THE USE OF DIGITALIZED OUT OF CLASS SPEAKING
ACTIVITIES TO PROMOTE PRONUNCIATION SKILLS IN
YOUNGER LEARNERS

A MASTER'S THESIS

BY

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THE PROGRAM OF CURRICULUM AND INSTRUCTION
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Jayne Hutchings Aydın
May 2015

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum and
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ABSTRACT

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PROMOTE PRONUNCIATION SKILLS IN YOUNGER LEARNERS

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May 2015

This study focused on developing young learners speaking skills through the use of digitalized out-of-class activities. The study was conducted as experimental research in a private primary school in Ankara, Turkey. The participants are both male and female and between the ages of 7 and 8. The research is supported by the acquisition of second language learning, student's willingness to communicate, parental involvement in language learning and the use of digitalized learning activities assigned as homework to develop young Turkish learners speaking skills. The study examined how through the use of focused practice activities children's pronunciation of English could be guided toward the target model. Previous research on willingness to communicate in L2 has mainly involved older learners. From the qualitative data gathered the findings suggest that providing students with the necessary tools and support can increase their willingness to communicate levels.

Key words:

WTC: Willingness to communicate, digitalized, speaking, pronunciation

ÖZET

ERKEN YAŞTA DİL ÖĞRENENLERİNİN TELAFUZUNU TEŞVİK ETMEDE
SINIF DIŞI DİJİTAL KONUŞMA ETKİNLİKLERİ

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Bu çalışma çocukların okul dışında kullandıkları dijital kaynaklarla konuşma
becerilerini geliştirmeye odaklanır. Bu araştırma Türkiye, Ankara'da bir özel okulda
gerçekleştirildi. Katılımcılar 7 ve 8 yaşlarındaki kız ve erkek çocuklarından oluşur.
Bu araştırma ikinci dil öğrenimi, öğrencilerin konuşmaya olan istekleri, dil öğrenimi
sürecinde veli katılımı ve Türkiye'deki çocuk öğrencilerin konuşma becerilerini
geliştirmek için ödev olarak verilen dijital kaynakların kullanımı konularıyla
desteklendi. Bu araştırmayla çocukların İngilizce telafuzlarının verilen çalışmalar
aracılığıyla hedeflenen öğrenme modeline nasıl öncülük ettiğini araştırıldı. İkinci dil
öğrenmini "iletişim kurma istekleri" alanında alanında yapılan diğer çalışmalar
genellikle yetişkin öğrenenlere odaklanmıştır. Bu araştırmadan elde edilen nitel
veriler doğrultusunda öğrenciler gerekli araçları sunmak ve teşvik etmek öğrencilerin
"iletişim kurma istekleri " seviyelerini arttırabilir.

Anahtar Kelimeler: İletişim kurma isteği, dijital, konuşma, telaffuz

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CHAPTER 1: INTRODUCTION

Background

Oral proficiency in English is necessary in this day and age due to the globalized world we are living in. Jenkins (2002) refers to English as the lingua franca, the language used to communicate throughout the world between non-native speakers. She describes English as an international language used by those who have differing L1's (Derwing & Munro, 2005). Brown (2008) states that "all human languages have a spoken form, while there are many languages that have had no written form. Humans learn to communicate in speech at an earlier age than in writing" (p. 197). Learning a foreign language is a process that takes time, courage and patience. Learning a new language as a young learner, who is still mastering their L1 is not an easy task to accomplish. The advantages of being a younger learner are that they are motivated and they are able to use their seemingly natural ability to learn a language. After all, all children can learn at least one language (Genesse, 1978) except in very unusual cases. Starting to learn a language early allows the learner the luxury of time exposed to the language. Speaking an L2 is a skill that some students develop faster than others, just as some students learn to read and write quicker than others. This study will examine speaking skills in younger learners with a focus on pronunciation. It will look into the ways that young learners acquire language, their willingness to communicate, parental involvement in language learning and the use of digitalized learning activities assigned as homework in an attempt to develop young Turkish students speaking skills.

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The study will examine how through the development of focused practice activities, children's pronunciation of English may be guided toward the target model.

When acquiring a foreign language in a classroom environment speaking is usually the most difficult skill to acquire yet, often students' base their language competence on their oral skills. There are many reasons for speaking to develop last, one being the willingness to communicate (Gregersen & MacIntyre, 2014). Other reasons can be attributed to the amount of time spent practising L2 and the scaffolding provided by the teacher. Also, the quality of the curriculum on offer and effective pedagogy play an important part. More does not necessarily mean better, the quality of instruction is far more important than the quantity. These days more emphasis is placed on the communicative use of language rather than more traditional methods such as memorization of dialogues, repetition and drilling techniques (Levis, 2005).

Communicative activities focus on using the language to actually communicate, teaching chunks of language and using realistic role plays and dramas. Providing students with the means to be able communicate in and out of the classroom is one of the key goals of learning a foreign language. Another reason for the difficulty in acquiring speaking skills can be attributed to the minimal focus placed on oral skills in the classroom, due to the fact that assessments often place more weight on literacy skills and knowledge of vocabulary. In Primary education in Turkey formal speaking assessments are not a part of the foreign language curriculum.

Speaking is regularly referred to as the 'Cinderella' of language learning and cowers in the corner away from reading, writing and grammar (Bygate, 1998). However, the same cannot be said for pronunciation in speaking skills. There have been many different trends in pronunciation teaching. Research has shown that pronunciation is

largely neglected in the field of English language teaching, especially in a communicative classroom (Celaya, 2012). The research shows that teacher themselves are not confident in teaching pronunciation and have received little training in order to be able to do so (Derwing & Munro, 2005). Today there is a move towards more communicative and intelligible pronunciation rather than native-like (Gilakjani, 2012). In 2005, the importance of pronunciation in language teaching was highlighted by the TESOL Quarterly journal devoting a whole issue to the topic.

The willingness to communicate (WTC) is derived from Burgoon's (1976) work on L1 and the unwillingness to communicate. It was then developed into a more positive approach in second language learning by McCroskey and Richmond (1987), who focused on speaking and WTC and was further developed in multiple studies by MacIntyre (1994; 2007), MacIntyre, Burns and Jessome (2011), MacIntyre, Clement, Dörnyei and Noels (1998) and Gregersen and MacIntyre (2014). To date, the concept of WTC among young L2 learners has not been investigated. It can be defined as the probability of speaking when free to do so (MacIntyre, 2007). This study will explore whether the use of out-of-class digitalized speaking activities significantly improve target language pronunciation levels and promote WTC in targeted students.

The support of parents' is essential in learning a foreign language, especially when students are of a young age. Parent support in the context of this study will be in the form of helping students with their digitalized speaking homework. This means, ensuring that they have access to a computer, are able to open the PowerPoint software, can record their voices and save it. While some parents may be less familiar with technology, in our experience children in this school may sometimes display greater confidence with computers than their parents. Children these days are

referred to as 'digital natives' (Prensky, 2001). This means that they have lived their lives surrounded by technology. Regardless of the parents' level of familiarity with computers, their involvement in these activities will strengthen their participation in their child's learning. It has been observed that parental involvement is key in children's success and long term educational achievements (Reynolds & Shlafer, 2010). Parental support in this study also involves psychological support, helping students develop a positive attitude towards second language acquisition and having an encouraging attitude towards the out-of-class speaking activities. Parents can practice the questions together with their child before recording in order to boost their confidence. Parental attitudes towards education have a knock on effect to their children's attitudes and therefore their learning.

International research shows that parental involvement has been recognized in improving educational results. Many countries have adopted initiatives that encourage more parent – school relationships such as: The 'No Child Left Behind' policy in the USA, The 'Childrens Plan' in the UK, and the 'Schooling Strategy' in New Zealand (Hornby, 2011).

The use of technology in education has increased significantly over the years, yet it is not a new phenomenon. It has been used in education for around 25 years. The developments in technology and the introduction of smart boards into schools has made learners of the 21st century come to expect and want to use technology to enhance their learning experiences. The Turkish government has spent an estimated 3 billion Turkish Lira on the 'Fatih Project' which aims to provide all students in grades 5 to 12 with tablets and interactive boards in 570,000 classrooms (Ayas,

Çakır, Ergun, Pamuk & Yılmaz, 2013). This shows that the government is placing great importance on the use of technology in education.

Children are very comfortable using technology for many different purposes; to communicate, for entertainment and for educational purposes. Many of the big publishers of English course books such as Pearson Longman and Oxford have closely followed the trend in the increase in the use of technology in education and have added a technological component to their resources such as CD Roms, online games, grammar, reading and listening activities. Speaking activities are not usually included in the extra technological components.

The aforementioned topics oral proficiency, second language acquisition, WTC, parental support and the use of technology in education form the backbone of this research. This study will investigate their connection to improvement in student's pronunciation and WTC levels. This study will use the students' digitally recorded responses to see if students display greater WTC within the framework of their digitalized homework activities, which may be taken as an indication of the development of their ability.

Problem

There is an indication of the lack of focus on speaking activities. Therefore, this project has attempted to remedy this lack of attention to speaking by designing out of class speaking activities which are accessible to the students digitally from their home environment.

In order for students to be able to develop their speaking and pronunciation skills they need to be given adequate support and time to practice. Due to large class sizes and the time consuming nature of speaking assessments, they can be difficult to

conduct. It often means that there is insufficient time for individual work with each student to encourage individualized speaking opportunities, authentic communication and exchanges which would contribute to building the student's speaking confidence and contribute to developing their speaking skills in English.

The school is a Turkish medium school with all other lessons being taught in Turkish. Therefore, students do not have the opportunity to practice outside of the classroom. They have a tendency to only use the English that they know in the classroom and appear to struggle or are unwilling to transfer their knowledge outside into the 'real world' in authentic exchanges with native speaking teachers, for example in the playground, hallway cafeteria or on field trips. According to Kawai (2008) "When the learner is not in the target language environment, it is likely that learning to speak that language will be especially difficult" (p. 218). This is what the students at the school are experiencing.

Purpose

The main purpose of this experimental research is to explore whether the use of out-of-class digitalized speaking activities significantly improve target language pronunciation levels and increase WTC in targeted students, when compared to students who will continue to use a more traditional style of reading and writing based homework activities.

Research questions

This study will address the following questions:

1. Does the pronunciation of students who undertake digitalized out-of-class speaking activities improve to a greater extent over the course of a semester than students whose homework tasks focus on reading and writing skills?

2.   Do student's levels of WTC increase during the course of a semester using out-of-class speaking activities?

3.   Is there a difference in pronunciation speaking assessment grades between the experimental group and the control group during the study?

Significance

Through the development of the out-of-class speaking activities this study hopes to build the students levels of WTC and compensate for the limited opportunities to use English outside of the classroom.

This study will help teachers by establishing whether assigning speaking homework helps develop their students speaking abilities and WTC. It will also help students by bringing the language alive and into their homes.

To date, the concept of WTC among young L2 learners has not been investigated. This study will look at how to develop speaking skills at the elementary level. This study could be the beginning of a deeper investigation into developing young learners' speaking skills through the use of technology and out-of-class activities.

Preliminary considerations

Native speakers will have to be excluded from the study as their results would affect the overall outcome. Some students may drop out of the study for different reasons. They may not have the necessary support at home or they may not be able to carry out the activities. In order to combat this, clear instructions and a tutorial on how to complete the activity will be written and translated into Turkish for parents and students. The instructions will also use screen shots for clarification. A trial PowerPoint activity will be sent home at the beginning of January in order to obtain feedback from parents and students and make any necessary changes. The sample

selection will not be randomised. However, the classes are all made up of mixed ability students and all of the same size, between 20-23 students. The selected sample have all received the same amount of prior English language input and all have the same amount of English lessons per week.

