



**ADAPTING COURSEBOOK WITH TOUNGE TWISTERS IN FOREIGN
LANGUAGE CLASSES OF 4TH GRADES IN TURKISH PRIMARY
SCHOOLS IN ORDER TO IMPROVE THE SPEAKING SKILLS OF
STUDENTS**

Manolya AKYUZ

Ordu University/Turkey

manolyaakyuz@gmail.com

Abstract

In modern language learning and teaching methods students' participation and being active in learning process has become essential in student-centered education. Learning a foreign language of young learners is completely different from adults because of having different mental, emotional and physical characteristics. Moreover teaching atmosphere of young learners should be convenient for them. At that point teachers should arrange the social environment and physical conditions according to students' abilities, characteristics, attitudes and having fun. When the convenient atmosphere are prepared for young learners by their teachers, they are ready to learn the language and their performance can be accelerated and increased with the help of teachers (Krashen, 1992). Moreover, they are eager to speak English with a good pronunciation. Tounge twisters are one of the important activities for this aim. They can support teachers to improve the speaking skills of students in an enjoyable atmosphere. The purpose of this case study is to investigate whether using tounge twisters in English language classes of young learners in Turkey improve their speaking ability. In Turkey, the curriculum of Ministry of Education of 2016-2017 outlines the themes, functions, skills and activities for the 4th graders. However, they don't meet students' needs and expectations properly. Thus the purpose of this case study was to adapt textbook with tounge twister activities compatible with curriculum in order to improve the speaking skills of students. The study was applied to 4th graders in a state school in Ordu. Student Interviews, Intrinsic Motivation Inventory (IMI), Classroom Observations and Student Diaries were utilized as data collection sources. The results showed that tounge twisters are very effective and useful for students' learning and they improved students' speaking ability.

Key Words: *Young learners, tounge twisters, speaking ability, pronunciation*

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TÜRK İLKOKULLARI YABANCI DİL SINIFLARINDA ÖĞRENCİLERİN KONUŞMA BECERİLERİNİ GELİŞTİRMEK İÇİN DERS KİTABINA TEKERLEMELERİ ADAPTE ETME

Özet

Modern dil öğrenme ve öğretme yöntemlerinde, öğrenci merkezli eğitimde öğrencilerin katılımı ve öğrenme sürecinde etkin katılımı oldukça önemlidir. Genç öğrenciler birbirinden farklı zihinsel, duygusal ve fiziksel özelliklere sahiptir. Bu yüzden onların yabancı dil öğrenimi yetişkinlerden tümüyle farklıdır. Ayrıca öğrenme ortamı genç öğrencilerin öğrenme iklimine uygun olmalıdır. Bu noktada öğretmenler sosyal çevreyi ve fiziksel koşulları öğrencilerin becerilerine, ilgilerine, özelliklerine, tutumlarına ve dersten keyif alma durumlarına göre ayarlamalıdır. Öğretmenleri tarafından kendilerine uygun ortam hazırlandığında, genç öğrencilerin dil öğrenme ve başarı dereceleri artar (Krashen, 1992). Ayrıca öğrenciler iyi bir sesletimle İngilizce konuşmaya isteklidirler. Tekelemeler bu amaç için önemli etkinliklerden biridir ve eğlenceli bir ortamda öğrencilerin konuşma becerilerini geliştirmeleri için öğretmenlere yardımcı olur. Bu vaka çalışmasının amacı, Türkiye'deki İngilizce dil sınıflarında öğrenim gören genç öğrencilerin konuşma becerilerini tekelemeler yoluyla geliştirip geliştirmediklerini araştırmaktır. Milli Eğitim Bakanlığı 2016-2017 Akademik yılı müfredat programı 4. sınıf öğrencileri için temaları, kazanımları, becerileri ve etkinlikleri özetlemektedir. Ancak, öğrencilerin ihtiyaç ve beklentilerini tam olarak karşılayamamaktadır. Bu nedenle, bu vaka çalışmasının amacı öğrencilerin konuşma becerilerini geliştirmek için öğrenci ders kitabına müfredatla ve konularla uyumlu tekelemeleri uyarlamaktır. Araştırma, Ordu'daki bir devlet okulundaki 4. sınıf öğrencilerine uygulanmıştır. Veri toplama kaynakları olarak Öğrenci Röportajları, İçsel Motivasyon Envanteri (IMI), Sınıf Gözlemleri ve Öğrenci Günlükleri kullanılmıştır. Sonuçlar, tekelemelerin öğrencilerin konuşma becerilerini geliştirdiğini ve öğrencilerin öğrenim sürecinde oldukça etkili ve yararlı olduklarını ortaya koymuştur.

