



**EFL LEARNERS' SPOKEN INTERACTION PRACTICES THROUGH  
TECHNOLOGY-ENHANCED COLLABORATIVE LANGUAGE  
LEARNING**

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*To my beloved parents,*

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**ÖZ**

Yabancı dil öğrenimi, hedef dile önemli ölçüde maruz kalmayı ve bireylerin birbirleriyle etkileşimini gerektirmektedir. Ancak, Yabancı Dil Olarak İngilizce (YDİ) öğrenme bağlamının bu imkanları yeterli bir şekilde sağlayamaması nedeniyle, öğrenciler genellikle konuşma becerilerinde istenen yeterliliği göstermekte zorlanmaktadır. Türkiye'de uzaktan eğitime kayıtlı yükseköğretim seviyesindeki öğrenciler, derslerini daha çok öğretmen merkezli olarak gerçekleşen Öğrenme Yönetim Sistemleri üzerinden almaktadır ancak bu sistem öğrencilerin birbirleriyle eş zamanlı konuşma pratiği yapmalarına olanak tanımamaktadır. Bununla birlikte, araştırmalar Teknoloji Destekli Dil Öğreniminin (TDDÖ) hem sınıf içi hem de sınıf dışı etkinlikler yoluyla kişilerarası etkileşimi ve iş birliğini artırdığını göstermektedir. Dolayısıyla TDDÖ, YDİ bağlamındaki bu boşluğu doldurma potansiyeline sahip olabilmektedir. Bunu dikkate alarak, araştırmacı-öğretmen tarafından, öğrencilerin İngilizce sözlü etkileşim pratikleri yapmalarına yardımcı olmak için bir çevrimiçi işbirliği platformu olan Padlet kullanılarak ders dışı uygulamalar tasarlanmıştır. Bu tez çalışması, öğrencilerin bu uygulamalara yönelik algılarını ve araştırmacının bu

çalıřmalara dair deęerlendirmelerini ortaya ıkarmayı amalayan bir eylem arařtırmasıdır. Yabancı Dil (İngilizce) I dersi kapsamında ğrenciler Padlet platformunda ikili olarak eřleřtirilip, beř hafta boyunca haftalık belirlenen konular hakkında birbirlerine ses kayıtları gndererek szl etkileřim pratięi yapmıřlardır. Arařtırmacı, Google Meet aracılıęıyla, haftalık olarak hazırlanan Padlet duvarını ekran paylařımı yaparak, ğrencilerin etkinliklerini gerek zamanlı olarak izlemiř ve sanal sınıf ortamındaki gzlemlerini ve dřncelerini yansıtmak iin haftalık bir arařtırma gnlę tutmuřtur. alıřmada nitel veri toplama araları kullanılmıřtır. alıřmaya bařlamadan nce ihtiya analizi kapsamında, ğrencilerin derse dair grřlerini almak iin dnem sonu ders deęerlendirme formu kullanılmıřtır. ğrencilerin uygulamaya ynelik algıları, haftalık uygulama deęerlendirme formları ve alıřmanın sonunda yarı yapılandırılmıř Őekilde hazırlanmıř olan grřme formu aracılıęıyla ortaya ıkarılmıřtır. Arařtırmacının grřleri ise gnlklere aktarılarak elde edilmiřtir. Toplanan verilerin analizinde, ierik ve betimsel analiz kullanılmıřtır. Elde edilen bulgular doęrultusunda bir web aracı olan Padlet platformunda yapılan alıřmaların, ğrenci iř birlięini ve onların İngilizce ęrenmeye dair motivasyonlarını artırdıęı ortaya ıkmıřtır. Ayrıca, ğrencilerin sınıf dıřında szl etkileřim pratikleri yapmalarına olanak saęlamıřtır. Bu mfredat dıřı uygulamanın, ęretmen merkezli ęretimi azaltarak akran ęrenimini ve etkileřimini artırdıęı; buna ek olarak haftalık ders konularının pekiřtirilmesini kolaylařtırdıęı grlmektedir. Arařtırmacının monitr rol, ğrencilere anında geri bildirim verilmesini kolaylařtırarak uzaktan eęitimde ğrenci-ęretmen etkileřimini artırmıřtır.

Anahtar Kelimeler : Teknoloji Destekli Dil ęrenme, İřbirlikli ęrenme, Uzaktan Eęitim, Yabancı Dil Eęitimi, Szl Etkileřim, Padlet

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**ABSTRACT**

Foreign language learning requires significant exposure to the target language and individuals' interaction among themselves. However, since the English as a Foreign Language (EFL) learning context does not provide these opportunities adequately, students often struggle to demonstrate the desired proficiency in speaking skills. Tertiary-level students enrolled in distance education in Türkiye mostly take courses through Learning Management Systems, which are predominantly teacher-centered and do not allow students to practice speaking with each other simultaneously. However, research shows that Technology-Enhanced Language Learning (TELL) increases interpersonal interaction and collaboration through both in-class and out-of-class activities. Therefore, TELL may potentially fill this gap in the context of EFL. Bearing this in mind, the researcher-teacher designed extracurricular activities using Padlet, an online collaboration platform, to help students practise spoken interaction in English. This thesis is an action research study that aims to reveal students' perceptions of these practices and the researcher's evaluations of learners' practices. Within the Foreign Language (English), I course scope, students were paired on the Padlet platform, and they practiced spoken interaction by sending voice recordings to each other on weekly topics for five weeks. The researcher monitored the students' practices in real-time by screen sharing the weekly Padlet wall via Google Meet and kept a weekly research journal to reflect her observations and thoughts in the virtual classroom environment. Qualitative data collection tools were used in the study. Within the

scope of needs analysis before starting the study, an end-of-course evaluation form was used to obtain students' opinions about the course. Students' perceptions of the practices were revealed through weekly practice evaluation forms and an interview form designed in a semi-structured format at the end of the study. The views of the researcher were obtained through the journals. Content and descriptive analysis were used to analyze the collected data. In line with the findings, it was revealed that the studies conducted on the Padlet platform, a web tool, increased student collaboration and their motivation to learn English. It also allowed students to practice spoken interaction outside the classroom. These extracurricular practices appear to have increased peer learning and interaction by reducing teacher-centered instruction and facilitating reinforcement of weekly course topics. The researcher's role as a monitor enabled immediate feedback to the students and increased student-teacher interaction in distance education.



Key Words : Technology-Enhanced Language Learning, Collaborative Learning,  
Distance Education, Foreign Language Education, Spoken  
Interaction, Padlet

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## LIST OF ABBREVIATIONS

|       |   |
|-------|---|
| AR    | Action Research                                     |
| BL    | Blended Learning                                    |
| CALL  | Computer Assisted Language Learning                 |
| CEFR  | Common European Framework of Reference              |
| CL    | Collaborative Learning                              |
| CLT   | Communicative Language Teaching                     |
| CMC   | Computer-Mediated Communication                     |
| DE    | Distance Education                                  |
| EFL   | English as a Foreign Language                       |
| ESL   | English as a Second Language                        |
| LMS   | Learning Management System                          |
| RT    | Researcher-Teacher                                  |
| SCL   | Student-Centered Learning                           |
| ST    | Student Talk  |
| TBL   | Tasked-Based Language                               |
| TELL  | Technology-Enhanced Language Learning               |
| TECLL | Technology-Enhanced Collaborative Language Learning |
| TT    | Teacher Talk  |

# CHAPTER I

## INTRODUCTION

*When a flower does not bloom, you fix the  
environment in which it grows, not the flower.  
Alexander Den Heije*

In this chapter, the background of the study, the statement of the problem, the purpose and significance of the study, assumptions, and limitations are discussed respectively. These elements form a comprehensive framework that sets the starting point and delineates the scope of the research.

### 1.1. Background of the Study

Exposure to the target language and interaction with other individuals are essential factors in the foreign language learning process. Firth and Wagner (1998, p. 28) describe this phenomenon as "language is acquired and learned through social interaction and should be studied in interactive encounters." It is also believed that these factors contribute to developing students' language proficiency and communication skills.

According to Kachru's language circles, countries like Türkiye are part of the expanding circle (Coşkun, 2020) where English is not used as an official language and it is taught as a Foreign Language (EFL) rather than a Second Language (ESL). This distinction holds a significant role in the teaching and learning process. The most visible aspect of this situation is that learners' speaking skills are not adequately developed in the context of EFL. One of the main reasons for this situation is the lack of comprehensible input (Krashen, 1985) and, consequently, the inability to use the language in daily life due to not being exposed to the target language, which is considered an effective strategy in language learning (Smith,

2018).

EFL students are mostly exposed to a foreign language during class hours. The teacher is the most critical input source in the on-campus courses or virtual classrooms. Therefore, providing appropriate input in meaningful real-life contexts for actual communicative purposes is crucial instead of practicing abstract structural exercises (Hymes, 1972).

However, the teacher being the input source also brings along some problems leading to an increase in the teacher's authority, resulting in a teacher-centered approach. This kind of approach harms the effectiveness of the lessons (Allwright, 1982). Teacher talk can be considered a concrete indicator that the lesson is teacher-centered. Frey (1988, p. 681) defines *teacher talk* (TT) as "anything that the teacher says spontaneously, without a script, the actual linguistic content of which is created to suit a particular need." However, excessive teacher talk may reduce student participation, limiting their opportunities to practice what they have learned in the classroom (Cullen, 1998). Therefore, students need to interact with their peers to convert these inputs into output. Bearing this in mind, teachers should carefully select their lesson content and materials and provide different methods for students.

In modern education, alongside technological advancement, the utilization and advantages of technological tools are inevitable. Technology-Enhanced Language Learning (TELL) plays a significant role in this regard. The language learning process can be more effective and engaging by offering interactive and dynamic materials to students. Web tools, including various social media platforms, blogs, wikis, and podcasts, empower users on the internet to generate, exchange, and engage with content in this respect (O'Reilly, 2005).

The effectiveness of Computer-Assisted Learning can be listed as follows: a) it allows students to learn at their own pace; b) students become more actively engaged in the lesson; c) the quality and quantity of teaching activities increase; d) students have the opportunity to monitor their performance (Erol & Gülcü, 2016).

Despite the many applications and tools designed for collaborative learning for campus-oriented or distance courses, there is still a need for improved technologies to support online collaboration (Resta & Laferrière, 2007). The utilization of internet technologies should be transitioned from serving as an end in itself to function as a practical tool in academic settings. Pegrum (2009, p.24) illustrates this process: "Until technology becomes normalised, there's typically too much focus on the technology itself and not enough on how

it's used pedagogically, socially, politically or ecologically...We have to go beyond a technological lens." Therefore, there is a need for improved technologies and a more holistic approach to their integration into education by normalizing their use.

## **1.2. Statement of the Problem**

In Türkiye, distance education (DE) programs at state universities provide compulsory synchronous lessons to students using the Learning Management System (LMS) software. The most significant disadvantage of DE is the limited interaction between students and teachers. This situation has a doubly adverse impact on English language courses in an EFL context. Students who lack opportunities to use English outside the classroom (Dogancay, 1998) become even more passive in teacher-centered synchronous lessons, hindering the development of their speaking skills. In DE, the way students participate in the lessons is mostly through text messages sent through the platform, the opportunity to participate by voice is limited and the lessons are mostly spent in the form of following the material shared by the instructor on the screen (Özyürek et al., 2016). Limited interpersonal interaction and the inability of students' actively participate in the course are stated to be among the disadvantages of DE in terms of learners' perspectives (Başaran et al., 2020).

In the 2021-2022 academic year, the researcher instructed synchronous General English courses designed for students enrolled in DE programs at Ondokuz Mayıs University, a state university. Distance learning centers exclusively deliver these courses through LMS. This results in a predominant teacher-centered approach with a notable TT level. Despite the core principle of Communicative Language Teaching (CLT) being to foster verbal self-expression among students, the inherent limitations of the platform employed for this course impede peer-to-peer speaking practice. An end-of-course evaluation form was administered to students through Google Forms to capture their experiences and expectations to assess the situation through the lenses of learners. The findings underscored that many learners aspire to attain practical self-expression skills in English; however, they need more opportunities for independent speaking practice beyond the structured coursework to achieve this goal. As a result, the researcher addressed the following inquiries: a) how verbal communication can be effectively integrated into online instruction; b) in what ways the dominance of TT can be reduced and student talk (ST) be increased, thereby facilitating meaningful peer engagement.

In response to these concerns, the researcher sought innovative approaches to foster a more interactive and communicative language learning experience for the students. As a result, the researcher decided to plan an extracurricular study through which students can practice speaking on another online platform as an alternative to the mandatory class hours provided on the LMS.

A three-step procedure was undertaken to select a suitable collaborative platform for students to enhance their speaking skills. Initially, various web tools were extensively reviewed to identify platforms enabling users to incorporate voice recordings. This initial list was then narrowed down to around eight platforms. In the subsequent stage, the prevalence of these platforms in foreign language education literature was examined, revealing that the Padlet platform is extensively studied. However, it has been observed that this platform is primarily utilized for enhancing writing skills. Therefore, in the final stage, the features of the Padlet platform are evaluated according to Hubbard's (2006) criteria for web tools. Ultimately, Padlet emerged as the chosen online collaborative platform for fostering students' speaking skills in the scope of extracurricular activities.

### **1.3. Purpose of the Study**

This study aims to investigate EFL learners' perceptions of using Padlet for spoken interaction practices through TECLL. It employs action research, defined by McNIFF and Whitehead (2006, p. 7) as "a form of enquiry that enables practitioners everywhere to investigate and evaluate their work". Thus, the research allows the researcher-teacher to reflect on her teaching methodology and gain a deeper understanding of classroom dynamics (Burns, 2010). In line with the purpose of the study, the research questions below are investigated:

1. What are the tertiary-level EFL learners' perceptions of using Padlet, an online collaborative tool, for practicing spoken interaction?
  - a. How do the learners evaluate the researcher's synchronous monitoring of their practices?
  - b. What are the learners' opinions about the content of the language activities conducted on the Padlet platform?

- c. What are the challenges encountered by the learners about practicing on the Padlet platform?
  - d. What do the learners suggest for enhancing spoken interaction based on their experiences with the Padlet platform?
2. What are the researcher's observations of learners' spoken interactions during the practices?

The responses to these questions serve three main purposes. Firstly, can this application potentially serve as a solution to the research problem experienced by the teacher by enabling students to engage in more speaking? Secondly, can it mitigate the shortcomings of the EFL context by increasing communication and interaction among students in the target language? Thirdly, will it contribute to the professional development of the researcher- teacher engaged in action research?

#### **1.4. Significance of the Study**

While the origins of DE date back to providing education through mail as far back as 1927, the use of computer technologies for DE can be traced back to the 1990s (Kırık, 2014). Today, due to the rapidly evolving technologies of the 21st century, which Hubbard (2009, p.1) describes it as exciting and frustrating at the same time, remote education has become a method accessible to almost a majority. The notion that distance education is a right for people of all ages and backgrounds has emerged (Kırık).

However, with the unprecedented onset of the COVID-19 pandemic, the utilization of this method rapidly escalated, and there was an urgent shift towards distance learning systems in educational contexts. During the pandemic, students enrolled in DE programs and those registered in traditional face-to-face educational programs adopted and began using this system. Therefore, enhancing the quality of DE has become a fundamental goal for each educational setting.

The most crucial characteristic that sets language education apart from other forms of learning is the individual's interaction with their environment, exposure to the target language, and the necessity to practice real-life situations. Consequently, language learning is more heavily influenced by environmental factors than other types of learning.

Due to the predominantly teacher-centered nature of synchronous lessons delivered through DE, it becomes challenging for students to develop language skills. Therefore, virtual classroom learning needs to be supported through various studies. This research holds significant importance for students, teachers, virtual classroom environments, and foreign language education, as it encompasses various aspects of these domains.

Students are supposed to be more autonomous in their learning and engage in more language practices. As an action research, this study will enable the teacher to critically evaluate her virtual classroom environment and teaching methods, contributing to professional development. By expanding the scope of technology use, alternative options will be presented for distance learning. The utilization of widely popular Web tools in various dimensions and for diverse purposes will introduce novel approaches to the target audience of the platform, adding a new contribution to the existing body of research in this field. Regarding language education, the aim is to develop alternative approaches that mitigate the disadvantages of the EFL context.

### **1.5. Assumptions**

It is assumed that participants in the study group;

1. have a similar proficiency level of English ranging from Pre-A1 to A2,
2. have limited or no exposure to the target language outside the classroom, and lack practicing their speaking skills,
3. have not previously utilized Padlet for speaking purposes in their language learning experiences,
4. act naturally during the implementation,
5. are digitally literate to pursue the implementation.

### **1.6. Limitations**

This research is limited to:

1. eight volunteer learners studying in various distance education programs at a state university,
2. a five-week-implementation including a 45-60 minute practice each,
3. learners' practicing spoken interactions at the CEFR level of A1-A2.

## 1.7. Definitions

The definitions for the important terms frequently used within the thesis are given below.

Action Research (AR): McNiff&Whitehead (2006, p.256) describe AR as “a form of research that enables practitioners to learn how they can improve practice, individually and collectively. The focus is on the ‘I’ in company with other ‘I’s’ ”.

Collaborative Learning: An educational approach involving learners’ working together in pairs, small groups or teams to achieve common learning goals or complete specific tasks.

Distance Education: A way of studying in which you do not attend a school, college, or university, but study from where you live, usually being taught and given work to do over the internet (Online Cambridge Dictionary).

English as a Foreign Language (EFL): Nunan’s (1999, p.306) definition is as follows “the teaching and learning of English in communities where it is not widely used for communication.”

Learning Management System (LMS): A type of software used for managing distance online education or training courses (Online Cambridge Dictionary).

Padlet: An online collaborative board, which enables everyone to make simultaneous posts and allows changes to be seen at the same time.

Researcher-Teacher (RT): An educator who actively engages in both teaching and research procedures. Researcher is also the teacher of the study group.

Spoken Interaction (SI): Two-way communication between listener and speaker (Cambridge TKT, 2019)

Tertiary- Level Education: College or university level education.

Technology-Enhanced Language Learning (TELL): The use of technology to enhance and support the teaching and learning of foreign languages.

## CHAPTER II

### REVIEW OF LITERATURE

*If I have seen further, it is by  
standing on the shoulders of giants.  
Isaac Newton*

This chapter focuses on the critical elements of the study in line with the literature, such as speaking as a productive skill, spoken interaction, student talk, student-centered learning, collaborative learning, teaching and technology, technology-enhanced language learning, Padlet as an online collaborative tool, and previous studies on Padlet.

#### **2.1. Speaking as a Productive Skill**

In foreign language education, productive skills refer to learners' ability to produce oral and written language using grammar, vocabulary, and communication strategies. Language is for communication, and achieving effective communication in the target language requires more than linguistic proficiency (Freeman, 2000, p. 121). The most crucial feature of Communicative Language Teaching (CLT) is to use language in an authentic context through interacting with others. Brown (2007, p.241) characterizes CLT as follows:

1. The objectives within the classroom pertain to all aspects of Communicative Competence, encompassing not only grammatical or linguistic proficiency;
2. Language methodologies are devised to immerse students in the practical, genuine, and purposeful use of language;
3. Fluency and accuracy are viewed as complementary principles underlying communicative approaches. Occasionally, prioritizing fluency over accuracy becomes necessary to maintain meaningful engagement in language usage;

4. In the communicative classroom, students are ultimately required to produce and comprehend language in spontaneous situations.

Richards and Rodgers (2001, p.161) explain the communicative aspect of language with the following statements: a) language serves as a mechanism for conveying meaning; b) the central purpose of language is to facilitate interaction and communication; c) the structure of language is shaped by its practical and communicative applications; d) language's fundamental units extend beyond grammatical and structural aspects.

Based on these statements and definitions, essential components of language education come to the forefront. If these components are not considered in both in-class and out-of-class applications, then expecting learners to express themselves fluently in speech would be misguided because many factors influence language learning.

Idealized language learning environments encounter various obstacles in the implementation phase. The success of language education depends on many uncontrollable factors, such as the adopted curriculum, course syllabus, class hours, provided physical conditions, class size, assessment and evaluation system, teacher's competence, teaching methods and techniques used, and affective factors.

Students' inability to speak English fluently can be attributed to various factors. However, suppose the focus is directed toward the goal, which is to enhance speaking proficiency regardless of the conditions. In that case, the essential elements to be provided are clearly and explicitly delineated: using the language for communicative purposes, exposure to the target language, and interaction.

An assessment criterion is needed to determine learners' current language levels and track language development accordingly. The Common European Framework of Reference for Languages (CEFR) is a language teaching and assessment framework developed by the Council of Europe. CEFR provides a standard criterion for evaluating and comparing language skills. This framework divides communicative proficiency into six different language levels (A1, A2, B1, B2, C1, C2) and defines the expectations at each level.

Additionally, CEFR distinguishes speaking skills in two aspects: spoken (oral) interaction and spoken production. Oral interaction involves comprehending and interpreting a language in real-time communication, while oral production encompasses effectively expressing and explaining thoughts and messages (CEFR, 2001).

### 2.1.1. Spoken Interaction (SI)

CEFR (2001, p.73), frames the interaction activities as “the language user acts alternately as speaker and listener with one or more interlocutors so as to construct conjointly, through the negotiation of meaning following the co-operative principle, conversational discourse”.

It can be stated that there are two critical approaches at the core of the CEFR: the Communicative Approach and the Task-Based Approach. Thus, language learners engage in language activities both within and outside the classroom by aiming to fulfill the requirements of these approaches.

Willis (1996, p.23) describes the *task* in her book as “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” She adds one important characteristics of task-based learning is that students have the freedom to express themselves in their own way, rather than using specific forms (p.24). Without any subject limitations, the following six types of tasks can be utilized: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks (Willis, 1996, p.26).

However, there are certain features that the task should include. Willis and Willis (2007, p.12-14) underscore various attributes inherent to a 'task': it must captivate learners' attention, prioritize the comprehension of concepts, possess a distinct objective, be connected to real-life applications, and foster motivation.

Spoken interaction is regarded as the foundation of language, encompassing interpersonal, collaborative, and transactional aspects (CEFR, 2022). Furthermore, interaction plays a pivotal role in the process of learning. In alignment with the Interaction Hypothesis, language acquisition occurs when learners actively participate in endeavors to communicate in the target language (Nunan, 1999, p.51). This hypothesis focuses on the experiential pedagogical concept of learning by doing. The optimal acquisition of language skills is achieved when learners undertake tasks that challenge and extend the boundaries of their existing linguistic competence (Nunan). This significance is underscored by the inclusion of interaction-related scales in the CEFR, which encompass elements such as turn-taking, cooperation (representing collaborative strategies), and seeking clarification. These fundamental interaction strategies hold equal importance in both collaborative learning environments and real-world communication scenarios.

Spoken interaction language activities are listed as follows: a) understanding the interlocutor, b) conversation, c) informal discussion, d) formal discussion (meetings), e) goal-oriented cooperation, f) obtaining goods & services, g) information exchange, h) interviewing & being interviewed, and i) using telecommunications (CEFR, 2022).

In CEFR Companion Volume (2022), two novel scales have been introduced to evaluate the following domains: a) online conversation and discussion, and b) goal-oriented online transactions and collaboration. These newly introduced scales specifically pertain to the multifaceted activities commonly observed in web-based interactions. This encompasses a wide range of actions, such as brief information checks or message exchanges, spoken interactions, and extended content creation during live web sessions. These activities can involve written or spoken language through chat platforms, extensive blogging or written contributions to online discussions, and the incorporation of various multimedia elements.

Since the students' English proficiency levels vary between Pre-A1 and A2, this study includes understanding the interlocutor, conversation, and informal discussion (with friends) aspects of spoken interaction. Thus, students are encouraged to work in small group conversations and discussions in the study. Long et al. (1976) found that students in small group work generate more extensive and diverse language output when compared to activities that are predominantly led by the teacher. Therefore, knowing the descriptors of these levels can help select the content and type of tasks used in the study.

