

**THE REPUBLIC OF TURKEY  
MUĞLA SITKI KOÇMAN UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION  
ENGLISH LANGUAGE EDUCATION PROGRAM**

**THE USE OF EBA (EDUCATION INFORMATION NETWORK) IN  
TEACHING VOCABULARY AND GRAMMAR TO EFL YOUNG  
LEARNERS**

**DİLBER SİMAY PEHLİVAN**

**MA THESIS**

**MAY, 2020  
MUĞLA**

T.C.  
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI  
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

THE USE OF EBA (EDUCATION INFORMATION NETWORK) IN  
TEACHING VOCABULARY AND GRAMMAR TO EFL YOUNG LEARNERS

DİLBER SİMAY PEHLİVAN

Eğitim Bilimleri Enstitüsünde  
“Yüksek Lisans”

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Sözlü Savunma Tarihi: 15/05/2020

Tez Danışmanı: Prof. Dr. Eda ÜSTÜNEL

Jüri Üyesi: Prof. Dr. Şevki KÖMÜR

Jüri Üyesi: Doç. Dr. İlknur İSTİFÇİ

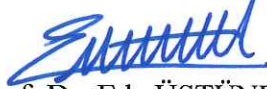
Enstitü Müdürü: Prof. Dr. Ayşe Rezan ÇEÇEN EROĞUL

MAYIS, 2020

## TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 22/04/2020 tarih ve 328/3 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin (24/7) maddesine göre, Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Dilber Simay PEHLİVAN'ın "The Use of EBA (Education Information Network) in Teaching Vocabulary and Grammar to EFL Young Learners" başlıklı tezini incelemiş ve aday 15/05/2020 tarihinde saat 14.30'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 50 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin **kabul** edildiğine oy birliği ile karar verilmiştir.



Prof. Dr. Eda ÜSTÜNEL

Tez Danışmanı



Prof. Dr. Şevki KÖMÜR

Üye



Doç. Dr. İlknur İSTİFÇİ

Üye

## ETİK BEYANI

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan “The Use of EBA (Education Information Network) in Teaching Vocabulary and Grammar to EFL Young Learners” başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
- Tüm bilgi, belge, değerlendirme ve sonuçların bilimsel etik ve ahlak kurallarına uygun olarak sunulduğunu,
- Tez çalışmasında yararlanılan eserlerin tümüne uygun atıfta bulunarak kaynak gösterildiğini,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapılmadığını,
- Bu tezde sunulan çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 15/05/2020



Dilber Simay PEHLİVAN

*Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.*

## **ABSTRACT**

### **THE USE OF EBA (EDUCATION INFORMATION NETWORK) IN TEACHING VOCABULARY AND GRAMMAR TO EFL YOUNG LEARNERS**

**DİLBER SİMAY PEHLİVAN**

**Master Thesis, Department of Foreign Language Education, English Language  
Education Program**

**Supervisor: Prof. Dr. Eda ÜSTÜNEL**

**May 2020, 111 pages**

In our rapidly changing world, technology and the Internet have created new and important opportunities to foster foreign language learning. Digital technologies used in language education have enabled students to improve communication and collaboration skills in a student-centered environment. In parallel with these developments, educators and researchers have shown a growing interest in online tools and platforms to evaluate learning through online studies in recent years. This study aimed to investigate the effects of online follow-up activities conducted through EBA, a digital learning platform, on student success and to identify EFL young learners' perceptions and attitudes towards these activities. For the study conducted in 2019-2010 education year, 32 4<sup>th</sup> grade students (aged 7-8) at a primary school in Muğla were selected as participants and divided into two groups as experimental (N=17) and control (N=15) groups. During the 7 weeks process, the experimental group performed online follow-up activities while the control group followed traditional ones. To meet the objectives of this study adopting embedded mixed method design, data were gathered quantitatively from vocabulary and grammar achievement test applied as pre-test, post-test and delayed test, and qualitatively from semi-structured student interviews. Quantitative data were analyzed by SPSS 22.0 programme with independent and paired samples t-tests, and qualitative data were analyzed using content analysis. The findings revealed that the levels of vocabulary and grammar achievement and retention of the experimental group were higher than those of the control group; however, these results were not statistically significant. On the other hand, the findings from the delayed tests showed that the experimental group performed significantly better than their post-tests unlike the control group i.e. traditional activities were not efficient in retention of language items as much as online activities. The qualitative data results indicated that online activities affected their ideas about English positively and EBA created an enjoyable learning atmosphere for young learners.

**Key words:** Digital technologies, online follow-up activities, retention, attitude

## ÖZET

### İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÇOCUKLARA KELİME VE DİLBİLGİSİ ÖĞRETİMİNDE EBA (EĞİTİM BİLİŞİM AĞI) KULLANIMI

DİLBER SİMAY PEHLİVAN

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi  
Bilim Dalı

Tez Danışmanı: Prof. Dr. Eda ÜSTÜNEL

Mayıs 2020, 111 sayfa

Hızla değişen dünyamızda teknoloji ve internet, yabancı dil öğrenimini geliştirmek için yeni ve önemli fırsatlar yaratmıştır. Dil eğitiminde kullanılan dijital teknolojiler, öğrencilerin öğrenci merkezli bir ortamda iletişim ve işbirliği becerilerini geliştirmelerini sağlamıştır. Bu gelişmelere paralel olarak eğitimciler ve araştırmacılar, son yıllarda çevrimiçi çalışmalar yoluyla öğrenmeyi değerlendirmek için çevrimiçi araçlara ve platformlara giderek artan bir ilgi göstermişlerdir. Bu çalışma, dijital bir öğrenme platformu olan EBA aracılığıyla yürütülen çevrimiçi takip çalışmalarının öğrenci başarısı üzerindeki etkilerini araştırmak ve İngilizceyi yabancı dil olarak öğrenen çocukların bu çalışmalara yönelik algı ve tutumlarını tespit etmeyi amaçlamıştır. 2019-2010 eğitim-öğretim yılında yapılan çalışma için Muğla'da bir ilkokulda 32 4. sınıf öğrencisi (7-8 yaş arası) katılımcı olarak seçilmiş ve deney (N=17) ve kontrol (N=15) grupları olarak ikiye ayrılmıştır. 7 hafta boyunca, deney grubu çevrimiçi takip çalışmalarını gerçekleştirirken, kontrol grubu geleneksel çalışmaları izlemiştir. İç içe karma yöntem desenini benimseyen bu çalışmanın amaçlarını karşılamak için veriler nicel olarak ön test, son test ve gecikmeli test olarak uygulanan kelime ve dilbilgisi başarı testinden ve nitel olarak yarı yapılandırılmış öğrenci görüşmelerinden toplanmıştır. Nicel veriler SPSS 22.0 programı ile bağımsız ve eşleştirilmiş örneklem t-testleriyle ve nitel veriler içerik analizi yoluyla analiz edilmiştir. Bulgular, deney grubunun kelime ve dilbilgisi başarı ve akılda tutma düzeylerinin kontrol grubundan daha yüksek olduğunu, ancak bu sonuçların istatistiksel olarak anlamlı olmadığını ortaya koymuştur. Öte yandan, gecikmeli testlerden elde edilen bulgular, kontrol grubun aksine deney grubunun son testten önemli ölçüde daha iyi performans gösterdiklerini göstermiştir, başka bir deyişle, geleneksel çalışmalar dil öğelerinin hatırlanmasında çevrimiçi çalışmalar kadar etkili olmamıştır. Nitel veri sonuçları, çevrimiçi çalışmaların çocukların İngilizce hakkındaki fikirlerini olumlu yönde etkilediğini ve EBA'nın keyifli bir öğrenme ortamı yarattığını göstermiştir.

**Anahtar kelimeler:** Dijital teknolojiler, çevrimiçi takip çalışmaları, akılda tutma, tutum

## ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my thesis advisor Prof. Dr. Eda ÜSTÜNEL for her valuable support, advice and encouragement throughout this process. Without her professional guidance, this thesis would not have been possible.

I owe very special thanks to Prof. Dr. Şevki KÖMÜR and Assoc. Prof. Dr. İlknur İSTİFÇİ for accepting to be the members of my thesis committee, their time, valuable feedback and comments.

I also want to thank my instructors, Assoc. Prof. Dr. Sabriye ŞENER, Assoc. Prof. Dr. Müge ADNAN, Assoc. Prof. Dr. Perihan KORKUT, and research assistants Dr. Şeyda Selen ÇİMEN, and Orçin KARADAĞ for their valuable comments and suggestions. They have supported and assisted me during my thesis study.

I am very grateful to my dear friends Cemre TAŞKIN ESKİCİ, Müge ÇALIŞKAN, Yasemin KOYAK, Suzan Elif KAYHAN, Fırat Çağlar MANTAŞ for their endless support and kindness during the whole process. I would also like to thank Ayten ÇOKÇALIŞKAN for providing help whenever I needed it. Besides, I want to express my sincere gratitude to my colleagues for their support and encouragement throughout the entire process. They have all made great effort to me.

I wish to express my very profound gratitude to my beloved parents Ahmet KANDEMİR and Gülseren KANDEMİR, and my siblings Başaran Uğur KANDEMİR, Esen SONAR and Cansu KANDEMİR for their endless support and continuous love throughout my life. Thank you for always believing in me and encouraging me to follow my dreams.

Last but not least, my special thanks to my husband D. Soner PEHLİVAN for his love, encouragement, patience, care and understanding. I wouldn't have made this far without you!

Thank you all.

Dilber Simay PEHLİVAN

## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT .....	v
ÖZET .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
ABBREVIATIONS .....	xiii
LIST OF APPENDICES .....	xiv

### CHAPTER I INTRODUCTION

1.1. Background of the Study .....	1
1.2. Purpose of the Study .....	2
1.3. Significance of the Study .....	3
1.4. Assumptions of the Study .....	4
1.5. Limitations of the Study .....	5
1.6. Definitions .....	5

### CHAPTER II THEORETICAL FRAMEWORK AND RELATED RESEARCH

2.1. Introduction .....	7
2.2. Young Learners .....	7
2.3. Young Learners and Motivation .....	9
2.4. Teaching English to YLs .....	11
2.4.1. Teaching Grammar to EFL Young Learners .....	11
2.4.2. Teaching Vocabulary to EFL Young Learners .....	14
2.5. Digital Technologies in ELT .....	16
2.5.1. Young Learners as Digital Natives .....	18
2.6. Previous Studies .....	22
2.6.1. Studies on Young Learners and Digital Technologies Around the World .....	22
2.6.2. Studies on Young Learners and Digital Technologies in Turkish Context .....	25



## **CHAPTER III**

### **METHODOLOGY**

3.1. Research Model.....	28
3.2. Sampling and Participants.....	29
3.3. Data Collection Tools .....	30
3.3.1. Vocabulary and Grammar Achievement Test .....	30
3.3.2. Semi-structured Interview .....	31
3.4. E-materials .....	32
3.5. Data Collection Procedures.....	34
3.6. Data Analysis .....	37
3.6.1. SPSS Programme .....	37
3.6.1. Content Analysis.....	38

## **CHAPTER IV**

### **FINDINGS**

4.1. Findings on Vocabulary and Grammar Achievement Test.....	39
4.1.1. Comparison of the Experimental and Control Groups' Pre-test Scores .....	40
4.1.2. Comparison of Test Scores for Experimental Group.....	40
4.1.3. Comparison of Test Scores for Control Group.....	41
4.1.4. Comparison of the Experimental and Control Groups' Post-test Scores.....	42
4.1.5. Comparison of the Experimental and Control Groups' Delayed Test Scores.....	43
4.2. Findings on Semi-structured Interviews .....	44
4.2.1. Students' Opinions About the Course.....	44
4.2.2. Students' Attitudes Towards Online Follow-up Activities on EBA .....	46

## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND SUGGESTIONS**

5.1. Discussion .....	56
5.1.1. Discussion of the Findings of RQ1: How Does the Use of EBA Affect EFL Young Learners' Vocabulary and Grammar Achievement and Retention? .....	56
5.1.2. Discussion of the Findings of RQ2: What Are EFL Young Learners' Perceptions and Attitudes Towards Online Follow-up Activities on EBA?.....	59

5.2. Conclusion .....	62
5.3. Implications.....	63
5.4. Suggestions for Further Research.....	64
REFERENCES.....	66
APPENDICES .....	73
CURRICULUM VITAE.....	97



## LIST OF TABLES

<b>Table 1.</b> Characteristics of Young Learners by Their Ages.....	8
<b>Table 2.</b> Tools and Activities for Technology-mediated ELT with Young Learners ....	21
<b>Table 3.</b> Gender Distribution of Students .....	29
<b>Table 4.</b> Analysis of the Questions in Vocabulary and Grammar Achievement Test....	31
<b>Table 5.</b> Reliability Statistics of Vocabulary and Grammar Achievement Test .....	31
<b>Table 6.</b> Study Design.....	35
<b>Table 7.</b> Normality Test Results of the Pre-test, Post-test and Delayed Test Scores .....	39
<b>Table 8.</b> Independent Samples T-test Results of the Pre-test Scores.....	40
<b>Table 9.</b> Paired Samples T-test Results of Experimental Group.....	41
<b>Table 10.</b> Paired Samples T-test Results of Control Group.....	42
<b>Table 11.</b> Independent Samples T-test Results of the Post-test Scores .....	43
<b>Table 12.</b> Independent Samples T-test Results of the Delayed Test Scores .....	43
<b>Table 13.</b> Students' Responses to the Interview Questions About the Course .....	44
<b>Table 14.</b> Students' Opinions Regarding English .....	45
<b>Table 15.</b> Students' Responses to the Interview Questions About the Activities .....	46
<b>Table 16.</b> Students' Opinions Regarding Good Sides of Follow-up Activities .....	47
<b>Table 17.</b> Students' Opinions Regarding Online Follow-up Activities.....	48
<b>Table 18.</b> Follow-up Activity Types Favored by Students .....	49
<b>Table 19.</b> Follow-up Activity Types Requested by Students.....	50
<b>Table 20.</b> Students' Opinions Regarding Bad Sides of Follow-up Activities .....	51
<b>Table 21.</b> Types of Problems Encountered by Students While Studying Online .....	52
<b>Table 22.</b> Students' Preferences for Follow-up Activities.....	53
<b>Table 23.</b> The Comparison of Online and Traditional Follow-up Activities.....	54

## LIST OF FIGURES

<b>Figure 1.</b> Communicative Competence Model Proposed by Canale.....	12
<b>Figure 2.</b> A Sample Page from 4 <sup>th</sup> Grade English Syllabus.....	15
<b>Figure 3.</b> Dimensions of Technology-mediated ELT with Young Learners .....	19
<b>Figure 4.</b> A Screenshot from Home Page of EBA .....	33
<b>Figure 5.</b> A Screenshot of the Web Page Composed of Language Exercises on EBA ..	34

## ABBREVIATIONS

**EBA (Eđitim Biliřim Ađı):** Education Information Network

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

**YL:** Young Learner

**YLS:** Young Learners

**L2:** Second Language

**ICT:** Information and Communications Technology

**CALL:** Computer Assisted Language Learning

**MoNE:** Ministry of National Education

**SPSS:** Statistical Package of Social Sciences

## LIST OF APPENDICES

<b>Appendix 1.</b> Vocabulary and Grammar Achievement Test.....	73
<b>Appendix 2.</b> 4 <sup>th</sup> Grade English Lesson Annual Plan.....	77
<b>Appendix 3.</b> Semi-structured Interview Questions in English.....	80
<b>Appendix 4.</b> Semi-structured Interview Questions in Turkish .....	81
<b>Appendix 5.</b> Transcriptions of Student Interviews.....	82
<b>Appendix 6.</b> Parental Consent Form .....	87
<b>Appendix 7.</b> Samples of Online Follow-up Activities .....	88
<b>Appendix 8.</b> Samples of Traditional Follow-up Activities.....	92
<b>Appendix 9.</b> Permit for the Present Study from Provincial Directorate of National Education .....	94
<b>Appendix 10.</b> Experimental and Control Groups Achievement Test Scores .....	95

## CHAPTER I

### INTRODUCTION

The development of digital technology and high-speed Internet has led to major changes in human life, and so a serious innovation in education which forms a principal part during a person's lifetime. In consequence of the progress of technology, several learning and teaching methods with an online focus have emerged in recent years. The giant set of digital technologies available in many repositories (web-based/stand-alone software, mobile applications) are becoming a very important resource to support teaching and learning in different educational settings (Barrios, 2019). Unlike traditional classroom environments, digitalized classrooms with smart boards, tablets and internet access have been created all over the developing world. Besides, online learning environments outside the classroom supporting learners to study by themselves with or without the guidance of teachers have arisen through the use of digital technologies in education.

#### **1.1. Background of the Study**

The impact of digital technology on English language learning and teaching is too profound to be underestimated. The latest technological developments in last years have totally changed the nature of EFL contexts (Balçıklı and Özmen, 2012). Traditional language learning settings which are considered as inadequate in terms of communication with native speakers and exposure to authentic language yield digitalized settings which foster language learning in a more natural way. Weblogs, e-diaries, online games, online

books, digital learning platforms like EBA (Education Information Network), learning management systems such as Blackboard, Edmodo, and so on are preferred and invaluable web-based tools available for meeting pedagogical needs of both teachers and students who set out to learn English.

Young learners, known as digital natives (Prensky, 2001), also find computers and the Internet more engaging and interesting than other learning materials, digital technology is a natural part of their lives. In educating today's children who are growing up in digital environment, it is required to go beyond traditional teaching methods and materials. It is the teacher's duty to make use of engagement with digital technologies effectively (Balçıkkanlı and Özmen, 2012). Teaching English to young learners that attracts more scholars' attention each passing day has started to be provided by the help of online learning platforms around the world, and it is also required to teach English language through digital facilities to EFL young learners in Turkey.

Taking the importance of advantages provided by digital technologies into account, the idea of facilitating learning through a learning platform which is called as EBA developed and managed by MoNE (Ministry of National Education) was adopted in this study.

## **1.2. Purpose of the Study**

The purposes of this study were to examine both the effects of the use of EBA on the 4<sup>th</sup> grade EFL students' vocabulary and grammar gain and students' perceptions related to online follow-up activities. To achieve this aim, the research questions below were asked:

1. How does the use of EBA affect EFL young learners' vocabulary and grammar achievement and retention?
  - 1.a. Is there a statistically significant difference between the pre-test, post-test, and delayed test scores of experimental groups?
  - 1.b. Is there a statistically significant difference between the pre-test, post-test, and delayed test scores of control group?
  - 1.c. Is there a statistically significant difference between the post-test scores of experimental and control groups?



- 1.d. Is there a statistically significant difference between the delayed test scores of experimental and control groups?
2. What are EFL young learners' perceptions and attitudes towards online follow-up activities on EBA?

### **1.3. Significance of the Study**

Along with the development of technology and the Internet, many researchers in ELT turned their course in that direction. Most research studies focused on the effectiveness of technology on academic success, attitudes of participants towards digital technologies as well as learner autonomy and motivation. However, a great majority of these studies have included high school, undergraduate, and graduate students that are supposed to have technological literacy to a large extent. On the other hand, it has been found that there is not enough focus on the subject of young learners.

Several studies with regard to digital technology and the Internet have been conducted by researchers aiming to identify the effects of using technology through in-class or out-of-class activities on and young learners and language education (Adisti, 2016; Arikan and Taraf, 2010; Diakou, 2015; Dollar and Tolu, 2015; Friatin and Widiyaningsih, 2018; Furlong and Davies, 2012; Hafidah, 2016; Sadeghi and Dousti, 2012; Sadikin and Saleh, 2016; Sagarra and Zapata, 2008; Şık, 2019; Taraf, 2011; Terrell, 2011; Turgut and İrgin, 2009; Wichadee, 2017; Yıldırım and Torun, 2014). However, more studies should be carried out with the aim of examining the effects of digital technologies on EFL young learners. Since, working on young learners named as digital natives of this age can open new horizons in language education.

Ministry of National Education in Turkey has developed a digital learning platform called Education Information Network (EBA) consisting of broad digital content pool and several studies have been carried out by MoNE in order to popularize the use of EBA, because that teachers and students benefit from it at the utmost is desired. In 2018, MoNE announced the Education Vision 2023 of Turkey, and technology and language education are the emphasized topics of this report in which some example statements related with the aim of providing better language learning through the use of EBA are presented in the

following lines:

(1) English language learning will be supported with online learning environments and mobile technologies, (2) digital settings will be created so that students can watch teachers using English, German, and French as native languages, can have access to a living language, and can perform online writing and discussion activities, (3) in order to expand the content pool on the Education Information Network (EBA), innovative digital sources will be obtained from national and international broadcasters, (4) all digital content will be designed within the context of themes developed integrally with the listening, speaking, reading, and writing skills of students, (5) teachers will be given opportunities to enhance their competence in field-specific methodologies as well as in using digital sources (MoNE, 2018b, pp.67-70).

This study aiming to identify the effects of studying via this learning platform on EFL young learners' vocabulary and grammar achievement and retention, and students' perceptions towards online learning activities may provide valuable information for teachers by indicating the impact of using digital technologies on EFL students, and illustrating the implementation process step by step. The number of teachers and students utilizing EBA as a digital learning platform as well as the use of smart board and the Internet in classrooms can be enhanced in this way.

