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ONLINE SUPPORT APPLICATION FOR ORAL COMMUNICATION SKILLS COURSE: A CASE STUDY

Sercan SAĞLAM

(Doktora Tezi)

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DOCTORATE DISSERTATION

Department of English Language Teaching
Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Eskisehir
Anadolu University Graduate School of Educational Sciences
May, 2014

JÜRİ VE ENSTİTÜ ONAYI

Serean SAĞLAM'ın "Online Support Application for Oral Communication Skills Course: A Case Study" başlıklı tezi 18.04.2014 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında Doktora tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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The purpose of this research study is to explore how first year candidate teachers of English made use of online asynchronous speaking and listening activities outside the classroom as an online support to their EFL oral communication courses. In relation with the purpose of the study, a case study research paradigm was conducted.

There were three research questions posed for the study. The first research question explored how the participants used the online support. The data for this research question came from the learning logs and researcher's logs. The second research question targeted at revealing the opinions of the participants. The last research question examined the factors that prevented the participants from using the online support. The study lasted for one whole semester and a total of 21 first year candidate teachers of English participated the study.

The findings of the study suggest that the online support has potentials as a supplementary independent study tool to support oral communication courses. Those who used the online support found it useful and necessary to support the oral communication skills course. They reported gains in language proficiency, fluency, and confidence to speak in English. Especially, the feedback they received helped them to realize their weaknesses in grammar, vocabulary and pronunciation. They also believed that the activities in the online support helped them to make spontaneous speech and prepared them for unrehearsed speech. Half of the participants thought it helped them to develop their pronunciation, whereas the other half disagreed. Similarly, half thought

completing the speaking activities helped them to reduce their anxiety, whereas the other half disagreed. The participants used the activities in the online support mainly to expand the learning that takes place in the classroom and to revise the relevant content. Previewing was another reason to use the activities; however, it was not as common as the other two purposes.

However, participants' effective use of the online support depends on availability of internet connectivity and finding suitable study environments. Furthermore, personal factors, such as disinclination, the presence of other required course work and poor time-management, also have a role in participants' effective use of the online support. One last factor that affects participants' decision to use the online support is attitudes towards computer mediated asynchronous communication. Participants who have negative attitudes towards computer mediated asynchronous communication decide not to use the online support from the beginning. Others, who are neutral prior to the implementation, may develop negative feelings towards computer mediated communication in the course of implementation and decide not to use the online support.

ÖZET

SÖZLÜ İLETİŞİM BECERİLERİ DERSİNDE ÇEVRİMİÇİ DESTEK UYGULAMASI: DURUM ÇALIŞMASI

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Bu çalışmanın amacı birinci sınıf İngilizce Öğretmenliği öğrencilerinin Sözlü İletişim Becerileri II dersinde kullanılmak üzere hazırlanan asenkron konuşma ve dinleme etkinliklerinden oluşan bir çevrimiçi destek uygulamasını nasıl kullandıklarını araştırmaktır. Bu amaç doğrultusunda, araştırma modeli olarak durum çalışması benimsenmiştir.

Bu çalışmada üç araştırma sorusuna cevap aranmıştır. Birinci araştırma sorusu katılımcılarının çevrimiçi destek uygulamasını nasıl kullandıklarına yöneliktir. Bu soruya cevap vermek için katılımcılarının öğrenme günlüklerinden (learning logs) ve araştırmacı günlüklerinden (researcher's logs) yararlanılmıştır. İkinci araştırma sorusu katılımcılarının çevrimiçi destek uygulaması ile ilgili görüşlerini belirlemeyi hedeflemiştir. Üçüncü araştırma sorusuyla da, katılımcıların çevrimiçi destek uygulamasına katılmasını engelleyen faktörler araştırılmıştır. İkinci ve üçüncü araştırma soruların yanıtlanması için katılımcı anketlerinden ve görüşmelerden yararlanılmıştır. Çalışma 2011-2012 öğretim yılı bahar döneminde 21 öğrenci ile yürütülmüş ve araştırma verileri çevrimiçi destek uygulamasını kullanan 8, kullan(a)mayan 13 öğrenciden toplanmıştır.

Araştırma bulguları, çevrimiçi destek uygulamasının Sözel İletişim Becerileri dersini desteklemek için tamamlayıcı bağımsız çalışma aracı olabileceğini göstermiştir.

Çevrimiçi destek uygulamasını kullanan 8 öğrenci, uygulamanın sözel iletişim becerilerini geliştirmek konusunda gerekli ve faydalı olduğunu dile getirmiştir. Öğrenciler, çevrimiçi destek uygulamasındaki etkinlikleri yapmanın dil yeterliliklerini arttığını ve daha akıcı ve öz güvenli konuşabildiklerini belirtmişlerdir. Özellikle almış oldukları geri bildirimler katılımcıların dilbilgisi, kelime kullanımı ve telaffuz ile ilgili eksikliklerini görmelerine yardımcı olmuştur. Bu kazanımların yanı sıra, katılımcılar çevrimiçi destek uygulamasındaki konuşma etkinliklerini yapmanın onların hazırlıksız konuşma yapma becerisini de geliştirdiğini düşünmektedirler. Katılımcıların yarısı, çevrimiçi uygulamanın onların telaffuzlarını geliştirdiğini ve konuşma kaygılarının azalmasına yardımcı olduğunu düşünmekte, diğer yarısı ise bu görüşlere katılmamaktadır. Katılımcıların çevrimiçi destek uygulamasındaki etkinlikleri yapma amaçları ise derste öğrendiklerini genişletmek ve ders dışında da konuları tekrar edebilmek olarak özetlenebilir. Derse hazırlanma diğer bir kullanma biçimi olmakla beraber, tekrar kadar yaygın değildir.

Ancak, araştırmada öğrencilerin çevrimiçi destek uygulamasını etkili bir biçimde kullanabilmeleri için kişisel internet bağlantısına ve uygun çalışma koşullarına sahip olmaları da önemli bir gereklilik olarak ortaya çıkmıştır. Ayrıca öğrencilerin isteksizliği, başka zorunlu ödevlerin olması ve zamanı etkili kullanamama gibi bireysel faktörler de, öğrencilerin çevrimiçi destek uygulamasını kullanmalarını olumsuz yönde etkilemiştir. Bilgisayar destekli dil öğrenimine yönelik olumsuz düşünce ve tutumları olan bazı öğrenciler de, çevrimiçi destek uygulamasını kullanmamayı tercih etmişlerdir.

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Sercan SAĞLAM
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CHAPTER I
INTRODUCTION

Encouraging learners to interact in the target language out of the classroom is now regarded essential in foreign language development, especially in contexts where the target language is a foreign language (Ahmadian, 2012, Benson, 2011; Benson and Chik, 2010; Dörnyei & Murphey, 2003; Nation, 1990; Van Lier, 1996; Warschauer, 1997). Even though the learners have the opportunity to communicate in the language classroom, considering various factors that impede interaction and communication inside the classroom, such as restricted contact hours, learner factors and student talking time, it is exceptionally important to maximize opportunities for students to interact in the target language out of the classroom (Nation, 2003).

In today's world of information and technology, the teachers can extend learning beyond the walls of the classroom easily. Learning takes place everywhere and at any time, so restricting learning to the classroom and expecting learning to take place only there is now obsolete. Nowadays, it is a widely accepted fact that learners also need to take responsibility for their learning and engage in activities both in-class and out-of-class (Benson, 2008). In search for new learning environments, technological improvements and advancements can open up new worlds for teachers and learners (Salaberry, 2001). As also emphasized by Osguthorpe & Graham (2003, p.227), "*the availability of computer technologies, such as the Internet, has greatly expanded the educational options available to learners and instructors alike*".

With the emergence of Web 2.0 tools, blending face-to-face experiences with online activities for outside the class learning is also becoming important (Whitelock & Jelf, 2003; Graham, 2006; Liang & Bonk, 2009). Especially, blending face-to-face instruction with computer-facilitated environments allows teachers to expand the boundaries of the class. It also provides students with more effective and interactive learning experiences, where there is a great deal of flexibility and freedom of access to the learning resources anywhere and anytime (Anderson, 2003; Curtis and Lawson, 2001; Lynch, 2002; Richardson and Swan, 2003; Woods and Ebersole, 2003; Woods & Baker, 2004; Stracke, 2007; Swan and Shea, 2005).

One of the means to promote out of class study is the use of computer-mediated communication tools. These tools can provide authentic contextualized language input beyond the confines of the classroom (Luke, 2006) and help to increase student-to-student, student-with-task, and student-to-instructor interaction outside of traditional class time (Garrison, Anderson, & Archer, 2000). Research on computer-mediated communication has expanded over the two decades. The advantages of synchronous oral communication in oral communication skills are well known, yet the need to be present in real time to be able to attend synchronous oral communication is cited as one of the drawbacks. Recently, there have been more research studies that examine the use of asynchronous oral communication tools in oral communication courses (e.g. McIntosh, Braul & Chao, 2003; Wang, 2006; Yao, 2007; Sun, 2009; Pereira, et al., 2012). These studies examine how newly emerging asynchronous communication tools are integrated into language classrooms focusing on different aspects of oral communication; however, in all these studies, the integration of the activities designed using these tools is a compulsory part of the course. Hence, even though the participants were expected to complete these activities in their own time outside the class; participants' completion of these studies has been a required part of the course they were taking. Nonetheless, in out of class practice of language skills, students should be in charge of their learning. In this study, therefore, the general purpose is to examine how first year candidate teachers of English evaluate and use an online support medium designed to endorse their oral communication skills course through voluntary practice outside the class hours. The online support is designed as a supplemental model for the existing course and participants' use of the online support is on a voluntary basis, with a small incentive on their final speaking exam grades to acknowledge the efforts of those participants who used the online support. Michigan State University (MSU) Centre for Language Education and Research (CLEAR) Rich Internet Applications (RIA) tools are used in the design of the activities and materials, and asynchronous mode of interaction where learners make recordings online and send it to the researcher for evaluation is adopted.

1.1. Background to the Study

English Language Teaching departments in Turkey are responsible for training future teachers of English. One of the primary goals of these programs is to train teachers who are proficient users of the language and have a strong background in teaching methodology. Therefore, the first year of the program is devoted primarily to language skills development. In that first year, the candidate teachers have courses designed to develop the four language skills of speaking, listening, reading and writing, as well as expanding on their knowledge of grammar and vocabulary. Candidate teachers have introductory and advanced courses related to each skill, and at the end of that year, students are expected to gain the skills that they will need in their professional life.

Oral communication courses are the ones that candidate teachers have the most difficulty with, because due to the contextual factors, these skills are generally neglected in their prior language learning experience. In secondary education, grammar, vocabulary, and reading skills are generally emphasized, mainly because the university placement exam (LYS), which is a prerequisite for all candidate teachers before starting their undergraduate degree, heavily builds around reading skills, vocabulary, and grammar. Therefore, although students may have some knowledge about the language, their skills in listening, speaking and writing are generally under-developed. When they come to university, most are reluctant and shy to speak in language classes. Besides, from their prior learning experience, they are accustomed to teacher led instruction, so they are not familiar with and comfortable with peer interaction. Because the classroom is the only environment where candidate teachers practice oral communication skills, and they have little chance of using the target language outside the class, their oral communication skills develop slowly. Nonetheless, theories of second language acquisition (e.g. Swain's Output hypothesis; Long's Interaction Theory; DeKeyser's Skills Acquisition theory) claim that speaking develops through practice. Students need to produce the language for skills acquisition. DeKeyser's Skills acquisition theory (DeKeyser, 2007) emphasizes the need to focus on skills development and asserts that along with declarative knowledge (knowledge about the language), learners need procedural knowledge (knowledge of the language) and the best way to transform declarative knowledge into procedural knowledge is through extensive practice. Practice leads to automatization, which is one

of the key factors that determine one's fluency in a foreign language (Schmidt, 1992). Therefore, repetition as a means to consolidate and build procedural knowledge should be emphasized in oral communication skills courses (DeKeyser, 2007). Candidate teachers can talk about a topic for one time in the class; however, repetition of the same tasks is not very common and feasible in the classroom environment. However, they can be encouraged to practice the language learning activities outside the classroom where they have more time for preparation. Through extensive repetition of classroom activities, it may be possible to develop students' fluency in the target language.

Practicing speaking in the classroom can be challenging for both students and the classroom teacher. The most effective use of class time in foreign language classrooms is when students speak in pairs or groups, but then it is difficult for the teacher to monitor all students and give feedback to them on their language use on individual basis (Harmer, 2007a). Besides, some students may find talking with their peers useless, because they do not believe in the benefits of collaborative learning or learning from peers (Scrivener, 1994). Another problem that is more prevalent in monolingual classes with reference to practicing speaking skills is that the students may communicate in their mother tongue when they work in pairs or groups, which makes pair and group work less effective as a teaching practice (Jenkins, 2000). Another constraint is individual differences. Some students are less confident to speak in the foreign language, so they prefer to be silent. Others dominate the class for different reasons, leaving scarce time for other students to express their ideas. Some want to talk to the teacher only, because they believe peer discussion is not as effective as talking with the teacher (Harmer, 2007b). Another problem is the time. The time allocated for speaking practice in the class is limited. Since many students have little or no chance of speaking English outside the classroom, speaking practice is restricted to the classroom only. Even though the students have an opportunity to work on and practice other language skills outside the classroom through homework, in terms of practicing speaking skills, classroom is the only venue, and students cannot easily put into practice what they learn in the class outside the class, namely in the real world. Hence, they do not get full benefit from the classroom environment.

There are also problems related to the oral communication skills course. The candidate teachers of English have two obligatory oral communication courses in the

first year of their undergraduate studies. In these courses, they meet face-to-face for only three hours a week and considering the class size of twenty students on average, the three hours may not be an adequate practice for the students to improve their communication skills. Long and Porter (1985), based on a quick calculation of the time individual students have in a class of 30, estimated that in a 50 minute lesson with 30 students, if the students talked only to the teacher, they would get 30 seconds of talking time per lesson and this would build up to "just one hour per student per year (p. 208)" if the students are in an intensive language program. In a class that has only three hours of face-to-face conduct per week, some students may even complete the course without engaging in any spoken interaction in the classroom. Yet, students need practice to develop oral communication skills. Some may argue that the three hours may suffice if the students are actively using the language and practicing the new forms and functions all the time through pair and group-works and meaningful tasks. Considering the individual differences in personality characteristics of the learners, preferred ways of learning, motivation to learn, anxiety, learning styles, and expectations from the course and the instructor, the learners may not be able to make the best of their learning experience.

Another important point that should be taken into account is the limitations and restrictions textbooks set on the course instructors and the students. Even though textbooks are great to establish the consistency across different sections of a course, they also restrict the quality of instruction. Ur (1996) and Richards (2001) mention that textbooks are inadequate for supplying every learner's needs. Textbooks are written for global markets; therefore, they are written for everyone and no one and may not be appropriate for specific groups of learners (Ariew, 1982; Graves, 2000; Schulz, 1991). Since the classroom activities are restricted to what the textbook offers, not all learners make equal use and benefit from the textbooks. Furthermore, the textbooks are also limited in scope and choice of activities; therefore, students have no chance to expand on what they are learning in the classroom. Especially with oral communication skills course, where the main focus is to develop students' communicative skills, the limited scope and activities sometimes slow the learning process. Therefore, it becomes exceptionally important to create out of class practice of oral communication skills.

Out-of-class study has started to find support in learning and now more and more researchers and educators emphasize the importance of out-of-class study (Pickard,

1996; Benson, 2001, 2006, 2008; Field, 2007; Gan, Humphreys, and Hamp-Lyons, 2004; İnözü, Şahinkarakaş and Yumru, 2010, Lai and Gu, 2011). With the emerging technologies to support out-of-class learning, more research reveals positive outcomes of technology enhanced out-of-class study (Beltran, Das, and Fairlie, 2006; Lam, 2000; 2004). Especially, blending face-to-face instruction with computer facilitated environments allows teachers to expand the boundaries of the class and provides students with more effective and interactive learning experiences, where there is a great deal of flexibility and freedom of access to the learning resources anywhere and anytime. The availability of new technologies and widespread use of the Internet lead teachers to use the available resources for out-of-class study.

According to Sagara and Zapata (2008), asynchronous oral CMC tools, just like the one designed for the study have the potential to enhance learners to take control over their learning, because they choose the sequence of what they learn and decide on when to learn, too. Furthermore, the presence of rich multi-media, hypermedia and other interactive tools addresses different learning styles and encourages self-regulated learning. Besides, web-enhanced mediums, when designed to take into account learner's needs and interests, may increase learner motivation and engage learners in highly interactive language experience (Chun & Plass, 2000; Gruber-Miller & Benton, 2001; Kung & Chuo, 2002; Mosquera, 2001; Osuna & Meskill, 1998; Rico & Vinagre, 2000). Murray (2000), looking from an angle of tasks and materials available in these mediums, states that as learners try to carry out the multitude of activities, they also become more proficient in using the target language. Provided that there is variety in the choice of activities and that learners are exposed to the targeted forms through different activities, learners have a chance to progress at their own pace and track their gains in terms of language use. Supported by teacher feedback and peer support, they improve day by day and their reliance on the teacher or on peers lessen each day as they progress in the course. Given that the kind of scaffolding and support described above are provided to the learners, the learners can become more proficient in learning.

Another advantage of asynchronous oral CMC tools is that they allow L2 learners to express their thoughts at their own pace. Learners have a chance to plan what they want to say prior to making their voice recording, which leads to a feeling of confidence that the learners may not always experience in face-to-face situations (Sun, 2009; Zhao,

2003). Similarly, because the asynchronous oral CMC tools allow students to pause, play, listen to, record, and re-record their speech, they also help shift learning from teacher-centered to student-centered (Fotos & Browne, 2004). Elevating the pressure of real time interaction in face-to-face classrooms, asynchronous CMC environments may also help students to develop effective communication strategies to improve speaking skills (Xie & Sharma, 2004). The use of asynchronous oral CMC tools outside the classroom also increases the quality and quantity of oral production (Rosen, 2009). Since many traditional classrooms provide students limited feedback opportunities, asynchronous oral tasks can allow for additional instructor and peer review (Meskill & Anthony, 2005).

With increased planning of oral production, access to instructor and peer feedback, and additional opportunities for self-reflection, asynchronous CMC technologies have been found to enable L2 learners to express their thoughts at their own pace and feel more relaxed and confident than in more threatening face-to-face situations (Sun, 2009). Therefore, a well-balanced face-to-face instruction supported by asynchronous CMC environments can provide benefits to the learning environment, including the development of independent learners, a source of instant feedback, and motivation for learners (Sharma and Barrett, 2007). One of the problems frequently cited in educational contexts is that in the traditional modes of education, the connection between in class procedures and out of class activities is neither well established nor contextualized (Kukulska-Hulme, 2009). What learners can do outside the classroom is restricted to homework, assignments and projects. Learning that occurs out of the class is not directly related to the learning that happens in the language classrooms, and without teacher support, students are on their own when they engage in out-of-class activities. For successful integration of in class learning with out of class learning, language teachers need to plan and conduct out of class activities carefully, taking into account the students' needs and interests, and how out of class activities match with these needs and the interests. The online support designed for this study establishes the connection between what happens in the class and what students can do outside the classroom by designing materials and tasks that closely resemble the ones done in the classroom. Candidate teachers can use the online support to preview, revise and extend the learning that takes place in the classroom. However, there are also factors that influence students' engagement and benefit from out-of-class study, like motivation, perceived usefulness

attached to classroom learning and out-of-class study, as well as availability of resources and time which needs to be taken into account when designing web-based materials to support oral skills development outside the classroom (Sagara and Zapata, 2007). Therefore, it is necessary to examine how candidate teachers of English make use of an online support application designed as a supplementary practice opportunity of oral communication skills.

Recently, case study methodology gained popularity as a research methodology, especially when examining the phenomenon that is relatively new and is not previously explored in detail (Duff, 2008). An area, which is currently in great need of case study research, is the role and use of technology in language teaching (Van Lier, 2005). Researchers and experts in CALL studies, such as Chapelle (2003), Felix (2005), Beatty (2010), also call for studies that investigate specific features of available technology that have potentials of making a difference in the learning process and reflecting good practices. Since the online support has a potential of making a difference in the learning process, there is a need for an in-depth examination of the process of implementing RIA activities in EFL oral communication skills course as an online support and case study methodology seems to be the best option for the current study in terms of research methodology. Although out of class support to foster oral communication skills through podcasts, YouTube videos, voice blogs and rich internet applications is not new, an online support application as an out of class practice of a specific oral communication skills course can be considered a novelty for the learners, and it is important to deeply investigate how learners make use of such an online support to help them develop their oral communication skills. This study is marked as a 'case study' because the aim is to carry out 'an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context' (Yin 2009: 18) in which the primary goal is to explore 'a bounded system (a case) over time, through detailed, in-depth data collection involving multiple sources of information' (Creswell 2007: 73). In this study, the case is the online support that is implemented for one whole semester and the study attempts to inquire how candidate teachers of English make use of the online support as an out of class practice of oral communication skills course.

1.2. Statement of the Problem

The stakeholders of the online support are students and there may be differences with reference to the extent of use, what students think about the online support and factors that prevent them from using the online support. The online support is designed as a learning tool that is closely parallel to the topics, tasks and activities the students are doing in the class. It is designed as an independent study tool and students may have to make choices when using the online support, depending on their needs and interests.

Regardless of who the learners are and what they are studying, the online support medium used in the study is designed to benefit all learners of EFL in Turkey, because with its tailored made activities and materials to support the course content, the design of the online support has something for every learner. The activities in the study are designed and planned carefully to run parallel to the course the students are taking. The activities allow them to revise the course content and extend their knowledge, so from the point of participants, the online support is promising to give participants a chance to practice oral skills outside the class.

Considering the variety of activity types and number of activities available for students, even the strongest student has something to work on and receive feedback on. For weaker students or students who are shy to participate in the face-to-face component of the course, the online support is an alternative platform for students to work on their weaknesses and develop self-confidence. Furthermore, the students receive comprehensive feedback on every activity that they complete, so in a way, the students who believe peer-interaction does not work for them, because they receive no feedback on their performance, can use the online support to get feedback on their performance

Even if the students do the activities one time only, throughout the semester, they still have a chance to track their progress, because there are a number of activities of the same kind. In other words, the students can see how much they progressed in independent speaking activities, even if they do every activity just one time. Because the students do at least one independent speaking activity per unit, they will have multiple attempts on the same kind of activity at the end of the semester and comparing the feedback they receive on different components can guide them to track their progress.

Naturally, not all students are going to value the online support in the same way, and make use of it to foster their oral communication skills. Some may even resist using the online support for various reasons. It is very likely that there are going to be differences in learning styles, attitudes towards speaking in the target language, reactions to computer-mediated communication that may affect students' use of the online support medium. Furthermore, as also emphasized by Sagara and Zapata (2007), motivation, perceived usefulness attached to classroom learning and out-of-class study, as well as availability of resources and time are likely to have an impact on how students make use of the online support medium. Therefore, it is important to explore in detail what students think of the online support, how they make use of it and what factors (if any) prevent them from using the online support.

1.3. The Aim of the Study and Research Questions

The general purpose of the current study is the examination of an online support for oral communication skills. Within this general purpose, the following questions are posed in the study:

1. How do the students make use of the online support?
2. How do the students evaluate the online support?
3. What factors (if any) prevent students from taking part in the online support medium?

1.4. Significance of the Study

In recent years, the importance of out of class study is emphasized and language teachers are recommended to seek ways to create different mediums of engaging their learners in out of class activities. The online support medium designed for the study is one way to promote out of class study. The integration of computers and the internet has been promoted in language learning over the years and language teachers are now expected to make use of available technology to enrich the learning environment. Nonetheless, learners are the consumers of these learning environments and it is highly important to examine how they use the online support medium. Seeking learners' points

of view is essential for a better and deeper understanding of the role of internet-based activities as an out of class study tool.

Earlier studies on out of class support for oral communication skills development, such as using asynchronous oral communication tools, audio blogs, rich internet applications, e-portfolios, podcasting have shown that these tools can be useful learning tools to promote fluency, develop self-confidence and lower student speaking anxiety. However, these studies focused on the potential role and benefits of the tools, rather than focusing on how different students evaluate the online support and make use of the available technology. The current study will also contribute to the role of CLEAR RIA tools in oral communication skills development, taking the students' points of view into consideration.

This research is also of significance to language teachers. Many language teachers seek ways to promote learning outside the classroom and they are in continuous search for new tools, ideas, practices that are tested empirically on learners. The online support medium designed for this study is a good example of how language teachers can make use of existing internet tools to support oral communication skills development outside the classroom. The findings of the study will most probably give language teachers some ideas and insights about what students think about an online support medium, how learners use it and what factors come into play that prevent learners from taking part in an online support.

1.5. Scope of the Study

The general purpose of the current study is the examination of an online support for oral communication skills. The online support is designed to complement the face-to-face instruction through online asynchronous supplementary activities and is designed to run parallel to the content of the course it is supporting.

The scope of the study consists of materials designed for the online support and its implementation with two oral communication skills course offered in the first year of an English Language Teaching department at a state university in Turkey. The study sought the points of view of the candidate teachers (n=21) taking the Oral Communication Skills II course in the spring term of the academic year 2011-2012.

CHAPTER II
REVIEW OF LITERATURE

In this section, first the role of technology as a means to foster oral communication skills outside the class is examined closely, followed by a review of related studies regarding the asynchronous communication tools and their findings. The review of literature ends with a section about CLEAR Rich Internet Application (RIA) s and studies that have employed RIA tools.

2.1. Technology- a Means to Foster Oral Communication Skills Outside the Class

Technology provides venues and makes it easy for learners to regulate their language learning (McLoughlin & Lee, 2010). The use of technology outside the classroom also helps to achieve the individualized and specialized learning that is in the heart of learner-centered classrooms. The key to out-of-class language learning is raising awareness on learners to think beyond the classroom and understand the role of out-of class study of language development. Even though the classroom is the primary medium where learners receive input and produce output, classrooms have proved to be the most resistant to change due to the various constraints that formal instructional contexts are subject to (Collins & Halverson, 2009; Cuban, 2001).

Collins and Halverson (2009) summarizes the growing interest and need for individualized learning, stating that learning should be designed to address the needs of learners on an individual basis, rather than assuming that all learners need to learn the same thing at the same time and in the same way. Uniform learning, which is the main form of instruction in many schools and institutions around the world, cannot address the needs of those individuals who have different needs and different ways of learning. Thus, the power of technology for language learning may best be realized and maximized outside the language classroom. However, using technology in and out of class just because it is proven to be beneficial and has a potential to make a change in language learning is not the best way to address the role of technology and technological advancements in oral communication development (Carnicom, Harris, Draude, McDaniel, and Mathis, 2007). For a better understanding of the role of technology in out

of class independent study models, notion of learning ecologies (Barron, 2004, 2006; Barron, Martin, and Roberts, 2007) can be useful.

Learning ecologies or the learning environment basically describes the resources available for students to learn in and outside the classroom, as well as factors that may affect individual learners' use of in class and outside class learning opportunities and facilities. Learning ecologies, not only describe what learners do in and out of class to promote their learning, but also look at contextual variables, material design, resources available, and personal factors when explaining the extent of classroom learning and outside class learning. Barron's definition of learning ecologies includes various settings, physical or virtual, both in and out of school, and thus, to understand learning, there is a need to analyze carefully what learners go through in the school and outside the school. Figure 1 demonstrates how learning ecologies can be applied to technology-enhanced out of class activities.

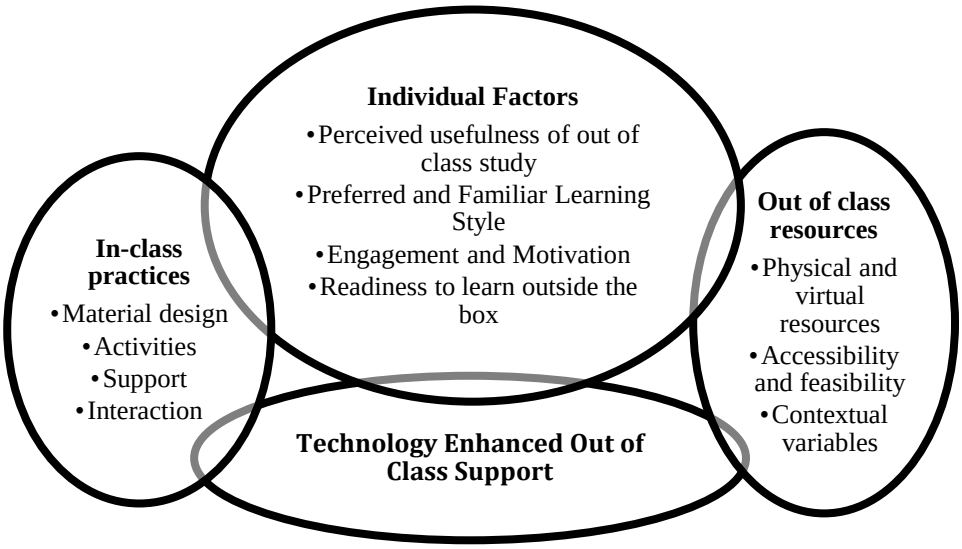


Figure 1. Learning Environment in Technology Enhanced Practices

When the learning ecology framework is applied to technology-enhanced out-of-class support to oral communication skill courses, it is clear that the out of class support should feed from classroom practices and precede it. Whatever happens in the class in terms of material design, the type of activities and tasks employed, as well as the interaction patterns and support should also be reflected in the out of class support, and there should be supplementary activities to extend on classroom practices. What students do outside the class should be closely related to what students do in the class, and the

students should easily be able to follow the connection between in class practices and out of class practices (Collins & Halverson, 2009). Technology constitutes an important learning space in the ecology of learning (Benson, 2006; Greenhow, Robelia, & Hughes, 2009; Sefton-Green, 2006). However, it is the students that decide to make use of or avoid using technological advancement for language learning.

For some students the formal instruction that they receive in school may suffice, but others may seek out of school opportunities. Therefore, language teachers should take into account all components of learning ecologies when implementing technology into language classrooms, and understand that the availability of technology-enhanced and enriched environments does not mean that the students are going to adopt them without questioning the necessity and usefulness of such environments for their own learning. Doing so, individual factors, like attitudes towards computer-mediated communication (Goodyear & Ellis, 2008; Lai, Wang, & Lei, 2012; McLoughlin & Lee, 2010), motivation, readiness to learn, learning preferences, and learning styles (Hyland, 2004; Lai & Gu, 2011; Zhang, 2010) should also be taken into account.

2.2. Use of Asynchronous Communication Tools to Foster Oral Communication Skills

Teachers have two modes of computer-mediated communication (CMC) in their disposal to promote oral skills development outside the classroom. These are the synchronous mode and asynchronous mode. CMC has been implemented in the classroom under two broad categories according to the degree of time delay between the messages of two or more interactants, namely asynchronous and synchronous. The synchronous mode occurs in real time, whereas the asynchronous mode does not. The synchronous and asynchronous forms can be in written and spoken forms; however, recently ways of implementing online communication (synchronous and asynchronous) systems have gained importance (Lamy and Hampel, 2007).

In the synchronous mode, all students and the teacher are required to be present simultaneously in order to communicate (Thurlow, Lengel & Tomic, 2004). The advantage of synchronous communication is that interaction is done in "real time", so all potential benefits of face-to-face communication apply to the synchronous computer

mediated mode. The main difference between face-to-face communication and synchronous computer mediated interaction is the place. In face-to-face interaction, all the participants need to be present at a specific place at a specific time; however, in the synchronous computer mediated interaction, the participants do not need to meet at a specific place, they can join the interaction from anywhere they like, provided that they have an internet connection. Thus, synchronous communication frees the participants from being "present" in a specific place. In the last two decades, there have been numerous research studies that explored the role and effect of synchronous communication tools in language learning. These studies looked at the quality and quantity of the discourse evolved when participants interacted with each other, with an emphasis on how meaning is developed, conveyed and negotiated.

Based on an analysis of the existing bulk of research on the effect of synchronous computer mediated communication, it is possible to say synchronous CMC helps learners' oral communication skills development by 1) developing their fluency (e.g. Abrams, 2003; Payne, & Whitney, 2002; Compton, 2004; Payne & Ross, 2005; Sykes, 2005; Satar & Özdener, 2008; Blake, 2009); 2) lowering the anxiety and reluctance to speaking (e.g. Hampel and Baber, 2003; Hampel, & Hauck, 2004; Satar & Özdener, 2008; Peterson, 2009; Kenning, 2010); 3) developing self-confidence (e.g. Repman, Zinskie, & Carlson, 2005; Vetter, & Chanier, 2006; Arnold, 2007; Wu, Yen, & Marek, 2011); and 4) making learners realize the gaps in their interlanguage, especially when they are engaged in tasks that promote negotiation of meaning (e.g. Payne, & Whitney, 2002; Loewen, & Erlam, 2006).

Asynchronous communication, on the other hand, does not require the simultaneous participation of all students and teacher (Sabau, 2005). Students do not need to be gathered together in the same location at the same time. Rather, students may choose their own instructional time frame and gather learning materials according to their schedules. Asynchronous instruction is more flexible than synchronous instruction. The nature of asynchronous communication allows students more time to reflect on the topic and work on their own pace (Sabau, 2005; Johnson 2006; Girasoli & Hannafin, 2008).

Earlier forms of asynchronous communication tools heavily depend on written interaction; however, recently, thanks to developments in technology, students can engage in asynchronous oral communication tools, too. Over the last few years, more

and more web-based asynchronous oral communication tools have become available for language teachers. Some of the most common ones are asynchronous voice discussion tools of Wimba Voice (WV), Voice Thread®, and, Voxopop; audio blogs; rich internet applications; and digital storytelling. Recently, there have been research studies that explored the use of asynchronous oral communication tools to develop oral communication skills (McIntosh, Braul, and Chao, 2003; Kabata, Wiebe, and Chao, 2005; Volle, 2005; Charle Poza, 2005; Yao, 2007; Hsu, Wang, and Comac, 2008; Sun, 2009; Gleason and Suvorov, 2011; Afrilyasanti and Basthomi, 2011; Dunn, 2012; Pereira, Sanz-Santamaria, Montero, and Gutierrez, 2012; Rosen, 2009; Shrewsbury, 2012). The table below summarizes the research studies conducted recently about the impact of emerging asynchronous communication tools for oral skills development.

Table 1.

