

Marmara University
Institute of Educational Sciences
Department of Foreign Language Education
Division of English Language Teaching



**THE EFFECTS OF ROLE-PLAY AND STORYTELLING ON THE
SPEAKING PERFORMANCE, SPEAKING ANXIETY AND
COMMUNICATION WILLINGNESS OF EFL STUDENTS**

Sultan BOZKURT
(M.A. Thesis)

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Eđitim Bilimleri Enstitüsü
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YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN KONUŞMA
PERFORMANSI, KONUŞMA KAYGISI VE İLETİŞİM KURMA
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THESIS APPROVAL

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ABSTRACT

Speaking skill is one of the fundamental properties of any language. Mastering the speaking skill is acknowledged as mastering the language by many. However, there is a considerable amount of research in the EFL context that reports the problems encountered by learners in EFL speaking. Utilization of interactive techniques has been recognized as a must in order to overcome the problems in EFL speaking and improve the speaking performances of the learners. Role-play and storytelling are two of the communicative techniques that can be used in EFL speaking classes to enhance the speaking skills of the learners.

This study aimed to investigate the possible effects of using role-play and storytelling techniques in EFL classes on the students' speaking performances, their speaking anxieties, and willingness to communicate in English. This experimental study included two randomly selected intact 7th grade classes with a total of 63 students from a Turkish secondary state school. While one of the classes had role-play-based training for five weeks, the other class had storytelling-based training for the same duration. Their speaking performances were measured via speaking tests at the beginning and at the end of the study before and after the training sessions. Besides, an adapted version of Foreign Language Speaking Anxiety Scale (Huang, 2004) by Balemir (2009) was utilized two times at the beginning and at the end of the study to investigate the speaking anxieties of the students and observe the change in their anxiety levels. Alongside, a scale which was developed from the Willingness to Communicate Scale of McCroskey (1992) by Çetinkaya (2005) was employed to determine the willingness to communicate levels of the students before and after training. Quantitative methods and statistical tests were used to explore the data.

Results unearthed that implementation of both role-play and storytelling techniques led to a statistically significant increase in the speaking performances of the students except in pronunciation. Although the speaking mean scores of the students were higher in the storytelling group, no statistical significance was observed between role-play and storytelling groups. In terms of their foreign language speaking anxiety, students turned out to be moderately anxious at the beginning and at the end of the study. No statistically

significant difference was found between their pre- and post- speaking anxiety scales. Besides, according to the results of the study, it was seen that students had a moderate level of willingness to communicate in English both at the outset and end of the study, and the difference between groups was not statistically significant. From the results, it was concluded that both role-play and storytelling were effective on the speaking performances of the learners, though they did not change the anxiety and communication willingness levels of the learners.



ÖZET

Konuşma becerisi her dilin temel özelliklerinden birisidir. Bir dile hakim olmak birçokları tarafından o dili konuşabilmekle eşdeğer görülür. Ancak, İngilizce öğretilen çevrelerde, İngilizce öğrenenlerin konuşurken karşılaştıkları sorunları rapor eden oldukça çok çalışma vardır. İngilizce konuşmadaki problemlerin giderilmesi ve öğrencilerin konuşma performanslarının geliştirilmesi için iletişimsel teknikleri kullanmanın bir zorunluluk olduğu kabul edilmiştir. Rol yapma ve hikaye anlatma öğrencilerin konuşma becerilerini geliştirmek için İngilizce sınıflarında kullanılabilir iki iletişimsel tekniktir.

Bu araştırmada rol yapma ve hikâye anlatma tekniklerinin İngilizce dersinde kullanımının ilköğretim 7. sınıf öğrencilerinin İngilizce konuşma performansları, İngilizce konuşma kaygıları ve İngilizce iletişim kurma istekleri üzerindeki etkilerini ortaya çıkarmak amaçlanmıştır. Bu çalışmada ana dilleri Türkçe olup yabancı dil olarak İngilizce öğrenen 63 adet 7. sınıf öğrencisi yer almıştır. Bir devlet okulunda yer alan rastgele seçilmiş iki farklı 7. sınıf öğrencileri bu çalışmanın örneklemini oluşturmuştur.

Bu araştırmada, bir sınıfta beş hafta süren rol yapma etkinlikleri kullanırken, diğer sınıfta aynı süreçte hikâye anlatma etkinlikleri kullanılmıştır. Bu iki teknik kullanımının öğrencilerin İngilizce konuşma performansları üzerindeki etkilerini ortaya çıkarmak amacıyla, öğrencilerin konuşma performanslarını ölçmek için 30 adet fotoğraf kullanılmıştır. Öğrencilerden bu fotoğraflarda gördüklerini sözel olarak İngilizce dilinde ifade etmeleri istenmiştir. Bu sözel ifadeler bir puanlama formuna göre değerlendirilmiş olup, öğrencilerin İngilizce konuşma ön test ve son test sonuçlarını oluşturmuştur. Ayrıca, bu çalışmada iki adet ölçek kullanılmıştır. İlk olarak Huang (2004) tarafından geliştirilip, Türkçe uyarlaması Balemir (2009) tarafından yapılan “Yabancı Dilde Konuşma Kaygısı Ölçeği” öğrencilerin İngilizce konuşma kaygılarını ve bu kaygıdaki değişimi ölçmek için çalışmanın başında ve sonunda uygulanmıştır. Aynı şekilde, McCroskey (1992)’nin geliştirdiği ve Çetinkaya (2005)’in Türkçe’ye uyarladığı “Yabancı Dilde İletişim Kurma Ölçeği” de çalışmanın başında ve sonunda uygulanmış olup, öğrencilerin İngilizce iletişim kurma istekleri ve bu istekteki değişimlerin gözlemlenmesi amaçlanmıştır. Bu araştırmadan elde edilen bulgular nicel veri analizi yöntemleriyle incelenmiştir.

Nicel veri analizi sonuçları, hem rol yapma hem de hikâye anlatma tekniklerinin öğrencilerin konuşma performanslarında istatistiksel olarak anlamlı bir iyileşmeye yol açtığını ortaya çıkarmıştır. Rol yapma tekniğine nazaran hikâye anlatma tekniği öğrencilerin konuşma performanslarında bir parça daha fazla artışa yol açsa da, bu iki teknik arasında istatistiksel olarak üstün olan yoktur. Ayrıca, bu çalışmanın sonuçlarına göre, öğrencilerin orta düzeyde İngilizce konuşma kaygısına ve orta düzeyde İngilizce iletişim kurma isteğine sahip oldukları söylenebilir. Rol yapma ve hikâye anlatma teknikleri, öğrencilerin İngilizce konuşma kaygıları ve İngilizce konuşma istekleri üzerinde istatistiksel düzeyde anlamlı bir farka yol açmamıştır.



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ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
ELT	: English Language Teaching
FLCAS	: Foreign Language Classroom Anxiety Scale
FLSAS	: Foreign Language Speaking Anxiety Scale
WTC	: Willingness to Communicate

CHAPTER I: INTRODUCTION

Speaking is a fundamental property of the language and one of the four skills (besides reading, writing, and listening) that learners need to master in order to be proficient in a foreign language. While reading and writing are not prerequisites for a successful and efficient oral communication, listening and speaking are the key concepts in it. So as to interact in a foreign language, then, developing speaking skills in learners is indispensable. English language has become a central issue for people to master in order to have a place in the new globalized world. Therefore, improving the speaking skill is increasingly recognized as a serious and worldwide concern of the EFL teachers and practitioners. However, it is generally reported as the hardest skill to acquire among language learners (Kuśnierek, 2015). As English is the lingua franca and the most widely spoken language around the world, and speaking skill has been studied by many researchers from different angles. Research have been carried out regarding the speaking performance of L2 learners of English, techniques to improve their speaking skills, problems that they encounter while interacting in English, and possible solutions to their problems in speaking. Nevertheless, the area of speaking studies conducted on English as a Foreign Language (EFL) can be stated as in its infancy.

1.1 Background of the Study

Recent focus of attention to the EFL speaking heightened the need for the utilization of communicative techniques in EFL classes so as to enhance the speaking performance of the learners. Role-play and storytelling can be reported as one of the most used groups of techniques in EFL speaking classes. Role-play is one of the techniques that is very prominent in EFL contexts due to the belief that it has a positive impact on the language development of learners. Due to its nature of providing learners multiple opportunities and occasions to practice different social contexts and social roles, role-play is accepted as one of the cornerstone techniques in EFL speaking lessons (Fadilah, 2016). Kuśnierek (2015) cites Porter-Ladousse (1987) who states that “role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama

activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.” (p. 81).

Another technique in EFL lessons is storytelling, yet it is not as frequently employed to improve students’ speaking skills. Storytelling is defined as the art of using words and actions in order to convey a message or share the ideas and experiences (Soleimani & Akbari, 2013). Drawing on an extensive range of sources in the literature, Lucarevski (2016) propounded two comprehensive definitions of storytelling, in which it is described as “a creative human experience that allows us to refer ourselves, to other people, to cultures in general, and also to real or imaginary worlds, through the language of words” (p. 26) and “a process where a teller uses a narrative structure, vocalization, and/or dramatic and mental imagery to communicate with an audience, who also uses mental imagery to provide the teller with verbal and nonverbal feedback” (p. 26). Khodabandeh (2018) asserts that storytelling is one of the best means to teach the four skills, especially the oral communication ones. It can be expressed that when storytelling is integrated to the EFL classroom speaking practice in an interactive way, it is very probable that it will lead to the enhancement in the learners’ oral performance.

Along with different teaching techniques, the relationship of affective factors such as anxiety, willingness to communicate, and motivation with the speaking skills of the L2 learners have grasped the attention of the researchers for a long time. For instance, most of the researchers probed the possible relationship between anxiety and speaking skill by studying learners from different age groups and different cultures. Anxiety can be described as an unwanted impulsive tension that causes people to feel unease and to underperform. The examination of the relationship between anxiety and foreign language dates back to Scovel’ study (1978). Since then, a huge number of studies focused on the possible effects of anxiety on the foreign language, especially English language due to its being the lingua franca. Horwitz et al.’s study (1986) became a pioneering study in the foreign language education field in terms of questing for the relationship between anxiety and foreign language speaking, and became an inspiration and source for the studies in the following years.

Another factor that affects the speaking skills and performances of L2 learners is their level of willingness to communicate. There is an ample amount of research in the field that investigate the relationship between willingness to communicate and EFL speaking skills or performances of the learners. Originating as the willingness to communicate term in L1 in the 1980s and moving towards the investigation of L2 learners' willingness to communicate at the end of 1990s, it can be defined as an eagerness to take part in a conversation with a person or a group of interlocutors using L2 (MacIntyre, Clément, Dörnyei and Noels, 1998).

Despite the amount of research on the abovementioned areas, a comparison of the use of role-play and storytelling techniques in EFL speaking classes with respect to the speaking performances of the learners, their foreign language speaking anxiety levels, and their willingness to communicate in the L2 has not been thoroughly done.

1.2. Purpose of the Study

This thesis examined the significance of role-play and storytelling techniques in terms of EFL learners' speaking performances, along with effects of these techniques on the foreign language speaking anxiety and willingness to communicate levels of the learners. This study, conducted in the Turkish context, comparatively attempted to unravel the effects of role-play and storytelling techniques on secondary school seventh grade EFL learners' speaking performance, speaking anxiety levels and willingness to communicate. Although the importance of speaking ability in English is acknowledged in many EFL countries, studies on EFL speaking are quite rare. As a response to the need in the field, this thesis aims to shed light into the topic in a Turkish state secondary school context. Specifically, the following research questions were addressed to be answered:

- 1- Is there a significant difference between speaking performances of EFL students who receive role-play training and those who receive storytelling training?
- 2- Is there a significant difference between speaking anxiety levels of EFL students who receive role-play training and those who receive storytelling training?
- 3- Is there a significant difference between willingness to communicate levels of EFL students who receive role-play training and those who receive storytelling training?

1.3. Significance of the Study

Most studies in the field of EFL speaking have only focused on the effects of either role-play or storytelling technique on the speaking performances of the learners. The number of studies that compare the usefulness of these techniques is scarcely any. This study is invaluable in terms of examining the effectiveness of these two techniques in an EFL setting.

Furthermore, what is not clear yet is the impact of role-play and storytelling techniques on the foreign language speaking anxiety and communication willingness of the learners and the degree of their influences. Though speaking anxiety and willing to communicate have been investigated in multiple studies, little is known about the relation between them and the use of role-play and storytelling techniques. Even though there are a number of studies available as outlined earlier, much uncertainty still exists about the difference between storytelling and role-play techniques and their influence on the speaking performances, anxiety and WTC levels of EFL learners. Therefore, utilization of role-play and storytelling techniques is seen necessary in this study.

Whilst some research has been carried out on role-play and storytelling techniques, no single study exists which gives an account of the effects of these techniques on the speaking performances, speaking anxieties, and communication willingness of the secondary school students. This study offers some important insights into the speaking practices in EFL classes.

Although there are separate role-play and storytelling studies conducted in the Turkish context, no research has been found that surveyed the effects of these techniques on the speaking performances of learners. The significance of speaking skill is highly credited in Turkey, yet, lack of sufficient research on speaking as well as speaking techniques led to this research. According to the data of the Turkish National Ministry of Education, more than 17 million students were registered to the primary, secondary and high schools in Turkey in 2018. However, the number of studies on the usage of different teaching methods in EFL speaking classes, particularly, investigation of the current issues in relation to the role-play and storytelling implementation is quite a few. Having a tremendous amount of students enrolled in public and private schools necessitates the

conduction of multiple research related to the speaking skills in EFL. This thesis provided an important opportunity to advance the understanding of EFL speaking skills, effects of two different speaking techniques, speaking anxiety levels, and communication willingness of Turkish secondary school learners. The findings of this study should make an important contribution to the field of EFL speaking practices in Turkey.

This study is significant in terms of contributing not only to research, but also to EFL teachers. It presents an in-depth examination of the role-play and storytelling techniques with respect to the speaking performances, speaking anxieties, and speaking willingness of the learners. Besides, this study is a benefactor to the teachers with respect to revising two important speaking techniques that they could utilize in their classes.

1.4. Limitations of the Study

There are several limitations of this study that can be mentioned here. Firstly, the number of participants was limited to 63 due to several factors. This study was conducted at one of the state secondary schools in Istanbul which have strict curricula to be applied by English teachers. Therefore, although there were several 7th grade classes in the context, the researcher could arrange only two homogeneous classes due to availability reasons. Secondly, there was not a control group in this study to compare with the role-play and storytelling groups because of the aforementioned practicality and availability constraints. Finally, the duration of the role-play and storytelling training sessions were limited to two class hours every week, the reason behind that was that the teacher of the classes had to keep up with the current curriculum while conducting this research at the same time. Besides, the role-play and storytelling trainings and activities could be conducted for five weeks, due to the upcoming exam week of the learners according the school's schedule.

CHAPTER II: LITERATURE REVIEW

2.1. EFL Speaking

2.1.1 Definition of Speaking

Speaking skill is an important component of the language, and plays a key role in communication. Speaking is a productive skill, which requires the exchange of information, feelings, and ideas between at least two interlocutors. It is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). A recent definition of speaking is made by Bouaziz (2015) as “the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person” (p.9). There are two functions of speaking, which are transactional function and interactional function. Transactional function of speaking involves the exchange of information. On the other hand, interactional function occurs in the formation and continuation of the social relationships (Brown and Yule, 1983 cited in Alsaedi, 2012). A good speaker of a language is characterised as the one who has fluency, accuracy, a good level of verbal range, and proficiency in vocabulary selection (Bouaziz, 2015).

2.1.2. Importance of Speaking

What makes speaking skill important is that it forms the essence of the communication. Speaking skill is an indispensable part of mastering the language (Hartono, 2018). Nowadays, knowing a language equals to knowing how to speak that language, not how to read or write (Fikriah, 2016). Therefore, teaching EFL speaking skill has gained a considerable amount of importance and there is plenty of research on it, which focuses on different components of L2 speaking. Investigating speaking skill is a continuing concern within the field of ELT. Creating the suitable context and choosing the right types of activities in accordance with the age, proficiency levels, areas of interest, and cultural contexts play a key role in teaching L2 speaking. Even though the importance of EFL speaking skill is acknowledged by many, there is still lack of adequate appropriate implementation of speaking activities in EFL classes, which mostly occurs in the form of

repetition of drills and memorization of dialogues (Bouaziz, 2015; Ahmadi and Mohamadi, 2017).

2.1.3. Teaching of Speaking

Speaking is a skill that should be mastered by every foreign language learner (Akhyak and Indramawan, 2013; Inayah, 2015). Therefore, teaching speaking in an efficient way should be the concern of every English language teacher. However, language teaching practices in EFL classes mainly put the emphasis on the teaching of certain grammatical structures rather than focusing on the communicative aspects of the language (Castro, 2002). Teaching speaking in EFL classes is generally ignored. Speaking is a major problem for most EFL learners, and the main causes of it can be stated as the lack of opportunity to have meaningful input and practice the language, and the lack of interest and adequate investment to teaching it. Rochman (2014) points out the reason behind the negligence of teaching speaking as the educational system which is based on the written exams, so that it leads teachers to ignore speaking skill due to its not being tested in the exams.

Due to its role in forming the basis of the communication and being a very important skill, adequate time, energy and resources should be allotted to teaching speaking (Hartono, 2018). Instead of traditional teaching methods, utilization of classroom speaking activities, such as acting, communication games, discussion, prepared talks, simulation, and role-play are suggested in order to teach speaking effectively (Harmer, 2001; cited in Inayah, 2015).

2.1.4. Difficulties in Teaching Speaking

Among all four language skills, speaking is reported to be the most challenging one (Inayah, 2015; Ahmadi and Mohamadi, 2017). There are various problems that frequently occur in EFL classes while teaching speaking. Fikriah (2016) specifies some difficulties that are commonly encountered in EFL speaking classes. Firstly, some learner characteristics such as being too shy, being too afraid of making a mistake, having a silent

nature, holding the fear of speaking in front of others, feeling inadequate to speak in L2 are listed as some of the difficulties in teaching speaking. Then, some of the teacher characteristics that hinder the efficacy of teaching speaking are noted, which are using traditional teaching techniques instead of more modern and communicative ones, not creating a comfortable and suitable classroom environment that triggers learners to speak, and not providing suitable contexts in which students can speak. Inayah (2015) states that while Ur (1996) identifies inhibition, nothing to say, low or uneven participation, and mother tongue use as the basic difficulties that happen in teaching L2 speaking environment, Burns and Joyce (1999) presents three causes that lessen the willingness of learners to participate in classroom speaking activities, which are cultural factors, linguistic factors and psychological or affective factors. On the other hand, Bouaziz (2015) presents cognitive factors (clustering, performance variables, reduced forms, colloquial language, stress, rhythm, and intonation, and interaction), social factors (L1 transfer), and psychological factors (lack of interest in the subject, lack of confidence and fear of making mistakes) as the factors that make L2 speaking difficult.

2.1.5. Studies on EFL Speaking

Research on speaking skill is limited when it is compared to the other skills. There is a plethora of research on the reading and writing skills. However, it can be said that speaking and listening skills have been overlooked. However, a review of the literature shows that there is a resurgence of interest to the speaking skill in recent years. In this section, some studies that tackle EFL speaking from different aspects will be summarized.

To start with, Soureshjani and Riahipour (2012) had a study with 120 EFL learners and 70 EFL teachers from Iran so as to investigate the demotivating factors on English speaking skill. Firstly, a questionnaire was developed in accordance with the interviews conducted with 10 EFL learners and 15 EFL teachers, and this questionnaire formed the main instrument of data collection. Results of the study pointed out three main demotivating factors, which are teachers, equipments, and class utility, reported by the students. In relation to the teachers' responses, it can be said that time, classroom and teachers are noted as the three most important demotivating factors in EFL speaking.

On the other hand, speaking skill is searched from a different perspective by Al Hosni (2014), who conducted a study with 5th grade students from Oman in which the main speaking difficulties and factors that contribute to these difficulties were investigated. Lesson observations, interviews, and curriculum analysis were the main sources of data. Results of the study revealed three factors as the main sources of speaking difficulty for learners, which are linguistic difficulties such as lack of adequate vocabulary and grammatical knowledge, mother tongue use, and inhibition. As the factors that cause the formation of these speaking difficulties; teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations were identified. Besides, results of the study show that 5th grade textbooks do not provide sufficient speaking activities, and EFL teachers do not focus on teaching speaking skills frequently and regularly even though they are aware of the importance of speaking skill. Lack of any other context where students can practice English outside the classroom and not involving speaking skill in the exams are determined as the contributors to the difficulties in speaking skill.

Ariyanti (2016) focused on another aspect in EFL speaking. A study with twenty-one Indonesian university students was carried out to investigate the psychological factors that influence the EFL learners' speaking performance. Observation, field notes, and interview with the participants formed the data collection instruments in this study. According to the results of the study, anxiety, fear of making mistakes, shyness, lack of motivation, and lack of self-confidence emerged as the factors that have a negative impact on the speaking performances of the learners.

Imane (2016) brought up the issue of communicative activities' role in the EFL speaking by conducting a study with thirty EFL university students and two EFL teachers at a university in Algeria. The primary focus of her study was to investigate the role and impact of communicative activities on the improvement of speaking skill. A questionnaire that consisted of eleven questions were utilized to explore learners' attitudes towards communicative activities. There are several results of this study. To begin with, it is noted that participants of this study generally hold a positive attitude towards the communicative activities. It is stated that learners believe the effectiveness of communicative activities on the improvement of their speaking skills and on the increase

of their motivation levels. Besides, speaking skill is reported to be the most important skill by the learners and being fluent is considered a must to be a language user. On the other hand, another questionnaire which includes seven questions were used to probe for the attitudes of the teachers towards communicative activities. According to results of the teachers' questionnaire, it can be stated that teachers are aware of the importance of communicative activities in EFL speaking classes. They attributed a great importance to speaking skill. However, they also noted that teaching speaking skill takes much time and it is tiring for teachers.

Arvizu (2017) conducted a study to investigate the effectiveness of teaching story grammar on the development of speaking skills of fifty-eight 6th grade students from Mexico. After forming an experimental and control group, the researcher had 15 lessons with these classes. While the experimental group learners listened to the story along with visuals, an explicit instruction in story grammar, and speaking activities; control group learners just listened the same stories without any visuals or discussed vocabulary. And, they had written activities instead of the speaking ones. A pre-test/post-test design was utilized so as to measure the speaking skills of the learners. Results of this study unveiled that both of the groups improved their speaking skills especially in relation to the number of vocabularies and the duration of language production. Although the amount of improvement was higher in favour of the experimental group, the difference between these two groups were not at a statistically significant level.

In a very recent study, Tumanggor, Heriansyah, and Inayah (2018) examine the EFL speaking issue from the perspective of the strategies that EFL teachers use in teaching speaking classes. Classroom observation of the learning and teaching process, and an interview with the teacher were the main sources of data for this study. Results of the study suggest that the EFL teacher of the observed class resorted to the usage of role-plays, group discussion, storytelling, and games while teaching speaking so as to make students more active in class, to increase their language proficiency, and to present enjoyable and interesting activities.

Some studies that address the different issues in EFL speaking have been summarized above.

2.2. Role-play in the EFL Context

2.2.1. Definition of Role-play

Teaching speaking to EFL learners in an interactive way is essential, and role-play is one of the techniques which is commonly used in teaching speaking (Suryani, 2015). Role-play is a conversational activity, which involves the usage of different contexts, roles, scripts and sometimes improvisation techniques. Craciun (2010) states that the term “role” is derived originally from the Greek word “rolled-up” meaning the actor’s script used in the ancient Greek times (cited in Rojas and Villafuerte, 2018). Origination of role-play dates back to the games “Simulate Society” (1966) and “Dungeons & Dragons Fights” (1974), in which participants’ feelings and emotions were integrated into the games (Rojas and Villafuerte, 2018). When it comes to the definition of role-play, there are several different ones by different researchers. Simply, role-play can be defined as a technique which brings different situations to the classroom in which students can act as someone else and put their performance in a parallel line with the real situations (Adnyani, Seken, and Nitiasih, 2014; Inawati, 2014; Suryani, 2015; Zidouni, 2015; Fadilah, 2016; Krebt, 2017). It is pointed out that role-play practice brings fun and diversity to the classroom and provides speaking opportunities for learners (Bouaziz, 2015; Rojas and Villafuerte, 2018). While Fadilah (2016) suggests role-play as a unique chance for learners to benefit from their own creativity while bettering their speaking skills, Kuśnierek (2015) states that role-play enables learners to put the theoretical knowledge into practice and also highlights the importance of pre preparation before a role-play.

As it can be seen, definition of role-play by different researchers share some common characteristics, which are its putting the learner into somebody else’s shoes, involving an imaginary situation, bringing different contexts and circumstances to the classroom environment, and being entertaining. It can be stated that role-play is acknowledged as a very useful and effective communicative activity to be used in the classroom to teach speaking (Adnyani et al. 2014; Bouaziz, 2015; Suryani, 2015; Zidouni, 2015) along with providing different circumstances in which students can practice in EFL speaking (Zidouni, 2015).

Byrne's (1986) categorization of role-play into two groups is authorized by many researchers (Bouaziz, 2015; Suryani, 2015; Krebt, 2017). According to Bryne (1986), there are two main types of role-play, which are scripted and unscripted role-play. While the scripted role-play is defined as the type which involves interpreting either the textbook dialogue or reading text in the form of speech, the unscripted one is explained as the one which is free of any textbook or written source, which allows participants to improvise. The main difference between these two types of role-play lies on the fact that scripted role-play requires the practice of certain structures and aims to teach specific linguistic items. However, in the unscripted role-play, students are free to form their own conversations as the way they want to. But still, it necessitates the well-preparation of both the teacher and the learners (Bouaziz, 2015).

By basing the judgement to several researchers, Inawati (2014) specifies three stages that occur when applying role-play activities in class to teach speaking, which are the activity before, during, and after role play. It is stated that preparation, introduction of new vocabulary, and distribution of the roles in accordance with the achievement levels of the learners should be done in the "before" stage of role-play. The second stage involves the practice of role-play in the class by students, and it is noted that teachers should encourage their students to use their facial expressions, body language, and gestures to make role-playing more meaningful and livelier. Two activities are recommended to be done in the final stage, which are checking students' comprehension and checking students' feedback to reinforce the learning process. Besides, Inawati (2014) proposes that the nature of the role-play should be adapted when it is implemented in the young learners' classroom. It is suggested that teachers should choose short, simple, and repetitive role-plays for young learners and keep the sessions short in order not to lose the attention of the learners.