List of abbreviations

WTC: Willingness to communicate

SLA: Second Language Acquisition

CPH: Critical Period Hypothesis

L1: First language

L2: Second language

CHAPTER 2: REVIEW OF RELATED LITERATURE

Second Language acquisition in young learners

Learning a second language is challenging. First students need to develop an awareness of the second language through word, picture and sound recognition in order to build up their schemata. They also need regular exposure to the language and plenty of opportunity to use the language. Second language acquisition varies in context, environment and the ages of the learners themselves. The learners are different in terms of their characteristics and their previous experiences. All language learners have learnt at least one language, whether this is a help or a hindrance remains to be seen. Lightbown and Spada (2009) state that having knowledge of how language works can be an advantage. On the other hand, transfer from the first language may cause the learner to make mistakes.

The first paragraph will start by reviewing approaches to teaching. Between the 1940's and 1970's behaviourism played a major part in second language learning. Learning a language was seen as forming a set of habits. Mimicry and memorization were the main emphasis of the activities. In 1982, Krashen challenged the way second languages were taught from, mimicry and memorization to using the language for meaningful purposes with his Monitor Model. His model is described through five hypotheses as follows; the *input hypothesis*, which Krashen describes as i +1. The 'i' signifies the language that is comprehensible and the + 1 is the next stage, a step beyond the current level. The *acquisition-learning hypothesis* states that learners acquire language through exposure and learn it through attention to form and rules. Acquisition and learning are seen as separate entities. The *monitor hypothesis*

states that language learned is monitored before output. The *natural order hypothesis* states that language is acquired in a specific order. It does not change through instruction. The *affective-filter hypothesis* is described by Lightbown and Spada (2009) as "a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available" (p. 37). Young learners need to learn things in context in order to be able to use the language again correctly at a later date. There has been much discussion about the ideal age for second language acquisition. The issue of age was discussed in the 1960's with the Critical Period Hypothesis (CPH) by Penfield and Roberts. It was then developed for second language acquisition by Lennenberg (1967). The idea of the hypothesis is that there is an ideal period of time to learn a language, before the age of seven. The research states that there are advantages and disadvantages when learning a language at a young age. In 1997 Turkey lowered the age for beginning to learn a foreign language in primary school from 12 years old to 10. Again, in 2012 as part of educational reforms of that year it was lowered to 6.6 years (Gürsoy & Akın, 2013). This shows that in Turkey there is a belief that starting younger is more beneficial for students and therefore the starting age was lowered. There are advantages and disadvantages for all ages when learning a language. Johnstone (2009) stated that "younger learners seemed to be less inhibited and were usually more willing to have a go at producing and using the language".

Johnstone (2009) believed younger learners to have lower psychological barriers and more enthusiasm for learning. According to Lightbown and Spada (2009) older learners are able to use their problem solving skills and meta-linguistic skills to help them learn whereas younger learners use their innate ability to learn the language.

One of the advantages of starting early is children's sponge-like ability to learn (Celaya, 2012). However, it is quickly pointed out that unless the sponge (the child) is soaked in water (English) it won't absorb much. Together the motivation of the students and high quality, effective pedagogical experiences are necessary elements to encourage successful learning (Celaya, 2012).

Young language learners thrive in a safe and secure learning environment. They need to be aware that they are allowed to make mistakes and that they will not be laughed at or punished. Teachers themselves create this environment by building a rapport with their students and clearly setting out routines and essential agreements which set the standards and expectations for the class. Students are able to acquire the foundations of the language and over time can fine tune it and grow into sophisticated language learners. Together with the right teaching strategy and the confidence levels of students being boosted by teachers, young learners willingness to communicate should increase as the students become more confident in the language they are using.

The information laid out above has shaped the approach to this study in terms of taking into account the age of students when designing and delivering materials. In the context of the private school in Turkey where the research took place the school has long since adopted the communicative approach to learning. There are many native speaker teachers that work there providing students with the opportunity to communicate in authentic situations.

Pronunciation

Pronunciation can be defined as a set of habits of producing sounds when we talk. Both suprasegmental and segmental elements are mixed together to form the sounds

we make (Gilakjani, 2012). Learning a second language means that new habits and patterns have to be formed in order to make new sounds that form the language. This can be harder to do once one becomes older; it is easier to acquire more intelligible pronunciation when younger (Celaya, 2012). Intelligible pronunciation is said to be something understood by the majority, which doesn't necessarily mean it has to be native-like. The question of perfection versus intelligibility is addressed by Harmer (2001) he says "that we should be happy if they can at least make themselves understood" (p. 184). However, there does need to be a standard variety of English in order for people to understand one another. Learning a specific accent is not necessary, but being close to the US or UK standard of English will mean that the speaker has more chance of being easily understood. James (2010) discusses the different levels of pronunciation misunderstandings. Level 1 is when there is a breakdown in communication because the speaker is unable to produce the right sounds and uses incorrect prosodic elements. In level 2 there are also misunderstandings in communication as people do not always understand what the speaker is saying. The speaker may have a heavy native accent and is not pleasant to listen to. In level 3, communication is not inhibited and people can comfortably understand the speaker. This is known as comfortable intelligibility (James, 2010).

Transfer from a persons' L1 to a second language can affect the acquisition of the language. The grammatical rules, missing sounds, and different patterns of stress and intonation from the L1 can be transferred to the L2 making it harder to understand the speaker (Gilakjani & Ahmadi, 2011). Couper (2006) believes that most learners are not aware of their pronunciation errors and that the first step in helping them is to make them aware. In his experimental research he used technology in order to let

students hear the mistakes for themselves. Using recording devices the students were able to listen several times and practice the target pronunciation model.

> Listening to your own speech as you are speaking is very difficult. So is discussion of particular aspects of the pronunciation of a phrase or sentence which has just disappeared into thin air. For these reasons it is essential for learners and teachers to work with recorded voices so that the speech they are discussing is external to both of them, and can be referred to objectively without distortion. Computer technology makes this type of recording and play back extremely easy. (Gilakjani &Ahmadi, 2011, p. 79)

Drawing from this study, it is clear to see that practitioners should be taking more advantage of technology in an attempt to develop more speaking opportunities for students in and out of the classroom.

Pronunciation errors occur from the pronunciation of habits formed by the mother tongue. The mother tongue forms a resistance to certain sounds of the target language. It can affect the pronunciation of the target language in at least three different ways a) missing sounds, b) different rules of languages and c) different stress and intonation patterns. These combined lead to a multitude of pronunciation errors (Gilakjani &Ahmadi, 2011). By allowing students to record their own voices technology enables the user more practice time than a human teacher and is not faced with the overwhelming problem of human judgement of his/her production of "foreign" sounds (Eskenazi, 1996). Pronunciation errors should be addressed at school in order for students to be made aware of their mistakes and be given the chance to correct them. The implications for foreign language teachers are that correctly identified errors enable teachers to reflect on each student's performance and develop teaching strategies to maximize student achievement (Erdoğan, 2005). However, since it would be extremely difficult to manage every individual student's errors a hierarchy must be set up with priority given to the mistakes that cause miscommunications. Erdoğan (2005) states that "it is usually recommended that for

students making mistakes during a fluent speech they should not be interrupted, but be reminded of the mistakes and talk about the reasons after" (p. 268).

The Turkish language has a relatively close sound-spelling correlation, unlike the English language. Word stress does exist in Turkish, usually on the final syllable. Turkish is subject-verb-object language (Thompson, 1987). As far as Turkish students are concerned, the main challenges with pronunciation in English seems to include the voiceless and voiced interdental fricatives such as /θ/ and /ð/ as they do not occur in the Turkish language and therefore are harder for Turkish students to pronounce. They tend to over emphasize the /t/ or /d/ in its place (Thompson, 1987). They also struggle with the /v/ sound for example and can pronounce' van' like /wæn/ as the /v/ sound in Turkish is more lightly articulated than the English counterpart (Thomspon, 1987). The /n/ followed by /g/ or /k/ making sing sound like /siŋk/. The /w/ sound is challenging as again it does not occur in the Turkish language and as an example 'wine' can become /vaɪn/. Turkish speakers also tend to insert vowels where they should not in consonant clusters, for example /seter□ɒŋ/ for strong (Kelly, 2000). This is due to the fact that there are no initial consonant clusters in Turkish, therefore words with two or more consonants are difficult (Kenworthy, 1987). The /r/ sound is also problematic. Turkish students do not curl the tips of their tongues back or keep /r/ sound silent (or do not have a longer vowel, instead) occurring in the middle preceding a consonant or at the end of a word as in British pronunciation.

However, on the more positive side of pronunciation there are some similarities between the sounds of the English alphabet and the Turkish. For example the Turkish

word 'giy' is close to the sound /i:/ in English making this easier to say. Also /ɔ:/ can be pronounced successfully if the Turkish /o/ sound is lengthened.

In Turkey most students' pronunciation errors seem to occur on the segmental level. For the purposes of this study these mistakes would be at the top of the hierarchy mentioned previously. The mispronunciation of words in the activities set would be a cause for miscommunication. These mistakes could be rectified through whole class teaching and reviewing of the unit vocabulary.

Willingness to communicate

The willingness to communicate can be defined specifically for an L2 classroom as "a student's intention to interact with others in the target language, given the chance to do so" (Oxford, 1997, p. 449). The concept of WTC was established by Burgoon (1976) and his work on the unwillingness to communicate in L1. It was then developed into a more positive approach in second language learning by McCroskey and Richmond (1987), who focused on speaking and WTC. To date, the concept of WTC among young L2 learners has not been investigated. WTC is seen as an individual element enabling second language acquisition (MacIntyre, 2007). WTC can be used as a central concept into examining speaking as a volitional process (MacIntyre, 2007). MacIntyre, Clement, Dörnyei and Noels (1998) proposed a pyramid shaped model to illustrate the factors contributing to WTC (See Figure 1).

Layer I — 1.2 Use — Communication Behaviour — 1

Layer II — Willingness to Communicate — Behavioural Intention — 2

Layer III — Desire to Communicate with a Specific Person / State Communicative Self-Confidence — Situated Antecedents — 3 4

Layer IV — Interpersonal Motivation / Intergroup Motivation / 1.2 Self-Confidence — Motivational Propensities — 5 6 7

Layer V — Intergroup Attitudes / Social Situation / Communicative Competence — Affective-Cognitive Context — 8 9 10

Layer VI — Intergroup Climate / Personality — Social and Individual Context — 11 12
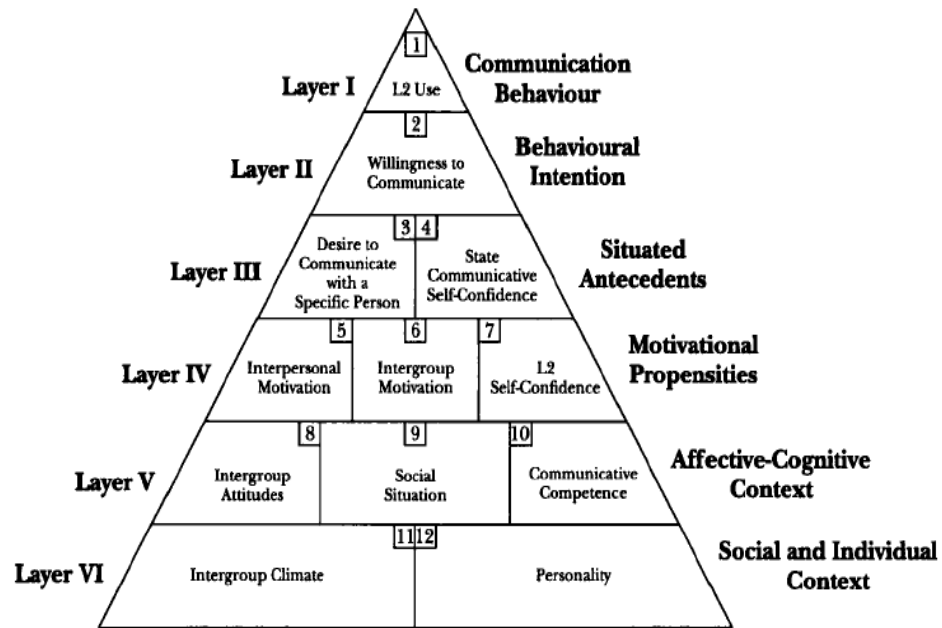
Figure 1. Heuristic Model of Variables Influencing WTC

MacIntyre, P. D., Clement, R., Dörnyei, Z., and Noels, K. (1998).

