



Journal of Language Research





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Journal of Language Research

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Editorial

It is with great enthusiasm that we present the latest issue of the Journal of Language Research, a collection that reflects the vibrant dynamism and innovative strides in the field of language education and research. In a time marked by rapid technological advancements, global connectivity, and evolving pedagogical paradigms, the articles in this issue offer invaluable insights into the challenges and opportunities shaping the language research landscape.

The lead article, *Exploring Research Trends in Sustainability in English Language Education from 2014 to 2024: A Bibliometric Analysis*, provides a critical overview of the integration of sustainability into English language education. The findings highlight significant progress in this area while underscoring the need for empirical research and global collaboration. This study not only sheds light on sustainability's theoretical underpinnings but also points towards actionable strategies to enhance its practical implementation, emphasizing the need for inclusive research across diverse linguistic and cultural contexts.

The second contribution, *Implementation of Five Pushed Output Activities in an EFL Speaking Class*, shifts our focus to classroom practice. By exploring varied speaking activities—from voice-over roleplay to impromptu speeches—this study demonstrates how creative task design can transform student engagement and reduce resistance to participation in EFL speaking classes. Its qualitative insights are a resourceful guide for educators seeking to foster meaningful and enjoyable speaking experiences.

Turning to policy-driven changes, the third article, *Teachers' Perspectives on Assessing English Speaking Skills: A Post-New Exam Model Investigation*, examines the implications of introducing speaking exams in Turkish secondary schools. While highlighting the positive outcomes of enhanced teacher motivation and collaboration, it also candidly addresses the challenges of abrupt policy changes. This study offers valuable recommendations for policymakers, curriculum developers, and educators aiming to balance innovation with practical feasibility in language assessment.

Qualitative methodologies take center stage in the fourth article, *Nvivo as a Handy Tool in Qualitative Meta-Synthesis Studies in L2 Research*. This work delves into the role of NVivo software in enhancing the depth and efficiency of qualitative meta-syntheses. By showcasing its capabilities—from coding to analytical memoing—the article serves as a practical guide for researchers navigating the complexities of qualitative synthesis in language studies.

Incorporating technology into language learning, *Using WhatsApp to Give Feedback for Speaking Skill* explores the potential of mobile-assisted feedback in teaching Turkish as a foreign language. The study's findings reveal that leveraging familiar digital tools can

significantly enhance learners' speaking proficiency and engagement, reinforcing the role of technology as a catalyst for innovation in language education.

The sixth article, *The Investigation of the Impact of the Storytelling Method (STM) Used in English Vocabulary Teaching*, highlights the transformative power of creative, student-centered approaches in teaching vocabulary to young learners. With significant gains in both vocabulary acquisition and motivation, this study underscores the enduring value of storytelling as an effective pedagogical tool for primary education.

Expanding on linguistic accuracy, *Identifying Grammatical Errors and Mistakes via a Written Learner Corpus in a Foreign Language Context* provides a detailed error analysis using a corpus of student essays. The findings emphasize persistent challenges in mastering grammatical nuances and call for tailored instructional strategies to address common pitfalls in foreign language writing.

Finally, this issue concludes with a book review on *Pedagogical Translanguaging*. The review critically evaluates this seminal work, which advocates for translanguaging as a means to harness learners' linguistic repertoires. It highlights the book's contributions to fostering inclusive, multilingual educational environments, making it a significant resource for both theorists and practitioners.

Together, these contributions underscore the ever-evolving nature of language research. From addressing sustainability and technological integration to embracing creative pedagogies and policy-driven innovations, this issue reflects a field at the forefront of transformation. We hope these articles inspire researchers, educators, and policymakers to continue exploring and advancing the possibilities within language education and research.

We extend our gratitude to the authors, reviewers, and editorial team whose dedication has made this issue possible. As we navigate the complexities of the modern linguistic landscape, let us remain steadfast in our commitment to fostering an inclusive, innovative, and sustainable future for language learning and research.

Sincerely,

Editors-in Chief

Prof. Dr. Emrah EKMEKÇİ

Assoc. Prof. Dr. İsmail YAMAN

Journal of Language Research

Exploring Research Trends in Sustainability in English Language Education from 2014 to 2024: A Bibliometric Analysis

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Abstract: Sustainability in language education is a multifaceted concept that encompasses environmental, linguistic, and educational dimensions. As the world deals with environmental challenges and the rapid loss of linguistic diversity, it becomes necessary to integrate sustainable practices into language teaching. Therefore, research on this field have become more widespread. Based on this, the purpose of this study is to review and identify the importance of sustainable practices in English language teaching by conducting a bibliometric analysis of the literature related to Sustainability. This research makes a valuable contribution to the existing body of literature by examining the current state, identifying areas that need improvement, and suggesting possibilities for future research. The search involved combining topic-related keywords for 'sustainable' and 'English language teaching' within the time period from 2014 to 2024 in the Web of Science database (SSCI, SCI, SCI-E, and AHCI). The data was collected using a data extraction table from 1,523 articles that were analyzed using the VOS viewer data visualization tool. The findings suggest that sustainable approaches in the field of language teaching have experienced significant growth in literature in recent years. However, it can be stated that research is still limited in English language education. While there is a growing body of study addressing the theoretical aspects of sustainability, there remains a significant gap in empirical studies that explore the effectiveness of sustainable practices in real-world educational settings. Additionally, the geographical distribution of research indicates a concentration in certain countries, suggesting a need for more diverse and inclusive studies that consider different cultural and linguistic contexts. This bibliometric analysis underscores the necessity for future research to focus on developing actionable strategies, assessing their impact, and fostering international collaboration to promote sustainability in language education globally.

Keywords: *Sustainability, sustainable practices, English language education, bibliometric analysis, VOSviewer*

INTRODUCTION

The concept of sustainability, traditionally associated with environmental, has now become more prevalent in different fields, including education. The broader application of this concept demonstrates an increasing awareness of the importance of integrating educational practices with sustainable development goals (SDGs) and equipping students with the necessary skills to tackle the challenges of the 21st century (United Nations, 2015). This is because these challenges such as climate change, rapid technological development, and global inequality, require a more holistic education than one focusing on traditional curricula. As the World Economic Forum (2020) points out, addressing and negotiating these complex challenges necessitates not only knowledge but also competencies in critical thinking, problem-solving, and adaptability, which are a necessity for future-oriented education. This is where the integration of SDGs in education comes in. The SDGs provide an overarching structure to contextualize learning with real-world problems and in doing so build capacities that are critical for meaningful engagement in a future that is global and rapidly changing (UNESCO, 2017). Therefore, understanding and aligning SDGs in educational practices is an essential

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part for equipping students with the capabilities to comprehend and address the contemporary challenges and help build a more just and sustainable society.

In the context of English Language Education, pedagogical practices need to be revised in order to address the principles of sustainability, which pertain to the environment, social and economic dimensions. That means that putting sustainability into ELT needs a review of the methods of teaching English, where not only environmental matters have to be included but also social and economic dimensions as part of the sustainability approach (Cutter-Mackenzie & Smith, 2003). A sustainability-informed approach to ELT recognizes the core purpose of education, which is to make the world a better place. For one, language education driven by sustainability provides realistic contents and a practical way to do something about the inevitable problems of the global world today (Huckle & Sterling, 1996).

In this way, students do not just learn about environmental and social issues, but also the language to act upon them. More importantly, this transformation in teaching practice is important because education is not merely about grammatical language competence but also about using language to act and engage with the world as responsible global citizens. In addition, UNESCO (2017) asserts that the competencies required to achieve sustainable development, and those linked to critical thinking and problem solving are closely related. When sustainable development is integrated into languages, students are more likely to develop those competencies. This also contributes to making tasks more engaging through authentic contexts involving global issues, such as climate change (Saavedra & Opfer, 2012). Hence, with sustainability integrated into language curricula, there is more likelihood that the communicative approach would work better. For example, when speaking practices are applied in the context of sustainability, learning becomes more authentic and meaningful, and students are likely to be more inspired to be more proactive in responding to global challenges. Therefore, integrating sustainability into ELT is not only an improvement, but also a complete motivation for students to learn language, which will enable them to use language to create a new future.

In fact, the relationship between SDGs and ELT can be discussed from different aspects. On the one hand, integrating elements of sustainability into English language learning allows learners to gain deeper knowledge of sustainability concepts and motivates them to become global citizens and care more. They can discuss sustainability issues which require critical thinking that encompasses an increasing number of factors associated with language, society and environment in an interconnected world. On the other hand, a good quality language education can provide knowledge and understanding of local and global sustainability issues and to develop abilities to address these issues. A good command of language can help learners articulate complex environmental and social issues more comprehensibly and convincingly, and they can have a greater opportunity to support and make meaningful contributions to sustainable practices in their local communities (Jickling & Wals, 2008). Chen et al. (2023) argue that a language program integrated with sustainability not only engages the learners in noticing and understanding, but also equips the learners to act. By learning about the language more relevant to the ideas of the 17 SDGs, English language learners will be better prepared to actively engage in a fairer and more sustainable society. To make it more explicit, ELT plays a major role to advance these goals by enabling students to master the kind of language skills which allow them to communicate and effectively reflect on problems. As Goal 4, Quality Education, states, an inclusive and equitable education is needed to have life-long learning opportunities. This can be seen to overlap with an aim of ELT to develop not only language proficiency, but also critical thinking skills such as problem-solving. Introducing sustainability topics into language education will enable students to think, analyse, and discuss global issues, and offers them a real educational challenge to prepare them for their lives (UNESCO, 2017). Practically speaking, by being taught how global issues are portrayed in the media and many other kinds of texts used in ELT classes, students will learn to interpret the world themselves and to further express their views orally or in written form. For example, while reading and discussing news about global education development, students can better understand and express their ideas about quality education or life-long learning. There are also formal aspects of language classes that can be connected to other SDGs such as Goal 5, Gender Equality.



Generating gender-sensitive language use and possibilities for dialogue within language classes can reflect this aim. Students can be asked to analyze texts according to the perspective on gender and gender-related news, or they prepare these topics in a specific project. Because students are situated in the middle of the female and male stereotype, it is a perfect topic to make out and stand for equality. They can then engage with creating dialogues or create a debate or write an essay on gender topics. However, every work they prepare should meet linguistic requirements and refer to equality (UN Women, 2020). To provide students' knowledge and understanding of global disparities, include materials that address many diverse cultural and socio-economic backgrounds. This includes the use of reading articles or literature written from other cultural perspectives that can influence their ideas and perceptions from the subject matter, encouraging social justice literacy, empathy, and understanding of various perspectives (Crosthwaite, 2015). On the other hand, Goal 13 (Climate Action) can be provided study by engaging students with understanding global climate action. Students can debate and advocate for new climate routines or even writing a persuasive essay on following regulations of climate justice. By doing such speaking activities, students can apply what they have learned to practice, speak about critical issues, and facilitate language to solve pressing local environment issues (Huckle & Sterling, 1996). Integrating Goal 2 (Zero Hunger) with language learning aligns the promotion of food security and sustainable agriculture with the language learners to develop ideas in other language about the awareness of Global Food Security. As teachers, some ideas include analyzing texts about global and local food and agriculture or researching focused on impact of sustainable farming. By this way, students can find a chance to improve their vocabulary and discuss their ideas in the target language.

Goal 3 (Good Health and Well-being) can be also linked to language development. Language teaches can provide the opportunity for their students to develop an understanding of health literacy in other language. Some health activities can be easily incorporated into the curriculum, for example, analyzing and discussing health-related texts, speaking about health issues, or creating/exchanging information on social media about healthy living. Besides, Goal 7 (Affordable and Clean Energy) and Goal 12 (Responsible Consumption and Production) can also subtly be integrated into the syllabus by opening up discussion on renewable energies and ways of saving energy, together with sustainable consumption (IEA, 2019). Students may do projects—for instance, research and present on sustainable energy solutions to heighten awareness about clean energies, waste management, and at the same time improve their English. These activities may involve discussing case studies of waste management or developing campaigns that ensure responsible consumer behaviors (UNESCO, 2021). According to a study by Saavedra and Opfer 2012, such integration has the benefit of promoting deeper understanding and generation of ideas for solving problems in the real world. Accordingly, sensitizing learners to critical global issues, as represented by the SDGs, enables them to gain a sense of responsibility for fostering a sustainable future. Considering these goals, a language curriculum including the content of the SDGs can provide learners a more complete and substantial learning experience to participate and to achieve the global and local goals.

All in all, incorporating sustainability in language education is not just a great idea, but a crucial component to the educational mission of equipping students with global competencies. In the Global Education Monitoring Report (2016), it is noted that education orientated towards sustainability is the best economic investment to prepare students for responding to tomorrow's challenges and to what the future of our planet needs. This means incorporating sustainability principles into the education system, such as the ones proposed by language education on sustainability, is not an addition but a radical turn in harmony with the broader purpose of educating well-informed and engaged global citizens. The research by Sterling (2001) on the contribution of teaching for sustainability in schools to students' critical thinking and problem-solving skills also substantiates this view. In the same vein, Yu et al. (2024) argue that introducing sustainability ethics and values into the language classroom environment prompts students to re-orient themselves from a language learning activity to acting on real world issues. Moreover, Mambu (2023) explored an English language teacher's effort in his critically oriented undergraduate course to introduce SDGs as a tool for his Indonesian students to foster criticality through ELTL. Kuusalu (2023) also explored transformative language teaching for sustainability (TLS) and demonstrated how modern, learner-



centered language instruction can cultivate essential competencies and skills required to achieve the objectives of education for sustainable development (ESD). If language education on sustainability is grounded in topical real-world problem-solving, or critical appraisal of our attitudes towards consumption, for instance, learners are not only connected to real life; they are also given the power to make a difference.

It is clear that the body of literature on sustainability in English language education is increasing. It has become essential to regularly read academic journals in this field, investigate the features of these publications, and analyze the citation networks between them using different criteria to catch up the current trends. However, it is so difficult to track so many publications, analyze citation or relationship networks among them and collaborative publications (Huang et al., 2020). The bibliometric analysis method, initially introduced by Pritchard in 1969, is a feasible approach for achieving this objective. It allows for a review of academic journals and articles through mathematical or statistical analysis, based on factors such as citations, topics, or the geographical distribution of authors (Yan & Zhiping, 2023). Considering this, the study aims to contribute to the literature related to the sustainability in English language education by investigating the current status and trends in the performance of this critical topic. using a bibliometric approach. Despite the growing debates on integrating sustainability into educational curricula, there is a significant research gap in understanding how sustainability is embedded specifically in English language teaching (ELT) curricula and practices. Relevant studies are mainly confined to a general education or environmental education framework, which leaves the interface between sustainability and ELT under-researched. This article addresses this gap by providing an extensive bibliometric review describing the trends, seminal works, and new directions in the field that could provide important insights to researchers and educators interested in promoting sustainability in foreign language teaching and learning. In line with this, the following primary research questions were developed to guide the search as shown below;

1. How is the sustainability in English language education concept covered in literature scope and how has the literature progressed so far?

2. Which countries, which researchers, which key topics are the primary focus in literature for sustainability in English language education concept?

METHODOLOGY

The study, as described by Baker et al. (2020), utilizes a bibliometric approach that incorporates both quantitative and qualitative features of literature. Bibliometric approach is an appropriate method used for research analysis and interpretation dealing with a large volume of scientific data, which can be regarded as a type of systematic review method (Kuzior, & Sira, 2022). Pritchard (1969) and Donthu et al. (2021) also add that bibliometric analyses reveal the current situation, trend, and progress of a particular research. In these studies, relevant academic journals and papers can be evaluated quantitatively or algorithmically to examine citations, topics, or geographical locations of the authors. Therefore, bibliographic databases have become more significant since they serve as the main repositories of publishing information and bibliometric indicators. These databases are extensively used for both research evaluation and day-to-day activities. Based on this, the study is expected to provide the foundations for future research on sustainability in English language education. As for the methods of the paper, the publications in the Dimensions database were reviewed, and the number of occurrences of the terms sustainability and language education was determined using the keyword citation count method. Next, keyword maps were generated using a mapping tool such as VOSviewer. Furthermore, the following analyses were conducted: (1) trends of total publications, citations and research topics; (2) the bibliometric analysis of keyword/network analysis; (3) bibliometric analysis of citations by countries; and (4) bibliographic coupling by authors.



Data Collection

For this study, a bibliometric analysis was carried out using the Web of Science (WOS) database to examine the patterns of publications under the title of sustainability in English Language Education from 2014 to August 2024. The Web of Science is an online platform that aids access to several databases that present reference and citation data from academic journals, conference proceedings, and other scholarly papers on all academic fields (Birkle et al., 2020). In this study, different search algorithms were used to ensure full coverage of the literature on English Language Teaching (ELT).

To ensure good coverage, the researcher in this study used various search algorithms that would cover the literature on sustainability in English Language Education. The preliminary search was given as "sustainability" OR "English Language Education". The result was 3411 articles. Specific investigation retrieval was then used to filter the publication selectively. The data was saved by imposing the conditions of the publication year (2014–August 2024), document types, WEB of science index, and language. A total of 1523 articles out of 3411 were considered suitable for this study using the above methodology (Figure 1).

Data Analysis

The process of data extraction was carried out using a data extraction table designed in CSV format following the selection of the relevant research. The table encompasses several filtering options: publication year, language, journal, title, author, keywords, and citation counts. Content data analysis was adapted next after extracting the data. The findings were summarized and presented in appropriate tables and figures. The findings obtained were saved in CSV format for further analysis and visualization of bibliometric analysis using VOSviewer. As noted by Passas (2024), bibliometric analysis is a greatly applied, exhaustive method for the study and analysis of a large amount of scientific data. He further comments that another tool increasingly used in bibliometric research is visualization of similarities, designed to be clear and simple in presenting bibliometric maps. This strategy enables us to efficiently gather literature and determine the connections of the chosen articles among the alternatives. This research utilized a methodology to examine literature based on the accessibility of publications (open or closed access), the kind of publications (journals or books), network visualization using keywords, citation analysis by nations, and bibliographic coupling analysis by authors.

FINDINGS

1. Trends of total publications, citations and research topics

Trends in the number of published works

There were a total of 1523 publications discovered using the search protocol. Due to the study period starting in 2014, there is a scarcity of visible data until 2019. The graph depicted in Figure 1 illustrates the patterns of publishing from 2014 to August 2024. Based on the analysis, it is evident that there has been a substantial rise in research starting from 2020. In 2022, a remarkable number of 290 publications were achieved, making it the most productive year. One potential explanation for the significant rise in the quantity of articles on sustainability in English language education is the widespread research focus on incorporating sustainable development goals (SDGs) into language instruction and learning (Yu et al., 2024).



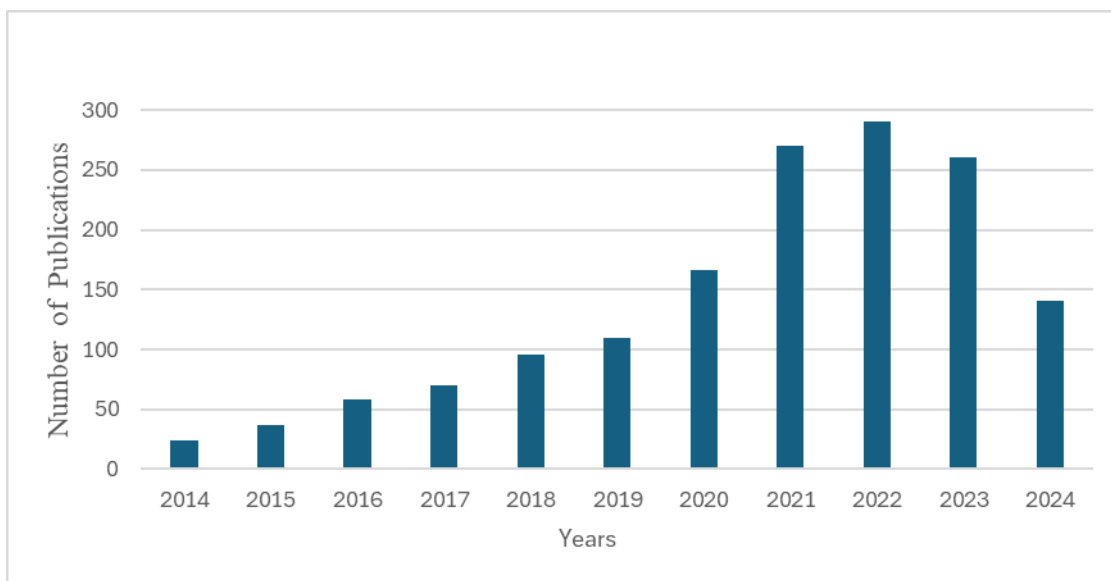


Figure 1. The number of publications by year

Top contributors and influential journals

The table below shows the top eight authors who have made significant contributions based on their publications. Meduna from Czech Republic and Zhang from New Zealand have a remarkable record of publications, making them the top authors in terms of quantity. Following closely behind is Burget, also from Czech Republic, and Pavelka from Czech Republic with a worthy 7 publications. They are closely followed by Gao, hailing from Australia, Plchot from Czech Republic, Křivka also from Czech Republic and Melor from Malaysia with 6 publications (See Table 1).

Table 1. Top 8 Authors Based on The Publications

Name	Country	Publications
Lawrence Jun Zhang	New Zealand	9
Alexander Meduna	Czech Republic	9
Lukas Burget	Czech Republic	7
Marian Pavelka	Czech Republic	7
Xuesong Gao	Australia	6
Oldrich Pichot	Czech Republic	6
Zbyněk Křivka	Czech Republic	6
Md Yunus Melor	Malaysia	6

When it comes to total citations, Kralik from Slovakia emerges as the leader with an impressive record of 158 citations as demonstrated in Figure 2. Burget from Czech Republic with 134 citations is listed next.



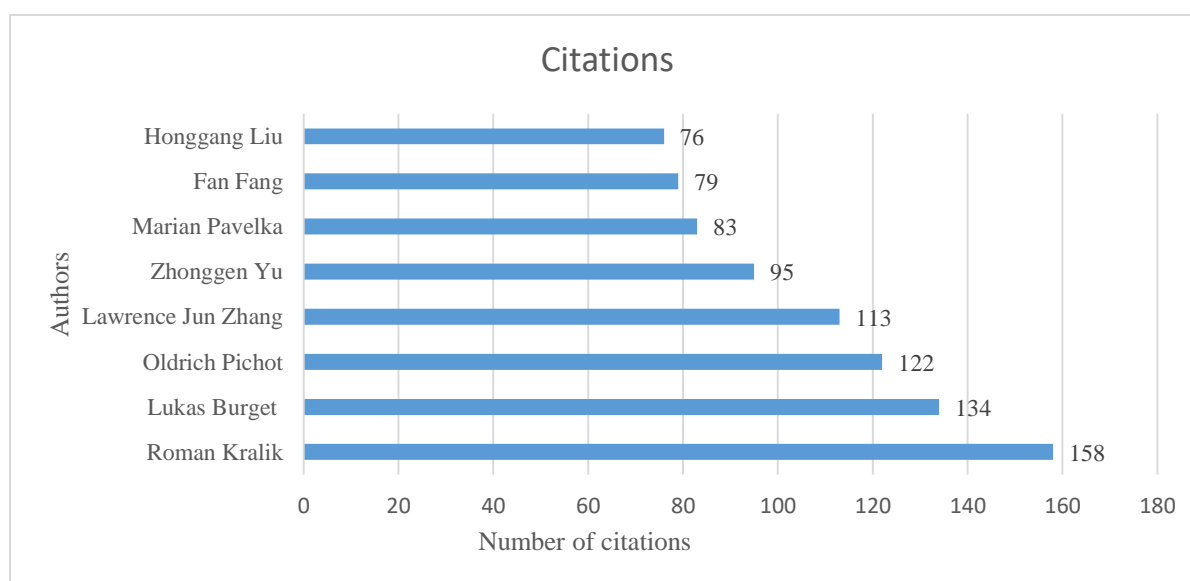


Figure 2. The number of citations by authors

Knowing the top influential journals is important from the perspective of future researchers. Table 2 below shows the most influential journals, with the top three journals being Sustainability with 498 publication titles, International Journal of Sustainability in Higher Education with 35 publication titles, and Journal of Cleaner Production with 22 publication titles. As it is clear from the results that Sustainability is well ahead compared to other journals.

Table 2. Top Influential Journals According to Publication Titles

Name	Publication Titles
Sustainability	498
International Journal of Sustainability in Higher Education	35
Journal of Cleaner Production	22
Environmental Education Research	20
People and Nature	17
Environment Development and Sustainability	10
Frontiers in Psychology	9
Plos One	9

Top field of research topics

Some specific research topics that would further support the definition of the study have also been underlined here (see Table 3). In the field of "Education and Educational Research," there were 196 cited topics. Next is "Language and Linguistics " with 194 cited topics. These are areas in which the concept of "sustainability" and "language education" differ from that of education, demonstrating the life-changing potential it can bring to every single discipline related to learning.

Table 3. Top Fields of Research Topics According to Citations

Name	Publication Titles
Education & Educational Research	196
Language & Linguistics	194
Management	139
Social Psychology	76
Forestry	59
Sustainability Science	47
Climate Change	39



2. Bibliometric analysis of the keywords: Co-occurrence mapping

VOSviewer network visualization was employed to capture the keywords provided by the authors of the articles. Figure 1 presents the network of authors' keywords. Moreover, the group or the connection of phrases is represented by colour, circle size, text size, and line thickness. These keywords were selected in the Dimensions database with a minimum threshold of 10 occurrences. This visualization used co-occurrence mapping to represent relationships between these keywords, based on text-data. The size of nodes is proportional to frequency of occurrence. The colors of the visualization represent various groups of phrases, all combined under clusters. van Eck and Waltman (2017) state that while clusters show how the topics are connected, curves connecting the nodes illustrate the co-occurrence of these terms in the same publication.

The research showed that sustainability in language education was separated into five main clusters. These five main clusters are red, green, orange, blue, pink and purple, and they are much larger than the rest. The top emerging keywords in the clusters are *sustainability* with 167 occurrences and a total link strength of 166, *higher education* with 71 occurrences and a total link strength of 75, and *sustainable development* with 48 occurrences and a total link strength of 36.

Some of the main keywords of the red cluster are sustainability, climate change and professional development. The second cluster, represented by the green color, contains topics on sustainable development, sustainable development goals, qualitative research, technology, quality, management, and assessment as shown in Figure 3. The third cluster, shaded in orange, represents a whole range of topics that includes higher education, university, diversity, students, and digitalization. On the other hand, the blue cluster represents some topics such as English as a second language, transdisciplinary, and education for sustainability. While online learning, natural language processing, pandemic and Covid 19 are in the pink cluster, ChatGPT, health and environment takes place in the purple cluster. As these study areas have not yet been specialized, more generic concepts are still being investigated and researched. However, such terms will be useful to anyone researching with the aim of constructing search strings for bibliometric or systematic analysis, or even conducting research on ELT.



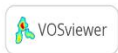
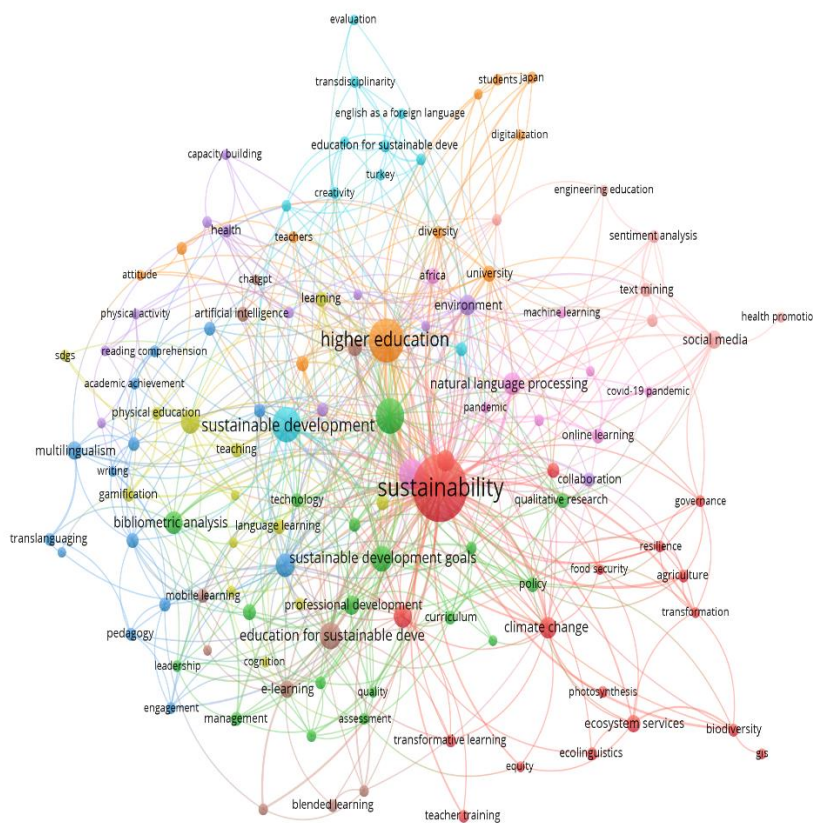


Figure 3. Bibliometric analysis of the keyword publications of “sustainability” and “language education

3. Bibliometric analysis of citations by countries and organizations

This study evaluates the overall number of publications generated in a country. The sustainability in English language education publications included a comprehensive list of 52 countries. Figure 4 shows the top 15 countries, highlighting their significant contributions. China had the highest number of publications with a total of 322, and 4130 total citations with total link strength of 12. Most of the studies were conducted in countries where English is taught as a foreign language or as a second language. Among the top 5 productive countries, countries that speak English as their native language are quite remarkable. These include the USA with a count of 213 publications with 3708 citations and total link strength of 15, and England with 110 publications with 1405 citations and total strength of 11. It is evident from this finding that the EFL or ESL countries have emerged as one of frontrunners in the realm of sustainability in English language education. Apart from these countries, it is also important to emphasize the number of publications in other countries. For instance, Spain has a total of 144 publications with 1779 citations and total link strength of 5, and Czech Republic has 117 publications with 2208 citations and total link strength of 8.



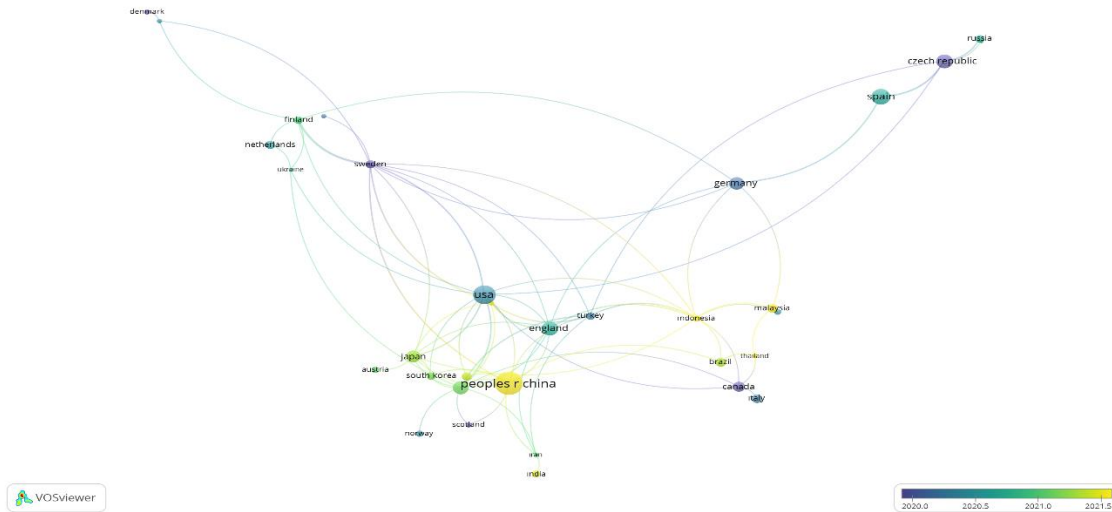


Figure 4. Bibliometric analysis of the citations by countries

Organizational citations are further categorized into nine clusters, with each cluster represented by a different color: red, green, blue, yellow, purple, orange, pink, and turquoise, and brown, as shown in Figure 5. Charles University in Prague has the largest number of documents at 19 against a total of 311 citations and with a link strength of 1392. Next is Tokyo University with 17 documents against a total of 154 citations with a link strength of 1821. The third place belongs to the University College London (UCL) with 16 documents, 146 total citations, and with a link strength of 1288.

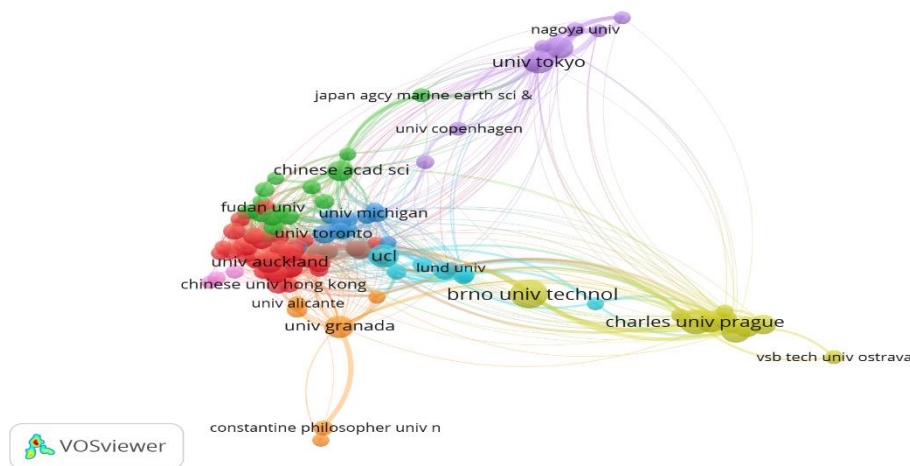


Figure 5: Bibliometric analysis of the citations by organizations



4. Bibliometric analysis of the bibliographic coupling by authors and sources

Bibliographic coupling is a method that brings together documents citing the same group of cited sources in terms of comparison of citing articles (Jarneving, 2007). The bibliographic coupling map with respect to authors and sources is presented in Figures 5 and 6, respectively. Three distinct clusters about authors are noticed with a different color in Figure 3A. The author Lawrence Jun Zhang comes from New Zealand, and he has the record of 9 publications with 113 citations and a total link strength of 32. Fan Fang and Honggang Liu from China have been following Lawrence Jun Zhang and they have the same record of 5 documents with 79 and 76 citations respectively and a total link strength of 299. Roman Kralik from Slovakia is another outstanding author who has 5 publications with 158 citations and a total link strength of 1. Xuesong Gao from Australia featuring among the top lists has 5 publications with 17 citations and a total link strength of 15. Harwati Hasim and Zhonggen Yu forming the last cluster have also the same record of 5 documents with 54 and 95 citations respectively. While Hasim has a total link strength of 21, Yu has a total link strength of 9. These results are very similar to the bibliometric analysis of citations as far as authors are concerned and indicate that all those authors are very strongly related to and influential in this research community.

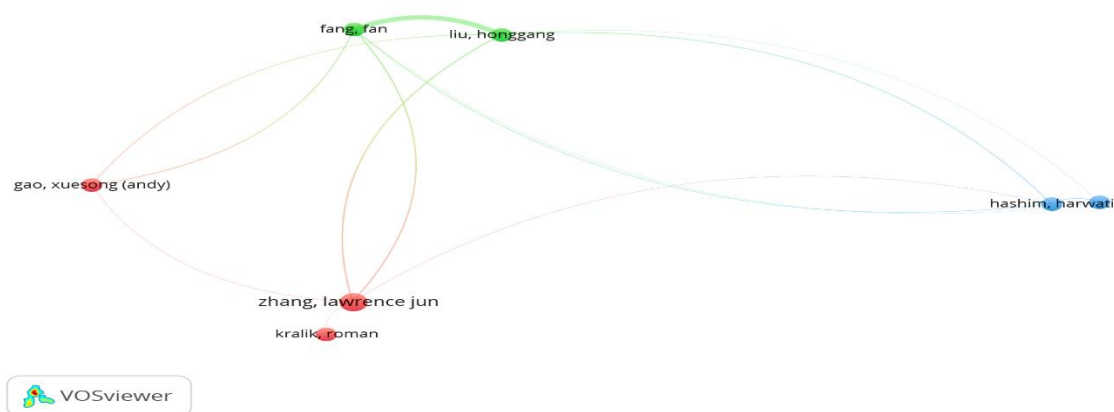


Figure 5. Bibliometric analysis for bibliographic coupling of authors

Regarding the analysis of the sources, clusters are depicted through the colors; orange, red, green, blue, yellow, and purple. The first source is titled “Sustainability” with the document number of 225 and a total of 3788 citations with a total link strength equal to 2029. The next source is titled “International Journal of Sustainability”. It is characterized by the document number of 35 with 249 citations in total and a total link strength of 1210. The other source is “Journal of Cleaner Production”, which has 22 documents with 898 total citations and a link strength of 300.



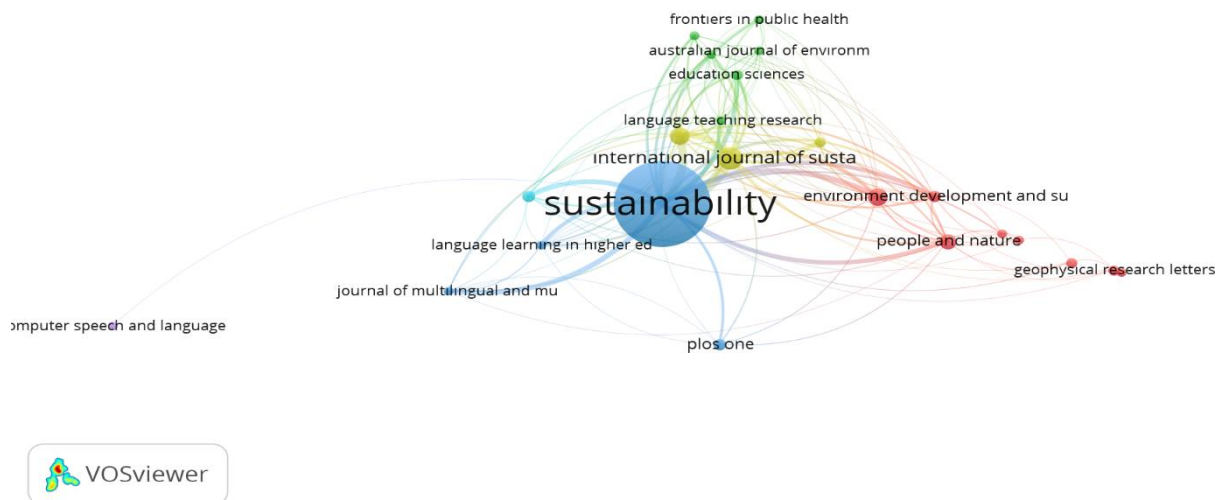


Figure 6. Bibliometric analysis for bibliographic coupling of sources

DISCUSSION

This comprehensive bibliometric analysis represents prominent trends and several important insights into the evolving landscape of sustainability research in English language education. In this sense, the study is very timely, as language education could indeed profoundly influence value, skill, and knowledge development among learners to become active problem solvers for many major global issues like climate change, social inequality, and environmental degradation. Integration of sustainability into language teaching can empower learners to acquire critical thinking, global awareness, and responsible citizenship so that they develop appropriate skills for the attainment of sustainable development goals. Moreover, since English is very much an intercontinental language nowadays, teaching sustainability will be useful in furthering between-culture understanding and collaboration—two highly relevant plans for engaging with the complex, connected issues that challenge the contemporary global community (Cordoba, 2024). As such, a growing stream of publications in this area not only contributes to the development of language education but also supports higher-level efforts toward greater sustainability and equity.