Table 1

*CEFR spoken interaction descriptors from Pre-A1 to A2 level*

| SPOKEN INTERACTION |  |   |   |  |
|--------------------|--|---|---|--|
| LEVELS             | OVERALL SPOKEN INTERACTION   | UNDERSTANDING AN INTERLOCUTOR   | CONVERSATION  | INFORMAL DISCUSSION (WITH FRIENDS)   |
| A2                 | <p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations</p> | <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p>   | <p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p> <p>Can ask for a favour (e.g. to lend something).</p> <p>Can offer a favour and can respond if someone asks him/her to do a favour for them.</p>   | <p>Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.</p> <p>Can exchange opinions and compare things and people using simple language.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p> <p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p> |
|                    | <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord</p>                   | <p>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</p>   | <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how he/she is feeling using very basic stock expressions.</p> <p>Can say what he/she likes and dislikes.</p> | <p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p>  |
| A1                 | <p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>   | <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>   | <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news</p>   | <p>Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.</p>  |
| PRE-A1             | <p>Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.</p>   | <p>Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly.</p> <p>Can understand simple personal information ( e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.</p> <p>Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.</p> | <p>Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'</p> <p>Can recognise simple greetings. Can greet people, say his/her name and take leave of them.</p>   | <p>No descriptors available</p>  |

Source: Adapted from Council of Europe, 2018, Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg

### **2.1.2. Student Talk (ST)**

Students are cognitively active when they engage in speaking and interaction processes, grappling with situations such as mastering the subject matter, critical thinking, and understanding others (Hodges, 2020). Chi et al. (2018) propose a learning model that includes passive, active, structural, and interactive processes in sequence. They argue that individuals speaking about and dialoguing on the subject are high-level interactive learning elements.

Student talk can be considered a common denominator among various innovative, active, research-based teaching approaches. Speaking and engaging in discussions is a shared objective in pedagogical methods, such as collaborative learning, case-based learning, and peer-led learning (Tanner, 2009). Despite variations in approaches, the fundamental requirement is for students to be actively involved, often called "getting students to talk." Tanner states that this has become an undisputed practice among educators.

By emphasizing the value of in-class dialogue, encouraging students to express their views freely, think critically, and enhance their cognitive capacities, student talk aims to facilitate thinking and learning. This approach provides a framework encompassing equality, collectivity, supportiveness, exchange, negotiation, accumulation, purposefulness, and accountability (Cui & Teo, 2023). Instead of passively accepting the teacher's explanations, students engaged in small group peer dialogue can develop their understanding of the subject through peer discussions and interactions (Diez-Polomar et al., 2021).

It is crucial to highlight the development and effective use of language skills through speaking. Active speaking, particularly in the context of EFL, plays a critical role in accelerating the process of acquiring new vocabulary, understanding grammar, and learning English (Burns, 2009). Therefore, initiatives that promote learning through speaking can yield significant benefits.

### **2.2. Student-Centered Learning (SCL)**

Active learning generally involves students doing more than just listening; it entails thinking, reading, writing, discussing, and analyzing as methods for learning to occur (Bonwell & Eison, 1991). In today's educational area, it is asserted that student-centered active learning is more effective in producing educational outcomes than teacher-centered didactic learning.

In their meta-analysis, Freeman et al. (2014) found that using traditional learning methods instead of active learning increased the risk of student failure by 1.5 times.

As pedagogy continues to evolve, various theories and practices of student-centered learning have emerged, drawing inspiration from philosophers, psychologists, and educators such as John Dewey, Jean Piaget, Lev Vygotsky, and Maria Montessori. Examples of these theories include Bandura's Social Learning Theory, Sweller's Cognitive Load Theory, Kolb's Experiential Learning Theory, and Lave and Wenger's Situated Learning Theory (Shehata et al., 2023).

The American Psychological Association (APA) has outlined the principles of student-centered learning in a comprehensive framework under four main themes. These principles emphasize the following key points (APA, 1997):

*Cognitive and Metacognitive Factors:* Student-centered learning involves intentional construction of meaning from information and experiences. Successful learners gradually develop coherent representations of knowledge through meaningful connections between new and existing information. They employ a range of thinking and reasoning strategies to achieve complex learning objectives and engage in higher-order thinking to facilitate creative and critical thought. The learning context, influenced by environmental factors like culture and technology, plays a crucial role in this process.

*Motivational and Affective Factors:* Motivation significantly influences what and how much is learned. Motivation is influenced by emotional states, beliefs, interests, goals, and thinking habits. Intrinsic motivation, driven by creativity, higher-order thinking, and curiosity, is nurtured by tasks that offer optimal novelty and difficulty, align with personal interests, and allow for personal choice and control. Motivation is essential for learners to invest the extended effort and guided practice required for acquiring complex knowledge and skills.

*Developmental and Social Factors:* Effective learning takes into account the developmental opportunities and constraints individuals experience across various domains, including physical, intellectual, emotional, and social development. Social interactions, interpersonal relationships, and communication with others significantly influence the learning process.

*Individual Differences Factors:* Learners exhibit individual differences in learning strategies, approaches, and capabilities, shaped by prior experiences and hereditary factors. Recognizing and accommodating these differences is crucial for effective learning.

Additionally, considering linguistic, cultural, and social backgrounds is essential to maximize learning outcomes. Setting high and challenging standards, coupled with comprehensive assessment methods, is an integral part of the learning process.

In summary, the APA's framework for student-centered learning underscores the importance of intentional, meaningful learning processes, motivation, developmental considerations, and individual differences while emphasizing the need for high standards and thorough assessment practices in education.

### **2.3. Collaborative Learning (CL)**

Paz Dennen (2000) defines collaborative learning as "a learning method that uses social interaction as a means of knowledge building." Students work in pairs or groups synchronously and interactively (Dillenbourg & Schneider, 1995).

Collaborative learning is one of the typical themes of constructivism. "Social constructivism emphasizes the importance of social interaction and collaborative learning in constructing cognitive and emotional images of reality" (Brown, 2007, p.12). According to Vygotsky's zone of proximal development, there is a distance between learners' current level and their level of potential development. Learners' peers, teachers, and parents (Kaufmann, 2004, p.304) can close the distance. He advocates that an individual incapable of doing something alone can achieve it with the help of others through scaffolding. In order to scaffold each other, one must know more than one another.

According to Krashen's comprehensible input hypothesis,  $i + 1$ , the learner can comprehend the input through listening or reading if it is a little beyond his level (Brown, 2007, p. 295). If the learner's proficiency level is 'i', the input should be  $i + 1$  to acquire the language. Learners can build knowledge through interaction with each other.

Learning a language occurs through interacting with each other because of people's 'interactional instinct' (Lee and others, 2009). In his 'The Interaction Hypothesis', Long (1996, p. 451–2) claims that interactions with native speakers or more competent interlocutors trigger the language acquisition process since there is a strong connection between input and output thanks to people's capacities and attention. CL is vital in getting the most benefit from input and interaction processes in learning. It has many advantages when applied in educational settings. According to Panitz (1999), some of the benefits can

be listed as follows:

- CL helps to develop a social support system for learners.
- CL leads to understanding among students and staff.
- Student-centered instruction increases students' self-esteem.
- Collaboration reduces anxiety and promotes critical thinking skills.

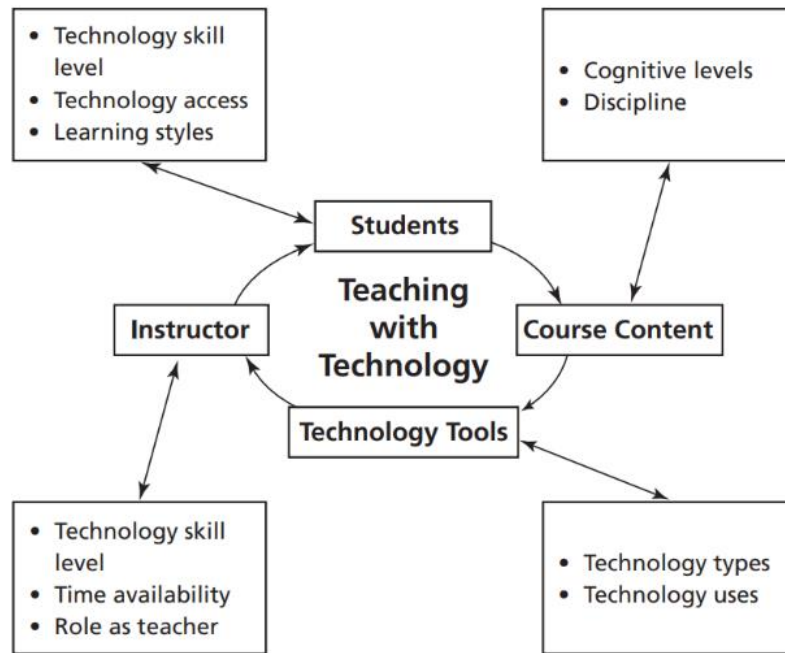
The importance of collaborative learning as a significant learning approach is emphasized in the Technology-Enabled Active Learning (TEAL) project conducted by the Massachusetts Institute of Technology (MIT) (Strachan & Liyanage, 2015). The TEAL project enriches lessons by utilizing various learning tools to promote collaborative learning. Students engage in collaborative methods such as working in small groups with shared laptops, conducting desktop experiments, and using media-rich visualizations. In this context, it is stated that collaborative learning encourages students to learn together while enhancing active participation, group thinking, and knowledge accumulation. Additionally, Strachan and Liyanage (2015) highlight that collaborative learning helps students experience deeper learning and improve their language learning achievements, emphasizing the role of technology in education.

A study conducted in China (Huang et al., 2021) investigated the impact of an online collaborative learning software called DingTalk on EFL students' skills. In a case-control-based study, one group was encouraged to engage in collaborative practice, communicate, and write online texts, while the other group used brainstorming techniques. The study found that the online collaborative learning process facilitated students' overall writing performance and reported that students generally had positive attitudes toward online activities. Additionally, it was suggested that the group with online interaction shared and produced more ideas in tests and interviews.

These study findings suggest that technology has become an integral part of education and language learning processes today, as in many other fields. Alsied and Pathan (2013) also support this view, noting that these developments have caught the attention of educators working on English language education.

## 2.4. Teaching and Technology

There are several interconnected components to teaching through technology. McKeachie and Svinicki (2013, p. 238) have addressed these components under four main categories described below: teacher, student, presented content, and utilized technology.



*Figure 1.* Teaching with technology.

Source: Received from McKeachie&Svinicki, 2013, McKeachie's teaching tips. Cengage Learning

Integrating technology into the classroom can take various forms, including DE and blended learning (BL) which combines face-to-face instruction with online learning. Highlighting the differences and characteristics between the two is crucial to grasp the scope of the subject and, particularly, to understand the importance of this research. According to Keegan (1996, p.50), DE can be characterized as:

the enduring separation of the teacher and learner during the entire learning journey;

- the involvement of an educational institution in designing and providing learning materials, as well as offering support services to students;

- utilizing technical media such as print, audio, video, or computer technologies to facilitate teaching and content delivery;
- enabling two-way communication between the teacher and the learner.

DE can be conducted in two ways: synchronously or asynchronously (Romiszowski, 2004). Synchronous education occurs through virtual classrooms, happening in real time, allowing individuals to present video, audio, and text to a live audience. Learners from different locations come together at the same time under the guidance of the same instructor (Clark & Kwinn, 2007). On the other hand, asynchronous education is an instructional method where the content is not shared with students in real time, allowing learners to access the materials independently of location and time. Students are typically presented with materials, lecture notes, videos, quizzes, and other educational content in this type of education.

Synchronous and asynchronous learning can be delivered through videoconference tools such as Google Meet, Zoom, Microsoft Teams, or via web-based Learning Management Systems (LMS) software. LMS provides opportunities for learners to engage in interactive and self-directed learning experiences (Warschauer & Healey, 1998).

Teachers can enrich and diversify the content of the courses by considering students' interests and needs and utilizing relevant technological tools and learning methods. In line with this purpose, BL is another learning approach that can be beneficially employed. Krause (cited in Bath & Bourke, 2010 p. 1) defines blending learning as follows:

“Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction.”

BL, in its simplest definition, refers to a combination of distance (online) and face-to-face learning. According to Bath and Bourke (2010, p.2), BL is implemented in three different modes, which can be described as follows:

Mode 1: Technology serves the purpose of facilitating course management and providing learner support resources (e.g., sharing lecture notes, recordings, and announcements).

Mode 2: Technology enhances the overall student learning experience by incorporating interactive learning activities, supporting communication, collaboration, assessment, and

efficient course management.

Mode 3: Technology significantly supports self-directed learning, combined with interactive and collaborative activities through fully online courses, by offering students flexibility and autonomy in their learning.

Teachers’ blending of instructional methods, course content, and materials through technology integration increases students’ active participation in learning. When learners use different senses during the process, retention and permanence of knowledge are improved (Yalın, 2010, p.20). Bath and Bourke (2010, p. 25) explain the transition from passive to active learning by highlighting the connection between these senses and the expected competencies of the students as below.

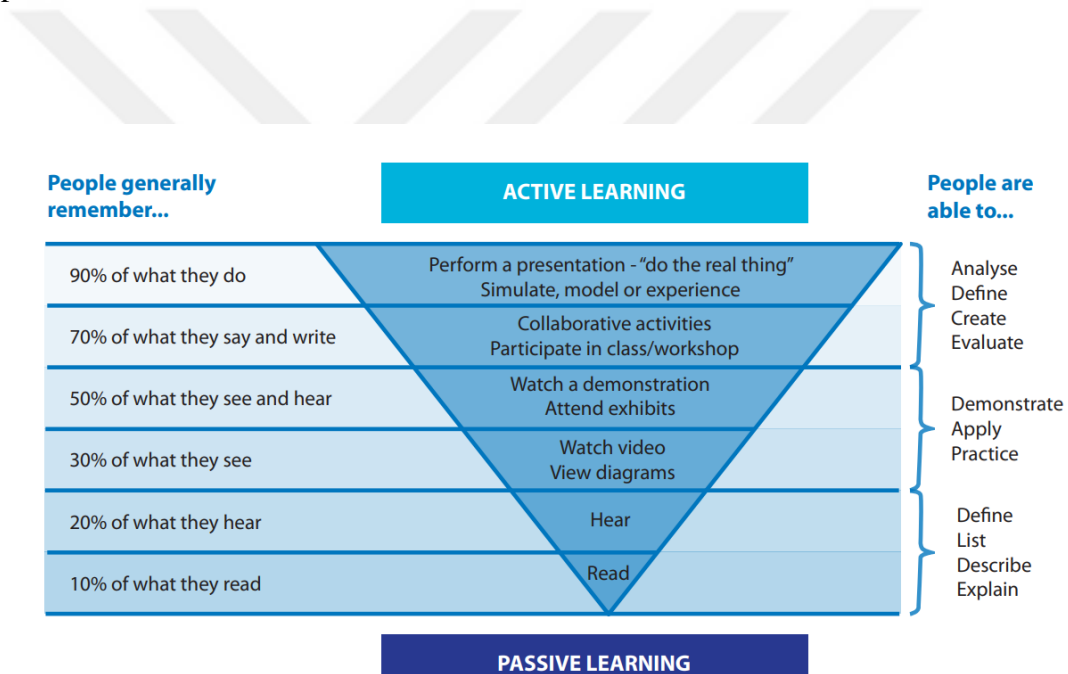


Figure 2. Active learning vs passive learning.

Source: Received from Bath, D., & Bourke, J., 2010, Getting Started with Blended Learning. Griffith Institute for Higher Education.

Therefore, Web tools play an active role in this direction. In this way, technology will be used not as an end but as a means to enhance educational activities. Therefore, Çelik’s (2021) compilation of Web tools and their use is valuable as it establishes a pathway and framework for integrating technology effectively in educational practices. The list can be examined below:

Table 2

*Categorization of some Web 2.0 Applications*

| Categories   | WEB 2.0 Applications   |
|--|--|
| Mind Mapping Applications                              | Wisemapping, Pooppet, SpiderScribe, Mindmeister, MindMaple Lite, Inspiration 9, Gocongr, Coggle, Mindomo                             |
| Board Creation Applications                            | Padlet, Blendspace, Lino it, Wordle, Bubble, RealtimeBoard   |
| Poster and Cartoon Creation Applications               | Word Art, Canva, Make Beliefs Comix, Toondoo, Sketch toy, Face Your Manga  |
| Note Taking and Blogging Applications                  | Evernote, Trello, Blogger, Tumblr, Glogster  |
| Test and Puzzle Creation Applications                  | Flippquiz, Puzzlemaker, Kahoot, Plickers, Quizizz, Socrative, Mentimeter, LearningApps, CrossWordLabs, Triventy                      |
| Presentation and Animation Applications                | Prezi, Powtoon, Buncee, Emaze, Vyond, Voki, Mine-imator,Scratch  |
| Infographic and Poster Making Applications             | Easelly, Visme, Piktochart, Venngage, Creately   |
| Online Learning and Virtual Classroom Applications     | Moodle, Classdojo, Remind, Whiteboard, Google Classroom, Adobe Connect, Bigbluebutton, EBA   |
| Virtual and Augmented Reality Applications             | Aurasma, Quiver, Morfo, Augmented Reality (AR), Nearpod, Space 4D, Animal 4D   |
| Photo, Film, and Video Editing and Design Applications | Thinklink, GIMP, Mowi maker, Photostory, Safeshare, OpenShot, Filmora, Nimbb, Jing, SmartDraw, Vocaroo, Davinci 15 Beta, AppInventor |
| Social Media Applications                              | Blog, Wiki, YouTube, Skype, Hangout, WhatsApp, Facebook, Instagram, WebQuest.  |

Source: Received from Çelik, 2021, Development of a scale for measuring competence in using web tools. Pamukkale University Journal of Education Faculty, 1-30.

The utilization of Web tools in educational settings has been found to contribute to a more instructive and motivating learning environment (Karadağ and Garip, 2021). Moreover, it has been observed that students feel happier while learning a language through these tools, which also facilitate the language learning process (Asiksoy, 2018).

The integration of technology in education presents numerous opportunities for teachers and learners. By embracing technology, educators can foster active student participation and interaction, leading to a more engaging and effective learning experience. However, successful implementation requires appropriate training and digital literacy. Law et al. (2018) define digital literacy as;

“ the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy.”

The seamless incorporation and proficient application of Web tools enhance the teaching-learning dynamics and significantly contribute to students' engagement, active involvement, and academic achievements (Can, 2023). Therefore, instructors' proficient knowledge of which technology to use, when, where, and how will enhance the quality of language education.

## **2.5. Technology-Enhanced Language Learning (TELL)**

Technology integration into pedagogical practices has emerged as a powerful force, reshaping educational environments and transforming knowledge processing. The advancement of digital tools, software, and online platforms has transformed the traditional classroom and opened new avenues for learning by going beyond the classroom walls (Alsied & Pathan, 2013; Kewalramani et al., 2020).

When it comes to the integration of technology into language education, the examination of the following three concepts is of significant importance: Computer-Assisted (Supported) Language Learning (CALL/CSLL), Mobile- Assisted Language Learning (MALL), and Computer-Mediated Communication (CMS) (Haleem et al., 2022; Strachan & Liyange, 2015). These concepts will be introduced respectively.

CALL refers to using computers and technology to aid in language learning and teaching (Levy & Hubbard, 2005). It encompasses various digital tools, software, and applications to facilitate language acquisition and enhance learning experiences. These tools may include interactive language exercises, multimedia content, online language courses, language learning apps, virtual classrooms, and more (Bax, 2003; Strachan & Liyagane, 2005).

Parallel to the historical development of language learning from behaviouristic to

integrative, the function of CALL is continuously being updated and revised. Bax (2003) provides a comprehensive overview of the scope of CALL in detail. Thoroughly understanding the framework is facilitated by closely examining the following table.



Table 3

*Restricted, Open and Integrated CALL: an outline*

| Content  | Type of task  | Type of student activity  | Type of feedback  | Teacher roles           | Teacher attitudes                  | Position in curriculum  | Position in lesson           | Physical position of computer                   |
|--|---|---|---|-------------------------|------------------------------------|---|------------------------------|---|
| <i>Restricted CALL</i>                                     |   |   |   |                         |                                    |   |                              |   |
| Language system  | Closed drills<br>Quizzes  | Text reconstruction<br>Answering closed questions<br>Minimal interaction with other students  | Correct/incorrect   | Monitor                 | Exaggerated fear and/or awe        | Not integrated into syllabus—optional extra<br><br>Technology precedes syllabus and learner needs   | Whole CALL lesson            | Separate computer lab                           |
| <i>Open CALL</i>   |   |   |   |                         |                                    |   |                              |   |
| System and skills  | Simulations<br>Games<br>CMC   | Interacting with the computer<br>Occasional interaction with other students                   | Focus of linguistic skills development<br>Open, flexible  | Monitor/<br>facilitator | Exaggerated fear and/or awe        | Toy<br>Not integrated into syllabus—optional extra<br>Technology precedes syllabus and learner needs  | Whole CALL lesson            | Separate lab—perhaps devoted to languages       |
| <i>Integrated CALL</i>                                     |   |   |   |                         |                                    |   |                              |   |
| Integrated language skills work<br>Mixed skills and system | CMC<br>WP<br>e-mail<br><br>Any, as appropriate to the immediate needs | Frequent interaction with other students<br>Some interaction with computer through the lesson | Interpreting, evaluating, commenting, stimulating thought | Facilitator<br>Manager  | Normal part of teaching—normalised | Tool for learning<br>Normalised<br>integrated into syllabus, adapted to learners' needs<br><i>Analysis of needs and context precedes decisions about technology</i> | Smaller part of every lesson | In every classroom, on every desk, in every bag |

Source: Received from Bax, S, 2003, CALL—past, present and future. System, 31(1), 13-28

On the other hand, MALL is a subcategory of CALL that focuses explicitly on using mobile devices, such as smartphones and tablets, for language learning purposes. MALL benefits from the omnipresence and portability of mobile devices to provide learners with easy access to language learning resources and activities (Bax, 2003; Levy & Hubbard, 2005). These resources may include language learning apps, podcasts, language exchange platforms, flashcard apps, and other mobile applications designed to support language learning inside and outside the traditional classroom setting.

CMC refers to any communication facilitated by computer systems or digital technologies (Huang et al., 2022). In the context of language learning, CMC can include various online communication tools, such as chat rooms, forums, social media platforms, email, and instant messaging. CMC allows language learners to engage in written and spoken interactions with native speakers and other learners, fostering opportunities for meaningful language practice (Huang et al.).

To summarize, CALL represents the broader field of computer-assisted language learning, while MALL is a specific subset that focuses on mobile devices. CMC contains all forms of computer-mediated communication, including language learning interactions in digital environments. The term TELL encompasses all the mentioned concepts. These technologies have transformed language learning, providing learners more accessible and engaging opportunities to acquire and practice languages in diverse contexts. Social networks, particularly appealing to the younger generations due to their user-friendly interfaces, rich content, and multifaceted communication elements, have become a significant resource in foreign language education (Aslan, 2017). These platforms have become an essential tool in foreign language instruction by offering the possibility of bilateral and synchronous interaction without time and space constraints.

The advantages of TELL are undeniably of crucial importance. Computer support can be utilized in the language instruction stages, including presentation, practice, and assessment (Gündüz, 2005, p.197). Studies involving the integration of technology can serve many purposes. However, if these studies are collaborative, they will be referred to as Technology Enhanced Collaborative Language Learning (TECLL). This term has been chosen due to the collaborative nature of this study.

### 2.5.1. Padlet as an Online Collaboration Platform

Padlet, a web tool, is preferred in the classes because there are many opportunities that padlet offers to learners and teachers. How padlet is used in the classroom, with whom, and to what extent will most probably affect the results. The Padlet platform's suitability for its intended purpose has been evaluated based on Hubbard's (2006) assessment criteria for web tools, which include technical preview, operational description, learner fit, teacher fit, appropriateness judgments, and implementation schemes.

Padlet, a global platform available for 40 languages for now, is one of the Web tools that you can raise your voice; reflect what you think, believe, and do, unless you do not violate its content policy. In its simplest form, padlet being a facilitative tool, is a digital wall where individuals can share images, documents, videos, music, and files. Contents from the web pages can be embedded, and links can be shared on the wall, as seen below.