The first layer of the pyramid is *communication behaviour*. This can be in the form of speaking up in class. The second layer is the *willingness to communicate*, which can be explained by having a student raise their hand to answer a question in class. They have shown a willingness to communicate through the action of raising their hand even if they are not chosen by the teacher. Looking at the third layer of the pyramid*, situated antecedents of communication* it is further broken down into two categories a) the desire to communicate with a specific person and b) state self confidence. Social psychology research reveals that association happens when people feel that they have something in common, the person is physically attractive and when people are encountered regularly. These factors would lead to an increase in WTC. State self confidence is the passing feeling of confidence, at that moment the speaker feels confident to communicate. The higher the state self confidence the

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higher the chances are of increased WTC. The fourth layer of the pyramid is *motivational propensities.* There are three variables which seem to play an important part in this section, a) inter-individual motivation, b) intergroup motivation and c) L2 confidence. This is the degree to which the speaker is motivated to learn and use the language. The fifth layer is *the affective and cognitive context.* They include an individual's history, prior experiences, attitudes and general motivation towards learning and using the L2. The sixth and final layer is *the societal and individual context* which describes communication in very general terms as the interface of two factors: society and the individual. This category is in the broadest of terms and is therefore at the base of the pyramid (MacIntyre et al., 1998).

Looking at the detail of the pyramid it can be seen that there are linguistic, communicative and social psychological variables to take into consideration when trying to develop WTC. With the shift in education towards communicative competence it is important to try to encourage students to develop their WTC. Students need to be given the right scaffolding and input in order to feel ready to communicate. Burroughs, Marie and McCroskey (2003) when commenting on the significance of WTC say that learners feel less proficient when using second languages and this affects their willingness to communicate. WTC becomes particularly important when considering target language communication.

Burgoon (1976) identified five basic concepts which were anomie, alienation, self-esteem, introversions and communication as factors of the willingness to communicate. MacIntyre (1994) tested a causal model of the five concepts identified by Burgoon (1976). He looked at two causes of WTC in particular, communication apprehension and perceived competence as he stated that these are the two factors that are most immediately responsible for an individual's WTC. He put forward that

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people who are willing to communicate are not apprehensive and believe themselves to be able to engage in effective communication. This means that people who are apprehensive and do not perceive themselves to be a competent communicator would be less likely to be willing to communicate. Using the information from this study it can be said that children need to be confident in their ability to use the L2. Teachers need to ensure that students are able to practice the L2 individually with the teacher, in pairs and in group work to build students' confidence and prepare them for effective communication.

It has been noted that WTC varies over time and across situations (MacIntyre et al., 1998). L2 learners can feel willing to communicate or unwilling to communicate when using L2 in different circumstances. Some examples of these situations can be seen by looking at a study into the ambivalence about communicating in a second language (MacIntyre, Burns & Jessome, 2011). This study was selected as the participants are aged between 12-14 years old and are close in age to the participants in this study, who are 7-8 years old. Examples of when the students felt unwilling to communicate were described as when they did not know the answer in class and they felt 'stupid', when they were afraid to make a mistake in front of the teacher, during social studies class because the teacher made fun of their mistakes. These are just some of the instances when students felt uncomfortable and unwilling to communicate in L2. Conversely, there are also instances when they were willing to communicate and felt more comfortable doing so. When talking to a teacher, as the teacher understood and helped when the student mixed up their words or couldn't remember them. When the teacher asked a student to help someone else it made them feel needed. While talking to friends, as they do not correct each other's mistakes. At home with friends and family, in an informal situation as no one gets angry if the

student gets the words wrong and this increases their confidence levels. These are just some snippets taken from the qualitative study to highlight the many different situations when students are willing and unwilling to communicate. These are important for this study to take into consideration all the elements of WTC when aiming to develop WTC in young learners.

Parental involvement

Parental involvement for the purposes of this study will look at parents helping their children with the out-of-class speaking activities. It is important to note that parental involvement is observed as beneficial to children's long term educational successes (Reynolds & Shlafer, 2010). These findings are true of families of different ethnic, cultural and socioeconomic groups (Hoover-Dempsey, Whitaker, & Ice, 2010). Parental involvement can be in the form of written communications with parents, report cards, formal and informal parent teacher conferences, volunteering, telephone calls and home visits.

The amount of time available to some parents for helping their children differs from family to family. In Turkey, the working day can go till seven in the evening or later, reducing the amount of time that parents' have to spend with their children. Children are left to complete their homework in after school clubs or with a caregiver. There are some families however, that only have one working parent and a stay at home parent. This can be advantageous for the student as they always have help at hand. Parental attitudes towards education have a knock on effect to their children's attitudes and therefore their learning. Positive attitudes are reflected by a student who is willing to learn and vice versa. The research shows that there is a positive link between parental involvement and homework behavior and success. Hornby (2011) investigated many reviews and meta-analyses on the international literature of the

effectiveness of parental involvement in children's academic achievement (Cox, 2005; Desforges & Abouchaar, 2003; Fan & Chen, 2001; Henderson & Mapp, 2002). The effect sizes for the impact of parental involvement on children's academic achievement have been reported from the meta-analyses to be 0.70 to 0.74 for urban elementary schools. Hornby (2011) states that from his findings it is clear to see that parental involvement is of considerable importance to children's academic success in schools. He also states that children's attitudes, behavior and attendance at school improve when there is more parental involvement.

There are many reasons for homework to be assigned the literature states that it can be to practice, review, prepare for tests, complete activities, as part of school policy, for personal development, to encourage peer interactions or to inform and involve parents (Epstein & Van Voorhis, 2010). Homework can act as a link between school and home, sharing the topics studied at school and reinforcing them. It enables parents to show that they support and value their child's schoolwork. It is also a chance for parents to interact and converse about the work. (Epstein & Van Voorhis, 2010).

Research shows that parents are aware of the need to support their children at home. It also shows that parents with a higher education level are more inclined to act on this conviction (Epstein & Van Voorhis, 2010). This is a positive sign for this research as most parents have had formal schooling and received prior English language education.

Digitalized learning

Education in Turkey can be described as a public, centralized system managed by the Ministry of National Education. In 1998 to 2004 the 'Basic Education Project' was implemented in Turkey with the support of The World Bank. The project aimed to

improve basic education quality by providing computer laboratories to schools.

Under the umbrella of this project 2,802 classrooms were provided with computer

equipment (Pouezevara, Dinçer, Kipp, & Sarıışık, 2003).

To date one of the most significant educational investments of Turkey is the 'Fatih

Project' which is described as "The movement to enhance opportunities and improve

technology" (Ministry of National Education, 2012). The project aims to provide

tablets to all students in grades 5 through 12 and LCD interactive boards to 42,000

schools in 570,000 classes in order to transform schools into more productive places

in which students can learn better (Ayas et al., 2013). The three main objectives of

the project are 1) to provide equal education opportunities to all students 2) to

improve IT in schools and 3) to integrate technology into teaching and learning

activities to support students learning (Ayas et al., 2013). The project is estimated to

cost 3 billion Turkish Lira and represents the largest single allocation of resources to

education in the history of modern Turkey (Today's Zaman, 2012).

Digital natives (Prensky, 2001) have lived their life surrounded by technology.

Learners of the 21st Century want and expect to use technology to enhance their

learning experience. Through the use of technology we can enable them to be active

autonomous learners responsible for their own learning. Schools are challenged

today by the students that are described as digital natives, referring to the notion that

they have lived their whole life surrounded by a variety of technologies (Tapscott,

2009; Prensky, 2001). In Turkey most urban families these days own a laptop, an

ipad and a smart phone. With this in mind one might assume that students have

access to and are interested, capable and willing to use different technologies

(Vesisenaho et al., 2010). Technology has enabled the development of blended

learning which can be defined as an effective combination of different education techniques, technologies and delivery modes to support students' needs (Procter, 2003). According to Manan, Alias and Pandian (2012), blended learning is the use of both face-to-face and online modes of instruction in an educational programme.

Research suggests that if the best features of classroom learning and technology are combined then it will enable more active, self-directed and flexible learning opportunities. Massoud, Iqbal, Stockley, and Noureldin (2011) state that the main aim is to advance the learning experience by using a blend of face-to-face and internet-based learning environments. Blended learning is a tool, if used effectively can improve students' academic achievements and can be applied to students with different learning styles and levels (Kose, 2011).

Through the use of asynchronous technology this study will enable students to practice their speaking skills in the comfort of their own home. They will be able to listen to the instructions and examples several times if they so wish then record and re-record their answers as they please. This is an important factor as students will be assured in the fact that they are in control. They will be more confident in knowing that only the teacher will hear them and this therefore removes some of the stress and apprehension when using L2. It also eliminates the time and place restraints that classrooms, teachers and students are usually bound by. Students are free to work at their own pace and in familiar surroundings. It will provide students with the opportunity to use L2 outside of the classroom, receive feedback and work on developing their confidence levels in an attempt to promote their WTC level.

This study will use out-of-class speaking activities as an opportunity for students to practice their oral skills outside of the classroom. Parental support will be needed due

to the age of the students and the technological component of the activity. Through the use of the digital speaking activities students will be given the opportunity to engage in meaningful communication in the comfort of their own home. Enabling them to re-record if necessary and allowing each student as much time or as little time as they would like to complete the tasks set. This study will provide students with more exposure to the target language and allow the teacher to be able to distinguish specific pronunciation problems for individual students. Parents will be able to be more involved and provide not just technical but psychological support too. It is a great opportunity for parents as well as their teacher to see what their child is capable of achieving using a second language. It is a far cry from the 1940's mimicry and memorization. Hopefully, this study will increase student's confidence in using the target language and therefore their willingness to communicate.

CHAPTER 3: METHOD

Introduction

The aim of this thesis is to explore whether the use of out-of-class digitalized speaking activities significantly improve target language pronunciation levels and increase WTC in targeted students, when compared to students who will continue to use a more traditional style of reading and writing based homework activities. The research addresses the following research questions:

1. Does the pronunciation of students who undertake digitalized out-of-class speaking activities improve to a greater extent over the course of a semester than students whose homework tasks focus on reading and writing skills?

2. Do student's levels of WTC increase during the course of a semester using out-of-class speaking activities?

3. Is there a difference in pronunciation speaking assessment grades between the experimental group and the control group during the study?

This chapter will provide information about the context of the study, the participants, the research design, the instruments used to collect the data, data collection procedures and analysis of the collected data.

Context

The study was conducted at a private foundation primary school in Ankara, Turkey. The school starts at pre-kindergarten level and goes to Grade 4. The school is a newly qualified Primary Years Programme (PYP), which is part of the International

Baccalaureate (IB) Programme. The programme utilizes six disciplinary themes which enable local and global issues to be incorporated into the curriculum. The majority of students are Turkish nationals, however there are some international students too. English is taught in all grade levels by a native English speaker and a Turkish teacher. The school is a Turkish medium school with all other lessons being taught in Turkish.

