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Dear Reader,

We take great pleasure in welcoming you to the new issue of our ELT Research Journal with six high quality research papers, a review article, and a book review. We hope this journal will contribute to research in ELT and we invite you to submit your studies. Our vision is to create a high-quality publication relevant to the of academic researchers, graduate students, scholars, and teachers in ELT world. The current issue presents research articles addressing a number of issues in the field of English Language Teaching. The first article by Huriye Arzu Öztürk, Güllüzar Karayiğit, Sedef Artuk is an action research investigating the effects of authentic videos on young learners' listening and speaking proficiency. The second paper by Saliha Toscu aims to explore the effect of synchronous online communication with native and nonnative speakers of English on English as a foreign language (EFL) learners' ideal L2 self. The third study by Sevinç Ergenekon and S. Selin Pirinçcioğlu investigates the beliefs and self-reported practices of non-native English-speaking instructors in pronunciation teaching. The fourth paper by Ali İlya, Burcu Koç and Kerem Can Alpay focuses on any possible relationships between English Language Teaching (ELT) students' verbal working memory capacity, grammatical reasoning ability, and their proficiency in productive skills in English. The fifth article compares effectiveness of a Web 2.0 tool and paper-based methods on the recognition and retention of L2. The sixth study of the issue by Dilek Gökçe reviews on the articles published in Turkey and around the world in 2012-2022 on the development of English language skills with multimedia and video tools. Finally, this issue presents a review by Esra Öztürk Çalık of a book on research design. We would like to thank once more all the researchers who have contributed to the current issue of the journal with their invaluable academic works. We would also like to thank all editors, co-editors and reviewers of the ELT-RJ for their voluntary contribution to the journal by managing the review process.

Best Regards,

Prof. Dr. Dinçay KÖKSAL

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Authentic BBC Cartoon in Primary School EFL Classroom: An Action Research Study

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Research Article

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Abstract

Authentic BBC cartoon "Bing" was watched in 3rd and 4th grade EFL classroom for 14 weeks, and its effect on the students' listening and speaking proficiency was examined through a quasi-experimental mixed methods research study. The study was planned as action research by the three EFL teachers, who met at a Teacher-as-Researcher course. The study used a pre-test and pos-test design to compare the authentic videos' effect on the 3rd and 4th grade students' listening and speaking proficiency. While no statistically significant difference was found between the experimental and control groups at both grade level in both skills before the treatment, Ancova test suggested the effectiveness of integrating authentic videos in the teaching/learning process of 3rd grade EFL students after the treatment. The ANCOVA TEST's result was statistically significant with a large effect size. The qualitative findings of the study showed that the students had positive perceptions of watching authentic videos in EFL classes, and an opportunity to develop the habit of using authentic videos as a language acquisition tool.

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Keywords: Authentic videos; Teaching listening; Primary school

Introduction

Listening is considered as the most essential one among the four major language skills- listening, speaking, reading, and writing, and it is evident that children listen and respond to language before they talk (Azizah, 2016; Thanajaro, 2000). According to Nunan (1997),

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listening is the most frequently used language skill in both the classroom and daily communication compared with speaking, reading, and writing. Therefore, gaining maturity in comprehending aural input must be prioritized in the early phases of second language instruction. It is also posited that listening comprehension which indicates the student's maturity in listening skill is directly related with other language skills (Cayer et al., 1971; Curtain & Pesola, 1988; Dunkel, 1986). Moreover, Rost (2001) argues that “a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition” (p. 94). The current English curriculum for grades 2-8, conforming to the afore-mentioned theoretical assertions, aims to help the learner develop positive attitudes toward English from the earliest stages of language learning; and for this purpose, it promotes a learning environment where young learners feel comfortable and supported through authentic materials and hands-on activities which emphasize the communicative nature of English, and demonstrate its use in real life (MoNE, 2018). Furthermore, instruction of listening and speaking skills as learning outcomes at primary school level are stressed by the current curriculum. Because of the emphasis the current curriculum puts on authentic materials and instruction of listening and speaking skills at the 2nd-4th grade levels, the present action research was conducted to integrate authentic BBC cartoon videos into English language instruction practice at the 3rd and 4th grade levels, and intends to examine the authentic BBC cartoon videos' comparative effect on the 3rd and 4th graders' listening and speaking ability, and the students' perceptions of watching them as a language learning material.

Literature Review

Authentic materials could be defined as the ones which are not written or recorded specifically for teaching a foreign language, and targeted audience of which are the individuals who speak the language as their mother tongue (Wilkins, 1976). According to Morrow (1977, p. 13): “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” (as cited in Gilmore, 2007). Based on the relevant literature, authentic materials can be classified into four categories in correspondence to the senses they address; written, visual, auditory and audiovisual (Gebhard, 2006; Wottipong, 2014).

Many researchers suggest utilizing authentic language and context (Brown, 2001; Ellis, 2003; Mishan, 2005; Morrison, 1989; Nunan, 2004), and argue that authentic materials can be utilized at all levels (McNeil, 1994; Miller, 2003):

By designing tasks which preview key vocabulary and discourse structures in the input, by chunking the input into manageable segments and providing selective focus on its particular elements, teachers can make use of authentic material in ways that are motivating and useful to learners at all levels.

(Rost, 2011, p. 166)

It is also asserted that the use of authentic materials from the beginning proficiency level will assist students in becoming familiar with the target language, develop strategies to deal with the task, and learn the language learning (Bacon, 1989; Field, 2008; Miller, 2005; Woottipong, 2014). A number of studies suggested effectiveness of authentic audio materials (radio broadcast series, radio-tapes) in improving EFL/ESL learners' listening comprehension ability (Herron & Seay, 1991; Mousavi & Irvani, 2012; Otte, 2006; Thanajora, 2000). More specifically, it has been recommended to use authentic videos at every stage encompassing the beginning proficiency level (Oxford et al., 1989; Scarcella & Oxford, 1992; Vandergrift, 1999). Yet, there is no doubt that the authentic language in such audiovisual materials is very challenging for the learner to comprehend as it was stated by Chamba and Gavilanes (2018). However, they assert that "the sounds, non-verbal language, and pictures in such videos help learners make sense" (Chamba and Gavilanes, p. 203). García (2006) additionally posits that audiovisual authentic materials, such as videos, films, and TV programs are effective in addressing the pragmatic knowledge system and the knowledge of its appropriate use (as cited in Chamba & Gavilanes, 2018). Besides, authentic videos can enhance learners' motivation (Christopher & Ho, 1996; Mirvan, 2013, as cited in Wottipong, 2014;).

Hassan and Hassan, based on the action research study they generated on military personnel with upper-intermediate level of English using TED Talks videos, state that "there is some evidence that authentic videos increase listening comprehension, stimulate student interaction and communication with each other, encourage cross cultural awareness, and are adjustable for use with learners at any English language proficiency level" (2018, p.134). The relevant studies below suggest the effectiveness of authentic audiovisual materials in developing listening and speaking skills of EFL/ESL learners at lower secondary and tertiary education.

Wottipong (2014) researched the effect of authentic videos (10 short English language documentaries about culture, environment and adventure activities lasting 3-5 minutes) on developing the listening skills of English major students by a one-group pretest-posttest study with a treatment of 20 hours over 7 weeks. Paired samples t-test result indicated that students' English listening comprehension ability increased significantly after learning by means of authentic videos. And the analysis of the attitude questionnaire showed that the students had positive attitudes towards the use of videos in teaching listening skills.

The true experimental study conducted by Polat and Erişti (2019) to investigate the comparative effect of authentic and non-authentic videos on the listening skills and listening anxiety of 100 university preparatory class students with A1 (n=50) and B1 (n=50) levels according to KET test indicated that authentic videos were highly effective in developing listening skills in comparison to the non-authentic ones. The independent samples t-test results proved that the difference between the groups' means were statistically significant with a medium and large effect size at A1 and B1 level, respectively.

A similar study carried out by Kim (2015) on Korean university students at three different levels of English proficiency- low (n=29), intermediate (29) and advanced (n=28) revealed that in the intermediate and advanced proficiency groups, the students' listening skills increased significantly after learning with authentic videos, whereas in the low proficiency group did not according to the paired sample t-tests, ANOVAs, and an ANCOVA's result. The questionnaire's result demonstrated that the students positively perceived the use of video resources as an instructional material to improve their English listening skills.

Likewise, in the experimental study which examined the impact of authentic listening materials on elementary EFL learners' listening skills, Sabet & Mahsefat (2012) showed that university students in the experimental group exposed to authentic materials- a series of videos and audio tracks- outperformed the control group in the posttest. The researchers also cite Weyers's quasi-experimental study (1999) carried out to explore the effect of authentic soap opera videos on the language acquisition process of university students who learn Spanish. In the study, the experimental group showed a statistically significant increase in comparison to the control group not only in listening comprehension but also in the number of words they used.

Similarly, the study by Azizah (2016) investigated the effects of authentic materials in teaching listening to the English Department students of UIN Ar-Raniry, Banda Aceh. The t-test result of the study, where authentic materials taken from TV, internet and films were used, displayed that the students taught using authentic materials get a significantly better result in listening ability than those taught using the usual course book materials. In addition, the students preferred authentic materials for learning listening over contrived ones as these materials were more interesting and more related to their real life context.

The quasi-experimental study by Gilmore (2011) in tertiary education with sixty-two 2nd year English major students for 10 months suggested the superiority of authentic materials in developing communicative competencies of learners over the textbook materials. In the study, audiovisual and written materials taken from films, documentaries, reality shows, TV comedies, web-based sources, home-produced video of native speakers, songs, novels and newspaper articles, and associated tasks were used, and the participants' communicative competence was assessed with a group of tests including a listening test, a pronunciation test, a C-test, a grammar test, a vocabulary test, a discourse completion task (DCT), an oral interview and a student-student role-play.

Another quasi-experimental study carried out by Lhamo and Chalermnirundorn (2021) investigated the effect of TED Talk videos (TTV) on the speaking skills of 30 Bhutanese sixth grade ESL learners, and their perceptions towards the use of TTV. The study was generated for four weeks, during which the researcher taught twice using TTV to listen and respond through various speaking activities. The paired samples t-test exposed the statistically significant effect of TTV on the development of speaking skills, and the participants' perceptions towards the use of TTVs in English-speaking lessons were considered positive by the survey questionnaire and focus group interview.

In the literature, the studies which investigate students and teachers' perceptions of using authentic materials in the foreign language classroom also assert that both groups have positive attitudes towards the use of them at elementary, secondary and tertiary education (Akbari & Razavi, 2016; Firmansyah, 2015; Sujono, 2017; Varmış Kılıç & Genç İltar, 2015).

As it was stated by Polat and Erişti, the studies which were generated to explore the relationship between the development of foreign language listening skill and using of authentic materials, especially audiovisual ones are scarce "although a large body of research on the effects of different kinds of authentic materials on the development of language skills can be

found in the international literature” (2019, p.138). Likewise, studies which emphasize authenticity and explore the comparative effectiveness of authentic audiovisual materials in developing young EFL learners’ listening comprehension and speaking ability are scarce even though there is a growing body of literature that investigates the effects of technological tools such as YouTube Videos, YouTube Educational Channel, and Video Podcasts on ESL young learners’ language skills and emphasizes that these tools can provide authentic materials (Astarina, 2014; Kathirvel & Hashim, 2020; Yaacob et al., 2021).

With regard to the Turkish EFL context, studies investigating the effect of authentic videos on the listening and speaking ability are not abundant, and the present ones are either limited to secondary and higher education or focused on authentic materials’ effect on student attitude, motivation, not their comparative effect on developing listening and speaking ability (Polat& Erişti, 2019; Varmış Kılıç & Genç İlter, 2015). To the knowledge of the teacher-researchers, there exists no study that inquires the effect of authentic BBC cartoon videos on the Turkish 3rd and 4th graders’ listening and speaking ability. Therefore, the present action research study addresses the following questions:

1. What is the comparative effect of Authentic BBC cartoon videos on the Turkish 3rd and 4th graders’ listening and speaking ability in English?
2. What are the students’ perceptions of watching authentic BBC cartoon videos in classes?

Methodology

Study Design

The present study was designed as action research by three teachers who met at a “Teacher-as-Researcher” Course. As it was articulated by Creswell (2012), action research designs are systematic procedures performed by teachers to collect data in terms of a learning outcome or a classroom issue, and consequently improve their instructional practices and student learning relevant to the specific outcome. For this purpose, the present study adopts multiple data collection methods including a quasi-experimental two-group pretest–posttest design to examine the comparative effect of the authentic cartoon videos on the listening and speaking ability of the 3rd and 4th graders, and unstructured participant observation and focus group interview to understand the pupils’ perceptions of the treatment. Besides, the study

exemplifies “the blurred distinction between research aimed at the production of knowledge and research aimed at the improvement of practice” as it was stated by Pring (2015, p.156).

Participants and Setting of the Study

The study was executed at a state primary school in Istanbul, Turkey. In the Turkish EFL context, English teaching starts in the 2nd grade with 2 class hours of 40 minutes a week at state schools, which was put into effect as of 2013-2014 education year (MoNE, 2013), and continues as 2 class hours a week in the 3rd and 4th grades. In the 5th and 6th grades it continues as 3 class hours a week and 4 class hours in grade 7 and 8. From the 5th to 8th grade, 2 more class hours can be optionally added according to the school’s sufficiency of physical facilities and teaching staff.

The two intact 3rd and 4th grade classes, which were taught by the two researchers of the study, participated in the study. The socio-economic status of the students was low; majority of the students had limited exposure to English; only in class hours at the school. The participating classes were randomly selected by the two teacher-researchers from among the classes which were assigned to them at the beginning of the education year. In the 4th grade level, there were 30 and 27 students enrolled in each participating class 4I (control) and 4G (experimental), respectively, whereas there were 26 (3A- control) and 28 (3E- experimental) students in the 3rd grade classes. However, only 23 and 18 Ss from the classes 4I and 4G, respectively were able to take both pre and post-tests, while 21 and 25 Ss from 3A and 3E did due to the student absence resulting from the COVID pandemic. Consequently, the groups were not matched in terms of the number of the participants.

The control and experimental groups were determined by the three researchers according to the analysis of the participants’ listening and speaking pre-test scores by means of SPSS. The class 3A was chosen as the control group [Grade 3 Control (G3Contr.), hereafter] and 3E as the experimental one [Grade 3 Experimental (G3Exp.), hereafter] because 3A’s listening pre-test Mean (M= 9.48) was higher than 3E’s (M= 8.12) even though there were less students in the class 3A than 3E. Similarly, the class 4I was chosen as the control group [Grade 4 Control (G4Contr.), hereafter] and 4G as the experimental group [Grade 4 Experimental (G4Exp.), hereafter] because 4I’s listening pre-test Mean (M= 8.78) was higher than 4G’s (M= 7.06). The teacher- researchers thought that applying the treatment to the comparatively weaker classes would make the result more significant in terms of the student learning outcome.

Data Collecting Instruments

The Cambridge Pre A1 Starters Test's Listening and Speaking parts, which were developed to assess young learners' English proficiency, and is accepted reliable thanks to its rigorous test development phase and ongoing research (McKay, 2006; Cambridge, n.d.), were used to assess the participants' listening and speaking ability; thus, to answer the first question of the study.

Two different versions of the Cambridge Starter test were utilized as pre and post-tests. The listening part of the test, which consisted of 4 parts; 5 questions in each, was graded out of 20 points; 1 point for each correct answer. The speaking part, which comprised 4 parts, was adapted and graded out of 10 points considering the students' limited exposure to English and its instruction (see Appendix A). Therefore, some questions of the test such as "Tell me about this man" (in the part II), "Which is your favourite animal?" (in the part III), "What is in your classroom?" (in the part IV) could not be used to measure the participants' speaking ability since the participating pupils' knowledge of English did not suffice to describe the scene, object or actions in the picture and associate them with their own lives. The participating pupils' ability to understand and respond to the questions correctly such as "What is it?", "Where is the sun?", "What colour is it?", "Put the apple on the chair." by pointing to the objects on the scene page and flashcards of the test, and the personal question "How old are you?" were graded. The answers given to the questions in which Turkish was used to explain the question to the participant were graded as zero; e.g., the student tells memorized words of colour in English without comprehending the question "What colour is it?" when the examiner asks the question by pointing to an object on the scene picture since the test aims to assess the test taker's ability to use English interactively.

The qualitative data to inquire about the participating pupils' perceptions of watching BBC videos as a learning material and to answer the second question of the study was collected through unstructured participant observation and focus group interviews, which were conducted by the two course teachers of the participating classes.

Data Collection Procedure

Prior to the beginning of the study, the teacher-researchers consulted with the school principal and the permission to conduct the study was taken. Parents of the experimental classes 3E and 4G were also informed of the study and their signed consent was taken. The

two course teachers had the students watch the episodes of BBC Cartoon “Bing” in one class hour for 14 weeks (see Appendix B). The cartoon series “Bing” had been developed for British pre-school kids, which means that they were authentic, not contrived for teaching English as a foreign language. In the control classes, the lessons were continued using the coursebook materials provided by MoNE.

The treatment was initialized as of October 11th, 2021 and ended in the week of 17th January, 2022. One week before the treatment started, the two course teachers administered the listening test in the control and experimental classes they taught, and on the same day, the third teacher-researcher administered the speaking test to the pupils with the help of the other two teacher-researchers. The tests were completed on the same day in order not to disturb the routine educational operations of the school. The two course teachers had to explain the instructions to the pupils in Turkish so that they could understand the task and complete the listening test. The same testing procedure was repeated 15 weeks later when the treatment ended in the week of 17th January, 2022.

During the treatment, each video episode, which lasts 7 minutes, were watched three times in one class hour without subtitles. Partial understanding of the video content was aimed as suggested by Mishan (2005); no comprehension questions were asked. After the students watched the episode for the second time, the words they heard were elicited, and “What is it?”, “Where is Bing?”, “What colour is it?” structures were consolidated by the two course teachers in accordance with the learning objectives of the curriculum (see Appendix C). Mishan, citing Grellet (1981), and Clarke (1989), argues that “the comprehension question is a convention which is unique to language pedagogy and has little application in real life” (2005, p. 80). She also states that comprehension questions are excessively over-emphasized in teaching listening; yet, they limit both the teacher and learner’s attention on linguistic comprehension alone. And she claims that it is not the situation for native speakers in real life; they often understand discourse types such as songs or film dialogues without hearing all the words of them. She adds that partial comprehension which may result from the communication between the native speaker and discourse types is authentic and apply to many discourse types. Similarly, Guariento and Morley (2001) assert that authentic texts close the gap between the classroom and the real world; and consequently, “partial comprehension of text is no longer considered to be necessarily problematic, since this is something which occurs in real life” (p. 348).

Data Analysis

Quantitative data, which were collected through pre and post-tests, were analysed through SPSS 11, and content analysis was utilised to analyse the qualitative data, which were collected through unstructured participant observation during the treatment, and focus group interviews conducted after the treatment. Descriptive and inferential SPSS analysis was conducted by one of the researchers while the qualitative analysis was performed by the two course teachers of the participants. The three researchers stayed in contact and conducted the study in coordination throughout the process and reached an agreement about the findings.

Quantitative Findings

Analyses of the Groups' Pre-test Listening and Speaking Mean Scores

As the groups were intact classes, assumptions with regard to parametric and non-parametric tests were checked before conducting the inferential analysis of the data. As there were less than 30 participants in the groups, the Shapiro-Wilk test was computed, and indicated that G3Exp. group's listening pre-test mean scores were not normally distributed, $W(25) = 0.846$, $p = .001$, while G3Contr. group's were, $W(21) = 0.947$, $p = .297$. Thus, non-parametric Mann-Whitney U test was computed, and showed no difference between the groups, $U = 198.000$, $p = .150$ for G3Exp. ($N = 25$, $Mdn = 8$) and G3Contr. ($N = 21$, $Mdn = 9$).

As for the speaking ability, neither G3Contr.'s nor G3Exp.'s mean scores were normally distributed, $W(21) = 0.516$, $p = .000$, and $W(25) = 0.702$, $p = .000$, respectively. Therefore, non-parametric Mann-Whitney U test was computed, and no difference was found between the groups, $U = 207.000$, $p = 0.19$ for G3Contr. ($N = 21$, $Mdn = 1$) and G3Exp. ($N = 25$, $Mdn = 1$) before the treatment. The table 1. shows the groups' pre-test descriptive statistics with regard to the listening and speaking ability.

Table 1. *Groups' Pre-test Listening and Speaking Descriptive Statistics*

Groups	N	Listening					Speaking				
		Mean	SD	Min.	Max.	SE	Mean	SD	Min.	Max.	SE
G3Contr.	21	9.48	2.91	5	17	.635	1.14	2.75	0	10	.475
G3Exp.	25	8.12	2.32	0	11	.463	1.16	.943	0	2	.189
G4Contr.	23	8.78	3.94	2	16	.822	2.57	3.62	0	10	.754
G4Exp.	18	7.06	4.18	0	18	.985	1.72	2.80	0	10	.661

The grade 4 groups' pre-test listening and speaking mean scores were similarly analyzed; the Shapiro-Wilk test indicated that both G4Exp.'s and G4Contr.'s listening pre-test scores were normally distributed, $W(18)= 0.936$, $p= .25$, and $W(23)= 0.971$, $p= .716$, respectively. Therefore, parametric independent samples t-test was computed, and no difference was found between the groups before the treatment, $t(39)= 1.36$, $p= .183$ for G3Exp. ($M= 8.12$, $SD= 2.32$), and G3Contr. ($M= 9.48$, $SD= 2.91$) in regard to the listening ability.

As for the speaking ability, the Shapiro-Wilk test showed that neither the experimental group's nor the control group's speaking pre-test scores were normally distributed; $W(18)= 0.631$, $p= .000$, and $W(23)= 0.663$, $p= .000$ respectively. Thus, non-parametric Mann-Whitney U Test was computed and no difference was found between the groups; $U= 179.000$, $p= .443$ for G4Exp ($N=18$, $Mdn= 1$) and G4Contr. ($N=23$, $Mdn=1$) before the treatment.

Analyses of the Groups' Post-test Listening and Speaking Mean Scores

After the treatment, the Shapiro-Wilk test indicated that both G3Contr.'s and G3Exp.'s listening post-test scores were normally distributed; $W(21)= 0.949$, $p= .33$, and $W(25)= 0.956$, $p= .342$, respectively. As Levene's test for equality of variance ($F= 4.228$, $p= .046$) was found smaller than .05, and homogeneity of variances was violated, "equal variances not assumed" line of independent samples t-test was interpreted ($t(28.872)= -2.135$, $p= .041$), which was very slightly smaller than .05. So, it suggested that no statistically significant difference was found between the groups in terms of listening ability, G3Exp. ($M= 14.16$, $SD= 2.51$), and G3Contr. ($M= 11.67$, $SD= 4.83$). The table 2. shows the groups' post-test listening and speaking descriptive statistics.

Table 2. *Groups' Post-test Listening and Speaking Descriptive Statistics*

Groups	N	Listening					Speaking				
		Mean	SD	Min.	Max.	SE	Mean	SD	Min.	Max.	SE
G3Contr.	21	11.67	4.83	1	20	1.054	3.00	2.97	0	10	.647
G3Exp.	25	14.16	2.51	9	18	.502	3.48	1.96	0	6	.392
G4Contr.	23	12.43	4.87	1	20	1.015	5.57	2.69	1	10	.562
G4Exp.	18	11.50	5.58	0	19	1.314	5.39	3.17	0	10	.746

However, as G3Contr. group's listening pre-test mean ($M=9.48$) was higher than G3Exp.'s mean ($M=8.12$), listening pre-test was taken as a covariate, and one-way between-subjects analysis of covariance (ANCOVA) was computed to compare the groups' adjusted mean post-test scores by benefitting from "the control role of ANCOVA" as stated by Huck (2012, p. 348). Before running the test, assumptions were checked; any deviations from linearity was not seen, and data seemed to meet the homogeneity of regression slopes. The table 3. summarizes the ANCOVA Test's result.

Table 3. ANCOVA Comparison of Pre-test and Post-test Listening Scores by BBC Video Treatment

	<u>Pre-test Listening Scores</u>		<u>Post-test Listening Scores</u>		<u>Adjusted</u>
	Mean	SD	Mean	SD	<u>Mean Scores</u>
3A Cont. Grp	9.48	2.91	11.67	4.83	11.152a
3E Exp. Grp	8.12	2.32	14.16	2.51	14.592a

As the table 3 demonstrated that the experimental class 3E scored significantly higher on posttest than the control class 3A at adjusted $p < .01$, and partial eta squared $.211$, which meant that authentic BBC cartoon video treatment seemed to be more effective in developing the 3rd grade students' listening ability in comparison to the coursebook material with a large effect size; $F(1, 43) = 11.47$, $p = .002$, $(\eta_p^2) = .211$. According to Huck, "partial eta squared (η_p^2) $.14$ " is considered large (2012, p.306).

As for the speaking ability of the grade 3 groups, none of them showed normal distribution according to the Shapiro-Wilk test; $W(21) = 0.847$, $p = .004$ for the G3Contr., and $W(25) = 0.883$, $p = .008$ for the G3Exp. Therefore, non-parametric Mann-Whitney U test was computed and no difference was found between the groups; $U = 223.500$, $p = .375$ for G3Exp ($N=25$, $Mdn=4$) and G3Contr. ($N=21$, $Mdn=4$) after the treatment.

When grade 4 groups' listening post-test scores were analyzed by the Shapiro-Wilk test, it was found that both G4Exp.'s and G4Contr. group's listening post-test scores were normally distributed; $W(18) = 0.943$, $p = .33$, and $W(23) = 0.945$, $p = .23$, respectively. Levene's test for equality of variance ($F = 0.686$, $p = .413$) was found bigger than $.05$. Thus, "equal variances assumed" line of independent samples t-test was interpreted, and $t(39) = -.572$, $p = .57$ demonstrated that there was no difference between the groups after the treatment in terms of listening ability, G4Epx. ($M = 11.50$, $SD = 5.58$), and G4Contr. ($M = 12.43$, $SD = 4.87$).

With respect to the groups' speaking ability, the Shapiro-Wilk test showed that both groups' speaking posttest scores were normally distributed; $W(18) = 0.933$, $p = .223$, and

$W(23) = 0.945$, $p = .231$ for the experimental (4G) and control group (4I), respectively. Thus, parametric independent samples t-test was conducted, and as Levene's test for equality of variance ($F = 0.713$, $p = .404$) was found bigger than .05. Thus, "equal variances assumed" line of independent samples t-test was interpreted, and ($t(39) = -.193$, $p = .848$) demonstrated that there was no difference between the groups after the treatment in terms of speaking ability, G4Epx. ($M = 5.39$, $SD = 3.17$), and G4Contr. ($M = 5.57$, $SD = 2.69$).

Qualitative Findings

Experimental Groups' Perceptions of Watching Authentic Videos

Although the participating pupils were familiar with the concocted listening activities in the course book, they were not used to watching authentic cartoon videos in class hours as a part of foreign language instruction. Thus, the ones in the experimental groups (the classes 3E and 4G) felt very excited about the Bing cartoon video series, which were integrated into the lesson for just having fun, and only partial comprehension was aimed. This approach created an unstressful learning environment where the pupils were exposed to authentic, highly meaningful English in its real-life use. Each week they looked forward to having the class hour when they could watch the Bing.

While watching the first episode, one student in 4G developed a negative attitude towards the cartoon stating that it was for pre-school kids; yet, in the next episodes he was observed enjoying it, and even taking notes to remember the words he heard in the video. The episode "Bye Bye" was the most understood and unforgettable one for the 3E students as they internalized it by making a bye bye box as a hands-on activity with their teacher in the class. And the next week, one of the students brought the "Bye Bye Box" he made at home at the weekend to the school. For the students in 4G, the episode "Smoothie" was the one they enjoyed and remembered the most as they often make milkshake at their homes. This suggested that authentic materials may help students transfer some foreign language words, phrases or scenes into their own lives, so learn them more easily, and the learning becomes permanent. It was observed that the students watched the episodes where they could find something parallel to their own lives more attentively and remembered better.