#### **1.4. Assumptions of the Study**

- The vocabulary and grammar achievement test and semi-structured questions were applied to collect data for the study, and the researcher informed the students that their test scores and responses to the interview questions would be used in a scientific study, so it was assumed that the students gave answers to the questions sincerely.
- The participants were also assumed to have understood all the questions clearly, both in both the questionnaire and interview, and gave responses accordingly, and they tried to do their best in the pre-, post-, and delayed tests in order to get high scores.
- It was assumed that the vocabulary and grammar achievement test measured learners' vocabulary and grammar knowledge in a reliable and valid way.

- Finally, it was assumed that the students in the experimental and control groups had equal conditions in terms of academic success and motivation.

### 1.5. Limitations of the Study

One of the limitations of this study was the number of the participants who attended the study. This study that was designed to collect data from the 4<sup>th</sup> grade EFL students at an elementary school in Muğla had small sample size, so it is hard to generalize the findings to the target population in a complete manner. Additionally, this study was restricted to the 4<sup>th</sup> grade students because the researcher was the teacher of the primary school students. Another study including lower or higher proficient learners may give different results. The problems or deficiencies related to technological devices and Internet connection can also limit other teachers to replicate the study in every setting. Finally, conducting the study out of classroom also can obstruct teachers to control the learning process completely.

### 1.6. Definitions

**Young Learners:** YLs mean those who are between five and twelve years of age (Cameron, 2001). YLs who participated in the present study are at the ages of 9-10.

**English as a Foreign Language:** EFL is a term which refers learning/teaching English as an additional language in a non-English speaking country.

**Motivation:** It is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p.10).

**Attitude:** It can be defined as an organization that involves beliefs about things around a person or a particular situation (Smith, 1971). In this study, the focus is on young learners’ attitudes towards online activities.

**Follow-up Activities:** They are regarded as reinforcement activities to foster learning after class in this study.

**World Wide Web:** It is “a hypertext-based system for accessing a variety of resources on the Internet” (Murray and McPherson, 2004, p.1).

**Learning Platform:** A learning platform is a set of online services that provide teachers, learners and others web-based tools and resources to support and enhance educational efficiency. EBA (Education Information Network) is also a learning platform enabling students to study in an online environment.

**Web 2.0:** This term was coined in 2004, and “it encompasses the growing collection of new and emerging Web-based tools” (Solomon and Schrum, 2007, p.13).

**Information Communication Technologies:** They are defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” (Blurton, 1999, pp.1-2).

**CALL:** It is the study of applications of the computer in language teaching and learning (Levy, 1997).

## CHAPTER II

### THEORETICAL FRAMEWORK AND RELATED RESEARCH

#### 2.1. Introduction

This part of the study represents related literature review and previous studies to the issue. Young learners and teaching English to YLs, digital technologies in English language teaching, and young learners as digital natives will be briefly explained in the light of related literature. The previous studies about digital technologies and young learners, and their findings will be presented in this chapter.

#### 2.2. Young Learners

This section involves the definition of ‘young learner’, general characteristics of young learners, and their characteristics regarding language development. The term ‘young learner’ is expressed divergently by several prominent scholars in the field as stated by Copland and Garton (2014) that “the term ‘young learner’ is applied to a variety of age ranges” (p.228). To exemplify, Phillips (1993) defines young learners as the children from five or six to eleven or twelve years old while Harmer (2001) refers to children who are aged up to nine years as ‘young learners’ and uses ‘adolescents’ for children who are older than ten. As different from those, Scott and Yteberg (1990) divide young learners into two primary groups; little children who are five to seven years olds, and mature children who are eight to ten year olds, and list the characteristics of these groups as follows:

Table 1.

*Characteristics of Young Learners by Their Ages*

Five to seven year olds	Eight to ten year olds
<ul style="list-style-type: none"> <li>• They can talk about what they are doing, and plan activities.</li> </ul>	<ul style="list-style-type: none"> <li>• They ask questions at all times.</li> </ul>
<ul style="list-style-type: none"> <li>• They can argue for something and tell you why they think what they think.</li> </ul>	<ul style="list-style-type: none"> <li>• They can tell the difference between fiction and reality.</li> </ul>
<ul style="list-style-type: none"> <li>• They can make use of logical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• They trust the spoken word to convey and understand meaning.</li> </ul>
<ul style="list-style-type: none"> <li>• They can utilize their vivid imaginations.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to make decisions about their own learning.</li> </ul>
<ul style="list-style-type: none"> <li>• They can use a wide variety of intonation patterns in their native language.</li> </ul>	<ul style="list-style-type: none"> <li>• They have clear opinions of what they like and don't like doing.</li> </ul>
<ul style="list-style-type: none"> <li>• They can comprehend direct human interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• They have a developed sense of justice about what is going on in the classroom and start questioning teachers' decisions.</li> </ul>

The term 'young learners' comprises "a range of learners who share commonly accepted characteristics such as having short attention spans and learning holistically" (Kırkgöz, 2019, p.172). Harmer (2001) explains the characteristics of the young English learners specifically those up to the ages of nine or ten in these ways: (1) they learn indirectly rather than directly, (2) they comprehend through movements, not the explanations, (3) they have an immense enthusiasm for learning and a curiosity about the world around them, (4) they get motivated if they are main subjects in learning environment, (5) they pay attention very short time and get bored if the activities are not challenging.

Young learners have different characteristics and needs that should be cared by educators when compared with a teenage or adult learner. given much importance and argued by many scholars determining the most appropriate ways of teaching to get favorable results. It is acknowledged by teachers that teaching YLs is not like teaching adults as they have unique physical and behavioral features; hence, to teach them effectually, teachers should be aware of the differences specific to their age range along with the techniques and activities to be practiced in the classroom (Çakır, 2004).

In a similar vein, Brewster, Ellis and Girard (2002) state that young learners learn differently from older learners, because they are enthusiastic, excited and energetic, and also they get bored, distracted easily, and forget things quickly; for this reason, they need to be physically active, engage in the activities they are interested. They add some distinctive characteristics to these aforementioned ones that YLs are developing conceptually and still improving literacy in their native language at an early stage of their schooling.

Along with those characteristics stated above, “YLs are good at exploiting the contextual clues for the comprehension and interpretation of new language” (Yıldırım and Torun, 2014, p.48). As also suggested by Pinter (2006), young learners can learn foreign languages more smoothly and faster than adults. As good language learners, young learners should be exposed to the optimal conditions suitable to the necessities of the time. Depending on the information given above, it can be deduced that the teachers should use the activities that are planned in detail, and get benefit from their creativity to take the advantage of the fresh brain of the students (Yüksel and Halıcı, 2010).

### **2.3. Young Learners and Motivation**

As having a profound impact on human life, motivation plays a significant role in one's desire to learn foreign languages, and it has been a research subject paid much attention in field of education for years. Motivation is cited as the combination of the desire to learn the language, positive attitudes towards learning the language, and effort for language learning (Gardner, 1985). Moon (2000) argues that young learners learn a foreign language through being motivated. If the teacher motivates them, they will learn faster (Çakır, 2004). Similarly, Rixon (1991) suggests that one of the main goals of elementary school language learning should be to “promote the formation of a positive attitude to language learning in general” (p.35).

As mentioned above, motivation is an important factor in early second language learning, and it continues to enhance the language until it reaches its goals (Shamsi, 2019). It has two basic types: intrinsic and extrinsic motivation. The intrinsic motivation is defined “as the doing of an activity for its inherent satisfaction rather than for some separable

consequence” (Ryan and Deci, 2000, p.56). The extrinsic motivation refers to the activity with “anticipation of a reward from outside beyond the self” (Brown, 2000, p.164). Nikolov (1999) enounces that learners have intrinsic motivation for learning a language in general by the age of eleven after which the indicators of instrumental motivation arise. In this respect, it is being expressed that “the main target of teaching English to young learners is to make learners develop an intrinsic motivation toward learning it and develop their communication skills in this language” (Asmali, 2017, p.58).

Age, gender, language proficiency level, parents and friends as well as the cultural contexts, curricula and learning goals, activities, teacher’s role are among the factors affecting language learning and determining the learner’s language learning success, attitude and motivation (Dörnyei, 2006). Besides, games and songs are beneficial resources to encourage the students to learn English since they are enjoyable and intrinsically motivating for children (Yolageldili and Arıkan, 2011). In the same manner, Çakır (2004) argues that fun and games are a must while teaching English because they are intrinsically motivating for children, and Phillips (2001) proposes that “games in foreign language teaching help students to see learning English enjoyable and rewarding” (p.79). Interesting or entertaining visuals also motivate students (Celce-Murcia and Hilles, 1988). Aside from the factors presented above, various activities, meaningful contexts and technology would make learning more fun and quicker because they all attract young learners (Çakır, 2004).

The results of several studies carried out in the field of young learners and motivation correspond with the views of the researchers aforesaid. Jurišević and Pižorn (2013) investigating students aged 6-8 stated that students had positive attitudes toward language learning through the activities including games. In Turkish context, Maviş and Bedir (2015) suggested that young learners aged 7-8 favored singing songs, pictures, and computer-based activities in their English classes.

The studies on young learners’ motivation and attitudes towards learning English in both Turkish and all over the world is scarce in terms of examining the effects of technology and the Internet. To fill this gap related to technology and the Internet used outside the classroom, the present study attempted to find out EFL young learners’ perceptions and attitudes towards learning English through digital technologies in Turkish context.



## **2.4. Teaching English to YLs**

Teaching language to young learners who are accepted as better language learners compared with adult learners has been an emphasized issue going back many years. Particularly, the field of teaching English to young learners has been studied for a long time and to be continued (Cameron, 2001). Krashen, Long, and Scarcella (1979) noted that young learners have the advantages of learning English early, such as low affective filters, ability to achieve the sounds of the foreign languages more quickly. Taking these advantages regarding YLs' ages into account while teaching language to them has utmost importance.

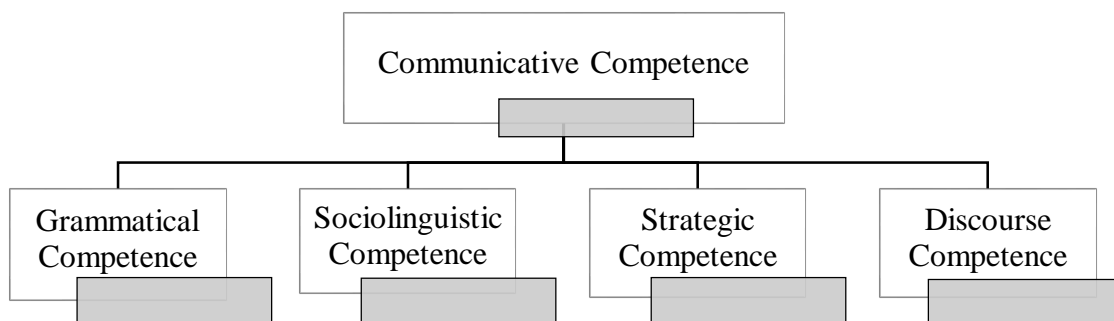
In order to train students as successful English users, formal English language teaching all around the world tend to start earlier. Regarding this, English taught as a foreign language to young learners has also gained importance in Turkey, and with the main aim of exposing students to English language earlier, “the grade of the onset of teaching English was lowered from sixth to fourth grade in 1997, and then from fourth to second grade in 2012” (Asmali, 2017, p.54). The rising popularity pertinent to English language teaching to YLs has generated the studies on language skills and functions to be taught and best practices to achieve language development. In the following lines, the information about several theories focusing on teaching grammar and vocabulary acknowledged as language functions in this study will be provided.

### **2.4.1. Teaching Grammar to EFL Young Learners**

In 2018, MoNE has developed a new English language curriculum focusing English as a means of communication, not as a topic of study. The new curricular model adopting an eclectic mix of language teaching methodologies stresses the use of the language in more interactive context that students are expected to develop communicative competences (MoNE, 2018).

This aforesaid communicative competence model (Canale and Swain, 1980) comprises of four competences as ‘grammatical (ability to create grammatically correct utterances), strategic (ability to solve communication problems as they occur), socio-linguistic (ability to produce socio-linguistically appropriate utterances) and discourse (ability to produce

coherent and cohesive utterances)’ (see Figure 1). All competences have substantial roles in interacting with others through the appropriate use of language for social contexts.



*Figure 1. Communicative competence model proposed by Canale (1983)*

According to Canale and Swain, (1980) grammatical competence includes “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” that provides the learner to state the literal meaning of utterances (p.29). It is essential to fulfill the requirements for communication in another language, and use it effectively. Hymes (1972) also argues that second language speakers must have the ability to use language itself, including the ability to create grammatically possible and feasible expressions. Children learning a foreign language should develop accuracy like native speakers as well as pronunciation and language skills, and attention to the basic structures of the language is to be paid (Lightbown and Spada, 1994).

In other respects, Savignon (2002) uses the term ‘communicative competence’ as “the ability of classroom language learners to interact with other speakers, and to make meaning, as distinguished from their ability to recite dialogues or to perform discrete-point tests of grammatical knowledge” (p.674). To make it clear, this approach stresses language learning in authentic settings without memorizing chunks of language through artificial, planned experiences (Tarvin, 2015). Along the same line, Richards and Rodgers (2001) suggest four basic assumptions about language:

(1) language is a system for the expression of meaning, (2) the primary function of language is to allow interaction and communication, (3) the structure of language reflects its functional and communicative uses, (4) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (p.161).

Speaking of functional and communicative uses of target language, Canale and Swain (1980) assert the communicative course syllabi in which grammar and sociolinguistics features should be included are to be developed instead of the grammar-centered syllabi found in most classwork. Notional-functional syllabi have been developed in Europe where curricula are designed based on students' needs for communication rather than grammatical structures that get more difficult over time (Tarvin, 2015). English language curriculum has also been updated in Turkey based on the views of teachers, parents and academicians, and the revised curriculum adopting an action-oriented approach stresses the communicative nature of English as mentioned above (MoNE, 2018).

In this new curriculum, the grammatical structures of English are managed implicitly as students improve their communication skills, rather than treated as a separate issue (MoNE, 2018). An implicit approach suggests that target language points be presented in meaningful and comprehensible contexts so that learners can learn the target language subconsciously and naturally (Scott, 1990). Apart from using the lists of rules in grammar books, and teaching grammar directly, the language structures in tasks, games, stories, songs and teacher talk can help students notice and organize them for meaningful practice (Cameron, 2001). Grammar which forms an integral part of any language is not a formal system that must be learned (Cameron, 2001), rather it is tended to be developed by young learners engaging in interaction with their wish to express themselves in a meaningful way (Puchta, 2019).

Phillips (2001) argues that both vocabulary and grammar should be taught in context, and students need to be given many opportunities to apply the language they learn in the classroom. Grammar necessary for stating clear meanings in discourse is also closely associated with vocabulary which will be mentioned in the next section in learning a foreign language and use it (Cameron, 2001).

### 2.4.2. Teaching Vocabulary to EFL Young Learners

Vocabulary as a major resource for language use is crucial for learning of a foreign language at primary level (Cameron, 2001). Wilkins (1972) points out that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”, so it is quite clear that vocabulary is functional for language learners’ ability to interact with other people (p.111). In line with this idea, Nation (2001) suggests vocabulary is as essential as grammar and language structures, vocabulary knowledge is a supplementary component for the general proficiency of foreign language learners and a prerequisite for healthy communication.

By looking at the views of scholars on grammar and vocabulary in the process of teaching English to young learners, both aspects of language are regarded necessary. Building knowledge of vocabulary and grammatical structures in context and measuring the ability to use them meaningfully for present situation fits the purpose of improving young learners’ communicative competences in the target language. It is obvious that grammar needs to be developed together with the acquisition of vocabulary (Puchta, 2019).

In the course of time, it becomes evident that forming a broad and functional vocabulary suitable for learner’s age is rather significant in teaching young language learners (Hestetræet, 2019). Motivating young learners to learn with the aim of conveying messages to other speakers, vocabulary is considered as “the core component of all of the language skills” and also key to play social roles in a community (Long and Richards, 2007, p.324). Linse and Nunan (2005) claim that “it is important to help young learners expand their vocabularies through formal and informal instruction” (p.121).

Teaching chunks is a crucial issue while building vocabulary for young learners rather than using words separately, as chunks have communicative functions for the speakers of a language (Hestetræet, 2019). In parallel with this situation, the new English language curriculum developed by MoNE (2018) incorporates multiple chunks that can be utilized by basic users of English language in interaction (see Figure 2).

TIME			Functions & Useful Language	Language Skills and Learning Outcomes	Unit / Theme	Suggested Contexts, Tasks and Assignments	Evaluation
Month	Week	Hour					
9-13 SEPTEMBER	1	2	<b>Asking for permission</b> Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now.  <b>Making simple requests</b> Give me the book, please. — Sure/Of course. — Here you are. Say that again, please.,  <b>Telling someone what to do</b> Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in.  The pencil, please.  <b>Naming numbers</b> Numbers from 1 to 50. eraser -s join leave pencil case, -s ruler, -s pencil sharpener, -s stay take turn on/off	<b>Listening</b> <b>E4.1.11.</b> Students will be able to understand short and clear utterances about requests. <b>E4.1.12.</b> Students will be able to understand short and clear utterances about permission. <b>E4.1.13.</b> Students will be able to recognize simple classroom instructions. <b>E4.1.14.</b> Students will be able to recognize numbers from one to fifty.  <b>Speaking</b> <b>E4.1.S1.</b> Students will be able to interact with their classmates through asking for and giving permission in short utterances. <b>E4.1.S2.</b> Students will be able to make requests by using simple utterances. <b>E4.1.S3.</b> Students will be able to give and respond to simple instructions verbally. <b>E4.1.S4.</b> Students will be able to count up to fifty.	<b>1</b>  <b>Classroom Rules</b>	<b>Contexts</b> Captions Cartoons Conversations Illustrations Instructions Lists Notes and Messages, Posters Signs - Songs - Videos <b>Tasks/Activities</b> Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Making Puppets Matching Questions and Answers <b>Assignments</b> <ul style="list-style-type: none"> <li>• Students prepare a visual dictionary by including new vocabulary items.</li> <li>• Students prepare simple puppets and practise how to ask for and give permission.</li> <li>• Students prepare a poster of classroom rules with a list of simple instructions and visuals.</li> </ul>	
16-20 SEPTEMBER	2	2					
23-27 SEPTEMBER	3	2					

Figure 2. A sample page from 4<sup>th</sup> grade English syllabus

The syllabi of all classes prepared based on the new curriculum present the chunks in the functions and useful language columns suitable for each grade fostering communication in different situations, and it is considerably recommended that teachers and material developers use lexis and grammar structures given in these columns (MoNE, 2018).

Teachers also prepare exam questions being founded on the lexis and grammar structures integrating them with different skills. Inasmuch as, teachers are required to evaluate EFL learners starting from 4<sup>th</sup> grade through exams, and exam scores of students are to be recorded into the online system of MoNE. Similarly, for the present study grounding on the new curriculum and the grammatical competence pillar of communicative competence approach mentioned in the curriculum, and departing from the aforesaid functions and useful language section of the 4<sup>th</sup> grade English syllabus, it was aimed to evaluate the grammar and vocabulary enhancement of young learners through a pre- and post-test designed according to the functions and useful language column in the 4<sup>th</sup> grade syllabus.

## 2.5. Digital Technologies in ELT

Technology constitutes an integral part of our lives in the age we live in. As stated by Furlong and Davies (2012), “digital technologies penetrate ever deeper into virtually every aspect of our daily lives, so it becomes more and more pressing for those of us with an interest in education to develop a better understanding of their impact on learning outside formal educational institutions” (p.45). According to Bull and Ma (2001), technology offers limitless resources for language learners, and “foreign language teachers, like most teachers in other fields believe in the power of the Internet as a tool and a resource bank of various educational materials” (Arikan, 2014, p.18).

According to Benson and Reinders (2011), “it is common knowledge among teachers that the progress made by students who learn languages only in the classroom tends to be limited, especially in their ability to use the language for spoken and written communication”, and proficiency in communication depends to heavily “on the learner’s efforts to use and learn the language beyond the walls of the classroom” (p.2). Thus, the use of information and communications technology (ICT) by language teachers such as multimedia, audiovisual and Internet access materials have incredibly improved and made the use of these resources within and outside the classroom more practical (Friatin and Widiyaningsih, 2018). Since, ICT can be regarded as a powerful pedagogical tool, and, when used properly, support language development, and learners need to engage with information and communications technology more than ever before.

Language learners to take part in a progressively digitalized world may utilize technology through English to fulfill their individual, social and educational needs (Murray and McPherson, 2004). Different digital tools utilized for educational purposes enable learners to complete a great number of language learning tasks and activities, and lead them to use what they learn in real contexts such as interacting other people instead of memorizing long lists of vocabulary and grammar rules. As said by Arikan (2014), “there are numerous lively and attractive activities, games, puzzles, and worksheets available on the Internet for teachers’ as well as students’ use” (p.19). Thus, the use of the Internet increases learners’ motivation.