Participants

The participants in the study are aged between 7-8 years old and study in grade 2 at the school. They have eleven 40 minute lessons of English a week, totaling 7.33 hours per week. The lessons are split over five days Monday through Friday and vary between morning and afternoon. The second grade is made up of 4 different mixed ability classes, A/B/C/D with class sizes varying from 20 to 23 students. Each class has the same native speaker who teaches that class for 2.66 hours per week. All classes also have a non-native speaker of Turkish origin that teaches the remaining 4.66 hours per week. The classes are of mixed ability. The majority of students have been exposed to English since kindergarten level.

One of the classes from second grade formed the experimental group and one formed the control group. The classes were selected randomly by the teacher/researcher. The selected participants were deemed to be representative of the target population, namely mixed ability second grade students learning English.

One of the students in the experimental group did not provide parental consent to take part in the study and therefore the 22 students remained in the experimental group. In the control group there was one native speaker who was not included in the study as this would have affected the results. Therefore there were a total of 20

students in the control group. The students that were excluded from the study were not aware of this in an attempt to not hurt their feelings or decrease their motivation in class. They still participated in the pre and post speaking assessments but their results were not included in the study. They did not complete the PowerPoint speaking activities.

Participants in the experimental group were all given specially prepared PowerPoint speaking homework (Appendix A) prepared by the teacher/researcher once a month for four months. The control group was assigned the same homework in a more traditional written form (Appendix B). All students' first language is Turkish.

Research design

The study was conducted using the quasi-experimental research, pre and post test design. According to the literature experimental research is 'the comparison of a treatment group with a non-treatment group' (Fraenkel & Wallen, 2008). There was one experimental group and one control group. The formal written homework (Appendix B) included the same schemata as the speaking activities. Before the digitalized speaking activities were assigned to students in the experimental group an oral pre-assessment was carried out by the researcher (Appendix C). The control group was also given the same oral pre-assessment before they were assigned their more formal written homework.

The independent variable was the method of out-of-class learning activity used and WTC. The dependent variable was the level of speaking, taken from speaking assessments and rubrics prepared by the teacher/researcher and verified by professionals in the area and colleagues. By using the individual students PowerPoint activities the teacher/researcher, through the use of specifically designed rubrics

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designed by the teacher/researcher during the pre/post assessments was able to acknowledge any improvement in WTC or the pronunciation of specific sounds.

Instrumentation

In order to identify the level of parent's information technology skills and the availability of technology available to students at home a survey was sent out to parents in Turkish (Appendix H). The survey also gathered information as to whether parents supported their child with their homework at home and for how long. A brief analysis of the results shows that the majority of parents stated that their level of English was Intermediate or Pre-faculty level. This means that the parents' English level would be suitable to support their child throughout the intervention. Just one parent stated that they had never used PowerPoint before. The majority of parents stated that they always or sometimes helped their child with their English homework for 15-30 minutes on the weekend. As a result of the survey any problems that students or parents had whilst accessing or completing the activities were identified. Any technological problems that they had were also noted such as having no speakers or microphone available, accessing the PowerPoint file, saving the sound recordings or having a different version of Microsoft Windows. These problems were rectified by the researcher by providing headphones with speakers to the necessary students for the length of the study and by using different versions of Microsoft Windows for the necessary students. The students were shown again how to record and save their sound recordings.

Assessment Tools

The purpose of the willingness to communicate rubric was to create a rubric that would be able to assess students in a practical way and incorporate the concepts from MacIntyre's pyramid model (see Figure 1). Drawing from MacIntyre's framework

the different layers of the pyramid were used to develop a rubric to assess students WTC (Appendix I). The rubric used a scale from 0-3 for three different sections measuring, communication discourse and linguistic competence, extension and response.

The framework for the rubric incorporated layer II (MacIntyre et al., 1998) which lies near the top of the pyramid and concentrates on behavioural intention and willingness to communicate. This was selected in relation to the response strand of the WTC rubric. It can be explained by having students raise their hand to answer a question in class. They have demonstrated an eagerness to answer or participate by raising their hand regardless of the fact that they are not picked by the educator. For the purposes of this study it would be evidence of the student attempting to complete the activities set in the PowerPoint's. The student responds without hesitation and does not need any extra support then scores a 3 or there is no response and the student scores a 0.

The framework also included layer IV motivational propensies. There are three variables that play an important part in this section, a) inter-individual motivation, b) intergroup motivation and c) L2 self-confidence. This is the degree to which the speaker is motivated to learn and use the language. This study concentrated on the L2 self-confidence variable in relation to the extension strand of the WTC rubric. The speaker is providing more than what is minimally required as an answer and scores a 3 or providing no response at all and scores a 0.More than minimally required can be described as elaborating on an answer or using full sentences. Looking at Cambridge and their Young Learners 'Flyers' oral examination assessment criteria they clarify that responses consisting of intelligible expressions, not simply single words or

unlinked expressions, are considered to be extensions of answers that are more than minimally required e.g. *'The man feels huıngry'* rather than just *'Hungry'*.(Cambridge English Language Assessment, 2015).

 Then finally layer V examines the affective and cognitive context in relation to the extension and communication strands of the WTC rubric. For this study only the 'communicative competence' brick was selected from the pyramid. Communicative competence in the fifth layer of the pyramid can be broken down into five different categories of competence. The first being linguistic competence, the second discourse competence, the third actual competence , the fourth sociocultural competence and the fifth and final component strategic competence. For the purpose of this study only the first two categories were focused on (linguistic competence and discourse competence) as it would be somewhat ambitious to take on all categories for a small scale study such as this and with learners of this age. Linguistic competence is comprised of applying the key fundamentals of communication such as syntactic and morphological rules, lexical resources and phonological and orthographic systems necessary to recognize spoken communication (MacIntyre et al., 1998). Discourse competence specifies competence in selecting, sequencing and arranging words, structures, sentences and utterances to achieve an undivided spoken communication (MacIntyre et al., 1998). This brick from the pyramid was used in the rubric in terms of general understanding by the listener in terms of L2 linguistic and discourse competence. To score a 3 the speaker must ensure that the listener can understand all answers without any problems. A score of 0 would mean the listener has problems understanding 5 or more words.

The WTC rubric concentrated on certain elements of the pyramid as these were found to be the most suitable and most practical to use with young learners. This study focuses on the pronunciation aspect of L2 language acquisition and the selected bricks from the pyramid were thought to correspond to the study in question. Also as mentioned earlier it would be over ambitious to try and incorporate the whole pyramid in this small scale study.

The pronunciation rubric was designed by the teacher/researcher (Appendix J). The aim of the rubric was to focus on common pronunciation mistakes made by Turkish students as laid out in the literature review. The rubric was also used by a colleague in the control group. He was the interlocutor for the control group and carried out their pre speaking assessments using the rubric to assess the students. The colleague mentioned is a qualified teacher and Cambridge oral examiner who also teaches grade two English at the primary school. After the results were collated they were re-assessed using the same rubric by the teacher/researcher in order to make sure there was consistency when using the rubric between teachers. The rubric was discussed with peers in the English department as to its ease of use and accuracy. Feedback about the rubric was positive and it was deemed user friendly and appropriate for grade two students. The rubric comprised of four scores, zero being the lowest and four being the highest. To score a zero the student provided no response. To score a one speech was limited, hesistant, difficult to understand and impeded communication. The student avoids producing target sounds and word stress may be incorrect. To score a two speech maybe difficult to comprehend due to pronunciation errors and incorrect word stress with some hesitation. The student attempts to produce some of the target sounds some of the time. To score a three speech was generally understandable (to the interlocutor within the context of the activity) with

the student speaking with relative ease. Incorrect word sounds or stress may be

produced but they do not impede the meaning. The student produces most of the

target sounds most of the time. To score a four speech is easily understandable (to

the interlocutor within the context of the activity). The student speaks with ease with

few hesitations. Any pronunciation errors do not create misunderstandings. The

student produces the target sounds correctly (always or almost always). Throughout

the study a total of four assessed PowerPoint's were used (see Table 1).

Table 1
The four different PowerPoint speaking activities

PowerPoint	Date	Topic
1	Feb	Feelings
2	Mar	Adjectives
3	Apr	'Wh' Questions
4	May	Present Continuous

Preparation of PowerPoint activities

The PowerPoint activities were prepared using the grade two English curriculum and

related learning outcomes for that unit. The vocabulary for each PowerPoint was

taken from the students' course book, 'Family and Friends 2'. Each PowerPoint had

a different focus yet they were all consistently designed, using the same font, layout

and icons. It was decided that it would be appropriate to keep the PowerPoint's of

minimal length so as not to lose students' interest or make them too demanding. The

English language teachers at the primary school recommend that students practice

English every day for 10-15 minutes and therefore it was necessary to keep the

PowerPoints within this time frame. Pictures were an essential part of the make-up of

the Power Points. They needed to be visually stimulating, interesting and fun for students of this age in order for students to relate to them. It was also important that the activities created were not too easy or too difficult yet showed a natural progression of difficulty to challenge students. While preparing the materials Krashen's monitor model was taken into account and how the +1 should be a step beyond the current level. As the teacher, researcher and assessor of the students involved in the study it enabled focused and useful activities to be designed. Also activities that students were familiar with as similar activities were used in class. This was important to encourage students to take part by feeling comfortable with what they were being asked to do.

The PowerPoint's were designed and made by the teacher/researcher. The topics were selected from the grade two English curriculum and were based on the support of the course book 'Family and Friends 2'.

By examining a specific PowerPoint in more detail it will give a clearer indication of the tasks expected from the students and the speaking opportunities available to them (Appendix A). This specific PowerPoint focused on the present continuous aspect of the English language. A grammar topic covered in second grade at the primary school. A summary of how the PowerPoint slides were put together and the context of the digitalized speaking activities follows slide by slide.

The first three slides do not ask the student to complete any spoken activity. The purpose of them is to make the student feel comfortable before they start. The first slide includes the students name in order to make them feel special and secure along with the topic title and date. This slide is an introduction to the topic so the student knows what to expect. The second slide incorporates a video from the teacher. The video is made in one of the classrooms at the school to ensure the students feel at

ease in familiar surroundings. At the bottom of the slide is a reminder for students to record their answers verbally. Here, is the introduction of the icons showing clearly what to do i.e. listen, watch and speak. Moving onto slide three which includes a brief summary of when to use present continuous to refresh students memories and make them feel comfortable with the topic before starting to record for themselves. Starting with slide four the students are asked to engage in the first spoken activity here. Slide four asks the students to explain the pictures. A choice of vocabulary is given to ease the student gently into the speaking activity. It also encourages students to use full sentences by providing verbal and written examples. Next, in slide five the difficulty level of the task increases. This slide again requests that students explain the pictures. However, this time vocabulary is not provided in order to challenge the students further. Progressing to slide six again the difficulty level increases. Slide six shows a brightly coloured beach scene and asks the students to talk about all the different things they can see people doing (using present continuous tense). A bright colourful picture was chosen to spark schemata and keep students interest. There are also many things for the students to talk about in the picture.

The penultimate slide is slide seven which aims at personalising the topic. It asks the students to name three things that they like to do. Students of this age often enjoy talking about themselves and what they like. Lastly, slide eight is the final slide and includes a reminder for students to save their work and a thank you is added for their hard work and participation.

In total the PowerPoint provides five opportunities for the student to speak. The tasks start off easier and progessively get more difficult by removing the vocabulary and asking students to describe for themselves and talk about themselves individually.