Summary of Research Studies on Asynchronous Communication Tools

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
McIntosh, Braul, & Chao (2003)	to describe the application of Wimba technology into an advanced level EAP speaking-listening course and to evaluate the instructional merits of the integration.	Case study methodology; data collected through observations and student survey; four hours of contact in a multimedia computer lab; four types of activities (self-introduction, listening task, small group debate, note-taking assignment)	Wimba Voice Board	41 students enrolled in two classroom-based EAP classes	-activities with a high level of peer-to-peer interaction yielded the greatest enthusiasm -the medium was considered as a positive experience. -students generally recorded their voices between one-to-three times before posting it to the voice board -the medium helped learners to notice their weaknesses and strengths in pronunciation. -the students generally stated that the implementation helped them to develop their speaking and listening skills. -Wimba environment helped decrease student anxiety toward speaking.	-due to low quality microphones, some postings were hard to hear -some of the participants did not like the idea of making voice postings for their peers to listen -the slow flow of information during debates frustrated some of the participants.
Charle Poza (2005)	to investigate the influence of asynchronous computer voice conferencing on student anxiety when speaking in a foreign language.	Mixed methodology; data collected through surveys and interviews; the study sought the perceptions of the students regarding the benefits of asynchronous communication tools on their anxiety and risk-taking; students recordings were analyzed for quality and quantity; only two Wimba activities were used	Wimba Voice Board	students enrolled (potentially N = 48; however n=35 in the study) in two sections of Intermediate Spanish 2	-the asynchronous computer voice conferencing environment: • facilitated a greater amount of risk-taking among the students. • had a positive effect on the students' concern about negative evaluation by their instructor and peers. -students experienced a reduction in the level of anxiety when speaking in the computer environment. -the students produced longer and more complex sentences in the computer environment than in the classroom discussions.	-there were only two activities and the activities were completed as part of the class assessment in a laboratory environment, -technical difficulties were experienced, which led to higher levels of anxiety, -students and the instructor could listen to every other students' postings; however, there was no feedback.

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Yao (2007)	to explore how Wimba Voice Board tools were integrated in the foreign language instruction and what its advantages and disadvantages were.	Action research; data collected through instructor and student surveys and interviews	Wimba Voice Board	11 adult learners of Chinese; 5 heritage students and 6 non-heritage students	-teaching strategies using Wimba can: • help improve students' listening and speaking skills, • motivate students to practice listening and speaking more often after class • create out of class listening and speaking practice for foreign language students • provide students individual feedback on their spoken performance • create individual study opportunities for shy and reserved student who do not want their peers to hear them speak the foreign language	-students can only publish one posting for each task; if they post a new entry, the old one will be lost, and hence the students cannot track their progress, -teacher's commitment and effectiveness in organizing the Wimba sessions is the key for success, and teachers with poor organizational skills may not benefit equally well from the Wimba tools
Afrilyasanti and Basthomi (2011)	to investigate the use of digital storytelling in teaching speaking EFL students	Case study methodology; data collected through observations, and questionnaires	Digital story telling as an out of class activity	5 EFL high school students	-students enjoyed the implementation, and found the production process not so difficult, digital story telling encouraged students to actively speak up, improved their vocabulary, and trained their pronunciation and fluency	-the study was conducted as extra-curricular activity; and involved only five participants

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Hsu, Wang, and Comac (2008)	to investigate how the use of audioblogs help to improve instruction in an ESL class	Mixed methodology, attitude survey, open-ended questionnaire, instructor interviews, student blog analyses;	Audio blogging using Evoca for the online audio recording	22 students who have enrolled to an advanced level speaking-listening course	-integration of audioblogs to an advanced ESL speaking-listening course is easy and feasible; and participants enjoyed it. -it facilitated fast two-way communication and provided an easy method to evaluate oral assignments and to provide individualized feedback. -it serves as a great tool for instructor: - to conduct formative and summative assessment, - to incorporate multimedia formats of content, - to provide individualized feedback, - and to build an online learning community. -students who completed assignments regularly and constantly improved their speaking abilities.	-students had difficulty in setting up their accounts and make online recordings at the initial stages -only half of the students did the audioblogs and only one third of the students worked on the oral assignments on regular basis -students were not fully motivated to complete the oral assignments, probably because of the assessment scheme.
Shrewsbury (2012)	- analyze the types of interactions that occurred while learners in a distance program engage in asynchronous audio-based voice discussion	-Embedded Multiple Case study; 6 speaking tasks; each posting constitute a case; data collection through survey, recordings, and written correspondence	Wimba Voice Tools	-3 participants; 5 speaking tasks and participants' responses to these tasks	-there was a need to create a quiet room to make recordings, -internet connection and software related problems caused a lot of problems, -the analysis of the postings showed that the participants could follow the discussion and contribute by asking and answering questions. -a respond to a question from an earlier posting was more common than a respond followed by an additional question to extend the discussion. -participants' personal interpretations of the tasks led to responses that were irrelevant to the assigned task	-only five tasks were used to gather the necessary data; -participants experienced a lot of problems related to internet connectivity, software problems and finding a quiet place, -the participants received no feedback on their language or task achievement

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Sun (2009)	to examine the effect of voice blogs on participants' learning processes and learning strategies, as well as their perception of the learning experiences afforded by blogs.	Mixed methodology; attitude survey, and retrospective interviews with the students; students expected to upload 30 voice-blog and 10 response entries, participants were free to choose their topic of the entity.	Voiceblog	46 college students in two oral communication classes (n=24, n=22)	-students went through a series of blogging stages, including conceptualizing, brainstorming, articulation, monitoring, and evaluating, -students employed various strategies in different stages of blogging, • in the conceptualizing stage, most students had difficulty identifying a topic to talk about; asynchronous nature of voice blogging allowed them to search for needed information, • in the brainstorming stage, half of the students needed to write down a script before making their voice entry and translating from the mother tongue to the target language was one of the most frequently employed strategy, • in the articulation stage, half of the students rehearsed several times before recording, • in the monitoring stage, half of the students listened to the recorded file before uploading it to the blog. • some students used evaluation strategies and may need to redo or edit part of the entries -most of the participants agree that voice blogging is a means of enhancing oral communication skills, and agreed that blogging has a positive impact on students' fluency.	-participants received no feedback at all from their peers or the instructor, -some participants recorded their blogs all at once -the study examined the stages and strategies of voice blogging; however, the quality of the entries was not explored.

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Gleason and Suvorov (2011)	-to identify the perceptions of international teaching assistants regarding the role of asynchronous oral CMC	Mixed methodology; pre- and post-survey inquiring into student perceptions of their use of Wimba Voice for improving their L2 speaking skills; semi-structured interviews	Wimba Voice	10 non-native speakers of English at advanced level	-for the majority of the participants, the main advantage of the WV class activities is its facilitation of noticing and self-diagnosis of errors, -participants had different views regarding the usefulness of Wimba Voice tools for improving L2 speaking skills, and their perceptions of the impact of WV activities on their speaking skills decreased after completing the activities, -half of the participants expected some kind of real-time interaction and collaborative tasks, -the technical difficulties experienced during the implementation lead to negative perspectives, -the researcher included WV activities mainly to facilitate self-reflection and error analysis, the participants reported that the strength of WV is in its ability to promote interaction among classmates, which is contradictory to the purpose of the study.	-WV activities were introduced to learners in the 7th week of the semester, -one of the major drawbacks of the study is that participants did not get any feedback from the instructor and were told to listen to their recordings to notice errors in their recordings, -there is no evaluation of the activities used in the study, which could be the real problem that led to dissatisfaction.
Dunn (2012)	-to examine the effect of the asynchronous voice-conferencing technology on the anxiety and oral proficiency of high school students	Quasi-experimental; participants' foreign language anxiety levels and oral proficiency were determined; anxiety and oral proficiency levels of cont. and exper. group were compared using inferential statistics tools	Voice Thread	A total of 144 students enrolled in six intact classes of intermediate level Spanish course (n=73 for both experimental and control groups)	-no statistically significant difference was found between the experimental and control groups with reference to anxiety levels -statistically significant difference in the overall oral proficiency scores of the control and experimental group -post-hoc comparisons were run and a significant difference was found on the subscales of task completion, comprehensibility, level of discourse, and fluency. -no significant difference was found for the subscales of vocabulary and language control.	- it evades the possible impact of classroom practices. -The classes were taught by two different teachers and this could also be the reason for the differences -there is no data related to how the participants evaluate their learning experience.

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Wang (2006)	-to investigate students and instructor's perspectives on Wimba as a learning tool	Mixed research approach; data collected through surveys and interviews with the instructor and the students, the researcher also tracked participants' oral proficiency gains through observations and listening to their voice postings; reading aloud exercise was chosen and carried out once per week for one whole semester, the aim was to develop participants' pronunciation.	Wimba Voice Tools	-21 students and one instructor (only 6 completed the survey and four attended the interview sessions)	-participants needed at least six rehearsals before making the posting, -they sometimes listened to the postings made by their peers, and almost never made any comments on the performance of their peers, -participants thought their speaking skills improved more than their listening skills and sought variety in activity types -lowered anxiety levels and increased confidence in speaking, -the instructor could focus on individual problems related to pronunciation and articulation of words.	-lack of variety in activity choice led to only pronunciation practice; -technical problems were encountered while making recordings, which was frustrating for the students.

The Study	***Aim of the Study***	***Methodology***	***Tool utilized***	***Participants***	***Major Findings***	***Limitations or problems encountered***
Volle (2005)	-investigate the acquisition of speaking skills in an online distance education course using asynchronous voice e-mails and synchronous Messenger chat	-Action research; the participants engaged in voice email once a week throughout the semester, during which the participants read aloud passages and completed grammar drills, and the voice chat was conducted once at the 8th week and once at the 16thweek of the semester, speaking skills evaluated with reference to articulation, accuracy, and proficiency through pre- and post-test methodology.	CMC voice recording and MNS Messenger	38 students started the course, but only 19 completed all the activities	-There was no statistically significant difference in mean scores of speaking skills measured by articulation and accuracy, but a significant improvement in oral proficiency was found over the semester.	-articulation and accuracy rates were measured using read aloud passages and grammar drills, namely through restricted practise options. -asynchronous communication tools were not utilized to practice oral skills, but to address pronunciation and accuracy. -the course was conducted fully online, so there was no genuine social interaction in the study.

Looking at the research studies, it is possible to feature two lines of research, considering the methodological considerations and purposes of the studies. One line of research studies tries to explain how learners use and perceive asynchronous communication tools in oral communication classes. These studies tend to be case studies with fewer participants and the aim is to explain in detail how the learners perceive the learning experience. These studies yield initial findings and pave the way to experimental or mixed method studies that seek causal relationships. Case studies tend to focus more on participants' perceptions and personal accounts of their learning experience.

The other line of research studies, on the other hand, focuses on the role these tools have on different aspects of oral proficiency, such as increased oral proficiency levels; fluency, accuracy, vocabulary or language development; lowered anxiety, or better articulation of ideas. Some studies focused on oral proficiency, whereas others focused on psychological variables, such as anxiety and motivation. These studies tend to adopt an experimental research design, or a mixed research approach, mainly because the aim of these studies is to examine the effect of extra practice opportunities on different aspects of oral communication skills. These studies show the impact of asynchronous communication tools in developing oral communication skills. The table below shows the advantages and disadvantages of using asynchronous communication tools on oral communication skills.

Table 2.

The advantages and disadvantages of using asynchronous communication tools in oral skills development

Advantages	**Disadvantages**
-increasing the quality and quantity of oral production in the foreign language (Charle Poza, 2005)	-the quality of the recordings may not always be at the desired level, due to lack of microphones or poor internet connectivity (McIntosh, Braul, & Chao, 2003)
-excellent resource for outside class practice of oral communication skills, especially in contexts where the target language is a foreign language (Yao, 2007)	-as an out of class study environment, participants needed noise free environments, which impede participants attrition rates (Shrewsbury, 2012)
- helping students (and instructors) to keep track of their progress in oral proficiency in time (Hsu, Wang, & Comac, 2008); -encouraging formative assessment through the recordings (Hsu, Wang, & Comac, 2008)	-the quality and quantity of recordings depend on the impact the completion of the activities has on the overall scores of the participants from the course they are taking (Hsu, Wang, & Comac, 2008)

Advantages	Disadvantages
-increasing motivation and self-confidence to speak in the foreign language (Wang, 2006; Yao, 2007); -decreasing foreign language speaking anxiety (McIntosh, Braul, & Chao, 2003; Charle Poza, 2005; Wang, 2006) -encouraging learners to take risks and produce more spoken language (Pereira, et al., 2012; Charle Poza, 2005; Afrilyasanti & Basthomi, 2011) -creating individualized study opportunities for shy and reserved student who do not want their peers to hear them speak the foreign language in the classroom (Yao, 2007)	-speaking to the computer can be anxiety provoking for some students who are not keen users of computers (Charle Poza, 2005), -although one target population of asynchronous communication is shy students, asynchronous communication does not guarantee the participation of shy students (Hsu, Wang, & Comac, 2008)
-encouraging students to employ different strategies when preparing for the tasks and promoting self-evaluation and correction of oral production (Sun, 2009), -enhancing instructors to give individualized feedback on students' spoken performance (Hsu, Wang, & Comac, 2008)	-students' self-evaluation of their oral productions, without any peer or instructor feedback, does not always yield the anticipated gains in oral proficiency (Dunn, 2012)
-the implementation of these tools in are generally valued positively by the learners and instructors (McIntosh, Braul, & Chao, 2003; Yao, 2007; Hsu, Wang, and Comac, 2008; Sun, 2009; Afrilyasanti and Basthomi, 2011; Pereira, et al., 2012), -it creates a student friendly learning environment by: • allowing more time for preparation and brainstorming, and elevating the pressure of time in responding (Sun, 2009) • allowing reflection on oral production prior and after submission (McIntosh, Braul, & Chao, 2003).	students' and instructors' perceptions of technology enhanced language learning have an impact on how they evaluate the learning experience (Gleason & Suvorov, 2012)

Looking at the advantages and disadvantages of implementing asynchronous communication tools in oral communication classrooms, it is possible to conclude that these new technologies are promising and may enhance oral communication skills.

2.2.1. Factors that affect students' use of technology for language learning

One way of understanding students' readiness to make use of technology or internet-enhanced learning environments is to refer to the Theory of Planned Behavior (TPB), a theory acclaimed for explaining individual behavioral intentions (Ajzen, 1985). TPB postulates three factors that have an impact on individuals' willingness to perform a behavior. These are attitudes toward the behavior, perceived behavioral control over the behavior and subjective norm regarding the behavior (Orbell, Hodgkins, and Sheeran,

1997). Attitudinal domain refers to individuals' positive or negative feelings toward the behavior in general. When the attitudinal domain is applied to students' readiness to make use of technological resources available, perceived usefulness and attitude to technology use (in this case, towards computer mediated communication) have been shown to be predictors of individuals' intention to use technology (Clark, Logan, Lucklin, Mee, & Oliver, 2009; Lai, Lei, & Wang, 2012; Šumak, Polancic, & Hericko, 2010). Perceived behavioral control, on the other hand, is the perception of ease or difficulty associated with performing the behavior (Ajzen, 1991). Computer self-efficacy (Chang & Tung, 2008; Hsu, Wang, & Chiu, 2009; Rahimi and Katal, 2012), self-regulations skills (Lai & Gu, 2011), and facilitating conditions (Lai et al., 2012; Margaryan & Littlejohn, 2008) have an impact on students' readiness and willingness to use computer-mediated communication tools.

Even though students' computer self-efficacy and effective use of self-regulation skills cannot be controlled, generating facilitating conditions through effective teacher feedback and support is possible. Instructors' feedback and guidance on possible technology-enhanced materials for learning have been found to be critical to enhancing the learners' use of technology for language learning (Castellano, Mynard, & Rubesch, 2011; Lai & GU, 2011; Deepwell & Malik, 2008). Subjective norm ''refers to the perceived social pressure to perform or not perform the behavior'' (Ajzen, 1991, p. 188). Research studies have found that significant others, such as teachers and peers, shape university students' use of technology (Margaryan & Littlejohn, 2008) and affect their decision to use technology and the frequency of their use of technology to support their language learning (Lai & Gu, 2011; Zhang, 2010). Figure 2 represents the relationship between these three factors and students' likelihood to make use of available technology.

Figure 2. Factors in THP applied to learners' likelihood to use technology

As important as individual factors and differences in learning styles and preferences, as well as the theory of planned behavior, the extent to which students make use of technology enhanced out-of-class study activities is also determined by their

autonomy, motivation, and self-regulated learning skills (Mori, 2002; Lamb, 2002; Saville and Trioke, 2009). In the language classrooms, teachers try to promote autonomy by giving students choice and outside the class, they expect their students to continue learning, too. The students have started to find new situations and environments to continue practicing the new language outside the classroom, thanks to new technologies (Benson, 2006). Hence, out of class study has recently become closely associated with autonomy, especially to refer to the efforts that learners take to find and make use of opportunities for language learning and language use outside class (Hyland 2004; Lamb 2004; Pearson 2004). Deriving from the definition of an autonomous learner by Littlewood (1996, p. 428), the students, in the context of technology enhanced out of class study, are believed to have "an independent capacity to make and carry out the choices which govern his or her actions". In other words, they already possess the capacity to seek, find or create new situations to promote their learning outside the class, as well as the disinclination to avoid any kind of learning out of class. Therefore, the importance and power of willingness to learn should not be underestimated in technology-enhanced out of class study contexts. Technology-enhanced out of class contexts may indeed lead learners to continue practicing the language outside the class; however, without the students' willingness to use these contexts effectively, it may not always yield the expected outcomes and attribution rates.

Willingness to learn refers to motivation and confidence, which cannot really be taught to learners. It drives from self-determination theory, which claims, "there are two general types of motivation, one based on intrinsic interest in the activity per se and the other based on rewards extrinsic to the activity itself (Noels, Pelletier, Clement, and Vallerand, 2003, p. 38"). Based on what self-determination theory suggests about motivation, the students may take part in out of class study activities either because the activity is interesting and meaningful for them or because there are rewards given to them for their engagement with the activities. Pearson (2004), particularly, emphasizes that intrinsically motivated students employ more effort in using the language outside the class, and warns language teachers about the pitfalls of voluntary out-of-class work. He suggests that if the students are not willing and motivated, they may not engage with out-of-class study. Furthermore, he suggests that students may sometimes not even exert any attention to incentives, like extra credit, or marks for their engagement with out-of-class

study. To sum up, for successful implementation of out of class study mediums, the activities should be intrinsically engaging and attractive for the students. Extrinsically motivating activities may force the students to engage with out of class study activities; however, their commitment can never be guaranteed.

Another concept that is very much related to use of technology for out of class study is self-regulation of learning (SRL), because technology-enhanced learning environments are best used by learners with SRL abilities (Bernacki, Aguilar, & Byrnes, 2011; Hannafin & Hannafin, 2010; Steffens, 2006; Winters, Greene, & Costich, 2008). According to Zimmerman (2000), SLR is a process by which learners direct and coordinate their efforts, thoughts, and feelings in order to achieve their learning goals. Now the self-regulation of learning also take into account other factors that affect learning like cognition regulation, motivation and affect regulation, environment regulation, and behavior regulation (Dörnyei, 2001; Bown, 2009; Dembo, Junge, & Lynch, 2006; Pintrich, 2004). In order to facilitate self-regulated learning through technology-enhanced environments, language teachers should think about the favorability of the learning environment, availability of the resources, and cognitive and affective readiness and willingness of the learners.

2.3. CLEAR RIA tools and Oral Communication Skills Development

Michigan University Center for Language Education and Research (CLEAR) Rich Internet Applications (RIA) tools are created for language teachers to supplement their face-to-face instruction with internet based activities. RIA tools are different from other asynchronous communication tools, because these tools allow language teachers to design their own learning materials, rather than creating an environment for asynchronous communication. Two commonly used asynchronous communication tools of Voice Thread® and Wimba Voice also allow students to make recordings online and teachers to keep track of these; however, they do not have the media benefits of activities designed with CLEAR RIA tools. Voice Thread® is generally preferred when the aim is to get students to make recordings on one topic only, like a simulated asynchronous oral discussion and encourage them to listen to each other's recordings to engage in peer assessment and feedback. Wimba Voice, which can best be described as voice mail

posting on an assigned topic, can easily be incorporated into learning management systems. However, neither of them allow the flexibility RIA tools offer in activity design. With RIA tools, it is possible to design various activities, including interactive listening activities, media and text rich asynchronous communication activities, listen and speak type of activities, and real time conversation activities. The use of RIA tools in designing supplementary materials for the asynchronous practice of oral communication skills is not researched empirically, mainly because it is a newer technology, compared to Wimba Voice, Voice Thread® and other asynchronous oral communication tools. Therefore, most of the resources available on RIA tools are in the form of guidelines about how to design activities using RIA tools or in the form of emerging technologies to support face-to-face classroom.

One article on CLEAR RIA tools is the one authored by Dennie Hoopingarner and Vineet Bansal (2007), who are the information technology experts working for CLEAR and responsible for designing the RIA tools. In their article about RIA tools, they have presented an overview of the RIA tools, focusing on the potentials of RIA tools as a means to promote language learning outside the classroom. They have emphasized the rich media features of the activities designed through RIA tools. They have also stated that the activities designed through RIA tools are constructivist, and promotes interaction. Another important feature of RIA tools is that it is not static, but dynamic. Even though, the basic form of interaction with RIA tools is asynchronous, the fact that activities are rich in media and are dynamic makes it useful tools for out of class study. Another important point that needs to be mentioned about the potentials of RIA tools in activity design is that they allow tailored made materials that address the needs and interests of the learners. Another article that talks about the potentials of RIA tools is one authored by Waltje (2011). In his article, Waltje refers to RIA based activities as learning objects and also emphasizes the fact that materials designed through RIA tools lead learners to become active learners. He also reports that RIA tools are informed by the current theories in language acquisition and, hence the activities designed using these tools promote language acquisition. One last article that features the RIA tools as one of the emerging and potential tools is that of Goertler (2009). In her review of new computer-mediated communication tools, she has included RIA tools as an alternative tool for text-based forms of CMC communication. She describes three of the twelve tools

available, which are conversations, audio dropbox and mash-up. One reason why only these three tools are included in the analysis is that these tools are closely related to oral communication skills development. Conversations is a tool that allows real time interaction with the instructor's pre-recorded questions and students' asynchronous replies to these questions in the form of interviews. One advantage of the Conversations is that students need to answer the questions in real time, so the dialogue reflects the features of real time interviews. The audio dropbox tool, on the other hand, allows instructor to embed a voice recording device into any website. Students' asynchronous recordings on any assigned activity are stored in a database and teachers can access these audio files from anywhere and anytime, given that there is an internet connection. Mash up tool, which allows language teachers to create their own web-based activities, can be described as an authoring tool, where the text, the visuals, the audios and the audiovisuals are put into one web page that can be accessed through the internet. When accompanied by audio dropbox, the "mash up" becomes a learning object that enables asynchronous communication and interaction with the task. Similar to the first two articles, Goertler (2009) also mentions that activities designed using RIA tools are interactive, dynamic and allow practice of spoken skills outside the classroom.

The only empirical study on RIA tools is the one conducted by Kraemer (2008), who looked at students' satisfaction and language gains in a blended literature course that contained a variety of online assignments including self-evaluations, listening and speaking activities, chats, blogs, threaded discussions, web quests, a wiki, collaborative reaction papers, online readings, podcasts, and a multimedia midterm project, along with the traditional face-to-face instruction. RIA tools were used in the design of listening and speaking activities and the tools used in the study were Conversations and Audiodropbox. When she evaluated the course at the end of the term, the students were highly satisfied with the online assignments and thought that they helped them to develop their speaking and listening skills. The participants were especially content with activities designed with RIA tools and considered that speaking-listening activities designed with RIA tools have the potentials to develop listening and speaking skills. Compared to other forms of computer-mediated communication tools, the students ranked weekly activities designed using Conversations and Audiodropbox as the primary means of developing their oral skills.

CHAPTER THREE
METHODOLOGY

The purpose of this study is to explore how first year candidate teachers of English make use of online asynchronous speaking and listening activities outside the classroom as an online support to their EFL oral communication courses. In alignment with the purpose of the study, it examines the perspectives of learners partaking in the implementation of an online support offered to them as a set of supplementary activities to help them either revise or review the class content prior to or after face-to-face instruction, as well as extending the learning that place in the classroom outside the classroom. The participants are real learners of English who experience a novelty as part of their everyday life, rather than those who are segregated from their ordinary routines for the sake of a study. The study seeks to understand the nature of experience the participants lived during the implementation. Instead of working with a large number of participants, the study tries to achieve a thick description -an expression coined by Clifford Geertz to refer to an account that is rich in detail, embracing different perspectives (Richards, 2003) - of the innovation, and participants' attitudes and reactions by focusing on a small number of individuals. Therefore, the study, in many aspects, aligns with the characteristics of qualitative inquiry (Richards, 2003, p. 10). The data for the study comes from different sources for both triangulation and for a better understanding of the phenomenon, as well as for the reliability and validity of the study.

Case study approach is considered to be the most appropriate research design for this study, because the use of asynchronous oral communication activities as an online support to an oral communication course in foreign language classrooms in Turkey is relatively new, and the question of how it can be implemented to support oral communication skills courses need to be explored in detail. As Duff (2008) also emphasized, case study methodology is the best research option for researchers when the topic of research is relatively new and is not previously explored in detail. Besides, the role and use of technology in language learning (Van Lier 2005) is an area which is currently in great need of case study research. Especially, there is a need for studies that investigate specific features of available technology that have potentials of making a

difference in the learning process and reflecting good practice (Chapelle, 2003; Felix, 2005; Beatty, 2010).

This case study is marked as explanatory case study (Yin, 2009), because it attempts to present the data taking into account cause-effect relationships. Since the aim of the study is to examine how participants used the online support, it was considered essential to seek for similarities and differences in how participants used the online support and whether these could be explained, relying on cause-effect relationships, focusing on different degrees of participation and the reasons behind such behaviors, as well as how different participants made use of different aspects of the online support. It was also considered equally important to seek the opinions of those who did not make use of the online support to understand the factors that prevent learners from using an online support.

In this study, triangulation mixed methods design is used to collect and analyze data to answer the research questions, because both qualitative and quantitative data have equal priority in the study and they are collected simultaneously (Creswell, 2008). The convergence of qualitative and quantitative data will help to "clarify meaning, verifying the repeatability of an observation or interpretation" (Stake, 2003, p. 148). The quantitative data are analyzed using descriptive statistics. The qualitative data is first transferred into written form, and once all qualitative data is verbalized, content analysis is carried out to identify themes by looking at reoccurring ideas. The method used to analyze data is the Constant Comparative Method (Merriam, 1988) where the researcher constantly compares data to identify reoccurring ideas and then tries to classify these into the method.

3.1. The Study

The study was carried out in the Spring Term of 2011-2012 Academic Year. The flow chart below shows in detail how the study was conducted.

Flowchart of Study Process

Step 1. Review of available resources and tools (2010-2011 Academic Year)
Step 2. Deciding on CLEAR RIA tools
Step 3. Designing Listening-Speaking Activities using RIA tools (2010-2011 Academic Year Fall Term)

Supplementary Materials for Oral Communication II
Content Validation
Putting all the activities on a Silverlight Application

Step 4. Implementation Phase (2010-2011 Academic Year Spring Term)

Step 1. *Student Background Survey*
Step 2. *Introduction and Induction to the Online Support*
Step 3. *The Implementation of the Study*
Weekly Meetings, Continuous Support through Facebook group, Mail Support
Step 4. *Continuous Data Collection about the Process*
Student Recordings, Students' Activity Evaluation Forms, Student Learning Logs, Researcher Logs, Feedback Forms to the Students
Step 5. *Data Collection about the Product*
2 sets of participants, 2 different ways of **collecting data**

SET 1 (n=8)	**SET 2 (n=13)**
• End of Study Evaluation Form, • Semi-Structured Interviews, • Feedback Evaluation Form	• Structured Interviews

Set 1: Participants who had completed the activities
Set 2: Participants who had not completed the activities

Step 5. Evaluation of Online Support
Recommendations for further implementations

3.1.1. The context of the Study

In case study research design, the first stage of sampling is the selection of the case (Merriam, 1998). Therefore, the researcher had to evaluate all possible contexts where he could implement the study, before deciding on the actual research. The researcher was intrinsically motivated to design an online support medium to foster learners' oral communication skills through out-of-class study, mainly because

1) as an experienced teacher of English, he has observed in years that Turkish EFL learners at different proficiency levels find developing oral communication skills more challenging than developing other skills,
2) earlier surveys on out-of-class activities that EFL learners engage in show that the EFL learners experience difficulty in finding out-of-class resources for practicing oral communication skills,

Therefore, the implementation of the online support was conducted at the ELT Department of Anadolu University. The implementation was carried out in the Oral Communications II course. Oral Communications II is a follow-up course to Oral Communication I. The course is mandatory for all first year students in ELT department. The class meets once every week for three hours over a fifteen-week semester. Each class session lasts three hours with a short break in every one hour. Different sections of the course are offered two times in each year during the two semesters of the academic year depending on the number of students. The textbook used in the courses is Clockwise Advanced by Oxford University Publications (Jeffries, 2001). The book consists of 24 lessons and every lesson focuses on building students' speaking and listening skills for real life and academic life.

Not all the lessons of the book are covered and instructors are selective, trying to use the lessons that best meet their program and needs of the students. Every year, the units to be included in the course may change, but in the academic year of 2011-2012, the first seven lessons of the book were covered in Oral Communication I course and the instructors decided to use Lesson 8, Lesson 9, Lesson 10, Lesson 12, Lesson 13, Lesson 18, Lesson 19, Lesson 20, Lesson 21, and Lesson 22 in Oral Communication II course. The course is designed taking into account different aspects of oral communication, so, importance is also given to listening practice and other ways to develop oral communication, like classroom presentations, debates and project-works. The regular

class sessions are held in a traditional classroom setting. There is a projector and a computer with internet access in every class for teacher's disposal to use technology in class. The course is assessed by two midterms and a final exam. RIA-designed activities were implemented in the course as a supplementary to the main textbook.

3.1.2. Participants of the study

After deciding on the research context, the second phase of sampling was to identify the participants. At this stage, two purposive sampling techniques were used, namely, typical sampling and maximum variation sampling (Merriam, 1998). Typical sampling was employed when deciding on which classes to include in the study, and instead of including all nine classes to the study, only 2 classes were chosen. Hence, the sample, namely the participants of this study, was students from two different classes and the course teachers. There were 37 students (n=19, n=18) and two course instructors.

All the participants had similar language learning experiences before coming to university. Most participants studied in either teacher training high schools with intensive English classes or in high schools with intensive English classes. Almost half of the students studied either a full year or a semester at a preparatory school before starting their degree, where they further their development in English language. All participants of the study were CEFR B2 level students and can be considered strong upper-intermediate students. Therefore, the participants can be considered a homogenous group, yet their prior learning experience may differ.

Maximum variation sampling was used in identifying the participants to capture a wide range of perspectives related to how participants made use of the online support medium. Since the main function of maximum variation sampling is to create variation in perspectives, it was believed that including both the views of those who make the most use of the online support medium and the least use would be necessary for a better understanding of the phenomenon under investigation. In other words, it was thought that the maximum variation sampling would contribute to gain greater insights into a phenomenon by looking at it from all angles and hence help the researcher to identify common themes that are evident across the sample. The participants to be included when

conducting the in-depth analysis of perspectives emerged naturally in the course of the implementation.

The participants (n=13) with no internet connection were identified before the study and removed from the study, because expecting these participants to make use of an online support without personal internet connection was unfair and unrealistic. Three participants had to drop the course for different reasons, so their data were also taken out from the analysis. Hence, there were twenty-one potential users of the online support. Thirteen of them did not make any use of the online support, whereas eight completed most of the asynchronous out of class speaking and listening activities[1]. Instead of including only those eight participants in the data analysis procedures, data from all participants were included in the data analysis and the data from the ones who did / could not make any use of the online support were used to answer the 3rd research question. In the presentation and discussion of the findings, pseudonames were used to identify the participants. Participants' real names were replaced with common English names for females and males.

A Student Background Survey (Appendix C) was designed to collect data about the participants before the implementation. The student background survey was not directed to any specific research question, but considered important by the researcher, because it was thought that the survey would provide rich information about the participants, their opinions, and readiness for the program. Since every participant's use of the program would be tracked, evaluated and assessed individually, the information collected from the participants through this survey was considered useful.

3.1.2.1. Views of the Participants

A total of 34 participants completed the background survey prior to the study. The survey addressed participants' *1) readiness with reference to the required devices; 2) out of class study habits of the participants; 3) opinions regarding computer assisted learning processes; 4) self-evaluation of English skills.* The findings are presented with

[1] Here participants' use and non-use of the online support is determined by concrete evidence of actual use, like voice recordings on the asynchronous oral communication activities.

reference to the parts of the survey. The first part is devoted to the readiness of the students with reference to the required devices.

Table 3.
Required Devices

	Available	Not Available
	N	**N**
Personal Computer	*31*	*3*
Internet Connection	*21*	*13*

One of the pre-requisite for the study was the availability of a personal computer and internet connection. Only three of the participants did not have a personal computer at the time of the study. The majority of the students (62%) had internet connection, too. For the remaining 13 participants who had no internet connection in their immediate contexts, the availability of wireless internet connection throughout the university was an asset; however, compared to other participants, it was less feasible for them to participate fully in the study. These 13 students were removed from data collection prior to the study. However, in order to create equal opportunities for all students, necessary arrangements were made with the library to allow these students to use the personal study booths located in the second and third floor of the library. These personal study booths were isolated study environments allocated for post-graduate students to conduct their studies. Because these booths were allocated for personal study and isolated from the rest of the library, it was assumed that the participants with no internet connection could also access the online support and do the activities.

The second part of the survey is devoted to statements that investigate for what purposes the students use computers and the internet to develop their language skills with a specific focus on speaking-listening skills. Table 4 shows the responses.

Table 4.
Out of Class Study Habits of the Participants

	Rarely	Often
	N	**N**
I watch media, such as TV series, movies, and documentaries in English.	10	24
I participate in forums, discussion boards and chats in English.	27	7
I do voice chat, Skype chat or video conferencing with English speaking people.	30	4
I do listening comprehension activities in English on the Net.	29	5
I read articles and other written works in English.	10	24

The purposes the students use computers and the internet to develop language skills show that students generally use the computers and the internet to develop reading and listening skills. The students use the internet to read articles and other written works in English; however, whether students rely on the internet to develop their reading skills or do research is not clear. In terms of developing listening skills, most students watch media. Although there are many websites devoted to developing listening skills on the Internet, very few students use these rich internet sources to practice listening. Furthermore, students do not make use of the internet and internet tools to practice productive skills. Although participating in forums, discussion boards and chats are now considered important ways to practice writing in a foreign language (Chapelle, 2001), the students do not make adequate use of these sources to improve their language skills. Similarly, although voice over IP (VoIP) applications are available for language learners to meet people around the world and practice speaking a foreign language, only 6 students do VoIP chat with foreign people. To sum up, the students do not use the internet effectively to practice speaking and check listening comprehension. The online support program; therefore, can be considered an alternative tool for students to practice listening-speaking skills, considering the fact that students do not use the available internet resources effectively.

The third part is students' opinions regarding computer assisted learning processes. There are 11 Likert-type statements. These statements were designed as a double check to the statements in the previous parts. It is thought that although the students might seek opportunities to practice listening-speaking skills and be in need of outside the class practices, computer mediated environments may not be the preferred learning style, so students' opinions regarding computer assisted learning processes are extremely important for the study.

Table 5.