In addition to this, “students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language

learning needs, and access them in their own time and at their own pace” (Murray and McPherson, 2004, p.17). Language learners accessing digital environment get a chance to do exercises for four skills and other language components, to get corrective feedback, to design their learning process and time as they wish, and to reach more communicative materials rather than pen-and-paper materials given in traditional classrooms.

Digital technologies also offer several ways for English learners to engage in the exercises they enjoy via learning English informally (Sayer and Ban, 2019). Numerous digital platforms give learners an opportunity to study asynchronously outside the classroom, so learners can reach information any time, and proceed at their own speed, as a natural consequence, this flexibility ensures stress-free work environment for learners. Besides, as Ahmadi (2018) reviewing the literature about the use of technology suggests:

technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners develop thinking skills, makes learning and teaching becomes more student-centered, promotes learners’ autonomy and helps them feel more confident, and increases learners’ motivation to effectively learn a foreign language (p.122).

Many websites that can be utilized for educational purposes (e.g. Kahoot, Storybird, Blogger, Quizlet etc.), content management systems, learning management systems (e.g. Moodle, Blackboard, Edmodo etc.), digital learning platforms (e.g. EBA) and portals are among the most preferred digital technologies the effects of which on education, and specifically on language development be investigated by many educators. Digital learning platforms used to foster language learning in the recent times are web tools which students log in, work within a password protected online environment through online materials and activities provided by the course instructor at anytime and anywhere. Through these platforms, teachers can teach course content, store data, create or upload video and photos, open discussion forums as well as giving weekly assignments that students are required to complete in an online environment.

Language educators can benefit from the best points of digital technologies by taking their teaching environments and possibilities into account. Foresighted teachers aiming

to move ahead of outdated practices need to evaluate the current situation that they are in and to choose a favorable one or ones of aforesaid digital tools serving their purposes in which learning materials and activities as well as content are shared for learners, and interaction and collaboration are provided among teacher and students.

Digital technologies, many of which offer students to study through online materials and activities, and keep track of the details regarding students' progress and test results for teachers, are widely used in universities for adult learners; however, the use of EBA (Education Information Network) as a digital learning platform managed by MoNE in Turkey is desired to expand at lower levels from preschools to high schools with the aim of getting utmost benefit from digital technologies in education.

### **2.5.1. Young Learners as Digital Natives**

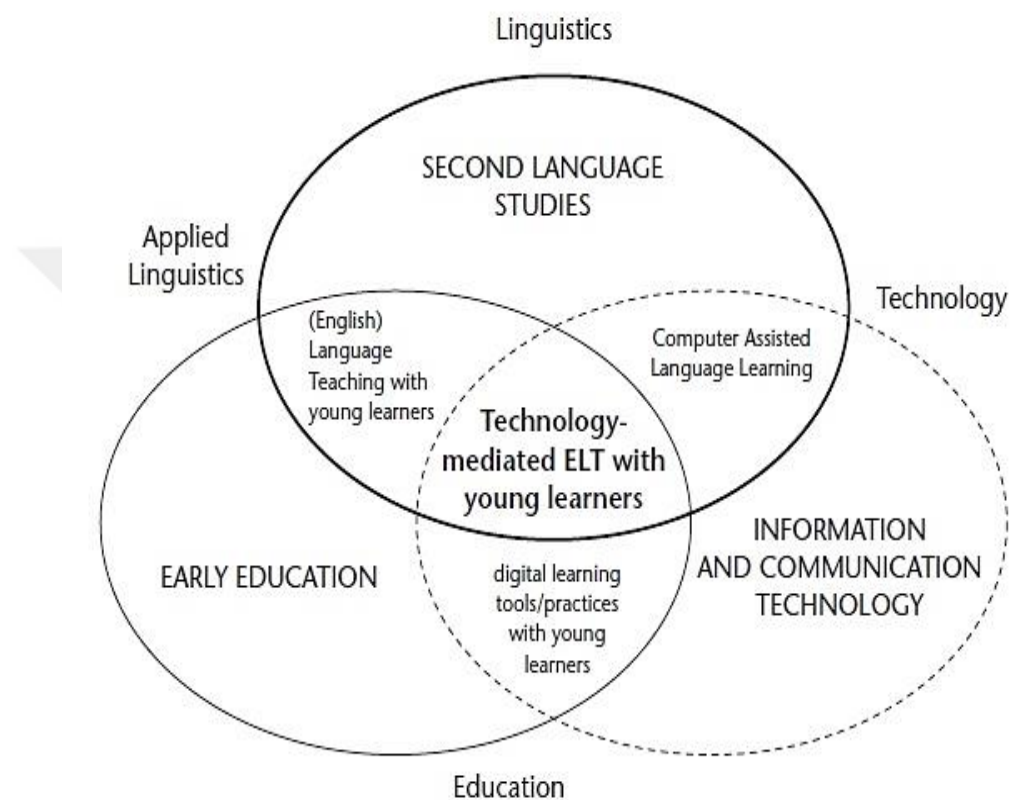
It is a common belief that “younger learners are growing up with technology, and it is a natural and integrated part of their lives” (Kastuhandani, 2014, p.1). Furlong and Davies (2012) argue that young learners' engagement with technology is substantially bound up with their own identity. In 2001, Marc Prensky coined the term ‘digital natives’ for 21st century students. As native speakers of the digital language of the Internet, computers and video games (Prensky, 2001), it could be stated that digital natives can acquire different knowledge and skills more easily by using information technologies (Kurt, Gunuc and Ersoy, 2013). Thus, information and communications technology (ICT) is to be integrated into young learners' classrooms.

Teaching this rising generation exposed technology and the Internet most of the time in their daily lives just through using textbooks in classroom environments is not sufficient to foster their language knowledge. They are web generations and they are hungry for more (Dale, 2014). Children getting more global through the Internet, television, and computer games can get more vocabulary than books and curriculum need to be followed when given opportunity (Cameron, 2001). In an attempt to engage new generation students and keep them interested, teachers must speak their language and acquire 21st century digital skills quickly (Kivunja, 2014).

Whyte and Schmid (2019) provides a schematic representation of three domains as young learners, L2 learning, and technology overlapping through the use of computers, and some



digital learning tools and practices (see Figure 3). They criticize current research and educators who believe the significance of increasing technology-mediated learning practices for focusing on only technology and L2, and neglecting young learners, and suggest that teachers of young learners need to be assisted to develop the necessary competencies for digital technologies.



*Figure 3. Dimensions of technology-mediated ELT with young learners*

According to Sayer and Ban (2019), there are five successful characteristics of young learners' English use out-of-class:

- (1) it is 'student-centered' in the sense that the learner is completely autonomous and has maximum control over selection of content and pace,
- (2) learning English is often secondary to doing some kind of social activity,
- (3) the learner willingly chooses to engage in social activity because it is of interest to her,
- (4) the social activity is usually 'authentic' in the sense that the linguistic content was not prepared with an L2 learner in mind,
- (5) the learners develop strategies while doing the activity which serve to scaffold their L2 use, such as the use of tutorials, lyrics or translators (p.451).

In addition to these, the limitless and creative world shaped by new innovations offer an entertaining atmosphere in which young learners can improve their linguistic knowledge and skills, and acquire major components of communicative competence (Balçıkanlı and Özmen, 2012).

Different web-based tools and activities for technology-mediated language teaching to young learners can be utilized by taking their possibilities to access, and abilities to overcome them as well as their pros and cons into account. Whyte and Schmid (2019) reviewing related literature of digital technologies in the field of ELT for young learners have created a table including several types of digital tools and activities with “examples of technology use together with some of the main affordances and challenges of each” as shown in Table 2 (pp.341-342). Teachers who want to take the advantages of computers and the Internet need to search for the most advantageous and appropriate ones for their teaching situations, and to improve the amount and the quality of time that students spend with the online tools and activities integrated into current environment by their instructors.

Table 2.

*Tools and Activities for Technology-mediated ELT with Young Learners*

<b>Tools / Activities</b>	<b>Uses</b>	<b>Affordances</b>	<b>Challenges</b>
<b>Language learning software</b>	Digital storytelling Digital games Interactive exercises Extensive listening	Interactivity Rich input Autonomous practice	Predominance of drill-and-practice and grammar activities
<b>IWBs</b>	Multisensory presentations Interactive tools (e.g., drag and drop, hide) to encourage learner participation Anonymous quizzes	Enhanced interaction Authentic, rich input Facilitating understanding of grammar concepts and rules (e.g., reordering categorizing)	Teacher centeredness and learner passivity Predominance of drill-and-practice activities
<b>Tablets/mobile phones</b>	Creating own digital products (e.g., videos, digital stories) Sharing and revisiting work by listening to audio and video recordings	User-friendly technology	Some apps provide little room for spontaneous and creative language output
<b>Asynchronous CMC</b>	Collaborative writing on wikis Sharing content via blogs and podcasts Use of online platforms (e.g., Moodle) to support collaboration between classes	Authentic audience for learners' L2 production Opportunities for meaningful interaction and collaboration	Younger learners have limited competence with written language
<b>Live CMC</b>	Interviews with native speakers Online debates or discussions Collaborative projects	Access to peers or expert interlocutors who do not share learners' L1 Authentic tasks based on genuine communicative intent	Learners may lack communication strategies for dealing with interactional breakdowns
<b>Web-based materials</b>	Internet material for presentation of new content (e.g., YouTube videos, film sequences, digital images) Internet search, reference tools (dictionaries, encyclopedias) Online games and learning activities	Access to authentic, rich and motivating input Facilitating comprehension of language input (e.g., images, video.) Supporting autonomous learning	Lack of skills for finding and evaluating online material

For this study, considering young learners and their learning conditions, online follow-up activities (i.e. listening, reading, writing, grammar and vocabulary activities) through EBA (Education Information Network) which is a digital learning platform were utilized to facilitate the comprehension of in-class language input, and understanding of language forms and structures as well as functions outside the classroom.

## **2.6. Previous Studies**

Research on the relationship between learning and teaching of the language skills and components and the use of digital technologies has shown similar results in terms of success, motivation and attitudes, and proposed positive results regarding the effect of technology on young learners around the world and in Turkish context. The aims, procedures and findings of the international and national studies will be presented in this section.

### **2.6.1. Studies on Young Learners and Digital Technologies Around the World**

Sadikin and Saleh (2016) proposed that many educators were not taking advantage of technology assumed as a unique and fun learning tool for young learners growing within digital era. Their study about weblog-based learning aimed to find out: (1) the students' background in using computer and the Internet to obtain necessary information, (2) the students' perceptions of the use of classroom blog learning as a tool while learning English, (3) the students' perceptions towards weblog activity, (4) students' perceptions toward the advances of the weblog as a means of problem solving for learning English. This research in which the data were collected from 120 5<sup>th</sup> grade students in Indonesia adopted the descriptive method which intended to describe the students' responses towards the use of weblog. The findings from the questionnaire and interview showed that most participants had positive attitudes about weblog activity, and they were willing to integrate weblog-based learning in English classroom, and this technique made them more engaged and excited to learn English.

In the article “Young people, new technologies and learning at home: taking context seriously”, Furlong and Davies (2012) presented their study on young people’s uses of new technologies at home. The scholars conducted the project entitled “The learner and their context: How ICT supports learning outside of the education setting”. Working with a large number of different types of young people (those at schools, colleges, universities and work) and across a range of different age groups from 8 to 21, it was aimed to understand young people holistically when engaging in a series of specific social/spatial contexts —home, school, work, leisure— saturated by new technologies. The data for this long-term research was obtained from interviews of young people, parents and siblings; and questionnaire surveys exploring learners’ uses of new technologies in and out of the educational institutions. The data showed that the majority of young people used a series of resources to stay in close contact with friends and family; mobile phones, email and social networking sites such as MSN, Myspace, Facebook were also utilized continuously. In this study, it was suggested that learning in different contexts called informal learning practices by the researchers provides richness to the young people, and makes learning distinctive via access to different types of resources with which to promote their learning—visual and audio materials through videos and podcasts.

Terrell (2011) arguing that young learners are encompassed by technology that did not exist when their parents were at school, carried out a case study which attempted to specify whether young learners were motivated to practice English out of the classroom if provided the access to various online tools via a wiki as a free educational web space. The teacher interviewed parents and kept observational notes. The study results indicated that the online tools improved the listening and speaking skills of young learners. It was also suggested that young learners should be exposed to the language out of the classroom in order to practice their vocabulary, listening and speaking skills in various contexts.

After realizing that students have difficulty in identifying tenses, Hafidah (2016) developed the lift and shift game which is an online and computerized game created in flash system, and modified from some other games such as the who want to be millionaire game, snake and ladder game. The researcher aimed to analyze the implementation of this game in presenting English simple tenses to young learners. Data were obtained from interviews, focus group discussion, observation, and questionnaires, and the findings showed that test scores of the students before taught by game were very different from

the latter ones. It is suggested that the scores of students increased after they were taught by using the game.

Friatin and Widiyaningsih (2018) carried out a study examining the implementation of Kizphonic as digital multimedia in order to enhance the vocabulary of EFL young learners. The 4th grade students as participants of the research had difficulty in gaining vocabulary, so the researchers aimed to find out whether the use of Kizphonic online program fosters vocabulary of YLs, and affects students' perceptions towards the program. The study employing mixed method study through observation and questionnaire concluded that Kizphonic provided a great opportunity to support teachers and students in learning process, and the majority of the students were of the opinion that the use of Kizphonic was efficient, motivating and interesting.

Sadeghi and Dousti (2012) proposing that one of the prominent features of computers is their potentials for presenting educational games and adding fun to grammar learning, studied on the possible effects of the incorporating CALL technology on young elementary EFL learners' grammar gain. In addition, it investigated the role of exposure duration to find the optimal balance for the proper amount of CALL integration to language activities. The results of one-way ANOVA showed significant differences between control and experimental groups in the immediate post-test and delayed post-test. It was implied that teachers and administrators need to review their curricula, approaches, and educational tools, and to consider the possibility of integrating CALL technology into their teaching environments.

Adisti (2016) conducted the study aiming to explain the interactive materials that were needed in teaching English to young learners, creating an English computer game into an interactive material, and examine the effects of the implementation of an English computer game as an interactive material to the first-grade students of elementary school. The result of the study showed that there was a significant difference between pre-test and post-test of students, and they had better success in learning English. The mean of pre-test was 65.2 while the mean of post-test was 87.44. The findings of the interview also indicated that students had positive attitudes toward learning English through this interactive material.

Sagarra and Zapata (2008) investigated the effect of an online workbook on the attitudes

of 245 second language (L2) Spanish learners towards this pedagogical tool over two consecutive semesters. Language assessment tests and a survey measuring students' attitudes towards the electronic workbook was utilized in the study. The results showed that there was a significant increase in grammar scores and participants had positive attitudes towards online workbook. The researcher stated that most students praised the usefulness of the online workbook for language learning, especially in the fields of grammar and vocabulary acquisition.

Wichadee (2017) conducted a quasi-experimental study aiming to find out the effectiveness of using Edmodo as an online learning tool on language learning regarding oral proficiency, and on students' motivation and attitudes toward learning English, and for this study, data was collected using the tests and questionnaires. According to results of the study, students in the experimental group studied through online learning using Edmodo not only outperformed those in the control group taught in a face-to-face learning environment in oral proficiency, but they also showed higher learning motivation. It was suggested that the study had implications for English language teachers, motivating them to see how technology could make learning easier and help learners achieve better academic performance.

In the article "Using information and communication technologies to motivate young learners to practice English as a foreign language in Cyprus", Diakou (2015) discussed the use of ICT and how it motivates young learners between 9 and 12 years of age, during their EFL classes, expanding their linguistic repertoire and improving their language skills. The researcher pointed out that getting benefit from ICT with a combination of interesting activities, motivating videos and songs via the use of the Internet and the World Wide Web helps students practice the target language, and get encouraged to become active users of language. As well as those above, it was suggested that the use of ICT can arouse positive emotions, creating a positive attitude toward learning, lowering the affective filter, and also reducing children's anxiety.

### **2.6.2. Studies on Young Learners and Digital Technologies in Turkish Context**

In Turkish context, Yıldırım and Torun (2014) studied on EFL young learners' attitudes towards animated stories, and five authentic animated stories into which some basic

vocabulary, structures, and functions of the target language were incorporated were used. For the study adopting a mixed-methods research technique, data were collected from 31 6<sup>th</sup> grade students through a structured attitude questionnaire, an open-ended attitude questionnaire, interviews and lesson evaluation forms. The findings of the research have suggested that animated stories provide teachers opportunities to present and recycle vocabulary, grammar, and functions of the target language in context. The authors arguing that animated stories used with enjoyable follow-up activities may create entertaining learning environment concluded that animated stories have fostered and maintained positive attitudes, and served as significant tools to contextualize the target items of language in natural and meaningful ways with the visual and audio stimuli.

In other respects, Arikan and Taraf (2010) examined the effectiveness of authentic animated cartoons in teaching English to young learners in Turkey. Their experimental study using pre and post-test design made a comparison between instruction relied on traditional grammar and vocabulary teaching and the technological one that utilized authentic animated cartoons. The results indicated that the experimental group (15 4<sup>th</sup> grade students) performed better than the control group (15 4<sup>th</sup> grade students) in learning target grammar points and vocabulary items. Taraf (2011) continued to do the detailed research on this issue with the aim of finding the impact of authentic animated cartoons on teaching English verb tenses and aspects to EFL young learners, and the perceptions of the participants towards animated cartoons. According to data analysis, the experimental group did not perform significantly better than the control group in using their knowledge of English tenses and aspects in writing, but the results showed that animated cartoons are motivational tools.

Turgut and İrgin (2009) argued that young learners' playing online games fosters language learning and particularly vocabulary skills. They would be best advised to try to play online games that are beneficial language learning resources. According to the researchers the Internet has opened up a world of possibilities for improving the vocabularies of young learners. It was proposed that even though older generation may not have had access to formal vocabulary instruction in their childhood, vocabulary lessons for today's early learners are as close as the nearest computer.

Dollar and Tolu (2015) conducted a qualitative case study investigating the implementation of digital story writing in a primary school with 5<sup>th</sup> grade students. The



students composed their first digital stories using Storybird, a free online story reading and writing website. The analysis of the written stories indicated that digital story writing was an effective technique in EFL classrooms to foster writing. The student interviews also showed that all students were highly motivated, and felt proud to publish their stories online. They recommended that both teachers and students should be trained in a short time to use Web 2.0 tools for different kinds of tasks and projects, the use of technology is needed to be supported by school administrators.

Şık (2019) aimed to reveal the impact of flipped classroom model on achievements of primary school students in learning English vocabulary items, and the perceptions and experiences of students, parents and the teacher about the flipped classroom practices. The analysis of the data collected from pre-test, post-test, and delayed test, and semi-structured interviews as well as teacher journal showed that the levels of vocabulary learning performance and retention of these items for the experimental group were higher than those of the control group, and the students expressed that they enjoyed studying on the Internet as a means for learning out of the classroom. In conclusion, the researcher suggested that the flipped classroom model is an effective solution for the problems related to limited class-time in English classrooms of primary schools in Turkey.

As can be deduced from the previous studies section, digital technologies have attracted many scholars' attention, and as a result of this growing interest, several studies were carried out to evaluate the effects of digital technology on YLs' language development, motivation and attitudes towards language learning through language learning in online environment. Nevertheless, especially in Turkish context, the studies on YLs and digital technologies providing language learners to improve their language knowledge out of classroom are very scarce. The present study aims to fill in the gap in this area.

## CHAPTER III

### METHODOLOGY

This chapter gives detailed information about the research design of the study, the sampling method used to determine the participants, the information about the participants of the study, the data collection tools utilized during the implementation process, the data collection procedures including stages that were followed by the researcher, and the analysis of the data obtained from tests and interviews.

#### 3.1. Research Model

The present study utilizes the mixed methods approach to analyze the proficiency levels of EFL young learners in terms of grammar and vocabulary after using digital technologies, and to describe the learners' attitudes towards learning English through these technologies. Mixed methods research provides in depth understanding of a problem via mixing quantitative and qualitative research.

According to Cresswell (2012), mixed methods designs can be grouped into six categories as “the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design” (p.540). Specifically, the embedded strategy of mixed methods can be identified in such a manner that both quantitative and qualitative data are collected simultaneously and sequentially, and the researcher uses “the secondary form of data to augment or provide additional sources of information not provided by the primary source of data” (Cresswell, 2012, p.545).

The design of this study is embedded mixed method design which combines and

associates quasi-experimental (pre-test post-test control group) design and qualitative research through semi-structured interviews in order to strengthen the structure of the study and to boost reliability and validity of the results by using different forms of data collecting techniques. This study seeks for the differences between the experimental and control groups with regard to English vocabulary and grammar achievement and retention through pre-, post-, and delayed tests, and describes the attitudes of the experimental group students related to online follow-up activities of English lesson through content analysis method.

### 3.2. Sampling and Participants

This study was carried out in 2019-2020 education year with 32 4<sup>th</sup> grade EFL students at an elementary school in Muğla. The experimental group consisted of 17 students (9 female and 8 male students) while the control group consisted of 15 students (9 female and 6 male students), and the students aged between 9-10. Table 3 demonstrates the participant numbers and gender distribution across groups.

Table 3.