2.2.2. Advantages of Role-play in EFL Settings

Role-play is acknowledged by many researchers as a very advantageous technique to upgrade the EFL skills of the learners. Some characteristics of role-play which make it an essential part of EFL speaking classes in relation to the teaching environment, learners, and teachers will be specified here.

There are a number of benefits of role-play to the teaching environment. Firstly, role-play presents the new linguistic input in a meaningful and contextualized way instead of presenting isolated language data. By this way, it makes learning more permanent and develops students' speaking performances (Inawati, 2014). Rochman (2014) stated that role-play changes the classroom atmosphere from a dull one to an enjoyable, interesting and challenging one. Besides, it is advocated that role-play is a technique in which the focus of the classroom shifts from the teacher to the learners (Zidouni, 2015).

Kuśnierek (2015) voices that role-play activities in language classrooms present real-life speaking materials to the students. It can be stated that role-play activities in EFL classes in secondary school level generally involve asking for permission, asking for directions, greetings and meetings, ordering food at a restaurant, talking about hobbies, planning a trip etc. These role-play activities not only provide opportunities to practice the language, but also engage learners with authentic conversation situations.

Another advantage of role-play to the teaching environment can be stated as providing opportunities for language learners to use the target language in various situations and let them act different roles. Moreover, it is quite effective in teaching the vocabulary, expressions, and phrases that relate to a specific situation in a meaningful context (Alabsi, 2016 and Yen, Hou, and Chang, 2015; cited in Rojas, 2018).

Role-play usage has several contributions to the learners. To begin with, role-play is accepted as a useful technique in terms of facilitating the quieter and introvert students to express themselves (Aliakbari and Jamalvandi, 2010). Besides, role-play leads to an increase in the learners' self-confidence to use English and gives them a getaway from the real life identities and problems (Inawati, 2014).

Krebt (2017) cites Cornett (1999) and Holt and Kysilka (2006) to express that role-play is a milestone in the formation and resurgence of the student-student interaction in class. It teaches learners how to cooperate effectively, use their gestures and body language, and understand different types of feelings, situations, and attitudes. Furthermore, it lessens the individual burden on the timid students due to the collaborative work. Besides, role-play is recognized as an influential way of increasing the motivation of the learners,

their engagement in the classroom, interaction with each other, and self-confidence as well as promoting the lexical and grammatical knowledge of the learners (Zidouni, 2015).

Role-play also provides a crucial opportunity for learners to practice EFL speaking in a real-life like situation and learn the speech pragmatics in a meaningful context (Rochman, 2014). Islam and Islam (2012) state that role-play increases the oral fluency of the learners, offers more exposure to the authentic linguistic material, widen their lexicon, and unearth their creativity. Similarly, Revathy and Ravindran (2016) express that role-play expands the exposure to the target language and contributes to the fluency of the learners, their participatory skills, usage of body language, overcoming the stress and fear of the speaking in the target language, and experiencing the usage of the language in various social contexts.

To use role-play in EFL speaking classes contributes to the teaching practices of the teachers in several ways. Firstly, it is noted that role-play is a good motivator and very effective in grasping the attention of the learners. It integrates learners into the learning process actively (Inawati, 2014; Joma, Al-Abed, and Nafi, 2016). Secondly, it is a technique that can be used with any type of learners from any ages, presenting a vast variety of characters to the learners (Rochman, 2014). Thirdly, it provides an opportunity to the teachers to give immediate feedback to the learners (Zidouni, 2015)

Teachers can use the role-play with the learners from different proficiency levels. Deeming role-play activities only for learners who have higher proficiency levels is not totally correct. It was suggested that usage of role-play even in the classes with lower proficiency level students can be very effective if the conversational patterns match with the proficiency levels of the learners. Contributions of role-play to the language development of the learners can be seen at any level of proficiency (Rojas, 2018). However, it is also noted that if the topic chosen by the teacher is not suitable for the age, proficiency or the interest of the learners, it can turn to something into quite tedious and mundane (Rochman, 2014).

Rojas (2018) highlights role-play as a beneficial tool for language teachers to evaluate the speaking skills of their learners. Nevertheless, it is asserted that this only could be possible when the factors that interfere with the participation of the learners to the role-

play activities such as lack of vocabulary knowledge, insufficient grammatical competence, shyness, lack of encouragement and lack of fluency are revised and ameliorated by teachers.

Though the advantages of role-play are admitted by many, some disadvantages of role-play were noted by Rojas (2017), which were related to mispronunciation, uninteresting topics, lack of peer's or group mates' support and participation, lack of enough vocabulary, and incomprehension (Cited in Rojas, 2018).

2.2.3. Studies on the Effects of Role-play on EFL Speaking

Effectiveness of role-play activities in EFL classrooms have been investigated by several researchers. Some of the current studies will be summarized here in chronological order. First of all, in their study, Aliakbari and Jamalvandi (2010) examined the possible effects of role-play on the speaking performance of 60 university students. By dividing the students into two groups as experimental and control groups, they compared the speaking performances of the EFL learners. Findings of their study uncovered that experimental group who had role-play activities in their classes outperformed the control group who had traditional teaching methods in terms of English speaking performance. Rahimy and Safarpour (2012) conducted a similar research with 60 Iranian EFL learners so as to measure the influence of role-play by designing an experimental and control group setting. Their findings match with the previous research that revealed that role-play group show better performance in speaking in English.

At the same date, Islam and Islam (2012) conducted a study with one-hundred twenty university students from Bangladesh. Choosing their data collection tools as questionnaires, group interviews, classroom observation, and students' performance evaluation sheet, the researchers aimed to investigate the possible effects of role-play usage on the speaking skills of the learners along with probing the learners' and teachers' reflections on the usage of role-play. According to the results of the study, it can be stated that role-play usage in classes led to improvement in the speaking skills of the learners, and it was noted that students generally held positive attitudes towards role-play. They stated that usage of role-play strengthened their self-confidence and having group works

while conducting role-play lessened the individual burden on the students, which made them feel less tense. From the perspective of the teacher, the effectiveness of the role-play in improving the learners' speaking skills and increasing their self-confidence was verified.

In Indonesian context, Adnyani et al. (2014) conducted a study with sixty-eight 11th grade students. The aim of the researchers was to investigate the difference on the speaking competencies of two student groups who had scripted role-play activities in their classes and the ones who had conventional teaching methods. These two groups were also sub-categorised as the ones with high foreign language anxiety, and the ones who had low foreign language anxiety. Hence, there were four groups of learners and their speaking competencies were compared after the implementation of allocated treatments. Speaking competency test and foreign language anxiety questionnaire were the means of data collection. Their study has multiple results and they will be summarized here briefly. Firstly, it was stated that students who had role-play in their classes outperformed the ones who had conventional teaching methods at a statistically significant level in terms of their speaking competencies at the end of the study. Secondly, results of the study unearthed that from two student groups who have high foreign language anxiety, the ones who had role-play in their lessons improved their speaking competencies significantly more than the ones who had conventional teaching methods. Thirdly, from the students who had low foreign language anxieties, the ones who had role-play in their lessons showed the best speaking performance among all groups, and they outperformed the conventional group at a statistically significant level. It was highlighted by the researchers that when the learners had low foreign language anxiety and had role-play implementation in their classes, they improved their speaking competencies significantly, and this was the best occasion.

Another researcher from Indonesia, Inawati (2014) carried out a study with twenty-two kindergarten students at the ages of 5-6. Role-play technique was utilized three times so as to quest for its effects on speaking performances of the learners. Classroom observations, observation rating scale, and students' daily learning records were resorted to collect data. Results of the study indicate that usage of role-play in the kindergarten have a positive impact on the speaking performances of the learners, which emerged as

naming objects, producing simple sentences, and getting involved in a dialog. It was noted that though students manage to name objects on their own after the implementation of role-play activities, they needed teacher guidance to produce simple sentences and to get involved in a dialog. The researcher of the study highlighted that learners were more enthusiastic in the first two role-play session than the last one, quoting that learners felt bored in the last session. Therefore, the researcher suggested that utilization of role-play in young learners' classes should not be very frequent and successive. A certain amount of time should pass before the implementation of another role-play activity, so that it can excite and motivate learners again.

Rochman (2014) conducted a study with thirty freshman university students with the aim of unveiling the effects of role-play on the speaking skills of the EFL learners. Two cycles of role-play treatment were given to the learners and observation checklists, field notes, and a questionnaire were utilized to collect data. Results of the study were presented in two phases. In the first phase, the researcher presented the results of the first role-play cycle. According to the results of it, participants of the study increased their speaking scores compared to the speaking pre-test in general. However, it was noted that the scores of pronunciation and grammar categories did not show a statistically significant difference, while there were statistically significant differences in the grammar, vocabulary, and fluency categories. After analysing the first cycle and having some unsatisfying scores in it, the researcher decided to apply a second cycle with some revisions in the application of the role-play technique in class. According to the results of the second cycle, it can be stated that participants of the study improved their speaking skills with respect to pronunciation, grammar, vocabulary, fluency, and comprehension at a statistically significant level in comparison the speaking pre-test and first cycle speaking post-test scores.

Yuliana, Kristiawan, and Suhartie (2014) compared the effectiveness of role-play and information gap activities in EFL speaking with 62 high school students in Indonesian context. Results of their study showed that role-play was more effective on the EFL speaking performance of the high school students than the information gap activities. They highlighted the positive impact of the role-play activities on the English speaking performance of the students.

In Algerian context, a study was carried out by Bouaziz (2015) with fifty university students so as to examine the effectiveness of role-play on the development of speaking skills. The data were gleaned from the students' questionnaire and teachers' questionnaire. Results of the study suggest that students reported having multiple problems in EFL speaking and favoured role-play as an effective technique in improving their speaking skills. Besides, group or pair works enable chances for them to use language correctly. From the perspective of the five oral communication teachers who fulfilled the teachers' questionnaire, it can be stated that teachers had positive beliefs about the usage of role-play.

Another Algerian researcher, Zidouni (2015) conducted a study so as to measure the effects of role-play on the speaking ability of 102 freshman university students. A questionnaire, which was applied to 46 participants, and classroom observation sheets were utilized to collect data. In total, seven different role-play activities were done in the classroom including 26 students in each one. According to results of the study, it was observed that first year students could understand what role-play is and they could do it effectively. Besides, it was found that role-play led to the enhancement in the speaking skills of the learners along with its contributions to the acquisition of new attitudes and behaviours, learning of vocabulary and new expressions, and development of communicative competence.

At the same date, Suryani (2015) carried out a study with thirty 8th grade students in order to probe for the effectiveness of role-play usage in teaching speaking skill. Data were gleaned from the speaking pre-tests and speaking post-tests. According to the results of the study, a statistically significant difference was observed between the pre-test and post-test results of the learners, which means usage of role-play improved the speaking skills of the learners significantly.

Including a vast number of participants, Joma, Al-Abed, and Nafi (2016) carried out a research including 3509 8th grade students, in which there was an experimental group and a control group. The experimental group had role-play activities, while traditional method was used in the control group. Their research findings revealed that there were favourable changes in the EFL speaking performance of the students who had role-play activities in

their classes. Therefore, when the speaking scores were compared to the traditional teaching methods, it can be stated that role-play activities ameliorated the EFL speaking performance of the 8th grade students.

Choosing a quasi-experimental design, Alzboun, Smadi, and Baniabdelrahman (2017) carried out a study in Jordanian context with eighty-six 10th grade female students. Using a speaking test before and after the implementation of role-play lessons to the experimental group and traditional teaching methods to the control group, the researchers tried to find out whether usage of role-play has an impact on the speaking performances of the EFL learners. According to results of the study, it can be stated that though both groups were equal at the beginning of the study in terms of their speaking scores, the students who had role-play in their lessons had a statistically significantly higher scores than the ones who had convenient teaching methods. Besides, an increase in the speaking scores with related to four components of speaking, namely pronunciation, vocabulary, grammar, fluency, and comprehension was observed in both groups. However, this increase was higher for the role-play group clearly.

In his study dating to 2017, Krebt sought the possible effects of role-play on the speaking skills of 40 Iranian university students. 20 of them were allocated as an experimental group who had 20 lessons including role-play technique, while the rest 20 took part in the control group and had traditional teaching methods in their lessons. Pre- and post-test design was used to investigate the effects of the role-play on the students' speaking skills. Results of the study indicate that though both groups had similar results at the pre-test, experimental group who had role-play activities outnumbered the control group. It can be concluded that usage of role-play in EFL classes affects the speaking skills of the learners at a statistically significant level.

In a very recent study, Maarof and Abdul Rahman (2018) conducted a study in Malaysian context with 100 university students from engineering major. A quasi-experimental design was used in which an experimental group and a control group took place. Experimental group learners had role-play and simulation activities in their classes for fourteen weeks, while traditional teaching methods were utilized in the control group for the same duration. Pre-test/ post-test design were utilized so as to compare the effects of

role-play and simulation in the oral communication skills of the learners as well as a questionnaire to investigate students' perceptions of these activities. Results of the study unearthed that usage of role-play and simulation in the EFL classroom led to statistically significant differences in the speaking performances of the learners. Besides, it was reported that participants of the study found role-play and simulation as an effective method, which helped them to improve their communication skills and to lower their speaking anxieties.

2.2.4. Role-play in Turkish EFL Context

Detailed review of the literature yielded no results on studies that involve the effects of role-play usage on the L2 speaking skill in the Turkish context. However, research on the influence of drama in ELT is fairly popular in the last few years. Even though they are frequently confused or used interchangeably, role-play and drama are two distinct concepts, according to Bouaziz (2015) "... role play is different from drama in the sense that role play is a strategy for exploration and does not attend to aesthetic concerns or aspects. It can be used to explore one situation or episode and doesn't need to be structured in the beginning, middle and ending episodes like in drama we have..." (p. 41). For some researchers, drama includes the use of role-play. Therefore, studies that concentrate on drama usage in Turkish context was seen necessary so as to give a glimpse of the issue. A few recent studies that focused on the usage of drama in EFL lessons will be summarized here shortly.

To begin with, if we look at the study of Sağlamel and Kayaoğlu (2013), it can be seen that they focused on the possible influences of creative drama on the reduction of foreign language speaking anxiety. Participants of their study were twenty-two Turkish university students, and The FLSAS (the adapted version of the FLCAS) was utilized as pre-test and post-test. In between a six-week creative drama course was given to the participants of the study. Results of their study unveiled that giving creative drama course to the learners decreased their speaking anxiety at a statistically significant level.

Secondly, Atas (2015) had a study with twenty-four 12th grade students from Turkey to probe for how drama influences the speaking anxiety of EFL learners. Data was gleaned

from pre- and post-questionnaires, semi-structured pre- and post-interviews, and student diaries. Students had drama activities for six weeks in total. Results of the study show that applying drama activities for six weeks with senior high schoolers conducted a decrease in the speaking anxiety level of the students. Besides, participants of the study reported that drama activities led to an increase in their self-confidence, made them feel more comfortable, and ameliorated their pronunciation.

Finally, attitudes of Turkish EFL learners and teachers professionals towards the use of drama activities was investigated by Yılmaz and Dollar (2017). Twenty-three 9th grade students and 11 EFL teachers from a private school took part in this study. Data were collected through teacher log, student feedback note cards, semi-structured interviews with EFL teachers, IB teacher and the head of foreign language department. Results of the study unearthed that drama-based lessons led to the formation of positive attitudes towards English language.

As it can be seen, no previous study has investigated the possible effects of role-play on the speaking performances of Turkish EFL learners. Besides, it has been noticed that far too little research attention was given to the effect of role-play in EFL classes in Turkey. On the grounds of that, this study aims to contribute to this ignored area of research in Turkey by exploring the impact of role-play usage on the EFL speaking performances of Turkish secondary school students.

2.3. Storytelling in the EFL Context

2.3.1. Definition of Storytelling

Storytelling is an activity that dates back to the beginning of mankind (Anderson, 2010; Samantaray, 2014; Lucarevschi, 2016). Cave drawings, traditional dances, poems, songs, and chants were all listed as the earliest forms of storytelling (Anderson, 2010). It does not appertain to a single culture, it belongs to all cultures from the past to the present and future (Anderson, 2010; Özdemir, 2015). Originating from oral tradition (Bala, 2015) and transferring to the written one, stories are accepted as the oldest form of literature, dating back to the pre-historic times (Dujmović, 2006; Anderson, 2010). Stories are defined as

“a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters” (Barzaq, 2009 cited in Samantaray, 2014). People are used to hearing or telling stories from childhood (Rivera Pinzón, 2016) and they from ancient times to today frequently resort to stories for several reasons, such as conveying a message, transferring their thoughts and feelings, sharing their ideas, creating a getaway from daily struggle, and transmitting the cultural, historical, and moral information to next generations (Anderson, 2010). Besides, stories form and preserve the joint memory of cultures and enable people to benefit from “others’ wisdom, beliefs, and values” (Samantaray, 2014).

When it comes to storytelling, a number of definitions of it are available in the literature. To begin with, an extensive definition of storytelling was delineated by Anderson (2010), who defined it as “the culturally important act of presenting an event or series of events, true or fictional, through some form of communication; oral, written or visual to an audience that is or is not present at the time of the presentation” (p. 5-6). While Khodabandeh (2018) resorted to the definition of Soleimani & Akbari (2013), who define storytelling as the art of telling stories with the help of words and actions, Dujmovic (2006) and Samantaray (2014) consider storytelling as reciting a tale instead of reading it. Storytelling does not necessitate a written script, it can be narrated from memory.

Storytelling has been divided into several types by different researchers. Firstly, Anderson (2010) specifies three main classes of storytelling, which are traditional vs. non-traditional, oral vs. written, and formal vs. informal. It is stated that traditional storytelling includes the stories which have been transferred from the previous generations to the future ones, such as myths and legends. However, non-traditional storytelling is comprised of more present stories such as urban legends and personal narratives. Oral and written storytelling can be differentiated in accordance with the view that whether storytelling is the continuance of oral tradition or not. Lastly, formal storytelling involves the participation of some audience and some preparation of the storyteller before the performance, while informal storytelling is the one that people do every day while talking about their days or sharing a family memory.

Inayah (2015) cites the categorization of Coconi (2013), who listed four types of storytelling, namely cultural storytelling, family storytelling, personal storytelling, and apocryphal storytelling. While cultural storytelling is explained as the transfer of the cultural values, morals, and beliefs; family storytelling is described as the transmitting of the spoken history of a family. Personal storytelling is depicted as the conveying of personal experiences to the others. Finally, apocryphal storytelling involves the sharing of unbelievable truths, events, or stories as facts.

On the other hand, Özdemir (2015) presents the categorization of Hendrickson (1992), in which three types of storytelling were listed, which were: traditional storytelling, story reading and interactive storytelling. As it can be proposed by its name, traditional storytelling can be explained as the teacher's telling the stories with the help of some items, such as puppets, visuals, slides, flannel boards etc. Story reading is depicted as teacher's reading the story aloud to the students. Finally, interactive storytelling is clarified as the teacher's integrating the students into the storytelling process by requiring them to add some creative properties to the stories (Hendrickson, 1992 cited in Özdemir, 2015).

Though storytelling is mostly associated with children, it cannot be limited to the children's literature or domain. It is also an indispensable part of adults' literature and life. It is found appealing by everyone irrespective of its form such as fairy tales, folktales, myths etc. (Pu, 1992).

Storytelling is not only a way of providing entertainment, but also an important tool for giving morals and teaching some cultural values to the people (Özdemir, 2015). Additionally, the educational role of storytelling is widely recognized around the world (Kalantari and Hashemian, 2016), and teachers frequently resort to stories in their classes (Rivera Pinzón, 2016).

Storytelling is an important part of second/foreign language classes, and was noted as an important element in language learning and teaching (Rachmawaty and Hermagustiana, 2015; Pu, 1992; Lucarevschi, 2016). It presents language experiences for learners (Rachmawaty and Hermagustiana, 2015) in a meaningful context by enabling the usage of some illustrations, linguistic, and paralinguistic sources, and body language (Rivera

Pinzón, 2016). It is significant in the improvement of emotional intelligence and understanding the human behavior (Samantaray, 2014). Among other things, it helps learners in the organization of their thoughts and information in a meaningful way along with supporting their creative thinking, imaginary worlds, and enhancing insights (Pu, 1992). Besides, it can be used with students from all age and ability groups (Mokhtar, Halim, and Kamarulzaman, 2011; Lucarevski, 2016).

There is a consensus among EFL researchers that storytelling plays a crucial role in English classes in terms of providing chances to learners to practice and improve their EFL speaking skills (Mokhtar et al., 2011; Bala, 2015; Özdemir, 2015;). The effectiveness of it on developing the language skills of the learners is highly acknowledged by the researchers. For instance, Mokhtar and Kamarulzaman (2011) propose that storytelling contributes to the reading skills of the learners in a constructive way, along with its benign influence on the learners' development of pragmatics. Similarly, Samantaray (2014) suggests that storytelling enhances language learning by varying and increasing students' lexicon and presenting novel language structures. By drawing on the concept of storytelling, Ompusunggu (2018) highly recommended the usage of short stories in public schools as well as elaborating the advantages of short story as presenting fewer number of characters, a single plot, a simple depiction of the setting, and being short, which enables learners to follow it easily. Retelling the short stories in speaking classes were proposed as beneficial with respect to involving the learners in the speaking process and making them more active. Commonly used steps of retelling a story are summarised as follows; distribution of stories to the students, making them read and analyse it for unknown words, asking them to practice the pronunciation, requiring them to summarize the text and memorize it, and lastly demanding them to retell it in front of their classmates. Besides, some other activities such as making the students to tell the story sentence by sentence by taking turns, and making the learners act the story are listed by Pardede (2011, cited in Ompusunggu, 2018).

2.3.2. Advantages of Storytelling in EFL Settings

Storytelling is a technique which is widely used while teaching foreign languages. It is accepted as an effective teaching resource by many EFL teachers (Dujmović, 2006). A large and growing body of literature has mentioned the positive effects of storytelling in EFL setting. A number of advantages of storytelling will be presented here in relation to its effects on the teaching environment, learners, and teachers.

Use of storytelling in EFL classes as a teaching tool contributes to the learning and teaching environment in various ways. To start with, the use of storytelling technique in foreign language teaching saves the class from being a boring learning environment (Purwatiningsih, 2015; Ikramuddin, 2017). Storytelling creates an enjoyable and non-threatening learning environment in the classroom, which helps learners develop positive attitudes towards the language and the teacher (Pu, 1992; Castro, 2002; Dujmovic, 2006; Mokhtar et al., 2011; Samantaray, 2014; Bala, 2015; Ompusunggu, 2018), build their confidence (Castro, 2002), and have an active role and express themselves without hesitation (Mokhtar and Kamarulzaman, 2011). The distance between the learners and teacher is reduced, and storytelling makes the learning more student-centered (Pu, 1992).

Besides, it is effective in promoting language learning (Bala, 2015; Méndez Jiménez, 2017), making it more permanent (Samantaray, 2014), and improving the four language skills through presentation of the new linguistic material in a contextualized way (Vecino, 2006), frequent repetition of particular structures, and revision of new lexical and structural items (Dujmovic, 2006), thus reinforcing both receptive and expressive language (Pu, 1992; Mokhtar et al., 2011; Purwatiningsih, 2015; Fikriah, 2016; Lucarevschi, 2016). On the other hand, Özdemir (2015) claims that storytelling could be able to enhance the four language skills of learners, if it is well-designed and includes follow-up activities. Storytelling contributes to the language skills of the learners in several ways. For instance, it promotes the verbal skills of the learners through discussions. Besides, it also requires the effective usage of listening skills so as to follow the story (Fikriah, 2016). It is highlighted that considering storytelling just as a recreational activity is not correct. It is an effective technique to be used in ESL/EFL classes for different teaching purposes (Fikriah, 2016).

Storytelling involves authentic and credible language and knowledge sources to learners (Mart, 2012; Fikriah, 2016). Özdemir (2015) refers to Scott and Ytreberg (1990), Palmer (2001), and Brewster et al. (2002) to express that storytelling presents rich authentic linguistic and paralinguistic materials to the learners in a meaningful, natural, and enjoyable context, and enhances their understanding, along with providing chances for cooperative learning. Integration of some materials such as costumes, musical instruments, pictures, real objects etc. to the storytelling process increases the comprehensibility and attention (Fikriah, 2016). Additionally, storytelling makes comprehension easier with the help of some visual aids, body language, and frequently repetitive structures (Lucarevski, 2016). Besides, it requires interaction and cooperation among learners (Lucarevski, 2016; Sharma, 2018) along with requiring the usage of some learning strategies (Rivera Pinzón, 2016), and guides learners to develop communicative strategies such as negotiating among peers (Pu, 1992; Mokhtar et al., 2011).

Storytelling is a way of conveying culture and traditions to the new generations, because it passes the knowledge from adults to children, and from country to country for thousands of years (Castro, 2002). Stories consist of knowledge and information related to people and cultures, and storytelling is a significant way of retaining information and transmitting this heritage (Fikriah, 2016). Moreover, it was noted that stories allow learners to deeply understand the human nature along with conveying the accumulated wisdom, beliefs, and values (Vecino, 2006). Besides, it is a way of teaching children the national beliefs and features (Castro, 2002). In addition to that, storytelling is effective in teaching the right and wrong to the learners, because stories contain moral about the people's attitudes and behavior (Castro, 2002).

Additionally, Purwatiningsih (2015) and Ompusunggu (2018) considered storytelling as an indispensable part of foreign/second language classes with respect to its benign role in improving speaking. In addition to providing interesting topics for learners to talk about, storytelling can form the basis for the usage of some other activities such as oral reading, dramatization, improvisation, role-playing, re-enactment, and discussion, which can lead to educational, intellectual, cultural, and linguistic development in the learners. In terms of its impacts on the EFL speaking skills specifically, researchers argue that storytelling

promotes speaking skills of language learners with regard to increase in vocabulary knowledge, facilitating fluency, betterment in pronunciation, revealing creativity of learners and helping them to organize and share the ideas. Storytelling provides opportunities for learners to enhance their academic knowledge, as well as helping them to experience the real language use with speech acts (Ikramuddin, 2017).

