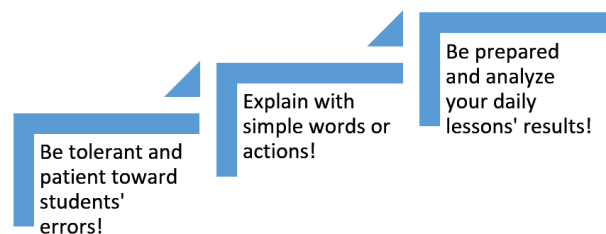


Figure 7. Advice of the Teachers to Their Colleagues

Besides, the research population told the interviewer about the likeable and engaging topics which can involve the consideration of the students. Further down is the Fig. 8 with the selected themes for discussion from the perspective of the EFL teachers:

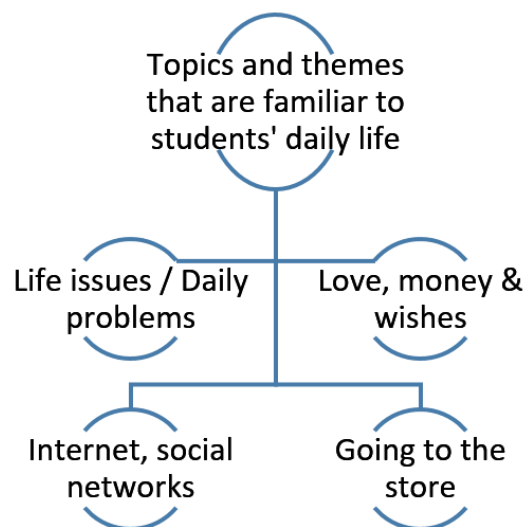


Figure 8. The Engaging Themes and Topics from the Perspective of the Survey Population

Lastly, the survey population advocated their techniques aimed at improvement of oral interaction in the speaking classes. Concerning the EFL teachers' behavior, he/she must be friendly, motivating, inspiring, tricky (on occasions), patient and enthusiastic. In addition, the teacher has to draw a line with students for purpose of being on good terms with them. Other effective techniques, mentioned by the respondents are:

- help students overcome their speaking barrier;
- make students aware of the necessity of speaking English;
- let students comfortably express their ideas and thoughts in the positive learning environment;
- think outside the box and do things that the administration will consider "illegal" to reach your goal of teaching English language;
- make your students believe that each little attempt matters and has high importance.

The author applied the mixed method for analyzing the results obtained from the interviews and opinionnaires. The precise analysis of the research findings helped the author to identify not only the weaknesses of the current syllabus, but also the shortcomings of the English speaking lessons in general. With all the gathered information, the author got a better understanding of how to ameliorate the situation and make a change.

4. Discussion

The main intent of this research work was to make up a syllabus based on the wishes and recommendations offered by both students and EFL teachers who work at our peaceful country's higher educational institutions. Proudly but modestly, the author publicizes that she came up with a new syllabus that will be more efficient than the previous one:

Table 2. The Syllabus Description of the Speaking Course for the 1st Year Turkmen Students

Syllabus of the speaking course for the 1 st year undergraduate students													
Discipline description of the Speaking subject: The subject under consideration is aimed to ameliorate the speaking abilities of the 1 st year undergraduate students. The objective of this discipline is to develop students' confidence in speaking by exposing them to authentic usage of English language inside and outside the lessons. During the academic year, the students will get broad understanding of the English language regarding its grammar, vocabulary and pronunciation.													
Evaluation and assessment: The teacher of the speaking course will evaluate the students' academic achievements in terms of their assignment completion, attendance during the lessons, participation in tasks and activities, performance at the midterm assessment and their final examination score.													
Methods, which will be most suitable for the speaking course: The teacher of the speaking classes will apply the Communicative Method; Direct Method; Community Language Learning; the Audiolingual Method; Task-based language teaching and Desuggestopedia. The students will work in groups and individually during the course.													
As a result of successful completion of the speaking course, the students are expected to: <ul style="list-style-type: none"> ● Convey their thoughts to their interlocutors; ● Possess the self-confidence of being articulate in the English language; ● Talk creatively modifying their formal language knowledge to their personal needs; ● Notice not only their own mistakes when formulating their feelings, but also their peers' shortcomings while they listen. 													
<table border="1"> <thead> <tr> <th colspan="2">Background information on the syllabus of the speaking course</th> </tr> </thead> <tbody> <tr> <td>Subject</td> <td>Speaking</td> </tr> <tr> <td>Course book</td> <td>English File (Elementary level)</td> </tr> <tr> <td>Duration of the course</td> <td>Whole academic year</td> </tr> <tr> <td>Time allotted for each lesson</td> <td>80 minutes (40+40 min. in groups of 10 students)</td> </tr> <tr> <td>Available technical equipment</td> <td>Multimedia board, projector</td> </tr> </tbody> </table>		Background information on the syllabus of the speaking course		Subject	Speaking	Course book	English File (Elementary level)	Duration of the course	Whole academic year	Time allotted for each lesson	80 minutes (40+40 min. in groups of 10 students)	Available technical equipment	Multimedia board, projector
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The researcher’s main goal in writing this research work is successfully accomplished. Besides the focal objective, the research had more minor aims, namely to emphasize the role of the speaking lessons; to come up with solutions to the students’ speaking problems; to enumerate techniques in terms of ameliorating the speaking skill of the students and find out the best methodological manner of teaching students to speak in English language.

