Developing High School Prep Class Students' Verbal Skils by Using Web 2.0 Application

Gürbüz OCAK[1]   Hateme Aysel Kuzu[2]   Akın KARAKUYU[3]

Abstract

With the importance of learning English and being able to communicate in the learned language, language education has become a considerable issue in all age groups. This important subject has become more difficult to implement with the Covid-19 pandemic. During the distance education which has applied in long period, students have experienced various problems in the lessons. In this study, it was tried to find the reasons, solutions and alternative ways of student's unwillingness and hesitation of English speaking during lessons. With the aim of finding these concerns an action research method, a qualitative research method, was used. From a province of Turkey, 33 high school prep students attended to study. During and at the end of the applications, data were collected by teacher diaries, students diaries and semi-structured interview form. Content analysis was used. At the end of the content analysis, codes and themes of focus group were determined. As a result of data re-coding by the co-observer, the agreement was found to be 86 percent. When the applied action research data were anaylzed, it was determined that the students were embarrassed in the lessons and because of their speaking anxiety, they participated less in the activities. It was concluded that the willingness to speak increased with Web 2.0 applications and the lessons that include more dialogues, reading-listening activities, games and movies have high potential to promote students' motivation.

Keywords: Web 2.0 applications, reluctance to speak English, distance education.

---

[1] Author, Afyon Kocatepe University

[2] Author, Afyon Kocatepe University

[3] Corresponding Author, karakuyuakin@gmail.com, Hatay Mustafa Kemal University

Introduction

Information and communication technologies have developed at an unprecedented pace and their utilization has become extremely widespread. Web 2.0 technology provides users with the opportunity to communicate and to share among themselves, it has also been widely used in the field of distance education, especially during the epidemic.

With the importance of using technology in education, different searches have been made in the language learning and teaching process. Web 2.0 tools are found appropriate with the purpose of getting the most benefit in education, for being suitable for every budget and could be used by everyone (Batıbay, 2019) and these aspects of communication-centered tools make the education process easier. Web 2.0 tools are the second generation internet technology that allows two-way communication between the learner and the teacher (Çenesiz & Özdemir, 2021). With the use of this technology in the lessons, it is thought that students will not only consume information but also produce ideas (Kaynar, 2019). By using Web 2.0 tools, it will be possible to increase students' motivation in the classroom, to make mutual interaction more effective, to increase learner participation and to make the learning proccess fun.

Since it is one of the lifelong learning skills, learning a foreign language and communicating in this language has become very important today. Especially English, one of the foreign languages spoken around the world, is spoken by more and more people day by day (Crystal, 2003). Learning English and communicating in this language has become so important. With in the same direction of importance of learning language, language teaching gain importance in all age levels. The language teaching process brings various difficulties and conveniences along with its importance. Especially in Türkiye, while language teaching, which is equivalent to English teaching and starts in the early years of education, is an easy experience for some students, it can be a very difficult phenomenon for the others. Language learning difficulties experienced by students can also be seen in the four basic sub-branches of the target language, namely reading, writing, listening and speaking (Karakoyun, 2014). However, as Öztürk and Gürbüz (2014) stated, the most difficult of these four headings by students is speaking, due to the high level of anxiety. There are variables that can positively or negatively affect speaking in a foreign language, which learners of all age groups often have difficulties. One of them is the teaching method used by the teacher in the classroom, and the visual and auditory course materials (Ertürk, 2006). Since the course material used in the learning environment can seriously affect students motivation and classroom atmosphere, it is necessary to pay attention while planning of the courses. Because it can be stated that the learner's positive feelings and the positive communication perception improve both academic and social skills in the learning environment (İnal & Arslanbaş, 2021). It is obvious that when the learners have fun, they learn more effectively and permanently (Ağaoğlu, 2020). Due to the effects seen and mentioned in the education process, it is important that the teaching method and selected materials should be carefully prepared and put into practice by considering many factors.

Another fact that should be taken into consideration while planning lesson is that changes in people's lives must also change the education, and it has to differ according to the expectations of learners and teachers. In particular, the increase in the interaction of the Z generation and Alpha generation, which are called also ''Digital Native'', with technology has made it inseparable whole in learning situations (Prensky, 2001). The effects of this situation have made it even more important to emphasize the importance of technology- enriched education and training in the development of the skills necessary to exist in the fast-changing world (Domalewska, 2014). It has been necessary to include technology in education in order to make the education-teaching process, more specifically the lessons interesting for the students and to offer convenience to both the teacher and the learner. Because it is thought that technology, which is so active in all areas of life, will increase success in education (Özerbaş & Akın Mart, 2017). At the same time, the increase in the student's motivation, the positive effect of the importance that the learner attaches to the learning process, the learner's appreciation of this process, the increase in his belief that he can learn and the attention to the process will increase the learner's effective learning and remembering level (Senemoğlu, 2000). Considering the positive effects of the inclusion of technology in education, the effect and necessity of use in the education process has become an undeniable reality.