*Gender Distribution of Students*

Gender	Experimental group	Control group
Female	9	9
Male	8	6
Total	17	15

In selecting participants, the convenience sampling method was used because the researcher has been teaching these students for almost 2 years and it was more convenient to follow the experimental stage for the researcher. There were two 4<sup>th</sup> grade classes at school, and the students of both classes were native speakers of Turkish. The majority of the participants were from low socioeconomic backgrounds, and they were not accustomed to use technology and the Internet for learning purposes. They had been learning English for two years in a program that included English lessons for two hours a week. The materials they had been using at school composed of course books determined by the Turkish Ministry of National Education.

One of the classes was determined as experimental purposively while the other as control group. The experimental group was determined by taking the students' possibilities to connect the Internet using computer, tablet or mobile phones into consideration. The ones who did not have an Internet connection and could not complete the tasks given per week were excluded from the study. The students who attended the study were informed that participating in the study was not compulsory, and the study would not affect their school grades. Thus, all participants were willing to participate in this study.

### **3.3. Data Collection Tools**

The data collection tools included a vocabulary and grammar achievement test which was used as the pre-, post-, and delayed test and semi-structured interview questions addressing experimental group students. The detailed information about the instruments is given in the following part of this section.

#### **3.3.1. Vocabulary and Grammar Achievement Test**

To measure the impact of using EBA through online follow-up activities on young learners' vocabulary and grammar enhancement and retention, an achievement test (Appendix 1) was used as pre-, post-, and delayed test. The test was developed by the researcher in accordance with the unit tests published on EBA by MoNE, and functional language of the unit 4 "Free Time" and 5 "My Day" on the 4<sup>th</sup> grade annual plan (Appendix 2) with intent to ensure content validity. The test was comprised of 2 different parts which were divided according to the units.

The first part of the test covering the unit "Free Time" comprised of 15 questions with different formats, i.e. there were 4 gaps to fill, 5 sentences to put in order, and 6 multiple choice questions to answer. Similarly, the second part of the test covering the unit "My Day" involved 15 questions whose formats differed as follows; 4 sentence completion, 5 cloze test, and 6 multiple choice questions as shown in Table 4. In total, there were 30 questions; each part had 15 questions which possessed 50 points. Therefore, the maximum overall score that a student could get from the pre- or post-test was 100.

Table 4.

*Analysis of the Questions in Vocabulary and Grammar Achievement Test*

<b>Parts</b>	<b>Themes</b>	<b>Number of Questions</b>	<b>Types of Questions</b>
1	Free Time	4	Phrase Completion
		5	Sentence Order
		6	Multiple Choice
2	My Day	4	Sentence Completion
		5	Cloze Test
		6	Multiple Choice

Before implementing the test, the items are checked and revised by three experts from Muğla Sıtkı Koçman University in order to increase test reliability. Cronbach's Alpha analysis is also conducted in this particular study to assess the reliability of the vocabulary and grammar achievement test. Data were collected from 18 4<sup>th</sup> grade students who were exclusively included in this part of the study, and only used to determine the reliability of the test. Reliability of this instrument was measured with SPSS 22.0 statistical program Cronbach Alfa, and the reliability of the test was found out to be 0.816 which was highly reliable.

Table 5.

*Reliability Statistics of Vocabulary and Grammar Achievement Test*

Reliability Statistics	
Cronbach's Alpha	Number of Items
.816	30

**3.3.2. Semi-structured Interview**

To understand students' perceptions of online follow-up activities and attitudes towards learning English through these activities, a semi-structured interview was applied after 7 weeks treatment. Regarding the efficiency of using semi-structured interviews, Barriball and While (1994) suggest that semi-structured interviews are "well suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues" (p.330). In a similar vein, Patton (2002) states that semi-structured interviews help to seek for the interviewees' individual perspectives and experiences through their judgements and terminologies. Following those ideas, the semi-

structured interview was applied in this study in order to go deep into the students' opinions and attitudes regarding the course and the online follow-up activities.

The interview questions in English (Appendix 3) were prepared by the researcher, and approved by the experts as well. The semi-structured interview comprised 13 questions which attempted to investigate whether the participants liked online activities, whether these activities affected their ideas about learning English, and if they would prefer traditional or online activities after classes. The interview sessions were carried out with 18 experimental group students by asking the questions related to English and the online follow-up activities. The interview was held in Turkish (Appendix 4) as it is the native language of the students. The students were interviewed separately and each session lasted approximately 10 minutes. Necessary explanations were done when it was needed for the students. The responses of the students were recorded through an audio recording application during the session and transcribed (Appendix 5). The answers given in Turkish were translated into English; later on, the answers given to those questions were analyzed by content analysis. The responses of students to the semi-structured interview questions were categorized and coded by the researcher.

### **3.4. E-materials**

With the aim of increasing the quality of education and equality of opportunity (Demir, Özdiñç and Ünal, 2018), Education Information Network (EBA) which is a digital learning platform has been established in 2012 by Ministry of National Education (MoNE), and still managed by General Management of Innovation and Educational Technologies. In Öner's (2017) words, "in order to provide and conduct educative e-content which is a component of the project, and to offer accurate and reliable e-content in accordance with every class level, Education Information Network (EBA) was put into service", and it has become "an alternative source for many lessons studied in primary, secondary and high schools" (p.227).

EBA (Education Information Network) a screenshot from home page of which is shown below (see Figure 4) is a learning platform that teachers and students sign in through usernames and passwords and work within this online environment. As an effective tool,

EBA has also a mobile application which makes it available every time and everywhere with the Internet connection.

Through this efficient digital platform, teachers can prepare the course, ask questions and teach the course content, and contribute to content production while students share posts, make a survey, discuss with their classmates, and do the activities related to their courses. Teachers may also observe the students' posts, discussions, and send online follow-up activities to them with deadlines to be set for completion of each activity. After due dates of these activities, teachers get working reports of students as a group and individually.

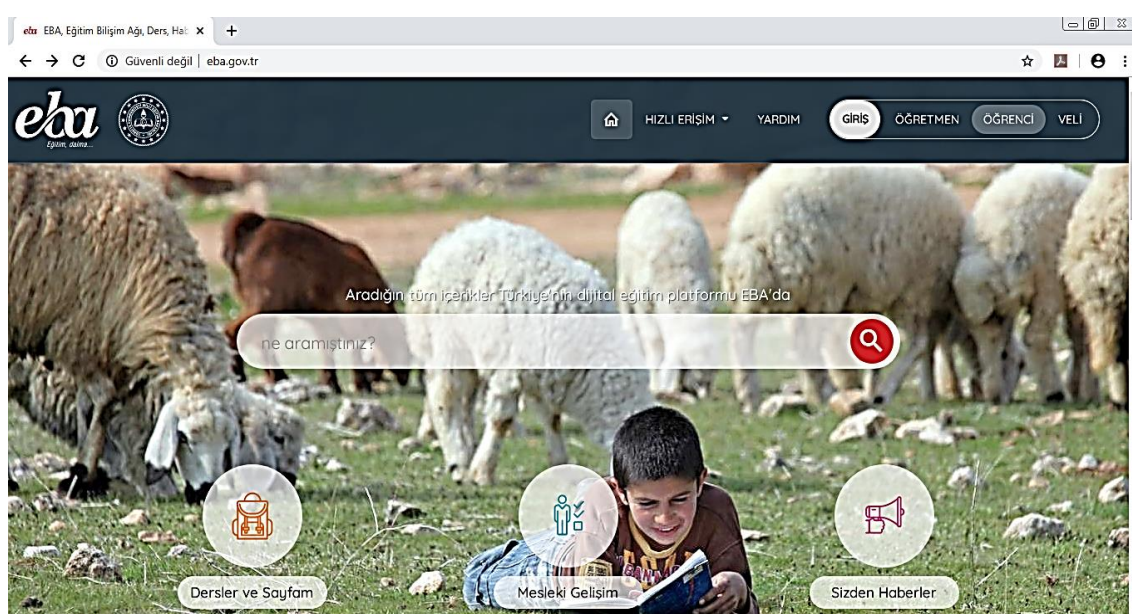
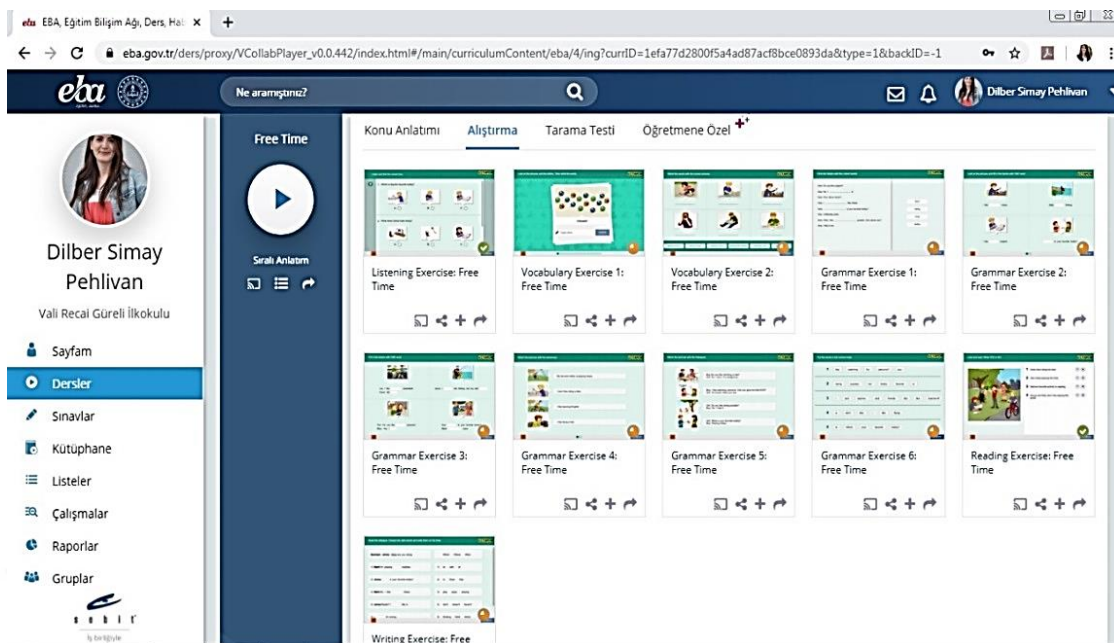


Figure 4. A screenshot from home page of EBA

Besides e-books, magazines, visual and interactive materials, audio files, and animations, EBA has a wide range of contents including songs and videos of lectures, many exercises for each course, and specifically some language exercises for language skills i.e. listening, reading and writing, and for vocabulary and grammar structures according to each unit of English lesson for all grades. For this study, several language exercises which are illustrated below (see Figure 5) were used as online follow-up activities for the experimental group students. The researcher sent these online activities to the experimental group by clicking on the “share” button, and choosing a specific class as target group.



*Figure 5. A screenshot of the web page composed of language exercises on EBA*

The researcher observed both experimental and control group students' progress on EBA; thus, it was easy to detect whether control group students work on online follow-up language materials. Until the end of the study, the experimental group students followed the posts and instructions on digital learning platform (EBA) and completed the online activities sent to them while the control group worked on the traditional materials handed out as pen-and-paper worksheets.

### **3.5. Data Collection Procedures**

Upon the approval of the thesis proposal, the researcher applied to get permission from the Provincial Directorate of National Education, and consent forms (Appendix 6) were filled out by the parents for the participation of the students. Necessary explanations and guidelines were provided for the parents who approved participation of their children. The pilot study was implemented during 3 weeks in order to determine whether the experimental group had access to EBA and completed online activities without any problem or interrupt. Online modules and printed papers were prepared for each week, and the pre-test was administered to both experimental and control group students. For 7 weeks treatment (see Table 6), experimental group performed online follow-up activities (Appendix 7) on EBA as control group was given printed worksheets similar to the online



vocabulary and grammar activities to provide task familiarity for the control group (see Appendix 8). At the end of the treatment, the post-test was implemented to both groups, and all the experimental group students were asked interview questions inquiring their opinions about the online follow-up activities of English lesson. The interview sessions were recorded through an audio recording application and transcribed later on. Eight weeks later, the delayed test was applied to both groups in order to measure the retention levels of vocabulary and grammar items. The research procedures are presented in Table 6 below.

Table 6.

*Study Design*

<b>Weeks</b>	<b>Sessions</b>	<b>Groups</b>	<b>Activities</b>
Weeks 1 to 3	Pilot Study	Control Group	Traditional
		Experimental Group	Online
4 <sup>th</sup> week	Pre-test	Control Group	Traditional
	Treatment Session 1	Experimental Group	Online
5 <sup>th</sup> week	Treatment Session 2	Control Group	Traditional
		Experimental Group	Online
6 <sup>th</sup> week	Treatment Session 3	Control Group	Traditional
		Experimental Group	Online
7 <sup>th</sup> week	Treatment Session 4	Control Group	Traditional
		Experimental Group	Online
8 <sup>th</sup> week	Treatment Session 5	Control Group	Traditional
		Experimental Group	Online
9 <sup>th</sup> week	Treatment Session 6	Control Group	Traditional
		Experimental Group	Online
10 <sup>th</sup> week	Treatment Session 7	Control Group	Traditional
		Experimental Group	Online
11 <sup>th</sup> week	Post-test	Control Group	Post-test
	Interview Sessions	Experimental Group	Post-test
19 <sup>th</sup> week	Delayed test	Control Group	Delayed test
		Experimental Group	

The detailed information about the research procedures shown in Table 6 is given below.

**Weeks 1-3:** The pilot study was conducted with the experimental group students to ensure that they had the possibilities to connect the Internet and do the online follow-up activities on EBA. In the first week, the temporary passwords were determined and given to each student, and the students were instructed to get their valid passwords to be used throughout the research via their personal information. The researcher provided assistance to the students who had difficulty in receiving password and signing up the digital learning platform, made them ready to use the facilities of the system (EBA) i.e. sharing posts, discussion, online activities. During the rest of 3 weeks' time, the experimental group students were followed on the online platform to check whether they could sign in the system and do the follow-up activities related to the unit 3 "Cartoon Characters".

**Week 4:** The pre- vocabulary and grammar achievement test prepared by the researcher was applied to the experimental and control groups, and the treatment process started through online and traditional follow-up activities. The experimental group students were sent one listening and two vocabulary activities related to the unit 4 "Free Time", and the control group students were given similar worksheets to these as the first assignment.

**Week 5:** For this week, the experimental group students were assigned to complete three grammar activities on EBA, and the control group students were handed out grammar worksheets related to the unit 4 "Free Time".

**Week 6:** The other three online grammar activities about the unit "Free Time" were sent to the experimental group students while the students in the control group were given grammar worksheets as the third week's assignment.

**Week 7:** As the last ones for the unit 4 "Free Time", two online activities (reading and writing) were assigned to the experimental group students, and similar worksheets were given to the control group students as after class activities.

**Week 8:** In this week, the activities related to the unit 5 "My Day" were started to be given as follow-up language activities. The students in the experimental group were sent two online vocabulary and grammar activities and one listening activity while the control group students were handed out five similar worksheets to these.

**Week 9:** The experimental group students were assigned to complete the other four online grammar activities, and the control group students were given grammar worksheets

related to the unit 5 “My Day”.

**Week 10:** As the final week’s assignments for treatment, two online activities (reading and writing) about the unit “My Day” were sent to the students in the experimental group, and the control group students were handed out two similar reading and writing worksheets.

**Week 11:** The post- vocabulary and grammar achievement test which was the same as the pre-test was applied to both experimental and control group students after 7 weeks treatment, and semi-structured interview sessions were held with the experimental group students.

**Week 19:** As a final phase, the delayed vocabulary and grammar test which was used as pre- and post-test was administered 8 weeks later.

Following the end of the research process lasting 19 weeks, the data were analyzed, and the detailed information about the data obtained from the pre-, post-, and delayed vocabulary and grammar achievement tests and semi-structured interview, and analysis of the data is presented in the next section.

### **3.6. Data Analysis**

The data for this research were collected through pre-test, post-test, and delayed test applied to two groups of students, and semi-structured interview held with the experimental group students. Analysis of the data collected from the vocabulary and grammar achievement tests was carried out through SPSS programme, and analysis of the semi-structured interview was made by means of content analysis explained in the following part.

#### **3.6.1. SPSS Programme**

The data obtained from 32 participants’ pre-test, post-test, and delayed test results were analyzed by the Statistical Package for Social Sciences (SPSS) 22.0. Statistical comparison of groups in terms of the test results were performed within the software. In order to analyze the data from vocabulary and grammar achievement test, independent

samples t-test was applied to find out whether there was a statistically significant difference between pre-test test scores of experimental and control groups in the beginning. So as to analyze the data gathered from the test, paired samples t-tests were also applied to compare the pre-, post-, and delayed test scores of the experimental and control groups separately. Finally, in order to compare the post-test and delayed test scores of groups, independent sample t-tests were utilized to find out whether there was a significant difference between the experimental and control groups in the end.

### **3.6.2. Content Analysis**

According to Bogdan and Biklen (1992), the qualitative data analysis involves “working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others” (p.153). For the present study, qualitative data was collected through semi-structured interview. Interview sessions processed with 18 experimental group students were recorded through an audio recording application on the phone and transcribed later on. The responses of students to the semi-structured interview questions were categorized and coded by the researcher. Intercoder reliability is provided by comparing the findings of the researcher with the ones of other researcher’s identifying codes based on the responses of the participants. The detailed information about data analysis and findings will be presented in the following chapter.

## CHAPTER IV

### FINDINGS

This chapter presents the findings of the present study which aims to find out the impact of using digital technologies through online follow-up activities on young learners' vocabulary and grammar achievement and retention, and their perceptions and attitudes towards learning English through online follow-up activities. In this section, the findings of the pre-test, post-test, and delayed test and student interviews are presented.

#### 4.1. Findings on Vocabulary and Grammar Achievement Test

To determine whether the data set is convenient to be analyzed through parametric statistical analysis methods, all test scores of two groups statistically analyzed. Table 7 given below shows the normality test results for the tests.

Table 7.  
*Normality Test Results of the Pre-test, Post-test and Delayed Test Scores*

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control	.105	15	.200*	.982	15	.981
	Experimental	.169	17	.200*	.904	17	.080
Posttest	Control	.179	15	.200*	.893	15	.075
	Experimental	.155	17	.200*	.956	17	.554
Delayed	Control	.219	15	.050	.904	15	.110
	Experimental	.163	17	.200*	.955	17	.536

p>.05

The scores of the pre-test, post-test and delayed test were checked for normality with Shapiro-Wilk test, since the sample size was less than 50 participants in total (N=32). The results showed that p values of two groups obtained from the normality test of the pre-test, post-test, and delayed test scores were higher than .05 significance value, i.e. the scores of the tests were normally distributed for both groups, and parametric statistical analysis can be used to compare test scores. Therefore, independent and paired samples t-test analyses were used to compare test results in this research.

#### 4.1.1. Comparison of the Experimental and Control Groups' Pre-test Scores

An independent samples t-test was conducted to compare the pre-test scores of the participants in the experimental and control groups. According to this analysis, there was no significant difference between the experimental group ( $M=27.18$ ,  $SD=12.40$ ) and the control group ( $M=23.93$ ,  $SD=11.44$ ),  $t(30)=.765$ ;  $p=.450$ ,  $p>.05$ ; as shown in Table 8.

Table 8.

*Independent Samples T-test Results of the Pre-test Scores*

	Group	N	M	SD	t	df	p
Pretest	Experimental	17	27,18	12,401	.765	30	.450
	Control	15	23,93	11,442			

$p>.05$

The two groups did not vary in terms of previous knowledge, and it can be concluded that the participants in both groups were similar in terms of the vocabulary and grammar knowledge at the beginning.

#### 4.1.2. Comparison of Test Scores for Experimental Group

The sub question R.Q.1.a. aimed to find out the differences in the pre-test, post-test, and delayed test scores of the participants in the experimental group in terms of their vocabulary and grammar achievement and retention. In order to compare the participants' pre-test, post-test, and delayed test scores, a series of paired samples t-tests were conducted. Comparisons for pre-test, post-test, and delayed test scores of the experimental group, and paired samples t-test results are presented in Table 9. The first t-

test result showed that there was a significant difference between the pre-test and post-test scores ( $M=-21.41$ ,  $SD=15.09$ ),  $t(16)=-5.85$ ;  $p=.000$ ,  $p<.05$ .

Table 9.

*Paired Samples T-tests Results of Experimental Group*

		N	M	SD	t	df	p
Pair 1	Pretest	17	-21,412	15,092	-5,850	16	<b>.000*</b>
	Posttest						
Pair 2	Pretest	17	-27,647	14,124	-8,071	16	<b>.000*</b>
	Delayed						
Pair 3	Posttest	17	-6,235	8,235	-3,122	16	<b>.007*</b>
	Delayed						

\* $p<.05$

The second paired samples t-test also found a significant difference between the pre-test and delayed test scores ( $M=-27.64$ ,  $SD=14.12$ ),  $t(16)=-8.07$ ;  $p=.000$ ,  $p<.05$ . The final paired samples t-test carried out on the data from the experimental group showed that there was a significant difference between the post-test and delayed test scores ( $M=-6.23$ ,  $SD=8.23$ ),  $t(16)=-3.12$ ;  $p=.007$ ,  $p<.05$ .