Regarding the survey findings, the author has a right to claim that the EFL teachers of speaking classes should adapt the syllabus content to her/his learners’ levels and interests on the go. The teachers have to give priority to group works in those lessons since speaking is a communicative act between two or more participants in the conversation. During the speaking lessons, organization of real world tasks and activities will stimulate the authentic target language use from the side of the students [10]. It would be better if the teacher is self-esteemed enough to tolerate the feedback from the students and find a compromise to cater the needs of the students with different language proficiency levels in the same group.

To conclude, the language teacher must orchestrate all her/his theoretical knowledge about the methodology of teaching English language and help students to gain speaking skill without hesitance.

The research also highlighted the students’ perspective on

the way teachers should behave in the class. The respondent students expect their teacher to be professional and to speak not only with the students whose level coincides to fluent speakers’, but with also the shy and timid students who are fearful of making mistakes in front of the others.

5. Conclusions and Suggestions

The author suggests initiating English clubs in official educational buildings of our country, which means students will gather together to chat about different topics informally, after the lessons or on Sundays under the supervision of their teacher in one of the classrooms of their institution. The students may bring their snacks and do not have to observe the strict dress code unlike in the formal lessons. Frankly speaking, this suggestion is a few of the respondent students’ replies in the conducted questionnaire by the author. Their proposal, which will ameliorate their speaking skill greatly, is to organize speaking clubs where they will feel less anxious to verbalize themselves on the discussed themes.

Overall, the voyage of drawing up a research project on developing a syllabus was a quite worthwhile process for the author. Table 3 is the newly-designed syllabus for the 1st year Turkmen students.

Table 3. Syllabus of the Speaking Course for the 1st year Undergraduate Students

Dimensions of the speaking lessons	The 1 st week	The 2 nd week	The 3 rd week
Topics for speaking	Unit 1.A. My name is Hannah, not Anna	Unit 1.B. All over the world	Unit 1.C. Open your books, please
Functions	Talk about your interests	Recognizing the wide array of symbols of different nations	Initiating a small talk and supporting the conversation
Notions	Acquaintance	National emblems, flags and languages of the world	Abbreviations and their usage
Content	Capital cities, currencies	Learning to differentiate the numbers which has almost the same pronunciation: 30-13; 70-17; 18-80 ...	The phrases and questions to use in the dialogue
Vocabulary	Days and numbers	The name of the countries in English	Classroom language
Grammar	Verb “to be” + subject pronouns	To use the verb “to be” in the correct form	Possessive adjectives: my, your, etc.
Communicative skills	Introduce yourself to the group.	Asking and comprehending answers from foreigners	Find out the personal information by interviewing them
Values	Customs and traditions of countries	Cultural diversity of the world	The etiquette of the email correspondence
Tasks and activities	Listen to the dialogue and complete the form	Talk about your national identity	Fulfill the e-application to study abroad
Home task	Prepare a monologue-introduction about yourself	Prepare a presentation about your Homeland	Find out which foreign universities organize exchange programs and inform the class

Having conducted this research work, the author got a broad understanding of the methods with which one can analyze, classify or make generalizations on the given subject. Although, collecting data from the survey population was time-consuming and the author did that in an old-fashioned paper-printed way due to the presence of the fact that the participant students and interviewed teachers are not likely to cope with the e-questionnaires. Not because they do not have technical devices, but most of them will not have constant internet connection in their phones or personal computers which would complicate the situation further. All in all, I am delighted to finish my trail of thoughts and this research paper with the exposition of the syllabus's main body above in the Tab. 3. I genuinely hope that the readers of my work will relish the product of my research work.

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