In these days, the Covid-19 pandemic has suddenly transformed education from face-to-face education into distance education. With the implementation of distance education, learners and teachers are able to communicate through digital environments by using certain programs. This sudden change in the education system and the situation of receiving or giving education in front of the screen brought along many needs. In order to meet these needs, it was necessary to employ various technology based in-class plans, practices and directions. It is seen that various applications such as Web 2.0 tools as output of this obligation are used more frequently by trainers and teachers in distance education. It is known that these applications were used both in face-to-face training and distance education even before the pandemic period. When the literature on Web 2.0 applications used in classrooms is scanned and their effects on students are investigated, there are few studies examining the effects of Web 2.0 tools on the desire to speak English. But there are different studies on the contribution of Web 2.0 tools on student motivation and success in English language teaching and foreign language teaching. Tatlı and Aksoy (2017) conducted a study on English speaking education by using digital storytelling technique. Kaynar (2019) examined the effect of using Web 2.0 tools in order to eliminate the existing problems in foreign language teaching and to facilitate teaching in his master thesis. Strobl (2014) investigated the effects of Web 2.0 tools on collaborative writing in a foreign language, and Peeters (2018) conducted a study measuring the effect of Web 2.0 tools in a foreign language classroom.

It is known that it is important to integrate the use of technology, which has a great place in daily life, into education. The pandemic process has also accelerated this integration. As a result, distance education has become the reality of the education process and it has been observed that students' participation in speaking activities in English lessons is also affected by this situation. It is a fact that language teaching supported by technology will be more permanent and language learning will become more enjoyable. For this reason, it has been tried to increase the willingness of high school prep class students to speak in English lessons with Web 2.0 tools. With this study, an application has been made on how high school prep class students are affected by this situation in distance education courses and how their willingness to speak English can be increased. With the action plans implemented at the end of the study, it is expected that the students' willingness to speak in English classes will increase. In this regard, answers to following research questions are sought in the study;

1- What is the success of the action plans in solving the students' speaking problems in English lessons?
2- What are the reasons for students' reluctance to speak in English classes?
3- How did English lessons taught with Web 2.0 tools affect students' speaking desires?
4- What can be done diffrently to increase students' desire to speak English in class with the use of Web 2.0 tools?

Method

Research Design

The research was conducted with the action research method. Action research, also known as teacher research, is one of the types of research that educators can carry out in order to find solutions to the problems they face or to improve an existing situation (Ocak & Akkaş Baysal, 2021). Action research is a type of research that can be applied by one or more researchers to find a solution to a determined problem (Jefferson, 2014). The reason why action research was chosen as the research design in this study is that action research combined with real situations from life and gives useful and actionable feedback (Joyce, 2012). It was observed by the English teacher and the researcher who attended the lessons of the study group that the students were reluctant in speaking activities during the lessons. And this situation affected the flow and efficiency of the lessons. It was discussed how to find a solution to the problem of observed students' unwillingness to participate in speaking activities during English lessons. As a result of these discussions, it was decided to implement an action research in order to increase the students' willingness and motivation to speaking. Implementation steps were developed upon the decision taken, and the data obtained after each step was analyzed, and possible improvements were emphasized and next action plans were designed.

Study Group

The study group of the research consisted of the students of one of the three prep classes studying at the social sciences high school located in a province of Turkey. There were 33 students, 9 boys and 24 girls, aged 14-15. While the distribution of the students according to the provinces varies as different cities and provinces in Turkey. While 14 of the 33 students were staying in the school dormitory, the remaining 19 students were living with their parents. The general socio-economic level of the families was expressed as middle class, except for a students with a very low financial income. It was known that the general livelihoods of the students' families were trade, farming or animal husbandry. Parents' education status, on the other hand, were generally middle school-high school graduates, except for a few university graduate parents.

The English readiness levels of the students were determined as low as a result of the observations of the teachers during the lessons and the students' scores in the written exam. Especially, it was stated that the situation of 10 students was very bad, the readiness of 20 students was at moderate levels, and the level of 3 students was good.

Table 1.
Demographic Characteristics of the Students

Characteristics	Group	f	%
Gender	Female	24	72.72
	Male	9	27.28
Accommodation	Dormitory	14	42.43
	Family House	19	57.57
Economic Status	Low	10	30.30
	Middle	20	60.60
	High	3	9.10

Data Collection

Within the scope of the study, the data were obtained from three different sources by making data diversification during the data collection phase, that is, the triangulation method was used. Because the validity and reliability of the study can be increased with the triangulation method (Johnson, 1997). In this research data were obtained from students diaries, teacher diaries and focus group interview outputs in order to increase the validity and reliability. After each action plan was implemented, students were asked to keep lesson diaries. In the student diaries, they were expected to evaluate the process, talk about its positive and negative aspects, and think reflectively. Both student and teacher diaries were reviewed after each action plan. At the end of the examinations made in the light of the information obtained from the students and teacher diaries, a new action plan to be implemented with the cooperation of the researcher and the course teacher was decided. In total, four action plans were implemented. At the end of the implementation of the four action plans, a focus group meeting was held with 5 students from the study group who volunteered to participate. Due to the Covid-19 pandemic measures, the interview was conducted using an online application. In the focus group interview, semi-structured interview form questions prepared by the researcher and evaluated by two experts were asked to the students. It was observed that the students hesitated to talk individually in the lessons and gave short answers to the questions generally asked. Focus group meeting and online data collection were preferred in order to prevent the negative effects of this situation on the assumption that this situation could also be experienced in the data collection process. The interview with the students' permission was recorded and then transcribed by the researcher. In addition to the focus group interviews, data were obtained from the teacher diaries kept by the researcher and the course teacher. Detailed notes were kept on subjects such as the situations encountered in the course, the effects of the applications on the students, and the effectiveness of the Web 2.0 tools applied in the teacher diaries. The data of this action research were obtained through students diaries, teacher diaries and focus group interviews collected both during and at the end of the process.