Along with its contributions to the teaching environment, storytelling fosters learners from various aspects. For instance, it leads to creative thinking in learners, as well as the usage of logical thinking, cause-effect reasoning, sequencing, self-thinking, organization, and emotional intelligence (Pu, 1992; Dujmovic, 2006; Özdemir, 2015; Purwatiningsih, 2015; Méndez Jiménez, 2017). Besides, storytelling was accepted as a facilitator that leads nourishment in the critical thinking skills of the learners (Vecino, 2016). Moreover, it improves imaginations of the learners and encourages them to create mental images even if they are not aware of it while listening to the story (Pu, 1992; Castro, 2002; Dujmovic, 2006). It helps learners to write their own stories as well (Rivera Pinzón, 2016). Additionally, storytelling teaches emotions to the learners without conscious and overt effort. Learners coincide with different kinds of situations while listening to or reading a story, and they experience various types of feelings such as surprise, anger, excitement etc. (Pu, 1992). Dujmovic (2006) and Mokhtar et al. (2011) claimed that stories allow learners to share a social experience, in a way that they go through the same emotions such as anxiety, excitement, sadness, enjoyment, or laughter.

Storytelling increases the motivation of the learners along with their participation to the class (Mokhtaret al., 2011; Purwatiningsih, 2015; Fikriah, 2016; Lucarevschi, 2016; Rivera Pinzón, 2016; Ompusunggu, 2018). Besides, it contributes to the concentration skills of the learners (Samantaray, 2014; As, 2016), their lexicon, and expressive skills (Castro, 2002). It shows students how to be more impressive, effective, and comprehensible in a communication through the usage of facial expressions, gestures, eye contact, and body language. It enables learners to express themselves in a more creative and confident way, and understand each other (Mokhtaret al., 2011; Rivera Pinzón, 2016).

Last but not least, storytelling is a facilitator in lowering the affective filters such as anxiety (Pu, 1992), and is credited as a chance for learners to investigate their inner personality traits and beliefs (Vecino, 2006).

Finally, from the perspective of the teachers, it forces them to do creative teaching rather than counting on traditional teaching methods, and it is challengeable (Pu, 1992). Moreover, it is a crucial method to be used by teachers, because it eases to grab the attention of the learners, teach the curriculum without being dull, and engage every student in class in the teaching process (Mokhtaret al., 2011). Supporting the previous judgements, Marzuki, Prayogo, and Wahyudi (2016) assert that stories enable teachers to convey their message. Storytelling is also advantageous in terms of presenting new structures to the learners, because retelling a story a few times makes learning more permanent and learners get used to the new language material without conscious effort. Besides, it is a great way of evaluating the comprehension of the learners and measuring their productive skills (Purwatiningsih, 2015)

Dujmovic (2006) and Méndez Jiménez (2017) mention that usage of storytelling in EFL classes is cheap because it does not require any extra materials, so it is accessible for the teachers easily. Moreover, stories can be used with learners from different ages and cultures (Özdemir, 2015), which makes it also an attainable and practical source of teaching. Castro (2002) proposed that storytelling cannot be boiled down to young learners, it should be used with the learners from all age groups. However, Özdemir (2015) specifically highlights its effectiveness in language teaching to young learners. The researcher states the importance of storytelling usage with young learners by quoting from Slattery and Willis (2003, p. 96), “Stories; help children relate new thing to what they know already, help children to look at real life from different viewpoints and imagine what it feels like to be someone else, let children share their experiences with the group.” (p. 535).

2.3.3. Studies on the Effects of Storytelling on EFL Speaking

The research on the effect of storytelling on EFL speaking is not vast. Some of the recent studies in the field will be summarized here. To begin with, in Colombian context, Vecino

(2006) carried out a study with fifteen adult learners at the ages between 17 and 35 with the aim of questioning how storytelling could contribute to the improvement of their language skills and increase their interest in literature. Storytelling-based lessons were implemented for six weeks and fourteen sessions in total. Data was collected via class videotaped sessions, portfolios, researcher observations, and questionnaires. Results of the study revealed that storytelling increased the interest and enjoyment of the learners to the lesson and activities. Additionally, learners noted an increase in their understanding of grammar, vocabulary, and usage of speaking skills. Besides, it was stated that learners had a chance to exchange their thoughts with their classmates via continuous interactivity.

Another study with university students was conducted by Mokhtar et al. (2011) including thirty Malaysian undergraduates to quest the effectiveness of the storytelling on the communicative skills of the learners, which were content, language, and delivery in particular. Students were assigned into groups of three and were required to tell the story in front of their classmates by taking turns. These storytelling presentations were utilized to observe the changes in the communicative skills of the learners. Questionnaires, pre-/post assessment forms, and focus group interviews were resorted to collect data. Results of the study showed that there was an improvement in the communicative skills of the learners along with their vocabulary, comprehension, sequencing, and story recall.

Akhyak and Indramawan (2013) carried out a study in Indonesian context with 25 college students. The main purpose of the research was to investigate whether storytelling had an impact on the speaking competences of the students. Quantitative and qualitative data were collected via observation, documentation, interview, and questionnaire through a pre-test/post-test design. Results of the study suggested that storytelling contributed to the speaking competences of the learners with respect to fluency, grammar, pronunciation, vocabulary, and content. However, the specific results of the study were not stated clearly. Besides, whether the improvement in the speaking competence of the learners thanks to storytelling was at a statistically significant level or not were not expressed.

Rachmawaty and Hermagustiana (2015) carried out a study with six Indonesian preparatory school students in order to investigate the influence of retelling a story on the

speaking fluency of the learners and to find out the strategies that students utilize before and while telling a story. Learners were expected to read and retell a story, and their speech was audio-recorded and transcribed, which was repeated six times. Besides, a questionnaire were utilized to probe for the strategies that they use. Results of the study unearthed that usage of storytelling improved the speaking fluency of the learners at a statistically significant level. In addition, it was noted that participants used some strategies during their storytelling performance, which helped them speak fluently.

Similarly, Muzammil and Andy (2017) carried out a study with sixty Indonesian university students with respect to their EFL speaking performances and their reflections on the usage of Teaching Proficiency through Reading and Storytelling (TPRS). Pre-test and post-test design was utilized so as to measure the control and experimental groups. Results of the study suggested that use of TPRS led to an increase in the speaking performances of the learners in relation to pronunciation, vocabulary, grammar, and fluency. In other words, it could be stated that utilization of TPRS improved the speaking performances of the learners at a statistically significant level than the usage of traditional teaching methods. Additionally, both learners and teachers reported the positive effects of TPRS in the teaching and learning process. Besides, students claimed that TPRS helped them remember vocabulary and understand English.

A study with relatively younger participants than the previous ones was conducted by Inayah (2015). Sixty 10th grade students participated in this study so as to quest for the possible influences of storytelling on the speaking ability of the learners and their attitudes towards the usage of storytelling technique. A quasi-experimental design was used, in which a control group and an experimental group took place. Pre- and post-speaking tests were applied to both groups, while questionnaires were applied only to the experimental group. Pre-speaking-test comparisons showed that groups were equal in terms of their speaking abilities. Results of the post-speaking-test unearthed that there was a statistically significant difference between groups in terms of their speaking scores at the end of the study. Besides, the researcher stated that participants of the study held positive attitudes towards the storytelling technique, though they did not obviously state which questionnaires they utilized or did not elaborate on what the results of the questionnaires were.

Purwatiningsih (2015) also conducted a study with high schoolers, in which thirty-two 9th grade EFL students took part in. Observation checklists, field notes, speaking task measured using scoring rubrics, and questionnaire were used to collect data. The role of storytelling technique by using picture series in improving the speaking ability of EFL learners is investigated and the results of the study revealed that storytelling is effective in increasing the speaking competence of the learners. The average scores of the students in EFL speaking raised significantly. In addition to that, an increase in the classroom participation was observed.

By applying a quasi-experimental research design, As (2016) carried out a study with the aim of testing the effects of storytelling on the speaking skills development of 8th grade EFL learners. By using storytelling in one class, and choosing another class as a control group, As (2016) investigated the development in the EFL speaking abilities of the participants via some tests and a questionnaire. Results of the study reveal that speaking abilities of the storytelling group improved at a statistically significant level. Besides, responses of the participants to the questionnaire, which demanded them to describe their storytelling experience, showed that almost 80% of them are quite willing and pleasant with the usage of stories in EFL classes.

Choosing young learners as participants, Fikriah (2016) conducted a study with thirty-six 3rd graders from an Indonesian primary school with the aim of observing the effects of storytelling technique on the speaking skills of the EFL learners. The teacher formed six groups including six members in each one, and requested the students to tell the story to their group members first. Then, group members told their story in front of the class by taking turns. Observation sheets, a speaking test, and a questionnaire were utilized so as to collect data. The study was conducted in two cycles and students' performances from the first and the second cycle were compared. According to the researcher, the mean scores of the learners, as well as their participation, increased from first cycle to the second one. Besides, it was noted that both learners and teacher reflected positive opinions towards the usage of storytelling in EFL classes. Particularly in relation to speaking, results of the study indicated that primary school students improved their EFL speaking skills with respect to pronunciation, fluency, accuracy, and comprehension.

Marzuki et al. (2016) have a study with 22 Indonesian junior high school students took part. Eight teaching sessions were applied using interactive storytelling method. According to the results of this study it can be stated that an increase in the speaking ability and participation into the classroom activities was observed. Besides, the quality of the speaking performance of the EFL learners increased in terms of fluency, accuracy, and comprehension. Zare-Behtash, Saed, & Sajjadi (2016) carried out a quasi-experimental study in a parallel line with 40 female Iranian EFL learners. Their proficiency level was intermediate, and they were high school students at the ages of 14-16. An experimental and a control group were designed and a pre-test and post-test were applied. Results of this study uncovered that intermediate level EFL learners showed improvement in EFL speaking compared to the ones who had regular teaching methods.

By bringing a different perspective to the implementation of storytelling technique in classroom, Ahmadi and Mohamadi (2017) conducted a study with sixty Iranian male students, who were at the ages 12-15, in order to measure the effects of storytelling with and without a puppet on the speaking fluency and motivation of the learners. An experimental design was used in the study, in which one experimental and one control group were involved, and storytelling with a puppet treatment was given to the experimental group, while storytelling without a puppet was conducted in the control group for five-week period. Gardner's Attitude/Motivation Test Battery and speaking section of Preliminary English Test (PET) were utilized so as to collect data. According to the results of this study, the researchers claimed that usage of storytelling improved the speaking fluency and motivation levels of the learners significantly. Mean scores of the learners increased enormously from pre-test to post-test. Besides, it was noted that there was a statistically significant difference between two groups who had storytelling sessions along with a puppet, and those who had storytelling session without a puppet.

Méndez Jiménez (2017) carried out a study in Mexican context with twenty-four 5th grade students, whose mother tongue were Spanish. The researcher aimed to seek for the effects of storytelling on the English speaking skills and vocabulary knowledge of the learners. The data were collected via a questionnaire, teacher journals, student learning logs, and oral pre- and post-tests. After the eight-week of storytelling-based lessons, the data of the six students were analysed. According to the results of the study, it can be

stated that participants of the study lacked enough vocabulary knowledge and were weak in terms of their English speaking skills at the beginning of the study. However, students' learning logs, teacher journals, and post-test results showed that storytelling improved the speaking skills of the learners along with nourishing their vocabulary repertoire. Besides, an overall improvement in their language use was noted by the researcher.

Also in an Indonesian context, Ompusunggu (2018) investigated the effects of storytelling technique on the speaking skill development of EFL learners. Applying storytelling activities in the experimental class for six sessions and regular teaching methods in the control group, along with utilizing a pre-test and post-test design for measurement, the researcher probed the improvement in the speaking skills of the sixty 8th grade students. Results of the study revealed that though both groups had equal speaking scores at the beginning of the study, there was a higher increase in the speaking scores of the learners in favour of the experimental group. Besides, it was noted that this increase was at statistically significant level.

Sharma (2018) carried out a study in Nepalese context, with twenty-five 11th grade students so as to examine whether usage of cooperative storytelling leads to an improvement in the speaking skills of the learners. Speaking pre- and post-tests, a storytelling contest, and diary notes formed the main instruments of data collection. Storytelling techniques were implemented in the class for two weeks, in which learners actively took part in the storytelling activities. In accordance with the result of the study, it can be stated that usage of cooperative storytelling technique in class improved the speaking skills of the learners with respect to comprehension, grammar, fluency, and vocabulary. Besides, increases in the motivation levels of the learners and eagerness to tell the story were observed.

Utilizing two different techniques, which are role-play and storytelling, Hartono (2018) has a study with Indonesian EFL learners so as to test the speaking achievements of the participants. Out of 350 ninth grade students, 70 of them selected randomly, and they were divided into two groups as role-play and storytelling groups. Pre- and post-tests were applied to both groups so as to measure their speaking achievements. According to the pre-test results, groups had similar speaking performances at the beginning of the

study. However, after the application of role-play and storytelling activities to the separate groups for four weeks, it was noted that storytelling led to a higher increase in the speaking scores of the learners. Nevertheless, whether this increase in the speaking scores of the learners was statistically significantly different from the scores of role-play group, or whether the increase from the pre-speaking-test to post-speaking-test was significant were not stated clearly in the article.

2.3.4. Turkish Studies on the Effects of Storytelling

Turkey is one of the countries in which a growing interest to the English as a foreign language is observed (Kara and Eveyik-Aydın, 2019). Early exposure to English is thought to be quite significant, therefore, private schools generally offer English lessons to the children starting from the ages 3-4. In terms of public schools, the Ministry of Education entailed English lessons compulsory starting from the second grade when students are at the ages of 7-8. Notwithstanding, teaching English in Turkey has weaknesses especially when it comes to communicative skills due to the lack of authentic context (Özdemir, 2015). Therefore, teachers' usage of different teaching methods in which they can present authentic input in a meaningful context to their students is indispensable (Özdemir, 2015). Storytelling is one of the activities that contributes to the second language development of the learners from all ages. However, the number of studies that probe for the effects of storytelling on the language skills of the learners in the Turkish context is quite limited, particularly in terms of the speaking skill. Even though, they do not focus on the effects of storytelling on the speaking skills, a few studies in the Turkish context will be summarized here.

Kütük (2007) carried out a study with thirty-seven 5th grade students from a secondary school in Turkey. Participants of the study were around 10-11 years old. The main purpose of her study was to investigate the possible effects of storytelling technique involving mnemonic vocabulary learning strategies on the vocabulary knowledge and retention skills of the learners, as well as investigating students' attitudes towards these storytelling activities. Attitude Questionnaire, Vocabulary Knowledge Scale, Intrinsic Motivation Inventory, and structured interviews were utilized to gather data. After the

implementation of storytelling activities in the class for ten weeks, analyses of the data revealed that though students were aware of the importance of learning English, they were not knowledgeable about effective vocabulary learning strategies. According to the results, it was clearly seen that there was a gradual increase in the vocabulary mean scores of the learners. Additionally, results of the study showed the positive influence of storytelling technique involving mnemonic vocabulary learning on the effective learning and recalling of the vocabulary items. Besides, it was noted that storytelling activities contributed to the motivation levels of the learners.

A very recent study belongs to Kara and Eveyik-Aydın (2019) with very young learners in Turkish context. They utilized Teaching Proficiency through Reading and Storytelling (TPRS) technique in order to measure the receptive and productive vocabulary acquisition of nineteen four-year-old kindergarten students for five weeks. Results of their study reveal that usage of TPRS had a positive impact on the students' retention and recall of the vocabulary items. Researchers of the study suggested that this improvement was gained thanks to the advantages of storytelling in terms of presenting the new lexical items in a meaningful and familiar context. Besides, it was found out that TPRS was more influential on receptive vocabulary than productive one.

Özdemir (2015) conducted a study with sixty-eight 8th grade students at the ages of 14, at a Turkish secondary school. They utilized an experimental design, in which a control group and an experimental group took place. Integration of the storytelling and role-play techniques were used in the experimental group, while regular teaching methods were utilized in the control group so as to teach vocabulary. Pre-test, post-test and delayed post-tests were resorted to measure the vocabulary gain of the learners. Results of the study unearthed that though both groups were equal at the beginning of the study in terms of vocabulary knowledge in terms of recall and recognition, statistically significant difference emerged in favour of storytelling-role-playing group at the post-test and delayed post-test.

2.4. Foreign Language Speaking Anxiety

2.4.1. Anxiety

Anxiety is one of the main emotional factors that can affect acquisition or learning. It is defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 1; cited in Horwitz et al. 1986). Anxiety has been investigated to a tremendous amount in education and psychology, and its mostly negative effect on learning has been acknowledged by authorities. (Horwitz, 2001).

2.4.2. Foreign Language Anxiety

Anxiety is accepted to negatively affect the language learning process, as asserted by language learners, teachers, and researchers (Horwitz et al, 1986; Horwitz, 2001; Sadighi and Dastpak, 2017; Tsai, 2018). Foreign language anxiety is described as “tension, related to the fields of the second language, including speaking, listening” by MacIntyre and Gardner (1994) (Sadighi and Dastpak, 2017). According to Horwitz (2001), the relationship between anxiety and second language learning and achievement was firstly documented by Scovel (1978) though it had grasped attention since 1960s. Horwitz et al. (1986) contributed profoundly to the area by pioneering the studies which were related to anxiety and foreign language. They claimed that even if the learners are highly motivated, hardworking, and have a sympathy for the foreign language, they may feel like having a mental block against foreign language learning, which was named as Foreign Language Anxiety. Communication apprehension which was defined as “a type of shyness characterized by fear of or anxiety about communicating with people”, test anxiety which was described as “a type of performance anxiety stemming from a fear of failure”, and fear of negative evaluation which was stated as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," were asserted as the three types of anxiety related to foreign language learning by Horwitz et al. (1986). They developed a Foreign Language Classroom

Anxiety Scale (FLCAS) by taking these aspects into consideration in 1986. It was noted that foreign language learners experience at least one of these anxiety types.

2.4.3. Foreign Language Speaking Anxiety

Speaking anxiety is the most prominent and complained one in comparison to the other language anxiety types (Horwitz et al, 1986). Foreign language speaking anxiety plays a crucial role on the learners' development of speaking skills. Besides, even the most proficient EFL learners could report that they go through speaking anxiety though they mastered the other skills (Sadeghi, Mohammadi, and Sedaghatghofar, 2013). Foreign language speaking anxiety may stem from different reasons. Linguistic, psychological, and cultural factors were listed as the main factors that have a direct relationship with speaking anxiety by Ellis (2015) (cited in Toubot and Seng, 2018). It was stated that as the lower the linguistic proficiency of the learners, the higher anxiety levels that they generally have. In terms of psychological factors, personality traits were asserted as the most effective one on speaking anxiety. Lack of teacher support, nature of the activities used in the class, demanding classroom atmosphere, irrelevant teaching contents, and personal attention could be listed as the main sources of cultural or external speaking anxiety (Toubot and Seng, 2018). Sadeghi et al (2013) suggested lack of speaking opportunities for learners as one of the factors that leads to the higher speaking anxiety.

2.4.4. Studies on Foreign Language Speaking Anxiety

There is a plethora of research on foreign language speaking anxiety. It is one of the most investigated issues among affective factors in L2 learning and teaching. To investigate the levels or sources of foreign language speaking anxiety, various studies have been conducted worldwide; for example, Gkonou (2011) in Greece, Sadeghi et al (2013), and Sadighi and Dastpak (2017) in Iran, Tsai (2018) and Tien (2018) in Taiwan, Toubot and Seng (2018) in Libya, Miskam and Saidalvi (2019) in Malaysia are among the recent ones that will be mentioned in this section.

To begin with, Sadeghi et al (2013) carried out a study with 76 Iranian EFL learners at the ages of 20-21 with respect to the possible effects of gender on the foreign language speaking anxiety. FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz et al. (1986) was applied to the participants and their results were compared by taking the gender into consideration. Then, the females who had high speaking anxiety levels were asked to take part in semi-structured interviews. Results of the study suggested that females had a high level of speaking anxiety, while males have low level of speaking anxiety. The difference between the speaking anxiety levels of the learners was at a statistically significant level. 65% of the female participants were noted as highly or moderately anxious, while this percent is 55 for male participants. Interviews with some of the participants and instructors revealed that socio-cultural factors were the main reason of the high level of speaking anxiety for females. Researchers of the study suggest that more speaking tasks such as group work, role-play, project works should be used in English classes so as to lessen the anxiety levels of the learners and get learners used to the usage of the language.

Similarly, Sadighi and Dastpak (2017) conducted a study with Iranian EFL learners to investigate the sources of foreign language speaking anxiety by using Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). 154 adult learners completed this scale. Results of the study unearthed that fear of committing mistakes, fear of being negatively evaluated, and limited knowledge of vocabulary emerged as the most important sources of foreign language speaking anxiety. The researchers of the study highlighted that speaking anxiety has a vital role in the speaking performances of the learners. Nevertheless, they did not mention the speaking anxiety levels of their participants.

In Taiwanese context, a research study on the speaking anxiety was carried out by Tsai (2018) with 105 adult learners in order to probe the possible relationship between speaking anxiety and speaking strategies with respect to the gender and proficiency level aspects. Data were collected via two questionnaires, which were The Personal Report of Public Speaking Anxiety (PRPSA) by McCroskey (1970) and Language Speaking Strategy Use (FLSSU) by Stern (1992). The study had a pre-test and post-test design. Participants of the study fulfilled these questionnaire at the beginning of the study as a

pre-test. Then, they completed it as a post-test after eighteen week of speaking strategy training in between. Results of the study revealed that participants' PRPSA scores and FLSSU scores are negatively correlated at a significant level, meaning that as their strategy use increases, their level of speaking anxiety decreases. Besides, it was noted that getting strategy training for eighteen weeks led an increase in the strategy use of the learners and a decrease at their speaking anxiety levels irrespective of their genders.

Another study with Taiwanese participants was by Tien (2018), who focused on the English speaking anxiety and influences of several factors such as gender, major, and the years of learning English on the anxiety levels of the learners. The number of participants was massive, 658 Taiwanese university students in total. An adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986; Mahmoodzadeh, 2012) was utilized to collect data. Results of the study showed that Taiwanese university students have a high level of speaking anxiety ($M=3.38$ out of 5). Examination of the three factors, which are gender, major, and years of learning English, showed that females are more anxious than males, non-English majors have more speaking anxiety than English majors, and as the year of learning English increases, the anxiety level of the learners decreases. As the main sources of speaking anxiety, accuracy in grammar, lack of vocabulary knowledge, correct pronunciation, and wanting to be understood were noted.

So as to investigate the levels and sources of foreign language speaking anxiety, Toubot and Seng (2018) made a study with 300 Libyan university students. An 18-item Foreign Language Speaking Anxiety Scale (FLSAS) modified by Ozturk and Gurbuz (2014) from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) was used to collect data. Results of the study unveiled that almost 75% of the participants have a moderate or high level of English speaking anxiety. Communication apprehension, fear of negative evaluation, and low self-confidence emerged as the three main reasons of the speaking anxiety.

In a quite recent study, Miskam and Saidalvi (2019) probed the speaking anxiety levels of 42 Malaysian university students. Data were collected via The Foreign Language Speaking Anxiety Scale (FLSAS) by (Balemir, 2009; Huang, 2004), which includes 28

Likert type items. Results of the study revealed that participants of the study were moderately anxious in speaking in English. Communication apprehension, fear of negative evaluation, and test anxiety were the main factors of speaking anxiety according to the questionnaire. It is stated that highly and moderately anxious students rated communication apprehension more as the main source of their speaking anxiety, while learners who had low anxiety levels noted test anxiety as the primary reason of their speaking anxiety.

Different from the other studies mentioned above, Gkonou (2011) focused on not only the speaking anxiety but also the writing anxieties' of 128 adult EFL learners in a Greek context. Modified versions of Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986) and English as a Second Language Writing Apprehension Test (ESLWAT; Gungle & Taylor, 1989) were utilized so as to assess both speaking and writing anxieties of the participants. When we focus on the results related to the speaking anxiety as it is one of the issues examined in this study, it can be stated that classroom context was found as the main source of speaking anxiety among participants. Paying enormous attention to the grammatical accuracy, and pronunciation, self-consciousness, fear of negative evaluation, and peer criticism were stated as the components of classroom anxiety. Besides, teachers were suggested to use more speaking tasks to reduce the anxiety levels and sources of anxiety in class.

2.4.5. Studies on Foreign Language Speaking Anxiety in Turkish Context

Studies on speaking anxiety that have been conducted in the last decade in Turkish context will be mentioned here.

Firstly, Balemir (2009) carried out a study with 234 preparatory school students at a university in Turkey so as to investigate the relationship between the speaking anxiety levels of the learners and their proficiency levels. Proficiency exams, a questionnaire by Huang (2004), and interview were used as the data collection tools. Results of the study unearthed that foreign language speaking anxiety levels of the participants were at a moderate level. Besides, female learners turned out to be more anxious than males. However, the influence of proficiency level on the speaking anxiety was not at a

significant level. According to the results of the study, linguistic difficulties, teaching and testing procedures, personal reasons, and fear of negative evaluation emerged as the contributors to the increase in the speaking anxiety.

A few years later, Öztürk and Gürbüz (2013) carried out a study with 383 preparatory school students in a Turkish context. The main purpose of their study was to find out the possible effects of gender on the foreign language speaking anxiety levels and motivations of the learners. So as to collect data, an adapted version of The Motivation and Attitude Questionnaire (MAQ) (Dörnyei, 1990) by Mendi (2009) and Foreign Language Speaking Anxiety Questionnaire (FLSAQ), which is a modified version of FLCAS (foreign language classroom anxiety scale) by Horwitz et al. (1986) were utilized. If the results with respect to the speaking anxiety are summarized here, it can be stated that female learners hold a high level of speaking anxiety, while males have low levels of speaking anxiety in English, and there is a statistically significant difference between their speaking anxiety levels.