To expand further on, the trends of publications from 2014 to August 2024 clearly point out the prominent growth of sustainability in language education research. First, the field remained somewhat underdeveloped until 2019. It could simply be a question of time, as the integration of sustainability in language education is a rather new thing. Then, in early 2020, the tendency suddenly appeared in publications, reflecting an increased recognition given to such an interdisciplinary area (Yu et al., 2024). In particular, 2022 stands out as the most productive year, where 290 articles reached their peak. This strong growth in scholarly publications can be attributed to the wider global focus on the SDGs. As educational institutions and researchers increasingly frame their work in terms of these global targets, there has been a corresponding growth in research investigating how language education might help to achieve sustainability (UNESCO, 2020a). Furthermore, the emphasis on the SDGs in language teaching and learning is a significant shift in research interests away from the traditionally strategic language teaching and towards a broader concern for social objectives. This trend underlines that education in fostering sustainable practices and demonstrates the potential of language education regarding contributing to global sustainability initiatives (Kohl et al., 2022). As this field continues to develop and evolve, it is most likely that the number of publications is going to increase as scholars search for new ways on how sustainability can fit into language education frameworks. For instance, Meduna from the Czech Republic and Zhang from New Zealand turn out to be at the top when considering the number of publications; both contributed a really high number of



studies. Their high productivity reflects serious commitment to contributing further research in this area and thus probably makes them influential voices within the academic community. The next two contributors after Meduna and Zhang are Burget and Pavelka from the Czech Republic. No doubt, many of the top contributors hail from the Czech Republic, which is possibly a suggestion of the concentrated effort there within the Czech academic community for the exploration and development of sustainability and language education. This could be the proof of strong institutional support and a collaborative research environment within the country to foster research in this domain (Christou et al., 2024). Furthermore, Gao from Australia, Plchot and Křivka from the Czech Republic, and Melor from Malaysia underline the global character of this field of research. The fact that these authors are from different parts of the world underscores again the universal relevance of sustainability in education (UNESCO, 2020b). Climate change and sustainable development are important influential issues on the global agenda, whereby cross-cultural and international approaches to educational research begin to assume greater importance (Droubi et al., 2023). Their contributions to knowledge, therefore, on the basis of these top authors, provide a way not only for advanced academic research but also for practical applications that may benefit educational systems worldwide.

Regarding the top influential journals in the field of sustainability concerning English language education, the analysis revealed that “Sustainability” dominated the domain publications with 498 titles, far ahead of other journals. This dominance underscores this journal's lead in assuming a central role among key platforms to share research related to the integration of sustainable practice into education. Such broad focusing by the journal on sustainability issues likely explains its popularity among researchers seeking to explore interdisciplinary approaches within education (Yu et al., 2024). Following “Sustainability”, the “International Journal of Sustainability in Higher Education” and “Journal of Cleaner Production” are also recognized, though with a considerably smaller number of publications. That the fact these journals appear in the list of top contributing journals raises interests in the fast-building interest in ways of effectively applying issues of sustainability into the setting of higher education. Again, with regard to this study area, leading journals provide valuable insights on challenges and chances for advancing sustainability in educational institutions through research, which is not only theoretical but also practical and applicable across various educational contexts (Abo-Khalil, 2024). The clear lead of “Sustainability” would suggest that at least in the field, researchers prefer to publish in journals that provide broad, interdisciplinary platforms where their work can reach diverse audiences. At the same time, significant contributions from other specialized journals, suggest that there is also interest in more focused discussions about how sustainability principles may be embedded precisely within educational frameworks (Sterling, 2021). On the other hand, the topic research in sustainability for English language teaching underlines the scope and interdisciplinarity of the field. The top “Education and Educational Research” has 196 cited topics, demonstrating the central nature of education in promoting sustainability. This focus indicates that there is a growing recognition of the need to mainstream sustainability in learning processes if current competent skills and knowledge are to be developed to solve contemporary global problems (Parr et al., 2023). Closely following is “Language and Linguistics”, which represents another important area under study and points out how much attention is placed at the interface of language teaching and education for sustainability. The almost equal attention to these two areas—education and language—reflects the beginning of an understanding that sustainability is not something related either to the environment or to economics, but rather cuts across all fields of learning and communication (Brundiars et al., 2021). The findings also underpin how the combining of issues of sustainability into education and language disciplines is a highly promising space for transformative change. Through its embedding within educational frameworks, it provides learners with critical thinking skills and global awareness to navigate and address a lot of life's most complex problems (Ahmad et al., 2023). In the same way, embedding sustainability in language education will create an avenue for increasing learner perspectives and responsible communication practices that are more ethical in nature.

Moreover, the bibliometric analysis of keywords through co-occurrence mapping gives some very important clues to the thematic structure of research on sustainability in language education. There were five distinct clusters of keywords identified through VOSviewer. Each of these clusters



captures a unique thematic focus within the broader landscape of the research under consideration. This clustering not only underlines the diversity of topics under exploration but also underscores their interrelatedness with respect to sustainability and language education. To be more precise, the red cluster, with "sustainability," "climate change," and "professional development" as very prominent keywords, describes the grass-roots constituents for what integration means within the education for sustainability field. These themes are relevant to knowledge about how language education might contribute to larger environmental and social targets (Yu et al., 2024). It is understood that, with the strong emphasis on sustainability in language education, there would be a great commitment to the development of educators and learners themselves for better preparation regarding the upcoming global challenges (van Eck & Waltman, 2017). On the other hand, the green cluster appears to be oriented towards "sustainable development," "sustainable development goals," and "qualitative research," thereby showing that interest is increasingly growing in language education, taking into consideration the United Nations' Sustainable Development Goals. The fact that technology, management, and assessment-related keywords have emerged shows interest by researchers in innovative practices and methods of measurement to strengthen analysis for sustainability activities within education settings. Within this orange cluster—with keywords such as "higher education," "university," "diversity," "students," and "digitalization"—one is able to deduce how institutions of higher learning change their role in their pursuit for sustainability. This cluster thus brings out the role of diversity and digitalization as key partners in shaping education into times ahead when sustainable practices in higher education are increasingly viewed in the light of inclusivity and technological advancement (Brundiers et al., 2021). The blue cluster, with keywords like "English as a second language," "transdisciplinary," and "education for sustainability," chimes in with the function of language education underpinning interdisciplinary approaches toward sustainability. The language education argued here is not only a medium for communication but is also taken as a critical tool in bringing plural disciplinary perspectives on sustainability (De la Fuente, 2022). The pink and purple clusters deal with contemporary and emerging issues. The pink cluster, with keywords such as "online learning," "pandemic," and "natural language processing," reflects the turns of education as a result of COVID-19. This cluster gives more emphasis on digital tools and remote learning as maintaining educational practices through crises. The purple cluster, including "ChatGPT," "health," and "environment," has been indicating an emerging interest in the intersection of language technology, health, and environmental sustainability. The cooccurrence mapping of the keywords finally reveals a complex and dynamic research landscape in which traditional topics are being enriched with new interdisciplinary approaches. From this place, these findings supply a kind of map that would provide future research directions, listing areas where sustainability and language education come into contact most dynamically and thus lay a foundation for constructing targeted research strategies within this fast-developing field.

What is more, the bibliometric analysis of citation by countries and organizations depicts how research on sustainability in the teaching of the English language is currently being conducted globally. It is indicated that a good number of research is the product of EFL and ESL countries. The result underlines the developing importance of integrating concepts of sustainability into English language teaching within different linguistic and cultural contexts. It means that China was the largest contributor, with a total of 322 publications and 4,130 citations, showing this country's large contribution to the growth in the development of research into this topic. This is further validated by the contribution of the United States and England, both native English-speaking countries, into this research domain. With 213 publications and 3,708 citations, the United States, together with England, having 110 publications and 1,405 citations, shows that research on sustainability in English language teaching is also gaining ground in countries where English is the native language. Other non-native English-speaking countries, Spain and the Czech Republic, that have contributed significantly demonstrate that there is a general interest in the subject area stemming from all regions. The organizational analysis identified important contributions from institutions such as Charles University in Prague and Tokyo University, both of which contribute a sizeable number of documents and citations. In other words, these institutions are among the biggest contributors toward supporting research into sustainability within language education, probably thanks to dedicated research programs or collaborative networks focused on this theme. To summarize, the bibliometric analysis of the



citations by the country and organization thus reflects a vibrant research landscape that is truly global. Evidently leading are EFL and ESL countries, while native English-speaking countries and key academic institutions deliver important contributions to collaborative and interdisciplinary research on sustainability in English language education. These results are a map of the current state of the field, but also a guide for future research studies and potential international collaborations.

Furthermore, the bibliometric coupling analysis by authors and sources brings out the solidarity of the research community. All the authors, such as Lawrence Jun Zhang, Fan Fang, and Honggang Liu, are located very close to each other and hence highly connected through a collaborative network. The link strength of the highly cited authors, for example, Roman Kralik, is relatively low, thereby indicating that although their work has huge impacts, they have narrow scopes or are less related to other parts of the research network. It can be seen that "Sustainability" is leading in the ranking both by publication titles and in total link strength, which more definitely defines its position as a central hub of research into sustainability. Strong coupling between sources like the "International Journal of Sustainability" and the "Journal of Cleaner Production" with "Sustainability" means that these journals have been frequently cited together, and therefore, there is a coincidence of interests in research and interest in themes related to sustainability.

All in all, the results of this study are expected to highlight the trends and patterns in sustainability research in EFL teaching, analyzed with various bibliometric methods. These patterns provide insight into the evolution of this field, the influence of key contributors, and the central themes that have driven recent scholarly discourse.

CONCLUSION AND SUGGESTIONS

This comprehensive bibliometric analysis points to key trends and insights into the dynamic evolving landscape of sustainability research in English language education. Further consideration given to the issue of the significance of the present research makes it clear that sustainability in language teaching is not an academic end but an important prerequisite for how future generations can work on global challenges such as climate change, social inequality, and environmental degradation. Sustainability has to be integrated into English language teaching because language is such a powerful tool in the way human beings think, express themselves, and engage with the world.

Seeing that English is an international lingua franca, the ways it is being taught will have far-reaching implications both for researchers and educators. By making language education integrated with ideas of sustainability particularly making necessary changes on language curricula or faculty development programs, educators can provide learners with knowledge that makes up a critical base of thinking, global awareness, and ethical frameworks in which contemporary complexity will be understood and addressed. In fact, this approach offers more than just enhanced language proficiency, as it gives students a deeper sense of responsibility and active citizenship and sensitizes them to be meaningful contributors to sustainable development goals (SDGs). Therefore, it is important that educators be oriented regarding sustainability in their practice and make attempts toward the achievement of the SDGs through innovative language approaches. For example, sustainability-themed texts such as novels, articles, and documentaries that address environmental and social issues can be integrated into the lesson. Moreover, fostering engaging discussions related to sustainability and enriching relevant vocabulary will not only help students develop a sense of ownership and responsibility towards their environment but also improve their language skills. This can also be supported by the help of authentic contents via news articles, podcasts, or even TED Talks on ecological topics, which will foster critical engagement with real-world issues. Finally, students can organize virtual exchanges with students from several countries to discuss one of the key challenges related to sustainability, which will enhance their intercultural understanding and improve their conversational skills. It is clear that the increased research in this area is a necessity for further progress in education methods contributing to the global effort toward a more sustainable, equitable, and inclusive world. For researchers, this study reinforces the fact that, as time passes, the importance of interdisciplinary approaches linking sustainability and language education will only grow in



importance, thus indicating that future research should further continue the pursuit of inquiry in this area.

While this article has undoubtedly added valuable insights, there are many areas that require further research. Future research should be conducted, for example, on explicit pedagogical approaches and teaching strategies in the integration of issues of sustainability into language education. Although this study has pointed out the growing interest in this area, it still lacks many empirical studies that examine the influence of these approaches on learners' sustainability literacy and general linguistic proficiency. Further research may be done on how digital tools and technology support—for example, online learning platforms or natural language processing—might enhance the effectiveness of education for sustainable development in language classes. Comparative studies across different cultural and linguistic contexts will help this domain of research understand better how to tailor sustainability education for diversified learners across the globe.

This study is not without its limitations. First, it limited itself to studies indexed in specific databases. This points to a limitation: relevant studies published elsewhere could have been missed in the analytical process. The focus on English language education, though deliberate in nature, further limits the findings' generalization possibilities to other language education contexts. The fact that this research is exclusively based on bibliometric methods is also a limitation, as it only allows the indication of trends and patterns but does not give any deep, qualitative understanding of the content and impact of the research under scrutiny. In this respect, future studies should focus on sampling different sources, representing other language education contexts, and complementing the bibliometric approach with qualitative analysis to reduce these limitations.

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Implementation of Five Pushed Output Activities in an EFL Speaking Class

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Abstract: This study describes the implementation of five activities (individual oral presentation, impromptu speech, graduation speech, puppetry, and voice-over roleplay) in an English as a Foreign Language (EFL) speaking class at a Turkish university. In order to make students produce English output and change their resistance towards in-class participation, a ten-week programme has been implemented. Providing L2-speaking experience under different task conditions, the aim was to investigate student narratives on advantages and disadvantages of each activity and to illustrate how spoken production activities could be useful in getting EFL learners to talk. Qualitative data collected through journal entries, focus group discussions, and classroom observations have been analysed using thematic narrative analysis. Findings indicate that students favour the diversity in speaking activities they do in the classroom and highlight unique advantages of each activity type based on their learning experiences. Implications applicable to EFL teachers practising in similar contexts are also discussed.

Keywords: *pushed output, speaking skills, speaking anxiety, EFL learners, L2 English*

INTRODUCTION

Although a comprehension-based approach to English language teaching (ELT) favours the mastery of receptive language skills before production, Swain (2005) suggests that second or foreign language (henceforth L2) users, at any stage of their development, should be pushed to produce output. In this production-based approach, it is assumed that L2 users notice and acquire language features that are necessary for speaking, including those they might not fully internalise through L2 input. Considering the challenges involved in getting L2 users to speak in English as a foreign language (EFL) classes (Talandis & Stout, 2015; Zhang & Head, 2010), it is likely that a comprehension-based approach leads to a self-fulfilling prophecy, which results in learner reticence and underdeveloped speaking skills. Pushing L2 users to produce oral output, however, could allow them to test their speaking skills, making them notice gaps in their rapidly evolving L2 competence and capitalise on the time-on-task principle (Newton & Nation 2021).

As Harmer (2015) exemplifies, EFL speaking practice done in the classroom has many advantages, including rehearsing for situations and topics that might happen in real-life, receiving feedback from peers and the teacher, and having experiential opportunities to turn declarative knowledge into procedural knowledge by carrying out functional tasks. However, its importance in second language acquisition and interpersonal communication notwithstanding, speaking is often regarded as an overlooked skill in most EFL contexts (Newton & Nation 2021). An important reason underlying this phenomenon is the anxiety-inducing nature of speaking, especially in an L2

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(MacIntyre & Gardner, 1991). Another factor prevalent in EFL contexts is communication reticence, which refers to the hesitation or reluctance of students to participate in speaking activities due to factors like fear of making mistakes, low confidence in their language abilities (Tsui, 1996), or not wanting to take risks by using English in unfamiliar tasks (Liu & Jackson, 2008). In this regard, various spoken interaction and production tasks are suggested to encourage oral output in L2 (DeKeyser, 2007), as active language production is a desired feature of language education and known to increase learners' language awareness (Philp & Iwashita, 2013).

As for the Turkish context, previous research shows that speaking anxiety is a common problem in English classes, including concerns over limited language proficiency, fear of making mistakes in front of classmates, and other issues related to speaking performance (Hol & Kasimi, 2022). Lecturers and teachers usually acknowledge Turkish students' lack of accuracy in speaking (Gerede-Hoyland & Camlibel-Acar, 2024), as well as linguistic and affective problems influencing their L2 English performance (Gokce & Kecik, 2021). It is reasonable to assume that EFL teachers may hold differing beliefs and cognitions about teaching speaking skills (Baleghizadeh & Shahri, 2014). However, nationwide surveys in Turkiye commonly suggest that both teachers and students perceive the place of spoken English as far from the ideal, despite attaching great significance to the development of speaking skills (Dagtan & Cabaroglu, 2021). In this respect, various recommendations are discussed for the rectification of speaking-related problems in English classes, ranging from making changes to the education and testing system (Dagtan & Cabaroglu, 2021) to increasing in-class speaking opportunities (Farrell & Yang, 2019) by preparing speaking-enhanced syllabi and finding ways to motivate students through various types of engaging activities (Gokce & Kecik, 2021), such as role plays and drama-based techniques (Arslan, 2013; Hismanoglu & Colak, 2019).

Even though the above-mentioned studies report reticence and speaking problems in EFL contexts, their focus is mostly on the effectiveness of oral language teaching materials and general strategies or vague policy-based suggestions in solving these issues. In addition, Turkiye remains an under-studied context in which anxiety of English class performance and confidence with English language are known factors affecting learners' reluctance to speak in the classroom (Thompson & Khawaja, 2016). Despite such descriptive accounts, there is limited research with a practical lens that explores and suggests specific speaking activities. The current study aims to fill this gap by exploring how English language learners can be encouraged to produce L2 output through several activity types. This paper describes the qualitative findings from the implementation of five speaking activities over a ten-week period in an EFL speaking class at a Turkish state university. These activities include (a) individual oral presentations, (b) impromptu speech, (c) graduation speech, (d) puppetry, and (e) voice-over roleplay. Through a qualitative approach, students' learning experiences were tracked and analysed via reflective journal entries, focus group discussions (FGD), and in-class observations to seek an answer to the following research question: *How do Turkish learners of English perceive the advantages and disadvantages of the five pushed output activities implemented in an EFL speaking class, based on their learning experiences?*

METHODOLOGY

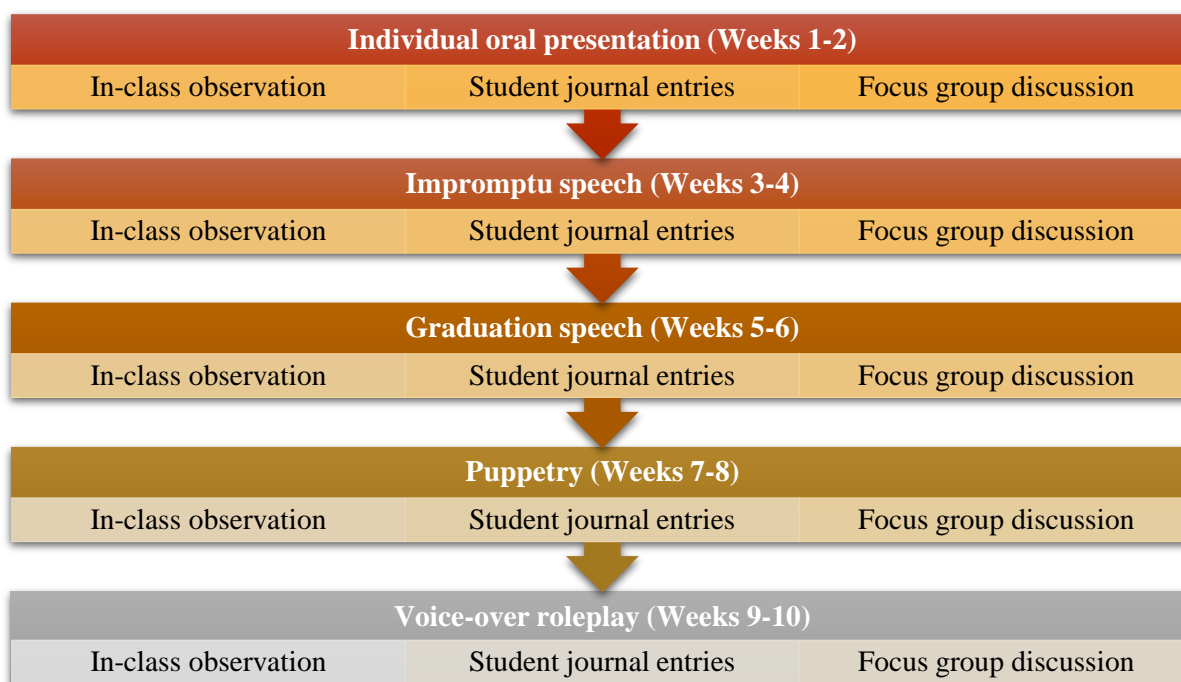
It has been shown in Swain's (1985, 2005) works that foreign language learning could happen much more effectively when learners are pushed to produce language output, which aligns well with the advent of the communicative methodology concurrently adopted in various settings (Savignon, 2002). Under this theoretical framework, this research adopts a qualitative design that thoroughly examines student experiences and reactions (Cohen et al., 2017) to the activities selected. The practical and participatory nature aligns with the principles of educational action research with a view to exploring how certain activities impact students' speaking abilities, utilising reflections, learning experiences, and observations. This exploratory and reflective process combining research with action (Cohen et al., 2017) contributed to the planning and evaluation of the activities. In this context, problems of learner reticence and foreign language anxiety were encountered in a relatively crowded class of 55 Turkish adult learners of English (34 females and 21 males, aged between 19 and 24) enrolled in an EFL speaking class at a Turkish state university. The participants were chosen using a



convenience sampling method, which includes easily accessible and willing individuals (MacNealy, 1999). In terms of the Common European Framework of Reference (CEFR), although all the students were deemed B1 level learners according to institutional regulations, they were hardly able to carry out tasks denoted in the corresponding level's speaking descriptors (cf. Council of Europe, 2001), which led to the emergence of this study.

Upon a four-week tentative observation of the mentioned problems in this EFL speaking class, the following ten-week period was allocated to improve the students' speaking skills through pushed output activities. For this, widely used resources for teaching speaking skills (e.g. Bygate, 1987; Goh & Burns, 2012; Newton & Nation, 2021) were reviewed, and five different tasks that could push students to produce oral output in English were implemented. Previous research suggests that learners may respond to familiar and unfamiliar tasks differently, exhibiting varying levels of desire to speak and emotional states (Aubrey et al., 2022). To avoid discouragement and taking into account the participants' proficiency levels (B1), tasks that would primarily facilitate spoken production rather than spoken interaction (see Council of Europe, 2001) were focused on, although some activities were partly interactive. Each of these tasks (i.e. individual oral presentations, impromptu speech, graduation speech, puppetry, and voice-over roleplay) was completed in two weeks, resulting in a ten-week period of intensive speaking practice. The visual representation of the research process is shown in Figure 1.

Figure 1. Data collection process



To keep a track of the qualitative features of narratives about the selected tasks, the participants' written journal entries were collected every other week (each being approximately one-page long per participant); FGDs were conducted at the end of each activity type with a subsample of the participants (the same group of four participants taking part in five discussion sessions in total); and in-class observation notes were taken by the researchers during classes. The participants were asked to reflect on any positive or negative learning experiences they deemed important in their journals. In FGDs, the issues mentioned in journal entries were directed to a subsample of the participants with the aim of elaborating on the usefulness of each activity type (e.g. How do you evaluate your performance in the individual presentation? What advantages do you think the impromptu speech task can bring to an EFL classroom?). As for in-class observations, the researchers took unstructured field notes that were related to speaking performance, task accomplishment, and other factors such as participation. Subsequently, a thematic narrative analysis was used to examine



learning experiences and implications that originated from the implemented activities. To investigate the perceived effectiveness of each speaking task, the three data sources were analysed and cross-referenced according to highlighted advantages and benefits as well as disadvantages and challenges. Findings and implications related to each activity type are presented with related extracts in the following section.

Table 1. Properties of the selected speaking activities

	Pre-task planning	Roleplay or dramatisation	Topic	Interaction patterns
Individual oral presentation	Planned	No	Selective	Mostly monologic
Impromptu speech	Not planned	No	Random	Mostly monologic
Graduation speech	Planned	Yes	Partly fixed	Monologic
Puppetry	Not planned	Yes	Partly fixed	Class interaction
Voice-over roleplay	Planned	Yes	Fixed	Pair interaction

FINDINGS AND DISCUSSION

Individual Oral Presentation

Within the realm of teaching speaking skills, individual oral presentations hold a unique and time-tested position. They serve as a testing ground for spoken production, as well as requiring effective presentation skills. As Goh and Burns (2012) contend, one of the advantages of monologic tasks like individual oral presentations is that they give learners an opportunity to talk about something extensively without interventions or interruptions. In this task, the students were asked to choose a topic of their interest and prepare a short presentation that should not exceed a five-minute time limit. After selecting a topic and being allocated time for pre-task planning, the students delivered their presentations in the classroom environment, after which they received feedback from the instructor and their peers.

A combined analysis of the qualitative data regarding the individual oral presentations indicates a shift away from concerns about linguistic engagement to effective presentation skills and extralinguistic features of interpersonal communication such as eye gaze, stage use, and pacing. That is to say, the students seem to have prioritised the delivery aspects of their oral presentations, recognising the importance of communication beyond language structures. As the following extracts illustrate, the narratives mostly touched upon nuanced details concerning their presentation performance in a way distancing themselves from foreign language anxiety of speaking English.

Sibel³ in FGD 1: ‘I was first annoyed with myself while during my presentation. I had really uncomfortable movements, such as my body language, what I said during the talk. After a while, I realised that I digested them, and I observed my mistakes and acted in a more neutral way.’

Okan in his journal entry: ‘During the presentation, we make eye contact and seeing the heads of the audience looking at their desk [instead of us] demotivates me a bit. I would have liked them to make more eye contact with me.’

Levent in his journal entry: ‘In my speech, I was completely lost in terms of posture. I still realised mistakes such as staying still, less use of hands, walking too much.’

³ All the names are pseudonyms.



The field notes from in-class observations confirm that throughout the weeks in which individual oral presentations were delivered, the participants' attention was largely channelled into their presence on the stage in front of an audience. These observations also indicated a perceived discrepancy between plans for presentations and students' actual in-class performance, such as instances of exceeding time limitation or perceived lack of fluency. Nonetheless, because the participants were mostly concerned about presentational aspects of their speech, they produced oral English output without excessive hesitations or pauses. It was noted that oral presentations were regarded as a comfort zone for the students, in which they did not have to take many risks but deliver the speech they had prepared on a topic of their own choice. This facilitated a relatively anxiety-free speaking practice in L2 English, which might be useful at lower proficiency levels as well. Overall, this task was reported as a fruitful practice for topic organisation and stage management, but it was noticed that a small number of students only memorised their lines and spoke in a relatively monotonous tone, not paying enough attention to phonological properties of English, including stress, rhythm, and intonation.

The student narratives suggest that this monologic speaking activity appears to be useful in fostering a diverse range of speaking abilities. Speaking English in front of their classmates, the participants adopted various affective and communicative strategies to overcome foreign language anxiety, which could contribute to their L2 competence and presentation skills. Additionally, they took responsibility for topic selection and found ways to identify key points to articulate their thoughts and ideas in a coherent way, which made them focus more on the content than linguistic structures. Some of the students, on the other hand, found this activity relatively boring when the speaker on the stage was not enthusiastic or did not prepare well enough. It was noticed that a few students either memorised prefabricated English sentences or read directly from a speech card; however, this was not a general case. All in all, the remarks made by the participants highlight that oral presentations bring about an opportunity to talk about diverse topics, which is a desired feature of pushed output activities (Newton & Nation, 2021), and allow them to practise speaking English in front of an audience. It might, however, be sometimes over-repetitive and time-consuming, as learners have to select a topic, organise the information in an appropriate manner, and prepare presentation materials to be used in the classroom.

Impromptu Speech

Characterised by flexibility, immediate responses, and a lack of preparation time, impromptu speech presents a formidable challenge even for experienced L2 users. Activities requiring improvisation and impromptu speech often serve as a testing ground for EFL learners to utilise their whole speaking repertoires. In this case, a simple design of an impromptu speech task was followed. First, certain open-ended questions (e.g. Will artificial intelligence replace human translators in the future? How does language shape our perception of reality and influence our interactions with others?) were written down and shuffled in a box. Second, a student was selected and asked to pick a random prompt card from the box. Third, the student was given about 30 seconds to think about an idea or opinion about the randomly chosen topic and then proceeded to produce L2 English output for at least one minute. This procedure was repeated with all the participants. The highlight of this activity is that it necessitates the production of English output on a randomly chosen topic both quickly and spontaneously, often forcing learners beyond their comfort zones.

The student narratives, somewhat surprisingly, showed that most of the participants approached the impromptu speech fairly positively. It was noticed that they attempted to use a range of communication strategies to fill gaps in their linguistic repertoire and tackle the challenges arising from delivering an unprepared speech in L2 English. This kind of enthusiastic engagement and purposeful participation in the classroom environment, despite the lack of pre-task planning and being forced to improvise using English, highlights that EFL learners could be willing to embrace dynamic challenges when presented with the appropriate opportunity. The following quotes indicate that this activity increased the participants' awareness of the spontaneous nature of spoken English whilst encouraging them to produce oral L2 output even in unprepared circumstances.



Kerem in his journal entry: 'Impromptu speech gives us the ability to think fast, make quick decisions and speak on that topic without much preparation.'

Ebru in FGD 2: 'I had a chance to really test myself, which made me think on my feet... Yes, it was intimidating but was also, you know, exhilarating at the same.'

Levent in FGD 2: 'Impromptu speech was a kind of an activity that emphasised not what we did but how we did it, [that is] how we captured the audience.'

It was highlighted in the observation notes that several students felt a bit nervous carrying out this speaking task but nevertheless completed it successfully. However, there were also students who could not speak English (without transitioning to Turkish) for the allocated one-minute period of time, perhaps due to perceived pressure and speaking anxiety. This might prove the importance of addressing the affective domain in handling EFL learners' speaking problems (Gokce & Kecik, 2021). Mentioning these affective problems in their journal entries and discussing their speaking anxiety during the focus group session, the participants confirmed that they were unaccustomed to speaking spontaneously in English, since it is rare to encounter impromptu speech or improvisation tasks in most Turkish EFL classes.

Sibel in FGD 2: 'This was the event that I was most nervous about because it is very troublesome for me to explain something unprepared. Actually, it does not matter whether it is in Turkish or English.'

Mehmet in his journal entry: 'I think self-confidence is very important in this [impromptu speech]. But I think I can overcome this with practice... I did not do such an activity in my high school English lessons.'

In general, the impromptu speech task was deemed useful for creating a productive communicative space in which the students had chances to experiment with the unknown and explore ways to increase their communicative adaptability in spoken English. Besides encouraging the utilisation of one's entire linguistic resources, the observation notes denoted that completing an impromptu speech task is likely to foster a sense of achievement in many students. It is possible to discuss that speaking activities with surprise elements could make language learners focus on the meaning they wish to convey, thereby creating authentic contexts for communication, the lack of which is considered a profound problem in most Turkish EFL classes (Dagtan & Cabaroglu, 2021). Furthermore, it was observed that the impromptu speech task might also contribute to problem-solving skills and creativity, as it requires language learners to rapidly think about what to say and formulate coherent output in L2. An example regarding this phenomenon was the diversity of ideas and opinions articulated by different participants to the posed questions (e.g. Whilst one student stated that artificial intelligence would make it unnecessary to learn any additional languages in the near future, another student defended the complexity of human language over digital algorithms). Lastly, although it is sometimes necessary to demonstrate a few examples beforehand or begin the task with volunteering students rather than those experiencing higher levels of foreign language anxiety, the findings suggest that impromptu speech could easily be adapted at different levels of proficiency. For instance, the complexity and difficulty of prompt questions or task objectives could be adjusted according to the students' proficiency in English, requiring them to produce more complex output for longer periods at higher levels or comparatively simple output for shorter periods at lower levels.

Graduation Speech

The graduation speech task is an engaging and imaginative speaking practice that invites students to dramatise their graduation day, in which they try to articulate their experiences and thoughts in a formal yet personal manner using English. For this activity, the participants were asked to prepare and deliver an approximately one-page long speech in the classroom as if they were the valedictorian in their graduation ceremony. A lectern was set up for the speaker role, and all the students wore graduation caps and gowns to strengthen the atmosphere. Then, one by one, the participants delivered their graduation speech as the valedictorian and thanked the audience at the end. The key point underlying this speech production task is that the scripts were largely predetermined.



The students needed to read or recite their own script whilst paying attention to prosodic features of English, bridging the gap between written and spoken language. Despite a constrained topic centred around the theme of graduation, the findings indicate that this activity helped the students practise how to display complex emotions when producing formal English output based on a script written by themselves, as exemplified by the following quotes:

Ufuk in FGD 3: ‘It was very fun for me to learn how to be natural while reading a text, to be able to speak without reading when there is a text in front of you.’

Ebru in FGD 3: ‘We wore caps and gowns; it got us in the mood. I do not think it would have been as effective if we did it in a regular class.’

Pelin in her journal entry: ‘Mine was an emotionally complex text... We had to bring all these intricate emotions into the conversation.’

The comments made during in-class observations complemented that even a seemingly simple monologic task could be highly engaging under right conditions. Delivering a graduation speech to their friends in English, the students focused on the balance between authenticity and individualisation, in an attempt to produce natural-sounding L2 output, as well as adjusting their pace and intonation to predict audience reactions at certain places during speaking. It is known that improving L2 users’ syntactic processing is a principal objective of pushed output activities (Newton & Nation, 2021). In this task of delivering a graduation speech or similar activities involving dramatised monologues, it is also possible for students to find a place to work on their phonologic processing by analysing individual sounds and prosodic features of English, as they try to deliver a formal speech as naturally as possible. This finding supports the previous studies reporting the advantages of using roleplays and dramatisation techniques for teaching English pronunciation to Turkish speakers (Arslan, 2013; Hismanoglu & Colak, 2019). Another advantage is that it is a highly adaptable read-aloud activity that can be structured around a wide variety of themes (e.g. presidential speech, award acceptance speech, farewell speech), which might provide pedagogical flexibility in the classroom and enhance the public speaking skills of EFL learners.

Puppetry

Puppetry involves attaching personality and voice to various objects and offers a powerful tool for storytelling in the classroom environment. It is especially common to see the use of puppets and dolls in teaching English to young learners (Bekleyen, 2011). In the context of this speaking activity, the participants were introduced to a character named Norton, a parrot puppet known for its naughty jokes and behaviour. At the beginning of the class, they watched a video that included a short story about the adventures of Norton and his companions. Then, small groups of students (3 or 4 participants per group) were asked to select the characters shown in the video to interact with one another and other class members using one of the puppet characters. With puppets representing several different characters, the students engaged with their peers by producing L2 English output through diverse interaction patterns.

The entries written in student journals and remarks from the discussion session demonstrated that puppetry was found to be one of the less effective speaking activities. One reason for this was a sense of embarrassment in front of classmates and a lack of time to internalise the selected puppet’s characteristics. It was suggested that an EFL teacher might need to establish classroom rituals to make effective use of such puppets, which would necessitate a longer period of time than just one or two lessons. Some narratives about the challenges highlighted by the participants include the following:

Ufuk in FGD 4: ‘I cannot imagine myself in an English classroom full of young learners... It can be very difficult for a student who does not like to deal with such a thing, to portray such a character in front of their friends.’

Ebru in FGD 4: ‘As good as the idea is, unfortunately it becomes difficult in practice... There is certainly a longer time needed to use them in the class.’



Apart from the mentioned difficulties faced during implementation, there were some comments about the positive effects of using puppets as a medium of spoken English as well. It was expressed that puppetry could cultivate emotional intelligence and improve overall hand-eye coordination in learners. Additionally, the participants stated that roleplaying as different puppet characters could be a potential practice for imitating desired pronunciation models, which might act as a practical tool for familiarising EFL learners with different accents.

Leyla in her journal entry: ‘Puppetry promotes emotional intelligence by creating unique characters with distinct personalities and enables us to empathise and share their feelings with others.’

Hakan in his journal entry: ‘The main idea of this activity is to provide practice in a way to minimise the stress and make us feel comfortable when speaking English there.’

Sibel in FGD 4: ‘I think it's a very developmental activity if you pay attention to features such as emphasis and intonation.’

As a response to limitations of this task, one participant suggested that it would be better to choose puppets that can appeal to the specified audience. All things considered, the findings denote puppetry as a useful speaking activity for enhancing students' socio-emotional abilities and social interaction skills in EFL classes. It could particularly yield productive outcomes with younger learner groups, since the use of diverse teaching materials such as puppets introduces a novel variety of activities that can engage students' curiosity and enrich their learning experiences (Bekleyen, 2011). Nevertheless, it was noted that puppetry requires certain warm-up activities so that class members have enough time to get accustomed to the particular characters and use their dialogues in the activity accordingly. In this regard, puppetry might be seen as an extension of drama-based techniques, letting EFL learners experience roleplaying in English through the use of an imaginary character.

Voice-Over Roleplay

Voice-over roleplay is a speaking task that aims to capitalise on auditory narrative skills through the enactment of certain characters in a selected scene. It allows learners to undertake various roles with different personalities and emotions by means of scripted roleplay in the classroom environment. For this activity, a one-minute scene from the animated film ‘Brave’ was selected. First, the video of the selected scene was shown to the participants so that they could familiarise themselves with the two characters and their dialogues. Second, the script of the scene was distributed to the students, who were asked to practise the specified dialogues to roleplay as one of the characters. Then, pairs of students were invited to act out their roles in synchronous coordination with the muted version of the scene displayed on a smartboard. The main purpose of this activity was to have the students produce English output in a controlled environment by using roleplay elements. Therefore, the focus was on vocalising the characters by paying attention to their L2 output and reflect the emotions conveyed in their dialogues. There were some initial challenges related to the synchronisation of dialogues, but the findings indicated that this activity offered the participants novel ways of speaking English, where the performance of their roleplay overshadowed any small linguistic mistakes they made.

Sibel in FGD 5: ‘Voice acting was the best activity for me because I was not in full focus mode. I just tried to act out my character in the best way possible... The mistakes I made were more acceptable.’

Nuri in his journal entry: ‘The aim is to learn to match the character during the time the character speaks. Here, the point was to learn to vocalise a sentence said by a character at the right time in the right place, and also with the right intonation.’

The field notes signified that the voice-over roleplay task particularly boosted the participants' motivation to use English as an instrument of communication and humour., paralleling the benefits of acting from scripts for building L2 confidence (Harmer, 2015). This was largely due to the fact that the students were able to observe and imitate characters that utilise spoken English for creative interactions and conveying sophisticated meanings. Another advantage was that it helped cultivate a



deeper understanding of different cultures depicted in the selected film and scenes, providing a useful ground for improving EFL learners' intercultural communicative competence. It is likewise possible to choose films and scenes familiar to a student group to reduce their foreign language anxiety, and the complexity or register of extracted scripts could be adjusted according to the proficiency level. Incorporating voice-over roleplay into EFL teaching may not only enhance students' linguistic skills but also foster a supportive and engaging learning environment.