For the purposes of this study it was necessary to obtain specific pronunciation samples from students in order to be able to measure their performance at the end of the study. This was achieved by having students from both groups read 12 set phrases at the beginning of the intervention and the same phrases at the end of the intervention (Appendix D). The phrases were written by the teacher/researcher with special interest paid to pronunciation errors that are common for Turkish students to make, as laid out in the literature review. The phrases composed also took into consideration the vocabulary and grammar structures appropriate for grade two level which were drawn from the syllabus and course book. The students were shown the phrases in class and asked to read them aloud to the teacher, who recorded them. The researcher scored the pre and post phrases against the rubric and gave a grade out of 12 (Appendix C).

Speaking assessments and rubrics were prepared by the teacher/researcher. The assessments were designed around the grade two oral curriculum learning outcomes and verified by colleagues who teach English in the same school. Currently at the end of every six weeks there are speaking assessments that are designed by the teacher using simple rubrics and checklists. The speaking assessments are used to monitor student's progress and to give students a chance to speak one on one with the teacher. The teacher is able to use this time to correct any pronunciation errors with individual students and make them more aware of their mistakes. These assessments are used to provide students with the opportunity to develop their speaking skills over the course of the school year and as a tool to be able to provide detailed feedback to parents. Students are familiar with one on one speaking assessments and are not perturbed by them. These assessments were not included in this study.

Method of data collection

The first component to the study was collation of the necessary permissions from the parents of the experimental group and the Ministry of National Education. Then students from the experimental group were asked by the teacher and through email to parents to bring a flash disk to be used throughout the study. Once they were all collected the teacher labeled them individually with student names, in order to be able to track them throughout the course of the study. Before students took part in any part of the study, the teacher/researcher put together a trial PowerPoint to be sent home to the experimental group (Appendix E). The trial PowerPoint included vocabulary and grammar from the topic that the students were studying at the time and was made by the teacher/researcher using elements from the students' course book 'Family and Friends'. This was in an attempt to pre-empt any problems or difficulties that may have occurred. Also to check that all students had the necessary technology available to them and parental support too. However, before the trial PowerPoint was sent home a meeting was held with colleagues from the English department (some of whom are trained Cambridge oral examiners) and the trial PowerPoint was shown to them. They were able to provide valuable feedback that was taken into consideration before the trial PowerPoint was sent home (Appendix F). They were asked for feedback on the following categories: visuals, icons, pictures, user friendliness, colours, length, difficulty level, progression, opportunity to speak and lastly any other comments. The responses were positive, informative and useful for the study. Colleagues suggested things such as making the pictures slightly larger as young learners can be visual learners and bigger pictures might help them more. Other feedback was that the PowerPoints should all be uniform in style

and layout. They also stated that they liked the length, the level of the PowerPoint and the difficulty progression and agreed it would be suitable for a grade two student.

Before the trial PowerPoint was sent home part of an English lesson was utilized in order to show the students what to do step by step. The teacher/researcher used the laptop and projector in the classroom to talk the students through the process and explain that they would do it at home. To help support the parents and students at home a 'cheat sheet' was created for them with step by step instructions on how to complete the task (Appendix G). In the instructions a video from you tube was also included as further support. Screen shots were taken of the process to make the instructions visually clear and all instructions were in Turkish. After these measures were taken to ensure the best trial PowerPoint was created the PowerPoint was uploaded onto all students in the experimental groups' flash disks and sent home.

The next part of the study incorporated preparing a trial PowerPoint activity for the experimental group. The PowerPoint activity was individually saved to each student's flash disk. Students were asked to complete the activities over the weekend and return the flash disks the following Monday. A weekend was decided upon as the homework policy of the primary school is to give English homework once a week on a weekend.

The next part of the study involved collecting data from parents through the form of a survey. Surveys were sent to parents in order to ascertain their English language level and ability to support their child with the technical aspect of the study (Appendix H). It was also used to see if parents or students had had any difficulties with the trial PowerPoint activity. The surveys were designed by the teacher/researcher and a colleague and then translated into Turkish. Then they were

approved by the school principal. The surveys were sent out at the end of January before any intervention had taken place.

Following the steps above the next part of the study consisted of a pre assessment which was carried out for both the experimental group and the control group. The assessments took place during class time. During the lessons students rotated through four different stations where they worked in groups to help each other with the tasks set. While students were concentrating on the tasks set the teacher calls them one by one to complete the speaking assessments. The same assessment was conducted for each group and they were recorded. The experimental group pre assessment was conducted by the teacher/researcher and the control group assessment was conducted by a colleague. The colleague selected is an English teacher who is a qualified Cambridge oral examiner. These assessments were carried out at the beginning of February before any intervention had taken place. The students were assessed using the pronunciation rubric (Appendix J) which was designed by the teacher/researcher. In order to verify consistent use of the pronunciation rubric the students pre assessments were recorded. A random selection of student assessments from both the experimental and control group were double marked by each teacher. As a result of this it was seen that the rubric was being consistently used by each teacher.

In order to ascertain specific pronunciation samples students were asked to read 12 set phrases prepared by the teacher/researcher at the beginning of the intervention and after the intervention. These provided examples of specific sounds to be analyzed by the teacher/researcher (Appendix D).

The next step was to start sending home the PowerPoint speaking activities as homework. Students' voice recordings were collated via the PowerPoint software over a period of four months from February to May. Four different PowerPoint

activities were prepared for students and four different sets of voice recordings were gathered.

Methods of data analysis

The data was quantitatively analysed using data taken from the rubrics aforementioned. The quantitative data was statistically analysed using SPSS (statistical package for social sciences) programme. The first stage was to ensure equality between the two groups at the start of the process. An oral pre assessment was conducted by the teacher/researcher in the experimental group and by a colleague in the control group. From the results of the pre assessment an independent samples t-test was conducted between both groups pre assessments independently. This is known as "a hypothesis test that uses two separate samples to evaluate the mean difference between two treatment conditions or between two populations" (Gravetter & Wallnau, 2009, p. 308). A second independent samples t-test was conducted between both groups post assessments independently to see if the intervention worked. A paired samples t-test was conducted for the experimental group between the pre and post assessments to see overall improvement and test score comparisons. A paired samples t-test for one group and two scores (pre and post). Comparing the mean difference for individuals before and after the treatment (Gravetter & Wallnau, 2009). Another paired samples t-test was conducted for the control group between the pre and post assessments to see overall improvement and test score comparisons. Finally a repeated measures analysis of variances (ANOVA) test was carried out for the experimental group's willingness to communicate scores taken from the students' voice recordings. The PowerPoint activities were assessed through the use of the WTC rubric (Appendix I). The WTC rubric was graded using the three different strands; communication, extension and response and also an

overall score was recorded for all the three sections combined. This provided four detailed data sets over a four month period. This test was conducted to see if the intervention worked over time. "The advantage of ANOVA over t-test is that it enables the researcher to test for significant mean differences in situations where there are more than two treatment conditions" (Gravetter & Wallnau, 2009, p.394). Using ANOVA reduces the risk of Type I error, which is the incorrect rejection of a true null hypothesis. In other words it is the detection of an effect that is not present. In order to gather statistical information about students pronunciation levels the aforementioned pronunciation rubric (Appendix J) was used to grade the students from zero to four. This data was gathered from the 12 phrases that students read at the beginning of the intervention and at the end of the intervention. A paired samples t-test was conducted for the control group to see if there was any improvement in the target pronunciation without any intervention. Another paired samples t-test was carried out for the experimental group to see if there were any improvements in target pronunciation with the intervention. Finally, an independent samples t-test was conducted between the experimental and control groups pre and post assessments.

Ethical Considerations

As this study includes young learners written informed consent to conduct the research has been obtained from parents, the principle of the school and the Ministry of Education. The head of department and colleagues were informed of the study and their professional advice was sought. To ensure confidentiality of the students their names were not used in the study.

CHAPTER 4: RESULTS

Firstly the pre test and post test scores for experimental group and control group were put into excel documents and then transferred over to SPSS to conduct the necessary tests.

Equality of groups

At the beginning of the study it was important to show that the two groups were equal. To determine whether there was a statistical difference between the two groups at the start of the study an independent samples t-test was carried out using the results from the students speaking pre assessments. The pre speaking assessments (Appendix C) were designed by the teacher/researcher and were based closely on the student's course book 'Family and Friends 2'. The pre speaking assessments were carried out at the beginning of the study before any of the PowerPoint activities had been sent home. The Levene's test for the homogeneity of variances was assumed ($p= >.05$). Therefore, it was found that there was no significant difference between the experimental group and the control group at the beginning of the study (see Table 2).

Table 2

Descriptive statistics for the experimental and control group pre and post test scores

Group	Pre-test Means	SD	Post-test Means	SD	n	Male	Female	t-test
Experimental Group	2.64	0.95	3.27	0.88	22	10	12	.098
Control Group	3.20	1.12	3.25	1.07	20	10	10	.94
Total					42	20	22	

There was no significant difference between the pre test scores for the experimental group ($M = 2.64$, $SD = .95$) and control group ($M = 3.20$, $SD = 1.19$) conditions; $t(40) = -1.69$, p $= .09$. We can say that the groups were equal at the start. The mean scores of the pre-test assessments for the experimental group were lower than the control group.

The next step was to carry out another independent samples t-test to compare the means of the post test scores of the experimental and control group. There was no significant difference between the post test scores for the experimental group ($M = 3.27$, $SD = 0.88$) and the control group ($M = 3.25$, $SD = 1.07$) conditions, $t(40) = 0.75$, $p = .94$. The mean scores of the post test scores of the experimental group were higher than the control group despite starting out lower than the control group. The experimental group scores being M $= 3.27$ and the control group being M $= 3.25$. When compared to the pre test mean scores of the experimental group M $= 2.64$ and the control group M $= 3.20$. A slight difference was noted in the pre test scores from $p = .098$ to the post test scores $p = 0.94$. However, there was no statistical significant difference between the two groups post test scores.

From there a paired samples t-test was conducted for the experimental group to see if there was any overall improvement throughout the course of the intervention. There was a significant difference between the scores for the pre test ($M = 2.64$, $SD = 0.95$) and the post test scores ($M = 3.27$, $SD = 0.88$) conditions; $t(21) = -5.14$, $p = 0.00$. So, there is a significant difference but not when compared to the control group. This could be due to the fact that the experimental group was larger by 2 students.

Willingness to communicate

In the following part of the study a repeated measures ANOVA was conducted in order to see the effect the intervention had over time in the experimental group based on WTC scores. The scores have been broken down into the three different strands of the WTC rubric; communication, extension and response, followed by the overall WTC scores. Table 3 looks at the means and standard deviations from the communication strand of the WTC rubric.

Table 3
Means and standard deviations of the communication strand of the WTC scores

	February	March	April	May
M	2.27	2.05	2.36	2.64
SD	.94	.90	.90	.58

The analysis of variance revealed a significant difference between the communication strand mean scores from February to May, $F(3,63) = 5.07$, $p = .003$. The post hoc tests show that there were significant differences between February and May and March and May.

Table 4 looks at the means and standard deviations from the extension strand of the WTC rubric.

Table 4
Means and standard deviations of the extension strand of the WTC scores

	February	March	April	May
M	1.41	2.05	2.23	2.41
SD	1.14	1.04	.68	.85

The analysis of variance revealed a significant difference between the extension strand mean scores from February to May, $F(3,63) = 11.17$, $p = .000$. The post hoc tests show that there were significant differences from February to March, April and May.

Table 5 looks at the means and standard deviations from the response strand of the WTC rubric.

Table 5
Means and standard deviations of the response strand of the WTC scores

	February	March	April	May
M	1.91	2.32	2.45	2.50
SD	1.31	1.08	.91	.85

The analysis of variance revealed a significant difference between the response strand scores from February to May, $F(3,63) = 4.50$, $p = .006$. The post hoc tests show that there were significant differences from February to March, April and May.