Another study that enrolled preparatory school students as participants was conducted by Tercan and Dikilitaş (2015) in a Turkish context so as to investigate the influences of gender, proficiency level, and onset of learning on speaking anxiety. An adapted version of Foreign Language Speaking Anxiety Scale (FLSAS) (Huang, 2004) by Balemir (2009) (Cronbach's Alpha=.822 for 27 items) was applied to 159 preparatory school students. Researchers of this study formed 7 categories from the items in the questionnaire, and they examined the effects of gender, proficiency level, and onset of learning with respect to these categories, which are the anxiety of speaking, preparedness, question-answer, testing, discussion, public speaking, error correction. Results of the study imply that female learners hold a higher level of anxiety with respect to males in more aspects of speaking. Besides, it is stated that learners who have lower proficiency levels are more anxious in speaking than the ones who have higher proficiency levels. It was stated that onset of learning was significant just at the testing anxiety of the learners. Except that, there was not any major differences between the learners who started learning English at primary school and the ones who started at university in terms of their speaking anxiety. The researchers of this study suggest that role of the teacher in English classes should be more flexible, and students should be provided some opportunities to practice the

language in a freer classroom context to get rid of or diminish their speaking anxiety levels.

Çağatay (2015) also focused on the foreign language speaking anxiety levels of Turkish preparatory school students with respect to their genders, proficiency levels, and interaction with a native speaker. 147 preparatory school students from a university in Turkey participated in this study. To directly focus on the speaking anxieties of the learners, Foreign Language Speaking Anxiety (FLSA) questionnaire was formed by selecting 18 items from the prominent Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz, et al (1986). Results of the study unearthed that participants of this study had a moderate level of speaking anxiety in English. Besides, female participants were found to be more anxious in speaking than males. Moreover, it was noted that irrespective of the gender, all participants stated that they felt more tense or anxious when speaking with a native speaker in front of their peers. Nevertheless, proficiency levels did not emerge as a statistically significant factor on the speaking anxiety levels of the learners.

Lastly, foreign language speaking anxiety levels of Turkish preparatory school students were investigated by Karatas, Alci, Bademcioglu, and Ergin (2016) as well with regard to four factors, which were gender, language level, receiving English preparatory training, and the kind of high school they graduated from. 488 participants took part in this study and they were required to fulfil Foreign Language Speaking Anxiety Questionnaire (Saltan, 2003), which is a shortened and adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). Results of the study indicate that students are moderately anxious in speaking in English (M=48.47 out of 90 maximum). Besides, it was observed that females are more anxious than males. However, receiving language level, English preparatory training, and the kind of high school they graduated from did not lead a statistically significant difference on their speaking anxiety levels.

Tüm and Kunt (2013) assigned their participants as prospective EFL teachers in a Turkish context. 131 ELT department students from Northern Cyprus were requested to fulfil an 18-item version of foreign language anxiety scale by Horwitz et al. (1986). 28 of these participants attended the interviews as well. According to the results of the study, most

of the participants reported suffering from affective states of foreign language anxiety, which emerged most frequently application of the grammar rules and execution of the speaking skills. In terms of speaking anxiety, a great number of participants stated that they generally experience speaking anxiety.

Korkmaz and Gürsoy (2018) also carried out a study with prospective English teachers, but they focused on different participant spectrum. They probed the speaking anxiety levels of freshman and senior students from ELT department, namely prospective ELT teachers, from a state university in Turkey. 117 students fulfilled a modified version Foreign Language Classroom Anxiety Scale (FLCAS) which was originally developed by Horwitz et al. (1986), but adapted by Melouah (2013). Researchers of this study also made a few changes in the scale to customize it in accordance with the aim of their study. 10 of the participants also participated in the interviews. Results of the study put forth that prospective ELT teachers are moderately anxious in speaking in English. Besides, it turned out that freshman students have a higher level of speaking anxiety than seniors at a statistically significant level. Similarly, less proficient learners were found to bear a greater amount of anxiety than more proficient ones. In terms of gender comparison, it was understood that females have a tendency of having more anxiety with related to some items in the questionnaire. However, the researchers of the study put forward that it would not be correct to generalize this as females were more anxious than males in terms of speaking. Finally, in terms of the high school type that they had graduated, Anatolian Teacher Training High School graduates turned out to be less anxious than the graduates of other high schools.

Han, Tanriöver, and Sahan (2016) handled the speaking anxiety issue in relation to a highly debated issue in Turkey, which is native English teachers (NESTs) and non-native English teachers (non-NESTs). They focused on the perspectives of EFL learners about their foreign language speaking anxiety with related to the NESTs (American) and Non-NESTs (Turkish) that they have communication classes. 48 Turkish university students took part in this study and they were required to fill out an adapted version of a foreign language speaking anxiety questionnaire by Young (1990). Besides, 12 students participated in the interviews along with the 4 instructors that gave the communication classes. Results of the study show both male and female students' attitudes towards the

classes of NESTs and Non-NESTs are similar with respect to speaking anxiety, and there is not a statistically significant difference. However, there was a significant difference when students compared their anxiety levels in the classes of Non-NESTs. It was noted that students reported a higher level of anxiety in one of the Non-NESTs class. Nevertheless, there was not a similar situation for the classes of NESTs. It was stated that gender did not have a significant role on the speaking anxiety levels of the learners. Teachers in the study reported fear of making mistakes and low level of language proficiency as the main sources of the EFL students' speaking anxiety.

The number of studies, which involve young learners as participants, is quite low. Review of the related literature showed that Turkish researchers mostly consulted university students as their participants. However, language learning starts at a very early age in Turkey. Students start having English lessons at the second grade when they are at the ages of 7-8. Despite this fact, studies that investigate foreign language speaking anxiety of young learners in Turkish context are quite uncommon. In fact, only a few studies could be found related to this issue upon reviewing the related literature, one of which was conducted by Ay (2010) with young adolescents in Turkey. Specifically, 160 fifth, sixth, and seventh grade private school students in total, at the ages of 11-13 participated in this study. Their foreign language anxiety was investigated with respect to four skills, namely reading, listening, writing, and speaking. Foreign Language Classroom Anxiety Scale (Horwitz, 1986), which was redesigned in a way of including five items in relation to each of four skills, was utilized as a data collection instrument. Results of the study imply that participants of the study hold low level of anxiety for receptive skills, which are reading and listening, while they have high level of anxiety for productive skills, which are writing and speaking. If we focus on the results that specifies on speaking anxiety, it can be stated that seventh grade students have more speaking anxiety than fifth and six graders. Being required to speak without having prepared in advance was rated as the most anxiety triggering factor for the participants.

Another study with relatively young participants was conducted by Şahin (2016) in Northern Cyprus with 47 secondary school students and 53 high school students. A Turkish version of the Foreign Language Classroom Anxiety Scale (Horwitz et al, 1986) was utilized as a data collection tool. A group of the participants also took place in the

interviews. According to the results of the study, it can be stated that high school students turned out to be highly anxious, while secondary school ones were as not much anxious as them. Secondary school students reported their peers as the main source of anxiety. However, communication activities were rated as the most anxiety triggering reason by high schoolers. Speaking was noted as the most anxiety provoking activity by learners, and they stated that the level of speaking anxiety increased when they did not get prepared beforehand.

2.5. Willingness to Communicate

2.5.1. Origination of Willingness to Communicate

Communication is a natural and indispensable part of the human language. People communicate with each other for different purposes. However, some people desire communicating more than the others. The difference among individuals in terms of their willingness or unwillingness to communicate gave incentive to the researcher to focus on this issue. McCroskey and Richmond (1987) summarize the emergence of willingness to communicate (WTC) term in L1. First of all, at this point, it would be appropriate to define what willingness to communicate is. It is described by McCroskey and Baer (1985) as a predisposition to initiate or avoid communication when one is free to do so. They stated that WTC originated from the Burgoon (1976)'s Unwillingness to Communicate Scale (UCS) and Mortensen et al.'s (1977) Predispositions toward Verbal Behaviour (PVB) scale. Further, McCroskey and Richmond (1982) designed a Verbal Activity Scale (VAS) first, and named it as Shyness Scale (SS) later. McCroskey and Richmond (1982) contemplated willingness to communicate as a personality-based predisposition. McCroskey (1992) developed a 20-item 5-point Likert scale, in which 8 of the items were just fillers, to measure the willingness to communicate levels of the L1 speakers. This relatively new scale designed in a way that it included two dimensions, which were four communication contexts (public, meeting, group, and dyad) and three types of receivers (stranger, acquaintance, and friend). Antecedents of the WTC were noted as introversion, anomie and alienation, self-esteem, cultural divergence, communication skills, and

communication apprehension. Then, MacIntyre (1994) brought a new insight into the WTC, and designed a model, in which several individual difference variables were presumed as the predictors of WTC in L1. Further studies were conducted with L1 speakers so as to test their willingness to communicate (MacIntyre and Gardner, 1994; MacIntyre, Babin, and Clément, 1999).

2.5.2. WTC in the L2 context

The importance of communication in the L2 is acknowledged by authorities for a long time. In today's global world, being a proficient speaker of English is an indispensable skill that people search for. The extension of WTC to L2 was due to the initiation of MacIntyre et al. (1998), who defined WTC in the L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2 (p.547). Moreover, they broadened the scope of WTC from a trait-like variable to a situational variable, which is sensitive to the situational differences, competence, and inter-group relations. They designed a pyramid figure including twelve constructs which are thought to be the determinants of willingness to communicate in L2. This model is known as the heuristic model and it contains six layers, which are social and individual context, affective-cognitive context, motivational propensities, situated antecedents, behavioural intention, and communication behaviour, respectively aligned from the bottom to the top of the pyramid.

The issue of improving the WTC of the EFL/ESL learners has become a vital issue in the field and multiple studies have been conducted so as to determine and examine the factors that affect learners' willingness to communicate in English. A few of these studies will be mentioned and summarized in the next section.

2.5.3. Studies Related to WTC in EFL

A number of studies presenting the WTC levels of learners from different contexts and investigating the factors that influence WTC, which were mostly conducted in the last decade, will be summarized in this section.

Yashima (2002) executed a research in Osaka, Japan with 389 university students to study the L2 communication variables using WTC model and socio-educational model as a framework. To measure the WTC of the participants, a scale developed by McCroskey (1992) was used. Though the results of the study did not present the WTC descriptive statistics of the students directly, it was stated that there was not any association among WTC, L2 proficiency, and communication confidence.

A decade later, Alemi and Pashmforoosh (2012) conducted a study to probe the possible effects of learning anxiety and language proficiency of the Iranian university students on their willingness to communicate in English. WTC model of MacIntyre et al. (1998) was used in order to explain these possible relationships. Forty nine engineering freshmen students took part in this study and a scale, including 27 items, adapted from MacIntyre et al.'s (2001) was utilized so as to measure the WTC levels of the students in and outside the EFL classes. Results of the study revealed a moderate level of WTC in the participants. Though their WTC is not very high, it was situation-dependent as WTC in and out the EFL classes. Repeated Measures ANOVA and Spearman correlation analyses showed that as the proficiency level got lower so did the WTC level of the students in classroom context. However, the more proficient learners had lower WTC levels outside the classroom, meaning that they did not prefer to communicate outside the class as much as they did in the classroom context. Besides, significant differences did not appear in the interaction between WTC and anxiety levels of the students.

Another study conducted in the Iranian EFL context contained sixty university students and conducted by Bashosh, Nejad, Rastegar, and Marzban (2013) to investigate the relationship between shyness, foreign language classroom anxiety, willingness to communicate, gender and EFL proficiency. Willingness to Communicate Scale by McCroskey and Richmond (1987) was utilized so as to measure the willingness to communicate level of these participants. Results of the study unearthed that there is not a statistically significant relationship between shyness, foreign language classroom anxiety, willingness to communicate, gender, and EFL proficiency. The descriptive statistics of the WTC scale revealed that mean of the WTC scale for these sixty participants is 23.966 out of 100, indicating that willingness to communicate level of the Iranian university students is low.

One year later, Modirkhameneh and Firouzmand (2014) carried out a research in an Iranian context with 128 EFL university students so as to test their hypothesis that orientations toward language learning would influence the WTC of students in a foreign language. Willingness to communicate (WTC) in English inside the classroom and Willingness to communicate (WTC) in English outside the classroom questionnaires adapted from MacIntyre, Baker, Clément and Conrod (2001) were used in order to measure the WTC level of students in speaking, reading, writing, and comprehension. Their orientations were determined as job, travel, friendship, knowledge, and school. In terms of their WTC in speaking, it was found out that correlations of job, travel, friendship, knowledge, and school with WTC in speaking are higher in the WTC inside the classroom scale. It can be deduced that the WTC of the students in speaking is higher inside the classroom than outside the class with related to their orientations.

At the same year, a research in the Saudi Arabian context was conducted by Mahdi (2014) so as to shed light on the WTC levels of the EFL university students and probe the possible relationship between their WTC and personality traits. Both quantitative and qualitative methods were utilized in the study. A WTC questionnaire including 12 items from McCroskey (1992) was implemented to 105 students and 20 students took part in the semi-structured interviews. The items of the questionnaire were designed to include two main aspects. While the first aspect of the questionnaire investigates four different communicative contexts (group discussions, speaking in meetings, interpersonal conversations and public speaking); the second aspect of it contains three different types of interlocutors (friend, acquaintance and stranger). Concerning the effect of personality traits, a questionnaire including 11 items from Godberg (1992) was used. Results of this study revealed that the WTC level of the Arabian EFL students is higher in interpersonal conversations and group discussions rather than public speaking and meeting situations. Additionally, they would rather communicate more with their friends than with their acquaintances or strangers. Apart from this, a significant positive correlation was found between personality traits and WTC.

A recent study by Rastegar and Karami (2015) with 74 Iranian university students was conducted to investigate the relationship between EFL students' foreign language classroom anxiety, their willingness to communicate, and their scholastic success.

Foreign Language Classroom anxiety Scale (FLCAS) by Horwitz et al. (1986) including 33 Likert type items and Willingness to Communicate Scale (WTC) adapted from MacIntyre et al. (2001) including 27 5-point Likert scale items were used to collect the data, and the GPAs of the students were benefitted to determine the scholastic success levels of the students. Results of the study revealed that the mean score for the WTC of the students is 84.13 out of the maximum score 135, which means that the WTC levels of the students can be stated as moderately high. Additionally, statistically significant negative correlations were found between students' foreign language anxiety and their willingness to communicate, as well as their foreign language anxiety and their scholastic success. It was noted that there was a positive correlation between the students' willingness to communicate and scholastic success at a significant level.

In their research with 40 tenth-grade Vietnamese EFL high school students, Cong-Lem and Thu-Hang (2018) examined the relationship between L2 WTC and learners' speaking anxiety, along with their speaking proficiency. To measure the WTC levels of their participants, the researchers developed an L2 Willingness to Communicate Questionnaire (WTCQ), which was comprised of five questions in six-point Likert scale. In order to determine the speaking test anxiety of the learners, a Speaking Test Anxiety Scale (STAS) was adapted from Spielberger (1983). As the final data collection instrument, students' final exam speaking test scores were utilized as their speaking proficiency scores. It can be stated in accordance with the results of this study that Vietnamese high school students' willingness to communicate is at a medium level ($M=3.99$ out of 6 maximum value). Besides, it was found out that the speaking test anxiety levels of the students is at a high level, and a positive correlation between WTC and the students' speaking proficiency, and a negative correlation between WTC and students' speaking test anxiety emerged.

In also a fairly recent study, Riasati (2018) sought the WTC levels of the 156 Iranian EFL learners, who were getting prepared for IELTS exam, along with their language learning anxiety, language learning motivation, and self-perceived speaking ability. The possible contributions that WTC could make to the speaking ability of the learners was also among the concerns of this study. Three different questionnaires, Willingness to Communicate Scale by McCroskey (1992), Cao and Philip (2006), and Lisa (2006), Foreign Language

Classroom anxiety Scale by Horwitz et al. (1986), and a Language Learning Motivation Scale by Gardner and Lambert (1987), were utilized to collect data together with the IELTS scores that participants got. Results of this study revealed that Iranian EFL learners were moderately willing to speak (mean: 3.77) though it was not at a highly level. Their WTC levels were related to a number of factors, such as task type, seating location, topic of discussion and interlocutor, fear of negative evaluation, fear of correctness of speech, effect of topic discussion, and interlocutor effect. Besides, results of the study unearthed the relationship between willingness to speak and language learning anxiety, language learning motivation, and self-perceived speaking ability. Additionally, it was highlighted that as the level of WTC increases, so does the speaking ability of the students.

Chang (2018) conducted a study which is quite different from the previous ones mentioned above in terms of exploring the factors that affect the WTC of the ESL university students not only from the students' perspective, but also from their oral communication professor's perspective. 14 students participated in one-to-one interviews, focus group interviews and a narrative with the professor. Students were expected to depict their experiences of oral communication in class and note the primary factors that influence their WTC in English. Reflections of the students unearthed six factors that had an impact on their WTC, which were interest in the topics, conversation partner, vocabulary and pronunciation, English language proficiency, student-professor rapport, and physical and psychological issues. When it came to the oral communication professor's assessments, he noted that the WTC levels of his students was satisfactory, and enumerated four factors that influenced the WTC of the students, which were cultural background, interest in the activity, attitude toward nationality of the professor, and fatigue.

The following section will present some of the studies conducted in Turkish context related to the WTC in L2 English speaking.

2.5.4. Studies on WTC in Turkish EFL Contexts

As a study on WTC in the Turkish context, Çetinkaya (2005) conducted a research so as to investigate the Turkish university students' degree of willingness to communicate in English and to test whether the WTC model could explain the relations among social-

psychological, linguistic and communication variables in this context. The researcher resorted to both quantitative and qualitative methods to collect data. 356 students fulfilled a questionnaire and 15 students took part in the interview section of the study. To measure the WTC of the participants, Çetinkaya (2005) benefitted from the Willingness to Communicate Scale which was developed by McCroskey (1992) and translated it to Turkish to hinder any misunderstandings. Results of this study unearthed that participants have a moderate level of willingness to communicate ($M=47.88$ out of 100), and they would rather communicate with their friends or acquaintances than strangers. Besides, they prefer to talk in a dyad or a small group than the large groups.

Öz (2014) carried out a research study in a Turkish context as well. 168 university students took part in a study in which the aim was to probe the relationship between personality traits and willingness to communicate. The Willingness to Communicate (WTC) Scale (McCroskey & Richmond, 2013) and International Personality Item Pool (IPIP) (Goldberg, 2001) were used to collect data. According to the results of this study, it can be stated that more than half of the participants had a moderate L2 WTC, while one fifth of the participants had high L2 WTC. Extraversion, agreeableness, and openness emerged important in setting the psychological context for WTC. Besides, it was observed that as the academic achievements of the participants increase, so does their WTC in English.

Another study in Turkish context was conducted by Öz (2014) to test the WTC of the ELT department students at a Turkish university and to investigate the relationships among WTC in English, linguistic self-confidence, motivation, attitudes towards international community, and personality as well. 274 students took part in the quantitative data collection part of the study, while 26 students participated in the semi-structured interviews. A scale including 16 items was adopted from McCroskey (1992), Cao and Philp (2006), and MacIntyre et al. (2001) and utilized to measure the WTC of the participants. Results of the study uncovered that Turkish ELT students mainly have a moderate to high level of willingness to communicate in English. It was stated that there were significant correlations between the WTC and self-confidence, attitude toward international community, and motivation.

WTC of the Turkish EFL learners with respect to some student variables was scrutinized by Hişmanoğlu and Özüdoğru (2017) with 328 university students in a recent study. Willingness to Communicate Scale by McCroskey (1992) was used as a data collection tool. Results of the study unveiled that the participants had a moderate WTC in English (M=55.30 out of 100). Their WTC was low when it came to talking to strangers though they had moderate WTC when talking to a friend or an acquaintance. Though their WTC changed with respect to the interlocutor type, it was indifferent to the age and gender of the learners.

Finally, Altınır (2018) carried out a research study in Turkey related to the WTC of the Turkish EFL learners and its relationship with some factors such as gender and proficiency levels. This study had an enormous number of participants, who were 711 preparatory school students. So as to collect data, a willingness to communicate scale, comprising of ten items, from Peng and Woodrow (2010) was adapted and used. Results of the study showed that students have a moderate WTC (M=37.16 out of 60) and they prefer to communicate more in controlled situations instead of meaning-focused situations. Moreover, it was found out that female participants were more willing to communicate than males. Additionally, a positive correlation was found between the WTC of the learners and their proficiency levels.

2.6. Summary of the Literature Review

From the review of the related literature, it can be understood that speaking skill is recognized to be a challenging skill both for the students and teachers. L2 learners mainly connect speaking skill with negative feelings such as anxiety, shyness, and fear. Besides, they state several external factors as the source of their inadequacy in speaking skill, which are the attitudes of the teachers, tense classroom environment, class utility along with pointing to some internal factors such as the fear of making mistakes, lack of motivation, lack of self-confidence, and shyness. Some other studies indicated the practice of insufficient, ineffective, and outdated speaking techniques in class by teachers as the sources of the difficulties in L2 speaking. It can be understood from the studies that

even though teachers and learners are aware of the importance of speaking skill, they find teaching speaking demanding in terms of time and energy.

With respect to role-play, review of the literature shows that it is widely acknowledged as an effective technique on the L2 speaking skills of the learners. In almost all of the studies, it was reported that role-play led to statistically significant improvements in the speaking performances of the learners. Besides, it was noted that students hold a positive attitude towards role-play and find it useful for their oral development. It can also be concluded from the studies that along with improving the L2 speaking skills of the learners, role-play contributes to the lexical development of the learners and to the development of communicative competence. It also teaches learners new attitudes and behaviours. On the other hand, review of the literature yielded not many studies on the usage of role-play in Turkish EFL context, even though there were some studies on the utilization of drama techniques.

In terms of storytelling, it can be summarized in accordance with the studies mentioned above that storytelling has a positive impact on the improvement of EFL speaking skills. Generally, the usage of it in language classes led to differences in the speaking performances of the learners along with some other benefits such as vocabulary retention, and increase in motivation. However, research on the issue is not conclusive and further studies are needed.

When it comes to the foreign language speaking anxiety, it can be seen that studies carried out in the last decade mostly concentrated on the levels or sources of speaking anxiety with respect to adult learners, mainly university students. However, it was acknowledged that EFL teaching starts at a very early age in most of the countries, and it is quite normal for young learners to bear some anxiety in relation to speaking. No current studies were encountered that focused on the foreign language speaking anxiety of young learners.

Review of the related literature on the WTC in EFL/ESL context showed that most of the studies on WTC were conducted with adult learners of English and focused on the possible relationships that WTC can have with several factors such as motivation, language learning anxiety, speaking anxiety, and language proficiency. No studies have been conducted with students at the ages of 12-13, who can be considered as young

learners, in terms of their levels of WTC in English speaking. Furthermore, as far as it was investigated, no studies have been found probing the effects of role-play and storytelling usage in EFL classes on the WTC levels of the secondary school students. This study is unique in terms of investigating the WTC levels of the Turkish secondary school students before and after the application of role-play and storytelling techniques in English classes.



CHAPTER III. METHODOLOGY

This study aimed to shed light on the effects of role-play and storytelling techniques on the speaking performances, speaking anxiety levels, and willingness to communicate levels of Turkish EFL learners. In order to probe for these effects, three research questions were addressed in this study:

- 1- Is there a significant difference between speaking performances of EFL students who receive role-play training and those who receive storytelling training?
- 2- Is there a significant difference between speaking anxiety levels of EFL students who receive role-play training and those who receive storytelling training?
- 3- Is there a significant difference between willingness to communicate levels of EFL students who receive role-play training and those who receive storytelling training?

3.1. Design of the Study

In this study, quantitative data collection and analysis methods were employed to conduct an experimental research design. There were two groups of participants, one of which had role-play based training, and the other had storytelling based training. Speaking technique was the independent variable that was manipulated by the teacher, while the effects of it on the speaking performances, speaking anxiety, and communication willingness were tested.

3.2. Context

This study was conducted at a state secondary school, in Istanbul during the 2018-2019 academic year. The population of the school where this research took place was around 1500 students. Fifth, sixth, seventh, and eighth graders shared the same building and school garden. A library and a computer lab were available at the school, but there was not a language laboratory. There were twelve English teachers at the school. The age range of teachers was wide, and there were both experienced and inexperienced teachers. They

had graduated from different universities in Turkey and none of them held a masters or doctoral degree. All of the English teachers were native speakers of Turkish, most had been abroad, and one of them had lived in an English-speaking country for a year.

English is among the compulsory courses in schools according to the laws set by the Turkish National Ministry of Education. English education is integrated into the curricula starting from the second grade at state schools. In Turkish primary schools, students have two hours of English lessons at second, third, and fourth grades. In secondary schools, the total hours of English lessons increase to three hours at fifth and sixth grades, and four hours at seventh and eighth grades. School boards are autonomous in offering optional elective English hours at any grade of the secondary school. The curriculum, and teaching materials, which are ELT books and a website, are determined and provided by the National Ministry of Education. English teachers at state schools are assigned by the Ministry of Education and they have to be Turkish citizens who have completed a four-year ELT degree.

3.3. Participants

The attendees of this school lived in the school surroundings, in a relatively less developed part of the city in terms of socioeconomic status. Parents of the students at this school mostly originated from various parts of Turkey, especially from the Eastern Anatolian and Blacksea Regions. More than 50% of the parents had a diploma of primary or secondary school. Less than 10% percent of them were university graduates. The participants of the study had similar social standards as well as similar economic profiles to one another.

Two randomly chosen seventh grade classes out of eleven took part in this study, which will be given pseudonyms of Class A and Class B for ethical purposes. Class A was comprised of 32 students, while Class B had 31 students in total. Out of 63 participants in total, 30 of them were females, while 33 of them were males. All the participant students were aged 12-13, Turkish citizens and native speakers of Turkish. Students in both of the classes had been learning English since the second grade and it was the only foreign language that they studied. None of the participants had been abroad or in an

English speaking country before. During the time of data collection, the classes had the same English teacher, who is also the researcher of this study.

The students had received two hours of English lessons in a week in the second, third and fourth grades, and had three hours of English at the fifth and sixth grades. Currently, at the seventh grade they were taking three hours of English in a week as it was required by the national curriculum. Additionally, some of the students attended the English club, which lasted for two class hours after school. The proficiency level of all students was pre-intermediate. Despite their language proficiency level, their English speaking experience was quite limited, thus they were at beginner level in terms of speaking in the L2. Naturally there were high achievers as well as low achievers in both classes.