Researcher Positionality and Limitations

This study was conducted by two researchers who also served as the instructors of the EFL speaking class described throughout the paper. As part of the commitment to ethical considerations, informed consent was obtained from every participant at the beginning of the study, ensuring voluntary involvement and confidentiality. Additionally, the participants were informed that their participation in the data collection process would not affect their actual grades for the speaking class they were enrolled in. The design was exploratory, closely aligned with the principles of action research, with the primary aim of navigating through student narratives to investigate advantages and disadvantages of certain pushed output activities. To achieve this, five specific activities that could enhance the participants' oral language skills in English were selected, and multiple qualitative data collection tools were employed (journal entries, focus group discussions, and in-class observations) to gather comprehensive insights into the learning process.

It is acknowledged that the researchers share a similar cultural background with the participants and faced similar challenges and experiences when learning English as a foreign language, which might have influenced the interpretation of the subjective qualitative data. Nevertheless, familiarity with the cultural and educational context provided a more nuanced understanding of the participants' learning needs. Conscious of the potential bias, there were deliberate efforts made to minimise any potential bias that might be imposed upon the students. This included maintaining a reflexive approach throughout the research process, critically examining personal assumptions, and maintaining neutral interactions with the students to ensure credibility of the findings reported. The main goal was to create a learning environment where the participants could freely express themselves, thereby obtaining authentic data that genuinely reflect their experiences and opinions about the activities implemented.

As for the limitations, the design and implementation of the selected tasks were largely determined by the researchers themselves without detailed feedback from other field experts due to time constraints in the initial phase of the study. The sample consisted of only one group of Turkish EFL learners who were assumed to be at the B1 level in terms of their English competence. The particular setting and participant group should be taken into consideration when interpreting the findings presented, as this might limit generalisability to other contexts or different groups of EFL learners. It should be noted that this study concentrated on the qualitative aspects of the pushed output activities as subjectively highlighted in the participant narratives. In this respect, no psychometric instrument was included in the procedure to keep a quantitative track of the participants' attitudes towards the implemented activities.

CONCLUSION AND SUGGESTIONS

This study has presented a qualitative account of the implementation of five speaking activities designed on the basis of Swain's (1985, 2005) pushed output hypothesis, which posits that language learners develop their linguistic abilities through active production whilst attempting to produce output in various situations. Over a ten-week period, the participants produced English output under differing task conditions (see Table 1) and expressed their related experiences and opinions through written and spoken narratives, as reflected in journal entries and focus group discussions. Student narratives combined with in-class observations suggest that creating a task diversity to provide new grounds for spoken English practice was favoured by the participants. Although there were some limitations or criticisms mentioned, most of the student narratives centred around the advantages and benefits of the



implemented activities. Key mentions include using body language and organising self-selected content (individual oral presentations), engaging in critical and rapid thinking together with a sense of achievement from dealing with the unknown (impromptu speech), linking a written text with spoken language using appropriate pronunciation on stage (graduation speech), strengthening socio-emotional abilities by experimenting with new teaching/learning materials (puppetry), and learning to synchronise dialogues with character models by paying attention to pacing and other features of spoken English (voice-over roleplay).

Overall, this study has been useful in demonstrating to the participant group that they possess the ability to produce L2 output in different speaking tasks, regardless of their proficiency or other affective challenges. The selected speaking activities are representative of fairly generic tasks that could be easily incorporated into most EFL classes, requiring minimal technical or technological prerequisites in the preparation phase. Since the current study focused on learning experiences and reflective narratives, similar studies could be conducted to investigate the linguistic features of the actual output produced by English language learners. In this line, the quality of the English output could be examined with respect to different types of speaking tasks, which might reveal differences in complexity under specified task conditions. Additionally, students' English output could be analysed for its communicative and interactional properties through such methods as conversation analysis. Furthermore, quantitative tools might be helpful in tracking levels of willingness to communicate or learning motivation in similar implementations.

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Teachers' Perspectives on Assessing English Speaking Skills: A Post-New Exam Model Investigation

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Abstract: This study investigates the secondary school English as Foreign Language (EFL) teachers' perspectives on assessing English speaking skills after the new testing regulations introduced in the 2023-2024 academic year by the Turkish Ministry of National Education (MoNE). With the new regulations, students started to take English speaking exams for the first time in secondary schools in Türkiye. The study focuses on EFL teachers' perspectives, feelings, experiences, and thoughts regarding pre-, during, and post-exam situations in this adaptation process. In this qualitative study, data was gathered from 11 teachers via one-on-one semi-structured interviews. The thematic analysis revealed that EFL teachers find the speaking exams significant, necessary, and useful. In addition, the teachers reported feeling more motivated to use English in speaking activities in class after the new regulations. While teachers generally expressed positive sentiments regarding the introduction of speaking exams in secondary schools and the opportunity to collaborate with colleagues during the adaptation process, they also reported experiencing negative emotions, including feelings of unpreparedness, stress, burnout, fatigue, and hopelessness, largely due to the abrupt timing of the change. Several challenges were reported, including difficulties with adaptation, ineffective exam procedures, increased workloads for teachers, impractical grading procedures within the e-school system, and the overall demanding schedules faced by educators. For the future of speaking exams, teachers advocated for the continuation and sustainability of these exams, but they asked for improvement in the current situation. The findings of this study can serve as a valuable resource for English testing and evaluation, curriculum development, educational planning and programming, material development, in-service teacher training, and the preparation of pre-service EFL teachers, particularly in relation to speaking exams in secondary schools.

Keywords: *English speaking exam, Speaking skills, Assessment of speaking skills, Teachers' perspectives, English language teachers*

INTRODUCTION

The educational reforms carried out by the Turkish Ministry of National Education (MoNE) in the last quarter century have enabled us to take steps to better teach English with a focus on the communicative purpose of the target language. In this regard, language teaching that covers all four language skills (reading, writing, listening, speaking) and the integration of communicative language teaching (CLT) into foreign language education has been integrated step by step over the years (Kırkgöz, 2007). While writing and reading skills were necessary for years, speaking and listening skills were neglected, particularly in the assessment. The dilemma was that all these skills were included in the books and curricula, but the exams did not include especially the speaking skills, which also caused them to be neglected in the courses. According to CLT, all four skills are essential and

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must be taught and assessed. Turkish MoNE has made arrangements and improvements in the English education curriculum at regular intervals so that primary, secondary, and high school English lessons can be given at sufficient levels and hours. Over time, we witnessed a gradual change in the curriculum and the exam systems.

At the beginning of the 2023-2024 academic year, secondary schools' English language examination system has been radically changed by the MoNE. Before this change, students took language exams twice a term in secondary schools, which were used to assess reading and writing skills. With the new regulation, the exam system has been phased by additional examination sessions, including listening and speaking exams. Including all four basic skills in the evaluation phase constitutes one part of the exam changes. According to the new regulations, the main exam measuring reading and writing skills is calculated out of 100 points and affects the student's grade by 50%. The whole school must hold this exam with the participation of all classes on the same day and time, that is, as a grade-wide exam. With the new regulation, it has been decided to hold two different exam sessions apart from this grade-wide exam. These new speaking and listening exams are evaluated out of 100 points, but each affects the student's grade by 25%. After the students complete all the exams, the average grade is calculated by the teachers and uploaded to the electronic grading system called "e-school."

With the introduction of the new regulations, English teachers in schools began collaborating to prepare exam questions. In addition, MoNE decided that teachers should eliminate multiple-choice questions in the exams and instead ask open-ended questions that do not contain options. The ministry shared sample exam scenarios with teachers for this transition and presented examples by showing the distribution of questions and functions by creating different scenarios with sample questions. With these arrangements, it is obvious that 21st-century skills are underlined again. Finally, one of the changes introduced in this context is the adjustment of the passing grade for the course. The course passing score, which was 45 out of 100 in previous years, was increased to 50 with the new regulations in 2023. All these adjustments and changes, especially the inclusion of speaking exams, have created a new agenda for the schools and language teachers. This research aims to analyze this change in the speaking exam model at the secondary school level from the teachers' perspective. The study focuses on the perspectives of secondary school English teachers because analyzing their thoughts, experiences, feelings, expectations, and problems as implementers of the new system can help improve the examination system in the coming years.

In the literature, there are a number of studies on language teachers' perceptions of teaching speaking. Adem and Berkessa (2022) examined EFL teachers' cognition about teaching speaking. The research used sequential mixed methods with a questionnaire and interviews with teachers. Gandeel (2016) explored the beliefs and practices of English language teachers in terms of teaching speaking with qualitative multiple-case research. Dağtan (2020) investigated the perceptions of Turkish ELT pre-service teachers and lecturers on learning and teaching English speaking skills in two phases via questionnaires and semi-structured interviews. However, the number of studies on assessing speaking skills is limited in the literature. Nurhalimah et al. (2020) explored and described English teachers' beliefs and their practices of speaking assessment through a semi-structured interview. It was found that English language teachers need guidance in conducting effective speaking assessments. Plo et al. (2013) investigated the teaching of oral skills in secondary education in a local Spanish context by surveying teachers. They reported that oral skills were not sufficiently practiced and/or assessed, although it was required in the language policies.

Since assessing speaking skills in secondary schools as a part of new regulations is a recent case for Türkiye, it is not likely to find studies done particularly on this topic. However, a few studies have been conducted in similar veins but in different contexts. For example, Özdemir (2018) investigated the administration process and teachers' attitudes toward speaking exams, which became compulsory in high schools in Türkiye in 2014. She found out that there was no standard process for speaking assessment among schools, and teachers gave higher marks in the speaking exams. Similarly, Çalışkan (2013) researched instructors' attitudes and practices in assessing English speaking skills. She



used mixed methods research to gather data to understand the relationship between attitudes and practices with the gender, educational background, teaching experience, and English proficiency levels of instructors in three universities in İstanbul. Her study concluded that speaking is the most neglected skill in the assessment. Özdemir-Yılmaz and Özkan (2017) carried out a study on tertiary-level English language teachers' perceptions and practices of speaking assessment and reported that there is a need for teacher training on the assessment of speaking skills.

The new exam system affected millions of secondary school students and thousands of English teachers in Türkiye. Obtaining comprehensive opinions of teachers about the exam can help us learn about the exam processes and reveal positive and negative situations about the current state of the exam practices, as well as the general perspectives of the teachers. A deeper analysis of this new experience can contribute to the literature. Based on this gap, this study aims to examine one part of the exam system introduced in the 2023-2024 academic year from the perspective of secondary school EFL teachers, focusing on "assessment and testing of speaking." In this study, the answers to the following research questions were searched:

1. What are the overall thoughts of EFL teachers about the recent English-speaking exams after the current regulations in the secondary school examination system in Türkiye?
2. What do EFL teachers feel about the recent English-speaking exam system in Türkiye?
3. What have EFL teachers experienced during the implementation of the recent English-speaking exams?
4. What are the future thoughts of EFL teachers related to the recent English-speaking exams at secondary schools?

METHODOLOGY

A qualitative research design was used in this study. Qualitative research design was used because this method allows a deep understanding of participants' experiences, opinions, and emotions. This way, it becomes possible to explore the nuances of the subject and provide a more comprehensive analysis. Data were collected via one-on-one interviews. Eleven EFL teachers (male n=2; female n=9) working at various public secondary schools participated in this study. The participating teachers, whose professional experience ranged from 1 to 15 years, worked in cities, towns, and villages and were selected from five different cities in Türkiye purposively. They taught at different levels in the 2023-2024 academic year at secondary schools. In the selection of these teachers, different professional experiences and workplaces were taken into consideration to add richness to the study. The names of the participants were kept confidential, and pseudonyms were given to refer them from P1 to P11 according to the order in which they were interviewed. Participation in the study was voluntary, and all participants agreed to provide consent.

Data Collection Tools

The data was collected via semi-structured interviews conducted one-on-one with teachers to get a deeper understanding of the current situation under focus. The first part of the interview included demographic questions. Background information about the education, years of experience, age, gender, school place, city, and organization type were gathered. In the following parts, under the A, B, C, D, and E categories, 29 questions were asked (Appendix A). These questions were about teachers' readiness, thoughts, feelings, observations regarding students, testing and assessment instruments and processes, and future exams. A pilot application was carried out with two participants to test the interview questions. Following these practices, the interview questions were rearranged and improved. Five of the interviews were carried out online via Zoom meetings, and six were face-to-face. All interviews were audio recorded to be analysed later on. The teachers explained their experiences, feelings, and suggestions during the interviews about the new speaking examination system by giving personal examples. The researchers obtained further information by asking extra questions where



needed. Each interview lasted about 30-40 minutes. The data collection process was carried out within the planned schedule after the ethical permission of the Ondokuz Mayıs University Ethics Committee was taken.

Data Analysis

Qualitative data obtained from the interviews were subjected to thematic analysis (Braun & Clarke, 2006). The researchers identified codes, categories, and themes. As a second step, an expert's opinion was taken to strengthen and ensure the study's interrater reliability. The compatibility of the first codes created by the researchers was checked using a sample section from the interviews; the researchers exchanged ideas, and code edits were made again. Thus, the coding was cross-examined.

FINDINGS

The analysis of the data yielded eight categories and four themes (Table 1). The themes were "teachers' overall thoughts," "teachers' feelings," "teachers' experiences and observations," and "future thoughts on speaking exams," which are further discussed below.

Table 1. Categories and Themes

Themes	Categories
<i>Theme 1</i> Teachers' Overall Thoughts	Positive thoughts related to the recent speaking exams
	Negative thoughts related to the recent speaking exams
Themes	Categories
<i>Theme 2</i> Teachers' Feelings	Positive feelings related to the recent speaking exams
	Negative feelings related to the recent speaking exams
Themes	Categories
<i>Theme 3</i> Experiences and Observations	Problems and limitations of the recent speaking exams
	Procedural observations of the new speaking exams
Themes	Categories
<i>Theme 4</i> Future Thoughts	Expectations, beliefs, and requests for speaking exams
	Recommendations to improve the speaking exams

Theme 1: Teachers' Overall Thoughts on the New Speaking Exam

Positive Thoughts Related to The Recent Speaking Exams

The participant teachers emphasized the necessity and usefulness of speaking exams for enhancing language learning skills. They noted that such exams aligned the learning process more closely with the curriculum and course materials, which included speaking objectives and activities. It has been reported that speaking exams can motivate students and teachers to engage more actively in English while boosting their self-confidence in oral activities. In addition, many teachers highlighted the benefits of departmental collaboration (department, meaning a group of language teachers working at the same schools) in preparing and implementing the exams. Additionally, they emphasized that speaking exams contribute significantly to students' increasing confidence in speaking English. Recent



regulations regarding speaking assessments suggest a heightened emphasis on oral proficiency, which appears to have positively influenced teachers' perceptions of its importance. All the participating teachers agreed that speaking exams should be compulsory. Furthermore, they believe four skills are important and should be assessed equally. The following comments support these ideas.

Speaking exams should be compulsory because, in the end, if we teach this skill, I need to assess if it is covered under a curriculum. It is definitely necessary. (P3) (Compulsory, necessary)

I think that speaking exams should be compulsory because only studying grammar or listening can help students up to a point. It is important to speak a language well if we are learning it. (P10) (Compulsory, important)

According to the participating teachers, the speaking exams introduced in the recent regulations strengthened the alignment among the curriculum, textbooks, and classroom practice. While the curriculum previously included speaking objectives and activities practiced in lessons using textbooks, the absence of clear criteria in practical assessments had created a disconnect. The new regulations addressed this issue and resulted in a more harmonized approach to language instruction. Teachers emphasized that updated speaking exams better integrate the English learning process with curriculum and course materials. One of the participant teachers reflected on this saying:

Having exams that are compatible with the curriculum is a positive development. If there is an objective, there must be an assessment of it. (P11) (Compatible with the curriculum, necessity)

Several teachers reported an increase in their use of English in the classroom following the introduction of the new English-speaking exam. This shift is not confined to designated speaking activities but extends to the general language teachers use during instruction. As a result, teachers became more inclined to incorporate spoken English into their lessons. Some participants also expressed greater motivation to prepare for speaking activities than the previous year, attributing this to the increased emphasis on oral proficiency in the new regulations. The following statement illustrates this:

Speaking was a skill I ignored in class (primarily due to the lack of class hours). Now, I try to give more importance to it. (P5) (Speak more English, more important)

Teachers also noted that the recent speaking exam has influenced their selection of classroom activities. The following excerpts illustrate this impact:

I started to think that I should prepare more speaking activities for students. In fact, it showed me that I, as a teacher, should do more speaking activities than the students...I include it more in my activities. However, while I wanted to include all the skills, unfortunately, I cannot complete my weekly plan. (P5) (More speaking activities)

The increase in students' self-confidence in speaking was created as a code because most of the participating teachers stressed that speaking exams pushed students to speak at least during the exams. As a result of the compulsory speaking time during exams, every student, even the shyest ones, had a chance to speak even if they were initially reluctant. Teachers reported that this situation made students realize that they could speak English and increased their self-confidence. Here are two excerpts supporting this:

The students' self-confidence began to increase, and they began to perceive English as a language. In addition, thanks to speaking exams, students' self-confidence increases, whereas children who have difficulty expressing themselves in writing can get higher grades. (P1) (Increasing self-confidence)



It was gratifying to see the students express themselves in the target language and increase their self-confidence. (P8) (Increasing self-confidence)

Based on the teachers' observations, these exams appeared to raise students' awareness about speaking. Students started to place greater emphasis on their speaking skills and approached it more seriously. As a result, teachers viewed the speaking exams as beneficial, and this positively influenced their attitudes towards them.

Now, when we have speaking activities in the coursebook, I warn students that they may encounter this section in the speaking exam; at least some students pay attention this way, and we practice English in those sections more carefully. (P7) (Increasing the awareness)

Unfortunately, we were not used to giving students enough opportunity to speak. Maybe this exam can increase this mindset. (P5) (Increasing the awareness)

While discussing the speaking exams, teachers answered questions about working together, collaborating, cooperating as a team, experiencing grade-wide exams, and the exam preparation process with their colleagues. It is evident from their expressions that most teachers benefitted from this working style. Even if the number of exams was multiplied with the new regulations and the workload was increased, the participants shared that they were happy to divide their responsibilities with their colleagues. In their opinion, discussing with their colleagues and getting suggestions from other colleagues was helpful for a healthy examination system.

I find it logical that the exams are shared among the school department. (P7) (sharing duties)

I believe that it is a positive process that strengthens communication within the English department and uses common sense. (P8) (positive process)

Negative Thoughts Related to The Recent Speaking Exams

Teachers interviewed reported several challenges of the new examination system, particularly regarding the functionality of exams. These include deliberate oversimplification of exams by teachers, ineptly prepared and non-authentic exams, answers with ready-made patterns, rote memorization by students, unrealistic results with inflated grades that do not reflect reality, and exams that fail to fulfill pedagogical goals. Teachers stated that they did not want students to get low grades; they oversimplified the exams to help them, gave inflated grades, gave students texts beforehand so they could memorize them, and gave exam questions in the form of worksheets beforehand. This situation affects the ability of an actual exam to serve its purpose, and it is understood from the data collected that those teachers were also aware of this situation. Participating teachers considered this situation a serious problem and a limitation of the speaking exams. They were well aware of the difference between the ideal and the reality. They also expressed their professional dissatisfaction and discomfort with this situation, as seen in the excerpts below.

I work in a crowded school where students come from different villages. The success level of students is relatively low. We were giving high scores so that children could pass the course. The system was pushing us to do this...I often witness teachers worrying about this more than the students. (P4) (Inflated grades)

Grades do not reflect students' actual performance. The children were given ready-made patterns, and they memorized them. (P3) (Rote memorization, ready-made patterns, unrealistic exam results)

Teachers' lack of guidance and unexpected changes in the exam policy were other issues reported by the participants. One of the teachers explained that this process was put into practice suddenly, and there was insufficient information and guidance on what to do by the teachers.



Some teachers stated that they had never administered a speaking exam before. They indicated that they needed more information, guidance, and time to be efficient before starting the process as a whole. Such sudden changes made without consulting teachers and without notifying the schools created problems. Statements supporting this view are shared below:

The mentality that it will get better with time is something that should never be implemented in the education system. Sudden changes in the process are doomed to falter. If we are going to evaluate all the content we teach, exams assessing them should be mandatory. But it needs to be guided correctly. (P3) (Sudden changes, need for guidance)

The interviewed teachers also reported that the sudden change in the examination system (sometime after the schools started) caused a big chaos for the teachers. They felt unprepared to face this new situation and thus developed negative feelings. Almost all of the teachers stated that they were not ready for this change in the examination system and were puzzled and panicked. Teachers were also asked if the children felt prepared, and they all stated that neither the students nor the teachers were ready.

Of course, we were not ready because something like this suddenly came into our lives; yes, we speak English in the classrooms to a certain extent. This is the language we teach, but everything was so sudden. We were informed about a week before the exam week. (P1) (Lack of teacher preparedness)

Such a transition had to be made at the end of the year before the new semester began. The preparation process had to be planned well. It took some time for the students to get used to the new examination system, and the students were never ready. (P9) (Lack of students' preparedness)

Theme 2. Teachers' Feelings

The second research question explored how language teachers felt about the newly implemented speaking exam system. The data revealed both positive and negative emotions. On the positive side, teachers reported increased motivation for both themselves and their students to engage more in English speaking, more frequent speaking activities, heightened student self-awareness regarding their speaking skills and performance on exams, a sense of professional fulfillment, and the benefits of collaboration within the English department at their schools.

I feel more at ease knowing that I'm fulfilling my responsibilities as a teacher. Before, something felt incomplete, but now I can say it feels more professionally rewarding. (P5) (Professional satisfaction)

I definitely feel like it was a long-overdue decision. I think I finally found the right path. I have positive emotions. I feel satisfied as a teacher now. (P1) (Professional satisfaction)

The teachers also explained negative feelings about the speaking exam system. These can be listed as professional dissatisfaction, reflection on students' negative feelings toward the teachers, stress factors related to the 8th grades (they have to take a nationwide exam to enroll in high schools), and burnout due to time pressure. In the interviews with teachers, it is understood that overall, teachers were not satisfied with the speaking exams they delivered. Teachers felt professionally inadequate and dissatisfied due to negative situations such as unsuccessful exam practices, inflated grades, time management, adaptation problems to sudden changes, and student failures. As a result, they often questioned their professional competence. All of these situations can be categorized as professional dissatisfaction. Here is an excerpt from one of the teachers on how he felt:



Unfortunately, speaking exams did not satisfy me professionally. I do not feel comfortable at all. I have done research on how speaking is taught and how it is evaluated from the sources I follow myself, but I feel very inadequate. Every time, I wish my institution would support me, provide teachers with quality and efficient in-service training, feel more self-confident towards our students, and experience the satisfaction of success in our classrooms. Unfortunately, since this is not the case because our textbooks are not good enough and I cannot feel that I am a professional teacher, I find myself questioning every exam period, filled with regret. (P5) (Professional dissatisfaction)

Teachers reported that they felt stress due to students' feeling anxious, fearful, low-motivated, bored, panicky, and reluctant due to the increase in exam loads and encountering a new type of exam they had never experienced before.

Students said they did not want a speaking exam due to their habit of taking ongoing written exams. This negatively affected my motivation to prepare for the speaking exam. (P6) (Affected emotion)

Teachers stated that they were under constant time pressure. This time pressure was related to meeting the exam schedule and completing the syllabus on time. Busy exam week schedule, inability to cover the required topics on time, and keeping up with the curriculum were some of the challenging outcomes of the new regulations regarding English exams. Regarding children taking 19-20 exams in just two weeks (at Imam Hatip secondary schools), teachers often stated that they acted under a lot of time pressure with the new exam regulations. All of these reasons cause negative feelings such as stress in teachers, as seen in the excerpt below.

At Imam Hatip secondary school, children take 19-20 exams in two weeks. Also, in the third week, I have to administer the exams of the children who do not come for the exams on time. When you think about this for the first and second exams in two terms, a significant amount of time of a semester is given to the exams only. There are ten units in our curriculum, and completing the units in the remaining time was almost impossible especially this year. I feel under pressure all the time. (P4) (Busy schedule, time pressure, need for improvements)

Teachers frequently expressed their negative feelings about this sudden transition and the problems they encountered afterward in interviews. Boredom, exhaustion, fatigue, anger, anxiety, pessimism, stress, hopelessness, helplessness, panic, and resentment are some emotional states teachers describe about the sudden transition to the new examination system.

Theme 3: Experiences and Observations

One of the aims of this research was to explore teachers' experiences and observations of the new speaking exams. Interviews revealed that large class sizes lead to multiple issues, such as time constraints, noise, discipline problems, and extended exam hours. Teachers reported that students typically speak for 5-10 minutes, and exams can take up to 1-3 class periods to complete. They noted that while administering one-on-one exams, other students were disrupted, and exams that exceeded one class period worsened the tight exam schedule.

I call students to my desk individually, following the class list. While the rest are expected to listen quietly, a few always make noise, get distracted, or stand up and move. Some even try to help their classmates by mimicking answers or whispering hints secretly. This becomes more challenging to manage in crowded classrooms, especially when facing time pressure during the exam. (P4) (Classroom management problems)

Another problem teachers have experienced is related to the grading and e-school systems in which they had to upload the grades. The e-school system poses challenges for teachers, as they must manually calculate and enter each student's scores from the three-stage English exam (listening,



speaking, reading/writing), with speaking accounting for 25%. There is no available feature to calculate these percentages automatically, and this was reported to lead to time-consuming manual work. Additionally, students could only see their final average, not their exam scores individually. This was confusing, especially when grades were rounded up due to system limitations.

The conditions under which teachers administered and prepared the speaking tests were also discussed in the interviews, and significant differences in practice were found. For example, inconsistencies were observed in several areas, such as whether exams were conducted one-on-one or in groups, whether standardized rubrics were used for evaluation, the timing of feedback (during or after the exams), the limited or complete absence of feedback, varying exam formats, and differences in the exam duration for individual students and classes. These variations were identified as significant limitations and challenges in the new speaking exam system.

Theme 4: Future Thoughts

The final research question aimed to investigate teachers' future thoughts and recommendations for the new speaking exam system. Analysis of the interviews revealed a consensus among teachers that the current speaking exam format needs to be revised and requires significant updates and improvements. None of the participants stated that the exams should continue in their present form. A prominent suggestion from most teachers was to increase speaking course hours, with many advocating for a dedicated lesson focused on speaking skills to enhance student competencies and the overall effectiveness of the exams. Although there are speaking activities and objectives in the curriculum, many participants stated that the curriculum needed to be revised to prepare students for this exam. Participants argued that speaking activities should be increased and the quality of the speaking activities should be improved both in the books and in practice.

For speaking courses, topics such as public speaking should be added to the curriculum, and students should be able to improve various speaking skills, such as addressing, fluency, and using gestures and facial expressions. (P6) (More activities in the curriculum)

According to teachers, the abrupt implementation of the new exam system after the academic year began was challenging. Many teachers suggested that the transition should occur gradually, either by phasing in the exam system by grade level or by modifying the system over several years instead of all at once.

One of the recommendations from teachers to enhance the speaking exam was providing in-service training for those who need it. Over time, teachers may naturally experience professional inadequacy and require opportunities to update their knowledge and seek guidance. During the interviews, several teachers voiced their need for such training and emphasized the importance of planning and delivering these programs. Here is an excerpt addressing this issue:

I wish my institution would support me and provide teachers with quality and efficient in-service training. I would feel more self-confident towards our students and experience the satisfaction of success in my classrooms. (P5)

Lastly, the teachers emphasized the need for more transparent communication regarding expectations for the new practices, including goals and implementation strategies, believing that these measures could significantly enhance the effectiveness of the exams. They also recommended improvements to the classroom environment to elevate exam quality further, specifically reducing class sizes, addressing issues of noise and discipline, and equipping classrooms with technological tools. Additionally, participants suggested that a well-defined educational calendar and timely announcements could alleviate existing problems. A better-planned timetable would allow teachers and students to prepare more effectively for the exams, improving performance and greater psychological comfort for all involved.



DISCUSSION

This study found that the teachers' overall opinions were optimistic about the speaking exam in secondary schools. They found it essential, necessary, and valuable, supporting the previously mentioned studies. They believed that speaking exams were beneficial and that all four language skills should be measured. This finding is in line with Dağtan (2020), Duran (2011), and Özdemir (2018), who showed that teachers and students had a positive attitude toward speaking exams. Similarly, Gopal and Embi's (2014) results also showed that language teachers held positive beliefs and practices of communicative language testing and were aware of its principles, which also agrees with the findings of our study.

When the negative opinions of these teachers were examined, several different reasons emerged. The first of these is related to changes' being so abrupt. One of the most negative situations that almost all teachers stated in the interviews was the sudden changes they had to undergo without preparation. Teachers indicated that they did not receive enough guidance at the beginning of the term, there were disconnections in the process, and that teachers and students were not ready for this sudden transition. Inflated grades to encourage students to speak are found to be a problem in the current research, and this is in parallel with the findings of Özdemir (2018).

Similarly, Gopal and Embi (2014) indicated that teachers encounter main constraints during the speaking assessment process. In this study, although the general thoughts of the teachers are positive, problems in practice come to the fore, such as poorly implemented assessments, as indicated by Atjonen (2014). The current study revealed problems similar to those of Nurhalimah et al. (2020), who underlined teachers' weaknesses regarding speaking assessment and the need for guidance regarding rubric development and implementation of speaking assessment. The exact needs were also identified as a result of this research.

When teachers' feelings about speaking exams were examined, most teachers did not feel ready to start speaking exams in 2023-2024. It seems that the participants had difficulty keeping up with the unexpected change. One common issue was the extent of anxiety experienced by teachers. Most participating teachers became stressed when they heard that secondary school speaking exams would be mandatory. These feelings were further detailed in the interviews, and feelings such as anger, hopelessness, burnout, boredom, and fatigue were also identified.

When teachers working as single teachers in their schools were excluded, teachers in schools with more than one English teacher worked together and cooperated in the new exam process. The details indicate that most teachers encounter fundamental issues during the speaking exam, as Gopal and Embi (2014) also found. When teachers' discourses are examined, these are lack of teacher and student preparedness, lack of teacher preparation and guidance (Brumen & Cagran, 2011), not giving enough space to speaking skills in the curriculum and textbooks, inefficiency of exams (Atjonen, 2014; Özdemir, 2018), crowded classroom problems, impracticality of grading and e-school system, increased workload for teachers and lastly teachers' and students' feeling overwhelmed under time pressure.

One of the findings of this study was that most teachers tried to use a rubric jointly prepared by the English departments at their schools. Gandeel (2016) showcased that teachers' beliefs and practices lacked a theoretical basis, thus not aligning with the contemporary views on speaking skills. She underlined that teachers had little or no focus on fluency. Grada (2014) also supported her findings. According to Grada (2014), teachers base their assessment practices considering spoken language mainly on linguistic content. On the contrary, the current study's findings from interviews show that EFL teachers prioritized fluency as a criterion in rubrics.

Teachers using various exam techniques and question types were also identified in the interviews. In the exams, question, and answer, giving instructions/explanations/description, presentation, and talking about the pictures were the speaking exam techniques most preferred by



teachers. Nurhalimah et al. (2020) indicated that teachers' assessment of speaking skills could differ for multiple reasons, such as teachers' educational background, teaching experience, and the school context. Çalışkan (2013) showed that educational background and experience could be factors in choosing assessment tools and techniques for speaking exams. Furthermore, Ahmad (2021) discovered that numerous contextual factors like classroom contexts, institutional requirements, and curriculum expectations influenced teachers' assessment practices. In the current study, there were teachers with different experiences or educational backgrounds who work in villages, towns, or cities, and it is obvious that the teachers who participated in the current study also experienced contextual differences.

When teachers' ideas, expectations, suggestions, and wishes regarding the future of speaking exams are considered, findings indicate that most teachers think that speaking tests can be improved over time. However, most teachers do not want speaking exams and new regulations to continue in their current form. Recommendations were received from teachers through interviews on how speaking exams could be improved in the future. The teachers' suggestions are more hours of English courses, curriculum planning with more speaking activities, regulation in the e-school system and exam scoring system, in-service training, and more guidance for teachers. Finally, it was recommended that teachers undergo additional training to assess speaking, a finding similar to what Brumen and Cagran (2011) reported.

CONCLUSION AND SUGGESTIONS

Overall, the teachers find the speaking exams important, necessary, and valuable. According to them, four language skills should be assessed. However, it was also found that although teachers had generally positive feelings about introducing speaking exams in secondary schools, they also felt negative feelings such as unpreparedness, stress, burnout, fatigue, and hopelessness due to unexpected changes. Nevertheless, it was observed that teachers enjoyed and were satisfied with being in collaboration with their colleagues. With these new exam regulations, teachers became more motivated to participate in speaking activities and use English in the lessons. This study also identified problems such as adaptation problems, ineffective exams, increased workload of teachers, impractical grading and e-school system, and teachers' busy schedules. The part of the study on future speaking exams revealed teachers' expectations, predictions, and aspirations for the future of speaking exams. Accordingly, teachers think these exams will continue but should be developed and improved. Teachers generally believe that the problems with these exams can be solved over time.

When planning such significant changes, it may be good to motivate teachers by including them at every stage of policymakers' decision-making and planning process. Teachers' feeling of being professionally and psychologically prepared can prevent many problems in education before they arise. Additionally, being influential individuals in the decision-making mechanism, rather than being informed at the last minute, can affect them positively. It is natural for teachers and students to experience problems adapting to new systems. However, as most teachers state, gradual transitions instead of sudden and sharp transitions can alleviate the challenging effects of these changes and ensure better management of the adaptation process. Determining the educational calendar, decisions, and regulations before the academic year begins may be more welcome than changes made in the middle of the year. It is vital that teachers are informed in as much detail as possible when changes are made to educational planning. Resources that teachers who need information should be shared on time and be accessible easily. Guidance should be planned, and teachers should benefit from online or on-site in-service training. In this way, teachers may feel more comfortable completing their shortcomings and achieve greater professional satisfaction with the exams they prepare and administer. Speaking exams can also function better this way.

While designing materials, speaking activities should be diversified into more meaningful, authentic, and communicative activities in which students will participate more. The rate of speaking activities in textbooks can be increased, and students can be enabled to speak more. Regulations regarding class hours and exam schedules can regulate teachers' concerns about completing subjects and exams on time. Teachers can work more efficiently when they are not under intense stress.



Relieving teachers' workload and offering alternatives to teachers working in different schools under different conditions can relieve teachers because teachers working in crowded classes or schools with heavy course loads, such as Imam Hatip Secondary Schools, work beyond their capacity under time pressure. This arrangement can eliminate problems and increase the quality of the exams.

This research determined that teachers used different exam practices. Having more defined frameworks for standardizing speaking exams in secondary schools may yield better results regarding the validity and reliability of the exams. Additionally, from a more technical point of view, if the factors that slow down the functioning of the e-school system and make teachers' work difficult are regulated, the workflow can become more practical. The exam scoring system may be kept more transparent so that students will not have difficulty understanding it.

Considering all these mentioned above, the findings of this study may be indicative for policymakers to make speaking exams more reliable, valid, standardized, practical, beneficial, and positive from teachers' and students' perspectives. In addition, teachers and other researchers can evaluate their experiences in this field in the light of this study and take initiatives to improve and develop speaking exams. Future research could include longitudinal studies to track changes over time or comparative studies to evaluate the impact of various teaching methods on student engagement.

Ethical Statement: This research has been conducted in compliance with the institutional regulations of Ondokuz Mayıs University, as outlined in the ethical permission document dated 29.12.2023 (decision ID: 2023/1126).

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APPENDIX A

The Interview Questions

SEMI-STRUCTURED OPEN-ENDED INTERVIEW QUESTIONS FOR EFL TEACHERS

I agree to participate in this interview study with my consent and to have my answers recorded as voice recordings and used anonymously in the relevant scientific research.

.../.../20..

.....

Answer the Questions

Years of experience as an EFL teacher.....

The city you work

Education Associate Degree B.A M.A PhD

The grades you currently teach 5 6 7 8

Gender Women Man

Speaking exams became compulsory starting from the 2023-2014 academic year. It was also decided that this exam would be prepared jointly for all classes by the Turkish MoNE. Regarding this;

A. Teachers' Readiness

1. As an English teacher, were you ready to start giving speaking exams at the beginning of the 2023-2024 academic year?

B. Teachers' Thoughts and Feelings

1. What are your general feelings about speaking exams at secondary schools?
2. What do you think about the new regulations for speaking exams at secondary schools?
3. Should speaking exams be mandatory? Why or why not? Explain it, please.
4. How did you feel when you first heard that speaking exams would be compulsory in secondary school?
5. Did the speaking exams you prepared and administered satisfy you professionally as an EFL teacher?
6. According to your experience, did administering the speaking tests motivate you to speak more English in the lessons, in general? Please explain.
7. What do you think about increasing the English course passing grade to 50 points from 45 out of 100?

C. Observations Regarding Students

1. Based on your observations, were students ready to switch to this system?
2. Based on your observation, how did students feel about speaking exams?



3. Did the students experience adaptation problems to the new speaking exams? If so, please describe your observations.
4. What kind of feedback did you receive from students regarding the speaking exam, and how did it affect you?
5. Compulsory English course in secondary school is 3 hours in the 5th and 6th grades and 4 hours in the 7th and 8th grades. Are these lesson hours sufficient to prepare students for the speaking exam? Why or why not?
6. Do the grades after the exam reflect the students' in-class speaking performance? Please explain.
7. According to your experience, did taking the speaking test motivate the students to speak more English in the lessons? Please explain.

D. Testing And Assessment Instruments and Process

1. How do you evaluate joint preparation and administration of the speaking exam by English departments?
2. What are your ideas about arranging exam dates? How do you set the dates?
3. Did you explain the rules of the speaking exam and how the exam would happen to the children before the exam?
4. What are the main problems you face during a speaking exam?
5. Do you use a scale to grade your students? If yes, is this scale prepared jointly by all English department teachers, or does every teacher at a school prepare it themselves?
6. Can you describe your classroom environment during the speaking exams?
7. How long does the speaking exam take on average for a student?
8. How long does the speaking exam take on average to test the whole class?
9. Did you give feedback to the children about their speaking performance after the exam? If you did, explain how, and if not, explain why not.
10. According to your experiences this academic year, what are the limitations of speaking exams?
11. What are the benefits of speaking exams according to your experience?

E. About Future Exams

1. What would you recommend to improve the speaking exam? In your opinion, how would it be better?
2. Do you think this examination system and regulations will continue in the future?
3. Would you like the new regulations to continue in their current form in the future?