The means and standard deviations from the overall WTC scores are presented in Table 6.

Table 6
Means and standard deviations of the overall WTC scores

	February	March	April	May
M	5.55	6.27	7.14	7.50
SD	3.14	2.79	2.18	2.11

The analysis of variance revealed a significant difference between overall mean scores from February to May, $F(3,63) = 10.69$, $p = .000$. The post hoc tests show that there were significant differences from February to March, April and May.

The results demonstrate that for all three strands of the WTC rubric there was a significant difference shown. The communication strand $p = .003$, the extension strand $p = .000$, the response strand $p = .006$ and the overall WTC scores $p = .000$. Looking at Table 6 more closely it can be seen that the mean scores of the participants steadily increased over a four month period of intervention.

Table 7 shows a summary of the significant differences found between WTC scores over a four month period.

Table 7
A summary of significant WTC differences between each month

	WTC Score Criteria															
	Communication				Extension				Response				Overall Total			
Month	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
February				*		*	*	*		*	*	*		*	*	*
March				*	*			*	*				*		*	*
April					*				*				*	*		
May	*	*			*	*			*				*	*		

Note: 1= February, 2= March, 3= April, 4= May.
* = significant difference $p=<.005$

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Pronunciation

In order to look more closely at the pronunciation aspect of this study a paired samples t-test was conducted for the control group to see if there was any improvement in the targeted pronunciation without any intervention. Students were assessed using the pronunciation rubric on the 12 set phrases that they read at the beginning of the intervention and at the end. There was a significant difference in the score for the pre test ($M = 6.35$, $SD = 2.27$) and the post test scores ($M = 7.30$, $SD = 1.97$) conditions; $t(19) = -2.96$, $p = 0.00$.

Another paired samples t-test was conducted for the experimental group to see if there were any improvements in the targeted pronunciation with the intervention. There was a significant difference in the score for the pre test ($M = 6.05$, $SD = 2.57$) and the post test scores ($M = 7.77$, $SD = 2.20$) conditions; $t(21) = -4.36$, $p = 0.00$. Finally an independent samples t-test was conducted between the experimental and control groups pre and post assessments. This test was selected as it compares the means between two unrelated groups on the same continuous, dependent variable. The target pronunciation level scores of students who did not receive any intervention ($M = 6.35$, $SD = 2.27$) in the pre test compared to the group that did receive the intervention ($M = 6.05$, $SD = 2.57$) is higher. There was no significant difference between the groups pre test scores $t(40) = -.41$, $p = .68$. There was no significant difference between the groups post test scores $t(40) = .73$, $p = .47$.

These results show that without any intervention the control group demonstrated a statistical significant difference in the level of their pronunciation ($p=0.00$). The experimental group also showed a statistical significant difference in their level of pronunciation ($p=0.00$). However, when comparing the two groups through an

independent samples t-test the results show that there was no significant difference

between the two groups pre test scores (p=.68) or post test scores (p=.47).

CHAPTER 5: DISCUSSION

Introduction

This chapter will first look at an overview of the study and discuss the major findings. It will then go on to discuss the implications for practice and further research.

Overview of the study

This study aimed to examine speaking skills in younger learners with a focus on pronunciation. The study examined literature on second language acquisition, the willingness to communicate, parental involvement and the use of digitalized learning activities to help develop young Turkish students' speaking skills. The main purpose of this experimental research was to explore whether the use of out-of-class digitalized speaking activities significantly improve target language pronunciation levels and increase WTC in targeted students. In comparison to students who continued to use a more traditional style of reading and writing based homework activities. The study was quantitative in nature using an experimental and control group to look for statistical significant differences in levels of pronunciation and WTC.

Major findings

This section will be broken down into the research questions previously laid out and discussed individually. The first research question to look at is: Does the pronunciation of students who undertake digitalized out-of-class speaking activities improve to a greater extent over the course of a semester than students whose homework tasks focus on reading and writing skills?

To examine the research question above in more detail let us look at the results from the pronunciation assessments carried out. Firstly for the control group a paired samples t-test was conducted to see if there was any significant difference in the target pronunciation without any intervention. The results showed that there was a significant difference $p = 0.008$. This is to be expected throughout the course of an academic year, one would hope that students' pronunciation levels would improve. Looking at the experimental group another paired samples t-test was also conducted to look for any significant differences in the target pronunciation with the intervention. The results showed that there was a significant difference $p = 0.000$. Finally, when comparing the experimental and control groups pre and post assessments it can be seen that there is no statistical significant difference between the groups either for the pre assessments or the post.

Krashen's monitor model (1982) is based on five hypotheses. The hypothesis that is of most relevance to this research is the *acquisition-learning hypothesis*. Research has identified that children can learn a lot through exposure to the L2 without explicit teaching (Lightbown & Spada, 2009). Krashen states that learners acquire language through exposure and learn it through attention to form and rules. Acquisition and learning are seen as separate entities. The way that some people do not acquire a language successfully despite being exposed to substantial amounts of understandable data can be explained through Krashen's *affective-filter hypothesis.* This is described as a barrier to learning. Students who feel bored, anxious or nervous may sift out
information making it inaccessible for acquisition (Lightbown & Spada, 2009).

This research was designed to provide more exposure to L2 and more oral practice for students. The idea was not to teach or correct specific pronunciation errors. According to the results there was no statistical significant difference in the pronunciation improvement of students who undertook digitalized out-of-class speaking activities over the course of a semester than students whose homework tasks focused on reading and writing skills. The research would seem to suggest that perhaps the exposure and practice was not enough. Practitioners could take this into account and in the future provide more exposure through more digitalized speaking activities over a longer period of time. This is an interesting point to look at as it could also mean that explicit teaching of pronunciation is a necessity in younger learners. Even though according to Lightbown and Spada (2009) young learners are able to use their innate ability to learn a language. Johnstone (2009) also states that younger learners seem to exhibit lower psychological barriers and demonstrate more enthusiasm for learning. Learners seem to acquire some aspects of language through simple exposure such as high frequency vocabulary items and grammatical patterns that correspond to their mother tongue. However, other features of L2 seem to need more explicit instruction (Lightbown & Spada, 2009).

The second question to discuss is: Do students' levels of WTC increase during the course of a semester using out-of-class speaking activities? Looking at the ANOVA results for WTC it can be said that between the overall scores there was a statistical significant difference. This shows that there was an increase in WTC throughout the study. There were also statistically significant differences for each strand, communication, extension and response individually. It could be said that the intervention enabled this increase in WTC in this study. However, one would not like

to over generalize at this stage given the small sample size used in this research and the lack of comparable data from a control group. WTC would ideally be expected to increase over the course of a semester naturally. The goal of a good language teacher should be to provide students with opportunities to be able to develop their speaking skills.

The final question to discuss is: Is there a difference in pronunciation speaking assessment grades between the experimental group and the control group during the study? Both the experimental group and control group showed signs of improvement in the pronunciation of specific sounds. However, there was no statistically significant improvement. As an educator one would expect this over the course of a semester. One of the learning outcomes for grade two students is to be able to pronounce high frequency words with accuracy. Yet, pronunciation is not always explicitly taught especially when using communicative teaching methods. In order for student's levels of pronunciation to improve significantly there should be an element of the curriculum devoted to this.

When looking back at the literature review it can be still be said that there are many factors that contribute to second language acquisition and usage. One is the student's WTC. Other reasons can be attributed to the amount of time spent practising L2 and the scaffolding provided by the teacher. The quality of the curriculum on offer and the degree of effective pedagogy available also play an important role. Throughout this study the teacher/researcher provided safe, level appropriate speaking activities for students to be able to complete in the comfort of their own home. This study

provided students with the necessary pedagogical support and means to be able to practise their speaking skills outside of the classroom.

Implications for practice

One of the important things to consider in this research is the student's willingness to participate. From observing students it can be said that they enjoyed taking part in this research and were excited to complete the activities set. Students would regularly ask when the next speaking homework would be set. They were eager to interact with the technology to complete the speaking activities. One student was so keen that he did not just record his voice but he made videos of his responses for every PowerPoint activity. This could be a sign of his increasing confidence to interact from the comfort of his own home, with the support of his parents. Referring back to the literature Kang (2005) states that "it can be assumed that more interaction leads to more language development and learning" as cited in (Gregersen & MacIntyre, 2014, p. 215). So the activities that the students participated in at home contributed to more interaction and usage of the target language.

Cao (2006) states that the WTC concept must be recognized as an important concept in second language instruction. She claims that language instructors would benefit from an increased knowledge of WTC and how it affects classroom interaction. This study supports Cao's view and has aimed at ensuring the communication needs of the L2 learner were catered for in order to develop their WTC. This study also hopes to have raised awareness of the importance of WTC within the context of young learners.

Implications for further research

A study of WTC with younger learners in Turkey to date had not been conducted before. WTC research has mainly focused on older learners and their perceptions of their WTC in such studies by MacIntyre et al. (2011), MacIntyre, Babin and Clement (1999), Cao (2006) and Kang (2005). This research aimed to provide an insight into WTC in Turkey with younger learners as the focus. Pronunciation errors that are common for Turkish students could be targeted more over a longer period of time with specific exercises allocated by the teacher for students to practise. Yashima, Zenuk-Nishide and Shimizu (2004) carried out a study on the influence of attitudes and affect on WTC and second language communication with Japanese adolescent learners of English. The authors from the study claim that students who have little daily contact with native speakers struggle to have meaningful interactions. The students in this study also struggled with this, if the learner is not in the target language environment, it is likely that learning to speak that language will be difficult. There is minimal exposure to the language and culture which is important in understanding speech styles, pitch, stress and intonation (Shumin, 2002). Yashima et al. (2004) proposed that different methods of assessing or observing the frequency of students' speaking skills in relation to WTC should be considered in order to provide more comprehensible data. Other methods could include classroom observations of communication events such as pair work, group work and role plays. This study supports this view and practitioners in the future should take this into consideration when collecting data on the WTC. Kang (2005) states that it is the practitioner's responsibility to uncover how WTC can be heightened to improve learners use of the target language to communicate and develop their learning scope outside the classroom. Through the use of digitalized

technology students are able to gain more exposure to the target language in the comfort of their own home and with the support of their parents.

In a study into the ambivalence about communicating in a second language by MacIntyre et al. (2011), situations of unwillingness to communicate included examples such as students not knowing the answer and being afraid to make mistakes. This research has developed a method whereby those situations mentioned can be combatted by having students work at their own pace without an audience yet still have the teacher's support. Students feel more comfortable in the safety of their own home and have the freedom to re-record their answers as many times as they would like without being judged. In the MacIntyre et al. (2011) study it was also stated that students felt more comfortable and more willing to communicate in informal situations at home with friends and family. It has been noted that WTC changes over time and across different situations (MacIntyre et al., 1998). WTC needs to be taken into consideration for future directions. It is a vital concept of modern day L2 pedagogy especially with the trend in communicative teaching. This study hopes to bring to the forefront the importance of WTC and younger learners in L2. If this study encourages further research into young learners' WTC and development of pronunciation skills then it will have served its purpose.

This research project provided an insight into younger learners' speaking skills in Turkey. It looked at the concept of WTC and how it could be increased in order to promote second language learners pronunciation skills. It would seem that the results of this study showed that while using out of class digitalized speaking activities learners WTC levels did increase. Practitioners and administrators could use this

research as a stepping stone towards developing a structured out of class speaking homework policy in order to develop more communicative use of the target language. This would also enable parents to see for themselves instead of relying on information from formal feedback techniques what their child is capable of. Developing the parent – school link and strengthening parents' attitudes towards their child's educational establishment. The research shows that there is a positive link between parental involvement and homework behavior and success.(Hornby, 2011).