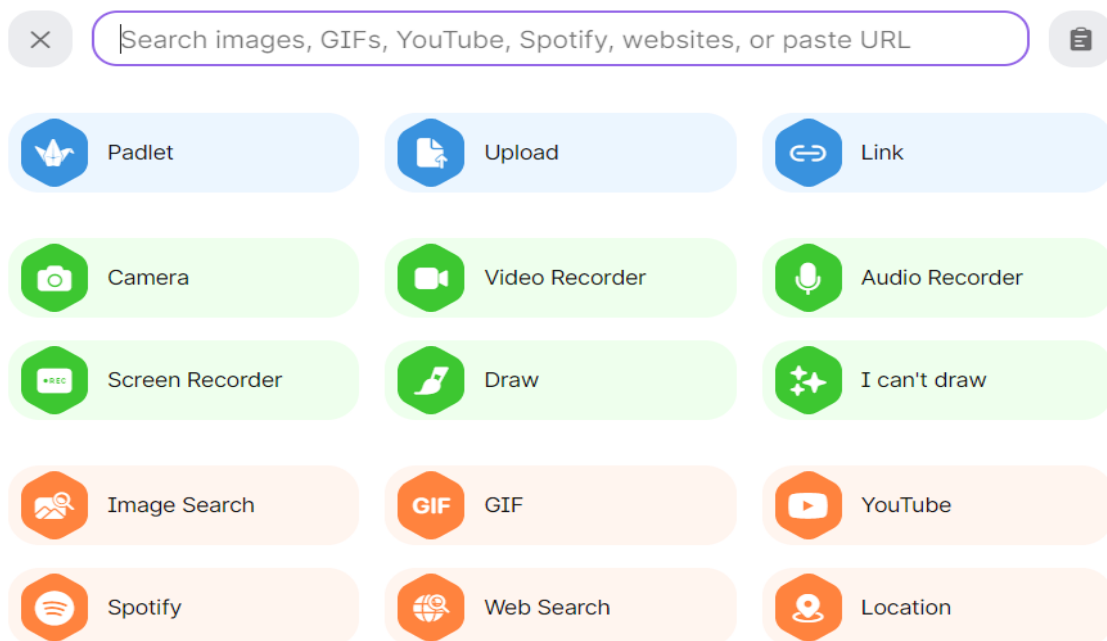


Figure 3. Post sharing options supported by Padlet

Padlet can be used in many areas according to the purpose of the users ranging from business to education. You can get membership individually for your team, business, and school. Padlet walls can be created in three ways; neon (free up to 3 walls), gold, and platin plans. Considering the work that can be done with padlet, it is possible to become a member at a

very reasonable price, which can be easily found on its website ([padlet.com/memberships](http://padlet.com/memberships)). Padlet suggests many different walls according to your purpose to use, as shown below.

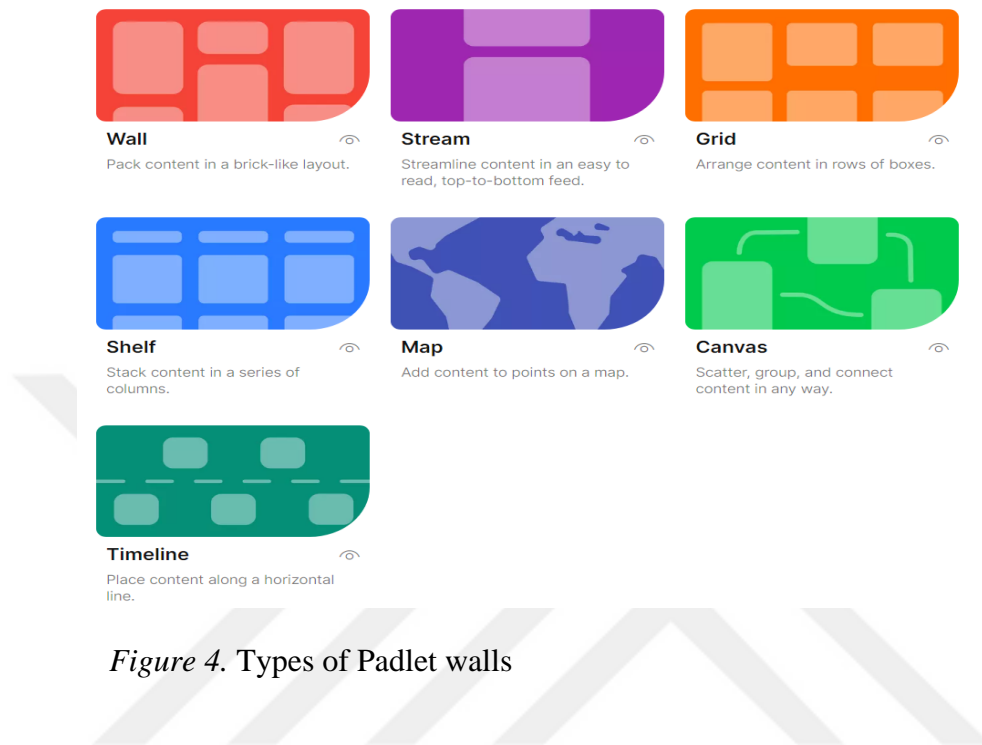


Figure 4. Types of Padlet walls

The chosen wall can be personalized thanks to the settings bar at the top right. In order to present how it works, the padlet wall used in the RT's one of the classes can be examined in Figure 5.

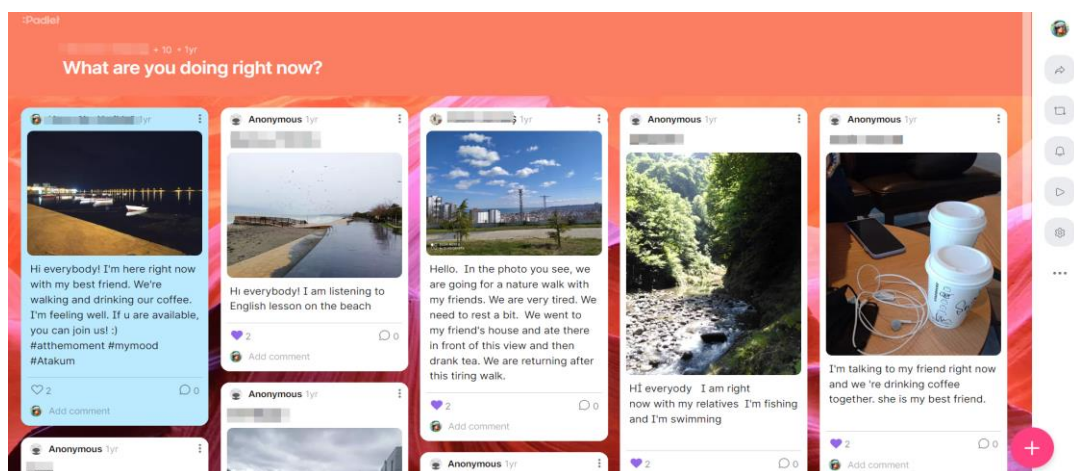


Figure 5. A sample Padlet wall

It is a user-friendly tool that enables them to change the icon, add a new title and write a description about the wall, alter the page URL to get access easily, and modify the wall. If a user is not satisfied with the layout, it is possible to change the wall type. After creating the wall, with a double click to anywhere in the wall or clicking on the plus (+) button at the right top, you can start to post. All the changes on the posts are automatically saved.

The other people can be invited to the padlet wall to cooperate. They can also contribute to the content by their posts. The wall can be shared through a link or QR code, or the contributors can be invited by their email or username. There is no limit to the number of people that can contribute to the wall simultaneously. However, the wall administrator can decide to what extent they can contribute to the wall. Padlet offers different options to users to publicize or privatize the walls, including private (only registered padlet users can be invited), password protected (only for the ones who know the password), secret (people who have the link), and public (anybody on the web)(Padlet, 2020). The administrator of a padlet can change its privacy settings at any time. Another critical feature of the padlet is that the walls can be exported in Excel, CVS, and PDF format. So it can be downloaded, stored, and used. The walls can also be archived to open a new padlet space after exporting the wall instead of deleting it. Padlet provides many opportunities to its users by making access easier through the web and browsers such as Google Chrome, Safari, Firefox, and Edge (Padlet, 2020). It also has applications run on Android, iOS, and Kindle. Padlet guides its users whenever they need it through the padlet support center, email, and tutorials.

Considering all of the features above, how can language instructors use this tool in English language teaching? One of the most prominent reasons to use padlet in the classrooms is that it enhances the cooperation among learners. It is related to cooperative learning, in which students learn from each other. However, Freeman (2000, p.164) expresses that ‘it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important.’ Since padlet offers user cooperation, it can be used in ELT classrooms efficiently in many ways. If the teacher has objectives in his/her mind, Padlet is a significant tool to achieve those objectives through activities, tasks, or materials. Some ways to benefit from padlet are listed as follows:

### *Brainstorming*

The teacher can post visuals, quotes, terms, concepts, or anything related to the topic at the very beginning of the class or before the class and want students to brainstorm about it to get

students prepared.

### *Problem solving*

A post including a problem, puzzle, or riddle can be discussed among learners. So students can reach a consensus on solving it. Critical Thinking is vital in 21st-century skills, so students can express themselves and see each others' opinions on a topic the teacher gives.

Homework can be given through padlet, and the wall can be exported to be stored.

### *Writing skill*

The padlet works well in improving students writing skills. Because students communicate their ideas through their written expressions, it especially becomes very important in DE. If the classroom includes mixed-level students, it encourages low-level students to learn more from their peers as much as possible; although they are silent at the very beginning, as they learn from each other, they become more eager to share their ideas and post. Many authentic activities can be done to improve students' writing skills. For example, the teacher can write the first sentence of a story, and the others are required to follow the story by adding a new sentence to the previous ones. In another example, the students can share a photo and describe what it is about or when it was taken, for what, and so on. Most importantly, students can give feedback to their peers by staring, liking, voting, or commenting.

### *Reading skill*

Any reading material can be shared on the wall for extensive or intensive reading. They can be expected to read the material before the class, and the tasks can be done during class hours.

### *Listening skill*

The platform can be used to share listening materials such as podcasts, or links can be given to direct the users to the related site. Students can share their favorite songs with lyrics. The teacher can record his/her voice and post it. So it can be turned into a dictation activity, or students can draw what the teacher describes and share their pictures. It enables them to compare and contrast their pictures or choose the best ones among others.

### *Speaking skill*

Students can be expected to share their opinion on a given topic by recording their voices and posting. To do their best, they will continue to record until they are satisfied with their

speaking in terms of pronunciation, intonation and so on.

### *Portfolio*

Students can create their padlet walls instead of contributing to the other walls. They can keep track of their learning. It can be used as an online diary or blog. If the user allows, the others can visit each other's walls and comment on it.

Besides the classroom activities, teachers can use padlet for assessment through homework. Students' answers or written works, such as paragraphs and essays, can be collected, stored, and evaluated. According to Hubbard (2009, p.13), computer-assisted language testing is a growing subfield under CALL, although he keeps assessment out of learning. However, any assessment can contribute to the learning process directly or indirectly.

Padlet, an online collaborative platform, is user-friendly and authentic. Thanks to its privacy settings, it enables users to collaborate on a secure platform. However, although many studies have researched the effects of using different Web tools such as wikis, blogs, vlogs, Google docs, and discussion forums on EFL learners' productive skills, research on Padlet, on the other hand, mainly focuses on writing skills. Thus, it is thought that further studies examining the use of padlet for speaking skills will contribute to the related literature.

#### ***2.5.1.1. Previous Studies about Padlet on Language Learning***

Padlet can be employed as a versatile tool to enhance students' interactive learning experiences across various disciplinary fields in education. In language education, it serves as a technological web resource for various purposes. Although research predominantly indicates its beneficial use for improving writing skills (Farah, 2016), many studies have been conducted, taking into consideration the needs of both teachers and students. This section will briefly touch upon a few relevant studies.

In a 5-week experimental study, Algraini (2014) investigated whether Padlet influenced EFL learners' writing performance. The results indicated that the experimental group, which utilized Padlet, demonstrated significantly higher achievement than the control group.

Hwang et al. (2016) investigated the impact of individual and interactive digital stories through a Web-based multimedia platform on the speaking skills of non-native English-speaking children. The researchers found that engaging in recording composed stories

provided learners valuable opportunities to practice speaking in the target language, ultimately leading to notable enhancements in their speaking skills.

In the study conducted by Awaludin et al. (2017), they examined university students' engagement with Padlet, where they shared their written posts about weekly topics in their curriculum and provided comments to their peers. The findings revealed that students enjoyed these activities and perceived Padlet as beneficial, motivating, and helpful in enhancing their writing skills.

Haris et al. (2017) examined 30 university students using Padlet for grammar exercises and evaluated their academic achievements based on pre-test and post-test results. The study revealed significant differences in student performance and found that the students demonstrated a positive attitude toward the platform.

Lestari and Chasanatun (2018) conducted a 16-week study with 30 elementary students to measure the impact of Padlet, Animoto, and Sway applications on students' speaking and writing skills. They utilized mid-term and final tests, questionnaires, interviews, and observations as assessment tools. During the first 3 weeks of the study, students used Padlet to improve their writing skills, and in the following 3 weeks, they focused on enhancing their speaking skills by recording audio and sending videos on similar topics. The research findings indicated that, despite some accuracy issues, students at different language proficiency levels improved their speaking skills according to CEFR criteria, and there was an increase in interactivity among students. It was observed that students using these applications showed increased interest and motivation in their studies.

In the research conducted by Lestari and Kurniawan (2018), the impact of Padlet utilization on the writing skills of 17 Indonesian university students was investigated. The findings revealed that students' engagement in discussions witnessed an elevation, concurrent with an improvement in the accuracy of their writing.

A study that investigates the students' perceptions of the use of Padlet for writing skills in ESL tertiary classrooms done by Mahmoud (2019) shows that padlet is a good learning tool in terms of exchanging information and learning materials that are suitable for different learning styles, mind maps, visual materials. They benefit from padlet because they like collaborating and interacting with their peers. They also think it is a different way of sharing the ideas through padlet. However, students think padlet has little effect on improving their

writing skills because of the simple use of English in activities. As a result, advanced English programs and activities to be used in padlet are suggested.

In Sari's study conducted in 2019, the Padlet platform was utilized to facilitate peer-feedback interactions among EFL learners within a qualitative descriptive research framework. The research involved the participation of 70 non-English-speaking university students, who engaged in the practice through Padlet chatrooms. The findings indicated that while most students were new to Padlet, they found it easy to use because of its user-friendly and cost-free nature. Furthermore, the anonymity feature within the Padlet chatroom emerged as a significant advantage, as it allowed students to provide and receive feedback without concerns about their peers' emotional reactions, thereby enhancing the convenience of the feedback process.

In the study conducted by Çıldır and Koçak (2022) with 9th-grade students, the student opinions regarding the use of Padlet in German language classes were gathered. According to the findings, students expressed that the application helps improve their writing skills and can be used effectively. However, they also noted that it may not have an equally significant impact on their speaking skills.

Alastal et al. (2022) conducted a quasi-experimental study with a randomly selected sample of 30 students from seventh grade. These students were assigned to an experimental group, and their oral production skills were assessed through a pre-post skills test. The findings suggest that Padlet, a web tool, is highly beneficial for enhancing English speaking skills and fostering deductive thinking skills in students. Therefore, the study concludes that Padlet is a valuable tool for promoting language and cognitive development in educational settings.

Ta et al. (2023) conducted an action research to explore the attitudes and perceptions of 93 Business-major university students regarding the utilization of Padlet in their speaking classes at a Vietnamese university in the first semester of the academic year 2021-2022. They employed a combination of a questionnaire, speaking assessment rubric, and class observations to evaluate the tool's effectiveness in classroom assessment as a means of learning. The findings indicated that Padlet was highly effective, earning praise from students and enhancing their enthusiasm for English classes, while also facilitating significant improvements in their speaking skills and promoting increased peer and educator interaction.

When the literature is reviewed, it becomes evident that Padlet is a widely used web tool in language education. While it is not possible to cover all of the studies conducted about the Padlet, the platform is utilized in various domains including: a) teachers' sharing instructional materials with students (Girgin, 2020), b) enabling students and teachers to provide feedback on the activities (Abdulaziz, 2021), c) its utilization for student engagement in class (Fuchs, 2014; Ellis, 2015; Megat et al., 2020; Zainuddin et al., 2020; Bakar et al., 2022), d) its application in enhancing reading skills (Prastya, 2019), e) its usage in improving writing skills (Özdemir, 2021; Rashid et al., 2019), f) its incorporation in listening classes (Indrasari, 2019), and g) its integration to enhance speaking skills (Syahrizal & Rahayu, 2020).

In this thesis study, the Padlet platform was employed with the aim of facilitating active participation in the classroom for the tertiary-level EFL learners enrolled in DE programs, in which they have limited opportunities for English speaking practices and insufficient interaction with each other. The aim of this study is to investigate students' perceptions of spoken interaction practices on Padlet and the researcher-teacher's observations regarding these practices. It is assumed that this study will potentially contribute to the field by expanding the use of Padlet in the domain of speaking skills.

## CHAPTER III

### METHODOLOGY

*If we teach today's students as we taught  
yesterday's, we rob them of tomorrow.  
John Dewey*

In this chapter, research design of the study, research context, participants, research procedure, data collection and data analysis procedures are explained in detail.

#### **3.1. Research Design**

In this study, action research design was utilized to investigate the students' perceptions of their spoken interaction practices through TECLL. There are two main reasons why the research was designed using this method. The first of these is that the researcher is also the practitioner teacher in the study. The second one is that it covers a process of solving a problem that the researcher and the learners experienced in the DE class by following a systematic method.

##### **3.1.1. Action Research**

Action research (AR) is defined by Kemmis and McTaggart (1988, p.5) as;

“a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out.”

AR can be used in many different areas of educational settings in terms of varying teaching methods, gaining new learning strategies, evaluating the practices, changing attitudes and values, supplying continuous professional development, increasing the effectiveness of management and administration processes (Cohen et al., 2007, p.297). AR opens a new door

to the teachers as practitioners to reflect on and in their practices systematically. Allwright and Hanks (2009, p.141) express their ideas about the role of teachers as researchers as follows;

“For the first time teachers were knowledge generators, no longer just consumers, subjects of others’ research and potential victims of exploitation by researchers. They were now seen as key agents of change in education, conducting research for themselves, and then making whatever changes their findings suggested.”

Examining the similarities and differences between action research and other research will provide a better understanding of its place in research methods. The table presented by Fraenkel et al. (2011, p.596) summarizes it as follows:

| Action Research  | Formal Research   |
|--|---|
| <p>Systematic inquiry.<br/>Goal is to solve problems of local concern.</p> <p>Little formal training required to conduct such studies.<br/>Intent is to identify and correct problems of local concern.<br/>Carried out by teacher or other local education professional.<br/>Uses primarily teacher-developed instruments.<br/>Less rigorous.<br/>Usually value-based.<br/>Purposive samples selected.<br/>Selective opinions of researcher often considered as data.<br/>Generalizability is very limited.</p> | <p>Systematic inquiry.<br/>Goal is to develop and test theories and to produce knowledge generalizable to wide population.<br/>Considerable training required to conduct such studies.<br/>Intent is to investigate larger issues.<br/>Carried out by researcher who is not usually involved in local situation.<br/>Uses primarily professionally developed instruments.<br/>More rigorous.<br/>Frequently value-neutral.<br/>Random samples (if possible) preferred.<br/>Selective opinions of researcher never considered as data.<br/>Generalizability often appropriate.</p> |

Figure 6. Similarities and differences between action research and formal research

Source: Received from Fraenkel et al., 2011, How to design and evaluate research in education (8th ed.). New York: Mc Graw Hill.

Since AR systematically seeks solutions to an identified problem, it follows some crucial steps. There are several models of action research in the literature, either spiral or circular due The researcher can choose the most appropriate model according to the research discipline and the research problem statement. Though there are much more model than the listed, Gürgür (2019) compiles AR models including the models of Piggot-Irvine, Kemmis and McTaggart, McNiff, McNiff and Whitehead, Stringer, and Mills in his book chapter. Among the models, the most suitable one according to the context of this research was chosen to be the McNiff & Whitehead model (Gürgür, 2019, p.47). This model is a modified version of McNiff (2000). According to the new model, AR includes the following

procedures (Mcniff and Whitehead, 2006, p.91):

1. reviewing the current practices,
2. identifying an aspect to investigate,
3. imagining a way forward,
4. trying it out, and taking stock of what happens,
5. modifying what is done in the light of what is found, and to continue working in this new way (try another option if the new way is not right),
6. monitoring what is being done,
7. reviewing and evaluating the modified action,
8. evaluating the validity of the account of learning, and
9. developing new practices in the light of the evaluation.

The item 5 in the procedure is the focus of modified version of the Mcniff Model. It represents the piloting of the action plan to put forward. Thus, Gürgür (2019, p.47) presents the model with an internal cycle in it. The model is shown in Figure 7.

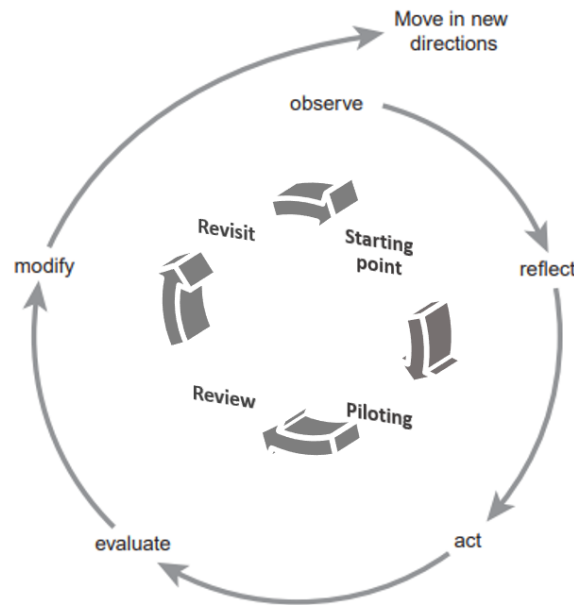


Figure 7. Action research cycle

Source: Received from Gürgür, 2019, Eylem araştırması. İçinde, A. Saban & A. Ersoy (Ed.), Eğitimde nitel araştırma desenleri (ss. 31-80) (3. baskı). Ankara: Anı

The researcher selected this model for this study. The reasons are presented as follows:

1. The cycle is more straightforward when compared to other models.
2. The model begins with an observation phase, which aligns with the needs analysis of this research.
3. An internal cycle has also been added to the model. The most significant feature of this internal cycle is that it includes a pilot implementation. This model would be more feasible within the scope of this research because a pilot implementation allows for time-saving before proceeding to the second cycle.

Although there are various models and types of AR, the fundamental steps during an action research can be articulated as follows (Gürgür, 2019, p. 53-72):

1. description of the subject or problem and narrowing it down,
2. data collection,
3. reviewing of relevant literature,
4. development of the research plan,
5. implementation of the plan, data collection, and analysis,
6. writing the final report (Development of the action plan).

### **3.2. Research Procedure**

This part explains the AR stages from the problem situation to the solution process by following the relevant steps of the research, including a diagram summarizing the study and clarifies the each step in detail throughout the research.