3.4. Data Collection Instruments

Several instruments were employed to collect data to be able to answer the research questions of this study. Data on students' speaking performances were gathered before the training through a pre-test and after the training through a post-test which was designed in the form of a picture description task.

In addition, two questionnaires were utilized so as to answer the second and third research questions of this study. The first questionnaire was an adapted version of the Foreign Language Speaking Anxiety Scale (FLSAS; Huang, 2004) by Balemir (2009). The second questionnaire was a modified version of Willingness to Communicate Scale (McCroskey, 1992) by Çetinkaya (2005). Both questionnaires were employed at the beginning and at the end of the study, as pre- and post-scales. These instruments will be described in more detail below.

3.4.1. Speaking Pre- and Post-Tests: Picture Description Task

The primary focus of this research was to find out the possible effects of role-play and storytelling techniques on the speaking performances of the learners in EFL classes at a secondary state school context. The speaking abilities of the students were tested before and after the implementation of these two techniques through picture description tests. A

total of thirty different pictures which were derived from the Cambridge starters, movers and flyers tests were used to measure the speaking ability of the participants. During the speaking test, each student was shown a different picture. Examples of the pictures can be found in Appendix A. Students were tested individually, away from their classmates in order to hinder any possible influences they could receive from other students. They were given as much time as they desired and their speaking performances were audio recorded so as to be transcribed and evaluated afterwards. The researcher asked a few simple questions to guide students as they described the picture, such as “Could you please describe what the people in the picture are doing?” or “Could you please tell what the people in the picture are wearing?” All the instructions and guiding questions were in Turkish to make sure that students understood what they were expected to do in this test. All the participants of the study reported that this was the first time that they took part in a speaking test in the English language.

3.4.2. Foreign Language Speaking Anxiety Scale (FLSAS)

An adapted version of Foreign Language Speaking Anxiety Scale (FLSAS) was applied to the participating students two times one before and one after the trainings. FLSAS was originally developed by Huang (2004) and included two main parts. The first part of it has five statements related to the background information of the students such as age, and gender. The second part has 24 items in which participants are expected to score each item in relation to their foreign language speaking anxiety along a continuum from 1 to 5, namely from strongly disagree to strongly agree. Balemir (2009) adapted this scale to his study by making a few changes on the scale. First of all, the number of the personal information statements was increased to six from five. Then, four more items were added to the items in the Likert-scale, and the adapted scale had 28 items in total. This version was used, because the Turkish equivalent of the scale was needed for the present study so as to avoid any misunderstandings or lack of understanding due to English being a foreign language for the participants. Besides, most students were observed to be better at expressing themselves and dominant in their native language.

The adapted version of FLSAS was implemented two times in this study. Firstly, it was applied right after the first speaking test at the beginning of the study. It was regarded necessary to apply this scale right after the first speaking test due to the fact that most of the students had not had an experience of speaking in English beforehand. The scale can be found in Appendix B.

3.4.3. Willingness to Communicate Scale

The Willingness to Communicate Scale used in this study was developed by McCroskey (1992) and Cronbach's alpha reliability value of it was .94. It includes 12 items, which are designed to be rated from 0 to 100 so as to label the level of willingness to communicate of the questionnaire takers. Items include three types of interlocutors (friends, acquaintances, and strangers) and four types of communication contexts (public speaking, talking in meetings, group discussions, and interpersonal conversations).

An adapted version of the scale to Turkish by Cetinkaya (2005, Cronbach's alpha=.88) was used in this study two times as pre- and post-WTC measures. The Turkish version was chosen due to the fact that participants of this study would not be able to understand the items in original language. Their proficiency level was not enough to understand the scale in English, and it was thought that they could interpret the items better in their mother tongue. Participants were expected to state the degree of their willingness by giving a score from 0 to 100 to the 12 items in the questionnaire. The scale can be found in Appendix C.

3.5. Data Collection Procedures

The data of this study were collected over a seven-week period in the spring semester of 2018-2019 academic year. An outline of the data collection process can be seen in Table 3.5 below.

Table 3.5: Data Collection Procedures

Week of Data Collection	Role-play Group (Class A)	Storytelling Group (Class B)
1 st Week	Speaking Pre-test Pre-Foreign Language Speaking Anxiety Scale Pre- Willingness to Communicate Scale Background Information Form	Speaking Pre-test Pre-Foreign Language Speaking Anxiety Scale Pre- Willingness to Communicate Scale Background Information Form
2 nd Week	1 st Role-play Session Giving information about role-play Showing a sample role-play video Role-play Topic: At a Restaurant Role Cards: Six Menus, six customers, six waiters/waitresses, six cashiers, eight complaints Number of Groups: 6	1 st Storytelling Session Giving information about storytelling Showing a sample storytelling video 6 Short Stories: Dark, Dark Wood, I'm too ill, My Dad, Buzz and Bob's Big Adventure, Little Red Riding Hood, Our Colorful World Number of Groups: 6
3 rd Week	2 nd Role-play Session Role-play Topic: In a Hotel Role Cards: 8 different hotels, 8 front desk clerks, 8 bellboys, 16 hotel guests Number of Groups: 8	2 nd Storytelling Session 7 Short Stories: Twin's Week, Ali and the Magic Carpet, My Favourite Clothes, The Lazy Bear, The Snowman, What will I be when I grow up?, What's that noise? Number of Groups: 7
4 th Week	3 rd Role-play Session Role-play Topic: Giving Directions Role Cards: 10 different restaurant guides, giving directions guide, map of downtown, Partner A sheet, Partner B sheet Number of Groups: 10	3 rd Storytelling Session 7 Short Stories: A Dog's Life, Angel! Look out!, Eric the Machine, George and the Dragon, Goldilocks and he Three Bears, I couldn't believe my eyes, The Hungry Dragon Number of Groups: 7
5 th Week	4 th Role-play Session Role-play Topic: Finding an Apartment Role Cards: 12 Information Cards of the Apartments, Finding an Apartment Sample Dialogue Sheet	4 th Storytelling Session 7 Short Stories: Jack and the Beanstalk, My Secret Team, the Animal Shelter, the Bird King, the Clever Monkey, the Great Race, the Greedy Hippo.

	Number of Groups: 12	Number of Groups: 7
6 th Week	<p>5th Role-play Session Role-play Topic: Taking a Message Role Cards: 10 different name tags, 10 caller role cards, 10 receiver role cards, 10 retrieving messages role cards, 10 message Role Cards, 10 be back soon notes Number of Groups: 10</p>	<p>5th Storytelling Session 7 Short Stories: Pyramids in Paris, Ratty Robs a Bank, Record Breakers, Santa's Little Helper, Spycat, Teddy's Adventure, The Haunted House Number of Groups: 7</p>
7 th Week	<p>Speaking Post-test Post- Foreign Language Speaking Anxiety Scale Post- Willingness to Communicate Scale</p>	<p>Speaking Post-test Post- Foreign Language Speaking Anxiety Scale Post- Willingness to Communicate Scale</p>

As it can be seen in Table 3.5, a picture description task was employed to students in both classes as the speaking pre-test. When all the students took the speaking pre-test, the teacher applied the Foreign Language Speaking Anxiety Scale, followed by the Willingness to Communicate Scale to both of the classes in successive lessons along with the background information form. Students were given 40 minutes to fill out the questionnaires, and they were free to ask the teacher anything they could not understand about the questionnaires. Most of the participants completed and returned the questionnaires in thirty minutes.

In the second week of the data collection, the researcher started the implementation of role-play training in Class A and storytelling training in Class B. Before assigning activities in Class A, the researcher explained what role-play is, the importance of it, how to apply it in English lessons, why to apply it in English lessons, the importance of English speaking skill, and ways to improve English speaking skills. Students were informed about the importance of role-play usage in helping them to develop their L2 speaking skills. Afterwards, a short and easy sample video, in which some English speaking students did a role-play activity, was shown to the learners so as to resemble what was

expected from them. Then, the role-play groups were formed, roles and role-play prompts were distributed to the students for the first activity. Each student had a specific role and was required to prepare his/her dialogue by benefitting from the sample dialogue and to work in cooperation with his/her group mates. After the preparation stage, groups were asked to perform their role-play in front of their classmates. When all the role-play performances finished, the teacher gave some oral constructive feedback to the groups so as to help them improve their performances in the following weeks. Besides, students were expected to share their feelings and ideas in relation to the performances.

Similarly, before the conduction of the first storytelling activity in Class B, the researcher held an informative session in which she told students about what storytelling is, the importance of it, how to apply it in English lessons, why to apply it in English lessons, the importance of English speaking skill, and ways to improve English speaking skills. The researcher of this study had attended a symposium, about one month before the onset of this study, which was named “Istanbul Story School”. It was provided by Istanbul Provincial Directorate of National Education and was about storytelling, its contributions particularly to learners, and how to tell a story effectively. The students in Class B were shown a video of a teacher from the symposium in which she told a story to a group of students. After the informative part, storytelling groups were formed, and stories were assigned to the groups for the first activity. Each group had 2 or 3 in-group and 2-3 intergroup storytellers. Students who had the responsibility of telling the story in-group were required to share the story among them and to tell it their group mates and the teacher. After the implementation of in-group storytelling performances, the intergroup storytellers from each group came to tell their story to their classmates respectively. When all the groups told their stories, the teacher gave some oral constructive feedback to the groups in order to help them improve their storytelling performances in the following weeks.

In both of the groups, students were allocated around 30 minutes to prepare for their performances. During this process, the teacher checked each group to see whether they were on the right track, and gave the necessary assistance to the groups who were in need of it. When students finished their preparation, the classroom presentations of the role-plays in Class A and telling of stories in Class B occurred.

In the third, fourth, fifth, and sixth weeks of the training period, the same procedures except the information parts were followed. Students became familiar with how to do role-play or storytelling, and they learned the logic behind these techniques in class. The total duration of these trainings were 10 hours for each class.

At the seventh week of the study, the picture description task was applied one more time as a speaking post-test. The same procedures as the pre-test were followed; students were expected to talk about the pictures that they were shown. Similarly, Foreign Language Speaking Anxiety Scale (FLSAS) and Willingness to Communicate Scale (WTC) were distributed to the students as post-measurements. One class hour, which is 40 minutes, was allotted to the students to fill out these questionnaires. However, students finished and returned them in almost thirty minutes. Thus, the data collection process of this study terminated with the application of these scales.

As it has been stated previously, students in Class A had five role-play-based lessons in successive weeks in addition to their regular English lessons. Themes, guidelines, and prompts of all role-plays were derived from a website, namely www.bogglesworldesl.com. Modifications, such as adding new role cards, changing the names of the characters, and places were in accordance with the classroom dynamics. An example lesson in the role-play class will be explained in detail below.

Role-play Training and Activity # 1

This was the first role-play session. Students had an idea of what a role-play is. However, they were not very eager to run such an activity in English, because they felt inadequate and believed that they could not speak English. Thus, the teacher tried to motivate them and explained why they would do some role-play exercises in class and how they could benefit from it in order to improve their English speaking skills.

The theme of the first role-play activity was being at a restaurant. There were five role cards, in each of which there were six menus, six customers, six waiters/waitresses, six cashiers, eight complaints. There were 30 students present in class that day, thus, groups of five were formed, which made six different role-play groups. Organization of the

groups was a bit difficult, since it was necessary to have homogeneous groups. The roles of a waiter/waitress, a cashier, and three customers were allotted to the students. Students were free to choose whichever role they wanted. For example, they could get any of the roles from waiter/waitress role, customer role, or the cashier role. So as to make sure that every student spoke, some sub-roles were assigned to them. One of the customers had to order the food, while the other one had to complain about the food to the waiter/waitress, and the last customer had to ask for the bill and pay it to the cashier. Students were provided with sample dialogues, and key words, phrases, and sentences that would help them while preparing their own role-plays. They were free to elaborate on their dialogues as well as to change the classroom setting, use real objects, and change their outlook by adding things like moustache if they desired. They were allowed to practice their roles silently if they wished without disturbing the other groups. Students worked well and in harmony with each other in the preparation stage that increased the interaction and collaboration among them. In the following class hour, students were required to act their roles in front of their classmates.

Each role-play group was comprised of five students. Performances of the groups during the initial role-play session were at a mediocre level, because their preparation was inadequate in general and they were inexperienced in classroom performances in English. Due to its being the very first role-play presented in the class, students were quite nervous and excited in general. However, each student in each group had at least one line in the dialogue, it was good in terms of including the shy and unwilling students in the classroom activities. The performances of the groups improved from the first group to the last one in general, because they got used to the procedures of presenting a role-play and started to feel more relaxed. Some of the groups held some key cards and benefitted from them during their act-out presentations. Some groups also organized the class as a restaurant and they prepared some materials, such as sample money cards or signboard of their restaurant. Groups took 5 minutes each to perform.

At the end of all the presentations within each training week, students were asked to report their opinions and they highlighted that they enjoyed the role-play activity in particular, but complained that they did not have enough time for preparation. Some of them stated that they could show much better performances if they had more time to work on their

dialogues and preparation of the materials. Detailed information about materials and procedures of the role-play sessions can be found in Appendix D.

Similarly, storytelling activities were done in Class B for a five week period. All the stories used in these sessions were derived from a website, <https://learnenglishkids.britishcouncil.org/>. 34 short stories were utilized during these training weeks in total. An example of a storytelling lesson will be explained in the following section.

Storytelling Training and Activity # 1

This was the first storytelling session, where was quite difficult to organize the class at the beginning. Students were not acquainted with storytelling in English before. Therefore, it took a lot of effort and energy to convince and motivate them to run out such an activity. After the informative process, students were allocated into six different groups, and each group was made of 4-5 students and delivered a different short story. There were 29 students present in class that day. Having homogeneous groups that include both high and low achievers was the primary concern. Then, two or three students from each group were determined as in-group storytellers, while the rest of them were required to tell the story in front of their classmates. Learners were free to choose to be in-group storytellers or intergroup storytellers.

After the formation of the groups, students were expected to read the short story and understand it at first. They were free to benefit from their dictionaries or to ask the teacher if they had any problems in understanding. 1 class hour (40 minutes) were allocated to the formation of the groups, distribution of the stories, and preparation. In the following lesson, the teacher first observed each groups' in-group storytelling performance, then the whole class listened the intergroup storytellers' performance one by one. It took nearly 5 minutes for each group to complete their performances.

This storytelling session was challenging, because this was the first time that students encountered storytelling in English. Therefore, it was necessary not only to motivate and help them, but also to keep them under control. Students did not know how to get prepared

to tell a story. Therefore, they were informed by the teacher to tell only the main components of the story in their own words, not to tell it word by word. However, some of them tried to memorize it while some of them could only say a few words. Besides, while running the in-group retellings, it was quite difficult to keep the noise of the other groups at a manageable level. Notwithstanding, even though they were resistant to do the storytelling activity, they stated that they felt good because it was an enjoyable activity to be done in class when they were asked their opinions at the end of all sessions. Detailed information about short stories and procedures of the storytelling sessions can be found in Appendix E.

3.6. Data Analysis

Data collected via different instruments were analysed differently, which will be described below.

3.6.1. Speaking Tests

Firstly, each student's spoken output in the form of picture descriptions were transcribed. Then, the researcher analysed the transcribed recordings and gave a total speaking score to each student according to the evaluation rubric formed by Marek and Wu (2011) (see Appendix F). This rubric includes five main sections of fluency, pronunciation, grammar, vocabulary, and content. Each area in the rubric has three levels of scoring, according to which students could get 1, 3 or 5 points. 1 means the speaker had a poor performance, while 3 means the performance was satisfactory, and 5 points to an excellent level of performance. The maximum score that a student could get from the rubric was 25, and the minimum score was 5. Examples of student production in the speaking pre-test and post-test from the role-play and storytelling groups can be found in Appendix G. The transcriptions of students' output were additionally examined for the number of words, phrases, and sentences that they produced, number of mispronounced words, and the total duration in minutes. While counting the number of words that students uttered, only the content words were taken into consideration. After all, students were not be able to

produce many function words. For example, student Ali from role-play group could describe his picture in this way in the speaking pre-test:

“cat... ball... hair-saç... rabbit (mispronounced)....cycling (mispronounced)...”

When it comes to the counting of the phrases, students could produce noun phrases and adjective phrases mainly. An excerpt from student Ekin’s speaking pre-test performance will exemplify it better.

“clouds...boat (mispronounced)... three children... five bird...mother... father... home... boat... sea... tree... green place (mispronounced)”

As it can be understood from students’ speaking test excerpts, their production in English was at a very basic level.

Reliability analyses of the speaking pre- and post-tests were conducted via a statistical program. Cronbach’s alpha value for the pre-test is .744. This value shows that the internal consistency of the speaking pre-test is at an adequate level. Reliability analysis of the speaking post-test revealed a Cronbach’s alpha value of .749, which shows that the internal consistency of the post-test is at an acceptable level as well.

After the transfer of the data to the statistical program, normality tests were run so as to decide which type of test to use for the statistical analyses (i.e. parametric or non-parametric). Results of the normality tests showed that for both groups, tests did not have normal distributions. Thus, non-parametric tests were found eligible to be used to analyse and compare the speaking pre- and post-test data of the participants from both role-play and storytelling groups. In other words, in order to investigate whether there is a significant difference between the English speaking performances of the role-play and storytelling groups for both before and after training, as the non-parametric statistical test for across group comparisons, the Mann Whitney U test was employed.

For the comparison of changes in the speaking performances of the role-play and storytelling groups, a non-parametric test was employed due to abovementioned normal distribution issue of the data to see whether there is a statistically significant difference between groups in terms of leading changes in the speaking performances of the learners. Firstly, the difference between the speaking pre- and post-tests for each group was

calculated. Then, the changes between these two measurements were compared via Mann Whitney U test.

3.6.2. FLSAS

In order to analyse the FLSAS, the responses of the students to each item in the pre- and post-FLSAS were transcribed into a statistical program. Then, the reliability of FLSAS measurements was checked. The reliability of the pre-scale utilized in this study was .872. If the Cronbach's Alpha of a scale has a value in between $0,9 > \alpha \geq 0,8$, then the scale is accepted to have a good level of internal consistency, so this scale was quite reliable. Cronbach's Alpha value for the post-FLSAS was .893 which means a very good score of reliability.

While analysing the pre- and post-FLSAS data, even though their responses to the individual items were examined in detail, their total scores of the questionnaire at the beginning and at the end of the study were taken into consideration. So as to mark the anxiety levels of the learners, Balemir's (2009) classification of the anxiety into three levels as slight, moderate, and high were utilized. While analysing the scale results, Balemir (2009) stated that values in 1-2.49 interval represent that the participant is slightly anxious, 2.5- to 3.49 means that the participant is moderately anxious, and 3.50-5.00 is the sign of being highly anxious. He also made a similar classification on the total score, in which the participant who scored in between 28-69 is slightly anxious, 70-97 is moderately anxious, and 98-140 is highly anxious (See Table 3.6.2.).

Table 3.6.2: Balemir's Classification (2009) of the FLSAS Scores

	Slightly Anxious	Moderately Anxious	Highly Anxious
Individual Items	1-2,49	2.5-3.49	3.50-5.00
Total Score	28-69	70-97	98-140

Next, normality tests were applied to the pre- and post-FLSAS data in order to decide which test to utilize while comparing the groups. Normality tests showed that the data of

these scales display a normal distribution. Therefore, the usage of parametric tests (paired samples t-test and independent samples t-test) was found appropriate to analyse the data.

In the Balemir's (2009) translation of FLSAS to Turkish, item 14 was repeated two times, which means item 14 and item 15 are identical. Therefore, item 15 was excluded from the scale and there were 27 items in total. All the analyses were done by including these 27 items. This scale was applied at the exactly same date to 63 students in total, 32 students from the role-play group and 31 students from the storytelling group. Their responses were transferred to the statistical analysis program and analysed. Thirteen items (2, 3, 7, 13, 16, 17, 18, 19, 20, 21, 22, 24, and 28) were reversely coded.

So as to compare the pre-measurements of the role-play and storytelling groups, and post-measurements of them as well, independent samples t-tests were utilized. Comparison of the pre- and post-FLSAS scores of the role-play group in itself was done via paired samples t-test. Similarly, within group comparisons of the storytelling group were conducted via paired samples t-test. The change between groups from pre-FLSAS to post-FLSAS was calculated by extracting the pre-measurement scores from the post-measurement scores, and the comparison between groups in terms of the change was done via independent samples t-test.

3.6.3. WTC Scale

The final research question of this study aims at exploring whether there is a difference between WTC levels of the EFL secondary school students who received role-play-based training and those who received storytelling-based training. In order to measure the WTC levels of the participants, their responses to the pre- and post-WTC scales were entered into the statistical program.

In terms of the reliability of the pre-WTC scale, the Cronbach's Alpha value is .926 for the present data, meaning that it has an excellent internal consistency. When it comes to the reliability of the post-WTC scale, the Cronbach's Alpha value is .954, which is even a higher value, proving that this scale has an excellent internal consistency.

Then, normality tests were applied which showed that students' responses were normally distributed. Therefore, parametric tests, which are independent samples t-tests, and paired samples t-tests, were found eligible to apply in the analyses.

When answering the WTC scale, participants were expected to state the degree of their willingness by giving a score from 0 to 100 which were divided into four categories in order to increase the interpretation of the data. The first section was from 0 percent to 25 percent. If students gave a score in between 0 to 25 percent, this meant "I never or rarely communicate", coded as 1. The second section included the answers in between 26-50 percent and their responses were inferred as "I sometimes communicate", coded as 2, while the third section had the values in between 51-75 which meant "I often communicate", coded as 3. Finally, scores from 76-100 were coded as 4 to mean "I always communicate". Students' responses to all items were calculated as their total score. The maximum score that they could get from the scale was 48, while the minimum score they could get was 12. Their total score was used as a representative of the degree of their willingness to communicate in English (See Table 3.6.3.).

Table 3.6.3: Classification of the WTC Scale Scores

Score Range	0-25	26-50	51-75	76-100
Meaning	I never or rarely communicate	I sometimes communicate	I often communicate	I always communicate
Coding	1	2	3	4

The descriptive statistics of the data, such as the minimum and maximum scores, mean, standard deviation, and percentages were derived via the statistical program. In order to conduct within and across group comparisons between the role-play and storytelling groups, parametric tests were utilized since both pre- and post- WTC scales had a normal distribution as a result of normality tests. While paired samples t-test was used to compare the pre- and post-WTC scores of the role-play and storytelling groups separately,

independent samples t-test was utilized to compare the pre-WTC scores and post-WTC scores of the role-play and storytelling groups respectively. So as to compare the rate of change in the willingness to communicate levels of the groups from pre-measurement to the post-measurement, the total score of the pre-scale was extracted from the post-scale. Independent samples t-test was run to check whether there is a statistically significant difference in the degree of change between groups.



CHAPTER IV: RESULTS

4.1. Research Question 1

The first research question of this study was “Is there a significant difference between speaking performances of EFL students who receive role-play training and those who receive storytelling training?”. The detailed results will be presented below.

4.1.1. Speaking Pre-test Comparisons between Groups

Comparisons of the speaking pre-test scores of the two groups, namely role-play and storytelling groups, were done via a statistical program. Since the data was not normally distributed, usage of non-parametric tests were found eligible. For this purpose, the Mann Whitney U test was used. Descriptive statistics are presented in Table 4.1.1a. As can be seen, students had the highest mean score in the total speaking score category, in which fluency, pronunciation, grammar, vocabulary, and content categories took place. The total speaking scores of role-play and storytelling are almost the same in the speaking pre-tests. The total speaking score of role-play group is 12.00, while it is 11.64 for the storytelling group out of 25 maximum score that they could get from the pre- and post- speaking evaluation rubric. Besides, it can be seen in Table 4.1.1.a that their means in the other categories are close to each other.

Table 4.1.1a.: Descriptive Statistics of the Speaking Pre-test for Role-play and Storytelling Groups

Categories	Groups	N	M	SD
Pre-Number of Words	Role-play	32	9,31	7,63
	Storytelling	31	8,61	5,09
Pre-Number of Phrases	Role-play	32	1,34	2,96
	Storytelling	31	1,19	1,70
Pre-Number of Sentences	Role-play	32	1,18	3,44
	Storytelling	31	,93	3,37
Pre-Number of Mispronounced Items	Role-play	32	,93	1,18
	Storytelling	31	1,06	1,12
Pre-Duration	Role-play	32	1,52	1,46
	Storytelling	31	1,32	,72
Pre-Total Speaking Score	Role-play	32	12,00	6,09
	Storytelling	31	11,64	5,45

The pre-test comparison shows that there was not any drastic difference between the mean scores of the role-play and storytelling groups for each category of analysis. Detailed examination of the mean scores reveals that mean scores of number of words, phrases, sentences, duration, and total speaking scores are slightly higher in favour of the role-play group. Yet, the mean score of the mispronounced items category is a little bit higher for the storytelling group. Mann Whitney U test was run so as to compare the pre-speaking test scores of the role-play and storytelling groups, and to decide whether there is a significant difference between groups in terms of their speaking performances or not. The result can be seen in Table 4.1.1b.

Table 4.1.1b: Statistical Comparisons of the Speaking Pre-Test for Role-play and Storytelling Groups

Categories	U	z	P
Pre-Number of Words	486,500	-,131	,896
Pre-Number of Phrases	473,000	-,346	,729
Pre-Number of Sentences	453,000	-,971	,331
Pre-Number of Mispronounced Items	444,000	-,765	,445
Pre-Duration	474,500	-,296	,767
Pre-Speaking Score	492,000	-,056	,956

According to the results of this test, there is not a statistically significant difference between the pre-test scores of the two groups. Overall, it can be stated that role-play and storytelling groups were similar at the beginning of the study in terms of their speaking abilities and speaking performances in English.