While the episode "Car Park", in which Charlie was always disorganizing Bing's cars, was being watched, a student in 3E, who had a younger brother, shouted loudly "don't do" to

show his anger towards Charlie, and expressed that Charlie was acting like his younger brother when the watching ended.

Another student from 4G expressed that he had been afraid of darkness before watching the episode “Shadow”, but the episode helped him realise that shadow plays can be fun, and from the episode onward, instead of being afraid of darkness, he turned darkness into fun by playing “Shadow Monster” which he learned from the Bing.

The teachers also observed that the students’ selective attention and personal interests affected their comprehension; e.g., in the episode 14 “Tree”, the boys heard the words such as “shovel digger, excavator” while the girls caught the words like “tree, playing and flowers”.

The fact that some students from 3E searched the internet and found some other episodes of Bing and had their siblings watch them also suggests that the students enjoyed the authentic cartoon Bing, and wanted to share the fun with others. Likewise, some students from 4G wanted their course teacher to save the episodes in their personal USBs so that they could watch the same episodes at home again, and they got the promise that the teacher would do this after the study ended.

Even though we, the course teachers, were concerned about whether the students were learning or not from time to time, the study procedure was followed with the awareness that language learning is a process, and the most substantial point was to help the learner to develop the habit of watching authentic materials. As the episodes progressed, our observations and the responses we got from the students displayed that some of the students were in search of other cartoons in English on the internet, and some of them asked their teacher for further suggestions about cartoons in English. These findings suggested that the participants developed positive attitudes towards authentic cartoon videos, and adopted it as a fun way of learning English.

Limitations of the Study

The fact that the participants were not randomly selected and assigned to the groups does not allow the researchers to interpret the findings firmly and generalize them to the population. Likewise, that the number of the participants was not matched across the groups is another limitation of the study. On the other hand, these limitations reflect the complex realities of the school context, in which the quasi-experimental action research study was conducted, and make the findings much more meaningful for practising teachers suggesting that authentic

cartoon videos can be effectively integrated into the language instruction practice in primary grades.

Validity and Reliability

In the process of qualitative analysis, two course teachers of the participating classes attempted to bring meaning to their students' watching process, and gain insights about their perceptions of authentic BBC cartoons as a language learning material by writing down the pupils' reactions and responses to each episode. That the teachers share the participants' both positive and negative reactions and responses in anecdotes, and the concern they felt from time to time about whether the students were learning or not may ensure the genuinity of the qualitative findings. Besides, two course teachers' fourteen-week engagement with the study, their persistent observation of the participants and interaction with them while the episodes were being watched are among the strategies used to ensure the validity and trustworthiness of the qualitative findings as it was cited by Lincoln and Guba (1985). The fact that the qualitative data were collected through two different tools- unstructured participant observation and focus group interview- and analysed by the two course teachers ensures triangulation. In addition, that the study was conducted at two different grade levels- the 3rd and 4th grades- taught by two different teachers simultaneously, and similar reactions and responses were observed may suggest the applicability of the findings to other settings, which is defined as transferability by Lincoln and Guba (1985). Moreover, the episodes which were enjoyed and remembered most- Bye Bye Box for the class 3E, and Smothie for the class 4G, which focus group interviews revealed, can be considered as member-checking (Creswell, 2012), which one of the strategies used to ensure the trustworthiness of a qualitative study. Furthermore, the quantitative findings discussed in detail may indicate that how systematically and rigorously the study was conducted by the three teacher-researchers.

Discussion and Conclusion

The study was carried out under the Covid 19 Pandemic conditions. Consequently, the number of pupils taking both pre and post-tests could not be matched, which can be deemed as a limitation. However, despite the unfavourable condition, this quasi-experimental study suggests that authentic cartoons as an instructional material can be more effective in developing the listening ability of primary school pupils in comparison to the course book material. The fact that the quasi-experimental study was conducted on intact classes as a part of the routine instruction practice made the result much more significant for the practising teachers. Under

the light of these encouraging findings, one of the teacher-researchers began to have the students watch similar authentic cartoon videos in English club hours at the school. The participating pupils' reactions and responses reflected that their perceptions of watching the authentic BBC cartoon "Bing" as an instructional material were positive as it was shown by the other similar studies in the literature (Azizah, 2016; Firmansyah, 2015; Hassan & Hassan, 2018; Kim, 2015; Lhamo & Chalermnirundorn, 2021; Sabet & Mahsefat, 2012; Sujono, 2017; Varmış Kılıç & Genç İlter, 2015; Wottipong, 2014; Yaacob et al., 2021).

Under the light of the quantitative and qualitative findings, the action research study suggests that authentic BBC cartoon videos can be effectively integrated into teaching/learning process in primary school EFL classroom as it was recommended by many researchers and theoreticians that authentic materials can be employed at all levels including beginning proficiency level (Chamba & Gavilenas, 2019; Curtain & Pesola, 1988; Dunkel, 1986; McNeil, 1994; Miller, 2003; Morrison, 1989; Oxford, et al., 1989; Rost, 2011; Scarcella & Oxford, 1992; Vandergrift, 1999).

Although the study was not able to provide robust quantitative evidence in terms of comparative effects of authentic BBC cartoon videos and course book materials on the 3rd and 4th grade EFL students' listening and speaking ability, ANCOVA Test's result, which shows the G3Exp. group's significantly higher score on listening post-test than the control groups' at the level of adjusted $p < .01$, partial eta square .211, suggests the superiority of authentic BBC cartoon videos over the contrived course book materials in terms of listening ability, which is in line with the previous studies' results in the literature (Azizah, 2016; Gilmore, 2011; Hassan & Hassan, 2018; Miller, 2005; Polat & Erişti, 2019; Sabet & Mahsefat, 2012; Weyers, 1999).

Moreover, the fact that the study was executed on intact 3rd and 4th grade classes whose proficiency of English was Pre A1 underscores the study's contribution to the literature. The quantitative findings, which vary by grade and the type of language skill in the present study, are also in line with the theoretical assertions of the Complexity Theory, which argues that learners are complex, dynamic, adaptive and self-organising individuals, so their second language development is not linear (Ortega & Han (Eds.), 2017).

Qualitative findings of the study also proffer that students can learn while having fun, and develop the habit of getting exposed to the target language, and its use in real life inside and outside the classroom, and so learn how to learn a second language in the long run and self-regulate their learning (Bacon, 1989; Field, 2008; Miller, 2005; Woottipong, 2014).

The study also specifies that authentic audiovisual materials can be effective in developing the listening ability of EFL learners who have beginning level of proficiency through partial comprehension without excessive focusing on comprehension questions as it was asserted by (Clarke, 1989; Grellet, 1981; Mishan, 2005; Guariento & Morley, 2001).

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Appendix A

Speaking Test Procedure

The procedure below was adapted from the Cambridge Pre A1 Starters Speaking Summary of procedures, which can be found at <https://www.cambridgeenglish.org>.

Part I. The examiner asks the child to point to objects on the scene picture, e.g. 'Where's the sun?' The examiner asks the candidate to point to **two object cards** and gives instructions to place them in different locations on the scene picture, e.g. 'Put the apple in front of the birds.'

Q1. Where is the apple?

Q2. Where is the ball?

Q3. Put the apple on the chair.

Q4. Put the ball on the tree.

Part II. The examiner asks the candidate some questions about **the scene picture**, e.g. 'What's this?' (Answer: a fish) 'What colour is it?' (Answer: pink). The examiner also asks the child to describe an object from the scene, e.g. '**Tell me about this man.**'

Q5. What is this?

Q6. What colour is it?

Part III. The examiner asks the candidate questions about **four of the object cards**, e.g. 'What's this?' (Answer: a spider) and '**What's your favourite animal?**'

Q7-9. What is this?

Part IV. The examiner asks the candidate some personal questions on topics such as age, family, school and friends, e.g. '**What's in your classroom?**'

Q10. How old are you?

Marking: 10x1=10

Appendix B

The Video Episodes and Schedule

Week 1. 11th October, 2021 Episode 1. Fireworks

Week 2. 18th October, 2021 Episode 2. Bye bye

Week 3. 25th October, 2021 Episode 3. Swing

Week 4. 1st November, 2021 Episode 4. Blocks

Week 5. 8th November, 2021 Episode 5. Ducks

Week 6. 15th November, 2021 One Week Mid-Term Break

Week 7. 22nd November, 2021 Episode 6. Smoothie

Week 8. 29th November, 2021 Episode 7. Frog

Week 9. 6th December, 2021 Episode 8. Car Park

Week 10. 13th December, 2021 Episode 9. Shadow

Week 11. 20th December, 2021 Episode 10. Musical Statues

Week 12. 27th December, 2021 Episode 11. Voo Voo

Week 13. 03rd January, 2021 Episode 12. Here I go

Week 14. 10th January, 2021 Episode 13. Growing

Week 15. 17th January, 2021 Episode 14. Tree

Appendix C

Authentic Video Lesson Procedure

1. Ss watch the Video Episode of 7 minutes in each class;
 - 1st watching is just for pleasure
 - After the 2nd watching, Ts can ask questions about the characters showing their pictures using the language structures Ss already know, and will learn as learning outcomes:
 - a. Characters: Who is this, What is her/his name?
 - b. Colours: What colour is it?
 - c. Feelings: Are they happy, sad?
 - d. Place: Where are they? In the garden, at home
 - e. Other Vocabulary in the video Ts will determine.

At first, Ss can speak Turkish to show their partial comprehension, but Ts will provide the necessary vocabulary in English and help them to speak using the English words.

- After watching the video for the 3rd time;
 - a. Events (Actions, Verbs) in the video: e.g. They are buying a gift for Bing's birthday. Ss can talk about the events in Turkish for the first time, but Ts can provide the sentences in English (5-10 sentences) and have them speak using the sentences.
 - b. Making the video meaningful for the Ss (Connection with Ss' own lives):
 - Do you like it?
 - Do you buy your friends gifts for their birthday?
 - Do you play in the garden together with your friends?

P.S. Bing summarises what happens in the episode at the end of the each video. This summary can be used to help Ss talk about the video.



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The Impact of Synchronous Online Communication on Ideal L2 Self

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Abstract

The present study aims to investigate the extent to which synchronous online communication with native and nonnative speakers of English improves English as a foreign language (EFL) learners' ideal L2 self. The study was based on a quasi-experimental research design and comprised the contact of Turkish EFL learners with foreign English speakers (native or nonnative speakers of English) by means of online communication tools, Google Hangouts and Eliademy. The data collection and analysis encompass the use of qualitative methods. Findings designate that engaging EFL learners in synchronous online communication with people from discrete cultures improves learners' self-images using English in the future. As a result, the study calls for integrating synchronous online communication means into language learning programs to ameliorate learners' ideal L2 self.

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Keywords: Ideal L2 self; motivation; synchronous communication; technology

Introduction

Expecting learners to be successful in a language learning process without sufficient motivation would be impossible since they, otherwise, would lack the primary stimulant to start and pursue language learning (Dörnyei, 1998). Hence, motivation stands as one of the essential factors affecting one's success in language learning. Motivation research in language learning

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dates back to Robert Gardner and Wallace Lambert's studies in 1959. Since then, the effects of motivation on human behavior have been analyzed under many theories.

One recent model of motivation is the L2 Motivational Self System, proposed by Dörnyei (2009). In this model, Dörnyei (2009) explains that self-systems are essential to foster learners' motivation along with language learning. The L2 motivational self-system is based on the belief that when a learner discerns a discrepancy between his/her present state and future self-guide, such perceived distinction is likely to work as a motive or force to make the distinction smaller and achieve the desired result (Al-Hoorie, 2018). The L2 motivational self-system comprises three components: the ideal L2 self, the ought to self, and the L2 learning experience (Dörnyei, 2009). Dörnyei (2009) defines that "the ideal L2 self is the L2-specific facet of one's ideal self"; the ought-to L2 self is "the attributes that one believes she/he ought to possess (i.e. various duties, obligations, or responsibilities) to avoid possible outcomes," and the L2 learning experience indicates "situation-specific motives related to the immediate learning environment and experience" (p.29).

L2 motivational self-system has received significant attention in the literature. It has been investigated in distinct settings (Taguchi, Magid, & Papi, 2009) and found as effective in developing linguistic competence (Magid & Chan, 2012), enhancing motivation to learn a foreign language (Ueki & Takeuchi, 2013), and alleviating language learning anxiety (Papi, 2010). Its interaction with other elements affecting motivation has also been researched. For instance, Kormos, Kiddle, and Csizer (2011) investigated the interaction of "cognitive, affective and social factors" with each other (p. 495), and the results from Kormos et al.'s study (2011) demonstrated a relationship between the ideal L2 self and motivated behaviors. Ueki and Takeuchi (2013) specify that Dörnyei's L2 motivational system is likely to be developed into an 'integrative framework' to account for the effects of many different 'affective variables' (p. 239).

Dörnyei (2009) emphasizes that an ideal L2 self comes to prominence in language learning as an essential factor because learners who lack a clear self-image while learning a language do not have sufficient motivation, which is vital in language learning. Magid (2014) states that the most substantial phase of L2 motivation in the L2 Motivational self-system is the ideal L2 self. Garberoglio (2012) explains that the ideal L2 self uses the effect of visualization effectively to help a language learner conjure up himself/ herself as an L2 learner

who is fluent, and it helps to perceive and decrease the discrepancy between the actual self and the ideal L2 self which refers to one's imagined self-image. The ideal L2 self can be easily controlled and bolstered when the learners are exposed to the target language and engaged with it interactively (Hsieh, 2009).

The use of technology has great potential to engage language learners in communication with people who speak diverse languages than their own and who have different cultural backgrounds, and ultimately to generate motivation to become a speaker of the target language. The motivational impact of technology has been examined explicitly as an internal variability in many studies (Anikina, Sobinova, & Petrova, 2015; Garberoglio, 2012; Jauregi, 2015) and also proposed as an element affecting language learning in other investigations depending on the researchers' inferences based on observation (Bueno-Alastuey & Kleban, 2016). The studies have concluded that learners embraced in (a)synchronous communication are more enthusiastic about participating in language activities and communicating with educators and other learners (Abdorrezza et al., 2015; Warschauer, 1996). Unlike traditional learning/ teaching environments that encapsulate face-to-face interaction, the settings that apply (a)synchronous computer-mediated communication (CMC) offer the learners a more comfortable and friendly atmosphere, making learners more motivated in the learning process (Abdorrezza et al., 2015).

The motivational effect of technology in learning settings has been widely noted in previous studies (Bueno-Alastuey & Kleban, 2016). However, the effect of (a)synchronous online communication on participants' ideal L2 self was examined in solely a small number of studies (Garberoglio, 2012; Gleason & Suvorov 2012) involving different participant groups at different education levels. Garberoglio (2012) aimed to unveil the extent to which synchronous computer-mediated communication affects deaf English as a second language learners' L2 motivational self-system. Gleason and Suvorov's research (2012) was generated to investigate ten non-native English speakers' opinions about Wimba Voice, an asynchronous communication CMC tool, which the learners used to improve their L2 speaking proficiency and its effects on their future L2 selves. Findings from Gleason and Suvorov's research (2012) indicated that students had varied opinions about the use of the tasks they did using asynchronous oral communication tool, and there was not a direct relation to learners' future self-vision of themselves whilst using English, which might have arisen as a result of short exposure to the tasks.

Despite the fact that there are studies to display how CMC affects learners' future vision as a language learner, the present study is differentiated from them with its design and sample group. Namely, unlike the previous research, the present study contributes to the field revealing the effect of (basically) synchronous online communication on the learners' ideal L2 self in education at the tertiary level, and it adopts a quasi-experimental research design in order to designate the effect of CMC with a clear picture. As a result, the study intends to display the difference between a traditional classroom setting and CMC in generating language learners' ideal L2 self.

In EFL settings, the language learners rarely have an opportunity to interact with international speakers of English. However, CMC provides the language learners with a chance to contact the other speakers of English and practice speaking to them. Simpson (2002) mentions the potential of CMC for renovating the limited feature of social contact in face-to-face classroom environment. Learners become more active in communication, autonomous, and more motivated (Simpson, 2002). According to Dörnyei (2001a), motivation is related to success, which means people are motivated only when they hope to be successful. The way people construe their achievements and failures in the past has a considerable effect on how they behave in the future (Dörnyei, 2001a). With reference to the notion reflecting what people expect to do or to be in the future and what they experienced in the past are highly likely to influence their future image (Dörnyei, 2001a), the present study aimed to reveal how the language learners' communication experiences with international students through CMC tools could reflect on their perception of ideal L2 self as a user of English in the future.

L2 Motivational Self System

L2 motivational self system was proposed as a basis from the self-theory in psychology (Dörnyei, 2009). This new model of motivation was based on Higgins' theory of self-discrepancy and Markus and Nurius' possible selves. The possible selves refer to an individual's constant process, which embraces changing from the present self to the future self (Markus & Nurius, 1986). Marcus and Nurius (1989) elucidate that one's dreams about their future image have crucial importance in the theory of possible selves, and imagining essentially affects motivation to achieve something.

The theory of self-discrepancy depends on the distance between the actual self, which refers to the state that individuals have, and the ideal self, which refers to individuals' future

self-image that they wish to be in the future (Higgins, 1987). The extent to which one's actual self is different from the self that one wants to be in the future has a negative effect on their motivation (Higgins, 1987; Munezane, 2013). When the distinction between an individual's actual self and ideal self correctly matches one another, the individual feels more motivated to pursue a goal.

Dörnyei (2009) remarks that the L2 motivational self-system involves three parts: the ideal L2 self, ought-to-self, and the L2 learning experience. The ideal L2 self simply refers to a person's ideal image as having L2 competencies, which a person might want to have in the future (Dörnyei, 2009; Muzane, 2013). The ought-to-self encompasses what a person considers she/he requires to avoid an unwanted outcome such as sadness or disappointment before it happens (Dörnyei, 2009). The L2 learning experience comprises elements with regard to the learning setting and involvement, such as the effect of the teacher, the learning program, the presence of the other students, and the sense of achievement (Dörnyei, 2009).

In the L2 motivational self-system, Dörnyei (2009) underscores the importance of the ideal L2 self, which embodies the L2 competencies one wants to have in the future, expressing that it leads individuals to bring their goals into action with a crucial value to strengthen motivation as a language learner. When individuals have a clear future image of themselves, they are likely to be more motivated to realize their goals. Thus, it is substantial to help learners develop an evident ideal L2 self in language learning. Dörnyei (2009) articulates that learners' ideal L2 self is likely to increase when learners are made aware of what they aspire to do in the future. This is possible with the help of potent role models, many classroom activities such as listening to music or engaging learners in some cultural activities which are specific in a culture different from one's own culture (Dörnyei, 2009). Dörnyei (2009) suggests that having a clearer ideal L2 self is significant in language learning since it heightens motivation to learn the target language. Hence, the learners ought to be made aware of what they aspire to achieve in the future (Dörnyei, 2009).

Ideal L2 Self

Of the three components of the L2 motivational self-system, Dörnyei (2009) declares that the ideal L2 self is the most significant. Dörnyei (2009) continues that an individual's ideal L2 self may not be vivid or preeminent enough to be noticed. Then mental imagery, which is a term used in psychology and can be simply defined as the images a person might have in

her/his mind as a consequence of the experiences with senses such as smelling, seeing, tasting, hearing, or touching (Csizer & Magid 2014), is effective to broaden one's ideal L2 self and subsequently his/her motivation. Csizer and Magid (2014) explain that mental imagery may boost a person's confidence, reduce the feeling of being very worried, and in turn expand performance when employed, for instance, for 'the preparation, repetition, elaboration, intensification, or modification of behaviors' (p.15).

The attitudes towards the target language community are closely related to the ideal language self-image one has (Dörnyei, 2009). This means that when an individual's feelings and thoughts are positive towards the people who speak the target language, she/he can possess a clear ideal L2 self (Dörnyei, 2009). Due to the fact that English is a global language spoken for international communication in today's world, Yasmiha (2009) states that the integrativeness as proposed by Gardner (1985), -which refers to the interest in a language to be a part of the native community of the target language, - does not respond to the motivation that EFL learners have to learn and use English. Yasmiha (2009) denotes that rather than contact the native English community, EFL learners have an aspiration to contact people speaking English regardless of the differences in their cultures and native languages. Pertaining to her findings, Yasmiha (2009) proposed 'international posture', which involves one's image of herself/ himself in accordance with the international community and eagerness for speaking to people from various cultures (p.3). When a language learner can envision herself/ himself as a part of that international community, she/ he can have a vivid and attractive ideal L2 self (Yasmiha, 2009). In addition, Dörnyei (2009) indicates that instrumental drives (to get a promotion in a workplace, to make a career) to learn a language are closely related to a learner's ideal self-image. Kim (2009) elucidates that language learners with an instrumental reason such as being promoted can envision themselves developing their ideal L2 self internalizing such extrinsic motivations.

The influence of the L2 motivational self-system on education has been examined in a number of studies. Findings from those studies suggest that motivation and learning are reconciled and that learners with a clearer ideal self-image are more motivated to learn a foreign language (Ueki & Takeuchi, 2013). Papi (2010) explains how a clear ideal self upgrades motivation exemplifying a language learner that wishes to be a good speaker in the target language and communicate with friends from other countries. Given that a language learner

could develop an image of herself/ himself as a fluent speaker, this image would give a solid drive to achieve her/ his goal, decreasing the discrepancy between the real self and the ideal self (Papi, 2010). Previous studies indicate that having a clear ideal L2 self specifically has a positive effect on language learning, thereby increasing learners' confidence (Li, 2014; Magid & Chan, 2012; Magid, 2014; Papi, 2010), helping learners establish clear goals as language learners (Takahashi, 2013); and influencing intercultural communicative competence positively (Oz, 2015). A few investigations (e.g.: Garberoglio, 2012; Gleason & Suvorov, 2012) of technology integration into language learning programs to foster motivation in connection with the ideal L2 self have been carried out. They suggested that the use of computer-mediated communication (synchronous or asynchronous) has helped learners to imagine themselves as proficient language learners as a result of the interactions in which they are engaged through the computer-mediated communication programs (Garberoglio, 2012; Gleason & Suvorov, 2012).

Method

The present study primarily investigated the effects of synchronous online communication on Turkish EFL learners' ideal L2 self. The study was established on a quasi-experimental study design, and the data were collected and analyzed employing qualitative methods. With regard to the experiments based on qualitative methods, Robinson and Mendelson (2012) elucidate that qualitative work enables researchers to reveal participants' reactions in a particular study "in a more contextual and reflexive manner that unveil the processing of meaning construction in a unique manner" (p. 344). With this respect, the researchers underscore the significance of the qualitative experiments and their contribution to the field, by indicating that they fulfill the role in unveiling the obscure cognitive processing with a more interpretative perspective.

The following research question was addressed in the study.

- To what extent does synchronous online communication impact on the Turkish EFL learners' ideal L2 self?

Participants and Setting

In total, 22 Turkish participants were involved in the study. The participants were selected by means of convenience sampling. Then they were divided into two groups as

experimental and control. Students were placed in the groups on a volunteer basis. In the control group, there were seven Turkish learners who studied English as a foreign language at a university in Turkey, while in the experimental group, 15 Turkish EFL learners who were at the same English proficiency level and university as the participants in the control group were placed and engaged in tasks that they could communicate with nine foreign participants. The foreign participants studied at a university in the United States of America (the USA) and were from different departments, such as computer engineering ($n= 1$), anthropology ($n= 1$), interior architecture ($n= 1$), international relations and political science ($n= 1$), communications ($n= 1$), English studies ($n= 2$), and psychology ($n= 2$). Seven out of nine foreign participants were American, while the others were international students in the USA from discrete countries such as India and Spain.

All the participants were recruited into the study after they approved a consent form that informed them about all the study details. The foreign participants were recruited into the study with the collaboration of a contact person, who was a researcher at the same university as the foreign participants and was familiar with the participants' school culture. This enabled efficient contact with the foreign participants and allowed arranging the sessions in which the participants were embraced in communication via synchronous online means considering the time-zone differences of the countries where Turkish and foreign participants took part in the study.

Treatment Process

The treatment was founded on the participants' discussion of the topics given to them, sharing their ideas, exploring others' thoughts about the same topic, which varied each week throughout the two months of research. The treatment was independent of the program which the participants were studying in their classes at university. It was planned and arranged as an extensive program that the participants joined after class. The sessions aimed to help the participants gain multiple perspectives, develop empathy and understanding towards cultural diversities and explore other cultures and their own cultures. To this end, in the control group, the participants came together with the researcher in a discussion room physically and carried out the tasks assigned to them each week. In the experimental group, the participants performed the same tasks as those given to the control group participants in online settings.

The online synchronous communication tool that was basically selected to be used in the experimental group was Google Hangouts. The choice of this tool was grounded on reasons such as its being cost-free, having easy access, and ensuring effective control of confidentiality of the students' privacy. The participants all in the experimental group were invited to join the sessions arranged on Google Hangouts via the email accounts they provided. Without any boundaries of place, the participants could participate in the sessions using their computers or smartphones. Each session on Google hangouts allowed 10 participants at most. Since the total number of participants in the experimental group was 24 (Turkish participants, $n= 15$; Foreign participants, $n= 9$), three different groups of participants up to 10 people (at most) (including the researcher) were formed each week. Careful consideration was given so that each group involved the foreign and Turkish participants together. So as to arrange the meetings, the participants were offered to choose a time slot they were available to join the meetings. Each session lasted for 45-55 minutes and was recorded with the participants' consent.

The researcher attended all the sessions (in the control group and the experimental group) and was active at each research step as a discussion initiator, observer, and arranger of the sessions. Namely, the researcher started the meeting, introduced the week's topic to the participants, monitored the dialogues between/ among participants, and closed the sessions. In addition, the researcher was present in the sessions to attempt to tackle a misunderstanding about a comment or not clearly understood topic, word, or event in the sessions between the participants (predominantly Turkish and foreign participants in the experimental group).

Data Collection

Data were collected using the participants' reflection papers that they wrote at the end of each session and through semi-structured interviews held individually after the research ended. Details regarding the reflection papers and the interviews were shared below.

Reflection Papers

After each session, all participants were requested to write a reflection paper regarding their experiences before the following session. The participants were reflected a few questions to explore their thoughts about the most vital points of the session, the challenges they had during the session and requested to answer the questions by writing a paragraph with at least 50 words. Hence, it was aimed to collect the participants' immediate feedback on the session.

To help the participants to express their perceptions and feelings more comfortably, they were asked to write the reflection papers in either language they wanted: Turkish or English. After each session, all the participants in the experimental and control groups submitted their papers without exception. The participants in the control group wrote their reflection papers on a piece of paper and handed them in before the following session. The participants in the experimental group posted their reflection papers through an online educational platform, Eliademy, which was also employed to get in touch with the participants and inform them of the following sessions' requirements.

Semi-Structured Interviews

At the end of the last sessions, a schedule was planned to hold semi-structured interviews with each participant individually. The participants in the control group were interviewed in the classroom setting one by one. In contrast, the participants' interviews in the experimental group were generated individually via video calls on Google Hangouts. All of the interviews lasted at least 20 minutes and were recorded for further analysis by the researcher with the participants' consent. The interviews were held in the mother tongue of the participants.

The interview questions aimed to reveal whether the study had an effect on the participants' thoughts in terms of the importance of English; whether the participants could imagine themselves communicating with people who were from different cultures; studying at a university where the instruction was taught in English; using English in their future career; having international friends; living abroad or not.

The interview questions addressed to the participants were purposefully employed to discover whether there was a change in the participants' self vision as a language learner in the future after their engagement in the project or not and whether the participants differed from each other depending on the groups (experimental or control) in which they were. Questions in the interview aimed to encourage learners to envision themselves as a language user in the future and were based on the ideal L2 self questionnaire items originally developed by Taguchi et al. (2009) and formed in aligned with the research purposes of the present study. To illustrate, in the interview sessions, each participant was read some scenarios in which she/ he was asked to imagine herself/ himself speaking a foreign language. To exemplify, the participants were asked whether they could imagine themselves doing Master's abroad at a university where the

medium of instruction is totally English. In parallel to this, the participants were addressed some other related questions such as which country they were studying in, whether they had any friends or not, (if any) whether those friends were from different cultures or the same culture as their, whether the participants were eager to communicate with them or not, and whether the participants were tolerant to the cultural differences between one another, etc. In the same manner, the participants were shared another scenario in which they were asked to imagine themselves working in a workplace where they spoke to international friends. During the interview, in a friendly manner, the participants were requested to envision themselves in that workplace giving details about their position there, whether the work-mates were from the same culture or other cultures, how they approached the international colleagues, how they dealt with a problem (if any) because of cultural differences, etc.