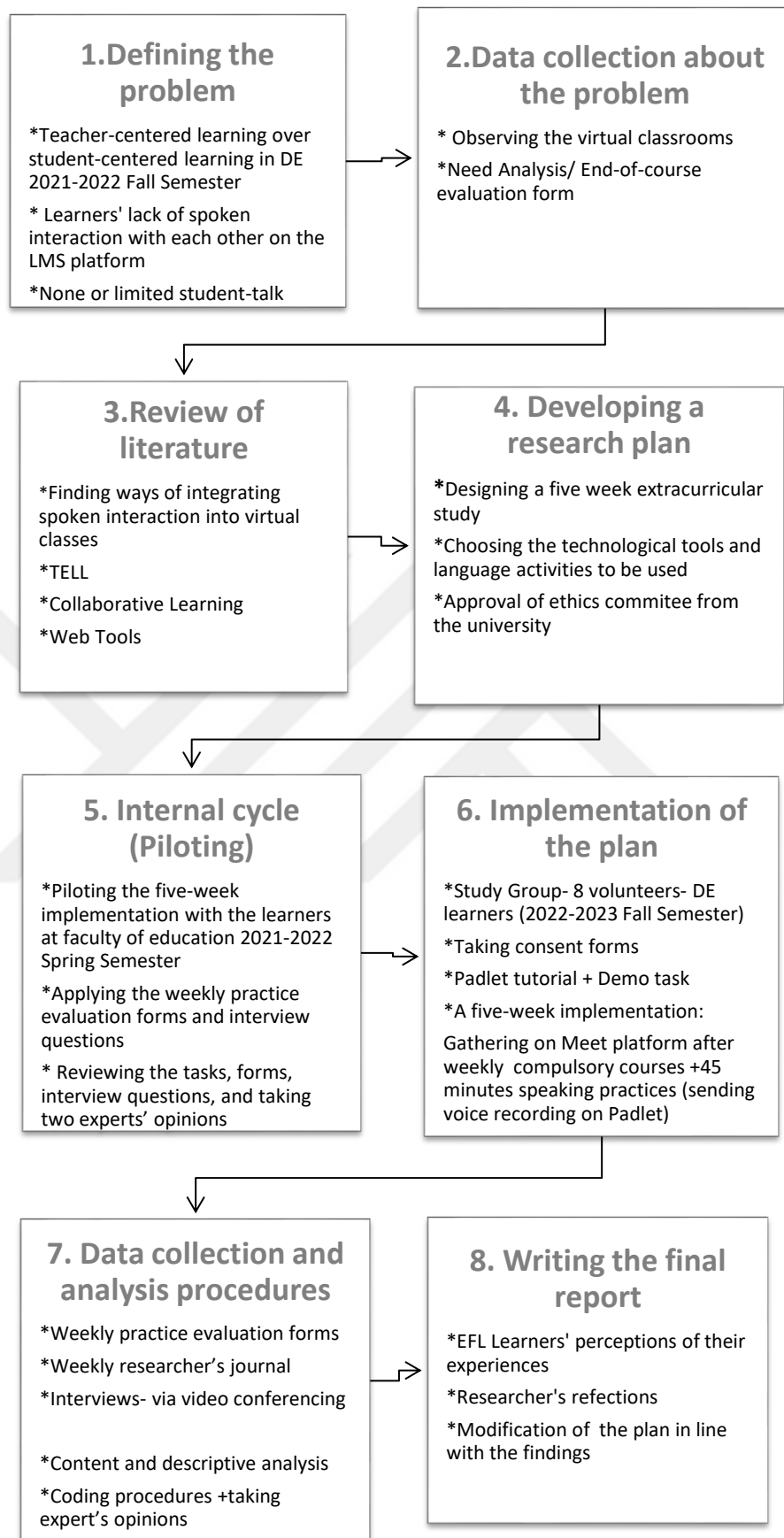


Figure 8. Research procedure diagram

### **3.2.1. Action Research Procedure**

#### ***3.2.1.1. Observing Phase***

The researcher started to teach synchronous general English courses given to the students enrolled in the DE programs at Ondokuz Mayıs University in the 2021-2022 academic year. Since the courses in these programs are given entirely through DE via LMS provided by distance learning centers, the courses are teacher-oriented, as a result, Teacher Talking Time (TTT) was too high. One of the most important feature of CLT is to enable students to express themselves verbally. However, in this course, it is not possible for students to practice speaking skills to each other due to the deficiencies of the platform.

#### ***3.2.1.2. Reflecting Phase***

At the end of the semester, a course evaluation form (Appendix 3) was applied to the students via google forms and it was aimed to obtain learners' experiences and their expectations from the course to analyze the needs of the learners as well. Data gathered from the form was revealed that majority of the learners want to learn English to express themselves practically, and apart from the courses, they do not have the opportunities to practise their speaking skill on their own. Within the scope of distance education, students do not have any verbal interaction with each other in live lessons and therefore there is no opportunity to practice speaking skills. Lessons are more teacher-centered and communication between teacher and student takes place in writing via the chat box on the system.

Thus, the researcher tried to seek solutions to the following questions:

- How to incorporate speaking into online classes?
- How to encourage students to speak more in class hours?
- How to lessen TTT and increase Student Talking Time (STT) by giving chances to interact with each other?

After the problem situation is determined and the data was collected about the problem situation, the third step of action research being review the literature was applied. The researcher sought the possible alternatives to solve the problem. Since the learners are distant learners, benefiting from the technology should be emphasized and implemented. Several approaches to be used online were searched and web tools were opted to be employed. The researcher also sought the other online platforms to use in the extracurricular study. As the

fourth step, an action plan was put forward and the researcher designed a five-week implementation. In the planning phase, the tools, the language activities to be used in the study when, where, and how the study will be done with learners were detailed.

#### *3.2.1.2.1. Rationale for Selected Technological Tools*

Students enrolled in DE take their courses fully online, and the lessons are held synchronously through the LMS. However, since the students enrolled in face-to-face education programs during the COVID-19 pandemic period were also temporarily taking the courses remotely, the courses were given through Google Classroom and Meet at the university. Therefore, under the institutional agreement, each student in the school has a corporate e-mail where they can log in to Google.

Google Classroom and Meet were chosen for this extracurricular study for a) synchronous observation of student work and communication with students during the study, b) sharing relevant announcements and links before and after the study. The reason for switching to this platform after courses on LMS is that this study includes voluntary participation, and only compulsory courses have to be recorded on the LMS.

A three-stage process was conducted to select a functional collaborative platform where students would practice speaking skills. In the first stage, Web tools were reviewed widely, and their purpose of use was examined. Among these, the platforms where users can add their voice recordings were filtered, and this list was reduced to approximately eight platforms. The features of each platform are not introduced and compared here because rapid and sudden technological developments can witness the updates of these platforms and even the removal of some platforms out of use while these sentences are being written. In the second stage, the studies on the use of technology in foreign language education were examined in the literature, and the Padlet platform was released because of the many studies applied. Since most studies focus on writing skills, this study was thought to fill the gap in the related literature. In the third stage, Hubbard's web tools were examined according to the evaluation criteria to understand whether this platform could be used within the scope of this study (see p.19). After all these stages, Padlet was chosen as the online collaborative platform where the students would practice speaking skills.

#### *3.2.1.2.2. Rationale for Selected Language Activities*

The General English course given to the target learners covers A1-A2 levels. Students with high language levels can take the exemption test at the beginning of the semester. Therefore, the language activities were determined according to the weekly course syllabus, taking into account the students' levels (Appendix 5). Also, CEFR spoken interaction descriptors (see p.9) were considered. Students are expected to exchange information by establishing short dialogues used in real-life situations.

#### *3.2.1.2.3. The Internal Cycle – Piloting*

Since the speaking activities were created for English-I course, this study was designed to be applied to newly registered students in the 2022-2023 fall semester. However, it is important to conduct a pilot study to test the feasibility of the activities, the methodology of the study and the interview questions. This action plan was implemented as a 5-week pilot study with another group where the researcher taught formal education in the 2021-2022 spring semester. These EFL learners are registered with the education faculty; however, they continued their education online due to the Covid-19 pandemic process. They practiced the speaking activities on Padlet in the second half of their online classes. During their practices, the researcher-teacher monitored them through Google Meet. At the end of the semester, a course evaluation form was sent, and they were asked to express their feelings and opinions about using Padlet in-class hours. Also, in the last lesson of the term, the interview questions were applied to the learners on the online course to pilot the interview questions as well.

After piloting, some necessary changes were made:

1. The researcher decided to pair them up by herself before the task because learners pairing themselves takes time.
2. A different type of Padlet wall layout was decided to be used on the fifth task to make it easier for learners to interact.
3. The interview questions were simplified, and two expert opinions were obtained regarding the questions.

### 3.2.1.3. Acting Phase

Distance education learners enrolled in the 2022-2023 academic year were sent a learner-profile form in the first lesson of the term to learn about the background and expectations of the course. In order to determine the language levels, the placement test of the course book was applied. It has been observed that the students language level ranges from Pre-A1 to A2 level. Having mixed level students in the group is important for peer learning. When the learner profile forms were examined, it was revealed that the students had been taught grammar-oriented courses until now, but they wanted to improve their speaking skills at the university. Thereupon, it was announced to the students that it is not possible to practice speaking skills due to technical reasons during the course, but the students who want to participate voluntarily would be given the opportunity to practice speaking skills by meeting again on a different platform after the lesson for 45 minutes. As a result, eight students stated that they wanted to participate in these extracurricular studies voluntarily. Thus, a new classroom was created on Google classroom. The researcher explained the details of the study she would like to conduct and learners' consents were taken through google forms. A tutorial prepared by the researcher on how to use the Padlet platform throughout the study was shared with the learners on the classroom as shown in the screenshot below.

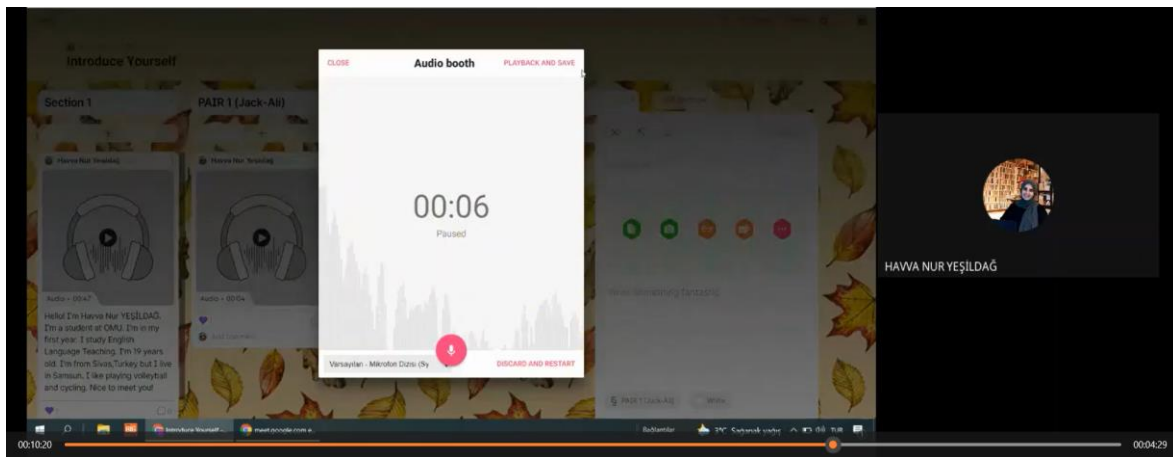


Figure 9: Padlet tutorial prepared by the researcher

Then a demo lesson was held with the study group to practice using the platform effectively. After this demo lesson, following five weeks, at the end of each compulsory lesson, the link for the live meeting and the Padlet wall prepared by the researcher for the tasks were shared

in the Google classroom week by week. Learners and the researcher again met on the Google Meet platform for the extracurricular study.

The researcher created a new Padlet wall by logging into her Padlet account. Then, she paired the students and named each section with the learners'. She shared a post describing the activity of the week. The page was shared with the students in google classroom to be available for learners. After that, they joined the live meeting through Google Meet. The researcher shared her screen with the participants, and each student saw the corresponding Padlet page on the meeting screen. The students were given the instructions and task duration at the meeting.

The learners started their activities by sending a voice recording to their partners in their sections. Since the researcher listened to the learners' voice recordings simultaneously, she turned off the audio and video on the meet platform not to disturb the learners. Since everyone was working on the same padlet wall, they could see and listen to other groups. When there was a problem during the study, teachers and students communicated directly on the meet platform through the chat box or verbally. Thanks to the researcher's screen sharing, everyone could see her computer screen, the page movements, and interventions synchronously.

Where necessary, the researcher gave feedback on student work on the Padlet page and left emojis on every recording she listened to show her presence during the study. The students on the meet screen could follow all of these processes. In addition, while the researcher monitored, she kept a weekly research journal by writing her experiences, thoughts, feelings, and challenges from the beginning to the end of the study.

After each task was completed, a weekly practice evaluation form was shared with the students on google classroom to learn their thoughts and feelings about their practice and the problems or challenges they had, if any. The acting phase of the action research continued this way for five weeks.

#### ***3.2.1.4 Evaluating Phase***

This stage of the action research involves the evaluation of the implementation. Over the course of five weeks, the studies carried out were assessed by gathering and analyzing data from various sources both during and at the end of the process. This part is addressed more comprehensively in the data collection and analysis part.

### ***3.2.1.5 Modifying Phase***

The stage includes the modification of the action plan in line with the results of the study. This phase is explained in the findings and discussion part.

### **3.3. Research Context**

According to the article no '5i' of 2547 The Council of Higher Education (CHE) law, first-year students in higher education institutions are obliged to take Atatürk's principles and history of revolution, Turkish language and foreign language courses (CHE, 1981). In the scope of this law, General English 1 and 2 courses are taught in an academic year during two semesters in all associate and undergraduate programs. It covers 2 hours of general English courses per week at the A1-A2 level by the CEFR . Students who pass the exemption exam at the beginning of the semester are considered exempt from this course.

In the DE programs of a state university in which the study takes place, there are six different associate degree programs in total that take the English-I course in the category of compulsory elective courses. Students of these departments take this course synchronously on the same day and time through LMS.

The number of students participating in synchronous classes varies from 20 to 35, as the students can watch the course recordings later. As mentioned in the part of state of problem of the study, the LMS system is mostly teacher-fronted, the learners mostly act as listeners, and their participation is limited to responding in a written form by using the chat box. Thus, EFL learners lack of practicing speaking skills with their peers during the online courses.

#### **3.3.1. Participants**

In distance education, registered students are not required to attend classes regularly, as they are usually either employed individuals or have a valid reason for not being able to participate in the classes. Instead, they are expected to access and review recordings of online courses. Due to the evening scheduling of DE, for students to participate in this extracurricular study, students' availability and the avoidance of colliding with other subject courses are crucial factors to consider for the time arrangement of the study. As a result of discussions with the DE center, the suitable time for the compulsory English courses for students enrolled in 6 different programs simultaneously was scheduled as 9 pm. Thus, after

the compulsory English course, the students could participate in this extracurricular study at 10.15 p.m. Therefore, while forming the study group, it was required that the students be enrolled in English-I course and be willing to participate voluntarily in speaking practice on an online platform by sending voice recordings to each other at the designated hours. The students who met these criteria were included by adopting a purposeful sampling in the study. Many students who cannot participate in the study expressed their intent to partake in the extracurricular study; however, they would be unable to attend, due to some personal reasons and primarily because the class was scheduled late in the day.

Since the selected sample is not expected to represent the universe and there is no concern for generalization of the results in qualitative research (Yıldırım & Şimsek, 2013, p.129), the study group consists of 8 volunteer EFL students studying at DE programs for associate degree in a state university during 2022-2023 Fall semester.

At the beginning of the semester, a placement test provided by the coursebook was administered to determine students' proficiency level of English. In the book, corresponding CEFR levels are assigned based on the scores obtained in the test. Students' language proficiency levels were then determined according to these CEFR levels. Though it is not a high-stakes exam, it was a test designed in accordance with the curriculum. Thus, students' levels were accepted accordingly. The information of the study group is presented in the table below.

Table 4

*Demographic information of the study group*

| Students | Age | Gender | Department                    | Proficiency Level of English |
|----------|-----|--------|-------------------------------|------------------------------|
| S1       | 24  | Male   | Computer Programming          | PRE-A1                       |
| S2       | 35  | Male   | Internet and Web Technologies | PRE-A1                       |
| S3       | 21  | Male   | Internet and Web Technologies | A1                           |
| S4       | 19  | Female | Media and Communication       | A1                           |
| S5       | 31  | Female | Media and Communication       | A1                           |
| S6       | 27  | Female | Internet and Web Technologies | A2                           |
| S7       | 41  | Female | Media and Communication       | A2                           |
| S8       | 45  | Male   | Computer Programming          | A2                           |

**3.4. Data Collection Procedure**

In this part, the data collection procedure and the tools used in the study are explained in detail.

**3.4.1. Data Collection Tools**

Action researchers need to refrain from solely gathering anecdotal data, which involves only people's opinions in line with the research questions. While anecdotal data can be helpful, it is crucial to emphasize more substantial evidence, such as audiotape recordings, videotapes, observations, and written responses to questionnaires, among other methods (Fraenkel et al., 2011, p.594). In action research, qualitative and quantitative data collection tools can be used. The types of data collection tools utilized in action research can be listed as follows: researcher's journal, field notes, observations, checklists, meetings and interviews, video and audio recordings, data organization charts, plans, portfolios, archival data, surveys, attitude scales, online environments, and class logs (Johnson, 2014, p.81). Collecting data from different sources also increases data triangulation. In this study qualitative data collection tools were used. The tools are as follows: a) an end-of-course evaluation form; b) weekly practice evaluation forms; c) researcher's journal, d) interviews. These tools are handled below respectively.

#### ***3.4.1.1. End-of-course Evaluation Form***

When the 2021-2022 academic year fall semester started, the researcher identified some problems she and her students experienced during the virtual classes in distance education. The problems are as follows: a) the lessons were teacher-centered, b) distant education learners had no spoken interaction with their peers, c) they had no opportunity to practice speaking skills during the courses.

Upon detecting the problems, the researcher let the learners get accustomed to the tertiary-level courses run through LMS and observed the class throughout the fall semester. At the end of the semester, to learn the students' experiences and opinions about the course, and to check whether the learners feel the same problems, the researcher designed an end-of – course evaluation form to analyze the learners' needs. For forming the form, the course evaluation questionnaire used at the end of each semester by three different universities reachable, and also the scale developed by Koç& Bulut (2022) to evaluate the courses given at university were examined. Evaluation factors common to all of these studies were determined as follows: course, instructor, teaching method-techniques and examination. The researcher prepared an open-ended course evaluation form containing these criteria and appropriate expressions for the English course. The content of the form was rearranged by taking the opinions of two experts and the form was applied to the students in the scope of needs analysis.

#### ***3.4.1.2. Weekly Practice Evaluation Form***

After completing weekly tasks, a practice evaluation form (Appendix 7) was created through google forms and the students were expected to complete and sent it back to the researcher by expressing their feelings and thoughts as well. The form was prepared to gather students' general perceptions regarding the content and difficulty level of the activity, their ability to collaborate with their partners, their proficiency in practicing speaking skills effectively, any challenges they may have experienced, and, finally, their overall comments. For forming the form some task observation forms were examined and in line with the research question which seeks the learner opinions about the tasks is considered and the questions were designed. Then two experts' opinions were applied to check the validity and reliability of the form.

Since the study is an action research, if there is a need for reorganization within the process, it is crucial to restructure it to ensure the continuity of the research spiral. As the objective is to find a solution to a problem, the method is open to making necessary adjustments through interventions. Since the study is an action research, data is collected throughout the course of the study to allow for potential adjustments and to ensure the continuity of the cycle. The practice evaluation form was employed on a weekly basis during the implementation phase, administered by the researcher, with the purpose of identifying any issues that may have arisen.

#### ***3.4.1.3. Researcher's Journal***

The researcher kept weekly researcher journal during students' practicing for five weeks. McNiff & Whitehead (2006, p.142) define it as follows:

“the records you keep of personal action, and reflection on the action, and the learning arising from it. It does not matter whether you call them logs, diaries or journals, or whether you keep a research diary and a reflective diary, or use the same journal for both purposes. It can be helpful to differentiate episodes of action from episodes of learning”

Some class observation forms were examined and by noting the dimensions of the observations, a draft of a researcher journal was created. The created draft was presented to two experts' opinions for review and given its final form. The research journal includes the sections following: a) practice stages, b) virtual classroom management, c) interaction types, d) feedback types, e) ease and challenges in monitoring students' practices, f) overall comments. A sample research journal can be seen to in the Appendix 8. According to the created categories, virtual classroom observations were conducted, and the journal was filled out accordingly. The notes taken during the observations were transferred into a Google document file and organized well. In the reporting phase, the expressions written under the relevant categories in the journal were reviewed, and the researcher's reflections were presented based on the compiled version.

#### ***3.4.1.4. The Interview Form***

The interview form was designed in a semi-structured way in line with the research questions. The questions were directed to two experts in the field to ensure inter-rater

reliability. At the end of the five week-study, the study group including eight volunteer students were interviewed individually through Google Meet, a video conferencing platform. The interviews were audio-recorded with the consent form taken from each student. During the interviews, short notes were also taken by the researcher. The students were asked about their preferences on language use for interviews. It was conducted in Turkish, native language in terms of two reasons; a) due to their low proficiency level of English, b) to let them feel comfortable and to be able to obtain in-depth information about their perceptions. The audio-recordings were transcribed and translated into English later on. The interviews lasted approximately 40 minutes. The interview questions with English translations are as follows:

1. Padlet platformundaki sözlü etkileşim pratiklerinize dair deneyimleriniz nasıldı?  
(How were your experiences about the spoken interaction practices on the Padlet platform?)
2. Padlet platformunun konuşma becerileri pratiğinde kullanımına ilişkin görüşleriniz nelerdir?  
(What are your opinions about the use of the Padlet platform on practicing speaking skills?)
3. Platformda gerçekleştirdiğiniz dil alıştırmalarının içeriği hakkında ne düşünüyorsunuz?  
(What do you think about the content of the language activities you performed on the platform?)
4. Öğretmenin, yapılan dil alıştırmaları sırasında eşzamanlı olarak platformda bulunmasına ilişkin görüşleriniz nelerdir?  
(What are your views on the synchronous presence of the teacher on the platform during the language practices?)
5. Uygulama sırasında çevrimiçi platformda karşılaştığınız sorunlar veya zorluklar varsa nelerdir?  
(What are the problems or challenges you encountered with the online platform during the implementation, if any?)
6. Platformdaki konuşma pratiklerinize dayanarak ileriki uygulamalara yönelik önerileriniz varsa nelerdir?  
(What suggestions do you have for further implementations based on your spoken interaction practices on the platform, if any?)

### **3.5. Data Analysis Procedure**

The process of analyzing data obtained during action research in real-time is referred to as the systematic analysis process. Miles and Huberman describe the systematic analysis process as follows: a) detailed examination of the data, b) distinguishing important data from others, c) converting selected significant data into findings, and d) interpreting and discussing the data (cited in Gürgür, 2019, p.67).

In addition, during the analysis phase, students' names have been anonymized as Student 1 (S1) to ensure confidentiality. In the research, a descriptive analysis was employed for the analysis of the end-of- course evaluation form and the researcher's journal, as the themes had been predetermined. Weekly course evaluation forms were utilized in a process-oriented assessment context, consistent with the cyclical structure of action research, to gather feedback from students regarding weekly activities and to revisit the action plan if any issues arose.

Content analysis was used for data analysis of the interviews. The process followed the following steps: First, the interview recordings with the participants' permission, were listened sentence by sentence, and the researcher documented their transcriptions. The transcribed interview texts were then uploaded into the NVivo data analysis program, where they were read several times from beginning to end. Each sentence was read and assigned a code representing the terminology, factor, or situation to which it belonged. If subsequent sentences contained an expression matching the existing code, they were linked to that code. If a new expression emerged, it was saved as a separate code. Subsequently, the document with the created codes and sample quotation was presented to an expert for review to assess the appropriateness of the codes generated by the researcher. The document containing the codes and their corresponding sentences was then downloaded. Next, Google Excel Sheet was used to copy and organize these codes and quoted sentences. Related codes were grouped under categories, and themes were developed based on these categories. The resulting themes, categories, and codes were reviewed again in light of the literature. As a final step, two field experts were contacted to seek their professional opinions. In line with the experts' opinions and feedbacks, suggested changes were incorporated to finalize the coding process.

### **3.6. Trustworthiness: Validity and Reliability**

The possibility of researcher bias being involved in action research is very high, so getting expert opinions at all stages of the research, such as planning, implementation, data collection, and analysis, will contribute to the consistency and purposeful conduct of the research (Büyüköztürk et al., 2017, p. 265). In order to increase the credibility of qualitative research, the following procedure should be taken into consideration (Johnson, 2015, p.109): a) recording the observations wholly and carefully, b) describing all stages of data collection and analysis, c) making sure you record and report everything important, d) being as objective as possible when describing and interpreting the data, e) using satisfactory amount of data collection tools, f) using accurate data sources, and g) staying long enough in the research area.