Data Analysis

In the study, diaries were requested from the students and teachers after each action plan. After the data collection process at the end of the each lesson, findings guided the following lesson details and lesson

plans. In the findings section, direct quotations were given while sharing the student and teacher diaries were included. The focus group interview was conducted with ten students selected from the study group by simple random sampling method. The focus group interview data was analyzed with content analysis. Because in the focus group meeting, participants gave detailed information about the process. It was necessary to organize and analyze these data within a certain system (Bengston, 2016). The transcribed focus group interview data was divided into codes. The same process was carried out by an another expert in the curriculum and instruction. Both analysis results were gathered together. Frequently encountered codes were merged under the themes, opinion compatibility examined and formed the findings of the study. For example, in line with the answers given by the students to the question of what can be done to increase students' willingness to speak English in the classroom by using Web 2.0 tools, the theme of student suggestions and the codes of activity, dialog, movie and game were added under this theme.

Trustworthiness

Some precautions were taken to ensure the validity and trustworthiness of the study. In order to ensure validity in the study; the research method, study group, sampling type, data collection tools, data collection process, data analysis and how the findings were organized were described in detail (Yıldırım ve Şimşek, 2013). Other measures taken are triangulation and diversification. Triangulation is the use of many and varied sources (Guba and Lincoln, 1985) and Data diversity is a method used to ensure the reliability of data (Patton,1987). So in this study data diversification and triangulation was made by taking teacher and student diaries, expert and student opinions. Also thick descriptions were given during the finding. Because detailed paticipants' own words and ideas strengths the trustworthiness of the study (Efron and Ravid, 2013). Before data analysis were shared member checking was applied. Transcripts of the interviews were shared with the participants. Besides member check is alson an effective method for the trustworthiness of the study (Guba and Lincoln, 1985) and it was used before obtaining the results of the anaylsis. Objectivity was tried to be ensured by an analysis made by an expert outside the study (Creswell and Creswell, 2018). With an external investigator trustworthiness of the study strengthed. Miles and Huberman (1994) intercoder reliability formula was used to control the reliability of the data obtained through the focus group interview. The formula is Reliability= Number of agrements / (number of agrements+disaggrements) x 100. According to formula, the agreement between researchers was calculated as 86%. Also, direct quotations from the students' opinions were given to increase reliability.

Implementation

In this study, which was conducted to increase the willingness of high school prepatory class student to speak in English lessons, four different action plans were applied. In the process, the subjects in the textbooks that the students were currently using and the activities prepared using Web 2.0 tools were used. After each action plan, students and teachers were asked to write a lesson diary. After the analysis of the data, the researchers decided on the next action plan. Each action plan consisted of two sessions, 30+30 minutes, 60 minutes in total and via an online application. While the applications were being applied, there was a technical problem in the 2nd action plan and the lessons had to be reorganized. After the fourth action plan was implemented, the study was concluded with a focus group interview.

Findings

In the study, the data obtained from the action plans were analyzed and given under the relevant research question. In addition, at the end of the process the data collected by taking the opinions of the students were given in tables.

What is the success of the action plans in solving the students' speaking problems in English lessons?
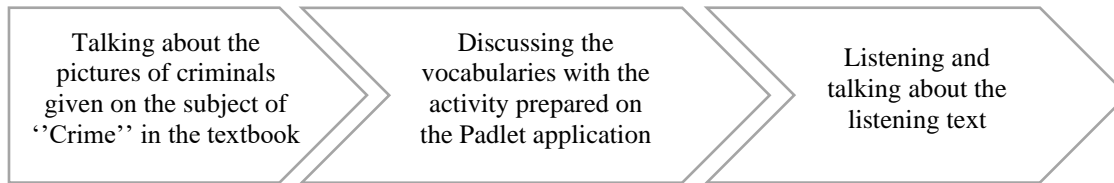
First Action Plan

Figure 1. First Action Plan Chart

Students' Diaries Analysis

At the end of the lesson, 4 students out of 6 students who participated in the lesson shared the diaries they wrote after the lesson. According to data obtained from the student diaries they had fun in the lesson. They did not want to answer the questions asked in the lesson for different reasons and they expected answers from their friends first. They stated that the Padlet activity, which is a Web 2.0 application used in the course, was easy, useful and fun, but the waiting time was long. Some samples from the student diaries were given as follows;

''The Padlet activity we used in the lesson was useful. Although I used such an activity for the firt time in class, I did not have much difficulty. But I got a little bored while waiting for everyone (S1).''

''I think this app was useful. It was like a fun digital page where I could create my own notes during the lesson. I did not have any difficulties while using the application (S4).''

Teachers' Diaries

The lesson was started through a different distance education course application, not thrugh the EBA (Milistery of Education education portal) at the time when the students regularly use each week. When the class started, there were 6 students. Later, the number increased to 8, but at the end of the lesson, it had decreased to 6 students again. The pictures of 3 different criminals given in the book were reflected to the students and various questions were asked to talk about it. However, they did not want to answer these questions. The link of the word activity prepared on Padlet was shared so that students could internalize existing words and use them more effectively while discussing. While 4 students were connected easily, we had difficulty in getting the answers of 2 students due to their internet connection problems. It took a long time for the students to understand the program and write down their answers. A few students typed their answers quickly, while others were not so fast. Four of the students who were able to connect did not write any answers at all. It was tried to talk to the students about what they wrote. While the students who wrote their answers quickly wanted to speak first, the students who did not share their answers in the application did not want to speak even though they were asked a question. At the end of the discussion, a listening activity was held on the subject. Crimes and criminals were discussed over the recording and the lesson was ended (Teacher's Diary,1).