According to the results of paired samples t-tests analysis, there were statistically significant differences among the pre-test, post-test, and delayed test scores of the experimental group. This meant that the experimental group's vocabulary and grammar achievement as well as their levels of retention was affected positively, and they enhanced their language knowledge.

#### **4.1.3. Comparison of Test Scores for Control Group**

The sub research question R.Q.1.b. aimed to reveal the differences between pre-test, post-test, and delayed test scores of the participants in the control group regarding vocabulary and grammar achievement and retention. The participants' pre-test, post-test, and delayed test scores were compared by using a series of paired samples t-tests. Comparisons for the test scores of the control group, and paired samples t-tests results are presented in Table 10. The first t-test found a significant difference between the pre-test and post-test scores ( $M=-19.93$ ,  $SD=15.99$ ),  $t(14)=-4.82$ ;  $p=.000$ ,  $p<.05$ .

Table 10.

*Paired Samples T-tests Results of Control Group*

		N	M	SD	t	df	p
Pair 1	Pretest	15	-19,933	15,998	-4,826	14	<b>.000*</b>
	Posttest						
Pair 2	Pretest	15	-21,200	14,403	-5,701	14	<b>.000*</b>
	Delayed						
Pair 3	Posttest	15	-1,267	8,746	-.561	14	.584
	Delayed						

\* $p < .05$ 

The second paired samples t-test also found a significant difference between the pre-test and delayed test scores ( $M = -21.20$ ,  $SD = 14.40$ ),  $t(14) = -5.70$ ;  $p = .000$ ,  $p < .05$ . The final paired samples t-test conducted on the data obtained from the control group showed that there was no significant difference between the post-test and delayed test scores ( $M = -1.26$ ,  $SD = 8.74$ ),  $t(14) = -.561$ ;  $p = .584$ ,  $p > .05$ .

According to the results of paired samples t-tests analysis, there was statistically a significant difference between the pre- and post-test mean values of the control group with regard to vocabulary and grammar achievement. Similarly, there was a significant difference between pre-test and delayed test mean values of the control group; nevertheless, no statically significant difference was seen between the mean values of post-test and delayed test; it means that the control group enhanced their vocabulary and grammar knowledge, and made a progress as an outcome of the learning process, but they could not show the same improvement as the experimental group regarding retention of vocabulary and grammar items.

#### 4.1.4. Comparison of the Experimental and Control Groups' Post-test Scores

The sub question R.Q.1.c. aimed to reveal the differences in the post-test scores of the participants in the experimental and control groups with regard to their vocabulary and grammar achievement. An independent samples t-test was conducted to compare the post-test scores of the participants in the experimental and control groups. According to this analysis, there was no significant difference between the experimental group ( $M = 48.59$ ,  $SD = 21.21$ ) and the control group ( $M = 43.87$ ,  $SD = 22.29$ ),  $t(30) = .614$   $p = .544$ ,  $p > 0.05$ .



Table 11.

*Independent Samples T-test Results of the Post-test Scores*

	Group	N	M	SD	t	df	p
Posttest	Experimental	17	48,59	21,210	.614	30	.544
	Control	15	43,87	22,293			

$p > .05$

The results indicated that there was no statistically significant difference between the experimental and control groups. It can be concluded that the two groups improved their vocabulary and grammar knowledge during the educational process as a result of cyclical program of English curriculum, and the experimental and control groups were similar in terms of the vocabulary and grammar knowledge at the end of the implementation.

#### 4.1.5. Comparison of the Experimental and Control Groups' Delayed Test Scores

The sub question R.Q.1.d. aimed to find out the differences in the delayed test scores of the participants in the experimental and control groups regarding the level of retention of the vocabulary and grammar items. An independent samples t-test was conducted to compare the delayed test scores of the participants in the experimental and control groups. According to this analysis, the experimental group's test scores ( $M=54.82$ ,  $SD=19.92$ ) was higher than the scores of the control group ( $M=45.13$ ,  $SD=22.15$ ); however, there was no significant difference between the experimental group and the control group,  $t(30)=1.303$   $p=.202$ ,  $p > 0.05$ ; as shown in Table 12.

Table 12.

*Independent Samples T-test Results of the Delayed Test Scores*

	Group	N	M	SD	t	df	p
Delayed	Experimental	17	54,82	19,922	1,303	30	.202
	Control	15	45,13	22,152			

$p > .05$

According to the results of independent samples t-test analysis, there was no statistically significant difference between the delayed test scores of the experimental and control group with regard to vocabulary and grammar retention; however, it can be concluded from the t-test results the participants in the experimental group showed more progress regarding retention of language items when compared to the control group.

## 4.2. Findings on Semi-structured Interviews

As the second part of the data collection process, semi-structured interviews were carried out with the participants in the experimental group. For analyzing the qualitative data collected through interviews, content analysis was used. The responses of 17 experimental group students to the semi-structured interview questions were transcribed, categorized and coded into different themes according to recurrent answers. The students' opinions regarding the English language course and the desire to continue learning it were examined in the first section, and the students' perceptions related to the online follow-up activities and their attitudes toward using EBA were investigated in the second section.

### 4.2.1. Students' Opinions About the Course

In this section, the analysis of data acquired from the semi-structured interview questions related to English course is presented. The data collected from the responses of the participants to the first two questions revealed that students had positive attitudes towards learning English. As shown in Table 13 below, the findings revealed that a large majority of students pointed out their love of English and willingness to continue learning it onwards.

Table 13.

*Students' Responses to the Interview Questions About the Course*

<b>Do you like English?</b>																	
Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Yes	V	V	V	V	V		V	V	V	V	V	V	V	V	V	V	V
No						V											
<b>Do you want to continue learning English?</b>																	
Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Yes	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
No																	

As Table 13 demonstrates according to the analysis of data collected from the first two interview questions, all except one participant expressed positive feelings related to

learning English. According to 16 participants' responses, they loved English, and all participants had a desire to learn English.

The reasons of the students for love of English and the desire to learn it were divided into categories around the theme "Students' opinions regarding English". The categorization of the reasons according to the responses of the participants is presented in Table 14.

Table 14.

*Students' Opinions Regarding English*

<b>Reasons for Learning English</b>	<b>Participants</b>
To communicate with foreign people	P3, P6, P9, P10, P11, P12, P17 (7)
To go abroad and work	P1, P5, P14, P15 (4)
To learn a new language	P10, P12, P14 (3)
To be able to speak a foreign language	P13, P16 (2)
Being fun	P2, P4 (2)
To have a better job opportunity	P8 (1)

As shown in Table 14, the majority of the participants expressed that learning English is necessary for communication with foreign people, and it is also needed if they go abroad or work in another country. Some others stated that they liked learning a new language, and being able to speak another language. Two of the participants said that English lesson is fun for them. Some example statements are presented below. For all transcriptions of the participants' responses, see Appendix 5.

P2: *It is going to help me with my job.*

P5: *If I go to another country, I'll need English.*

The responses of P2 and P5 showed the importance of English language for their future life, and the necessity to learn English.

P1: *Yes, it's a fun lesson, and I love it because I learn a new language.*

P13: *I am learning a new language, and I love it.*

The responses of P1 and P13 demonstrated their intrinsic motivation to know English and the desire to learn a new language.

P11: *Of course, yes! There are lots of things we haven't learned in English to be used in our daily lives.*

The response of P11 showed his willingness to learn more about the language, the wish to know daily language patterns, and to use them out of classroom. This indicated that P11 was intrinsically motivated and had the desire to improve his English knowledge.

Only one of the participants had negative feelings about English. The participant stated that she did not love English, but had the desire to learn English. Her response to the first question is presented below:

*P7: My friends say that they know English well, but I cannot understand it.*

Not being able to understand anything while learning because of her friends stating that they know the language well demotivated P7; however, she had the goal for learning English, and she expressed the necessity of English knowledge for her future life.

In conclusion, YLs showed positive attitudes towards English language learning. Mostly, their attitudes were formed as a result of their desire to communicate with foreigners and their future goals.

#### **4.2.2. Students' Attitudes Towards Online Follow-up Activities on EBA**

In this part, the analysis of data acquired from the semi-structured interview questions related to online follow-up activities on EBA is presented. Starting from the third interview question, the responses of the participants to ten questions will be analyzed respectively. To start with, the participants' replies to the question "*Did the follow-up activities affect your idea about English? How?*" are shown in Table 15 below.

Table 15.

*Students' Responses to the Interview Questions About the Activities*

<b>Did the follow-up activities affect your idea about English? How?</b>																	
Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Positive	V	V		V	V	V		V	V	V	V	V	V			V	V
Negative																	
No				V			V							V	V		

According to the analysis of data collected from the responses of the participants to the third interview question seeking for the impact of online activities on students' opinions

regarding English, 13 participants stated that the follow-up activities on EBA affected their ideas about English positively.

P1: *It affected positively. It helps me learn what I don't know.*

P8: *Yes, it did. I'm more interested in it. It makes me happy. It expands my mind, and develop my vocabulary. When I do that, my dad buys books, and I become happy.*

P9: *It did. I sometimes fall behind my friends in class. But when I study on EBA, I can keep up with them.*

P11: *Of course, you can't move on to the next activity when your answer isn't right, so you have to learn.*

P3, P7, P14 and P15 expressed that these activities did not have any effect on their thoughts. P3 said that he had difficulty in doing the follow-up activities on EBA even though he liked using EBA and texting messages there. The response of the participant to this question is presented below:

P3: *Sometimes there's trouble in doing the activities on EBA. I love using EBA, texting there, but I prefer worksheets for homework.*

The data collected from the fourth interview question “What are good sides of the follow-up activities?” For the fourth interview question “*What are good sides of the follow-up activities?*”, the responses of the students were divided into categories around the theme “Students’ opinions regarding good sides of follow-up activities”. The responses of the participants are presented in Table 16 below.

Table 16.

*Students’ Opinions Regarding Good Sides of Follow-up Activities*

<b>Good Sides of Online Activities</b>	<b>Participants</b>
Improving our language knowledge	P3, P6, P8, P9, P12, P14, P15, P17 (8)
Being fun	P2, P5, P10, P14 (4)
Learning new information	P1, P4, P16 (3)
Revise what we learn	P4, P13 (2)
Expanding our minds	P2 (1)
No pressure at home	P7 (1)
Using digital technology	P11 (1)



P11: *Of course, I was very ambitious on EBA. I was trying to get more points. My score is 1100 now.*

P12: *Yes. I'm interested in the activities on EBA, and when I see them, I get an itch to do them.*

As illustrated above, P11 stated that getting points on EBA was really important for him, so he tried to do his best while P12 expressed his desire to do online activities. Thus, it can be understood from the replies of the participants to this question that the findings showed that all participants thought online activities as beneficial, fun and motivating.

The 7<sup>th</sup> interview question “*Which activities attracted you most?*” that aimed at finding the participants’ opinions on the online activities that attract them. Table 18 shows participants’ perspectives on the favorite activity types while learning English online.

Table 18.

*Follow-up Activity Types Favored by Students*

<b>Activity types</b>	<b>Participants</b>
Matching	P7, P13, P14, P15 (4)
Listening	P3, P7, P12 (3)
Unscrambling the letters into words	P4, P11, P14 (3)
Gap-filling	P2, P15 (2)
Tests	P1, P9 (2)
True/False	P7 (1)
Sentence structure	P7 (1)

As seen in Table 18 that gives details about the activity types the participants like doing on EBA, the participants declared 7 ideas when they were asked to give their opinions about the favorite online activities. The most frequently expressed activity type was matching. The participants also expressed that they liked listening and unscrambling activities. Some other activities favored by the participants true/false, gap filling, sentence structure activities and tests based on the unit theme. Some example statements of the participants about the activities they liked most are as follows:

P2: *I was interested in gap-filling activities most.*

P4: *I was interested in the activity of finding words from mixed letters, and I liked them most.*

P5: *I liked the activities related to superheroes most. I liked that subject.*

P17: *Activities related to days and months.*

Apart from the activity types, P5 and P17 expressed that they liked all activities related to a single topic as different from the views of their other friends.

The 8<sup>th</sup> interview question “*Do you want to do different activities? If yes, what kind of activities?*” searched for activity types that participants wanted to do while studying online. The findings of this interview question demonstrated that the participants requested 6 types of activities shown in Table 19.

Table 19.

*Follow-up Activity Types Requested by Students*

<b>Activity types</b>	<b>Participants</b>
Songs	P6, P10, P17 (4)
Puzzles	P9, P10, P13 (4)
Writing	P3, P8, P14 (3)
Games	P10, P11 (2)
Drawing	P14 (1)
Reading	P16 (1)

As can be seen from the table 19, the most frequently activity types desired by the participants were songs and puzzles that could create more entertaining environment for young learners. 3 participants indicated that they would like to do writing activities like forming a question or a sentence based on the specific topic as stated by P8 below.

P8: *I'd like. For example, forming a question or a sentence based on the topic given instead of matching activities.*

Playing online games and drawing pictures are regarded as other preferred activity types that the participants wanted to see on the digital learning platform when doing activities online.

P16: *Listening activities. Reading a book in English and doing activities about it.*



P16 expressing the significance of reading skills pointed out that she would like to read an online book and do some exercises regarding the book.

P2: *It will be nice if there are more gap-filling activities.*

P4: *To me, that is enough. I can't think of any more. They put it all there.*

The participants who didn't express any ideas about the new activity types preferred more activities of the current types like P2, or stated that the online activities available on EBA were sufficient as can be understood from the words of P4.

The findings of the 9<sup>th</sup> interview question “*Do you think that there are bad sides of the follow-up activities?*” investigating participants' opinions about the bad sides of online follow-up activities demonstrated that only three participants considered that these activities had negative aspects as presented in Table 20.

Table 20.

*Students' Opinions Regarding Bad Sides of Follow-up Activities*

<b>Bad Sides of Online Activities</b>	<b>Participants</b>
Messaging	P5, P6 (2)
Failure	P11 (1)

P11: *Yes. Because we have to study other courses. If we just study on EBA, we will fail in other courses.*

P5: *Writing messages on EBA, writing bad things.*

The statement of P11 given above showed his concern about being unsuccessful in other courses if he went on studying English in the online learning platform. On the other hand, P5 regarded messaging on EBA as a bad side of this platform due to the possibility of writing something unpleasant by students. When examining the findings of the participants' responses to this question, it can be said that the majority of the participants were of the opinion that the online follow-up activities had no bad sides.

The 10<sup>th</sup> interview question “*Did you meet any problems when studying online? If yes, what kind of problems?*” asked with the aim of finding out whether there were any problems that the participants confronted while studying online, and the types of these problems revealed that the most frequently encountered problem was not to be able to login the digital learning platform as shown in Table 21.

Table 21.

*Types of Problems Encountered by Students While Studying Online*

<b>Types of problems</b>	<b>Participants</b>
Not able to login	P5, P6, P10, P14, P15, P17 (6)
Computer freeze	P3, P5 (2)
Videos' loading time	P1 (1)
Typing incorrectly	P4 (1)
Slowing down	P8 (1)
Nonacceptance	P11 (1)

In addition to have difficulty in signing in, some other problems were identified from the statements of the participants given below; however, it can be deduced that these types of problems regarding the digital learning platform (EBA) were not common among the participants.

P1: *Sometimes audios don't load. It opens when you wait too long.*

P3: *When I was doing my homework on EBA, the computer froze and I had to start over.*

P4: *I have a bit difficulty in typing the letters of words. I don't have much trouble in reading or anything else.*

P5: *EBA freezes while I am doing the activities and I cannot sign in again.*

P8: *Sometimes I have problems. When I sign in, EBA slows down, and I cannot do my assignments.*

P11: *Sometimes I write everything right, but it says it's wrong.*

The findings of the participants' responses to the 11<sup>th</sup> interview question "Do you want to continue with online follow-up activities or traditional ones? Why?" inquiring the participants' attitudes towards online follow-up activities showed that the majority of the participants preferred to continue with the online activities instead of the traditional ones while 3 of them favored both of the activities as presented in Table 22.

Table 22.

*Students' Preferences for Follow-up Activities*

<b>Do you want to continue with online follow-up activities or traditional ones?</b>																		
Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Online	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓				✓	✓
Traditional			✓												✓			
Both				✓	✓									✓				

Some examples from the statements of participants who wanted to continue with the online activities are presented below:

P6: *I'd like to continue with the online activities. I understand them easily, but it's harder to study on worksheets.*

P7: *The online activities on EBA are fun, but worksheets are boring.*

P8: *I prefer online activities. Because worksheets are black and white. Sometimes I can't understand what I'm reading on them. The activities on EBA are more joyous.*

P13: *The online activities. I'm more interested in them than books.*

P17: *With the online activities on EBA. They're more fun.*

Some participants stated the reasons for choosing the online activities as being attractive, fun and joyous, and they regarded worksheets as boring, harder and not interesting. The analysis of the findings with regard to students' preferences for the follow-up activities indicated that most of the participants had positive attitudes towards the online activities.

P3: *I prefer worksheets. When I was doing my homework on EBA, the computer froze and I had to start over.*

P15: *Traditional ones, because sometimes my phone doesn't login to EBA, and I cannot complete my homework successfully.*

In other respects, P3 and P15 said that they preferred traditional activities because of some technical problems encountered while studying online as mentioned in the analysis of the previous interview question, and this shows that the reasons were not related to their opinions about the online activities.

The 12<sup>th</sup> interview question “*Can you compare these two different kinds of activities?*” sought for the differences of the online and traditional follow-up activities, and their

positive and negative sides of these two kinds of activities. The comparison of these activities revealed that 7 participants mentioned the positive sides of the online activities while only one participant stated a good side for traditional follow-up activities. 5 participants expressed their opinions regarding the online activities as entertaining, and this corresponds the idea that young learners get motivated to learn when they have fun as indicated in Table 23.

Table 23.

*The Comparison of Online and Traditional Follow-up Activities*

Comparison of Two Different Kinds of Activities			Participants
Online	Positive	• Fun	P2, P6, P7, P12, P17
		• More Informative	P1, P12
	Negative	• Problems related to the Internet	P3, P5, P15
Traditional	Positive	• Taking own responsibility	P3
	Negative	• Not catchy	P8, P9, P14, P15
		• Be torn or get lost	P4, P12, P13, P16
		• Blurry	P8, P11, P14
		• Confusing	P1

The only negative aspect mentioned by 3 students was the situation of encountering Internet-related problems, and one of these participants stated that he could take his own responsibility when given worksheets instead of studying on the Internet which posed some problems. Nevertheless, the most of the participants sorted the negative aspects of the traditional follow-up activities as being torn, blurry, confusing, not catchy and getting lost. Some examples from the statements of participants who pointed out these negative sides of the traditional activities are presented below:

P4: *We can lose the worksheets you give. But everything is recorded on the Internet. I prefer the Internet.*

P8: *Worksheets aren't very catchy. It should make me happy when I do the homework. Papers are sometimes blurry. So I prefer EBA.*

P11: *Sometimes I can't read what's written on paper. But I can work on EBA because there are the same kinds of activities.*

Lastly, the students were asked the 13<sup>th</sup> question which is the final interview question “Is

*there anything else that you would like to say?”*, and only a few students added some ideas as indicated in the following quotations:

P5: *Just I love English so much.*

P8: *EBA is nice.*

In sum, the analysis of the findings related to the participants' perceptions about the online follow-up activities, and their attitudes towards them was carried out through the participants' responses to the 13 interview questions. The results indicated that the participants kept their positive attitudes with respect to their love of English, and desire for continuing to learn English. Only a participant stated that he did not like English, and this arose from feeling under pressure because to her friends who were self-confident, not related to online follow-up activities.

It can also be deduced from the analysis of the semi-structured interview questions that the participants had positive attitudes towards online activities. Almost all of the participants presenting their opinions stated that they would like to continue with these activities; therefore, it can be commented that studying in a digital learning platform affected participants' motivation with regard to English positively. Common comments and explanations revealed that the participants had fun, learned new information, and revised what they learned through online activities; however, they did not enjoy the traditional ones that they regarded as boring, confusing and not catchy. Except some technical and Internet-related problems, it can be concluded that studying within a digital learning platform has led to positive attitudes of young learners who are today's digital natives.

## CHAPTER V

### DISCUSSION, CONCLUSION AND SUGGESTIONS

In this chapter, the discussion of the findings of research questions, and a brief summary of the research will be presented. Then, the implications of this study and suggestions for further studies will be given on the following pages.

#### 5.1. Discussion

The general purpose of this study was to examine the impact of digital technology through a digital learning platform called EBA (Education Information Network) on EFL young learners' success and attitudes towards these technologies. To achieve this aim, two research questions were asked. The first research question with its four sub questions investigated the effects of the use of EBA on YLs' vocabulary and grammar gain and retention, the second question examined the perceptions and attitudes of EFL young learners towards learning English and online follow-up activities at the end of the study. In the following section, the findings of the study will be discussed regarding each research question.

##### **5.1.1. Discussion of the Findings of RQ1: How Does the Use of EBA Affect EFL Young Learners' Vocabulary and Grammar Achievement and Retention?**

The purpose of the first research question was to find out the effect of the use of EBA on the vocabulary and grammar development of 4<sup>th</sup> grade learners of English. The data

collected with the aim of answering four sub questions of the first research question will be analyzed in the following lines.