In this research, the above-mentioned items were taken into consideration. Upon obtaining ethical approval for the study, consent forms were sent to the participants to inform them about its purpose. Multiple data collection tools were employed, and data triangulation was used to establish internal validity in this research. The data collection tools were subject to the experts' opinions.

The steps of the action research were described in detail and padlet walls used in the practices were stored and archived. Virtual classroom observations were made during the 2021-2022 academic year fall semester (14 weeks), and needs analysis and reflections were carried out. The prepared action plan was piloted by applying it to a group other than the study group for five weeks in the spring semester. The action plan, which took its final version due to the pilot study, was implemented for five weeks in addition to a one-week demo with the target working group in the fall semester of the 2022-2023 academic year. Considering all these stages, the researcher-teacher conducted the study for almost three academic semesters.

In order to ensure external validity, the collected data from participants were presented qualitatively without interpretation in the findings section. A colleague guided the coding process. Upon completion of the coding, a field expert's opinion was sought to enhance the quality of the analysis and ensure the reliability and credibility of findings.

The data was transcribed to ensure internal consistency. Participant names were omitted from the study and replaced with numbers to protect their privacy. Participants were assured that interview recordings would be treated as confidential. To establish external reliability,

participants and the setting, process, and analysis methods were comprehensively described.



## CHAPTER IV

### FINDINGS AND DISCUSSION

*Education is what remains after one has forgotten  
what one has learned in school.  
Albert Einstein*

This action research study investigates the tertiary-level EFL learners' perceptions of using Padlet for spoken interaction practices within the framework of TECLL and the researcher's reflections about the observations of students' practices on the Padlet. The research focuses on several key questions related to learners' perceptions, their views about the teacher's monitoring, opinions about content, challenges they experienced during the implementation and their suggestions for further implementations. In this chapter, the learners' perceptions on the implementation are revealed according to the data gathered from interviews in the scope of the first research question. Additionally, the researcher's reflections on the virtual classroom environment during monitoring of the learners' practices are shared in line with the second research questions. According to the data analysis of the interviews, 31 codes emerged from a total of 186 responses from the study group consisting of eight students. Codes were regrouped into 11 sub-themes and then into 5 themes. The complete list of codes can be found in Appendix 9 as well. The students' opinions about the implementation have been presented through tables corresponding to these codes and sub-themes, and they have been discussed by quoting excerpts from student responses.

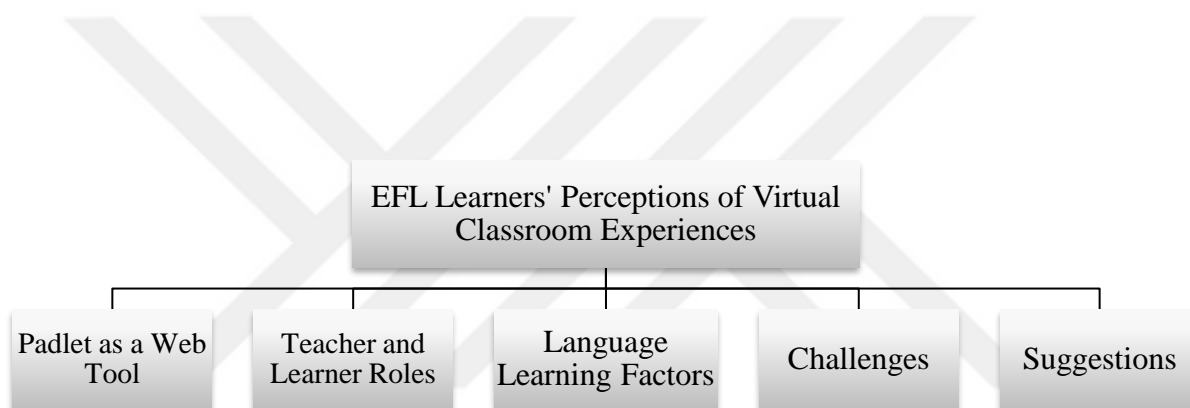
#### **4.1. The Findings and Discussion of the First Research Question**

The first research question investigates the tertiary-level EFL learners' perceptions of using Padlet, an online collaborative tool, for practicing spoken interaction. The question consists of four sub-questions: a) learners' opinions about the teacher's synchronous monitoring of their practices ; b) the learners' opinions about the content of the language activities

conducted on the Padlet platform; c) the challenges encountered by the learners about practicing on the Padlet platform; and d) the learners suggestions for enhancing spoken interaction based on their experiences with the Padlet platform.

#### **4.1.1. EFL Learners' Perceptions of Virtual Classroom Experiences**

The findings from analyzing the students' views on their practicing spoken interaction through TECLL were grouped under five main themes. The schematic representation of the themes is presented in Figure 10. Each theme will be presented separately with sub-themes and codes.



*Figure 10.* Main themes of EFL learners' perceptions of the practices

##### ***4.1.1.1. Padlet as a Web Tool***

Considering the student's opinion, the sub-themes and codes about the features of Padlet are given in Table 5 below.

Table 5

*Sub-themes and codes of Padlet as a Web tool*

| Sub-themes           | Codes                        | No.of Responses     |   |
|----------------------|------------------------------|---------------------|---|
| <i>Originality</i>   | Variety of modality          | 4                   | 9 |
|                      | Novelty effect               | 5                   |   |
| <i>Accessibility</i> | Types of devices             | 2                   | 3 |
|                      | Usability                    | 1                   |   |
| <i>Collaborative</i> | Peer-learning opportunity    | 2                   | 4 |
|                      | Synchronous-like interaction | 2                   |   |
| Total Codes: 6       |                              | Total responses: 16 |   |

Padlet has been considered as a tool in three categories: *originality*, *accessibility*, and its aspect of being a *collaborative* application.

*Modality* refers to the forms in which learning materials are presented through different sensory channels, such as visual, auditory, or tactile. Regarded as an innovative application, Padlet distinguishes itself by gaining the admiration of students due to its diverse modalities. This can be deduced from the following statements of the students:

*"Anyone can record videos, send voice messages, or write on the platform as they wish. I believe it is a very practical platform since it appeals to everyone."* (S2)

*"We were practicing in different ways in each lesson, by writing, drawing, or speaking..."* (S3)

*"When we receive a voice message on the platform, even if we don't understand it at first, we can continuously listen to it again and again, which is truly wonderful."* (S1)

*"Especially, unlike real-time conversation, having the opportunity to record and edit voice messages for later listening seems much more motivating and encouraging to me. Speaking in real-time can be challenging for some individuals, but having voice recordings allows for a more appealing participation desire."* (S5)

The possibility to listen to audio recordings sent on the Padlet platform as many times as desired, and the platform allowing for re-editing, is considered positively by students.

*Accessibility* refers to the ease of use of an application and indicates the means by which access is provided. Students used various type of devices to connect such as laptop, tablet,

phone, mobile-application. The following statements support the accessibility feature of the tool.

*"I logged in using a computer as I find it challenging to use a phone efficiently. The computer screen is more extensive, and opening tabs on a tablet or mobile seems a bit time-consuming to me. Moreover, the layout differs between the devices."* (S7)

*"I participated both with a laptop and a tablet. I downloaded the mobile application of Padlet on the tablet. When I accessed the application through a web link, it was laggy, but after downloading the app, logging in became much easier."* (S3)

*"The login process and the application itself are straightforward and user-friendly. It's great that the app is designed this way for our convenience."* (S8)

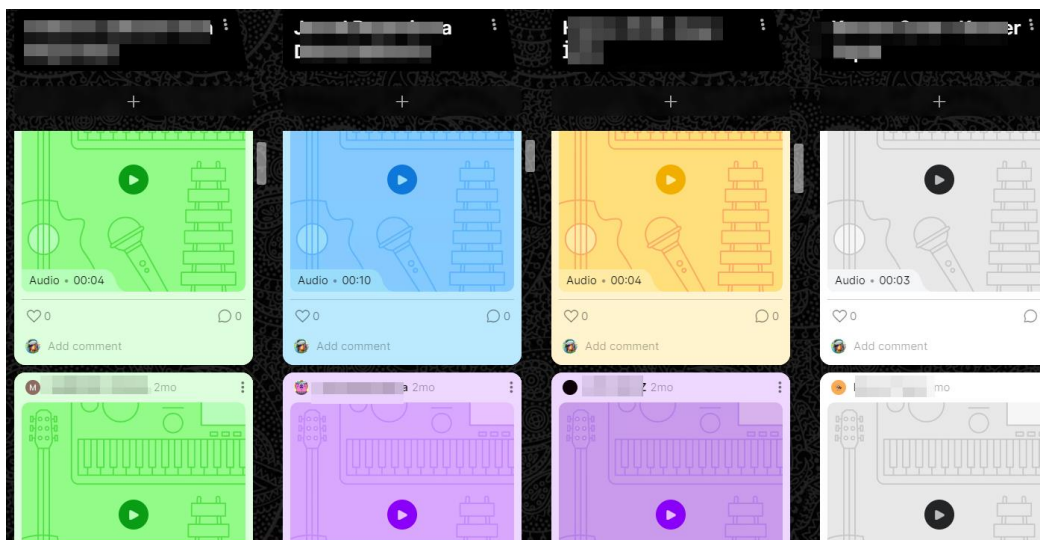
Access to the Padlet platform is possible through various devices such as phones, tablets, and laptops. However, students in the study group preferred to use laptops due to the greater ease of use it provided, which is in line with the findings of Stockwell's (2010) research on MALL for vocabulary activities. Although MALL is widely used in education, students chose not to use their phones for completing activities because it often took longer to accomplish tasks.

The collaborative feature of Padlet has been approached with its potential to enable simultaneous interaction and suitability for working together. These features of the application were shaped by the following opinions of the students.

*"... students engage in verbal discussions and complete their tasks. Performing these activities orally is excellent. One particular aspect is wonderful: we are grouped together side by side, so when we get stuck, I can listen to what my peer in the adjacent group has done. I learn from their example and apply it, and that's great."* (S1)

*"I find it beneficial to communicate with each other on Padlet."*(S2)

*"When engaged in this process, I couldn't focus on other things because I need to respond to questions, and the other person is listening, asking again, and I have to understand and provide an answer...."* (S6)



*Figure 11. Lining-up configuration on Padlet*

It is easy to post on Padlet walls with one click. It enables learners to record voices and listen to them many times. Students can practice through Padlet anytime, anywhere, or on any device. There is no software needed. It helps them line up pair by pair. Padlet, which is normally an empty canvas where participants can asynchronously enter and share their thoughts by writing, drawing, or sending voice recordings, has provided an opportunity for collaborative work and a sense of synchronous communication among users. Its synchronous aspect stems from the fact that everyone agrees to be present on the platform at the same time, giving the feeling of engaging in real-time conversations with others. On the other hand, its asynchronous nature allows users to compose and refine their responses, as they desire before sharing the final version. This ability to edit their recordings before posting encourages students to utilize the platform. The study group liked Padlet because of the opportunities offered.

#### ***4.1.1.2. Teacher and Learner Roles***

In DE, the roles of teachers and students exhibit certain similarities and differences compared to the traditional classroom environment. The sub-themes and codes related to these roles generated from learners' views are as outlined in the table below.

Table 6

*Sub-themes and codes for teacher and learner roles*

| Sub-themes           | Codes              | No.of Responses     |
|----------------------|--------------------|---------------------|
| <i>Teacher Roles</i> | Evaluator          | 8                   |
|                      | Counsellor         | 4                   |
|                      | Facilitator        | 2                   |
|                      | Motivator          | 6                   |
|                      | Innovator          | 3                   |
|                      | Monitor            | 10                  |
| <i>Learner Roles</i> | Active participant | 4                   |
|                      | Monitor            | 4                   |
|                      | Total Codes:8      | Total Responses: 41 |

*Teacher Roles*

In the language classroom, teachers play multifaceted roles that extend far beyond the conventional role of imparting knowledge. In line with the various of roles presented in a study of Karavas and Dukas (cited in Hedge, 2017, p.28 ), the study group also endorsed the same teacher roles.

Students' opinions about being monitored by the teacher simultaneously are presented below.

Teacher as an evaluator/assessor

*"You are correcting the mistakes we make, which is a good thing that should be. I made the necessary corrections based on your comment. There was no excess in the corrections; they were just as they should be. I don't think you intervened too much".(S1)*

*"I think it's definitely positive. We are already making mistakes, and you are intervening at the right moment, as you didn't intervene with everyone, from what I observed, but more with those who make mistakes, which is necessary." (S2)*

Students can experience a loss of motivation in frequent error corrections and may refrain from speaking in the community due to the fear of making mistakes (Willis, 1996, p.7). However, students' comments show that if the researcher provides feedback at the right time

and place, without acting like a constant error hunter, students can be satisfied to see their mistakes and correct them again.

Teacher as a facilitator /counsellor:

*“... if you don't stand by us, we can't do anything; we make mistakes or can't learn. You are the one who shows us the right way.” (S3)*

*“...because when something happens, we can ask immediately, and it's nice to have you there ready to help. Because we don't know the subject, and you are the most experienced person who can help us there.” (S6)*

Teacher as a motivator:

*“Your presence, direct responses, and even putting a smile as comments were all significant to me...” (S6)*

*“Also, the fact that the emojis you gave is wonderful. Oh, it makes me very happy to think that the teacher listened and liked. I feel like the teacher liked my comment when you give a heart, and I feel fulfilled.”(S7)*

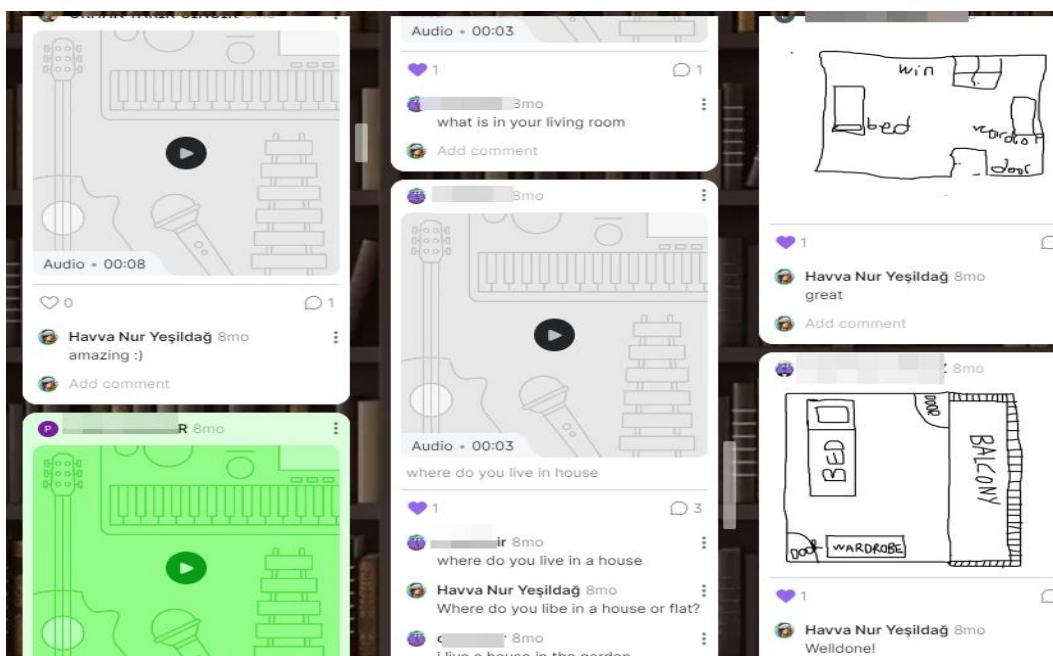


Figure 12. Some examples of teacher's feedback

Two distinctive teacher roles have emerged in the online classroom environment: teacher as an innovator and monitor. These two new roles are crucial determinants of the online classroom setting. Monitoring is not entirely a novel role, but its dimension gains greater significance and different aspects in the context of DE. Students find the teacher's real-time monitoring positive and effective with the following aspects: a) correcting their mistakes (S2), b) observing them second by second and instantly communicating with individuals who have questions, providing assistance (S5), and ensuring that learners take the assigned tasks more seriously (S1). The following statements give a clear impression of the teacher's monitoring of her:

*"First of all, I think your involvement is entirely positive. For instance, someone leads a group, the group gathers, but if there is no leader, the group disperses. I think it's something like that. After all, you are the one teaching and giving this lesson, so your intervention is very important to us. There hasn't been too much interference anyway, but you corrected us in some places. But this is for us to learn because if you don't intervene, we will learn it incorrectly. This didn't bother me at all, so I look at it positively. Without you, Padlet doesn't have much meaning, actually. The fact that the instructor is following me gives me confidence." (S7)*

Çıglık and Bayrak (2015, p.96) expressed that it is challenging for teachers to conduct observations and make evaluations of students due to the lack of face-to-face interaction in DE institutions. However, the monitoring role of the teacher in this study contributes to mitigating this seemingly disadvantageous aspect of remote education.

One of the most significant problems of DE is that students cannot express themselves sufficiently, and the interaction between teachers and students is limited due to various reasons. The teacher gains the characteristic of being innovative because they incorporate various applications that utilize technology to solve these problems. These can be inferred from the following statements of the students.

*"...One of the biggest problems of distance education is our inability to express our ideas since we only listen to the teacher. Regarding Padlet, you are the only teacher*

*in our department who utilizes it..." (S3)*

*"...My wish is for Padlet application to be implemented in all other courses. This would lead to distance education becoming an updated version of traditional education, preferred by more people. I believe it will support both educators and students." (S5)*

### *Learner Roles*

When considering teacher observations and student perspectives in the application, two distinct student roles emerge; students as active participants and student as monitors. It is an indication that students are expected to actively participate in the designated tasks and engage in voluntary speaking practice. However, the role of the student as an observer, similar to that of a teacher, emerges as a distinctive aspect provided by this application and platform. The reasons why students also acquire a monitoring role can be observed from the following quotations.

*"I was late for the first class and missed the lesson. I didn't know what kind of practice we were supposed to do. However, I checked what was discussed on Padlet, where you are already posting tasks, and I adapted to it and started practicing."(S7)*

*"I am listening to what my friend from the other group has done, and I am implementing it as well, which is great."(S1)*

*"To be honest, I believe that the application is good for other friends as well. Because I have listened to their dialogue too, and I think everyone's dialogue looked quite impressive."*

The monitoring role of students has been advantageous in many aspects: a) for learning how tasks are accomplished from others, b) for emulating examples from their peers' discussions, c) for witnessing that others also make mistakes like themselves, d) for being able to oversee others when they finish their work early.

#### **4.1.1.3. Language Learning Factors**

When the language learning factors emerging from the perspectives of the study group are examined, the implementation is found to provide positive learning experiences, enhance interaction through fostering student collaboration, reinforce the course content via the

practices, and promote autonomous language learning. The generated codes and sub-themes with the learners' responses are presented below.

Table 7

*Sub-themes and codes for language learning factors*

| Sub-themes                 | Codes                            | No. of Responses     |    |
|----------------------------|----------------------------------|----------------------|----|
| <i>Affective factors</i>   | Self-confidence                  | 3                    |    |
|                            | Self-efficacy                    | 7                    |    |
|                            | Learner autonomy                 | 9                    |    |
|                            | Engagement                       | 5                    | 54 |
|                            | Positive learning experiences    | 16                   |    |
|                            | Motivation                       | 8                    |    |
|                            | Anxiety                          | 6                    |    |
| <i>Collaboration</i>       | Peer-learning                    | 11                   | 24 |
|                            | Interaction                      | 13                   |    |
| <i>Learning strategies</i> | Utilization of translation tools | 8                    | 15 |
|                            | Self-regulation                  | 7                    |    |
| <i>Language exposure</i>   | Real-life context                | 6                    |    |
|                            | Reinforcement of the content     | 13                   | 22 |
|                            | Virtual-learning opportunities   | 3                    |    |
| Total Codes: 14            |                                  | Total Responses: 115 |    |

*Affective Factors*

In the scope of language education, a multitude of affective factors significantly influences a learner's overall experience and success. Among these, self-confidence and self-efficacy where students' belief in their capabilities; motivation as a driving force; learners' autonomy in taking control of their learning experiences are so crucial for the language learning process. However, such important factors are in danger of being overshadowed by anxiety, and unless this dark area is enlightened, learners will most likely not realize their potential. By holistically understanding and addressing these affective factors, teachers should create a supportive and empowering atmosphere for learners' achievement. According to students' experiences, some quotations regarding affective factors are as follows:

*"Seeing the difficulties and mistakes others faced while learning a language didn't make me feel isolated. Instead, it contributed to my increased self-confidence when speaking English." (S4)*

*"At first, I was a bit hesitant, thinking, 'What if I had read it more accurately or said*

*it differently?' Later on, I stopped worrying too much because the person I was talking to was not at a much higher proficiency level than me." (S6)*

*"I, honestly, focused on my own studies because my interlocutor is the person I needed to interact. I didn't want to listen too much to other friends' conversations. Frankly, I believe that looking at others' work disrupts originality. When you start doing something similar, your uniqueness disappears. In fact, it's just a copy of the other person's work with some words and expressions changed. Instead of looking and listening, you need to add something of your own to make yourself stand out. Otherwise, there won't be anything that sets you apart from the others. So, in my own conversations, I mostly tried to express myself without relying on others' work." (S8)*

Collaboration on Padlet help learners increase learners' autonomy which is defined by Holec (1981, p. 3) as learners' taking the responsibility of their own learning. Thus, the above comment emphasizes the significance of taking responsibility rather than attributing it to others in fostering students' self-continuity and desire for originality within the context of collaboration.

Engagement in learning is also another term which helps learners take the most benefit of the practices. It has been found that practices on Padlet increased learner engagement as stated below:

*"If we say we start at 9, sometimes it ends at 11. But I don't understand how these hours pass." (S7)*

*"I believe that the practices are very beneficial. The exercises we did increased my enthusiasm for language learning." (S4)*

*" ... I tried to practised on my own because my partner wasn't there at that moment because of some technical problems he faced. I asked and answered the question myself, frankly I had fun even if I was talking to myself. I learned then too. Because I used the translation to respond myself again."(S6)*

Among the students' reflections on their study, the traits of self-efficacy is also seen. Student 7 exemplifies this term in her saying;

*"In this period, I believe that I have reached a certain level in my English lessons. At the very least, I think I can express my needs and handle basic activities related to*

*food and drink. I can also explain the work I do."*

### *Collaboration*

Padlet facilitates collaborative engagement, empowering students to enhance their speaking proficiency through interactive practice in pairs or groups. By actively listening to voice recordings of their peers and offering thoughtful responses, students foster a dynamic exchange of information. The study group perceives Padlet as a highly advantageous tool, as it fosters a conducive environment for students to interact with their peers, thereby promoting peer learning. Valuable insights gained from their fellow students encompass novel vocabulary, phrases, expressions, improved pronunciation, and diverse linguistic nuances. The presence of varying language proficiencies among participants is considered a contributing factor in this enriching learning process. Students expressed satisfaction in their collaborative work with their peers in the following statements.

*"When my work was completed, there was an opportunity for me to listen to them. I was able to listen to them after the lesson was over. I also believe that it was very beneficial." (S6)*

*"In lining up side by side, I can listen to what they do. This is more pleasant for me." (S1)*

*"With this application, I had the opportunity to practice English more comfortably than ever before, as I was able to engage in real-time practice with people who have just learned the same thing, gaining much more experience in the subject." (S5)*

*"In our classes, we were already paired with different individuals. I believe that this is significant and beneficial because we learned many things from each other. Everyone asks each other different questions, things we are not familiar with ..., but I have always focused on the lesson itself rather than on individuals, concentrating solely on what I can learn." (S7)*

### *Learning Strategies*

Language strategies include various approaches to improve language learning and communication. First, translation tools play a significant role in aiding learners by facilitating quick and accurate translation between languages. These tools enable learners to grasp the meaning of unfamiliar words or phrases, enhancing comprehension and vocabulary

acquisition. Secondly, according to Ellis (2015, p.64) self-regulation means, in brief, to control people's learning, make necessary arrangements on their learning through interaction. All the participants agreed that they constantly checked their sentences in terms of grammar, vocabulary, and pronunciation of the words before and after posting. Padlet allows people to edit, modify, and delete their posts before, during, and after sharing a file on the wall. Thus, because of these opportunities, they can see their mistakes and try to correct themselves. For example, while recording audio or video, they can listen as many times until they are satisfied with it as seen below.