The analysis of the data incorporated qualitative methods. Initially, the recordings of the interviews were listened to carefully before they were transcribed verbatim. Thus, the data could be organized, and certain notes could be taken from the recordings (Maxwell, 2013). This followed transcribing the tapes of the interviews, which involved a literal transcription of all the session videos on a Word document. Saldana (2011) underscores the importance of the coding process, stating that organization of the data, creativity, ethical, and privacy issues are essential for the coders. The transcribed documents were analyzed meticulously once again to avoid any missing concerns. After the transcriptions were ready, the data started to be coded.

Initially, preliminary procedures were applied to the transcribed data. To better apprehend the data, a paper-pen coding method was carried out first, which involved circling, highlighting, or making the essential points bold on the printed copy of the transcribed data (Saldana, 2011). When the preliminary analysis was completed, all the data were imported onto the qualitative data analysis software, MaxQDA 10. Then the data were analyzed on the software using coding methods, such as double (also named as simultaneous) coding, descriptive coding, which refers to the description of the data to be analyzed with a few words to describe, and an *in vivo* (also known as literal) coding method (Saldana, 2011).

Similar to the analysis of the interview recordings, the reflection papers that the participants wrote after each session were imported onto the qualitative data software after careful examination of the papers and analyzed employing the same coding methods as the interview recordings.

The preliminary analysis, which involved, for instance, watching the interview videos, reading the transcriptions, enabled us to discover some other codes, such as the degree to which the tasks in the project were practical to renovate the participants' ideal L2 self. The figure below indicates the principal codes used in the study:

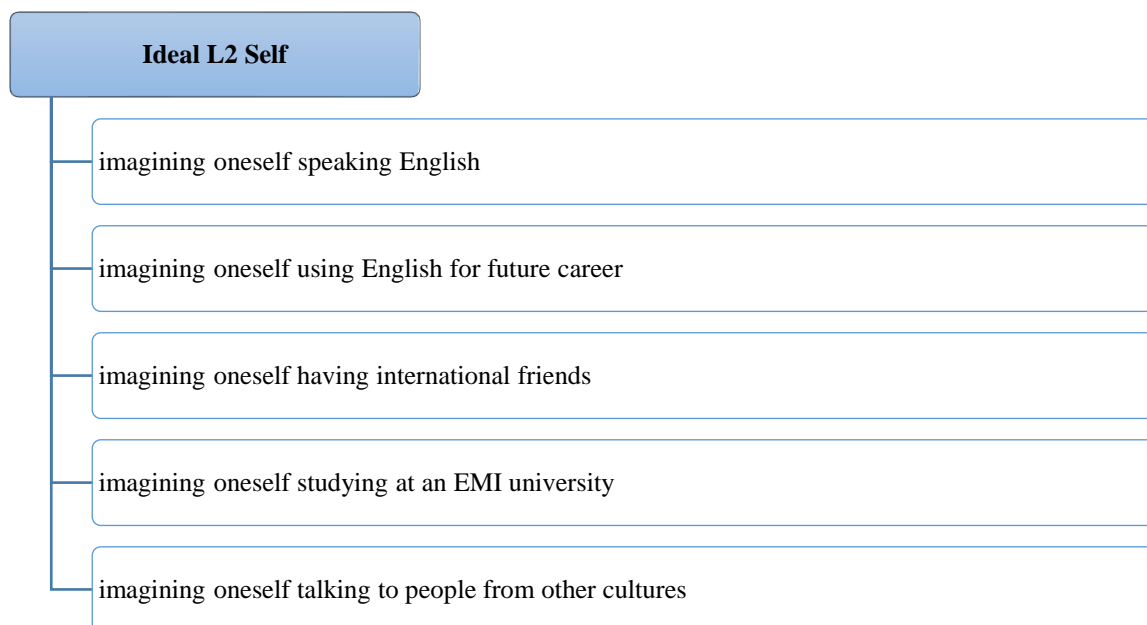


Figure 1. *Ideal L2 self codes*

The data were mainly coded depending on the five codes shown in Figure 1. Besides the codes indicated in the figure, learners' attitudes towards learning English as a foreign language and their confidence in speaking foreign languages are the other codes that emerged while analyzing the data. The present study particularly aimed to reflect the degree to which the experimental group participants who communicated with non-Turkish speakers using CMC tools differed in terms of the vividness of their future self-image using English from the participants in the control group who carried out the same tasks as the experimental group participants (except that there were no non-Turkish speakers and no use of CMC tools in the control group, but face to face communication).

Inter-coder Agreement

Neuendorf (2017) explains that incorporating more coders in the coding process is crucial to indicate that the coding does not rely on a subjective analysis of the researcher and provides more valid and effective research. For this purpose, two coders who were familiar

with the field and the qualitative data analysis software were involved in the coding process in the current study.

For the inter-coder agreement, the coders each worked on different computers. They analyzed the same piece of data independently of one another with the agreed-upon codes (as given in Figure 1). Subsequent to this phase, two sets of data coded by two different coders individually were compared on the software, MaxQDA. The software provides the users with the Inter-Coder Agreement function. As an analysis criterion, segment agreement in percent, -the reason why particularly this method was selected is that it is the most common one used in qualitative research (O'Connor & Joffe, 2020), was selected to run so that each coded segment could be ascertained. The Segment Agreement with the default value of 90 % was calculated, and the results showed an 87.5 % agreement, which was sufficient to continue analyzing the total data (Hartmann, 1977; Stemler, 2004). Even though O'Connor and Joffe (2020) explain that there is no undisputed level at which reliability is agreed, Hartmann (1977) and Stemler (2004) state that an agreement of at least 75 % would be acceptable for the agreement, and the percentage requires to be close to 90 % for an exact agreement.

Findings

The data relating to the impact of the treatment on the participants' ideal L2 self were analyzed under the titles to investigate whether the treatment affected the participants' views in connection with the importance of English, future self-image as studying at a university in English, future self-image as using English in a future career and having international friends.

Table 1. *Participants' views of the importance of English*

Groups	Sample Quotes
Experimental	<p>"In my opinion, English is important. I understood its importance in our sessions once again because there were some foreign friends whose native language is not English. However, we communicated with them all using English."</p> <p>"English is certainly significant. It is a language spoken worldwide, and as we experienced in the project, the more you know English, the easier it becomes to receive information and share what you know with others. It is a mutual channel which everybody can connect to."</p>
Control	<p>"English is a world language, which is necessary to learn. I mean, as we know, English has become important everywhere as it is spoken by everybody in the world",</p>

“In my opinion, English is an important language, which is known and used everywhere in the world. Therefore, it is quite important for communication.”

The primary question aimed to explore whether the respondents found English essential to learn or not. According to the respondents in both of the treatment groups (experimental and control), English has a substantial value to communicate with people from different cultures. Regardless of their groups (experimental or control), the comments of all the respondents revealed a nuanced view on whether English is considered a world language, a mutual channel, a bridge, or a lingua franca (as defined by the respondents). However, the analyses of the interviews revealed a difference between the respondents in the treatment groups. The analyses indicated that the respondents in the experimental group commented on how their experience with foreign participants reflected on their perceived recognition of the importance of English (Please see Table 1): *“In my opinion, English is important. I understood its importance in our sessions once again because there were some foreign friends whose native language is not English. However, we communicated with them all using English.”*; *“English is certainly significant. It is a language spoken worldwide, and as we experienced in the project, the more you know English, the easier it becomes to receive information and share what you know with others. It is a mutual channel which everybody can connect to.”* On the other hand, the respondents in the control group did not mention the effect of the treatment on their thoughts regarding the importance of English. They commented with more general statements such as *“English is a world language, which is necessary to learn. I mean, as we know, English has become important everywhere as it is spoken by everybody in the world”*, or *“In my opinion, English is an important language, which is known and used everywhere in the world. Therefore, it is quite important for communication.”*

In the interviews, the next question addressed whether the participants could imagine themselves studying abroad or in their home country at a university where English was used as the medium of instruction. According to almost all of the respondents in the experimental group, their experience in the current study helped them have a more evident self-image of themselves studying abroad or at a university where the medium of instruction would be English.

Table 2. *Participants' self-images as studying at an EMI university*

Groups	Sample Quotes
Experimental	<p>"I can imagine me in a university abroad where the medium of instruction is English for a Master's Degree. I wish it would be possible. I want it very much. In this study, for example, we had difficulties initially, but later we got used to each other. Similarly, it becomes straightforward to adapt to living in a new country in a few months. Therefore, I can imagine myself very easily. I would be very comfortable."</p> <p>"I can imagine and I think I would be a very successful student there. I would be a student who everybody loves. I would have both foreign and Turkish friends there and communicate with all of them easily. You know I was also very confident in the sessions and could make friends easily."</p>
Control	<p>"Yes, I can imagine myself. This is mostly because of my university. I will study my department in English. Hadn't I come to this university to study, I wouldn't imagine."</p>

The analyses suggested that the respondents' online communication with the foreign participants provided the learners with the understanding that even though there would be some problems in the beginning, those problems would be likely to be overcome after some time as can be seen in the quote of one respondent (as given in Table 2): *"I can imagine me in a university abroad where the medium of instruction is English for a Master's Degree. I wish it would be possible. I want it very much. In this study, for example, we had difficulties initially, but later we got used to each other. Similarly, it becomes straightforward to adapt to living in a new country in a few months. Therefore, I can imagine myself very easily. I would be very comfortable."* The participants' responses demonstrated that they gained confidence in using English as one participant indicated, saying: *"I can imagine and I think I would be a very successful student there. I would be a student who everybody loves. I would have both foreign and Turkish friends there and communicate with all of them easily. You know I was also very confident in the sessions and could make friends easily."* On the other hand, very few participants in the control group explained that they could imagine themselves at a university where English medium instruction would be used. One of the respondents clearly stated that the motivation to study was not a consequence of the treatment, but because of the university education they were currently getting and would get in the following years in their department: *"Yes, I can imagine myself. This is mostly because of my university. I will study my department in English. Hadn't I come to this university to study, I wouldn't imagine."*

The interview additionally comprised questions revealing the impact of the treatment on the respondents’ future careers. Depending on this, participants were addressed whether they could imagine themselves working abroad or in a workplace where English would be used; whether they could imagine having any friends from different cultures and they would require speaking English with them and how their attitudes would be towards them. Table 3 below indicates some sample quotes from the participants’ interviews.

Table 3. *Participants’ self-images as studying in a workplace where English is used*

Groups	Sample Quotes
Experimental	“Well, most probably my future career plans will require using English. I think I will have a position in managing a company and working with both Turkish and foreign colleagues. I would comfortably communicate with colleagues from different nationalities.”
	“Yes, I can imagine. I will work abroad, maybe in the USA or in Canada. I believe I will have many colleagues from other nations. I can have a few Turkish colleagues, as well.”
	“Yes, I can. I would have colleagues from my own culture and other cultures in my workplace. I would rather communicate with foreign ones more to learn new cultures”
	“I can imagine myself using English in my future career. I will be a successful employee. I believe I will work with people from other cultures, and I will communicate with them a lot since I know they will contribute to my development.”
Control	“I can imagine myself using English in my future career. I will have foreign and Turkish colleagues in the workplace. Then I would prefer to communicate more with my Turkish colleagues because I think I can communicate with them more easily”
	“I can imagine myself working in a job which requires me to speak English. I will have colleagues from different cultures and my own culture there. I would make friends with the Turkish ones better because I believe when a problem arises, I can compromise with Turkish colleagues more easily.”

Respondents in the experimental group commented positively on the effect of the treatment on their self-images in connection to their future careers. Findings indicated that the participants could envision themselves working abroad with foreign work-mates comfortably and confidently, as shown in the quote of one respondent: “*Well, most probably my future career plans will require using English. I think I will have a position in managing a company and working with both Turkish and foreign colleagues. I would comfortably communicate with colleagues from different nationalities.*” Additionally, the respondents indicated that they had

plans to work abroad, as can be seen in one respondent's quote: *"Yes, I can imagine. I will work abroad, maybe in the USA or in Canada. I believe I will have many colleagues from other nations. I can have a few Turkish colleagues, as well."* In their comments, it was also clear that the respondents had a clear image of working with foreign work-mates and confidence to speak to them in English: *"Yes, I can. I would have colleagues from my own culture and other cultures in my workplace. I would rather communicate with foreign ones more to learn new cultures"* and similarly another participant stated: *"I can imagine myself using English in my future career. I will be a successful employee. I believe I will work with people from other cultures, and I will communicate with them a lot since I know they will contribute to my development."* In contrast, the participants in the control group did not mention a future image of working abroad. Still, they explained that they could imagine themselves working in a workplace where utilizing English would be necessary, and where foreign work-mates and native ones would work together. Nevertheless, the respondents denoted that their preference would be communicating with the work-mates sharing the same native language with them since they believed it would be more comfortable to express their ideas in that way as can be seen in the quotes: *"I can imagine myself using English in my future career. I will have foreign and Turkish colleagues in the workplace. Then I would prefer to communicate more with my Turkish colleagues because I think I can communicate with them more easily"* or *"I can imagine myself working in a job which requires me to speak English. I will have colleagues from different cultures and my own culture there. I would make friends with the Turkish ones better because I believe when a problem arises, I can compromise with Turkish colleagues more easily."*

Discussion and Conclusion

The present study investigated the impact of synchronous online communication with foreign participants on Turkish EFL learners' ideal L2 self, which is the main part of the L2 motivational self system and involves an individual's plans to achieve and self-image speaking English successfully to the other speakers of English (Dörnyei, 2009). The findings hint that engaging learners in authentic communication via technology with people speaking languages apart from their language positively affected their ideal L2 self in parallel to (a) increase in their confidence not only in speaking English but also interacting with people from other cultures and (b) positive attitudes towards people from other cultures. The findings derived from the current study revealed that as consistent with the prior studies investigating the effects

of CMC integration into language learning on learners' ideal L2 self (Garberoglio, 2012; Gleason & Suvorov, 2012), the use of CMC is potentially effective to help learners' ideal L2 self. The insights drawn from the present study help better understand how online contact with native and second language (SL) speakers of English could affect EFL learners' future vision of themselves while using English in different contexts. With this respect, the current study builds on the previous research which investigated the use of CMC in a context in which deaf language learners interacted with each other using the target language (Garberoglio, 2012) and in a different setting in which some non-native language learners at secondary school used asynchronous CMC tools in their language learning process (Gleason & Suvorov, 2012).

Findings confirm that the EFL learners' ideal L2 self is likely to be fostered in the classroom without any contact with foreign people. Still, the study clearly illustrates bringing EFL learners together with foreign people from different cultures and who speak other languages with the help of technology definitely has certain advantages over classroom instruction. With reference to this, the positive effect found in the current study on the participants who were engaged in online communication with SL or native speakers of English was that the participants had a clearer or more vivid image of themselves as a user of English in their future career, education or relations with international friends. In this respect, the current study is consistent with Li (2014), whose study unveiled the positive impact of contact to the native speakers in English on learners' ideal L2 self and showed that the learners are more enthusiastic about learning the target culture. In the present study, the participants' (who communicated with each other in a classroom setting or who communicated using online communication means in groups where both Turkish and SL or native speakers of English gather) views about the importance of learning English were found to be on the same line since all the participants expressed they found English crucial to learn and know by stating that it is a world language, a lingua franca and a means to understand people living in the other parts of the world. Similarly, in both of the groups, it was found that the participants had a future image of themselves using English in their future education. However, one difference between the control group and the experimental group arose at this point. The detailed analysis reflected that the participants in the experimental group clearly expressed the impact of their online communication with foreign participants on their academic life. Therefore, it is likely to assume that the treatment affected their ideal L2 self, making their thoughts clearer about themselves using English in their education in the following years of university education. Such a result

might have arisen since the learners could express their opinions without any flaws while talking to non-Turkish speakers of English during the sessions. Even if they experienced some problems (glitches, anxiety, fear of speaking) initially, they were able to overcome them and gained some confidence in speaking English talking to people from other cultures. This result designates consistency with the prior research (eg. Ghasemi, 2018). It suggests that depending on the increase in confidence based on experience, the students had clearer self-images as language users in the future. Ghasemi (2018) reveals that when learners are clearer about the distinction between their actual and future self-images (ideal L2 self), they are more likely to try harder to make the difference smaller and feel more competent to perform a piece of work.

It was also explored in the present study that when the Turkish participants in the experimental group contacted some foreign people who did not know Turkish, they had no chance but to explain their thoughts in English. Even though the participants had some hesitations or worries in accordance with this in the beginning, they overcame them since they explored that they could communicate well in such a circumstance. The communication between the Turkish participants and the foreign ones became much better as the sessions progressed, and the participants became more confident to speak to them. Thus, findings suggested that the participants could envision themselves speaking English confidently to prospective colleagues from other cultures in their future careers. Li (2014) investigated the language motivation in foreign language settings where learners are rarely exposed to the speakers of target language outside the classroom and second language contexts where the learners have an ample opportunity to contact the speakers of the target language and found a difference between the participants from two different contexts. Li (2014) explains that this finding is predictable since contact with the native speakers of the target language may enable the learners to imagine themselves as competent users with skills, experience, or qualities to use the target language and be more motivated to learn about the culture. On the other hand, the learners in foreign language contexts have a fear of speaking due to the lack of contact and experience. Fillmore (1991) remarks that for effective language learning, the availability of the speakers of the target language is crucial on condition that they are prepared and amenable to communicate with other language learners in a way that will positively support their language development. Fillmore (1991) enumerates success in language learning depends on the motivation of the learner to learn it, the speakers of the target language who have a positive influence on language learning, and the contact with the target language speakers and also learners frequently.

Because the participants in the control group did not have any foreign participants in the sessions, they were observed to switch from English to Turkish (they were supposed to speak English during the sessions, though) often and used it to express their ideas more clearly. Because all the participants in the group were Turkish, no communication problems occurred. In the interview sessions, when the participants in the control group were asked to envision themselves in a workplace where they worked with international colleagues, the participants in the control group asserted to be hesitant about communicating with foreign people, but apt to be engaged in a conversation with work-mates who share the same culture and language as themselves. As a consequence, it might be suggested that the lack of contact with the foreign participants in the classes caused the participants in the control group to have less vivid images of themselves working in a place with foreign colleagues and speaking to them in English when compared to the participants in the experimental group.

In previous research, it had already been revealed that face-to-face contact with people who speak other languages positively affects individuals' ideal L2 self and increases motivation to learn the language (Li, 2014). With this respect, findings from the present study verified that synchronous online communication compensates for the lack of exposure to the target language in countries where English is spoken and taught as a foreign language. The findings exhibited that the participants found their communication with people from different cultures fruitful as they could understand each other and express themselves in English to people who did not know their mother tongue. Consequently, they could develop a clear image of themselves as English speakers in their education or career in the future, which in turn potentially affects their overall motivation to learn English. Thus, the study draws attention to the importance of exposure to the target language in authentic terms. In this regard, in countries where English is spoken as a foreign language and EFL learners may not find an opportunity to contact people speaking English easily, technology integration into learning settings and language programs seems to gain key importance to help learners develop their motivation to language learning and have them envision themselves speaking English in their future education and careers.

Dörnyei (2009) exposes that the first condition of a motivational treatment is to help language learners to create vision (ideal L2 self) in self approach because a learners' lack of motivation in language might arise from the lack of ideal self. Dörnyei (2009) underscores that

expecting a language learner to develop an ideal L2 self with a motivational treatment is unrealistic, though. A realistic process to generate an ideal L2 self entails ‘awareness-raising and guided selection from the multiple aspirations dreams, desires, etc. that the students have already entertained in the past’ (Dörnyei, 2009, p. 33). Thus, despite the fact that increasing motivation with treatment is not simple but a complicated process, motivation is likely to be fostered by making the learners aware of what they would like to achieve in the future and getting the learners to engage in cultural activities that bring some true models into the classroom (Dörnyei, 2009). In the context of the present study, considering the students’ self-reports, it might be concluded that the participants’ successful experience of online communication with foreign participants seems to have enabled them to perceive their potential to be able to use English with people who speak languages other than theirs in international settings, which might also have flourished their motivation to learn English (Gleason & Suvorov, 2012).

Implications of the Study

The present study investigated how synchronous online communication affected the EFL learners’ ideal L2 self with a quasi-experimental research design. Due to the scarcity of empirical studies which were based on the use of technology and the ideal L2 self, the significant practical contribution of the current study is that it provides more empirical evidence about the effect of synchronous online communication with native or nonnative speakers of English. The study sheds light on the fact that the integration of technology into foreign language education brings positive effects on the participants’ ideal L2 self and their motivation in general. The positive findings suggest that educators and policymakers, and school administrators require thinking of the necessity of bringing authentic communication experience into language learning classes via technology integration.

Limitations and Suggestions for Further Studies

The present study has several limitations to be borne in mind while interpreting the findings in this study carefully and performing further research. Primarily, the study has a small sample size, which prevents the findings from being generalized as representative of all foreign language learners. Therefore, further research with a larger sample size might yield more reliable results. The following limitation of the study derives from the research design. The participants’ thoughts about their motivation regarding the experience were basically explored

through the interviews held shortly after the treatment. This may have misleading consequences as motivation is likely to change or end suddenly depending on specific reasons. Therefore, in further studies, the participants' motivation may be revealed weekly after each session. Thus, the factors that foster motivation could be explored better. Furthermore, as an ultimate outcome of the research design followed in the current research, the participants in the control group submitted their reflection papers in hand. In contrast, the experimental group wrote and submitted online. Likewise, the interviews were held with the control group participants in an actual classroom environment; on the other hand, the experimental group participants were interviewed online. Such factors might have yielded different results in terms of the quality of the data from both groups. Therefore, were the quality of the data collection instruments and methods to be controlled and validated better in future studies, more reliable results would be obtained.

All in all, the purpose of this present research was to reveal the extent to which synchronous online communication could have an impact on EFL learners' ideal L2 self. The study sheds light on the fact that engaging in learners in communication with speakers of English using technology for educational purposes fosters EFL learners' ideal L2 self in comparison to classroom instruction without technology integration and online communication with foreign participants via synchronous means. The study substantiated that technology helped learners be involved in authentic communication with people from different cultures who did not share the same native language. Hence, the study reveals the potential benefits of such activities to help EFL learners to imagine themselves using English in their future career and education, giving them real-life experience and motivation to achieve their goals in the future.

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Non-native English Speaker Instructors' Beliefs and Self-reported Practices in Pronunciation Teaching

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Abstract

Despite the fact that teachers and instructors try to focus on four main skills and some other language components whilst teaching the target language, pronunciation is frequently neglected. Nonetheless, research designates that pronunciation is crucial for learning a language. Moreover, since teachers' views in classrooms determine the activities, language skills, and components that will be taught and focused on, paying close attention to the beliefs of teachers and instructors is necessary. Therefore, this study investigates the beliefs and self-reported practices of non-native English-speaking instructors in pronunciation teaching. In the present study, participants were comprised of 72 volunteer non-native speaker instructors in a state university in Turkey and a five-point Likert scale was utilized to collect the required data. Results displayed that the majority of instructors believe that pronunciation is important and it should be taught by integrating into speaking courses rather than having it as a separate course. In addition to that, the instructors were discovered that they focus on the sounds that their students have difficulty with. When the instructors' opinions on the effects of being a non-native speaker are considered, it was discovered that they do not view their non-native status as a barrier to their pronunciation.

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Keywords: non-native speakers; teaching pronunciation; teacher beliefs; teacher practices

Introduction

Learning a new language embraces all language skills and sub-skills. However, although teachers and instructors try to focus on four main skills, pronunciation is generally

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ignored or neglected (Derwing & Munro, 2005; Hişmanoğlu, 2006). Nevertheless, studies demonstrate that pronunciation is of great importance for learning a language. According to Harmer (2007), teaching pronunciation not only heightens students' awareness in different sounds and sound features but also plays a substantial role in improving speaking skills. In addition to speaking skills, Ghorbani (2011) asserts that giving phonetic training to students increases their success in listening skills. Moreover, Baker and Murphy (2011) explored that acquiring pronunciation is important for developing students' ability to communicate because poor pronunciation impedes students from conveying their message effectively (Derwing & Rossiter, 2002). For all these reasons, instructors and teachers should integrate pronunciation teaching into their lessons.

Language Teaching Approaches and Pronunciation

According to Morley (1991), "the question is not whether pronunciation should be taught but what should be taught in a pronunciation type and how it should be taught" (p.263). The field of English Language Teaching has experienced many changes in teaching methods. Correspondingly, the role of pronunciation has changed with the arrival of new methods. To exemplify, the Grammar Translation Method focused on the memorization of grammar rules and ignored pronunciation whereas the Direct Method emphasized the importance of correct pronunciation from the beginning of the course. Similarly, in the Audio-lingual Method, mastering the sound system was considered as vital and pronunciation was taught in language laboratories by discriminating minimal pairs and drill practices. Moreover, this method put great emphasis on native-like pronunciation. Since the new methods claimed that it is unwise and impossible to teach native-like pronunciation after puberty, pronunciation teaching has lost its importance. For instance, in the Silent Way, the interest in pronunciation was decreased, and only acquiring the melody of the language was emphasized. The focus was on stress and intonation but not on any explicit information about individual sounds. Additionally, in the Suggestopedia, since the main concern was the learners' feelings, teachers were more tolerant towards pronunciation mistakes and pronunciation lost its importance. However, with the Communicative Approach, the idea that language is for communication spread and pronunciation teaching has regained its importance since pronunciation is regarded as an inseparable component of communication. As discussed above, in the history of pronunciation

teaching, there has been a shift from nativeness and accent elimination to intelligibility and comprehensibility (Derwing & Munro, 2005).

Pronunciation Teaching Approaches

With the innovations in language teaching approaches and methods, there have been some changes in pronunciation teaching approaches experienced throughout the language teaching history. There are three major pronunciation teaching approaches (Celce-Murcia, 1996). These approaches are the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach. In the intuitive-imitative approach, the learners are expected to listen and imitate the sounds and rhythms of the target language without any explicit information about individual sounds or stress, intonation, and rhythm. However, the need for explicit teaching of pronunciation appeared and the analytic-linguistic approach was developed to complement the intuitive-imitative approach (Celce-Murcia, Brinton, & Goodwin, 1996). In this approach, learners are provided with explicit pronunciation teaching through the phonetic alphabet or some explanations about stress, intonation, and rhythm. However, with the transformations in language teaching approaches and methods, pronunciation teaching became an integral part of communicative activities. Therefore, instead of explicit teaching and isolated drill practices, meaningful and task-based listening and speaking activities are used with the integrative approach. In addition to that, suprasegmental features of pronunciation such as stress, rhythm, and intonation are emphasized by the use of various activities.

Techniques in Pronunciation Teaching

Similar to the approaches in pronunciation teaching, the techniques employed to teach pronunciation display differences among teachers. When the studies about the techniques that teachers use to teach pronunciation are analyzed, one can see that the most common techniques are traditional ones such as listen and repeat, minimal pairs, drama activities, role plays, drills, visual aids, recordings, chants, and tongue twisters (Buss, 2016; Jones, 2002). In addition to these traditional techniques, teachers can also utilize kinesthetic activities or body movements such as clapping, tapping on the desk, or jumping while teaching pronunciation, especially for lower-grade learners. For instance, to help learners be aware of stressed syllables, teachers make students clap or tap on their desks when they hear stressed syllables, which can make lessons more enjoyable. Moreover, selecting some famous scenes from popular movies can be fun for learners. Chiu (2012) investigated whether film dubbing projects are effective for pronunciation teaching or not. The results demonstrated that film dubbing is a good technique

to improve pronunciation, especially for communicative purposes. Additionally, teachers can also integrate technology into pronunciation courses by using voice or video recorders in their lessons. To exemplify this, Tsubota, Dantsuji, and Kawahara (2004) studied the use of Computer Assisted Language Learning in pronunciation teaching in Japan. The learners had role-play activities and their performances were recorded. Subsequent to the activities, the learners got feedback and error corrections for their pronunciation. The results showed that this technique is beneficial and useful for learners to improve their pronunciation.