Anahtar Sözcükler: *Genç öğreneler, tekelemeler, konuşma becerisi, telaffuz*

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1. INTRODUCTION

In modern language learning and teaching methods, students' participation and being active in learning process has become essential in student-centered education. Wenden (2002, p. 32) points out that if the learner is in the center of teaching, the instructors can realize that there are different types of learners and they have different abilities, so the instructors should approach the learners by considering all of these characteristics. Scholars are very interested in the education theories which are very prominent and effective for years in order to understand how children think and learn.



Moreover the researchers know the importance of foreign language teaching in early ages (Brewser, Ellis & Girard, 2003; Brumfit, 1991; Moon, 2000; Halliwell, 1992; Cameron, 2001). In order to apply all different kinds of characteristics of many educational theories to children in language learning and teaching process, teachers' role in the application period has gained importance. Teachers' using different kinds of lively, useful, practical and reasonable activities in the classroom which are convenient to students' abilities is very significant for students. So teachers should be very careful about young learners' needs and developmental characteristics and create an atmosphere in order to prepare effective and useful lessons for them (Echevarria, 1998). As Cameron (2001) points out "teaching languages to children needs all the skills of the good primary teacher in managing children and keeping them on task". Furthermore teachers of young learners should be alert to understand their world by looking from the children's perspective and their mental, emotional and physical development. According to Cameron children should be alerted to be attentive and cautious mentally, so the teachers should find and apply different activities in order to make them alert and active in the lessons (2003, p. 111). So they should organize the syllabus, the lesson and concepts by paying attention to these aspects.

Giving more importance to the communication in foreign language learning and teaching process is a crucial point in today's world. Vygotsky states that communication should be constructed all together by the people who have an interaction are involved in the activity (Meece, 2002). According to Vygotsky (in Linse, 2006, p. 14), "children's language learning is advanced through social interaction and experiences based on the context or situation." Furthermore, Cameron says that (2001) according to Vygotsky children learn and improve their knowledge in a social context. When the children learn something with the help and guidance of their teachers or people around them, they can learn easily and have much more knowledge than they do by themselves. Young learners' characteristics are very different from adult learners. So, the teachers should be very careful while choosing the appropriate activities. Furthermore they should enrich the curriculum. Young learners' world is different from the adults. Therefore, the teachers should be careful about choosing convenient activities according to students' abilities, ages and characters and enrich the curriculum with different kinds of activities which are compatible with the units, topics and functions in the curriculum. Scott & Ytreberg (1993, p. 84) state that various activities and companionship in the classroom give chance to memory to work and flourish and also associating the language with the context helps students to understand better. Teaching young learners is not easy, because it requires lots of responsibilities for teachers such as designing the atmosphere according to the children's development, arranging the materials and using them appropriately (Çakır, 2004). Children like enjoyable, funny and lively activities and they are always ready to take part in the enjoyable activities. Halliwell (1992) states



that because of having the sense of fun and play, children can learn the language easily and use it in their real life.