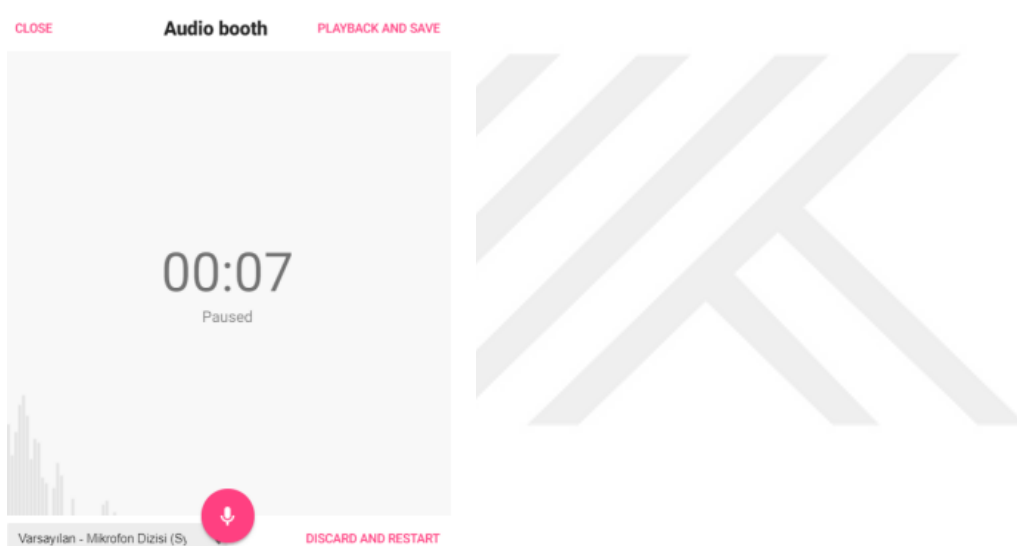


Figure 13. Audio-recording on Padlet

Additionally, peer learning encourages collaboration and interaction among learners. Engaging in conversations fosters a supportive environment, providing opportunities to practice speaking and receive feedback from peers. Ultimately, combining these language strategies can create a comprehensive and effective learning experience, fostering language proficiency and confidence in learners.

*"In situations where there are many unfamiliar words, I listen to them on Translate with audio and then pronounce them myself." (S1)*

*"At times, when encountering a word that was not present in my English repertoire, I had to refer to the dictionary. For words whose pronunciation I didn't know, I checked online websites."(S8)*

*"The opportunity to observe and evaluate my own accent and word pronunciations through the vocal activities we conducted was highly beneficial. While recording the audio, I could identify the parts where I made mistakes, enabling me to correct and learn from them."(S5)*

### *Language Exposure*

Language exposure refers to the extent to which an individual is immersed in a particular language, allowing them to interact with and comprehend it in various contexts. In a real-life context, language exposure can occur through everyday activities such as conversations with family, friends, and community members. Additionally, reinforcement of the content is crucial to language exposure, as consistent and repetitive exposure solidifies language skills. This can be achieved through regular practice, language exercises, and being in an environment where the language is actively used and encouraged. In virtual-learning environments, language exposure can be facilitated through interactive language courses, offering students the opportunity to engage with native speakers, access multimedia resources, and participate in language-related activities, ultimately enhancing their language proficiency.

Also, virtual classrooms provide students with the opportunity for practice and revision outside of class hours (Yanpar & Yildirim, 1999).

*"The activities we conducted on Padlet were always related to topics we can use in our daily lives. They were about our daily routines and experiences. If I remember correctly, the last one was about how to ask for directions and find our way when we are on the street. Apart from that, we discussed topics such as what our family members do for a living, what we do, what we enjoy, and our favorite activities. These are the subjects we talk about to introduce ourselves to others. Throughout the semester, I believe that the lessons we learned were relevant to our daily lives and consisted of practical topics we can definitely utilize in our everyday routines." (S3)*

*"When we have knowledge about the subject, we become actively engaged in the class. At the same time, we solidify our understanding by working on Padlet. We apply it to our daily lives." (S8)*

*"Activities were always a continuation of the topics covered in class and enabled us to put what we learned into practice. As a result, a genuine learning experience was being achieved." (S5)*

In the context of EFL, the utilization of English beyond the classroom has been restricted. Nevertheless, the students participating in the study group contend that the employment of TECLL empowers them to practice English proficiently in real-life settings. They firmly believe that by employing Padlet, an interactive digital platform, they can engage with their peers. The implementation of tasks has proven to be highly effective and captivating, offering them a medium to express their ideas and opinions. Thus, these insights from the students substantiate the efficacy of TECLL, particularly when facilitated by modern technological tools.

*"I felt like I was practicing at Cambly."(S2)*

*"I believe that it is highly effective for improving speaking skills. In our regular classes, you lecture, and we simply follow along or can only write. However, the exercises we do on the padlet platform provide practical application. I also find it very important to participate in your live classes. In fact, there was one time when I was outside and missed it, but I tried to catch up with the padlet activities." (S7)*

#### **4.1.1.4. Challenges and Suggestions**

Besides the good aspects of using Padlet, its negative and challenging sides are interestingly found very little. The sub-themes and codes of challenges and suggestions as below:

Table 8

*Sub-theme and code for challenges*

| Sub-theme                   | Code                        | No. of Responses   |
|-----------------------------|-----------------------------|--------------------|
| <i>Technical Challenges</i> | Internet connection problem | 4                  |
|                             | Total Codes: 1              | Total Responses: 4 |

Table 9

*Sub-theme and codes for suggestions*

| Sub-theme             | Codes                       | No. of Responses    |
|-----------------------|-----------------------------|---------------------|
| <i>Practice-based</i> | Additional tasks & homework | 4                   |
|                       | Modality diversification    | 6                   |
| Total Codes: 2        |                             | Total Responses: 10 |

During the study, the students mentioned internet connection problems as a difficulty they encountered. However, they emphasized that it was a personal issue unrelated to the application (S4, S5, S6). As for suggestions regarding the study, some students shared the idea of giving additional complementary assignments (S3, S6, S7, S8). Furthermore, they expressed that besides sending voice recordings, submitting video recordings through the program would be beneficial and significant for observing gestures, facial expressions, and emotions (S2, S3, S5). It sometimes leads to communication breakdowns since they are paired to study collaboratively; their partner should be on the platform synchronously.

Participants expressed that the application provides practical opportunities and that its interactive nature is enjoyable. Activities such as drawing the house's layout are delightful, and practices including speaking and listening are considered beneficial. The mutual conversations on the Padlet platform are emphasized to enhance language skills effectively. Students mention that sending and receiving voice messages enables them to practice speaking skills effectively. The application improves writing and speaking activities and is highly effective in foreign language learning. Furthermore, students express experiencing a high-quality and enjoyable language education, although they are DE students.

As part of the suggestions, the students requested that these studies be continued and that additional language tasks and homework could be given. In addition, they stated that they can also send video recordings through the platform, and thus, they can see the facial expressions of their interlocutors.

As an overall discussion, in the context of online courses conducted within distance education, teacher-centered instruction prevails, limiting student interaction (Ertuğ, 2020). Due to the limited talking time in class, students are unable to enhance their speaking skills, and in the context of EFL, their practical language use in real life remains restricted. Considering these issues in online education, the researcher aimed to address this problem

experienced by both students and teachers.

Following the stages of action research, the researcher observed the virtual classroom environment, identified the problem through reflection, conducted field research to find a solution, and implemented an action plan in which students engaged in spoken interaction practices for five weeks outside their mandatory course curriculum. The researcher prepared and piloted this action plan, adhering to the principles of action research.

In this action plan, the researcher sought a collaborative platform to monitor the implementation and let learners engage in speaking practices without feeling anxious. After careful consideration, Padlet was selected. One of the critical features of this platform is the ability for students to practice speaking by sending voice recordings instead of engaging in synchronous conversations. There are studies indicating that students improve their speaking skills by exchanging voice recordings (Tecedor & Campos, 2019). Considering the students' Pre-A1 to A2 language proficiency levels, activities were designed for students to work in pairs. In numerous conversation classes, teachers often dominate question-and-answer sessions, where students do not interact with each other actively. The inclusion of role-plays and information gap activities enables students to engage in meaningful conversations with each other, thus increasing their talking time in larger classes (Cho, 2015).

The action plan continued with a 5-week implementation, and upon examining the data collected through data collection tools, as evident from the findings and in line with previous research results, it can be understood that Padlet is an easy-to-use platform that enhances interpersonal interaction and facilitates collaboration among individuals. Students found the exercises conducted in the application enjoyable and beneficial for reinforcing the subject matter. As a result, students' talking time increased, and teacher-centeredness decreased. Through the implementation, students could practice the target language in real-life situations. The teacher's role as a monitor and feedback provider was found motivating by students. In traditional classrooms, the number of learners limits the effective feedback given by the teacher, whereas in a virtual environment, effective feedback can be provided to students (Fan & Zhi, 2020).

One of the challenges expressed by students during the practices was internet connectivity problems. However, students attributed this to personal reasons. Considering the stages of action research, it is observed that the research problem was resolved in a single cycle. Nevertheless, when examining students' suggestions regarding the application, it is possible

to achieve more effective results by modifying the action plan. Firstly, extending the duration of the implementation by planning different and diverse activities is suggested. Secondly, experimenting with sending video recordings through the platform is proposed in addition to voice messages. The action plan can be modified by incorporating new activities in line with the above-mentioned suggestions.

## **4.2. The Findings and Discussion of the Second Research Question**

The second research question investigates the researcher's observations of learners' spoken interactions during the practices. In this part, the researcher's observations are discussed.

### **4.2.1. Researcher's Reflections on Virtual Classroom Observations**

The starting point of this study is the question of how to solve a problem that the RT encountered in her online teaching class. While the methodology of what and how things should be done is known in theory, many challenges arise in practice. Evaluating teachers' practices in their own classrooms is a fundamental requirement of being a reflective teacher, and Graves (2002) summarizes this comprehensively as follows:

“reflection is one of the most powerful tools teachers can use to explore, understand, and redirect their practice. Reflection is about learning to see and to understand what is seen. It is not simply being able to identify problems and frame solutions, although both are crucial.”

One of the most significant issues in language education in Türkiye is the phenomenon of 'I understand, but I can't speak English.' Individuals who have received language education for years struggle to develop their speaking skills due to a lack of exposure to the target language and not using it in their daily lives. Additionally, when school curricula are examined, environments for students to practice speaking adequately during in-class activities may not be provided for various reasons. Therefore, lesson activities should be prepared and implemented to enhance students' communication skills. This problem becomes even more pronounced with students enrolled in DE, as the lessons occur in virtual classrooms, and interactions between students and teachers, and even between students, are quite limited. Since the lessons are teacher-centered, it seems unlikely that students would have the opportunity to practice speaking about the topics covered. However, university-level students are expected to have achieved a level of English proficiency where they can

converse and at least handle their basic needs using the target language. RT began teaching online education programs during the 2021-2022 academic year. Considering the impact of COVID-19 and her previous experiences, she is accustomed to and enjoys teaching online. However, the difficulty experienced by students enrolled in online education in practicing their speaking skills has led the teacher to new searches. In addition to the compulsory English courses, the teacher aimed to provide an additional opportunity for students interested in enhancing their English speaking skills. At the end of obligatory class hours, RT proposed the idea of meeting on an online platform. Through this, students could engage in conversational practice, gaining valuable experience while providing the teacher professional satisfaction.

In order to capitalize on the advantages of TELL, RT conducted a thorough literature review, ultimately opting for the Padlet platform. This platform enabled students to exchange audio recordings and facilitated the teacher's real-time observation of learners' interactions through Google Meet. Throughout the process, RT maintained a weekly researcher's journal documenting her thoughts and reflections on the implementation. This journal aims to identify strengths, challenges, and opportunities for improvement in task stages, virtual classroom management, teacher feedback types, interaction types, and overall monitoring process. By reflecting on teaching practices, RT hopes to enhance students' learning experiences and optimize the use of technology in the virtual classroom.

### *Task Stages*

Before the task, the teacher prepared the Padlet page for that week, added a task description on the wall related to the topic selected from the course syllabus, grouped the students in pairs, and created tabs to share their work on their individual sections. She activated the participation links for the Meet platform, where they would meet again. If these steps are not ready, it causes delays in starting the work. After the students joined the live session through the Meet link, she shared the Padlet page with them and introduced the task verbally. Since the task was related to the subject covered in the lesson, sufficient input had already been provided during the class. It was now time for practice. The students accessed the page and began engaging in dialogues.

Meanwhile, the teacher shared her screen from the computer and started listening to learners' voice recordings one by one. While listening to the student audio recordings, upon noticing that everyone had finished, she addressed all the students on the virtual platform, announcing

the completion of the task. The teacher provided general feedback and concluded the session along with the task.

### *Virtual Classroom Management*

The Padlet platform offered a user-friendly interface for teachers and students, making it relatively easy to manage the virtual classroom. The layout allowed the teacher to organize different tasks efficiently, and students found it convenient to access and submit their recordings.

The teacher clearly expresses that keeping track of everyone's online dialogues is challenging. Firstly, it is necessary to ascertain whether everyone has initiated their tasks swiftly. When there were individuals who had not submitted audio recordings, RT unmuted herself on Meet, mentioning the student's name, and inquired whether there was any issue or if they were present on the platform. These long pauses are crucial because their partners expect the interlocutors' responses. Conversely, when students encounter an issue, they reach out to the teacher through the chatbox or audio on Meet. Due to such transparent communication, RT has not encountered significant issues managing the virtual classroom.

### *Teacher Feedback*

While monitoring the students' voice recordings on Padlet, the teacher provided two types of feedback: individual and general class feedback. Individual feedback was given privately to each student, focusing on specific aspects of their speaking skills and offering personalized suggestions for improvement.

Since the students' proficiency levels ranged from Pre-A1 to A2, the teacher's primary objective was to help them overcome their fear of speaking and enable the learners to express themselves within the scope of the task. Consequently, she did not overly emphasize or consider minor mistakes significant. In cases where students misunderstood the task or consistently made repetitive errors, the teacher provided written feedback to the comment part where they submitted their audio recordings. Frankly, despite the students having a lower proficiency level, they could construct well-formed sentences and exhibit fluency that exceeded their actual skill level. The reasons can be that students are able to use translation platforms before submitting their voice recordings, and if dissatisfied, they can edit their recordings again. This behavior is a remarkable display of dedication and self-regulation.

After reviewing each student's recordings, the teacher sent emojis on their posts, such as like, thumbs up, or, if they shared amusing, personal, valuable, or distinctive experiences, she provided appreciative comments, thus demonstrating her active engagement by indicating that she genuinely followed their progress. General class feedback was shared when the task was over, summarizing common areas of strength and areas that needed improvement.

### *Interaction Types*

The Padlet platform facilitated two primary interaction types: asynchronous and synchronous interactions. Asynchronous interactions took place through voice recordings exchanged between students in pairs. This format allowed students to practice at their own pace, which some found beneficial. On the other hand, synchronous interactions occurred during video conferencing on Meet when the teacher provided feedback and addressed questions. Both interaction types complemented each other, providing a balanced learning experience. Interaction types such as student-student; teacher-students; student-whole class; teacher-whole class can be observed throughout the implementation.

### *Ease and Difficulties in Monitoring*

Monitoring learners' English speaking skills on Padlet was generally manageable. The platform's layout allowed RT to track students' progress easily and provide timely feedback. Additionally, the opportunity for asynchronous interactions eased the burden of simultaneous monitoring. However, it should be noted that keeping track of students' studies in crowded classrooms can take more work. In face-to-face classes, listening to every student's speech and identifying their mistakes is challenging. Moreover, it is very challenging to monitor whether a student is conversing in their native language or attempting to use the target language.

Generally, in pair and group activities, teachers lack full control over the communication that naturally unfolds among students, and they cannot seize the chance to correct errors. Consequently, this impedes the learning process and diminishes the teacher's sense of authority (Memiş and Erdem, 2013). However, this process can be done professionally and in great detail in online observations. Student activities can be archived since the posts are not deleted and remain on the teacher's Padlet wall, providing an opportunity for thorough later review.

### *Overall Comments*

Integrating Padlet into English-speaking practice sessions proved to be a valuable addition to the virtual classrooms. Students responded positively to this interactive method of practicing speaking skills, and combining asynchronous and synchronous interactions allowed for flexibility while maintaining valuable teacher-student interactions. The individual feedback offered a personalized touch, fostering a positive learning environment.

The task stages were well-designed, and the platform facilitated effective virtual classroom management. The different teacher feedback and interaction types contributed to a comprehensive learning experience. The process of students exchanging voice recordings in pairs allowed them to listen to each other's pronunciation and fluency while promoting peer learning. Students were actively engaged throughout the task stages, and it was evident that they felt comfortable sharing their recordings in this digital format.

While minor difficulties were encountered, the overall impact of using Padlet to practice speaking skills has been positive.

Additionally, the teacher's role extended beyond traditional teaching, including online monitoring. Utilizing the advantages of technology through this application where BL is implemented, as evident from the illustration below, the teacher has acquired a new role in DE: BLENDER. The quality of Blender's outcome relies on the significance of its inputs.



Figure 14. Blender: A new teacher role in distance education

For the success of DE, various elements may need to come together. Teachers aiming for successful distance learning experiences can effectively combine the abovementioned elements to support students' learning processes. Firstly, the teachers' competency in digital literacy is so crucial that they can choose what, when, and how to use technology. Karacan (2023) emphasizes the necessity of enhancing the digital competencies of teachers by saying “... digital competence should extend beyond using well-known Web 2.0 tools. Teachers must be equipped with the ability to evaluate, select, and utilize a range of digital tools and resources effectively”.

Teachers' pedagogical philosophy and adopted teaching methodology can be significant in this process. Secondly, teachers should consider learners' needs. Each student has a different learning pace, style, and needs, so teachers should personalize the content and teaching methods accordingly.

Consequently, by considering these elements, teachers can effectively offer students a rich and meaningful distance learning experience by monitoring students, providing guidance, and evaluating them. Additionally, reflecting on teaching help teachers continuously

evaluate and improve their teaching experiences.

Researcher aimed to create a constructive, collaborative learning environment that fostered effective communication. Using Padlet, students could engage in meaningful practice and receive immediate feedback, contributing to language development.

This endeavor offered students a chance to refine their language skills voluntarily and enriched the teacher's professional growth by allowing her to experiment with innovative teaching methods. The documented insights in the researcher's journal will undoubtedly contribute to the refinement and potential expansion of similar initiatives.



## CHAPTER V

### CONCLUSION

*Technology will never replace great teachers,  
but in the hands of great teachers,  
it is transformational.  
George Couros*

#### 5.1. Summary of the Study

Gaining proficiency in a foreign language necessitates exposure to the language itself and enhancing interpersonal interactions through communicative activities to ensure active language use. In this regard, TELL has opened a new avenue for language education, transcending the limitations of input confined to classroom settings and teacher-centered environments. This study aims to investigate EFL learners' perceptions of spoken interaction practices through a web tool in the scope of Technology-Enhanced Collaborative Language Learning. Since the researcher is the teacher of the study group, the study was designed by utilizing practical action research. Eight volunteer learners studying in the various DE programs at a state university participated in a five-week implementation in the scope of the extracurricular study. This additional study, including EFL learners' spoken interaction practices through short dialogues and information gap activities related to each week's topics based on the course syllabus, lasted around 45-60 minutes each week. Students paired up with their classmates and did the target tasks by sending voice recordings in line with the task requirements to interact with each other and achieve the task goals predetermined by the researcher. This extracurricular study was carried out under the RT's monitoring of learners' studies by sharing her screen on Google Meet. From the beginning to the end of the lesson, the teacher was present on the platform and gave feedback, if necessary, on their practices appropriately.

During the implementation, the teacher kept a researcher-journal, and learners completed a

weekly practice evaluation form at the end of the course. When the 5-week implementation was over, students' perceptions were revealed through interviews conducted via videoconferencing.

## **5.2. Conclusions of the Study**

When the results of the study are evaluated in line with the research questions, the following conclusions can be generated.

In the scope of first research question, the perceptions of the students regarding the implementation were investigated under four sub-questions. These include students' views on the teacher's real-time monitoring of them, their opinions about the content of the tasks performed, the challenges encountered during the implementation, and their recommendations for future implementations. The results drawn from the findings are presented below respectively.

Tertiary-level EFL learners have positive perceptions of using Padlet for practicing spoken interaction. It was found that learners practiced speaking skills with their peers collaboratively. They liked the idea of interacting with each other outside the classroom to reinforce what they had covered in the formal courses. They appreciate the versatility of the platform in hosting various language activities, such as dialogues, conversations, information and opinion gap activities. It was observed that study group' self-efficacy and intrinsic motivation toward language learning increase as they gain courage from their peers, learn from them, and see what they can or cannot do.

The learners mostly view the teacher's synchronous monitoring as beneficial for their language development. They appreciate the immediate feedback and guidance provided during their interactions on Padlet. Effective monitoring helps them identify their mistakes and improve their spoken language skills in real-time. The simultaneous presence of the teacher on the platform, and the recognition of their work by the teacher have been found to enhance their engagement in the study. However, some learners might feel pressure or self-consciousness when the teacher closely observes their practices. It is crucial for educators to strike a balance between active monitoring and creating a comfortable learning environment.

Many learners find the content of the task engaging and relevant to their language learning goals. They enjoy the interactive nature of Padlet, which allows them to collaborate with

peers and use voice recordings to enhance their language practices. The information gap activity in which the learners were expected to listen their peer's room description and draw in line with the directives was the most favoured one among the learners. Thus, it is important for the teachers to consider learners' needs and interests while designing the further tasks.

Challenges encountered by some learners when practicing on Padlet include technical issues, such as internet connectivity problems or difficulties navigating the platform. Some learners may find it challenging to adapt to online collaborative tools if they are not familiar with them. It is important to address these challenges by providing technical support, clear instructions to help learners make the most of their Padlet-based spoken interaction practices.

Learners' suggestions for enhancing spoken interaction on the Padlet platform consists of providing more diverse and engaging language activities, offering additional language activities with the support of homework, and besides voice-recording, video-recording can also be included in the task designs.

When the researcher's observations during learners' spoken interactions on Padlet are considered in the scope of second research question, the several key points can be highlighted.

Firstly, the teacher noted that virtual classroom management was relatively easy, thanks to the use of the videoconferencing tool, Google Meet. This tool allowed for efficient organization and management of the virtual classroom. Students were actively engaged in their tasks and remained focused on their assignments, indicating a high level of participation and commitment. Secondly, the reflection also addressed various interaction types that occurred during the sessions. These included student-student interactions, teacher-student interactions, teacher-whole class interactions, and student-whole class interactions. This diversity in interaction types contributed to a well-rounded learning experience, with students engaging in both peer-to-peer and teacher-guided conversations.

Thirdly, regarding feedback, the teacher adopted a balanced approach. She provided whole class feedback, ensuring that she didn't interrupt learners for each mistake made. This approach helped maintain a positive and encouraging learning environment. Emojis were used to acknowledge students' contributions and efforts, fostering a sense of appreciation and engagement. Additionally, the teacher offered written feedback on individual posts, tailoring the guidance to each student's specific needs.

In terms of ease and challenges, managing the virtual classroom was not particularly challenging due to the small class size. However, the teacher did mention the difficulty in keeping up with consecutive audio recordings sent by different pairs of students. The use of audio and video turned off during synchronous Google Meet sessions helped streamline communication.

The students actively engaged in dialogue about the covered topics, even though there were occasional pauses while students' recording their voices. The teacher noted that the students appeared to be constructing sentences beyond their current proficiency levels, potentially aided by translation tools. The absence of formal assessment seemed to enhance the learning experience, allowing students to explore concepts and sentences more freely. Despite late hours, the students showed satisfaction with the process, suggesting that they found it enjoyable and rewarding. The teacher's self-reflection highlights the effectiveness of using Padlet for virtual spoken interaction practices and the positive impact it had on student engagement and language development.