According to the student and teacher diaries obtained from the 1st action plan, it was concluded that the area where students could write their comments in the Padlet application might be complex. At the same time, with the thought that students who wrote fast answers were disconnected from the lesson while waiting for the rest of the class. With the help of these results, it was concluded that it would be more appropriate to continue with another applications that would continue with more instant answers and where answers could be shared while continuing the discussion.
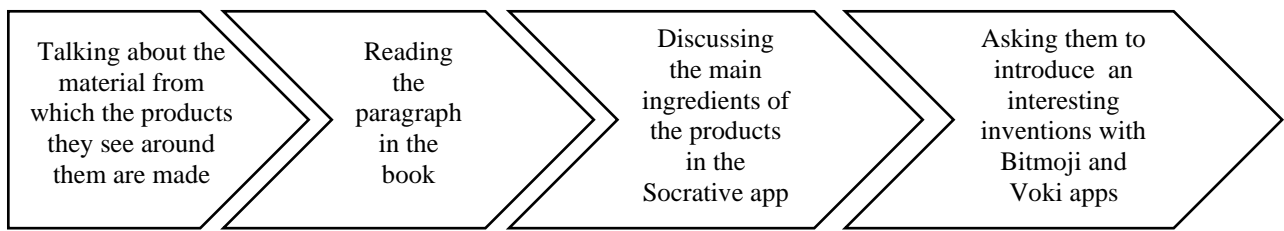
Second Action Plan

Figure 2: Second Action Plan Chart

Students' Diaries Analysis

After the second action plan was implemented, 3 of the 6 students who attended the lesson shared their diaries. They stated that the students did not want to speak until they were asked. They were able to form sentences when they spoke and this situation motivated them for speaking. They stated that they were familiar with many of the words in the Socrative application from previous lessons and from the previous reading text. But they did not know some words. They also stated that the presence of unknown words affected their own learning in a negative way. Instead of such activities, discussion-centered practices based on question-answer would encourage them to speak more. Some samples from the diaries were given as follows;

'' I was familiar with the most of the words in the Socrative application from previous lessons. I realized that I was missing only a few words and I learned them (S5)''

''We made vocabulary activities with the Socrative application, but the words I learned before were predominantly. Instead of this application, we could use an application where we can discuss in detail what the words mean (S3)''

Teachers' Diaries

The lesson started at the time specified in the lesson plans of the students. There were 6 students in the class again. While four of them were the same, the other two students were new students who had not attended the previous lesson. First, the students were given voice. When any answer received, questions were asked one by one. They were asked to talk where they are now, what's going on in the room and the materials of the items. Compared to previous lesson, the sentences were longer and more detailed. One of the students answered all questions as ''I don't know''. Another one of the students' voice could also be heard towards to end of the lesson because of the internet connection problem. After the discussion was concluded, a text related to the subject was read from the textbook and the characters, subject of the text were emphasized. There was a detailed exchange of information. After receiving the answers, the Socrative application was started. They were asked to share the answers in their minds under the questions about the vocabulary. While they were writing the answers, the questions of the teacher continued and the discussion followed these steps (Teacher's Diary 2).

According to the data obtained during the second action plan process, it was clear that the students did not participate in the conversation voluntarily as in the previous lesson. They participated with the encouragement of the teacher. It was observed that they were more active in responding both verbally and in writing while using Socrative. Sometimes they didn't respond some discussion questions even if they were guided by the teacher. In order to improve the action plan for Web 2.0 applications to create the desired effects, it was decided to use discussion-centered applications rather than word-based applications. This decision was made by considering the expression in the student diaries that the unknown words in the application make student unwilling to speak, so the third action plan was prepared in the light of this information.

Third Action Plan

```
Mentioning a product       Talking about the most       Talking about what to do
return or refund process   used technological           in case of breakdown of
                           devices on Mentimeter        the most used product
                           and discussing their         and ending the lesson
                           usage                        with a listening text
```

Figure 3: Third Action Plan Chart

Students' Diaries Analysis

Out of three students, two of them who attended the lesson submitted their diaries. Students stated that they liked this kind of online applications and these applications encouraged them to speak. Also, the less number of the students in the class made them feel comfortable. They reported that they had opportunity to talk more during the discussions. There were students who stated that the application was not very effective and expanding application's scope would be beneficial. Some quotations of student diaries were given as follows;

''I found this application very entartaining. Although I am hesitant at first to adapt and warm up with such applications, I can explain myself more easily in the following minutes. Therefore, the application was very entartaining in terms of providing speaking practice (S1)''

''I think more complex application could have been used instead of this application (S2)''

Teachers' Diaries

The lesson started on the same day and time determined. There were 3 students during the lesson. Talking about what to do if a product breaks down was discussed with the students attending the class. Unlike the previous lessons, without the need for the teacher to ask student a question by name, the students asked for speaking one by one and expressed their thoughts. One student even said that she did not understand the question in Turkish, and when the teacher repeated the question in a simpler language, she was able to express her thoughts in a clear way. Since there were 3 students in the class, they had a lot of chance to speak and they were able to continue this fluently. They then logged into the Mentimeter application. They were asked to write a few of the technological products they use most in their daily routines on this application. The resulting Word Cloud could not be very rich due to the a couple of participant. The prominent answers written by the students were ''laptop'' and ''mobile phone''. We had a conversational discussion, focusing on why they wrote them and where they mostly used these devices. After the discussion, we talked about what they can do if these devices break down and what kind of process they can follow. After completing dialogues, the listening text in the textbook on this subject was listened. After discussing whether the process in the rest was the same as what was spoken and the differences were discussed and the lesson was ended (Teacher's Diary 3).