Nvivo as a Handy Tool in Qualitative Meta-Synthesis Studies in L2 Research

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Abstract: Although quantitative paradigm still appears to occupy a significant place in social sciences (more specifically in second language acquisition research), there has been a widespread interest in qualitative studies in these areas since the last quarter of the twentieth century. As more qualitative studies are being conducted, there emerges a need to synthesize their findings to draw generalisable conclusions to inform practice. This paper provides an overview of qualitative meta-synthesis by highlighting its key aspects. Then it goes on to discuss how NVivo, a computer-assisted qualitative data analysis software (CAQDAS) program, can be used to facilitate, speed up and improve the quality of qualitative meta-syntheses by increasing their depth. NVivo can be quite useful in qualitative meta-synthesis studies, not only because it helps organise the data but also because it facilitates such key activities during data analysis as coding, writing analytic memos, conducting keyword searches and comparing coding and analytical notes. Besides these, a highly practical tool is framework matrix, which helps prepare a neatly organized synthesis of research studies in spreadsheet format. This paper discusses the use of these tools in the context of meta-synthesis and offers some practical suggestions in this regard.

Keywords: *qualitative meta-synthesis, computer-assisted qualitative data analysis software (CAQDAS), NVivo, reflexivity, queries, second language acquisition research*

INTRODUCTION

For practitioners in second language (L2) education, it is difficult to draw conclusions from primary studies conducted independently by following and reading each study to guide their daily instructional practices. Quantitative and qualitative systematic reviews (i.e., meta-analyses and meta-syntheses, respectively) have offered a solution to this practical problem. On the one hand, meta-analysis studies are quite common in some fields of study (e.g., medicine, nursing, L2 education) (Zhang, 2023) as corresponding professionals in these areas (i.e., physicians, nurses, and language teachers) value informed and evidence-based practice by considering the results of empirical research. These studies allow researchers to calculate a shared effect size for multiple quantitative studies carried out on the same topic. On the other hand, meta-synthesis studies help researchers to analyse the results of primary qualitative studies to decontextualise and make sense of them from a broader perspective. In language instruction, for instance, teachers who want to make informed decisions about what approaches, methods, techniques or tools to use to address a particular instructional problem can use the results of both meta-analysis and meta-synthesis studies. While meta-analysis studies ensure breadth of knowledge, meta-synthesis studies provide depth of understanding on a given topic.

A meta-synthesis is a type of systematic review study which analyses the results of studies that involve the collection, analysis and reporting of qualitative data. According to Afshari et al. (2024), it involves “integrating the results of studies, re-understanding the findings, and ultimately interpreting them to generate new insights beyond what is obtained from individual studies” (p. 1). Although individual qualitative studies ensure depth of knowledge, they lack breadth of knowledge; meta-

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synthesis studies add breadth by incorporating data from many studies (Afshari et al, 2024). In this respect, these two types of studies can complement each other by providing complementary data.

While decontextualising primary studies appears to be a downside of meta-syntheses, they provide theoretical perspectives that could represent the results of multiple studies. In this way, according to Finfgeld-Connett (2018), it allows the results of primary studies to be generalizable beyond the study sample, and it enables us to understand what shared experience people might have on a social phenomenon or how their experience differ, thereby pinpointing divergent issues (Aguirre & Bolton, 2014). Qualitative synthesis studies are critical in that they help identify gaps in research about a particular topic.

Approximately two decades ago, Zimmer (2006) voiced her concern over meta-synthesis studies, on the grounds that a key feature of qualitative research is the uniqueness of the context in which it is conducted and that analytic mixing of results from many studies might violate basic assumptions of qualitative research. She further added that meta-synthesis studies involve a reductionist perspective in terms of generalizability, and this runs counter to the basic principles of the interpretivist approaches that qualitative studies value. However, the current scholarly community considers meta-synthesis a valuable tool that enables practitioners to make informed decisions. As Afshari et al. (2024) note, given the vast amount of research in the knowledge society, there is a need for producing a synthesis of research results and offering novel interpretations based on them.

However, although meta-synthesis studies are getting more and more popular (in parallel with the massive upsurge in qualitative research), qualitative synthesis studies vary a lot, not only in terms of their quality but also in terms of the way they are conducted (Cahill, et al., 2018). Current research also supports this. For instance, France et al. (2014) examined 32 meta-synthesis studies to evaluate their overall approach, aims, synthesis processes, how they analysed data from primary studies and to what extent they offered novel interpretations. The results indicated that the studies suffered from various critical methodological issues, including a mismatch between the research approach and the aim of the studies (in 13% of the papers), failure to follow the principles of meta-synthesis (in 66%), failure to describe how the analytic synthesis was carried out (only one paper [3%] clearly described how the analytic synthesis was carried out), and more than 30% of the studies failed to cite key papers on meta-synthesis. France et al. (2014) concluded that because the way methods, synthesis and results of meta-synthesis studies are reported are far from being clear and comprehensive, it is difficult to judge the rigour and credibility of these studies.

Besides the critical issues of methodological appropriateness and rigour, excessive amount of data available in qualitative research reports is a challenge that should be overcome by researchers who carry out meta-syntheses; it is usually difficult to manage, analyse and interpret many results from primary studies. Therefore, researchers often use qualitative data analysis software (Taylor et al., 2016), which is commonly known as computer-assisted qualitative data analysis software (CAQDAS for short) in meta-synthesis studies. Leading CAQDAS includes, but is not limited to, NVivo, ATLAS.ti, MAXQDA and QDA Miner, and more and more software is being developed (Zamawe, 2015) every year. Such software programs, according to Gibbs (2018/2024), not only facilitate analysis but also help manage all the materials (i.e., qualitative articles) in a particular project. CAQDAS provide researchers with the following benefits: (a) It helps researchers organise all the data in a single place and easily access it (Gibbs, 2014). (b) It allows researchers to import various types of data (e.g., textual, audio, video) (Basett, 2010; Gibbs, 2014) or in different formats (e.g., word/pdf documents, plain text files, spreadsheets etc.). (c) It is very easy to code and retrieve the coded data (code and retrieve function). (d) It offers advanced search queries (text search, word frequency search etc.) (Tracy, 2024). (e) It offers tools for analytic reflection that could guide the whole process of data analysis and writing up. As Udo and Stefan (2019) note, CAQDAS can be used as a toolbox that offers researchers what they need for their preferred method of analysis. Due to all these functionalities that CAQDAS programs offer, they might be a viable tool in meta-synthesis studies.

In sum, given a lack of knowledge about and proper practice in qualitative meta-synthesis, which is a valuable and popular research tool, the aim of the present study is twofold: (1) to provide an overview of the basic features of a meta-synthesis and (2) to discuss effective strategies for using NVivo, a useful qualitative data analysis software program, as a practical tool to facilitate a meta-synthesis, with a specific reference to L2 studies. Therefore, the present study can inform L2



researchers about how to carry out high quality meta-synthesis research, particularly by using CAQDAS.

META-SYNTHESIS STUDIES

A meta-synthesis provides a critical overview of the results produced by a group of systematically selected (sampled) studies. Both qualitative studies and qualitative strands of mixed-methods studies can be sources of data for meta-synthesis studies. It should be noted that, although some researchers use the terms “review” and “synthesis” interchangeably, synthesis involves much more than what is done in reviews. This is because a synthesis, according to Campbell et al. (2011), should involve extraction of data from primary studies and re-evaluating them. Moreover, while some authors (e.g., Harb & AlAzzam, 2023; Saini & Shlonsky, 2012) make a distinction between aggregative or interpretative approaches to meta-synthesis, current conceptions of this methodology overwhelmingly stress the importance of re-interpretation. In other words, adopting an interpretative lens in meta-syntheses is of utmost importance because, as Aguirre and Bolton (2014) state, the aim of an “interpretive qualitative meta-synthesis is not to generate a systematic review, a literature review, or quantify qualitative data, but to create a synergy of qualitative findings” (p. 283).

L2 research has recently experienced an upsurge of qualitative systematic reviews, particularly meta-syntheses on a variety of topics. Some of the recent studies include, but are not limited to, the use of technology in instruction (Cuocci et al. 2023; Koç & Savaş, 2024a; Koç & Savaş, 2024b; Özer & Akay, 2023), teaching language skills (Salman & Yanpar-Yelken, 2024; Taherkhani & Gholizadeh, 2023), curriculum design issues (Yedigöz-Kara & Bümen, 2022), language use in educational settings (Yıldız, 2021) and issues related to teacher education (Baysal & Bümen, 2021; Ng & Cheung, 2021; Uysal and Savaş, 2021; Toronyi, 2020). These studies can function as a model, especially for researchers who are new to qualitative meta-synthesis.

Key Issues in Conducting a Meta-Synthesis

Originality

Researchers who conduct meta-synthesis studies claim that thematic syntheses make a third-level interpretation, meaning that they offer more than a mere summary of their results (Lachal et al., 2017). In other words, the authors of meta-synthesis studies are expected to synthesize data from various studies and come up with authentic interpretations about the results of earlier studies. In this regard, meta-syntheses differ from other systematic reviews (e.g., narrative reviews or scoping reviews).

According to Margarete and Barroso (2007), supporters of qualitative paradigms claim that the nature of qualitative research hardly lends itself to synthesis. This might be due to contextual differences and the uniqueness of experience in social situations. The central role that interpretation holds in qualitative research seems to support this perspective as it would be difficult to synthesize various interpretations. However, although contextual factors might differ a lot, it is possible to find some shared patterns across different studies carried out in their own unique contexts as humans might have similar experiences and thoughts. In other words, while interpretation is subjective in its nature, it is also possible for different individuals to interpret phenomena in similar ways or arrive at an agreement in interpretation, which is commonly referred to as intersubjectivity (Schwandt, 2007), due to shared ways of thinking. Moreover, as meta-syntheses are a type of qualitative research, objectivity might not be possible, or even desirable, because researcher subjectivity is considered “as a natural and unavoidable part of any research, from design to data collection, to analysis, to the final write-up and sharing of the report” (p. 136) in the qualitative paradigm. Given (2016) supports this by highlighting that those who criticise qualitative inquiry for its being too subjective are aware, neither of “the nature of qualitative research” nor “the differences between subjectivity and objectivity” (p. 8). Cross-case comparisons help researchers to understand how experience of a phenomenon converges and diverges across different contexts. When used in combination with results from primary quantitative studies and with those from meta-analyses, synthesized data can inform practice in L2 contexts; data from these three can complement each other to produce more rigorous research outcomes.



Transparency and systematicity

As it is with qualitative research in general, major criteria regarding rigour, credibility and transparency should also be applied to a meta-synthesis study. Such a study should provide thick description by transparently elaborating on all the steps followed while doing the study. Explaining all the steps in detail (particularly the research questions, sampling and data analysis) ensures replicability of the findings. Researchers have to make it clear to the reader what decisions they made, how they sampled the articles to be included in the study (inclusion and exclusion criteria), what method they used to extract data from the articles, along with giving information about other details of their analytic journey. The synthesis report should include both the voice of the authors of primary studies and that of the authors (of the meta-synthesis study) themselves, and procedures should be explained clearly. For instance, Cuocci et al. (2023) provide thick description of what procedures they followed in their meta-synthesis study on technology-supported peer feedback in ESL/EFL writing classes. They clearly explain the steps involved in searching the literature and provide a set of criteria they used for initial screening.

As its name suggests, qualitative meta-synthesis is a qualitative endeavour, meaning that it can benefit from Tracy's (2010) the eight "big tent criteria", particularly from the criteria of credibility and rich rigour. Transparency is one of the components of credibility in qualitative research, so ensuring transparency not only increases the credibility of a qualitative meta-synthesis but also ensures its replicability. Replicability itself can also boost the credibility of a research study in turn. To ensure transparency in a qualitative meta-synthesis, researchers need to provide rich information (thick descriptions) about the following points:

- (a) The evolution of the purpose and research questions in a qualitative study.
- (b) The exclusion and inclusion criteria for selecting the sample in the study (Some studies are included in the study as they meet a set of pre-determined criteria, including but not limited to, research design, sample, and quality, while others are excluded based on the same set of criteria.)
- (c) The data extraction and coding processes used in the study (In this respect, it is important to provide a sample coding framework, with sample codes, inclusion and exclusion criteria, and exemplary quotes).
- (d) Provide thick description of the methods used for analysis and synthesis.

Sampling procedures

A key aspect of the sampling procedure in meta-syntheses is that it should be transparent and replicable. In other words, researchers are expected to elaborate on how they have selected the studies that constitute the sample in their studies. This means that they must clearly explain the inclusion and exclusion criteria they used for selection, the databases in which they performed the search, along with the search strings used for the queries. In this respect, it is customary for researchers to provide the exact search strings they used to carry out the research, the databases they used and the time of searching. Following a fully validated framework, such as Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher et al., 2009) or enhancing transparency in reporting the synthesis of qualitative research (ENTREQ) statements (Tong et al., 2012) during sampling, data extraction and reporting could help increase the rigour and transparency of meta-synthesis studies. Recent studies in L2 research (e.g., Hughes, et al., 2022; Maravilla, et al., 2023; Koç & Savaş, 2024a, 2024b) usually use such criteria as a benchmark to increase the credibility of their findings. For instance, in their study on the artificial chatbots in language learning, Koç and Savaş (2024b) used PRISMA as a framework for selecting the studies to be synthesized; studies in L2 research often illustrated the sampling process in a flowchart clearly (e.g., Figure 1).



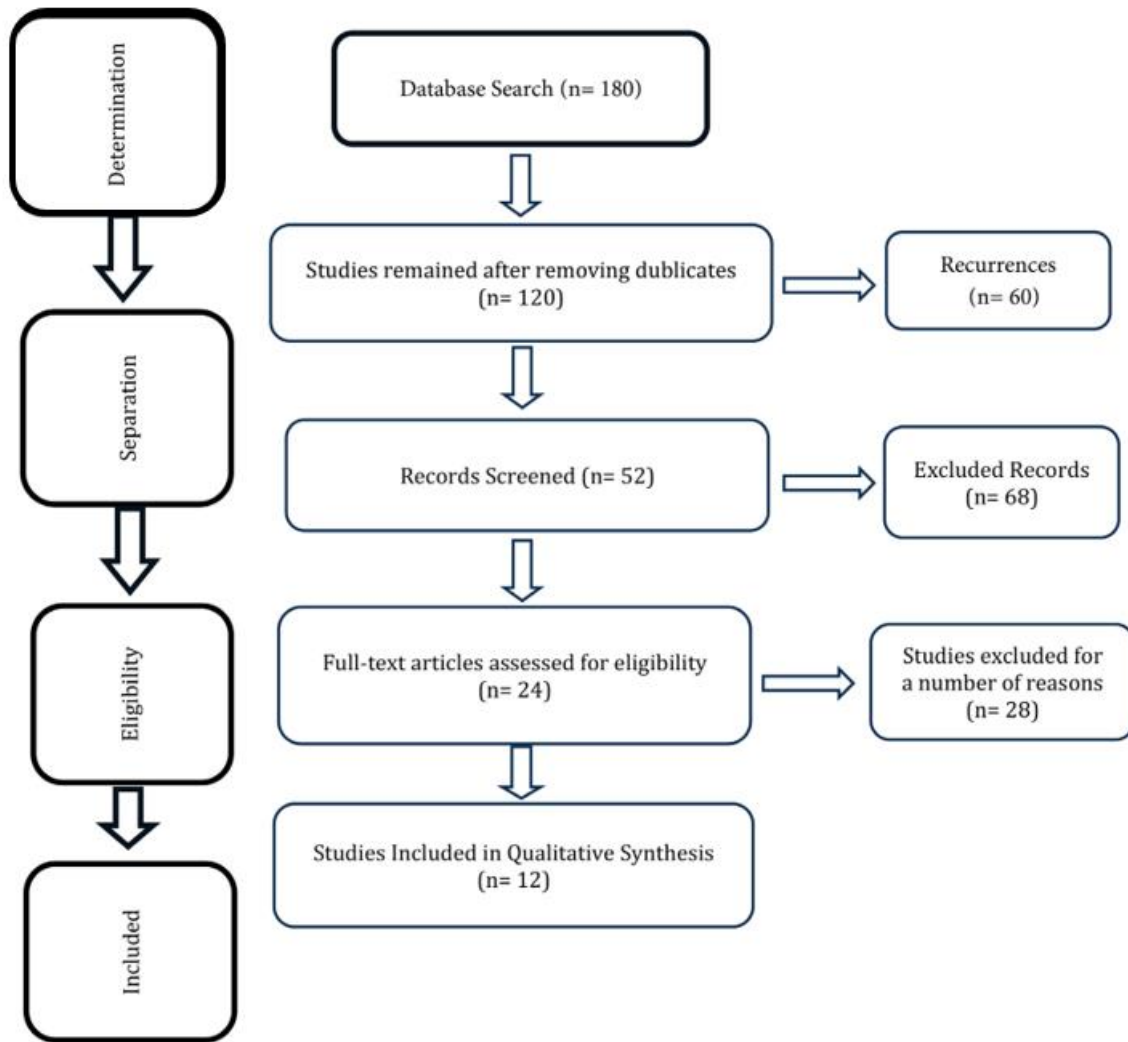


Figure 1. A Sample Flowchart Illustrating the Sampling of the Studies (Adopted from Salman & Yanpar-Yelken's study on Improving English Speaking Skills as a Foreign Language)

USING NVIVO IN QUALITATIVE META-SYNTHESIS STUDIES

Today, it is common to use technology to perform various tasks during data collection, analysis and reporting in research. Computers have been used in qualitative data analysis for approximately half a century, with early attempts being limited with software prepared for individual people with specific purposes in mind. Computer-assisted qualitative data analysis is defined as “the use of computer technology to code text, identify key phrases, perform content analysis, and retrieve coded sections of text” (Saini & Shlonsky, 2012, p. 176), and the software used for this purpose is computer-assisted qualitative data analysis software (CAQDAS). CAQDAS comes with its own strengths and weaknesses. For instance, while some software programs work well with visual data (e.g., Transana), other programs are more appropriate for texts (e.g. NVivo, QDA Miner) (Onwuegbuzie et al., 2012).

Being a CAQDAS program, NVivo (Lumivero, 2023) can help researchers speed up data analysis and the writing up of the results in meta-synthesis studies and increase their quality by fostering analytic thinking and reflexivity. NVivo facilitates indexing of data (coding), offers advanced text search features using Boolean operators and allows visualisation of data in different ways. Moreover, it can facilitate interpretation by providing a global outlook on the data and enabling them to compare the data (Ludvigsen et al., 2016). NVivo can also team up with bibliographic data management software. Once the relevant studies are identified, the data is imported into NVivo for



coding, analysis and synthesis to offer interpretation and generate a theory. NVivo offers several key tools with various functionalities in a meta-synthesis study (Table 1). However, most of these studies did not use CAQDAS in their analysis, which might imply that CAQDAS, particularly NVivo, is currently not widely used in L2 research. The sections that follow elaborate on how NVivo can be of help in qualitative meta-synthesis studies.

Table 1. Tools and Functions of NVivo in a Meta-Synthesis Study

Tool	Function	The Use of the Tool in Meta-Synthesis
Data Organisation	Qualitative studies in various textual formats can be imported into the software and organised.	Primary studies to be analysed can be imported into the software, dynamically grouped (using dynamic sets) and organised in folders.
Coding and retrieving	Textual data (the results of primary studies) can easily be coded, particularly by using drag-and-drop coding.	The results of primary studies can be coded; the coded units can be checked and revised.
Querying	Conducting several key searches (text query [using Boolean operators and proximity search], word frequency query, coding query and matrix coding query)	Search tools can help ensure completeness of coding, with no key result being left out.
Writing Annotations and Memos	Creating notes on specific project items or their content in the form of annotations (in-document notes linked to particular text segments) or memos (text files linked to text segments or entire files).	The researcher can take reflective notes about the results of the primary studies, codes created out of them and possible interpretation to promote reflective thinking during analysis.
Framework Matrix	Researchers can prepare a table with research studies and their results in spreadsheet format.	Researchers can examine research results in a table and make within-case and cross-case comparisons in a comfortable way.

Organising Data Effectively

NVivo helps organise, manage and analyse qualitative data (Creswell & Poth, 2018; Woolf & Silver, 2018) in a literature review, qualitative data analysis or meta-synthesis. It allows researchers to create nested folders so that they can organise their cases (i.e., the qualitative articles to be synthesised) in the most effective way. It is quite practical to create folders and populate them with articles to be read, coded, and retrieved. Moreover, NVivo supports the importing and analysis of various data formats, including, Word documents, PDF files, text documents, images, audios and videos. It is also possible to import data from bibliographic data management software to create file classifications of the cases, so that the researchers can carry out operations (e.g., running a text search query only on articles published before/after a particular year or in a particular time span) based on the features of the cases. Globally considered, NVivo functions as a useful gadget that organises all the data and analysis (Figure 2).

NVivo facilitates the coding process in a qualitative meta synthesis as well. As coding is a frequent activity in qualitative synthesis, a user-friendly coding process and coding structure could ease the burden involved. It is possible to begin coding from scratch and create codes on the go. NVivo allows coders to create codes with multiple levels (i.e., codes, parent codes, child codes, etc.) and perform additional operations on them, such as searching, moving, deleting or merging. It is possible to neatly store all the analytic and thematic codes, along with codes created for reviewing the literature, in one place. Researchers can take notes (i.e., as annotations) directly within the cases or



codes, or they can store their analytic notes as memos. Such flexibility in creating codes and recording analytical thoughts on the coded data to promote reflexivity during the analysis.

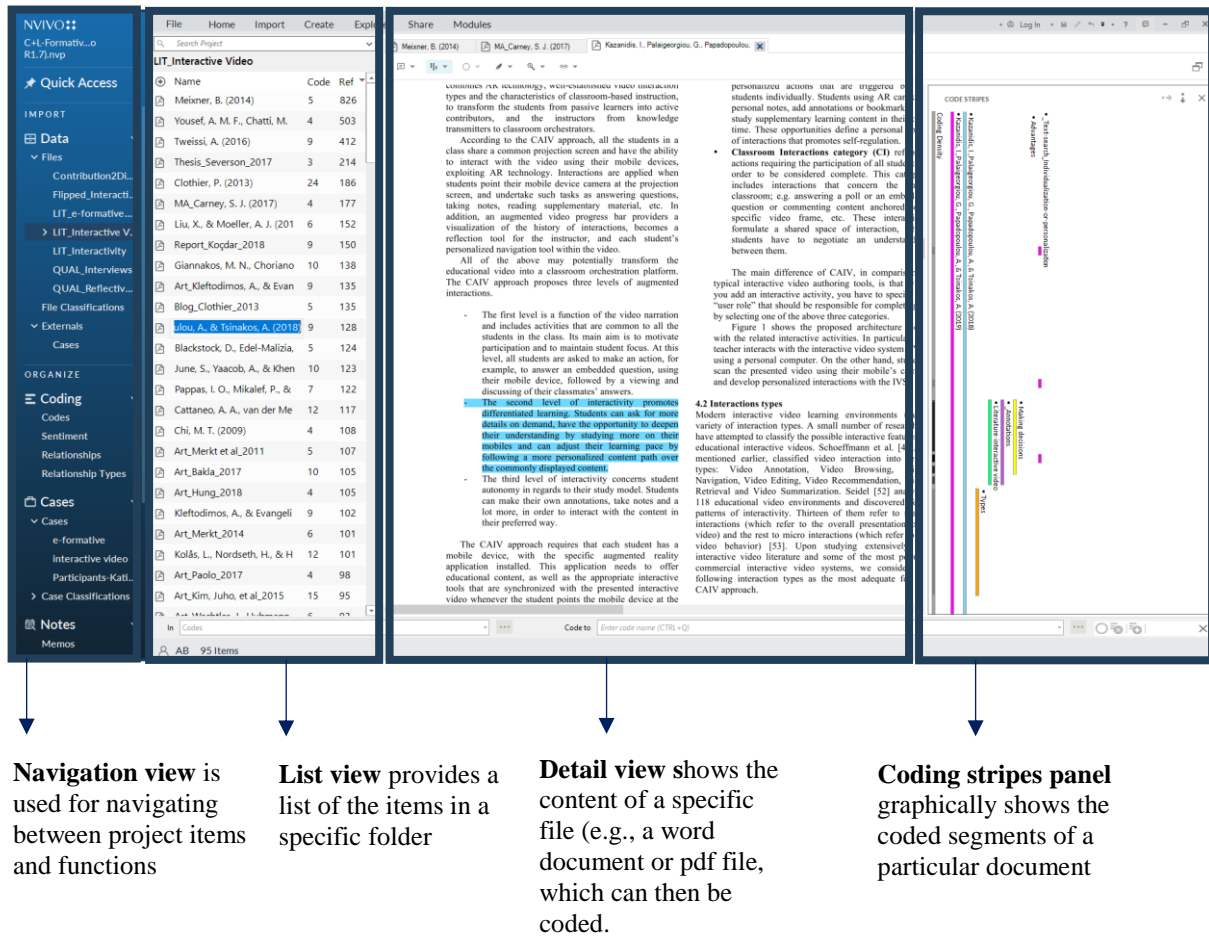


Figure 2. The User Interface of NVivo

Moreover, all the memos about the studies, coding, and analysis are stored in a single folder for easy access. It is also possible to connect a memo to a particular case or item in the project. Similarly, all the annotations are stored in a single folder, yet researchers need to open each case to see the annotations they wrote on that case. If they wrote annotations on 15 different articles in the meta-synthesis within the cases or codes, then they must open each to read the annotations for this. This is impractical because it is time-consuming to open files one by one. More importantly, it is not possible to code the annotations based on their content or purpose. Therefore, it is recommended that researchers code the annotated sections to an analytic code named “Annotations” with child codes (Figure 3). In this way, it becomes quite easy to review a set of annotations on a particular aspect of the project.



Codes					
Name	Files	References	Created on	Created by	
Item Type: _ANALYTIC CODES	0	0	25-Jun-20 15:56	KAB	
○ _Annotations	77	248	25-Jun-20 15:56	EB	
○ _Potential Quotes	25	38	25-Jun-20 15:56	AB	
○ _Text-search_Automatic assessment	20	65	25-Jun-20 15:56	EB	
○ _Text-search_Individualization-or-personalization	64	231	25-Jun-20 15:56	EB	
○ Additional search terms	3	3	25-Jun-20 15:56	EB	
○ ALTERNATIVE_Innovation effect	11	28	25-Jun-20 15:56	EB	
○ Background	1	6	25-Jun-20 15:56	AB	
○ Initially boring - now ok	5	5	25-Jun-20 15:56	AB	
○ Weaker background	3	8	25-Jun-20 15:56	AB	
○ Detailed search=Element of joy	23	46	25-Jun-20 15:56	EB	
○ If-then	5	6	25-Jun-20 15:56	EB	
○ Listening-comprehension	44	291	25-Jun-20 15:56	EB	
○ Negative Case Analysis	19	37	25-Jun-20 15:56	KAB	
○ Global Opinion	16	19	25-Jun-20 15:56	EB	
○ THM_Discernible Improvement as a stimulus for learnin	0	0	25-Jun-20 15:56	EB	
○ Linguistic Progress	0	0	25-Jun-20 15:56	EB	
○ Raised Awareness	6	15	25-Jun-20 15:56	AB	
○ THM_Interactive components for timely feedback	16	24	25-Jun-20 15:56	AB	
○ Immediate feedback	33	46	25-Jun-20 15:56	AB	
○ Jump feedback	9	36	25-Jun-20 15:56	AB	
○ THM_Learning through meaningful input	0	0	25-Jun-20 15:56	EB	
○ Comprehensible speech	8	14	25-Jun-20 15:56	AB	
○ Enhanced Enjoyment	13	18	09-Jul-20 14:37	AB	
○ Increased Motivation	8	14	25-Jun-20 15:56	AB	

Figure 3. A Sample Coding Structure in NVivo

Note. This coding framework was adopted from the NVivo analysis file created in a qualitative study on interactive videos in second language listening comprehension, carried out by Bakla and Demiröz (2024); some procedures (e.g., coding, reflective thinking, writing memos etc.) remain the same in primary studies and meta-syntheses as both involve qualitative coding and analysis.

Coding and Thematising

The results of primary studies are reported in the “results” section and discussed in the discussion. The data in these sections are coded and analysed just like the data from qualitative interviews or observations. The themes that the researchers create during the data analysis in meta-syntheses are the results of the synthesis (Lachal et al., 2017). Qualitative syntheses involve a lot of coding of the results produced by primary studies. The researchers get familiar with the data before they can successfully synthesise data and create themes. Data coded in NVivo can be used for complementing analysis done using word processing or spreadsheet software. For instance, Wong (2012) used NVivo as a machine-readable filing system with many papers to test theories by providing rich data that could support what is coded in cells in a spreadsheet they created. They found it easy to use NVivo for coding data from the papers they synthesized; the extracted data in NVivo provided food for thought during team discussions and the write-up phase.

Margarete and Barroso (2007) warn against taking quantitative meta-analysis as a guide for carrying out meta-synthesis studies. This warning is easily justified as the nature of two paradigms differ greatly. In this respect, quantification (i.e., counting the occurrences of particular words, phrases etc.) does not go well with meta-synthesis studies as it is different from combining the results of primary studies in a systematic way (Aguirre and Bolton, 2014; Margarete & Barroso, 2007).



Using Text Search Queries

One of the handiest tools that NVivo offers while working with textual data is the text search query feature. The text search query is an advanced tool that allows researchers to use not only Boolean operators (“AND”, “OR” and “NOT”) but also additional features to control the scope of their queries. A particularly useful feature is near (i.e., proximity) search tool, which enables researchers to look for two independent words occurring in the same context. For example, if a researcher wants to examine the contexts in which how the words “students” and “video” are mentioned in a set of qualitative articles on flipped learning in language learning, he/she could use “video” as the search term, but the results will be too many to review quickly because it will bring all the occurrences of the search term. To see how the two words above appear together in a single context (e.g., within 15 words), a proximity search in NVivo can be conducted by adding a limitation about the context. The use of asterisk in words in the second search string in Figure 3 is intended for including the plurals of these words (i.e., students and videos) or any other word derived from the words in String 1 (Figure 3).

<p>Search String 1: “student video” ~15 Search String 2: “student* video*” ~20</p>

Figure 3. Sample Search Strings for Near (Proximity) Text Search in NVivo

The text search query can be used before a meta-synthesis is carried out, particularly while finding a worthy topic (another criterion in Tracy’s [2010] eight big tent criteria). It is important to justify and provide the rationale for conducting a study. Literature can help justify a study and provide the rationale for it. It is important to find the gaps in knowledge to identify the topic of the meta-synthesis by using a phrase search (with inverted commas) or proximity search. In this respect, the synonyms of the phrase “further research” can be searched in a set of research papers (Figure 4) by using the Boolean operator “OR”.

<p>A Search String for Phrase Search*: “further research” OR “prospective research” OR “future research” OR “more research” OR “additional research” OR “future researchers” OR “prospective researchers”</p> <p>A Search String for Proximity Search: “further research” ~15 OR “prospective research” ~15 OR “future research” ~15 OR “more research” ~15 OR “additional research” ~15 OR “future researchers” ~15 OR “prospective researchers” ~15</p>

Figure 4. Sample Search Strings for Finding Gaps in Knowledge

Note. Additional synonymous phrases can be added to these search strings.

As qualitative synthesis studies typically integrate a huge amount of qualitative data, using text search queries can also enable researchers to check if coding is complete. For instance, it could be useful to run word frequency queries to identify the most frequent words across each code or theme (provided that the codes and themes are rich in content), which then could be used for checking the completeness of the coding. This procedure ensures that the researchers do not miss any content related to a specific code or theme, and it can further be supported by reading and manual coding.

Another useful technique used for ensuring the completeness of coding is the use of a compound query, which helps identify (a) text coded to two or more codes or (b) text coded to Code A but NOT Code B or vice versa. This query is intended for comparing the contents of codes. It is



particularly useful when, for example, researchers want to find instances of the word *assignment** accompanied by the word “flipped” in the same paragraph across the data. This query also allows for finding the same word (assignment) in a text that is coded in multiple (usually two) codes. For example, it finds the word “assignment” in paragraphs which are coded at the codes “out-of-class work” and “student performance”. This query can help find the relationship between the codes in question as coders can identify “simultaneous coding” (also known as “overlap coding or double coding”), which is defined as “the application of two or more different codes to a single qualitative datum or the overlapped occurrence of two or more codes applied to sequential units of qualitative data” (Saldaña, 2009, p. 62). This type of coding also helps pinpoint specific words that have been missed although they were relevant to a particular code (Bazeley & Jackson, 2015). Similarly, text search queries can be used to make interpretations and draw conclusions based on data by reviewing each instance of a particular search string.

Using Reflection Tools to Increase the Depth of Analysis

A qualitative meta-synthesis study is more than the sum of the individual primary studies analysed in it. It is characterised by a process of analysis which involves analytical thinking and reflexivity while analysing the studies and writing up the results. NVivo offers several key features that can help researchers deeply reflect on what they are reading.

A fundamental activity in qualitative meta-synthesis studies is writing memos to create just-in-time records of theoretical ideas, insights, assumptions, and hunches. Memoing is so central to meta-synthesis studies that Finfgeld-Connett (2018) considers it a data analysis method as a substitute for detailed coding as the latter leads to too much decontextualization of the data from primary studies. NVivo directly supports this activity as it offers a tool with the same name (Memos). A memo is a text document in NVivo in which various notes are taken to create timely records of reflections about the project, literature, analysis, methods, results and so forth. It is not different from a typical text document in terms of its digital properties, but the way it is used in qualitative studies is so central. Normally, in qualitative research projects analytic memo writing begins right at the outset of the study (during research design or data collection). The main purpose of memo writing is to promote analytical and reflective thinking during data collection, analysis and reporting.

It is highly advisable to use two different types of memos. The first is a project memo that can be considered as a part of the audit trail of a project as it includes anything related to the project, including but not limited to, notes on how the project began, objectives of the study, development of research questions over time, search strings used in queries, problems experienced during the process and (suggested) solutions for them. There might be more than one project memo (e.g., a memo for recording methodological decisions and issues or another for recording notes on the results of individual primary studies). The second is a memo associated with a particular case (e.g., primary research articles or their sections). This type of memo can be written about any part of a primary study. Another categorisation of memos was made by Finfgeld-Connett (2018) in theory-generating meta-syntheses: within-study memos versus cross-study memos. While within-study memos are concise descriptive statements providing an overview of the results of primary studies, cross-study memos offer a synthesis of within-study memos conducted by comparing within-study memos. The framework matrix tool in NVivo is highly appropriate tool for making within-case and cross-case comparisons. More information is provided about this tool in the next section.

Framework Matrices for Synthesising Studies

A framework matrix is a table that appears like a spreadsheet with individual studies usually listed as rows and codes (e.g., purpose, methods, participants, data collection, results, implications, future research) as columns. Because numerous studies are read and coded in a meta-synthesis, organising data from many studies usually proves challenging. Framework matrices can be used to summarise and synthesise studies (e.g., the main results and pedagogical implications) for the literature review sections of quantitative or qualitative studies. In qualitative meta-synthesis studies, framework matrices can be used for preparing detailed representations of research findings. This tool allows researchers easily organise an overwhelming amount of textual data (results of primary studies) in large-scale meta-synthesis studies.



The cells can be automatically populated by using the “autosummarize” feature or the researchers can manually enter summary data into each cell. To be able use the autosummarize feature, the cases have to be read and coded before they can be automatically transferred to the cells in the framework matrix (Figure 5). To combine memos, coding and a framework matrix in a qualitative synthesis, the steps below can be followed.

Step 1: Read the results of each individual study and create a memo linked to each study.

Step 2: Take down within-case analytical notes summarizing and reflecting on the results of individual studies.

Step 3: Code the analytical notes (memos) by creating relevant codes, usually from scratch. *A priori* codes can also be used but they should evolve a lot during the synthesis. The purpose of coding is to categorise the findings from individual primary studies and the researcher’s reflections on them to be able to compare them.

Step 4: Turn the individual studies into cases by using the command “Create as cases”.

Step 5: Create a framework matrix by adding codes to columns and cases to the rows. Once the cells are automatically populated by using the “autosummarize” tool, a spreadsheet is created. Examining a column makes it possible to make cross-study comparisons, while examining the rows allows within-study comparisons.

	A: Code from Memos 1	B: Code from Memos 2	C: Code from Memos 3	D: Code from Memos 4	E: Code from Memos 5
1: Primary Study 01	Within-study comparisons				
2: Primary Study 02	Cross-study comparisons				
3: Primary Study 03					
4: Primary Study 04					
5: Primary Study 05					
6: Primary Study 06					
7: Primary Study 07					
8: Primary Study 08					
9: Primary Study 09					
10: Primary Study 10					

Figure 5. A sample Framework Matrix to Be Populated Using the “Autosummarize” Function

It is possible to compare the results of studies by writing codes and reflections to a spreadsheet program, but the use of NVivo offers several benefits over spreadsheets in this respect. The first is the ease of coding. The analyst can use drag-and-drop feature to create codes and do further coding. More importantly, the coded textual are not separated from their contexts, which are of utmost importance in meaning-making processes. Any coded material can easily be traced back to the article where it is originally located. This helps eliminate the risk of making fully decontextualised interpretations. Finally, it is much easier to work with individual cells in a framework matrix, particularly when the content of an individual cell is too much to be seen on the screen at a time. NVivo automatically adds a scroll bar to the right of the cell, which can comfortably be used for scrolling up and down while reading the content.



Writing Annotations

Another useful reflection tool offered by NVivo is the annotation feature, which allows researchers to jot down just-in-time notes attached to parts of texts, images, audios, or videos. The annotation tool is particularly useful as researchers can record their thoughts and ideas about a word, phrase, sentence or a larger unit in a text. Annotations can fulfil various functions. For example, to provide information about his analytic journey during data collection and analysis, Bakla (2018) provided a table which explained the purposes of the annotations written during the data analysis. He mentioned the following purposes for writing annotations: “to call for deeper analysis, to point to contradictions, to identify intervening variables, to help test alternative interpretations and to provide material for the written report of the research” (p. 24). In short, they can be written on anything to promote reflective thinking during the synthesis.

Teamwork in Meta-Synthesis Studies

Because a meta-synthesis study not only entails a lot of hard work but also has to be completed in a particular time frame (Margarete & Barroso, 2007), researchers do teamwork to ensure faster and higher quality analysis. Another key reason why teamwork is recommended is that researchers with different expertise might be needed to complete a meta-synthesis study. To offer a theoretically oriented interpretation, it is essential that researchers possess expertise in the field of study in which the meta-synthesis is conducted. This is also essential for improved quality in research outcomes.

With NVivo, researchers can record the details of their work for their colleagues. Project memos, memos associated with individual cases in the data, annotations, hyperlinks, see-also links, codes can function as the audit trail of a meta-synthesis study. NVivo can store data about each iteration of analysis and coding. Anyone who examines these can follow the evolution of thoughts during the synthesis. As NVivo stores all the data (articles), coding, reflective notes and possibly some of the interpretations in one place, it is easier to ensure transparency of the data analysis, synthesis, and reporting. Moreover, by using coding comparison queries, researchers can compare their coding to investigate to what extent they agree or disagree in their coding. The percentage of agreement/disagreement and Kohen’s Kappa statistic could be calculated by using this query to achieve higher inter-coder agreement levels. However, as qualitative synthesis is interpretative, it might be unreasonable to expect reviewers to achieve higher Kappa values. This idea has long been supported by some researchers (e.g., Vaismoradi et al., 2013; Yardley & Marks, 2003), who claimed that the more interpretative a qualitative study gets (e.g., in thematic analysis rather than in content analysis), the less relevant it is to seek agreement between individual coders in that study.