Student's opinions regarding computer assisted learning processes

	Disagree	**Agree**
	N	**N**
I would like to have computer-mediated mediums outside class where I could speak in English.	1	33
Computer-mediated listening comprehension activities develop my listening comprehension skills.	4	30
I would like to review the listening comprehension and speaking activities covered in class outside the class, too.	2	32
I think I would be more successful in computer-mediated speaking activities, since I would determine the time and pace of study.	9	25
I think I would succeed more in computer-mediated speaking activities, since I would have a chance to prepare for the task as much as I want.	7	27
It is important that I get feedback on both computer-mediated listening comprehension activities and speaking activities.	2	32
Computer-assisted and/or computer-mediated activities will not be as useful as the ones done in the classroom.	14	20
I believe I would participate more in computer-mediated activities than the ones covered in class.	15	19
I don't think computer-mediated speaking activities would be useful to me.	28	6
Any kind of activity that involves the use of computers and/or technology makes me uncomfortable.	7	27
I feel uncomfortable talking to the computer.	30	4

The students generally reported a need to have computer-mediated mediums outside the class, where they can practice oral communication skills. Looking in detail into their responses, it is possible to say that the students prefer a platform that consists of both speaking and listening skills. They also would like to be able to review the class content out of the class. Majority of the students think that they would participate and succeed more in computer mediated oral communication activities, because they can determine the time and pace of study, as well as preparing thoroughly before completing the speaking activities. The students clearly considered feedback on their performance as an indispensable component of the online platform and believe that computer-assisted and/or mediated speaking-listening activities would be useful, just like the ones done in the class. Actually, almost half the students have stated that they would participate more in computer-mediated activities than the ones covered in class. A few students believe that computer-mediated activities would not be useful to them and these group of students may not show any interest to the online support. Similarly, four students, who have stated that they do not feel comfortable talking to the computer, may not be willing to do online speaking activities, because of the medium and means of communication.

The responses to the statements show that the online support program would address most students' desires and provide an additional medium in the actual classroom. Most students would like to review the class content outside the class, and the online support system is designed keeping the need to review the class content in mind. Students, obviously, have different opinions regarding how much they believe they would succeed in computer-mediated activities and in actual classroom activities. Some believe they would be more successful in computer-mediated activities, because they can control the learning process. In other words, the flexibility computer-mediated activities provide for students is an important factor affecting their success in class. If students determine the time and pace of study on their own, they believe they may succeed more. Furthermore, most students believe they would succeed more in computer-mediated activities, because they will have time to prepare for the task. Although impromptu speech should be the goal of an advanced level speaking class, students who have low self-confidence in speaking still felt more comfortable when they have enough preparation time for the task (Cohen, Weaver, & Yi, 1995). The online support program would allow students to prepare as much as they want before completing the task, making students feel more secure.

Part 5 of the questionnaire asked students to evaluate their own language skills on a scale of one to four, one being weak and four being very well. The students generally tend to evaluate their reading and writing skills, as well as overall language proficiency higher than their listening comprehension and speaking skills. Speaking usually got a rating of one or two out of four, whereas listening comprehension got a rating of one to two, and sometimes three. As far as this study is concerned, the online support program, which aims at developing and improving students' speaking-listening skills, is expected to be useful for students, because speaking and listening skills are the two skills that the students feel the weakest at.

To sum up, the survey results showed that the online support system can be a useful tool for students to practice speaking-listening skills outside the class. Although students are content with the current practices, they are still in search for outside class practice. The online support system can address the gap, so it is expected to be intriguing for students.

3.2. Data Collection

Data for the study was collected during the implementation and after the implementation. Since data triangulation is in the heart of case study, it is important to describe how the iteration of data is arranged in the study.

- Data about the process, namely learner's log and researcher's logs about activity completion were also addressed in the Student Final Evaluation Form and Semi-Structured Interview(s).
    - There were items in the Student Final Evaluation Form and Semi-Structured Interview specifically written to support the data from learning logs and researcher's logs about activity completion.
    - All data from the participants are recorded under their name, including the data from post-study data collection tools, so it is possible to support or to refute data about individual participant(s) from different sources.

Two most important sources of documentation are student learning logs (Appendix B) collected right after students' completion of RIA activities and researcher's log of students' completion of activities. These documents track participants' use of the online support. They also collected data about "how participant used the program" and supported the evidence from other sources, such as interviews with the students and post-study evaluation data. Other documents collected are Student Background Survey (Appendix C), and Student's Final Evaluation Survey (Appendix E).

3.2.1. Researcher's Log of Participant Engagement: Students were expected to work on different activities. Hence, it is anticipated that there would be differences among the students in terms of activities completed and time spent on the activities. It is important to track how different students made use of the program; therefore, the researcher kept a track of the process and the product. The process was tracked with a timer, so the researcher could have an idea about how long each activity took to complete. The product was sent to the database as either a recording or as a report. The researcher kept all the recordings in a database, so that he could compare and contrast the progress the students made in terms of oral communication skills from the beginning to the end.

3.2.2. Learning Log (Appendix B): Although the researcher kept track of students' participation and commitment to the program, it was also considered important to collect

data from the participants for a better and deeper understanding of how students used the online support program. The researcher logs only allowed the researcher to keep track of the time the participants spent on all activities; however, the learning log yielded a better understanding of how the participants addressed and completed different activities. Every student was asked to complete a learning log consisting of yes-no questions, Likert-type statements and open-ended questions upon their completion of an activity. There were a total of ten questions dealing about different aspects of the activities. The first question asked the participants to state why they had chosen to work on that particular task. The options were for revision, for preview or as supplementary practice. Questions 2-5 were about the recordings used in listening only and integrated listening speaking activities. Question 6 directly addressed the participants' success in getting all the answers right at their first listening in listening tasks. Questions 7-9 addressed how participants completed the speaking activities.

3.2.3. Student's Final Evaluation Survey (Appendix E): Although systematic data was collected in the process of the implementation, it was important to collect an overall evaluation of the program, too. The survey was designed by the researcher taking into consideration different aspects of the online support. The survey was first shown to the dissertation committee members and was revised taking into account their feedback and comments. Then, the survey was shown to three experts in the area of program evaluation. The feedback and recommendations from the expert group were also taken into account before finalizing the survey. The survey was finally piloted with a group of candidate teachers for language ambiguity and based on their feedback, some of the statements were rephrased for reader friendliness and language ambiguity.

There were 5 parts in the survey. The first part consisted of 11 Likert-type statements about students' perceptions of their language gains. The second part consisted of 5 Likert-type statements about technical difficulties the students had experienced while using the program. The third part consisted of 10 Likert-type statements about students' learning experience. The fourth part consisted of 15 Likert-type statements and explored students' perceptions of the activities. The fifth part consisted about 11 Likert-type statements about students' perceptions of the communication with the researcher, more specifically their perceptions of the feedback they had received from the researcher. Table 6 below summarizes the parts, the statements and why they were included.

Table 6.

Survey Parts and Information about the Statements

	Information about the Parts
Part A	10 Likert-type statements about students' perceptions of their language gains, focusing on oral communication skills in general, as well as on different aspects of speaking a language, like fluency, pronunciation, self-confidence, anxiety, and impromptu speech skills
Part B	9 Likert-type statements about what the students thought about the activities and how they had completed different activity types.
Part C	14 Likert-type statements related to participants' learning experience, with a specific focus on what the participants thought about asynchronous oral communication, the online support as a study tool and how different activities contributed to their learning
Part D	6 Likert-type statements related to the participants' opinions about the computer configuration necessary; opinions regarding computer literacy skills to use the online support, as well as other technical problems that the participants could experience during the actual use of the online support
Part E	11 Likert-type statements related to how the participants' evaluated the feedback that they received.

3.2.4. Interviews: To support the findings of the survey and for a deeper exploration into participant's opinions regarding the online support, the relative benefits of the program and the components of the program, such as the activities, the feedback and technical issues experienced; interviews with the participants were conducted. Although there are different interview formats to be employed, standardized interview format (Patton, 2002) is considered the most convenient and the most reliable way of collecting the desired data for the study, because the aim of the study is to reveal the perceptions as sincerely and detailed as possible with little or no guidance and directing, standardized open-ended interview will be used. The researcher did not interfere with the participant's responses in any way during the interview and asked only the questions pre-prepared. This way the researcher collected comparable data and during the interviews, researcher bias expired or kept under control. There were two interview forms, one for the participants who made use of the online support (Appendix F) and one for those who did not use the online support (Appendix G).

The interview with the participants who had made use of the online support was a standardized open-ended interview format with questions prepared around 5 main topics, parallel to the headings on the Students' Post-Evaluation Study Survey. There were 9 main questions with sub-questions in the interview protocol. The topics are:

1) students' views of the program in general, its applicability to speaking-listening courses and its relative advantage to the students in terms of language gains (interview question 1),
2) technical issues and other problems experienced in the implementation of the program (interview questions 2 and 3),
3) how students used the program (interview question 4),
4) students' views of the activities and design of activities (interview question 5), and
5) students' perceptions of the feedback they will receive during the program (interview questions 6, 7, 8 and 9).

The interview with the participants who did not make use of the study was standardized structured interview with questions dealing with the process and participants' evaluation of the online support, based on their exploration, rather than actual use. There were two parts in the interview with sub-questions. The first part dealt with personal information and internet access, as well as participants' points of view regarding the necessity and usefulness of the online support as an out of class practice of oral communication skills. The second part of the interview made up of questions regarding the process. There were questions about the registration and induction process; what the participants did after they registered for the program; their evaluation of the layout and ease of use; and reasons for not making use of the online support.

The interviews with the participants were carried out in the final week of the spring term in a friendly atmosphere. The interviews were conducted on one-to-one basis and in participants' native language. Each participant was interviewed in a private room, and they were all offered coffee and cookies. The rationale behind creating a friendly atmosphere was to gather the most sincere responses from the participants and make them feel ease about the interviewing process.

3.3. Data Analysis

For the quantitative type of data, mainly descriptive statistics were used. Descriptive statistics of the quantitative data revealed the overall picture, which was supported and detailed with qualitative data. Descriptive statistics about these helped the

researcher to quantify some of the findings and provide a framework for qualitative data as a means of triangulation. As for the qualitative data, the researcher ran a content analysis to identify themes by looking at reoccurring ideas. The method used was the Constant Comparative Method (Merriam, 1988) where the researcher constantly compared data to identify reoccurring ideas and then tried to classify these into categories. The content analysis ran by the researcher and one of his colleague who has experience with qualitative data procedures independently. After the analysis, the themes identified were compared and inter-rater reliability was assessed using Cohen's kappa. Cohen's kappa coefficient (κ) was found to be 0.71, which was considered as substantial concordant.

Table 7.

Data Collection and Analysis Procedures

	Data Collection Tool	Type of Data	Analysis
Data collected in the process	Student Background Survey	Quantitative	Descriptive statistics
	Student Learning Log	Qualitative & Quantitative	Descriptive statistics, Direct Quotation
	RIA Activity Evaluation Form	Quantitative	Descriptive statistics
	Researcher's log	Quantitative	Time in minutes, and frequencies
Data collected after the implementation	Student's Final Evaluation Survey	Quantitative	Descriptive statistics
	Standardized Open-Ended Interviews (with the participants who used the online support)	Qualitative	Content Analysis using *Constant* comparative method (*Merriam*, 1988)
	Standardized Structured Interviews (with the participants who did not use the online support)	Qualitative	Content Analysis using *Constant* comparative method (*Merriam*, 1988)

3.4. Procedure

The study was conducted in the spring term of 2011-2012 academic year. It started in the second week of the semester; because the first week was the add/drop week, so some of the students were still in the process of registering to the class. Below is the timetable for the Implementation.

Table 8.

Schedule

<table>
<tr><th></th><th>Date</th><th>Course Syllabus</th><th>Online Support</th><th>Data Collection Tools</th></tr>
<tr><td>1</td><td>Feb. 27-Mar. 2</td><td>Lesson 7</td><td>Orientation to the online support and registration</td><td>Participant Background Survey</td></tr>
<tr><td>2</td><td>Mar. 5-9</td><td>Lesson 8</td><td rowspan="11">All activities were available for the participants from the onset, so that students could complete the activities at their own pace and time. However, the participants were advised to do the activities parallel to the course syllabus. They were also told that the deadline to complete the activities was the last day of classes, namely June 1st, 2012.</td><td rowspan="11"><u>Upon Participant's Completion of Activities</u>
• Learning Logs
• Activity Evaluation Form
Researcher logs of participants' use of the online support</td></tr>
<tr><td>3</td><td>Mar. 12-16</td><td>Lesson 9</td></tr>
<tr><td>4</td><td>Mar. 19-23</td><td>Lesson 10</td></tr>
<tr><td>5</td><td>Mar. 26-30</td><td>Midterm I</td></tr>
<tr><td>6</td><td>Apr. 2-6</td><td>Lesson 12</td></tr>
<tr><td>7</td><td>Apr. 9-13</td><td>Lesson 13</td></tr>
<tr><td>8</td><td>Apr. 16-20</td><td>Lesson 18</td></tr>
<tr><td>9</td><td>Apr. 23-27</td><td>Lesson 19</td></tr>
<tr><td>10</td><td>Apr. 30-May 4</td><td>Lesson 20</td></tr>
<tr><td>11</td><td>May 7-11</td><td>Midterm II</td></tr>
<tr><td>12</td><td>May 14-18</td><td>Lesson 21</td></tr>
<tr><td>13</td><td>May 21-25</td><td>Lesson 22</td></tr>
<tr><td colspan="3">Final Exams
June 4-15</td><td>In the final week of the semester, data related to the online support implementation was gathered.

There were two groups of participants, so different data collection tools were used*.

<u>Group 1 (n=8): Participants who used the online support</u>

<u>Group 2 (n=13): Participants who did not use the online support</u></td><td><u>Participants</u><u> who used the online support</u><u>:</u>

• Post-Study Evaluation Form
• Feedback Evaluation Form
• Semi-structured Interviews

<u>Participants</u><u> who did not use the online support</u><u>:</u>

• Structured Interviews</td></tr>
</table>

In the first week of the semester, the course instructor introduced the online support in the first hour to the students and asked them whether they would like to take part in the study. The students who agreed to participate completed a consent form and fill out the Participant Background Survey. The implementation started with the orientation and induction to the online support on the second week of the semester. Participants were instructed to meet the researcher in a room with strong Wi-Fi connection in two separate sessions. The first induction session was held with the Monday class. All participants came to the session with their personal laptop computers. The induction started with a detailed explanation of the online support, how to download it, how to register and how to use it. After each phase, the participants practiced with the relevant component of the online support. Hence, they first downloaded and installed the

application onto their computers. Then, they completed their registration. The participants were ready to use the online support after the installation and registration.

When piloting the online support application on different computers before the actual implementation with the participants, the researcher experienced some problems viewing the content in some activities on some of the computers he used, so as the first step, the participants were told to navigate through the activities and check whether they could assess all the activities properly. The participants did not report any problems regarding the activities, so the researcher asked them to start doing different activity types. First, the instructor demonstrated what the participants expected to do. He showed the independent speaking exercises first. He emphasized the fact that the participants need to click on "Start" every time they start working on an activity and click on "Stop" when they complete the activity. He showed them the Learning Logs and explained in detail what they are expected to do. Especially, with the learning log, the researcher explained each item in detail and described how they were expected to respond to these items. He also accentuated the importance of completing Learning Logs for future implementations of the online support. He, then, kindly requested the participants to do some of the independent speaking activities and sent the researcher their recordings, and the learning logs. Participants worked on different activities and sent the researcher's samples of "student recordings", and "learning log". The researcher could access all different forms of data the participants sent him, so the researcher asked the participants to work on first the integrated listening-speaking activities and then the listen and report type of activities and sent him a recording under their name. The researcher could assess all the recordings the participants had completed, so the participants were ready to start using the online support. The same procedure applied to the Wednesday Session and similar to the organization in the first session, the participants had a hands-on practice with the activities and sent the researcher samples of "recordings", and "learning log". After the orientation and induction sessions of the online support, all participants were ready to use the application.

The induction session also functioned as an informal piloting of the online support. Since different participants sent samples from different activities, the researcher informally piloted all the activities and made sure they were working. Besides, he asked all students to send a recording on one specific task of a lesson to check how the online

application responded when all participants tried to use and send recordings all the time. The experience the researcher had in the induction session was more valuable than the possible data that would come from the pilot study, because he was actually present when participants were working with the activities and provided assistance in first-person in cases when the participants demanded it.

The researcher held meetings with the participants about the problems they were experiencing on a weekly basis. There was also support given to the participants via a Facebook group. Both the researcher and the participants could post on the Facebook wall about the problems, questions, and events. The researcher paid three visits to the classroom to increase participation and motivate students, as well as finding out if there were any problems the participants would like to share with the researcher. In one of the class meetings, some of the participants expressed a need to have a written description of what was expected from them, because they sometimes could not understand what the task required. Since task achievement was one of the components on the feedback form, they could only understand what the task required when they received the feedback form; however, that would not be very useful or practical. Hence, the researcher sent all the participants a word file (Appendix I) with a description of the task, the expected structure and vocabulary (if applicable) and what the activity focused on (namely fluency or accuracy) as a guide to the participants. The participants found that guide very useful and sent positive feedback about the guide.

The first recording was received on the third week of the implementation. However, it was always the same participants who sent recordings, and there were no new recordings from other participants. At the end of the fifth week, there were recordings from six participants. Two of which completed almost all the activities related to the lessons, and the other four sent random recordings. In April, there were no recordings from any participants, except for one, who sent two recordings on the first week of April.

The researcher thought the commitment to the online support was not so high, and to avoid the low participation, he consulted his academic advisor. She also agreed that the participation was too low for an accurate evaluation of the online support. After a quick evaluation of the options he had, the researcher decided to include only the first six lessons in the study in order to motivate the participants who had not yet started doing

any of the listening or speaking activities. He decided to lower the requirements after one of the class visits, where the participants stated that so far they had always procrastinated doing the activities to a later date and when they realized there were too many activities to do, they gave up on doing any of the activities, rather than trying to complete as many as possible. Therefore, having seen that there were only two participants who were doing the speaking activities on a regular basis, as of 23th of April, the participants were made responsible from only the lessons 8, 9, 10, 12, 13 and 18. Some of the participants also completed activities from Lesson 7, which was included in the study as a revision of the previous course and warm up to the content of the new course. Therefore, lesson 7 was also included in the set of activities the participants could complete.

To sum up, the researcher paid a classroom visit to both sessions, and told the participants to do any thirty activities from these seven lessons, rather than completing all 67 activities available. To avoid confusion, the activities about the lessons that were not included in the study were removed from the online support. There were a total of forty-one activities for participants to choose from. Twenty-two were independent speaking activities and nineteen were listen and report type of activities.

In the process of the implementation, the researcher received 85 recordings from ten participants (details can be found in the learning logs). Six of these were from the Wednesday session and four were from the Monday session. Unfortunately, two participants from the Monday session were removed from the study, because they dropped the course towards the end of the term.

At the end of the study, there were two distinct groups of participants, namely those (n=8) who made use of the online support by completing some (most) of the activities and those who did not use the online support at all (n=13). Therefore, the data collection tools prepared prior to the study could not be utilized on all the participants. For the participants who had completed the activities, the existing data collection tools for program evaluation were used. With the participants who could / did not make use of the online support, structured interview was used to collect the necessary data. Hence, different data were collected from different participants depending on whether they had completed any activity or not.

CHAPTER IV
RESULTS AND DISCUSSION

This case study investigated, firstly, how the participants used the online support. Secondly, the study examined the participants' opinions regarding the online support and finally it sought to explain the factors that prevented the participants from making use of the online support offered to them. In the course of the study, two sets of participants emerged naturally, depending on whether they used / did not use the online support. The findings from those who did not use the online support are presented first, followed by the findings from those who used the online support, with reference to the research questions posed in the study.

4.1. Findings from the participants who did not use the online support

There were 13 participants who did not use the online support. Therefore, the first research question, namely how the students used the online support, does not really address these participants. However, these participants were a part of the study and they were involved in every stage of the implementation. Therefore, in the structured interviews conducted with them right after the implementation, there were questions related to the process, as well as their opinions about the online support and reasons for not attending the program. First, the findings about the process is presented and discussed.

4.1.1. Findings about Research Question 1: How did these students use the online support?

All participants registered and downloaded the online support without any problems. They also thought that the induction session was very useful to understand how the online support works, and different kind of activities available on the online support. They have also evaluated the researcher support positively in the registration and induction session, as well as in the course of the implementation. Since they all participated in the induction session, they sent pretend recordings about different type of

activities. At the end of the induction session, all of the participants were ready to use the online support.

After the induction session, all participants logged into the online support at least one more time. Half of the participants (6 out 13) stated that they logged in to check whether the online support was still working properly on their computers and others (7 out of 13) stated that they logged in to check the activities and to have a better understanding of the online support and the activities available. Seven out of thirteen did not attempt any of the activities; however, six stated that they had attempted some of the activities, but did not send any recordings for evaluation.

When they were asked about the reasons why they did not send their recordings, there were two main reasons. One of the reasons was not finding the quiet spot for the recording and the other reason was the uneasiness of speaking to a computer. Those who could not find a quiet spot did not make any recordings, whereas those who considered the experience of speaking to a computer awkward made recordings, but did not send them to the researcher for evaluation.

In the interviews, one of the participants said she was at the library when she was doing the activities and there were also other students studying there. She said she looked at the activities and thought about the things she could say, but never recorded her response, because of the other students around. Another, who was living with her mum and sister, said every time she thought about making a voice recording, she was worried that someone would walk in and disturb her in the middle of the recording. That was the main reason why she did not send the recordings for evaluation. Finally, one other male participant, who was living with his brother and a friend of his brother, felt embarrassed to make a recording on the computer, because he was worried about his brother's and his flat mate's reaction. To sum up, the presence of others affected the participants negatively. They were worried so much about what the others might think or say that they decided not to make any voice recordings.

The remaining three evaluated speaking to a computer an awkward feeling and stated that even though they had made voice recordings of some of the activities, they were never fully content with the quality of their response, so they did not send it. One said: *"I don't like hearing my own voice anyway, so when I listened to my recording, it sounded strange, so I did not send it to you".* Another said she could not find anything to say when she was in

front of the computer. Even at times when she prepared a speech to address the related speaking activity, she said she could not do it, because "*once I start talking to the computer, I lose my concentration and forget everything. Maybe, it is speaking anxiety, maybe something else*." Finally, the third participant said "*I made some recordings, but could not send it to you, because I was worried that you would not like it*." Although all three participants referred to the experience of speaking to a computer as the main reason why they did not send their recordings, looking closely at their responses in the interviews, there may be other psychological factors affecting their choice. The case with the first participant could also be explained as lack of confidence or not being at peace with oneself, because the participant's own judgment of his speaking ability influences his decisions. Similarly, the second participant might also be suffering from situation specific anxiety, because her main problem is with speaking to a computer. Maybe this situation is anxiety provoking for her. As for the third participant, it is possible to talk about the outsider effect. The presence of an unfamiliar outsider like the researcher, who the participants know as the person who would listen to their recordings and send feedback, can also be the reason why that male participant felt unease. The fact that the researcher was a complete stranger could have made some of the participants feel uncomfortable about the whole process of making a voice recording and sending it for evaluation.

4.1.2. Findings about Research Question 2: How did the students evaluate the online support?

8 out of 13 participants who did not make use of the online support stated that an online support was necessary and useful to support the face-to-face classes. Only five thought that it was not necessary, and hence thought that it might not be useful. Table 9 provides an overview of the findings related to how the participants evaluated the online support with reference to usefulness and necessity.

Table 9.

Necessity and Usefulness from the eyes of those who did not make use the online support medium

Not Necessary, Not Useful (n=5)	***Necessary***
• *Negative past experience related to computer-mediated oral communication* • *Negative attitudes towards asynchronous oral communication* • *Contentment with the current practices in oral communication courses* • *Use of online computer mediated tool as a supplement to the existing course*	• *Offers out of class practice of oral communication skills* • *Can be used as an independent study module* • *Addresses the shortfalls of the course and classroom procedures*
	Useful as a Study Tool • *Revision, Preview and Expansion of the learning in the class* • *Individual and independent study medium* • *Exam preparation*

	Useful as a Learning Tool
	• *Developing oral communication skills*
	  ○ *Fluency*
	  ○ *Unrehearsed speech*
	  ○ *Vocabulary development and retention*

4.1.2.1. Negative opinions about the online support

There were five participants who thought that the online support was not necessary, and hence useful. When explaining their reasons, they all referred to different reasons; however, one common theme that all five agreed upon was the medium or the means of communication employed in the design of the online support. Computer mediated asynchronous oral communication did not appeal to these five participants for different reasons.

One of the participants (Donna) had negative prior experience using computer-mediated communication in language learning and she has developed some kind of preconceived conception of or prejudice against the use of computer-mediation in oral communication courses. In the interviews, she said "*I have used such programs before … I can easily say that such programs do not have much of an effect on students' language development. I did online studies and did not find them useful."* Even though she did not look into the online support that was used in this particular study, her negative prior experience stopped her from giving the online support used in this study a chance.

Another participant, Andrew, also thinks that the online support won't be useful for him, because of the medium preferred in the design of the supplementary study module. He reported that he could not concentrate when working on the computer and said "*When I am working on a computer, I am easily distracted and cannot concentrate."* Although computer mediation was one of the factors that affected Andrew's opinion, another

reason why he thinks the online support won't be useful for him is the fact that he prefers to learn only in the class. He said "*I don't think I will use an online support to preview course content or revise the content after the class, because I learn in the class."* According to Andrew, the class hours are enough to practice oral communication skills and he does not feel a need for out of class study.

Similarly, Oscar, when explaining his reasons why the online support is not necessary, refers to his contentment with the face-to-face classes. In the interviews, he said *"We take whatever we can from the face-to-face classes and all my peers would agree that it is enough for our oral skills development, so the online support is not really necessary."* He also said that "*most of us (referring to his peers) think that even the three hours of oral communication skills course is too much."* Oscar does not only refer to online support, but thinks any kind of out of class practice opportunities is redundant and unnecessary, because the class hours suffice to practice speaking and listening.

Nancy, who needs practice with speaking in front of a group, stated that the online support will not help her, because all activities require her to speak to the computer. She questions the functionality of the online support for students who are anxious to talk in front of her peers and states *"I cannot speak in front of my peers. That is my problem. The activities in the online platform require me to speak to the computer. I can talk to myself, but I can not talk in front of a group. How is talking to a computer going to help me reduce my speaking anxiety when I am in a group. I strongly believe that the online support will not help me at all and so is unnecessary."* Nancy's point of view highlights one of the drawbacks of asynchronous oral communication tools, namely lack of collaboration and peer interaction. Nancy clearly states her problem as being anxious to speak when her peers are around. Although the extra practice opportunities in the online support helps students to develop confidence, it does not really address the problem of feeling anxious when speaking in a group or in front of one's peers. Inclusion of synchronous oral communication through web conferencing or webinars may address the lack of peer interaction. With the inclusion of synchronous oral communication mediums, students like Nancy, can also benefit from the online support.

Odell, on the other hand, refers directly to the medium of online support as the main source of problem. In the interviews, he said *"My only concern about the program is the medium. It is computer mediated and online. I think this is one of the reasons why many people could not use the program at all."* Internet connection is one of the prerequisite of the online support.

All of the activities can only be completed when there is internet. If the students lack internet connection or do not have quiet study environments to do the activities, it is almost impossible for them to use the online support.

When we take a closer look at participants' opinions about the online support, all the participants reported that their reason for their negative opinions regarding the necessity or potential uses of online support was the medium or means of communication used in the online support. Odell was the only participant who referred directly to the medium of online support when discussing why he thought the online support was not necessary and said the need for internet connectivity is the biggest drawback. He was right about his evaluation; because lack of internet, slow internet, and the lack of appropriate study environment were given as the top three reasons why participants could not attend to the online support.

Moving onto more specific reasons, there were participants who referred to either the medium or means of communication when explaining their reasons why the online support was not necessary. Donna and Andrew mentioned their preference favoring human communication over computer-mediated communication. Their reaction is to the inclusion of computers to the practice of oral communication skills; however, they both addressed the issue from different angles. When explaining their reasons, Donna emphasized the importance of face-to-face communication with native speakers of English as a means to develop oral communication skills, whereas Iceberg emphasized the importance of face-to-face classes. Donna credited the potential uses of online support as a means to preview or revise the course content; however, she clearly stated that she would not do it. Similarly, Andrew said he learns the subject in the class when they meet face-to-face, and he does not believe in the need to preview or revise the content before or after the classes. He also mentioned that he is easily distracted when he is online or in front of the computer. This shows that computer mediated communication may not be as useful as it is thought for learners who are easily distracted or have concentration problems, especially when they are working on the computer.

Nancy, on the other hand, referred to the means of communication, namely the asynchronous nature of online support as a factor that affected her choice to use the online support. Nancy thought that talking to a computer was no different from talking to herself or rehearsing in front of a mirror. However, in the follow-up questions, she said that if

there were synchronous group tasks, where a group of learners meet online to discuss topics, she would definitely use the online support more frequently and make use of the online support.

Donna has had previous experience using computers for oral skills development, so her evaluation of the online support is based on her previous learning experience. Since her previous learning experience was not very productive or useful, she thought the online support offered for the Oral Communication Skills II course would yield similar results on her. The case with Donna clearly shows that prior learning experience has an inherent effect on how learners assess the necessity or usefulness of a new program.

These participants were not the only ones that have referred to the medium and means of communication as a confounding variable; other participants also reported negative feelings when talking to a computer, and stated that although out of class practice of oral communication skills is necessary, the computer as the mediator evokes negative feelings. For instance, one participant, Munevver, who thought that a support for oral communication was absolutely necessary because she needed to improve her oral skills, also stated *"speaking to the computer makes me uneasy"*. She expressed a clear preference to talk to someone human than a computer. She said *"I feel insecure when I have to speak to a computer"*. According to her, using computers to study English in general makes her nervous. Her responses on the background survey also confirm her interview findings, because she disagreed with most of the statements about computer-mediated communication and its potential benefits for the learners.

Another male participant, Hugh, also expressed similar concerns, said "*I attempted some of the activities and did some recordings; however; I never had the courage to submit those for evaluation"*. When he was asked why he never sent any of the recordings he made, he said talking to a computer was not easy and made him feel "*weird*", so he was never satisfied with the quality of his recording and thought sending it for evaluation would be embarrassing. Similarly, Cynthia referred to the odd feeling of speaking to a computer as a factor that puts her off from doing the activities. She said both the actual experience of speaking to a computer and the need to create a quiet and intact environment made her anxious, so she gave up. In the case of Cynthia, it is not only the actual act of speaking

that is making her anxious, but also the need to arrange the optimal conditions for an earnest sound recording.

All these valuable comments show that computer-mediated communication is not always desirable, especially when learners have negative attitudes towards the use of computers in language learning. The analysis of the findings of the background survey in a way confirms the interview findings, in that some students (n=7) expressed negative feelings and opinions about computer-mediated communication. Despite the negative comments from some participants, there were also three participants who thought that the online support was a "*great opportunity*" for them, because they were generally *reluctant* or *hesitant* to speak in the face-to-face classes, and they thought when they do the activities in the online support, they may feel securer, because they are on their own and there is no one to judge them or assess their performance. One said "*I am generally shy and quiet in the classroom, because I am worried too much about what my peers think about my speaking abilities. I don't want to expose myself in the class. The online support is the kind of environment I am looking for because no one can judge me*". Another said "*The online support is a great opportunity for me, because I have all the time to plan my speech and there is no pressure of time*".

To sum up, the two views provided by the participants is a commonly cited debate about computer-mediated communication, namely how the users feel about their learning experience. It is generally cited that some learners who use computers to practice language skills feel vulnerable and lonely; because there is no genuine interaction and human interact. On the other hand, some learners feel securer working with a computer, because they are on their own and there is no one around distracting them (Ocker and Yaverbaum, 1999; An & Frick, 2006). Therefore, both points reported in the interviews should be taken into account; and maybe, should be considered one of the key questions to ask when including learners on an online support application, especially for those learners who have strong negative attitudes towards use of computers in language learning.

4.1.2.2. Positive opinions about the online support

The number of participants who considered the online support necessary outnumbered the ones who thought it was not necessary. There were a number of reasons why the participants considered the online support necessary. Figure 3 below shows the reasons the participants gave when explaining why the online support is necessary.

Figure 3.

Reasons why the participants think the online support is necessary

One of the most commonly stated reasons was the fact that the participants did not have a chance to practice speaking outside the classroom. Two of the participants referred directly to the classroom as the only context where everyone is obliged to and expected to speak English; yet, when they are outside the classroom, it is impossible to practice English. Some of the participants complained that they have no one to practice with when they are outside the class. They said they tried speaking in English with classmates; however, it did not work out and did not last for a long time. Others complained about the lack of English speaking people in their immediate environment. The online support, of course, does not address the lack of English speaking people; however, as a means of extra practice of English outside the classroom, it may be useful for some students. Only one of the participants referred to the online support as an independent study program and stated that the activities in the online support allow them to speak English outside the classroom. The table 10 below shows what the participants said in the interviews about lack of out of class practice opportunities.

Table 10.

Interview quotations related to the lack of practice opportunities

Classroom as the only environment for practice	*"the classroom is the only environment where we speak English. Once we are outside the class, there is no one to practice with."* *"my speaking skills is not good enough and I need to develop my speaking, but the classroom is the only context where we speak English."*
Need for extra practice	*"it is absolutely necessary, because we need practice outside the class."*
Lack of People to Practice With	*"we meet with friends outside the class, promising each other that we speak in English, but that never happens."* *"speaking skills develop only if you practice with someone. If there is no one to practice with, we have to practice on our own using available resources."* *"there is no English speaking people in our immediate environment. We don't practice English enough."*
Independent Study Program	*"we speak in the class, but the online support is an independent study program. It allows us to speak English outside the class on our own"*

Language and oral communication skills development was one of second most mentioned reasons why the online support is necessary. The participants generally evaluated their own language skills and stated that most of them have problems with speaking and listening comprehension. When we look deeper into how the responses varied among the participants, 3 of the participants referred to listening skills development only. They said they had serious problems with listening comprehension and the online support is a way to help develop listening comprehension outside the class. 2 of the seven referred to both listening and speaking skills development. 3 of the participants referred to a need to develop speaking skills, especially speaking in front of people. All three participants said that the online support is necessary for those who are afraid of speaking in front of their peers and avoid speaking in the classes. When doing the speaking activities online through computer mediation, there is no one listening to their speech, so they feel more secure. Furthermore, completing the speaking activities will also help them develop their public speaking skills, because they will develop their self-confidence. The table 11 below displays the extracts from the participants.

Table 11.