According to student and teacher diaries, the Web 2.0 tool could have been more effective if there were more participants. However, because of the few participants, the activity stayed limited in its scope. However, the small number of students allowed them to have more opportunity to speak and express themselves. According to feedbacks from the students diaries, 4th action plan was prepared and more interactive, less writing activities were added.
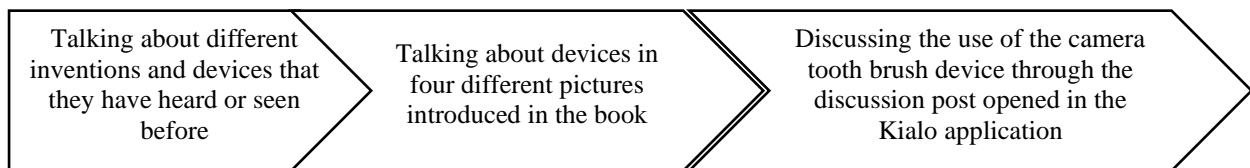
Fourth Action Plan

```
Talking about different    Talking about devices in     Discussing the use of the camera
inventions and devices that four different pictures     tooth brush device through the
they have heard or seen    introduced in the book       discussion post opened in the
before                                                  Kialo application
```

Figure 4: Fourth Action Plan Chart

Students' Diaries Analysis

At the end of the applied course, 3 of the 9 students who attended the course submitted a course diary. When the diaries were examined, it was understood that students' attitudes towards the lesson were positively affected. They developed positive attitudes towards speaking activities. The students stated that they felt more comfortable during the discussion and they enjoyed speaking. It was observed that all of the students attended the lesson actively. Speaking with the help of Web 2.0 application made the lesson amusing.

'' The discussion-oriented practice was a lot of fun. For a moment, I felt like I was in a class abroad. Everyone was talking actively and we could explain our ideas in detail (S1)''

''Kialo was a lot of fun to practice. It provided the opportunity to share ideas with friends. In addition, the fact that the subject of discussion is a situation that can happen to us in our daily life allowed us to talk more. (S6)''

''I liked this application so much because it allowed us to express our ideas comfortably. (S7)''

Teachers' Diaries

It started with 5 students at the beginning of the lesson, which was applied at the day and time of the students' time schedule. In the following, 9 students attended and the course ended with 8 students. The students were asked if there were any interesting inventions that they had encountered, seen or read before. After being asked to talk about these, for the first time, there were students who wanted to speak without teacher guidance. After talking about the inventions that were different to them, other students were also asked question, but due to the connection and sound problems of the two students, any answer could be received from them. Afterwards, four different inventios shown in the book were discussed. It was mentioned where and how they can be used and whether they make our life easier or not. The student who did not want to speak in the previous sessions and gave the answer 'I don't know', was also asked a question in this lesson and received the same answer. They, by talking about the devices currently in his room and how they can be differentiated, questions related to daily life were asked and the student answered them. In this way, answers containing different perspectives were gathered from all students who participated in the course. After discussing different inventions, a question was asked about whether the use of a toothbrush with a camera would be beneficial in a discussion post opened on the Kialo application. It was stated to the students that they could write more than one thought supporting or not under this post. After the answers received, a discussion topic was started verbally about why they supported and why they did not. While they had the opportunity to comment on each other's posts both verbally and in written way, the students preferred to make verbal comments on each other's ideas. (Teacher's Diary 4).

According to data obtained during the 4. Action plan, this course was an effective and well-attended one in terms of speaking. Students' willingness to speak by themselves, their explanatory answers, and their comment on each other's answers created a positive atmosphere during the online session. Throughout this course, the researcher generally took the role of problem solver for the connection problems and guidance for the discussions.

What are the reasons for students' reluctance to speak in English classes?

Table 2.
Reasons for Reluctance to Speak at Lessons

Theme	Codes	f
Reasons for reluctance to speak at lessons	*Fear of making mistake	3
	*Excitement	2
	*Shyness	2
	*Lack of vocabualry-pronunciation	1
	*Boring subject	1

In the focus group interview, the students were asked what it felt like to use speaking activities in the lessons. When the answers were examined, it was seen that the most common answer was the fear of making mistake. They stated that they remained silent because they were afraid of saying the wrong

thing at the time of speaking. In addition to the fear of making mistakes, they mentioned that they were excited when they were going to speak in English, and that they could not express themselves because they lacked vocabulary on the subject. The students also expressed embrassment and boring subject as the reasons that affect their willingness to speak.