Teachers' Beliefs and Practices in Pronunciation Teaching

According to Gregoire (2003), unless teachers' practices and beliefs are taken into consideration, the efforts to make any renovations in teaching will fail. Therefore, investigating teachers' and instructors' beliefs needs due attention. Thus, researchers have started to investigate teachers' and instructors' practices and beliefs in teaching pronunciation.

Previous Studies in Other Countries

In a study conducted in the UK, Burgess and Spencer (2000) discovered that almost all respondents claimed that they integrate pronunciation skills into their lesson plans and they generally use chants, role plays, drills, and drama to teach pronunciation. In 2011, Murphy generated a study with 36 instructors in Ireland. Results revealed that the most frequently used technique in pronunciation teaching is listen and repeat activities. Additionally, 97% of the instructors stated that they teach pronunciation at least once per month while 75% of them teach more than once per week. Furthermore, in her study in Brazil, Buss (2016) explored that English teachers believe that teaching pronunciation is important; however, they need to get further training in teaching pronunciation. Similarly, Macdonald (2002) concluded that pronunciation teaching training for both pre-service and in-service teachers is inadequate due to the fact that the results of his study showed that since the teachers don't feel comfortable when they teach pronunciation, and they do not know how to evaluate the pronunciation skill, they are reluctant to teach pronunciation. Moreover, Foote, Holtby and Derwing (2011) investigated teachers' beliefs in Canada and participants stated that pronunciation skill plays a

significant role in language teaching and they focus on the segmental aspects while teaching pronunciation by integrating it into the teaching process of other skills.

Previous Studies in Turkey

When the studies in Turkey are reviewed, it can be realized that the number of studies focused on teacher beliefs is very limited. In 2018, Yağız compared 164 teachers' and academics' beliefs and real practices in pronunciation teaching. Although the beliefs of the participants were positive, their practices were different. In the classroom, the participants were observed that they generally focused on correcting the mispronounced words and neglected suprasegmental features of pronunciation. In 2019, a study conducted by Yavuz and Keser showed that teacher trainees believe that pronunciation teaching should be integrated with the four skills, and they also think that more training on pronunciation teaching should be given to teachers. Furthermore, a recent study by Alcuma (2021) investigated the beliefs and practices of 105 EFL teachers in Diyarbakır and found that the participants show positive attitudes toward pronunciation teaching and they mostly focus on suprasegmental features of pronunciation.

Previous Studies Focusing on Non-native Teachers' Beliefs

In addition to the studies focusing on teacher beliefs, there are also some studies focusing on non-native teachers' beliefs and practices in pronunciation teaching. Levis, Sonaat, Link and Barriuso (2016) found that effective pronunciation teaching is not related to being a native speaker or a non-native speaker. Moreover, non-native and native speaker teachers were found to be equal in terms of comprehensibility of pronunciation skills. In another study, Jenkins (2005) spotted that the participants feel comfortable about their pronunciation when she conducted a study with eight non-native teachers. The participants reflected that they feel happy when somebody finds their pronunciation native-like. Furthermore, in her study, Yapıcı-Sarıkaya (2013) investigated 140 non-native instructors' perceptions and classroom practices in pronunciation teaching and she encountered that when they compared their pronunciation with their native speaker colleagues, the participants reported that they feel less confident. In 2008, Y. Chui interviewed non-native and native speaker teachers in Taiwan and compared their beliefs and practices in terms of pronunciation teaching. The results indicated that both native and non-native teachers teach pronunciation but they focus on mostly segmental features; however, they use different approaches. Moreover,

non-native teachers are found to be more knowledgeable in terms of phonological terminology when compared to native speaker participants.

As explained above, the number of studies focusing on teacher beliefs in pronunciation teaching is very limited; hence, there is a need for further studies. Very little is known about instructors' beliefs and practices in teaching pronunciation in Turkey. That's why the current study attempts to contribute to the field of ELT by investigating instructors' beliefs and self-reported practices in pronunciation teaching.

It is a well-known fact that the methodology or approach used in classrooms, activities and tasks done, language skills and components developed and emphasized are all governed by teachers' beliefs. However, how pronunciation should be taught or practiced in classrooms has been a debatable issue in the field of language teaching because teachers have discrete perspectives and approaches on this issue. This study focuses on non-native English language instructors' beliefs and self-reported practices in pronunciation teaching in Turkey.

In accordance with the purpose of the study stated above, this study aims to find answers to the following questions:

1. What are the non-native instructors' beliefs in teaching pronunciation?
2. What are the non-native instructors' self-reported practices in teaching pronunciation?
3. What are the non-native instructors' beliefs in the effects of being non-native on their practices of teaching pronunciation?

Methodology

Participants

The study was managed in a state university in Turkey. Participants are 72 volunteer non-native instructors. The instructors have distinct educational backgrounds including English Language Teaching, English Language and Literature, Linguistics, English Translation and Interpretation. The ages of the participants range from 25 to 41.

Data Collection Tool and Data Analysis

The data related to the pronunciation teaching beliefs of non-native speaker instructors were collected through a five-point Likert scale developed by Yapıcı-Sarıkaya (2013). The scale incorporates twenty-nine items. The validity and reliability of the scale were measured by Yapıcı-Sarıkaya (2013). Cronbach's alpha reliability was found .803. Subsequent to the data collection, the responses of the participants were analyzed via SPSS.

Findings

The Non-native Instructors' Beliefs in Teaching Pronunciation

Table 1. Frequency table of the non-native instructors' beliefs in teaching pronunciation

Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
7. Pronunciation is important for students.	29	40,3	33	45,8	7	9,7	2	2,8	1	1,4
1. Teaching pronunciation is an essential part of teaching English.	27	37,5	36	50,0	3	4,2	6	8,3	0	0
3. Pronunciation should be taught as a separate class.	9	12,5	13	18,1	20	27,8	27	37,5	3	4,2
14. Pronunciation should be taught as part of a class on speaking.	16	22,2	46	63,9	5	6,9	5	6,9	0	0
15. Pronunciation should be taught as part of a class on listening.	17	23,6	38	52,8	8	11,1	8	11,1	1	1,4
16. Pronunciation should be taught as part of a class on reading.	8	11,1	21	29,2	15	20,8	22	30,6	6	8,3
17. Pronunciation should be taught as part of a class on writing.	2	2,8	11	15,3	16	22,2	31	43,1	12	16,7
9. Knowledge of the phonetic alphabet helps students become independent learners.	19	26,4	37	51,4	8	11,1	7	9,7	1	1,4
13. I need to read more about the phonological characteristics of individual English sounds.	9	12,5	36	50,0	11	15,3	15	20,8	1	1,4
27. I need to work on improving my pronunciation of individual English sounds.	6	8,3	36	50,0	13	18,1	16	22,2	1	1,4
22. I need to learn more about stress/rhythm/intonation in English.	10	13,9	40	55,6	10	13,9	11	15,3	1	1,4

The primary research question of the study aimed to detect the non-native instructors' beliefs in teaching pronunciation. As can be seen in Table 1, most of the instructors agreed that

pronunciation is important for students (45,8 %) and teaching pronunciation is an essential part of teaching English (50 %). However, they disagreed with the idea that pronunciation should be taught as a separate class (37,5 %) rather than integrating it into the teaching of the other skills. When they are asked the class in which pronunciation should be taught, most of the instructors (63,9 %) claimed that pronunciation should be taught during speaking classes. In addition to this, the majority of instructors disagreed that pronunciation should be taught as part of a class on writing (43,1 %). Moreover, the instructors believe that knowledge of the phonetic alphabet helps students become independent learners (51,4 %). When they are asked to reflect about their own performances, the results indicated that the majority of the instructors agreed that they need to read more about the phonological characteristics of individual English sounds (50 %) and they need to work on improving their segmental level of pronunciation (50 %). Correspondingly, they also believe that they need to learn more about suprasegmental levels of pronunciation such as stress, rhythm, and intonation (55,6 %).

The Non-native Instructors' Self-reported Practices in Teaching Pronunciation

The second research question aimed to determine the non-native instructors' self-reported practices in teaching pronunciation. To this end, the related items were analyzed and the results were shown in the table below.

Table 2. Frequency table of the non-native instructors' self-reported practices in teaching pronunciation.

Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
8. I make sure that my students know about the difference between Turkish and English sound systems.	10	13,9	37	51,4	10	13,9	7	9,7	8	11,1
2. I spend time on improving the pronunciation of specific English sounds that Turkish students have difficulty with.	20	27,8	40	55,6	7	9,7	5	6,9	0	0
6. I check the pronunciation of unknown words in a dictionary before going to the classroom.	37	51,4	33	45,8	1	1,4	1	1,4	0	0
4. I spend time on teaching how to pronounce individual sounds in my classes.	7	9,7	35	48,6	11	15,3	19	26,4	0	0
5. I spend time on teaching stress /rhythm and intonation in my classes.	5	6,9	27	37,5	15	20,8	23	31,9	2	2,8

10. The amount of time I spend on pronunciation teaching depends on the level of the students.	21	29,2	41	56,9	4	5,6	6	8,3	0	0
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In the classroom, instructors reported that they make sure that their students know about the difference between Turkish and English sound systems (51,4 %), and correspondingly, they focus on improving the pronunciation of specific English sounds that their students have difficulty with (55,6 %). In addition to this, the majority of the instructors strongly agreed that before they go to the classroom, they check the pronunciation of unknown words in a dictionary (51,4 %). In terms of the features of pronunciation, the instructors were found to teach the segmentals (individual sounds) (48,6 %) and the suprasegmentals (stress/ rhythm/ intonation) (37,5 %) during their classes. Furthermore, the majority of the instructors denoted that the time they spend on teaching pronunciation changes according to the level of the students (56,9 %).

The Non-native Instructors' Beliefs in the Effects of Being Non-native Speakers on Their Pronunciation

The final research question of the current study aimed to reveal whether being a non-native speaker has any effects on the instructors' pronunciation or not. Table 3 reveals the results obtained from the analysis of related items in the scale.

Table 3. Frequency table of the non-native instructors' beliefs in the effect of being non-native on their pronunciation

Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
21. Having a native-like pronunciation is important for me as a non-native English speaking teacher.	8	11,1	31	43,1	16	22,2	14	19,4	3	4,2
28. I feel confident about my pronunciation as a non-native English speaking teacher.	12	16,7	43	59,7	14	19,4	3	4,2	0	0
19. As a non-native English speaking teacher I don't feel confident enough in my knowledge of English.	0	0	5	6,9	14	19,4	30	41,7	23	31,9
20. Being a non-native English speaking teacher is a hindrance in terms of my pronunciation.	0	0	11	15,3	10	13,9	37	51,4	14	19,4

Considering the results, it can be claimed that although the instructors reported that having a native-like pronunciation is important for them (43,1 %), they feel confident about

their pronunciation as non-native teachers (59,7 %). Similarly, they disagreed with the idea that they do not feel confident in their knowledge of English as non-native speakers (41,7 %). In addition to these results, being a non-native speaker is not considered as an obstacle in terms of pronunciation among the instructors (51,4 %).

Discussion

Consistent with the literature, in the present study, it was identified that instructors believe that pronunciation is important for their students and teaching pronunciation is an essential part of teaching English. A possible explanation for this might be since communication is regarded as the main goal of language learning, pronunciation is given importance because pronunciation plays an important role in the delivery of the messages in the target language.

Another significant finding is that the instructors do not think that pronunciation should be taught as a separate lesson instead of integrating it into the course. This result may be supported by the study conducted by Darcy, Rocca and Hancock (2020). The researchers noticed that integrating pronunciation into the course draw learners' attention more compared to teaching pronunciation separately. In addition to that, they claimed that when pronunciation is integrated into the course, students show improvements in oral skills.

On the other hand, instructors reflected that pronunciation should be integrated into speaking courses. This can be explained by the fact that pronunciation is associated with speaking and listening. Pronunciation flourishes speaking skills by enhancing clarity and intelligibility (Darcy, 2018). Similarly, Cristoph and Nystrand (2001) claimed that in speaking classes, teachers provide input, which has an impact on the output produced by the students. In terms of integration of pronunciation into writing classes, the majority of the instructors also disagreed with the idea of integrating pronunciation teaching into writing teaching. This result might be related to the focus of the lessons. In writing lessons, the focus is on written output rather than spoken one. Therefore, in writing sessions, instructors may concentrate on meaning and vocabulary instead of speaking or pronunciation.

Moreover, the majority of the instructors perceive that they need to learn more about segmental and suprasegmental levels of pronunciation. These results are consistent with the earlier studies in the literature (Baker, 2014; Foote et al., 2011). The reason for this may be the lack of training in teacher trainees' education because generally, teacher trainees are observed

to have very limited information about how to teach pronunciation for the fact that there is no specific course for it. Therefore, pre-service teachers do not get enough training not only in pronunciation learning but also in pronunciation teaching.

With respect to the self-reported practices, it was located that the instructors prefer focusing on the sounds that their students have difficulty with. Instead of spending too much time on teaching the sounds that are easy to produce for the learners, the instructors may help learners strengthen their pronunciation by paying attention to the problematic sounds to save their time.

Furthermore, contrary to the previous studies which revealed that the participants focused on the segmental level of pronunciation and ignored suprasegmentals (Chui, 2008; Foote et al., 2011; Yağız, 2018), in the current study, the instructors reported that they focus their attention on segmentals and suprasegmentals. A possible reason for this might be the syllabus followed or the materials used could require the teaching of both segmental and suprasegmental units.

When we analyzed the instructors' opinions about the effects of being non-native speakers on pronunciation, the instructors claimed that native-like pronunciation is important for them. However, since they do not regard being non-native as a hindrance to their pronunciation, the instructors are found to be confident. This finding is consistent with that of Yavuz and Keser (2019). The participants were found to believe that sounding like a native speaker is important for them, and they also believe that they can produce sounds as good as native speakers.

Conclusion

Since the main focus of language learning and teaching is to have communication in the target language, the eminence of pronunciation learning and teaching increases day by day. Because of the fact that teachers' and instructors' beliefs are determining factors of the methods and techniques to be employed in classrooms, investigating their beliefs and practices is of great importance to make innovations in teaching pronunciation.

When the studies in the field of English Language Teaching are analyzed, it can be detected that pronunciation teaching needs due attention since the number of studies focusing

on pronunciation teaching is quite limited. Furthermore, very little is known about non-native English speaker instructors' beliefs and practices in pronunciation teaching.

With all these in mind, the purpose of the current study was to investigate the non-native instructors' beliefs and self-reported practices in teaching pronunciation. Results showed that the participants believe that pronunciation is an essential component of learning English and it is important for their learners. Moreover, in the classroom, they prefer integrating pronunciation into speaking lessons rather than having it as a separate class. While teaching pronunciation, they generally focus on the problematic sounds that their students have difficulty with. In terms of the features of pronunciation, they spend time on teaching both individual sounds and stress, intonation, and rhythm although they claimed they need to read and learn more about segmental and suprasegmental features of pronunciation. In addition, the instructors were found to spend different amounts of time on pronunciation teaching due to the different levels of their learners. It was also spotted that they think that sounding like a native is important for them, the instructors feel confident about their pronunciation as non-native speakers, and they do not believe that being a non-native speaker is an obstacle to their pronunciation.

Implications

Taken together, these results highlight the prominence of pronunciation teaching, the beliefs of instructors in how to teach it, the needs of instructors in terms of pronunciation teaching, and the effects of being a non-native instructor on pronunciation teaching. Findings of this study make some contributions to the current literature for the fact that the analysis of the data gathered from the instructors has extended our knowledge of the instructors' beliefs and practices in pronunciation teaching. These results may be helpful for designing a new syllabus or course book through which pronunciation teaching could be improved. Moreover, this study has revealed that instructors need to read and learn more about the features of pronunciation, which puts forward the need for the training of teachers in pronunciation teaching. Thus, the results may be functional not only for shaping teacher education programs in ELT departments for pre-service teachers but also for designing in-service training programs.

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Investigating the Relationship Between ELT Students' Verbal Working Memory Capacity, Reasoning Ability, and Foreign Language Proficiency of Productive Skills

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Abstract

The role of working memory and reasoning ability in foreign language proficiency has already been well-established. As another contribution to the building block of the relevant research, the current study aimed to investigate any possible relationships between English Language Teaching (ELT) students' verbal working memory capacity, grammatical reasoning ability, and their proficiency in productive skills in English. 40 ELT students, 20 of whom were in the first-year while the other 20 were in the fourth year, voluntarily participated in the research. They were asked to take two tests on the website of Cambridge Brain Sciences; the Digit Span Test to measure their verbal working memory capacity and the Grammatical Reasoning Test to measure their reasoning ability. They were also tested on their speaking and writing skills in English through TOEFL-IBT test items. The scores on language tests were compared with the scores on the Digit Span and the Grammatical Reasoning Tests by running multiple regression analysis and a full-factorial ANOVA. Results revealed that while the writing ability had a relationship with the verbal working memory and reasoning ability, the speaking ability could not be predicted by them. Moreover, it was also yielded that the grade level of the students did not have any effects on the L2 productive skills.

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Keywords: Verbal working memory; reasoning ability; L2 productive skills; digit span

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Introduction

The role of memory in the domain of foreign language learning and use has already been well-established on the basis of the results yielded by the research studies in Second Language Acquisition (SLA) (Acheson & MacDonald, 2009; Baddeley, 2003; Daneman & Merikle, 1996). The association between modalities of language and different types of memory has been analyzed from diverse perspectives. A large number of studies have focused on the dimension of language comprehension in relation to memory while a smaller proportion is on language production. More specifically, memory, either as a unitary system or as a multidimensional model, has been explored in relation to separate layers of both language learning and use; vocabulary (Jefferies, 2006a/b; Schriefers et al., 1990; Walker & Hulme, 1999), phonology (Vousden et al., 2000; Schwartz, 2004; Service, 1992), reading (Daneman & Carpenter, 1980; McCutchen, 1991), listening (Just, 1992), and speaking (Vitevitch, 2002), to list a few. All these studies have somehow revealed a certain interaction between individuals' separate types of memory capacity, reasoning abilities, and success in language learning and use. Still, as is also asserted by Acheson and MacDonald (2009), memory-related studies in the field of language research have predominantly targeted either comprehension or acquisition, and the productive modalities have remained underrated in terms of exploration within that scope. Moreover, the number of studies generated in the Turkish context, especially with people whose main area of specialization is a foreign language teaching, is quite limited. As a response to this need, the current research study attempts to investigate any relationships between proficiency in the second language (L2) productive skills and verbal working memory (VWM) as a specific type, and reasoning skills of adults pursuing a Bachelor of Arts (BA) degree in the field of English Language Teaching (ELT) at a state university in Turkey. To introduce the related concepts and terms and better locate the results yielded here into the body of findings put forward so far, a concise review of the literature is a requisite.

Review of Literature

Memory, as a broadly discussed phenomenon, is initially divided into two essential categories; short-term memory (STM) and long-term memory (LTM) based on the suggestion by Hebb (1949). In another study, it is also empirically confirmed that elements a person is exposed to rapidly go off if there is not any rehearsal (Brown, 1958), and it signals the existence of a separate temporal storage system. The upcoming decade welcomes arguably the most commonly accepted two-dimensional model of memory proposed by Atkinson and Shiffrin (1968). Their model introduces short-term storage as 'an antechamber to the more durable

LTM' (Baddeley, 2003). They do not confine the function of a short-term storage system to a bridge leading to long-term memory but identify it as working memory which operates as a primary asset to many sophisticated activities, reasoning, and comprehension. Later, Baddeley and Hitch (1974) further divide the short-term storage system into three subcomponents that complement each other as separate parts in the process of dealing with complex tasks but are bound with the same unitary system named as working memory. The central executive is defined as the attentional control system that administers the visuospatial input from the visuospatial sketchpad and phonological data from the phonological loop.

Subsequent advancements in research unfold two main deficits in the three-component working memory system (Baddeley & Logie, 1999). The existing model assigns a distinctive separate storage system for visual and verbal input; however, the necessity of another part that blends the two sorts of information and forwards them to the multidimensional representations in LTM arises. Additionally, it is revealed that the overarching quantity of input to be temporarily stored far exceeds the capacity of either the phonological loop or visuospatial sketchpad; that's why another compartment within the STM is required (Baddeley, 2003). Out of these recently emerging realizations, the fourth component of working memory is born; the episodic buffer. Its assumed function is to compound input from two other subsystems with one another and to transmit it as an integrated chunk to the long-term memory. Figure I visually represents the structure of the newly shaped working memory.

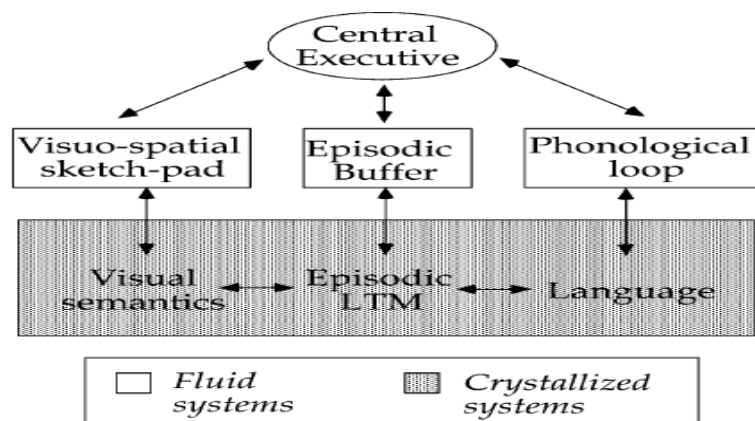


Figure 1. The four-component model of working memory (Baddeley, 2003, p. 203)

As can be seen in Figure 1, language abilities are closely associated with the phonological loop. It functions for ‘storing and processing verbal and acoustic information’ (Tsai, 2014). It is comprised of two sub-components, as well. The first subcomponent saves information solely for a few seconds, and then the input quickly fades away without being consolidated or reactivated by another item. The second sub-component, the subvocal rehearsal system, stores the information and records any visual stimulus under the condition that it can be named (Baddeley, 2003). The ease and span of retention of the input rely on a few variables as yielded by the studies delineating the relationship between the phonological loop and language performance; phonological and/or semantic similarity of the items, length of the words, recency, and primacy (Acheson & MacDonald, 2009; Baddeley, 2003). Depending on these factors, the items are linked with long-term memory, as displayed in the ‘crystallized’ area in Figure 1.

In relation to the working memory model, a significant percentage of studies have addressed the VWM from various angles in the field of language studies. It has been specified that VWM possesses a crucial role in the development of reading skills, vocabulary learning, and overall proficiency in a language (Harrington & Sawyer, 1992; Service & Kohonen, 1995). Daneman and Merikle (1996) indicate that, for successful comprehension, newly encountered input is to be incorporated into the previously processed information, and thus it necessitates access to the existing storage, which means reading and listening comprehension skills can justifiably be associated with VWM capacity. Research studies, for a long amount of time, have utilized traditional measures of VWM such as digit span, word span, and letter span tests. The results of the studies investigating the correlation between working memory capacity and scores on standardized tests of comprehension have been disappointing for scholars (Daneman & Carpenter, 1983; Mitchell, 1982; Just & Carpenter, 1980). As discussed by Daneman and Merikle (1996), the lack of correlation between the two variables is attributed to the problems with the traditional measures by Daneman and Carpenter (1980). They claim that the traditional tests measure only the storage capacity; however, the capability of working memory depends more on functionality rather than storage. Thus, with the newly developed test by Daneman and Carpenter (1980), the previous studies are replicated, and the results are in contrast with those of the aforementioned studies (Daneman & Merikle, 1996). The correlation between the score on VSAT-Verbal Scholastic Aptitude Test and the scores on listening and reading comprehension tests is .66 on average (Daneman & Carpenter, 1980). The follow-up studies,

conducted through various revised forms of VSAT, support the correlation between the two variables (Gaulin & Campbell, 1994; Leather & Henry, 1994).

Studies dealing with the comprehension modalities significantly outnumber those addressing the relationship between productive skills and VWM capacity (Acheson & MacDonald, 2009). However, it has been observed that errors in speech production are parallel to the errors on the tests of VWM (Ellis, 1980), and hence it suggests that studies which investigate the relationship between someone's VWM capacity and his/her productive performance in a language are worth as much attention as those that examine the connection of VWM capacity and comprehension skills (Acheson & MacDonald, 2009). The growing need for exploring the relationship between productive skills and VWM paves the way for an increase in the number of studies within that category. Weissheimer (2011), in a longitudinal study, addresses the interaction between speaking span test scores and working memory capacity during L2 learners' language development process. Results display that only lower-span people have a statistically significant improvement in their working memory scores, but both high and moderate-span participants' WM scores increase to some extent. In an older study, Daneman (1991) reveals that fluency in speech generation positively correlates with the participants' skills of processing and temporary storage functions of WM.

Even though the relationship between the VWM capacity and L2 production skills has already been investigated (Grabowski, 2007; Kim & Tracy-Ventura, 2011; Mackey et al., 2010, McCutchen, 2000; Révész, 2012), the number of such studies is still quite limited. To illustrate, even though working memory operates relatively differently in speaking and writing, higher working memory capacity seems to improve access to language and information processing in both speaking and writing (Mackey et al., 2010, McCutchen, 2000). To provide further clarification, Mota (2003) has spotted a correlation between enhanced working memory capacity and improved L2 performance in terms of complexity, accuracy, and fluency, but not lexical density. On the other hand, while it is widely accepted that having a large working memory flourishes language performance, there are conflicting findings about the circumstances in which this advantage reveals itself (Cho, 2018). To exemplify, studies conducted by Tavares (2009) and Ahmadian (2012) indicate that a large working memory only offers an advantage in oral output when sufficient time is available for planning.

Moreover, in the Turkish context, it has been quite rarely studied, and given the influence of discrete first languages (L1s) on L2 development, studies specifically addressing the Turkish people might put forth different results. In addition, those who are studying language professionally may be more inclined to score better on VWM and reasoning tests, which might be quite a clear indicator of the relationship between the two variables. For these reasons, the current study is conducted to fill the explained gap.

The following research questions guide this study:

1. Are there any relationships between ELT students' proficiency in L2 productive skills and their VWM and reasoning test scores?
2. Do first-year ELT students differ from fourth graders in terms of the relationship between proficiency in L2 productive skills and their VWM and reasoning test scores?

The research questions are produced on the basis of the null hypotheses as follows:

1. There is no relationship between ELT students' proficiency in L2 productive skills and their VWM and reasoning test scores.
2. First-year ELT students do not differ from fourth-graders in terms of the relationship between proficiency in L2 productive skills and their VWM and reasoning test scores.

Methodology

Research Design

The researchers embraced a post-positivist worldview to find answers to the research questions. Post-positivism features a conjectural view of knowledge, deterministic philosophy, and a reductionistic approach (Creswell, 2014; Philips & Burbules, 2000). In line with this worldview, a quantitative orientation was adopted. A cross-sectional survey design was employed for the reasons of generalizability from a sample to a population, economy, and practicality (Creswell, 2014).

Participants

The population of the study was composed of undergraduate first-year and fourth-year students in the departments of ELT in Turkey. The sample encapsulated 40 undergraduate ELT students who were studying at a large-scale, state university in Turkey. Participants were selected among the 1st and 4th year students at equal number 20 on the basis of the principles

of convenience sampling as a type of nonprobability sampling method. Eighteen of the participants were male, while twenty-two were female. They were formerly informed about the general outline of the research study and asked to sign an informed consent form to admit their voluntary participation in a written form. The language proficiency level of the students was either equal to or above B2 according to the Common European Framework of Reference for Languages (CEFR), depending on the scores they achieved to pass or be exempted from the compulsory preparatory education. In order to be deemed successful here, all the newly enrolled students were required to get 80 out of 100 on a four-section test, in which each section measured their ability in a separate component of English. The test was at the level of TOEFL IBT, and according to the regulations approved by the Senate of the University, an 80 was equal to B2 on CEFR and 96 out of 120 on TOEFL IBT. Thus, it could justifiably be claimed that all the participants were at B2 or a higher level according to the levels of CEFR.