In today's global world speaking English is very important. In order to speak in a good way and fluently pronunciation is very crucial point in language learning. According to Burns and Claire (2003, p.5) "Pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener". So speaking with a good pronunciation is an effective factor for having a good and impressive communication with people. Speaking with a good pronunciation is one of the fundamental aspects of language learning and teaching process. As Machackova (2012, p.8) states "pronunciation as an inseparable aspect of the language has a great influence on our successful communication". According to Burns and Claire (2003, p.5) "pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener". Moreover Machackova (2012, p.9) asserts that "pronunciation is a way how sounds are articulated by speakers marking their social class, education and so fort". As Burns and Claire (2003, p.5) satates "clear pronunciation is essential in spoken communication" and pay attention to that it is important for the speakers of English to achieve a) intelligibility, b) comprehensibility, c) interpretability. Knowing and using the pronunciation of words well affect the speaking ability of students positively. One of the important activites in order to improve the speaking skills of students is tounge twisters. Carmen (2010, p.8) asserts that "a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly". Tounge twisters help students to practise the language in a funny way. When the students do tounge twisters activities, they not only enjoy and have fun in the lesson but also try to speak English better. Their speaking skill and pronunciation improve day by day that is very important in conveying the meassage and intention to other people. Because tounge twisters are unique to the spoken language. Tounge twisters have many advantages in language learning of students such as gaining awareness of their pronunciation problems, speaking fluently, building a new memory, improving listening ability, creating enjoyable atmosphere in the classroom, allowing the students to have a communication with people around them without fear of making mistakes. Tounge twisters also can improve the students' motivation to the English lesson and give chance to them to make strong their speaking skill. Carmen (2010, p.8) states that "a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly". But this phenomenon makes tongue twisters challenging and interesting. Also they have lots of fun because of having to pronounce similar pattern words together quickly.

2. THE STUDY



Young learners' active participation in classroom activities is very important in order to create a joyful atmosphere. As Harmer (2007, p. 424) points out, "teachers can become involved in far more than just materials (or article writing)". Teaching to young learners requires extra different activities, materials, methods and techniques because of their mental, emotional, physical features. In the curriculum of the 4th Graders in 2016-2017 Academic year, units, themes, functions, skills, language use, tests, and activity types are all suggested by the Ministry of Education in Turkey (MEB, 2017). However, they are not clearly explained and the teachers are not guided properly how to apply these. Furthermore there are not appropriate speaking and pronunciation activities in the curriculum. Besides, the textbook selected for this grade have activities some of which are too boring for the students at this age to do. Thus it is up to teachers to create a classroom atmosphere according to children's characteristics, needs and expectations and liven up the English lessons. We believe that when we adapt textbook with tongue twister activities compatible with the units and topics in the curriculum in order to improve the speaking ability of students, the students can learn the language easier than before. Moreover we believe that they can learn the correct pronunciation of words in an enjoyable atmosphere that help them improve their speaking skill. As Machackova (2012) states for years teachers and researchers have been trying to find the most effective way to teach pronunciation to their students. According to Well-Smith Partners (2012) tongue twisters have been used by teachers in several countries in which English is second language for the citizen and this method is also possible as it is fun and interesting for young learners. Thus we believe that we can improve students speaking skill and pronunciation in an enjoyable way and in a joyful classroom atmosphere.

In this case study, we investigate the effects of tongue twisters as an education method on the 4th grade students' speaking ability in learning English. We particularly selected the case study; as Stake (1995) states, this design is assumed to find out the complexity of a single case and makes "a connection between the instructions and application" (Barkley, Cross and Major, 2005, p.182) by giving chance to students to express themselves, discriminating the positive and negative aspects of the issue in process.

Considering the framework of the case study involved in teaching English to the 4th grade students studying at Yağızlı Secondary School in Yağızlı Village (a rural area) in Ordu, Turkey, the main purpose of this study is to investigate the effects of tongue twisters in speaking ability in learning English. We have formed the following research questions:

- 1) How does tongue twisters as an education method improve the speaking skill of 4th grade students in English lesson?
- 2) Do tongue twister activities improve the pronunciation of students in learning English?