Interview quotations related to general language and oral communication skills development

Extracts related to speaking skills only	*"we are not really pleased about our speaking skills, especially speaking in front of a large group of people. The aim of the program is to develop our oral skills, so it would probably contribute to our skills development."* *"the online support is necessary for people who are afraid of speaking in the presence of others.* *"our speaking skills are not at an expected level. I personally hesitate to speak in front my peers. The online support can help us to develop our self-confidence."*
Extracts related to speaking and listening skills	*"the online support is there for our use to practice speaking and listening skills. We all know that our speaking and listening skills are problematic, so the online support is necessary."* *"the online support is necessary to develop both speaking and listening skills. There are listening activities for practice. As for speaking, my peers and I are generally hesitant to speak in the class, because we are all afraid of making mistakes. We can be more secure when speaking to a computer, because we are on our own"*
Extracts related to listening skills development only	*"I am not really good at listening skills. I need to improve my listening skills in the best way I can. The online support is designed to foster our speaking and listening skills".* *"I am quite eager to practice my listening skills, so the online support is for our benefit, because there are some listening activities."* *"We practice speaking skills in most courses, because the medium of instruction in all our courses is in English. However, our listening skills are problematic."*

The actual classroom environment, classroom practices and their shortfalls were the third reason the participants referred to when expressing the need for the online support. Gail said that the class hours is not enough to develop speaking skills, so an online support is necessary for extra practice. Similarly, Martha talked about the speaking time allocated for students in the current classes. She said due to time constraints, the course teachers cannot allocate turns to everyone who wants to speak, so only a few students can speak in the class. Another male participant, Ralph, mentioned the lack of feedback on one to one basis. He said the course instructor has only enough time to give class feedback, but she does not have enough time to deal with students on individual basis. Therefore, the online support would be a way for learners to get individualized feedback on their spoken productions and better see their mistakes and weaknesses. Another participant said that he tends to be quiet in the class, because he hesitates to

speak in front of his peers. However, when doing the activities on the support program, he feels more secure, because there is no one listening to him. He said that the online support could be great benefit for those learners who are reluctant to speak in the class.

To sum up, the findings confirm a need to create students opportunities for out of class practice of oral communication skills. Most of the participants are aware of their weaknesses and see the online support as one way of addressing these weaknesses. Some participants expressed their weakness in listening comprehension skills, whereas others expressed a need for additional practice of speaking skills. All these participants agree that the online support can be a useful tool to develop different aspects of oral communication skills. Contact hours, classroom procedures, lack of individualized feedback, as well as the need for supplementary out of class practice of oral communication skills are other reasons given by the participants about the necessity of online support.

The second question in the interview with the participants related to the online support was whether it could be useful to develop language skills. There were two emerging patterns of views when talking about the usefulness of the online support. Participants focused on both the potential benefits of the online support as a study tool, and as a learning tool. Participants emphasized how the online support application can help them study for the oral communication skills course. They mentioned revising the content after class, as well as previewing the necessary parts before the class to get ready for the class. Participants also mentioned how the online support could help them develop their speaking and listening skills. First, the opinions of the participants who referred to the online support as a study tool are presented.

One of the participants said that the online support is an effective way to revise the course content. She said that there are activities from the book, so it was a second chance for them to do the same activity and get individualized feedback. Feedback was one of the important aspects of the online support, because almost all participants mentioned that they would get feedback on their work and it is very important.

Another emphasized the importance of review as a means for students to get ready for the speaking and listening midterms, whereas another referred to the online support as a means of extra practice. Two participants talked about the importance of previewing. One said previewing the content before the class would shorten the thinking time in class.

Another said going to class ready would make them feel securer when speaking in the class in front of their peers.

Three participants referred to the advantages of independent study and referred to the benefits of studying on their own. One of the participants stated that she would do the activities more willingly and probably better, because she will be doing these activities in an environment where she feels at ease. Another participant clearly stated that she feels relaxed when she studies independently. When she was asked to elaborate on what she meant by studying independently and feeling relaxed, she said that the classroom environment is not always the most desired environment for speaking, because there is peer pressure, time constraints and willingness issues, but the online support application is for their use in their own time and own pace. She thinks that students would generally feel securer when they are working on their own. The other participant also referred to the online support as a relatively freer and less stress-provoking environment to do speaking and listening practice. She said that she feels really worried and nervous when she has to speak in front of her peers, because she is afraid of making mistakes. She said that the online support allows students to work independently and complete activities without being exposed to peer pressure. The online support is designed for independent study, so it is pleasing to see that the participants feel the same about the online support.

In terms of listening skills, the participants said that sometimes they have problems understanding the recordings in the class, but they can listen to the recordings in the online support as many times as they wish, so they can make the best use of these recordings. To sum up, the participants' views about the potential benefits of online support as a study tool show that the participants understand and appreciate the online support as a way to supplement the face-to-face instruction. Below in table 12 are the extracts from the interviews:

Table 12.

Interview quotations related to perceived usefulness of the online support as a study tool

Stand-alone study environment	*"we can study on our own. We can do the activities in an environment where we feel at ease".* *"the activities promote self-study. We can practice English anytime and anywhere. There is no peer pressure, no time pressure."* *"I learn better when I revise by myself. In the class, I am generally stressed-out. Online platform is less stress-provoking. We will do the activities in a stress-free environment"* *"I feel more relaxed when working on my own, so the online support will support my language development."*
Review of Course Content and Further Expansion	*"because it is a support application, we can revise the content we cover in the class and add new information and develop our language skills"* *"it is parallel with the course content, so can be used for revision."*
Previewing	*"we can go to class ready having thought about what to say and focus only on how to say it".* *"if we do the activities before the class, we will definitely feel less excited and worried."*
Exam Preparation	*"It can also be used to prepare for the listening and speaking exams."*

Others who thought that the online support could be a useful learning tool emphasized the potential language gains that they may have when they do the activities provided in the online support. Two participants referred to fluency development, whereas one mentioned its potential impact on participants' unprepared, spontaneous, and impromptu speaking ability. Two referred to vocabulary retention. They stated that the activities in the online support were related to topics and vocabulary they learned in class, so encountering the same words in the online support can help retention of these key vocabulary. Below in table 13 are some extracts related to the online support as a learning tool.

Table 13.

Interview quotations related to perceived usefulness of the online support as a learning tool

Fluency Only	*"I think through practice, we will become more fluent"* *"the more practice we do, the better we speak."* *"fluency will develop for sure."*
Unrehearsed Speech	*"we have difficulty in unprepared speech. Online support will help us develop our unprepared speaking skills"*
Vocabulary Retention	*"We will do the activities again in the online support, so it should also help our vocabulary"* *"activities in the online support are parallel with the ones we do in class, so we will use the same words we use in the class also when doing the activities in the online support. This way we remember the words better."* *"if we see the same vocabulary in the online support, it will help us remember them"*

The participants who had a rough idea about the online support and the activities in it were asked to state their general point of view. Not all participants felt conformable to comment about the activities because they admitted that they generally logged in only one time and did not examine all the activities closely, so all they could say was the online support was designed very carefully taken into account the needs of the participants and could have really helped them practice speaking and listening skills if they were able to do the activities.

> *"It is obvious that you have put a lot of effort into the program. Everything is there for our use, but we did not use it."*
> *"I cannot comment on the activities, but it is a great resource for students who can make use of it."*

There were some participants who reported that they had examined the activities in the support application. Some referred to the variety of activities as one of the major strengths of the online support. Parallelism was another major issue the participants referred to in the interviews. Three of the participants could easily recognize the parallelism between the activities and topic choices in the online support with the ones they do in the class. One referred to the audio-visuals and visuals used in the activities, which he thought made the activities motivating. One of the participants referred to the vocabulary activities. She said there were activities with speaking tasks about the words

and expressions they had learned in class, these activities could be a good way to study vocabulary. Below in table 14 are extracts from the interviews:

Table 14.

Interview Quotations related to participants' opinions about the activities in the online support medium

Variety and Parallelism in activities	*"There are so many activities for us to practice oral communication skills. It is great"* *"I looked at the activities. There were many activities that were very similar to the things we are used to doing in the class."* *"The topics and most activities were familiar to me. I remember skipping one class and asking my friends what they had done. When I was going over the activities, I recalled the same ones that were on the internet".*
Vocabulary Retention	*"I did not look at all the activities, but I remember some vocabulary activities. These could be a good way to practice and revise the vocabulary."*
Audio-Visual Support	*"I noticed that there were many visual, audial, and video support in the activities. These make the activities more attractive and fun to complete."*

To sum up, the online support was considered positively a means to practice oral communication skills out of class. The extracts above clearly show that the learners are fully aware of their needs and agree that the only way to develop oral skills is through extensive practice. They also acknowledged their weaknesses in oral skills, crediting the need to practice both speaking and listening comprehension skills. Most of participants believed that the speaking activities in the online support would help them engage in unprepared, spontaneous and impromptu speaking, and definitely contribute to their listening comprehension skills.

4.1.3. Findings about Research Question 3: What factors (if any) prevent students from taking part in the online support medium?

In the structured interviews with participants who did not use the online support, they were asked some questions related to their computer literacy, their access to internet, and the reasons why they did not use the online support. The questions about the participants focused on their readiness to use the online support with reference to their computer literacy skills and accessibility to the internet. Computer literacy skills was considered a possible confounding variable, as Winke and Goertler (2012) also emphasized in their research about computer literacy levels of undergraduate students,

students who lack basic computer literacy skills are less likely to make use of the available technologies for language skills. Therefore, in post-study interviews, the participants who did not use the online support were asked to evaluate their computer literacy skills. The table below presents their self-evaluation of their computer skills and literacy.

Table 15.

Participants' Self-Evaluation of their Computer Skills

Computer Literacy Skills	***Not proficient***	**3**
	Adequate	15
	Proficient	3

Most participants (17 out of 21) evaluated their computer literacy skills as adequate. Three participants considered themselves proficient users of computers and only three believed they had little computer literacy. Those participants who thought they lacked the computer skills also expressed negative views regarding the use of computers in language learning. Participants' responses to their computer literacy skills clearly show that lack of computer literacy was not a confounding variable in the study. However, it is possible to relate negative attitudes towards the use of computers in language learning with low computer skills and literacy.

The second question, namely how the participants access internet, was posed to bring about a detailed understanding of the role of internet accessibility as a factor impeding students' making use of the online support. There were 13 participants who had already indicated that they had no access to internet when they were completing the background survey. These 13 participants were removed from the data set before the implementation, because expecting these participants to make use of the online support without internet connection in their immediate contexts was unrealistic and unfair. Table 16 below shows in detail how the remaining 13 participants who did not use the online support accessed the internet.

Table 16.

Participants' Access to Internet

Internet Accessibility	Means of Access	N
Internet Connection (n=13)	*WI-FI facilities of the residence halls*	8
	Individual Internet Connection	5

Looking at the table, only five of the participants had personal internet connection; whereas the other eight had to connect to the local wireless internet provided in their dormitories.

As their last question in the interview, the participants were asked to indicate two more reasons, apart from internet connectivity, why they did not / could not take part in the online support medium. The researcher classified the data into six factors under two broad categories of personal and online support related factors. Personal factors were further divided into study environment, time management issues, and incentive not worth doing all the hard work. Below is the list of reasons the participants indicated for not attending the program. The two most important reasons are presented with number of participants in the corresponding columns.

Table 17.

Reasons for not attending the online support medium

		Participants' with personal internet connection		**Participants' with shared internet facilities**	
		1st Reason	2nd Reason	1st Reason	2nd Reason
Personal Factors	*Not being able to find suitable study environment*			**8**	
	Not being able to spare the extra time and effort, due to other required work	**2**			**3**
	Poor time management skills		**5**		
	Incentive not worth doing all the hard work.				**5**
Online Support Related Factors	*Negative opinions about the online support*	**2**			
	Negative attitudes towards computers	**1**			

Looking at the table above, the participants who lacked personal internet connection in their immediate contexts placed not finding a suitable study environment

as their primary reason, whereas the participants with personal internet connection placed disinclination as their primary reason.

Those who could only access the internet from their residence halls talked about two problems they experienced. The first one is related with accessing the audio and audiovisual materials in some of the activities, because of slow internet connection. However, they said that was not the major issue, because they could easily watch the videos and listened to the recordings elsewhere, where the internet connection was faster. The actual problem was finding a suitable environment for making sound recording. They said there was no internet connection in their room, so they had to use the common study halls to access the internet. In these study halls, all residents use the same room to study, so it is not the best environment for them to make voice recording, either. Clearly, the environment that these students were residing was the main reason that prevented these students from taking part in the study.

When these eight participants without personal internet connection were asked to state one other reason apart from not finding a suitable study environment that affected their choice not to make use of the online support, three complained about not sparing the extra time for the online support, because they had to work on other required work. They said the first year of their undergraduate studies was very intense and all course teachers expected a lot of work and effort from them. They had a lot of homework, assignments and other out of class work that they had to complete on specific due dates. Under these circumstances, all agreed that attending the online support on regular basis and completing the activities was almost impossible. They said they would have had to create the extra time somehow if completing the activities in the online support were compulsory; however, since they were neither compulsory nor one of the requirements of the course, they had easily given up on these. The other five, in alignment with the views of those who did not spare the extra time to do the activities in the online support because it was not compulsory, stated that although the 10 extra points on the final exam was important, it was not worth doing all of the activities in the online support. They all agreed that the 10 extra points on their final exam would not make a big difference in their overall course grade. The participants are right about their comments, because for learners who are extrinsically motivated, the incentive offered for the effort should be motivating and should be worth the extra hours one invests to get the incentive.

Interestingly, among the eight participants who used the online support, only one participant mentioned that 10 points really mattered for her and was a reason to complete the activities; all others said they did the activities for the potential benefits of the online support. Therefore, it is fair to say that attending the online support was primarily a choice the participants had made, because they believed in the benefits of the support application and chose to make use of the extra practice opportunities the online support provides for them. All in all, although not finding the suitable study environment was the primary reason why these participants could not use the online support, their secondary reason also suggests that another important reason for not using the online support was because it was voluntary.

The participants with personal internet connection obviously showed no interest to the online support. In the interviews, they were asked to explain in detail why they were disinclined to complete the activities in the online support. Two complained about other required work which took most of their spare time after school, so they did not want to do any other school related works. One of them said "*almost all course teachers assume that we are taking only their courses and they expect a lot from us in the class and outside the class. I can hardly create time for myself, and at those times I do not want to study lessons*." The other said "*I really believe the online support is an opportunity for us to improve our oral communication skills. However, we have too much work and I don't have any time for the activities in the online support*". The remaining three expressed negative attitudes towards the online support. One of them said she used similar programs in the past and did not find them useful at all. She thought the online support would be no different from the ones she previously had used, so she decided not to use the online support. Another participant complained about the one-to-one parallelism with the course book. She said she did not want to do the activities she had already done in class. She said an independent study tool with activities from contemporary topics different from the ones they do in the class would be more motivating and engaging for the students. One other participant mentioned that her main concern was speaking in a group, so she thought talking to a computer on her own would not make her overcome her concerns about speaking in front of her peers. She said she would have used the program if there were peer interaction and collaboration.

When these participants were asked to state one more reason, all of the five participants complained about not managing their time effectively. They said they could have spared some time to complete the activities; however, they chose to prioritize other activities in their spare time. When they were asked to give some examples, one of them said socializing with friends. Another said watching movies or TV series. Two of the participants said they had just taken up new hobbies and they spent their spare time on their hobbies. Another participant said because he tended to procrastinate some of the required work to the last minute, he had to use all his time trying to finish up other required work. All in all, disinclination was not the only problem these students had experienced. These five students also have time management problems, and most only have enough time to complete compulsory work related to other courses they were taking.

To sum up, how the participants accessed the internet and whether they were able to create a suitable study environment or not influenced student's use of the online support. Those who lived in residence halls with shared internet facilities could not make use of the activities in the online support, because they did not have a suitable study environment. The interviews showed that there were only five participants who did not make use of the online support, because of disinclination. Three of these had negative attitudes towards computers and computer-mediated communication, and the other two could not spare the extra time for the online support, because they were really annoyed and fed up with all other required works that they had to complete against due dates. Looking at the participants' secondary reasons, it is possible to say that because completing the activities in the online support was on voluntary basis, the students did not put their best efforts to complete the activities. If completing the activities in the online support application had an impact on course completion, more students could have made use of the online support. One of the extracts from the interviews clearly showed the groups' attitudes towards the activities in the online support. One of the participants with personal internet connection said *"I was quite eager to do the activities in the online support, but then I heard from my friends that nothing would happen, if we didn't do the activities, so I decided not to do them".* One of the factors, according to Theory of Planned Behavior (Look back at Literature Review for details), determining a person's likelihood to do an activity or perform an action is the subjective norm. The extract here

shows that the subjective norm influences participant's decision to use or not to use the online support. Because the group was generally reluctant to complete the activities in the online support, this negative attitude may also have put off some students from completing the activities.

4.2. Findings from the participants who used the online support

There were 8 participants who used the online support. The first research question explored how these eight participants made use of the online support medium. To answer the question of "how", the researcher relied on learning logs, researcher's logs, as well as survey findings and interview findings. The second research question explored how the participants evaluated the online support. The findings came primarily from the survey and interviews findings. The third research question is not really relevant to this group, so the findings about the problems they experienced when using the program was presented as an answer to the third research question.

4.2.1. Findings about Research Question 1: How do students make use of the online support?

The findings about the research question 1 come from learners' learning logs, researcher's logs, and interview findings. The learning logs and researcher's logs provide an in-depth understanding of how different participants used the online support, focusing on reasons to complete the activities, the time spent on the activity, the preparation made to complete the activity, length of recording, the number of questions answered, and improvement in speech quality over time. The table below provides an overview of how different participants used the online support.

Table 18.
Participants' use of the online support medium

	N of independent speaking activities (out of 22)	N of listen and report type of activities (out of 19)	Time spent on the program	Average time spent on activities	Average Length of Recording	Shortest Recording	Lengthiest Recording
Barbara	8	6	2h18m	10m37sc	02:57	00:39	05:52
Betty	12	9	3h56m	11m15sc	01:31	00:50	03:23
Carol	3		1h15m	15m	03:47	01:09	06:28
Christine	10	7	5h34m	19m41sc	01:09	00:29	01:54
Elizabeth	9		2h38m	17m33sc	01:40	00:39	03:49
Emily	6	4	2h04m	12m24sc	01:15	00:15	02:21
Hailey	5		1h02m	10m33sc	00:54	00:13	01:33
Monica	4		45m	9m	00:44	00:26	01:12
	59	26	2h23m	13m25sc	01:44	----------	----------

There were 22 speaking and 19 listen to report type of activities for participants to choose from. Looking at the table above, the participants preferred independent speaking activities to listen and report type of activities. Half of the participants only completed speaking activities; whereas others generally preferred a blend of speaking only and listen and report activities. The activities took on average 13 minutes to complete, which means that one whole lesson can be completed in about one and a half hours. The recordings the participants sent for evaluation varied in length. The average length of recordings was 01:44. The shortest recording was 00:13 seconds and the lengthiest was almost six and a half minute.

As for how individual participants made use of the online support medium, Betty, with 12 speaking only and 9 listen and report activities, completed the most number of activities. Carol, with only 3 speaking activities, and Monica, with only 4 speaking activities, made the least use of the online support. Considering the fact that independent speaking activities were designed to foster fluency and the listen and report type of activities aimed at accuracy, Betty and Christine, with the highest completion rate, probably have benefited from the online support most, followed by Barbara and Emily. Elizabeth did nine speaking activities, so she may have benefited from the online support with reference to fluency. Since fluency activities help to foster impromptu speech skills, she may also have developed her unprepared, unrehearsed speaking skills.

Christine spent the most time on the program and her average time spent on individual activities was the highest, too. Hailey and Monica, who only attempted the speaking activities, spent the least time on the program. Looking at total time spent on the program and average time spent on activities, it is fair to say that listen and report type of activities took longer time to complete. Therefore, those who have completed only the speaking activities spent less time on activities than those who have completed both listening and speaking activities. The time participant spent on activities on average also reflects individual differences, too. Hailey and Monica spent the least time on the program and their recordings were the shortest in length with below a minute on average. Carol, on the other hand, who also only completed 3 of the speaking activities, spent more time on the activities, because her recordings were much lengthier than the ones sent by Hailey and Monica. To sum up, the time spent on the online support differs from learner to learner. Those, who make longer recordings, obviously spend more than on the program. Similarly, those, who prefer to do more of listen and report type of activities spend more time on the program. One good example of this is Emily, who had completed six speaking and four listen and report activities. Her average time on activity is higher than those who only did the speaking activities. To sum up, the independent speaking tasks were the most popular activity type and took the least time to complete, whereas integrated listening-speaking activities were the least popular and took the longest to complete.

4.2.1.1. Participants' reasons for completing the activities

Having portrayed the broad picture about participants' usage of the online support, the next step is looking into details. First of all, the reasons for doing specific activities are discussed. The table below shows the reasons why the participants did the activities.

Table 19.
Participants' reasons for completing the activities

Lesson	ACTIVITY	Submission	Revision	Previewing	Expansion
7	Responding to questions	2	1	1	
7	Discussion Questions	5	3		2
7	Internet Quest	3			3
7	What would you do?	4			4
7	Speak for yourself	3	2	1	
8	Holiday preferences	6	4	2	
8	Where would you like to go?	8	8		
8	Describing places	4	4		
8	Hotel to stay	8			8
9	Anadolu Haber	3	1		2
9	Juvenile Delinquency	4	2	2	
9	Speak for your self	5	3	2	
9	Causes of Juvenile Crime	3	1	2	
9	Best way to rehabilitate young offenders	1		1	
9	What to do for young offenders	1		1	
10	BBC Document on Arranged Marriage	3			3
10	Cultural Differences in Business Life	1			1
10	Cultural Differences in Addressing People	3	1		2
10	Cross-cultural differences	2		2	
10	Erasmus Exchange Student	3			3
12	How I met my partner 1	2	1	1	
12	How I met my partner 2	1		1	
12	An Ideal Place to Meet a Partner	3			3
12	Adjectives of Feelings and Emotions	3			3
12	How I met your mother (Spin-off)	2			2
12	First encounter-Jack & Kate	2			2
TOTAL		85	31	16	38

Looking at the reasons why participants did the activities, expansion appeared to be the top reason, with 45% of the activities being done to extend the learning that place in the class. Revising course content is the second reason with 36% of the activities being done for revision purposes. Previewing, with 16% of the activities, was the third reason why participants did the activities.

Looking closely at how the activities distributed with reference to those adopted from the book and those prepared by the researcher, participants generally used the activities prepared by the researcher for expansion purposes, with the exception of some done for either revision or previewing purposes. These activities were very closely tied to the content of the textbook, so the participants probably assumed that completing these

activities would help them speak better in the classes or prepare them for the speaking exam. As for the activities from the book, most speaking activities were done for revision purposes, expect for some challenging topics that were completed before the class. Listening activities from the textbook were generally done before the class, probably to get a gist of it before going to class. The participants generally complained about not understanding the recordings when they listened in the class, so some of the participants might have listened to the recordings before the class, so that they would not experience difficulties when listening to the recordings in the class.

The purposes the participants used the activities for align with the purpose of including activities from the book and extra ones. The activities from the book allowed participants to revise the content and to preview it before the class. The activities designed by the researcher allowed participants to extend their learning beyond the confines of the language classroom.

4.2.1.2. Findings from learning logs about the listen and report type of activities

There were 19 activities that were listen-and-report type. There were two types. One type required participants to listen to a recording and answer comprehension questions verbally (n=12). The other type was integrated listening-speaking task. The participants were expected to use the information from the recording and synthesize that information with their own ideas to complete the speaking task (n=7).

Table 20.

Learning Logs about the Listen and Report Type of Activities

	Verbal Response to Comprehension Questions (out of 12)	Integrated Listening and Speaking Tasks (out of 7)	Time spent on the program	Average time spent on activities	Average Length of Recording	Shortest Recording	Lengthiest Recording
Barbara	6		1h27m	14m33sc	01:55	00:50	03:13
Betty	6	3	1h37m	10m47sc	01:10	00:39	02:14
Christine	4	3	2h00m	17m27sc	01:40	00:29	02:21
Emily	4		36m	09m13sc	00:55	00:21	01:09
	20	6	1h25m	13m00sc	01:25	_____	_____

Betty, with nine activities, and Christine, with seven activities, completed the most number of the activities. Emily completed four activities and Barbara six completed activities. Activities that required participants to listen to a recording and answer comprehension question verbally were more popular than integrated listening-speaking activities. Betty and Christine did only three integrated tasks. Emily and Barbara did not do any. The participants spent the longest time completing integrated listening-speaking activities. These activities required participants to view a video or listen to a recording and take notes about the content. They, then, expected to use their notes with their own ideas to complete the task. Because of the requirements of these tasks, they took longer time to complete. Task difficulty and the time the participants had to devote to complete the task could be the reason why some participants were opt to avoid integrated listening-speaking tasks.

The time spent on the activities showed that different activities required different times of preparation and there were individual differences in the times and preparation required to complete the tasks. The longest time spent on an activity was 35 minutes, and the shortest time 5 minutes. There were a total of 26 recordings sent for feedback. The

average length of recordings was approximately one and a half minute. The longest recording was 3:13 and the shortest was 0:21. 13 of the recordings were below a minute and 13 were more than a minute.

All five participants listened to the recording more than one time. Not all the activities required rigorous note-taking. Listening comprehension exercises for gist or the main ideas could be done without any notes, for example *"Lesson 9 What to do for young offenders?"* However, in tasks like Lesson 7 Lecture, in which the students need to listen, understand, synthesize and produce a small talk, required detailed notes and preparation, mainly because there was too much information to be retained in the short memory and the task itself required high level cognitive abilities.

All participants took notes about the recordings that sought specific answers from them. The notes were in various forms, ranging in specificity. Betty and Barbara preferred key words as notes, whereas Emily and Christine preferred detailed word for word note taking. All four noted the necessary information to answer the questions, rather than writing out everything verbatim. The notes helped the participants to answer the listening comprehension questions.

4.2.1.3. Findings from learning logs about the speaking activities

There were 22 speaking activities. Some activities only asked one question parallel to course content. Others were prompts with situations that were controversial, challenging or thought-provoking. And others were a list of discussion questions. There were also activities addressing specific vocabulary items. However the format was, the participants needed to make a voice recording about the prompt, or the question(s) or the situation (s). Independent speaking tasks were designed to foster fluency development and participants were not expected to make any preparation, expect for the vocabulary activities that might require some kind of mental organization and brainstorming. As expected, the speaking tasks took the least time to complete and participants generally started doing the task without any preparation. The table in Appendix H shows in detail the activity, length of recording, and any preparation made.

Depending on the task types, participants employed different preparation strategies. One general strategy for vocabulary activities was to write out a script that

included all the targeted vocabulary items. The participants, then, read these aloud. The main purpose of preparing a script for the vocabulary activities was to create the context and fit all the words into that particular context. Although all of the words for a given activity were related to the task, without any preparation, it was difficult to use all the words in meaningful and appropriate sentences. Hence, the participants' preparation for the task was absolutely necessary and contributed positively to task achievement.

There was only one activity in which participants had to gather data from reading texts to answer the given question. The activity asked the participants to make a choice between two hotels to stay at after reading the descriptions of the two hotel. The participants employed two distinct strategies when addressing the task. Two of them scanned through both texts and noted some key features that stood out. The remaining six read the two texts carefully and took notes on the parts that were relevant to the given task. Although all of the participants could easily relate the information given in the reading texts and develop coherent arguments to address the question, those who read the texts in detailed referred to more details when explaining their reasons. Compared to scanning, detailed reading appeared to be a better strategy when the task requires the synthesis of information from different sources.

Generally speaking, most of the participants completed the speaking activities with prompts, questions or situations without any prior preparation; however, three of the participants preferred to do some kind of preparation. One of them started out with writing out whole script and reading it aloud. Then, she started using brainstorming as a strategy and towards the end, she used mental rehearsal with key words to remind her. It is possible that at the beginning, she felt insecure about her speaking skills and relied on ready-made script to help her ease the recording process. As she received feedback on her recordings and realized that she was successful, she started to use other strategies, such as brainstorming before the recording and mental rehearsal with key words as reminders. The other stated she always did a mental rehearsal of what she would say before starting the recording. The third took notes on all questions before answering them. Her recordings were the lengthiest and the most detailed. She developed a coherent argument when addressing the questions and both her major points and minor points were relevant to the given task. The impact of prior preparation in the speech of these participants was apparent. These three participants made the least errors with reference

to language use and vocabulary. The content of their speech stood out and it was very easy to follow the line of argument.

Although most participants completed the task without any prior preparation, the recordings showed that the participants who engaged in some kind of prior preparation were more successful in terms of content, language use and fluency. The ones who did not do any preparation made more language mistakes. They also made more false-starters and had more incomplete utterances. Therefore, although most of the participants did not do any preparation, it is possible to say that some kind of prior preparation or at least brainstorming some ideas was necessary to complete the speaking activities successfully.

The once who did some kind of prior preparation made longer recordings with a better organization and content. Of the ones who did not do any preparation, Barbara's recordings stand out as the most successful, because although she did not do any prior preparation, she attempted all the questions given in a task and with activities with only one question, she tried to explain her reasons in the best way she can. Hailey, who completed one whole lesson, answered all the questions for the given activities and her responses were generally detailed. Emily showed a tendency to answer the questions in the simplest way possible. Instead of developing her arguments and explaining the reasons in detail, she tended to give one or two reasons per question and move on. Elizabeth only did the independent speaking activities. In activities with more than one question, she generally made choices, rather than answering them all. Of the activities she had completed, the ones she did earlier where more detailed and lengthier. Towards the end, she also showed a tendency to answer the questions in the simplest way possible without much explanation and elaboration. Carol, on the other hand, only sent recordings for three activities. In all three activities, she addressed all the questions, made prior preparation and her recordings were outstanding with reference to language use, task achievement and fluency.

The longest time the participants spent on task was ten minutes and the participants could complete one task in five minutes on average easily. Although there was not much difference in prior preparation, the length of recording differed remarkably. There were recordings that were longer than five minutes, and recordings that only last for 19 seconds. The main reason for the differences in length of recording was how much of the given task the participants completed, as well as the level of

specificity and details in addressing the questions. Some participants answered the question with one or two sentences, whereas others developed an organized argument with major and minor points standing out.

In order to support the findings from the researcher's field notes and participant's learning logs, participants were also asked to comment about their learning experience in the Post-Study Evaluation survey and in the semi-structured interviews. Table 21 below shows how participants responded to the statements about their learning experience.

Table 21.

Opinions about the learning experience

DA=Disagree, A=Agree	DA	A
For most speaking activities, I needed to make a preparation prior to completing the task.	5	3
For most listening comprehension activities, listening to the recording for only one time suffice to complete the activity.	4	0
I had difficulty understanding the recordings and other audio-visuals chosen in activities that were not from the course book.	2	2
Giving the students choice and flexibility in the activities was worthwhile.	1	7
Personalization of all the speaking tasks was boring.	6	2

Similar to the findings from the learning log, here were differences in how different participants completed the activities. Some of the participants (3 out of 8) needed some kind of preparation before doing the speaking activities, whereas others (5 out of 8) did the activities without any preparation. All four participants who did the listening activities thought that listening to the recording for more time one time was necessary to complete the activities. Half of the participants considered recordings and other audio-visuals that were not from the course book difficult to understand, whereas the other half disagreed. Almost all participants agreed that giving students choice and flexibility was important. However, two thought that it was boring. These findings are confirmatory to the findings from the learning logs.

The learning logs showed that the participants could complete the independent speaking activities without any preparation. In these activities, the participants also appreciated the choice and flexibility. The choice and flexibility in the speaking activities was also the main difference in length of recordings. It is generally listening-speaking integrated activities that require the most preparation. The participants took notes mostly

in listening activities that required intensive listening, because they use these notes to do the speaking task. Similar to the findings of the learning log related to listening comprehension activities, half of the participants needed to listen to the audios more than one time to complete the activities; whereas others could do the task with one listening only. The findings regarding differences in learning experience is not surprising and was actually expected. It is now a well-known fact that there are individual differences in learning styles and strategies among learners even in a highly homogenous group. Besides, not all students in the same class have equal skills in language. Some are better in speaking, whereas others are better at listening comprehension.

The interview findings are also confirmatory to the survey findings. Christine said that "*the speaking exercises did not require any preparation. They could be completed without any prior preparation";* however she also reported that she did some prior preparation to feel more secure when doing the recording. As for the listen and report type of activities and integrated listening-speaking tasks, she said *"some definitely required more than one listening, especially those in which we needed to take notes and use our notes in the speaking activity".*

Betty referred to brainstorming as a strategy that she relied on and said *"what I did was to read the instructions and started to think about what I would say. Then, I started recording my response".* For the listening activities, her response was similar to that of Christine, she said "*for the listening exercises, some could be done in the first listening, but not all…Which ones? The ones that required detailed note taking."* Different from Christine, Betty also referred to the difficulty she experiences while taking notes and said "*I am not used to taking notes, so I miss out information while writing my notes. In such instances, I had to listen again."*

Carol, who did only three activities said that *"I took notes on a piece of paper before starting the recordings. The notes were my mind map and helped me to keep on track".* Elizabeth, who had completed nine speaking activities, referred to topic familiarity and how it helped her to complete the activities. She said "*speaking tasks were about me and my life and also we have an idea about the topic from the class and had already talked about them, so I did them without any preparation."* Barbara said that preparation depended on the activity type and said that she could do most of the speaking activities without any preparation. She said she did not prepare for the activities with prompts or discussion questions or situations. However, she said "*for some activities, I did prepare some notes, because they required me to use specific vocabulary when completing the activities*." For the listening activities, she said she did not like doing them, which is why she only did six of the listening activities. She said "*the videos*

from YouTube were easy to understand. Recordings from the book were more challenging, especially those in which the speaker is mumbling" She said she had to listen to them a couple of times to be able to complete the task.

To sum up, the participants who used the online support generally favored speaking activities more than the listen and report type of activities and integrated listening and speaking activities. Speaking activities, except for those which focus on vocabulary development, did not require any preparation and participants could do them unprepared. However, comparing the success of those who made some prior preparation with those who did not, it is apparent that some kind of prior preparation helps for a better content and language use. Brainstorming and mental rehearsal are the two main strategies the participants relied on when preparing for the independent speaking activities. For the activities with an emphasis on vocabulary development, most participants had to write out a script before completing the task. Those who had not done any prior preparation could not successfully fulfilled the requirements of the task.

Listening activities take more time to complete and some need rigorous note taking. It may be one of the reasons why it is not that popular with the participants. The integrated listening-speaking activities required the most preparation and compared to other activities were considered more challenging, as they required students to synthesize the information from the recordings with their own ideas.

4.2.2. Findings about Research Question 2: How do the students evaluate the online support medium?

The participants were given a post-evaluation survey to evaluate the online support. The post-evaluation survey consisted of four parts, and the statements under opinions regarding participants' learning experience and opinions regarding their perceived language gains, as well as their opinions regarding the feedback received were related to participants' points of view with reference to usefulness and necessity. First the data from the survey about opinions regarding the learning experience will be discussed.

4.2.2.1. Participants' opinions of the online support medium

In the Post-Study Evaluation Survey, there were statements about participants' opinions about the online support medium. Table 22 shows the responses.