Data Collection

In order to measure the participants' proficiency in productive skills in English, the Internet-Based Form of the Test of English as a Foreign Language (TOEFL IBT) was used. Digit Span Test was employed to measure VWM capacity, while Grammatical Reasoning Ability Test was performed to measure participants' reasoning ability.

TOEFL IBT is an international test administered by Educational Testing Service (ETS). It measures the proficiency level of four language skills i.e. reading, writing, listening, and speaking separately. In line with the scope of this study, writing and speaking sections would be introduced here. The writing section of the test is divided into two as independent writing and integrated writing. Likewise, the speaking section also encompasses two distinct parts as independent speaking and integrated speaking. For the current study, independent writing and speaking tests were given. In the independent writing test, test takers are asked to write an essay in 30 minutes based on their personal opinion and experience. In the independent speaking test, the test takers are asked to speak about a personal topic by drawing completely on their personal experience and opinion. Test takers are given 15-30 seconds to prepare their responses and 45-60 seconds to speak. The reliability coefficients provided by the test developers are 0.86 for the speaking section and 0.80 for the writing section.

Digit Span Test and Grammatical Reasoning Test are offered by Cambridge Brain Sciences. Daneman and Merikle (1996) list the Digit Span Test among the traditional measures of VWM. It was designed to measure verbal short-term and working memory. It is presented

in two formats as Forward or Reverse Digit Span Test. The test-takers are given a random series of digits and required to repeat them in the same order (forward) or in the reverse order (backwards). Upon the correct trial of the test-taker, a longer sequence is presented, and the same verbal repetition in both directions is asked. The test ends when the test-taker fails to accurately remember the sequence of the digits on three occasions. The test-taker's span is estimated based on the longest sequence of numbers accurately remembered. The test lasts 1-3 minutes based on the test-taker's performance. Grammatical Reasoning Test measures one's ability to reason about relationships among objects. It measures participants' verbal reasoning (Hampshire et al., 2012). The test is the adaptation of the original Grammatical Reasoning Test developed by Baddeley (1968). In the test, a statement appears at the top of the screen to describe the relationship among the shapes or objects beneath, and the participants are asked to indicate if the statement accurately describes the shapes by clicking 'true' or 'false'. Participants have 90 seconds to complete the test. The number of correct answers constitutes the participants' scores on the test.

The detailed description of the procedures for the collection of data through these four instruments is as follows:

- TOEFL IBT-Independent Writing Test: All the students were asked to compose a well-developed essay in a sample test offered by ETS. The topic was the same for all the participants. The responses were graded according to the set of criteria defined in the rubric of ETS. Each student got a score from 1 to 5 according to the range in the rubric and all the scores were converted into marks out of 100. Before grading the papers, the researchers piloted grading a few papers that were out of the scope of the research study. Following an agreement on the standards defined in the rubric, each student paper was graded by two of the researchers, and in the case of an inconsistency that is greater than 10% the third researcher was consulted.
- TOEFL IBT-Academic Speaking: The students were asked to talk about three different topics, one after another. They were given 15 seconds to prepare their response and 45 seconds to speak as it is in the actual TOEFL IBT test. Responses were graded in accordance with the criteria set in the rubric prepared by ETS, and the scores were converted into marks out of 100. The tests were the samples provided by ETS. Prior to the actual tests, the researchers piloted the testing process and agreed on the standards in the rubric. Two independent raters graded a performance. A third researcher was consulted when the gap between the two grades was higher than 10%.

- Digit Span Test: All the participants were kindly requested to create an account on the website of Cambridge Brain Sciences. Then, in a language laboratory, they were allotted an individual computer to take the test. They were introduced to the test procedures and any questions were answered. They were initially permitted to take the test once to get themselves familiarized with the content of the test, and then they repeated the test for the purpose of the research. They got a screenshot of the score they had and sent it to the researchers via e-mail.

- Grammatical Reasoning Test: The same procedures were followed with the Digit Span Test. The participants took the Grammatical Reasoning Test subsequent to a short break following the completion of the Digit Span Test.

Data Analysis

In line with the nature of the quantitative research methodology, the researchers conducted a multiple regression analysis so as to reveal if any of the independent variables accurately predicted the writing and/or speaking performance of the participants. Additionally, a full factorial 2x2 ANOVA test was run to see the relationship among the variables. IBM SPSS was used for data analysis. The assumptions of the multiple regression were tested. The linearity of dependent variables, homoscedasticity of data, independence of independent variables, and normality of distribution were all maintained.

Results

The arithmetic mean of the participants' writing scores was found to be 62.75, and for the speaking test, it was 62. The writing scores range between 30 and 90 while the speaking scores were between 35 and 90. The lowest score on the Grammatical Reasoning Test was 7 and the highest was 20. For the Digit Span Test, the scores ranged between 5 and 14.

Table 1. *Descriptive Statistics for the Test Scores*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic		
							Std. Error		
GR_Test_Score	40	7	20	11,23	2,547	,911	,374	2,291	,733
Digit_Span_Scr	40	5	14	8,35	2,070	,982	,374	,731	,733
Writing_Score	40	30	90	62,75	13,726	-,033	,374	-,051	,733
Speaking_Score	40	35	90	62,00	14,754	-,168	,374	-,832	,733

Valid N
(listwise) 40

In order to test if any of the independent variables; the score on either the Digit Span Test, the score on the Grammatical Reasoning Test, or the grade level of the participants significantly predicts the score on the writing test, a multiple regression analysis was conducted. As presented in Table 2, $\text{corr}(\text{WS}, \text{DST})=.43$, which indicates that the writing score significantly correlates with the score on the Digit Span Test at the value of $p=0.003$. Additionally, $\text{corr}(\text{WS}, \text{GRT})=.341$, which also reveals a strong correlation between the writing score and the Grammatical Reasoning Test score with the $p=0.016$. However, it seems that grade level does not significantly correlate with the writing scores of the students with the $p<0.05$.

Table 2. *Correlations Between the Writing Score and Other Variables*

		Writing_Score	GR_Test_Score	Digit_Span_Scr	Grade
Pearson Correlation	Writing_Score	1,000	,341	,430	-,148
	GR_Test_Score	,341	1,000	,150	,109
	Digit_Span_Scr	,430	,150	1,000	,147
	Grade	-,148	,109	,147	1,000
Sig. (1-tailed)	Writing_Score	.	,016	,003	,182
	GR_Test_Score	,016	.	,178	,251
	Digit_Span_Scr	,003	,178	.	,183
	Grade	,182	,251	,183	.
N	Writing_Score	40	40	40	40
	GR_Test_Score	40	40	40	40
	Digit_Span_Scr	40	40	40	40
	Grade	40	40	40	40

The regression model that is comprised of the digit span and grammatical reasoning test scores along with the grade could accurately predict the writing scores of the participants with the $p=0.03$ as is displayed in Table 3. The coefficients also show that the writing score could be predicted by the digit span test score at the $p=0.005$, by the score on the grammatical

reasoning test at the $p=0.036$. However, grade level does not predict the writing scores of the participants with the $p<0.05$.

Table 3. Regression Model Summary for the Writing Score

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,566*	,320	,264	11,778	,320	5,657	3	36	,003

^a Predictors: (Constant), Grade, GR_Test_Score, Digit_Span_Scr

Table 4. Coefficients for the Writing Score

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
1 (Constant)	30,924	11,360		2,722	,010	7,885	53,964
GR_Test_Score	1,642	,752	,305	2,184	,036	,117	3,168
Digit_Span_Scr	2,784	,930	,420	2,995	,005	,899	4,670
Grade	-6,574	3,780	-,243	-1,739	,091	-14,241	1,093

^a Dependent Variable: Writing_Score

The same analysis was also administered for the speaking scores of the participants. The results of the correlational analysis did not reveal any powerful relationships between any of the variables as can be seen in Table 5. The values of correlation are all below 0.30.

Table 5. Correlations Between the Speaking Score and Other Variables

		Speaking_Score	GR_Test_Score	Digit_Span_Score	Grade
Pearson Correlation	Speaking_Score	1,000	,196	,174	,017
	GR_Test_Score	,196	1,000	,150	,109
	Digit_Span_Score	,174	,150	1,000	,147
	Grade	,017	,109	,147	1,000
Sig. (1-tailed)	Speaking_Score	.	,113	,142	,458
	GR_Test_Score	,113	.	,178	,251

	Digit_Span_Scr	,142	,178	.	,183
	Grade	,458	,251	,183	.
N	Speaking_Score	40	40	40	40
	GR_Test_Score	40	40	40	40
	Digit_Span_Scr	40	40	40	40
	Grade	40	40	40	40

The results of the multiple regression analysis also demonstrate that none of the independent variables significantly predict the speaking performance of the participants. Table 6 displays that the regression model is not good enough to accurately predict the speaking scores of the participants with the $p > 0.05$. Likewise, the coefficients presented in Table 7 do not indicate any statistically significant relationships between the variables.

Table 6. *Regression Model for the Speaking Scores of the Participants*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,245*	,060	-,018	14,887	,060	,769	3	36	,519

^a Predictors: (Constant), Grade, GR_Test_Score, Digit_Span_Scr

Table 7. *Coefficients for the Speaking Scores*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
1 (Constant)	42,640	14,359		2,969	,005	13,518	71,762
GR_Test_Score	1,019	,950	,176	1,072	,291	-,909	2,946
Digit_Span_Scr	1,076	1,175	,151	,916	,366	-1,307	3,460
Grade	-,706	4,778	-,024	-,148	,883	-10,397	8,985

^a Dependent Variable: Speaking_Score

A full factorial 2x2 ANOVA was run to check any interactional effects between the variables for both writing and speaking test scores. The results for the writing test scores are identified in Table 8. As was revealed, no statistically significant interaction was observed between any of the variables with all the values of $p < 0.05$.

Table 8. ANOVA Results for the Writing Test Scores

Source	Type II Sum of Squares	df	Mean Square	F	Sig	Partial Squared	Eta
Corrected Model	6335,000	34	186,324	,920	,615	,862	
Intercept	157502,500	1	157502,500	777,790	,000	,994	
GR_Test_Score	1326,503	9	147,389	,728	,681	,567	
Digit_Span_Scr	1360,717	7	194,388	,960	,538	,573	
Grade	232,692	1	232,692	1,149	,333	,187	
GR_Test-Score* Digit_Span_Scr	927,762	5	185,552	,916	,537	,478	
GR_Test-Score* Grade	7,500	1	7,500	,037	,855	,007	
Digit_Span_Scr* Grade	400,000	2	200,000	,988	,435	,283	
GR_Test-Score* Digit_Span_Scr* Grade	,000	0	-				,000
Error	1012,500	5					
Total	164850,000	40	202,500				
Corrected Total	7347,500	39					

^a Dependent Variable: Writing Score

^b R Squared= ,862 (Adjusted R Squared= -,075)

The results were not different for the speaking scores either. No interaction effect was detected for any of the variables with all the values of $p < 0.05$. Only the interaction between the scores on the digit span and the grammatical reasoning tests is close to be statistically significant with the $p = 0.113$. The results are displayed in Table 9.

Table 9. ANOVA results for the Speaking Scores

Source	Type II Sum of Squares	df	Mean Square	F	Sig	Partial Squared	Eta
Corrected Model	7760,833	34	228,260	1,565	,328	,914	
Intercept	153760,000	1	153760,000	1054,354	,000	,995	
GR_Test_Score	935,755	9	103,973	,713	,690	,562	

Digit_Span_Scr	2845,473	7	406,496	2,787	,138	,796
Grade	376,923	1	376,923	2,585	,169	,341
GR_Test-Score* Digit_Span_Scr	2345,436	5	469,087	3,217	,113	,763
GR_Test-Score* Grade	3,333	1	3,333	,023	,886	,005
Digit_Span_Scr* Grade	277,083	2	138,542	,950	,447	,275
GR_Test-Score* Digit_Span_Scr* Grade	,000	0	-			,000
Error	729,167	5				
Total	162250,000	40	145,833			
Corrected Total	8490,000	39				

^a Dependent Variable: Speaking Score

^b R Squared= ,914 (Adjusted R Squared= ,330)

Discussion and Conclusion

The analyses conducted so as to discover the answers to the research questions revealed that the digit span test that is intended to measure the VWM capacity successfully predicted the writing ability of the participants. It was in parallel with the results of the research conducted by McCutchen (2000), Moa (2003), Mackey et al. (2010), and Révész (2012). Daneman (1991) and Weissheime (2011) additionally revealed a correspondence between productive L2 ability and VWM capacity although they mainly dealt with speaking ability. Besides the digit span test, the grammatical reasoning test could also predict the writing scores of the participants. The same tests did not predict the speaking scores of the participants. The results here suggested that the two tests -the digit span and grammatical reasoning- have a certain amount of relationship in terms of the components they measure. The ANOVA also pointed to the interactional effect of the two tests on the speaking score although it was not statistically significant. The processing differences that were revealed could be explained in terms of control, planning, and monitoring writing allows for the language users. Due to these differences, the amount of linguistic information that can be gathered and shown during the performance of a task is limited. L2 writers are better able to retrieve information stored in

their long-term memory than L2 speakers because they have a higher command of the language (Grabowski, 2007).

Secondly, it could be inferred that even though both speaking and writing are categorized under productive skills, they are distinct from each other, as revealed by contradictory relationships between these scores and the other two. In line with this, studies conducted by Tavares (2009) and Ahmadian (2012) suggested that planning time permits working memory to govern cognitive aspects by activating pertinent information and inhibiting irrelevant information. These findings indicated that a large working memory may be more beneficial for writing than for speaking, as writing affords more planning opportunities. However, multiple modes of production embrace more than simply variations in planning; thus, it is vital to do empirical studies on the functionality of working memory in diverse forms of production.

The grade level of the students did not seem to be a substantial predictor of the speaking and writing performances. It might be due to the fact that, in the ELT curriculum, courses generally address methodologies or other dimensions of language teaching rather than the language itself. Thus, no or little improvement might be observed in the productive L2 ability of the participants from the 1st to the 4th year.

In conclusion, the first null hypothesis could not be fully rejected as the speaking score did not have any relationship with either the digit span or the grammatical reasoning test scores. However, it was partially rejected due to the interactional effect of the digit span and grammatical reasoning test scores on the writing performance of the students. The second null hypothesis was admitted since no effect of the grade level was revealed by the analyses. Then, it could be concluded that the VWM capacity and reasoning abilities were partially in relation to the productive L2 abilities while grade level had nothing to do with it.

The partial associations between working memory and language performance were consistent with the weak influence of working memory on total language performance (Juffs & Harrington, 2011). As language performance is influenced by a variety of contextual and performative elements, the impacts of other performance variables such as strategy, context, and familiarity that may outweigh those of working memory should be incorporated into further research (McCutchen, 2000). There is evidence supporting the positive effects of working

memory on long-term language development (Kormos & Sáfár, 2008), so it would be beneficial to examine the effects of working memory on performance over an extended period of time or in conjunction with other production-related variables such as attitudes and strategies.

The Research and Publication Ethics Statement

The authors declare that data for the study was collected before 2018. Therefore, Ethics Committee Approval is not an obligation for this study.

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), I/we hereby declare that I/we had no conflicting interests regarding any parties of this study.

Contributions of authors

All authors have contributed to all stages of the research process including the implementation, data analysis, reporting, editing, and any other.

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The Effects of Web 2.0 Tools on EFL Students' Vocabulary Knowledge and Retention

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Abstract

This experimental study investigates the effects of a Web 2.0 tool -Smart Draw- on the recognition and retention of L2 vocabulary by drawing a comparison between paper-based methods (activities on a sheet of paper or book) and web-based language learning. A mixed methods approach is employed to eliminate the drawbacks of qualitative and quantitative research design. Two intact classes (a total of 28 students) from a state university in Turkey participated in this study. The experimental group was instructed the words with a Web 2.0 tool, Smart Draw, while the control group was taught the target words on a sheet of paper. To investigate the effectiveness of instruction, a word familiarity test was administered prior to the treatment (pre-test) and after the treatment (post-test). Three weeks after the application of the post-test, the same word familiarity test was implemented to measure the retention level of students. The quantitative data were analysed by means of SPSS program while a content analysis was generated for the interviews. Results reveal that there was a significant improvement over time for the experimental group. Additionally, semi-structured interviews with five students from the experimental group revealed that students gratify the use of interactive web-based technologies in L2 classes.

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Keywords: Vocabulary knowledge; retention; semantic mapping; Web 2.0 tools

Introduction

As the extent of EFL students' vocabulary knowledge is decisive in their success of conveying meaning and communicating in the target language, vocabulary knowledge is of significance in language learning process and considered as the backbone of learners'

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competency which enables them to conduct language tasks effectively. Vocabulary learning activities have a substantial role in language acquisition processes, and accordingly there exists a need for a systematic approach to vocabulary teaching methods employed considering the central and integral role of words in first and second language acquisition processes. A common vein of the research is to examine the effects of vocabulary knowledge on language acquisition process and scholars contend that it has a facilitative role in language tasks.

Visual materials employed in EFL classes make the learning process more enjoyable and memorable while providing suitable solutions for problems that teachers encounter in this process. On the other hand, paper-based methods are regarded as ineffective in assisting students to associate new information with their background knowledge. As visual and interactive materials motivate students to get further learning outcomes, the integration of these learning tools is of great importance in terms of the quality of the language learning milieu. In most prominent studies, scholars posit that visual and verbal aids are to be used in tandem, complementing the deficiencies of each other (Mayer & Sims, 1994). Additionally, the incorporation) between motivation and use of Web 2.0 tools in EFL classes is specified by a whole host of authors inasmuch as Web Based Language Learning (WBLL) as one of the multidimensional tools of Computer Assisted Language Learning Approach (CALL) has a facilitative role in terms of students' short-term vocabulary learning and retention outcomes. In line with this fact, Terrell (2013) drew attention to the role of Web 2.0. tools in enhancing English learning opportunities outside the classroom by focusing on the role of motivation in this significant study.

Over the last decades, the pendulum has swung back to the other extreme as a result of innovations and progress in technology and related educational tools. As aforementioned in the previous paragraphs, it is plain that technological advances bolster the idea that WBLL approach has superiority over paper-based (conventional) approaches. Considering the factors mentioned above, there exists a popular belief that WBLL activities add flavour to vocabulary acquisition processes in terms of motivation, innovative ideas, and catchy visual designs. Accordingly, the main research question reflected in this study is whether WBLL approach gives an edge over the paper-based language activities in offering assistance to students to acquire and retain new vocabulary items.

Literature Review

Approaches to Vocabulary Teaching

As a well-known fact, the strategies employed by the language teacher in an EFL setting are of note as they aid students in overcoming unknown vocabulary items and linguistic deficits so as to facilitate effective communication (Oxford, 2011). In other words, vocabulary knowledge plays a significant role in receptive and productive skills of students to amplify communication and foster information exchange with native speakers. Vocabulary teaching methods, moreover, are to provide a macro-level specific learning strategies rather than a micro level one. These macro-level strategies validate learners to achieve commitment control, metacognition control, satiation control, emotional and environmental control. In line with this fact, there exists research-based evidence that indicates the multifaceted dimensions of technology in improving students' L2 vocabulary knowledge (Chang, 2005, Lai & Gu, 2011)

Nation (2002) favours the use of a systematic vocabulary teaching method rather than an incidental one as the core component of a language course. On the other hand, Laufer (2010) criticizes communicative approaches for ignoring the accuracy of the language structures while just focusing on the fluency practices. She claims that word-focused instruction is more fruitful when compared with incidental vocabulary acquisition from input provided in that milieu. At this juncture, Focus on Form (FonF) and Focus on FormS approaches can be applied to vocabulary instruction, albeit directly related with grammar teaching approaches. In the former, Ellis (2001) denotes that language learners view themselves as language users while they focus on discrete lexical items in non-authentic language tasks in the second one.

In addition to this side of vocabulary teaching approaches, Hulstijn and Laufer (2001) espouse a view based on the idea that retention of words is directly related with the amount of task-induced involvement. Based on their Involvement Load Hypothesis, the retention of unfamiliar words is contingent upon the amount of time, search and energy devoted to each set of words in a language class. As it is widely recognized by English language teaching (ELT) practitioners, students generally prefer to utilize repetition strategies for vocabulary acquisition; notwithstanding, trying to learn vocabulary by just reciting words is a painful and ineffective way to develop wide vocabulary knowledge (Li, Yang & Chen, 2010).

Rote Memorization versus Semantic Mapping Tools

In connection with the bandwagon effect of word knowledge and language acquisition on L2 studies, vocabulary teaching methods are significant in this process. To begin with, semantic mapping is defined as ‘a visual representation of knowledge, a picture of conceptual relationship’ (Antonacci, 1991, p.174). This definition displays the significance of semantic maps in helping learners anchor the full conceptual meanings of a given set of words. Accordingly, Carrell (1984, p.334) stipulates that “schema theory research shows that the greater the background knowledge of a text’s content area, the greater the comprehension of a text.” In other words, semantic maps serve for the need of learners in terms of making connections between words and referring to past learning outcomes. L2 learners have the chance to visualize a sense of network while analysing the inter- and intra- relationship between words. In a similar vein, the introduction of Web 2.0 technologies has allowed the incorporation of visual materials into EFL courses with the aim of making the vocabulary acquisition process more meaningful and memorable. Lai et al. (2012) emphasized the gravity of integrating technology into language classes and concluded that experimental group significantly outperformed the control group in their study with the help of these tools.

Implicit vocabulary learning and explicit vocabulary learning are two functional approaches in the vocabulary learning processes. Intentionality is the essential feature of explicit vocabulary learning while implicit learning process refers to an unconscious one. Semantic mapping tools embrace two of these two processes and function as a versatile tool in helping L2 learners selectively attend to it and evaluate the connections among this bundle of words. In this regard, Zahedi and Abdi (2012) managed a study with a control and treatment group and concluded that semantic mapping strategy resulted in a significant difference in terms of English language learners’ vocabulary knowledge. As a well-known fact, semantic mapping is superior to paper-based memorization techniques in that it aids learners in expanding their word knowledge in a more enjoyable way. During the last decades, ELT practitioners conflate opposition to the idea of word memorization while adopting constructivist, communicative and thought-oriented strategies. The proponents of this approach assert that rote memorization has a shallow nature and is a counterproductive educational practice as it does not induce deep learning skills. Accordingly, distinct cognitive strategies, demanding a deeper level of data processing, have been introduced in order to enrich L2 learners’ word knowledge. More specifically, semantic mapping tools are more functional in

enabling learning to acquire receptive retrieval skills when compared with their productive retrieval processes. Little and Box (2011) firmly addressed the role of these tools in language learners' vocabulary learning process and claimed that the strategy of semantic mapping, as with all advanced graphic organizers, paved the way for the acquisition of new concepts. Notwithstanding the abundance of theoretical claims estimating the significance of semantic mapping in developing L2 vocabulary, some other studies are to be generated in different EFL settings in order to question their effectiveness as a viable pedagogical device.

The Role of Web-Based Language Learning Approach in Vocabulary Teaching

Of great interest is whether providing EFL learners with interactive Web-based activities would enhance and facilitate the internalization of target words in language classes. In a similar vein, the application of computer technology in teaching languages has increased substantially over the last two decades as it enables language teachers to present information in multifarious activities and incompatible formats. The studies implemented in this field conclude that very often students and teachers express a preference for the incorporation of web-based language teaching materials. Similarly, Robb (2006) contends that the number of opportunities for EFL teachers is to be augmented to help them experience 'with technology both new and old, to interact with their colleagues and to access other sources of information on technology' (p.346). Judging from this, it is also plain that fostering positive attitudes towards the integration of technology into EFL classes is to be achieved by meeting the requirements of the course with appropriate examples of good practice. In this vein, Chaiprasurt and Esichaikil (2013) concluded that the use of these tools was effective and instrumental in heightening language learners' attention and engagement in classroom activities.

Beard, Wilson, and McCarter (2007) materialized research about the role and power of WBLL in language learners' vocabulary retention and memorization process. The results of this study indicate that language learners' level of motivation and achievement rates increased considerably in the end. Ayar (2021) also explicates the studies implemented in this field and emphasizes the role of Web-based simulations in fostering learner autonomy and boosting the personalization of language learning process. Ahmad (2016) additionally focuses on far-reaching impact of technology integration on augmenting students' performance in vocabulary learning process and adds that the super-diversity of digital learning offers a wide range of opportunities and scaffolding for the improvement of language learners' reading skills and vocabulary retention levels.

To further explicate the matter, it is considerably substantial to note that Web 2.0 tools enhance the meaningful and collaborative language learning milieu in appropriate settings (Gao, 2013). Additionally, there exists a substantial amount of research regarding the role of Web-based language education in terms of self-regulated learning and students' extrinsic and intrinsic motivation levels. As Web-based technology presents opportunities for authentic learning and meaningful communication, these tools likewise permit collaborative scaffolding and promote the use of multiple strategies for the internalization of word forms. There exists a continuous interplay between learners' perception of Web-based learning and L2 vocabulary strategy use. Therefore, the content of a language course is to be organized accordingly to elucidate the aforementioned relationships, along with some other factors. To that end, Web-based annotation tools should be incorporated into the syllabus to help students accomplish learning goals. In a similar vein, web-based mind mapping techniques facilitate language acquisition and retrieval with the help of visual and interactive materials.

Research Questions

The participatory, collaborative, and distributed practice opportunities provided by the latest technological advances motivate language learners to a great extent. In line with this fact, the aim of this current study is to measure and evaluate the effects of Web 2.0. tools in enhancing students' vocabulary knowledge and retention levels with an experimental research design. The comparison was made between the experimental and control groups. Because of the factors mentioned above, the researcher of the current study employed mixed methods research design comprising questionnaire and semi-structured interviews. With all these factors in mind, the study aims to find answers to the following questions:

- Does the use of Web 2.0 tools create statistically significant differences in EFL learners' vocabulary knowledge when compared with conventional paper-based methods?
- How does EFL learners perceive the use of interactive web-based tools in terms of their effectiveness in promoting L2 word knowledge?

METHODOLOGY

SmartDraw

As one of the promising computer software applications, SmartDraw facilitates the vocabulary learning process with the power of visual communication and by creating mind-maps. Additionally, this software strengthens students' creativity while providing support for the retention of vocabulary items. SmartDraw can also contribute to the process with the creation of innovative ideas while increasing students' motivation and participation in language classes, too.

Research Design

This study employed a mixed – methods research design and accordingly a word-familiarity test and semi-structured interviews were conducted with 28 participants from two preparatory class students. The aim is to interpret and reinforce the results of quantitative study with the help of qualitative data collection tools. It is commensurate with related literature that qualitative studies following up quantitative ones enable the researcher to elicit more detailed and specific information that cannot be gathered from the statistics of numerical tests. Bearing this fact in mind, the researcher adopted an explanatory sequential mixed methods design in which she employed quantitative and qualitative research methods respectively to strengthen the study through the use of diversified data collection methods. As the methodological rationale of mixed methods research design, the combination of two data collection methods serves for the triangulation and complementarity of the research findings elicited in this process. The combination of two discrete data collection methods unequivocally authorizes the researcher to elicit more reliable and valid results if he/she is to conduct required procedures. Furthermore, the use of both quantitative and qualitative data collection methods lessens the limitations of the study together with the discernible bias against the use of single data collection method.

Participants and Instructional Context

Based on previous studies conducted in this field, this explanatory sequential study aims to provide a better understanding of whether Web 2.0 tools and visual materials have a positive impact on students' vocabulary retention levels. As for the participants of this current study,

they were prep class English Language Teaching and English Language Literature students from a state university in Turkey. In total, 28 students participated in this study, and they were divided into two groups. The first group (experimental group) consisted of 13 students, three of whom were males, and the rest of the group were female students. The initial group was instructed the target words by employing a Web 2.0 tool, SmartDraw which offers different diagram types such as flowcharts. There were 15 students in the second group, four of whom were male students.