3) Do tounge twister activities affect the motivation of students towards speaking English?

4) Do tounge twister activities make students enjoy in English lesson?

We did our particular case study with the 4th grade students at Yağızlı Secondary in Yağızlı Village, Ordu, Turkey. It is a small school in a small village with one group for each grade. There were only 10 students (six males and four females) with the age of 9-10 in the 4th grade during 2016-2017 academic year and their mother tounge is Turkish. The researcher teacher of this study has been teaching at Yağızlı Secondary school for five years and was their English teacher while conducting the research during the first term of academic year.

In this qualitative study, we used the triangulation method including application and composition of different sources because, according to Cohen and Manion (2000), it provides very thorough information. We particularly utilized Student Interviews, Intrinsic Motivation Inventory (IMI), Classroom Observations and Student Diaries.

We did interviews with students. Student interviews have an important role in case studies, because they give rich sources of data. Interviews provide thorough information about the topic. According to Yin (1994), “interviews give basic perceptions about the situation and humans’ affairs” (p. 85). In our case study, we had confidence in interviews to obtain information. Students were interviewed for five weeks after they began to do tounge twister activities. Then, each week, one or two of the students in class were chosen randomly and interviewed for 15 minutes. The interview questions are:

- 1) Do you think tounge twister activities improve your speaking ability in learning English? Please explain.
- 2) Do you think tounge twister activities improve your pronunciation in learning English? Please explain.
- 3) Do you think tounge twister activities make English lesson more enjoyable? Please explain.

The sessions were video-taped during the interviews and then transcribed for the analyses.

Considering our aim in our study, we adapted IMI (see Appendix I) according to nature of our study to assess the motivation of students in interest/enjoyment, perceieved choice, value/usefulness and perceived competence subscales during the process. This scale, as a part of The Self Determination Theory developed and improved by Deci and Ryan (1982) to explain the motivation intrinsically and extrinsically, provides information about experiences, connections to the other related issues, and working in harmony. It assesses participants’ interests, effort, competence, relatedness, tension and choice.



Observation plays an important role in case studies in teaching process. They help to understand the students' improvement in process. In our study, we observed the students during tongue twister activities. They were conducted in class, and the students' improvement in speaking ability, improvement in pronunciation, motivation, interest and involvement were observed. The observation lasted for fifteen weeks because there was a three-week period for each unit. The researcher utilized an observation checklist adapted from Deci and Ryan (1985) and Dörnyei (2001b) and took notes on the observation checklists to complete the overall picture obtained from the other data sources. In our observation checklist, there were five items including speaking, pronunciation, motivation, interest and involvement.

Diaries are also good sources for experiences and "hidden messages" of students, as Bailey and Ochsner assert (1983, p.189). They provide good information about different aspects of language learning, interaction of students in language learning, and students' interaction with each other. In our study, students were expected to reflect their ideas and feelings in their diaries about the role of tongue twisters in English learning process. For this very reason, each student in our study was asked to keep a personal record as a reflection of tongue twister activities. They kept diaries after completing each unit including tongue twisters related to textbook's topic. The diaries were gathered at the end of each implementation period and were subjected to content analysis to complement the overall data.

The researcher teacher and the applied the tongue twister activities compatible with the units and topics in the textbook and in the curriculum to children for each unit. After studying the topic with the students, the teacher did tongue twister activities in each unit during the first term with students in order to improve their speaking ability. There were 10 units in the curriculum but since the study lasted only one semester (15 weeks; 2 hours per week), we included the first five units in the curriculum. Consequently the teacher and students did different kinds of tongue twister activities together in teaching and learning process. They took part in the tongue twister activities actively, enjoyed, improved their speaking ability and pronunciation and also their motivation increased in English learning process.