Table 22.
Opinions about the online support medium

DA=Disagree; A=Agree	**DA**	**A**
1. I think the activities in the online support helped me to understand the content of oral communication course better.	1	7
2. The online support changed my opinions about asynchronous computer mediated communication positively.	1	7
3. One of the strengths of the online support was anywhere and anytime access.	1	7
4. If the online support had been carried out as a supplemental model to the course in a computer lab, it would have been more beneficial for me.	5	3
5. The online support helped me use my time more effectively.	8	0
6. Online support can be a new way of developing one's oral communication skills.	1	7
7. The listening comprehension and speaking activities that were adopted from the course book were worthwhile in terms of revising the content of the course.	2	6
8. Thanks to the online support, I was more prepared for the course.	3	5
9. I think the online support on its own is enough to develop my speaking and listening comprehension skills.	8	0
10. It was worthwhile to have many activities about the topics.	2	6
11. Variety in speaking activity types helped me develop my weaker areas.	1	7
12. If there were fewer activities, the online support would be more favorable.	5	3
13. I think there was no need to include activities from the course book.	4	4
14. I made more use activities prepared by the researcher.	4	4
15. Giving the students choice and flexibility in the activities was worthwhile.	**3**	**5**

The first statement, which asked participants whether the activities in the online support helped them to understand the content or not, was evaluated positively. Participants' responses to statements 7, 8, 10, 11, 12, 13, 14 and 15 also confirm this. Most of the participants (six out of eight) thought the activities adopted from the course book were worthwhile in terms of revising the content of the course (statement 7).

In the interviews, when talking about the strengths of the online support, Elizabeth said "*the online program can be used as a study tool to both revise and preview class content. The students can study that day's topic when they get home, because they have just covered the content in class and talked about it; it would take less time to complete the activities*". Similarly, Hailey used a personal anecdote when explaining how the online support foster revision and said "*one day I was sick and I could not attend the class. I asked my friends what they did, and they told me about the lesson. When I checked the content on the online support, the same content was there. I could make up for that class from the online support."*

As for whether online support prepared them for the class, five of the participants agreed (statement 8). In the interviews, Emily said *"if you do all the activities of the lesson before coming to class, you have an idea about that lesson's content and don't need to worry about what to say again in the class"*. About the decision to include activities from the book (statement 13), half of the participants agreed and the other half did not. In the interviews, some of the participants mentioned the monotony and redundancy as their reason why they thought these activities were not necessary, whereas other said these activities helped them to revise or preview the course content.

In the interviews, Carol said "*the activities from the book allowed vocabulary recycle. The words we covered in class were also in the activities we did on the online support, so it helped long-term retention of this words*". Monica said "*sometimes you don't get a chance or don't want to speak in the class, you can always go and do the activities online*." Similarly, Emily, emphasizing the multimedia richness of the activities in the online support, said *"my peers who haven't looked at the online support properly say the activities are the same as the one in the book, but they are not. There are videos, pictures, and other recordings. You've really put a lot of effort into this. In the class, we speak about the topics in the book, but on the online support, we watch videos, listen to recordings."* On the other hand, Barbara said "*the activities from the book were really boring. They were useful and necessary, I agree, because it is an online support; but the book is dull, when we see it again online, it becomes monotonous*".

As for participants' responses to statement 14, similar concerns differentiated the responses. Half of the participants who considered activities from the book monotonous thought they had more use of the activities prepared by the researcher, because these helped them to extend the learning that takes place in the classroom, others thought the activities from the book and the ones prepared by the researcher were equally useful. Participants' responses to statement 12, which asked students whether fewer activities would make the online support more favorable, also showed that the participants who found the activities from the book redundant and monotonous thought fewer activities would make the online support more favorable, whereas those who thought the activities from the books helped them to revise the content, disagreed and thought number of activities was appropriate. Hailey reflects the opinions of those who find the activities from the redundant in the following excerpt.

> "*we cover the topics in the class, then we go to the online support for practice, but there we see the same activities that we had already covered in the class. I think the activities from the book were redundant and demotivating."*

More than half of the participants considered giving them choice and flexibility in the activities worthwhile, whereas three disagreed (statement 15). As for whether it was worthwhile to have a number of activities on different topics, almost all, except for two, thought the number of activities were reasonable (statement 10). The participants were also content with the variety in speaking activities and stated the variety helped them develop their weaker areas (statement 11). Barbara said: *"there were six activities per lesson and each activity focused on a different aspect of the lesson. Some were related to vocabulary, others were about fluency. Doing all the activities helped me a lot."* Similarly, Hailey also mentioned that different activities helped her revise the content that she covered in the class.

To sum up, the responses show that the participants evaluated the online support positively, and believed it was useful with reference to preparing them for the course, reviewing and revising the content and realizing their weaknesses. Barbara emphasized the anytime and anywhere access when talking about the benefits of the program for her. She said "*the students can read books, but they cannot practice speaking outside class. Thanks to this online support, students have a chance to practice oral skills from the comfort of their homes"*. All in all, the participants' learning experience with the online support can be regarded positive. The participants' responses to statement 2 align closely with the conclusion arrived, namely participants' learning experience was positive.

All participants, except for one, agreed that the online support changed their opinions about computer-mediated language learning positively (statement 2). Before the implementation, the participants were given a student background survey that sought their opinions regarding computer mediated communication. One of the statements asked the participants whether computer-assisted and/or computer-mediated activities would be as useful as the ones done in the classroom and the responses varied. Half of the participants thought it would be useful, whereas others thoughts it would not be. Similarly, when they were asked whether they would succeed more in computer-mediated speaking activities, half the participants agreed, but the other half disagreed. Finally, they also had doubts whether they would attend computer-mediated listening and speaking activities more than the ones done in the class with half of the participants expressing negative opinions.

Given that some participants had negative opinions about asynchronous computer mediated communication before the study, it is possible to say that the online support

changed the views of all participants from negative to positive, expect for one. However, this does not also mean that participants think that the online support on its own suffice to develop oral communication skills. There were two statements, namely statement 9 in the part about opinions regarding learning experience and statement 9 in the part about opinions regarding the language gains (Look at Table 23 for reference), about the role of online support in developing oral communication skill. The participants clearly stated that the online support on its own was not enough to develop oral communication skills. Therefore, it is possible to say that participant also agreed that the online support could only be useful, if it carried out as a supplemental model to the existing course.

Looking at how the participants responded to questions about the medium of online support, they all agreed that one of the benefits of the online support medium was anywhere and anytime access (statement 3). In other words, all, except for one, agreed that the support should be online and consist of asynchronous oral communication activities. In the interviews, almost all participants referred to "anywhere anytime access" when talking about the strengths of the online support.

Betty said *"It was really beneficial to be able to practice English in the comfort of one's own home"*. Christine said *"there was no one around, listening to me when I did the recordings. It was comforting to know the activities are available at all times and I could do them at any time I want."* Emily said *"There were times when I stayed up late surfing on the net, doing random stuff. Sometimes I got bored, and ran the online support. It was nice to have access to the online support at all times."* Barbara said *"we can do the activities that we did not do in the class using the online support and because we can assess the support application from anywhere and anytime, we can do the activities willingly. Also, we will feel at ease when doing the activities and really reflect our potentials*". Finally, Monica said sarcastically *"Sometimes I ran the program, just to check whether it was working. It was relieving to see that the online support was there every time I checked it."*

As a follow up questions, the participants were asked whether the online support would be more beneficial if it were to be carried out in a computer lab (statement 4), five of the participants thought it would be more beneficial, whereas the other three disagreed. One reason for the differences in views could have arisen from participants' ease or difficulty in accessing the internet. Only five (Betty, Christine, Elizabeth, Monica, Barbara) of the participants had personal internet connections in their immediate contexts, whereas others (Hailey, Carol, and Emily) had to access public Wi-Fi. These environments, because they were open to public, may not have been the most suitable

environments for making voice recordings, so for those students who found it difficult to access internet and make recordings in a noise-free environment, computer lab can be an alternative.

In the interviews with the participants, only one referred to the difficulty in finding suitable spots to make recordings, and she confessed that sometimes her friends sharing the same floor at the residence hall looked at her surprisingly trying to understand why she was talking to a computer in English. Therefore, computer lab could be an alternative place for all the students who lack internet facilities in their immediate context or for those who find it difficult to find a suitable spot to make recordings. However, as also mentioned by some of the participants in the interviews, doing it in a computer lab would not be as comfortable as doing in a secure and safe place, like one's home. When students do the activities in a computer lab, the environment would not be any different from the classroom environment, so the students, who are shy or reserved in the face-to-face classroom, because they are anxious of their peers' presence, would also be shy and reserved in the computer lab.

As for the statements about the benefits of the online support as a learning environment, almost all, expect for one, agreed that the online support could be a new way of developing their oral communication skills (statement 6). In the interviews, some mentioned its benefits, whereas others referred to it as a "novelty". The ones talking about its benefits referred to the online support as a study tool, referring to revision, preview and extension on classroom learning as the main benefits. Those who referred to online study as a novelty talked mainly about their learning experiences. One said "*I have never made a recording on a computer, so the whole experience was new to me*". Another said "*practicing oral communication skills has never been so easy*". To sum up, the participants also appreciated the online support medium as a new way of developing oral communication skills.

4.2.2.2. Participants' opinions of their perceived language gains

The participants talked about their learning experience and their evaluation of the materials, with reference to how they helped them to study outside the class. Considering these, it is possible to say that the participants are content with the online support.

However, another important aspect of the online support is to help them develop their oral communication skills, therefore statements in the part about opinions regarding their perceived language gains explored what difference (if any) the online support made in participants' language use. The data for the perceived language gains are supported with extracts from the interviews. Below in table 23, the findings of the survey is presented.

Table 23.

Opinions about the perceived language gains

DA=Disagree; A=Agree	DA	A
1. I think completing the activities had no contribution to my language skills.	6	2
2. I think completing the activities in the online support developed my listening comprehension skills.	2	6
3. I think completing the activities in the online support developed my speaking skills.	1	7
4. I think my confidence in speaking developed thanks to the activities in the online support.	2	6
5. Thanks to the activities in the online support, I speak more fluently.	2	6
6. I think completing the activities in the online support developed my skills in making a speech without prior preparation.		8
7. I think the online support helped lower my anxiety speaking in English.	4	4
8. I think completing the activities in the online support developed my pronunciation.	4	4
9. If there were no online support, my listening and speaking skills would not developed.	7	1

Almost all participants, except for two, thought that the activities had some contribution to their language skills development. Taking a closer look at how the participants evaluated the online support as a medium to help them develop their oral communication skills, almost all participants, except for one, agreed that the activities in the online support helped their listening comprehension skills and speaking skills. Furthermore, they agreed that activities and the feedback they received helped them work on their weaknesses. To be more specific, attending the online support helped participants to speak more fluently and develop their confidence in speaking. The online support also helped participants speak without prior preparation. However, the online program did not help half the participants to reduce their speaking anxiety. Furthermore, the online support was not the only factor that helped them develop their oral skills, which means that the online support is useful only when it is carried out as a supplemental model to the existing course. Looking at the responses of the participants to the above statements,

it is fair to conclude that the online support as a medium of outside class practice of oral communication skills is useful in terms of developing participants' speaking and listening skills provided that it is conducted parallel to face-to-face instruction as a supplemental model.

The interview findings appear to be confirmatory with the survey findings. Betty emphasized vocabulary retention, fluency development and developing self-confidence. She said when she was working with the activities, she looked up some words from the dictionary and used them in a sentence. The process helped her remember these words. Also, she said that having extra practice out of class also helped her in the speaking exams. Because she talked about different topics, when she sat the speaking exam she felt confident that she could speak well in the exam.

Christine really made use of the feedback. The feedback, she said, helped her see what she did wrong and how she could make it better. Furthermore, she said that she started using more chunks when speaking, so she felt her fluency developed.

Elizabeth generally mentioned about her gains in terms of speaking skills, because she only did the speaking activities. She said *"even though I started doing the activities just to get the 10 points extra credit on my final exam, doing the speaking activities helped me to develop my confidence to speak. I had a really bad mark from the speaking midterm, and I was really worried about the final exam. Doing the activities just before the final exam helped me a lot"*.

Hailey regretted for not making enough use of the program, because she only did five activities, and strongly believed it would help her speak more fluently if she could do more practice. Emily said that she was negatively influenced from her friends who made comments about the online support. She said many of her friends said it was the same as the book and no need to do the activities, when she had the chance to look at the online support on her own, she realized there were videos, extra listening and speaking practice. She regretted using the program towards the end of the program. She thought the online support could help her remarkably in terms of developing speaking and listening skills.

Barbara generally talked about how the online support helped her speak fluently. She said she did not do any preparation and started the recordings without even reading the questions, so she had to construct the entire sentence in the course of the recording. She said, sometimes she got lost in her own response; however, the fact that all her recordings were spontaneous, she developed confidence in speaking and realized the kind

of mistakes she does in unprepared speech. The feedback, at this point, really helped her see her mistakes.

Christine probably summarized the rationale behind the online support when she said, *"even if I hadn't sent my recordings to you (the researcher) for feedback, I would be content with the online support, because even making the recordings and listening to them on your own helps to raise one's confidence. When I listened to my recordings, I felt really satisfied with myself and it felt like a big accomplishment for me"*. To sum up, both the survey findings and the interview findings confirm that the online support has a potential to make a change in learners' listening comprehension and speaking skills given that it is used supplemental to the existing course.

4.2.2.3. Participants' opinions of the feedback they received

Participants' learning experiences and their perceived language gains has proved that the online support was useful and necessary, as a supplemental model to the oral communication skill course. However, the participants also expressed a need to have feedback on all the activities, so their evaluation of the feedback is also essential to understand whether the participants evaluated the online support useful. In the post-study evaluation of the online support, the participants were asked to fill up a survey on feedback. The statements about the feedback focused on the usefulness of feedback to realize the language areas that need improvement, as well as about the quality of the feedback, opinions about the feedback, and the form of the feedback. Similarly, the last four questions of the semi-structured interview were devoted to feedback and were prepared parallel to the items in the survey. In the interviews, the participants were asked more specific questions and the aim was to make participants explain in detail what they thought about the feedback they received. The first question was whether the participants received feedback on all recordings that they had sent and how they made use of the feedback. The second question was the different feedback forms the students had received. The third question was about the form of the feedback and the last question focused on usefulness with reference to specific listening and speaking skills. The findings about the feedback from the survey and the semi-structured interviews are given below.

Table 24.

Opinions about the feedback received

DA=Disagree; A=Agree	DA	A
1. It was useful to have immediate feedback about listening comprehension activities with interactive language exercises.	1	7
2. Feedback about the listening comprehension activities helped me understand my mistakes.	1	7
3. Feedback I received about my recordings helped me realize my weaknesses in terms of pronunciation.	3	5
4. Feedback I received about my recordings helped me realize my weaknesses in terms of language use and grammar.	1	7
5. Feedback I received about my recordings helped me develop my fluency.	0	8
6. Thanks to the feedback I received, when I am asked to talk about a topic now, I know better what to talk about and what is expected from me.	3	5
7. I did an activity again taking into the account the feedback I received.	8	0
8. I paid attention to areas that I received feedback on when doing other activities.	1	7
9. I felt as if someone was continuously criticizing me and telling me my mistakes when reading the feedbacks I received.	8	0
10. I had difficulty understanding the feedback I received.	8	0
11. The feedback I received deflated my willingness to speak.	8	0
12. The feedback would be more useful if it was given in Turkish.	5	3
13. The feedback would be more useful if was given orally, rather than in written form.	5	3
14. It was useful to receive the feedback through familiar criteria.	1	7
15. I received regular feedback about the activities.	1	7

The survey findings from the eight participants showed that the participants valued the feedback they received and the feedback helped them understand the areas that need improvement. Almost all of the participants agreed that the feedback helped them to develop their fluency and understand their errors related to language use. Feedback about pronunciation was generally considered useful; however, not all participants agreed that the feedback they had received was a useful way to realize their weaknesses in terms of pronunciation. Similarly, feedback on task achievement helped some participants to understand task requirements, but not all participants agreed. The participants were also content with the language used in the feedback. They did not think that it was offending or confusing. The feedback that they received has generally motivated them to do more activities, which is another indicator that the participants valued the feedback they received. About the form of the feedback, most participants

were content with the feedback format and the fact that it was in written form was an asset for some of the participants. They also thought analytic feedback was useful. The participants had different ideas about the medium used when giving feedback.

Interview findings supported the survey findings and allowed the researcher to explore the value of feedback in depth. Christine said "*The feedback I received helped me see areas that need improvement."* She also highlighted the importance of receiving feedback based on an analytical criteria. She said there were different components on the feedback form, and there were separate comments written about it. She could see her mistakes related to different areas. She said "*The feedback on grammar and vocabulary was really useful to see where I made mistakes. The* ***feedback on pronunciation*** *helped me understand the words that I* ***mispronounced*** *and I* ***checked them on the web*** *to learn* ***their right pronunciation"****.* She evaluated the experience as useful. She said *"after reading all the feedbacks, I also started paying attention to my language use in aspects that you (researcher) have emphasized".* As for the format and the language used in the feedback form, she said she could understand the rationale behind the feedback form being in English, since they all were going to be English teachers and it was obvious to expect them to understand the language used in the feedback forms easily. However, she also said that she would still prefer the feedback to be in Turkish.

Betty, who was one of the best students in the group emphasized that receiving a detailed feedback was important and useful for students. Because she generally got high marks on the tasks, she did not read the feedback form in detail, but still considered "*receiving detailed feedback is important and useful for students***"***.* She did not mind receiving the feedback in English, and said *"we all should understand the language used in the feedback and appreciate the format. The feedback form reveals a lot about language abilities, so it does not matter which language it is written in."*

Hailey, highlighting the detailedness of the feedback, said "*you really listened to the recordings carefully and provided detailed feedback on different aspects of my recording. I found these really useful."* She also regretted for not using the online support more and said "*if I had done more activities, and received feedback from you, I could have developed my oral communication skills more."* Hailey has clearly made use of the feedback provided and she appreciated the analytical feedback as a means to realize her weaknesses and strengths in different areas. About the feedback she said it was really useful, because it was analytical and she really did not mind whether it was in English or Turkish, as long as they received feedback on their performance.

Similarly, Elizabeth also acknowledged the detailedness of the feedback form and reflected how the feedback helped her to see her mistakes. In the interviews, she said *"You have written detailed comments, like "here you should have said that", "you mispronounced that word", "and you could say this". It was motivating and helped me see my mistakes".* Elizabeth, obviously read the feedback form in detail and paid attention to areas that needed improvement. She also evaluated the feedback as motivating and useful.

Barbara's comments about the feedback was very similar to Elizabeth's. She also thought that the feedback was very detailed and helped her to see her mistakes. She added that she did not do any prior preparation before the task, so the "*feedback was really useful in terms of realizing the mistakes I (she) do(es) in unprepared speech".* She did not comment about the language used in the feedback and said as long as students received feedback, which language they received it in did not matter. However, she suggested receiving oral feedback and added that the oral feedback could also be extra listening practice for them, since they would have to listen to the recording attentively to catch the details. She also said the oral feedback could help them to realize and correct their pronunciation mistakes.

Monica, on the other hand, did not really like the feedback she received, because she thought it only highlighted the mistakes she did. She said "*in terms of language use, vocabulary, and task achievement, you did suggest* ***some alternatives",*** which was good to see the mistakes; however, she thought the feedback she received on pronunciation was not so effective, because it *"(referring to the researcher) only mentioned the words that I mispronounced, but did not tell me the right pronunciation".*

To sum up, the responses the participants gave to the statements regarding their opinions about the learning experience, perceived language gains and the feedback they received in the post-evaluation survey, and excerpts from their interviews show that the online support can be a useful out of class medium for the candidate teachers to supplement their oral communication course. The participants used the activities in the online support as a study tool and revised the content of the course. The presence of extra practice opportunities through the activities designed by the researcher, the participants had also extended their learning beyond the confines of the classroom walls. Since activities in the online support could be accessed at anytime from anywhere, the students could also review the content prior to class and go to class ready. Every teacher knows the importance of practice and repetition. They are necessary to improve one's oral

communication skills. If students practice speaking about the same topics over and over again, this will help them to recycle the vocabulary and key grammatical structures. Looking from DeKeyser's Skill Acquisition Theory, revision helps learners to transfer declarative knowledge to procedural knowledge. More practice in the target language leads to automatization and helps to improve one's speaking skills. The participants thought completing the activities in the online support helped them to develop their speaking and listening skills. More specifically, completing the activities developed their confidence in speaking English. It also helped them speak more fluently and prepared them to make speech without preparation. Whether the activities helped them to lower their speaking anxiety yielded mixed results. Half the participants thought completing the activities lowered their speaking anxiety, whereas the other half disagreed. Similar results came around about the impact of activity completion on pronunciation. Only three out of eight thought completing the activities helped them improve their pronunciation. Looking from the survey findings about perceived gains in language, the online support helped the participants in different ways. The feedback the researcher provided on the activities helped them to realize their weaker areas, and the participants were generally content with the feedback.

4.2.3. Findings about Research Questions 3: What factors (if any) prevent students from taking part in the online support medium?

The third research question sought the factors that prevented some students from taking part in the online support medium and it addressed the participants who did not use the online support. For the participants who used the online support, this question sought to find out the problems they experienced during the implementation. In the Post-Evaluation survey, there was a part devoted to problems the participants experienced. Table 25 presents the findings of the survey.

Table 25

Opinions about the technical difficulties encountered

	DA	A
1) You need to have good computer skills in order to use the online support effectively.	8	
2) I couldn't make the best use of the online support, because I lack effective computer skills.	8	
3) I experienced too much technical problems.	8	
4) I did not get sufficient support from the system administrator when I experienced technical problems.	8	
5) In order to run and use the online support effectively, you need to have a good computer configuration.	8	
6) When I was working on the activities on the computer, I felt lonely and desperate.	4	4

Looking at participants' responses, it is possible to conclude that the participants were content with the researcher's guidance and support during the implementation. None of the participants thought that there was a need for good computer skills or a good computer configuration. This means that the online support could be used by any learner who has basic computer skills and up-to-date computer. None of the participants reported having experienced technical problems during the implementation, which is another indicator that the online support was easy to use.

In the interviews, the participants generally talked about issues that frustrated them. There were two major complaints about the online support that came from the participants who had used the program intensively. They reported that the application did not show them which activities were completed, so they had a real challenge deciding on whether they had completed the activities and whether the researcher received the products of their works. This was a major flaw of the application, mainly because the researcher could not think about at the start of the study. Having heard that there was such a problem, the researcher consulted his technical specialist and found that the problem could be resolved with a few changes in the program. However, the specialist warned that after the changes all participants needed to delete the old version of the application and install the newer version. The researcher thought making the change was too risky in the course of the implementation and decided to make the chances for further implementations of the study.

Another major flaw arouse from the features of the audio player used in the study. The player had only play and stop features, so pausing, rewinding or forwarding the recording once it started playing was not possible. Therefore, the participants could not

pause the recording and started playing again in tasks that required detailed listening. They, unfortunately, had to refresh the page and start listening from the beginning, every time they stopped the recording. Hence, the process was really frustrating for the participants. In the further implementations of the study, the researcher needs to embed a different audio player that would work with the application and have features like pausing, rewinding and forwarding.

Except for these two major flaws, minor issues were also reported. Because the application dragged activities from a database owned by CLEAR, activities could report some problems while they were running under the Silverlight application. These reports were nothing major and did not affect the activity in any ways; however, were quite frustrating to see every time the activity was clicked from the Silverlight application. Luckily, the researcher knew about the problem and warned the participants about the problem in the induction session, so the participants were informed about it and did not consider it as a problem, since it did not affect the activity or its components.

4.3. Discussion of the Findings

The data for this research question came from two distinct sets of participants, namely those who actually used the online support medium and those who did / could make use of it. First, the data from the participants who used the online support will be discussed.

4.3.1. Discussion of the findings from the participants who did/could not use the online support

Only five of the participants stated that the online support was redundant and thought that it would not help them to improve their oral communication skills outside the classroom. Those who did not find it useful referred to the medium of communication as one of their reasons. Earlier research on technology-enhanced language learning also suggests that students who have negative attitudes towards the integration of computers into language learning is less likely to find asynchronous oral communication activities useful for their oral skills development (Felix, 2001). Another reason was negative past

experience. One of the participants had used computer-mediated communication tools in the past when she was studying for a standardized proficiency test, and she was not very satisfied with the learning outcomes, so she developed negative attitudes towards any kind of computer-mediated communication. It is now generally agreed that students with negative learning experiences generally create negative attitudes towards similar learning environments (Dörnyei, 2005). Another reason was students' satisfaction with the current practices in oral communication course. Although the majority of the participants believed they needed out of class practice to further develop their oral communication skills, some thought the oral communication course on its own suffice. These students, obviously, did not feel a need for out of class practice, and considered the online support medium redundant. To sum up, negative attitudes towards computer-mediated oral communication, unconstructive past learning experiences, and high levels of satisfaction with the current practices influence participants' opinions about the necessity and usefulness of the online support medium negatively.

Apart from the five participants discussed above who have negative opinions about the online support, the data from the ones who did / could not make use of online study showed that they were fully aware of its potential benefits and appreciated its necessity and usefulness for oral skills development, despite not making use of it. 8 out of 13 indicated that the online support is necessary and useful in developing oral communication skills outside the classroom.

When talking about its necessity, most participants referred to a lack of out of class speaking practice opportunities and the importance of practice in oral communication skills development. As also emphasized in second language acquisition theories, output and practice are as important as comprehensible input in language acquisition (DeKeyser, 2007; Long, 1996; Swain, 2005). Furthermore, they also admitted that their oral communication skill needed improvement. Some reported that they needed extra practice to develop their listening comprehension skills, whereas others referred to a need to develop their speaking skills. Yet, another group referred to both listening and speaking skills when talking about areas that needed improvement. Other studies conducted in Turkish context with candidate teachers of English have also found similar self-reported low competency in oral communication skills (Kırkgöz, 2011; Subaşı, 2010; Şenel, 2012).

As for its usefulness, the participants referred to the online support as either a study tool or a learning tool or both. Those who highlighted the benefits of online support as a study tool referred to different ways students can use the online support to study, namely to revise, to preview and to extent their learning. Others who focused on the learning potentials, mentioned that completing the activities in the online support would help them to develop their fluency; to endorse their confidence to speak English; to retain the new vocabulary they learned in class, and to develop their listening comprehension skills. The findings suggest that the participants of the study were fully aware of the potentials of the online support and held positive opinions about the online support. Yet, some factors prevented these participants from making use of the online support.

One of the obvious factors was lack of internet connection; however, it was not the only reason why the participants could not make use of the online. This study has also shown that apart from the internet connectivity, creating a suitable study environment is a pre-requisite for effective use of asynchronous oral communication tools in oral skills courses. Earlier studies were either conducted in the computer labs or as a blended model; therefore, their attrition rates were much higher. This study, as a voluntary out of class practice of oral communication skills showed that participants need high speed internet connection and suitable study environment in order to make use of the online support. The findings of this study are parallel with the findings of Shrewsbury (2012), who also concluded that finding a quiet place to do the voice recording was a real challenge for the three participants of the study.

4.3.2. Discussion of the findings from the participants who used the online support

Those who used the program evaluated the online support medium positively. They thought the online support contributed positively to both their speaking and listening skills. The findings of this research align with the findings of earlier research on the role of asynchronous oral communication activities on listening and speaking skills (Sun, 2009; McIntosh, Braul & Chao, 2003; Yao, 2007; Pereira, et al., 2012; Wang, 2006). The participants in this study also reported that the online support helped them develop their fluency, and confidence in speaking. They also thought that completing the activities in the online support helped their impromptu speech skills. However, whether

completing asynchronous oral activities helped to lower their speaking anxiety and to improve their pronunciation yielded mixed results. Half of the participants thought their speaking anxiety lowered and pronunciation improved, whereas the other half disagreed. Earlier studies on asynchronous oral communication tools reported mixed results regarding the role asynchronous communication tools on participants' anxiety levels and improved pronunciation as well. Some studies found that use of such tools lowered anxiety levels and improved pronunciation (Charle Poza, 2005; Wang, 2006; Afrilyasanti and Basthomi, 2011; Dunn, 2012). However, some studies found no difference (Pereira, et al., 2012; Volle, 2005). Therefore, the findings of this study about anxiety levels and pronunciation skills contribute to the growing literature on the role of asynchronous communication tools in oral communication skills development, supporting the view that it has no perceived impact on anxiety levels and improved pronunciation. Nonetheless, methodological differences and choice of activities may also be the reason for the differences.

Earlier studies which found that asynchronous communication tools improve pronunciation used specific activities, like reading aloud or repetition drills, to enhance pronunciation; however, in this study, there were no tasks designed to address participants' pronunciation. It is fair to conclude that in cases where specific tasks and activities are designed to address pronunciation problems may yield positive outcomes. However, in this study, there were no specific tasks targeting pronunciation and only in the feedback form, the researcher raised awareness about participants' pronunciation errors and highlighted some mispronounced words. Therefore, improving participants' pronunciation was not one of the goals of this study, but one of the components upon which the participants received feedback. Some of the participants liked the feedback on their pronunciation mistakes, because the feedback raised awareness and led them to search the correct pronunciation. However, some expected the researcher to provide the correct pronunciation of the words for them and thought that just highlighting the mistakes was not an effective way to address pronunciation errors.

There were three activity types in the online support, namely independent speaking tasks, listen and respond type and integrated speaking-listening tasks. Independent speaking tasks took the least time to complete and most of the participants could complete these without any prior preparation. A few participants mentioned mental

rehearsal, writing key words on a paper, or writing out the whole script as the strategies they used when preparing for the independent speaking tasks. The vocabulary related speaking tasks required the most preparation, because these tasks asked students to create meaningful contexts to use the given words. These tasks required students to write out a script before making the recording. However, generally speaking, most independent speaking activities did not require any prior preparation. Integrated listening and speaking, as well as listen and report type of activities took the longest to complete and participants had to listen to the recordings or view the videos more than one time to answer the listening comprehension questions. The depth and degree of notes changed depending on the specificity of the comprehension checking questions. Questions that required specific information required the most detailed note-taking, whereas questions that sought the gist or the main idea could be answered without any notes.

The activities in the online support were designed for three main purposes, namely revision, preview and expansion. Generally, the activities adopted from the book were there for students to revise or preview the content of the course. The activities designed by the researcher were there to promote the learning that takes place in the classroom, namely for expansion.

The participants generally used the online activities for revision and expansion purposes. Most of the activities designed by the researcher were completed by the participants for expansion purposes and these were more popular than activities adapted from the book. Three participants who used the online support throughout the semester did not make any preferences with reference to which activities to complete. They completed a well-blend of activities that were adopted from the book and that were designed by the researcher. Some participants, especially those who started using the online towards the end of the semester, completed only independent speaking tasks. These participants also tended to complete the least number of questions. Probably, their motivation was to complete as many activities as possible; therefore, quantity preceded quality. Betty and Christine, as well as Barbara, completed the most number of activities. Monica and Carol made the least use. Elizabeth and Emily started using the online support towards the end of the semester; however, they made many activities at a short time and made moderate use of the online support.

Of the eight participants, only one actually completed the activities to get the 10 point incentive. The seven participants made use of the online support for its potential benefits on their oral skills development. Of the three main usages of the activities in the online support, previewing the content prior to the lesson was the least common purpose. One possible reason is that the participants did not really complete the activity to go to class ready. They could as well look at the activities and made necessary mental preparation before going to the class. Therefore, previewing was not the main reason why the participants completed the activities; however, the presence of activities from the book allowed the participants to have a look at the content before going to the class. Activities with recordings from the book were the ones the participants did for previewing purposes. Different uses of the activities in the online support suggest that the online support can be an effective study tool, as well as a learning tool that allows participants to expand their knowledge.

Earlier research on asynchronous oral communication did not include any expert feedback on participants' recordings, and the participants were generally dissatisfied with the lack of expert feedback (Look at Table 1 Summary of Research Studies on Asynchronous Oral Communication for reference). In the current study, all participants received individual feedback on their recordings, because it was thought that individual feedback on their performance would help them notice their weaknesses and areas that need further practice (Bitchener, 2008; Evan, Hartshorn, & Strong-Krause, 2011; Leki, 1991). Fortunately, all participants, except for one, appreciated the feedback they received on their oral performance. They reported that the feedback helped them to realize their weaknesses in language use and grammar. They also thought that the feedback was useful to develop their fluency. However, the feedback they received on their recordings did not help all of the participants to improve their pronunciation. They all said the feedback helped them to realize their mistakes; however, it did not show them the correct pronunciation. Because the feedback was in the written form, the researcher could only highlight the words that the participants mispronounced and had to guide them to online dictionaries, so that they listen, repeat and learn the correct pronunciation from these resources. Obviously, raising students' awareness about mispronounced words is important; however, it does not guarantee that the students can fix their errors on their own (Harmer, 2002). Maybe this is one of the reasons why some participants did not

appreciate the feedback on their pronunciation. It helped them realize their mistakes; however, it did not specifically correct their mistakes. This is the only study in which the participants' received teacher feedback. Most of the earlier studies did not provide any feedback on participants' performance and encouraged self- and peer-feedback. Therefore, as far as the effectiveness of teacher feedback is concerned, this study yielded positive results with reference to how the participants evaluated the feedback.

CHAPTER V
CONCLUSION

In this section, first a brief summary of the study is presented, with the key findings. The summary is followed by a conclusion drawn from the study. In the conclusion section, the factors that prevented participants from making use of the online support and potential benefits of the online support is discussed from both the course instructor's perspective and the students' perspective. The conclusion is followed by suggestions. In this section, the researcher presented suggestions related to how to increase the students' commitment towards the online support medium, as well as alternatives to the online support as a supplementary model. The section ends with suggestions for further studies section.

5.1. Summary of the Study

This research study examined how candidate teachers of English made use of an online support application, how they evaluated it and the factors that prevented them from making use of it. The findings of the study showed that the online support can be used as a supplemental model to oral communication skills course. Completing the activities in the online support and receiving feedback on their performance helped students develop their fluency, and confidence in speaking. It also helped them engage in unrehearsed speech. It was also considered to be useful in developing oral communication skills. The students who made use of the online support stated that the activities helped them review the class content prior to the class, go over the content after the lesson, and extent the learning beyond the confines of classroom. Half of the participants thought that completing the activities helped lower their speaking anxiety and enhance their pronunciation, whereas the other half disagreed. The findings of this study closely align with the findings of earlier research on the role of asynchronous oral communication activities on oral communication skills (Sun, 2009; McIntosh, Braul & Chao, 2003; Yao, 2007; Pereira, et al., 2012; Wang, 2006).

There were only eight participants out of twenty one potential users who made use of the online support. Of the 13 participants who did not make use of the online

support, only 5 had personal internet connection. The eight who have stated in their student background survey that they had internet connection turned out to have shared internet connection in their hall of residence and they were not content with the internet facilities offered there. These eight participants referred to a lack of suitable study environment when they were asked to give their reasons for not completing the activities in the online support. They complained about the density of users, not being able to connect to the internet from their rooms, or finding a quiet spot to make voice recordings. They said the best place to use the internet was the common study halls, and these places were generally packed with people, so it was almost impossible to make voice recordings. All these show that these eight students were not living in ideal lodging conditions to be able to use the online support comfortably. The five with personal internet connection had no realistic excuses in terms of technical requirements; however, two referred to other required work taking too much of their time and three expressed negative opinions regarding the use of computers in language learning.