*1.a. Is there a statistically significant difference between the pre-test, post-test, and delayed test scores of experimental group?*

The analysis of the first sub research question through the data obtained from the test scores of the students indicated that there was a statistically significant difference between the scores of vocabulary and grammar achievement tests of the experimental group students. There are some other studies which are in line with this finding (Friatin and Widiyaningsih, 2018; Sagarra and Zapata, 2008). Friatin and Widiyaningsih (2018) found out that the use of Kizphonic which is an online program enhanced vocabulary of young learners, and affects students' perceptions toward the program, and similarly, Sagarra and Zapata (2008) obtained the result that there was a significant increase in grammar scores of the students studying through the electronic workbook, and they had positive attitudes towards online workbook. The analysis also showed that the experimental group students improved their language knowledge to a statistically significant degree even after the implementation, and this means that the students internalized vocabulary and grammar structures during the process between post-test and delayed test. Thus, it can be deduced from this result that online language activities provided permanent learning for EFL young learners.

*1.b. Is there a statistically significant difference between the pre-test, post-test, and delayed test scores of control group?*

When it comes to the second sub question, the data analysis showed that there was also a statistically significant difference between the pre- and post-test results of the control group. However, there was no significant difference between post-test and delayed test scores of the control group students contrary to the experimental group who showed more success on the delayed test than the post-test. Hence, it can be deduced that as the research progressed the control group also improved their language knowledge in terms of vocabulary and grammar, and made a progress as an outcome of the learning process, but they did not show the same improvement as the experimental group after the implementation process while the experimental group students performed significantly better in retention of vocabulary and grammar items. In conclusion, traditional follow-up

activities were not efficient with regard to the retention of language items as much as the online follow-up activities.

*1.c. Is there a statistically significant difference between the post-test scores of experimental and control groups?*

When the third sub question was analyzed in the light of data obtained from vocabulary and grammar achievement test, the results indicated that the experimental group students performed better than the control group, but there was no statistically significant difference between the post-test scores of two groups. That is to say, none of the groups significantly outperformed the other one in language learning. This finding is parallel with some other studies. Özer (2017) conducted a study on the impact of Computer-assisted Language Learning (CALL), and keeping vocabulary notebooks on high school EFL learners' vocabulary learning. The researcher concluded that there was no significant difference about vocabulary learning and retention among the groups. However, the improvements were observed between pre-test/post-test and pre-test/delayed post-test among control, Quizlet and vocabulary notebook groups. In Taraf's (2011) study, it was also found out that the experimental group performed better than the control group in both post-test and language proficiency test; however, they did not perform significantly better than the control group in using their knowledge of English tenses.

On the other hand, the great majority of the research studies conducted in the field of young learners and technology found that the use of digital technologies affected the experimental group students' language learning positively; the experimental group performed better than the control group students in terms of vocabulary, grammar, and oral proficiency, and there were statistically significant differences between two groups. (Arikan and Taraf, 2010; Hafidah, 2016; Sadeghi and Dousti, 2012; Şık, 2019; Turgut and İrgin, 2009; Wichadee, 2017; Yıldırım and Torun, 2014).

*1.d. Is there a statistically significant difference between the delayed test scores of experimental and control groups?*

The analysis of the fourth sub research question through the data obtained from the delayed test scores of the students showed that there was no statistically significant difference between results of the vocabulary and grammar achievement tests of the experimental group students; nonetheless, the students in the experimental group were



able to recall more vocabulary and grammar items than the control group, and the experimental group performed significantly better than their post-test scores. This result is consistent with Günday's (2015) argument that the facilities offered by educational technologies, provided learners to comprehend the items more effectively and had a positive impact on retention of the words.

### **5.1.2. Discussion of the Findings of RQ2: What Are EFL Young Learners' Perceptions and Attitudes Towards Online Follow-up Activities on EBA?**

The purpose of the second research question was to go deeper into the students' opinions and attitudes regarding the course and the online follow-up activities through semi-structured interviews. The qualitative data analysis showed that 4<sup>th</sup> grade EFL students developed positive perceptions and attitudes towards online activities, and the majority of the young learners were motivated to continue with studying in the digital learning platform (EBA) that leads them to keep in touch with digital technologies. There are many studies about young learners and technology use in language education, Yıldırım and Torun (2014) found similar results in their study, and they proposed that animated stories used as follow-up activities serve as important tools for fostering positive attitudes. Some other researchers also stated that taking the advantage of technology promoted good results in terms of young learners' motivation and attitudes towards learning (Diakou, 2015; Friatin and Widiyaningsih, 2018; Sadikin and Saleh, 2016; Sagarra and Zapata, 2008; Taraf, 2011; Wichadee, 2017).

In this study, a huge amount of the students expressed that they loved English and would like to continue to learn it, and they declared that the online follow-up activities affected their ideas about English positively. As highlighted by Pierson (2001), the integrating technology into lessons becomes an important part of efficient teaching. In other respects, Furlong and Davies (2012) argued that young people using new technologies out of the classroom learn through informal learning practices offering richness to them via visual and audio materials through videos and podcasts.

When the students were asked about the good sides of online follow-up activities, almost half of the students agreed on the idea that these activities helped them improve their language knowledge. As well as improving themselves and be successful, the ambitious

to get high points and desire to complete the entertaining follow-up activities were other reasons for their positive attitudes among the students, and also all participants thought online activities as beneficial, fun and motivating. In this respect, this study has similar points with Şık's study (2019) with young learners in terms of the findings related to studying on the Internet as a means for learning out of the classroom. Şık (2019) reported that the young learners found the new model as an enjoyable, entertaining, and beneficial method that facilitates learning by providing a variety of effective out-of-class activities increasing the permanence of learning and reducing the in-class anxiety of learning English. Besides this, the majority of the participants who were asked about the bad sides of the online follow-up activities were of the opinion that these activities had no downsides apart from two students who felt concerns about being unsuccessful in other courses, and writing unpleasant messages. This result indicated that all students were satisfied with studying through online activities, and their views were not related to the disfavor of these activities.

As for favorite online activity types, the most frequently desired ones were songs and puzzles that could create more entertaining environment for young learners. This finding is in line with Bahar's (2018) study that it was reported that the most frequently expressed activity type was songs and the second ones were dialogues, games and puzzles when the students were asked about the use of activities in the classroom. Playing online games and drawing pictures are regarded as other preferred activity types that the students wanted to see on the digital learning platform when doing activities online. Açıkgöz (2019) argued that the technological tools that provided game based vocabulary learning created a motivating environment that had an effect on learners' motivation and academic success. In the same vein, Okaz (2014) suggested that "there is always a need for a stimulus to maintain young learners' motivation. Thus, one way to reduce boredom and get students more involved in learning is by integrating online games" (p.76). Thus, it is needed to integrate these activity types into this digital platform to foster students' motivation.

When it comes to the problems that the students encountered, the most frequently stated one was not to be able to login the digital learning platform, and the others can be counted as computers' freezing, videos' loading time, incorrect typing and slowing down all of which are regarded as technical or Internet-related problems. In a similar vein, Şık (2019)

mentioned that the students and parents stated that they had some problems such as electricity, Internet disconnection or accessing computer. Görü Doğan (2015) also indicated that the problem of Internet connection and access to technological portals were expressed one of the major disadvantages of online learning methods by the students. Yang (2001) expressed that the challenges and difficulties with regard to computers caused frustration among learners. Unlike Yang, Zelyüt (2017) stated that EFL students were satisfied with e-learning via online assignments despite technological problems. Similarly, the technological and Internet-related problems did not affect the learners' satisfaction with studying online in this study; nevertheless, the mostly stated problem of not being able to login the platform should be refined in order to eliminate the disadvantages of online activities, and provide the best online learning practices for language learners.

Regarding students' motivation and attitudes towards the online activities, it can be seen that all students except two preferred to continue with the online activities instead of the traditional ones while some of them favored both of the activities. Some students stated the reasons for choosing the online activities as being attractive, fun and joyous, and they regarded worksheets as boring, harder and not interesting. The analysis of the findings related to the students' preferences for the follow-up activities showed that most of the participants had positive attitudes, and intrinsic motivation towards the online activities. Similarly, Dollar and Tolu (2015) asserted that digital story technique was very applicable in young learner classrooms, with positive student and teacher attitudes, high student motivation to write and engagement in follow-up activities involving four skills. Thus, as Karakurt (2018) suggested, teachers need to "enrich learning experiences, create a more engaging and inspiring classroom atmosphere" through integrating technology into the learning environment (p.1). Teachers should organize the lesson content appropriate for students' interest and desire for keeping students' motivation high (Miller, 2012). In this sense, it can be concluded that online learning platforms, materials and activities need to be exploited to motivate learners, and enrich learning in language curricula.

## 5.2. Conclusion

The purposes of the study were to see the possible effects of 7 weeks treatment on young learners' vocabulary and grammar achievement and retention, and to investigate their general perceptions and attitudes towards online follow-up activities on a digital learning platform (EBA). To accomplish this, the vocabulary and grammar integrated achievement test implemented as pre-test, post-test, and delayed test was used to collect the quantitative data, and the experimental group students' interviews were carried out for the qualitative part of the study.

The participants were 32 4<sup>th</sup> grade EFL students studying at an elementary school in Muğla, and being taught with the same teacher for almost 2 years. The experimental group was chosen by taking the students' possibilities to access the digital learning platform into consideration. The pilot study was conducted for 3 weeks with the experimental group students, the treatment process lasted 7 weeks, and delayed test was implemented 8 weeks later. The analysis of the data obtained from the vocabulary and grammar achievement tests was carried out through the independent samples t-tests, and paired samples t-tests within SPSS programme, and the analysis of the semi-structured interview was made by means of content analysis.

The findings from the students' pre-test, post-test and delayed test scores showed that the experimental group improved their language knowledge to a statistically significant degree. Also, the control group made a progress after the treatment process in terms of vocabulary and grammar, but they did not show the same improvement as the experimental group while the experimental group students performed significantly better in retention of vocabulary and grammar items. It was concluded that traditional follow-up activities were not efficient with regard to the retention of language items as much as the online follow-up activities.

The qualitative data analysis showed that 4<sup>th</sup> grade EFL students developed positive perceptions and attitudes towards online activities, and the majority of the young learners were intrinsically motivated to continue with studying in the digital learning platform (EBA). Almost all of the students stated that they loved English and would like to continue to learn it, and they reported that the online follow-up activities affected their ideas about English positively. Although the students had technological and Internet-

related problems, they did not affect the learners' satisfaction with studying online.

Considering the findings of the present study, it was observed that the use of the digital learning platform (EBA) through online follow-up activities created a positive and enjoyable learning atmosphere for the participants in the experimental group and affected their attitudes and motivation towards learning English through using digital technologies to a great extent. It was also seen that online activities helped retention of target vocabulary and grammar items more than traditional activities.

### **5.3. Implications**

This study stressed the importance of the use of digital technology for language education in our rapidly changing and developing world. To meet the educational needs of language learners of this age, digital learning platform and online activities were utilized with young learners known as digital natives. The present study examining the effects of digital technologies on language learning and student attitudes provides several practical implications for teachers, students, and material and course designers.

To start with, the interviews revealed that online follow-up activities significantly affected the young learners' attitudes towards these activities and language learning in a positive way. Also, the results of the vocabulary and grammar achievement test showed that the use of digital learning platform (EBA) had a positive impact on young learners' language achievement and retention, so it is most probable that using more online activities after class for a longer term contrary to this study would be more effective on success of language learners, and they are supposed to outperform their peers who sustain doing traditional follow-up activities and assignments. To achieve this, teachers should learn how to use technology and integrate online tools and activities into their classes.

However, it should be kept in mind that follow-up activities must be chosen according to the level of the students, and the language skills and components in the curriculum. To put it simply, the activities should be designed carefully; however, to prevent possible problems, the use of the digital learning platform (EBA) which comprise of a broad array of theme-related videos, songs, interactive games and exercises would be a wise choice

for language teachers. Also, to overcome possible problems, piloting the process would be practical before implementing.

Digital technologies have created significant opportunities for language learning by providing authentic sources, communication and collaboration tools for students (Dollar and Tolu, 2015). In addition, they have enabled students to study at their own pace, motivating them, stimulating their encouragement, and supporting the development of students' autonomous communication and language skills in more student-centered environment. These technologies that are suitable for fostering and enhancing language learning through stressing different social and language skills need to be utilized by language learners of all ages.

This study revealed that the digital technologies could be benefitted in many fields and in educational field as well, and integrating web-based language learning into the foreign language curriculum is vital stressing that technology-enhanced curricula making use of the efficacy of different digital tools provide learners influential language practices inside or outside the classroom (Blake, 2008). Therefore, it would be worth integrating online tools, materials and activities after class in 4th graders' program. Other than this, digital technologies were found attractive for young learners called as digital natives who are growing up in a digital world, and they preferred to continue with technological environment rather than traditional one; however, it is predicted that applying the same process with teenagers or adult learners who also live in the world of technology would yield similar results. For this reason, material and course designers need to integrate online tools and activities into their curricula, as well.

#### **5.4. Suggestions for Further Research**

This study investigated the impact of digital technologies used through online follow-up activities on EBA which is a digital learning platform managed by MoNE on EFL young learners' vocabulary and grammar gain and retention, and their perceptions and attitudes towards these activities. The study was conducted with 4<sup>th</sup> grade elementary school students, but the further studies may be carried out with secondary or high school students to examine the same research question with different age ranges.

It is also recommended that further research should be conducted in different schools with more participants because this study remained limited with one elementary school and small sample size. On the other hand, data collection process of the study was completed in 7 weeks, so further research should be performed over a longer period of time in order to get more rewarding results.

In this study, the researcher examined the effect of online follow-up activities on vocabulary and grammar. A study investigating their effects on four skills; listening, speaking, reading and writing can be more fruitful for the field of language learning.

The present study investigated the perceptions of the participants about online activities and their attitudes towards these activities; however, further studies may focus on the effect of online activities on autonomy, self-efficacy and self-confidence of participants to go deeper into the field of digital technologies. Besides, the attitudes of the students towards traditional follow-up activities which are basically consisted of printed worksheets can be investigated as a further step.

The present study provided an insight on the effects of the use of EBA as a digital learning platform through online activities on young learners' vocabulary and grammar gain and retention, and their attitudes towards it, and the findings showed the use of EBA outside the classroom with young learners contributed in a positive manner regarding the learners' academic success and attitudes. However, there are only several studies regarding the effects of technology and the Internet on young learners' in foreign language learning. Therefore, this study could hopefully shed light for other studies related to digital technologies and its use in different areas of language learning.

## REFERENCES

- Adisti, A. R. (2016). Creating an English computer game as an interactive material in teaching English to young learner (TEYL). *Register Journal*, 9(2), 137-150. doi: 10.18326/rgt.v9i2.698.
- Açıkgöz, A. (2019). *Effects of two different gamified student response systems on EFL students' vocabulary achievement and intrinsic motivation*, (Master's Thesis). Bahçeşehir University, Institute of Educational Sciences: İstanbul.
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115-125. doi: 10.29252/ijree.3.2.115
- Arikan, A. (2014). An examination of online grammar teaching materials available for young learners. *Procedia - Social and Behavioral Sciences*, 158, 18-22. doi: 10.1016/j.sbspro.2014.12.026
- Arikan, A., & Taraf, H. U. (2010). Contextualizing young learners' English lessons with cartoons: Focus on grammar and vocabulary. *Procedia Social and Behavioral Sciences*, 2, 5212-5215. doi: 10.1016/j.sbspro.2010.03.848
- Asmali, M. (2017). Young learners' attitudes and motivation to learn English. *Novitas-ROYAL (Research on Youth and Language)*, 11(1), 53-68. Retrieved from [http://www.novitasroyal.org/Vol\\_11\\_1/asmali.pdf](http://www.novitasroyal.org/Vol_11_1/asmali.pdf)
- Bahar, E. (2018). *Motivation of young learners towards learning English in Turkish state schools*, (Unpublished Master's Thesis). Çukurova University, Institute of Social Sciences: Adana.
- Barrios, J. C. (2019). Book review - digital citizenship: a community-based approach written by Susan M. Bearden. *Turkish Online Journal of Distance Education*, 20(1), 267-269. doi: 10.13140/RG.2.2.25972.19849
- Barriball, K. & While, A. (1994). Collecting data using a semi-structured interview: A discussion paper. *Journal of Advanced Nursing*, 19(2), 328-335. doi: 10.1111/j.1365-2648.1994.tb01088.x
- Balçıkanlı, C. & Özmen, K. S. (2012). On the web. In E. Gürsoy & A. Arikan (Eds), *Teaching English to Young Learners: An Activity-based Guide for Prospective Teachers*. (377-392). Ankara: Eğitim Kitab.
- Benson, P., & Reinders, H. (Eds.). (2011). *Beyond the language classroom*. Basingstoke: Palgrave Macmillan.
- Blake, R. (2008). *Brave new digital classroom: Technology and foreign language learning*. Washington: Georgetown University Press.
- Blurton, C. (1999). New directions of ICT-use in education. Retrieved from <https://en.unesco.org/themes/education/>



- Bogdan, R. C. & Biklen, S. B. (1992). *Qualitative research for education: An introduction to theory and methods*. London: Allyn&Bacon.
- Brewster, J., Ellis, G. & Girard, D. (2002). *The primary English teacher's guide*. London: Penguin.
- Brown, H. D. (2000). *Principles of language learning and teaching*. White Plains, NY: Longman.
- Bull, S., & Ma, Y. (2001). Raising learner awareness of language learning strategies in situations of limited recourses. *Interactive Learning Environments*, 9(2), 171-200. doi: 10.1076/ilee.9.2.171.7439
- Cameron, L. (2001). *Teaching languages to young learners*. Stuttgart, Germany: Ernst Klett Sprachen.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards, & R. W. Schmidt (Eds.), *Language and Communication*. (2-27). London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47. doi: 10.1093/applin/1.1.1
- Celce-Murcia, M. & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford: Oxford University Press.
- Copland, F., & Garton, S. (2014). Key themes and future directions in teaching English to young learners: Introduction to the special issue. *ELT Journal: Young Learners Special Issue*, 68(3), 223-229. doi: 10.1093/elt/ccu030
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson.
- Çakır, İ. (2004). Designing activities for young learners in EFL classrooms. *Gazi Eğitim Fakültesi Dergisi*, 4(3), 101–112. doi:10.17152/gefd.82938
- Dale, J. (2014). Teaching languages with technology: Tools that help students become fluent. Retrieved from <https://www.theguardian.com/teacher-network/2014/may/13/modern-foreign-languages-technology-tools-students-fluent>
- Demir, D. Özdiñ F. ve Ünal E. (2018). Eğitim bilişim ağı (eba) portalına katılımın incelenmesi, *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 2, 407-422. doi: 10.17556/erziefd.402125
- Diakou, M. (2015). Using information and communication technologies to motivate young learners to practice English as a foreign language in Cyprus. *JALT CALL Journal* 11(3), 283-292. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1107935.pdf>
- Dollar, Y. K., & Tolu, A. T. (2015). My first digital story: A case study with 5th grade Turkish English language learners. *ELT Research Journal*, 3(4), 172–185. Retrieved from <https://dergipark.org.tr/tr/pub/eltrj/issue/28781/308012>
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19(1), 42-68. doi: 10.1075/aila.19.05dor

- Friatin, L. Y. & Widiyaningsih, W. (2018). Kizphonic as digital multimedia online to enhance vocabulary of young learners. *EduLite: Journal of English Education, Literature and Culture*, 3(2), 135-148. doi: 10.30659/e.3.2.135-148.
- Furlong, J., & Davies, C. (2012). Young people, new technologies and learning at home: taking context seriously, *Oxford Review of Education*, 38(1), 45-62. doi: 10.1080/03054985.2011.577944
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, UK: Edward Arnold.
- Görü Doğan, T. (2015). Sosyal medyanın öğrenme süreçlerinde kullanımı: ters-yüz edilmiş öğrenme yaklaşımına ilişkin öğrenen görüşleri, *AUAd*, 1(2), 24-48. Retrieved from <https://dergipark.org.tr/en/download/article-file/35559>
- Günday, R. (2015). *Yabancı dil öğretiminde yaklaşımlar, yöntemler, teknikler ve multimedya araç ve materyalleri [Approaches, methods, techniques and multimedia tools – materials in foreign language teaching]*, Ankara: Favori.
- Hafidah, A. S. (2016). Developing the Lift and Shift Game to introduce tenses at the initial stage to children as young learners. *Journal of Education and Practice*, 7(5), 7–25. Retrieved from <https://eric.ed.gov/?id=EJ1092375>
- Harmer, J. (2001). *The practice of English language teaching*. Essex: Pearson Education Limited.
- Hestetræet, T. I. (2019). Vocabulary teaching for young learners. In S. Garton, & F. Copland (Eds.), *The Routledge Handbook of Teaching English to Young Learners*. (220-233). New York, NY: Routledge.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (269-293). Harmondsworth: Penguin.
- Jurišević, M., & Pižorn, K. (2013). Young foreign language learners' motivation – A Slovenian experience. *Porta Linguarum*, 19, 179-198. Retrieved from [https://www.ugr.es/~portalin/articulos/PL\\_numero19/12%20%20Mojca.pdf](https://www.ugr.es/~portalin/articulos/PL_numero19/12%20%20Mojca.pdf)
- Karakurt, L. (2018). *Flipped and blended grammar instruction for b1 level EFL classes at tertiary education*, (Unpublished Master's Thesis). Hacettepe University, Institute of Educational Sciences: Ankara.
- Kastuhandani, F. C. (2014). Technology and young learners. *LLT Journal: A Journal on Language and Language Teaching*, 17(1), 1-8. doi: 10.24071/llt.2014.170101
- Kırkgöz, Y. (2019). Fostering young learners' listening and speaking skills. In S. Garton, & F. Copland (Eds.), *The Routledge Handbook of Teaching English to Young Learners*. (171-187). New York, NY: Routledge.
- Kivunja, C. (2014). Theoretical perspectives of how digital natives learn. *International Journal of Sustainability in Higher Education*, 3(1), 94-109. doi: 10.5430/ijhe.v3nlp94
- Krashen, S. D., Long, M. H., & Scarcella, R. C. (1979). Age, rate, and eventual attainment in second language acquisition. *TESOL Quarterly*, 13(4), 573-582. doi: 10.2307/3586451