The university at which the participants are studying is a state university and one-year preparatory class is compulsory for ELT and ELL students. At the beginning of the term, a proficiency exam was registered in order to detect the students who had the necessary language skills to skip the preparatory class and attend the courses in their department. The classes are not divided into groups in corporation with their level of English. As for the proficiency level of students, they are at the intermediate level although the students are divided into sections heterogeneously. A strict syllabus is applied in all the classes. Each class receives 28 hours of English embracing ten-hour grammar, eight-hour reading, five-hour speaking and lastly five-hour writing classes, each one of which is taught by a different teacher. Speaking class teachers are two participants of US Fulbright Exchange Program, and they are expected to live in Turkey for one full academic year in order to teach English. The students' English language speaking skills improve immensely with the contribution of teachers from Fulbright Program. Fulbright exchange teachers offer a great opportunity to students by exposing them to authentic language use and enabling them to hear the pronunciation of a native speaker although they hold temporary lecturing positions.

Data Collection Tools

In association with the data collection part of the study, a vocabulary knowledge scale was administered to the participants and semi-structured interviews were conducted with them. Vocabulary Knowledge Scale was adapted from Wesche and Paribakht (1996) and the vocabulary items in the questionnaire were changed with the target words of the course book unit. The primary phase of the study provided the quantitative data for the study with its pre-test, post-test, and vocabulary retention parts. As the last data collection tool, a semi-structured questionnaire developed by the researcher herself was used to collect the related data. As its name suggests, semi-structured questionnaires incorporate open ended questions into the content. The disadvantages of utilizing one types of data collection tool are lessened with the

help of these distinct types as the drawbacks of one tool are eliminated with the support of qualitative and quantitative data collection tools.

Data Collection and Procedure

As for the data collection process, the researcher administered the pre-test to two groups during regular classroom hours so as to determine whether the target vocabulary items were familiar to participants. Thirty minutes was allocated to complete the pre-test part. Subsequent to the implementation of the first part, the researcher applied two different vocabulary teaching methods in the control group and experimental group. To start with the experimental group, the target words were taught by employing a Web 2.0 tool in the computer lab, while the control group was instructed through the use of conventional paper-based methods. Following the treatment part, the same word familiarity test was given as the post-test part. Three weeks later, the word familiarity test was administered to measure the participants' retention level. Qualitative data were gathered subsequent to the completion of the quantitative part. These interviews were generated by the researcher in face-to-face sessions. The participants of the interviews, selected with convenience sampling, were 5 students from the experimental group. The interviews were conducted in Turkish in order for the students not to feel nervous.

Data Analysis

Descriptive statistics of the pre-test, post-test and retention scores were computed by means of SPSS 22 program. To be able to carry out a t-test, the pre-test data were checked for normality assumptions and homogeneity of variances. This test was conducted to determine whether they started at the same level of proficiency. Test results did not reveal any significant differences between the two groups at the onset of the study. A Shapiro Wilk test along with the examination of the histograms, normal Q-Q plots and box plots designated that the pre-test scores of the treatment group were normally distributed with a skewness of .388 ($SE = .616$), and a Kurtosis of .917 ($SE = 1,191$), and the scores of the control group were also normally distributed with a skewness of .546 ($SE = .616$), and a Kurtosis of .647 ($SE = 1,191$). The analysis of the pre-test scores also revealed that the variances of the two groups were homogenous (Levene's test), $F = .058$, $P = .812$. Therefore, an independent samples t-test was conducted.

Table 1. *Descriptive Statistics for Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental_Pre	,169	13	.200*	,963	13	,806
Experimental_Post	,120	13	.200*	,945	13	,532
Experimental_Retention	,168	13	.200*	,964	13	,815
Control_Pre	,131	13	.200*	,945	13	,528
Control_Post	,158	13	.200*	,969	13	,883
Control_Retention	,170	13	.200*	,907	13	,167

After the completion of quantitative part, interviews were conducted with students to elicit qualitative data. As the individuals' stories are worth listening to and having an interest in, it is not possible to convey the core meaning of educational issues only with numbers. Therefore, interviewing can be regarded as the best avenue of inquiry in making sense of the participants' experiences and evaluating their 'subjective understanding', thereby yielding results for researchers to conceive new ideas in the field. The data obtained throughout the interviews were transcribed verbatim after being audio-taped. The transcription of the interviews was fulfilled without adding any personal comments or ideas. Qualitative data collection method intends to enable the researcher to obtain a broad insight of the participants' perspectives, values, and ideas. With these facts in mind, the researcher specified the recurring themes in the verbatim transcriptions of interviews.

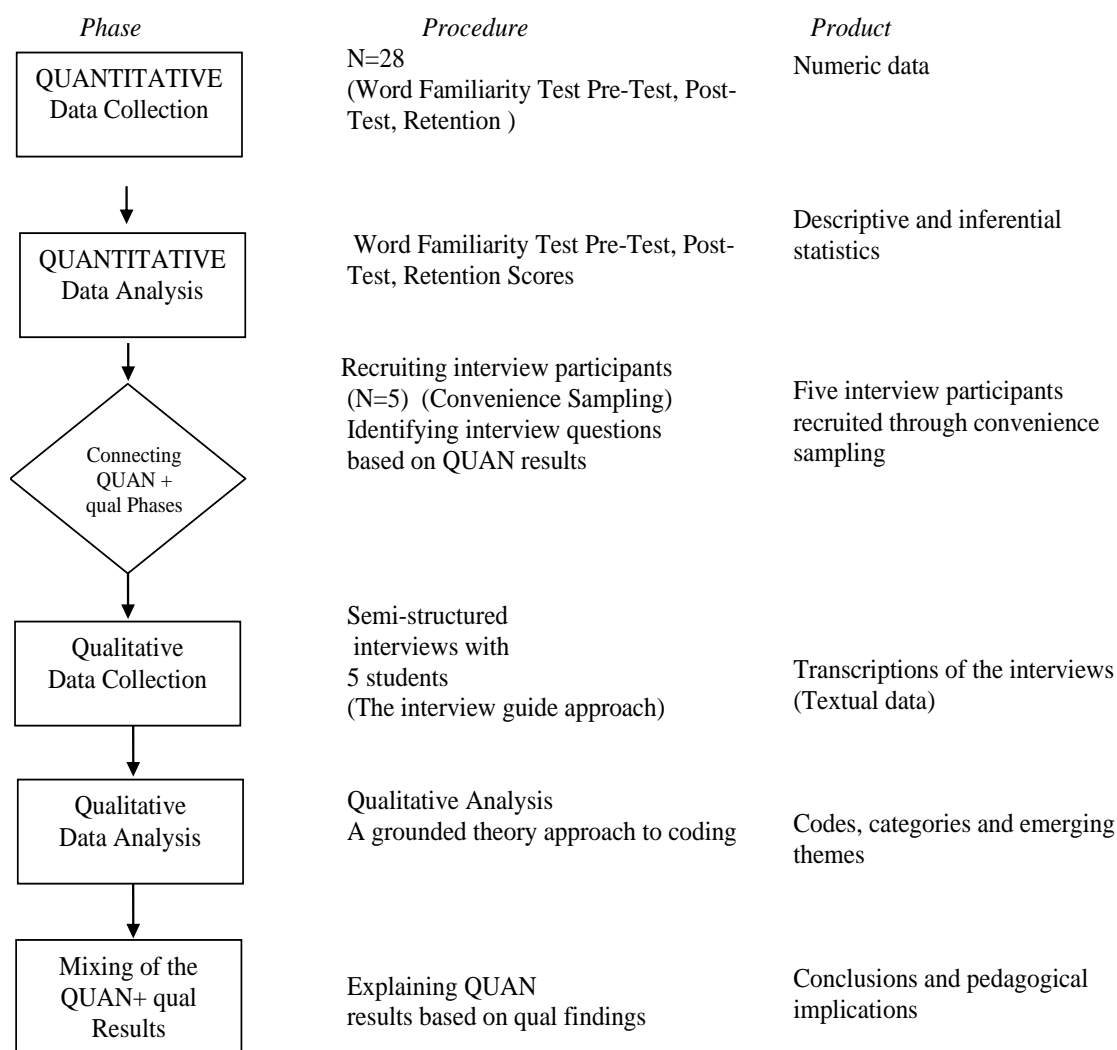


Figure 1. Visual diagram of mixed methods sequential explanatory research design in this study

Results

Quantitative Results of The Study

The effect of the treatment on learning and retention of the vocabulary in the long run was significant. However, the control group did not demonstrate regression in vocabulary retention although they got lower scores in comparison with the experimental group. The results of this current study are in line with the findings of previous work in showing the positive attitudes towards the integration of technology into EFL classes together with its positive impact on students' vocabulary retention and achievement levels (Lai et al., 2012). Eren (2015) also examined the use of Web 2.0 tools to advance students' vocabulary knowledge and his study yielded similar results in terms of the effectiveness of these tools to enhance language learners' vocabulary knowledge. Additionally,

perceived usefulness and ease of use are of great importance in proportion to psychometric properties of goal-orientation and self-perceived abilities. It is postulated that Web 2.0 tools are far more effective in enhancing vocabulary knowledge level of students when compared with traditional paper-based methods. Such robust evidence has been provided in similar studies (Chang, 2005) and this present paper. All these factors led students to become more participative and communicative members of the experimental group.

Results indicated that there was not a statistically significant difference between the mean score of the experimental group and that of the control group. The 95% confidence interval for the pre-test mean ranged from -7, 75 to 4, 76. The groups mean scores were roughly equal before the instructional period. Thus, one can be confident that any gains that may have been obtained are the results of the treatment provided with the participants and not due to any prior knowledge.

Table 2. *Descriptive Statistics for the Word Familiarity Test*

	Group1	N	Mean	Std. Deviatio	Std. Error Mea
Experimental_Pre	Experimental	13	43,7692	8,18692	2,27064
	Control	15	45,2667	7,90539	2,04116
Experimental_Post	Experimental	13	75,9231	7,33100	2,03325
	Control	15	57,7333	9,95322	2,56991
Experimental_Retention	Experimental	13	79,3077	5,25015	1,45613
	Control	15	61,6667	8,86137	2,28799

Table 2 indicates the descriptive statistics of the word familiarity test for the two groups. Although both groups displayed improvement from the pre-test to the post-test, the gain scores for the experimental group were larger than those of the control group. Results of the t-test showed a statistically significant divergence for the experimental group between the pre-test and post-tests. Overall, the results showed that the scores of the experimental group were higher than those of the control group in both the post-test and retention tests. The mean scores encompassing the retention level of participants also confirm the importance of integrating visual and interactive web-based materials into the language classes so as to enable the learners to retrieve information from the recesses of their own mind. However, the results of retention test reflected that all students' scores went up at least by twelve points. The results of the independent samples test can also be seen in the

table provided below and confirms this conclusion, too. All in all, there exists a statistically significant difference in pre- test and post-test results of the experimental group while this is not the case in the control group.

Table 3. Independent Samples t-test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental_Pre	Equal variances assumed	.058	.812	-.492	26	.627	-.149744	3.04531	-.775716	4.76229
	Equal variances not assumed			-.490	25.152	.628	-.149744	3.05322	-.778374	4.78887
Experimental_Post	Equal variances assumed	.909	.349	5.430	26	.000	18.18974	3.34982	11.30409	25.07540
	Equal variances not assumed			5.551	25.401	.000	18.18974	3.27698	11.44608	24.93340
Experimental_Retention	Equal variances	1.897	.180	6.277	26	.000	17.64103	2.81034	11.86429	23.41776

Qualitative Results of The Study

Exploration of the research issue and triangulation are two crucial things that can be achieved by means of mixed methods research. Triangulation is defined as 'a research strategy that involves approaching a research question from two or more angles in order to converge and cross-validate findings from a number of sources, to exemplify, different data sources' (Jupp, 2006, p.180). At the last step of that continuum, the researcher has the chance of comparing results in a complementary way. In line with these scholarly publications, qualitative findings of the study confirmed the quantitative results, too. Five prep class students participated in the semi-structured interviews voluntarily and concluded that Web 2.0 tools and semantic mapping enabled them to internalize the vocabulary items better. Here is a direct quotation from S3:

"I think semantic mapping promoted my English vocabulary learning considerably inasmuch as traditional paper-based vocabulary learning is sometimes boring and demotivating."

In a similar vein, another student drew attention to the role of Web 2.0 tools in enhancing their motivation and fostering vocabulary learning process:

“As the dominant communication media in today’s world, web-based language learning tools should be incorporated into L2 classes to harness the creativity of these media and foster our language learning process. I feel that I have benefited greatly from this semantic mapping tool and got motivated to take part in other activities in our language classes. (S4)

In brief, the manual content analysis of verbatim transcriptions and direct quotations from the interviews indicated that language learners favour the use of semantic mapping tools in language classes since they find these tools motivating and effective in promoting their vocabulary knowledge in this continuum.

Discussion

Research Question 1:

‘Does the use of Web 2.0 tools create statistically significant differences in EFL learners’ vocabulary knowledge when compared with conventional paper-based methods?’

The descriptive statistics of the word familiarity test scores indicated that Web 2.0 tools were superior to rote memorization strategy in terms of their effectiveness in enabling learners to acquire the target words in a contextualized structure. Additionally, results of this study provide significant findings for English language teachers who are in search of influential strategies for improving students’ vocabulary knowledge in the shortest amount of time possible. Control group students received relatively higher scores while the experimental group outperformed them. There is a need to incorporate these activities into ELT classes to help students internalize vocabulary items in a contextualized and enjoyable form. The belief that Web 2.0 tools are more effective in improving vocabulary knowledge of students permeates all levels of language educators and the results of this study confirm this notion, too. The quantitative findings of the study designate that experimental group students were more motivated and consequently successful in post-test scores. However, the retention test scores of the control group were not relatively low when compared with the experimental group. Apparently, conclusive evidence to the contrary notwithstanding, control group students’ longstanding habit of memorization helped them in their retention of words.

Research Question 2:

‘How does EFL learners perceive the use of interactive web-based tools in terms of their effectiveness in promoting L2 word knowledge?’

As mentioned before, many language professionals espouse a view based on the fact that contextualized vocabulary learning is far more effective than learning words in lists. Results of this current study confirm the significance of contextualized vocabulary knowledge as the participants chose Web 2.0 tools in preference to conventional vocabulary learning methods when the researcher posed a related question during the interview. Benefiting from these tools in ELT is effective in creating a positive learning environment and helping students improve self-learning skills in this process. In addition, these tools broaden the opportunities for a communicative learning milieu for English language learners and motivate them with the incorporation of communicative and collaborative activities into their classes. Participants of the interview also identified that these programs helped them construct their own language learning process in a meaningful way. As Basal (2014) emphasized in his work, the integration of Web 2.0 tools into language classes results in a collaborating and stimulated learning environment. This finding is corroborated by the participants of the interview since they likewise emphasized the importance of dynamic learning environment and variety of media in these classes.

Concluding Remarks and Suggestions

Initially, the results of the study indicate that use of web-based materials in L2 classes motivate students better than conventional methods. More specifically, interactive web-based language materials are far more constructive than conventional methods in enabling L2 learners to retrieve vocabulary knowledge. Secondly, L2 students favour the use of interactive and visual materials in vocabulary internalization process as they have a more memorable and enjoyable nature. In line with this fact, the experimental group, instructed through the use of Web 2.0 materials, outperformed the control group when post-test and retention scores were compared. Web-based semantic mapping tools are far more operative in providing an appealing classroom atmosphere to encourage students participate in L2 courses. In summary, web-based language learning, as one of the multidimensional parts of Computer-Assisted Language Learning Approach (CALL), has a facilitative role in helping L2 learners to constitute short term vocabulary retention and recall related items. Accordingly, we need to discover common ground to harness the creativity of CALL approaches in EFL settings.

It is a commonly held belief that the variety of methods used in a research study allows the researcher to triangulate the data obtained. Additionally, the researcher has the opportunity to get a more representative sample of data by the virtue of prolonged data collection process. The data collection process lasted for four weeks in this study and the duration of data collection procedure is a limitation. If a similar study were regulated with the contribution of different methodologies, it would have given more valid and reliable results in the long run. In the same vein, the sample size of the data utilized in the current study is relatively small and a larger sample size is to verify the findings elicited in this study.

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A Review on Developing English Listening Skills Through Multimedia and Video Tools

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Abstract

In this study, articles published in Turkey and around the world in 2012-2022 on the development of English language skills with multimedia and video tools were scanned using the keywords English listening skills, multimedia, video tools in the databases of Ulakbim-Tübitak Dergipark, Mendeley and Academia. The collected data were analyzed by employing descriptive method and framing them in terms of year of research, study group, research design, findings and most frequently research tools. According to the articles, the largest number of research was implemented in 2020 and 2021. Most of the research studies were generated in Indonesia and Turkey. In the study groups, most studies were conducted at university and secondary education level, and no studies were conducted on pre-school. Quantitative research was preferred more in the research design. The use of multimedia materials in listening skills flourished the interaction by making the students active and creative, and renovated their metacognitive listening strategies and critical listening skills by enabling students to apprehend better their learning processes better. It is observed that multimedia tools have positive effects on students' listening skills, reduce anxiety and positively affect their perceptions, interests and motivations. In the researches, applications such as YouTube, Tedtalks, Ello, VoA. were studied frequently.

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Keywords: English listening skills; multimedia; video tools

Introduction

Nowadays, it has become easier to develop listening skills with technological innovations and it has become widespread to reach videos in the target language and various media resources for the language learners' improvement. In the past, teaching situations and

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teaching tools comprised pictures, texts and then radios, cassettes, television and language laboratories were replaced by multimedia tools, interactive videos, and artificial intelligence applications (Suryana, I., Asrianto., & Murwantono, D. 2020), augmented reality (Koral, E., Bozkurt, A., & Taşkıran, A. 2015).

Although English is embraced in the curriculum from the 2nd to the 12th grade in Turkey, there exist problems in the use of English skills. These problems can be caused by the learner and the instructor, as well as not using adequate resources and correct materials, and not emphasizing that listening skill should be acquired as a basis before other all skills. If the acquisition of mother tongue is considered an example, the child starts to speak the language after a certain period of time because he is exposed to language from an early age. When we organize teaching methods in the light of this knowledge and motivate students to use innovative technologies such as multimedia, video and internet in teaching and out-of-school environments, listening and speaking skills will be improved.

The results of research in the field of listening skills are substantial for teachers to use the right materials. There is little research in the national literature on the use of distinct materials in listening education and teaching. On the other hand, the studies were mostly established on students studying in university preparatory classes. It is known that learners who are supported by the use of discrete environments and multi-sensory organs from an early age for English language acquisition are more competent in utilizing and developing the language. Therefore, there is a need for holistic studies that are based on descriptive analysis in terms of the qualifications, target groups, methods used and the findings of the studies conducted in this field, and guiding studies on what the trends are. For these reasons, in this study, the trends and findings of the articles written on the development of multimedia tools and English listening skills in the international and national literature are examined.

There are very few national and international review or evaluation studies and research implemented on the development or effects of multimedia and English as a second or foreign language learners' listening skills. Generally speaking skills are emphasized and studies in this field are more frequently discovered in literature.

Eraslan and Asmalı (2021), in their article titled “The effects of watching videos on listening skills and vocabulary learning in the foreign language learning process”, examine 51 articles between 2000-2020 and evaluate the articles according to the main themes. According to their findings, the opinion emerges that learners have positive attitudes towards watching

videos in English and this provides a better understanding of what they are listening to in the target language. It reveals that the use of video develops the students' positive attitudes and flourish their listening skills.

Kaynar (2019) conducts an experimental study on the effects of original and interactive video exercises on students' English listening practices in the preparatory classes of a private university within the framework of multimedia principles. As a result of his research, it is revealed that original, interactive video exercises prepared within the framework of Multimedia Theory and supported by certain learning principles have a positive effect on students' listening practices. Students mostly denote that they find the videos interesting and useful, and their listening scores increase.

In another study, Polat (2019) studied the effect of authentic videos on the development of foreign language listening skills and listening anxiety at distinct English proficiency levels. This research was conducted with different level groups in the preparatory class at a state university. As a result of his research, it is concluded that authentic materials reflecting natural language and communication examples provide very effective results in strengthening English listening skills of students at A1 and B1 English proficiency levels and reducing their foreign language listening anxiety.

Meskill's (1996) article on multimedia and listening skills is encountered first. In his article, Meskill mentions that when multimedia technology is more accessible to teachers and students through personal computers, it will be more practical and applicable in listening skills. At the same time, as Ur (1984) remarks, it is emphasized that no technology can replace human interaction.

In Datko's (2014) evaluation of the literature on listening skills and multimedia, the development of listening skills is an indispensable element of foreign language education, and the use of multimedia improves the listening teaching process, and adopting multimedia is additionally beneficial in terms of ear training as it provides the closest environment to the natural language environment of the language.

Videos and their use in language teaching

Videos are functional materials which motivate students to expand their academic achievement when used in accordance with the purposes of the teaching process (Thorpe,

2006). With the great development of technology, videos are widely used in education as they improve teaching activities (Clark, 2013). Heinich, Molenda , Russell and Smaldino (2002) stated the role of videos in education. Researchers described the roles as: (a) videos provide a concrete reference for ideas; (b) attract students' attention by stimulating emotions; (c) they simplify information, making difficult topics more understandable to learners; (d) allows verbal and written verbal information to be understood through visuals (p.112). In the future, videos will replace most of the reading activities in education. Therefore, teachers should make extensive use of short videos in their classrooms (Prensky ,2012).

Harmer (2007) also provides situations where learners can contribute to their learning experiences, advance their motivation level, and use their creative thinking skills. Videos provide students with the opportunity to see translingual behaviors such as facial expressions and gestures so they can notice the use of real language in certain contexts (Harmer, 2007).

Yasin, Mustafa, and Permatasari (2018) confirm that there are some advantages to using video, especially in English lessons. According to them, videos save time in terms of attracting students' attention quickly. They can be employed in small or large classrooms. They encourage students' imagination and participation. The videos also provide unlimited resources of grammar structure and vocabulary. They encompass real-life conversation, incorporating word stress and intonation. By establishing auditory, visual, and mental connections, it improves students' long-term memory and finally strengthens students' verbal comprehension. Among the disadvantages, they argue, video materials are more expensive than audio as a teacher needs more specialized electronic devices and adequate computer skills to play such multimedia files in the classroom. In underdeveloped countries where students or schools have poor economic resources, using video is a less viable teaching material.

Abbas (2018) argues that videos in general offer three key features in the English classroom: authenticity, inclusion, and cultural aspects. Authenticity refers to the actual input that the video provides to students. This helps students comprehend the pragmatics of language and its actual use in native speaking contexts. Teachers utilize video in their lessons to bring the real world into the classroom, enabling students to detect slang, idioms, intonation, and restatements that are not easily explained in textbooks. The videos additionally allow students to experience the pronunciation and accent of native speakers. Authenticity is important to support communicative language teaching (CLT) since it focuses on the communicative function of language rather than its structural function. This means that teachers can exploit

videos to help students use language for communicative rather than linguistic purposes. Another role to consider is participation. According to Abbas (2018), videos are entertaining materials which motivate students to acquire new words and phrases while learning a foreign language. In addition, video tools encourage students to participate in classroom discussions and communicate verbally, so that students can express their feelings and thoughts. Finally, thanks to videos or films, it is possible to reach countless cultural items related to a culture with a single tool.

Online English learning platforms

There are a large number of online English learning platforms that help English language learners and teachers. Teachers and students can surf the Internet and easily access hundreds of English learning platforms. These platforms offer a variety of activities in terms of vocabulary and grammar as well as all four language skills. By means of these platforms, learners gain responsibility for their learning experiences. They have the opportunity to select according to all kinds of interests and to progress at their own pace. Unlike traditional education, online English learning platforms help students focus on their learning needs and study anywhere, anytime. Since they provide a variety of activities in the four language skills (listening, speaking, reading and writing), students can choose the skill they most need to develop.

TED Talks

TED stands for Technology, Entertainment, Design. Since 1984, TED Talks has been giving lectures on technology, entertainment, and design from around the world. These lectures are open to the public and have been resorted by educators since they went online in 2007 (TED Talks). Most of the lessons taught by native and non-native English speakers are accompanied by free transcripts in English and subtitles in more than 40 languages. (Takaesu, 2013)

Taibi (2015) denotes that “There are more than 1800 public talks on the website with a rich collection of 35,000 transcripts in more than 30 languages” (p.2). According to Park and Cha (2013), there are several benefits to using TED Talk videos. First, TED Talk videos are interesting because they cover a wide variety of topics such as technology, entertainment, design, business, science and global issues (Nurmukhamedov,2017). Second, TED Talks has a unique "interactive transcript" to reflect concerns, elements, names feature built into every talk.

It is also possible to read while listening to/watching the video materials. Thus, it increases the motivation of the audience and their comprehension of the listening materials. Third, TED videos can be shared in multimedia.

TED Talks can be searched "in a variety of ways, including by speaker, topic, or theme" (Loya & Klemm, 2016). This feature provides listeners with flexibility in finding topics of interest. Finally, TED Talks can be accessed from anywhere with internet access. Any mobile device such as tablets, smartphones, laptops or computers can access TED Talks without any limitations. TED Talks can also motivate and inspire students to be willing to learn on their own, thereby promoting self-directed and independent learning in our students (Rubenstein, 2012).

YouTube

YouTube is one of the most popular digital resources and a popular site that allows people to upload, watch and comment on videos. It is also available in 80 languages in 91 countries and on smartphones (<https://www.brandingturkiye.com/youtube-istatistikleri-guncel>). There are thousands of videos on YouTube with thousands of topics in many languages. YouTube is exerted not only for entertainment but also in the field of education. YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking (Chhabra, 2012).

In various studies, YouTube is considered a very useful tool as it can be used outside and inside the classroom. It encourages a more autonomous and student-centered learning style. It can be a powerful motivator for students and helps them focus their attention on one subject for a longer period of time. YouTube can also be used in classrooms to direct students' attention and make the classroom a very interesting and interactive environment for language learning. An opportunity can be provided for students to comment on the videos and reflect questions about the videos.

YouTube is not solely a resource to learn, but it also inspires students. It provides the opportunity for students to present what they have learned by making a video and sharing it with the class. When a student detects a particular video on YouTube that is interesting and useful for learning English, they may find more videos of a similar type about it.

Additionally, lots of English speakers with different accents can be found on YouTube and short videos with subtitles also allows learners to improve their listening skills and vocabulary.

VoA (Voice of America)

VoA (Voice of America) is a website with various videos for English learners and an app also available on smartphones. It was an American broadcast program for English learners and the speakers of the texts in the videos speak slower even though they are native English speakers, so students can understand what the speaker is saying.

VoA is a dynamic international multimedia publisher serving more than 40 languages. Serving an estimated 141 million weekly global viewers, VOA delivers news, information and cultural programming via the internet, mobile and social media, radio and television. VOA is funded by the US Government (VoA, accessed 3.5.2022, <https://www.insidevoa.com/p/5831.html>).

There are several advantages to using VoA in teaching English, these are:

a. Easily accessible on the Internet at www.voanews.com/specialenglish. This saves students a lot of time and effort in finding suitable English learning material.

b. The English learning program exposes students to a large amount of comprehensible input using high-frequency words. The repeated use of these words and their synonyms in discrete contexts makes it easier for students to learn basic vocabulary. Private English also offers training opportunities for extensive speaking and writing.

c. The English learning program arouses students' enthusiasm for learning English with its interesting, informative, and detailed reports. It exposes students to the vocabulary used to express current issues that are widely discussed around the world, thus providing students with what they really need in terms of vocabulary for authentic communication, which is in stark contrast to textbook topics. Students are highly motivated to learn from such relevant materials, expressed in many words and phrases that meet their communication needs. When the material is interesting, students are more likely to participate in the task and learn the content (Nan & Mingfang, 2009).

ELLLO

Another online learning platform is called the online English listening lesson library (ELLLO). ELLLO was founded in 2004 by Todd, an English teacher from Japan. It is an online library of English listening lessons created by Beucken. ELLLO offers thousands of free listening activities that teachers and students can access. These audio and video activities are suitable for all levels (beginner, intermediate and advanced). Listening activities are categorized according to the difficulty level in grammar and vocabulary. Teachers and students receive activities according to their level. Each activity is completed with a vocabulary and listening comprehension test. Also, scripts are completed for each video or recording so students can also train their pronunciation whilst practicing listening. In ELLLO, students can select the level, subject and country of the speaker by clicking on the level, subject and country features they see on the site. ELLLO makes learning English fun and productive. It provides teachers and students with resources and activities not found in traditional textbooks.