The literature implies that practitioners should be using technology in order to develop more speaking opportunities for students. The use of technology allows for more practice time than teachers are able to give in the classroom. Turkey has invested a lot of money in this belief and from this study it can be seen that students' WTC can increase through the use of digitalized speaking activities with parental support.

Limitations

Sample size was a limitation for this study. Larger groups would have provided more detailed data to be examined. Working with children requires parental permission yet acquiring the permission was time consuming and not all parents granted permission. Also working with children using a second language was also a limitation. It was necessary to show them step by step what to do and provide detailed instructions for parents in their mother tongue. The experimental group was larger by two participants than the control group.

Gathering the necessary permissions from the correct authorities i.e. The Ministry of Education was difficult as I am not fluent in Turkish. This held me back in terms of

my time line and waiting for documents to be translated and submitted. Researcher

bias was also a limitation. In order to combat this I had one of my Turkish colleagues

carry out the pre test for the control group. He is a trained Cambridge Oral Examiner.

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APPENDICES

Appendix A: Present continuous powerpoint example

Slide 1 – This slide is personalised for each child by using their name in an attempt to make them feel special and secure.

Slide 2 – This slide incorporates a video from the teacher. The video is made in one of the classrooms at school to make the ss feel at ease in familiar surroundings. At the bottom of the slide is a reminder for students to record their answers verbally. Narration 'Hello, this time we are going to talk about present continuous. We are walking, we are talking… have fun!

Slide 3 – This slide provides a brief summary of when to use present continuous to refresh students memories and make them feel comfortable with the topic before starting to record.

Slide 4 – This slide asks the ss to explain the pictures. A choice of vocabulary is given to ease the ss in gently to the speaking activity. It also encourages ss to use full sentences. Narration 'Look at the pictures and tell me what they are doing'.

Slide 5 – This slide again asks the ss to explain the pictures. This time no vocabulary is given in order for the difficulty level to increase.

Narration 'Look at the pictures and tell me what they are doing'.

Slide 6 – This slide asks ss to find as many different things that people are doing as they can. Narrative 'Look at the picture and tell me all the different things you can see people doing'.

A bright colourful picture was chosen to spark and keep ss interest. There are also many things for the ss to talk about.

Slide 7 – This slide is again trying to personalise the topic. It asks the ss to name three things that they like to do. Narrative 'What do you like doing? Tell me. For example, I like riding my bicycle. Tell me three things you like doing'.

What do you like doing? Tell me Listen 🔊 👂

For example:
"I like riding my bicycle".
Tell me three things.
1. I like …………
2. I like …………
3. I like …………

Slide 8 – This slide is a reminder for ss to save their work and a thank you is added.

Don't forget to save.

Thank you, bye.

Name:_____ Date: February, 2014

Feelings Homework

1. Label the feelings.

        _____   _____

        _____   _____

        _____   _____

        _____   _____
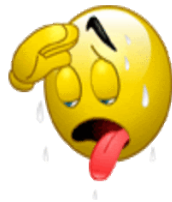
2. How do you feel today?

      _____

3. How do you feel on your birthday?_____

4. Look at the pictures. How do they feel?

A   B   C

A) She feels _____.

B) _____.

C) _____.

Name:_____ Date: March, 2014

Adjectives Homework

1. Write about the pictures using adjectives.

	He is _____.

2. Write the opposite of the adjectives.

	Empty and _____.
	New and _____.
	Heavy and _____.

3. Circle the adjectives in the sentences (use a coloured pencil).

a) A red apple.

b) A big elephant.

c) A tall man.

d) A short girl.

e) An expensive car.

4. Write about yourself using lots of adjectives. Use I've got and I am. Use the word bank to help.

WORD BANK

beautiful	long	short	ugly
tall	fast	happy	clever

For example:

<u>Mrs Jayne</u>

I am tall. I've got long hair and green eyes. I am fast.

<u>You</u>_____

_____

_____

Name:_____ Date: April, 2014

'WH' Questions Homework

5. Answer the 'wh' questions.

a) What is the name of your school?

_____

b) Who is your best friend?

_____

c) Where do you go on holiday?

_____

d) When do you go to bed?

_____

6. Fill in the blanks with the right 'wh' word.

a) _____ is your name?

b) _____ do you live?

c) _____ is your birthday?

d) _____ is your class teacher?

7. Read the story and answer the questions below.

<u>Mark's Day at the Beach</u>

On Sunday Mark went to the beach with his friends, Paul, John and Sarah. The weather was very hot and sunny. Mark took a ball to the beach to play with.

The beach was very busy, there were lots of other children playing too. Mark and his friends played and swam at the beach all day long. They ate hamburgers, chips and ice-cream for lunch, Mark had a good time.

Mark, Paul, John and Sarah walked home, they were very tired. But they still wanted to go to the beach again tomorrow.

1. ***Who*** are the characters?

_____

2. *Where* did they play?

_____

3. ***What*** did they eat at the beach?

_____

4. ***What*** was the weather like?

_____

5. ***When*** did they go to the beach?

_____

Please draw the setting of the story in the box below.

_____

Present Continuous Homework

We use the Present Continuous tense to talk about:

actions and things that are happening now

He is drinking.   He is reading.   He is smiling.   He is singing.

1. Look at the pictures and tell me what they are doing.

a)   He is _____.

b)   He is _____.

c)   He is _____.
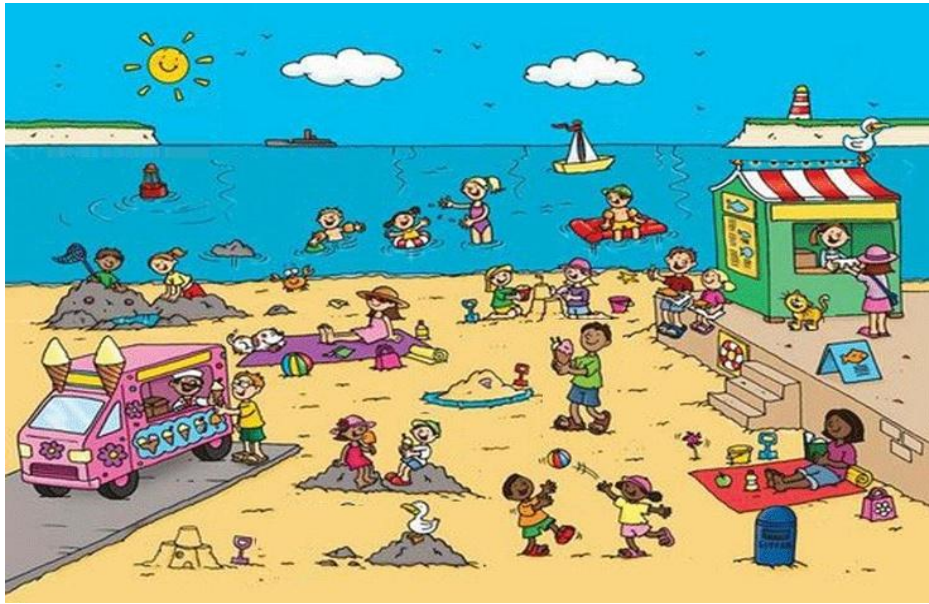
d)   She is _____.

2. Label the pictures.

_____   _____

_____

_____   _____

3. **Look at the picture and tell me about all the different things you can see people doing.**

_____

_____

_____

_____

_____

_____

4. **What do you like doing? Write three things.**
   For example:
   I like riding my bicycle.

   1) _____

   2) _____

   3) _____

Appendix C: Pre/Post speaking assessment

Stage	Teacher	Support	Expected answers	Expected Pronunciation Difficulties
Warm Up	What is your name? How are you today?	Is your name.....? How do you feel today?	My name is ...... I'm fine thank you.	WARM UP WILL NOT BE ASSESSSED.
Questions	What day is it today? When is your birthday?	Is it ......? Is it in ....?	It is........... Thursday Friday It is in	Initial 'th' sound Epenthesis (Firiday) Initial /a/ sound for April July – pronounced like the name /v/ sound for November

Naming Flashcards	What is this?	Is it a ....?	It is a fire station	Epenthesis – (sitation)
			It is a police station	
			It is an airport	
	How do they feel?	Is he/she......?	She is thirsty	Initial 'th' sound
			He is hungry	
			She is sad	Ending /d/ sounding like /t/.
Describing a picture	Look at this picture.			
	It shows different types of weather.		It is cloudy, sunny, rainy, windy etc.	/w/ sound - windy
	Tell me about the weather.	Is it hot?		Final vowel sounds – too short.
				Initial 'th' sound.
	What colour is the snowman?		It's white.	
		Is it red?		White - /w/ sound
Personal questions Related to the picture.	What is your favourite season? Why?	Is it summer?	My favourite season is	/v/ sound -favourite/w/ sound – winter Epethesis (sipring)

Appendix D: 12 Phrases for control and experimental groups to read pre and post intervention

Sentences to be read	Expected Pronunciation Difficulties
1. I'm fine thank you.	Initial 'th' sound
2. The cat is walking on the floor.	Rolling /r/ sound walkink
3. My dad drives a car.	Rolling /r/ sound /v/ sound
4. I like ice cream very much.	/v/ sound
5. That man is strong.	Initial 'th' sound
6. Her birthday is in August.	/th/ sound Initial /a/ sound
7. He is sad.	/d/ changing to /t/
8. It's very windy outside.	/v/ sound /w/ sound Final vowel sounds – too short.
9. I like winter.	/w/ sound
10. My brother likes swimming.	/th/ sound swimmink
11. Our school is on the hill.	/l/ sound
12. I drink milk for breakfast.	Vowel insertion d/i/rink/l/ sound

Appendix E: Trial PowerPoint

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

About you
Listen 👂

Where do you go to have
fun?

Slide 6

About you
Listen 👂

Where do you go to read
books?

Slide 7

Appendix F: Colleague feedback

<u>Trial Digitalized Speaking Activity Feedback - Grade Two</u>

Any suggestions or ideas to make these digitalized speaking activities as effective as possible would be greatly appreciated. Thank you for your support and valuable feedback.

	Feedback		
Visuals/icons/pictures			
User friendly			
Colours			
Length			
Difficulty			
Progression			
Opportunity to speak (if more is needed please write your suggestions)	Needs more	Enough	Opportunity to speak is plenty
Any other comments			

Appendix G: Instructions for recording sound using PowerPoint

İNGİLİZCE ÖDEVİ İÇİN POWERPOİNT

YARDIM VE YÖNERGELERİ

Sevgili Velilerimiz,

Kısa bir süre içinde çocuğunuz aracılığıyla eve göndereceğimiz " İngilizce Konuşma" ev ödevinde izlemeniz gereken yollarla ilgil yönergeleri aşağıda görebilirsiniz. Konu ile ilgili dosyayı açtıktan sonra PowerPoint programında aşağıda sizlere verilen aşamaları uygulamalısınız. Eğer ses kaydı yapabilmek için başka bir yol biliyorsanız bu yol da tarafımızdan kabul edilecektir.Ayrıca aşağıdaki linkte kayıt işleminin nasıl yapılacağını gösteren bir videoya da ulaşabilirsiniz. Fakat bu video da İngilizcedir.

http://www.youtube.com/watch?v=IJn2YHc0_IM

Lütfen bu bilgilendirme kâğıdını daha sonraki ödevlerde sizlere yardımcı olması için saklayın.Teşekkür ederim.

Sesli anlatımı yeniden kaydetme

Konuşma kaydetmek için, ses kartı, mikrofon ve hoparlör gerekir.

1. Anahat sekmesinde veya normal görünümde bulunan Slaytlar sekmesinde, yeniden kaydetme işlemini başlatmak istediğiniz slaytın simgesini veya örnek resmini seçin.