Theory of Planned Behavior (TPB) became popular in research studies that investigate the students' views regarding the use of technology in learning. TPB refers to three factors when explaining people's likelihood to perform a behavior. These are the attitudinal factor, perceived control over the behavior and subjective norm. Earlier studies showed that the students are more likely to comply with the new technology when they have positive attitudes towards it, when they find the activity easy to do, and when there is a positive subjective norm within the group.

Looking at the responses of the participants from an angle of TPB, it is possible to say that the online medium was not the most desired learning environment for the participants. At the attitudinal domain, the participants generally had positive attitudes towards the online medium, except for four. These four participants clearly stated a disinclination to make use of the online support. Others, on the other hand, who had positive attitudes towards online support could not make the most use, because as far as the participants' control over the behavior is concerned, many participants felt that they had low or no control over their behavior. To be able to make use of the online support, they needed to find a suitable study environment; however, for most participants, accessing the internet and finding the optimal study environment entailed difficulties. These participants had adequate computer skills and literacy; however, they could not

find the suitable study environment. Those who could find the suitable study environment completed the activities and evaluated the online support positively in terms of helping them develop oral communication skills and sustain the learning that takes place in the classroom. In a way, the findings of this study also prove that when students have low control over the behavior, they are less likely to make use of the available technology.

As for the subjective norm of the group towards the online support, the participants were aware that avoiding the online support had no negative consequences on them. Some participants mentioned the negative subjective norm of the group in informal interviews and friendly chats with the participants. One even said that he was curious about the activities in the online support and was eager to do some; however, his peers told him that the activities in the online support were redundant and there was no need to complete them. Hence, the participant decided not to use the online support. If the subjective norm of the group towards the online support were positive, more participants could have made use of the online support. Emily's comment about the online support reflects the subjective norm of the group very clearly. She said *"my peers who haven't looked at the online support properly say the activities are the same as the one in the book, but they are not. There are videos, pictures, and other recordings. You've really put a lot of effort into this. In the class, we speak about the topics in the book, but on the online support, we watch videos, listen to recordings."* Those who have completed the activities and received feedback on their performance evaluated the feedback positively and this has motivated them to complete more activities. The case with the participants who completed the activities shows that when students see that there are facilitating conditions, such as expert feedback and support, they are more likely to go on performing the expected behavior.

Looking at how the participants used the online support from an angle of self-determination theory of motivation and self-regulation of learning, the participants who are intrinsically motivated are more willing and determined to use the online support than those who are not. The eight who had completed the activities in the online support did not need the extra credit and only one stated that she did the activities just to get the 10 extra points. Therefore, the 10 extra credit as an incentive was not the main factor that led these participants to complete the activities in the online support. These participants

completed the activities in the online support, probably because they thought engaging in these activities would be useful for them. Although all the participants had equal workload, these eight participants could spare the extra time to complete the activities in the online support, whereas others stated that other required course assignments was a factor that prevented them from making use of the online support.

One feasible explanation for the differences in behavior between the groups who could make use of the online support and those who could not is how these participants regulate their learning. These participants, who had stated that they could not spare any time to complete the activities in the online support could afford the extra time to complete assignments that were required to complete a course, which in a way suggests that these participants are extrinsically motivated. Comparing the participants' behaviors towards required work and voluntary work, it is possible to conclude that one way to increase the participants' use of the online support is to make it required part of the course.

5.2. Conclusion

Although the findings from the participants who made use of the online support confirm that the online support medium can be an effective way to support oral communication skills development outside the classroom, the findings of this study also showed that online support may not be feasible 1) for students who lack internet connection or have a slow internet connection, 2) for those who live in shared lodging, 3) for those students who are extrinsically motivated and lack self-regulation skills and autonomy, 4) for those who have negative attitudes towards asynchronous mode of interaction with computers and finally 5) for those who believe that the face-to-face classes suffice to develop oral communication skills, despite the fact that it was considered useful and necessary by almost all the participants.

First of all, the online support operates on an internet connection and not all students have an internet connection in their immediate context. Lack of internet connection or the speed of internet connection was provided as one of the major reasons why participants could not attend the study in the two implementations. Felix (2002, 2003) warned the online learning resource developers about the pitfalls of online or web-

based activities. She stated that even the best online material is restricted to the availability of necessary hardware, software and internet connection. Especially, when the material designer uses videos or audio or visual elements to enrich the input, internet connection becomes a major concern. When students have a slow internet connection, the time they have to wait in front of the computer for the download can be so frustrating that many students give up on the activity. The experience of the students in this study was similar, in that when some of the students experienced problems, they were emotionally affected and easily gave up on the program and stopped using it.

Secondly, because all activities needed to be completed through a computer in an asynchronous mode, it is also essential to be able to create a suitable study environment. Most of the participants of this study stated that they live in shared lodging. The activities in the online support require students to make sound recordings and to be able to do that they need a quiet place. Presence of others while making a recording can be an anxiety-provoking medium for some students. For some students, speaking to a computer can be difficult, because they think it is unnatural and makes them feel alone and desperate. The need to make recordings while there are people around can be even more challenging for them. Therefore, for an effective use of the online support, another requirement is having a personal, noise- and stress-free environment.

Thirdly, the use of the online support may not be very motivating or encouraging for some students, especially those who are extrinsically motivated to do things. Frankly, the online support application can be considered a demanding platform. The participants really needed to devote some time to complete the activities in the online support and not all the activities were new to them. Some students may have even found the activities adopted from the book redundant, since they had already covered these in the face-to-face class. Besides, there was not much offered to the participants in return of their active participation to the online support and completion of the activities. There was a 10-point extra credit to be added to their final exam score offered as an incentive; however, the 10-point extra credit did not have a great impact on the overall grade of the participants. Due to the lack of necessity or the minor impact of the incentive, the 10-point credit became something the participants could afford to give away, because they did not want to or did not have the chance to put the extra effort to complete the activities. Therefore, for students who lacked the intrinsic motivation, the online support was not very

encouraging. The reasons the participants reported for attending the study also align with the conclusion drawn from the study, because almost all participants, except for one said that they attended the study for either language development or for personal development, rather than for the incentive. Hence, students who are eager to learn and intrinsically motivated or believe in the potential benefits of the online support will probably benefit the most from the online support.

Fourthly, the online support consists of asynchronous oral communication activities where the students need to make voice recordings. In the asynchronous mode of communication, students are expected to interact with the task, rather than with someone human. In the interviews, some students expressed negative views towards computer mediated communication, especially asynchronous mode of interaction, stating that the act of speaking to a computer is unnatural and makes them feel alone and vulnerable. The online support may not appeal to those students who have negative views about computer mediated communication. Furthermore, even if students who possess positives views about the computer mediated communication may experience situational anxiety and give up. Talking to a computer without engaging in any genuine interaction may appeal anxiety-provoking for some students, despite the fact that they have positive views towards computers as mediators.

Finally, the online support is designed as a supplemental model to the oral communication course the students are taking. Therefore, there are activities from the book and the content in the online support is closely parallel with the content in the classroom. The close parallelism between the course content and the content in the online support brings about some problems. Some students have found some of the activities redundant, especially the ones adopted from the book. Others who are content with the three hours of class conduct to develop oral communication skills may see any kind of out of class study redundant. Therefore, the online support may not be the appropriate platform for those learners who are fully satisfied with the face-to-face component of the class.

On the other end, the students who have their own internet connection and can create a quiet study environment to make the voice recording would probably benefit the most from the activities in the online support. The online support without the expert feedback, which was the norm in earlier research, would not be so effective, because first

year candidate teachers are not ready to self-assess their performance, yet. Therefore, the individual feedback is one of the indispensable components of the online support for some reasons.

Firstly, the individual feedback students receive on their performance, not only helps them to realize their weaknesses in language, but also motivates them to complete more activities. Secondly, the feedback forms help the teachers and the students keep track of their performance and improvement continuously through the run of the course. Finally, the feedback forms constitute a proof of learning and can also function as an assessment tool. Students' performance over time can be recorded and also be used for continuous assessment.

The quality and quantity of the feedback depend on the teacher's preferences and opinions regarding how the feedback should be. In this study, the participants received an analytical, rather than a holistic, feedback form with detailed explanation of what the students did well and what they could not do so well. The feedback form never focused only on the mistakes, but in order to be encouraging, praised the good points and reminded the students of the major mistakes with reference to grammar, vocabulary, fluency, pronunciation, as well as their success / failure in task achievement.

The discussion about the role of feedback is very closely related to keeping track of and storing students' recordings. The recordings can also function as evidence of learning. Detailed analysis of these recordings can give the teacher an idea about how much and how well their students understood the content and depending on the commonalities in errors can help the teacher to organize remedial teaching sessions. These recordings can also be used in portfolio assessment, and both the teacher and the students can clearly see the progress the participant students made in the course.

As for how the online support helps the students to develop their oral communication skills, completion of the activities helps students to preview the content prior to the class conduct, revise the content after the class conduct and expand their learning outside the classroom. The importance of going to class ready is now a well-known fact that contributes to learning. Generally, students cannot prepare for oral communication skill courses. Completing the activities before the class in the comfort of their homes helps the students to go the class ready, having thought about what to say. In the face-to-face classes, the students can then focus more on how to say it. Since the

students would spend less time on preparing for the tasks, there would be more time for practicing speaking. As for revision, most students are in despair before the speaking exams. They find it difficult to study for speaking exams. Completing the activities in the online support on a regular basis gives the students a second chance to practice the language they learn in class. With the extra practice, the students may feel at ease during the speaking exam. Although it is not possible to guarantee a better performance during the speaking exams, students may show a better performance, just because they feel more confident. Hence, although it is not empirically validated, the students may do better during the speaking exams, if they revise the content using the activities in the online support. As for expanding the learning outside the classroom, the students generally complain about not having out of class oppurtunities to practice of English, because there is no one around to speak English. Expansion activities in the online support may fulfill students' need for English practice outside the classroom. Since the students engage in interaction in the class, asynchronous communication can contribute to their oral communication skills development outside the classroom.

All in all, the online support as a supplementary model to the existing oral communication skills course can be a useful independent study tool for students who have personal internet connection and suitable study environment and for those who can take control over their learning and devote the spare time to do extra practice of speaking and listening skills. The activities in the online support will give the students a second chance to do the classroom activities. As also suggested in DeKeyser's Skill Acquisition theory, through extensive practice and repetition of the same or similar activities, it may be possible to develop students' fluency in the target language. Furthermore, the extra practice on familiar topics can also help these students' self-confidence. The more practice the students do, the more confident they may become. The feedback that they receive on each activity will also help them realize their mistakes and in the process, they may become more aware of their skills and abilities. For students, who are not ready to take control over their learning, the course teacher can guide the process and show these students the areas that need improvement. Since it is the course teacher who knows their students' skills and abilities the best, with the guidance and consultation of the course teacher, the activities in the online support medium can help weaker students to enhance their skills and work on areas that still need improvement.

5.2. Suggestions

The online medium consisting of asynchronous oral communication activities was designed as an out of class support to the existing course. The researcher was the mediator of learning, as he was responsible for both designing and regulating the learning materials. There was expert feedback given to the students and the researcher preferred an analytical, rather than holistic, feedback form that the students were familiar with. However, that is not the only way to integrate an online medium to oral communication skills courses. Below under different sections, different ways to integrate the online support medium is addressed.

1. **Online Support as a stand-alone:** The online study medium could also be designed as a standalone study medium with activities that are parallel to the learning outcomes of the course. In this study, all learning resources were designed taking the book as a model. All the activities designed for this study were either adaptations of the activities in the book or activities with similar content. Instead of taking the textbook as a reference point, in the further implementations of the online support, an option is to rely on learning outcomes of the course. Learning outcomes define the expected gains and behaviors of learners when they complete the course; therefore, designing activities that addresses the same learning outcome could be an alternative guide for the researcher as a material designer. Another option is, of course, to rely on pre-existing proficiency descriptors, like the Common European Framework of Reference for Languages (CEFR) of the European Council or the ACTFL Proficiency Guidelines for Speaking and Listening. These descriptors could also guide the material design process. This way the researcher would not have to restrict the material design to topics and activities dictated in the course pack and can have more freedom and choice in material design.
2. **Online Support as a continunous evaluation tool:** The online support can also be used as a continuous evaluation tool. If the students do the activities on a regular basis, at the end of the semester, there would naturally be a compilation of students' works that can be assessed as a speaking portfolio. Assessing students' speaking ability with one or two questions during a speaking exam may not fully reflect these students' true performance and potentials. If students' recordings are evaluated

throughout the semester, a more accurate picture of that student's speaking ability can be portrayed. There are different ways a teacher can go about this. A teacher can look at the progress the student has made, and give a holistic grade based on the progress. S/he can as well grade all the recordings and take an average mark as a student's final grade. Or, s/he can choose random recordings from the set and assess only these. When we think about all the possibilities, collecting students' recordings on a regular basis and making an evaluation using these is a fairer, more accurate and more justifiable way of assessing one's speaking ability. We, as teachers, all know that a student's 10-minute performance at a speaking exam may not always reflect his/her true performance and potentials.

3. **Course instructor as the mediator:** In this study, it was the researcher who facilitated and monitored the learning that takes place in the online support; however, maybe it should have been the course instructor. The course instructor is the person who is responsible from all the learning that takes place in the class. He/she is also the one who knows the students well, evaluating what they can do well, what needs to be improved and so on. If the class teacher had full access to the online support, evaluated her/his student's performance, gave the students feedback, the students could have made more use of the online support and take the online support more seriously. If the class instructor monitors the students' commitment and progress in the online support, and guides them about how that helps them in the face-to-face lessons, the students would be more motivated and see the connection between the online support and the classroom instruction. Class instructor may not always be able to provide feedback on every posting of the learners, but s/he can talk to the learners in the course of implementation, providing general feedback about how much they progressed since the beginning of the semester. S/he can also encourage peer- and self-evaluation and feedback. Even if the peer- or self-evaluation may not be as effective as teacher feedback, it will support the autonomous learning that all programs try to encourage. The instructor could also guide the learners in the process and tell them what kind of activities they need to do to progress. If the learners are guided about how to use the online support in the course of the implementation, more learning can take place.

4. **Team building and sharing work:** The researcher in the study designed the learning resources, evaluated participants' responses, provided detailed analytical feedback on every response, and solved the technical problems that the participants experienced in the process. Looking back at the multiple roles the researcher had in the process, it is fair to say for further implementations of the online support, a team of material designers, language specialists, and technical staff should work together. Material designers should have a set of materials ready for learners to use; however, they should continuously feed the online support with new materials to address the emerging needs of the learners. Furthermore, there should be independent moderators responsible for providing the feedback. These specialists should only be hired for providing feedback and should be trained and qualified in providing constructive feedback. Ideally, one language specialist should be responsible for five students, so there is a need for four qualified language specialist for one class of students. The benefit of hiring a language specialist just for the feedback is that all students would get similar feedback on their responses, and in time, the specialist would also become experts in feedback and increase the quality of their feedback, as well as quantity. Similarly, there may be a need to have a technical support team, working in the background, addressing technical problems experienced, solving these problems, and keeping a log for further reference. The technical support could also provide solutions to enhance the online support, based on the feedback they receive from the participants.
5. **Online Support through Synchronous Oral Communication tools:** Some participants in the study suggested using the online support in a computer lab. However, the idea of using the computer lab may be old-fashioned to some students who are born into a world of personal computers, so another possibility is to change the mode of interaction from asynchronous to synchronous. Recently, webinars have become very popular and many face-to-face classes have been supplemented with webinars. Webinars may also attract the attention of those who do not like asynchronous communication, since there will be real people to talk to and computers would only be the mediator of the communication. As there is interaction among the students and the teacher, collaboration will also be encouraged. Since the teacher would have the recording of the webinar, s/he can watch it many times at home and

take notes about their students' performance and provide them with delayed feedback. If the class employs task-based teaching approach, then the webinars would be the time the students and the teacher spend to prepare the task, engage in the task and the delayed feedback session would be the language analysis part. Since students and the teacher do not need to be at a specific place to complete the speaking tasks, the number of face-to-face conduct can be lowered and the class contact hours can be used for language analysis. This way, in the webinars, students would have the maximum time to speak and they can receive feedback upon their performance in face-to-face class.

6. **Integrate mobile smart phones technology:** One last option is to make use of mobile smart phone technology. More and more students start using smart phones. The idea behind the online support was to create a virtual environment for students to make recordings and send it for evaluation from the comfort of their homes. However, the online support is only one of the many mediums to use. Considering the advancements in mobile phone technology, integrating the smart phones into the language classroom can be also be an alternative. Audiodropbox tool, one of the many tools used in the study, is now available on smart phones. The students can install the application onto their phones and make their recordings using their mobile phones. The course teachers can assign students speaking topics and students can record these and drop it on course teacher's mailboxes. Even if the students do not have phones that are compatible with the Audiodropbox application, they can easily make recordings and send it to their teacher's mail account, using one of the recording tools that is already installed on their mobile phones. This way the problems related to internet connectivity and finding a suitable place to make the voice recordings would be minimized, because the students can make recordings anytime and anywhere provided that they can find a quiet spot.

5.3. Suggestions for Further Study

The role of the moderator in language learning is considered an important variable. In this study, the moderator was the researcher, an experienced teacher of English with no connection with the participants. The researcher listened to participants'

responses and evaluated them. An alternative study design can focus on the role of the moderator. The moderators can be the course teacher, peers, candidate teachers in their last year of their studies, or an independent teacher of English like the researcher in this study. The effect of the moderator can be examined, with reference to participants' use of the program, participants' evaluation of the program, and participants' perceived usefulness and language gains from the learning environment

Another alternative is designing an experimental study that investigates the differences between learners who use the online support and those who don't. Since the focus of the study would be on the speaking skills development of the learners who take part in the study, effective measures of fluency, accuracy, and pronunciation need to be established. Furthermore, since the study will have a quasi-experimental study design, it is essential that the variables that may have an effect on the study be identified and controlled. The pre- and post-test comparison of the performance may suffice to investigate the differences in language gains and oral skills development of the learners. However, through a mixed approach methodology, where the quantitative data is supported by qualitative data, a more effective measure of skills development can be achieved. In such study design, continuous measures of language development, accompanied by a pre-, post-and delayed-test approach would be the most effective method.

Another option can be to investigate the impact of different mediums of interaction. In this study, computer-mediated asynchronous communication activities were used. One option is to compare asynchronous communication activities with synchronous communication activities. Although asynchronous activities have the advantage of anytime and anywhere access, in the synchronous mode, learners can benefit from peer collaboration and cooperative learning. Since the role of the moderator is also going to change in different modes of communication, it is also possible to explore the role of the moderator in these two different modes of interaction, too. Participants' use and language gains in the asynchronous mode can be compared with the synchronous mode. Yet, another option, closely related to the above mentioned study, can be to compare the impact of different mediators, like the use of computers, the smart phones or the tablet computers. In the recent years, the use of mobile technologies, especially

smart phones and tablet computers are in rise, so the impact of these as mediators can also be examined.

RIA tools are for teachers to design their own learning resources. In this study, only tools for designing listening and speaking activities were used; however, RIA tools have a broader range of use, aiming at designing learning resources to foster all four language areas of speaking, reading, listening, and writing. One last option would be to explore how language teachers working in different institutions at different education levels use the RIA tools to design learning resources, after they receive training on different tools and their usage.

APPENDIX A

ONLINE SUPPORT

The online support consists of supplementary materials prepared using the CLEAR Rich Internet Applications (RIA) tools. All materials prepared for the online support are parallel to the course content and allow asynchronous communication between the researcher and the participants. The content validity of materials was assured by consulting ten language instructors, who had necessary experience about the course and the course content.

Theoretical Framework for Activity Design

In this study, the seven features of instructional design proposed by Chappell (1998) were employed. The guideline proposed by Chapelle (1998) is based on the interactionist theory of language learning. The table below presents the seven features followed by a detailed explanation of how the online support medium addressed these seven features.

The seven features of instructional design

1. Make key linguistic characteristics salient.
2. Offer modifications of linguistic input.
3. Provide opportunities for "comprehensible output."
4. Provide opportunities for learners to notice their errors.
5. Provide opportunities for learners to correct their linguistic output.
6. Support modified interaction between the learner and the computer.
7. Provide opportunities for the learner to act as a participant in L2 tasks.

The seven features of instructional design are realized in different ways. First of all, to make the key linguistic characteristics salient, every task or activity designed for the online support focused on only one form or structure that the learners are familiar with and are in the process of learning. All the input that learners see or hear is modified to their level of proficiency and is very similar to the type of input they receive in traditional face-to-face course. Learner's output is also controlled, because each task has a focus on either form or use. Furthermore, to support learners to successfully complete the task, several precautions are taken and put into practice. First of all, the activities designed for the study were rich in terms of visual, audio-visual and textual cues to make the task easier to understand and complete. Second, there was feedback on every task, which also addresses the third, fourth, and fifth features of instructional design. The feedback from the course designer helped learners to see their errors in vocabulary choice, language use, communication strategies, as well as pronunciation, fluency and task achievement. Furthermore, because learners can listen to their own recordings as many times as they wish, it also promotes self-realization of errors, self-correction and reflection. Another aspect of the online support is that learners can repost their recordings for feedback and check whether they have fixed the errors that

they made in their first attempt. This way they have a chance to correct their linguistic output. However, due to the asynchronous mode of communication, the interaction between the learner and the computer is limited. However, owing to personalization of speaking activities and listen and speak activities, the learners act as active participants.

All activities were designed in accordance with the underlying principles of contemporary versions of communicative language teaching, as outlined in Richards (2006). Another consideration the researcher made was to develop activities that foster learner autonomy. In the design of activities, researcher made serious considerations to promote learner autonomy. Mariani (1997) asserts that there should be a well balance between activities that promote the feeling of independence and the feeling of security. According to Marianna, setting open tasks, offering tasks with no pre-determined answers, letting students choose between alternative tasks are some ways to promote the feeling of independence, whereas modeling the task, providing clear instructions and prompts, as well as constructive feedback promote the feeling of security and being safe. When designing, the researcher tried to balance the activities that promote the feeling of security and being safe.

Online Support as a Supplementary Model

Twigg (2003) identified five models in instructional design in her extensive review of how different universities in the USA integrated information technologies into the course design. These are what she called Supplemental Model, Replacement Model, Emporium Model, Online Model and Buffet Model. In the Supplemental Model, the basic structure of the traditional course and class-meeting time is retained. Technology-enhanced activities are integrated into the course as out of class study. In the Replacement Model, there is a reduction in class-meeting time, replacing (rather than supplementing) face-to-face time with online, interactive learning activities for students. Out-of-class activities can take place in computer labs; or online so that students can participate anytime, anywhere. In the Emporium Model, all class meetings are eliminated and replaced with a learning resource center featuring online materials and on-demand personalized assistance. In the Fully Online Model, the course is redesigned as an online course. Different from the Emporium Model, there is no assistance and students are fully responsible from all the content and the activities, and are expected to fulfill these off campus, in their own time. The Buffet Model is an eclectic model that combines all the benefits of different approaches to course design and offers individualized learning opportunities for students. The buffet model rejects the idea of one-size-fit-all approach to instructional design and emphasizes individualized learning environments. Considering the aim of the online support, the needs of the students and contextual variables, supplemental model was chosen as the approach to instructional redesign. In the supplemental model, the existing course is supplemented with asynchronous out of class speaking and listening activities. Since the aim was to supplement the course with out of class activities, there were activities that replicated classroom tasks and activities and extra activities for students to extend their classroom learning.

Online Support as an Independent Study Model

Bates (1991) talks about two types of interaction in learning: individual and social. Individual interaction refers to students' involvement, participation, understanding and interaction with the resources available, like the textbooks, online content, and assignments. Individual interaction promotes self-study and does not require contact or interaction with other parties, like peers or the teacher. Social interaction, on the other hand, deals with students' actual interaction with other learners and the teacher. Social interaction emphasizes the collaborative learning options that are likely to emerge when students interact with each other and with the class teacher. In the design of supplementary learning environments, it is possible to adopt only individual or only social interaction, as well as a blend of individual and social interaction. The form and intensity of interaction depends on the needs of the students and the aims of the online platform. One model that has derived from individual interaction only approach is the independent study model. Independent study model builds around the idea of providing learners with the resources for self-study and expects learners to regulate their learning. In independent study models, learners decide on the resources to use based on their immediate needs and interests.

In this study, considering the available resources, time and energy the learners can afford for the online support medium, online independent study model was adopted, because it is the most convenient medium for the researcher, the learners and the course instructors. Such programs, when used as a support to face-to-face instruction, can fully fulfill the domain of individual interaction. Since the social interaction domain is fulfilled in face-to-face meetings in the classroom, the individual interaction can also help learners to take responsibility of their own learning and help develop the areas that need to be worked on. Besides, in independent study programs, the learners do not need to be virtually present in one place at a specific time to engage in the study program. They can follow the program on their own pace and time, which is in the heart of independent study programs.

Because the online support medium is designed as an out-of-class practice in the form of supplementary activities to the existing course, the primary form of interaction used in the study was learner-with-task interaction and asynchronous oral communication was chosen as the medium of interaction. The activities designed for the online support provided the key input for the learners in the form of rich multi-media formats, and written texts. The activities promoted learners' output and the feedback the learners received on their output was the main interaction between the learners and the researcher. All other forms of contact used in the study, like e-mails, Facebook groups, and face-to-face meetings were necessary to establish rapport with the learners; however, these contacts were not initiated and implemented as a form of learner-teacher interaction.

Description of activity types and their possible usage

Looking closely at the classroom practices, it is possible to classify the types of activities that students are involved in the class as: 1) independent speaking activities, 2) independent listening activities, and 3) integrated listening and speaking activities. In terms of independent speaking activities, students

talk about speaking topics individually, in pairs / groups, or as a whole class. Most independent speaking activities are prompted with a question(s) and students discuss these. As for the independent listening activities, the students listen to a recording and answer questions related to the listening in spoken or written prose. In integrated listening-speaking activities, the students discuss questions related to listening texts. In these activities, the listening texts facilitate discussion.

Based on a close analysis and careful contemplation of the classroom practices, the researcher decided to prepare materials that integrated listening-speaking skills, as well as dealing with speaking and listening skills independently. Below are the three basic types of activities:

I. speaking activities in which students need to record their responses on questions or prompts (Speaking Only)
II. listening activities with comprehension questions that students record the answers for (Listen and Record)
III. speaking tasks where students listen to audio, audio-visual materials and make a guided or free speech about it (Listening-Speaking Integrated)

The Listen and Record activities were principally prepared to foster accurate speech, whereas independent speaking tasks and integrated listening-speaking activities were designed with a purpose of developing fluency.

The online support medium includes activities that are the same as the ones in the book and extra materials for further practice. Activities, which are the same as the ones in the book, were designed mainly for revision purposes, as well as preparing students for the forthcoming lessons. All activities were enriched with audios, pictures, and/or audio-visuals. Although some activities were from the book, a remarkable effort was put to make the activities authentic, interesting, personal and interactive. Extra materials were embedded to the activities as both input and/or support to the students. In terms of speaking skills, these activities were assumed to provide students with an opportunity to practice speaking tasks that they cover in class outside the class on their own comfort zone, mainly because it was thought that not all students have the same pace of learning and are equally keen on taking part in the class. It was also thought that for some students, making recordings to a computer on their own without the pressure of time, or peers may make them feel more comfortable. When these students are on their own, they have the time to plan what to say and there is no one listening to their response, so for some students, such an environment can be more rewarding and contribute positively to their oral communication skills development.

Another important point to consider is the limited class hours. Some students may not have enough talking time in class. It is now a generally accepted that some students may dominate speaking classes, where the weaker, the quitter, the more reserved, or the more reluctant students have little or no opportunities to speak. Therefore, in order to support equal opportunities for all learners, speaking tasks from the books were transformed into the digital world.

In terms of listening skills, it is thought that listening activities derived from the recordings in the course book would give the learners a second chance to listen to the recordings and review the listening(s) before the class, as well as providing a chance to revise classroom tasks after the lesson. Therefore, the researcher decided to prepare materials that were adopted from the book.

Along with tasks that were the same as the ones in the course book, there were extra activities that were designed to allow the learners to expand on what they do in class. It was believed that the extra practice would help learners to practice oral communication skills outside the class and prepare the learners for their exams. Besides, the listening and speaking practice in the book was sometimes limited and scarce, so extra activities related to the topics in the book would help the learners to study outside the class. In terms of speaking, there were speaking activities with extra questions related to the topic, or a standardized set of questions that would promote out of class study. A standardized set of questions or tasks would also allow teachers to give students homework or guide the students to better address the areas that need improvement. Therefore, the researcher decided to include activities and tasks that are parallel to the content of the book on the online support.

When designing the online support medium, the researcher considered different learners and their needs. All the activities designed for the online medium were available to the learners from the onset. So, the learners could practice course content before they come to class, which may help weaker learners to come to class ready. Furthermore, the learners could also go back and revise the content that is already covered in the class. The learners can also do one activity more than one time and compare their performances. Hence, how learners use the program and how much of the program content they will use is entirely up to the students. The students do not need to do all parts of the activities and can make choices about which ones to do and which ones to leave out depending on their personal evaluation of their strengths and weaker areas. Especially with speaking activities with more than one practice question, the learners can answer all the questions, some of the questions or only one of the questions. Such flexibility is not possible and feasible with all the activities, but especially with independent speaking tasks, the learners have a choice. The classroom teachers may also lead students, depending on their personal evaluation of learner's performance in the class.

Content Validity of the Activities

The activities were assessed for content validity using a simple evaluation form. The evaluation form consisted of seven components. The first two were related to the linguistic complexity of the activities and the perceived usefulness of the activity to develop speaking and listening skills. The other five were related to the parallelism between the activities and the course content; the comprehensibility of the activities; and the visual richness of the activities. The evaluation form was made of seven Yes/No statements (Appendix D).

Ten language instructors who had substantive experience in teaching speaking and listening skills participated in content validation of the activities. All the activities prepared were put on the online support and they were assigned to ten language instructors randomly, so that every activity would be assessed individually by five separate language instructors. The instructors assessed the activities on different components. If they said "No" to any of the components related with the activity, a window popped up for the instructors to explain their reasons. An activity that received three "No's from any of the components related to design were revised, taking into account the feedback of the instructors. Any activity that

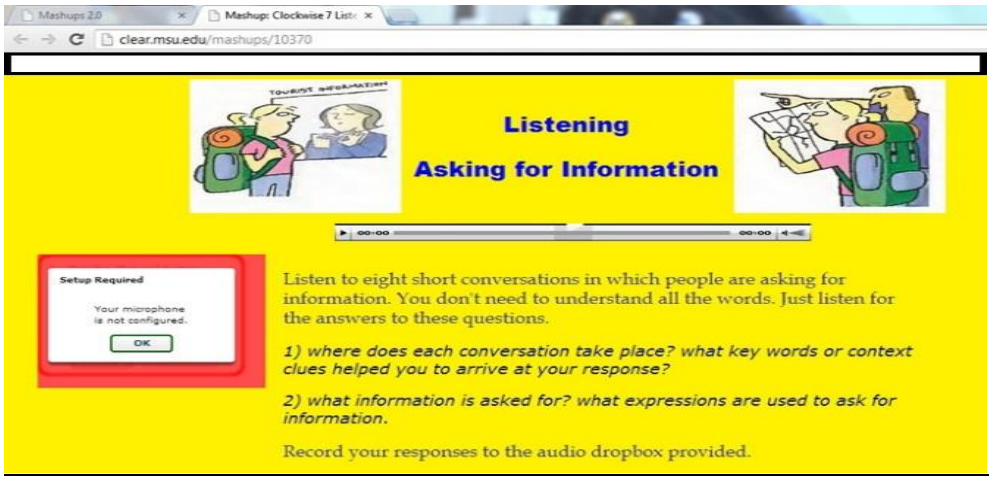
received three “No’s” from task difficulty or perceived usefulness of the task were removed from the online support, no matter how well or badly the instructors rated the activity on design related components. After language instructor’s evaluation of the content, the program was presented to class instructor(s) and their feedback was also taken into account when deciding on the final version of the online support.

Feedback Forms

The learners received feedback on every activity they have completed. There were two different types of feedback depending on the type of activity. One type of feedback was the one that students received when they completed a listening comprehension activity with comprehension questions to be recorded and sent to the researcher. In these activities, the students received a document with acceptable answers, followed by a written remark on their performance in answering the questions. In these activities, the focus was on students’ ability to comprehend a listening text, and report that in the spoken form, so there was not a detailed feedback on students’ actual spoken production. The researcher focused only on a few noticeable errors and highlighted these to the student. Below is a simple task and the feedback form related to the task.

Feedback on Listen and Record Type of Activity

Activity



Sample Feedback Form

Activity: Clockwise Lesson 07 Asking for Information
Task description: The task asks you to summarize the 8 conversations you hear by answering the questions of where the conversation takes place, what context clues you used to guess the context and the expressions used in every conversation. Below are suggested answers for the eight conversations.

	Where?	Context Clues	Information?	Expressions used
1	In an office	have popped out for a sandwich; appointment at two	Where Ann is	Have any idea where Ann is? Any idea when she'll be back?
2	In an office	Personnel; know Amy's e-mail address	Amy's e-mail address	Jane, you don't happen to know Amy's e-mail address, do you?; Have you tried asking Personnel?
3	On a train platform	Right platform for the London train;	Platform for London train.	Excuse me, could you tell me if this is the right platform for the London train?
4	On the street	Excuse me; do you know…round here?	A vegan restaurant	Excuse me, do you know a vegetarian restaurant round here?; I don't suppose you know if they serve vegan food.
5	On the street	looking for …Road; a stranger here myself	Directions	Excuse me, I wonder if you could help me; I am looking for Hayfield Road.
6	At a train station	North-West Rail	Train times to Manchester	I am ringing to enquire about times of train to Manchester.
7	At an info desk	Information about car hire; ask car hire desk	Car hire information	I am looking for information about car hire. Do you know what time it opens
8	At a city council	Downside City Council	To speak to someone about rubbish collection	I'd like to speak to someone about rubbish collection. I'll put you through to Environmental Services.

1=Weak, 2=Average, 3=Good, 4=Very Good, 5= Flawless	1	2	3	4	5
TASK ACHIEVEMENT					
*FEEDBACK on **TASK ACHIEVEMENT***					
ACCURACY					
*FEEDBACK on **ACCURACY***					
FLUENCY					
*FEEDBACK on **FLUENCY***					
INTELLIGIBILITY					
*FEEDBACK on **INTELLIGIBILITY***					
VOCABULARY RANGE					
*FEEDBACK on **VOCABULARY RANGE***					
TOTAL SCORE:					

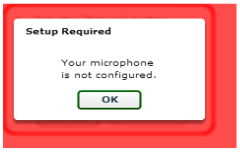
The second type of feedback was the one students received when they completed a speaking activity or a listen-and-speak activity that required them to prepare a speech. Students received feedback on their actual language use in these activities using a simple feedback form. The feedback form consists of constructs of task achievement, accuracy, fluency, intelligibility and vocabulary use. These constructs were evaluated on a 1-5 scale, with 1 being Poor and 5 being Flawless. Below the quantitative evaluation of every construct, the student received a written feedback that explained what the task required and what they had done. One of the aims of independent speaking activities was to develop participant's fluency, so the feedback on these tasks were not as strict and picky in terms of language use and vocabulary as the ones given for listening comprehension checking activities. Only the noticeable errors and those that make the meaning obscure were included in the feedback and minor mistakes were considered as slips of a tongue, unless they were made more than once, which signaled that these were systematic errors and should be avoided. A sample activity and the feedback form are presented below.