If researchers assume different responsibilities during coding and analysis, all these analytical tools can help them appreciate what other team members are doing and thinking during the process. This apparently helps prevent producing an incoherent narrative by multiple researchers working independently on the same dataset. As Wong (2012) notes, a different group of researchers can make different theoretical interpretations, yet it is important to provide a transparent account of meaning-making processes during the synthesis.

Barriers Against and Challenges Involved Using NVivo in Meta-Synthesis

There are several barriers against successful use of NVivo in qualitative data analysis in general and in qualitative meta-synthesis in particular. Firstly, most CAQDAS programs, including NVivo, are paid tools; it might be costly for some researchers, particularly for those in developing countries. Secondly, researchers have to allocate some time and effort to learn how to use NVivo for analysing qualitative data (Duff, 2008). Thirdly, it might not be appropriate for researchers who are not digitally minded. Moreover, some researchers might not prefer to learn to use this software unless they intend to use it for multiple research projects. Moreover, some researchers might hope that the software does the analysis itself; however, it should be noted that CAQDAS does not do the analysis for the researcher (Dörnyei, 2007; Tracy, 2024). It is obviously a misconception that analysis will be carried out by the software itself. To further explain this fact, Tracy (2024) stresses that CAQDAS does not analyse data on its own just as MS Word software does not write anything on its own. However, researchers with such expectations might get disappointed with what they get out of the



software during analysis. Therefore, it is essential that researchers should understand the functionalities offered by NVivo and other CAQDAS programs.

Besides such apparent barriers, there are some challenges or issues involved in using NVivo in qualitative meta-synthesis studies. As it is quite easy in NVivo to code and retrieve the coded texts, researchers might tend to code excessively or unnecessarily, creating a long list of descriptive codes with little or no interpretation. Coffey and Atkinson (1996) call this “coding fetishism” (cited in Barbour, 2018/2024, p. 152). Richards (2021) considers coding “a trap to researchers” and notes that “its danger is far greater with software” (p. 137). This is a significant issue in meta-synthesis because interpretation is a key aspect of coding the results of primary studies. This is because, as noted earlier, a meta-synthesis study is usually considered more than the sum of all the studies it is produced from; it offers new theoretical outlooks based on what is already presented in primary studies. Too much focus on coding can be a barrier against this. Secondly, researchers try to find patterns in the data, possibly overlooking meaning; this leads to getting away from the data and failure to appreciate what it says (Andrews, 2014). Richards (2021) suggests several strategies to avoid this problem including, but not limited to, (a) doing all coding efficiently, and if possible, automatically, (b) establishing a balance between thematic and analytical coding, (c) combining coding with thinking, and (d) stopping coding when it gets boring and revisiting it later (pp. 137–138). Qualitative researchers are recommended to consider these issues and challenges to be able to conduct successful meta-syntheses.

CONCLUDING REMARKS

The present study aims to provide an overview of meta-synthesis and how NVivo can be used to facilitate and improve the quality of it. It discusses basic issues related to the process of meaning-making and theorizing by using the results of primary research studies.

The way researchers code data or conduct queries (text search, word frequency, compound etc.), along with the way they use reflection tools in qualitative meta-synthesis, hardly differs from how they do them in regular qualitative analysis. What changes is the purposes that researchers have in mind while performing such tasks. In qualitative synthesis, researchers extract data and use it to create a theoretical outlook. They later use the extracted data to support their theoretical findings. They conduct cross-case analyses to be able to produce a shared interpretation for the cases included in the study. However, as Margarete & Barroso (2007) stress, due to the diversity of practices in conducting and writing up the results of qualitative research, conducting meta-synthesis is a challenging task. Therefore, it makes sense to use NVivo, to organise the project and do some additional activities like conducting queries on the data. NVivo can help organise the sheer amount of verbal data produced in primary qualitative studies. In this way, it increases the depth of the synthesis. Because the use of technology in instruction and research is quite common in L2 acquisition, L2 researchers can also benefit from using CAQDAS in their research studies.

With its handy tools that facilitate the organization of the primary studies and their results, NVivo also promotes reflection, which is fundamental to the whole synthesis journey. However, it should be noted that although NVivo (or other CAQDAS tools) can be highly useful while analysing and reporting data, it can hardly substitute for the expertise in qualitative research and research synthesis. NVivo can help L2 researchers mostly mechanically during the processes of reading the articles, coding data, recording insights, creating themes and reporting results. Therefore, thinking and theory generation rest with researchers. To do this, however, researchers must not only be knowledgeable about carrying out scholarly research in general and L2 research in particular, but they must also be adept at qualitative data analysis and reporting.

A particular challenge in qualitative research is that it is difficult for younger and less experienced researchers to find good models (e.g., articles with clearly written methodology and results sections) to follow while carrying out procedures in data collection and analysis in qualitative research. This equally goes for qualitative synthesis studies. The present paper provides just an overview of both qualitative meta-synthesis and the use of NVivo to conduct it. Therefore, qualitative researchers who conduct meta-syntheses can write practical papers which explain and further illustrate



the steps involved in carrying out a meta-synthesis study done using NVivo, with a particular focus on coding and interpretation. Similarly, as there are quite a few other CAQDAS programs (e.g., MAXQDA, Atlas.ti, QDA Miner, Dedoose, HyperRESEARCH) available on the market, researchers can write practical papers that explain how these software programs can be used for carrying out meta-synthesis studies. Moreover, prospective researchers doing L2 research could carry out meta-synthesis studies in a variety of different topics related to language education. Pinpointing topics in L2 research for meta-synthesis is not addressed in this paper as it is beyond scope of it. However a particularly useful strategy for finding a topic that could lend itself well to qualitative meta-synthesis would be to examine bibliometric studies, which provide a map of available research on a specific topic and reveal emerging research trends. This could enable future researchers to pinpoint where there is a need for further analysis of qualitative data from primary studies.

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Using WhatsApp to Give Feedback on Speaking Skills*

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Abstract: This study was conducted using a mixed method research to examine the effects of mobile-assisted feedback in teaching Turkish as a foreign language. In the study, WhatsApp application was used to provide oral and written feedback on students' grammar, pronunciation, and vocabulary errors. A total of 16 task-oriented speaking activities were given to 12 students over a period of six weeks and the students were asked to share these recordings individually via WhatsApp. At the end of the process, students' satisfaction with mobile-assisted feedback was measured using a five-point Likert scale to collect quantitative data. In addition, semi-structured interviews were conducted to collect qualitative data, and students' positive and negative experiences with this method were analyzed in detail. The research findings show that mobile-assisted feedback significantly contributes to the development of students' speaking skills and that this approach increases satisfaction in the language learning process. The study suggests that social communication applications, especially with their capacity to provide individual and instant feedback, can be used as an effective tool in foreign language teaching.

Keywords: *Mobile-assisted feedback, WhatsApp, speaking skills, foreign language teaching.*

INTRODUCTION

Smartphones have become an integral part of daily life and offer valuable tools for language learning. While traditional methods like textbooks, teachers, and language schools are effective, they can be costly and slow, often lacking real-world language experiences. Smartphones, on the other hand, provide easy access to language learning apps that are typically free or low-cost, making the process more convenient and affordable (Hossain, 2018; Huwari et al., 2023; Ismaili & Ibrahimi, 2017). Andújar-Vaca and Cruz-Martínez (2017, p. 44) point out that with the emergence of many apps that provide real-time chat in recent years, their competitors such as “WhatsApp”, “Line”, “Kik Messenger”, “Telegram”, and “WeChat” have spread rapidly around the world. All of these apps provide free text, voice, and video messaging via the Internet. L2 teachers, who now have access to a new area for second language learning, should take into account this rapid growth. Foreign language learning practices can help students learn and practice at every level. These apps often offer different activities to learn language skills such as speaking, listening, reading, writing, and grammar. In addition, many practices allow students to track their progress and see in which areas they need more study. With the development of smartphone technology, MALL (Mobile-Assisted Language Learning) is seeing increasing interest in foreign language learning as it is largely independent of time and space constraints (Xu & Peng, 2017). MALL includes studies on grammar (Li & Hegelheimer, 2013),

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vocabulary (Kohnke, 2020), writing skills (Allagui, 2014; Fattah, 2015), listening and speaking skills (Akkara et al., 2020), and reading skills (Plana et al., 2013). However, research has been conducted on MALL in various languages, primarily in English, but little study has focused on the role of MALL in addressing major challenges, such as teaching Turkish as a foreign language and the lack of oral feedback in foreign language teaching in general. Mobile-assisted language learning (MALL) enables students to always be in constant communication with the language, regardless of time and place. There are many social media apps on the phone, and one of them is WhatsApp. WhatsApp is a popular communication tool in the world as well as in Türkiye. People use WhatsApp in many ways in their daily lives, both in their family, with friends, and at work. Thanks to WhatsApp's ability to group, file sharing, voice messages, videos, emojis, and other features, it can be used for both communication and educational purposes, as well as in all fields. Various studies have been conducted on how an app that has taken so much place in people's lives can be used in language teaching (Andújar-Vaca & Cruz-Martínez, 2017; Bensalem, 2018; Mackay et al., 2021; Tragant et al., 2022), and this study has also explored how this app can be exploited in teaching Turkish as a foreign language and how students perceive the oral and written feedback they receive with this app. WhatsApp is one of the key apps for communication and interaction between students and teachers. Language teachers should provide meaningful contexts and authentic communication situations to students, considering interaction and communication in L2 learning, as this is the primary goal of language education. In this context, advances in mobile technology can provide an ideal platform for meaningful and real language learning (Oksuz-Zerey, 2021, p. 104). All students can share a variety of news, topics, files, videos, and emojis that can be communicated with an established group here, both individually and as a group. This is also very important for language students and enables them to develop their communication skills. Research into the use of language teaching has remained more in traditional class environments. The aim of this research is to explore students' perceptions of receiving feedback on their mistakes through WhatsApp, a social communication application on smartphones. However, the usefulness of WhatsApp in providing feedback remains largely unexplored. Therefore, this study explores the perceptions of A2-level Turkish learners about WhatsApp feedback, hoping to determine its impact on mobile-assisted foreign language teaching and learning.

LITERATURE REVIEW

The use of feedback in foreign language teaching is very important because it is necessary for students to receive feedback to improve their language skills. Feedback helps students understand that they are on the right track or where they are making mistakes. In foreign language teaching, teachers support and enhance students' learning processes by providing feedback. Feedback is an important tool to ensure that students achieve their learning goals. Lyster and Ranta (1997) developed a model that classified the types of feedback used in foreign language teaching. There are six types of reflection within this model: explicit correction, recasts, elicitation, metalinguistic clues, clarification requests, and repetition. Teachers traditionally provide feedback verbally in the classroom. However, in today's age of technology, it is possible to give feedback to students using digital tools. Unfortunately, the use of digital technologies in foreign language teaching is still limited (Kessler, 2018; Pikhart & Al-Obaydi, 2023). While some digital tools, such as teacher assessment tools, are commonly used to give feedback online on students' written tasks and tests, the use of technology to give students feedback on their speaking and listening skills is relatively small (Kukulka-Hulme & Shield, 2007; Salih, 2019; Terzioğlu & Kurt, 2022).

The use of technology can make it easier for students to get feedback and can also save time for teachers. For instance, apps that record student conversations can provide feedback on speaking skills. These apps can help students develop speaking skills such as using correct pronunciation, tone, and emphasis. Mobile technology is evolving from day to day, and this is evidenced by the research carried out. For instance, in previous research, the small screen sizes of phones and disadvantages such as visual hearing quality (Chinnery, 2006; Wu & Miller, 2020) are no longer mentioned. Although there are many practical studies on the importance of feedback in foreign language teaching, research into the use of mobile apps is limited despite their ease of use and time-saving. Mobile learning provides an environment where students can negotiate meaning everywhere, reflecting and evaluating



their performance through original interaction and feedback (Andújar-Vaca & Cruz-Martínez, 2017, p. 50). Mobile learning is truly unique in its ability to provide personalized learning opportunities anywhere, anytime. It can also be used to enrich, enliven, or diversify traditional lessons or courses (Attewell, 2005). With new technologies such as social communication applications, instructors and students can communicate in flexible ways such as text, voice, image, and video. This enables mobile-assisted feedback through social communications apps (Xu et al., 2017, p. 2). Students always want feedback from their teachers, but because of the time constraints in their classroom environments, it is almost impossible for teachers to give immediate and detailed feedback to students individually. In this case, mobile-assisted feedback can offset the restrictions on giving feedback in the classroom (Xu & Peng, 2017, p. 2). Students respond positively to corrections when they make mistakes (Brown, 2009; Davis, 2003). Mobile learning is to offer “flexible use, continuity of use, timely feedback, personalization, socialization, active participation, peer coaching, self-assessment, outdoor inspiration, and cultural originality” (Kukulska-Hulme & Viberg, 2018, p. 210). With technological advancements in the creation of portable and handheld smart devices, mobile-assisted learning has gained global popularity. The introduction of mobile applications on devices like iPads, smartphones, and tablets has led to shifts in curricula, teaching methods, and assessment practices (Karakas & Kartal, 2020, p. 57). WhatsApp, one of the mobile apps, allows users to send messages, pictures, audio files, and videos to each other free of charge over the Internet. It offers the option to create a user group that can communicate with each other. WhatsApp is one of the most commonly used apps in the world for communication purposes and has gone far ahead of people’s communication via SMS. The use of SMS in language teaching has also been investigated before (Alemi et al., 2012; Derakhshan & Kaivanpabah, 2011; Lu, 2008), but WhatsApp is much more advanced than SMS because there are more options in WhatsApp than the SMS service, and instant communication is more limited in SMS. WhatsApp is a free, proprietary, cross-platform, and end-to-end encrypted messaging application for smartphones. It offers features such as multimedia sharing, group chats, and unlimited messaging. WhatsApp has been utilized in educational contexts, including language learning, and various studies have highlighted its positive effects on language acquisition (Kartal, 2019, p. 353).

Some research on language teaching via WhatsApp has shown that it contributes positively to students’ learning of foreign languages. A study by Bensalem (2018) examined the effectiveness of the use of WhatsApp for vocabulary learning by English foreign language learners. According to the results of the research, the use of WhatsApp instead of traditional methods significantly increased students' vocabulary learning. In addition, the use of WhatsApp as a learning tool has been a positive experience for most participants, as it also increases students' motivation to learn. Binti Mistar and Embi (2016) noted that WhatsApp provides many benefits to students but also pointed out that it encourages students to actively participate in conversations or discussions to improve their learning performance. Therefore, they noted that using WhatsApp as an effective learning tool could increase student engagement and improve the learning process. The study of Budianto and Arifani (2021, p. 276) shows the potential of WhatsApp to be used as a teaching and learning tool. The application is simple, easy to use, and ready to use, making it easier for teachers to share various materials such as video and audio files, PowerPoint presentations, tasks, tests, and to support students in learning. The study also emphasizes that for more effective use of WhatsApp, teachers need to provide balanced and accurate supporting materials and the importance of responding quickly to students with feedback. The research conducted by Han and Keskin (2016) examined the impact of using WhatsApp activities in English-speaking classes on student speaking anxiety. The results showed that WhatsApp activities increased students’ language learning and reduced speaking anxiety. Another important point is that due to the time constraints in the classroom environments, it is almost impossible for teachers to give immediate and detailed feedback to students individually. In this case, mobile-assisted feedback can offset the restrictions on providing feedback in the classroom (Xu & Peng, 2017, p. 174).

This research seeks to address gaps in the methods used for teaching foreign languages, with a particular focus on teaching Turkish as a foreign language. It explores the perceptions of students learning Turkish regarding the effectiveness of feedback provided through WhatsApp. The study also offers insights into the potential benefits and limitations of using mobile technology to support language teaching and learning. This study seeks to address the following questions:



- What are the students' positive and negative perceptions of WhatsApp as a learning tool for Turkish?
- What do the students think about receiving feedback via WhatsApp?
- How do students perceive the use of WhatsApp for Turkish speaking skills?

METHODOLOGY

Research Design

The research design of the study is a mixed-methods approach, combining both quantitative and qualitative elements. Quantitative data were collected through a five-point Likert scale survey, while qualitative data were gathered through interviews. This combination allowed for a comprehensive analysis of students' feedback experiences, integrating both numerical insights and in-depth qualitative perspectives. The mixed-methods design was chosen to provide a more holistic and nuanced understanding of the research questions. Mixed methods research is a research approach that involves gathering, analyzing, and combining both quantitative and qualitative data within one study or across multiple studies to gain a deeper understanding of research issues (Creswell, 2003).

Research Context and Participants

The findings focused on students' perceptions of using WhatsApp as a tool for teaching Turkish as a foreign language in the classroom, and whether it helped improve their language learning. Data is collected from various directions. The positive and negative opinions about getting feedback from WhatsApp consist of how they perceive and how WhatsApp improves language skills. In this direction, qualitative data has been collected through the interview form and the five-point Likert scale was used to gather students' opinions on their experiences with WhatsApp voice messaging, and to explore whether this application contributes to language learning.

The study was conducted with 12 students of the Turkish A2 level at the Turkish and Foreign Languages Research and Application Center of the Yıldız Technical University in Istanbul. When they first register, they are applied by that institution to the Turkish proficiency exam and are placed in classes according to their levels. These students also passed another qualification test at the end of the A1 level, and according to the results of this test, the students are eligible to pass the A2 level. They were from the following countries: Palestine (2), Kazakhstan (1), Indonesia (1), India (1), Sudan (3), Tunisia (1), Egypt (1), Libya (1), and Lebanon (1). Overall, 6 male (50%) and 6 female students participated in the present study. They are between the ages of 18-30. In the pre-research interview, all of the students stated that they use WhatsApp on their phones every day.

Procedure

A WhatsApp group was created with students, but the conversation tasks were done through records that the students dropped to their teachers individually, not through a group. Students were given 16 speaking tasks on topics they had in class, and asked to talk about them for at least a minute. Themes are given twice or three times a week. These topics were applied after the opinions of three field experts were taken on the relevance of the courses and the suitability of the students to their levels before they were given to students. The conversation tasks focused on daily-life topics relevant to students' experiences, such as introducing oneself, discussing hobbies, and sharing opinions on current events. Each student participated in a series of voice and video messaging activities on WhatsApp, designed to simulate real-life Turkish conversations.



Feedback:

Feedback was provided in two forms:

Written feedback, which was sent through WhatsApp messages after each conversation task. This included corrections for grammar, vocabulary, and sentence structure, as well as suggestions for improvement. Audio feedback, where the instructor used WhatsApp voice messages to model correct pronunciation, and provide explanations on specific language points. The evaluation criteria for the feedback included accuracy in grammar and sentence structure, appropriate use of vocabulary, pronunciation, and fluency. These criteria were developed based on established frameworks in language teaching, drawing from relevant literature on language proficiency and speaking skills. The researcher then listened carefully to these records, transcribed them, and gave students both written and voice feedback. This process lasted six weeks. After six weeks, participants were asked to complete a digital survey with 13 items. Before the survey was sent to participants, it was reviewed by four Turkish teachers and subsequently modified according to the feedback received. In these questions, participants shared their opinions about receiving feedback via WhatsApp. Then a four-question interview was held with the students and the students' answers were recorded in a digital environment.

Data Collection and Analysis

The open-ended questions were analyzed using the open-coding method (Glaser & Strauss, 1967), which involved searching for recurring patterns without any preconceived hypotheses (Bush, 2021). Three tools have been adopted to examine feedback features and students' perceptions of such feedback via mobile-assisted WhatsApp:

1. Transcriptions of students' recordings.
2. Questionnaire. Participants in the study completed a survey of 13 items. Each item is rated on a Likert-type scale of 5, ranging from 1 (I strongly disagree) to 5 (I strongly agree). The goal of the scale is to expose students' perceptions to improve feedback and speaking skills through WhatsApp.
3. Interviews. A semi-structured interview form consisting of four questions was conducted to get more detailed information from students.

A week after the study was completed, a five-point Likert scale survey was administered to assess students' perceptions of feedback via WhatsApp. The survey was conducted face-to-face, so students had the opportunity to ask questions about points they did not understand and possible misunderstandings were minimized. Students were asked to answer questions in English and to share in detail their positive and negative experiences regarding the use of WhatsApp voice messages for conversation practice. The questions focused on the contribution of the application to improving Turkish language skills, the advantages and disadvantages of using voice messages, and the effectiveness of teacher feedback.

To ensure the reliability and validity of the survey, steps were taken to design and pilot the questionnaire before full deployment. Reliability was assessed through internal consistency measures, while validity was established by aligning the questions with the study's objectives and conducting expert reviews. The analysis employed descriptive statistics, focusing on central tendency measures, with percentage sums used to identify the frequencies in the responses. These percentages were automatically calculated by the survey software for mandatory selection questions.



FINDINGS

Qualitative Data

The qualitative data from the interviews provided valuable insights into students' perceptions of receiving feedback via WhatsApp. Students appreciated several positive aspects, including the correction of errors, the ability to be more careful and learn new words, and the rapid communication. One student noted that WhatsApp feedback was "quick and convenient, especially when I need clarification on something right away," while another valued the opportunity to "review the feedback anytime," which helped with learning and correcting mistakes. However, some students also highlighted certain limitations. One student felt that sending an audio recording might be more effective than using WhatsApp for detailed feedback, while another experienced issues with late joining due to internet connectivity problems. Additionally, there was a desire for more personal interaction, with one student expressing that they missed the "face-to-face interaction where I can ask follow-up questions immediately." To address these concerns, students suggested incorporating more speaking practice into the feedback process, exploring different topics, and providing more customized feedback. They also recommended combining WhatsApp feedback with occasional face-to-face sessions to handle more complex issues. Overall, while WhatsApp was recognized as a useful tool for rapid and accessible feedback, students felt it was most effective when used alongside other methods to address its limitations.

Question 1: "What are the positive thoughts about receiving feedback through WhatsApp?"

Table 1. Positive thoughts of students

Perceptions	Percentage (%)	Number of students
Correction of errors	41.67%	5
Being careful and learning new words.	16.67%	2
Rapid communication	16.67%	2
Improving speaking skills and vocabulary	16.67%	2
Recording of assignments	8.33%	1

Students noted that they corrected their mistakes and learned new words thanks to feedback they received through WhatsApp, while highlighting other advantages such as fast communication and recording tasks. They thought WhatsApp was an effective tool for improving speaking skills and vocabulary. In general, students have noted that the method of receiving feedback through WhatsApp is useful and especially helps them in terms of vocabulary, speaking skills, and fixing errors. Students provided insights into their learning experience through direct quotes. One student commented, "It was very good because it significantly improved my ability to correct misthinking and mispronunciation of words." Another student highlighted the benefits of rapid feedback, stating, "The process was very quick and useful for me because I didn't know my mistakes at first, but after you corrected them, I became aware of my errors and stopped repeating them." A third student focused on the accessibility of feedback, saying, "Firstly, it was very good because I could repeat the message from my lecturer anytime I wanted. It was convenient because I could view it on my phone whenever I needed."



Question 2: “What are the negative thoughts about receiving feedback through WhatsApp?”

Table 2. Negative thoughts of students

Perceptions	Percentage (%)	Number of students
Students without negative thoughts	%83.3	10
Student who thinks it is better to just send an audio recording	%8.3	1
The student who thinks she/he has a late joining problem when there is no internet connection	%8.3	1

The qualitative data from the interviews revealed that 10 out of 12 students (83%) believed that receiving feedback through WhatsApp had no negative aspects. This high frequency indicates a strong overall satisfaction with the feedback method. However, some students did express specific concerns. For instance, one student preferred sending audio recordings over using WhatsApp for detailed feedback, while another experienced issues with late joining due to internet connectivity problems. Additionally, students suggested enhancing the feedback process by incorporating more speaking practice, exploring different topics, and providing more customized feedback. They also expressed a desire for more face-to-face interactions. While WhatsApp is generally viewed positively, these insights suggest that addressing the highlighted concerns and integrating additional methods could further improve its effectiveness.

Question 3: “What are the suggestions regarding feedback via WhatsApp?”

Table 3. Suggestions of students

Perceptions	Percentage (%)	Number of students
More can be done as speaking practice	%66.7	8
Different topics can be learned and customized feedback can be given	%16.7	2
Face-to-face conversation can be done more	%16.7	2

The common point for students is that they think the use of WhatsApp is a good tool for conversation practice. While some students noted that face-to-face conversation would be better, they generally found it positive because of WhatsApp’s voice and video messaging capabilities as well as teachers’ feedback. Students also suggested to learn different subjects outside of those included in the textbook and to give more customized feedback. As one student noted, "I don’t have [anything negative]. I wish that this continued beyond A2, at every level." Another student suggested, "More topics, different subjects could be introduced outside of those in the textbook." Additionally, one student emphasized WhatsApp's comprehensive features, stating, "There’s nothing missing because WhatsApp has everything—sending videos, pictures, and more." Overall, students appreciated functionality and flexibility of WhatsApp, and they expressed interest in learning a wider range of topics with more customized feedback.

Question 4: “Do you believe that the feedback you receive via WhatsApp can improve your Turkish speaking skills? Why?”

Table 4. Students' beliefs

Perceptions	Percentage (%)	Number of students
It improves	100%	12

All of the students (100%) believe that the feedback they receive from their teachers through WhatsApp improves their speaking skills. As reasons for this, students showed that WhatsApp is a good tool to practice their speaking skills, it is important for student comfort while speaking, it provides the opportunity to repeat and it is an additional learning method. One student mentioned, "It really improved my Turkish. I learned new things." Another student shared, "Yes, it can improve [my speaking]. As I said, by speaking every day and using new words, my speaking has become better." Similarly, another student stated, "Of course, because I practiced a lot with WhatsApp. I practiced thinking and speaking quickly." A fourth student emphasized, "Yes, yes. Because we do more practice."

Questionnaire Data

In this section, the survey data collected to understand the participants' views on language learning activities carried out via WhatsApp are discussed. The data were analyzed using a five-point Likert scale and the students' experiences were evaluated in areas such as grammar, vocabulary, speaking practice, and listening skills. The results show that most of the participants think that the feedback they received via WhatsApp contributed positively to their Turkish learning. However, it was observed that the views were more different in terms of individual learning and providing an enjoyable experience. These findings provide important information for understanding the impact of technology on language learning.

Table 5. Students' perceptions about receiving feedback via WhatsApp mobile tool

No	Statement	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The feedback I received via WhatsApp has improved my Turkish learning.	75% (9 students)	25% (3 students)			
2	The feedback I received via WhatsApp has improved my speaking skill in Turkish.	66.7% (8 students)	25% (3 students)	8.3% (1 student)		
3	The feedback I received via WhatsApp has improved my vocabulary in Turkish.	50% (6 students)	50% (6 students)			
4	The feedback I received via WhatsApp has improved my listening skill in Turkish.	66.7% (8 students)	25% (3 students)	8.3% (1 student)		
5	The feedback I received via WhatsApp has improved my Turkish grammar.	75% (9 students)	16,7% (2 students)	8,3% (1 student)		
6	Learning Turkish via WhatsApp is fun.	41,7% (5 students)	25% (3 students)	33,3% (4 students)		
7	WhatsApp is useful for individual learning.	33,3% (4 students)	33,3% (4 students)	25% (3 students)	8.3% (1 student)	
8	Learning Turkish via WhatsApp is	33,3% (4 students)	50% (6 students)	16,7% (2 students)		



	enjoyable.	students)	students)	students)	students)
9	WhatsApp has created an interactive learning environment.	41,7% (5 students)	41,7% (5 students)	8,3% (1 student)	8,3% (1 student)
10	Speaking activities sent by my teacher via WhatsApp are useful.	66,7% (8 students)	33,3% (4 students)		
11	The feedback I received from my teacher via WhatsApp has improved my Turkish.	75% (9 students)	25% (3 students)		
12	Receiving feedback via WhatsApp is helpful.	83,3% (10 students)	16,7% (2 students)		
13	The tasks my teacher sent on WhatsApp has helped me to improve my Turkish.	75% (9 students)	25% (3 students)		

The majority of participants stated that the feedback they received via WhatsApp made a significant contribution to their learning of Turkish. In particular, the participants' views on speaking, listening, grammar and receiving feedback were quite positive, and it was thought that WhatsApp contributed to learning in these areas. Participants evaluated the speaking activities and homework sent by their teachers as useful. This highlights the interactive opportunities provided by WhatsApp for developing language skills, and they also indicated positively that learning via WhatsApp was fun. However, opinions on issues such as the suitability of WhatsApp for individual learning were more scattered and contradictory. Nevertheless, it is clear that the feedback received and the activities carried out via WhatsApp generally made a positive contribution to their learning of Turkish.

DISCUSSION AND CONCLUSION

This study incorporated mobile-assisted language learning (MALL) into feedback research in teaching Turkish as a foreign language. Using the WhatsApp application, mobile-assisted feedback was explored through the perceptions of foreign language learners. The study revealed that students had positive attitudes toward the use of WhatsApp and mobile-assisted feedback. The results of the questionnaire and interview indicate that using WhatsApp for feedback is an effective method for improving students' speaking skills, especially in areas such as pronunciation, grammar, vocabulary, and feeling more relaxed as most students agreed with this claim. The study showed that students learning Turkish as a foreign language were able to actively participate in their learning outside of the classroom, which helped to overcome some of the drawbacks of traditional classroom instruction. By engaging in self-directed learning outside of class, Turkish language learners were able to work at their own pace, receive feedback on their progress, and practice speaking in a less stressful environment. As a result, this approach improved the effectiveness of Turkish language teaching and enhanced the language proficiency of the learners.

Findings seem to be that the verbal and written feedback given for the students via WhatsApp can be quite effective, especially in the speaking skills of the students. Teachers and students were able to stay in touch outside the classroom via WhatsApp. Tragant et al. (2022) state that instant messaging is an interesting pedagogical resource for all classroom communication and equally effective in encouraging students to use English beyond the classroom walls (Tragant et al., 2022, p. 26). The use of technology in education is increasing, which enriches students' learning experiences. However, it should not be forgotten that the use of technology has certain limitations and successful results can only be achieved with good planning and implementation. A study conducted by Oksuz-Zerey (2021) examined the perceived benefits of WhatsApp voice messaging by allowing English learners to speak English outside of the classroom. The results showed that the WhatsApp voice messaging application benefited students in various ways. The students stated that in addition to



improving their English speaking and pronunciation skills, the application allowed them to practice English, review the learned content, overcome their shyness, and correct their linguistic errors. Minalla (2018) suggests that using voice chat on WhatsApp can be an effective technique for improving the oral interaction of English language learners. Additionally, it provides a suitable platform for students to practice the language outside of classroom contexts, which can help them to apply what they have learned in class. Furthermore, participants tend to express their approval and exhibit positive attitudes towards this method of language practice. According to the findings of Hamad's (2017) study, the use of WhatsApp is a very effective method for students to improve their English skills, enrich their vocabulary and learn from the mistakes of their friends. A study conducted in Malaysia revealed that students and lecturers have high attitudes towards the use of WhatsApp. It was determined that the use of WhatsApp increased the cooperation between students, it was a useful tool for the instructors to convey information to their students, and its usefulness among students was high. The study has also received positive feedback from students, who reported feeling happier, more enthusiastic, challenged, and creative while learning English, particularly in terms of their speaking skills (Binti Mistar & Embi, 2016, p. 102).

Students reported that they learned new words both when they sent voice recordings via WhatsApp and when they received feedback from the teacher. This finding aligns with the research conducted by Jafari and Chalak (2016), which highlighted the impact of WhatsApp on vocabulary learning among Iranian English learners. Their study found that WhatsApp created a more effective learning environment than traditional classroom instruction. This suggests that integrating tools such as social networks and mobile messaging applications into L2 curricula could foster learning communities that students engage with regularly. The implications of these findings are significant for second language teaching. By incorporating mobile-assisted language learning (MALL) tools like WhatsApp, teachers can create a more dynamic and interactive learning environment that supports vocabulary acquisition and overall language competence. Furthermore, this approach could help educators identify both the strengths and weaknesses of their learners, allowing for more tailored instructional strategies. Moreover, by encouraging students to communicate with other second language learners through these platforms, educators can promote the development of communicative competence, which is crucial for real-world language use. Bensalem's (2018) study found that WhatsApp significantly improves vocabulary learning, which aligns with the findings that students learned new words through voice recordings and teacher feedback via WhatsApp. This supports the idea that WhatsApp facilitates active vocabulary construction in a comfortable, informal environment. Weissheimer et al. (2018) emphasized the benefits of asynchronous communication, such as increased autonomy and reflective thinking—observations mirrored in how WhatsApp allowed students to edit responses and reflect on feedback. Similarly, Alshammari et al. (2017) and Minalla (2018) found that WhatsApp supports language practice and progress monitoring, consistent with the finding that students used it to exchange information and improve language skills. These studies collectively reinforce the notion that WhatsApp is a valuable tool in modern language education, as evidenced by its effectiveness in the current research.

Also Xu et al. (2017) examined students' perception of teacher feedback through a social communication application called WeChat. The study revealed that students who preferred receiving mobile-assisted feedback showed positive attitudes and gained more self-confidence in English speaking. The results demonstrated that providing feedback through WeChat facilitated more active engagement of English learners in out-of-class learning activities and could compensate for certain limitations of classroom instruction where sufficient feedback from instructors might be lacking.

Limitations of The Study

In recent years, the use of mobile-assisted language learning (MALL) has gained momentum in EFL and other foreign language teaching contexts. This approach has been shown to increase learners' motivation, engagement, and autonomy, and to offer more personalized and flexible learning experiences. Consequently, MALL has become a popular tool in language teaching and is being



implemented in various educational settings. The current study has contributed to this field by exploring the integration of MALL and oral feedback in Teaching Turkish as a foreign language. However, there are limitations to this study that should be taken into account. The primary limitation is the small sample size, which may limit the generalizability of the findings. Furthermore, the study identified a limitation in that there was no direct interaction between the teacher and the students following the provision of feedback on the WhatsApp platform. This made it challenging to evaluate the extent to which the students benefited from the feedback provided. As a result, there is a need for further research to investigate the effectiveness of mobile-assisted language learning (MALL) and feedback in teaching Turkish as a foreign language and other language-teaching contexts. By including larger participant groups and more varied learning activities, and different language skills in the future studies in this field may be able to overcome these constraints. Future research may also examine the effects of mobile-assisted feedback on second language (L2) learning outcomes by using various smartphone applications. To learn more about how MALL can be utilized to improve student learning, it would also be good to investigate various approaches to teacher-student interaction. Researchers can continue to further our understanding of how MALL can be successfully included in teaching Turkish as a foreign language training by addressing these limitations and improving on the current study. This research was conducted with learners who are studying Turkish as a foreign language at the A2 level. Studies can be carried out to determine the effectiveness of providing feedback through the WhatsApp application at different levels and in different skills.

Recommendations

- Students stated that the audio and written feedback they received through the WhatsApp application improved their speaking skills, vocabulary, pronunciation, self-confidence, and error correction processes. In line with these findings, activities that provide feedback via WhatsApp can be suggested to improve students' speaking skills in Turkish foreign language teaching.
- Future studies can examine the effects of daily speaking practice in Turkish language teaching using WhatsApp or similar digital platforms. Such studies can investigate how practices with real-life examples through messaging applications improve students' speaking skills, fluency, and communication skills.
- Making the feedback more concrete can enable students to understand it better. For example, voice messages or videos can be sent to demonstrate correct pronunciation, or sample sentences can be given that make grammatical errors more obvious.
- Studies can be conducted on how WhatsApp feedback affects students' learning motivation.

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
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İngilizce Kelime Öğretiminde Kullanılan Hikâye Anlatım Yönteminin (HAY) Etkisinin İncelenmesi*

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Öz: Bu çalışma, yabancı dil öğretiminde hikâye anlatım yönteminin (HAY) ilkökul öğrencilerinin kelime kazanımı ve motivasyonları üzerindeki etkisini incelemeyi amaçlamaktadır. Araştırma, Samsun ilinde özel bir ilkökulda 46 3. sınıf öğrencisi ile öntest-sontest kontrol gruplu deneysel model kullanılarak gerçekleştirilmiştir. Deney grubundaki öğrencilere hikâye anlatım yöntemi ile geçmiş zaman fiilleri öğretilirken kontrol grubundaki öğrencilere geleneksel yöntemlerle öğretim yapılmıştır. Toplam 4 hafta ve 12 ders saati boyunca gerçekleştirilen öğretim sürecinde öğrencilere ilk 10 hafta her ders saatinde 4 fiil, son 2 hafta ise 5 fiil olmak üzere toplamda 50 fiil öğretilmiştir. Öğrencilere öğretilen 50 fiilin geçmiş zaman çekimlerini ve anlamlarını doğru şekilde belirlemeyi amaçlayan geçerli ve güvenilir bir başarı testi uygulanmıştır. Başarı testinin madde güçlük derecesi 0.40 ile 0.60 arasında, madde ayırt edicilik indeksi ise 0.30'un üzerinde belirlenmiştir. Testin güvenilirliği, KR- 20 güvenilirlik katsayısıyla .88 olarak tespit edilmiş ve uygulama süreci tamamlandıktan bir hafta sonra her iki gruba da bu başarı testi sontest olarak uygulanmıştır. Elde edilen sonuçlar, kelime öğrenimindeki başarıda deney grubu adına anlamlı bir artış olduğunu göstermektedir. Ayrıca öğrencilerin motivasyon düzeylerini ölçmek amacıyla Deci ve Ryan (1982) tarafından geliştirilen 17 maddelik İçsel Motivasyon Envanteri (İME) uygulanmıştır. İlgi, yetenek, çaba, değer, baskı ve seçim gibi alt boyutları içermekte olan bu envanterin Cronbach's Alpha değeri .79 olarak tespit edilmiştir. Elde edilen sonuçlar, motivasyon açısından deney grubunda anlamlı bir artış olduğunu ortaya koymuştur. Çalışmanın sonuçları, özellikle küçük yaş grubu öğrencilerin öğrenme süreçlerinde öğrenci merkezli ve yaratıcı öğretim yöntemlerinin önemini ortaya koymakta ve bu yöntemlerin, küçük yaş grubu öğrencilerin ihtiyaçlarına uygun biçimde uyarlanması gerektiğini önermektedir.

Anahtar kelimeler: Hikâye anlatım tekniği, Kelime öğrenme stratejileri, Dil bilgisi öğrenme, Çocuklara İngilizce öğretimi.