2. Slayt Gösterisi menüsünden, Konuşmayı Kaydet'i tıklatın.

3. Aşağıdakilerden birini yapın:

Mikrofonu önceden denediyseniz, Tamam'ı tıklatın.

Mikrofonu denemek için Mikrofon Düzeyini Ayarla'yı tıklatın ve yönergeleri izleyin; Tamam'ı ve sonra yeniden Tamam'ı tıklatın.

4. 1. adımda, kayıt işleminin başlatılacağı slayt olarak ilk slaytı seçtiyseniz, 5. adıma geçin. Kayıt işleminin başlatılması için başka bir slayt seçtiyseniz, Konuşma Kaydet iletişim kutusu görüntülenir. Aşağıdakilerden birini yapın:

Konuşmayı sunudaki ilk slayttan başlatmak için İlk Slayt'ı seçin.

Konuşmayı seçili olan slayttan başlatmak için Geçerli Slayt'ı tıklatın.

5. Slayt gösterisi görünümünde slaytınız görüntülendiğinde, slaytın konuşmasını kaydedin ve aşağıdakilerden birini yapın:

Yeniden kaydetmeyi durdurmak için ESC tuşuna basın.

Yeniden kaydetmeye devam etmek için fareyi tıklatarak bir sonraki slayta geçin ve bu slaytın konuşmasını okuyup, bir sonraki slaytı tıklatarak yeniden kaydetme işlemine devam edin. Yeniden kaydetme işlemine, tüm slaytlara göz gezdirmeden son vermek için ESC tuşuna basın. Tüm slaytlara yeniden kayıt yapmak isterseniz, siyah renkli çıkış ekranına gelene kadar tıklatmaya devam edin.

6. Konuşma kaydedilir ve aynı zamanda slaytların da zamanlamalarını kaydetmek isteyip istemediğinizi soran bir ileti görüntülenir. Aşağıdakilerden birini yapın:

Zamanlamaları kaydetmek için Kaydet'i tıklatın.

Zamanlamaları iptal etmek için Kaydetme'yi tıklatın.

85
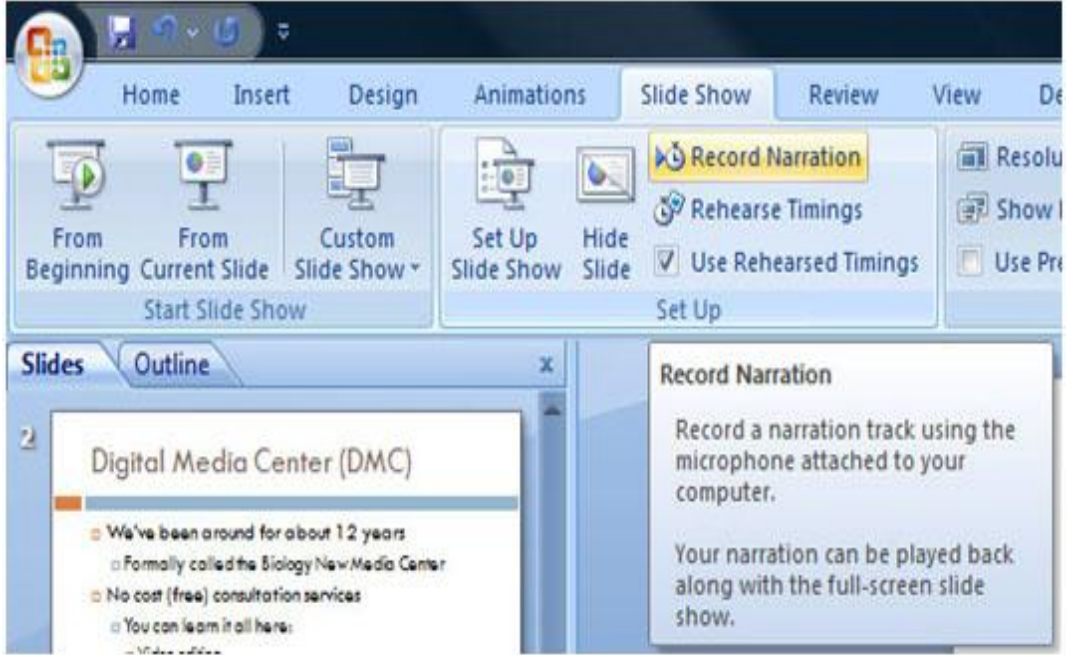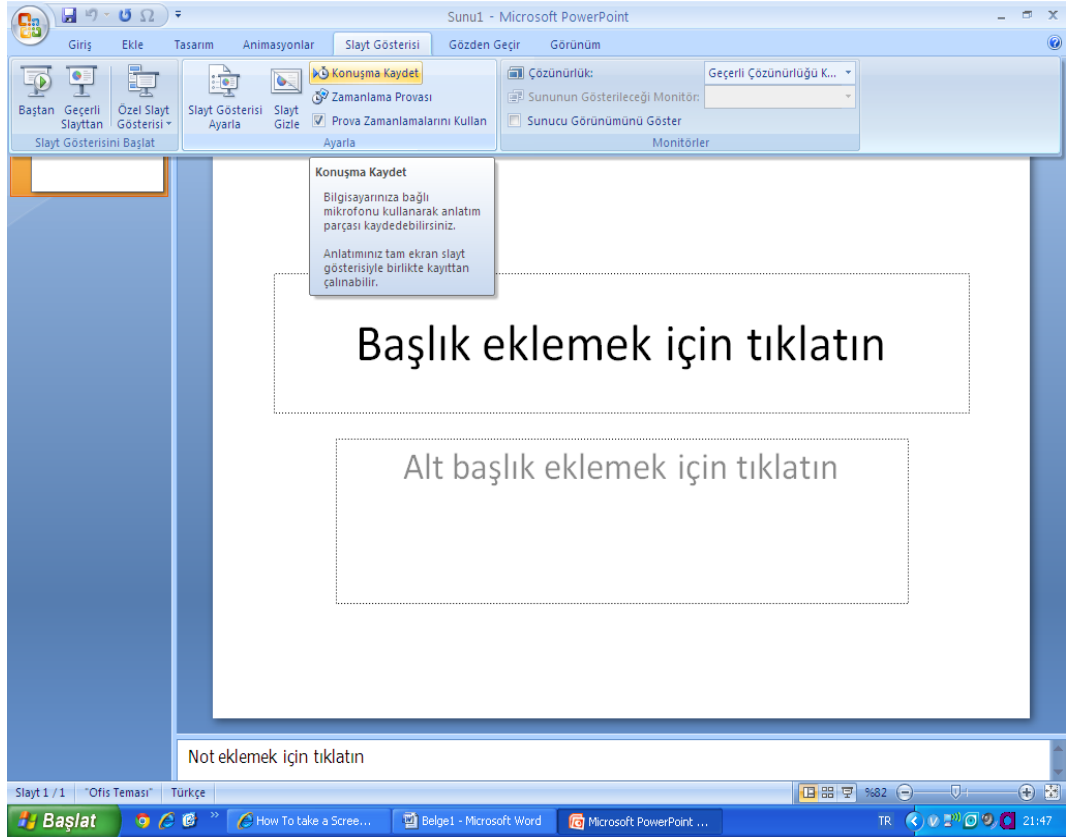
Appendix H: Parent technology survey in Turkish and English

2. SINIF VELİLERİ İÇİN
TEKNOLOJİ KULLANIM ANKETİ

AMAÇ Bu anketin araştırmaya katılan öğrencilerinin velilerinin evde bilgisayar ortamında yapılan konuşma ödevlerine ne ölçüde katkıda bulunabileceklerini belirlemektir.

VELİ BİLGİSİ

Velinin adı: _____

Email adresi: _____

Velinin İngilizce seviyesi**:**

İngilizce bilgim yok   Başlangıç Düzeyi   Orta   Düze   İleri Düzey

Evde Powerpoint programını kullanabileceğiniz bir bilgisayarınız var mı? **EvetHayır**

Daha önce hiç Powerpoint programı kullandınız mı?

Her zaman   Bazen   Hiçbir zaman

Çocuğunuzun İngilizce ödevlerine yardım eder misiniz?

 Her zaman   Bazen   Hiçbir zaman

Yardım etmek için ne kadar vakit ayırırsınız?

10-15 dakika   15-30 dakika   30-60 dakika

Taşınabilir harici belleğiniz var mı ?

Evet   Hayır

Eğer yoksa bir tane edinebilir misiniz?   **Evet   Hayır**

Sizlere gönderdiğimiz Powerpoint sunularıyla ilgili herhangi bir sorun yaşadınız mı?

Sunuyu açmakta sorun yaşadım   Hoparlörüm yok

Ses kaydetmekte sorun yaşadım   Mikrofonum yok

Diğer:

_____

ÖĞRENCİ BİLGİLERİ

Öğrencinin adı: _____

Yaşı: 7-8   8-9

Cinsiyeti: Erkek   Kız

TECHNOLOGY USAGE QUESTIONNAIRE FOR PARENTS
OF GRADE 2

PURPOSE
This survey is to find out if parents will be able to help their child at home whilst they complete their digitalized English speaking homework.

PARENT INFORMATION

Name of parent: _____

Email address: _____

Level of Parents English**:   Zero   Beginner Intermediate Pre-intermediat Pre-faculty**

Do you have access to a computer/laptop with Powerpoint programme?

Do you use Powerpoint?   **Always   Sometimes   Never**

Do you help your child with English homework? **Always   Sometimes   Never**

How long do you help them for?   **10 -15mins   15 -30mins   30 - 60mins**

Does your child have a flashdisk ?   **Yes   No**

If no, can one be purchased?   **Yes   No**

Did you have any problems with the Trial Powerpoint sent home?

Opening the Powerpoint document   No speakers

Problems with recording sound   No microphone

If other, please explain below:

_____

_____

_____

STUDENT INFORMATION

Name of student: _____

Age of student: 7-8   8-9

Gender: Male   Female

Appendix I: Willingness to Communicate rubric

	3	2	1	0
Communication Discourse and linguistic competence (Layer five Communicative competence)	All answers can be understood by the listener without any problems.	The listener has problems understanding a few words (1-3).	The listener has problems understanding more than 3-5 words.	The listener has problems understanding 5 or more words.
Extension (Layer five Communicative competence And self confidence layer 4)	The student provides more than what is minimally required as an answer to this question. (e.g. the student provides a full sentence as an answer or provides additional details in his/her answer)	The student answers by just using a phrase or a short answer rather than a full sentence.	The student answers questions using isolated words.	No response to any or all questions or activities
Response (layer two: willingness to communicate)	The student responds without appearing to hesitate or search for words. The student doesn't need extra prompting by the teacher.	The student responds after some hesitation or hesitates for a short time while responding. The student may stop and start. This doesn't affect smooth communication. Minor additional prompting by the teacher may be required.	The student hesitates while responding and/or stops and starts. This interrupts smooth communication. The teacher may have to encourage the student and/or reformulate the question.	No response to any or all questions or activities

Appendix J: Pronunciation rubric

0	1	2	3	4
No response	Speech is limited and difficult to understand it impedes communication. Frequent pauses or hesitations. The student systematically avoids producing the target sounds (i.e. those identified in the literature review); word stress may also be incorrect.	Speech may be difficult to comprehend due to pronunciation errors and incorrect word stress. The student does not appear to speak with ease and may speak haltingly. The student attempts to produce some of the target sounds some of the time.	Speech is generally understandable. The student appears to speak with relative ease. Incorrect word sounds or word stress may be produced but they do not impede meaning. The student produces most of the target sounds most of the time.	Speech is easily understandable. The student appears to speak with ease with few hesitations. Any pronunciation errors that occur do not create mis-understandings. The student produces the target sounds correctly (always or almost always).