Speaking Activity / Integrated Listening Speaking Activity and the Feedback Form

Discussion Questions

Below are some general questions for you to answer. Answer each question one-by-one. First read out question, then record your answers to the audio dropbox provided.

1. Do you have problems with your parents about getting extra allowance?
2. Should university students work while they are at university? Do you consider working part-time or full-time during your studies?
3. What kind of part-time jobs are available for university students in Eskisehir?
4. How do you make ends meet? If you have to cut down on some expenses, what do you cut down on?
5. Do you think everthing costs an arm and a leg in Eskisehir? What bugs you most about the price tags in Eskisehir?
6. Are you often broke as a student or do you manage your money well?
7. When you are broke, who do you call first to borrow money? Why?
8. Do you often lend your friends your belongings? How do feel when they forget to return what they had borrowed?



The feedback form

Participant:
Activity:
Task Description:

1=Weak, 2=Average, 3=Good, 4=Very Good, 5= Flawless	1	2	3	4	5
TASK ACHIEVEMENT					
*FEEDBACK on **TASK ACHIEVEMENT***					
ACCURACY					
*FEEDBACK on **ACCURACY***					
FLUENCY					
*FEEDBACK on **FLUENCY***					
INTELLIGIBILITY					
*FEEDBACK on **INTELLIGIBILITY***					
VOCABULARY RANGE					
*FEEDBACK on **VOCABULARY RANGE***					
TOTAL SCORE:					

The components of the feedback form came from the assessment criteria used in testing speaking. The students were already familiar with the components from their speaking tests, so it was thought that they would not have any problems understanding the components of the feedback form. It was also assumed that using a familiar format with familiar components would also help learners to understand the assessment criteria used in speaking tests better and have a sense of how they are doing in the course. On the original speaking criteria, there are six components. The four main components of the criteria focus on different areas of speaking ability, namely fluency, accuracy, vocabulary, intelligibility. One of the components is devoted to interaction and another focuses on task achievement. The interaction component is removed from the criteria when preparing the feedback form and it was simplified to make it look more like a feedback form than assessment tool.

Activities Designed for the Online Support

RIA tools are only tools for language teacher and the key to material design using RIA tools is vision and experience. The process of material design using RIA tools is straightforward. First, the material designer decides on the visuals, audios, and audio-visuals s/he wants to use. Then, there is a need to digitalize all relevant content and put them together. In this study, the researcher relied on readily available visuals on the net and embedded them onto the relevant activities. The visuals were added to the materials to establish a context and to assist the written or spoken prompts. They also helped participants who could not think about what to talk about by giving some ideas. The role of visuals in speaking is now a well-known fact (Lama, 2004). Besides, research into listening comprehension also suggests that listening comprehension activities supported by visuals help comprehension (Ginther, 2002).

For the audios, he used a program called Audacity. Audacity allowed the researcher to cut/add/change sections from different recordings, to improve sound quality, and to add sound to the existing recordings. Thus, the researcher could easily remove unnecessary fragments of the recordings he used or modify them to make them more effective. He used recordings from existing resources, mainly from other course books and from the internet. The main reason to rely on existing resources was to add variety in terms of accent and to expose students to authentic materials. In some activities, the researcher prepared his own text and recorded it using a microphone, especially at times when he could not find any authentic materials. He also sometimes relied on text-to-speech tools when preparing his own listening materials. For the audio-visuals, the researcher relied on synchronous video streaming websites, especially YouTube. Since most content on the YouTube were copyright free, the researcher could easily embed those into the materials he designed. YouTube videos functioned in some activities as the core listening material and as supplementary in others.

The design of activities that derived from the book was a pretty easy design. The only problem for the researcher was the adaptation, which was not so difficult, because the materials in the books usually lacked some aspects of communicative language teaching principles. For example, an important aspect of good speaking activities is personalization of content (Richards, 2006). Students should be able to relate the content to their experiences, knowledge, beliefs and values; hence while adopting some speaking activities, the researcher tried to establish connections between the content presented in the book and students' experiences. Different activities required different levels of modification and adaptation; however, the researcher referred to principles of communicative language teaching when making the adaptations.

One of the challenges of this process was designing genuine materials, because most of the time, the content in the books was very specific and hard to modify. The researcher started all activities or material designs with a vision of how the activity should look like and what elements (visuals, audios, videos, text input) should be included in the activity. The second step, namely finding the tools, such as the visuals, the audios, or the videos to accompany the material design was the biggest challenge and a

source of frustration, because the researcher sometimes had to give up on an activity, since the visual, audio, or audiovisual elements were not available and without these elements, the material would not be useful.

Another challenge for the researcher was balancing out authentic listening texts and pedagogically designed listening texts. Whenever the researcher relied on an authentic listening text, he had to make the actual exercise or task easier and whenever the researcher used the materials from other course book, he had to make changes in the activities to make them personal, intriguing and motivating. Another challenge, especially with the activities designed parallel to Clockwise Advanced, arouse from the fact that the course book was not truly a listening-speaking course, but an integrated skill course with an emphasis on oral communication skills. The book describes itself as "this energetic course develops fluency, refreshes key grammar areas, and extends active vocabulary. Clear communicative pay-offs in every lesson provide measurable, focused progress, and a sense of achievement. Dynamic materials include controlled oral practice, timed activities, and performance tips/checklists to build confidence and provide personal challenge." Hence, there were reading passages, grammar points and vocabulary building activities. The researcher also needed to address these, and some activities focused on only grammar practice, or vocabulary revision, because it was the content of that lesson.

There were a total of sixty activities designed for the online support. There were 10 lessons in total and six activities were designed per lesson. Three of these activities were adopted from the book, whereas the other three were authentic activities and tasks. Since the activities adopted from the book needed to be included in the online support, despite the results of the content validation, the researcher included only researcher designed activities in the content validation process, and consulted the language teachers only for design issues for the book adaptations of activities.

The researcher designed forty activities for the ten lessons, namely one more than the required number. In the content validation of these activities, six were considered inappropriate to the level of participants; so 34 activities were left to be put on the online support. The researcher removed four activities that he thought the participants would not favor from the final set of activities that were put on the online support. Book adaptations were only assessed for design issues, and the language instructors demanded more visuals with five of the activities. The written prompts, instructions and other visual-audio support were considered appropriate for the level, since they were the instructions used in the course book, too. The researcher enriched these five activities for visuals and put them on the online support.

Hence, there were a final set of 30 activities adopted from the book and 30 researcher designed parallel activities. In the course of the implementation, having seen that participant's completion of activities is not at the desired level, the researcher removed the content related to the last three units, and the participants were responsible only from 42 activities. Below are activities the researcher used in the study.

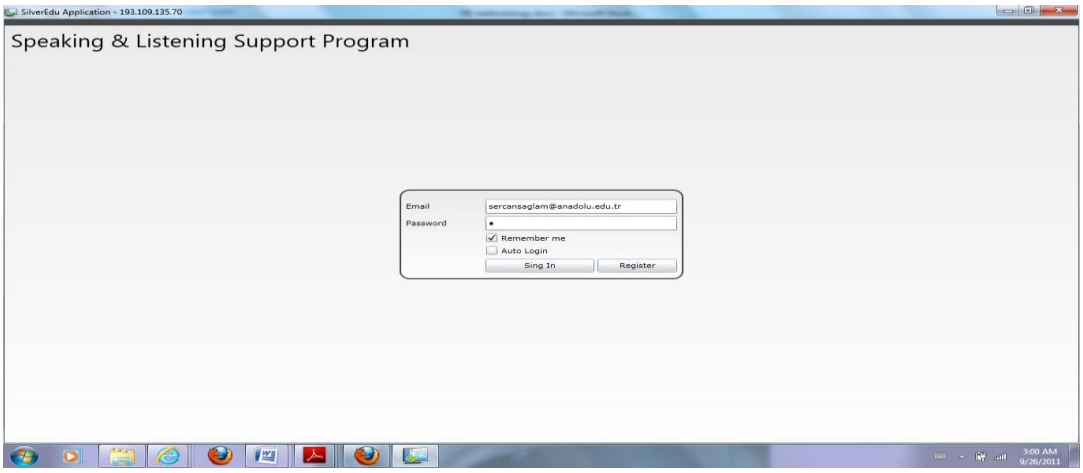
07 Haven't got a clue	**Listening:** Bank Services*; Asking for Information University Fees
	Listening-Speaking Integrated: *Responding to questions;* Evaluating an entrepreneurial process*
	Speaking: Discussion Questions; What would you do?; *Speak for yourself*, Internet Quest
08 Faraway Places	**Listening:** Checking in a hotel; Barcelona
	Listening-Speaking Integrated: Hotel to stay; Best Honeymoon Deal*
	Speaking: *Holiday preferences*; *Dream place to visit*
	Vocabulary: *Describing places*
09 Cause for Concern	**Listening:** Juvenile Crime, Best way to rehabilitate young offenders, Statistics about Crime: Turkey vs. Britain*
	Listening-Speaking Integrated: Juvenile Delinquency, What to do for young offenders;
	Speaking: Anadolu Haber; Speak for your self
10 Where was I?	**Listening:** Cultural Differences in Business Life; Cross-cultural differences
	Listening-Speaking Integrated: Internet Entrepreneurs*; Cultural Differences in addressing people; Cultural Norms versus Personality Attributes
	Speaking: BBC Document on Arranged Marriage; Erasmus Exchange Student
12 How we met	**Listening:** How I met my partner 1, How I met my partner 2
	Listening-Speaking Integrated: First encounter; 10 things to avoid on a first date*
	Speaking: How I met your mother (Spin-off); An Ideal Place to Meet a Partner
	Vocabulary: Adjectives of Feelings and Emotions
13 How can I put this?	**Listening:** Have you heard the rumors?; The story of Edwin
	Listening-Speaking Integrated: Entrepreneurial Process*;
	Speaking: Asking for a favor; Talking over some American Fads
	Grammar: Reporting Verbs 1; Reporting Verbs 2
18 From Another Planet?	**Listening:** Nature or Nurture; Following A Discussion
	Speaking: Traditional Turkish Family; Agreeing / Disagreeing; Women in Upsurge
	Vocabulary: Personality Adjectives

The medium of presentation

The activities designed using CLEAR RIA tools are stand-alone webpages that anyone can access if they are provided with the link for the website. However, giving learners a list of webpages is not user-friendly, so a Silverlight application was designed. All the RIA designed activities were put on a Silverlight Application for ease of use. The Silverlight Application ran on the following website: www.silverlightschool.net. The online support application had two interfaces, one for the students and one for the researcher. The researcher could access both interfaces; however, the students could only see the student page.

Student Page: When the participants accessed the website where the online support was published, they first downloaded the application onto their computers, and it created an automatic shortcut on the participants' desktop. Once they downloaded the application, the application could easily be accessed from the desktop by just clicking on the shortcut. The participants first needed to register to the program. Below is a screen shot of the registration page.

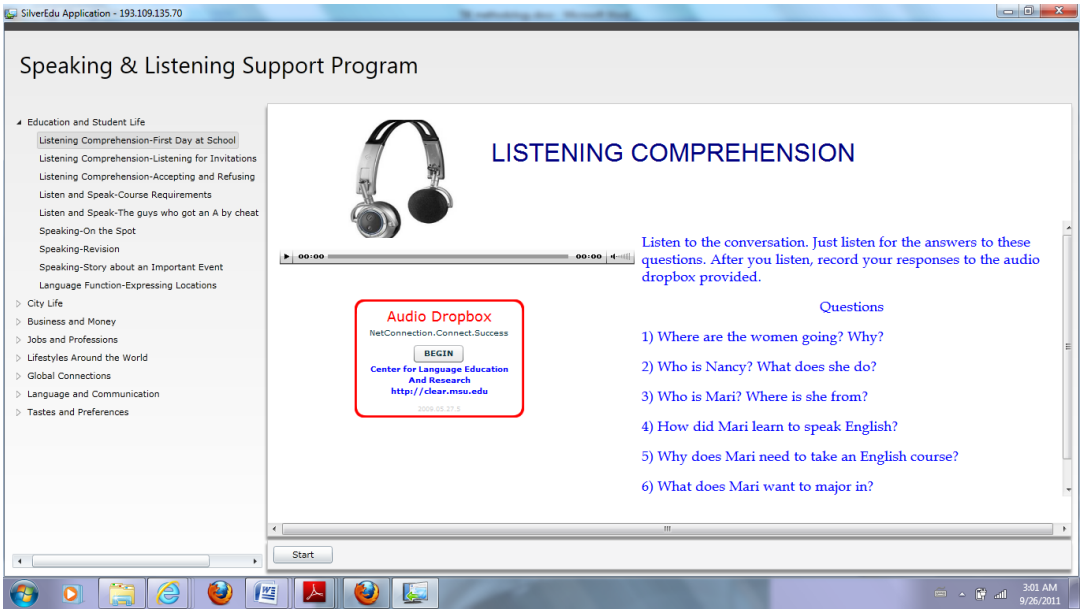
Registration page



The program allowed auto sign in, so once the students had registered, they were always automatically logged on the program and started using the application.

The layout of the student's page was also simple and easy to use. The topics and activities related to the course content were placed on the left column and when students clicked on an activity, the RIA activity opened up on the right column. The students just needed to click on the activity that they wanted to do. Below is the screen shot for the layout.

Online Support Silverlight Application Overview



Whenever they clicked on any activity, the activity appeared on the right. On the bottom left corner of the activity, there was a start-stop button. The students were asked to click on that before starting the activity. The start-stop button was actually a time-tracker, used by the researcher only to collect some data about how students use the online support. Once an activity was completed, the participants were instructed to

click on “Stop” button, which would automatically lead them to the “Student Activity Evaluation Form” and the “Learning Log”.

Administration Page: The online support application also had an administration page for the researcher use only. The administration page allowed the researcher to:

- add or delete participants; and access their log in information
- track the time the students spent on individual activities
- add a start and due date for an activity
- make changes to the online support, like adding / deleting content access activity evaluation forms.

Activity Types

	Activity	Adopted from the book	Prepared by the researcher	Speaking	Listen and Report
7	Asking for Information	X			X
7	Discussion Questions	X		X	
7	Internet Quest		X		X
7	What would you do?		X	X	
7	Speak for yourself	X		X	
7	Asking for the University Fee		X		X
8	Checking in a Hotel		X		X
8	Barcelona		X		X
8	Expressing Preferences	X		X	
8	Where would you like to go?	X		X	
8	Clockwise 8 Vocabulary Review	X		X	
8	Choosing a hotel		X		X
9	News Report		X	X	
9	Juvenile Delinquency	X			X
9	Crime Expressions Speaking	X		X	
9	Causes of Juvenile Crime		X		X
9	Probation Officer	X			X
9	Proposed Solutions for Juvenile Crime	X		X	
10	BBC documentary		X	X	
10	Cultural differences in business		X		X
10	Global Diversity		X	X	
10	Which one are you	X			X
10	Cross-cultural differences	X			X
10	Speak Out	X		X	
12	Listening 1	X			X
12	Listening 2	X			X
12	Speak for yourself		X	X	
12	Vocabulary	X		X	
12	How I met your mother?		X	X	
12	Jack and Kate		X	X	
13	Have you heard the rumors?	X			X
13	The story of Edwin	X			X
13	Asking for a favor		X	X	
13	Talking over some American Fads		X	X	
13	Reporting Verbs 1	X		X	
13	Reporting Verbs 2	X		X	
18	Nature or Nurture		X		X
18	Following A Discussion	X			X
18	Traditional Turkish Family		X	X	
18	Agreeing / Disagreeing	X		X	
18	Women in Upsurge		X		X
18	Personality Adjectives	X		X	
	Total	22	19	22	19

Sample Activities

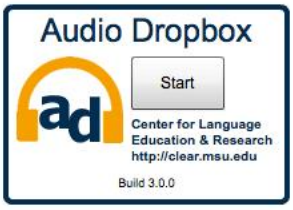
Describing Places

Match the adjectives in A with nouns in B, then make sentences with them to describe places.

A= vibrant, barren, tranquil, unspoilt, harsh, fragnant, contrasting, lush, snow-capped, shocking, rolling, exotic

B= reality, palm gloves, colours, aroma, beaches, deserts, peaks, landscapes, filth, paddy fields, spices, hills.

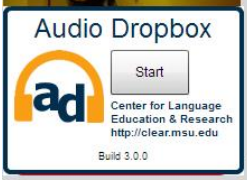
Record your sentences to the audio dropbox provided.



What does it mean to you?

BBC is preparing a documentary on how people from different cultures react to different actions. Here are the actions they are interested in:

- tap someone on the shoulder,
- beckon someone,
- pat someone on the head,
- nudge someone,
- blow one's nose in public,
- shrug,
- wink at people,
- giggle in public areas,
- point at someone,
- stare at someone in public areas, and
- frowning



You have decided to contribute to the program by expressing your views. Prepare a short talk describing what the above action mean in Turkey and record your response to the audiodropbox provided.

WHICH ONES ARE WE, WHICH ONES ARE YOU?

I or WE

DIRECT or INDIRECT

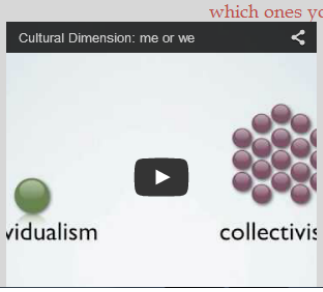
LOW or HIGH POWER DISTANCE

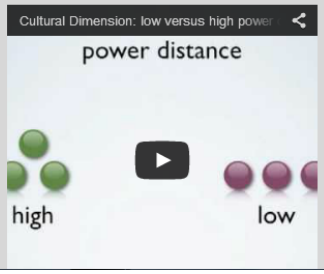
You are going to watch three YouTube videos. Watch the videos and take notes on the characteristics described for each cultural dimension.

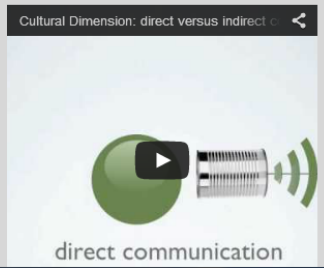
1) Decide how Turkish culture can be described with reference to these three dimensions.

2) Then, decide which one you are.

3) Record a short talk describing the Turkish culture in general and yourself more specifically, explaining which ones we are (Turkish people in general) and which ones you are.







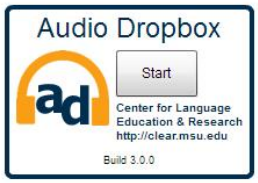
AN IDEAL PLACE TO MEET A PARTNER

Decide on the four most likely places to meet a partner in your country.

at a party at a supermarket on the beach at an airport at work

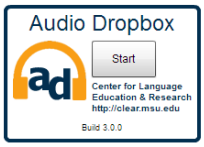
at a disco on a train in the pub at school / university

Think about the depth of the contact, how well partner's know each other, reasons for meeting or talking to the person, the role of physical attraction and the role of coincidence.



Annenizle nasıl mı tanıştım?

PENDING

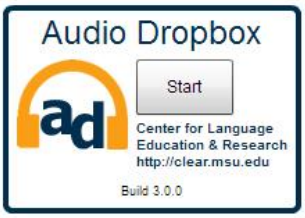


Kanal D Productions is after a sensational project, in which they want to produce a Turkish version of "How I met your mother?"

In part of their big project, they want to involve the viewer in the process of story development.

They have requested romantic stories from the viewers and you would like to attend the competition. Prepare your story plot, and record it to the audio dropbox.

The most creative story can maybe be rewarded. Come on, make your recording soon and attend the competition.



You will hear two women talking. Listen to the recording, and take notes about the following questions.

1. What happened at the ice cream counter?
2. What happened later that day?
3. What happened on their date?
4. What would you do if you were Jane? How would you react to David's behavior?

Record your response to the audio dropbox provided.

APPENDIX B

Learner's Log

Turkish Version

Değerli Öğrenci,

Aşağıda sunulmuş olan günlük sizin öğrenme sürecinizle ilgili veri toplamak için hazırlanmıştır. Günlük formunda tamamlamış olduğunuz etkinlik ile ilgili sorular var. İçten cevaplarınız ve katılımınız çevrimiçi ortamın daha etkili hale getirilebilmesi açısından önemlidir. Lütfen sadece tamamlamış olduğunuz etkinlik ile ilgili soruları cevaplayınız.

1)	Neden bu etkinliği seçtiniz? a) Tekrar amaçlı, b) derse ön hazırlık, c) ek alıştırma
2)	İlgili alıştırmayı yapabilmek için sözlü metni kaç kere dinlemen gerekti?
3)	Sözlü metin dil seviyene a) uygundu? b) çok kolaydı c) çok zordu?
4)	Sözlü metinle ile ilgili alıştırma dil seviyene a) uygundu? b) çok kolaydı c) çok zordu?
5)	Sözlü metini dinlerken not alman gerekti mi? Evet / Hayır
6)	İnteraktif dinleme alıştırmalarda ilk denemede bütün soruları doğru yapabildin mi? Evet / Hayır Cevabın Hayır ise, kaç seferde bütün sorulara doğru cevap verebildin?
7)	Konuşma etkinliği hazırlık yapılmadan sence yapılabilir miydi? Evet / Hayır
8)	Sen konuşma etkinliği yaparken her hangi bir hazırlık yaptın mı? Yaptıysan, ne yaptın?
9)	Etkinlikteki soruların ne kadarını cevapladın? a) Hepsini, b) Çoğunu, c) Birazını, d) Birkaç tanesini?
10)	Etkinlik ile ilgili diğer görüşlerin ve yorumların.

English Version

Dear Student,

This is a log of your learning experience. There are questions related to the activity that you have just completed and the questions try to find out what you did. Your honest comments and participation is vital for further implementations of the online support. Answer only the relevant questions.

1)	Why did you choose to work on this activity? a) For revision, b) For Preview, c) As supplementary practice
2)	How many times did you listen to the recording to complete the task?
3)	Do you think the recording was a) at your level, b) too easy, c) too challenging?
4)	Do you think the listening task was a) at your level, b) too easy, c) too challenging?
5)	Did you take any notes while listening to the recording? YES / NO
6)	In interactive listening tasks, did you get all the answers right at your first attempt? If not, how many times did you do the task to get all the answers right?
7)	Can you do the speaking task without any preparation? YES / NO
8)	Did you do any preparation? If Yes, what did you do?
9)	How much of the speaking questions have you completed? a) all, b) most, c) some, d) a little
10)	Do you have any other comment(s)?

APPENDIX C

Student Background Survey (TURKISH)

Öğrenci Bilgi Formu

Aşağıda ki bilgi formu soruları, sizin internet üzerinden yürütülecek olan bir dinleme-konuşma destek programı için gerek duyulan verileri toplamak içindir. Lütfen soruları içtenlikle yanıtlayınız.
Okutman Sercan SAĞLAM

1. Teknik hazır bulunuşluğunuz

	VAR	**YOK**
Kişisel bilgisayarım		
Internet bağlantım		

2. Yabancı dilini geliştirme amaçlı bilgisayar ve internet kullanımınız

1=Hiçbir zaman, 2=Ara sıra, 3=Sıklıkla, 4=Her zaman	**1**	**2**	**3**	**4**
Yabancı dilde dizi, film, belgesel vb. izlerim.				
Yabancı dilde forum, tartışma, sohbet vb. ortamlara katılırım.				
Yabancı arkadaşlarımla video konferans, sesli görüşme vb. yaparım.				
Internet üzerinden dinleme alıştırmaları yaparım.				
Internet üzerinden yabancı dilde yazılı metin okurum.				
Diğer (Belirtiniz)				

3. Bilgisayar destekli öğrenme süreçlerine yönelik görüşünüz

1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Katılıyorum, 4=Kesinlikle Katılıyorum	**1**	**2**	**3**	**4**
Bilgisayar destekli ve/veya bilgisayar üzerinden yürütülen etkinlikler, sınıf ortamındaki kadar yararlı olmaz.				
Bilgisayar üzerinden yürütülen etkinliklere sınıf ortamına göre daha fazla katılacağımı düşünüyorum.				
Bilgisayar üzerinden yürütülen etkinliklerde çalışma zamanını ben belirleyeceğim için daha başarılı olacağıma düşünüyorum.				
Bilgisayar üzerinden yürütülen konuşma etkinliklerde istediğim kadar hazırlık yapma şansım olacağı için daha başarılı olacağımı düşünüyorum.				
Bilgisayar üzerinden yürütülen konuşma etkinliklerinin bana yararlı olacağını düşünmüyorum.				
Bilgisayar üzerinden yürütülen dinleme alıştırmaları dinleme-anlama becerimi geliştirir.				
Bilgisayar üzerinden yürütülen dinleme-anlama ve konuşma etkinliklerinde dönüt almam benim açımdan önemlidir.				
Bilgisayar ve/veya teknolojinin işin içine girdiği her türlü etkinlik beni rahatsız eder.				
Bilgisayara konuşmak beni rahatsız eder.				

4. Yabancı dilde yeterlik algınız

1=Zayıf, 2=Orta, 3=İyi, 4=Çok İyi	1	2	3	4
İngilizce Seviyeniz				
Okuma Anlama				
Yazılı Anlatım				
Dinleme Anlama				
Sözlü Anlatım				

Student Information Form (ENGLISH)

The questions in the Student Information Form below are prepared to collect the necessary data about an online listening-speaking support. Please answer the questions in the best way you can.
Lecturer Sercan SAĞLAM

1. Required Devices

	Available	Not Available
1. Personal Computer		
2. Internet Connection		

2. The purposes the students use computers and internet to develop their language skills

1=Never, 2=Occasionally, 3=Frequently, 4=Always	1	2	3	4
1. I watch media, such as TV series, movies, and documentaries in English.				
2. I participate in forums, discussion boards and chats in English.				
3. I do voice chat, Skype chat or video conferencing with my foreign friends in English.				
4. I do listening comprehension activities in English on the Net.				
5. I read articles and other written works in English.				

3. Student's opinions regarding computer assisted learning processes

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree	1	2	3	4
1. Computer-assisted and/or computer-mediated activities will not be as useful as the ones done in the classroom.				
2. I believe I would participate more in computer-mediated activities than the ones covered in class.				
3. I think I would be more successful in computer-mediated speaking activities, since I would determine the time and pace of study.				
4. I think I would succeed more in computer-mediated speaking activities, since I would have a chance to prepare for the task as much as I want.				
5. I don't think computer-mediated speaking activities would be useful to me.				
6. Computer-mediated listening comprehension activities develop my listening comprehension skills.				
7. It is important that I get feedback on both computer-mediated listening comprehension activities and speaking activities.				
8. Any kind of activity that involves the use of computers and/or technology makes me uncomfortable.				
9. I feel uncomfortable talking to the computer.				

4. Self-Reported Proficiency in English

1=Poor, 2=Average, 3=Good, 4=Very Good	1	2	3	4
1. General Proficiency				
2. Reading Comprehension				
3. Writing				
4. Listening Comprehension				
5. Speaking				

APPENDIX D

Activity Evaluation Form (Instructor)

Etkinlik Değerlendirme Formu
(Öğretim Elemanı için)
Turkish Version

Değerli Meslektaşım,
Aşağıda incelemiş olduğunuz etkinlik ilgili ifadeler vardır. Bu etkinlikle ilgili aşağıdaki özellikleri değerlendiriniz. Eğer cevabınız hayır ise, otomatik olarak çıkacak kutuya gerekçenizi kısaca yazınız.

Etkinlik ilgili görüşler

	Evet	Hayır (Açıklayınız)
1) Etkinlik öğrencilerin dil seviyesine uygundur.		
2) Etkinlik dinleme-anlama ve/veya konuşma becerilerinizi geliştirmede faydalıdır.		
3) Etkinlik derste yaptıklarımıza paraleldir.		
4) Etkinlikte kullanılan sözlü dil anlaşılırdır.		
5) Etkinlikte kullanılan yazılı metinlerin ve/veya yönergelerin anlaşılırlığı		
6) Etkinlikteki görsellerin anlaşılırlığı		
7) Etkinliğin karmaşıklığı (ne, nasıl yapılacak açık mı?)		
Yorumlarınız ve önerileriniz (Lütfen yazınız…)		

RIA activities evaluation form
(Instructor Form)
English Version

Dear Colleague,
Below you find statements about the activity you have just reviewed. Please, evaluate the activity with reference to the features given below. If your answer is No to any of the statement, please explain your reasons in the text box that pops up automatically.

DO YOU THINK	Yes	No (Explain)
1) the activity is appropriate to the level of the students?		
2) the activity is useful to develop listening-comprehension and speaking skills?		
3) the activity is parallel to the course content?		
4) the spoken language (listening texts, videos, spoken prompts) used in the activity is clear?		
5) the written text, prompt, and/or instructions used in the activity are clear?		
6) the visuals in the activities are clear?		
7) the activity is clear and easy to understand?		
Further comments or suggestions (Please type):		

APPENDIX E

Student Final Evaluation Form

Uygulama Sonrası Değerlendirme Anketi
(Öğrenci için)

Değerli Öğrenci,
Aşağıda bir dönem boyunca uygulanmış olan çevrimiçi destek programı ile ilgili ifadeler bulanmaktadır. Bu ifadelere vereceğiniz yanıtlar bu destek programının daha etkili duruma getirilmesine dönük geliştirme çalışmalarına dönüt sağlayacaktır. Lütfen soruları içtenlikle cevaplandırınız.
1=Kesinlikle katılmıyorum, 2= Katılmıyorum, 3=Katılıyorum, 4=Kesinlikle katılıyorum
Okutman Sercan SAĞLAM

1. Dil becerisi kazanımları

	1	2	3	4
1) Çevrimiçi destek programındaki etkinliklerin dinleme-anlama becerimi geliştirdiğini düşünüyorum.				
2) Çevrimiçi destek programındaki etkinliklerin konuşma becerimi geliştirdiğini düşünüyorum.				
3) Çevrimiçi destek programındaki etkinliklerin telaffuzumu geliştirdiğini düşünüyorum.				
4) Çevrimiçi destek programındaki etkinlikler sayesinde daha akıcı konuşuyorum.				
5) Çevrimiçi destek programındaki etkinlikler sayesinde konuşma özgüvenimin artığını düşünüyorum.				
6) Çevrimiçi destek programındaki etkinlikler ön hazırlık yapmadan konuşabilme becerimi geliştirdiğini düşünüyorum.				
7) Çevrimiçi destek programı olmasaydı konuşma ve anlama-dinleme becerilerim gelişmezdi.				
8) Çevrimiçi destek sisteminin konuşma kaygımı azalttığını düşünüyorum.				
9) Çevrimiçi destek programındaki etkinliklerin dil becerilerime hiçbir katkısı olmadığını düşünüyorum.				
10) Etkinlikler ile ilgili almış olduğum geri bildirimler eksik yönlerimi fark etmeme yardımcı oldu.				

2. Etkinlikler

	1	2	3	4
1) Etkinlikler genel olarak kolaydı ve dil seviyemin altındaydı.				
2) Etkinliklerim öğrencilerin dil becerileri dikkate alınarak hazırlanmış olduğunu düşünüyorum.				
3) Çoğu konuşma etkinliğini tamamlayabilmek için ön hazırlık yapmam gerekiyordu.				
4) Çoğu dinleme-anlama etkinliği için bir kez dinlemek yeterli oldu.				
5) Kitap dışı seçilen çoğu dinleme metinlerini ve görsel işitsel materyalleri anlamakta zorlandım.				
6) Etkinlik türlerinde daha çok çeşitlilik olmalıydı.				
7) Dinleme-anlama etkinliklerinde sorulara sözlü yanıt vermeği anlamsız buldum.				
8) Konuşma etkinliklerinin kendi yaşantımla ilişkilendirilmesini sıkıcı buldum.				
9) Çevrimiçi destek programı konuşma ve dinleme dersinin içeriğini daha iyi anlamama yardımcı olduğunu düşünüyorum.				

3. Öğrenme Yaşantıları

	1	2	3	4
1) Çevrimiçi destek programı eş zamansız bilgisayar aracılı iletişim ile ilgili düşüncelerimi değiştirdi.				
2) İstediğim yerden istediğim zaman internete bağlanıp çalışabilmek sistemin en güçlü yanıydı.				
3) Çevrimiçi destek programı bilgisayar laboratuvarında ders gibi uygulansaydı benim için daha faydalı olurdu.				
4) Çevrimiçi destek programı zamanımı daha etkili kullanmama yardımcı oldu.				
5) Çevrimiçi destek programı konuşma ve dinleme-anlama becerileri geliştirmek için yeni bir yol olabilir.				
6) Derste gördüğümüz dinleme metinlerin ve konuşma etkinliklerin bir kısmının çevrimiçi destek programında da yer alması konuşma-dinleme dersinin içeriğini tekrar etmemde faydalı oldu.				
7) Çevrimiçi destek programı sayesinde derse daha hazır gelebildim.				
8) Çevrimiçi destek programı tek başına benim konuşma ve dinleme-anlama becerimi geliştirmem için yeterli olur diye düşünüyorum.				
9) Konularla ilgili çalışılabilecek çok sayıda etkinlik olmasını faydalı buldum.				
10) Etkinlik zenginliği zayıf olduğum yönleri geliştirmeme yardımcı oldu.				
11) Daha az sayıda etkinlik olsa sistem daha faydalı olurdu.				
12) Kitaptaki dinleme-anlama etkinlikleri olmasaydı da olurdu diye düşünüyorum.				
13) Kitap dışı dinleme-anlama etkinliklerinden daha fazla yararlandım.				
14) Etkinliklerde kişiye esneklik tanınmasını faydalı buldum.				

4. Yaşanan güçlükler

	1	2	3	4
1) Bu çevrimiçi destek programını etkili kullanabilmek için iyi bir bilgisayar bilgisine ihtiyaç var.				
2) Benim bilgisayar bilgim ve yetkinliğim yeterli olmadığı için bu çevrimiçi destek programını etkili kullanamadım.				
3) Bilgisayar üzerinden etkinlikleri yaparken kendimi yalnız ve çaresiz hissettim.				
4) Çok fazla teknik sorunla karşılaştım.				
5) Teknik sorunlarla karşılaştığımda sistem yöneticisinden yeterli yardım alamadım.				
6) Bu çevrimiçi destek programını çalıştırmak ve kullanmak için iyi bir bilgisayar ve teknoloji donanımı gerekiyor.				