- Kurt, A.A., Gunuc, S., & Ersoy, M. (2013). The current state of digitalization: Digital native, digital immigrant, and digital settler. *Journal of Faculty of Educational Services*, 46(1), 1-22 Retrieved from <http://dergiler.ankara.edu.tr/dergiler/40/1799/18993.pdf>
- Levy, M. (1997). *Computer assisted language learning: Context and conceptualization*. Oxford: Clarendon Press.
- Lightbown, P. M., & Spada, N. (1994). An innovative program for primary ESL students in Quebec. *TESOL Quarterly*, 28(3), 563-579. doi: 10.2307/3587308
- Linse, C. T. and Nunan, D. (2005). *Practical English language teaching: Young learners*. McGraw-Hill ESL/ELT, New York.
- Long, M. H., & Richards, J. C. (2007). Series editors' preface. In H. Daller, J. Milton, & J. Treffers Dallers (Eds.), *Modelling and Assessing Vocabulary Knowledge*. Cambridge: Cambridge University Press.
- Maviş, Ö. F., & Bedir, G. (2015). 2nd year students' and their teacher's perspectives on English language program applied for the first time in 2012-2013 academic year. *International Journal on New Trends in Education and Their Implications*, 5(4), 205-215. Retrieved from <http://www.ijonte.org/FileUpload/ks63207/File/18..mavis.pdf>
- Miller, A. (2012). Five best practices for the flipped classroom. *Edutopia*. Retrieved from: <http://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller>.
- Milli Eğitim Bakanlığı [Ministry of National Education]. (2018). *İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2,3,4,5,6,7 ve 8. Sınıflar)* [English Language Teaching Program (Primary and Secondary Schools Grades 2,3,4,5,6,7 and 8)]. Ankara: Milli Eğitim Basımevi. Retrieved from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=327>
- MoNE (2018b). *2023 Education Vision*. Ankara: MoNE Publications.
- Moon, J. (2000). *Children learning English*. Oxford: Macmillan Heinemann.
- Murray, D., & McPherson, P. (2004). *Using the web to support language learning*. Sydney, Australia: National Centre for English Language Teaching and Research.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nikolov, M. (1999). "Why do you learn English?" "Because the teacher is short": A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3, 33-56. doi: 10.1191/136216899670790538
- Okaz, A. A. (2014). Lesson plan - online games to teach vocabulary to young learners. *Teaching English with Technology*, 14(1), 76-82. Retrieved from <https://eric.ed.gov/?id=EJ1143478>
- Öner, G. (2017). Sosyal Bilgiler ve Tarih dersleri için alternatif bir kaynak: eba.gov.tr. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 2017(9), 227-257. Retrieved from <https://dergipark.org.tr/en/download/article-file/406736>

- Özer, Y. E. (2017). *Mobile-assisted vocabulary learning and its effects on recall*, (Unpublished Master's Thesis). Yeditepe University, Institute of Educational Sciences: İstanbul.
- Patton, M.Q. (2002). *Qualitative evaluation and research methods (3rd Ed.)*. Newbury Park: SAGE.
- Phillips, S. (1993). *Young learners*. England: Oxford University Press.
- Phillips, S. (2001). *Young learners*. Hong Kong. Oxford University Press.
- Pierson, M. E. (2001). Technology practice as a function of pedagogical expertise. *Journal of Research on Computing in Education*, 33(4), 413-430. doi: 10.1080/08886504.2001.10782325
- Pinter, A. (2006). *Teaching young language learners (1st Ed.)*. New York: Oxford University Press.
- Prensky, M. (2001). Digital natives, digital immigrants: Part I. *On the Horizon*, 9(5), 1-6. doi:10.1108/10748120110424816
- Puchta, H. (2019). Teaching grammar to young learners. In S. Garton, & F. Copland (Eds.), *The Routledge Handbook of Teaching English to Young Learners*. (203-219). New York, NY: Routledge.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Rixon, S. (1991). The role of fun and games activities in teaching young learners. In C. Brumfit, J. Moon, and R. Tongue (Eds.), *Teaching English to Children: From Practice to Principle*. (33-48). London: Collins ELT.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. doi:10.1006/ceps.1999.1020
- Sadeghi, K., & Dousti, M. (2012). The effect of length of exposure to CALL technology on young Iranian EFL learners' grammar gain. *English Language Teaching*. 6(2), 14-26. doi:10.5539/elt.v6n2p14
- Sadikin I. S. & Saleh, M. (2016). Weblog-based learning in an EFL young learners' context: Students' perspective. *Arab World English Journal (AWEJ) Special Issue on CALL*, 3, 58-78. doi: 10.2139/ssrn.2822966
- Sagarra, N. & Zapata, G. (2008). Blending classroom instruction with online homework: A study of student perceptions of computer-assisted L2 learning. *ReCALL*, 20(2), 208-224. doi: 10.1017/S0958344008000621
- Savignon, S. J. (Ed.). (2002). Communicative language teaching: Linguistic theory and classroom practice. In *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. (1-27). New Haven, Connecticut: Yale University Press.
- Sayer, P. & Ban, R. (2019). Research on learning English outside the classroom. In S. Garton, & F. Copland (Eds.), *The Routledge Handbook of Teaching English to Young Learners*. (441-457). New York, NY: Routledge.

- Scott, V. M. (1990). Explicit and implicit grammar teaching strategies: New empirical data. *The French Review*, 63(5), 779-789. Retrieved from <https://www.jstor.org/stable/395525?seq=1>
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. Great Britain: Longman.
- Shamsi, A. F. (2019). The motivating factors of EFL young learners in North Cyprus. *Journal of Studies in Education*, 9(3), 64-71. doi: 10.5296/jse.v9i3.15075
- Smith, A. N. (1971). The importance of attitude in foreign language learning. *The Modern Language Journal*, 55(2), 82-88. doi: 10.2307/321854
- Solomon, G., & Schrum, L. (2007). *Web 2.0 new tools, new schools*. Washington DC: International Society for Technology in Education.
- Şık, P. (2019). *The effect of flipped classroom on young learners' vocabulary learning in primary ELT classrooms*, (Unpublished Master's Thesis). Çanakkale Onsekiz Mart University, Institute of Educational Sciences: Çanakkale.
- Taraf, H. U. (2011). *The use of authentic animated cartoons in teaching tenses to young L2 learners at a private primary school*, (Unpublished Master's Thesis). Hacettepe University, Institute of Social Sciences: Ankara.
- Tarvin, L. D. (2015). *Communicative competence: its definition, connection to teaching, and relationship with interactional competence*. University of Central Missouri: Columbia. doi: 10.13140/RG.2.1.3214.2807
- Terrell, S. S. (2011). Integrating online tools to motivate young English language learners to practice English outside the classroom. *International Journal of Computer Assisted Language Learning and Teaching (IJCALLT)*, 1(2), 16-24. doi: 10.4018/ijcallt.2011040102.
- Turgut, Y., & İrgin, P. (2009). Young learners' language learning via computer games. *Procedia Social and Behavioral Sciences*, 1(1), 740-764. doi:10.1016/j.sbspro.2009.01.135
- Whyte, S. & Schmid, E. C. (2019). Classroom technology for young learners. In S. Garton, & F. Copland (Eds.), *The Routledge Handbook of Teaching English to Young Learners*. (338-355). New York, NY: Routledge.
- Wichadee, S. (2017). A development of the blended learning model using Edmodo for maximizing students' oral proficiency and motivation. *International Journal of Emerging Technologies in Learning (iJET)*, 12(2), 137. doi: 10.3991/ijet.v12i02.6324
- Wilkins, D. (1972). *Linguistics in language teaching*. London: Edward Arnold.
- Yang, S. C. (2001). Language learning on the world wide web: An investigation of EFL learners' attitudes and perceptions. *Journal of Educational Computing Research*, 24(2), 155-181. doi: 10.2190/VDJC-FGTQ-79FH-M615
- Yıldırım, R. & Torun, P. (2014). Exploring the value of animated stories with young English language learners. *TOJET: Turkish Online Journal of Educational Technology*, 13, 47-60. Retrieved from <http://www.tojet.net/articles/v13i4/1346.pdf>

- Yolageldili, G., & Arıkan, A. (2011). Effectiveness of using games in teaching grammar to young learners. *Elementary Education Online*, 10(1), 219-229. doi: 10.17051/io.47113
- Yüksel, H., & Halıcı, Y. (2010). Motivating young EFL learners through effective classroom management. *2nd International Symposium on Sustainable Development*, 105-115. Retrieved from [pdfs.semanticscholar.org/e89f/e4fb1c8c4361804f2bb5665521dc6a1c4238.pdf](https://pdfs.semanticscholar.org/e89f/e4fb1c8c4361804f2bb5665521dc6a1c4238.pdf)
- Zelyüt, A. (2017). *E-learning through online assignments: EFL students' and EFL teachers' perspective*, (Unpublished Master's Thesis). Çukurova University, Institute of Social Sciences: Adana.



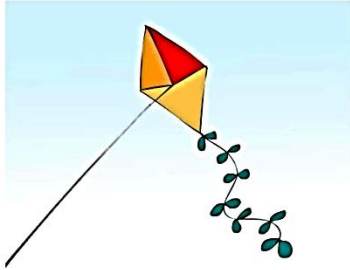
## APPENDICES

### Appendix 1: Vocabulary and Grammar Achievement Test

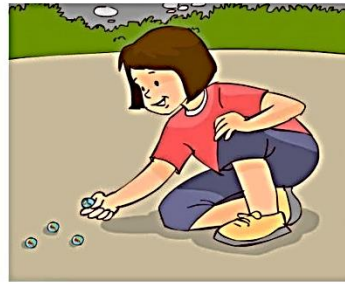
VALİ RECAİ GÜRELİ PRIMARY SCHOOL 4TH GRADES ENGLISH LANGUAGE ACHIEVEMENT TEST

<b>Name</b>	
<b>Class</b>	
<b>Number</b>	

A. Write the words under the pictures. (Boşlukları resimlere uygun olarak doldurunuz.)



\_\_\_ a kite



\_\_\_ with marbles



\_\_\_ a bike



\_\_\_ a tree

B. Put the words in the correct order. (Kelimeleri doğru bir şekilde sıralayınız.)

- |                                      |        |
|--------------------------------------|--------|
| a. chess / I / playing / dislike     | .....  |
| b. she / cartoons / likes / watching | .....  |
| c. singing / don't / I / like        | .....  |
| d. like / you / swimming / do        | .....? |
| e. I / no / don't                    | .....  |

**C. Answer the multiple choice questions.**  
(Çoktan seçmeli soruları cevaplayınız.)

For the questions 1-3, choose the best option to fill in the blanks. (1-3. sorularda boşluğa gelebilecek en uygun seçeneği işaretleyiniz.)

1. A: Do you like reading a book?

B: .....

A: Do you like reading a book?

B: No, I don't.

A. Sure.

B. Not right now.

C. Here you are.

D. Say that again, please.

2. I 😊 watching cartoons but I 😞 playing computer games.

A. like / like

B. dislike / like

C. don't like / don't like

D. like / dislike

3. A: Do you like doing puzzles?

B: Pardon me?

A: Do you like doing puzzles?

B: .....



A. Yes, she does.

B. No, I don't.

C. Yes, I don't.

D. No, he doesn't.

For the questions 4-6, choose the correct option according to the pictures given. (4-6. soruları verilen resimlere göre cevaplayınız.)



4.

A. learning English

B. playing tennis

C. playing chess

D. dancing

5. I like .....



A. swimming

B. drawing pictures

C. playing table tennis

D. playing football

6. Which one is true (✓)?



A.

reading comics



B.

playing chess



C.

watching TV



D.

playing table tennis



D. Write the words under the pictures. (Boşlukları resimlere uygun olarak doldurunuz.)



I \_\_\_\_\_ a shower.



I \_\_\_\_\_ my hair.



I \_\_\_\_\_ my teeth.



I \_\_\_\_\_ my hands.

E. Fill in the blanks with the correct words. (Boşlukları verilen kelimelerle doldurunuz.)

to

what

with

at

on

1. Nick: Let's meet in the evening.

Lily: Okay. \_\_\_\_\_ time?

Nick: At eight o'clock.

2. Sue: What do you do \_\_\_\_\_ night?

Jane: I go to bed.

3. Jack: When is your birthday?

Julie: \_\_\_\_\_ Saturday.

4. John: What do you do at noon?

Amy: I go \_\_\_\_\_ the playground \_\_\_\_\_ my mom.

**F. Answer the multiple choice questions.**  
**(Çoktan seçmeli soruları cevaplayınız.)**

For the questions 1-3, choose the best option to fill in the blanks. (1-3. sorularda boşluğa gelebilecek en uygun seçeneği işaretleyiniz.)

1. I ..... at 7 o'clock .....



- A. read a book / at noon  
 B. wake up / in the morning  
 C. go shopping / in the evening  
 D. do homework / in the afternoon

2. A: What time is it?

B: .....



- A. It is twelve o'clock. B. It is seven o'clock.  
 C. It is four o'clock. D. It is three o'clock.

3. I have dinner .....

- A. in the evening  
 B. in the afternoon  
 C. in the morning  
 D. at noon

For the questions 4-6, choose the correct option according to the pictures given. (4-6. soruları verilen resimlere göre cevaplayınız.)

4. A: What do you do on Monday?

B: I .....



- A. go to school B. have dinner  
 C. meet friends D. go shopping

5. I ..... with my friends at 12 o'clock.



- A. wake up B. watch TV  
 C. have lunch D. go to bed

6. Which one is true (✓)?



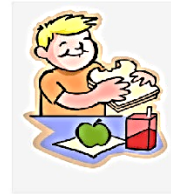
A.

have breakfast



B.

get dressed



C.

go to bed



D.

have lunch

Appendix 2: 4<sup>th</sup> Grade English Lesson Annual Plan

TIME		Functions & Useful Language	Language Skills and Learning Outcomes	Unit / Theme	Suggested Contexts, Tasks and Assignments	Evaluation
Month	Week					
October	7	2	<p>Listening</p> <p>E4.3.L1. Students will be able to get the main idea of a simple oral text about the abilities of the self and others.</p> <p>E4.3.L2. Students will be able to recognize possessions of others in a clear, short and slow oral text.</p>	<p>Cartoon Characters</p>	<p>Contexts Captions , Cartoons, Charts, Conversations, Illustrations, Notices ,Posters, Probes/Realia, Rhymes, Songs, Stories, Tables, Videos</p> <p>Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Matching Making Puppets Questions and Answers Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Students keep expanding their visual dictionary by including new vocabulary items.</li> <li>• Students make puppets of heroes they prefer, describe their abilities and present them in groups.</li> </ul>	<p>29<sup>th</sup> October Atatürk, the founder of Turkish Republic (29 Ekim Cumhuriyet Bayramı)</p>
21-25	8	2				
November	4-8	2	<p>Expressing ability and inability</p> <p>Can you play the piano?</p> <p>Can s/he jump?</p> <p>—Yes, s/he can./No, s/he can't.</p> <p>Can you speak English?</p> <p>—Yes, I can.</p> <p>S/he can ride a bike, but I cannot/can't.</p> <p>S/he can swim.</p> <p>I can read books in English.</p> <p>My hero can/can't ...</p> <p>Your cartoon character can/can't ...</p> <p>Talking about possessions (Making simple inquiries)</p> <p>This is her/his/my/your guitar.</p> <p>These are his/her/my/your books.</p> <p>Is this his/her/my/your ...?</p> <p>Are these his/her/my/your ...?</p> <p>Whose bike is this?</p> <p>This is my/his/Ahmet's bike.</p> <p>Carry catch climb a tree dive</p> <p>do puzzles drive jump fly play ...</p> <p>... the guitar/the piano, etc.</p> <p>ride a horse speak take pictures</p>	<p>10<sup>th</sup> November, The anniversary of Atatürk's passing away (10 Kasım Atatürk'ü Anma Günü ve Atatürk Haftası)</p>		
11-15	10	2				

ARA TATİL

TIME		Month	Week	Hour	Functions & Useful Language	Language Skills and Learning Outcomes	Unit / Theme	Suggested Contexts, Tasks and Assignments	Evaluation
Month	Week								
25-29	11	November	2	Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing..... with marbles ... chess ... table tennis ...football reading comics riding a bike watching cartoons swimming learning English	Listening E4.4.L1. Students will be able to understand the general information in an oral text about likes and dislikes. Speaking E4.4.S1. Students will be able to talk about their likes and dislikes. E4.4.S2. Students will be able to engage in simple conversations about likes and dislikes. E4.4.S3. Students will be able to ask for clarification in conversations.	4 Free time	Contexts Captions , Cartoons, Charts, Conversations, Illustrations, Notices , Posters, Probes/Realia, Rhymes, Songs, Stories, Tables, Videos Tasks/Activities Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring Games Labeling Making Puppet Matching Questions and Answers Assignments Students keep expanding their visual dictionary by including new vocabulary items. • Students prepare a questionnaire (find someone who...) to find out what other peers like and dislike. • Students prepare a chart illustrating their most popular free-time activities and hobbies in the classroom.	Projects Students draw and present an imaginary hero with super powers and they tell their friends what they can and can't do	
2-6	12	December	2						
9-13	13	December	2						
16-20	14	December	2						

VALİ RECAİ GÜRELİ İLKOKULU 2019-2020 EĞİTİM-ÖĞRETİM YILI  
4. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)

VALİ RECAİ GÜRELİ İLKOKULU 2019-2020 EĞİTİM-ÖĞRETİM YILI  
4. SINIFLAR ÜNİTELENDİRİLMİŞ İNGİLİZCE YILLIK DERS PLANI (1. DÖNEM)

TIME		Functions & Useful Language	Language Skills and Learning Outcomes	Unit / Theme	Suggested Contexts, Tasks and Assignments	Evaluation
Month	Week					
December 23-27	15	2	<p>Listening</p> <p>E4.5.L1. Students will be able to understand the general and specific information in a short, oral text about daily routines.</p> <p>E4.5.L2. Students will be able to recognize the time in a short oral text.</p>	My Day	<p>Contexts</p> <p>Advertisements -Captions -Cartoons</p> <p>Charts -Conversations -Fairy tales</p> <p>Illustrations -Lists -Notes and messages -Poems -Postcards Posters</p> <p>Probes/Realia -Rhymes -Songs Tables -Videos</p> <p>Tasks/Activities</p> <p>Arts and Crafts</p> <p>Chants and Songs</p> <p>Drama (Role Play, Simulation, Pantomime)</p> <p>Drawing and Coloring</p> <p>Games Making Puppets</p> <p>Matching</p> <p>Questions and Answers</p> <p>Reordering - Storytelling</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Students prepare a timetable showing what they do during the day and present their daily routines to their peers.</li> <li>• Students prepare a clock as a craft activity to practice time and numbers.</li> </ul>	
December 30	16	2	<p>Speaking</p> <p>E4.5.S1. Students will be able to talk about their daily routines.</p> <p>E4.5.S2. Students will be able to talk about the time.</p>			
January 6-10	17	2	<p>Making simple inquiries</p> <p>What do you do at noon? — I have lunch at school.</p> <p>What do you do in the afternoon? — I watch TV at home.</p> <p>Telling the time and days</p> <p>What time is it? days of the week at noon/night</p> <p>in the morning/afternoon</p> <p>— It's 7 o'clock/12 o'clock/3 o'clock.</p> <p>do homework get dressed go ...</p> <p>... shopping</p> <p>... to the playground</p> <p>... to bed</p> <p>... to school have ...</p> <p>... a shower</p> <p>... breakfast/lunch/dinner meet friends</p> <p>wake up wash</p>			
January 13-17	18	2				

YARIYIL TATİLİ

### **Appendix 3: Semi-structured Interview Questions in English**

#### **About the course:**

1. Do you like English? Why? / Why not?
2. Do you want to continue learning English? Why? / Why not?

#### **About the follow-up activities on EBA:**

3. Did the follow-up activities affect your idea about learning English? How?
4. What are good sides of the follow-up activities?
5. Do you think that these activities were beneficial or entertaining?
6. Do these follow-up activities motivate you to learn English? Why? / Why not?
7. Which activities attracted you most?
8. Do you want to do different activities? If yes, what kind of activities?
9. Do you think that there are bad sides of the follow-up activities?
10. Did you meet any problems when studying online? What kind of problems?
11. Do you want to continue with online follow-up activities or traditional ones? Why?
12. Can you compare these two different kinds of activities?
13. Is there anything else that you would like to say?