Examples of student opinions on the determined code and themes are as follows:

'' I am an excited person. I think this excitement stems from the fact that I am a shy person. When excitement and shyness come together, naturally, the fear of doing something wrong comes into play (S3)''

''Sometimes when my teacher gives to turn to me, I get nervous that I'll give the wrong answer. Sometimes, when someone else says the sentence I think and want to say, my enthusiasm goes away (S2)''

''Sometimes I can't think of and answer about that subject or there are times when I don't participate because I don't know the English equivalent of that answer. At the same time, I am obsessed with correct pronounciation in English. After all, like Turkish, it is not a language that is read as it is written, so I think that it is necessary to pay attention to the pronounciation in order to be understood correctly. I hesitate to speak when there are words that I do not know how to pronounce or that I may mispronounce (S1)''

How did English lessons taught with Web 2.0 tools affect students' speaking desires?

Table 3.
Contributions of Web 2.0 Applications

Theme	Codes	f
Impact of Web 2.0 tools on reluctance to speak	* Academic contribution	3
	*Making the lesson fun and attractive	2
	*Teaching the new vocabulary and pronounciation	2
	*Increasing self-confidence	
		1

The students were asked whether various Web 2.0 tools used in the lessons contributed to their speaking requests in the lessons. Each interviewee stated that the activities contributed positively to their willingness to speak. Students especially focused on the contribution of applications to their academic success. They stated that the use of Web 2.0 tools made the lessons more fun and attractive. They were more eager to participate in the activities thanks to these activities. At the same time, they also stated that the participation of other students in the course in speaking activities was encouraging for the student. In addition to all these expressions, they stated that they learned new words and pronunciation of words with the activities in which the applications were used, and that learning improved their self-confidence.

Examples of student views on the determined code and themes are as follows:

''Digital applications create a nice atmosphere in the lessons. It helps us learn and improve more. In addition, digital applications increase our willingness to speak and improve our self-confidence (S1)''

''The applications used save the lesson from monotony, create a different atmosphere, make it more fun, and everyone in the lesson wants to talk. When this happens, my desire to talk with my other friends also increases (S4)''

''I want to participate in all of them because the applications are fun. Thanks to the applications, we can learn concretely and visually new words and their pronounciation permanently. This, ,in turn, improves our pronounciation of words and our speaking by making more beautiful sentences (S3)''

What can be done diffrently to increase students' desire to speak English in class with the use of Web 2.0 tools?

Table 4.
Suggestions for Improving Conversation Skills with Applications

Theme	Codes	f
Students' suggestions	*Include more activities in the lessons	3
	*More encouragement of dialogue	2
	*Combining with movie or game	1

In the interview, the participants were asked what could be done to improve their English speaking desires in the lessons. The participants presented the idea that using applications more frequently in the lessons would increase their willingness to speak. They also stated that in addition to these activities, reading texts, listening passages and various writing activities could be effective on speaking. In addition to these suggestions, they stated that increasing their willingness to speak would be possible with the establishment of more dialogue, that is, with practices that would encourage mutual conversation. Apart from the activities to be used in the lessons, it would be beneficial to use different games and films in foreign languages during the lesson.

'' This kind of digital applications should continue to be intensively included in the lessons. Because those applications teach with fun. Starting from the basic level, speaking, listening and writing practices should be included in every subject (S4)''

''Just as writing skills developed by pen pals and reading skills by reading boks, speaking skills can be improved by establishing mutual dialogues. Fort his reason, I think that more frequent dialogue and conversation activities should be included in the lessons (S1)''

''My interest in games and foreign films is very much, I think that my other friends are in the same way. Foreign TV series have been popular lately. Since the lines in movies and TV series are remembered together with the scene, more place can be given to TV series and movie line (S3)''

Discussion, Conclusion, and Suggestions

Speaking is one of the four basic skills and it is very important for the language learned to be used and reflected in real life. Speaking skill is one of the most disrupted skills in distance education with socialization. For this reason, it was aimed to eliminate the reluctance of prepatory class students to speak in the distance education process with Web 2.0 technology applications. So, the study did not include just a single action plan or a single activity. During the study, it was used four action plans, more activities and many different applications. During each action plan, student diaries and researcher diaries were kept, and new action plans were developed by analyzing the data obtained. At the end of the process, opinions about the applications were taken from the students who participated in the activities.

Discussion-based practices were emphasized after the 3rd action plan because students did not want to speak when they encountered words they did not know in the action plans. With the discussion-based Mentimeter application, the lesson became fun and they had the opportunity to practice speaking more. In the Kialo application, it was determined that the students with plenty of participation took the floor, gave explanatory answers and commented on each other's answers. In the study, while it was aimed to eliminate students' reluctance to speak in the lessons with Web 2.0 technologies, the effects of these applications were also examined. In the analysis of data collected during the action plan process, it was determined that the applications included questions contributed to the academic success of the students. In the same direction of that studies' findings, Strobl (2014) and Peeters (2018) revealed in their studies that Web 2.0 tools have positive effects on students. The use of applications in the lessons made them more fun. Because it could be said that the use of technology-supported applicaitons in lessons is more effective, and the use of auditory and visual perception together by appealing to more than one sensory organ increases success (Erhan &Şen, 2019). Morkoç and Erdönmez (2014) stated in their study that the use of Web 2.0 technologies in lessons is more effective and more interesting.