5. Geri bildirim ile ilgili görüşler

	1	2	3	4
1) İnteraktif dinleme-anlama etkinliklerinde anında geri bildirim almak faydalı oldu.				
2) Dinleme-anlama etkinliklerinde yapmış olduğum ses kaydı ile ilgili geri bildirim yanlış yanıtlarımı anlamama yardımcı oldu.				
3) Konuşma kayıtlarıyla ilgili almış olduğum geri bildirimler telaffuz ile ilgili eksiklerimi görmeme yardımcı oldu.				
4) Konuşma kayıtlarıyla ilgili almış olduğum geri bildirimler dilbilgisi eksiklerimi görmeme yardımcı oldu.				
5) Konuşma kayıtlarıyla ilgili almış olduğum geri bildirimler daha akıcı konuşmama yardımcı oldu.				
6) Almış olduğum geri bildirimler sayesinde artık bir konu ile ilgili konuşurken nelerden bahsetmem gerektiğini daha iyi biliyorum.				
7) Herhangi bir etkinlik ile ilgili geri bildirim aldıktan sonra o etkinliği aldığım dönütleri dikkate alarak tekrar yaptım.				
8) Herhangi bir etkinlik ile ilgili aldığım geri bildirimleri ondan sonra yaptığım etkinliklerde uygulamaya çalıştım.				
9) Almış olduğum geri bildirimlerde sürekli yanlışlarım yüzüme vuruluyor gibi hissettim.				
10) Almış olduğum geri bildirimleri anlamakta zorlanmadım.				
11) Almış olduğum geri bildirimler konuşma isteğimi azalttı.				
12) Geri bildirimler İngilizce verilseydi daha faydalı oldurdu.				
13) Geri bildirimler yazılı yerine sözlü olarak verilseydi daha faydalı olurdu.				
14) Geri bildirimlerin bir kriter çerçevesinde verilmesi faydalı oldu.				
15) Etkinliklerle ilgili düzenli dönüt alabildim.				

6. Çevrimiçi destek programı ile ilgili diğer görüşler ve yorumlar

Post-Study Evaluation Form
(Student Copy)

Dear Student,

Below you find statements related to the online support that you have been using for a semester. Your honest answers to these statement would provide invaluable feedback and help enhance the online support so that the future users of the program make the best use.

1=Strongly Disagree, 2= Disagree, 3=Agree, 4=Strongly Agree

Instructor Sercan SAĞLAM

1. Language Gains

	1	2	3	4
1) I think completing the activities in the online support developed my listening comprehension skills.				
2) I think completing the activities in the online support developed my speaking skills.				
3) I think completing the activities in the online support developed my pronunciation.				
4) Thanks to the activities in the online support, I speak more fluently.				
5) I think my confidence in speaking developed thanks to the activities in the online support.				
6) I think completing the activities in the online support developed my skills in making a speech without prior preparation.				
7) If there were no online support, my listening and speaking skills would not have developed.				
8) I think the online support helped lower my anxiety speaking in English.				
9) I think completing the activities had no contribution to developing my language skills.				
10) Feedback I received about my performance in the activities helped me realize my weaknesses.				

2. Activities

	1	2	3	4
1) I think the activities in the online support helped me understand the content of listening-speaking course better.				
2) Activities were generally easy and below my level of English.				
3) I think the activities in the online support were prepared taking into account the language skills of the students.				
4) For most speaking activities, I needed to make a preparation prior to completing the task.				
5) For most listening comprehension activities, listening to the recording for only one time sufficed to complete the activity.				
6) I had difficulty understanding the recordings and other audio-visuals chosen in activities that were not from the course book.				
7) There should be more variety in activity types.				
8) I think responding verbally to the comprehension questions in listening comprehension activities was purposeless.				
9) Personalization of all the speaking tasks was boring.				

3. Learning Experience

	1	2	3	4
1) The online support changed my opinions about asynchronous computer mediated communication.				
2) One of the strengths of the online support was anywhere and anytime access to the program.				
3) If the online support were carried out as a course in the computer lab, it would be more beneficial for me.				
4) The online support helped me use my time more effectively.				
5) Online support can be an alternative method of developing one's listening-speaking skills.				
6) The listening comprehension and speaking activities that were adopted from the course book were worthwhile in terms of revising the content of the course.				
7) Thanks to the online support, I was more prepared for the course.				
8) I think the online support on its own is enough to develop my speaking and listening comprehension skills.				
9) It was worthwhile to have many activities about the topics.				
10) Variety in activity types helped me develop my weaker areas.				
11) If there were fewer activities, the online support would be more favorable.				
12) I think there was not a need to include listening comprehension activities from the course book.				
13) I made more use of listening comprehension activities prepared by the researcher.				
14) Giving the students choice and flexibility in the activities was worthwhile.				

4. Technical difficulties

	1	2	3	4
1) You need to have good computer skills in order to use the online support effectively.				
2) I couldn't make the best use of the online support, because I lack effective computer skills.				
3) I experienced too much technical problems.				
4) I did not get sufficient support from the system administrator when I experienced technical problems.				
5) In order to run and use the online support effectively, you need to have a good computer configuration.				
6) When I was working on the activities on the computer, I felt lonely and desperate.				

5. Opinions regarding the feedback received

	1	2	3	4
1) It was useful to have immediate feedback about listening comprehension activities with interactive language exercises.				
2) Feedback about the listening comprehension activities helped me understand my mistakes.				
3) Feedback I received about my recordings helped me realize my weaknesses in terms of pronunciation.				
4) Feedback I received about my recordings helped me realize my weaknesses in terms of language use and grammar.				
5) Feedback I received about my recordings helped me develop my fluency.				
6) Thanks to the feedback I received, now I know better what to talk about and what is expected from me when I am asked to talk about a topic.				
7) I did an activity again taking into the account the feedback I received.				
8) I paid attention to areas that I received feedback on when doing other activities.				
9) I felt as if someone was continuously criticizing me and telling me my mistakes when reading the feedbacks I received.				
10) I had difficulty understanding the feedback I received.				
11) The feedback I received lowered my willingness to speak.				
12) The feedback would be more useful if it was given in Turkish.				
13) The feedback would be more useful if was given orally, rather than in written form.				
14) It was useful to receive the feedback through a familiar criterion.				
15) I received regular feedback about the activities.				

6. Other views or comments regarding the online support

APPENDIX F

Standardized Open-Ended Interview Questions

(Turkish)

1) Bir dönem boyunca uygulanmış olan konuşma-dinleme dersi çevrimiçi destek programı ile ilgili ne düşünüyorsunuz?
   a) Programın sizce güçlü ve zayıf yönleri nelerdi? Örneklerle açıklayınız.
   b) Sizce destek programı sözel iletişim becerisi derslerinde uygulanmalı mı? Açıklayınız.
   c) Sözel iletişim becerilerini geliştirme konusunda eş zamansız bilgisayar aracılı sözel iletişim ile ilgili görüşleriniz nelerdir? Açıklayınız.
   d) Bu program sizin konuşma becerilerinizi geliştirmeye yardımcı oldu mu? Nasıl? Açıklayınız.
   e) Bu program sizin dinleme-anlama becerilerinizi geliştirmeye yardımcı oldu mu? Nasıl? Açıklayınız.
   f) Bu program ile çalışmak birazdan size sayacağım konularda size yardımcı oldu mu? Nasıl? Açıklayınız.
      i) Konuşma kaygısı / Konuşma özgüveni
      ii) Dinlediğimi anlama güven duygusu
      iii) Akıcı konuşma / Hazırlık yapmadan konuşma
      iv) Konuşma dinleme dersine hazır bulunma durumu
      v) Konuşma dinleme ders içeriğini tekrar etme
      vi) Zaman yönetimi
      vii) Özerk / Bağımsız öğrenme durumu
2) Programı kullanırken herhangi bir teknik sorunla karşılaştınız mı? Açıklayınız.
3) Programı kullanırken başka sorunlarla karşılaştınız mı? Açıklayınız.
4) Programı nasıl ve ne sıklıkla kullandınız? Açıklayınız
   a) Programdaki etkinlikleri ne kadarı tamamladınız? Sebepleriyle açıklayınız.
   b) Programdaki etkinlikleri kaç kere yaptınız? Neden?
   c) Programdaki konuşma etkinlikleri yaparken nasıl bir hazırlık yaptınız? Açıklayınız.
   d) Programdaki dinleme-anlama etkinlikleri yaparken kaç kere dinlemeniz gerekti?
   e) Programda haftalık ortalama kaç saat geçirdiniz? Neden?
5) Programda kullanılan etkinlikleri, etkinlik türlerini ve etkinlik zenginliğini nasıl buldunuz? Açıklayınız.
   a) Kitaptan gelen etkinlikler ile ilgili ne düşünüyorsunuz? Açıklayınız.
   b) Kitap dışı etkinlikler ile ilgili ne düşünüyorsunuz? Açıklayınız.
   c) Etkinliklere eklenen işitsel ve/veya görsel işitsel malzemeler ile ilgili ne düşünüyorsunuz? Açıklayınız.
   d) Etkinliklerde sizden yapmanız beklenen görevler ile ilgili ne düşünüyorsunuz? Açıklayınız.
   e) Etkinliklerde kullanılan dil (yönergelerde, dinleme metinlerinde, görsellerde) ile ilgili ne düşüyorsunuz? Açıklayınız.
   f) Etkinlik ve/veya etkinlik türlerinde nelerin değişmesini isterdiniz? Örneklerle açıklayınız.
6) Tamamladığınız bütün etkinlikler ile ilgili yazılı geri bildirim aldınız. Bu geri bildirimlerden nasıl faydalandınız? Açıklayınız.
7) Birazdan size sayacağım etkinlik türleri ile ilgili almış olduğunuz geri bildirimler hakkında ne düşünüyorsunuz? Açıklayınız.
   a) İnteraktif dil alıştırması olan dinleme-anlama etkinlikler ile ilgili aldığınız anlık geri bildirimler
   b) Ses kaydı yapıp, bana gönderdiğiniz dinleme-anlama etkinlikleri ile ilgili almış olduğunuz geri bildirimler
   c) Konuşma etkinlikleri ile ilgili yaptığınız ses kayıtlarıyla ile ilgili almış olduğunuz geri bildirim
8) Geri bildirim şekli ile ilgili (yazılı olması, belli bir kritere bağlı olması, vb.) ne düşünüyorsunuz? Açıklayınız.
   a) Geri bildirim sürecinde değişikler yapmaya ihtiyaç var mı? Nasıl? Örneklerle açıklayınız.
9) Almış olduğunuz geri bildirimler birazdan sayacağım dil beceri alanlarında eksiklerinizi fark etmenize yardımcı oldu mu? Nasıl
   a) Telaffuz
   b) Doğru ve uygun dilbilgisi kullanımı
   c) Kelime dağarcığı ve doğru / uygun kelime kullanımı
   d) Konuya uygun konuşabilme
   e) Dinleme metinlerinde ana fikri yakalama
   f) Dinleme metinlerinde belli bir bilgiyi yakalama

Standardized Open-Ended Interview Questions

(English)

1) What do you think about the speaking-listening online support application that you have been using since the beginning of the last semester?
   a) What were the strengths and weaknesses of the program? Explain using examples.
   b) Do you think online support should be implemented in oral communication courses? Explain.
   c) What do you think about asynchronous computer-mediated oral communication to develop oral skills?
   d) Has the online support program helped you develop your speaking skills? How? Explain.
   e) Has the online support program helped you develop your listening comprehension skills? How? Explain.
   f) Has working with the online support helped you in the areas that I will mention now? How? Explain.
      i) Speaking anxiety / Self-confidence in speaking
      ii) Self-confidence in listening comprehension skills
      iii) Fluency / Unrehearsed / Impromptu speaking
      iv) Readiness for the speaking-listening course
      v) Reviewing the content of speaking-listening course
      vi) Time management
      vii) Autonomous and Independent Learning
2) Have you experienced any technical programs while using the support application? Explain.
3) Have you experienced any other problems while using the program? Explain.
4) How have you made use of the online support and how often have you used it? Explain.
   a) How many of the activities have you completed? Explain with reasons.
   b) How many times have you done the activities? Why?
   c) What kind of preparation (if any) did you make while working on the speaking activities? Explain.
   d) How many times did you need to listen to the recordings in order to complete the listening comprehension activities?
   e) How many hours in average per week would you say you spent on the online support? Why?
5) What do you think about the activities used, about different kinds of activities, and about the activity variety and richness? Explain.
   a) What do you think about the activities that came from the course book? Explain.
   b) What do you think about the activities that were designed by the researcher? Explain.
   c) What do you think about the visual / audio-visual materials that were embedded to the activities? Explain.
   d) What do you think about the tasks? Explain.
   e) What do you think about the language input (instructions, recordings) used in the activities? Explain.
   f) What changes would you like to change about the activities or activity types? Explain with examples.
6) Have you received written feedback on every activity that you have completed? How did you make use of the feedback? Explain.
7) What do you think about the feedback that you received on different types of activities? Explain.
   a) Instant feedback that you received on interactive language exercises
   b) Feedback on listening comprehension activities in which we needed to record an audio response
   c) Feedback on speaking activities in which we needed to record an audio response
8) What do you think about the form (written, based on a familiar criterion) of the feedback that you received? Explain.
   a) What could be changed about the feedback process? How? Explain with specific examples.
9) Has the feedback that you received helped you realize your weaknesses in the following areas of language skills? How?
      a) Pronunciation
      b) Accurate and appropriate language use
      c) Vocabulary and accurate / appropriate vocabulary use
      d) Task achievement
      e) Listening for the main idea
      f) Listening for specific details

APPENDIX G

Structured Interview: Post-Implementation Evaluation

(Turkish Version)

Uygulama Sonrası Program Değerlendirme Görüşme Formu

Aşağıdaki sorular, sizin internet temelli bir dinleme-konuşma destek programı için gerek duyulan verileri toplamak amacıyla hazırlanmıştır. Lütfen, soruları içtenlikle yanıtlayınız ve yanıtsız soru bırakmayınız. Katılımınız ve desteğiniz için teşekkür ederim.

Okutman Sercan SAĞLAM

I. KİŞİSEL BİLGİLER

I.1 Adınız ve Soyadınız: ……..

I.2. Bilgisayarı kullanma becerileriniz

( ) Hiç yok

( ) Yetecek kadar var

( ) Çok İyi

I.3. Kişisel bilgisayarınız var mı?

( ) Var

( ) Yok

I.4. İnternet erişiminiz

( ) Çevremde yok

( ) Ulaşmam çok zor

( ) Az bir çabayla ulaşabilirim

( ) Yakın çevremde var

( ) Kendi bağlantım var

I.5. İngilizce konuşma ve dinleme-anlama becerilerinizin geliştirilmesine dönük bir çevrimiçi (online) destek programı (Örneğin size sunulan Listening/Speaking Support Application (LSSA)) ile ilgili sorular:

I.5.1. Sizce İngilizce konuşma ve dinleme-anlama becerilerinizin geliştirilmesine için dersin yüz yüze dersin yanı sıra LSSA gibi online bir destek programına gerek var mıdır?

( ) Evet gerek vardır.

( ) Hayır gerek yoktur

I.5.2. Sizce **LSSA** gibi bir online bir destek programının dil gelişiminize katkısı/yararı olur mu?

( ) Evet katkısı/yararı olur.

( ) Hayır katkısı/yararı olmaz.

II. Size sunulan İngilizce konuşma ve dinleme-anlama becerilerinizin geliştirilmesine dönük bir çevrimiçi destek programı olan Listening/Speaking Support Application (LSSA) kullanımı ile ilgili sorular:

II.1. **LSSA'ya** kaydınızı sorunsuz yapabildiniz mi?

( ) Evet ( ) Hayır

II.2 **LSSA'ya** kayıt sürecinde ilgili öğretim elemanı size yeterince yardımcı oldu mu?

( ) Evet ( ) Hayır

II.3. **LSSA'ya** kayıt sürecinin daha verimli geçmesi için neler önerirsiniz?

II.4. LSSA'ya kayıt olduktan sonra tekrar bağlandınız mı?

( ) Evet ( ) Hayır (Lütfen, II.6 bölüme geçiniz.).

II.4.1. Web sayfamıza bağlanma durumunuz?

( ) Bağlanmak çok zordu

( ) Biraz çabayla bağlanabildim

( ) Kolayca bağlanabildim

II.4.2. Kayıttan sonra, LSSA'ya bağlanma amacınız nedir?

( ) LSSA'yı genel olarak tanımaya ve anlamaya çalıştım.

( ) İçeriği inceledim.

( ) Etkinlik içindeki yönergeleri, görsel ve/ya görsel işitsel malzemeleri inceledim.

( ) Etkinlikler için ne yapmam gerektiğini anlamaya çalıştım.

( ) Diğer

II.4.3. LSSA'ya katılarak etkinlikleri yaptınız mı?

( ) Evet, ama size göndermedim
( ) Hayır (Cevabınız hayır ise , II.5 Soruya geçiniz).

II.5. LSSA'ya katılmama nedenleriniz nelerdir?

Post-Implementation Evaluation: Structure Interview Form

(English Version)

Post-Implementation Evaluation: Structure Interview Form

The questions below are designed to collect the necessary data related to your opinions concerning the web-based speaking-listening support application. Please, answer the questions sincerely and do not leave any questions unattempted. I would like to thank you for your participation and support.

Instructor Sercan SAĞLAM

I. PERSONAL OPINION

I.1 NAME AND SURNAME: ……..

I.2. How would you rate your computer skills and literacy?

( ) Almost none

( ) Just enough to survive

( ) Pretty well

I.3. Do you have a personal computer?

( ) Yes

( ) No

I.4. Which of the following best explains your accessibility to the internet?

( ) I have no access at all

( ) It is a real challenge for me to access the internet

( ) I can access internet with a little effort

( ) I can access internet in my near environment

( ) I have my own connection

I.5. Questions related to online support for listening-speaking courses (For instance, Listening/Speaking Support Application (LSSA) that was offered to you):

I.5.1. Do you think there is a need to support the face-to-face speaking-listening course with an online support, such as the LSSA?

( ) Yes

( ) No

I.5.2. Do you think an online support like LSSA can be beneficial for your language development?

( ) Yes

( ) No

II. Questions related to the use of Listening/Speaking Support Application (LSSA) implemented:

II.1. Could you register to the **LSSA** without any problems?

( ) Yes ( ) No

II.2 Did you receive satisfactory support in the registration process to the **LSSA?**

( ) Yes ( ) No

II.3. What suggestions do you have to make the registration process more efficient?

II.4. Have you ever logged back on the LSSA after the registration?

( ) Yes ( ) No (If your answer is No, please move to II.5)

II.4.1 Which of the following statements best explains your attempts to log back to the LSSA?

( ) It was a real challenge logging back.

( ) I could log back on LSSA with a little effort

( ) I easily logged back on LSSA

( ) Other…….

II. 4.2. Why did you log back on LSSA after registration?

( ) I tried to understand the layout of LSSA and familiarized to the LSSA

( ) I glanced through the content.

( ) I explored the activities, focusing on the instructions, visuals, recordings, and audio-visuals.

( ) I tried to understand what was expected from me in the activities.

II. 4. 3. Have you done any activities?

( ) Yes, but did not send them for evaluation

( ) No (Please, go to Section II.5)

II.5. What were the reasons for not attending to the program?

Appendix H

Speaking Learning Log

Activity	Description	Participant	Length of Recording	Time Spent	Need to make preparation	Preparation made	Number of questions answered
Lesson 7 Discussion Independent Speaking Exercise 6 Questions (5 submissions)	There are eight questions related to money, making a budget, living on a budget living in Eskişehir as a student, and ways to make money. The students can answer all the questions or just one depending on their needs.	Hailey	00:49	10	No	None	Some
		Barbara	04:38	5	No	None	All
		Emily	02:32	10	No	Brainstorm key words to remind me	Most
		Elizabeth	03:17	5	No	None	Most
		Carol	03:44	15	No	Notes on each questions to feel secure	All
Lesson 7 What would you do? (4 submissions)	There are nine challenging situations for students in which students need to make ethical judgments and justify the reasons for their actions. Students can express their ideas in all nine situations or choose the ones that they like.	Barbara	05:42	6	No	None	All
		Emily	02:21	3	No	None	Some
		Elizabeth	01:14	3	No	None	A few
		Carol	06:28	8	No	None	All
Clockwise 7 Speak for yourself (3 submissions)	There are situations for which students need to ask for information. This is a relatively short task with one specific sentences to be said for each situation. The students just need to say what they would say in that situation.	Hailey	00:13	1	No	None	All
		Barbara	01:07	3	No	None	All
		Emily	00:15	1	No	None	All

Clockwise 8 Expressing Preferences (6 submissions)	There are options to choose from. For each pair of choices, students decide on where they would prefer to go, and then state your reasons.	Christine	01:54	5	Yes		Some
		Emily	00:29	3	Yes		Few
		Betty	02:06	7	Yes	Brainstorming key words to remind me	All
		Barbara	04:45	10	Yes	Brainstorming key words to remind me	Some
		Monica	01:12	5	No	None	Most
		Hailey	01:33	5	No	None	Most
Clockwise 8 Where would you go? (8 submissions)	There is one simple question and students need to address this question in the best way you can. The question asks them to choose place that you would love to go.	Christine	01:01	3	No	None	All
		Carol	00:28	1	No	None	All
		Betty	01:39	3	No	None	All
		Barbara	02:42	4	No	None	All
		Monica	00:51	2	No	None	All
		Elizabeth	01:05	2	No	None	All
		Hailey	00:56	2	No	None	All
		Emily	00:16	1	No	None	All
Clockwise 8 Describing Places (4 submissions)	There are 12 adjectives and 12 nouns. First, students need to match them. Then, they need to think about places that they can use these adjective-noun combinations to describe these places.	Christine	01:47	10	Yes	Brainstorm some ideas and then start the task	Most
		Betty	03:23	15	Yes	Written out whole script	All
		Barbara	02:20	15	Yes	Written out a story with all the words	All
		Monica	00:26	10	Yes	Brainstorm some ideas	A few
Clockwise 8 Choosing a hotel to stay (9 submissions)	The task asks students to choose a hotel by looking at the videos and the written descriptions available.	Emily	00:35	15	Yes	Detailed reading and note-taking	
		Christine	01:36	20	Yes	Detailed reading and note-taking	
		Cynthia	01:09	20	Yes	Detailed reading and note-taking	
		Betty	01:08	10	Yes	Detailed reading and note-taking	
		Barbara	00:39	15	Yes	Detailed reading and note-taking	
		Monica	00:29	10	Yes	Detailed reading and note-taking	
		Elizabeth	01:28	5	Yes	Scanned and caught the main features	

		Hailey	01:00	15	Yes	Scanned and caught the main features	
Clockwise 9 Anadolu Haber (3 submissions)	There are three headlines which need a story to become a news story. Prepare a short news story about each headline and record it. The news story should address the topic given in the headline, and appropriate and accurate narrating language should be used.	Betty	01:31	5	No	None	All
		Christine	01:11	15	Yes	Written out the news and read it aloud.	All
		Barbara	01:50	5	None	None	All
Clockwise 10 Speak Out (3 submissions)	There are different behaviour patterns provided for students and they are expected to talk about the norms in Turkey. These behaviours can have different meanings in different cultures, so they need to provide a clear description of the reaction people may give.	Christine	01:16	15	Yes	Brainstorm some ideas and then start the task	Most
		Betty	01:14	20	Yes	Written out whole script	All
		Elizabeth	01:28	15	Yes	Written out a story with all the words	All
Clockwise 10 BBC documentary (3 submissions)	In the task, students will act as if they volunteered for a BBC documentary exploring how people from different cultures react to different actions.	Christine	00:40	5	Yes	Brainstorm some ideas	A few
		Betty	01:32	4	No	None	All
		Elizabeth	03:49	10	No	None	All
Clockwise 10 Which one are you (3 submissions)	There are three videos about Hofstede's theory of cultures comparing cultures with reference to a dichotomy like individualist or collectivist.	Christine	00:52	15	Yes	Watched the videos two times and took notes	
		Betty	01:22	15	Yes	Watched the videos two times and took notes	
		Elizabeth	01:12	20	Yes	Watched the videos pausing the video at times to take notes	

Clockwise 12 Speak for yourself (3 submissions)	Students need to express what they will do in different situations.	Betty	00:50	5	No	None	
		Christine	00:45	5	No	None	
		Elizabeth	00:39	5	No	None	
Clockwise 12 Vocabulary (3 submissions)	There are vocabulary from the book about love affairs and students need to make sentences.	Betty	01:12	15	Yes	Brainstorm some ideas and then start the task	Most
		Christine	00:29	10	Yes	Written out whole script	All
		Elizabeth	00:56	15	Yes	Written out a story with all the words	All
Clockwise 12 How I met your mother (1 submissions)	The students will make the Turkish version of How I met your mother? And decide on the cast and the scenario.	Betty	00:52	20	Yes	Brainstorm ideas to complete the task	

Appendix I

Exemplary Task Descriptions

Clockwise Lesson 08 Task Description

Activity 3: Choosing a hotel to stay

The task asks you to choose a hotel by looking at the videos and the written descriptions available. To successfully fulfil the task, you need to express a preference using an appropriate expression. The two hotels differ with reference to their location and facilities offered to guests. Bentley Hotel is more for guests who want to socialize during their vacations, whereas Sofa is more suitable for guests who would like to relax and enjoy the spa facilities. The two hotels do not differ much in terms of luxury and social facilities offered; main difference is the onsite facilities. You need to clarify your reasons, emphasizing what you expect from your holiday. You should also compare and contrast the two hotels with reference to what you expect from your holiday and what the hotels offer. Generally, you should be using present simple tense to complete the task, but use of modal verbs is equally welcome. As for the vocabulary, there is no specific vocabulary you need to use; however, the use of words and expressions from the book to describe places is an asset.

Activity 4: Where would you like to go?

This is a fluency task. There is one simple question and you need to address this question in the best way you can. The question asks you to choose place that you would love to go. Since the question is asked as a hypothetical situation (use of if type 2), you should express your preference using "would" or "could". Once you tell where you would love to go, then all you need is to express your reasons to choose that specific place. In your explanation, you generally need to use the present time frame; however you can also the past time frame, if your choice is influenced by a movie or a story told to you by others. There is no vocabulary specification for this task; however, the use of some adjectives from the book about describing a place is a plus.

Activity 5: Vocabulary Review

There are 12 adjectives and 12 nouns. First, you need to match them. Then, you need to think about places that you can use these adjective-noun combinations to describe these places. You will be assessed by your sentences. If you could use the adjective-noun combinations accurately and appropriately, the task will be fully achieved. This task aims to foster your accuracy, more than fluency, so language use becomes essential in this task. There is no correct tense choice here, since there are different ways to describe places, so your sentences will be assessed separately for language use.

Activity 6: Expressing Preferences

There are options to choose from. For each pair of choices, decide on where you would prefer to go, and then state your reasons. For successful task completion, you need to use one of the ways to express preference. You can be "would rather, would prefer, prefer" to express your preferences. Below is a short reminder for you:

Expressing Preferences
We often use words like *prefer, would prefer, would rather* to talk or ask about preferences. Those expressions are quite **different in meaning** and this is why learners of English often find them challenging. So here is how we can separate them:

Difference in meaning:
We tend to use *'prefer'* to talk generally about *likes, dislikes, what we want.*
The expressions *'would prefer'* and *'would rather'*, to be a little *more specific*.

Difference in form:
Followed by a different verb form:

"I prefer living in a city." (followed by the **gerund**; the '**-ing'** ending)
"I would prefer to be told the truth." (followed by the **infinitive**; **to**+ the verb)
"Would you rather stay at a hotel?" (followed by the **base form** of the verb; the verb without 'to'.

Different prepositions to state the choice.
prefer, would prefer – go with **'to'**
*"I'd prefer living in a city **to** living in the country."*
*"I would (I'd) prefer being alone **to** being with the wrong person".*
would rather – goes with ***'than'***
*"I would (I'd) rather talk to him in person **than** call him on the phone."*

For stating your reason, it is expected that you use the present simple tense, but again the choice of tenses is a personal choice; it all depends on what you want to say. As for vocabulary choice, you need to show that you have understood the options, so when stating your reasons, think about the features of both options and in your reasons, show that you understand the difference.

Clockwise Lesson 09 Task Description

Activity 1: Juvenile Delinquency Video
This is a listen to speak kind of activity, so the activity aims at both developing accuracy and fluency. Accurate use of language is very much related to summary of the video and fluent use of the language is expected in the speaking part of the activity.

As for the activity itself, there is a Youtube video about the reasons for juvenile delinquency, first note down the reasons. This is the listening task and the answers are pretty straightforward. Then, there are three questions, in which you need to evaluate the ideas in the video with your own ideas.

To answer the first question, you need to first summarize the video, presenting the reasons for juvenile crime first, and then indicate whether you agree with them or not. To answer the second question, you need to evaluate the ideas in the video, with reference to how well it addresses the problem of juvenile criminals. As for the last question, you need to express your own ideas about what to do for juvenile criminals. Here you can refer to the ideas you have discussed in the class, or the ideas in the book or your own ideas. Either way, you need to think about ways to tackle the problem of juvenile criminals.

As for the actual recording, it is expected that you use the reporting verbs accurately. Furthermore, you need to use different ways of agreeing and disagreeing, as well as stating personal opinions. To answer the last question, the use of modals is expected. For the vocabulary, there are no expected expressions or set of words that you should use to fulfil the task; however, crime related vocabulary should be used to some extent.

Activity 2: Crime Expressions

This is an accuracy activity, since the most of the recording for this activity will come from the listening. Therefore, accurate use of language and appropriate and accurate vocabulary use is a must for successful task achievement, language use and vocabulary. When assessing intelligibility, a spare consideration will be paid to accurate pronunciation of crime related vocabulary.

As for the task itself, the task consists of two mini-activities. The first activity is a cloze test, in which the aim is to complete the missing word extracted from a reading text with the words given below the text. This is an interactive activity, so the feedback is immediately provided when check button is used. However, this activity is related to other activity, in which you need to listen to two perspectives people maintain regarding young offenders. So, the reading text will help you in the listening activity. Nonetheless, the actual task is the recording, which asks you to summarize the two perspectives and express your own ideas regarding what to do about young offenders.

When making your summary of the two perspectives, pay close attention to language use, because you will be evaluated on your ability to summarize a listening text using accurate and appropriate language. When making your summary, it is important to use reporting verbs accurately and the tense should be changed accordingly. When expressing your own ideas regarding what to do for increasing numbers of young offenders, you need to use different ways of agreeing and disagreeing, as well as stating personal opinions

Activity 3: Causes of Juvenile Crime

You will listen to an audio and watch a video, discussing the same issue; the causes of juvenile offenders. The task requires effective note-taking skills, as well as reporting, evaluation and synthesis skills. There are guiding questions for you, which will help you organize your notes while listening to the audio and watching the video.

The first two questions can be answered by jotting down the reasons mentioned in the two texts; however for the last question, you have to synthesize your own ideas with the ones presented in the texts.

For question three, you need to use compare and contrast language accurately and appropriately. For a quick reminder of the key words used in compare and contrast, you can go to http://www.eldstrategies.com/functions1.html.

For the last question, you need to express your own idea, namely what you think is the main reason for juvenile crime.

Successfully fulfilled task will address the four questions, reporting the causes mentioned in the audio and the video. There should be an adequate comparing and contrasting of the ideas presented in the two texts and there should be a clear explanation of what you think is the main reason for juvenile crime. As with any summarizing activity, the use of reporting verbs is very important to fulfil the task expectations. Appropriate and accurate use of compare and contrast language is an asset for this task.

Activity 4: News report

There are three headlines which need a story to become a news story. Prepare a short news story about each headline and record it. The news story should address the topic given in the headline, and appropriate and accurate narrating language should be used. In your news stories, you can refer to a study that has been conducted recently by making a quick internet search, or make up your study and study results. In either way, you should refer to some sort of a study and study findings when making your own news story. Your news story should resemble the features of news genre, so you may need to research about news story as a specific genre. A convincing news story will be the bottom-line for successful completion of the task.

Activity 5: Probation Officer

This is another listen to speak activity. First, listen to a probation officer talking about best ways to rehabilitate juvenile offenders. And, then prepare a short talk addressing the ways to rehabilitate young offenders. To successfully fulfil the task, you need to answer the questions appropriately and accurately, and report it using the appropriate language of reporting and summarizing.

Activity 6: Speak Out

There are six proposed ways to rehabilitate juvenile offenders, and you need to evaluate these proposals considering the place you are living. All, some or none of the proposed ways can be suitable, so you need to explain in depth why the proposed ways are suitable or not to your immediate context. Your task will be evaluated by the strength of your explanation. There is no expected language use or vocabulary choice.

Clockwise Lesson 10 Task Description

Activity 1: What does it mean to you?

In Lesson 10, we are dealing about cultural differences and how people from different cultures react to the same action. In the task, you will act as if you were a volunteer for a BBC documentary exploring how people from different cultures react to different actions. Since this is a personalized speaking task, there is no right or wrong answer; however, you are expected to use adjectives to describe feelings and moods. You may need to go over some of the vocabulary related to the task and make sure you know what they mean.

Activity 2: Listening for cultural differences in class conduct

You are going to listen to a talk about the classroom conduct in the USA focusing on greeting customs, the use of names, and eating customs. You need to catch specific information with regards to how Americans greet each other and their use of names. Remember, Americans are different from Turkish people with regards to the above customs, so you need to take notes about the norms and the context. Once you finish taking notes, think about the norms in Turkish culture and prepare a short talk comparing and contrasting the two cultures focusing on the above mentioned norms.

Activity 3 Which one are you?

There are three videos about Hofstede's theory of cultures comparing cultures with reference to a dichotomy like individualist or collectivist. In the videos, there are descriptions of the three such dichotomy. You need to be able to first gather information from the videos and define what it means to be, for instance, individualistic and collectivist. And then, you need to evaluate your own personality and decide which one you are. The videos are there to help you, but if you are already familiar with Hofstede and his definition of culture, you can do the task without watching the videos.

Activity 4 Cultural differences in the way business is done around the world

This is a listening activity. There is a video that focuses on cultural differences in the business world. For each situation, take notes on the action, the result of the action and what caused the misunderstanding. In the video, there is a woman called Natasha, who travels to different countries to do business and she does not pay attention to business conduct of different cultures, but sticks to the American way of doing business. Naturally, she experiences some problems. You need to identify the problem, what behaviour of Natasha caused the cultural misunderstanding and what was expected from her.

Activity 5 Cross Cultural Awareness

This is the listening from the course book. You may / may not have listened to it in the class. It is about a seminar one of the speakers attended and she passes on the details she learned to her friend. Her friend also shares an incident that he experienced in France. There are three questions that you should take notes about. You are expected to report back the answers for the questions in the best way you can. This is an activity that will help you develop your accuracy, so please pay attention to your language use.

Activity 6 Erasmus Exchange Student

There are different behaviour patterns provided for you and you are expected to talk about the norms in Turkey. These behaviours can have different meanings in different cultures, so you need to provide a clear description of the reaction people may give. Use of clear descriptive language with lots of adjectives is important for effective task achievement. Remember the task asks you to talk about the general trends and norms in Turkey, so try to be as objective as possible when responding to questions.

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