The Investigation of the Impact of the Storytelling Method (STM) Used in English Vocabulary Teaching

Abstract: This study aims to examine the impact of the storytelling method (STM) in foreign language teaching on the vocabulary acquisition and motivation of primary school students. The research was conducted using a pre-test post-test control group experimental design with 46 third-grade students from a private primary school in Samsun. While past tense verbs were taught to the students in the experimental group using the storytelling method, traditional methods were used for the control group. During the four-week instruction period, which consisted of 12 lessons, a total of 50 verbs were taught: 4 verbs per lesson during the first 10 lessons and 5 verbs per lesson during the last 2 lessons. A valid and reliable achievement

*"İngilizce kelime öğretiminde kullanılan hikâye anlatım yönteminin (HAY) etkisinin incelenmesi" isimli tezden üretilmiştir.

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test, designed to assess the correct identification of both the past tense forms and meanings of the 50 taught verbs, was administered. The difficulty index of the test items ranged between 0.40 and 0.60, while the discrimination index was determined to be above 0.30. The reliability of the test was calculated with the KR-20 reliability coefficient, which was found to be .88. One week after the completion of the instructional process, the same achievement test was administered as a post-test to both groups. The results indicated a significant improvement in vocabulary acquisition in favor of the experimental group. Additionally, to measure the students' motivation levels, the 17-item Intrinsic Motivation Inventory (IMI) developed by Deci and Ryan (1982) was administered. This inventory, which includes sub-dimensions such as interest, competence, effort, value, pressure, and choice, had a Cronbach's Alpha value of .79. The results demonstrated a significant increase in motivation in the experimental group. The findings of the study highlight the importance of student-centered and creative teaching methods in the learning processes of younger students and suggest that these methods should be adapted to meet the needs of younger age groups.

Keywords: *Storytelling method, Vocabulary learning strategies, Grammar learning, Teaching English to children*

GİRİŞ

Günümüzde, global dünyadaki rolü nedeniyle İngilizce öğrenmek, uluslararası iletişim ve iş dünyasında önemli bir köprü işlevi görmesi açısından vazgeçilmez bir gereklilik haline gelmiştir. Bu sebeple, erken yaşlardan itibaren eğitim ve öğretim süreçlerine İngilizcenin entegre edilmesi, çocukların bilişsel, duygusal ve sosyal gelişimlerini desteklerken, gelecekteki kariyer fırsatlarını da artırabilir. İngilizce öğrenimi ömür boyu sürecek bir avantaj sağlayarak, bireyleri küreselleşen dünyada daha etkili hale getirebilir. Eğitim ve öğretimde İngilizcenin öğretilmesi konusunda pek çok yaklaşım ve yöntem bulunmakla birlikte, süreç içerisinde nelerin eksik kaldığı ya da hangi noktada daha verimli olunacağı hususunda araştırmalar yapılmaktadır. İlkokul döneminde başlayan yabancı dil öğrenme süreci, dilin yapı taşlarının oluşturulması ve bireydeki kalıcılığın sağlanması açısından büyük önem taşımaktadır; bu nedenle, bu dönem, üzerinde titizlikle durulması gereken kritik bir süreçtir (Holderness, 1991).

Bu dönemde, kelime öğrenmek dil öğrenme sürecinin en temel aşamalarından biri olarak görülmektedir. Dilin yapı taşları olan kelimeler, iletişimin temelini oluşturur. Kelimeler, dilin anlamını ve işleyişini anlamak için önemlidir (Nation, 2001). Kelime dağarcığı ne kadar genişse, birey o dilde daha akıcı ve etkili iletişim kurabilir. İyi bir kelime bilgisi, konuşma, dinleme, yazma ve okuma gibi dil becerilerini geliştirmeyi destekler. Bu nedenle, kelime öğrenmek sadece iletişimi kolaylaştırmakla kalmaz, aynı zamanda dil öğrenme sürecini daha kapsamlı ve etkili hale getirir (Read, 2000). Çünkü kelimeleri doğru bir şekilde bir araya getirebilen birey, doğru cümleler kurmakta ve bu da dilbilgisi öğreniminde kolaylıklar sağlamaktadır.

Kelime bilgisinin dil öğretiminde dört temel beceri için (dinleme, konuşma, okuma, yazma) esas olduğu belirtilir (Şimşir, Karahan & Anagün, 2019). Bunun yanı sıra kelime bilgisi iyi derecede olan öğrencilerin, kelime bilgisi sınırlı olan öğrencilere kıyasla daha başarılı olduğu kanısına varılarak, kelime haznesinin artması ile dil yeterliliğinin de artmasının doğru orantılı olduğu ifade edilmektedir (Luppescu & Day, 1993). Yabancı dilde kelime öğretimi konusunda çeşitli araştırmalar yapılmakta ve dil öğretiminin en kaliteli şekilde gerçekleşmesi adına pek çok yaklaşım ve yöntem üzerinde çalışılmaktadır. Fakat içeriklerin aktarılması, kısıtlı ders saatleri, yoğun programlar ve kalabalık sınıflar gibi etkenler dilin etkili aktarımının önüne geçebilmektedir. Bu konuda hikâyelerin kullanımı, gerek ders saatleri için ideal uzunlukta olabilmeleri, gerekse tüm seviyeler için kullanılabilir ve farklı ilgi alanlarına hitap edebilir olmaları, onları dil öğreniminde faydalanılması gereken bir hazine haline getirmektedir (Pardede, 2011).

Krashen'in girdi ve duygusal filtre hipotezine göre (1985), motivasyon eksikliği veya özgüven kaygısı ve endişe, girdiyi engel görevi gören duygusal filtreyi yükseltir, böylece anlaşılır girdi doğuştan gelen mekanizmaya işlenmiş dil edinim aracına ulaşamaz. Bu, edinimi sağlanamaz hale getirir. Bu noktada hikâyeler, duygusal filtreyi düşürmek için etkili bir araç görevi görür. Dili öğrenenleri motive edebilir ve rahatlatılabilir, sonuç olarak edinim sağlar.



Kelime Öğrenimi

Yabancı dil öğretimi ve öğrenimi alanında, kelime dağarcığı ağacının ana dallarından biri olarak tanımlanabilir (Lubis,2023). Bu nedenle genellikle öğrenme ve öğretme sürecinde kelime dağarcığı önemlidir. Read (2000)'e göre kelime dağarcığı, tek bir anlamı ileten birim veya sesletim ifadeler olarak tanımlanabilirken, Waring (2002)'in tanımı bir kelimenin hem anlamını tanıma yeteneği hem de onu üretme yeteneğini içerir. Ayrıca, bir kişinin bir kelimeyi bir metinde veya konuşmada tanıyabileceğini ancak uygun bir şekilde kullanamayabileceğini kabul eder. Benzer şekilde, Carter (2001) bir kelimeyi bilmenin hem aktif hem de üretken olarak bilinmesi olarak ifade eder. Nation (2001) ise bir kelimeyi öğrenmek için; kelimenin anlamı, yazılı formu, sözlü formu gibi farklı türde bilgilerin gerektiğini savunur. Ayrıca, kelime dağarcığının artan doğası nedeniyle bir kelime için bu farklı bilgi türlerinin aynı anda öğrenilemeyeceğini belirtir. Kısacası, bir kelimeyi bilmek, kelimeyi tanımak ve üretmeyi içerir. Bu, aynı kelimeyi farklı bağlamlarda birçok kez karşılayarak ve aktif olarak kullanarak gerçekleştirilebilir.

Küçük Yaş Grubu Öğrencilere Kelime Öğretmek

Nation (1990), kelime öğrenmenin erken aşamalarında kelimelerin açıkça öğretilmesine büyük bir vurgu yapar ve sonraki aşamalarda rastlantısal kelime öğrenme işlemine geçildiğini ifade eder. Ayrıca, Coady (1993), temel veya çekirdek kelime dağarcığının kasten öğretilmesi gerektiğini belirtir; bu nedenle, başlangıç aşamaları veya başlangıç seviyeleri için rastlantısal öğrenme önerilmez. Bu nedenle, öğrenmenin erken aşamalarında, kasten kelime öğrenme genç öğrenciler için hayati önem taşır.

Genç öğrencilere kelimeleri açıkça öğretmenin yanı sıra, öğretmenlerin genç öğrencilerin kelimeleri farklı etkinlikler aracılığıyla aktif bir şekilde kullanabilecekleri farklı bağlamlar sağlamaları gerekmektedir (Tough, 1991). Schmitt (2002), bir kelimenin telaffuz, yazım, anlam, kelime grupları, dil bilgisi kategorisi ve uygun kullanım gibi yönlerinin dil öğrencileri tarafından bir seferde öğrenilemeyeceğini, öğrencilerin belirli bir kelimeyle karşılaşmadan önce farklı bağlamlarda birkaç kez karşılaşması gerektiğini ifade etmektedir. Benzer şekilde, Nation (1990), bir kelimenin öğrenilmesi için en az beş veya altı kez karşılaşılması gerektiğini belirtir. Bu nedenle, kelimeler bir ünite de değil, üniteler veya bölümler boyunca ve farklı etkinliklerle tekrar edilmelidir.

Hikâyeleştirme

Hikâyeleştirme ya da diğer bir ifade ile hikâye anlatım tekniğinin alanda pek çok tanımı bulunmaktadır. Fakat genel anlamda hikâyecilik, bir milletin kültür, gelenek ve göreneklerini aktarmak için sürekli olarak kullanılan en eski eğitim ve sözlü gelenek yollarından biridir (Bala, 2015). Her bir birey doğduğu andan itibaren birer hikâye anlatıcısıdır (Spaulding, 2011). Ayrıca her türden büyük lider, önemli bilgileri iletmek için benzetmeler, efsaneler, mitler, masallar ve gerçek yaşam örnekleri biçimindeki hikâyeleri öğretim araçları olarak kullanmıştır. (Benedict, 1934; Brown & Duguid, 1998; Leonard-Barton, 1995). Bir iletişim biçimi olarak ise, insanlık tarihini yazılı olarak sunan, ders vermeye ve tarihi bir nesilden diğerine aktarma yolu olarak kullanılmaktadır (Rossiter, 2002).

Safdarian (2013), hikâye anlatımını öğrencilerin hikâyeleri öğretmen tarafından anlatıldıktan sonra farklı bir kelime yapısında yeniden anlatma yolu olarak tanımlar. Ebrahimejad, Azizifar, Gowhary & Jamalinesari (2014), hikâye anlatmanın kısa hikâyeler kullanarak uygulanan bir öğretim yöntemi olduğunu belirtmektedirler. Chambers (1970) ise hikâye anlatımını, zamanın test ettiği öğretim tekniklerinden biri olarak tanımlamaktadır. Setyarini (2011)'e göre hikâye anlatımı, pahalı olmayan ancak öğrencilerin İngilizce öğrenme ilgilerini destekleme potansiyeline sahip bir araçtır. Philips (2000)' de hikâye anlatımını, insan dilinin evriminden bu yana tüm toplumlarda güçlü bir varlığı olan ve küçük çocukların eğitiminde önemli bir öğretim kaynağı olarak tanımlamaktadır. Rowcliffe (2004) ise hikâye anlatımını, dersin eğlenceli olmasına yardımcı olan ve öğrencilere öğrenmeleri için ilgi çekici, heyecan verici ve duygusal açıdan dâhil edici bir deneyim sağlayan bir



uyarıcı olduğunu ileri sürmekle birlikte edinilebilen ve geliştirilebilen bir beceri olduğunu ifade etmektedir. Cameron (2001), hikâye anlatımının sadece dinlemek için değil, aynı zamanda dâhil olmak için tasarlanmış sözlü bir etkinlik olduğunu ileri sürer. Bir hikâyenin amacı, eğlenceden eğitime kadar değişebilir, ancak tüm hikâyeler, bilgileri özetlemek için benzer bir deneysel (soyutlanmışın aksine) yaklaşımı paylaşır (Andrews, Hull, & Donahue, 2009).

Lipman (1999) tarafından ortaya konulan görüşe göre, gelecek kuşaklara deneyimlerin aktarılmasını amaçlayan hikâyenin temel bileşenleri üç temel unsur içermektedir. Bu unsurlar; hikâyeyi anlatan kişi ile dinleyici ve hikâye kendisidir. Eğer hikâye ve olay örgüsü sağlam bir temele dayanıyorsa, dinleyici kendisini hikâyenin içine çekilmiş bir şekilde bulur ve ayrıca kahramanın deneyimlerini sanki kendi yaşantısını deneyimlemiş gibi hisseder. Kahraman, dinleyiciyi bir tür yolculuğa çıkarır; dinleyici, kahramanın zorluklarıyla yüzleşir, engelleri aşar ve çözüm arayışlarında ona eşlik eder. Hikâye sonunda ise kahraman, bir zafer elde edebilir veya bir kayıp yaşayabilir. Dinleyici, bu sanal yolculuk boyunca gerçek dünyada olduğu gibi öğrenme sürecini yaşar.

Eğitimde Hikâyeleştirme

Hikâyeler, yaygın ve örgün eğitimde bilgi ve deneyim aktarımına aracılık etmek gayesiyle geçmişten günümüze önemli bir rol oynamıştır. Kurgusal ve kurgusal olmayan örnekler her zaman güçlü öğretim araçları olarak da kabul edilmektedir. Bir bilgi ortamı olarak hikâye anlatımı, günümüzde her türden eğitim ve öğretimde yoğun bir şekilde kullanılmaktadır (Rahasya, 2017). Özellikle küçük yaş gruplarında hikâyeleştirme metodunun kullanımı çocukların yaratıcılığını ve hayal gücünü geliştirmekle birlikte onların zihniyetini genişletir ve çocuklara farklı yaşam deneyimleri sunar (Cohrsen, Niklas, & Tayler, 2016). Ayrıca görsel algılarının ve estetik değerlerinin gelişimini desteklerken (Merchant & Thomas, 2013), yeni kelimelerin veya anlamlı bilgilerin keşfedilmesine de katkı sağlar (Walsh & Blewitt, 2006). Çocuklar, karakterlerle özdeşleştikçe ve anlatıyı ve çizimleri yorumlamaya çalıştıkça bir hikâyeye kişisel olarak dâhil olabilirler. Bu yaratıcı deneyim, kendi yaratıcı güçlerini geliştirmelerine yardımcı olur (Dujmović, 2006). Tüm bunlara ek olarak hikâye anlatımı, çocukları motive eder (Wright, 2008), çocukların öğretilen kelimeleri hafızalarına kazımalarına yardımcı olur (Arietawati, 2011), kelime dağarcıklarını geliştirir (Widiastika, 2011), çocukları İngilizce öğrenmeye teşvik eder (Slattery & Willis, 2001), ahlaki değerlerini artırır, zengin bir dil öğretimi sağlamada ekonomik bir araçtır (Wright, 2008), ve öğrencilerin okumaya olan ilgilerini artırır (Slattery & Willis, 2001). Boulineau, Fore, Hagan-Burke, & Burke, (2004)' ne göre de hikâye etkinlikleri, çocuklara, problem çözme, hayal güçlerini ortaya koyma, yaratıcılıklarını geliştirme, iç dünyalarındaki yaşantıları yansıtmaya olanağını sağlamaktadır. Bu sebeple özellikle ilköğretim öğrencilerinin bilgi, deneyim ve zihin resimlerinin harekete geçirilmesini sağlamak amacıyla hikâyeleştirme tekniği kullanılmaktadır (Cındıl, Özmen & Ünal, 2012).

Yabancı Dil Eğitiminde Hikâyeleştirme

Hikâye anlatma, daima yabancı dil öğretiminde bir yardım aracı olarak kabul edilmiştir; ancak bu genellikle en az orta düzeydeki öğrencilerle ve çeviri veya metin analizi yoluyla gerçekleşmiştir (Rajendran, Yoke & Kamaludin, 2014). Son zamanlarda, hikâye anlatma tekniklerinin küçük yaştaki öğrencilerle kullanımına olan ilgi, birkaç nedenden kaynaklanmaktadır. Bu nedenlerden biri, öğrenciler için anlam taşıyan ve daha fazla öğrenci katılımına yol açan sınıf etkinliklerine olan ihtiyaçtır. Yabancı dil sınıfında, dilin doğal öğrenim sürecini en yakından yansıtan etkinlikleri oluşturma ihtiyacı, açıkça görülmekte olup, bu sürecin temelde iletişim ihtiyacından kaynaklandığı bilinmektedir. Bu doğrultuda son yıllarda yabancı dil öğretiminde edebiyatın kullanımı oldukça artmıştır (Garcia, 2017). Edebi metinlerden üretilen materyal ve etkinlikler, öğrenmeye büyük ölçüde katkı sağlar çünkü öğrencilerin hayal gücüne hitap eder, en önemlisi zengin ve anlamlı bir bağlam oluşturur. Öğretmenlerin kullanabilecekleri teknikler arasında, özellikle başlangıç seviyesindeki öğrencilerle birlikte, hikâye anlatım yöntemi en sık kullanılanlardan biridir. HAY hem İngilizce konuşulan ülkelerde hem de diğer birçok ülkede müfredatın ayrılmaz bir parçası olmakla birlikte çocuğun kendi dilinin öğretiminde birinci sınıf bir kaynak olarak görülür (Zuhriyah, 2017). Sınıfta hikâyeler dinlemek öğrenciler açısından ayrıca paylaşılan bir sosyal deneyimdir. Okumak ve yazmak



genellikle bireysel etkinliklerdir; hikâye anlatımı, yalnızca eğlenceli olmakla kalmayan, aynı zamanda çocuğun güvenini oluşturmaya ve sosyal ve duygusal gelişimi teşvik etmeye yardımcı olabilecek ortak bir kahkaha, üzüntü, heyecan ve beklenti tepkisini kıskırtır. Çocuklar hikâyeleri tekrar tekrar dinlemekten keyif alırlar. Bu sık tekrar, bazı dil öğelerinin edinilmesine izin verirken diğer öğeleri aşırı derecede pekiştirilir. Pek çok hikâye aynı zamanda temel kelime dağarcığının ve yapıların doğal tekrarını içerir. Bu, çocukların her ayrıntıyı hatırlamasına yardımcı olur, böylece ne olduğunu tahmin etmeyi yavaş yavaş öğrenebilirler. Öğrencilerin motivasyonlarını arttıran ve derse karşı olumlu tutumlar geliştirmelerini sağlayan hikâyeler sayesinde öğrencilerde yabancı dili öğrenme isteği uyanabilmektedir (Rahasya, 2017).

Kelime Öğretimi ve Hikayeleştirme

Richards & Renandya (2002)'a göre kelime dağarcığı dil yeterliliğinin temel bir bileşeni olmakla birlikte öğrencilerin iyi konuşması, dinlemesi, okuması ve yazması için temel oluşturmaktadır. Bu fikir, kelime bilgisinin dil ediniminde ilk ve en önemli adım olduğunu söyleyen Mehta (2009) tarafından da vurgulanmaktadır. Ayrıca Wilkins & Thornbury (2002)' de dilbilgisi olmadan çok az şeyin konuşulup aktarılacağını, ancak sözcük dağarcığı olmadan hiçbir şeyin konuşulamayacağını belirtmektedir. Bu, iletişimde kelime dağarcığına ihtiyaç duyulduğu anlamına gelir. Kelime dağarcığı olmadan, birinin dil becerilerinde (dinleme, konuşma, okuma ve yazma) uzmanlaşması imkânsızdır. Maldelez (2010), hikâye anlatmanın İngilizce öğretiminde kelime dağarcığını artırmanın güçlü ve etkili bir yol olduğunu iddia etmekte ve kelime dağarcığı, dil öğreniminin temeli olduğunu ifade etmektedir.

Dil Bilgisi ve Hikâyeleştirme

Eğitimciler genel olarak, kavramları ve prensipleri öğrencilerinin anlayabileceği şekilde aktarmak için çeşitli yöntemler, stratejiler ve teknikler uygularlar. Hikâyelerin, bilinmeyen bir kavramı anlatması için zihnin bir tanıdık etkinlik veya olayla ilişkilendirmek için bir benzetme olarak kullanılması yaygın bir fenomendir. Çünkü hikâyeler, tanıdık nesnelere veya durumları, hayal gücünü harekete geçirebilir ve bu nedenle bilinmeyen bir alanda yaşanan panik unsuru yavaşça ortadan kaybolabilir. İyi tasarlanmış hikâyeler, birinin hayal gücünü yakalayabilir ve dikkatini çekebilir. Bu tür hikâyeler kolayca çok tercih edilenlerden olabilir. Ancak, herkesin mesajı iletebilecek hikâyeleri icat etme yaratıcılığına sahip olması mümkün değildir. Genel olarak, öğrencilerin dilbilgisi kurallarını öğrenmeyi sıkıcı ve tekrarlayıcı bir şekilde algıladıkları görülmüştür. Doğal olarak kuralları öğrenmeden kazanmış olan ana dili konuşanların aksine, ikinci dil öğrenenleri, dilbilgisi yapılarının neden belirli kalıplarda oluşturulduğunu bilmediklerinde daha az özgüvenli hissederler. Bu nedenle dil öğretmenleri için öğrencilerin kuralları öğrenmelerini sağlamak zor bir görev haline gelmiştir.

Fachraini (2016)' ya göre, bazı teorisyenler, dilbilgisi öğretiminin dil öğrenimine katkı sağlamadığına inanarak, dil öğretiminin temel amacının öğrenciyi hedef dilde iletişim kurabilir hale getirmek olduğunu savunmuşlardır. Bu bakış açısına göre, öğrenciler yalnızca iletişim becerileri (tanışma, özür dileme, rica etme gibi) geliştirmelidir; dilbilgisi öğrenmeye gerek olmadığı düşünülmüştür. Ancak, dil işlevlerinin dilbilgisi unsurlarına dayandığı ve dilbilgisi olmadan etkili iletişim kurmanın zor olduğu inkâr edilemez. Dilbilgisi bilgisi, öğrencilere yabancı dilde anlamlı ve doğru cümleler üretme imkânı sağlar.

Görev odaklı yaklaşım çerçevesinde hikayelerin, dil bilgisi öğretimi ve öğrenimine katkı sağladığı görülmektedir. Hadaway ve Young (2009)' a göre, çocuk edebiyatı eserlerinde, okuyucuların dikkatini çekerken kelime dağarcığı, format, cümle yapısı veya içerik sık sık stilistik tekrarlarla sunulmaktadır. Krashen (2004) tarafından önerilen "anlaşılabilir girdi" teorisi ise, öğrenenlerin hedef cümle yapılarına ve yeni kelimelere sık maruz kalmalarının, bu yapıların ve kelimelerin hatırlanmasını ve öğrenilmesini desteklediğini öne sürmektedir (Sunkyoung, 2013). Ayrıca, Cameron (2001) çocuklara hayal güçlerini kullanarak hikayelerin gelişimini tahmin etme ve öğretmenleriyle hikâye anlatma fırsatı sunmanın, onların dil bilgisi yapıları ve diğer dil bilgisi özelliklerini daha kolay



içselleştirmelerine yardımcı olduğunu belirtmektedir. Bu bağlamda hikâyeler, dil bilgisi öğretiminde etkili ve bütüncül bir yöntem olarak değerlendirilebilir.

Geçmiş Zaman (Simple Past Tense) ve Hikâyeleştirme

İngilizce dilbilgisinde, fiil biçimleri, konuşmacının bakış açısına göre zamana göre farklılık göstermektedir. Örneğin, "O, İngilizceyi iyi konuşur." ve "O, İngilizceyi iyi konuştu." cümleleri, zaman diliminde belirgin bir farklılık ortaya koymaktadır. Swan (1992, s. 605) zaman kavramını tanımlarken, "Zamanı gösteren fiil biçimlerine tense denir" ifadesini kullanmaktadır. Bu tanım, fiil formlarının zamanla olan ilişkisini anlamada önemli bir çerçeve sunmaktadır. Longman Contemporary English Sözlüğü (2000, s. 1709) ise tense kavramını, "fiilin ifade ettiği eylemin veya durumun zamanını, devamlılığını veya tamamlanmasını gösteren herhangi bir fiil biçimi" olarak tanımlamaktadır. Dolayısıyla, İngilizce dilinde zaman kavramının ve kullanımının önemi, dilbilgisel yapıların anlaşılması açısından kritik bir rol oynamaktadır.

Basit geçmiş zaman, geçmişte meydana gelen ve şu anda tamamlanan eylemlerden, olaylardan veya durumlardan bahsetmek için kullanılır. Genellikle bir olayın ne zaman gerçekleştiğini belirtmek amacıyla zarflarla desteklenir. Geçmiş zamanın formu, tüm şahıslar için aynıdır ve çoğu fiil düzenli (regular) olup, bazıları düzensiz (irregular) niteliktedir. Düzensiz fiiller, orijinal biçimleri ile hemen hemen hiçbir benzerlik göstermemektedir. Bu nedenle, geçmiş zaman biçimlerinin tahmin edilemez olduğu kabul edilse de, düzenli geçmiş zaman fiilleri düzensizlere göre daha kolay öğrenilmektedir. Düzenli fiiller "fiil + ed" kuralı ile şekillendirilirken, düzensiz fiillerin öğreniminde özel bir çaba gerekmektedir (Apte, 2004).

Hikayeleştirme yöntemi, dil öğretiminde öğrenmeyi kalıcı hale getiren ve öğrenci motivasyonunu artıran etkili bir araç olarak kabul edilmektedir. Yue (2017), hikayeleştirmenin özellikle ilkökul düzeyindeki öğrencilerin gramer kavramlarını anlamalarına yardımcı olduğunu belirtmektedir. Bu yöntem, öğrencilerin geçmişte gerçekleşen eylemleri temsil eden karakterlerin yaşantıları üzerinden geçmiş zaman (past tense) fiillerini öğrenmelerini sağlar. Öğrenciler, hikâyelerdeki bağlamlar aracılığıyla dil bilgisi kurallarını doğal bir şekilde deneyimleyerek, öğrenilen bilgilerin uzun süreli belleğe yerleşmesine katkıda bulunur (Yue, 2017). Bu bağlamda, hikâye anlatımı, geçmiş zamanın öğretimi için etkili bir yöntem olarak öne çıkmaktadır (Novak, 2006).

Bunun yanı sıra, analogi kullanımı dil öğretiminde önemli bir strateji olarak öne çıkmaktadır. Rajendran, Yoke ve Kamaludin (2014) tarafından gerçekleştirilen bir çalışmada, analogilerin geçmiş zaman fiillerinin öğreniminde nasıl etkili olabileceği incelenmiştir. Öğrenciler, daha önce edindikleri bilgi ile yeni fiil formlarını ilişkilendirdiklerinde, öğrenme süreçlerinin hızlandığı ve kalitenin arttığı gözlemlenmiştir. Analoginin sağladığı benzerlikler, geçmiş zaman fiillerinin öğrenilmesinde karmaşıklığı azaltırken, öğrencilerin yeni bilgileri daha hızlı özümsemelerine olanak tanımaktadır (Rajendran et al., 2014). Dolayısıyla, analogi, dil öğreniminde hem öğrenme süreçlerini hızlandırmakta hem de öğrenilen bilgilerin kalıcılığını artırmaktadır.

Sonuç olarak, hikayeleştirme ve analogi, dil öğretiminde etkili stratejiler olarak birleşerek, öğrencilerin geçmiş zaman fiilleri gibi gramer konularında daha yetkin hale gelmelerine yardımcı olmaktadır. Bu yöntemler, öğrencilerin dil öğrenimindeki motivasyonunu artırarak, öğrenmeyi daha anlamlı ve kalıcı hale getirirken, karmaşık gramer yapılarının anlaşılmasını kolaylaştırmaktadır (Wright, 2003). Hikayeleştirme ve analogi kullanımının artırılması, dil eğitiminin zenginleştirilmesi ve öğrencilerin dil yeterliliklerini geliştirmeleri için etkili bir strateji olarak değerlendirilmektedir. Dolayısıyla, bu yaklaşımların dil öğretiminde daha fazla yer alması, öğrenci başarısını artırmak adına önemli bir adım olacaktır.

Analoji ve Hikayeleştirme

Analoji, öğrenme süreçlerinde önemli bir rol oynayan bir kavramdır ve genellikle yeni bilgilerin, daha önce edinilmiş bilgilerle ilişkilendirilmesi yoluyla kavranmasını kolaylaştırır. Analoji,



bir durumun veya kavramın başka bir duruma veya kavrama benzerlik gösterdiği noktaları vurgulayarak, öğrenenlerin karmaşık bilgileri daha iyi anlamalarına yardımcı olur (Gentner, 1983). Bu bağlamda, analogi kullanımı, dil öğretiminde gramer kurallarının öğretiminde etkili bir strateji olarak öne çıkmaktadır. Rajendran, Yoke ve Kamaludin (2014), analogilerin, dil bilgisi yapılarının öğrenilmesinde nasıl etkili olabileceğini araştırmış ve öğrencilerin daha önce edindikleri bilgileri yeni kavramlarla ilişkilendirmeleri durumunda, öğrenme süreçlerinin hızlandığını ve öğrenme kalitesinin arttığını gözlemlemiştir. Özellikle geçmiş zaman fiilleri gibi dil bilgisi kurallarının öğretiminde analogi, öğrencilerin dil bilgisi kurallarını anlamasını ve uygulamasını kolaylaştırmaktadır.

Gramer öğretiminde analogi kullanımını destekleyen araştırmalar, bu yöntemin öğretim süreçlerinde nasıl etkili bir araç olduğunu göstermektedir. Örneğin, Yoke ve Hasan (2014), analogi içeren hikayelerin, düşük yeterlilik düzeyine sahip yabancı dil öğrencileri arasında İngilizce fiil zamanlarının ediniminde etkili bir araç olduğunu ifade etmiştir. Bu tür hikayeler, öğrencilerin analogik düşünme becerilerini geliştirerek, geçmiş zaman fiillerini daha iyi anlamalarına ve kullanmalarına olanak tanır. Böylece, analogi, dil öğreniminde karmaşık dil bilgisi kurallarının öğrenilmesini kolaylaştırırken, aynı zamanda öğrencilerin bilişsel süreçlerini de destekler.

Hikayeleştirme yöntemi ise dil öğretiminde analoginin etkilerini pekiştiren bir strateji olarak öne çıkmaktadır. Hikayeler, öğrencilere bağlam içinde dil bilgisi kurallarını öğrenme fırsatı sunarak, analogik düşünmeyi teşvik eder. Yue (2017), hikayeleştirme ile ilköğretim düzeyindeki öğrencilerin gramer kavramlarını anlamalarına yardımcı olduğunu belirtmektedir. Hikayeler, geçmişte gerçekleşen eylemleri temsil eden karakterlerin yaşantıları üzerinden öğrencilerin geçmiş zaman fiillerini öğrenmelerine olanak tanır. Hikayeleştirme, öğrencilerin gramer kurallarını doğal bir bağlamda deneyimlemelerine olanak tanırken, analogik düşünme becerilerini de geliştirmektedir (Garcia, 2017). Böylece, hikayeleştirme, dil öğreniminde hem eğlenceli bir araç sağlamak hem de gramer yapılarının daha iyi anlaşılmasına katkıda bulunmaktadır.

Sonuç olarak, analogi ve hikayeleştirme, dil öğretiminde birbirini tamamlayan ve güçlendiren iki stratejidir. Analogi, dil bilgisi kurallarının öğrenimini hızlandırırken, hikayeleştirme ise bu kuralların anlamlı bir bağlamda öğrenilmesine yardımcı olmaktadır. Bu iki yaklaşımın bir arada kullanılması, öğrencilerin dil yeterliliklerini artırmakta ve gramer konularında daha yetkin hale gelmelerine olanak tanımaktadır (Wright, 2003). Dolayısıyla, analogi ve hikayeleştirme dil öğretiminde entegrasyonu, öğrenci başarısını artırmak adına önemli bir adım olacaktır.

Öğretmen ve Hikâyeleştirme

Hikâyeler öğrenciler için bir motivasyon kaynağı olduğu kadar öğretmenler içinde bir motivasyon kaynağıdır. Çünkü hikâye anlatıcı her zaman bir öğretmendir (Dujmovic, 2006). Öğretmen ve öğrenciler arasındaki yoğun göz teması, hikâye anlatımında eşsiz bir değerdir. Hikâye anlatımını bir öğretim aracı olarak kullanırken dil öğretmenin, hikâyenin dinleyici olarak öğrenciler tarafından güzel bir şekilde duyulmasını sağlamak için hikâye anlatma tekniklerinin bilinmesi önemlidir (Rahasya, 2017). Sınıfta bir hikâye anlatıcısı olarak öğretmen, öğrenciler arasında bir sansasyon yaratmalı, sorular sormalı veya cevaplar vermelidir. Öğretmen, dersi vaaz haline getirmemek için öğrencilerin zihnine belirli sınırlar koymaktan kaçınmalı; ayrıca hikâyeyi anlatmaya devam etmek için eğlencenin gerekli olduğunu da hatırlamalıdır (Spaulding, 2011). Öğretmenin hikâyeyi önceden bilmesi ve hoşuna gitmesi önemlidir. Böylece okurken zorlanmaz ve zevk alır (Write, 2003). Sınıf öğretmenleri üzerinde yapılan bir çalışmada, bir kısmının hikâye anlatım tekniğinin öğrenci katılımını artırdığını, bir kısmının öğrenciler üzerinde olumlu etki gösterdiğini, bir kısmının ise bu yöntemi hiç duymadığını ifade ettiklerini belirtmektedir (Gönül, 2019).

Sınıf İçinde Hikâyeleştirme

Hikâyeleştirme İngilizce dersinin temel parçalarından biridir. Derslere gerçek hayattan ışıklar tutarlar. Hikayeler, öğrencilerin dilbilgisi ve kelime dağarcıklarının etkili bir şekilde çalışmasını sağlar. Tüm yaş grupları için uygundur. Öğrencilerin ders sürecinde dinlediği hikayeler hayal güçlerini



ve dinleme becerilerini geliştirirken motivasyonlarını artırır. Farklı bağlamlarda dinledikleri hikâyeler, dünya görüşlerini geliştirir (Nishonova, 2021). Dil ve okuryazarlık gelişimini destekleyebilmekle kalmayıp ayrıca, dersleri çok daha eğlenceli hale getirir (Peck, 1989).

Hikâye Seçimi

Hikâyeleri seçerken bazı kriterler bulunmaktadır. Ersöz (2006)' e göre bir öğretmenin bir hikâye seçerken şu hususlara dikkat etmesi gerekmektedir:

- Hikâye çocukları hemen ilk birkaç satırda içine çekecek nitelikte olmalıdır.
- Öğretmenin çocuklar için uygun bulduğu bir hikâye olmalıdır.
- Çocukların anlayabileceği ve keyif alabileceği düzeyde olmalıdır.
- Çocuklara dil açısından zengin bir deneyim sunmalıdır.
- Uzun betimlemeler içermemelidir.
- Çocuklarla birlikte yapılan diğer aktivitelerle uyumlu olmalıdır.
- Öğretmenin kendini iyi anlatabileceği bir hikâye olmalıdır.

Uygun Hikâyeyi Belirlemek ya da Yazmak

Hikâye unsuru içeren metinlerin hepsi, hedef kitleye uyarlanarak kullanılabilir. Seçilen metnin hitap ettiği yaş seviyesinin önemi yoktur çünkü önemli olan bu kitlenin özelliklerine ve belirlenen amaca uygun olarak tasarlanmış olmasıdır. Hikâyeyi anlatacak kişi bu metnin sadece konusundan ya da karakterlerinden faydalanarak farklı bir hikâye yazabilir. Ya da uzun bir hikâye metninin sadece gerekli gördüğü bir bölümünü yeniden kurgulayabilir. Küçük yaş grubuna hitap eden bir metne eklemeler yaparak yeni ve farklı bir hikâye oluşturabilir. Çünkü hikâye anlatıcılığında amaca uygun olarak belirlenen bir hikâyenin yeniden düzenlenmesi veya tasarlanması mümkündür. Bu düzenleme, hedef kitlenin ihtiyaçları ve ilgi alanları göz önüne alınarak yapılabilir (Collins, 1992).

Anlatıcı ve dinleyici arasında paylaşımı ve etkileşimi gerekli kılan hikâye anlatıcılığının amacına ulaşmasında dinleyicinin büyük bir önemi vardır. Çünkü hikâye dinleyicilerinin zihinleri, hikâye anlatıcılarının resmedeceği hikâye için adeta bir tuvaldir (McWilliams, 1998). Kullanılacak hikâyenin belirlenmesi sürecinde dikkate alınması önerilen birtakım hususlar bulunmaktadır. Bu hususların belirlenmesi aynı zamanda hikâye seçimi için bir yöntem ya da yeniden uyarlama yapmak için yardımcı olmaktadır. Hikâye anlatıcısı bir metinden ya da karakterden yola çıkarak uyarlama yapabileceği gibi aynı zamanda hikâyeyi kendisi de yazabilir. Hikâye yazma sürecinde dikkate alınması gereken maddeler (Collins, 1992; Greene, 1996):

- Hedef kitlenin gelişim özelliklerine hitap etmesi,
- Hikâye anlatımının amacına uygun olması,
- Öğrencilerin etkileşimine ve katılımına imkân sağlaması,
- Belirlenen hikâyenin mizah, gerilim, dram unsurlarını içermesi,
- Genel anlamda tek bir temayı içermesi olarak ifade edilmiştir.

Bu hususta öğretmenin yaratıcılığı, sınıfına hakimiyeti, ihtiyaçlarını ve ilgilerini çekme konusundaki etkenleri iyi bilmesi de oldukça önem arz etmektedir.

ARAŞTIRMANIN ÖNEMİ

Kelime bilgisinin dil öğretiminde dört temel beceri için (dinleme, konuşma, okuma, yazma) esas olduğu belirtilir (Şimşir, Karahan & Anagün, 2019). Bunun yanı sıra kelime bilgisi iyi derecede olan öğrencilerin, kelime bilgisi sınırlı olan öğrencilere kıyasla daha başarılı olduğu kanısına varılarak, kelime haznesinin artması ile dil yeterliliğinin de artmasının doğru orantılı olduğu ifade edilmektedir (Luppescu & Day, 1993). Yabancı dilde kelime öğretimi hususunda çeşitli araştırmalar yapılmakta ve dil öğretiminin en kaliteli şekilde gerçekleşmesi adına pek çok yaklaşım ve yöntem üzerinde çalışılmaktadır. Fakat içeriklerin aktarılması, kısıtlı ders saatleri, yoğun programlar ve kalabalık sınıflar gibi etkenler dilin etkili aktarımının önüne geçebilmektedir. Bu hususta hikâyelerin kullanımı, gerek ders saatleri için ideal uzunlukta olabilmeleri, gerekse tüm seviyeler için kullanılabilir ve farklı



ilgi alanlarına hitap edebilir olmaları, onları dil öğreniminde faydalanılması gereken bir hazine haline getirmektedir (Pardede, 2011).

Krashen'in girdi ve duygusal filtre hipotezine göre (1987), motivasyon eksikliği veya özgüven kaygısı ve endişe girdiye engel görevi gören duygusal filtreyi yükseltir, böylece anlaşılır girdi doğuştan gelen mekanizmaya işlenmiş dil edinim aracına ulaşamaz. Bu, edinimi sağlanamaz hale getirir. Bu noktada hikâyeler, duyuşsal filtreyi düşürmek için etkili bir araç görevi görür. Dili öğrenenleri motive edebilir ve rahatlatılabilir, sonuç olarak edinim sağlanır. Bir diğer yandan çalışma için kullanılmış olan, araştırmacı tarafından ortaya konulmuş materyal (hikâye) çalışmanın özgünlüğü açısından ayrıca önem arz etmektedir. Tüm bu bilgiler ışığında, hikâye anlatımının ilkökul 3. sınıf İngilizce dersinde kelime öğretimi adına anlaşılır girdi sağlamak ve geçmiş zamanda kullanılan 50 fiilin çekimini öğrenebilmek için etkili araçlardan biri olduğu ifade edilebilir.