#### **Appendix 4: Semi-structured Interview Questions in Turkish**

##### **Ders hakkında:**

1. İngilizceyi seviyor musun? Niçin?
2. İngilizce öğrenmeye devam etmek ister misin? Niçin?

##### **EBA'daki takip çalışmaları hakkında:**

3. Takip çalışmaları İngilizce öğrenmeyle ilgili düşünceni etkiledi mi? Nasıl?
4. Sence bu takip çalışmalarının iyi yönleri nelerdir?
5. Bu çalışmaların faydalı ve eğlenceli olduğunu düşünüyor musun?
6. Bu takip çalışmaları seni İngilizce öğrenmeye motive ediyor mu? Niçin?
7. En çok hangi çalışmalar ilgini çekti?
8. Farklı çalışmalar yapmak ister misin? Evet ise, nasıl çalışmalar?
9. Takip çalışmalarının kötü yönleri nelerdir?
10. Çevrimiçi çalışırken herhangi bir problemle karşılaştın mı? Neler?
11. Çevrimiçi takip çalışmaları mı yoksa geleneksel çalışmalarla mı devam etmek istersin? Niçin?
12. Bu iki farklı türdeki çalışmaları karşılaştırır mısın?
13. Söylemek istediğin başka bir şey var mı?

## Appendix 5: Transcriptions of Student Interviews

	<b>PARTICIPANT 1</b>	<b>PARTICIPANT 2</b>	<b>PARTICIPANT 3</b>
<b>Q1</b>	Yes. To be able to talk in English when we grow up and go to another country.	Yes, it sounds fun to me. When you speak English, we both hear new words and learn their meaning.	Yes, because I'm going to be a businessman in the future and I need to get along better with the people who speak English when I have meetings with them.
<b>Q2</b>	Yes, because that's one of my courses.	Yes, ma'am, I will be enrolled in courses and improve my English more.	I'd like to.
<b>Q3</b>	It affected positively. It helps me learn what I don't know.	It actually affected. It is fun.	Sometimes there's trouble in doing the activities on EBA. I love using EBA, texting there, but I prefer worksheets for homework.
<b>Q4</b>	It helps me overcome my deficiencies related the course. It helps me learn new words.	Yes, the activities on EBA are more fun and expand our minds.	It improves our vocabulary. It teaches you how to use the Internet, how to type correctly. It also affected positively regarding English.
<b>Q5</b>	Yes.	Yes. It's fun and useful.	Yes.
<b>Q6</b>	Yes. I am learning new words.	Yes.	Yes, because both we learn in class and we study on EBA. Our English gets better when we revise what we learn, and do tests by ourselves.
<b>Q7</b>	Comprehension tests caught my attention most.	I was interested in gap-filling activities most.	Listening activities.
<b>Q8</b>	Fun and more vocabulary activities.	It will be nice if there are more gap-filling activities.	Doing listening activities, and writing sentences accordingly. Then, you check if they are correct or not.
<b>Q9</b>	No.	No.	No.
<b>Q10</b>	Sometimes audios don't load. It opens when you wait too long.	No.	When I was doing my homework on EBA, the computer froze and I had to start over.
<b>Q11</b>	The online ones.	The online activities on EBA. Because the ones you sent were better.	I prefer worksheets.
<b>Q12</b>	There are more words on EBA, and activities are given one by one. But worksheets may be confusing.	The ones on EBA are more fun.	Sometimes the Internet becomes a problem. When we do it on paper, we take our own responsibility.
<b>Q13</b>	No.	No.	No.



	<b>PARTICIPANT 4</b>	<b>PARTICIPANT 5</b>	<b>PARTICIPANT 6</b>
<b>Q1</b>	Yes, it's a fun lesson, and I love it because I learn a new language.	Yes, I learn new information.	Yes, because I improve my foreign language, and it helps me when we meet an English-speaking family.
<b>Q2</b>	Yes, I just want to keep it that way.	Yes, if I go to another country, I'll need English.	Yes, I want my English to develop more.
<b>Q3</b>	Yes, it affected me in a good way, because they were more pleasurable, so I started to like English more.	It affected positively. I learn things I don't know.	Yes, it did. For example, these English assignments help me keep the words in my memory.
<b>Q4</b>	The good sides are that we both revise what we learn and learn new things in a short way. We are able to do more activities on our own.	It's fun. I become happy as I learn.	It helps us become successful faster.
<b>Q5</b>	Yes, I think. Because it's useful for our English and we have fun while doing it.	Yes.	Yes, it's fun and nice.
<b>Q6</b>	It's also motivating, I become happier when I do the activities there. I mean, I get motivated.	Yes.	Word placement games are fun.
<b>Q7</b>	I was interested in the activity of finding words from mixed letters, and I liked them most.	I liked the activities related to superheroes most. I liked that subject.	Yes.
<b>Q8</b>	To me, that is enough. I can't think of any more. They put it all there.	Listening activities. There may also be activities related to Turkey.	Songs.
<b>Q9</b>	No.	Writing messages on EBA, writing bad things.	Texting on EBA.
<b>Q10</b>	I have a bit difficulty in typing the letters of words. I don't have much trouble in reading or anything else.	EBA freezes while I am doing the activities and I cannot sign in again.	I had a problem when signing in.
<b>Q11</b>	I think both.	I prefer both of them.	I'd like to continue with the online activities. I understand them easily, but it's harder to study on worksheets.
<b>Q12</b>	We can lose the worksheets you give. But everything is recorded on the Internet. I prefer the Internet.	Sometimes there's a problem on EBA, but when I study on a worksheet, nothing is missing.	I do my homework writing on a worksheet, but I do matching activities on EBA, it's better.
<b>Q13</b>	No.	Just I love English so much.	No.

	<b>PARTICIPANT 7</b>	<b>PARTICIPANT 8</b>	<b>PARTICIPANT 9</b>
<b>Q1</b>	So-so. My friends say that they know English well, but I cannot understand it.	Yes, you know how they say: "One language, one person; two languages, two persons." That's why I'm interested in it. It'll also help me with my future job.	Yes, because when we meet someone who doesn't speak Turkish, we can talk, knowing English will help us.
<b>Q2</b>	I'd like to continue. I think it's a good language.	It is going to help me with my job.	Yes, it is going to help us.
<b>Q3</b>	No.	Yes, it did. I'm more interested in it. It makes me happy. It expands my mind, and develop my vocabulary. When I do that, my dad buys books, and I become happy.	It did. I sometimes fall behind my friends in class. But when I study on EBA, I can keep up with them.
<b>Q4</b>	My friends don't put any pressure on me when I'm at home, so I can study there freely.	It improves our understanding of sentences and helps us form sentences. There are true/false activities to make us understand what we're reading. I think they're good, too.	It will help us not to have difficulty in the future.
<b>Q5</b>	I think it's both beneficial and fun.	I think.	Yes.
<b>Q6</b>	Yes.	Yes. I revise English lesson and be happy.	Yes.
<b>Q7</b>	Listening activities.	Sentence structure, matching and true/false activities.	Exercises, tests.
<b>Q8</b>	Yes, listening and matching activities.	I'd like. For example, forming a question or a sentence based on the topic given instead of matching activities.	Attractive activities like puzzles.
<b>Q9</b>	No.	To me, no.	No.
<b>Q10</b>	I have not encountered any difficulty.	Sometimes I have problems. When I sign in, EBA slows down, and I cannot do my assignments.	No, I didn't.
<b>Q11</b>	The online activities on EBA are fun, but worksheets are boring.	I prefer online activities. Because worksheets are black and white. Sometimes I can't understand what I'm reading on them. The activities on EBA are more joyous.	Online. Because the online activities interest me more. I'm not interested in traditional ones.
<b>Q12</b>	Being fun.	Worksheets aren't very catchy. It should make me happy when I do the homework. Papers are sometimes blurry. So I prefer EBA.	EBA is more interesting. The printed worksheets are not much fun.
<b>Q13</b>	No.	EBA is nice.	No.

	<b>PARTICIPANT 10</b>	<b>PARTICIPANT 11</b>	<b>PARTICIPANT 12</b>	<b>PARTICIPANT 13</b>
<b>Q1</b>	Yes, I'm learning a new language.	Yes, I like learning a new language. I can talk to an English person, I can get on well with him.	Yes, I know a foreign language.	Yes, because we learn to speak English.
<b>Q2</b>	Yes, to say something when we meet an English person.	Of course, yes! There are lots of things we haven't learned in English to be used in our daily lives.	Yes, I would like. To talk to foreigners when I grow up.	Yes, we get more information.
<b>Q3</b>	Yes, it did. It teaches us, too.	Of course, you can't move on to the next activity when your answer isn't right, so you have to learn.	Yes, it affected positively. What I did on EBA remains in my mind.	Yes, it helps us learn.
<b>Q4</b>	Entertaining.	It's good to do homework using digital technology.	It's educational and it makes children learn better.	Revising what we've learned.
<b>Q5</b>	Yes.	Yes, we're playing games about English.	Yes, I think.	I think so.
<b>Q6</b>	Yes.	Of course, I was very ambitious on EBA. I was trying to get more points. My score is 1100 now.	Yes. I'm interested in the activities on EBA, and when I see them, I get an itch to do them.	Yes.
<b>Q7</b>	Different activities.	The activities of finding words from mixed letters.	Listening activities.	Matching.
<b>Q8</b>	Songs, games and puzzles.	Games for each unit.	Let us do our own homework, activities.	Puzzles.
<b>Q9</b>	No.	Yes. Because we have to study other courses. If we just study on EBA, we will fail in other courses.	No.	No.
<b>Q10</b>	I couldn't sign in EBA a couple of times.	Sometimes I write everything right, but it says it's wrong.	No.	No.
<b>Q11</b>	Online ones. Because I'm learning more on EBA.	I prefer the online activities. I improve myself by studying on them.	The online activities are better.	The online activities. I'm more interested in them than books.
<b>Q12</b>	That's all.	Sometimes I can't read what's written on paper. But I can study on EBA because there are the same kinds of activities.	Worksheets can get lost. It's fun to do listening on EBA. There are more educational videos.	Worksheets can be torn and get lost.
<b>Q13</b>	No.	No.	No.	No.

	<b>PARTICIPANT 14</b>	<b>PARTICIPANT 15</b>	<b>PARTICIPANT 16</b>	<b>PARTICIPANT 17</b>
<b>Q1</b>	I am learning a new language, and I love it.	Yes, it helps us if we move to another country.	I love it. Because I can speak English.	Yes, I'm learning English, and I can talk to foreigners.
<b>Q2</b>	I have a dream job. I can do it in another country and I'll need it there.	Yes.	Yes. It expands our minds.	Yes, I'd like to learn more English.
<b>Q3</b>	No.	It didn't.	Yes. We're learning English.	A bit. It affected in a good way.
<b>Q4</b>	Learning English better, making it more fun.	We learn better. It makes us better in this course.	It gives new information. Then, we start speaking in time.	It helps us communicate with foreign people.
<b>Q5</b>	Yes.	Yes.	It is both beneficial and entertaining.	Yes.
<b>Q6</b>	Yes.	Yes.	Yes, it motivates. It teaches us.	Yes.
<b>Q7</b>	The activity of finding words from mixed letters, and matching.	Fill in the blanks and matching.	Vocabulary exercises.	Activities related to days and months.
<b>Q8</b>	Drawing a picture or writing by listening.	Activities for other courses.	Listening activities. Reading a book in English and doing activities about it.	Songs.
<b>Q9</b>	No.	No.	No.	No.
<b>Q10</b>	Sometimes EBA cannot be accessed.	Yes, sometimes I can't sign in.	No.	Yes, I couldn't login to EBA.
<b>Q11</b>	Both of them.	The traditional ones, because sometimes my phone doesn't login to EBA, and I cannot complete my homework successfully.	Online. It gives more information.	With the online activities on EBA. They're more fun.
<b>Q12</b>	EBA is more technological. The paper is black and white, and sometimes I can't read what's on it.	Worksheets are black and white. But sometimes I have trouble in signing in EBA.	Worksheets can be torn. But that's not happening on EBA.	I was getting tired of worksheets, and I started having fun on EBA.
<b>Q13</b>	No.	No.	No.	No.

## Appendix 6: Parental Consent Form

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, “İngilizceyi yabancı dil olarak öğrenen çocuklara kelime ve dilbilgisi öğretiminde EBA’nın kullanımı” adıyla, 2019-2020 Eğitim-Öğretim Yılı Güz Döneminde yapılacak bir araştırma uygulamasıdır.

**Araştırmanın Hedefi:** Bu çalışmanın amacı, bir öğrenme yönetim sistemi olan EBA yoluyla harmanlanmış öğrenme yönteminin 4. sınıf öğrencilerinin kelime ve dilbilgisi başarısına ve takip faaliyetlerine yönelik tutumlarına olan etkilerini incelemektir.

**Araştırma Uygulaması:** Ön test & son test ve görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir. Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir. Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Saygılarımla,

İngilizce Öğretmeni: Dilber Simay PEHLİVAN

E-mail: dskandemir@gmail.com

***Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....  
.....’in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.*** (Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz\*).

.../.../.....

Veli Adı-Soyadı:

İmza:

Telefon Numarası:

## Appendix 7: Samples of Online Follow-up Activities

### Unit 4: Free Time

Fill in the blanks with the correct words.

**VITAMIN**

Sam: Do you like origami?

Amy: No. I \_\_\_\_\_ it.

Sam: How about chess?

Amy: I \_\_\_\_\_ like chess.

Sam: \_\_\_\_\_ is your favorite hobby?

Amy: Collecting coins.

Sam: Well, I like \_\_\_\_\_ puzzles. How about you?

Amy: I like it, too.

doing


don't

what

dislike

Look and read. Write YES or NO.

**VITAMIN**




1 Andy likes riding his bike.  Y  N

2 Alex hates playing the flute.  Y  N

3 Selma's favorite activity is reading.  Y  N

4 Simon and Katy don't like playing the guitar.  Y  N

Look at the pictures and the letters. Then write the words. VITAMIN



srebmal

Type here. CHECK

Progress indicator: 12 circles, the first one is filled.

Read the dialogue. Choose the right words and write them on the lines. VITAMIN

Example: Jenny: <u>What</u> are you doing.	Which    Where    What
1) Mark: I'm playing <input type="text"/> marbles.	1) at    with    of
2) Jenny: <input type="text"/> it your favorite hobby?	2) Is    Does    Has
3) Mark: No. I like <input type="text"/> chess	3) play    plays    playing
4) Jenny: Really? I <input type="text"/> like it.	4) don't    doesn't    haven't
5) I <input type="text"/> it's boring.	5) thinking    think    thinks

### Unit 5: My Day

**VITAMIN**

Put the words in the correct order.

1 at breakfast . o'clock I eight have my mum with

---

2 the playground in . I to the go afternoon

---

3 my Saturday you party ? on come to can

---

4 go school you to when ? do

---

5 afternoon ride I the my in . bike

**VITAMIN**

Look and read. Write YES or NO.

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

1 I have breakfast with my mum and dad on Friday. (Y) (N)







2 I go to the playground on Tuesday evening. (Y) (N)

3 I have lunch with my friends in the evening on Thursday. (Y) (N)

4 I drink milk at night on Wednesday. (Y) (N)



Match the words with the correct pictures. **VITAMIN**

 _____	 _____	 _____
 _____	 _____	 _____

comb hair

brush teeth

do homework

wake up

get dressed

have a shower

Read the dialogue. Choose the right words and write them on the lines. **VITAMIN**

<p><b>Example:</b> Mary: <u>Do</u> you like parties          Mark: Yes, I do. Why?</p>	Can    Do    Are
<p>1) <b>Mary:</b> My sister's birthday party is <input type="text"/> Saturday.          Please, come.</p>	1) in    at    on
<p>2) <b>Mark:</b> Sure. <input type="text"/> is it?</p>	2) What time    where    what
<p>3) <b>Mary:</b> <input type="text"/> half past four.</p>	3) In    At    To
<p>4) <b>Mark:</b> Great! <input type="text"/> is the party?</p>	4) When    Where    What

**Appendix 8: Samples of Traditional Follow-up Activities**

Look at the pictures and the letters. Then write the words.



1. rbmalse

1. ....



2. gidncan

2. ....



3. ignrunn

3. ....



4. yngipal sches

4. ....



5. wdragin

5. ....



6. mmsgniwi

6. ....



7. rgniid a kebi

7. ....



8. od zlepuzse

8. ....

Fill in the blanks with the correct words.

- |       |         |      |    |      |
|-------|---------|------|----|------|
| doing | dislike | like | do | what |
|-------|---------|------|----|------|

Sally: Do you like drawing?

John: Yes, I .....

Sally: How about origami?

John: No, I ..... origami.

Sally: ..... is your favorite hobby?

John: Playing computer games.

Sally: Well, I like ..... puzzles. Do you like it?

John: Yes, I ..... it, too.

Put the words in the correct order.

1. go I Tuesday with my mom shopping on

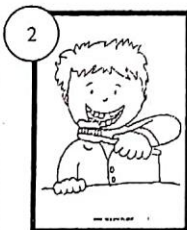
2. breakfast have I eight at o'clock

3. in the playground I go afternoon to the

4. to what go you time school do the

5. evening my I friends in meet the

Match the pictures with the sentences.



..... I have a shower in the morning.

..... I wash my face and my hands in the morning.

..... I read books in the evening.

..... I brush my teeth after breakfast.

## Appendix 9: Permit for the Present Study from Provincial Directorate of National Education



T.C.  
MUĞLA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-604.01.01-E.25056538  
Konu : İzin Talebi

17.12.2019

### VALİLİK MAKAMINA

İlgi :a)Muğla Sıtkı Koçman Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın 22/11/2019 tarihli ve 121584 sayılı yazısı.  
b)22/08/2017 tarihli ve 35558626 sayılı Makam Oluru.

Menteşe Milli Eğitim Müdürlüğüne bağlı Vali Recai Güreli İlkokulunda öğrenim gören 4. sınıf öğrencilere uygulama talebi ile ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 22/08/2017 tarihli ve 12607291 sayılı yazısı (2017/25 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan komisyonun uygun görüşüyle, Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Dilber Simay PEHLİVAN'ın " The Use Of EBA (Education Information Network) In Teaching Vocabulary and Grammar to EFL Young Learners " konulu çalışmasını;

Çalışmanın 2019-2020 Eğitim Öğretim yılında ve eğitim öğretimi aksatmayacak şekilde, kurum müdürünün uygun gördüğü bir zamanda; Mentese Milli Eğitim Müdürlüğüne bağlı, Vali Recai Güreli İlkokulunda öğrenim gören 4. sınıf öğrencilere uygulaması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Serap AKSEL  
Müdür a.  
İl Millî Eğitim Müdür Yardımcısı

OLUR  
17.12.2019  
Pervin TÖRE  
Vali a.  
İl Millî Eğitim Müdürü

## Appendix 10: Experimental and Control Groups Achievement Test Scores

### Experimental Group Test Scores

Participants	Vocabulary and Grammar Achievement Test		
	Pre-test	Post-test	Delayed Test
P1	22	45	47
P2	44	62	77
P3	10	32	45
P4	33	79	88
P5	39	57	63
P6	16	32	41
P7	16	45	39
P8	35	82	90
P9	43	87	76
P10	14	15	23
P11	35	67	71
P12	29	39	46
P13	10	31	33
P14	36	35	58
P15	16	44	55
P16	19	21	32
P17	45	53	48

### Control Group Test Scores

Participants	Vocabulary and Grammar Achievement Test		
	Pre-test	Post-test	Delayed Test
P1	19	39	42
P2	31	64	58
P3	33	65	76
P4	9	16	30
P5	27	64	60
P6	27	21	27
P7	26	21	30
P8	3	23	16
P9	40	77	82
P10	20	16	23
P11	21	61	57
P12	30	49	61
P13	45	75	70
P14	18	29	23
P15	10	38	22

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name & Surname** : Dilber Simay PEHLİVAN

**Date & Place of Birth** : 26.06.1992, Şehitkamil

**E-mail** : dskandemir@gmail.com

### EDUCATIONAL BACKGROUND

**2017-2020 (MA)** : Muğla Sıtkı Koçman University, Institute of Educational Sciences,  
Department of Foreign Language Education, Muğla, Turkey

**2010-2015 (BA)** : Hacettepe University, Faculty of Education,  
English Language Teaching, Ankara, Turkey

**2006-2010** : Abdulkadir Konukoğlu Anatolian Teacher Training High School,  
Gaziantep

### WORK EXPERIENCE

**2018-...** : Vali Recai Güreli Primary School, Muğla

**2017-2018** : Akçaova Primary School, Muğla

**2015-2017** : Adnan Menderes Anatolian High School, Şanlıurfa

### PUBLICATIONS

Şener, S., & Pehlivan, D. S. (2019). Perceptions of teachers on an English coursebook: A primary school case. 2. International Primary Education Congress (UTEK2019), Muğla.