3. RESULTS AND DISCUSSION

The Interview

In our first interview questions we asked the students whether they thought tongue twister activities improved their speaking ability in learning English. The results yielded positive answers. Nine out of the ten participants accepted that their improvement in speaking ability in English lessons while doing tongue twister activities. The left one participant said that he had more fun. In their own words, the students expressed their ideas as follow (translated by the researcher teacher):



- *The tounge twister activities are very useful. After starting to do tounge twister activities in English lessons, I realized that my speaking improved.*

- *I like tounge twisters so much and I can speak easily, I cannot realize how time passes. I’m looking forward to attending to the new tounge twister activity after finishing one.*

- *I can speak English, oh my God. I can’t believe, but I can. So yes, tounge twisters really improved my speaking.*

In our second interview question we asked the students whether they thought tounge twister activities improved their pronunciation in English. They gave positive answers as in the first interview question. When we looked at the content of the answers of the students, we clearly see that their pronunciation improved. In their own words students said these as below (translated by the researcher teacher):

- *My pronunciation improved thanks to tounge twister activities. I wish we did tounge twister activities in all lessons.*

- *I can pronounce difficult words thanks to tounge twisters.*

-*My pronunciation is getting better and better day by day.*

In our third and last interview question we asked the students whether they thought tounge twister activities make English lesson more enjoyable. When we looked at the content of the answers of the students, we clearly see the frequency of the words such as “enjoyable”, “funny”, and “entertaining”.

- they enjoyed in the tounge twister activities very much

- they found English lesson enjoyable

- they had good time and have fun.

In their own words students said these (translated by the researcher teacher):

- *Doing tounge twister activities are quite enjoyable. I say “yippee!” when our teacher says “We will do tounge twister activities”.*

- *My friends and I enjoy so much. We have fun in English lesson.*

-*Tounge twister activities are funny.*

- *Tounge twister activities make English lesson more enjoyable.*

Considering the overall responses to the interview questions, we can confidently claim that the implementation of tongue twister activities in the classroom setting improved the speaking skill, pronunciation of students. They also motivated the students to English lesson and students had fun.

The IMI

We applied the IMI to the students in order to understand their intrinsic motivation about tongue twister activities in the English lessons. Due to the small sample size, while scoring, we just got the frequencies for each subscale and each activity according to the options “I agree”, “I partly agree” and “I don’t agree”. To calculate the numbers of students appropriately according to subscales of IMI, the items with (R) symbol were reversed (see Appendix I). Items 3, 4, 8, 13 and their choices were changed from “I don’t agree” to “I agree” and the choice of “I partly agree” remained unchanged. There are four subscales in the instrument: interest/enjoyment, perceived choice, value/usefulness, and perceived competence. This counting system shows that the higher the percentage of the “I agree” choice in each subscale is, the higher the students’ intrinsic motivation is.

The students did five tongue twister activities related to the theme of each unit (totally five units in one semester) in their textbook. The tongue twister activities were named after the units’ titles. First of all, we studied the unit and taught the theme and at the end of the unit we did tongue twister activities related to the theme. After each unit and tongue twister activity, we applied the IMI. Table 1 presents the percentages of the students’ choices according to each subscale for each tongue twister activity.

Since none of the participants disliked doing tongue twister activity, this is very encouraging for the teachers. Most of the students were interested in the tongue twisters and enjoyed in the class. Their perceived choice in performing the each tongue twister activity is the reflection of their doing the activities by appreciating them. When we look at the value/usefulness subscale, we see that most of the students gave value to the tongue twister activities and they believed that they were useful for them. Moreover the percentage of the perceived competence subscale show that the students believed themselves and thought that they could do the tongue twister activities.