In the study, the most prominent finding among the reasons why the students did not want to talk in the lessons was the fear of making mistakes. Students, who were afraid of making mistakes while speaking, were encouraged to talk with their friends' conversations in the lessons taught with the Web 2.0 tools

used. At the end of the process they stated that they overcame this problem. In other words, when the students saw that everyone was participating in the lesson, they thought that they could speak, as well. By this way, they overcame these fears throughout the study and started to speak more actively during the lessons. It was concluded that the Web 2.0 applications used in the lessons also reduced the excitement of the students who were excited and embrassed while talking, and they could speak more easily. As a result of the work of Tatlı and Aksoy (2017) with digital storytelling, one of the Web 2.0 tools, the lessons became fun, attractive and it motivated the students. As it was stated in Kaynar's (2019) study, attractiveness of the lessons taught with the Web 2.0 tools encouraged students who did not want to talk in the lesson because of the boring subjects. In addition, it was concluded that the students who did not want to speak in the lesson due to the lack of vocabulary, learning new words and the pronounciation through the applications, increased participation and indirectly the self-confidence of the students.

In another result of the study, it could be said that one of the biggest handicaps of the students lack of vocabulary and pronounciation background. Gan (2012) emphasized this point in his study and stated that the most important obstacle in front of English speaking skills is the lack of vocabulary. However, interaction is one of the important factors in learning in any educational or language field and is one of the most important structures in distance education research (McIsaac & Gunawardena, 1996). It was determined that students prefer Web 2.0 applications to eliminate their vocabulary deficiencies due to their features such as learning words, repetition, seeing in sentences and pronouncing them.

The students stated that the courses created with Web 2.0 tools were fun and that affected them positively. Web 2.0 applications appealed to many different senses and make the lessons more enjoyable due to the options such as audio and video beyond the traditional course materials such as paper and pictures (Shon&Smith, 2011;Kappers& Cutler,2015; Noel, Stover& McNutt, 2015). In addition to these applications, they thought that presenting all parts of English reading, listening, writing and speaking in a harmonious interaction, rather than just improving the speaking area, will be beneficial for their learning and effective use of the language. The participants also suggested that opportunities for practice should be included in order to increase their English speaking skills by including conversational lines. Horzum (2010) emphasized the use of activities such as increasing dialogue, autonomy and interaction in order to reduce the distance students perceive in distance education. The use of dialogues in English lessons is important in terms of identifying the difficulties encountered by teachers in the learning process, as it reflects a kind of product. Rose and Sookraj (2015) stated that the most important teaching techniques that improve students' speaking skills in foreign language teaching are presentation and discussion techniques. In the literature, there is a limited number of studies on the effect of dialogues in language teaching through distance education, and these studies are mostly conducted on undergraduate students. It was thought that this study for the prepatory classes, where students receive intensive one year English education, would contribute to the literature. Another point that students emphasized in increasing their speaking skills is the use of movies and games. Ur (1996) suggested in his study to use interactive teaching techniques and to include applications such as movies and games that allow the student to speak. Especially in the digital age we live in, it will be a very useful approach to use digital games both to appeal to young people and to use them in their teaching. Berns et all. (2013) and Neville (2015) achieved successful results in language learning with digital games in their studies.

In sum, a solution was found to the problem of students who were unwilling to speak in English classes by using Web 2.0 tools in the lessons. At the end of the process, the students' unwilligness decreased and they started to take right to speak more actively during lessons anto express themselves. For further studies, Web 2.0 tools and studies on English listening, reading and writing proficiency can be recommended. In addition, with the use of Web 2.0 tools built on the mutual dialogue system, the effects on the student's speaking situation can be observed.

Acknowledgment

References

Ağaoğlu, A. (2020). *Uzaktan eğitimde oyunlaştırma uygulamalarının üniversite öğrencilerinin İngilizce derslerindeki akademik başarı ve motivasyonlarına etkisi* [Unpublished master's thesis]. İnönü Üniversitesi.

Baltacı, A. (2019). Nitel araştırma süreci: nitel bir araştırma nasıl yapılır? *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (AEÜSBED), 5*, 368-388.

Batıbay, E. F. (2019). *Web 2.0 uygulamalarının Türkçe dersinde motivasyona ve başarıya etkisi: Kahoot örneği.* [Unpublished master's thesis]. Hacettepe Üniversitesi.

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open, 2*, 8-14.

Berns, A., Palomo-Duarte, M., Dodero, J. M., & Valero-Franco, C. (2013). *Using a 3D online game to assess students' foreign language acquisition and communicative competence.* In D. Hernández-Leo, T. Ley, R. Klamma, & A. Harrer (Eds.), European Conference on Technology Enhanced Learning (pp. 19-31). Heidelberg: Springer. https://doi.org/10.1007/978-3-642-40814-4_3

Crystal, D. (2003). *English as a global language.* Cambridge University Press.

Creswell, J. W. & Creswell, J. D. (2018). *Research design qualitative, quantitative, and mixed methods approaches* (5th edition). SAGE Publications.

Çenesiz, M. & Özdemir, M. A. (2021). The effect of WEB 2.0 tools on academic success on topography and rocks in high school 10th grade geography. *International Journal of Geography and Geography Education (IGGE), 43*, 39-53. https://doi.org/10.32003/igge.750323

Domalewska, D. (2014). Technology-supported classroom for collaborative learning: Blogging in the foreign language classroom. *International Journal of Education and Development using Information and Communication Technology (IJEDICT), 10*, 21-30.