Aynı zamanda bu araştırma içerisinde kullanılan hikâye çalışmanın özgünlüğü açısından önem arz etmektedir. Araştırmacı tarafından yazılan hikâye, 50 fiilin geçmiş zaman hallerini 50 karakter aracılığıyla betimleyerek analogi yapma sürecine önemli bir katkı sağlamaktadır. Bu hikâye, öğrencilerin geçmiş zaman yapıları ile ilgili öğrenmelerini desteklerken, aynı zamanda dilbilgisel yapıların kavramsal temellerini güçlendirmeyi amaçlamaktadır. Her bir karakter, belirli bir fiil ile ilişkili olayları ve deneyimleri yansıtarak, öğrencilerin dil bilgisi kurallarını daha iyi anlamalarına yardımcı olmaktadır. Böylece, karakterlerin yaşantıları üzerinden gerçekleştirilen anlatım, analogik bağlar kurarak öğrenmeyi daha kalıcı hale getirirken, öğrencilerin geçmiş zaman kullanımındaki yetkinliklerini artırmaktadır. Bu bağlamda, hikâye, gramer öğretiminde analogi kullanımının somut bir örneğini sunmakta ve dil öğreniminin ilgi çekici bir hale gelmesine katkı sağlamaktadır.

YÖNTEM

Araştırmada nicel araştırma yöntemlerinden yarı deneysel desen kullanılmıştır. Yarı deneysel desenler, deneysel uygulama ve işlemler açısından deneysel desenlere benzerken, deney ve kontrol gruplarının rastgele seçilmemesiyle deneysel desenlerden ayrılırlar (Bulduk, 2003).

Önerilen hipotezleri test etmek için, araştırma programına uygunluğu sebebiyle özel bir okulun ilkökul 3. sınıf kademesinden iki sınıf random yöntemi ile kontrol ve deney grubu olarak atanmıştır. Çalışmanın özellikle 3. sınıf kademesi üzerinde yapılmasının sebebi, belirlenen dilbilgisi kuralı dahilinde verilen kelimelerin öğreniminde küçük yaş gruplarında yaşanan zorluklardır (Rahiem, 2021). Ayrıca üçüncü sınıf öğrencileri, 8 9 yaş grubundadır ve bilişsel gelişimleri soyut kavramları anlamada henüz tam olarak gelişmemiş olabilmektedir. Piaget'in bilişsel gelişim teorisine göre, bu yaş grubu somut işlemler dönemindedir ve soyut dil kavramlarını anlamakta zorlanabilir (Piaget, 1952). Sınıflar aynı öğretim koşullarını paylaştıkları için rastgele seçilmiştir. Bu doğrultuda 3A ve 3B sınıflarında toplam 46 öğrenci belirlenmiştir. 3A sınıfı kontrol grubu olarak seçilirken, 3B sınıfı deney grubu olarak seçilmiştir.

İlk olarak deney ve kontrol grubuna öğretim sürecini test etmek için 50 fiilden oluşan ön-test uygulanmıştır. Ön testte kullanılan 50 fiil, ilkökul 3. sınıf kademesine kadar işlenen derslerde çokça kullanılan fiillerden seçilmiştir. Özellikle incelenen MEB İlkokul İngilizce ders kitapları, Cambridge Primary Path, Oxford Discover Primary Series ve Longman English for Primary Schools kitaplarından yola çıkarak seçilmiştir. Hazırlanan başarı testinde alt alta sıralanan bu fiillerin 2. hallerinin ve anlamlarının yazılması istenmiştir. Ardından haftada 3 ders olacak şekilde 4 hafta boyunca deney grubuna, araştırmacının hikâye anlatım yöntemine dayalı olarak oluşturduğu hikâye ile 50 fiil çalışmaya uygunluğu dikkate alınarak haftalara uygun bir şekilde bölünerek anlatılmış, kontrol grubuna ise geleneksel yöntem ile belirlenen ders planı uygulanmıştır.

Bir hafta sonra her iki gruba da son-test uygulanmış ve sonuçlar SPSS'e yüklenmiştir. Son olarak deney ve kontrol gruplarına HAY'ın etkililiğini ortaya koymak için diğer bir ölçme aracı olan 17 maddeden oluşan Deci ve Ryan (1982) tarafından geliştirilen İçsel Motivasyon Envanteri (İME) kullanılmıştır. Bu çok boyutlu ölçme aracı, laboratuvar deneylerinde katılımcıların belirli bir etkinlikte



İlgili öznel deneyimlerini değerlendirmek amacıyla tasarlanmıştır ve içsel motivasyon ile öz-düzenleme üzerine yapılan birçok çalışmada kullanılmıştır. İME, ilgi/zevk, algılanan yetkinlik, çaba, değer/kullanışlılık, hissedilen baskı ve gerilim, algılanan tercih gibi altı alt ölçek üzerinden katılımcıların bir etkinlik sırasında deneyimledikleri unsurları ölçmektedir. Farklı görev, koşul ve ortamlarda uygulanan ölçeğin bu alt boyutlarının, faktör analizleri ile tutarlılık gösterdiği kanıtlanmıştır. Araştırmanın hedeflerine uygun olarak, envanterin konuyla ilişkili olan alt ölçekleri seçilmiştir. Bu çalışmada kullanılan İME, beş alt faktörden ve yedili Likert tipi derecelendirmeden oluşmaktadır; ters maddeler ise ters puanlanmaktadır. Envanterden elde edilen yüksek puan, yüksek düzeyde motivasyonun göstergesi olarak yorumlanmıştır. Ayrıca, bu çalışmada ölçeğin Cronbach's Alpha değeri .79 olarak hesaplanmıştır.

Çalışmada dağılım normalliği testi yapılmıştır. Kullanılan analizler/ frekans, yüzde, aritmetik ortalama gibi betimleyici istatistikler ve dağılım normal olduğu için bağımlı ve bağımsız gruplar t testi ile analiz edilmiştir. Veri setlerinin normal dağılıma uygunluğunu değerlendirmek için Kolmogorov-Smirnov ve Shapiro-Wilk testleri uygulanmıştır.

BULGULAR

Yukarıda belirtilen araştırma sürecine yönelik elde edilen bulgular sırasıyla aşağıda yer almaktadır.

Kelime Başarı Testine İlişkin Bulgular

Kelime başarı testine ilişkin bulgular fiilin ikinci hali ve anlamı bakımından olarak iki çerçeve altında ele alınmıştır.

Fiilin İkinci Hali Bakımından

Deney grubu katılımcıların ön test-son test sonuçlarının anlamlı bir fark gösterip göstermediğine ilişkin Bağımsız gruplar T testi sonuçları Tablo 1.'de verilmiştir.

Tablo 1. Deney Grubu Ön test- Son test Sonuçları Bağımlı Gruplar T Testi

Deney Grubu	Test	N	\bar{x}	ss	sd	t	p
Fiil	Ön test	23	14.57	8.17883	22	-17.503	.000**
	Son test	23	40.35	9.78686			

p< .05

Bağımsız örneklem t-testi sonucuna göre deney grubu ön test-son test arasında istatistiksel olarak son test lehine anlamlı fark bulunmuştur. ($t=-17.503$ p< .05). Buradan hareketle yöntemin fiil öğretiminde etkili olduğu söylenebilir.

Tablo 2'ye bakıldığında, bağımsız örneklem t-testi sonucuna göre kontrol grubu ön test-son test arasında istatistiksel olarak son test lehine anlamlı fark bulunmuştur. ($t=-9.973$ p< .05). Buradan hareketle klasik eğitim yönteminde de anlamlı farklılık olduğu söylenebilir.



Tablo 2. Kontrol Grubu Ön test-Son test Bağımlı Gruplar T Testi

Kontrol Grubu	Test	N	\bar{x}	ss	sd	t	p
Fiil	Ön test	23	14.52	8.11771	22	-9.973	.000**
	Son test	23	28.39	11.40071			

p< .05

Tablo 3'te ise bağımsız örneklem t-testi sonucuna göre iki grup arasında istatistiksel olarak deney grubu lehine anlamlı fark bulunmuştur. ($t=3.816$ $p< .05$). Buradan hareketle deney grubuna uygulanan programın etkili olduğu söylenebilir.

Tablo 3. Deney ve Kontrol Grupları Son Test Bağımsız Gruplar T-Testi

	Grup	N	\bar{x}	ss	sd	t	p
Son test	Deney	23	40.35	9.78686	44	3.816	.000**
	Kontrol	23	28.39	11.40071			

p< .05

Fiilin Anlamı Bakımından

Deney grubu katılımcıların ön test-son test sonuçlarının anlamlı bir fark gösterip göstermediğine ilişkin Bağımlı Gruplar T testi sonuçları Tablo 4. 'de verilmiştir.

Tablo 4. Deney Grubu Ön Test-Son Test Bağımlı Gruplar T-Testi

Deney Grubu	Test	N	\bar{x}	ss	sd	t	p
Fiilin Anlamı	Ön test	23	14.65	11.48758	22	-7.342	.000**
	Son test	23	27.87	13.25383			

p< .05

Bağımsız örneklem t-testi sonucuna göre deney grubu ön test-son test arasında istatistiksel olarak son test lehine anlamlı fark bulunmuştur. ($t=-7.342$ $p< .05$). Buradan hareketle yöntemin fiillerin anlamını öğretimde etkili olduğu söylenebilir.

Tablo 5'te ki bağımsız örneklem t-testi sonucuna göre kontrol grubu ön test-son test arasında istatistiksel olarak anlamlı fark bulunmamıştır ($t=-4.954$ $p< .05$).

Tablo 5. Kontrol Grubu Ön Test-Son Test Sonuçları Bağımlı Gruplar T Testi

Kontrol Grubu	Test	N	\bar{x}	ss	sd	t	p
Fiilin Anlamı	Ön test	23	18.00	10.43160	22	-4.954	.000**



Son test	23	21.52	12.17997
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p< .05

Tablo 6’da verilen bağımsız örneklem t-testi sonucuna göre deney grubu puanları yüksek olsa da iki grup arasında istatistiksel olarak anlamlı fark bulunamamıştır (t=1.691 p< .05).

Tablo 6. Deney ve Kontrol Grupları Son Test Sonuçları Bağımsız Gruplar T Testi

Grup	N	\bar{x}	ss	sd	t	p
Deney	23	27.87	13.25383	46	1.691	.098
Kontrol	23	21.52	12.17997			

İçsel Motivasyon Envanterine İlişkin Bulgular

Deney Grubu Motivasyon Envanteri Bulguları

Tablo 7. Deney Grubu Motivasyon Ortalamaları

	N	Minimum	Maximum	Mean	Std. Deviation
İlgi	23	26.00	35.00	34.35	2.20760
Yetenek	23	19.00	28.00	26.95	2.32532
Baskı	23	6.00	21.00	9.78	3.28850
Seçim	23	5.00	14.00	8.13	2.30226
Değer	23	21.00	21.00	21.00	.00000
Toplam	23	89.00	107.00	100.217	4.06712

Bu tablo deney grubunun motivasyon bileşenleri üzerindeki ortalamalarını ve bu ortalamaların yayılımını göstermektedir. İlgi ve yetenek gibi değişkenlerde düşük ortalama ve düşük standart sapma değerleri, katılımcılar arasında bu alanlarda benzerlik olduğunu gösterirken; baskı ve seçim gibi değişkenlerde yüksek ortalama ve standart sapma değerleri, bu alanlarda daha fazla varyasyon olduğunu ve katılımcılar arasında farklı algılamaların bulunduğunu göstermektedir. Değer değişkeni ise tüm katılımcılar için sabittir ve herhangi bir varyasyon göstermemektedir.

Kontrol Grubu Motivasyon Envanteri Bulguları

Tablo 8. Kontrol Grubu Motivasyon Ortalamaları

	N	Minimum	Maximum	Mean	Std. Deviation
İlgi	23	5.00	14.00	9.56	3.24494
Yetenek	23	4.00	13.00	6.22	3.16165
Baskı	23	9.00	15.00	13.56	2.37077
Seçim	23	2.00	8.00	3.04	1.71830
Değer	23	3.00	18.00	6.91	4.82336
Toplam	23	29.00	59.00	39.30	8.85456



Genel olarak, bu tablo deney grubunun motivasyon bileşenleri üzerindeki ortalamalarını ve bu ortalamaların yayılımını göstermektedir. İlgi ve yetenek gibi değişkenlerde düşük ortalama ve düşük standart sapma değerleri, katılımcılar arasında bu alanlarda benzerlik olduğunu gösterirken; baskı ve seçim gibi değişkenlerde yüksek ortalama ve standart sapma değerleri, bu alanlarda daha fazla varyasyon olduğunu ve katılımcılar arasında farklı algılamaların bulunduğunu göstermektedir. Değer değişkeninde ortalama ve yüksek standart sapma değerleri ile katılımcılar arasında büyük farklılıklar olduğunu göstermektedir.

Deney ve Kontrol Grubu Son Test Motivasyon Envanteri Bulguları

Tablo 9. Deney ve Kontrol Grupları Son Test Bağımsız Gruplar T-Testi

	Grup	N	\bar{x}	ss	sd	t	p																																																								
İlgi	Deney	23	34.35	2.20760	44	30.283	.000*																																																								
	Kontrol	23	9.57	3.24494				Yetenek	Deney	23	26.95	2.32532	44	25.343	.000*	Kontrol	23	6.21	3.16165	Baskı	Deney	23	9.78	3.28850	44	-4.475	.000*	Kontrol	23	13.56	2.37077	Seçim	Deney	23	8.13	2.30226	44	8.492	.000*	Kontrol	23	3.04	1.71830	Değer	Deney	23	21.00	.00000	44	14.007	.000*	Kontrol	23	6.91	4.82336	Toplam	Deney	23	100.21	4.06712	44	29.981	.000*
Yetenek	Deney	23	26.95	2.32532	44	25.343	.000*																																																								
	Kontrol	23	6.21	3.16165				Baskı	Deney	23	9.78	3.28850	44	-4.475	.000*	Kontrol	23	13.56	2.37077	Seçim	Deney	23	8.13	2.30226	44	8.492	.000*	Kontrol	23	3.04	1.71830	Değer	Deney	23	21.00	.00000	44	14.007	.000*	Kontrol	23	6.91	4.82336	Toplam	Deney	23	100.21	4.06712	44	29.981	.000*	Kontrol	23	39.30	8.85456								
Baskı	Deney	23	9.78	3.28850	44	-4.475	.000*																																																								
	Kontrol	23	13.56	2.37077				Seçim	Deney	23	8.13	2.30226	44	8.492	.000*	Kontrol	23	3.04	1.71830	Değer	Deney	23	21.00	.00000	44	14.007	.000*	Kontrol	23	6.91	4.82336	Toplam	Deney	23	100.21	4.06712	44	29.981	.000*	Kontrol	23	39.30	8.85456																				
Seçim	Deney	23	8.13	2.30226	44	8.492	.000*																																																								
	Kontrol	23	3.04	1.71830				Değer	Deney	23	21.00	.00000	44	14.007	.000*	Kontrol	23	6.91	4.82336	Toplam	Deney	23	100.21	4.06712	44	29.981	.000*	Kontrol	23	39.30	8.85456																																
Değer	Deney	23	21.00	.00000	44	14.007	.000*																																																								
	Kontrol	23	6.91	4.82336				Toplam	Deney	23	100.21	4.06712	44	29.981	.000*	Kontrol	23	39.30	8.85456																																												
Toplam	Deney	23	100.21	4.06712	44	29.981	.000*																																																								
	Kontrol	23	39.30	8.85456																																																											

Deney ve kontrol gruplarının son test puan ortalamalarının bağımsız gruplar t testi sonuçları, ilgi ($t=30.283$, $p<.05$), yetenek ($t=25.343$, $p<.05$), seçim ($t=8.492$, $p<.05$), değer ($t=14.007$, $p<.05$) ve toplam puanlar ($t=29.981$, $p<.05$) açısından deney grubu lehine anlamlı farklılıklar göstermiştir. Ancak, baskı alt boyutunda ($t=-4.475$, $p<.05$), kontrol grubu lehine anlamlı bir fark bulunmuştur.

Kontrol Grubu Etik Ders Tamamlama Kalıcılık Testi

Çalışma süreci tamamlandıktan sonra kontrol grubuna etik anlamda adaletsizlik olmaması hassasiyeti ile aynı hikayeleştirme metodu ile ders anlatılmıştır. Bir ay sonra ise aynı başarı testi tekrar uygulanmış ve son test sonuçları ile karşılaştırılmıştır.



Tablo 10. Anlama İlişkin Tek Örneklem T Testi

One-Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
Anlam Son Test	8,077	23	,000	20,708
Kalıcılık Testi Anlam	11,642	22	,000	32,696

Tablonun sonuçları, dersin geleneksel yöntemle anlatılmasının ardından yapılan son test ile hikayeleştirme yöntemiyle yapılan dersten bir süre sonra yapılan kalıcılık testinin sonuçlarını karşılaştırmaktadır. Geleneksel yöntemle yapılan dersin son test sonuçları, anlam açısından istatistiksel olarak anlamlı bir fark gösteriyor ($t = 8,077$, $p < 0,001$), bu da öğrencilerin konuyu anlamada belirgin bir ilerleme kaydettiklerini gösteriyor. Ancak, hikayeleştirme yönteminin ardından yapılan kalıcılık testi sonuçları ($t = 11,642$, $p < 0,001$) daha yüksek bir ortalama farkı ve daha geniş bir güven aralığı sunarak, öğrencilerin bilgiyi daha iyi koruduklarını ve uzun süreli öğrenmenin daha etkili olduğunu ortaya koyuyor. Bu, hikayeleştirme yöntemi ile öğretimin, bilgilerin kalıcılığını artırma konusunda daha etkili olduğunu ve öğrencilerin bilgiyi daha uzun süre hatırlama yetilerini geliştirdiğini gösteriyor.

Tablo 11. Fiilin İkinci Haline İlişkin Tek Örneklem T Testi

One-Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
Fiil Son Test	10,982	23	,000	27,375
Fiil Kalıcılık Testi	12,413	22	,000	31,087

Yine aynı şekilde fiillerin ikinci haliyle ilgili ders, önce geleneksel yöntemle, ardından hikayeleştirme yöntemiyle aynı öğrenci grubuna anlatılmıştır. Fiil Son Test sonuçları, geleneksel yöntemle eğitimin ardından yapılmıştır ve öğrencilerin bu yönteme dayalı ortalama puanı 27,375'tir. Bu sonuç, sıfırdan anlamlı derecede farklıdır ($p < 0,001$), bu da geleneksel yöntemin etkili olduğunu göstermektedir. Ancak, aynı gruba hikayeleştirme yöntemiyle verilen eğitimin ardından yapılan Kalıcılık Testi sonuçları, ortalama puanın 31,087 olduğunu ve yine sıfırdan anlamlı derecede farklı olduğunu ($p < 0,001$) göstermektedir. Bu sonuçlar, hikayeleştirme yönteminin sadece anlık öğrenme için değil, aynı zamanda bilginin kalıcılığı açısından da daha etkili olduğunu ortaya koymaktadır. Hikayeleştirme yönteminin, geleneksel yöntemle kıyasla öğrencilerin uzun vadeli hafızalarında daha güçlü bir etki yarattığı, ortalama puanların yüksekliği ve istatistiksel anlamlılık düzeyleriyle desteklenmektedir.

SONUÇ VE ÖNERİLER

Richards ve Renandya (2002), kelime dağarcığının dil yeterliliğinin temel bir bileşeni olduğunu ve dil becerilerinin gelişimi için gerekli olduğunu vurgulamaktadır. Mehta (2009) da bu görüşü destekleyerek kelime bilgisini dil ediniminde ilk ve en önemli adım olarak tanımlarken, Wilkins ve Thornbury (2002) tarafından aktarılan görüşüne göre; dil bilgisi olmadan iletişim sınırlı kalırken, kelime dağarcığı olmadan hiçbir şey ifade edilememektedir. Chomsky (1972) ise özellikle küçük çocuklara dil öğretmenin zorluğuna dikkat çekerek, ilgi çekici bir atmosferin önemini vurgulamaktadır. Bununla birlikte Setyarini (2011) ise İngilizce dersinde HAY uygulamasının kelime öğrenimini hızlandırdığını belirtmektedir. Ve yapılan bu çalışmanın bulguları da, HAY'ın İngilizce derslerinde kelime dağarcığının gelişimine olumlu katkı sağladığını ve deney grubundaki öğrencilerin kontrol grubuna kıyasla daha fazla ilerleme kaydettiğini göstermektedir. Novak (2006) da geçmiş zaman ifadelerinin hikâyelerde sıkça kullanıldığını ve öğrencilerin bu tür içerikleri sevdiğini belirterek, HAY'ın geçmiş zaman öğretiminde etkili bir yöntem olduğunu savunmaktadır.



Arietawati (2011), hikâye anlatımının çocukların öğretilen kelimeleri hafızalarına kazımalarına yardımcı olduğunu belirtirken, Merchant ve Thomas (2013) de HAY'ın yeni kelimelerin ve anlamlı bilgilerin öğretilmesine katkı sağladığını vurgulamaktadır. Çalışmada, kontrol grubunun ön test ve son test sonuçları arasında anlamlı bir fark bulunmaması ($t=-4.954$, $p<.05$), geleneksel yöntemin fiil anlamlarının öğreniminde etkili olmadığını göstermektedir. Buna karşılık, deney grubunda HAY uygulaması öncesi ve sonrası anlamlı bir fark tespit edilmiştir ($t=-7.342$, $p<.05$). Bu sonuç, HAY'ın fiil anlamlarının öğrenilmesinde başarılı olduğunu ve çalışmanın genel hedeflerini doğruladığını ortaya koymaktadır.

Bu araştırmada, HAY yönteminin İngilizce dersine yönelik motivasyon üzerindeki etkisinin belirlenmesi, çalışmanın önemli hedeflerinden birini oluşturmaktadır. Çünkü Wright (2008), hikâye anlatımının çocukları motive ettiğini ve dikkatlerini toplamada etkili olduğunu belirtmektedir. Çalışmada motivasyon faktörleri, ilgi, yetenek, baskı, seçim ve değer alt faktörleri üzerinden incelenmiştir. Deney grubunun ilgi ($\bar{x} = 34.35$) ve yetenek ($\bar{x} = 26.95$) puanları, kontrol grubuna kıyasla anlamlı derecede yüksektir. Bu fark, deney grubunun HAY süreci boyunca daha yüksek ilgi ve yetenek algısı geliştirdiğini göstermektedir. Ayrıca, deney grubu baskı alt faktöründe kontrol grubuna göre ($\bar{x} = 13.56$) daha düşük ortalamaya sahiptir ($\bar{x} = 9.78$), bu da HAY'ın öğrencilerin kendilerini daha rahat ifade etmelerine ve baskıdan uzak bir ortamda öğrenmelerine katkı sağladığını ortaya koymaktadır. Seçim ve değer alt faktörlerinde de deney grubunun kontrol grubuna kıyasla daha yüksek ortalamalar (seçim $\bar{x} = 8.13$, değer $\bar{x} = 21.00$) elde etmesi, HAY'ın öğrencilere seçim yapma özgürlüğü ve değer algısında olumlu etkiler yarattığını göstermektedir.

Genel motivasyon puanlarında da deney grubunun kontrol grubuna göre anlamlı derecede daha yüksek bir ortalamaya sahip olması ($t = 29.981$, $p = .000$), HAY'ın genel motivasyon üzerinde büyük bir olumlu etki yarattığını desteklemektedir. Norman ve Revell (1997)'in belirttiği gibi, öğrenciler farklı öğretim tarzlarını öğrendikçe bilgiyi daha iyi öğrenir, depolar ve hatırlarlar. Hikâye anlatımının öğrencilere tüm öğrenme tarzlarında yardımcı olduğu gözlemlenmiş ve dil bilgisi kurallarının hikâyeler aracılığıyla başarılı bir şekilde öğretildiği görülmüştür. Novak (2006) da hikâye anlatımının geçmiş zaman öğretiminde etkili olduğunu belirtirken, Bai Rajendran ve arkadaşları (2014) hikâye anlatımının dil bilgisi öğretiminde öğrencilere ve öğretmenlere motivasyon açısından da fayda sağladığını ifade etmiştir. Çalışmadan elde edilen bulgular da, HAY'ın dil bilgisi öğretiminde etkili olduğunu ve bu doğrultudaki amaçlarını desteklediğini göstermektedir.

Bu çalışma ayrıca, geleneksel öğretim yöntemi ile hikâyeleştirme yönteminin öğrencilerin fiil öğrenimi üzerindeki etkilerini karşılaştırmakta ve her iki yöntemin de bilginin kalıcılığı üzerindeki etkilerini analiz etmektedir. Bulgular, her iki yöntemin de etkili olduğunu, ancak hikâyeleştirme yönteminin daha kalıcı bir öğrenme sağladığını ortaya koymaktadır.

Özellikle, geleneksel yöntemle verilen dersin ardından yapılan son test sonuçları, öğrencilerin anlamada belirgin bir ilerleme kaydettiğini ve bu yöntemin kısa vadede etkili olduğunu ortaya koymaktadır ($t = 8,077$, $p < 0,001$). Bununla birlikte, hikâyeleştirme yönteminin ardından yapılan kalıcılık testi sonuçları ($t = 11,642$, $p < 0,001$), öğrencilerin bilgiyi daha iyi koruduğunu ve daha uzun süre hatırladığını göstermektedir. Bu bulgular, hikâyeleştirme yönteminin öğrenilen bilgilerin uzun süreli hafızada yer edinmesine daha fazla katkı sağladığını vurgulamaktadır.

Aynı şekilde, fiillerin ikinci hali ile ilgili derslerde de benzer sonuçlar elde edilmiştir. Geleneksel yöntemle verilen ders sonrası yapılan son teste elde edilen 27,375 puan, yöntemin etkili olduğunu ortaya koyarken ($p < 0,001$), hikâyeleştirme yöntemi ile verilen dersin ardından yapılan kalıcılık testinde öğrencilerin ortalama puanı 31,087 olarak bulunmuştur. Bu sonuçlar, hikâyeleştirme yöntemi ile öğretim yapıldığında öğrencilerin bilginin kalıcılığı açısından daha başarılı olduklarını göstermektedir. Sonuç olarak, hikâyeleştirme yöntemi hem anlamayı kolaylaştırmakta hem de bilgilerin uzun süre hatırlanmasına katkı sağlamaktadır.

Yöntemin etkililiğini farklı yaş gruplarında test etmek, kelime ve dil bilgisi öğrenimi üzerindeki etkilerini araştırmak, çeşitli hikâye türleri ve içeriklerini geliştirerek hangi türlerin daha



fazla katkı sağladığını belirlemek, motivasyon faktörleri üzerindeki etkileri dikkate alarak çalışmalar yapmak ve kullanılan ölçekleri daha da geliştirmek çalışmanın sonucuna bağlı olarak verilen önerilerdir. Ayrıca, ders kitaplarında HAY ile ilgili çalışmalara yer verilmesi, yöntemin eğitimdeki potansiyel faydalarını artırabilir.

Eğitmciler, özellikle yabancı dil derslerinde hikâyeleştirme yöntemini daha yaygın ve etkin bir şekilde kullanmayı düşünmelidir. Çünkü bu yöntem, sadece bilgileri öğrenmek için değil, aynı zamanda öğretilen bilgilerin kalıcı hale gelmesi için de etkilidir. Bu etkisi kanıtlanmış yöntemin eğitim programlarına nasıl dahil edilebileceği konusunda öğretmen eğitimleri verilebilir. Bununla birlikte öğretmenler, sınıf içi uygulamalarda daha yaratıcı ve etkili olabilirler. Ayrıca yapılan bu çalışmada hikâyeleştirme yöntemi sadece kelime öğretimi açısından incelenmiştir. HAY yönteminin dilin diğer becerilerine (okuma, yazma, konuşma, dinleme) olan etkilerini araştıran daha kapsamlı çalışmalar da yapılabilir.

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Identifying Grammatical Errors and Mistakes via a Written Learner Corpus in a Foreign Language Context

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Abstract: Foreign language learners of English struggle to apply grammar rules in writing despite prolonged training focusing on grammar. This error analysis study examines English as a foreign language (EFL) learners' grammatical errors through a written learner corpus containing essays written by Level 2 and 3 students in a language program at a state university. It is corpus-driven research that utilizes a specially built corpus, including 506 essays with around 190.000 word tokens. The study also aims to reveal whether they improve within a term. Using James' (1998) taxonomy of errors, the data were analyzed via a corpus tool, "AntConc". The results of descriptive analysis for error frequency showed that the most common grammatical errors were related to verb conjugation, prepositions, articles, grammatical numbers, and voice, respectively. The study also showed no significant progress for Level 2 learners, while Level 3 learners slightly improved by rectifying the number of errors.

Keywords: *Corpus Linguistics; error analysis; grammatical errors; corrective feedback*

INTRODUCTION

Among the four main skills, writing can be regarded as the area where teachers can provide the most concrete and useful feedback to their students' performance (Hartshorn et al., 2010). Writing in a second language (L2) is a multidimensional skill that includes syntactic and lexical mastery. According to Silva (1990), "writing is a complex, recursive, and creative process or set of behaviors that is very similar in its broad outlines for first and L2 writers" (p. 8). Therefore, students are expected to combine suitable vocabulary and accurate grammar to create coherent and cohesive texts in a foreign language. As the main focus of the current study, L2 grammar knowledge has a critical role in writing. Using a variety of grammatical structures accurately enables language learners to express their ideas in a more sophisticated way. Nevertheless, there is a debate about the impact of grammar teaching on writing performance. Teaching grammar is often underestimated because of its structural and prescriptive nature. Some researchers (Andrews et al., 2006; Krashen, 1982) believe that it is impossible to convey formal grammar knowledge to writing. They also claim that grammar teaching has no direct influence on writing development. However, EFL learners struggle to apply grammatical knowledge to writing when these two skills are taught separately. Others, such as Celce-Murcia (1991), Myhill et al. (2012), and Cawley (2017), suggest that contextualized grammar instruction enhances writing skills. According to Weaver (1998), students must be guided in implementing suitable grammatical structures in their writing. As Xavier et al. (2020) concluded, teaching grammar assists students in meaning-making processes when making linguistic choices during writing. Therefore, there is a need to examine the effect of grammar on L2 writing

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performance, especially by analyzing the most common errors in different contexts, such as Türkiye, where EFL students have difficulties in applying grammar rules to writing, as indicated below.

EFL students commonly encounter problems during writing activities that can be categorized as linguistic, psychological, cognitive, and pedagogical (Fareed et al., 2016). From this perspective, writing is challenging for Turkish EFL learners for various reasons, such as linguistic incompetence or L1 interference. It is perplexing that second language learners commit grammatical errors even in the most basic structures despite having been taught grammar for many years. When asked to write in English at school, they might spend minutes writing one grammatically correct sentence. As a common problem for Turkish EFL students, grammatical errors in writing directly impact language learning by affecting the quality of their written production and decreasing student motivation (Gazioğlu, 2019). While transferring L2 grammar knowledge into their writing, it is natural for second language learners to make mistakes with the effect of their first language (Selinker, 1972; Corder, 1981). Therefore, it can be claimed that students' progress might be facilitated through error correction activities in writing and grammar lessons by helping them notice their common problems. Such weaknesses can also be revealed through continuous assessment and the assistance of the teacher's feedback. Although the most problematic grammatical subjects for language learners may not exhibit considerable variation, it might be helpful to investigate the issue in different contexts where different approaches to grammar and writing instruction are held.

Along with the advancements in information technology and corpus linguistics, it is now possible to analyze language errors through learner corpora, which can enable analyzing large-scale data and help both learners avoid these mistakes and teachers envisage complications their students may face. Likewise, as foreseen by Granger (2009), Corpus Linguistics has already become the "bona fide" input format in SLA studies. As Zhong and Wakat (2023) suggested, more corpus-integrated classrooms are needed for a better language learning experience. Accordingly, detecting the most commonly committed grammatical errors in writing and exploring the underlying reasons will benefit the foreign language teaching process from several aspects. Overall, acquiring writing and grammar skills has aroused considerable interest in SLA research, where their interactions are also examined. However, research on the issue seems scarce, as can be seen from the research synthesis provided below after drawing a theoretical framework.

Theoretical Framework

As one of the building blocks of a language, studying grammar has a critical role in second language learning. Different approaches have been presented in the field, such as the Grammar-Translation Method, one of the oldest approaches in language teaching, which requires learners to study grammatical rules deductively. Apart from traditional approaches to language learning, modern methods, such as the Communicative Approach, include implicitly teaching grammar and focusing on usage rather than accuracy. As a result, because one of the main purposes of teaching grammar is enhancing the language users' ability to convey their ideas in oral and written form, applying accurate grammar rules is an essential goal for EFL students to achieve in writing.

Despite being interchangeably used in daily language, linguistics researchers have attempted to distinguish between "error" and "mistake". As suggested by Corder (1967), mistakes are related to problems in performance, just like a slip of the tongue or pen. However, errors are systematical complications that indicate competence-related problems, contributing to the learner's progress (Corder, 1967). Some possible reasons for learner errors and mistakes, in general, are listed by Norrish (1983) as follows: lack of attention, anxiety, L1 interference, overgeneralization, wrong translation, difficulties in the application of rules, and problems arising from the course material or the teacher. However, as Botley (2015) states, it is challenging to distinguish errors and mistakes and difficult to define them. Moreover, it is not always possible to understand if a lack of attention or knowledge causes a grammatical problem. Therefore, in relation to the aim of this study, students' grammatical errors and mistakes in writing are analyzed together through a learner corpus.

The Contrastive Analysis developed by Lado (1957) is based on the assumption that learning a foreign language resembles learning the mother language; thus, their similarities and differences positively or negatively impact learning the target language. Therefore, problematic areas can be foreseen and addressed in the curriculum to provide more effective training to the students. Likewise, Corder (1981) argues that second-language learners' errors served as indicators of their linguistic system under construction and provided valuable data for understanding the core principles of the built-in syllabus. Thus, committing errors is a strategy and a sign of progress in L2 acquisition. Hence, he suggests that these errors must be analyzed within the scope of Comparative Linguistics. His views are also related to "Interlanguage Theory", which Selinker (1972) introduced to applied linguistics. Teachers already explore their students' errors intuitively, as a part of their job, for practical reasons such as adapting their teaching styles, developing suitable course materials, or providing extra practice. However, it requires systematic observation to reveal learners' errors, understand their reasons, and offer solutions to the determined problems. Thus, Contrastive Analysis (CA), Error Analysis (EA), and Interlanguage (IL) are the key investigation methods for analyzing errors and ensuring effective ESL instruction (Hsu, 2013).

The main steps of error analysis are defined by Corder (1981, p. 15) as "recognition of idiosyncrasy", "accounting for a learner's idiosyncratic dialect", and "explanation". The branch of applied linguistics that undertakes these processes is called "Error Analysis". As cited in Lennon (2008), the stages of error analysis can be outlined as (a) choosing a corpus of language, (b) determining the errors in the corpus, (c) categorizing the determined errors, (d) interpreting the psycholinguistic reasons of the errors, and (e) evaluating the error (ranking the criticality). The error taxonomies that are utilized most commonly in the EA studies belong to Dulay et al. (1982), who classify errors into four: linguistic category, surface strategy, comparative, and communicative effect. Based on their model, James (1998) develops a new classification, adding a new category to the sub-categories in the Surface Strategy Taxonomy (omission, addition, misinformation, and misordering): blends. In line with the aims of this study and as a relatively more recent model, James' (1998) classification, especially the categories on the morphological and syntax errors, is adapted and employed for the corpus-driven error analysis.

Previous Research

Research shows that even advanced learners of English make basic grammatical mistakes after many years of instruction, and the main reason for this is L1 interference. Şimşek (1989) explored preparatory school students' written errors by applying contrastive error analysis and reported that intralingual errors outweighed interlingual ones, mostly indicating problems in articles and prepositions, emphasizing the importance of accuracy in grammar teaching. Şahin (1993) also focused more specifically on tense and aspect errors in Turkish university students' papers and found that most errors were semantic/pragmatic, revealing that the students had difficulty applying verb tenses and aspects. The study concluded that grammatical errors such as wrong tense and aspect use can be avoided thanks to contextualized grammar instruction. According to Yüksel's (2007) study that investigated English Language and Literature students' grammatical errors in writing, the wrong use of prepositions was observed to be the most recurrent error. In another study, Kırkgöz (2010) analyzed learners' written errors to discover likely reasons for errors and showed that most errors were interlingual, signaling L1 interference as the basic reason. Similarly, Başöz and Aydın (2011) identified grammatical mistakes in advanced EFL students' papers and revealed common problems with grammatical structures such as tenses, verbs, adjectives, adverbs, conjunctions, articles, relative clauses, and prepositions. They suggested that teachers should facilitate the learners by giving clear corrective feedback and providing opportunities where students can practice writing creatively and descriptively.

A related body of research confirms that grammatical errors made by students of writing often stem from the L1 effect and the lack of competence in the target language. For example, Köroğlu (2014) showed that Turkish EFL students committed many interlingual errors, especially because of

L1 interference. Likewise, Mede et al. (2014) investigated word order by Turkish EFL learners to explore the transfer effects of Turkish learners of English and revealed that learners transfer word order patterns from their first language to the target language, implying a strong effect of these structures on their syntactic development. Finally, in their study, Kırmızı and Karcı (2017) examined linguistic and lexical errors in a classroom exercise written by Turkish EFL students, and the common mistakes in articles, word choice, prepositions, word order, and subject-verb agreement were attributed to the deficiency in grammatical knowledge and L1 interference.

Thanks to corpus-based error analysis research, most common grammatical mistakes are reported, and this allows teachers to respond to students' needs as they not only identify errors made by foreign language learners but also offer insights on possible reasons for these errors and provide some solutions to overcome these linguistic problems. Recently, Demirel (2017) employed a Computer-aided Error Analysis approach and showed that the most problematic grammatical units for the students are articles and determiners. It was asserted that the students should be trained to use related software to write and revise their essays, taking more responsibility in their learning process. In his prominent study that established a connection between the types of errors committed and students' proficiency levels, Can (2017) focused on errors related to verb forms in essays written by Turkish EFL learners and found incorrect tenses of verbs, wrong verb choices, wrong verb forms, missing verbs, and verb agreement errors as the most common verb errors. Taşçı and Aksu Ataç (2018) also examined grammatical errors through a corpus of essays written by Turkish university students and especially focused on the sources of errors and showed that interlingual errors (mother tongue interference, in general) were common. The wrong preposition used by the students was also a result of L1 interference, implying "negative transfer." Furthermore, Kazazoğlu (2020) found that in addition to the impact of L1, there can be some other factors contributing to grammar errors in writing, such as the use of bilingual dictionaries, direct translation methods, and poor language skills. To sum up, bringing out the significance of error analysis, these studies suggest that learner errors should be an advantage for both teachers and students. In the current context, where the teaching medium is English, grammar and writing skills are taught separately. Differentiating from the contexts of previous similar studies in Türkiye, it is expected to observe if these factors play a role in terms of the frequency of grammatical errors committed by EFL students in writing, in addition to any potential progress in terms of minimizing the number of these errors within a specific period.