Table 1. The Distribution of the Percentages of Students’ Choices for all Dramas

1. “In the Classroom” Tongue Twister Activity

SUBSCALES	I DON’T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 5	% 95



perceived choice	% 0	% 9	% 91
value/usefulness	% 0	% 10	% 90
perceived competence	% 0	% 8	% 92

2. “Children’s Day” Tounge Twister Activity

SUBSCALES	I DON’T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 5	% 95
perceived choice	% 0	% 6	% 94
value/usefulness	% 0	% 4	% 96
perceived competence	% 0	% 7	% 93

3.“Free Time” Tounge Twister Activity

SUBSCALES	I DON’T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 3	% 97
perceived choice	% 0	% 4	% 96
value/usefulness	% 0	% 2	% 98
perceived competence	% 0	% 3	% 97

4.“Cartoon Characters” Tounge Twister Activity

SUBSCALES	I DON’T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 1	% 99
perceived choice	% 0	% 2	% 98
value/usefulness	% 0	% 1	% 99
perceived competence	% 0	% 1	% 99

5.“My Day” Tounge Twister Activity



SUBSCALES	I DON'T AGREE	I PARTLY AGREE	I AGREE
interest/enjoyment	% 0	% 0	% 100
perceived choice	% 0	% 0	% 100
value/usefulness	% 0	% 0	% 100
perceived competence	% 0	% 0	% 100

Among the subscales, almost all the students found the tongue twister activities valuable and useful. From the beginning they never had a negative attitude towards tongue twisters. They seem to be willing to be active participants in their own learning process. They really enjoyed it. They had good time while performing them. We also observed a gradual development in their perception since after the last tongue twister activity we see that they all agreed that they enjoyed and perceived the choice and competence (100%). The results show that at the beginning, they had positive attitude towards the tongue twisters and they enjoyed so much while doing the activities, but at the end of the last tongue twister activity these opinions were at peak. So we can say that they were motivated intrinsically.

Observation Checklist

The third data collection tool was classroom observation checklist. With the aim of observing the whole situation of students' while doing the tongue twister activities, we used Observation Checklist detected by Deci and Ryan (1985); Dörnyei (2001b) and adapted from them. The classroom observation checklist we used included five criteria: speaking, pronunciation, motivation, interest and involvement. We had two categories for each criterion. If the students' conditions were low while doing tongue twister activities, we chose "weak" category; if their conditions were high, we chose "rich" category. Table 2 below presents the results.

Table 2. Observation Check List

		Speaking	Pronunciation	Motivation	Interest	Involvement
First three weeks	Weak	✓	✓	✓	✓	✓
	Rich					

Second three weeks	Weak	✓	✓	✓		
	Rich				✓	✓
Third three weeks	Weak					
	Rich	✓	✓	✓	✓	✓
Fourth three weeks	Weak					
	Rich	✓	✓	✓	✓	✓
Fifth three weeks	Weak					
	Rich	✓	✓	✓	✓	✓

We understand from the results that during the first two weeks, the students showed low conditions. They seemed to have difficulty in adapting to what is going on in their classroom. This reaction was expected since it was a different and new method for them; they were accustomed to traditional ways such as writing the text in the course book and memorizing grammar rules or vocabulary. However, that new form was student-oriented, and the students were learning through the various meaningful tasks and activities. The results were in accordance with the interviews and IMI and showed that students improved their capabilities by implementing the activities. All of these nourished their persistence and motivation to the activities. As a result, we confirmed with the observation checklist that the speaking skill, pronunciation, motivation of students improved and they involved the activities by finding them interesting.

The Analysis of Student Diaries

For the last tool, we asked the students to keep diaries from the very beginning of the semester. Our aim was to find out their thoughts, feelings, motivation, interest and having fun in the tongue twister activities. They submitted their writings to us at the end of the semester. While analyzing the diaries, we found out that almost all the students emphasized positive feelings about their improvement in speaking ability in English lesson. During our readings of the diaries, trying to reach the students’ deeper feelings about tongue twister activities, we found numerous comments reflecting the motives of the tongue twister activities. After reading all of the diaries carefully, we conducted content analysis and we discovered some notions which were often repeated by students.