4.1.2. Speaking Post-test Comparisons between Groups

Participants of this study were required to take a post-test in the form of a picture description task at the end of the five-week of role-play and storytelling training in English classes. This post-test was conducted following the same procedures as in the pre-test. Similarly, Mann Whitney U test was utilized to compare the speaking

performances of the role-play and storytelling groups. Descriptive statistics can be seen in Table 4.1.2a below. Descriptive statistics of the post-speaking test show that means of the groups are close to each other (M=14.53 for role-play group, M= 16.22 for storytelling group out of 25 maximum score). It can be stated that means of all categories, except the duration category, are in favour of the storytelling group. With the purpose of testing whether these differences in the means of the two groups are statistically significant, Mann Whitney U test was conducted, results of which are presented in the Table 4.1.2b below.

Table 4.1.2a: Descriptive Statistics of the Speaking Post-test for Role-play and Storytelling Groups

Categories	Groups	N	M	SD
Post-Number of Words	Role-play	32	12,31	8,83
	Storytelling	31	14,00	9,10
Post-Number of Phrases	Role-play	32	2,78	3,98
	Storytelling	31	2,96	4,86
Post-Number of Sentences	Role-play	32	2,50	5,06
	Storytelling	31	3,67	5,86
Post-Number of Mispronounced Items	Role-play	32	1,09	1,48
	Storytelling	31	1,67	2,25
Post- Duration	Role-play	32	2,39	1,64
	Storytelling	31	2,32	1,53
Post-Total Speaking Score	Role-play	32	14,53	5,97
	Storytelling	31	16,22	6,52

Table 4.1.2b: Statistical Comparisons of the Speaking Post-Test for Role-play and Storytelling Groups

Categories	U	z	P
Post-Number of Words	444,500	-,709	,478
Post-Number of Phrases	482,500	-,191	,848
Post-Number of Sentences	429,000	-1,022	,307
Post-Number of Mispronounced Items	421,500	-1,074	,283
Post-Duration	469,500	-,364	,716
Post-Speaking Score	417,500	-1,090	,276

Mann Whitney U test results show that no statistically significant difference is observed in any of the categories. All the p values for the categories are above the critical .05 value, which means that neither role-play nor storytelling is superior to one another in terms of improving the general speaking performances of the learners. In other words, there is not a statistically significant difference between groups in terms of their speaking post-test scores.

4.1.3. Comparisons of Groups in terms of Changes in Speaking Performance

Although neither of these techniques has a significant superiority over the other one in terms of leading to improvement in the speaking skills of the students, data analyses showed that the use of both techniques in English classes significantly improved the speaking skills of the students and boosted their speaking performances. Thus, additionally, the differences between the pre- and post-test scores were calculated, and groups were compared in terms of the scope of the improvement or change in each experimental group.

Table 4.1.3a: Descriptive Statistics of the Speaking Score Changes in Role-play and Storytelling Groups

Categories	Groups	N	M	SD
Pre-Post Difference in Number of Words	Role-play	32	3,00	5,22
	Storytelling	31	5,38	7,36
Pre-Post Difference in Number of Phrases	Role-play	32	1,43	2,24
	Storytelling	31	1,77	4,89
Pre-Post Difference in Number of Sentences	Role-play	32	1,31	2,75
	Storytelling	31	2,74	4,55
Pre-Post Difference in Number of Mispronounced Items	Role-play	32	,15	1,76
	Storytelling	31	,61	1,99
Pre-Post Difference in Duration	Role-play	32	,87	1,17
	Storytelling	31	,99	1,54
Pre-Post Difference in Speaking Scores	Role-play	32	2,53	3,13
	Storytelling	31	4,58	4,76

Table 4.1.3a summarizes the descriptive statistics of the changes in each group. Means of changes in all of the categories are slightly higher in the storytelling group than the role-play group. It can be stated that the use of storytelling in English classes led to more changes in terms of speaking performances.

With the aim of testing whether the differences in changes in scores are statistically significant or not for role-play and storytelling groups, Mann Whitney U test was used. Results of it can be seen in Table 4.1.3b below.

Table 4.1.3b: Statistical Comparisons of the Changes in Role-play and Storytelling Groups

Categories	U	z	P
Pre-Post Difference in Number of Words	417,000	-1,090	,276
Pre-Post Difference in Number of Phrases	468,500	-,393	,694
Pre-Post Difference in Number of Sentences	394,500	-1,564	,118
Pre-Post Difference in Number of Mispronounced Items	430,500	-,938	,348
Pre-Post Difference in Duration	495,000	-,014	,989
Pre-Post Difference in Speaking Score	389,000	-1,527	,127

Results show that even though there is more increase in favour of the storytelling group, the difference between the two groups' improvement is not statistically significant. The p values for each category are higher than the predetermined significance level .05, which shows that none of these techniques is superior to the other one in terms of the improvement in students' speaking abilities.

4.1.4. Within Group Comparisons of Speaking Performance

So as to find out whether the training they received had an effect on their speaking skills, comparisons within groups were considered necessary. This was done via Wilcoxon Signed Ranks Test.

Descriptive statistics obtained from the pre- and post-tests of the role-play group displayed that there is a general increase in the speaking scores. Learners not only had a better score in the speaking test, but also higher scores in the number of words, phrases, sentences, number of mispronounced items, and duration.

Positive changes in the mean scores can be interpreted as an affirmative effect of role-play on the speaking performances of the students. In order to measure whether this general increase is statistically significant or not, Wilcoxon Signed Ranks test was used, and results are presented in the Table 4.1.4 below.

Table 4.1.4: Statistical Comparisons of the Speaking Pre- and Post-Test for Role-play and Storytelling Groups

Categories	Role-play Group		Storytelling Group	
	z	P	Z	P
Pre-Post Number of Words	-3,167 ^b	,002	-3,586 ^b	,000
Pre-Post Number of Phrases	-3,484 ^b	,000	-2,158 ^b	,031
Pre-Post Number of Sentences	-2,732 ^b	,006	-3,418 ^b	,001
Pre-Post Number of Mispronounced Items	-,133 ^b	,894	-1,548 ^b	,122
Pre-Post Duration	-3,836 ^b	,000	-3,596 ^b	,000
Pre-Post Speaking Score	-3,755 ^b	,000	-3,935 ^b	,000

b. Based on negative ranks.

An individual investigation of each feature in the table shows that there is a statistically significant difference between the pre-test and post-test scores of the role-play group in terms of number of words, phrases, sentences, duration, and total speaking scores. It can be asserted that role-play training led to improvement in the general speaking performances of the learners. Only the p value of mispronunciation category ($p=.894$) was above the critical significance value .05, meaning that role-play practice in English

classes did not improve the pronunciation skills of the learners. Students did not have a better pronunciation at the end of the study as a result of the role-play training.

All in all, it can be concluded that training in role-play in English classes assisted the secondary state school students to develop their speaking skills to a statistically higher degree. Nevertheless, it was not very effective on their pronunciation abilities, most probably due to the fact that students did not have a specific pronunciation focus during these role-play sessions.

Wilcoxon Signed Ranks test was utilized for the data collected in the storytelling group as well, so as to determine whether there is a significant difference between their pre- and post-test results. To begin with, an examination of the descriptive statistics table reveals that there is an increase in the mean score of each feature from the pre-test to the post-test. Yet, learners increased their means for especially number of words (from 8.61 to 14.00), number of sentences (from .93 to 3.67), and total speaking score (from 11.64 to 16.22) substantially. With the aim of testing whether this increase in the mean scores is statistically significant or not, Wilcoxon Signed Ranks Test was applied (see Table 4.1.3 above).

According to the results, it can be stated that the implementation of storytelling in English classes led to statistically significant differences in the number of words, phrases and sentences that students uttered, the duration, and students' total speaking score. The p value of mispronunciation is .122, which shows that training in storytelling does not have a statistically significant effect on the pronunciation skills of the learners. Overall, it can be concluded that usage of storytelling in English classes is effective on the speaking skills of the secondary school students, and it leads to statistically significant differences on the speaking performances of the learners, except for pronunciation.

4.2. Research Question 2

The second research question was “Is there a significant difference between speaking anxiety levels of EFL students who receive role-play training and those who receive storytelling training?”. The primary aim of this question was to find out whether there is

a significant difference between the speaking anxiety levels of students who had role-play training and those who received storytelling training in their EFL classes. Results will be presented below.

4.2.1. Speaking Anxiety Pre-Training Comparisons between Groups

Responses of the participants from role-play and storytelling groups to the pre-FLSAS scale were compared via independent samples t test. Means and standard deviations of the pre-FLSAS, along with the comparisons of the pre-FLSAS of the groups will be presented in the Table 4.2.1 below.

Detailed investigation of each item in the pre-FLSAS for role-play and storytelling groups unveiled that means of the student responses to the individual items range from 1.75 to 3.16, which means students are slightly or moderately anxious in accordance with the classification of the mean scores as 1-2.49 slightly anxious, 2.50-3.49 moderately anxious, and 3.50-5.00 by Balemir (2009). Mean scores of the fourteen items (1, 2, 3, 4, 6, 10, 11, 16, 19, 20, 25, 26, 27, 28) are higher on behalf of role-play group, while mean scores of thirteen items (5, 7, 8, 9, 12, 13, 14, 17, 18, 21, 22, 23, 24) are higher in storytelling group responses. Total score means of the groups are almost the same, it is 67.40 for role-play group and 67.16 for storytelling group out of 135 maximum score (see Table 4.2.1). Total scores of the students show that students are moderately anxious in speaking in English.

Table 4.2.1: Statistical Comparisons of the Pre-FLSAS for Role-play and Storytelling Groups

Groups	N	M	SD	t-value	Df	p
Role-play	32	67,40	19,17	,054	61	,957
Storytelling	31	67,16	17,01			

Independent samples t-test supports this result and shows that there is not a statistically significant difference not only on the items but also on total score between role-play and storytelling groups in terms of their foreign language speaking anxiety. All the p values

are above .05 meaning that groups were similar at the beginning of the study with respect to their anxiety levels in speaking. Table 4.2.1 above presents the independent samples t-test results for the comparison of the pre-FLSAS of the groups.

4.2.2. Speaking Anxiety Post-Training Comparisons between Groups

FLSAS was distributed to the participants at the end of the study with the aim of testing whether usage of role-play and storytelling techniques in English lessons led to any statistically significant difference in the speaking anxiety levels of the learners.

A detailed examination of the each item in terms of descriptive statistics shows that students' responses to the individual items fall in between 1.93 to 3.12 values, which means that students have slight or moderate level of foreign language speaking anxiety. Mean scores of fifteen items (1, 2, 3, 4, 6, 10, 11, 12, 13, 14, 17, 23, 25, 27, 28) are slightly higher for the role-play group, while thirteen items (5, 7, 8, 9, 15, 16, 18, 19, 20, 21, 22, 24, 26) have higher mean scores in favour of the storytelling group. As it can be seen at Table 4.2.2, total scores of the groups are very close to each other, it is 68.18 for role-play group and 67.06 for storytelling groups out of 135 maximum score that they could get, showing that students are moderately anxious in speaking in English.

With the aim of testing whether there is a significant difference between groups in terms of their post-FLSAS, independent samples t-test was run and results of it are presented below in Table 4.2.2.

Table 4.2.2: Statistical Comparisons of the Post-FLSAS for Role-play and Storytelling Groups

Groups	N	M	SD	t-value	df	p
Role-play	32	68,18	18,88	,232	61	,817
Storytelling	31	67,06	19,48			

Independent samples t-test results display that there is not a statistically significant difference between role-play and storytelling groups in terms of their foreign language speaking anxiety in post-FLSAS. The p value for total score is .817, which is far from the

critical significance value .05. In accordance with the test results, it can be stated that participants of both groups hold a moderate level of speaking anxiety, and there is not a statistically significant difference between their foreign language speaking anxiety levels.

4.2.3. Comparisons of Groups in terms of Changes in Speaking Anxiety

Tests that were used in the across group comparisons of the speaking anxiety levels revealed slight differences in the mean scores. So as to test whether the change in one group is higher than the other, or the change between the total scores of the groups are significantly different or not, first, the total mean score of the pre-FLSAS was extracted from total mean score of the post-FLSAS. Then, independent samples t-test was utilized to compare the difference in improvement levels of the groups. Table 4.2.3 below gives the statistical comparisons of the groups.

Table 4.2.3: Statistical Comparisons of the Changes in Role-play and Storytelling Groups

Groups	N	M	SD	t-value	df	p
Role-play	32	,78	12,75	,240	61	,811
Storytelling	31	-,09	16,16			

As can be seen, the difference mean between the post-FLSAS and pre-FLSAS of the role-play group is .78, which means that the speaking anxiety of the role-play group very slightly increased at the end of the study. The difference mean of the storytelling group is -.09 meaning that the speaking anxiety levels of the participants decreased to a minor level at the end of the study. To see whether these differences in the changes between groups are statistically significant, independent samples t-test was run (see Table 4.2.4). According to the independent samples t-test result, there is not a statistically significant difference between the role-play and storytelling groups in terms of changes in their speaking anxiety levels ($p=.811$).

4.2.4. Within Group Comparisons of Speaking Anxiety

FLSAS was applied to the participants in both groups two times as a pre and post-scale. A comparison between the pre- and post-FLSAS of the role-play group was found

necessary in terms of checking the possible effects of role-play treatment on the speaking anxiety levels of the students. Therefore, paired samples t-test was applied.

Mean scores of the items and the total scores of the pre- and post-FLSAS show that students are moderately anxious and they gave similar scores to the items in the pre and post scale. There is a minor increase in the total score means of the role-play group from 67.40 to 68.18. So as to test whether there is a significant difference between the pre and post-FLSAS of the role-play group, paired samples t-test was run and results of it are presented below in Table 4.2.4a.

Table 4.2.4a: Statistical Comparisons of the Pre- and Post-FLSAS for the Role-play Group

Pair 1	N	M	SD	t-value	df	P
Pre-FLSAS –Post-FLSAS	32	,78	12,75	,346	31	,731

Paired samples t-test results revealed that, there is not a statistically significant difference between the pre and post-FLSAS for the role-play group, except item 11 (*If I think my classmates speak English better than me, I am nervous about speaking in oral activities.*) Comparison of the total scores of pre- and post- scales revealed no statistically significant difference ($p=.731$). It can be concluded that students were moderately anxious and application of the role-play techniques in class for five weeks did not cause any drastic changes in the foreign language speaking anxiety levels of the learners.

Students' responses to the pre- and post-FLSAS in the storytelling group were also analysed and they were compared via paired samples t-test. Table 4.2.4b will show the paired samples t-test results.

Means of the pre- and post-FLSAS for each item show that students are slightly or moderately anxious in terms of speaking in English. Their responses vary between 1.70 and 3.16, which are the scores that take place in the “slightly anxious” and “moderately anxious” categories in the classification of Balemir (2009). Total scores of the storytelling

group for pre-FLSAS (67.16) and post-FLSAS (67.06) are almost the same, which can be interpreted that speaking anxiety levels of the students did not change much.

Table 4.2.4b: Statistical Comparisons of the Pre- and Post-FLSAS for the Storytelling Group

Pair 1	N	M	SD	t-value	df	P
Pre-FLSAS –Post-FLSAS	31	,09	16,16	,033	30	,974

Paired samples t-test results for storytelling group show that there is not a statistically significant difference on the total score either ($p=.974$), which means that students' foreign language speaking anxiety was moderate at the beginning of the study, and it did not change significantly at the end of the study. Inspection of each item's significance level separately shows that a statistically significant difference was observed only in item 16 (*I am more willing to speak in English class when I know the scheduled oral activities.*) All in all, paired samples t tests of pre- and post-FLSAS shows that students in the storytelling group have a moderate level of speaking anxiety both at the beginning and at the end of the study, and there is not a significant difference. It can be stated that the usage of storytelling technique did not alter the speaking anxiety levels of the learners though students had practice in speaking.

4.3. Research Question 3

The third research question was “Is there a significant difference between willingness to communicate levels of EFL students who receive role-play training and those who receive storytelling training?”. Results will be presented below.

4.3.1. WTC Pre-Training Comparisons between Groups

Means and standard deviations of the students' responses to the pre-WTC scale for role-play and storytelling groups show that students in both role-play and storytelling groups prefer “sometimes” or “often” to communicate in English, because the means for each

item is above 2 out of a maximum score 4. Mean values of the items unearthed that students were moderately willing to communicate in English at the beginning of the study. The total mean score of the role-play group in total is 30.81, while it is 32.09 for the storytelling group. These total scores also show that participants of the study had a moderate level of willingness to communicate in English at the beginning of the study (See Table 4.3.1).

Table 4.3.1: Statistical Comparisons of the Pre-WTC Scales for Role-play and Storytelling Groups

Groups	N	M	SD	t-value	Df	p
Role-play	32	30,81	11,35	-,466	61	,643
Storytelling	31	32,09	10,50			

In order to compare the total scores of the two groups and investigate whether there is a significant difference between them in terms of their WTC levels, independent samples t-tests were run. Investigation of the independent samples t-test table indicates that there was not a statistically significant difference between role-play and storytelling groups in terms of their levels of WTC. The p value for each item and the p value of the total score ($p=.643$) are above the critical significance value .05. In accordance with the results, it can be stated that there is not a statistically significant difference between the WTC of the role-play and storytelling groups at the beginning of the study. In other words, the participants of this study from both groups had similar levels of desire to communicate in English when this research study began to be conducted.

4.3.2. WTC Post-Training Comparisons between Groups

The Willingness to Communicate scale was applied one more time at the end of the five-week long training in both classes. The primary purpose of the second application of the WTC scale to the students was to find out whether application of the role-play and storytelling techniques in English classes on a regular basis lead to any differences in students' willingness to communicate in English and whether there was any significant difference between role-play and storytelling groups in terms of their WTC at the end of

the study. Independent samples t-test was used to compare the post-WTC scores of both groups. First of all, the means and standard deviations of the post-WTC scales will be presented in Table 4.3.2 below.

Table 4.3.2: Statistical Comparisons of the Post-WTC Scales for Role-play and Storytelling Groups

Groups	N	M	SD	t-value	df	p
Role-play	32	32,71	11,57	-,203	61	,840
Storytelling	31	33,32	12,03			

Mean scores of each item for each group show that students had a moderate level of WTC after the five-week of practice either with role-play or with storytelling techniques, and they “sometimes” or “often” choose to communicate in English. A general overview of the means of the items revealed that there is a slight increase in the mean of each item. Mean scores of the items are close to 3 or slightly above 3, meaning that the post-WTC levels of the students are not low.

The total mean value of the post-WTC score for the role-play group is 32.71, while the mean of the post-WTC total score for the storytelling group is 33.32, which shows that participants of these two groups had a very similar level of WTC in English at the end of the data collection period. With the intention of comparing the post-WTC scores of the groups and to test whether there is a statistically significant difference between them, independent samples t-test was used (see Table 4.3.2).

Results of the independent samples t-test for post-WTC scales put forth that no statistically significant difference was observed between the two groups. It can be stated that neither technique was superior to the other in terms of leading to changes in the willingness to communicate levels of the secondary school Turkish EFL learners.

4.3.3. Comparisons of Groups in terms of Changes in WTC

Results of the data analyses presented earlier for WTC revealed that even though there is not a statistically significant difference between groups, an increase in the means of the

students' WTC levels was observed in both groups. For the purpose of investigating whether the increase in one of the groups is higher than the other group, and examining whether there is a statistically significant difference in the increase rate between groups, an independent samples t-test was run. Descriptive statistics of the test and results of it are presented below in Table 4.3.3.

Table 4.3.3: Statistical Comparisons of the Changes in Role-play and Storytelling Groups

Groups	N	M	SD	t-value	df	P
Role-play	32	1,90	7,02	,414	61	,680
Storytelling	31	1,22	5,95			

As can be seen in the Table 4.3.3 above, the mean difference between the pre- and post-WTC scores of the role-play group is 1.90, while it is 1.22 for the storytelling group. It can be stated that role-play group students benefitted more than the students in the storytelling group. To test whether this increase difference between groups was statistically significant or not, an independent samples t-test was used. Results show that the increase in the scores of WTC for role-play and storytelling groups does not differ at a statistically significant level. The p value is .680, which means that neither role-play nor storytelling activities are superior to the other in terms of WTC levels of the students.

4.3.4. Within Group Comparisons of WTC

Paired samples t-test was utilized to test whether there is any statistically significant difference between the pre- and post-WTC scales of the role-play group since the data showed normal distribution.

Results indicate that there is an increase in the mean of each item, except item 5 and item 8. When total scores are analysed, there is an increase in the mean from 30.81 to 32.71, which can be interpreted as an indicator of the increase of students' level of willingness to communicate in English. To test whether this increase was statistically significant or not, paired samples t-test was used, and results of it are presented in the Table 4.3.4a below.

Table 4.3.4a: Statistical Comparisons of the Pre- and Post-WTC for the Role-play Group

Pair 1	N	M	SD	t-value	df	P
Pre-WTC –Post-WTC	32	-1,90	7,02	-1,53	31	,135

Paired samples t-test results revealed that there is not a statistically significant difference between the pre- and post-WTC levels of the role-play group students, meaning that role-play training did not lead to a significant difference in the willingness to communicate levels of the Turkish EFL learners.

In the same way, pre- and post-WTC levels of the storytelling group were compared via paired samples t-test so as to check whether usage of storytelling in English classes leads to any difference in the students' desire to communicate in English. According to the results, there is mostly an increase in the mean scores of the post-WTC, indicating that WTC levels of the students increased after the application of storytelling training, except for the means of item 9 and 12 that stayed the same, and the mean of item 10 that decreased slightly. This result shows that there is a minor increase in the mean of the WTC in the post application. To investigate whether this difference between the pre and post-WTC scores of the storytelling group was significant or not, paired samples t-test was used.

Table 4.3.4b: Statistical Comparisons of the Pre- and Post-WTC for the Storytelling Group

Pair 1	N	M	SD	t-value	df	P
Pre-WTC –Post-WTC	31	-1,22	5,95	-1,14	30	,261

Table 4.3.4b shows that there is not a statistically significant difference between the total pre- and post-WTC levels of the storytelling group. All the p values are above .05, meaning that storytelling training in English classes did not cause any statistically significant change in the students' willingness to communicate in English.

These results will be discussed in the next chapter.

CHAPTER V: DISCUSSION

5.1. Discussion of Results

Choosing two seventh grade classes in a state school as the participants, this study focused on the influence of role-play and storytelling-based EFL speaking training and activities on students' speaking performances, speaking anxiety levels, and willingness to communicate levels. A total duration of seven weeks were allotted for the data collection. Results of the analyses of the speaking pre- and post-tests, pre- and post- measurements of foreign language speaking anxiety scale, and pre- and post- measurements of willingness to communicate scale will be discussed here one by one in the order of research questions.

Research Question 1: *Is there a significant difference between speaking performances of EFL students who receive role-play training and those who receive storytelling training?*

The primary purpose of this study was to investigate the difference between role-play and storytelling-based English classes in terms of their influence on speaking performances, speaking anxieties, and willingness to communicate levels of Turkish state secondary school students. In order to measure the speaking abilities of the learners, a speaking test in the form of a picture description task was applied to the students as a pre-test and a post-test. Data gained through these speaking tests were analysed non-parametrically in accordance with the results of normality tests, which unearthed that there was not a normal distribution. The Mann Whitney U tests were run so as to compare the performances of the two groups. In addition, Wilcoxon Signed Ranks tests were done with the purpose of comparing the performances within each group. Finally, the amount of increase in speaking scores were calculated and scores of the groups were compared via Mann Whitney U test. Findings were presented in the results chapter, but will be summarised and discussed below.

Firstly, the comparison of pre-speaking tests of role-play and storytelling groups revealed that these groups were equal in terms of their speaking performances at the beginning of the study. Having equal groups at the beginning of the experimental studies is the prerequisite for the conduction of the study and ultimate goal of the all researchers. The

similarity in their speaking pre-test scores is most probably due to application of the same English curriculum even though they were two separate classes. Students in both of the classes had similar language learning backgrounds. Both of their exposure to the target language was mainly limited to the classroom practices. Besides, the researcher of this study was also the teacher of these two classes, who applied similar communicative activities in both classes. The total speaking scores of these groups was around 12 out of 25, which is an indicator of the limited speaking abilities.

According to the comparisons of the post-test scores of the groups, role-play and storytelling groups did not have a statistically significant difference in their speaking performance at the end of the study as well. The similarity between the speaking performances of them could be explained with the communicative nature of the activities and positive influence of both techniques.

Descriptive statistics showed that there is an increase in all categories of speaking for both groups. The students' total speaking scores increased to around 16 out of 25, which equals to a satisfactory score. As mentioned in the literature review, this study confirms the effectiveness of role-play and storytelling techniques on the speaking performances of the learners. These results are in line with the findings of Hartono (2018), who compared the effects of role-play and storytelling techniques on the speaking achievements of ninth grade EFL learners. In his study, storytelling was reported as a more effective method on the speaking performances of the learners compared to role-play. A higher increase of the speaking achievements in favour of the storytelling group was also observed in that study, but whether this increase was statistically significant or not was not stated clearly. Similarly, the study by Özdemir (2015) verifies that use of role-play and storytelling leads to an increase in the speaking performances of the learners.

Each group's development was also compared within itself. The comparison of the pre- and post-tests of the role-play group highlighted that there is a statistically significant difference between them. This result matches with the findings of previous studies (Rahimy and Safarpour, 2012; Islam and Islam, 2012; Inawati, 2014; Suryani, 2015). Moreover, it was noted that there are statistically significant differences in all categories (number of words, phrases, sentences, duration, and total score), except

mispronunciation. In other words, results of this study unravel that in the role-play group students' number of words, phrases, and sentences, along with the duration of their total speaking performance and their speaking scores increased after training. However, surprisingly, their pronunciation skills did not improve from pre-training to post-training. The students of the present study did not receive any specific pronunciation training during the role-play-based instruction, which might explain the current finding. Besides, it might stem from the fact that students were too engaged in completing their lines in the role-play to focus on other domains such as pronunciation, body language, and gestures. Comparisons of the pre- and post-tests of the storytelling group demonstrated that means of the learners for each category increased at the post tests, and this difference was seen to be at a statistically significant degree. This result confirms the results of previous studies in the field (Rachmawaty, 2010; Mokhtar et al.; 2011; Inayah; 2015; Muzammil and Andy, 2017). Just as it is in the role-play group, pronunciation abilities of the students in the storytelling group did not change at a statistically significant degree. This result contradicts with the findings of Akhyak and Indramawan (2013), who stated that storytelling contributed to the betterment of L2 pronunciation. Apart from that, all the features (number of words, phrases, sentences, duration, and total score) yielded statistically significant differences.