In light of the previous research findings on error analysis studies in the Turkish EFL context, it can be stated that students commit errors and mistakes in similar grammatical aspects due to some reasons, such as L1 interference, lack of competence, or insufficient practice. Nevertheless, compiling a learner corpus in a higher education institution with English-medium instruction and an exceptional language program may yield different results. Therefore, this study employs Corpus Linguistics techniques to examine grammatical errors made by Turkish EFL students in higher education through a written learner corpus. In addition to detecting the most frequent grammatical errors, as the second facet of the study, it is also intended to show students' progress within a specific period based on how much they corrected their errors as a response to the teacher's feedback. With those concerns in mind, the current study aims to identify grammatical errors and mistakes via a written learner corpus in the EFL context and seeks answers to the following research questions:

- What are the most common grammatical errors or mistakes Turkish EFL students make in the writing process?
- Do EFL learners show any improvement by decreasing the number of grammatical errors or mistakes in writing within a term?

METHOD

Research Context

This study systematically examines grammatical errors during written performance in the EFL learning process. The study uses the analytic approach to examine the underlying factors and processes that lead to the errors and assess teacher feedback's impact on potential student improvement. The purpose of the study is heuristic since it is controlled and manipulated in several ways as a data-driven exploration without preconceptions but with the possibility to generate hypotheses for further investigation. The focus of the study is limited to grammatical errors, but the variables such as student proficiency level and nationality are controlled to eliminate subject awareness through the use of data from previously completed courses. It also relies on the researcher's subjective understanding and knowledge of grammatical errors in organizing and interpreting the data to be analyzed. Finally, the data for this study consisted of student essays, which were collected and analyzed through a corpus tool.

Participants

The participants of the study were 208 Turkish EFL learners, whose essays were compiled to build a special learner corpus, studying at a language preparatory program offered by a state university in Turkey. Five groups of students from each level were randomly chosen during the sampling stage. Considering the features of the present educational context, they were Level 2 and Level 3 Writing students, which meant they had English proficiency levels between B1 and B2 (intermediate) according to the Common European Framework of Reference for Languages (CEFR) standards. Level 1 students were not involved in the study because they produced paragraphs, not essays, which would make it incomparable with the other two levels. In Level 2, out of 106 students, 43 (40.57%) were male, while 63 (59.43%) were female. In Level 3, there were samples from 102 students: 49 (48.04%) were male, and 53 (51.96%) were female. The ages of the students ranged between 17 and 35. All participants were Turkish EFL students whose future departments varied: 114 students were from the Faculty of Engineering (53.77%), 42 students were from the Faculty of Architecture (19.81%), 29 students were from the Faculty of Life and Natural Sciences (13.68%), and 23 students were from the Faculty of Managerial Sciences (10.85%). The information about the participants was gathered retrospectively through the learning management system used in the research context. Although some of these independent variables did not play a significant role in answering the research questions, attention was paid to sustaining a balance, especially regarding the number of essays between two levels, while creating this learner corpus. The purposeful sampling method was used as the focus was on Level 2 and 3 students' essays, and the convenience sampling method was utilized because the essays were gathered from colleagues who volunteered to help the researcher as the researcher's own writing groups' essays were not sufficient in number to compile the corpus.

Instruments

The data come from a written corpus of learners, as the researcher named Learner Corpus of Student Essays (LECOSE), which was compiled exclusively for this study. LECOSE comprised 506 student essays, which were written in seven different genres by Level 2 and Level 3 learners studying at a language program in a state university. Accordingly, there are 258 Level 2 essays and 248 Level 3 essays in the main corpus created for the study, which comprises nearly 191.000 word tokens. The Level 2 essays contain around 76.500 word tokens, while the Level 3 essays contain about 114.000 word tokens. LECOSE was compiled to answer the first research question, containing all the essays from both levels. In addition, one sample group was chosen from each level to answer the second research question, and sub-corpora were created to examine the papers written individually. These temporary mini corpora for each level were organized from the main corpus during the analysis stage. As a result, the current study utilized one main specifically built written learner corpus and individually arranged sub-corpora to compare changes to achieve its objectives.

Procedure

The data for the present study were collected from the students at the School of Foreign Languages at a state university. The essays written as continuous assessment tasks by students who took levels 2 and 3 Writing courses were compiled to build a learner corpus, LECOSE. The data were chosen through convenience sampling method as the students previously submitted their essays to the researcher who taught Writing 2 and Writing 3 courses during that academic year. The data collection process started with obtaining approval from the research ethics committee. Then, the online versions of the student essays downloaded as bulks from the learner management system were compiled by convenience sampling to build a learner corpus. The samples were classified into different folders and organized based on three categories: proficiency levels (W2 and W3), groups (classes), and tasks, which are the specific essays written for different genres. Table 1 shows the genres of the student essays, writing topics, and word tokens for each level:

Table 1. Genres and writing topics by level

Level	Genre	Sample Topics	Word Token (~)
2	1. Compare & Contrast	Aluminum vs. Glass	76.500
	2. Graphic Description	Household Plastic Collection	
	3. Problem & Solution	Plastic Pollution	
	4. Classification	Uses of Plastic	
3	1. Process	Seawater Desalination / Rainwater Harvesting	114.000
	2. Cause & Effect	Urbanization / Water Scarcity	
	3. For & Against	Drones / Voting Age / Social Media Use	

As suggested by Biber (1993), several aspects are to be considered during the corpus design process: the number of texts, text types, the selection of text samples, and the length of text samples. Therefore, considering the limitations of data preparation through tagging, this written corpus was built with 506 student essays from Level 2 (258) and Level 3 (248). Thus, the corpus size is considered manageable and large enough to investigate the proposed research questions. Although the anonymity of the participants was maintained and variables such as age or gender were not a concern in this study, Burnard (2005) expressed that metadata could be useful in correlating data and expanding the corpus for further studies. Thus, the researcher wrote down the number of students by gender in each level and group and numbered all students within the groups to match them easily while answering the second research question, which required comparing grammatical mistakes found in different essays written by the same students. In addition, both convenience and purposeful sampling methods were applied because the researcher, who has been teaching grammar (*Language Awareness*, as described in the curriculum) and writing courses, is a foreign language instructor in the research context.

Data Analysis

The data analysis stage of this study was conducted through a corpus concordance program called AntConc 3.5.8., a free, open-source software. As described by its developer, Anthony (2005), it provides “a powerful concordancer, word, and keyword frequency generators, tools for cluster and lexical bundle analysis, and a word distribution plot.” (p. 729). Because the present research aims to reveal the most common grammatical errors in students’ papers, the chosen software can generate a list of all the occurrences of a tagged error in the learner corpus with its practical interface. As the first data analysis stage, the learner corpus essays were thoroughly read and tagged by the researcher to detect grammatical errors. In this sense, the aforementioned taxonomy for grammatical errors by James (1998) was adapted and employed. The table below shows the error categorization scheme, error tags, and some sample sentences containing these error types:

Table 2. Error categorization scheme

Error Category	Error Type	Error Code	Sample Sentence
Omission	articles	OM_ART	<i>You need ^ pencil.</i>
	auxiliary verb	OM_AV	<i>I ^ waiting for the bus.</i>
	conjunctions	OM_CON	<i>We didn't buy the car ^ it was expensive.</i>
	determiners	OM_DET	<i>Can you help me carry ^ bags?</i>
	modals	OM_MOD	<i>She ^ study hard to pass the exam.</i>
	nouns	OM_NOUN	<i>There is a ^ on the floor.</i>
	objects	OM_OBJ	<i>I left my ^ at home.</i>
	prepositions	OM_PREP	<i>Let's meet ^ 9 p.m.</i>
	pronouns	OM_PRON	<i>He fell and broke ^ leg.</i>
	quantifiers	OM_QUA	<i>I need ^ sugar to make a cake.</i>
Overinclusion	double-marking	OV_DM	<i>He <u>doesn't</u> <u>likes</u>...</i>
	simple addition	OV_SA	<i>Many students are <u>lefting</u> school.</i> <i>There are <u>some a few</u> differences.</i> <i>I called <u>the my</u> friend.</i>
Misselection	archi-forms	MISS_ARF	<i><u>that</u> cars, <u>in</u> the bus</i>
	regularization	MISS_REG	<i><u>buyed</u>, peoples</i>
	alternating forms	MISS_ALF	<i>I <u>seen</u> her yesterday.</i>
Misordering	adverbials, interrogatives adjectives	MISO_ADV	<i>He <u>every time</u> comes late home.</i>
		MISO_INT	<i>Tell me where <u>did you go</u>.</i>
		MISO_ADJ	<i>The words <u>little</u>...</i>
Blends	Improper combinations of words	BLEND	<i><u>According to Erica's opinion</u>, ...</i>

Note: All categories have sub-categories, such as OV_SA_PREP, MISS_ALF_CONJ, and MISO_VERB. Nouns and objects were used interchangeably in the tagging process. While CON was used to refer to “conjunctions,” CONJ was used to mean “conjugation.”

To ensure interrater reliability, the researcher collaborated with a native speaker instructor and a local instructor from the research context. After familiarizing themselves with the error categorization scheme, the instructors tagged one student paper from each level. Calculating the percentage of agreement between the raters as 80 for Level 2 and 86.7 for Level 3 (see Table 3 and Table 4), the researcher confirmed that the error categorization scheme operated efficiently and continued to tag the grammatical errors in the students' papers.

Table 3. Percentages of agreement by error categories for level 2

Error Category	Rater 1	Rater 2	Rater 3	Agreement (%)
Omission	1	1	1	100
Overinclusion	1	1	0	66.67
Misselection	1	1	1	100
Misordering	0	1	1	66.67
Blends	1	0	1	66.67
Average				80

Table 4. Percentages of agreement by error categories for level 3

Error Category	Rater 1	Rater 2	Rater 3	Agreement (%)
Omission	1	1	0	66.67
Overinclusion	1	1	1	100
Misselection	1	1	1	100
Misordering	1	0	1	66.67
Blends	0	0	0	100
Average				86.66

After the manual tagging process for all the essays was completed, all the papers aimed at building the main corpus were uploaded to AntConc in bulk. Thus, RQ1 would be answered for revealing the grammatical errors that students most commonly make. Each error category tag was searched through AntConc, and the queries were examined to list the frequencies of these errors. As for RQ2, one group from each level was taken as a sample, and the individual papers (1-3 and 1-4) within the groups. The Level 2 group selected to answer the second research question from LECOSE-2 included 68 papers written by 17 students (F=8, M=9). A total of 75 essays written by 25 students (F=11, M=14) were chosen from LECOSE-3 to investigate the development of Level 3 students in writing in the way of making grammatical mistakes. They were separately uploaded to AntConc to check the frequency of each type of error. The number of mistakes recorded manually was compared from 1 to 3 and 1 to 4 for each student at both levels. In this way, it was expected to see to what extent the students corrected their errors within a level. It was anticipated that the papers would have fewer occurrences of the same type of grammatical errors towards the end of the term, thanks to the effect of the teacher's corrective feedback.

RESULTS

Common Grammatical Errors and Mistakes Made by Turkish EFL Students

To trace the most common errors and mistakes committed by Level 2 learners, separate browsing actions were performed for different error types. Thus, the tables below show students' written errors and mistakes as (a) ranked in order of main types and (b) of sub-categories in each error type.

Table 5. Frequency of grammatical errors by level 2 students

Rank	Error Category	Number of Incidences	%
1	Misselection	2032	48.20
2	Omission	1220	28.94
3	Overinclusion	601	14.25
4	Misordering	187	4.43
5	Blends	175	4.15
Total number of errors: 4215			

The overall analysis of grammatical mistakes in LECOSE-2 reveals that the students committed 4216 errors in their written production. Most of the mistakes (48.20%) were due to the *misselection* of grammatical elements, which was followed by the *omission* of the elements 28.94% and the *overinclusion* of them with a percentage of 14.25. It was observed that the rates of mistakes related to *misordering* the elements and miscellaneous mistakes classified as *blends* are close to each other at 4.43% and 4.15%, respectively.

As the second phase of the data analysis, mistakes detected in the essays forming the LECOSE-3 were examined through AntConc. Several queries were conducted for the subcorpus based on the defined error categories and types. According to the comprehensive analysis conducted on grammatical errors in LECOSE-3, 3916 mistakes from the five main categories of error were found in

Level 3 essays written by the students. As shown in Table 6, the most prevalent errors, with 43.36%, arose from the grammatical components that were chosen incorrectly (misselection). Subsequently, errors emerging due to the omission of elements accounted for 30.97%, whereas the excessive inclusion of elements (overinclusion) depicted 16.36% of the total errors. Besides, it was indicated that errors related to misordering the elements and errors counted as blends displayed quite close frequencies, making up 4.74% and 4.54%, respectively.

Table 6. Frequency of grammatical errors by level 3 students

Rank	Error Category	Number of Incidences	%
1	Misselection	1698	43.36
2	Omission	1213	30.97
3	Overinclusion	641	16.36
4	Misordering	186	4.74
5	Blends	178	4.54

Total number of errors: 3916

Improvement of Turkish EFL Learners in Correcting Grammatical Errors in Writing

As shown by Figure 3.12, 10 out of 17 students (59%) made fewer errors in their final task, while seven students (41%) increased the number of mistakes they committed. A linear comparison of grammatical errors by Level 2 students in each category based on tasks to show change in time can also be seen in Table 7. However, the average number of mistakes committed from Task 1 to Task 4 might not significantly improve. Therefore, a statistical analysis was also conducted to understand if there was remarkable progress.

Table 7. Linear comparison of the frequency of grammatical errors by level 2 students

Error Category	Number of Incidences in Task 1	Number of Incidences in Task 2	Number of Incidences in Task 3	Number of Incidences in Task 4
Misselection	166	157	187	159
Omission	112	77	99	107
Overinclusion	35	42	35	40
Misordering	21	10	14	13
Blends	11	13	17	10

Table 8. Comparison of the first and the fourth essays by level 2 students

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Task 1 Errors								
Task 4 Errors	.45	3.46	.37	-.29	1.20	1.22	84	.23

* $p < .05$

A *paired-samples t-test* was conducted to compare the number of grammatical mistakes in Task 1 and Task 4. Contrary to expectations, there was a small mean difference ($M=0.45$, $SD=3.46$), with students making more mistakes in Task 4 than in Task 1. The 95% confidence interval (-0.28 to 1.20) includes 0, and the *t*-statistic ($t=1.22$, $p=0.22$) is not statistically significant. These results suggest that the observed differences are likely due to random variation rather than a true difference, which means that Level 2 students did not decrease the number of grammatical mistakes they committed within a term.

As a result, the analysis unveiled no statistically significant difference between the first and the last essays that the students wrote within Level 2. Although Task 4 had slightly fewer mistakes than Task 1, the statistical data show no meaningful difference. Hence, it can be stated that there is not

enough evidence to claim progress for Level 2 students in the sample in terms of making fewer mistakes.

As for the Level 3 students' essays, 12 out of 25 students (48%) made more mistakes in their final essays, while 10 students (40%) had fewer grammatical errors for the same task. In addition, two students (8%) had the same number of errors in both tasks, and one (4%) submitted an essay without any grammatical errors for Task 3. A linear comparison of grammatical errors by level 2 students in each category based on tasks to show change in time can also be seen in Table 9.

Table 9. Linear comparison of the frequency of grammatical errors by level 3 students

Error Category	Number of Incidences in Task 1	Number of Incidences in Task 2	Number of Incidences in Task 3
Misselection	166	157	187
Omission	112	77	99
Overinclusion	35	42	35
Misordering	21	10	14
Blends	11	13	17

Table 10. Comparison of the 1st and the 3rd essays by level 3 students

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Task 1 Errors								
Task 3 Errors	-1.20	3.67	.33	-1.85	-.55	-3.65	124	.00

* $p < .05$

A paired-sample t-test was conducted to compare the number of grammatical mistakes in Task 1 and Task 3. There was a significant mean difference ($M=-1.20$, $SD=3.67$), with students making fewer mistakes in Task 3 than in Task 1. The 95% confidence interval (-1.85 to -0.55) and the t-statistic ($t=-3.65$, $p=0.00$) indicate that this difference is statistically significant. These results suggest that Level 3 writing students improved from Task 1 to Task 3, reducing the number of grammatical mistakes in their written productions.

CONCLUSIONS AND DISCUSSION

The current study investigates the most common grammatical errors in students' essays utilizing specially built learner corpora, questioning any progress achieved in minimizing the number of these mistakes. The first conclusion is that the most frequent grammatical errors in the learner corpus LECOSE are related to using verbs, particularly with wrong choices for the alternating forms of conjugation, which is the proper adjustment of verbs, including gerunds, infinitives, and participles that function as verbs, nouns, adjectives, or adverbs concerning tense, mood, voice, person, and number. Most errors found in the main corpus stem from inaccuracies in conjugation, outweighing the overinclusion errors due to double marking. The conjugation errors in LECOSE include problems in subject-verb agreement, misselection of gerunds and infinitives, using tense inflections unnecessarily or indispensably, and applying voice changes inappropriately. Other verb-related errors were committed through failing to include verbs in sentences (omission), including verbs redundantly (overinclusion), locating the verbs in sentences incorrectly (misordering), and using a common verb (be, do, have) interchangeably, which distort both syntax and semantics of the sentences. The wrong uses of prepositions and articles follow conjugation errors. The fourth and the fifth most common grammatical mistakes in LECOSE are related to the use of grammatical numbers (singularity vs. plurality) and voice (active vs. passive). The second conclusion is that Level 2 students did not make significant progress in minimizing their mistakes from the beginning to the end of the term. However, there was a slight decrease in the average number of errors made by Level 3 students.

Discussion of the Findings

The findings of the current study align with prior research by Şahin (1993), Başöz and Aydın (2011), Can (2017), Demirel (2017), Ayar (2020), Özkayran and Yılmaz (2020), and Kadan (2023), who revealed that verb-related errors are the most common mistakes observed in Turkish EFL students' papers. In addition, even though comparing two proficiency levels was not among the objectives of this study, the average number of mistakes in improper conjugations by both levels slightly differed. Thus, it can be argued that a higher proficiency level in English can assist students in making fewer verb-related mistakes in writing. This finding supports the conclusion drawn by Can (2017), who claims that the increase in proficiency levels decreases the rate of verb errors, excluding some tenacious mistakes such as incorrect verb agreement and wrong verb form choice. However, Özcan (2012) notes that various aspects of an error can be affected by different variables; given this, it is hard to determine a certain factor as the source of an error. The frequent conjugation errors committed by Turkish EFL students imply that verb formation is the most crucial obstacle affecting the students' written performance. These errors, which can be spotted in low and high proficiency levels, might originate from syntactic differences between their mother tongue, Turkish, and the target language, English, in terms of verb conjugation. While Turkish is an agglutinative language, English has more complex rules, including agglutinative and fusional features. Therefore, Turkish EFL students might get confused easily about verb formation, especially when they are not proficient in English. They tend to transfer and apply the verb formation rules in Turkish when writing in English, which can be explained with "L1 interference". Thus, consistent with the existing literature, as shown by Kırkgöz (2010), Köroğlu (2014), Demirel (2017), and Duygun and Karabacak (2022), it can be stated that verb-related errors result from L1 transfer, low proficiency in English, and neglecting proofreading.

As the second grammatical element with the most common errors in LECOSE, prepositions are often omitted by students of both levels at similar rates. In line with the research findings by Özişik (2014), Atmaca (2016), Taşçı and Aksu Ataç (2018), and Sürüş Şen and Şimşek (2020), Turkish EFL students encounter difficulties with using prepositions in their written output. It can be due to the different functions and locations of prepositions in English compared to Turkish. Hence, the preposition errors found in LECOSE showed that students tended to use the same prepositions (in, on, at) where different ones are needed as they have the same function in Turkish (-de, -da). Similarly, it was seen that some students could not differentiate between the prepositions "for" and "to" as they are used in the same meaning (*için*) to express purpose in Turkish. Finally, a large proportion of students did not feel the need to use prepositions where necessary. These observations can be explained with negative transfer, as also suggested by Taşçı and Aksu Ataç (2018). However, there was no significant difference between Level 2 and Level 3 students regarding the average number of preposition mistakes and how they committed the errors. To sum up, prepositions are the second most problematic element for Turkish EFL learners, so more research needs to focus on how to teach them.

Errors made on the use of definite and indefinite articles by the Turkish EFL students are the third most frequent incident that emerged in the study, slightly diverging from previous research by Kırmızı and Karcı (2017). They found that the articles were the most problematic grammatical component for the Turkish EFL students and pointed out the L1 interference as one of the possible reasons. This argument is reasonable in that there is no use of articles in the Turkish language, while articles are commonly used in English with several functions. Therefore, Turkish students are expected to have problems using articles in other languages. Accordingly, more than half of the article errors in LECOSE arose from omitting to use articles, which is in line with Ürkmez (2014). However, there is a discrepancy between the two levels in that Level 2 students were more inclined to exclude articles in their essays, whereas Level 3 students were predisposed to include unnecessary articles. Yet, there is no remarkable contrast between the two proficiency levels in selecting or ordering articles. Dağdeviren (2010) claims that high-proficient learners perform better in applying correct articles where necessary. The current study corroborates her work, considering that Level 3 students used nearly twice as many articles as Level 2 students, with a lower overall rate of mistakes. Consequently, it can be stated that Turkish EFL students have some difficulties in using articles mainly due to L1 interference and their level of proficiency in the target language.

The findings suggest that Turkish EFL students in the research context struggle to select suitable grammatical numbers (singular and plural forms) with nouns in their essays. It is the fourth common mistake found in LECOSE and its sub-corpora. This finding aligns with Türnük and Aydın (2020), who found a correlation between interlanguage errors and writing anxiety. Thus, they revealed that students had problems with singularity/plurality in their written productions. Sürüç Şen and Şimşek (2020) also revealed that grammatical number mistakes were the third most frequent category of error in their study. Likewise, Özkayran and Yılmaz (2020) suggest that more focus should be given to teaching singular and plural forms of nouns as their wrong uses were encountered commonly in their error analysis study. Interestingly, the current study observed that both Level 2 and Level 3 groups committed the same number of errors in grammatical numbers in their essays. Thus, it might be inferred that proficiency is not a factor in committing this type of error, which can be seen as a simpler grammar subject. However, because there are some differences between their native and target languages when making nouns plural, students seem confused, especially with irregular plural nouns. Therefore, mistakes in grammatical numbers can be regarded mainly as a result of syntactic differences in English.

As the fifth most common error in LECOSE, voice errors are revealed to be another problematic grammatical element for Turkish EFL learners. In addition to making mistakes while applying verb conjugation while creating sentences in passive voice, which was analyzed within verb conjugation errors, students are also challenged by choosing the correct voice to match the meaning in the context. Thus, they continue to use the active form even if they need to transform the verb into the passive form or use the passive voice even when it is unnecessary. Errors committed during voice transformation in sentences show that it is a complex process for EFL learners. However, the distribution of voice errors in LECOSE illustrates a huge difference between the two levels. The effect of exposure and practice can explain this as Level 3 students have more experience in using active and passive forms. Besides, using voices correctly requires a sufficient knowledge of tenses and sentence structure, yet the language proficiency of Level 2 students might be insufficient to apply them correctly in writing. Another explanation is that lower-level students make more mistakes as they attempt to include more advanced grammatical elements in their essays. To sum up, Turkish EFL students face problems with active and passive voice formation, and this grammatical element needs further examination.

Practical Recommendations

The findings of the study offer some opportunities for the stakeholders. The primary benefit is to inform the administrators and educators of the program about the difficulties students face applying their grammatical knowledge in writing. Thus, they should consider students' needs and weak points when updating the course content and materials for grammar and writing. It will also enable the presentation of the problematic aspects that emerged at the conclusion of the study and raise teachers' awareness of the need to revise their approaches to teaching the skills under discussion. Furthermore, teachers should emphasize the troublesome subjects in their classes by advising their students to decrease their vulnerabilities. The results imply the importance of corrective feedback in writing as the participants in this study got detailed feedback on their errors, and teachers' feedback has an impact on improving writing skills. Because making mistakes is a part of the learning process, teachers' feedback must be meaningful for the students, and it should not decrease students' motivation to write. Hence, teachers need to train their students to comprehend and respond to the provided corrective feedback (Ferris, 2010). Otherwise, the imparted feedback cannot go beyond recording the students' shortcomings, leaving them at a loss with a list of deficiencies they do not know how to overcome. Teachers must update and refine their approach to giving corrective feedback, considering that students have different learning styles. They should also clearly inform the students about course expectations and the criteria they will use to evaluate their written performance. More preferably, with face-to-face feedback offered by teachers, students will gain motivation and feel more responsible for writing essays of higher quality with minimal errors. Taşkıran and Göksel (2022) found that learners' writing skills show progress from the initial attempt to the final one thanks to formative teacher feedback. In line with the needs of Turkish EFL students, the teachers can offer limited use of L1 to explain grammatical components that they have difficulty with during grammar instruction and oral

feedback sessions. In this way, students with lower proficiencies can be encouraged to clarify their questions about the mistakes committed. It can facilitate learners' writing development thanks to the recent introduction of Translanguaging Theory in second language teaching. Furthermore, teachers should utilize native and learner corpora to supplement their course materials to show the students the correct usage of grammatical elements. Writing tasks combined with grammar can also be designed to create a chance for the students to practice authentic language. This can particularly help students who have problems with L1 interference, which the current study found to be a major factor in making grammatical mistakes.

As the stakeholders of an institution aiming to support learner autonomy in education, the target group of the study should be conveyed the message that teachers are not the sole source of information and feedback in this technology era - that means they should be encouraged to seek different ways of improving themselves in grammar and writing. One effective strategy could be guiding them to organize small study groups or to find learning partners to experience peer learning. This will also allow the students to review each other's essays before submitting them to their teachers, allowing them to (possibly) notice common mistakes they commit and look for ways to fix some of them. Another strategy could be paving the way for the students' controlled and conscious use of technology to improve their related skills.

Today, many people prefer digital information platforms due to their high availability and free-of-charge accessibility, despite some controversies about reliability or security. In a period when information technologies develop at an astonishing speed, it would be too optimistic to think that students do not use online tools for their assignments. Likewise, teachers should keep themselves up to date on technological innovations, including online dictionaries, grammar checkers, and artificial intelligence (AI) tools. Therefore, as long as they do not use technology to generate automated texts or to translate original Turkish texts into English, which will lead to plagiarism, a serious academic dishonesty issue, teachers can monitor, tolerate, and even inspire their students' use of AI tools like ChatGPT and online grammar checkers like Grammarly to practice and improve their skills as writing assistants. Students in the target group also tend to resort to these digital learning platforms; rather than regard these platforms as a threat to their profession, teachers can embrace constructive functions for themselves and in favor of their students. As a result, the implications of the study can benefit all parties in the current research context.

Limitations and Recommendations for Further Research

This study has several limitations with regard to data collection, analysis, and interpretation phases. Data collection was hampered by the pandemic period, where there was a shift to online learning, causing delays and limiting the number of essays collected. As a result, the study lacked current information on students' grammar skills and the Language Awareness course levels they were attending. Because some teachers in the language school did not follow a strict routine of using Turnitin for writing, it was not possible to get Turnitin results for the essays during data collection. In the data analysis phase, manually detected grammatical errors proved challenging, and errors were often complex, making them difficult to categorize. The study also lacked qualitative input from students or teachers and could not control variables like essay submission times or feedback methods. Consequently, the study's findings should be contextualized rather than generalized to all Turkish EFL students.

As a part of Corpus Linguistics, error analysis studies should be utilized in all educational institutions, admitting students with different proficiencies, profiles, and academic demands. Besides, teachers should be encouraged to broaden their teaching techniques, constantly refining them according to the recent trends in education and technology. They also need to amplify the effectiveness of feedback on students' performance. Thus, error analysis should be employed more commonly in higher education institutions in the Turkish EFL context to foster grammar and writing instruction.

The grammatical errors frequently observed in Turkish EFL students' papers might offer valuable insights for teachers and researchers working with similar target groups. They might need to consider their methods to respond to students' grammatical errors. Future investigations could be

extended by focusing on these grammatical elements with more in-depth analysis. Additional research is required to explore the reasons behind these results; accordingly, further studies should include student and/or teacher aspects to canvass their ideas about how they distinguish grammar mistakes in writing. Moreover, corrective feedback should be investigated from both perspectives to see if there is an alignment between teachers' and students' expectations and perceptions. Finally, building upon this research, the use of digital learning platforms and AI tools can be examined from the perspectives of serving as assistants for EFL students in improving their writing and grammar skills and sharing the role of teachers as feedback providers. Automated essay scoring systems can also be utilized to assess students' grammar performance as long as teachers' comments for correction support them. They can be useful to give immediate feedback and to decrease teachers' workload; thus, they can focus more on the content and organization of the students' essays. To conclude, teaching grammar and writing skills can be enhanced with the help of corpus-driven error analysis and other computer-assisted research methods in SLA to provide the best opportunities for foreign language learners.

Ethics Committee Approval

The authors confirm that the ethical approval was obtained from the Ethical Committee of Educational Sciences (Approval Number: 72869788-900-E.5078 Date: 26.06.2020).

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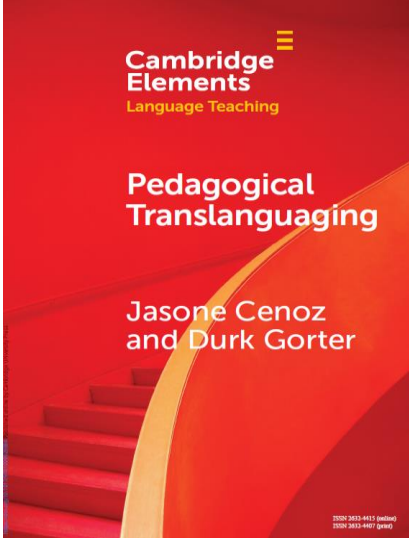
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Book Review on ‘Pedagogical Translanguaging’

<p>Pedagogical Translanguaging</p> <p>Author/s: Jasone Cenoz and Durk Gorter Publisher: Cambridge University Press Pp. 68 ISBN: ISBN 978-1-009-01440-3 Paperback ISSN 2632-4415 (online) ISSN 2632-4407 (print)</p> <p>Reviewed by Ömer Gökhan ULUM¹ </p> <p>Institution: Mersin University e-mail: omergokhanulum@gmail.com DOI: https://doi.org/10.51726/jlr.1541953</p>	
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1. Context

Pedagogical Translanguaging by Jasone Cenoz and Durk Gorter, published by Cambridge University Press in 2021, is a seminal work that addresses the growing phenomenon of learning through a second or additional language in increasingly multilingual societies. The book emerges in a global context where English has solidified its position as a dominant language of instruction, and where population mobility has significantly altered linguistic landscapes. The authors situate their work within the broader discourse of multilingual education, specifically addressing the challenges and opportunities presented by traditional monolingual ideologies that persist in many educational settings. The context of this book is especially relevant to educators, policymakers, and researchers who are grappling with the implications of multilingualism in schools and who are seeking innovative pedagogical approaches that leverage the full linguistic repertoires of learners. The concept of translanguaging, originally developed in the context of Welsh bilingual education, has evolved into a comprehensive pedagogical approach that challenges conventional language separation in educational environments. Cenoz and Gorter’s contribution builds on this foundational concept by focusing specifically on the application of translanguaging in pedagogical contexts, emphasizing its potential to foster both linguistic and content competence. The book addresses the urgent need for educational practices that both acknowledge and actively integrate the multilingual realities of learners, with the goal of fostering metalinguistic awareness and encouraging the use of all languages within a learner’s linguistic repertoire. This work is situated within a larger movement in language education that seeks to move beyond monolingual ideologies and towards more inclusive, effective teaching strategies that acknowledge the dynamic nature of language use in contemporary societies.

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2. Content

Pedagogical Translanguaging is meticulously structured into six sections that systematically develop the theoretical and practical aspects of the approach. The book begins with an introduction outlining the growing necessity for educational frameworks that can address the multilingual needs of today's student populations. This section sets the stage by discussing the limitations of traditional language education models, which often segregate languages in the curriculum and adhere to monolingual standards that do not reflect the lived experiences of multilingual learners. In the second section, titled "What Is Translanguaging?", the authors delve into the origins of the concept, tracing its roots in Welsh bilingual education and explaining its evolution into a broader educational practice that encompasses both planned and spontaneous language use. This section provides a detailed examination of how translanguaging functions as a pedagogical tool, offering both a theoretical foundation and a practical example that highlight its application in classroom settings. The third section, "What Is Pedagogical Translanguaging?", is the core of the book. Here, Cenoz and Gorter define pedagogical translanguaging as an approach that involves the strategic use of multiple languages within the same lesson to enhance learning outcomes. They differentiate between spontaneous translanguaging, which occurs naturally in multilingual interactions, and pedagogical translanguaging, which is deliberately planned by educators to support language and content learning. The authors argue that this approach not only helps in language acquisition but also in developing critical thinking and metalinguistic awareness among students. The fourth section focuses on "Metalinguistic Awareness, Pedagogical Practices, and Assessment." This chapter examines how translanguaging practices can foster metalinguistic awareness- an understanding of how languages function and interact. The authors discuss various pedagogical strategies that educators can use to integrate translanguaging into their teaching, along with methods for assessing student progress in a multilingual framework. In the fifth section, "Minority Languages, Immersion, and CLIL", Cenoz and Gorter explore the implications of pedagogical translanguaging for the protection and promotion of minority languages. They discuss how this approach can be particularly beneficial in contexts where minority languages are at risk, providing a means of reinforcing these languages within the educational system while simultaneously teaching content. This section also connects translanguaging with Content and Language Integrated Learning (CLIL) and immersion programs, offering insights into how these methodologies can be enhanced through translanguaging practices. The final section, "Conclusion and Future Perspectives," synthesizes the key points discussed in the book and offers reflections on the future of pedagogical translanguaging. The authors emphasize the necessity of further advancing this approach, especially in light of the persistent global transformations that require more inclusive and efficient educational practices. They also suggest areas for future research, emphasizing the need to explore the long-term impacts of translanguaging on language learning and academic achievement.

3. Critical Analysis

Cenoz and Gorter's *Pedagogical Translanguaging* is a groundbreaking work that offers both a robust theoretical framework and practical guidance for educators. One of the primary strengths of the book is its comprehensive approach to the concept of translanguaging, which the authors skillfully expand beyond its original context in Welsh bilingual education. By framing translanguaging as both a theoretical and practical approach, Cenoz and Gorter provide a valuable resource for educators seeking to implement multilingual practices in their classrooms. Their emphasis on the planned and deliberate use of multiple languages to enhance learning is particularly compelling, as it challenges the entrenched monolingual ideologies that dominate much of current educational practice. Another important contribution of the book is its examination of metalinguistic awareness. By linking translanguaging to the development of metalinguistic skills, the authors demonstrate how this approach can foster a deeper understanding of language among students. This is especially crucial in multilingual settings, where students are required to navigate intricate and diverse linguistic landscapes. The authors' discussion of assessment practices is also noteworthy, offering practical strategies for evaluating student progress in a way that recognizes and values their full linguistic repertoire. However, the book is not without its limitations. While Cenoz and Gorter provide a detailed



exploration of pedagogical translanguaging, their focus is primarily on theoretical and instructional practices within formal educational settings. This emphasis may limit the applicability of their insights to more informal or community-based learning environments, where different dynamics may be at play. Additionally, while the authors discuss the benefits of translanguaging for minority languages, there is less attention given to the potential challenges and obstacles that might arise in implementing this approach in contexts where minority languages are particularly marginalized or stigmatized. Moreover, the book's focus on planned translanguaging may not fully account for the spontaneous and fluid nature of language use in many multilingual contexts. While the authors acknowledge the role of spontaneous translanguaging, their emphasis on planning and structure may inadvertently reinforce a more controlled and less organic approach to language use in the classroom. This could potentially limit the flexibility and responsiveness of educators to the dynamic language practices of their students. Despite these limitations, *Pedagogical Translanguaging* is a valuable contribution to the field of multilingual education. Its strengths lie in its comprehensive theoretical grounding, its practical application suggestions to classroom settings, its emphasis on the development of metalinguistic awareness and the promotion of minority languages.

4. Comparisons

Cenoz and Gorter's work can be compared to other seminal contributions in the field of translanguaging and multilingual education. For instance, García and Li Wei's *Translanguaging: Language, Bilingualism, and Education* (2014) is a foundational text that explores translanguaging from a broader perspective, emphasizing its role in both formal and informal learning contexts. While García and Li Wei focus on the fluid and dynamic nature of translanguaging, Cenoz and Gorter provide a more structured and pedagogically oriented approach. Their work complements García and Li Wei's by offering concrete strategies for implementing translanguaging in educational settings, making it particularly useful for educators.

Another relevant comparison is with the work of Ofelia García, particularly her collaboration with Jo Anne Kleifgen in *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners* (2010). García and Kleifgen emphasize the need for educational policies and practices that support emergent bilinguals, advocating for the use of students' home languages in the classroom. Cenoz and Gorter extend this discussion by focusing specifically on how translanguaging can be deliberately planned and implemented to enhance both language and content learning. Their work offers a more detailed exploration of the instructional strategies that can be used to support multilingual learners, making it a valuable resource for educators seeking to implement these practices.

Cenoz and Gorter's focus on metalinguistic awareness also aligns with the work of scholars like Cummins (2021), who has long advocated for the development of cognitive academic language proficiency (CALP) in multilingual learners. In *Pedagogical Translanguaging*, the authors build on Cummins' ideas by demonstrating how translanguaging can be used to develop not only linguistic competence but also critical thinking and metalinguistic skills. This connection to Cummins' work highlights the broader educational benefits of translanguaging, reinforcing its value as a pedagogical approach.

5. Conclusion

Pedagogical Translanguaging by Jasone Cenoz and Durk Gorter is a significant and timely contribution to the field of multilingual education. The book offers a well-rounded exploration of translanguaging as both a theoretical concept and a practical instructional strategy, providing educators with valuable tools to enhance learning in multilingual contexts. The authors' emphasis on metalinguistic awareness, the strategic use of students' full linguistic repertoires, and the promotion of minority languages are particularly noteworthy, offering a comprehensive framework for implementing translanguaging in educational settings. While the book's focus on formal educational



contexts may limit its applicability in more informal learning environments, its strengths far outweigh its limitations. *Pedagogical Translanguaging* is recommended for educators, researchers, and policymakers who are interested in advancing multilingual education and fostering inclusive, effective teaching practices that reflect the realities of today's linguistically diverse classrooms.

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