These notions were improvement in speaking, improvement in pronunciation, involvement and enjoyment. Students almost in each diary stated that they improved their speaking ability and pronunciation with the help of tongue twister activities. They also emphasized that they were motivated to English lesson and their interest and involvement were getting more and more. When we looked at the students' diaries for each tongue twister activity one by one we can say that students were particularly reflective and self-exploratory on their improvement in speaking thanks to tongue twister activities. To confirm these judgements, we would like to cite some quotes from student diaries. They are as below (translated by the researcher teacher):

- *I improved my speaking ability in English lesson.*
- *My pronunciation is getting better and better day by day*
- *I love tongue twisters and I love English.*
- *In the past I can't say the pronunciation of the words, but now I can say thanks to tongue twisters.*
- *I can speak English, Oh my God! This is incredible.*
- *I am not afraid of English any more and I enjoy so much in English lessons.*
- *I improved my pronunciation. Also I have fun.*
- *Tongue twister activities are really interesting.*
- *I like being involved in tongue twister activities. I am an active participant in English lesson.*
- *I am motivated to Speak English because of tongue twister activities.*
- *My motivation is getting higher and higher in English lessons thanks to tongue twister activities.*

The analysis of the diaries confirmed the data gathered from the other tools. To sum up, the data obtained from Student Interviews, IMI, Classroom Observations and Students' Diaries revealed that tongue twister activities improved the students' speaking ability and pronunciation in English lesson. They also improved students' enjoyment, interest and involvement. The study proved that tongue twisters improved students' speaking in English.

4. CONCLUSION

Teachers' using different kinds of lively, useful, practical and reasonable activities in the classroom which are convenient to students' abilities is very significant for students. When the convenient atmosphere are prepared for young learners by their teachers, they are ready to learn the



language and their performance can be accelerated and increased with the help of teachers (Krashen, 1992). It is accepted that tounge twisters improve students' speaking. By creating teaching and learning atmosphere according to students' characteristics, needs and expectations, students' speaking ability can be improved. As Machackova (2012) states tounge twisters provide students with enjoyable activities about pronunciation and speaking practice. Using tounge twisters is also very useful for speech therapy in language learning that enable pronouncing the previously difficult syllables (Wells-Smith Partners, 2012). Tounge twisters also help brain to improve the speaking skill and pronunciation. So while students do tounge twisters activities, brain's control capacity of oral functions are getting better and better. Furthermore, tounge twisters improve students motivation to English lesson. According to Dörnyei (2005), motivation is effort, desire and attitude toward learning and teaching. Teachers should pay attention to motivating their students as a priority (Dornyei, 2005; Dornyei, 1990; Dornyei, 1994b; Dornyei, 2001a; Dornyei, 2001b; Dornyei, 2006; Dornyei and Skehan, 2003). In recent years, student-centered education is very important in second language teaching that increases students' being active in language learning and teaching process. Considering our findings, we intended to improve the speaking skill of 4th graders in learning English via tounge twister activities. We suggest that tounge twisters can be used in foreign language classes in primary schools. They help students improve their speaking skills. The results showed that they improved their speaking ability, pronunciation and motivation.

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Appendix I Intrinsic Motivation Inventory (IMI)

	I don't Agree	I partly agree	I agree
1) I enjoyed doing this activity very much			
2) This activity was fun to do			
3) I thought this was a boring activity (R)			
4) This activity did not hold my attention at all (R)			
5) I would describe this activity as very interesting			
6) I thought this activity was quite enjoyable			
7) While I was doing this activity, I was thinking about how I enjoyed it			

8) I did this activity because I had to (R)			
9) I did this activity because I wanted to			
10) I want to do this activity again			
11) This activity is useful			
12) I think I am pretty good at this activity			
13) This was an activity that I couldn't do very well (R)			