Efron, S.E. & Ravid, R. (2013). *Action research in education a practical guide*. The Guilford Press.

Erhan, M., & Şen, Ü. S. (2019). İlköğretim 7. sınıf müzik öğretiminde teknoloji destekli materyal kullanımının akademik başarıya etkisi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 23*, 2113-2139.

Ertürk, H. (2006). *İngilizce öğretiminde konuşma becerisinin kazandırılmasında yazılı-görsel öğretim materyallerinin erişiye etkisi.* [Unpublished master's thesis]. Hacettepe Üniversitesi.

Gan, Z. (2012). Understanding L2 speaking problems implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education, 37*, 43-59. http://ro.ecu.edu.au/ajte/vol37/iss1/3

Guba, E.G. & Lincoln, Y. S. (1985). *Naturalistic inquiry*. SAGE Publications.

İnal, E. & Arslanbaş, F. (2021). Türkçenin yabancı dil olarak uzaktan öğretiminde iletişim odaklı Web 2.0 araçları ve uygulama örnekleri. *Bayburt Eğitim Fakültesi Dergisi, 16*, 228-249. https://doi.org/10.35675/befdergi.850781

Jefferson, Renée N. (2014). Action research: theory and applications. *New Review of Academic Librarianship, 20*, 91–116. https://doi.org/10.1080/13614533.2014.921536

Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Education, 118,* 282-292.

Joyce, P. (2012) Action learning – a process which supports organisational change initiatives, *Action Learning: Research and Practice, 9*, 29-36, https://doi.org/10.1080/14767333.2012.656888

Karakoyun, F. (2014). *Çevrimiçi ortamda oluşturulan dijital öyküleme etkinliklerine ilişkin öğretmen adayları ve ilköğretim öğrencilerinin görüşlerinin incelenmesi.* [Doctoral Thesis]. Anadolu üniversitesi, Eğitim Bilimleri Enstitüsü.

Kappers, W. M., & Cutler, S. L. (2015). Poll everywhere! Even in the classroom: An investigation into the impact of using polleverwhere in a large-lecture classroom. *Computers in Education Journal, 6*(20). Retrieved from https://commons.erau.edu/publication/333

Kaynar, T. (2019). *Web 2.0 araçlarının yabancı dil öğretiminde kullanımı.* [Unpublished master's thesis]. Marmara Üniversitesi.

Kekeç Morkoç, D. & Erdönmez, C. (2014). Web 2.0 Uygulamalarının Eğitim Süreçlerine Etkisi: Çanakkale Sosyal Bilimler Meslek Yüksekokul Örneği . *AJIT-e: Bilişim Teknolojileri Online Dergisi , 5*, 25-48 . https://doi.org/10.5824/1309-1581.2014.2.002.x

McIsaac, M. S., & Gunawardena, C. N. I. (1996). Distance education. In D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology* (pp. 403-437). New York: Simon & Shuster Macmillan.

Miles, M. B. & Huberman, A.M. (1994). *Qualitative data analysis: an expanded sourcebook*. (2. rd). SAGE Publications

Neville, David, O. (2015): The story in the mind: the effect of 3D gameplay on the structuring of written L2 narratives, *ReCALL, 27*, 21-37. https://doi.org/10.1017/S0958344014000160

Noel, D., Stover, S. & McNutt, M. (2015). Student perceptions of engagement using mobilebased polling as an audience response system: Implications for leadership studies. *Journal of Leadership Education, 14*, 53-69.

Ocak, G. & Akkaş Baysal, E. (2021). Eylem araştırmasını anlamak. G. Ocak (Ed.) içinde*, Eğitimde eylem araştırması ve örnek araştırmalar* (s.1-46). Pegem Akademi.

Özerbaş, M. A. & Akın Mart, Ö. (2017). İngilizce öğretmen adaylarının Web 2.0 kullanımına ilişkin görüş ve kullanım düzeyleri. *Ahi Evran üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 18*, 1152-1167.

Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies, 10*(1), 1-17.

Patton, M. Q. (1987). *How to use qualitative methods in evaluation, program evaluation kit*. Sage Publications.

Peeters, W. (2018): Applying the networking power of Web 2.0 to the foreign language classroom: a taxonomy of the online peer interaction process. *Computer Assisted Language Learning*. https://doi.org/10.1080/09588221.2018.1465982

Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon, 9*, 1-6.

Rose, P., & Sookraj, R. (2015). Needs Analysis: Undergraduates' evaluation of a university-wide English language course. *Carıbbean Educatıonal Research Journal, 62*.

Senemoğlu, N. (2000). *Gelişim, öğrenme ve öğretim.* Gazi Kitabevi.

Shon, H. & Smith, L. (2011). A review of Poll Everywhere audience response system. *Journal of Technology in Human Services, 29*, 236-245.

Strobl, C. (2014). Web 2.0 technologies for collaborative advanced writing. *CALICO Journal, 31*, 1-18. https://doi.org/10.11139/cj.31.1.1-18

Tatlı, Z. & Aksoy, D. A. (2017). Yabancı dil konuşma eğitiminde dijital öykü kullanımı. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 45,* 137-152. https://doi.org/10.15285/maruaebd.271060.

Ur, P (1996). *A course in language teaching, Practice and Theory.* Cambridge Teacher Training and Development. Series Editors. Marion Williams and Tony Wright.

Yıldırım, A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* (9. Baskı). Seçkin Yayıncılık