Results of this study also showed that although not different statistically, the students in the storytelling group gained bigger amounts of improvement from the training than the role-play group students. This result might be explained by the fact that stories present correct and prepared language input to the learners and the scope of the structures and vocabulary in stories is more immense than it is in the role-plays. In role-play activities, students were expected to form their own dialogues benefitting from the sample dialogues, and they had a specific theme to talk about, which might have affected the accuracy and the diversity of vocabulary.

All in all, it can be stated that both role-play and storytelling-based instruction in English classes lead to improvement in the speaking performances of secondary school EFL learners, except pronunciation. However, none of these techniques is statistically superior to the other one.

Research Question 2: *Is there a significant difference between speaking anxiety levels of EFL students who receive role-play training and those who receive storytelling training?*

Second research question of this study primarily focused on the foreign language speaking anxiety levels of the two student groups which separately received role-play-based lessons and storytelling-based lessons for five weeks. The aim of this research question was to find out whether there was a significant difference between the speaking anxiety levels of these two groups. Parametric tests were used to compare the groups.

Participants of the role-play and storytelling groups had a similar moderate level of speaking anxiety at the beginning of the study. When it comes to the Post-FLSAS mean scores for the groups, students had a similar moderate level of speaking anxiety at the end of the study as well. Means of their post-FLSAS scores were quite close to the means of their Pre-FLSAS scores. This can be interpreted as the neutral role of the role-play and storytelling techniques in decreasing the speaking anxiety levels of the learners. The steadiness in their speaking anxieties could be explained with their being tense during one-on-one speaking test situation. It can be stated that application of the role-play and storytelling techniques in English classes did not have a direct impact on lowering their speaking anxiety levels. These results are different from the study of Ay (2010), in relation to the degree of speaking anxiety of participants. In Ay's study (2010), seventh grade students had a high level of foreign language speaking anxiety, and they had the highest level of anxiety among fifth, sixth, and seventh grades that took part in that study, while the seventh grade students had a moderate level of speaking anxiety in this study. Within group comparisons of this study showed that there was not a statistically significant difference in anxiety levels neither in the role-play nor the storytelling groups. According to the pre- and post-measurement comparisons, it can be stated that in the storytelling group the speaking anxieties of the learners decreased slightly though it was not at a statistically significant level. However, it was seen that the speaking anxieties of the learners increased in the role-play group even if it was not statistically significant. Thus, it can be stated that role-play makes learners more anxious than storytelling. This might stem from the fact that in role-play students have to put a performance by using the language effectively along with the body language and gestures. However, storytelling activities are more structured and students might rely on the script. Storytelling does not

entail the performance of specific roles, so storytellers could just tell their stories without putting much effort. Therefore, it does not necessarily put extra burden on the shoulders of the learners and it might lessen speaking anxieties of the learners. Statistically, it can be stated that none of these techniques is superior to the other one in terms of its effect on the speaking anxiety levels of the learners. No studies could be found on the relationship between role-play and L2 speaking anxiety or storytelling and L2 speaking anxiety to compare with, so more research is needed in this area.

Research Question 3: Is there a significant difference between willingness to communicate levels of EFL students who receive role-play training and those who receive storytelling training?

The third research question of this study aimed at finding an answer to whether role-play and storytelling techniques led to a difference in the willingness to communicate levels of the learners. According to the results of the pre-measurement comparisons of the role-play and storytelling groups, students were moderately willing to communicate in English at the beginning, meaning that students in both groups had equal level of desire to communicate in English. As it has been stated earlier, their holding similar degree of WTC could be accounted of their similar language experiences in previous years.

Comparison of the post-WTC scales unveiled that both role-play and storytelling groups had similar mean scores at the end of the study, indicating that the groups do not have a superiority to the other one in terms of their willingness to communicate in English. But, both groups' WTC levels increased at the end of the training. This result might be explained by the fact that both of the techniques had communicative features. Therefore, their effects on the communication willingness of the learners were similar. It can be concluded that role-play and storytelling activities did not breed any statistically significant difference in the learners' willingness to communicate levels in English. These results are in line with the findings of Cong-Lem and Thu-Hang (2018) whose study unearthed that 10th grade students held a medium level of willingness to communicate in English.

Pre-WTC and post-WTC comparisons of the role-play group revealed a minor increase in the communication willingness of the learners, yet, it was not at a statistically significant level. Similarly, the comparisons of the pre and post measurements of the storytelling groups showed that the communication willingness of the students increased slightly, but it was not statistically significant. These findings confirm the association between the communicative techniques to practice speaking in EFL and learners' willingness to communicate in that language.

The degree of changes in the role-play and storytelling groups' communication willingness were also pursued. According to the results of it, though the rate of improvement between groups was quite close to each other, and was not superior to one another, role-play led to more increase in the WTC levels of the learners. It might be due to the fact that it provides learners with opportunities that they could use the language just like in an authentic setting. Therefore, learners might start to feel more confident and they might wish to take part in communication more often.

Overall, this paper has argued that the use of role-play and storytelling in EFL classes may have some effects on the speaking performances of secondary school students in Turkish context. In the present study, a general increase in the speaking performances and WTC levels of the students was observed and a decrease in their anxiety levels. Particularly in terms of the number of words, phrases, and sentences that they produced, the total duration of their speaking, and their holistic speaking performances showed a statistically significant increase at the end of the study. Even though the pronunciation skills of the learners did not change extensively, they had a betterment in their speaking performances. Thereby, one of the most significant findings to emerge from this study is that use of role-play and storytelling techniques in EFL classes is projected to change the speaking performances of the learners in a positive way.

5.2. Educational Implications

Based on the results of this study, several educational implications can be made. Findings highlighted the importance of using role-play and storytelling techniques on the speaking performances of the students. Since exposure to authentic language input outside of the

classroom is not very possible in EFL contexts, English teachers could increase the rate of their students' engagement with real linguistic data through the usage of role-play and storytelling techniques in their classes. Even though the duration of the training process in this study was five weeks, a considerable amount of betterment was observed in the speaking performances of the learners. Based on the researcher's observations, even the students who had lower academic achievements in written exams could improve their English speaking performances. Therefore, the power of these techniques with respect to their contributions to the increase in the speaking skills of the learners should not be underrated. If these techniques could be integrated into the curriculum to be used in EFL lessons on a regular basis, they could reinforce the speaking skills of the students. Besides, the systematic application of these techniques may help improve organization in the speaking classes thanks to their involvement of every pupil by giving them responsibilities in the communicative activity. It should be noted that for improved pronunciation, pronunciation practice can be integrated.

Results of this study showed that use of the role-play and storytelling techniques in EFL classes did not alter the speaking anxiety levels or the willingness to communicate levels of the learners substantially despite the positive changes. The number of application of these techniques was limited to five in this study. By increasing the frequency of role-play and storytelling use in their classrooms, EFL teachers could significantly lower the speaking anxiety levels of their students and raise the desire of their pupils to communicate in the English language.

Finally, some other precautions in role-play and storytelling lessons need to be made to eliminate foreign language speaking anxiety, and to increase the willingness to communicate.

5.3. Implications for Further Research

Results of this study proved the effectiveness of role-play and storytelling techniques on the improvement of speaking performances of the 7th grade EFL learners. Further research could focus on the influences of these techniques in terms of separate components and sub-skills of speaking such as fluency, accuracy, or pronunciation in detail.

Since significant change in the speaking anxiety levels and willingness to communicate levels of the learners was not observed, further research could apply these scales as delayed post-scales so as to measure the long term effects of these techniques.

One reason behind the findings obtained might be the quantitative nature of the data collection instruments used to measure the speaking anxiety levels and communication willingness of the learners. The participants could maybe express themselves better through more qualitative methods, such as open-ended questions or interviews. So, the utilization of qualitative data collection instruments could shed more light on the speaking anxiety and communication willingness of the learners.

Additionally, the fact that the classroom teacher was the person who conducted the speaking tests might have influenced students' performances. So, testers who are not students' teachers can be tried out to check for similarities and differences in outcomes.

Finally, the sample of this research was limited to 63 participants due to availability and practicality reasons. Studies could employ larger number of participants in similar designs to understand the effects of these techniques more deeply.

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APPENDICES

APPENDIX A

Sample Pictures from Picture Description Task



APPENDIX B

FOREIGN LANGUAGE SPEAKING ANXIETY SCALE (Balemir, 2009)

The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (√) the choice corresponding to the degree of your agreement or disagreement.

1 = Strongly Disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree

1. I feel anxious while speaking English in class.	1	2	3	4	5
2. I feel less nervous about speaking in English in front of others when I know them.					
3. I feel very relaxed about speaking in English class when I study the planned contents before the class.					
4. I am anxious in class when I am the only person answering the question asked by my teacher in English class.					
5. In English class, I start to panic when I know I will be graded in oral activities.					
6. I fear giving a wrong answer while answering questions in English class.					
7. I enjoy English class when I know that we are going to discuss in English.					
8. I feel very embarrassed when I speak in English at the front of the class.					
9. Because of being corrected by my teacher, I am afraid of going to the speaking class.					
10. I feel nervous when I take part in a group discussion in class.					

11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities.					
12. I worry about oral tests in English class.					
13. I would feel better about speaking in English if the class were smaller.					
14. I get anxious when I cannot express my thoughts effectively while speaking English.					
15. I am more willing to speak in English class when I know the scheduled oral activities.					
16. I feel relaxed in pair-work activities.					
17. I like going to class when I know that oral tasks are going to be performed.					
18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.					
19. I like to volunteer answers in English class.					
20. I am more willing to get involved in class when the topics are interesting.					
21. I don't feel tense in oral tests if I get more practice speaking in class.					
22. I feel uncomfortable when my teacher asks other students to correct my oral practice in class.					
23. I do not feel pressure when my teacher corrects my oral mistakes in class.					
24. Going to English conversation class makes me more nervous than going to other classes.					
25. I stumble when I answer questions in English.					
26. I feel nervous in group work activities.					

27. During an oral test, I do not feel nervous.					
28. Even if I am well prepared for the planned contents, I feel anxious about speaking English.					



YABANCI DİLDE KONUŞMA KAYGISI ÖLÇEĞİ (Balemir, 2009)

Aşağıdaki ifadeler yabancı dil konuşma kaygısı durumuyla ilgilidir. Doğru ya da yanlış yanıt yoktur. Lütfen ifadeleri dikkatle okuyunuz ve kendinize uygun olan seçeneği yuvarlak içine alınız. Seçenekler: 1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Yorum yok, 4 = Katılıyorum, 5 = Kesinlikle Katılıyorum

1-Sınıfta İngilizce konuşurken kendimi kaygılı hissedirim.	1	2	3	4	5
2- Tanıdığım kişilerin yanında İngilizce konuşurken kendimi daha az gergin hissedirim.	1	2	3	4	5
3- Sınıfta İngilizce konuşurken, programda önceden belirlenen konuları dersten önce çalıştığım zaman kendimi çok rahat hissedirim.	1	2	3	4	5
4- İngilizce dersinde öğretmenim tarafından sorulan soruyu yanıtlayan yalnızca ben olduğumda kaygılanırım.	1	2	3	4	5
5- İngilizce dersinde sözlü aktiviteler sırasında notlandırılacağımı bildiğimde paniklemeye başlarım.	1	2	3	4	5
6- İngilizce dersinde soruları yanıtlarken yanlış bir cevap vermekten korkarım.	1	2	3	4	5
7- İngilizce olarak tartışacağımızı bildiğimde İngilizce derslerinden hoşlanırım.	1	2	3	4	5
8-Sınıfın önünde İngilizce konuşurken çok utanırım.	1	2	3	4	5
9-Hatalarımın öğretmenim tarafından düzeltilmesi yüzünden İngilizce dersine girmekten hoşlanmam.	1	2	3	4	5
10-Derste İngilizce olarak bir grup tartışmasına katıldığımda kendimi gergin hissedirim.	1	2	3	4	5
11-Sınıf arkadaşlarımdan benden daha iyi İngilizce konuştuğunu düşünürsem, sözlü aktivitelerde konuşurken kendimi gergin hissedirim.	1	2	3	4	5
12- İngilizce dersinde sözlü sınavlar konusunda kaygılanırım.	1	2	3	4	5

13- Sınıfta daha az öğrenci olsaydı, İngilizce konuşurken kendimi daha iyi hissederdim.	1	2	3	4	5
14- İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.	1	2	3	4	5
15- İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.	1	2	3	4	5
16- Programda önceden belli olan sözlü aktiviteleri bildiğim zaman İngilizce dersinde konuşmaya daha istekli olurum.	1	2	3	4	5
17- İkili aktivitelerde kendimi rahat hissedirim.	1	2	3	4	5
18- Sözlü aktiviteler yapılacağını bildiğim zaman derse gitmeyi severim.	1	2	3	4	5
19- İngilizce konuşurken herkesin hata yapacağını bilirim, bu yüzden başkaları tarafından bana gülünmesinden korkmam.	1	2	3	4	5
20- İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermeyi severim.	1	2	3	4	5
21-Konular ilginç olduğunda derse katılmaya daha istekliyimdir.	1	2	3	4	5
22-Derste daha çok pratik yaparsam, sözlü sınavlarda kendimi gergin hissetmem.	1	2	3	4	5
23-Öğretmenim, sözlü ifadelerimi diğer öğrencilerden düzeltmelerini istediğinde kendimi rahatsız hissedirim.	1	2	3	4	5
24-Öğretmenim derste sözlü hatalarımı düzelttiğinde baskı hissetmem.	1	2	3	4	5
25-Sözlü aktivitelerin yapılacağını bildiğimde, İngilizce dersine gitmek beni diğer derslere gitmekten daha gergin yapar.	1	2	3	4	5
26-Sorulara İngilizce cevap verirken bocalarım.	1	2	3	4	5
27-Grup aktivitelerinde kendimi gergin hissedirim.	1	2	3	4	5
28-. Sözlü sınav esnasında kendimi gergin hissetmem.	1	2	3	4	5

APPENDIX C

WILLINGNESS TO COMMUNICATE SCALE (Çetinkaya, 2005)

Directions: Below are 12 situations in which a person might choose to communicate or not to communicate.

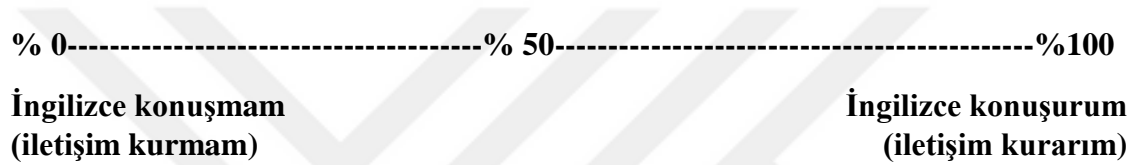
Presume you have completely free choice. Indicate the percentage of time you would choose to communicate in each type of situation. Indicate in the space below percent of the time you would choose to communicate. 0 = never communicate, 100 = always communicate

0%	50%	100%
I never communicate	I sometimes communicate	I always communicate

- _____ 1. Present a talk to a group of strangers in English.
- _____ 2. Talk with an acquaintance while standing in line in English.
- _____ 3. Talk in a large meeting of friends in English.
- _____ 4. Talk in a small group of strangers in English.
- _____ 5. Talk with a friend while standing in line in English.
- _____ 6. Talk in a large meeting of acquaintances in English.
- _____ 7. Talk with a stranger while standing in line in English.
- _____ 8. Present a talk to a group of friends in English.
- _____ 9. Talk in a small group of acquaintances in English.
- _____ 10. Talk in a large meeting of strangers in English.
- _____ 11. Talk in a small group of friends in English.
- _____ 12. Present a talk to a group of acquaintances in English.

YABANCI DİLDE İLETİŞİM KURMA İSTEĞİ ÖLÇEĞİ (Çetinkaya, 2005)

Aşağıda her bireyin iletişim kurmayı isteyebileceği ya da istemeyeceği 12 durum verilmiştir. Yabancılarla İngilizce konuşacağınızı ve iletişim kurup kurmamanın tamamen sizin seçiminiz olduğunu varsayarak her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.



- _____ 1-Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak
- _____ 2-Bir grup tanımadığım kişiye İngilizce sunuş yapmak
- _____ 3-Bir grup arkadaşına İngilizce sunuş yapmak
- _____ 4-Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak
- _____ 5-Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak
- _____ 6-Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak
- _____ 7-Arkadaşlarımla İngilizce konuşmak
- _____ 8-Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak
- _____ 9-Tanıdıklarımla İngilizce konuşmak
- _____ 10-Bir grup tanıdığım kişiye İngilizce sunuş yapmak
- _____ 11-Tanımadığım birisiyle İngilizce konuşmak
- _____ 12-Bir grup arkadaşıyla İngilizce konuşmak

APPENDIX D

2nd Role-play Session

Date: 18 April 2019

Class: 7/A

Class Size: 32

Duration: 1 lesson for the formation of the groups, distribution of the role cards, and preparation. (40 minutes) – 1 lesson for the performances (40 minutes)

Name of the Role Play: Hotel Role-play

Role Cards: 8 different hotels, 8 front desk clerks, 8 bellboys, 16 hotel guests.

Number of the Groups: 8

Instructions of the Teacher: This was the second role-play session, thus students were familiar with the stages of preparation and the processes of presentation. In these role-play prompts, there were 8 different hotel cards, therefore students were allocated into 8 different groups. While forming the groups, it was paid attention to form similar groups like in the formation of the first role-play groups. This time, it was easier to form the groups thanks to their familiarity with the role-play from the previous week. Students were free to choose their role cards. In this role-play session, number of the students in each group was not equal, because role-play prompts had different role cards such as hotel guests who were a family, or a hotel guest who was alone. There were not any key dialogues for bellboys in the sample dialogues, therefore I delivered some sample sentences that bellboys could use while performing their work. Still, every student in class had a role and at least a line in the role-play. Assignment of the roles and the process of preparation took nearly forty minutes, and then students were asked to perform their roles in whichever turn that they wanted to.

1st Group: Berk, Caner, Hüseyin (3 students)

Front Desk Clerk: Hüseyin

Bellboy: Berk

Hotel Guest: Caner

Performance: This group's role-play text required three participants; one for the front desk clerk, one for the hotel guest, and one for the bellboy. In this role-play case, there was a person who was travelling alone and looking for a suite at the "The Hitton Hotel". The hotel guest would stay only for one night and would pay in cash. Caner had this role and he had a good command of his role, though he could have done better. Hüseyin had front desk clerk role and he performed quite well. He was the best when compared to his group mates. Bellboy was Berk and he was neither too bad nor too good. In general, this group was the first to perform in class and they were a little bit nervous. Nonetheless, they presented a basic role-play situation and their performance was comprehensible. It was not very long, it lasted almost two minutes.

2nd Group: Selim, Alp, Neslihan (3 students)

Front Desk Clerk: Alp

Bellboy: Selim

Hotel Guest: Neslihan

Performance: In this role-play text, there was a hotel guest who was asking for a single room at the "The Shirleyton Hotel" for four nights and planning to pay by credit card. Neslihan had this role, but she was not very successful at the performance. She could not get the gist of role-play and she was quite hesitant to speak. Bellboy was Selim, he was much better than Neslihan. Alp had the front desk clerk role. He was well-prepared in terms of his physical appearance. He was wearing a vest and tie, and he had some moustache. However, his speaking skills were not very adequate. I asked this group to repeat their performance one more time, because they could not run a role-play successfully in their first trial. They were a little better in their second performance, but it was not enough. Both first and second trials took almost five minutes in total.

3rd Group: Sırma, Ali, Aytaç, Kerim (4 students)

Front Desk Clerk: Sırma

Bellboy: Aytaç

Hotel Guest: Ali (asking for the room and giving the personal information) and Kerim (paying the bill and talking to the bellboy)

Performance: In this role-play, there were two brothers (Ali and Kerim) who were searching for a double room at “The Sleeper Inn” for two nights. They would pay in cash. Students who had these roles were quite well prepared and they were had a good interaction with the other group members. The front desk clerk (Sırma) was also very successful in terms of managing the communication. However, the bellboy (Aytaç) was weak in terms of oral performance. His performance was not as good as his group mates. Overall, this group performed a very good role-play. Their dialogues were clear and comprehensible. Their performance lasted about 2-3 minutes.

4th Group: Halil, Murat, Gamze, Selma, Emel. (5 students)

Front Desk Clerk: Halil

Bellboy: Murat

Hotel Guests: Gamze (asking for the room and giving the personal information), Emel (paying the bill), Selma (talking to the bellboy)

Performance: This was the fourth group to perform in the class. Their role-play included three friends who were demanding a double room from “The Wyatt” for one night and would pay by credit card. Three girls in the group (Gamze, Selma, and Emel) performed these three friends. Gamze was particularly very good at in terms of oral skills and using her body language. She was more fluent when compared to her group mates. Besides, she was much more self-confident. Selma and Emel could not speak as good as their group mates. Especially, Emel was very hesitant while speaking. But still, we could understand what she wanted to say. The front desk clerk (Halil) and the bellboy (Murat) had

outstanding performances. Their oral skills were noticeable. In general, this group had the best among all the groups who had performed beforehand. Their performance lasted about 3-4 minutes.

5th Group: Mustafa, Emre, Rümeyisa, Beren (4 students)

Front Desk Clerk: Emre

Bellboy: Mustafa

Hotel Guests: Beren (asking for the room and giving personal information), Rümeyisa (paying the bill and talking to the bellboy)

Performance: This role-play prompt required two friends who were looking for a double room and would stay one night at “The Beachside Inn” hotel. They would pay in cash. Rümeyisa and Beren performed these two friends. They were lack of self-confidence and very shy at speaking in English. However, they tried their best and Beren was much better than Rümeyisa. Bellboy (Mustafa) and front desk clerk (Emre) were better than their group mates. Front desk clerk had a command of his role. Overall, this group was the fifth to perform in class. Their performance was moderate. Their performance was strong in terms of every member’s speaking almost equally, and its comprehensibility, but it was weak in terms of fluency and its simplicity. Their performance took almost two minutes.

6th Group: Almila, Tuğrul, Barış, Asya, Zehra, Esra (6 students)

Front Desk Clerk: Almila

Bellboy: Tuğrul

Hotel Guests: Barış (asking for the room), Asya (giving personal information), Zehra (paying the bill), Esra (talking to the bellboy)

Performance: This group had a role card which required a family travelling with two kids and demanding a double room or a suite to stay for two nights at “The Comfort Inn”

hotel. Their preparation was not adequate as a group. Though some of the group members (Barış and Asya) were eager to speak and sustained the unity and continuity of the role-play performance, some of them (Tuğrul and Esra) were timid and took a backseat. In conclusion, this group's performance was not satisfactory and effective. Their performance lasted approximately three minutes.

7th Group: Yusuf, Enes, İlke (3 students)

Front Desk Clerk: Yusuf

Bellboy: Enes

Hotel Guest: İlke

Performance: A person who was travelling alone and looking for a single room for two nights at “The Sandwoman Motel” was modelled in this role-play. İlke was the student who played this role and she had a flawless performance. Her preparation was adequate and her performance was outstanding. She had a good command of the language structures which were used in this particular situation. Yusuf was the front desk clerk and Enes was the bellboy. Their performances were moderate. All in all, they could completed a hotel role-play simulation successfully. Their performance took 2-3 minutes in total.

8th Group: Şeyda, Uğur, Tuğba, Yasemin (4 students)

Front Desk Clerk: Yasemin

Bellboy: Uğur

Hotel Guests: Şeyda (asking for the room and giving personal information), Tuğba (paying the bill and talking to the bellboy)

Performance: This was the last group to perform in the second role-play session. Their performance lasted for 2-3 minutes. Their role-play prompt included two friends who were looking for two single rooms for two nights and would pay by credit card. Yasemin, who played the front desk clerk role, was the best in this group. She could form meaningful sentences and led the role play. Şeyda and Tuğba (hotel guests) were not too good, but still they tried their best and put the maximum effort to run the role-play. Uğur

(bellboy) was not only lack of preparation, but also lack of motivation and effort. He underplayed and just uttered only one line (“Thank you.”).

Observation Notes

This was the second role-play session and all the groups were better than the first one. It was a joyful experience both for the students and the teacher even though the class size is very high. Even the most silent student had a chance to speak and they paid attention to the other groups’ performances this time. This was good. There was not any difficulty in conducting the role-play. Students were much more eager and comfortable this time.

Hotel Role-play Prompts

THE HIFTON HOTEL										
	Price	Available Rooms								
Single	\$120.00	802, 1107, 1108								
Double	\$160.00	708, 710, 904								
Suite	\$220.00	1201								
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Pool</td> <td>4th floor</td> </tr> <tr> <td>Restaurants</td> <td>2nd floor 3rd floor</td> </tr> <tr> <td>Checkout</td> <td>10:00A.M.</td> </tr> <tr> <td>Laundry Service</td> <td>Yes</td> </tr> </table>			Pool	4 th floor	Restaurants	2 nd floor 3 rd floor	Checkout	10:00A.M.	Laundry Service	Yes
Pool	4 th floor									
Restaurants	2 nd floor 3 rd floor									
Checkout	10:00A.M.									
Laundry Service	Yes									

The Shirlyton Hotel										
	Price	Available Rooms								
Single	\$120.00	203,204,206								
Double	\$165.00	604, 605, 708								
Suite	\$230.00	None								
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Pool</td> <td>5th floor</td> </tr> <tr> <td>Restaurants</td> <td>1st floor 3rd floor</td> </tr> <tr> <td>Checkout</td> <td>11:00A.M.</td> </tr> <tr> <td>Laundry Service</td> <td>Yes</td> </tr> </table>			Pool	5 th floor	Restaurants	1 st floor 3 rd floor	Checkout	11:00A.M.	Laundry Service	Yes
Pool	5 th floor									
Restaurants	1 st floor 3 rd floor									
Checkout	11:00A.M.									
Laundry Service	Yes									

The Wyatt

	Price	Available Rooms
Single	\$110.00	708, 710, 904
Double	\$145.00	802, 1107, 1108
Suite	\$190.00	1401

Pool 4th floor
 Restaurants 2nd floor 3rd floor
 Checkout 10:30A.M.
 Laundry Service Yes

The Sleeper Inn

	Price	Available Rooms
Single	\$95.00	604, 605, 708
Double	\$125.00	203, 204, 206
Suite	\$150.00	501

Pool 2nd floor
 Restaurants 1st floor 3rd floor
 Checkout 10:00A.M.
 Laundry Service Yes

THE COMFORT INN		
	Price	Available Rooms
Single	\$40.00	201, 203
Double	\$60.00	102, 103, 104
Suite	NA	NA
Pool	In back of the motel	
Restaurants		
Checkout	2 nd floor	
Laundry	12:00 noon	
Service	Yes	

The MidDay Motel		
	Price	Available Rooms
Single	\$25.00	102, 103, 104
Double	\$35.00	201, 203
Suite	NA	NA
Pool	In front of the motel	
Restaurants		
Checkout	2 nd floor	
Laundry	10:00A.M.	
Service	No	

					
	Price	Available Rooms		Price	Available Rooms
Single	\$45.00	201, 203	Single	\$125.00	102, 103, 104
Double	\$65.00	102, 103, 104	Double	\$165.00	201, 203
Suite	NA	NA	Suite	\$210.00	501
Pool	No.		Pool	No	
Restaurants	1 st Floor		Restaurants	No	
Checkout	11:00A.M.		Checkout	11:30A.M.	
Laundry Service	No		Laundry Service	Yes	

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Role-play Prompts: Hotel Guests

You are traveling alone. You would like a single room. You would like to pay with cash. You will be staying 2 nights. You would like a wake-up call for 7:00 A.M.