The researcher's observations indicate that Padlet is a promising tool for fostering spoken interaction for tertiary-level EFL learners. It offers a dynamic and collaborative environment that, when well-structured and supported, can lead to meaningful language development and positive learning experiences.

To conclude, considering the research problems addressed in the study, it is observed that the action plan, characterized by its circular nature that continues until the problem is resolved, was completed in a single cycle within the scope of this study, resulting in the resolution of the problem at hand. Through the action plan, a transition from teacher-centered instruction to a student-centered learning environment was achieved. With minimal intervention from the teacher, students engaged in continuous spoken interaction with each other. Consequently, this led to a reduction in the problem of EFL learners not being able to use the language in real-life situations. Students increased their spoken interactions through Technology-Enhanced Collaborative Language Learning. It is evident that TELL serves as a successful tool for addressing issues related to learners' passive participation in distance education and communication problems with both peers and teachers.

### 5.3. Pedagogical Implications

This study holds numerous implications for teachers, students, and language education. These implications will be discussed sequentially.

#### *For teachers*

- Action research can improve teaching practice by enabling teachers, advisors, and administrators to become more competent and effective. By undertaking action research, professionals improve their effectiveness and better understand how to apply and evaluate the research being conducted by others. Active participation in research allows teachers and educational professionals to sharpen their skills and, where appropriate, to read, interpret and evaluate more formal research findings.
- Teachers should be encouraged to generate solutions to the problems they experience in their classrooms and adapt and improve their lesson content and teaching methods according to student interests and needs. 21st-century skills such as critical thinking, communication, collaboration, and creativity cannot be developed through a teacher-centered approach; instead, student-centered practices should be considered. In today's conditions, teachers should benefit from technology and aim for maximum diversity in their lessons to provide quality education.
- Language teachers can integrate Web 2.0 for productive skills into their courses. If not entirely online, using it as a part of BL can be beneficial. Padlet can be integrated into the lesson and used in a process-oriented assessment.
- This study has allowed the teacher to monitor students' work closely. The ability to track student work online authorizes the teacher to ensure that no student is left behind and enables students to identify their strengths and weaknesses. The new role of the teacher as a Blender, characterized by its various components, has been developed through this study to achieve the desired success in online classroom environments.

#### *For students*

- In the context of EFL, a virtual environment has been created where the foreign language can be used in real-life situations, enabling learners to practice their speaking skills beyond the classroom.

- A virtual environment has been created where students can collaborate and engage in peer learning. Additionally, students enrolled in DE can turn the system's disadvantages into advantages.

*For language education*

- Interaction and exposure to the target language are essential factors in foreign language education, and technology can enhance these opportunities. Task-based learning and communicative language teaching can be implemented authentically through various methods and applications, as explored in this study.
- Due to limited teacher-student, student-student interaction, teacher-centered instruction, and challenges in monitoring student progress, DE may present disadvantages compared to face-to-face education. Consequently, English courses delivered through DE can be reevaluated in a different context. The successful integration of technology can facilitate language learning and make it enjoyable in virtual classrooms.

#### **5.4. Further Research**

- Action research has been criticized for having some methodological problems, such as being weak in validity and reliability, because it may contain researcher bias since the researchers are also practitioners. However, the purpose of action research is to find a practical solution to a problem experienced by the practitioner. Its validity and reliability should be measured by whether it systematically solves the problem. If the teacher has found a solution to the problem, he/she will put it into practice in this way. Publishing it scientifically will guide others with the same problem and contribute to the education and training process by increasing cooperation among colleagues for professional development.
- This research is based on action research in which qualitative data collection tools were used. Thus the studies including quantitative data collection tools can support the findings of this research.
- Experimental studies can be applied to compare the achievement level of the students if there is a significant difference.

- The teachers who use Padlet in language classrooms can be examined in the scope of the case studies.



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**APPENDICES**

## APPENDIX 1. Approval of Ethics Committee



T.C.  
ONDOKUZ MAYIS ÜNİVERSİTESİ  
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Sayı : E-45428382-051.99-361022  
Konu : Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurul  
Kararları (25.11.2022)

EĞİTİM FAKÜLTESİ DEKANLIĞINA

Üniversitemiz Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulunun 25.11.2022 tarihli toplantısında Fakülteniz ile ilgili alınan kararlar ekte gönderilmiştir.  
Bilgilerinizi ve söz konusu kararların ilgililere tebliğ edilmesi hususunda gereğini arz ederim.

NOT: 14/03/2017 tarih ve E.26887 sayılı yazı ile tüm birimlere gönderilen "İmza Yetkisi ve Evrak Akışı Genelgesinin" 85 inci maddesi uyarınca; üst yazıya "Belgenin Aslı Elektronik İmzalıdır", karara ise "Aslı Gibidir" kaşesiyle kaşelenerek yetkili personel tarafından ıslak imza ile imzalandıktan sonra ilgisine tebliğ edilecektir.

**Belgenin Aslı Elektronik  
İmzalıdır.**  
25.11.2022

Prof. Dr. Hasan GÜL  
Etik Kurulu Başkanı

Ek: Eğitim Fakültesi

Bu belge, güvenli elektronik imza ile imzalanmıştır.

## APPENDIX 1. (Continued)



### ONDOKUZ MAYIS ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

| KARAR TARİHİ | TOPLANTI SAYISI | KARAR SAYISI |
|--------------|-----------------|--------------|
| 25.11.2022   | 10              | 2022-989     |

**KARAR NO:** 2022-989  
Üniversitemiz Eğitim Fakültesinden Öğr. Gör. Havva Nur YEŞİLDAĞ'ın Prof. Dr. Kadriye Dilek BACANAK danışmanlığında " EFL Learner's Speaking Practices Through Technology – Enhanced Colaborative Language Learning (Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Teknoloji Destekli İşbirlikçi Dil Öğrenme Yoluyla Konuşma Pratiği Yapması)" isimli yüksek lisans tezine ilişkin mülakat, gözlem ve ses kaydı analizi çalışmalarını içeren 92312 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Eğitim Fakültesinden Öğr. Gör. Havva Nur YEŞİLDAĞ'ın Prof. Dr. Kadriye Dilek BACANAK danışmanlığında " EFL Learner's Speaking Practices Through Technology – Enhanced Colaborative Language Learning (Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Teknoloji Destekli İşbirlikçi Dil Öğrenme Yoluyla Konuşma Pratiği Yapması)" isimli yüksek lisans tezine ilişkin mülakat, gözlem ve ses kaydı analizi çalışmalarının kabulüne oy birliği ile karar verildi.

## APPENDIX 2. Consent Form

### Gönüllü Katılım Formu

#### Değerli Katılımcı,

Bu çalışmanın amacı; İngilizceyi yabancı dil olarak öğrenen öğrencilerin, teknoloji destekli işbirlikçi dil öğrenimi yoluyla gerçekleştirecekleri konuşma pratiklerine yönelik algılarını öğrenmektir. İngilizce'nin yabancı dil olarak öğretildiği ülkelerde, öğrenenler ders saatleri dışında yabancı dile maruz kalmadıkları için konuşma becerilerini pratik yapacakları ortamlar bulamamaktadır. Bunun sonucunda da öğrencilerin konuşma becerileri gelişmemektedir. İnternet ve bilgisayar teknolojileri, öğrencilerin ders içinde ve dışında dil becerilerini kullanabileceği ortamlar oluşturmaktadır. Üniversitemizde uzaktan eğitim programlarında kayıtlı olan öğrenciler, diğer derslerde olduğu gibi İngilizce derslerini de, haftada bir gün olmak üzere uzem eğitim portalı üzerinden senkron olarak almaktadır. Eğitim portalı öğrencilerin derste öğrendiklerini sınıf içinde birbirleriyle pratik yapmalarına ortam sağlamadığı için dersler ilgili öğretim elemanının anlatım ve sorularına yazılı olarak cevap verme şeklinde geçmektedir. Bu durum öğrencilerin konuşma becerilerini hiç kullanmalarına sebep olmaktadır. Bu yüzden dersin öğretim elemanı, öğrencilerin konuşma becerilerini pratik yapmaları için, teknoloji destekli işbirlikçi dil öğrenmenin sunduğu imkânlardan yararlanarak bir Web 2.0 aracı olan 'Padlet' platformunu kullanacaktır. Araştırma kapsamında da bu uygulamanın öğrenci görüşlerine göre değerlendirilmesi ve sonuçlarına göre yeni bir öğretim yöntemi oluşturulması hedeflenmektedir.

Araştırma, dersin öğretim elemanı (araştırmacı) tarafından yapılacak nitel bir eylem araştırmasıdır. Öğrencilere haftalık verilen zorunlu İngilizce derslerinden sonra gönüllü olarak çalışmaya katılmak isteyen öğrenciler, 'Padlet' web 2.0 aracı kullanılarak sınıf arkadaşlarıyla o hafta işlenen konuyla ilgili hazırlanan aktivite ve çalışmalarla, birbirlerine ses kaydı göndererek konuşma pratiği yapacaklardır. Bu ek çalışma dersten sonra Google Meet kullanılarak, ders öğretim elemanı gözetiminde bir ders saati (45 dakika) sürecek ve öğretim elemanı tarafından öğrencilere geri-bildirim sağlanacaktır. Araştırmacı 5 hafta boyunca araştırmacı günlüğü tutarak derse dair gözlemlerini kayıt altına alacaktır. Öğrencilerden, haftalık yapılan çalışmalara dair görüş bildirmeleri için google form üzerinden hazırlanan uygulama değerlendirme formu doldurmaları beklenmektedir. Uygulama sonunda çalışmaya katılan gönüllü öğrencilerle yarı-yapılandırılmış görüşme formu kullanılarak görüşme yapılacaktır. Görüşmeler derinlemesine bilgi almak için Türkçe olarak yapılacak ve ses kayıtları üzerinden içerik analizi yapılacaktır. Çalışmaya katılım şartı üniversitemiz uzaktan eğitim programlarında İngilizce-I dersini zorunlu seçmeli dersler kategorisinde alan önlisans programı öğrencileridir.

Çalışmaya gönüllü olarak katılmayı kabul etmeniz durumunda, kimlik bilgileriniz tamamen gizli kalacaktır. Araştırmanın raporlaştırılması aşamasında ise katılımcılar numaralandırılacak olup isimleri paylaşılmayacaktır.

**Öğr. Gör. Havva Nur YEŞİLDAĞ**

Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabileceğimi ve kendi isteğime bakılmaksızın araştırmacı tarafından araştırma dışı bırakılabileceğimi biliyorum. Bu koşullarda;

- Söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın kendi rızamla katılmayı kabul ediyorum;
- Çalışmadan elde edilen bilgilerin kimlik bilgilerim gizli kalmak koşulu ile yayın için kullanılma, arşivleme ve eğer gerek duyulursa bilimsel katkı amacı ile ülkemiz dışına aktarılmasına olur veriyorum;
- Ek başkaca bir açıklamaya ihtiyaç duymadan söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum.

Tarih:

İmza:

### APPENDIX 3. End-of-course Evaluation Form (Turkish)

#### İNGİLİZCE-1 DERSİ DEĞERLENDİRME ANKETİ (UZEM PROGRAMLARI)

Değerli öğrencilerim,

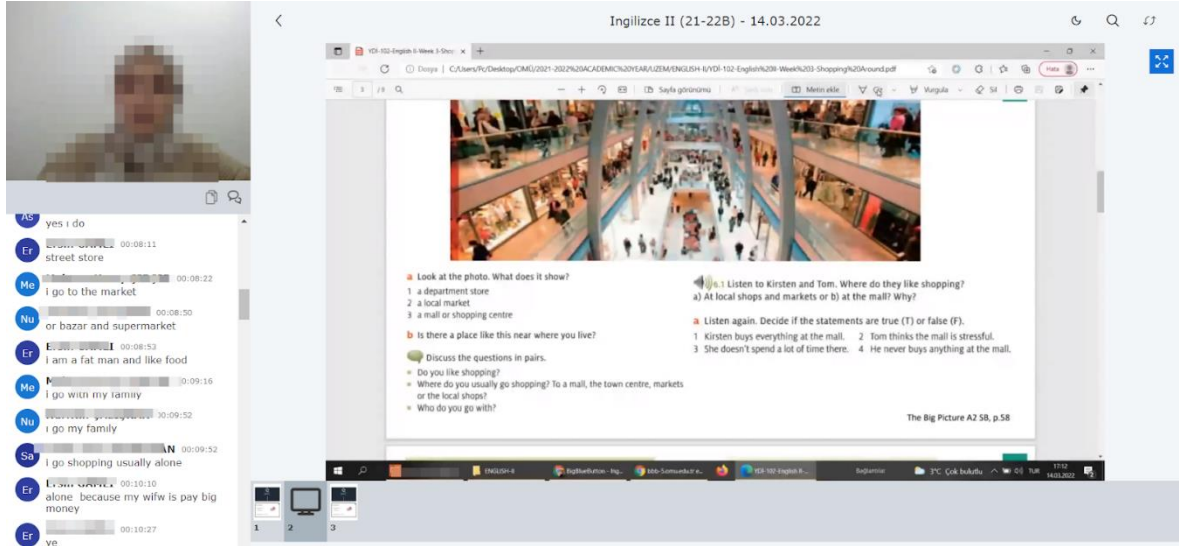
İngilizce-1 dersi bağlamında hazırlamış olduğum anketi lütfen zaman ayırarak özenle cevaplandırınız. Yanıtlarınız ders ile ilgili geri bildirim vermesi açısından önem arz etmektedir. Lütfen soruları tüm samimiyetinizle cevaplandırınız. Yanıtlarınızda isminiz görünmeyecektir. İlginizden dolayı şimdiden çok teşekkür ediyorum.

Öğr. Gör. Havva Nur YEŞİLDAĞ

1. Uzaktan eğitim yoluyla verilen İngilizce-1 dersi hakkındaki görüşleriniz nelerdir?
  - a. Dersin içeriği ve amaçları hakkındaki görüşleriniz
  - b. Haftalık ders saati hakkındaki görüşleriniz:
  - c. Derste kullanılan materyaller /kaynaklar hakkındaki görüşleriniz:
  - d. Dersin öğretim dilinin İngilizce olması hakkındaki görüşleriniz:
2. İngilizce-1 dersinin temel dil becerilerini geliştirmesine yönelik görüşleriniz nelerdir?
  - a. Dersin dinleme becerisini geliştirmesine yönelik düşünceleriniz:
  - b. Dersin konuşma becerisini geliştirmesine yönelik düşünceleriniz:
  - c. Dersin yazma becerisini geliştirmesine yönelik düşünceleriniz:
  - d. Dersin okuma-anlama becerisini geliştirmesine yönelik düşünceleriniz:
3. İngilizce 1 dersinin öğretim elemanı hakkındaki görüşleriniz:
  - a. Öğretim elemanın dersi işleyişi hakkındaki görüşleriniz:
  - b. Öğretim elemanının öğretim yöntemleri hakkındaki görüşleriniz:
  - c. Öğretim elemanının öğrencilerle iletişimi hakkındaki görüşleriniz:
4. Canlı İngilizce dersleri dışında İngilizce pratik yapma imkânı buluyor musunuz? Yaptığınız çalışmalar/etkinlikleri açıklayınız.
5. İngilizce I dersinin ölçme ve değerlendirmesinde vize (%20) online sınav; final /bütünleme (%80) yüz yüze sınav şeklinde uygulanmıştır. Sınav çoktan seçmeli 5 şıklı 25 sorudan oluşmaktadır. Dersin ölçme ve değerlendirme sistemi hakkındaki görüşleriniz:
  - a. Sınavlar dersin amaçlarını ölçmede yeterli midir?
  - b. Sınav soruları hakkındaki görüşleriniz nelerdir?
  - c. Sizin ölçme ve değerlendirme hakkındaki öneri ve görüşleriniz nelerdir?
6. İngilizce 1 dersine katılımınızı ve dönem boyunca göstermiş olduğunuz performansınızı değerlendiriniz.
7. İngilizce I dersinde yapılanları göz önünde bulundurarak İngilizce-II dersi için beklentileriniz, önerileriniz ve talepleriniz nelerdir?
8. Eklemek ya da paylaşmak istediğiniz başka durumlar var ise lütfen burada belirtiniz.

## APPENDIX 4. Technological Tools Used in the Study

### Learning Management System (LMS) Used for Compulsory Courses



The screenshot shows a Zoom meeting interface. On the left, there is a video feed of a person and a chat window with messages. The main area displays a presentation slide titled "The Big Picture A2 SB, p.58". The slide features a photograph of a busy shopping mall and a list of questions for students to discuss in pairs. The questions include identifying the type of store, listening to a conversation about shopping preferences, and discussing local shopping habits.

Chat messages:

- AS: yes i do
- Er: street store
- Me: i go to the market
- Nu: or bazar and supermarket
- Er: I am a fat man and like food
- Me: i go with my family
- Nu: i go my family
- Sa: I go shopping usually alone
- Er: alone because my wifw is pay big money
- Er: ye

Slide content:

Look at the photo. What does it show?

- 1 a department store
- 2 a local market
- 3 a mall or shopping centre

Is there a place like this near where you live?

Discuss the questions in pairs.

- Do you like shopping?
- Where do you usually go shopping? To a mall, the town centre, markets or the local shops?
- Who do you go with?

Listen to Kirsten and Tom. Where do they like shopping?

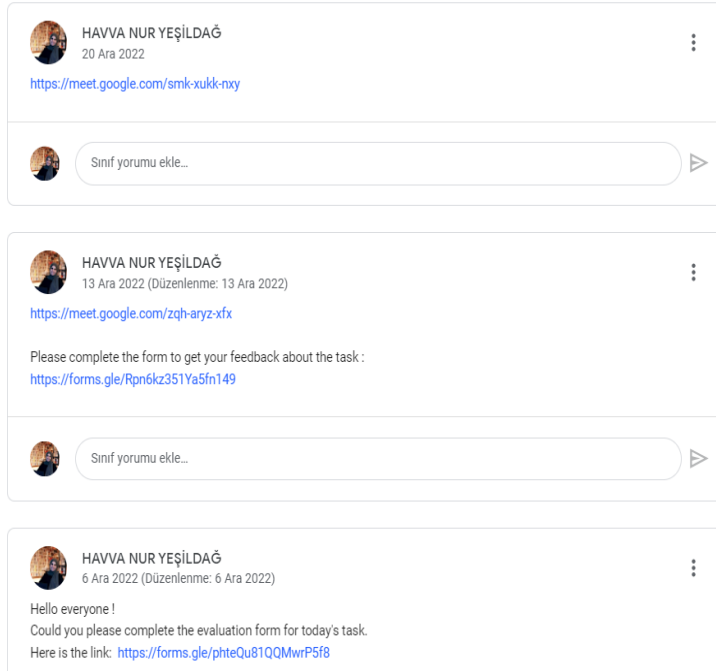
a) At local shops and markets or b) at the mall? Why?

Listen again. Decide if the statements are true (T) or false (F).

- 1 Kirsten buys everything at the mall.
- 2 Tom thinks the mall is stressful.
- 3 She doesn't spend a lot of time there.
- 4 He never buys anything at the mall.

The Big Picture A2 SB, p.58

### Google Classroom



The screenshot shows three posts from HAVVA NUR YEŞİLDAĞ in a Google Classroom feed. Each post includes a profile picture, name, date, and a link to a Google Meet or Google Form.

Post 1:

- Name: HAVVA NUR YEŞİLDAĞ
- Date: 20 Ara 2022
- Link: <https://meet.google.com/smk-xukk-nxy>

Post 2:

- Name: HAVVA NUR YEŞİLDAĞ
- Date: 13 Ara 2022 (Düzenlenme: 13 Ara 2022)
- Text: Please complete the form to get your feedback about the task :
- Link: <https://forms.gle/Rpn6kz351Ya5fn149>

Post 3:

- Name: HAVVA NUR YEŞİLDAĞ
- Date: 6 Ara 2022 (Düzenlenme: 6 Ara 2022)
- Text: Hello everyone!  
Could you please complete the evaluation form for today's task.  
Here is the link: <https://forms.gle/phteQu81QQMwrP5f8>

## APPENDIX 4. (Continued)

### Google Meet used for synchronous communication and monitoring

meet.google.com/rpg-jdix-jhp?authuser=1&pli=1

tps://padlet.com, meet.google.com ile paylaşıyor Paylaşmayı durdur padlet.com sekmesini göster

HAVVA NUR YEŞİLDAĞ (Siz, ekranınızı gösteriyorsunuz) | Sunu sesi  Ekran göstermeyi durdur

Talking about your job

Questions

Havva Nur Yeşildağ 7mo

You will talk to your partner about your job. You are free to choose your questions. You can also use the questions below.

- 1.What do you do?
2. Do you have a job ?
3. Are you a student ?
4. where do you work ?
5. Do you like your job?
- 6 What are you busy with?
7. How many hours do you work a day?
- 8 Is your job stressful?
9. Are you satisfied with your salary ?
10. how much is your salary?

Audio - 00:04

Add comment

Audio - 00:06

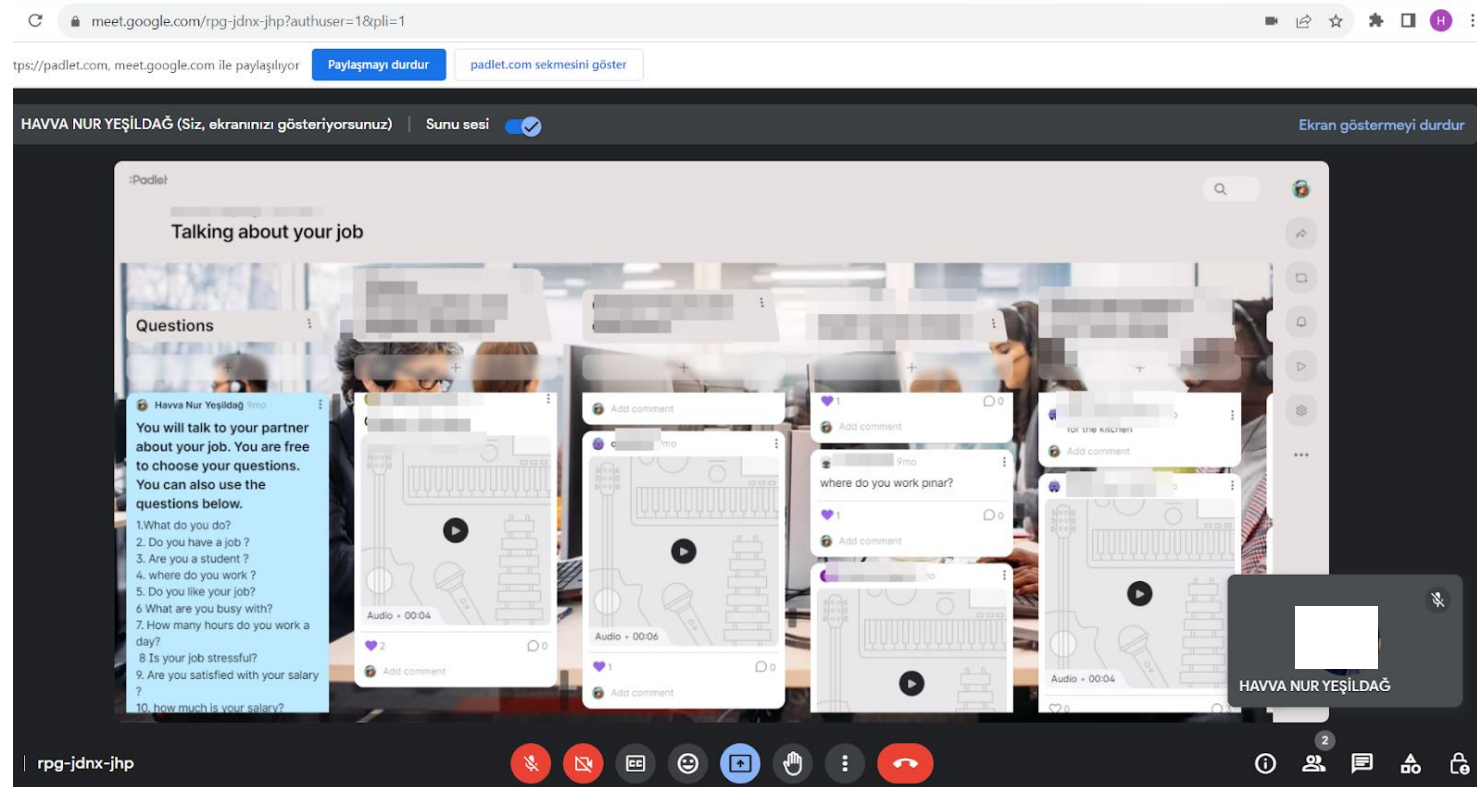
Add comment

where do you work pınar?