As a conclusion, this study sought answers to the following research questions:

1. How is the distribution of articles written in Turkey and in the world on the use of multimedia and video tools in English listening skills by years?
2. What is the distribution in terms of universe and study group?
3. What is the variety of research patterns?
4. What is the distribution when the findings are coded in terms of cognitive skills (achievement, metacognitive skills), affective skills (motivation, anxiety) and motor skills (creation) when content analysis is done?
5. What are the most researched multimedia, video tools and online English learning environments?

Based on the brief theoretical background discussed, the study aims to find answers to the following three research questions:

1. What is the relationship between language teachers' self-efficacy and digital literacy?
2. To what extent does this relationship differ according to foreign language teachers' gender, experience, major, involvement in ICT-based training and the amount of time spent online?

Method

In order to collect the data to be used in the study, Ulakbim - Tübitak English listening skills, multimedia tools, video applications were searched in the databases of Dergipark, Mendeley and Academia. In the databases, only the period between 2012-2022 March and the articles published in Turkey and the world were included in the research. The articles encompassed in the study are numbered and presented in Appendix-1. Articles made before and after this date are out of the scope of this study.

In the data collection process, the descriptive survey model was based on the design. In the screening process, articles published between January 1, 2012 and February 28, 2022 were incorporated. Ulakbim-Tübitak from Turkey, is one of the most used databases in the scanning process. Mendeley and Academia, which are easy to access and widely used. While searching, the keywords English listening skills, multimedia tools and video applications were used, and searches were made in English and Turkish languages.

Descriptive analysis was used to analyze the data of the publications. In the analyses generated, the articles scanned with keywords in 29 articles published in the last ten years were examined by framing them in terms of the year of research, study group, research design, findings, results and the most frequently researched tools, and using descriptive content analysis method. As a result, cognitive skills were predetermined in the research findings section according to the framework and titles were determined as a result: achievement and metacognitive skills, affective skills motivation and anxiety and psychomotor skills. The data obtained by dividing into sub-headings of creation were analyzed and presented in tabular form and numerical analyzes of the coded data were specified.

Results

4.1. Distribution of articles written in Turkey and around the world on the use of multimedia and video tools in English listening skills by years:

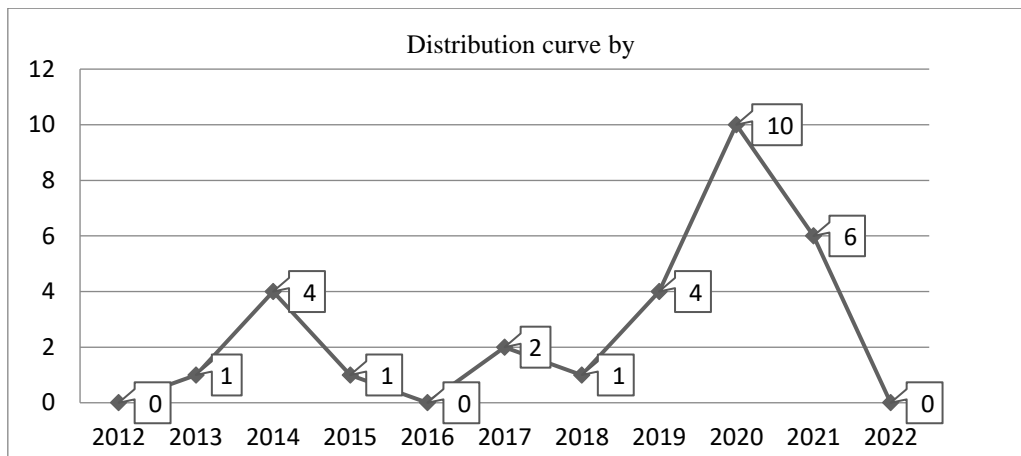


Figure 4.1. Distribution curve of articles published in journals by years

As can be noticed from the figure, between 2012-2022 Ulakbim –Tübitak, a total of 29 articles were found in the Dergipark, Mendeley and Academia databases with English listening skills, comprising multimedia and video tools, which are keywords. The year in which the most articles were published was 2020 with 10 articles and 2021 with 6 articles. In the years 2012, 2016 and until February 2022, the article could not be found in the databases in the research area.H. 1. There is a positive correlation between foreign language teachers’ self-efficacy and digital literacy. (Research question 1)

4.2. Distribution in the context of universe and study group:

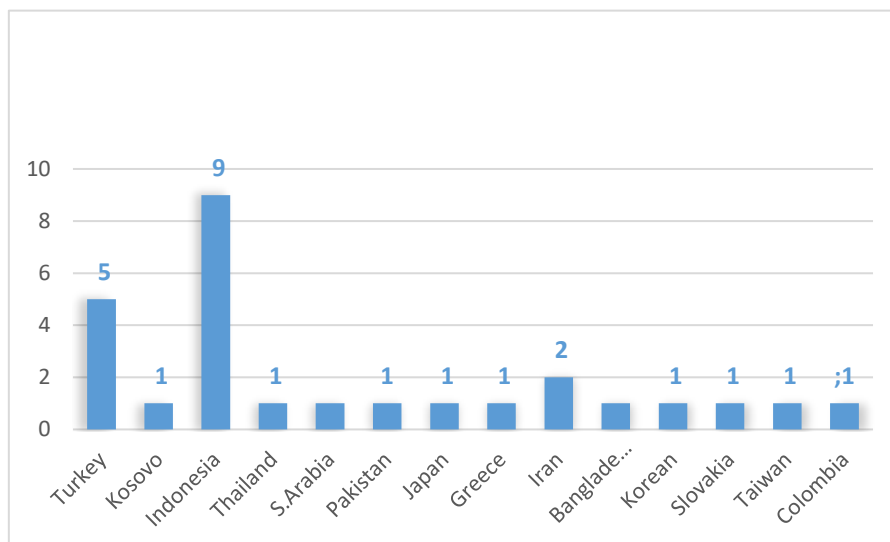


Figure 4.2. Distribution table in the context of the universe

As can be realized from the figure, it is seen that most of the studies were conducted in Turkey, followed by Indonesia, with 5 studies, as the universe of the researches in the articles searched in databases is between the years 2012-2022.

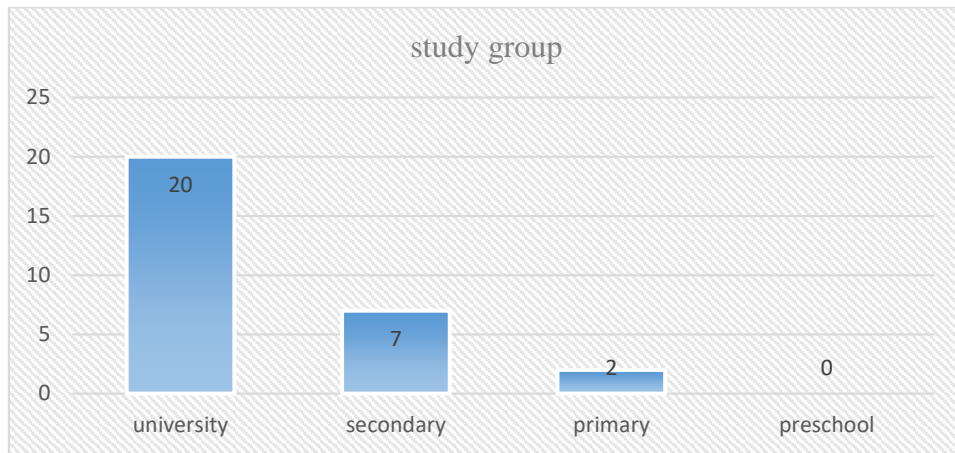


Figure 4.3. Study group distribution

In the context of the sample and study group, the most researched group is university students. Afterwards, secondary education continues with high school students and primary school students. An article study about the preschool group could not be found.

4.4. Research design distribution:

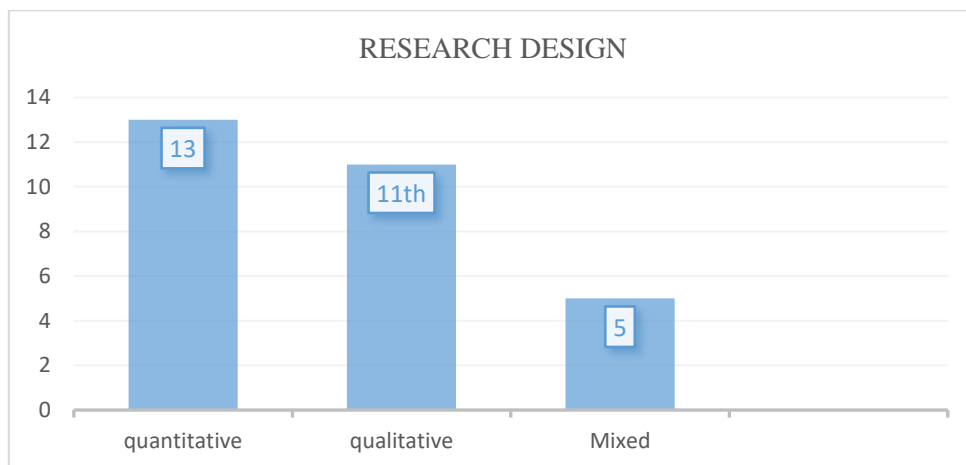


Figure 4.4. Research pattern table

As can be identified from the table, the most preferred research design is the quantitative method with 13 studies. Afterwards, qualitative methods are included with 11 studies. Mixed methods are seen as the least preferred pattern.

4.5. Distribution of findings according to skills:

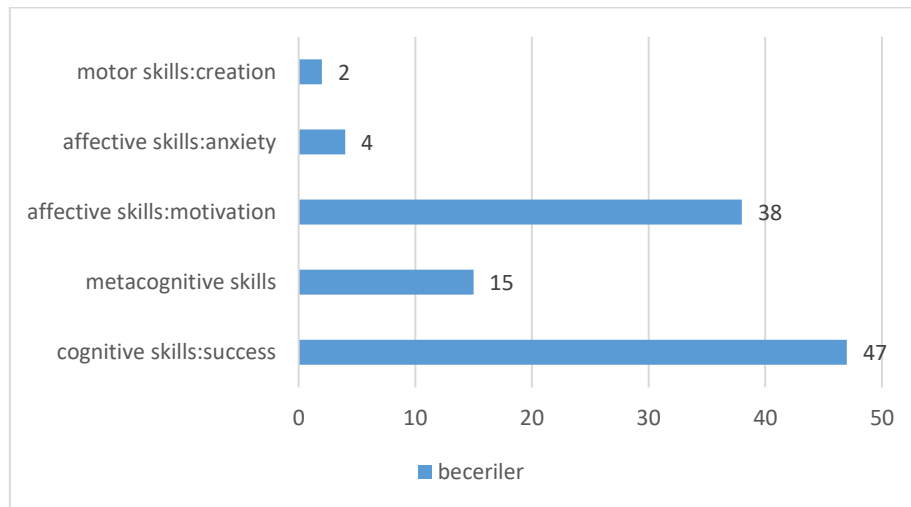


Figure 4.5. Distribution of findings by skills

As can be seen from the graph, when the findings are analyzed according to the specific skill areas framed before the research according to the content analysis method and the data are coded, most of the present data is found in the cognitive skills area (n=47). Afterwards, most of the findings were affective. It is seen that there is motivation (n=38) from the skills. It has been determined that the area with the least findings is in the area of creating a dynamic skill and creating a product.

a. Cognitive skills: success

As can be seen in Figure 5 (n:47), the most data were found in this field and the most articles were written on the success variable in the researches.

“M1 Research has shown that students improve their performance and get higher scores in the post-test.”

“The results of the M3 Study showed that the group that watched the sitcom episodes with subtitles scored significantly better on the listening comprehension test than those in the control group.”

“M7 students have a significant increase in their listening comprehension skills after video-learning.”

“M9 Technological learning platforms play an important role in enriching resources and engaging classrooms, as well as supporting students' academic development.”

“M12 Post-test shows that traditionally adopted teaching methods give an average result in improving listening skill, while teaching method designed to improve listening skill through animated films gives a better result.”

“M13 Also, students have made significant progress in their overall listening skills by the end of the year, as measured by listening progress tests and proficiency tests.”

“Listening comprehension and vocabulary learning scores were improved using TV commercials in the M16 EFL classroom.”

“M18 The difference in listening comprehension scores between the two groups shows evidence of the significant impact of YouTube videos on the performance of the experimental group.”

“M19 19 It was concluded that students' listening skills increased significantly after learning with videos in intermediate and advanced proficiency groups.”

“M20 They also supported the idea of using English film as a listening medium to improve their listening skills. As a result, students respond positively to using English film as a listening medium to improve their listening skills.”

“M28 Repetitive ANOVA measures showed that listening skills of all participants in all three groups improved during practice.”

Pretest, posttest applications and comparative t test applications are preferred in achievement tests. In the achievement tests, the success scores of the control groups always increased. In the groups separated by level groups, it is seen that the success in the intermediate and advanced groups is higher than the learners at the beginner level.

b. Cognitive skills: metacognitive skills

With reference to metacognitive skills, it embraces critical, logical, reflective, and creative thinking. The most critical distinction in metacognitive skills is the ability to reflect, criticize or self-criticize beyond success while evaluating research.

“ M1 “I think my pronunciation improves when I listen because I hear some words and I can learn how to pronounce them”

“M6 Student 12: “Comprehensive listening improves memory by helping me experience video of people talking, where I learn a lot by not just listening to a sound, but visualizing conversations. Also, listening to the dialogues over and over helps me know where I went wrong and correct myself.” Based on what Student 12 said, it appears that EL supports autonomy, where students can practice listening independently and at the same time have a self-reflection about their practice.”

“M10 The result of the research (1) was that the students independently formed an active, creative and effective learning process in measuring and developing each step of the listening learning model. (2) Interactive multimedia was an effective learning environment to develop students' critical listening skills. In the limited test, the increase in critical listening skills was 42.98% in the experimental class and only 7.36% in the control class. For extensive tests, the improvement of critical listening ability in the experimental class increased by 33.88%, while the control class

increased by only 2.62%. (3) The critical listening strategy performance in the PMAI Model can improve students' critical listening ability, so this model is better to be applied as a reference practice in the listening learning model. (4) Learning media with interactive multimedia can improve students' critical listening skills compared to audio learning media, because listening is not only the auditory aspect but also the visual aspect integrated with multimedia .”

“M25 Findings show that students interact with the different sources of information provided by the videos, enabling them to construct and explain new meanings derived from their transformed interpretations. The results also shed light on how video-mediated listening activities improve students' understanding of their own learning processes.”

M27 We can conclude that it is successful in developing students' metacognitive listening awareness by using the student self-dictation approach.”

c. Affective skills: motivation

Motivation encapsulates elements such as interaction, choice, belief, attitude, and value. Motivation consists of initiating the target behavior, taking action, directing the behavior to the target and maintaining the behavior. As can be identified in Figure 5, the most related findings were found for motivation (n:38) after success among cognitive skills.

“M1 also stated that even if the students were not interested in the content of the listening, they continued to listen to the speaker because the use of everyday language and familiar words increased the interest in the subject.”

“M7 Analysis of students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used English videos as teaching material. Also, previewing the keywords before watching the videos motivated them to learn English more.”

“M8 video can motivate students to participate in the listening class.”

“M11 Afterward, they watched these videos outside of the classroom, nine of whom agreed strongly that these video tasks motivated them.”

“The M14 TED lectures motivated some students to pursue their own interests independently and encouraged others to explore further.”

“M15 Qualitative data collected proved that YouTube video-based lessons were beneficial for the student, as the latter improved speaking and listening skills, and students demonstrated greater motivation towards English lessons.”

“M20 shows that students are interested in using English films to improve their listening skills and are more motivated to learn to listen. They also agreed that it is easier to learn to listen using movies in English. They also supported the idea of using English film as a listening medium to improve their listening skills. As a result, students respond positively to using English film as a listening medium to improve their listening skills.”

“M21 21 Motivation comes second. A large percentage of students (80%) felt their motivation increased as a result of watching the videos. It was motivating to listen to well-known people

sharing useful ideas on interesting and relevant topics. Students also reported that their motivation to learn English increased after watching the TED videos.”

d. Affective skills: anxiety

The reactions designated against the external danger in one's life, proportional to the danger and accepted as usual by others, are called anxiety.

As can be seen in Figure 5, merely two of the articles on anxiety among affective skills were studied and the word anxiety is mentioned in 4 chapters.

“M9 It is accepted that anxiety in learning English in general and listening activities in particular is related to classroom-based language learning, not language learning that takes place in natural settings. The ELLLO platform provided natural language environments to the high school students experimenting in this study that helped them lower their affective filters.”

“M17 To reduce foreign language listening anxiety of students with A1 and B1 levels of English.

“The use of original videos in the process of improving English listening skills of students at A1 English proficiency level can be interpreted as moderate and much more desirable in terms of lowering their foreign language listening anxiety levels compared to the use of non-original videos.”

“In the process of improving English listening skills of B1 English proficiency students, the use of authentic videos can be interpreted as being quite powerful and much more desirable in terms of reducing foreign language listening anxiety levels compared to the use of non-original videos.”

e. Psychomotor skills: creation

As can be seen in Figure 5, the creation of motor skills is one of the topics with the least evidence and rarely is mentioned in the articles. What is meant by not creating here is for the teacher or student to develop and present multimedia materials.

“M5 Product validation as well as trial result indicates that developed material is classified as 'valid'. The practicality of the material, based on teachers' and students' responses, indicates that the material developed is "practical" for use in the classroom (Nunan , 1999).

“M12 Preparing certain activities based on the movies to be played in the classroom requires special attention and a lot of time for the teacher. Appropriate training must be provided for teachers to use animated films, otherwise the objectives for improving listening skills cannot be achieved.”

4.6. Distribution of multimedia applications:

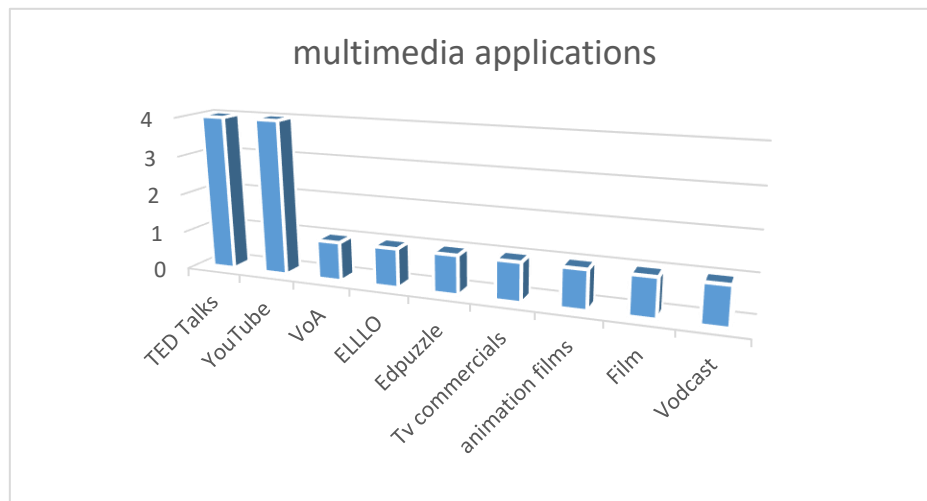


Figure 4.6. Distribution of multimedia applications

As can be seen in Figure 6, the most researched multimedia, video tools and English online learning platforms are TED Talks and YouTube. One article was discovered in databases related to other tools. In some articles, original products were revealed and researches were made on them.

Conclusion and Discussion

In this study, 29 articles that were scanned and identified with keywords in databases between 2012 and 2022 were included. It has been observed that there are very few studies that do not descriptively examine the trends in studies on the effects of multimedia and video tools on English listening skills, which are missing in literature. Eraslan and Asmali's (2021) study is the only peer-reviewed research article in which descriptive content analysis was conducted in Turkey in this area. As one of the findings in this study, it is denoted that watching videos is an effective way to improve vocabulary. In addition, Kaynar (2019) states that the use of video offers new opportunities in the use of words and in the development of listening skills. With this research, it will be supported that English listening skills can be improved with multimedia tools.

When we interpret the findings, our first question, which year was the most research done, comes up with the years 2020 and 2021. It may be thought that the use of videos more in education has an effect due to the effect of the Covid 19 pandemic or the result of the

transition to online education. Eraslan and Asmalı (2021) mention the increase in research over the years.

In the research universe, which is our second research question, it is seen that the most research in the world is done in Indonesia and Turkey. In addition, the most studied group is university students. The least number of studies is seen in the primary school and pre-school groups. This may be due to the fact that academic research permit procedures are easier in universities and achievements in target-oriented studies are seen more prevalently in the upper age groups as the age progresses.

In the research design, which is our third question, it is detected that quantitative methods are preferred more. The mixed method has been used in very few studies.

The fourth question, the distribution of the findings according to the skills, was analyzed by determining the themes within the framework of content analysis by the researcher prior to the research. The variable of success, which is one of the most cognitive skills, was investigated. It is followed by motivation from affective skills. The least studied affective skills are anxiety and motor skills.

The findings related to the fourth question are examined in detail, and it is discerned that the learners have a positive attitude towards watching videos inside and outside the classroom. This finding is similar to other studies (Asmalı & Eraslan, 2021; Kaynar, 2019). In addition, the use of video tools creates a source of motivation as it captures the attention and interest of the listener (Datko, 2014). In terms of cognitive skills, it is emphasized that the use of multimedia tools and authentic video shows a significant increase in students' language competencies (Polat,2019; Kaynar,2019).

TEDtalks and YouTube applications were the most used multimedia applications and tools, which is our fifth question. It can be thought that the reason for this is that the online video broadcasting sites, whose use has increased with the development of the internet, have more diverse content for users and the popularity of these applications has increased.

Acknowledgment

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**Research Design: Qualitative, Quantitative and Mixed Methods
Approaches (4th ed.), Creswell, J. W. Thousand Oaks, CA: Sage, (2014).
650 pp.**

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Book Review

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Abstract

Conducting a well-established research requires deep knowledge about the research designs. Doing research can be likened to jumping into the sea which may transform into a huge ocean if the researcher is not experienced. As a PhD candidate and a novice researcher, I believe that the book “Research Design: Qualitative, Quantitative and Mixed Methods Approaches” by J.W. Creswell is a true reference guide for novice researchers since it is the most comprehensive and informative source with its reader-friendly structure.

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Keywords: Qualitative; quantitative; mixed methods approaches

Conducting a well-established research requires deep knowledge about the research designs. Doing research can be likened to jumping into the sea which may transform into a huge ocean if the researcher is not experienced. As a PhD candidate and a novice researcher, I believe that the book “Research Design: Qualitative, Quantitative and Mixed Methods Approaches” by J.W. Creswell is a true reference guide for novice researchers since it is the most comprehensive and informative source with its reader-friendly structure.

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The book encompasses three parts and seventeen chapters. At the end of each chapter, a section titled as ‘key ideas of the chapter’ is provided which presents a summary of the contents. Besides, useful information for consumers and producers of research exists at the end of every chapter and offers concrete guidance in interpreting and evaluating research. Another nice point of the book is that it is quite informative with the appendices part. Appendices range from the answer key of the questions asked in the chapters to most commonly used statistics.

The book initializes with the definition of research and its importance. Next, the six steps of conducting research which start with identifying the problem and end with reporting the research are explained. The most critical part of this chapter comprises the similarities and differences between the qualitative and quantitative methods in terms of the six research steps. Creswell does not finish the first part without warning the readers of paying special attention to the ethical issues which mostly occur in data collection and reporting stages.

In the second part (Chapters 2-9) Creswell provides detailed explanations about the six steps in conducting the research. While doing so, he follows a step-by-step route from the very beginning of defining the research problem to interpreting and reporting the findings. Part II embraces the answer of any question that a novice researcher has in mind such as determining the population and sample, forming the hypothesis, writing the problem statement and ensuring the ethical procedures. One of the strengths of the book is that there is balance in terms of explaining the qualitative and quantitative methods. Creswell provides a clear and balanced description of research steps for both of the spectrums and does not prioritize one over the other.

The author gently leads the novice researchers into the research steps and makes an analogy of it as lowering the bucket into the well slowly, not dropping it suddenly into the water. He starts with explaining the multiple strategies for writing the statement of the problem section in chapter 2. With reference to this, he makes use of the visuals, diagrams and flow charts to help the readers understand better. Besides, in the ‘Think-Aloud’ sections at the end of each chapter, Creswell exemplifies the writing techniques.

Subsequent to clarifying the parameters of a scientifically acceptable problem statement, Creswell goes on with the steps of literature review in Chapter 3. Initially, he explains the rationale for conducting a review and then informs the reader about the

differences in the extent and use of literature review in qualitative and quantitative studies. The most helpful part of this chapter is that it guides the researchers about where to start and how to locate the necessary information when reviewing the literature. On page 84, Creswell presents a triangle about differentiating between high and low standards to ensure quality by providing examples from primary and secondary sources of information. His rationale for doing so is to enable the researchers to criticize a scientific work about its originality. After all, secondary sources mostly reflect the researcher's opinion, which may impact the reader's own way of interpreting the information.

With regard to the research questions and hypothesis, the author likens them to signposts without which the readers may get lost. Therefore, he suggests the researchers to constitute the hypotheses and research questions clearly so that the readers have an idea about the focus of the research. The design of the purpose statements, hypotheses and research questions requires discrete criteria according to the research paradigm to which they belong; therefore, novice researchers are expected to benefit to a great extent from the explanations given in chapter 4 which clearly lists the differentiating points between qualitative and quantitative research.

Information in connection with the data collection and analysis are given in separate chapters for quantitative and qualitative studies since each bears their own criteria about sampling, data collection instrument, data collection procedures etc. Creswell adopts a meticulous look in explaining each step and supports the explanations with sample weak statements that most researchers use mistakenly. One of the strengths of the chapters in accordance with data analysis is that several website links are shared. For quantitative data analysis, links for the most frequently used statistical analysis computer programs such as *SPSS* and *SAS* are provided. Similarly, links for the major qualitative data analysis software programs such as *Atlas.ti* and *HyperRESEARCH* are given along with brief information about their specific features. A considerable amount of place is provided for coding qualitative data which is defined as an inductive process of narrowing data into a few themes. Creswell highlights that there is no definite procedure for coding but he recommends six steps that can be employed for narrowing codes into themes. Another important issue related to qualitative data analysis is ensuring the accuracy and credibility of findings. Since qualitative research cannot be divorced from the researcher's interpretations, validating the findings have always been an issue for researchers. In fact, distinct opinions take place for naming the terms accuracy and credibility so much so that authenticity and trustworthiness are preferred by

Lincoln and Guba (1985). Although a number of strategies exist for validating the qualitative findings, Creswell puts the emphasis on the three of them: triangulation, member checking and auditing. In a research paper, writing in a sensitive, ethical and scholarly manner is as substantial as ensuring validity and reliability. At the end of Part II, strategies for avoiding bias when describing people are shared. The strategies are specified along with the poor and preferred examples related to them, which is quite helpful on the part of the reader since giving the explanations alone may not always adequate. In terms of writing in a scholarly manner, the issues related to appropriate point of view, consistency, content and subject matter balance, title and abstract are explained. Contrary to the other parts of the book, the part on deciding to a concise title is lack of examples. On the other hand, the checklists for evaluating the process of qualitative and quantitative papers are quite comprehensive. After giving the 'map' (the six steps of research), Creswell informs the readers about eight different research designs in Part III (Chapters 10- 17). As in the rest of the book, he adopts a balanced and consistent attitude between qualitative, quantitative and mixed research paradigms. Part III is inclusive of the key aspects, historical developments and parameters of the research designs. Besides, a sample article for each of the research design and further reading sources are provided.