You are traveling alone. You would like a single room. You would like to pay with cash. You will be staying 1 night. You would like a wake-up call for 7:30 A.M.

You are traveling with your husband/wife. You would like a single room. You would like to pay with credit card. You will be staying 2 nights. You would like a wake-up call for 6:00 A.M.

You are with your brother. You would like a double room. You would like to pay with cash. You will be staying 2 nights. You would like a wake-up call for 6:00 A.M.

You are traveling with two friends. You would like a double room. You would like to pay with credit card. You will be staying 1 night. You would like a wake-up call for 6:30 A.M.

You are traveling alone. You would like a single room. You would like to pay with credit card. You will be staying 4 nights.

You don't want a wake-up call.

--

--

You are traveling with your family (3 kids and spouse). You would like a suite (or a double if there are no suites available). You would like to pay with credit card. You will be staying 2 nights. You don't want a wake-up call

You are alone. You would like a suite. You would like to pay with cash. You will be staying 1 night.

You would like a wake-up call for 7:00 A.M.

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Sample Conversation

Front Desk: Welcome to the Wyatt Hotel. How may I help you?

Traveler: I'd like a room please?

Front Desk: Would you like a single or a double?

Traveler: I'd like a double, please?

Front Desk: May I have your name, please?

Traveler: Timothy Findley.

Front Desk: Could you spell that please?

Traveler: F-I-N-D-L-E-Y.

Front Desk: How many are in your party?

Traveler: Just two.

Front Desk: How many nights would you like to stay?

Traveler: Just tonight.

Front Desk: How will you be paying?

Traveler: Is Visa OK?

Front Desk: That'll be fine. Would you like a wake-up call?

Traveler: Yes, I'd like a wake-up call for 6:30. Do you have a pool?

Front desk: Yes, we do. On the 2nd floor. Here's your key. That's room 405 on the fourth floor.



Hotel Role-play

Guest

Hint: You may use some of the phrases and questions on the right:

Hotel Name	Room Number	Price	Checkout Time	Restaurant Location	Pool Location

APPENDIX E

2nd Storytelling Session

Date: 16 April 2019

Class: 7/B

Class Size: 30

Duration: 1 lesson for the formation of the groups, distribution of the stories, and preparation. (40 minutes) – 1 lesson for the performances (40 minutes)

Names of the Stories: Twin's Week, Ali and the Magic Carpet, My Favourite Clothes, The Lazy Bear, The Snowman, What will I be when I grow up?, What's that noise?

Instructions of Teacher: This was the second storytelling session. Seven stories were prepared to be distributed for that day. Class size was 30 at that day and seven groups were formed. Two of the groups had five members and the rest of them had four members. Groups were formed by paying attention to have both high and low achievers in each group. Formation of the groups nearly took 5 minutes. Students were familiarized with how to do storytelling from the first session. Then, I allocated them nearly 30 minutes to work on their stories and get prepared for in-group and intergroup storytelling.

1st Group: Selin, Güzin, Kadir, Ezgi, İsmail (5 students)

Name of the Story: Twin's Week

In-group Storytellers: Ezgi, İsmail, Güzin

Intergroup Storytellers: Selin, Kadir

Performances:

In-group Storytelling Performance: Three students took place in the in-group storytelling of this group. They divided the story into three parts. Ezgi told the first part of the story, her performance was mediocre. Even though her every sentence was not grammatically correct, her part of the story was comprehensible. İsa had only a few lines to tell from the

story. Though his friends helped him how to tell, his performance was very poor. He switched to Turkish almost always. Güzin told the final part of the story. She was the best in in-group storytelling. She spoke clearly and she utilized facial expressions, vocal variety and characterization. This groups' in-group storytelling performance took almost 2 minutes.

Intergroup Storytelling Performance: This was the fifth group to perform in class. Two students, Kadir and Selin, took part in the intergroup storytelling. They told the story in turn. *Twin's Week* short story narrates a week of twins. Kadir started telling the introduction part of the story, then Selin told the Monday of the twins, after that Kadir told the Tuesday of the twins and so on. They told the story with ease and they communicated effectively with the audience. Both of the students were more self-confident than their first storytelling performances. Their performance lasted nearly 3 minutes.

2nd Group: Ömer, Nihat, Cansu, Nur (4 students)

Name of the Story: The Lazy Bear

In-group Storytellers: All group members took part in in-group storytelling.

Intergroup Storytellers: All group members took part in intergroup storytelling.

Performance:

In-group Storytelling Performance: All members in this group stated that they want to tell their story both in-group and intergroup storytelling sessions together. Thus, they divided the story into four parts. Their story "*The Lazy Bear*" narrates the life of a bear through four seasons. Each students narrated one season. Cansu told the first part of the story. She had a good command of the language. She used gestures effectively and she spoke clearly. Then, Nihat told the second part of the story. His performance was good in terms of language use, but he was very excited. Thus, he hesitated a few times while telling the story. Ömer told the third part of the story. His performance was weak, because

he was not well prepared yet. Nur told the final part of the story. She could easily tell the story and her language use was effective. Their performance lasted about 2 minutes.

Intergroup Storytelling Performance: This was the last group to tell the story in class. All the same group members told the story in the same sequence in in-group storytelling session. Cansu was good at commanding attention at the beginning of the story. Cansu's and Nur's performance was good same as in the in-group storytelling. Though Nihat was good in terms of telling his part, he was still nervous. Ömer had a better performance than his in-group storytelling performance. The overall performance of this group was effective in terms of language use, use of body language, facial expressions and gestures. They communicated effectively with the audience. Their performance took almost 2 minutes.

3rd Group: Yılmaz, Ata, Sedat, Recep, Musa (5 students)

Name of the Story: The Snowman

In-group Storytellers: Yılmaz, Ata, Sedat

Intergroup Storytellers: Recep, Musa

Performance:

In-group Storytelling Performance: Three members of this group told the story in in-group storytelling session. Their performance was poor in terms of language use and conveying the gist of the story. They were underprepared. Ata told the first part of the story, but he nearly read the whole of his part from the paper. Sedat told the middle part of the story. Though he could form a few sentences, he was far from telling the story effectively. It was Yılmaz's duty to tell the last part of the story, but he had a very poor performance. He could not form any meaningful sentences.

Intergroup Storytelling Performance: This was the fifth group to tell their story in class. Recep told the first part of the story. He spoke clearly. He used his voice well and he could tell his part of the story effectively. Musa told the rest of the story, but he could not very good at language use. Besides, his performance was full of mistakes in terms of

pronunciation. However, he exhibited a lot of enthusiasm to tell the story. Their performance took almost 2 minutes.

4th Group: Bora, Hakan, Gülsüm, Selin (4 students)

Name of the Story: My Favourite Clothes

In-group Storytellers: Selin, Gülsüm

Intergroup Storytellers: Bora, Hakan

Performance:

In-group Storytelling Performance: Two of the students told the story. They were well prepared. Both Selin and Gülsüm were fluent and used their facial expressions well. They told the story with ease and their storytelling was comprehensible. Their performance lasted about 2 minutes.

Intergroup Storytelling Performance: Two students, Hakan and Bora, told the story in intergroup storytelling session. They were the sixth to tell the story in class. Bora told the first part of the story. His language use was mediocre, because he mainly focused on telling the memorised lines. Therefore, his performance was lack of effective usage of facial expressions, body language and gestures. Hakan told the second part of the story. His performance was a lot better than his group mate. He spoke clearly and he made good eye contact. He communicated effectively with the audience. He had effective pauses among his lines. Their performance lasted about two minutes.

5th Group: Burcu, Nazlı, Berkant, Aydın (4 students)

Name of the Story: Ali and the Magic Carpet

In-group Storytellers: Berkant, Aydın

Intergroup Storytellers: Burcu, Nazlı

Performance:

In-group Storytelling Performance: Two of the students, Berkant and Aydın, told the story. Firstly, Berkant started telling the introduction part of the story. His performance was mediocre, but he put lots of effort and he could convey his message though he had some grammatical errors. Aydın told the second part of the story. His language use was very poor. He switched to Turkish a few times and resorted to the printed form of the story. He could have been prepared much better if he had tried harder. Their performance lasted about 2 minutes.

Intergroup Storytelling Performance: This was the third group to tell the story in class. Burcu and Nazlı divided the story into two parts and told in turn. Their performance was marvellous in every aspect. They spoke very clearly and utilized their facial expressions, vocal variety and characterization effectively. Their performance was by far the best classroom storytelling performance. Their performance lasted about 2 minutes.

6th Group: Asuman, Sude, Cenk, Sila (4 students)

Name of the Story: What's that noise?

In-group Storytellers: Sude, Cenk

Intergroup Storytellers: Asuman, Sila

Performance:

In-group Storytelling Performance: Two students, Sude and Cenk, told the story in in-group storytelling session. Their story "What's that noise?" required mimicking some animal sounds and this made their storytelling more enjoyable. Sude told the first part of the story. She was well prepared. However, she told the story in a monotonous way. This stemmed from her trying to memorise the story. Cenk told the second part of the story. His performance was not impressive, but he tried his best. His language use was poor. Their total performance took 2 minutes.

Intergroup Storytelling Performance: This group was the fourth group to tell the story in class. Sila made a very nice introduction to the story. Her mimicking the animal sounds was quite funny, and through which she grasped her classmates' attention very well. Her

performance was eye-catching both in terms of usage of English and body language use. Asuman told the second part of the story. Her performance was also good, she just had a few errors. However, her voice was too monotonous. She did not modulate her voice almost at all. This caused to the loss of attention in class. Their total performance took almost 2 minutes.

7th Group: Sezin, Duygu, Melisa, Özkan (4 students)

Name of the Story: what will I be when I grow up?

In-group Storytellers: All group members took part in in-group storytelling.

Intergroup Storytellers: All group members took part in intergroup storytelling.

Performance:

In-group Storytelling Performance: Members of this group decided to tell the story altogether both in-group and intergroup storytelling sessions. They divided their story into four parts. Melisa started telling the first part of the story. She made a nice introduction. She spoke clearly, but she needed to improve her body language use. Sezin told the second part of the story. Her speech was fluent, comprehensible and error-free. Duygu told the third part of the story. Her performance was also as good as Sezin. She had a good command of her part of the story. Finally, Özkan told the last part of the story. His performance was not as well as his group mates, because he tried to memorise his lines. Their performance lasted about 3 minutes.

Intergroup Storytelling Performance: All the members of this group told the story in class. They were the first to perform in class. They told the story in the same sequence with the in-group storytelling. Their performances were similar to their in-group storytelling performance. Only, Melisa put more effort to use her body language. Their overall performance was good, they could tell the story successfully. Their performance lasted about 3 minutes.

Observation Notes

This storytelling session was much better than the first storytelling session. Though some students objected to do storytelling activity at first, they stated that they had fun and they found these activities useful when I got oral feedback from them at the end of this storytelling session. Even if the individual performances were better than before, it was observed that students were reluctant to listen to the other groups. They mainly focused on their own story and did not show enough interest to other groups' stories. Storytelling activities were difficult to run out for me due to the reason that most of the students tried to memorize their stories rather than understand it and tell it with their own words.



My favourite clothes

Short story

'What are you doing, Mum?'

'I'm taking your old clothes to the charity shop.'

'Wait! They still fit me. Look. Grandma knitted this jumper for me. It's my favourite.'

'The slippers are still OK though. Peter bought me these for my birthday.'

'OK. Well, the trousers are fine. I got these for Christmas.'

'Yes. Christmas 2002.'

'Oh, why did I grow so much? I love these clothes. OK. You can take them.'

Fifteen minutes later

'I didn't take the clothes to the shop.'

'Why not?'

'On the way I found someone who really needed some new clothes.'





Ali and the magic carpet

Short story

One very hot day Ali finds a carpet in his uncle's shop.
'What's this?'

Suddenly the carpet jumps! It moves and flies off into the air.
'Hey! What's happening?'

A loud booming voice comes from the carpet.
'Welcome, O master. I am a magic carpet.'

First they fly high up into the sky and then they land in a jungle. It is hot and wet and it's raining.
'It's raining! Yuck!'

Then they fly to the desert. It is very, very hot and dry.
'It is very, very hot today!'

After that they fly to the South Pole. There is lots of ice and snow. It's freezing.
'Brrr!'

'Where are we now? I can't see!'
'In the mountains. Can you see me?'
'It's very foggy.'

Then they fly to a forest. It's very windy there.
'Oh, it's windy in the forest!'

Then they fly to an island in the sea. There is thunder and lightning.
'Aaagh! Let's go home!'
'What a storm!'

Finally they fly back home. The carpet lands in the shop and Ali gets off.
'Wow! What an adventure!'





The lazy bear

Short story

It's spring in the forest. The snow has gone, leaves are growing and the animals are waking up.

Bruno the bear is still asleep. He doesn't know that it's spring.

'Listen! Bruno is snoring!'

Now it's summer. It's warm and the animals are having lots of fun. But where's Bruno?

Bruno is still asleep. He doesn't know that it's summer.

Now it's autumn. The leaves are turning red, yellow and orange. The animals are getting ready for winter. But where's Bruno?

Bruno is still asleep. He doesn't know that it's autumn.

Now it's winter. You can't see the animals. They're all asleep in their warm homes. But where's Bruno?

'What a nice, long sleep. Snow! It's winter! I'm all alone.'

It's spring again. The animals are very happy. They're having a party. But where's Bruno?

'Bruno!'

Bruno is awake at last. Now he knows that it's spring.





The snowman

Short story

It was nearly Christmas. Katie woke up and found that the world was white and magical. 'Snow!' she shouted. 'Snow for Christmas!'

She ran outside and danced in the snow.



Her brother Eddie came out too. They made a big round snowball and a small one. They put them together and made a huge snowman.

'Hello,' he said. 'It's Christmas. Would you like a present?'
'Yes, please!' they said.

The snowman waved his arms. Silver crystal snowflakes filled the sky. It was so beautiful.

'We must give you a present too,' said Katie. They gave the snowman a carrot for a nose, a scarf for his neck and a hat for his head.

'Happy Christmas!' they said.

The snow stopped and the sun came out. The snowman started to melt. 'Goodbye,' he said. 'Build me again next year!'



Twins' week

Short story

Kim and Ken are twins and they live at the zoo. Their father is the zookeeper. He has so many things to do.



On Mondays they take a shower, the hippos join the fun. Then watch TV with the fish, the week has just begun.

On Tuesdays they eat breakfast with the pandas and the frogs. And eat dinner in the evening with chimps and cats and dogs.

On Wednesdays they clean their teeth, the crocodile helps them brush. Then at night they ride their bikes, the rhino gives a push.

On Thursdays they play football, with parrots in the park. Then take a swim in the pool, the one without the shark!

On Fridays they do their homework, the octopus helps too. Then play some games with their friends and run around the zoo.

On Saturdays they go shopping, with the kangaroos. Then come home on a big, red bus and have a little snooze.

On Sundays they are very tired and sleep until it's lunch. Then take a walk around the zoo and see the friendly bunch.



What will I be when I grow up?

Short story

When I grow up I'll work with animals. I don't know which job yet.

Maybe like my brother. He's a special vet.

He looks after scary snakes, some just out of eggs.

He says that snakes are easy as they don't have any legs.

My father is a scientist. He works to save rare birds.

Some are really clever and can even say some words.

'How do you do?'

My mother is a dog groomer. She loves dogs big or small.

Once she styled a poodle. It looked just like a ball.

My sister, she trains dolphins. They practise in the pool.

She hears the dolphins talk and sing. That sounds really cool!

So many animal jobs to choose but which one's right for me?

Because I'm only ten years old, I'll have to wait and see!





What's that noise?

'Tweet tweet! Tweet tweet!
'Who's making that tweet? I'm trying to sleep.'
'It's not the fish.'
'It must be the bird. Shush!'

'Woof! Woof!
'Who's making that bark?'
'It's coming from the park.'
'It's not the monkey.'
'It must be the dog. Shush!'

'Baa!
'Who's making that baa?'
'They can't be far.'
'Is it the cow?'
'No, it's the sheep. Shush!'

'Zzz, zzz. Zzz, zzz.'
'Now who's making that noise? The bird?'
'The dog? The fish?'
'The cow?'
'No, it's Daddy, he's fast asleep.'

Short story



APPENDIX F

Pre- and Post-test Evaluation Rubric

Student ID:.....

Pre-test:

Post-test:....

Criteria	Points
<p>Fluency</p> <p>5. The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.</p> <p>3. The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.</p> <p>1. The speaker has many hesitations and great difficulty remembering or selecting words.</p>	5
<p>Pronunciation</p> <p>5. Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.</p> <p>3. Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.</p> <p>1. Pronunciation is very hard or impossible to understand by a native speaker.</p>	5
<p>Grammar</p> <p>5. The speaker speaks with no more incorrect grammar than a native speaker would.</p> <p>3. The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.</p> <p>1. The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech.</p>	5
<p>Vocabulary</p> <p>5. Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.</p> <p>3. Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.</p> <p>1. Vocabulary is very limited and/or incorrect words are often used.</p>	5
<p>Content</p> <p>5. The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.</p> <p>3. The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides some details.</p> <p>1. Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.</p>	5
Total	25

This rubric can be attributed to:

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APPENDIX G

Speaking Pre-Test Excerpt of a Student from Class A (Role-play Group)

Gamze: There is a town centre. Vegetables and fruits... a hotdog... a toys... six bird... a bank.... Clothes shop... jewellery... bus station... town library... a town library... book... shopping centre... glass... Çöp neydi?

Teacher: Garbage.

Gamze: Garbage, yes. Eight tree... a dog... ice-cream car... a coffee.... Ride a skate... slow..?

Teacher: A slow sign.

Gamze: carrot... ball... clothes... fast food... hamburger... pizza... a lot of people... carry a glass.

Teacher: Yes, they're carrying a glass.

Gamze: Father and sister... kız- a girl... Burası benzin istasyonu mu?

Teacher: Yes.

Gamze: Benzin station

Teacher: Gas station.

Gamze: Gas station. Mother and boy... a bird... blue street... buy a vegetables and fruit. She is a tea or coffee.

Teacher: She is drinking tea, I guess.

Gamze: He is read newspaper. Bu kadar.

Teacher: That's all? Ok. Thank you, Gamze.

In total: (3.52 minutes)

Speaking Pre-Test Excerpt of a Student from Class A (Role-play Group)

Teacher: Let's start.

Asya: ice-cream... camera... balloons... red...blue... white... green... yellow... pink... light (mispronounced)... books... purple...

Teacher: What is he doing? Ne yapıyorlar?

Asya: Color (mispronounced)... shoes... human...children... reading book... dancing... taking photo... grandmother...grandfather...place...fun... eyes (mispronounced)... Bu kadar hocam.

Teacher: Ok. Thank you Asya.

In total: (2.40 minutes)

Speaking Pre-Test Excerpt of a Student from Class B (Storytelling Group)

Teacher: Let's start.

Cenk: whale...helicopter... clouds.... sun... red... green... white... water... blue...
grey...white...red...red.... Green... yellow... orange... blue..

Teacher: Renkler dışında neler söyleyebilirsin?

Cenk: Backpack... books... wood... white... green...black... Bu kadar.

Teacher: That's all? Ok. Thank you Cenk.

In total: (1.31 minutes)

Speaking Pre-Test Excerpt of a Student from Class B (Storytelling Group)

Teacher: Let's start.

Sezin: fruit and beverages...watermelon... eat... fish...bread (mispronounced)... cookies... orange juice... Hocam bu ne?

Teacher: Fruit juice.

Sezin: Tamam. Başka... cha.. Bu nasıl okunuyor?

Teacher: A chair.

Sezin: Tamam. He has on his red short and blue pants. He has on his blue t-shirt. He has on his blue t-shirt and green pants. She has on his pink t-shirt. She has on his white t-shirt and blue short. She has on his blue t-shirt. She has on his pink t-shirt and purple skirt. He has on his red t-shirt and blue pants. Tomato...She has got yellow and straight hair. He has got brown hair. She has got orange and short hair. He has got red t-shirt. He has... He has on his red-thirt. And he has got yellow hair... coffee... milk.. egg... potato... hamburger... ice neydi?

Teacher: Ice-cream.

Sezin: ice-cream... cake...watermelon... door... window... Masayı unuttum.

Teacher: A table.

Sezin: Table, ok. Water (mispronounced)...banana... apple...Bu kadar hocam.

Teacher: Ok. Thank you Sezin.

In Total: (3.41 minutes)

Speaking Post-Test Excerpt of a Student from Class A (Role-play Group)

Teacher: Let's start.

Gamze: a café... Two people is a drink tea or coffee. Hotdog. He is a throw away rubbish. They are carry glass. Town centre...a bird...a bank... a clothes shop... jewellery... bus station... a banana... fruits... toys... balls... yellow shirt... They are speak. He is a skateboarding. A father and sister... girls... some tree... He is a newspaper... read a newspaper. Red t-shirt... ice-cream bus... gas station... two bus... library... two book... six birds... buy a fruit.... Sell a clothes... mum and boys... She is a carry bags. They are go shopping. They are stop. Carrot... red and yellow shoe... Bu ne yapıyor?

Teacher: Galiba bozuk para atıyor. Coin bozuk para.

Gamze: Throw away a coin... a dog... Bu kadar.

Teacher: Ok, thank you Gamze.

In Total: (4.27 minutes)

Speaking Post-Test Excerpt of a Student from Class A (Role-play Group)

Teacher: Let's start.

Asya: flower... home... place... ice-cream... book... girl... boys... human... taking photo... camera... lights.... Red... blue... yellow... green... orange... purple....

Teacher: Bu kişiler ne yapıyor onları söyleyebilirsin. Ne giymişler, cümle kurabiliyorsan cümle kurabilirsin. Nasıl hissediyor insanlar, yüz ifadelerine bakarak onu söyleyebilirsin.

Asya: costume... happy... fun... flower... teeth... eyes (mispronounced)... glasses.... Pink... white... art... t-shirt... shoe... paper... grandmother....guitar... colours...brown hair... grey... black... sing... song... reading book... seven o'clock.... Blue... Bu kadar hocam.

Teacher: Ok, thank you Asya.

In Total: (4.18 minutes)

Speaking Post-Test Excerpt of a Student from Class B (Storytelling Group)

Teacher: Let's start.

Cenk: She... Four humans stop. Green... white... water... whale (mispronounced)... blue... helicopter... clouds... sun... white... yellow... leggings..

Teacher: What?

Cenk: Neydi bu legs miydi?

Teacher: Flags.

Cenk: Ok, flags. Stick... ship... backpacks... camera... hair... shirt... a t-shirt... short... octopus...

Teacher: Mesela octopus dan bahsettin. O yüzüyor nasıl dersin cümle kurmaya çalışsan?

Cenk: yüzmek swimming.

Teacher: O zaman octopus is swimming.

Cenk: Octopus is swimming. Wood... brown... yellow... red... hair... glasses... Dondurma neydi ice-?

Teacher: Ice-cream.

Cenk: Ice-cream. Grey... red... green... blue... red... white... yellow... blue... cyan... white... yellow hair... instrument (mispronounced)... red... white... string... screen... silver...Başka hocam?

Teacher: O dondurma yiyor nasıl dersin cümle kurmak istesen?

Cenk: Food... yemek neydi?

Teacher: eat.

Cenk: Eat is ice-cream.

Teacher: He is eating ice-cream. O fotoğraf çekiyor desek?

Cenk: photo... He is you photo.

Teacher: taking photos.

Cenk: Taking photos. Boots... Başka da birşey kalmadı.

Teacher: Ok, thank you Cenk.

In total: (3.15 minues)



Speaking Post-Test Excerpt of a Student from Class B (Storytelling Group)

Teacher: Let's start.

Sezin: watermelon... cookies... bread... water... banana... apple... juice... hamburger... three table... seven chairs... red and white coloured umbrella (mispronounced)... tomato... milk...fish...eggs... window... brown coloured door. She has on his red t-shirt and blue pants. News- gazete...

Teacher: Newspaper.

Sezin: water (mispronounced)... He has on his blue t-shirt and green pants. She has on his pink t-shirt. She has on his white t-shirt and blue skirt. She has on his blue t-shirt. She has on his pink t-shirt and yellow skirt (mispronounced). She has on his pink t-shirt. She has got yellow hair. He has got brown and curly hair. He has got brown and straight hair. She has got yellow and straight hair. She has got ... turuncuyu unuttum.

Teacher: Orange.

Sezin: orange and short hair. Flower... ice-?

Teacher: Ice-cream.

Sezin: Ice-cream. He has got yellow and short hair. Lamp... blue... yellow...green... red... orange... and she has on his yellow t-shirt. She has got brown and short hair. Glasses... He has on his red t-shirt. Bitti.

Teacher: Ok. Thank you Sezin.

In total: (3.44 minutes)