Audio - 00:04

HAVVA NUR YEŞİLDAĞ

rpg-jdix-jhp

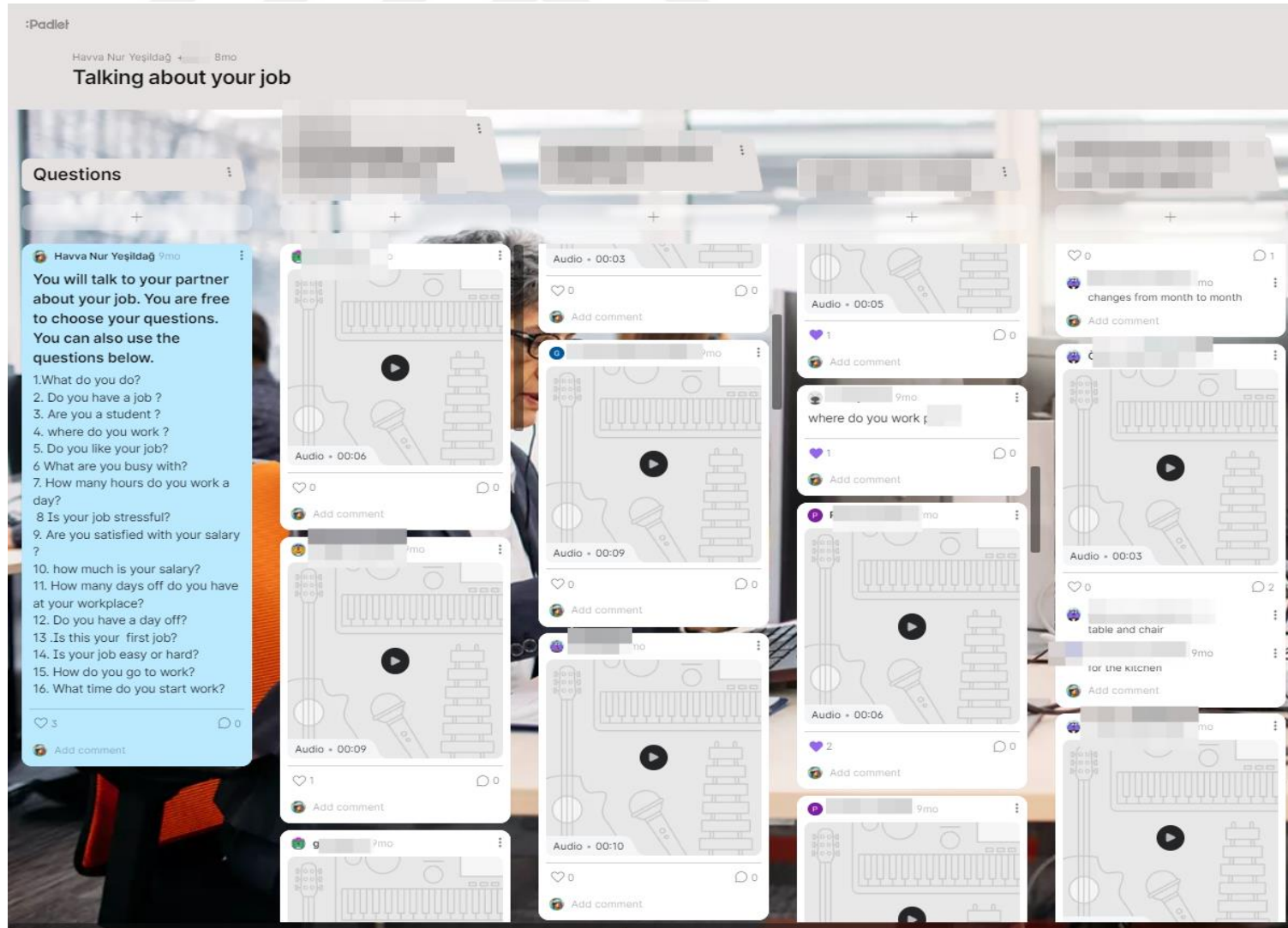


## APPENDIX 5. Spoken Interaction Practices

| WEEK | ACTIVITIES/TASKS   |
|------|--|
| 1    | <p><b>About your job</b></p> <p>Talk to your partner about your job. Ask the questions you want to learn about his/her job.</p>  |
| 2    | <p><b>About likes and dislikes</b></p> <p>Talk to your partner about your likes and dislikes.</p>  |
| 3    | <p><b>About describing your room</b></p> <p>Describe your room to your partner and s/he will draw your room.<br/>Swap the roles.<br/>You can ask some other details about the room.</p>  |
| 4    | <p><b>About your neighbourhood</b></p> <p>You will talk to your partner about : which places do you go to?, how often do you go to? how do you go to? what do you do there?<br/>For example; cinema, bus stop, art gallery, supermarket, shopping mall, petrol station, park, cafe and so on.<br/>You can share some photos of the places you talk about from your photo gallery or website.</p> |
| 5    | <p><b>Asking for and giving directions</b></p> <p>Student A: You're a tourist and ask for some directions.<br/>Student B: You're a local person and give directions</p> <p>Swap the roles. Use this map.</p>   |

## APPENDIX 6. Weekly Padlet Walls Used in the Study

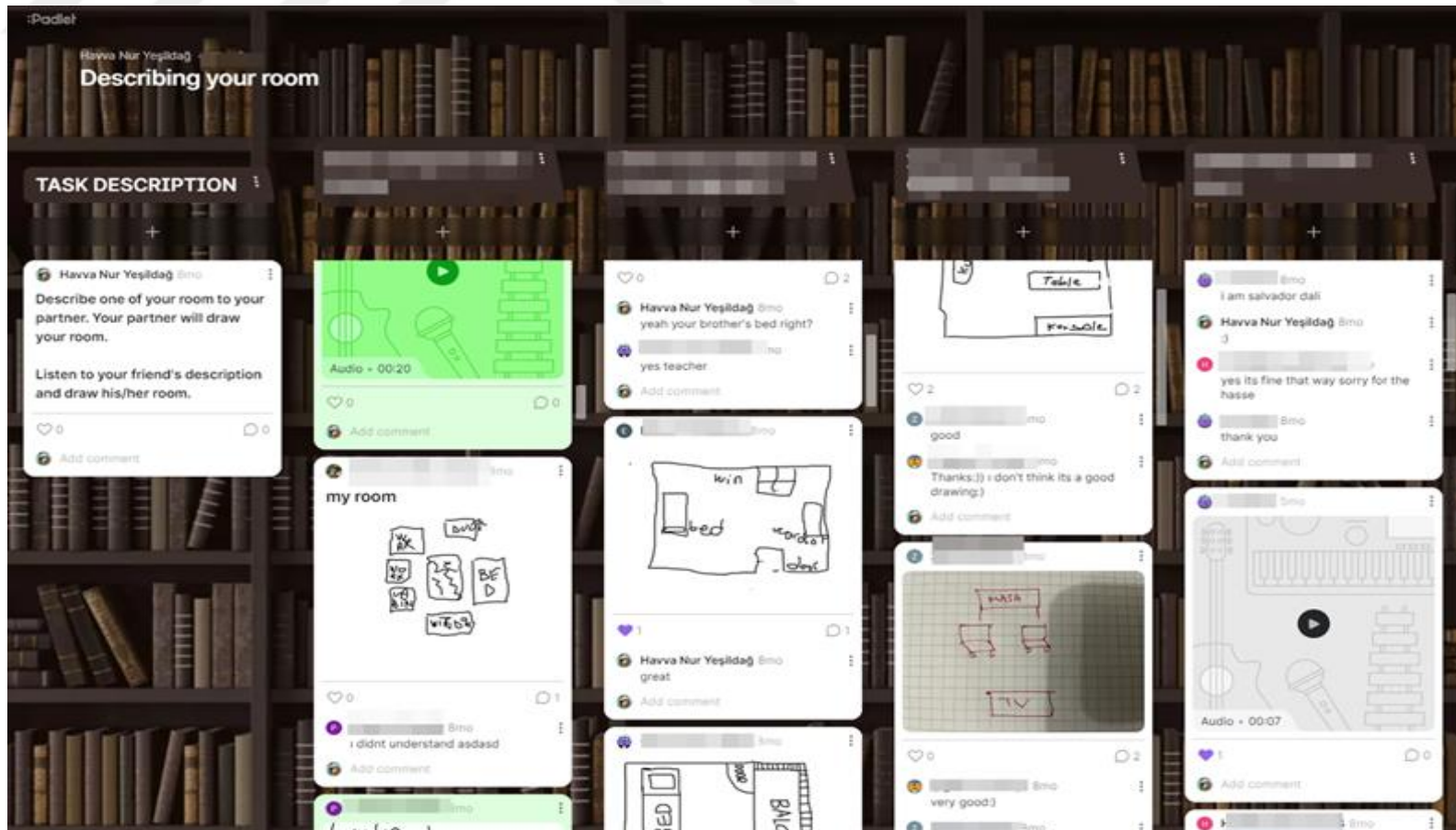
### TASK 1





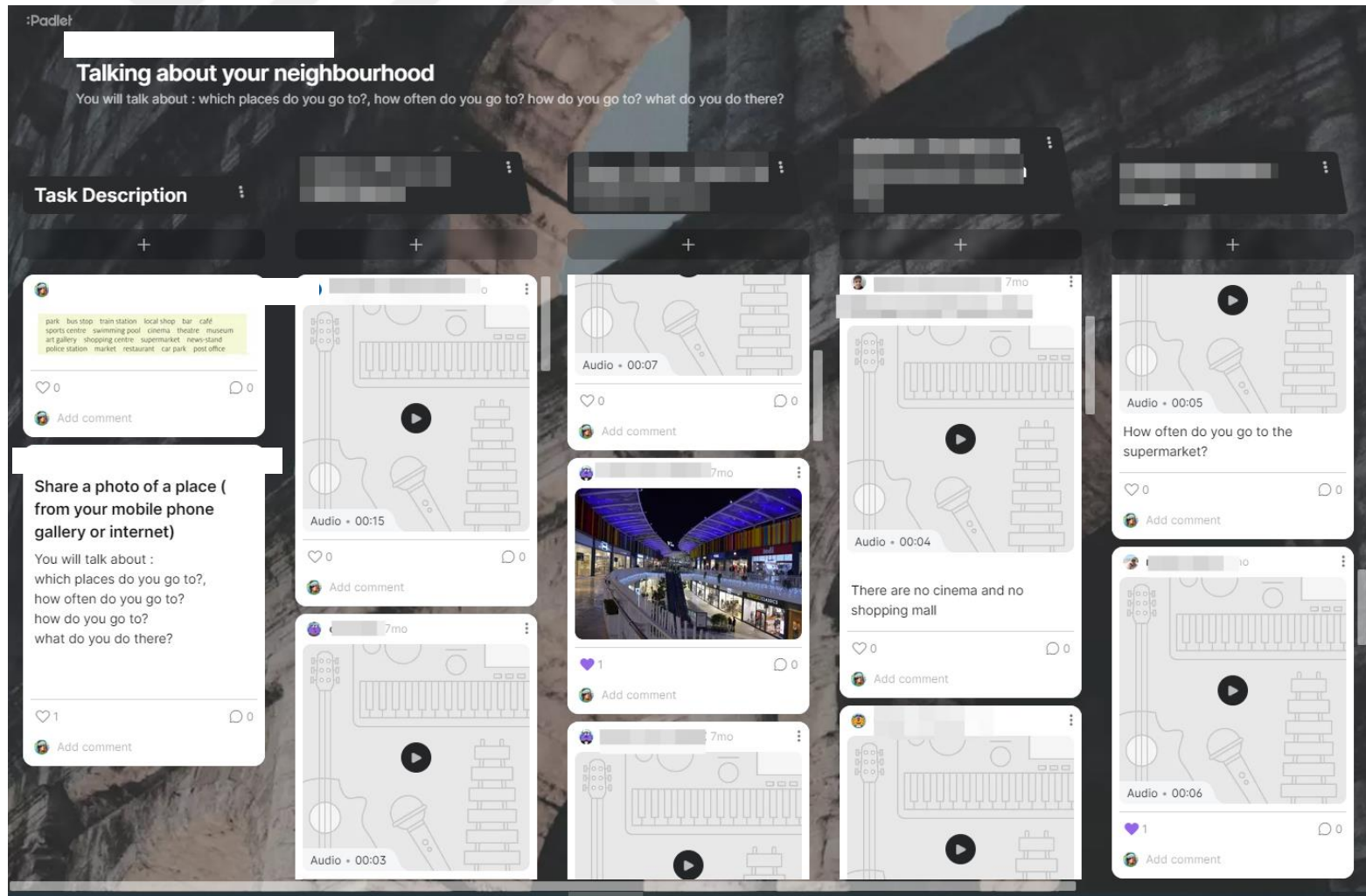
APPENDIX 6. (Continued)

TASK 3



## APPENDIX 6. (Continued)

### TASK 4



## APPENDIX 6. (Continued)

### TASK 5

Padlet

Havva Nur Yeşildag • 6mo

### Asking for and giving directions

| TASK DESCRIPTION  | FEEDBACK                                     | [Redacted]  | [Redacted]  | [Redacted]  | [Redacted]   |
|---|--|---|---|---|--|
| <p>Havva Nur Yeşildag 7mo</p> <h4>A MAP OF NEIGHBOURHOOD</h4> <p>0</p> <p>Add comment</p> | <p>Taxi rank</p> <p>0</p> <p>Add comment</p> | <p>Havva Nur Yeşildag 7mo</p> <h4>AMAZING! MISSION COMPLETED!</h4> <p>0</p> <p>Add comment</p> <p>Audio • 00:07</p> <p>turn right enter lily street<br/>it stays on your left</p> <p>0</p> <p>Add comment</p> | <p>Havva Nur Yeşildag 7mo</p> <h4>GREAT! MISSION COMPLETED!</h4> <p>0</p> <p>Add comment</p> <p>Audio • 00:07</p> <p>0</p> <p>Add comment</p> | <p>Audio • 00:08</p> <p>0</p> <p>Add comment</p> <p>Audio • 00:00</p> <p>padlet_audio_file_d294c9a1-032b-4169-9536-dbf6078fba0d</p> <p>1</p> <p>Add comment</p> | <p>Add comment</p> <p>Audio • 00:05</p> <p>0</p> <p>5</p> <p>no<br/>look at the map, the left of the page</p> <p>7mo<br/>Okey</p> <p>0<br/>can you ask a question</p> <p>7mo<br/>excuse me i'm a tourist . where is the stadium?</p> <p>7mo<br/>Hello violet street go straight turn left</p> <p>Add comment</p> |

## APPENDIX 7. Weekly Practice Evaluation Form

### Practice Evaluation Form( Week 5 - Asking for and giving directions)

Please answer the questions about the task today.

\* Zorunlu soruyu belirtir

E-posta \*

Yanıtıma eklenecek e-posta : kaydet

Your name \*

Yanıtınız \_\_\_\_\_

Did you like the task? Why? \*

Yanıtınız \_\_\_\_\_

The task was \*

very easy    1    2    3    4    5    very hard

1    2    3    4    5

too boring    1    2    3    4    5    really enjoyable

Complete the sentence:  
The task was...

Yanıtınız \_\_\_\_\_

How well did you practise English? \*

Really well  
 Well  
 Not very well

Did you work well with your partner? \*

Yanıtınız \_\_\_\_\_

Did you have any problems while doing the task? \*

Yanıtınız \_\_\_\_\_

If you have any other comments, you can write here.

Yanıtınız \_\_\_\_\_

Yanıtlarınızın bir kopyası havvanur.yesildag@stu.omu.edu.tr adresine gönderilecek.

**Gönder** Formu temizle

Google Formlar üzerinden asla şifre göndermeyin.

Bu form 19 Mayıs Üniversitesi alanında oluşturuldu. [Kötüye Kullanımı Bildirme](#)

Google Formlar

## APPENDIX 8. A Sample Researcher's Journal

| <b>RESEARCHER JOURNAL</b>                           |  |                     |   |                        |  |                      |  |
|---|--|---------------------|---|------------------------|--|----------------------|--|
| <b>WEEK/TOPIC: 2/ Talking about likes /dislikes</b> |  |                     |   |                        |  |                      |  |
| <b>DATE: 29/11/2022</b>                             |  |                     |   |                        |  |                      |  |
| <b>CATEGORIES</b>                                   | <b>COMMENTS</b>  |                     |   |                        |  |                      |  |
| <b>Practice Stages</b>                              | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: middle; padding: 5px;"><b>Pre-practice</b></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>*Created a new Padlet wall for the week,</li> <li>*Paired the students up and wrote their names in coloums.</li> <li>* Presentation of the topic in synchronous lesson to whole class on LMS as input.</li> <li>* Met at 10.15 p.m on Google Meet platform with the study group</li> <li>*Screenshared the created padlet wall and introduced the task to the participants.</li> <li>* Sts started to send their voice-messages</li> <li>* Started to monitoring muted &amp;video off</li> </ul> </td> </tr> <tr> <td style="width: 15%; text-align: center; vertical-align: middle; padding: 5px;"><b>During-practice</b></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>*Quickly checked all sections whether they were on task/anyone left behind</li> <li>*Started to listen their posts one by one and thumbs up the post I checked</li> <li>*Noticed one students had no reply from her partner then I un-muted myself and called her name to check she was on platform or not.</li> <li>*One student un-muted himself and asked whether their dialogue was enough. I checked and wrote on the top of their self. 'Mission completed! Well done!'</li> <li>*Added a new section on the wall and named 'Feedback' and wrote "Do you like speaking English? or Do you speak English?"</li> <li>* monitored all learners until they completed the task.</li> </ul> </td> </tr> <tr> <td style="width: 15%; text-align: center; vertical-align: middle; padding: 5px;"><b>Post-practice</b></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>*Un-muted myself and informed them verbally that the task was over.</li> <li>*Directed the question above I wrote to the feedback section and elicited the answer.</li> <li>*Added another section to the wall and asked them to say or write one thing about their partner's likes and dislikes ot something they found interesting .</li> <li>*Everybody shared sth about their peers.</li> <li>*The task ended at around 11 pm.</li> <li>*Shared the practice evaluation form on google classroom to get their feedback</li> </ul> </td> </tr> </table> | <b>Pre-practice</b> | <ul style="list-style-type: none"> <li>*Created a new Padlet wall for the week,</li> <li>*Paired the students up and wrote their names in coloums.</li> <li>* Presentation of the topic in synchronous lesson to whole class on LMS as input.</li> <li>* Met at 10.15 p.m on Google Meet platform with the study group</li> <li>*Screenshared the created padlet wall and introduced the task to the participants.</li> <li>* Sts started to send their voice-messages</li> <li>* Started to monitoring muted &amp;video off</li> </ul> | <b>During-practice</b> | <ul style="list-style-type: none"> <li>*Quickly checked all sections whether they were on task/anyone left behind</li> <li>*Started to listen their posts one by one and thumbs up the post I checked</li> <li>*Noticed one students had no reply from her partner then I un-muted myself and called her name to check she was on platform or not.</li> <li>*One student un-muted himself and asked whether their dialogue was enough. I checked and wrote on the top of their self. 'Mission completed! Well done!'</li> <li>*Added a new section on the wall and named 'Feedback' and wrote "Do you like speaking English? or Do you speak English?"</li> <li>* monitored all learners until they completed the task.</li> </ul> | <b>Post-practice</b> | <ul style="list-style-type: none"> <li>*Un-muted myself and informed them verbally that the task was over.</li> <li>*Directed the question above I wrote to the feedback section and elicited the answer.</li> <li>*Added another section to the wall and asked them to say or write one thing about their partner's likes and dislikes ot something they found interesting .</li> <li>*Everybody shared sth about their peers.</li> <li>*The task ended at around 11 pm.</li> <li>*Shared the practice evaluation form on google classroom to get their feedback</li> </ul> |
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| <b>Virtual Classroom Management</b>                 | <ul style="list-style-type: none"> <li>*Thanks to the videoconferencing tool (Google Meet) it was easy to manage the virtual classroom.</li> <li>*Students were on the task and busy.</li> </ul>   |                     |   |                        |  |                      |  |
| <b>Interaction Types</b>                            | <ul style="list-style-type: none"> <li>*Student-student</li> <li>*Teacher- student</li> <li>*Teacher- Whole class</li> <li>* Student-Whole class</li> </ul>  |                     |   |                        |  |                      |  |
| <b>Feedback Types</b>                               | <ul style="list-style-type: none"> <li>* gave whole class feedback</li> <li>*didn't interupt learners on each mistake they made.</li> <li>*used the emojis on the wall</li> <li>* written feedback on the post</li> <li>*witnessed that learners also left emojis to other people working on another section.</li> </ul>   |                     |   |                        |  |                      |  |

|                            |   |
|----------------------------|---|
| <b>Ease and Challenges</b> | Managing the classroom was not challenging due to the relatively small number of students. However, it became difficult to keep up with and monitor consecutive audio recordings sent by different pairs. Since students had their audio and video turned off during synchronous Google Meet sessions, communication was facilitated if needed.   |
| <b>Overall comments</b>    | The students have successfully engaged in a dialogue about the topic we covered. Sometimes there were long pauses/ a waiting period because it takes time to record their voices; this is fine for me. However, their partners need to be given some time and to be patient a little bit. Despite the students' lower proficiency levels, I observed that they could construct sentences beyond their current level. They must be using translation tools. The absence of a formal assessment makes this even better, as they learn <b>MORE</b> concepts and sentences. I think the students enjoy the process and do not find it boring. They are working well and satisfied although the time is too late (11 pm) |



## APPENDIX 9. Complete List of Themes/Sub-themes/Codes

| THEMES                        | SUB-THEMES                | CODES                        |                 |
|-------------------------------|---------------------------|------------------------------|-----------------|
| PADLET AS A TOOL              | <i>Originality</i>        | Variety of modality          |                 |
|                               |                           | Novelty effect               |                 |
|                               | <i>Accessibility</i>      | Types of devices             |                 |
|                               |                           | Usability                    |                 |
|                               | <i>Collaborative</i>      | Peer-learning opportunity    |                 |
|                               |                           | Synchronous-like interaction |                 |
| TEACHER AND LEARNER ROLES     | <i>Teacher Roles</i>      | Evaluator                    |                 |
|                               |                           | Counsellor                   |                 |
|                               |                           | Facilitator                  |                 |
|                               |                           | Motivator                    |                 |
|                               |                           | Innovator                    |                 |
|                               |                           | Monitor                      |                 |
|                               | <i>Learner Roles</i>      | Active participant           |                 |
|                               |                           | Monitor                      |                 |
|                               | LANGUAGE LEARNING FACTORS | <i>Affective factors</i>     | Self-confidence |
|                               |                           |                              | Self-efficacy   |
| Learner autonomy              |                           |                              |                 |
| Engagement                    |                           |                              |                 |
| Positive learning experiences |                           |                              |                 |
| Motivation                    |                           |                              |                 |
| Anxiety                       |                           |                              |                 |
| <i>Collaboration</i>          |                           | peer-learning                |                 |
|                               |                           | Interaction                  |                 |

|             |                            |                                  |
|-------------|----------------------------|----------------------------------|
|             | <i>Learning strategies</i> | Utilization of translation tools |
|             |                            | Self-regulation                  |
|             | <i>Language exposure</i>   | Real-life context                |
|             |                            | Reinforcement of the topics      |
|             |                            | Virtual-learning opportunities   |
|             | CHALLENGES                 | <i>Technical Challenges</i>      |
| SUGGESTIONS | <i>Practice-based</i>      | Additional tasks & homework      |
|             |                            | Modality diversification         |



*GAZİLİ OLMAK AYRICALIKTIR.*