Judging by the explanations, examples, and overall structure of the book, Creswell's intention is to inform the novice researchers about how to select the most appropriate research design and things to consider whilst conducting the research. In his book, he explains every single detail without confusing the readers. He adopts an objective point of view in the presentation of the research designs and highlights the importance of academic norms. In agreement with Creswell, I advocate that no research paradigm is superior to others. What determines the appropriate research design is the aim of the research. To exemplify, if the researcher aims to discover the impact of foreign language exposure at an early age on the learner's motivation, conducting an experimental study might not be a good option since it may not be possible to take all the other variables under control other than foreign language exposure at a young age. Similarly, adopting a survey design requires a large number of participants and the researcher may not reach that number of people. However, conducting a longitudinal study and observing only one or a small number of participants, discovering their attitude towards foreign language through interviews, diaries etc. and utilizing motivation scales within the framework of mixed method research design might be the most appropriate path to take. All in all, *Research Design: Qualitative, Quantitative and Mixed Methods*

Approaches by J. W. Creswell is an informative, comprehensive and one of the most available sources for novice researchers and I highly recommend it to everybody who is taking the first steps in the academia.

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A SYSTEMATIC REVIEW OF GRADUATE STUDIES ON FLIPPED CLASSROOMS IN ENGLISH LANGUAGE TEACHING IN TURKEY

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Research Article

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Abstract

In recent years, the flipped classroom approach has drawn attention from practitioners and researchers in English language teaching (ELT) with technological advances. However, there is no research systematically reviewing graduate studies conducted in Turkey. For this purpose, this systematic review aims to investigate graduate studies' main features and findings concerning the flipped classroom approach in the field of ELT, reveal possible benefits and challenges in the Turkish context, and make suggestions for practitioners and future research. The study examined all the master theses and doctoral dissertations (n= 32) on flipped classrooms in ELT based on Turkey's Council of Higher Education (CoHE) Theses database between 2013 and 2021. It adopted a systematic review, and qualitative content analysis was utilized as a research method. Findings revealed that there had been a growing interest in flipping English language classes in Turkey since 2014. Along with the advantages of the flipped classroom approach outnumbering the disadvantages, flipping classrooms has brought new challenges for teachers and learners. Therefore, there is still room for further research to investigate teachers' and learners' autonomy and readiness to flip at K-12 levels.

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Keywords: flipped classroom approach, English language teaching, systematic review, Turkish context

Introduction

Within the last two decades, technology has advanced over the most vital experiences of human life. Education has become one of these most critical experiences. Instruction has been enriched with technological tools in almost all educational fields, including foreign

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language education. Learners are supposed to aim to acquire knowledge through multi-faceted means by appealing to their different senses and intelligence. In this sense, blended learning as a recent approach is essential for integrating technology into education. For example, Staker and Horn (2012) define blended learning as “a formal education program with face-to-face instruction, in which a student learns at least in part through online delivery of content and instruction, with some element of student control over time, place, path and pace” (p. 3).

For the blended learning approach, flipped learning has become a critical method of applying technological instruments to in-class and out-of-class activities. Flipped learning is simply a model suggesting schoolwork at home and homework at school (Braiek & Onaiba, 2018; FLN, 2014), and it was coined by Bergman and Sams (2012), who emphasized that the teacher can allocate more time to communication in English inside and outside the classroom through the flipped model. Still, they were not the first practitioners who attempted to invert instruction. Prior to this phase, a group of teachers and researchers had applied a model in which conceptual knowledge and specific grammar points were delivered via videos and other supplementary materials before school (Long et al., 2016). However, learners and teachers need a certain level of technology integration in and out of the classroom to provide content and practice learned information.

In traditional teacher-centric instruction, students are expected to complete the activities requiring higher-order thinking skills at home. At the same time, content comprising factual and conceptual knowledge is delivered in the classroom, which requires a lower level of thinking skills (Nentl & Zietlow, 2008). In foreign language classes, this factual and conceptual knowledge delivery generally consists of grammar instruction and specific aspects of language skills which constitute the basis for comprehension and communication in the language. There are several benefits of the flipped classroom compared to a traditional classroom. For example, if out-of-class activities in a flipped classroom provide the knowledge and comprehension-based information, students might have more time for communicative activities (Temizyurek & Unlu, 2015). Moreover, flipped instruction has been reported to be more engaging and interactive among peers (Chuang et al., 2018), to have improved academic achievement (Karakurt, 2018), and to have developed positive attitudes toward self-efficacy beliefs in EFL (İyitoğlu, 2018).

The number of studies on flipped learning (named under flipped classroom and inverted classroom) is manifold. These studies have extensively been conducted on the effectiveness of flipped learning, its benefits and disadvantages, and the relationships between flipped learning and other constructs relevant to learner characteristics and classroom dynamics. Some of these

concepts studied with flipped learning are learner autonomy (Kömeç, 2018), self-regulation skills (Shyr & Chen, 2018; Tosun, 2020), attitudes and motivation towards foreign language, and flipped classroom (Girgin, 2020), foreign language anxiety (Gök, 2016). By conducting such studies, researchers aim to contribute to the efficiency of foreign language instruction. Though plenty of studies have already been present in the literature, there is still room for research on flipped learning and its effects on diverse dimensions of language learning. Significantly, the conditions in which inverted instruction takes place, and its impacts on instruction vary widely across age groups, levels of education, distinct cultures, and courses for which flipped learning is implemented.

Previous research needs to be investigated to determine which aspects of flipped methods, such as the learning process, teacher preparation, or its influence on learner motivation, should be focused on. Therefore, researchers working on flipped learning might need to review related literature to learn what exists and is missing in research. To this end, there are several review articles on flipped learning research. These articles are either systematic reviews or literature reviews recompiling studies conducted to seek explanations for the effect of flipped learning method in various fields such as math, engineering (Karabulut-Ilgü et al., 2018), nursing education (Presti, 2016), sciences (Sakar & Sagir, 2017), and on particular levels of education as in higher education (Brewer & Movahedazarhouli, 2018). As to the field of English language teaching (ELT), there is a limited number of review studies on flipped learning. For example, Zou et al. (2020) conducted a systematic review on flipped classrooms from the perspectives of theoretical foundations, learning tools and activities, and research topics and findings. In parallel with this study, Filiz and Benzet (2018) undertook a content analysis study sincerely inquiring to identify trends and patterns in flipped learning research in Turkey and abroad. With a particular focus, Tütüncü and Aksu (2018) systematically reviewed converted classroom studies in Turkish education. Studies revealed that students instructed with flipped learning are generally motivated, develop positive attitudes, and achieve more.

To the best of the authors' knowledge, there has been no detailed investigation of flipped classroom research in the Turkish context, which solely focuses on the field of ELT. In addition, considering the increasing number of graduate studies in the flipped classroom and the lack of research systematically reviewing graduate studies conducted in Turkey, this systematic review intends to investigate the main features and findings of graduate studies concerning the flipped classroom approach in the field of ELT, reveal possible benefits and

challenges in the Turkish context, and make suggestions for practitioners and future research.

In this paper, the answers to the following research questions will be sought:

- 1) What are the descriptive treats of graduate studies on flipped classrooms in the field of ELT in Turkey between 2013 and 2021 in terms of publication year, research type, university, research methodology, sample group, and focused language skills?
- 2) What are the main findings with regard to benefits and challenges in these graduate studies?

Methodology

This study adopted a systematic review method, “a detailed and comprehensive plan and search strategy derived a priori, intending to reduce bias by identifying, appraising, and synthesizing all relevant studies on a particular topic” (Uman, 2011, p.57). Moreover, systematic reviewing aspires “to have explicit, rigorous and accountable methods,” according to Gough, Oliver, and Thomas (2017, p. 5). In addition, concerning the definition and aim of the systematic review method, this study aims to provide a detailed and allegedly unbiased review of literature in three steps by identifying relevant research, assessing them, and creating a holistic account of separate findings in the studies.

Data Collection

The first step in this process was to search for the related theses and dissertations with the terms ‘flipped,’ ‘ELT/EFL/ESL,’ ‘inverted,’ ‘ters-yüz,’ and ‘ters-düz’ in the database CoHE. Theses database preserves Turkey's validated and published theses and doctoral dissertations. A purposive sampling method was implemented by selecting only theses and dissertations, aiming to select “information-rich” samples (Patton, 2015, p. 546). In other words, the samples in which in-depth information can be obtained regarding the research purpose were included. The purpose of this inclusion criterion is that theses and dissertations adopt fully comprehensive approaches and aim to present a more profound understanding of a phenomenon or subject. The studies on flipped learning in English language classes in Turkey were set aside. As a result of searching and screening the database indicated above, 32 theses were identified. Furthermore, full texts of theses were reviewed for eligibility. Finally, after they were related to flipped classrooms, ELT, and the Turkish context, the studies (n=32) were included.

Data Analysis

The qualitative content analysis method was employed to analyze all the studies. The theses were meticulously examined, focusing on chosen constructs of meaning relevant to the research questions. A rigorous content analysis was performed, and each study's descriptive

features and main findings were coded. The codes were categorized under themes and sub-themes in an Excel program. The codes were computed, and the frequency and percentages were calculated. The two researchers coded 10% of the graduate study codes separately to ensure inter-rater reliability. The interrater agreement technique was calculated according to the formula “the number of agreements/ (the number of agreements + the number of disagreements) x 100” by Tawney and Gast (1984). It was .85 and demonstrated a high degree of reliability, which demonstrated that raters reached a consensus on the themes and codes of the data (Gwet, 2014). Finally, the revisions were made by either excluding some codes or assembling them with others.

Descriptive Features of Flipped Learning Studies

The first research question corresponded to the descriptive features of flipped learning/classroom studies conducted in Turkish education in ELT and the subcategories examined by publication year, study program, university, research methodology, sample group, and focused language skills. The subcategories will be handled under subtitles.

Publication Year

According to the publication year, Figure 1 shows the distribution of studies by year. As seen in Figure 1, there has been an increase in the number of flipped learning studies in the last three years in the Turkish context.

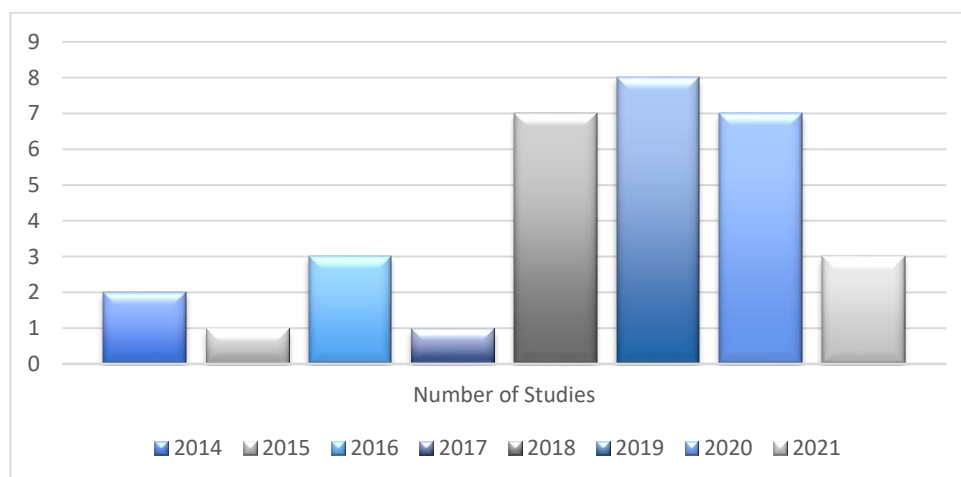


Figure 1. The distribution of studies by years

Research Type

The frequency distribution of the studies regarding their research type (thesis or doctoral dissertation) is displayed in Table 1. As seen in Table 1, the number of master's

theses (78,12%) conducted in flipped classroom instruction in English language teaching is higher than the number of doctoral dissertations (21,88%).

Table 1

Frequency Distribution of The Studies According to the Study Program

Research Type	f	%
Master's Thesis	25	78,12
Doctoral Dissertation	7	21,88
Total	32	100

University

By the universities in which the studies were implemented, Table 2 shows that Gazi University (15,6%) was the university where the studies on flipped classroom instruction in English language teaching were most frequently conducted. It is followed by Çağ University (9,3%), Yıldız Technical University (6,2%), Middle East Technical University (6,2%), Bursa Uludağ University (6,2%), and Bahçeşehir University (6,2%). The rest of the universities publishing studies on flipped classroom research concerning English language teaching published one study at all.

Table 2

Distribution of studies regarding the institution publishing them

University	f	%
Gazi University	5	15,6
Çağ University	3	9,3
Bahçeşehir University	2	6,2
Bursa Uludağ University	2	6,2
Middle East Technical University	2	6,2
Yıldız Technical University	2	6,2
Abant İzzet Baysal University	1	3,5
Afyon Kocatepe University	1	3,1
Ataturk University	1	3,1
Balıkesir University	1	3,1
Bülent Ecevit University	1	3,1
Hacettepe University	1	3,1
İnönü University	1	3,1
İstanbul Sabahattin Zaim University	1	3,1
Kafkas University	1	3,1
Karabuk University	1	3,1
Kırşehir Ahi Evran University	1	3,1
Mersin University	1	3,1
Muğla Sıtkı Koçman University	1	3,1

Suleyman Demirel University	1	3,1
Ufuk University	1	3,1
Yeditepe University	1	3,1
Total	32	100

Research Methodology

The research methodology of flipped classrooms in ELT is shown in Figure 2. The mixed-method research approach (84%) was employed most often in the studies, followed by the quantitative research approach (16%). On the other hand, the findings designated that no research preferred the qualitative approach.

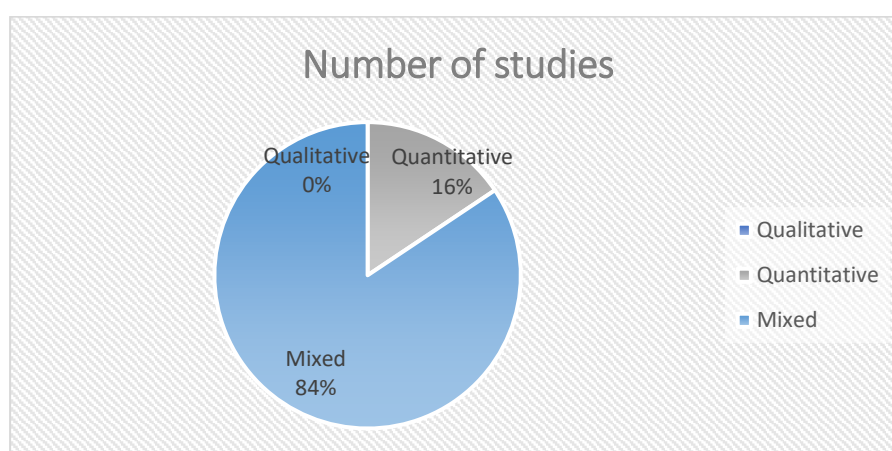


Figure 2. Types of research methods used in the studies

Sample Group

Concerning the sample groups embodied in the studies, Figure 3 presented that most of the studies were materialized with students in higher education. These participants encapsulated students at preparatory language schools and foreign language education departments. The higher education sample group is followed by the high school and middle school sample groups at lower levels. However, merely one study investigated flipped learning from English language teaching at the primary school level.

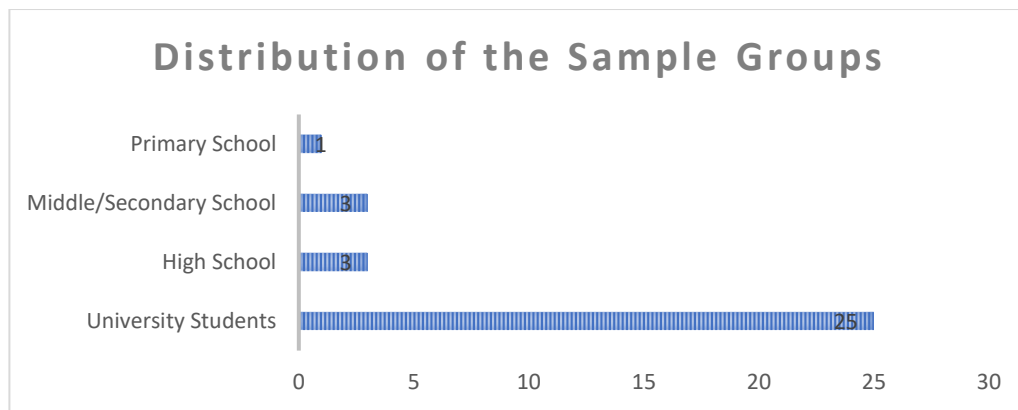


Figure 3. Distribution of the Sample Groups

Focused Language Skills

Among studies on flipped methods for English language teaching in Turkey, grammar (32%) was the most commonly explored language skill, whose effect in the flipped classroom was examined. As reflected in Figure 4, it is followed by writing skills (21%), reading skills (12%), speaking skills (16%), listening skills (9%), pronunciation (5%), and vocabulary (5%), respectively.

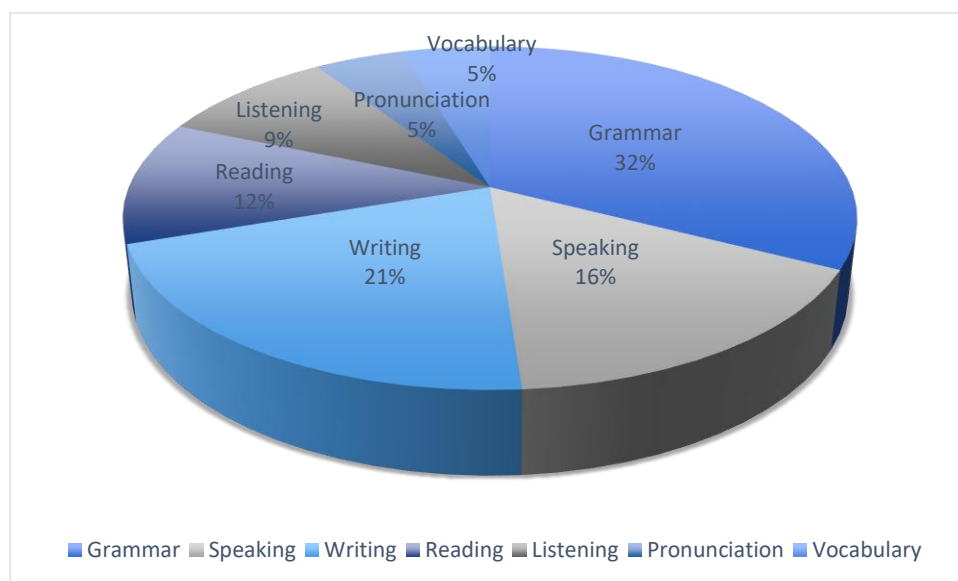


Figure 4. Most Commonly Explored Language Skills through Flipped Method

Major Findings of the Flipped Learning Studies

Benefits of Flipped Classroom

As exhibited in Table 3, the emergent codes for benefits of flipped learning method in studies were listed under eight themes: learner autonomy, fostering language skills, enhancements inside the classroom, learner perceptions, interaction, out-of-classroom, materials, and cognitive skills. According to the emerging themes, learner autonomy is

essential with 40 codes. This theme is followed by fostering language skills with six codes encountered 39 times. The third most frequently discussed benefit of the flipped method is that it enhances language learners' flexible, enjoyable, and collaborative learning environment (f=31). What is more, in connection with the learners' point of view, the findings displayed that flipped method positively impacts learners' self-confidence, concentration, and attitudes towards English lessons (f=29). Additionally, the flipped approach may involve more instantaneous interaction between teachers and students (f=24). Therefore, it is surprising that the benefits of flipped approach on outside activities (f=13), cognitive skills (f=11), and easy access to materials (f=10) were found at lower levels in the studies.

Table 3

Themes and Codes for Benefits of Flipped Learning

<i>Themes</i>	<i>Codes</i>	<i>f</i>
Learner autonomy (40)	self-paced learning	20
	active and autonomous learners	13
	learning by himself/herself	5
	taking one's responsibility for learning	2
Fostering language skills (39)	positive impact on grammar skills	13
	positive impact on speaking skills	8
	boosting lexical development	6
	positive impact on writing skills	5
	improvement in reading skills and strategies	4
	positive impact on listening skills	4
Enhancements inside the classroom (31)	flexible learning environment	11
	more enjoyable in-class activities	9
	positive classroom atmosphere	5
	positive views towards the course	4
	collaborative learning environment	2
Learner perceptions (29)	enhancing concentration	5
	enhancing self-confidence	12
	positive attitudes towards learning English	12
Interaction (24)	quicker interaction with the teacher	13
	increase in peer interaction	11
Out-of-Classroom (13)	having fun in out-class activities	11
	having more practice outside	2
Cognitive skills (11)	retention of knowledge/permanent learning	9
	positive impact on critical thinking skills	2
	positive impact on creativity	1
Materials (10)	ease of access to materials	10

Challenges of Flipped Classroom

Table 4 illustrates the main challenges in implementing flipped learning method. The number of challenges seemed to be lower than the benefits in general. The three themes and their codes might become real challenges to the flipped learning method; therefore, they must

be handled in detail. Learner-centered problems (f=30) appeared as the first rigor in the flipped method. For example, some learners may be less proficient in using technology, get distracted by notifications and advertisements on mobile devices, ask subject-related questions to teachers immediately, and lack an appropriate place to study in dormitories. The following theme about challenges is technical problems (f=15). Applying flipped method requires an integration of technology. Although the procurement of high technology devices had been a problem by 2021, this seems to have been no longer a problem in studies generated after the Covid-19 pandemic, which obliged learners to own tablets and computers for distance education. The materials utilized by the teacher (f=14) were the last problem. Students may sometimes find before-class materials long and tedious; thus, they specified they were not interested in watching videos, which makes in-class practices difficult for them, and using discrete programs for flipped and non-flipped courses were complicated.

Table 4

The Challenges and Disadvantages of Flipped Learning Method

Themes	Codes	f
Problems with learners (30)	students' unfamiliarity with flipped learning	8
	students' having difficulty in in-class tasks when they do not watch videos	7
	increase in workload at home	6
	students' need to ask their Qs right away during lectures	4
	students' becoming distracted by other online stuff while watching videos	3
	some learners' being less technology-proficient	1
	students' not having a decent place to study	1
	Technical problems (15)	students' having difficulty in reaching the materials (internet and/or device problems)
Problems with materials (14)	video lectures can be tedious and lengthy for SS	8
	problems with programs/websites	6

Discussion

The current study demonstrated that the number of studies on the flipped learning method in ELT has sharply increased in the last three years. However, it can be interpreted that the popularity and benefits of this method are blazed across the flipped research literature.

To begin with the first research question, among the descriptive features of graduate studies on flipped learning in ELT in the Turkish context, the findings of the present study displayed that the mixed research approach is the most frequently preferred one, followed by

the quantitative method. This finding is in line with the studies of Turan and Akdag-Cimen (2020) and Tutuncu and Aksu (2018). By contrast, Filiz and Benzet (2018) found (detected) that most flipped learning studies in foreign language education were administered with quantitative methods, followed by mixed-method research and qualitative research, respectively.

Regarding the research type, the number of master's theses is higher than doctoral dissertations, which shows that the topic may not have been investigated thoroughly enough to obtain a deeper understanding, and there are still many more aspects to inquire about. For instance, considering the findings of sample groups, it is clear that most flipped learning studies were implemented with students at the higher education level. Hence, plenty more studies can be conducted with K-12-level groups of English language learners. These findings reflected those of Filiz and Benzet (2018) and Akcayir and Akcayir (2018), who also reached a similar result that higher education level is the most commonly selected learner group for flipped learning research. The purpose of this preference might be attributed to the self-responsibility of the learner; in other words, the younger the sample group is, the more difficult conducting a study might be for researchers.

Another interesting finding was that grammar instruction is the most extensively investigated language instruction with the flipped learning method. With respect to this finding, grammar knowledge is delivered via online materials such as videos, podcasts, and audio recordings in the analyzed studies, while class time is utilized more for purposeful communicative activities. In contradiction with this finding, Filiz and Benzet (2018) concluded that more studies were conducted to gauge the flipped learning method's effect on teaching 'all skills' than on teaching grammar. On the other hand, Turan and Akdag-Cimen (2020) found (discovered) that speaking skill was more commonly studied than the other skills, including grammar, in the flipped learning method.

In correspondence with the second research question, the flipped learning method's benefits are manifold. The emergent themes extracted from codes are consistent with other review articles in the literature (e.g., Akcayir & Akcayir, 2018; Filiz & Benzet, 2018; Turan & Akdag-Cimen, 2020; Zou et al., 2020). The most outstanding findings of these studies in the Turkish context can be listed: fostering motivation, preparing learners for the lessons, having learners become autonomous, and having them control their learning at their own pace, enabling them to participate in and engage with the course and getting learners to have positive attitudes with the English language.

Lastly, the main challenges encountered within these studies while applying the flipped learning method were identified with ten principal codes, and these challenges are categorized under three themes. First, the initial significant problem during the implementation of this method was spotted to be related to students' having a lack of interest, autonomy, readiness, and motivation. To illustrate, they act irresponsibly by not watching videos or not studying out-of-class materials. Some researchers use Edmodo or Edpuzzle to monitor if students have done assignments. However, these learning management systems do not give sufficient data about how long students have watched the videos assigned. For example, Unsal's (2021) study used the Academic Learning Management System (ALMS- Advancity) to check their out-of-class works and video-watching process.

Nevertheless, the fact that most of the challenges were experienced with learners suggests that more studies might focus on learners' perspectives, like learner autonomy, readiness, and motivation. In addition to learner perspectives, the findings indicated few studies on teachers' perspectives in the literature. For example, it could be more informative if further studies included teachers. Similarly, the researchers might investigate teacher autonomy, readiness, and motivation levels for the flipped method. This aspect was concluded as a research gap in flipped learning studies.

Another challenge is technical problems, comprising lack of internet access and electronic devices to study out-of-classroom. In contrast to earlier studies, however, the latest studies indicated that there had been a decrease in internet access problems. On the other hand, having electronic devices such as laptops remains a problem, which could partly be explained by the moderate economic conditions in Turkey. The last problem is with materials. Even though teachers seemed to prefer more user-friendly programs such as Edmodo, learners reported that some programs are complicated, not user-friendly, and it is difficult for them to alternate between Edmodo for a flipped course and another program for a non-flipped course. Also, they tended to find videos lengthy and tedious. Thus, all these findings suggest that more software programs can be developed to find common grounds among flipped and non-flipped courses, follow whether students have watched their videos and done their work, and produce more creative and abridged videos.

Conclusion

This paper systematically reviewed theses and dissertations focused on flipped learning research in the field of ELT in the Turkish context. The systematic review was conducted by the criteria defined in the methods section, and the studies found eligible were analyzed through content analysis. The results of this present review remarkably indicated: (1) there has been

growing interest in the flipped language classrooms in Turkey recently, (2) the research method used in studies is mixed-method, (3) no single university dominates flipped method research, and (4) findings in reviewed studies are primarily in favor of flipped learning method from the perspective of both students and teachers.

This present study intended to give insight into graduate studies on flipped classroom methods in a given discipline and Turkish context. This study is critical because it is the first study systematically reviewing theses and doctoral dissertations examining flipped learning methods in the ELT context in the Turkish education system. As graduate studies aim to produce extensive and comprehensive work, they are expected to reach enlightening results. In this sense, the findings of this review have brought to light the under-investigated areas in graduate studies and paved the way for further research.

The findings of this study possess several practical implications for ELT researchers and teachers of the English language. One of those for researchers is that there is a definite need for studies with primary and secondary school students as studies have been generated mostly with college students or high-school students. With regard to the graduate studies handled in the current review, findings are prone to be mostly student perceptions of learning language skills though they may lack tests that assess the language skills or areas taught with flipped classroom method. Results tend to rely primarily on perceptions; however, students' perceptions may differ from their actual learning, which requires further research in which meticulously designed assessment procedures are implemented to evaluate the actual effect of the flipped model. Second, studies are needed to investigate the development of students' cognitive skills such as creativity and critical thinking during language learning through flipped learning. Thus, further research should focus on these areas. Third, the flipped model might need to be investigated from both learners' and teachers' perspectives. Still, the studies seem to lack the extent to which learners and teachers are ready, competent, and motivated to implement and integrate this method into their instruction.

In sum, this review article informs readership about why flipped classroom methods can be preferred over others, what challenges the implementers can encounter, and which research topic can be combined with the flipped method in ELT. This method may grant promising results when applied in ELT as a relatively new pedagogical approach.

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